

**Proposal for the Stockton University Master's Degree in Nursing  
New Clinical Nurse Leader Track within the Existing MSN Program**

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Proposal for the Stockton University Master’s Degree in Nursing  
New Clinical Nurse Leader Track within the Existing MSN Program

**Purpose of This Proposal**

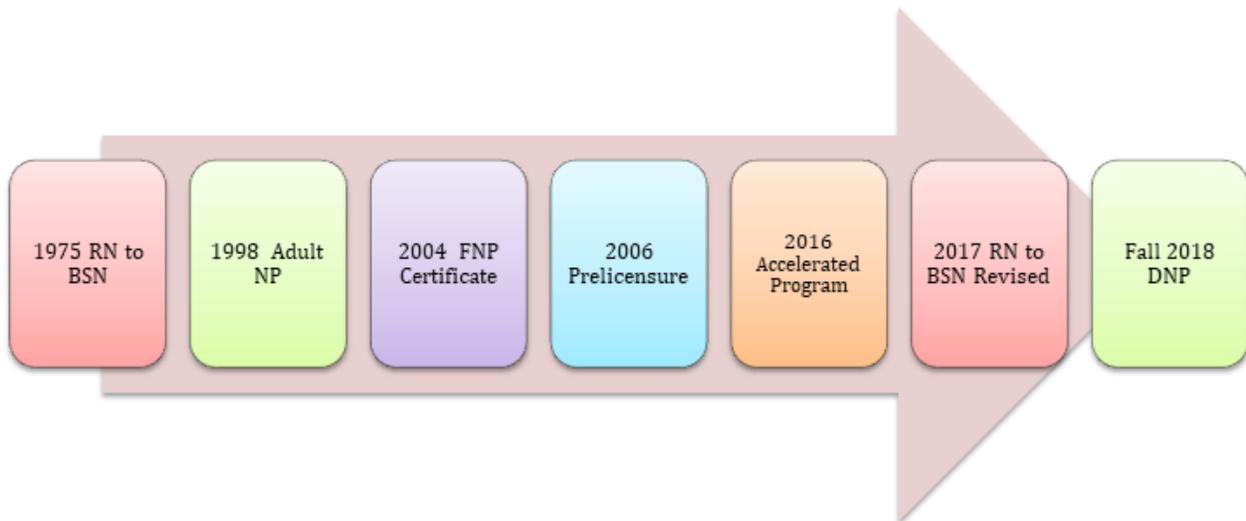
The purpose of this proposal is to present a new track within the Master’s of Science in Nursing (MSN) degree program at Stockton University. The proposed track option is for a Clinical Nursing Leader (CNL) preparation within the current existing MSN program.

**Background**

**History**

The Nursing program at Stockton University has been in existence since the 1970’s offering undergraduate degrees. The MSN/Nurse Practitioner degree program has been in existence since 1998. The most recent degree program launched in 2018 was the Doctor in Nursing Practice (DNP) offering clinical advanced practice degrees in Adult/Gerontology Nurse Practitioner and Family Nurse Practitioner. Figure 1 provides a visual representation of the timeline of the programs developed and offered within Nursing.

**Figure 1. Timeline of Nursing Programs Offered at Stockton University**



The Nursing Program was also reapproved/ reaccredited by the New Jersey Board of Nursing (NJBoN) in 2014. The Commission on Collegiate Nursing Education (CCNE) reaccredited the undergraduate (BSN) programs and the graduate (MSN) program with no deficiencies in 2017. A CCNE site visit is planned for the fall of 2019 for accreditation of the DNP program.

The Stockton University Nursing Program is responsive to and well recognized by South Jersey healthcare facilities and clinical partners as evidenced by their attendance at our yearly Advisory Board meetings and in our ongoing relationships. As such, this proposal is a request from one of our clinical partners (AtlantiCare) to offer the CNL degree. AtlantiCare sent and financially supported a group of their nurse leaders to obtain an MSN CNL degree by sending them to Rutgers University in Newark. To minimize travel for their nurses, AtlantiCare reached out to Stockton in the summer of 2017 to provide one MSN course that could be transferred to Rutgers. We responded to their need and the students who participated in that course were overwhelmingly satisfied with it and appreciative of the accessibility. Therefore, there has been a need for such a track and Stockton has only been partially responsive to the community need. To that end, a group of nursing faculty embarked on a journey during the summer of 2018 to obtain a needs assessment and design a curriculum for a CNL track leading to an MSN degree at Stockton University.

### **Explanation and Differentiation of the Tracks and Degrees**

The current MSN and DNP programs offer clinical practice degrees resulting in preparation as Advanced Practice Nurses (APNs) who are prepared for independent clinical practice in primary care (Nurse Practitioners). This means that graduates with these degrees can offer independent primary health care (treating patients and prescribing medications, therapies, and other treatments) in clinics and community health care offices, their own offices, or in primary care physician offices. The CNL track will not prepare nurse practitioners; instead, the CNL track will be a clinically focused track that will prepare nursing leaders responsible for managing and educating teams of healthcare professionals for the purposes of improving healthcare outcomes within healthcare organizations. As such, although the CNL may have influence over individual patient outcomes, the focus of CNL practice is in the operation of healthcare systems to improve overall healthcare outcomes for patient populations. The American Association of Colleges of Nursing (AACN) defines the CNL as a “master’s educated nurse, prepared for practice across the continuum of care within any healthcare setting. The CNL was developed by AACN in collaboration with leaders from healthcare practice and education to address the critical need to improve the quality of patient care outcomes. The CNL focuses on:

- Care Coordination
- Outcomes Measurement
- Transitions of Care
- Interprofessional Communication & Team Leadership
- Risk Assessment
- Implementation of Best Practices Based on Evidence
- Quality Improvement” - (AACN, 2019)

The CNL track at Stockton would be the first advanced practice nursing degree that does not involve direct patient care. This is a degree option that is ideal for Registered Nurses with earned baccalaureate degrees who wish pursue advanced degrees for roles in leadership, quality improvement, risk management, case management, and education within healthcare organizations. This is a track for nurses who do not wish to become Nurse Practitioners or who do not wish to obtain a Master's in Business Administration (MBA), or Healthcare Administration. In short, the CNL curriculum is more clinically focused than an MBA or a Healthcare Administration program, but not as clinically specific as a Nurse Practitioner program. Only graduates with MSN CNL degrees may obtain national certification as a CNL. Graduates of Stockton's CNL program will be eligible to sit for the national CNL certification exam.

It is also important to consider that not all nurses with graduate degrees have a desire to leave the bedside. Many seek advanced nursing education to improve their bedside knowledge, expand their roles as clinical preceptors, function as committee chairs within and without their institutions, effect evidence based practice change, conduct research, and to climb the clinical ladder. The CNL degree is the ideal preparation for the clinical nurse with these career aspirations.

### **Evidence Supporting the Need for the CNL Degree**

#### **Hanover Report**

In the fall of 2018, Hanover Research (Appendix A) noted these two key findings in response to our request for a needs assessment regarding a CNL track:

*Student and labor demand for master's programs in clinical nurse leadership is high.*

- In Stockton's region, clinical nurse leadership master's degree conferrals grew at a compound annual rate of 35.1 percent between 2013 and 2017, much faster than the regional average. Additionally, openings for Clinical Nurse Leader-related occupations in New Jersey are projected to grow by 18.2 percent between 2014 and 2024.

*The Clinical Nurse Leader is an evolving occupation designed for nurses to serve as generalist clinical leaders within healthcare teams.*

- Clinical Nurse Leader programs are growing and graduates are entering a high demand job market, but specific occupations and job titles are still being defined. Because of the newness of the Clinical Nurse Leader role, Stockton will encounter a relatively unsaturated competitive market. Hanover identified just one direct competitor in Southern New Jersey and no competitors in Atlantic and Ocean counties.

According to the Hanover Report, the closest competitor is Wilmington University on Cumberland County College's campus in Vineland. On close examination, Wilmington is not offering an MSN CNL degree. Their degree is an MSN in

Leadership and the curriculum outlines three different tracks, administration, education, and legal nurse consultant and as such it is not an MSN CNL program. Wilmington's program is for nurses pursuing careers in nursing administration, nurse education, or legal nurse consulting. Graduates of their program would most likely not be qualified to sit for the CNL certification examination as the degree tracks offered are too specific. However, graduates with the MSN CNL degree will be prepared to function as administrators, nurse educators, or legal nurse consultants. A CNL degree affords additional flexibility within the job market for advanced practice nurses.

Another close competitor is Drexel University. Drexel's CNL track requires 48 credits for completion. A significant advantage that Stockton has over Drexel, besides less credit hours (36 vs. 48) is the cost of tuition per credit at \$623.69 versus \$968.00. In fact, Stockton's tuition is \$100.00 less per credit than the average cost of competitive programs in the area. LaSalle University is the next closest in proximity and although the program requires less credits, 34 credits, vs. 36 credits with the cost per credit of \$925.00, it would cost a graduate student \$9922.16 more to attend LaSalle University as opposed to Stockton (\$32,375.00 vs. \$22,452.84). Curricula for The College of New Jersey (TCNJ) and Rutgers (Newark) are comparable to Stockton's proposed curriculum and the total credits are 34.5 and 42 respectively. The cost per credit at Rutgers is \$852.00 and TCNJ is \$791.00 per credit.

St. Xavier and Southern New Hampshire are fully on-line programs. Those programs will attract nurses that are pursuing a fully on-line education. Those programs and students will have the added challenge of coordinating clinical practicum and immersion experiences at a distance. Stockton's program is a hybrid program; therefore, clinical practicum and immersion experiences will take place within the surrounding region. The advantage of coordinating and placing students within the region include maintaining active relationships (engagement) with our clinical practice partners and oversight regarding the quality of these experiences for student learning as well as maintaining accreditation standards.

The University of Maryland's (UM) program is unique in that it is geared to the accelerated nursing student. In this program, students with earned baccalaureate degrees who are not nurses, complete 65 credit hours of nursing education at the baccalaureate and master's level and graduate as an MSN CNL without a license to practice nursing. Although it is not clear from the website, it appears that students sit for the NCLEX licensure exam upon graduation and then take the CNL certification exam because licensure is one of the requirements for certification. The UM website boasts that "*In fall 2018, 100 percent of first-time test takers from UMSON passed the CNL Certification Exam*" (University of Maryland, n.d.). What is not included is the information on the number of those graduates that passed NCLEX as first-time test takers. The pass rate of NCLEX first-time test takers is the benchmark for state board of nursing and national accreditation assessment of program effectiveness. To that end, since Stockton currently has an accelerated

nursing program, this program model could be a future opportunity for another new nursing track at Stockton subsequent to the approval of this MSN CNL proposal.

Stockton's proposed CNL track is consistent with other programs in the type and number of courses and the total number of credits. It is unique to other schools in its accessible hybrid format and in cost per credit. When employer tuition benefits are limited, the number of academic credits as well as cost per credit can be significant factors in choosing a higher degree program. Stockton also has tuition discount agreements with Atlanticare, Hackensack-Meridian, and the Virtua Health Systems which would further decrease tuition, an added attraction for area nurses who wish to pursue advanced degrees.

### **Student Survey**

A survey of currently enrolled Stockton University Nursing students was done to document interest in the proposed CNL track and to assist in determining estimated enrollment numbers. One hundred-sixty five undergraduate and 22 graduate nursing students were invited to participate. Only those graduate students who were enrolled early in the curriculum (second course or non matriculated) were invited to participate as the possibility of students who were further advanced in the curriculum interested in changing tracks was not likely. Of the total number of students who responded ( $N = 31$ ), three were graduate students. Data were collected anonymously over a one-week period from February 7 through February 14, 2019 using Survey Monkey. Although the student response rate was minimal (16.6%), 48% of the students who did respond were in favor and expressed interest in this degree track. Ten students indicated interest in enrolling within one to two years of graduation. Please see Appendix B for the Student Survey results.

### **Resources**

**Faculty.** The current status of the Nursing Program at Stockton University includes 10 full time faculty positions, and one full time Academic Fieldwork Coordinator for student clinical placement. All current nursing faculty are qualified to teach in the CNL track. New expertise is not required, however, future CNL certification may be required. Faculty without certification may apply for CNL certification waiver (private e-mail correspondence with Shantal H. Johanson, Director, Commission on Nurse Certification, [aacn.org](http://aacn.org)). To that end, one new full-time Nursing faculty member would be needed to coordinate this track and to teach the additional four courses.

**Administration.** The Nursing Program is currently restructuring and once the new infrastructure is in place we plan to open the MSN CNL track to admissions.

**Classroom.** Additional classroom or campus lab space is not needed for this track. Courses would be offered in hybrid format as are all MSN and DNP courses at Stockton. Classes will be offered on the Galloway campus and Manahawkin Instructional sites in the evening as is the current practice.

**Clinical.** The Nursing program currently has contracts with all major and many minor health care institutions in South Jersey and we are constantly seeking new contracts. We recognize that clinical placements are always a challenge. However, this track requires a different kind of clinical experience and we anticipate that placements will not be as challenging as placing a nurse practitioner student. The course, *Transition to the CNL Role*, will involve interviewing and shadowing nurse leaders. The capstone course, *Immersion in CNL Practice*, may involve working with nurses in leadership roles but students will also address a patient safety issue or educational need within a healthcare organization, develop, and complete a plan to address the problem. Having a student who will address an issue to improve the delivery of health care within an organization may be very attractive to providers and we may actually receive requests from organizations for student placements.

AACN provides a broad guideline for the clinical component in the CNL curriculum:

Any form of nursing intervention that influences health care outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organization, and the development and implementation of health policy. (AACN, 2004, p.2)

### **Impact on Other Degree Programs at Stockton**

The advent of the CNL track should not have a significant impact on other programs at Stockton. Registered Nurses with baccalaureate degrees who want a **clinically focused** degree but do not want to be nurse practitioners would probably not seek an MBA or a Healthcare Administration degree. If anything, we may detract from our own MSN or DNP program enrollments and we are willing to take the risk. The Nursing Program believes that there is a clear distinction between the CNL and NP roles and if we can offer South Jersey nurses additional options, we have the responsibility to do so.

Stockton University Program Coordinators and Directors were invited to respond to the possible effects that the CNL track may have on existing programs and program proposals. No responses were received. See Appendix C for the invitation that was sent via e-mail to all Program Coordinators and Directors requesting their input.

### **Admission Criteria & Anticipated Enrollment**

The Admission to the MSN CNL program will take place on a Rolling basis and include the following criteria:

- Possess a baccalaureate degree in nursing (BSN) from an NLN or CCNE accredited school.
- Students must meet the "[Technical Standards and Essential Functions](#)" requirements as specified by the Nursing Program (Policy #M-1).

- Graduate application essay
- Proof of license to practice as a registered professional nurse in New Jersey
- Proof of current CPR certification
- Three letters of recommendation; one academic and two professional, sent electronically via the Discover Stockton Application
- Resume or CV
- Official transcripts from all colleges/universities attended (including Stockton) mailed or dropped off directly to the Office of Graduate Admissions.
- Meet **one** of the two requirements:
  - Cumulative GPA of 3.2 or higher (on a scale of 4.0) with a minimum grade of "B" in all nursing courses.
  - Cumulative GPA of 3.3 in at least two graduate nursing courses if the BSN GPA is less than or equal to 3.19
- Completion of prerequisite courses
  - Health Assessment
  - Nursing Research (or in the health discipline)
  - Statistics

A conservative estimate of enrollment for the first year is eight students. Once the program is established we anticipate an annual enrollment between 12 and 18 students per semester.

### **CNL Track Goals, Student Learning Outcomes, Curriculum & Accreditation**

Consistent with the existing MSN program at Stockton, the student learning outcomes (SLOs) for the proposed CNL track are based upon the AACN Master's Essentials (AACN, 2011) and include the AACN (2013) competencies for the CNL. The AACN CNL Competencies are built into each course and the integration of the Master's Essentials is evident in Appendix D, MSN CNL SLOs Linked with the Curriculum and the MSN Essentials. The CNL and Student Learning Goals are as follows:

#### **CNL Track Goals**

1. Develop clinical nurse leaders that demonstrate professional, ethical, skilled, and evidence-based practice competencies in their roles.
2. Prepare graduates to innovate healthcare microsystems for diverse populations through clinical analysis, discovery and practice guidelines.
3. Prepare graduates to advance the nursing profession within health organizations and health policy at the local, state, national, and international levels.

#### **Student Learning Outcomes (SLOs)**

1. Advance nursing practice emanating from a personal examination of the complex interaction among personal values, ethics, current evidence, professional standards, and cultural context.

2. Advance nursing practice aimed at maximizing quality of life and preventing disease of individuals, families and communities through primary, secondary, and tertiary health promotion and prevention.
3. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities to innovate and advance nursing practice and healthcare systems.
4. Execute leadership skills through collaboration with consumers, health care providers, and key stakeholders to meet health needs of diverse populations, improve health outcomes, and advance the nursing profession.
5. Collaborate with the interprofessional team to identify and effect needed change to improve the delivery of healthcare.

### **The CNL Curriculum**

The proposed CNL curriculum is nested within the current MSN program which is based on the AACN Master's Essentials (AACN, 2011). As such, nine of the courses currently exist in the curricula. In order to meet the AACN Master's Essentials and include the AACN (2013) competencies for the CNL, Stockton's CNL track would involve the creation of four new courses. See Table I for the Proposed CNL MSN Curriculum as the new courses are identified as '(New)' in Table 1. The curriculum requires 36 credits of course work that is consistent with other CNL programs (Hanover Report, 2018). There is also a 400-hour clinical practicum with the expectation that some clinical hours are integrated throughout the curriculum as per AACN (2013) requirements. Table 2 indicates a full-time course schedule that includes the clinical hours aligned to the respective courses. There is also a part-time option for those students whose life-styles may not be compatible with full-time enrollment. See Table 3 for the part-time schedule.

The Nursing Faculty vetted this proposal on January 30<sup>th</sup>, 2019 and again on March 6, 2019. The original proposal included the course in Teaching and Learning resulting in 42-credits required for the degree. After feedback from faculty from the January meeting, it was decided that we would try to keep the full credit requirement below 40 if possible. From this recommendation, the CCNE requirements and the curricula from area programs were perused again. Upon this perusal, the decision was made to remove the Teaching and Learning course as the content and goals of that course were not consistent with CCNE and the other surrounding programs. The revised MSN CNL curriculum track was vetted by nine of the ten full time faculty members present in the March 6, 2019 meeting and eight of the nine members present (majority vote) approved the curriculum as presented in this proposal. Faculty signatures can be found in Appendix E.

A point of clarification is the need for a separate Pharmacology course in this curriculum, *Pharmacology for the Clinical Expert*, from the current MSN/DNP curriculum. When planning this program it was recognized that the current Pharmacology course prepares nurse practitioners to prescribe medications. Since

**Table 1. Stockton University Proposed CNL MSN Curriculum**

<b>Course</b>	<b>Credits</b>
<b>NURS 5421 Advanced Pathophysiology</b>	3
<b>NURS XXXX Pharmacology for the Clinical Expert (New)</b>	3
<b>NURS XXXX Intro to the CNL Role (New)</b>	1
<b>NURS 5333 Advanced Health Assessment</b>	3
<b>NURS 5331 Nursing Theory</b>	3
<b>NURS 5432 Statistical Methods</b>	3
<b>NURS 5334 Nursing Research Methods</b>	3
<b>NURS 5336 Health Care Systems</b>	3
<b>NURS 6102 Leadership &amp; Healthcare Policy</b>	3
<b>NURS 6103 Improving Health Outcomes</b>	3
<b>NURS 6331 Population Health</b>	3
<b>NURS XXXX Transition to the CNL Role (New)</b>	3
<b>NURS XXXX Immersion in CNL Practice (New)</b>	2
<b>Total</b>	36

the CNL will not be prescribing, it was decided to create a new Pharmacology course for this track that will provide the advanced knowledge that a clinical leader would need to guide nursing practice and improve patient outcomes, but spare the learner content outside of their scope of practice such as prescribing medications.

The final three new courses, *Introduction to the CNL Role* and *Transition to CNL Practice* and *Immersion in CNL Practice* are designed to acclimate the student to the CNL role. *Introduction to the CNL Role* is located early in the curriculum to allow students a perspective of role expectations early in their academic trajectory and includes a 10 hour clinical component.

The last two courses also have clinical components. In *Transition to the CNL Role* students will shadow a nurse leader practicing in a healthcare environment and identify and plan for an evidence based practice change project. The evidence based practice change will be completed in the capstone course, *Immersion in CNL Practice* within that same healthcare environment. Please see Appendix F for the course descriptions and learning outcomes for the four new proposed courses to be included in this curriculum

**Table 2. Stockton University Proposed CNL MSN Curriculum Full Time Course Schedule**

<b>Semester 1 - Fall</b>		<b>Semester 2 - Spring</b>	
NURS 5421 Advanced Pathophysiology		(New)- Intro to the CNL Role - 10 Clinical Hours	
NURS 5331 Nursing Theory		NURS 5336 Health Care Systems	
NURS 5432 Statistical Methods		<b>(NEW)</b> NURS XXXX Pharmacology for the Clinical Expert	
<b>Semester 3 - Summer</b>		<b>Semester 4 - Fall</b>	
NURS 5333 Advanced Health Assessment – 40 Clinical Hours		NURS 5334 Nursing Research Methods	
NURS 6102 Leadership & Healthcare Policy		NURS 6103 Improving Health Outcomes –	
<b>Semester 5 - Spring</b>		<b>Semester 6- Fall</b>	
<b>(NEW)</b> NURS XXXX Transition to the CNL Role** -50 Clinical Hours		<b>(NEW)</b> NURS XXXX Immersion in CNL Practice- 300 Clinical Hours	
NURS 6331 Population Health			

**Table 3. Stockton University Proposed CNL MSN Curriculum Course Part-Time Schedule**

<b>Fall -1</b>		<b>Spring-1</b>		<b>Summer-1</b>	
NURS 5331 Nursing Theory		NURS 5336 Health Care Systems		NURS 6102 Leadership & Healthcare Policy	
NURS 5432 Statistical Methods		<b>Intro to the CNL Role (New) 10 Clinical Hours</b>			
<b>Fall-2</b>		<b>Spring-2</b>		<b>Summer-2</b>	
NURS 5421 Advanced Pathophysiology		NURS XXXX Pharmacology for the Clinical Expert <b>(NEW)</b>		NURS 5333 Advanced Health Assessment – 40 Clinical Hours	
<b>Fall-3</b>		<b>Spring-3</b>		<b>Summer 3</b>	
NURS 6103 Improving Health Outcomes -		NURS 6331 Population Health		NURS XXXX Immersion in CNL Practice -300 Clinical Hours <b>(NEW)</b>	
NURS 5334 Nursing Research Methods		NURS XXXX Transition to CNL Role **- 50 Clinical Hours <b>(NEW)</b>			

## Accreditation

The MSN CNL degree is a proposed new track within an existing degree program. The process to add this track requires notification to the New Jersey State Board of Nursing (NJ BoN) and CCNE. Since this is a post licensure degree program, the NJ BoN merely requires notification. Since this is a new track with a different focus from the current MSN Nurse Practitioner degree, CCNE may ask to evaluate this program for accreditation purposes. However, a CCNE site visit is scheduled for the fall of 2019 for the new DNP degree program. If it is possible to launch the CNL program in the spring of 2020, the CCNE site visit may be postponed until the spring of 2020 and both the new DNP degree program and the MSN CNL track may both be reviewed at that time. Hosting one CCNE visit will save Stockton University time, work, and money as site visits are a cost to the University each time a team is on campus.

## Assessment Plan

The Nursing Program has a comprehensive assessment plan for all degrees and tracks that is consistent with CCNE requirements for accreditation. Data are collected annually and used to guide curricula and program changes. The MSN CNL will be assessed under that same plan. Program effectiveness measures include but are not limited to the following outcomes and benchmarks outlined in Table 4.

**Table 4. Stockton University Nursing Program Effectiveness Measures for the MSN CNL Track**

<b>Criteria</b>	<b>Outcome/Benchmark</b>
<b>Program Completion Rate</b>	80% of students will complete the program within 5 years of matriculation
<b>First Time Certification Pass Rate</b>	85% of graduates will pass the AACN CNL Certification Exam on First Attempt
<b>Employment Rates</b>	80% of graduates will be employed within one-year of graduation
<b>Graduate Exit Surveys</b>	95% of graduates will rate achievement at 3.5 or above on each Student Learning Outcomes using a rating scale of 0 to 5

## Time Line

Since this is a new track in an existing degree program and not a new degree, we anticipate that applicants could be admitted as early as fall 2020. It is conceivable that this program could launch by the spring of 2020.

March 2019 – Submit to Academic Programs and Planning & Deans' Council

May 2019 – Submit to the Faculty Senate suggest motion to expedite

July 2019 – Stockton University Board Approval  
August 2019- Notification of the NJ State Board of Nursing Substantive Change and approval for graduate programs is not required  
September 2019 – Begin promoting the program and accepting applicants  
October 2019 – Notify CCNE with Substantive Change Notification (90 day window required for start date of a new program)  
January 2020 – Enroll first part-time cohort

### **Summary and Potential Future Opportunities**

The CNL curriculum is designed to prepare clinical nurse leaders who are prepared to function in various leadership roles in healthcare. The program as designed will provide depth and breadth in advanced nursing education producing graduates prepared to function in leadership roles in any healthcare setting. The program itself will have the potential to provide the following expanded opportunities for future students, graduates, the Nursing Program, and Stockton University.

- 1. The Current MSN NP Program.** The current MSN NP track will eventually transition to the DNP program as mandated by the accrediting body and as DNP enrollments grow. Creating the MSN CNL track will allow the Nursing Program at Stockton to maintain the MSN degree within the program.
- 2. Program Flexibility -** The MSN CNL program is flexible and designed to allow students to progress to the DNP should they decide to pursue the practitioner track. Students who elect to pursue this option will have to complete the Advanced Pharmacology course along with the additional courses required for the DNP degree.
- 3. Interprofessional Education (IPE) Opportunities with other advanced degree programs at Stockton –** There are courses with Stockton’s MSN and DNP programs that are very similar to courses in other advanced degree programs at Stockton. Courses such as Leadership, Finance, Ethics, Research, etc., are similar in several other advanced degree programs. Although it is beyond the scope of this proposal, there is potential for future collaboration with faculty in these other programs to share resources and classroom time (co-teaching) and re design these core courses so that students would attend and participate in the classroom with students from other programs for true interprofessional educational experiences.

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# Market Analysis: MSN Clinical Nurse Leader Track

Prepared for Stockton University

November 2018

In the following report, Hanover Research assesses demand for master's degree programs in clinical nurse leadership, specifically highlighting trends within the New Jersey and Mideast region. This report includes an examination of student and labor market demand and an analysis of potential competitor programs.



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# Executive Summary

## MSN with Clinical Nurse Leader Track

### Recommendations

Based on an analysis of degree completions, labor market demand, and regional competitors, Hanover recommends that:

#### 1 Stockton University develop the proposed Clinical Nurse Leader track as part of its MSN program.

Advanced practice nurses, nurse managers, and nursing instructors are in high demand with heightened professional standards fueling recent growth in clinical nurse leader master's degree conferrals.

#### 2 Stockton University consider an online or hybrid format for the proposed master's degree to complement its on-campus program.

Six universities in the Mideast region offer Clinical Nurse Leader master's programs online or in a hybrid format. All online programs require students to participate in clinical training to adequately develop hands-on experience of the concepts learned via online courses.

### Key Findings and Program Demand Forecast

For master's in nursing with Clinical Nurse Leader programs in Stockton's region:

**Student and labor demand for master's programs in clinical nurse leadership is high.**

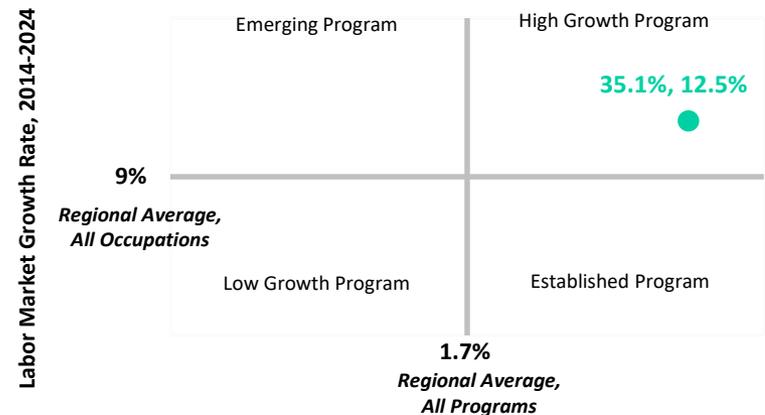
In Stockton's region, clinical nurse leadership master's degree conferrals grew at a compound annual rate of 35.1 percent between 2013 and 2017, much faster than the regional average. Additionally, openings for Clinical Nurse Leader-related occupations in New Jersey are projected to grow by 18.2 percent between 2014 and 2024.

**The Clinical Nurse Leader is an evolving occupation designed for nurses to serve as generalist clinical leaders within healthcare teams.**

Clinical Nurse Leader programs are growing and graduates are entering a high demand job market, but specific occupations and job titles are still being defined. Because of the newness of the Clinical Nurse Leader role, Stockton will encounter a relatively unsaturated competitive market. Hanover identified just one direct competitor in Southern New Jersey and no competitors in Atlantic and Ocean counties.

### Stockton Region Competitor Analysis

Comparison of Clinical Nurse Leader master's completions and relevant labor market to all completions and all occupations in Stockton's region.



Annualized Degree Completions Growth Rate, 2013-2017

### Fast Facts



18.2%

Annual master's degree conferral growth for Clinical Nurse Leader programs in New Jersey



21.0%

Projected 10-year occupational growth for Clinical Nurse Leader-related fields nationally

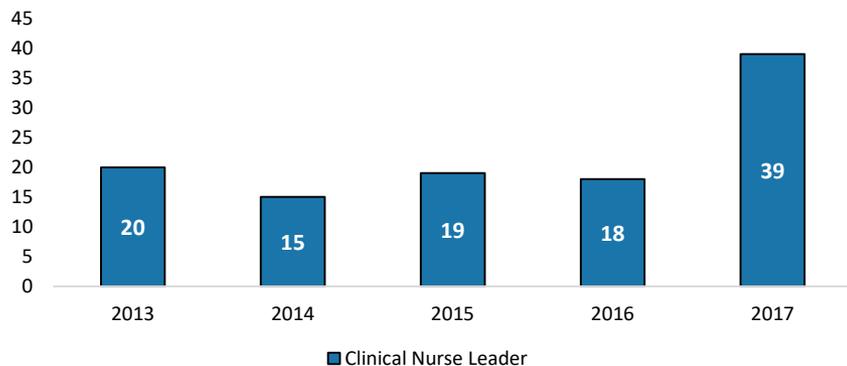


\$763

Average cost per credit of competitor programs in the Mideast

## New Jersey Degree Completions Volume

State distribution of master's degree completions from 2013 to 2017



## Analysis of Findings

**Student demand for clinical nurse leader master's programs is growing rapidly in Stockton's region, throughout New Jersey, and nationally.**

Between 2013 and 2017, master's degree completions in clinical nurse leadership in Stockton's region increased by an average annual rate of 35.1 percent, as compared to 1.7 percent growth for all master's programs in the region. However, only two universities – La Salle and Rowan – reported completions under this nursing specialty. Notably, no higher education institutions located in Atlantic and Ocean counties reported master's degrees under the clinical nurse leader category. This lack of local competition would provide Stockton with an excellent opportunity to corner the market in Southern New Jersey. Likewise, annual growth rates for nursing master's degree completions in clinical leadership far outpace the average growth rate for all master's programs in New Jersey and the United States.

**Since the American Association of Critical-Care Nurses (AACN) created the Clinical Nurse Leader designation in 2004, the number of education and practice partners has continued to increase.**

The Clinical Nurse Leader (CNL) role emerged as a way to engage highly skilled nurses in outcomes-based practice and quality improvement strategies. As summarized by the AACN, "Because CNL is a unique credential that recognizes certified Clinical Nurse Leaders, graduate education is necessary to bring a high level of clinical competence and knowledge to the point of care and to serve as a resource for the nursing team." (AACN) With more education and practice partners taking part in this initiative, higher education institutions are taking on the task of educating these nurses to meet the growing need for CNLs.

"The CNL oversees the lateral integration of care for a distinct group of patients and may actively provide direct patient care in complex situations. The CNL puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery... This clinician functions as part of an interprofessional team by communicating, planning, and implementing care directly with other healthcare professionals, including physicians, pharmacists, social workers, clinical nurse specialists and nurse practitioners." (AACN)

**Clinical Nurse Leader:** "A program that prepares registered nurses for careers as clinical nurse leaders in which they work as part of an interdisciplinary team that provides direct medical care for patients based on evidence-based practice and research. Includes instruction in pharmacology, pathophysiology, epidemiology, research in nursing methods, advanced health assessment, statistics, and clinical practice management." (NCES Definition)

## Total Degree Completions

Aggregate master's degree completions by geographic level (2017)

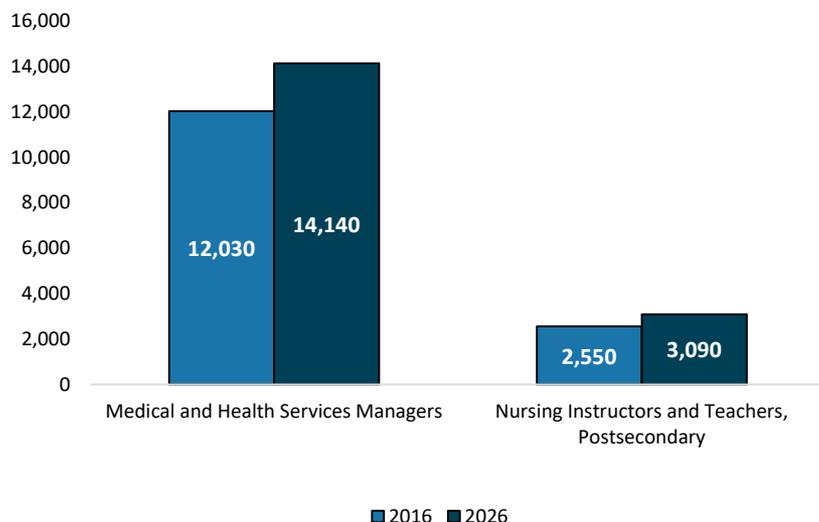
Clinical Nurse Leader Master's Completions	Stockton Region*	New Jersey	National
<b>Total</b>	20	39	417
<b>5-Year Annualized Growth Rate</b>	35.1%	18.2%	9.3%

Source: IPEDS

\*In this analysis, the "Stockton Region" includes the following counties: Atlantic, Ocean, Burlington, Cumberland, Salem, Camden, Gloucester (NJ), New Castle (DE), Philadelphia, Delaware, Chester, and Montgomery (PA)

### New Jersey Current and Projected Job Availability

MSN with Clinical Nurse Leader track-related positions as of 2016 and 2026 (projected)



### Total Labor Market

Aggregate Clinical Nurse Leader related job availability by geographic level

	Stockton Region	New Jersey	National
Estimated Employment (Baseline Year)	7,559	14,580	420,100
Projected Employment (10-Year)	8,507	17,230	508,500
<b>10-Year Growth Rate</b>	<b>12.5%</b>	<b>18.2%</b>	<b>21.0%</b>
<b>Total Annual Openings</b>	<b>1,050</b>	<b>268</b>	<b>44,000</b>

Source: [Projections Central](#), Delaware Department of Labor, Pennsylvania Department of Labor & Industry, New Jersey Department of Labor and Workforce Development

### Analysis of Findings

**Medical and Health Services Managers and Postsecondary Nursing Instructors are in high demand across all geographic levels.**

According to O\*Net, both occupations have a “bright outlook,” meaning that jobs for medical and health service managers and postsecondary nursing instructors are expected to grow rapidly at the national level - at rates of 20.5 and 24.0 percent respectively through 2026 ([O\\*Net](#)).

Similarly, in New Jersey, job openings for Medical and Health Service Managers are projected to grow much faster than the average for all occupations in the state (18.2 percent vs. 6.5 percent). This is also the case in Stockton’s immediate region.

**The Bureau of Labor Statistics estimates job openings for registered nurses to increase by 26 percent through 2020, noting demand to be even higher in the advanced practice nursing professions.**

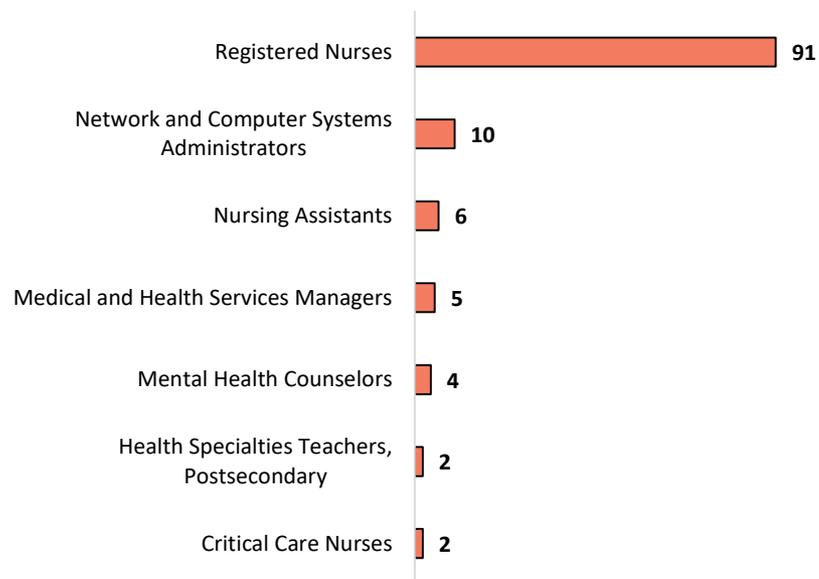
With the American population growing older and living longer, the U.S. healthcare system continues to be overwhelmed trying to meet quality, safety, and efficiency mandates. One solution to these problems is the creation of the Clinical Nurse Leader position. CNLs have been found to produce measurable and sustainable positive healthcare quality and efficiency outcomes. With such success, continued demand for CNLs should continue to drive improvements within the healthcare system ([Nurse Journal](#), [Journal of Nurse Regulation](#)).

### Methodology Note

State and regional employment projections correspond to 2014 to 2024. National projections correspond to 2016 to 2026. Note that selected occupations represent the closest available matches to Clinical Nurse Leaders. Given Stockton’s proposed focus on nursing research, Hanover included Postsecondary Nursing Instructors and Teachers to serve as a proxy for demand.

## National Job Postings Analysis

Top occupations requiring a Clinical Nurse Leader Certification during the past 180 days as of October 2018.



Source: JobsEQ

## Salary Data

Occupation	Average Salary			
	Atlantic County	Ocean County	New Jersey	U.S.
Medical and Health Services Managers	\$112,700	\$120,300	\$118,300	\$111,700
Nursing Instructors and Teachers, Postsecondary	\$102,200	\$85,400	\$90,800	\$77,400

Source: JobsEQ and BLS

## Analysis of Findings

There are a total of 128 job postings for occupations requiring a Clinical Nurse Leader certification throughout the United States over the 180-day period ending 10/19/2018.

Although there are no defined occupations related to the Clinical Nurse Leader track, these postings specifically request Clinical Nurse Leader Certification. For postings at all degree levels, the most common job title requiring such specialization is Registered Nurse with 91 postings.

**Occupations with direct connection to the Clinical Nurse Leader designation are still emerging within the healthcare system.**

While there has been definitive need for the skills provided by Clinical Nurse Leaders, specific roles requiring the academic prerequisite of an MSN in Clinical Nurse Leadership are still few, but they are growing. Previously, roles that CNLs now occupy were traditionally recruited for based on clinician availability and background experience. The transition from such ad hoc requirements to academic credentials should continue to fuel the need for more MSN graduates in Clinical Nurse Leadership ([AACN](#)).

## Top Employers of Clinical Nurse Leaders

- Department of Veterans Affairs
- Geocent
- Dartmouth-Hitchcock Medical Center
- Trinity Health
- UC San Diego
- Augusta University Medical Center

Source: JobsEQ

# Competitor Analysis

MSN with Clinical Nurse Leader Track

## Mideast Competitive Saturation

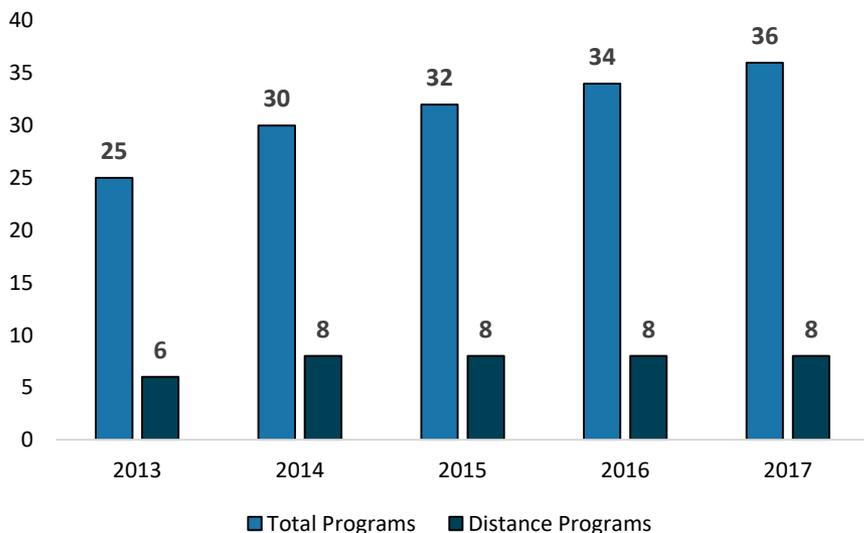
Based on an analysis of the competitive saturation in Stockton's region, Hanover concludes the following:

### Competitive conditions in Stockton's region support a new degree program.

In Southern New Jersey (Atlantic, Ocean, Cape May, Burlington, Cumberland, Salem, Camden, and Gloucester counties), Rowan University was the only higher education institution to report master's degree conferrals to IPEDS under Clinical Nurse Leader in 2017.\* However, when expanding the sample to the Mideast Region and online programs more broadly, nine institutions reported offering clinical nurse leader master's degrees or specializations. Given increasing student demand, competitive conditions support a new CNL program in Southern New Jersey. Furthermore, an online delivery format appears to be viable based on the fact that over 20 percent of current programs are offered online.

## Clinical Nurse Leader Programs

National number of programs reporting under clinical nurse leader categorization



## Mideast Region Competitor Programs

Institution	Program
Southern New Hampshire University	<a href="#">MSN in Clinical Nurse Leader</a>
University of Maryland – Baltimore	<a href="#">Clinical Nurse Leader</a>
Rutgers University – Newark	<a href="#">Nursing Leadership Masters in Nursing</a>
Drexel University	<a href="#">MSN in Clinical Nurse Leader</a>
The College of New Jersey	<a href="#">Clinical Nurse Leader</a>
Saint Xavier University	<a href="#">MSN in Clinical Leadership</a>
La Salle University	<a href="#">MSN and Clinical Nurse Leader Track</a>
Sacred Heart University	<a href="#">Clinical Nurse Leader Specialization</a>
Wilmington University	<a href="#">MSN in Nurse Leadership</a>

Source: Institutional Websites (see embedded hyperlinks) \*Note that [Rowan University's program](#) is not included in the benchmarking analysis because, although the CNL program is mentioned on its website, the individual web page is said to no longer exist. 20

# Program Benchmarking

MSN with Clinical Nurse Leader Track

## Regional Competitors

Benchmarked programs are institutions located in the Mideast and online, offering nursing master's degrees with a Clinical Nurse Leader track.

Institution	Program	Delivery Format	Tuition (In-state)	Target Audience	Career Roles
Southern New Hampshire University	<a href="#">MSN in Clinical Nurse Leader</a>	Online	<a href="#">\$627/credit</a> (39 credits)	Nursing professionals who maintain an active unencumbered Registered Nurse license and earned a BSN	<ul style="list-style-type: none"> <li>• Clinical Nurse Leaders</li> <li>• Medical and Health Services Managers</li> <li>• Top treatment centers looking for nurses with advanced degrees to improve patient care</li> </ul>
University of Maryland – Baltimore	<a href="#">Clinical Nurse Leader</a>	In-person	<a href="#">\$762/credit</a> (65 credits)	Intended for students who have already earned a baccalaureate or higher degree in a field other than nursing	N/A
Rutgers University – Newark	<a href="#">Nursing Leadership Masters in Nursing</a>	Hybrid	<a href="#">\$838/credit</a> (42 credits)	Students in this program come from varied roles from staff nurse to nurse executive and across varied settings to include practice, academia, and industry	<ul style="list-style-type: none"> <li>• Organizational and systems leadership</li> <li>• Nurses seeking to improve patient safety and outcomes</li> </ul>
Drexel University	<a href="#">MSN in Clinical Nurse Leader</a>	Online	<a href="#">\$968/credit</a> - Special tuition rates available for <a href="#">Partner Organizations</a> (32 credits)	Designed to prepare nurses for an evolving advanced generalist role in the quickly changing, increasingly complex clinical care environment	N/A
The College of New Jersey	<a href="#">Clinical Nurse Leader</a>	In-person	<a href="#">\$791/credit</a> (34.5 credits)	RN's with a BSN who wish to enter advanced practice in leadership role	N/A
Saint Xavier University	<a href="#">MSN in Clinical Leadership</a>	Online	<a href="#">\$750/credit</a> (38 credits)	Ideal for nurses who want to continue to work directly with patients while creating and implementing comprehensive care plans	<ul style="list-style-type: none"> <li>• Staff Nurse</li> <li>• Charge Nurse</li> <li>• Care Manager</li> <li>• Nursing Supervisor</li> <li>• Nurse Manager</li> </ul>

Source: Institutional Websites (see embedded hyperlinks)

# Program Benchmarking

MSN with Clinical Nurse Leader Track

## Regional Competitors

Benchmarked programs are institutions located in the Mideast and online, offering nursing master's degrees with a Clinical Nurse Leader track.

Institution	Program	Delivery Format	Tuition (In-state)	Target Audience	Career Roles
La Salle University	<a href="#">MSN and Clinical Nurse Leader Track</a>	In-person	<a href="#">\$955/credit</a> (34 credits)	Affords the nurse who enjoys bedside nursing a career path and the opportunity to develop additional leadership skills	<ul style="list-style-type: none"> <li>• Clinicians</li> <li>• Patient Advocates</li> <li>• Team Leaders</li> <li>• Information Managers</li> <li>• System Analyst/Risk Anticipators</li> <li>• Outcomes Managers</li> <li>• Educators</li> </ul>
Sacred Heart University	<a href="#">Clinical Nurse Leader Specialization</a>	Online	<a href="#">\$695/credit</a> - Special tuition rates available for Partnership Organizations (39 credits)	Students who wish to upgrade their skills and knowledge, take on educational roles, move into other advanced nursing positions with a focus on patients, or become CNLs	<p>Advanced generalist clinicians who have the skills and knowledge to integrate:</p> <ul style="list-style-type: none"> <li>• Patient Evaluation</li> <li>• Risk Management</li> <li>• Communication with health care team members</li> </ul>
Wilmington University	<a href="#">MSN in Nurse Leadership</a>	In-person Online	<a href="#">\$477/credit</a> (36 credits)	Designed for professional nurses who seek expanded leadership roles	<ul style="list-style-type: none"> <li>• Three Specialized Concentrations: Executive, Educator, Legal Nurse Consultant</li> <li>• Health Policy</li> <li>• Nursing Practice</li> </ul>

Source: Institutional Websites (see embedded hyperlinks)

# Benchmarking Trends

MSN with Clinical Nurse Leader Track

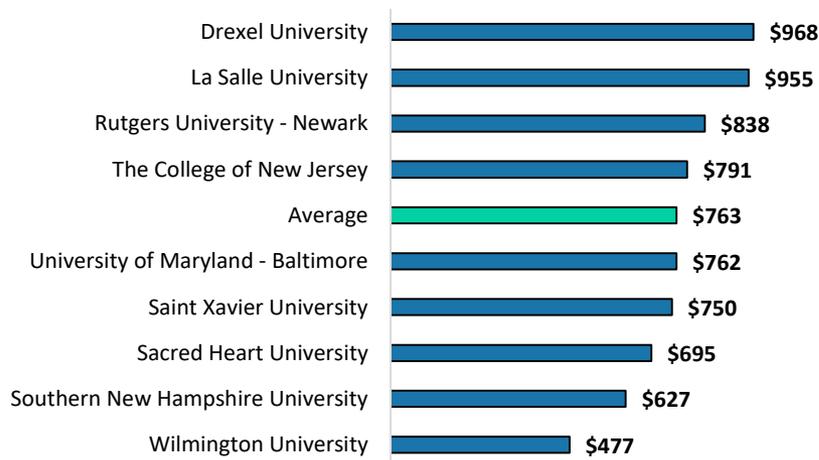
## Curriculum & Aims

Among competitors in New Jersey, master's degree programs in nursing with a Clinical Nurse Leader track are focused on ensuring students gain advanced generalist clinical knowledge.

While advanced degrees often provide further specialization, the Clinical Nurse Leader field trains nurses to work as advanced generalist clinicians. Clinical Nurse Leaders integrate patient evaluation and risk assessment information and know how to communicate this information to an interdisciplinary healthcare team. In this way, clinical nurse leaders serve as an additional resource to ensure patient care in all health care settings is satisfactory.

With the exception of the University of Maryland – Baltimore, which is targeted to non-BSN degree holders, all programs require 30 to 40 credits to graduate and charge an average of \$763 per credit. All programs require clinical hours and in some cases a practicum or capstone is also required.

## Tuition



Source: Institution websites

## Specialization Areas

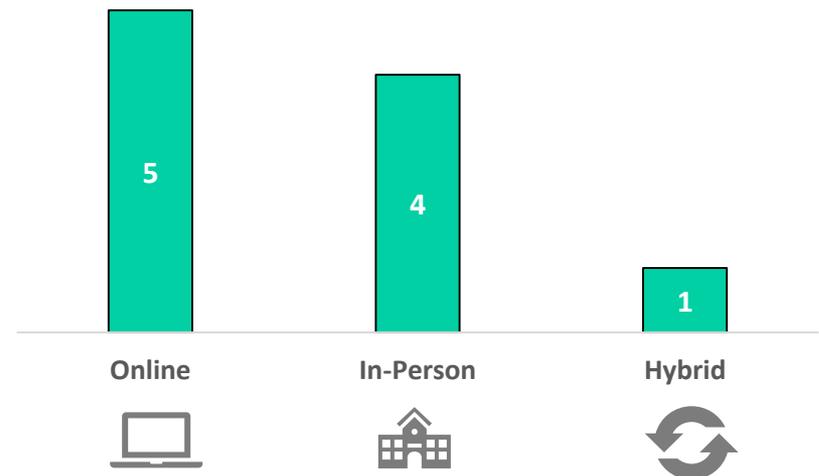
Wilmington University is the only competitor program to offer specialized tracks within its MSN in Nurse Leadership degree.

The three tracks from which students may choose are Executive, Education, and Legal Nurse Consultant. Each track is aimed at a unique audience and requires 12 credit hours.

## Delivery Format

Most competitor institutions offer at least one flexible option for their master's in clinical nurse leadership programs.

Four institutions offer fully online programs and one operates a program that is offered through a hybrid format (online and onsite components). Wilmington University is the only institution to offer an in-person and an online format. Based on this information, an onsite, hybrid, or online program format would all be viable for Stockton's proposal.



Source: Institution websites

Note: Wilmington University offers both an on-campus program and a fully online program. Students must commit to one format or the other.

### Target Audience and Graduate Outcomes

Across regional competitors, CNL programs are targeted to nurses seeking to advance in their profession but still remain at the bedside.

All programs require a bachelor's degree in nursing, with the exception of University of Baltimore, and an RN license. The majority of competitors target their programs to early and mid-career nursing professionals wishing to advance their careers. Some programs have more advanced requirements, such as minimum GPA standards or published academic articles.

Advertised post-graduate job titles include: Staff Nurse, Charge Nurse, Care Manager, Nursing Supervisor, Nurse Manager, Patient Advocate, Team Leader, Information Manager, System Analyst/Risk Anticipator, Outcomes Manager, and Educator in healthcare systems. Places of employment can include: hospitals, assisted living homes, pharmaceutical and biotech companies, health law firms, home care agencies, and treatment centers.

#### Saint Xavier University

*"Take your passion for patient care to the leadership level. The Online Master of Science in Clinical Leadership from Saint Xavier University is the ideal program for nurses who want to continue to work directly with patients while creating and implementing comprehensive care plans." (SXU)*

#### Rutgers University

*"The School of Nursing offers a Nursing Leadership Masters in Nursing program that allows nurses to advance to the position of front line manager in any healthcare setting." (Rutgers)*

#### University of Maryland - Baltimore

*"Intended for students who have already earned a baccalaureate or higher degree in a field other than nursing, the CNL master's entry-to-practice option will prepare you to provide direct patient care and clinical nursing leadership in hospitals, the community, long-term care facilities, the home, and other settings." (UMDB)*

### Profile: Drexel University's MSN with Clinical Nurse Leader Track



Drexel University in Philadelphia offers an MSN with a Clinical Nurse Leader track via a highly-interactive online learning environment. The online environment and flexible clinical practicum schedule makes this program convenient for working nurses.

To ensure all market needs are met, Drexel's program incorporates advanced knowledge and skill, clinical expertise in an evidence and quality driven context, accountability for outcome of care, integration of health care services, and clinical leadership for the care of clients. ([Drexel](#))

#### Curriculum

##### MSN Core Courses

- Confronting Issues in Contemporary Health Care Environments
- Advanced Ethical Decision Making in Health Care
- Quality and Safety in Healthcare
- Research Methods and Biostatistics
- Evaluation and Translation of Health Research

##### Support Courses

- Advanced Pathophysiology
- Advanced Pharmacology
- Advanced Clinical Assessment & Diagnostic Reasoning
- The Business of Healthcare

##### Track Courses

- Epidemiology in Action: Tracking Health & Disease
- Evaluation of Health Outcomes
- Foundations for Clinical Nurse Leader
- Clinical Nurse Leader Capstone Immersion I
- Clinical Nurse Leader Capstone Immersion II

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## Appendix B MSN CNL Student Survey Results

In addition to identifying their current degree program (graduate vs. undergraduate) students were asked the following questions:

1. Year of anticipated graduation:

2019- 7  
2020- 7  
2021 -10  
2022 - 4

2. Interest in a CNL degree from Stockton University:

Yes - 15  
No - 6  
Unsure - 7

3. If the response to question number 2 was 'Yes', students were asked when they planned to enroll after earning their BSN:

Within one year - 3  
Within two years - 7  
Within three years - 0  
Unsure - 14

Of the three graduate students who responded, two indicated they were not interested and one responded Unsure. None of the graduate students responded to the question regarding an explanation as to why they might consider changing their degree track.

The final question was open-ended asking students for their thoughts on the proposed MSN CNL track option. The following responses were obtained:

*For those that would like to pursue their medical career further, this would be a good option.*

*I think it would be an excellent addition to Stockton for their student both in the 4 year nursing program and the accelerated program as a graduate option in continuing their education within the same university they received their undergrad.*

*In order to have an additional program, I think that professors need to be picked wisely because I am not learning anything in the program I'm in now and wouldn't want to spend more money for a degree in which I don't learn anything again.*

*I think this program would bring lots more people to Stockton University. It would also allow a lot of nurses in this area get there masters close by*

**Appendix C**  
**Invitation to Stockton University Deans, and Graduate Directors to Comment**  
**on the Proposed MSN CNL Track**

**Padden, Mary**

---

**Subject:** FW: Proposed MSN CNL Track

**From:** Padden, Mary

**Sent:** Thursday, February 7, 2019 12:07 PM

**To:** Mukherjee, Amit; Holton, Adalaine; Holtzman, Diane; Sharp, George; Lebak, Kimberly; Harvey, Douglas; Segal, Raz; McGinnis, Patricia; Prol, Lori A.; Furphy, Kimberly; Chirenje, Tait; Button, Deeanna; Barney, Robert; Manson, Russell; Cassel, Stacy; Straub, Peter; Gregg, Robert; Wagner, Janet; Slusser, Margaret; Levy, Marissa; Keenan, Claudine; Honaker, Lisa; Glass, AmyBeth

**Subject:** Proposed MSN CNL Track

Dear Stockton University Deans and Graduate Directors,

We need approximately 5 or 10 minutes of your time. The Stockton University Nursing Program is seeking your opinion on a decision to offer a new Master’s of Science in Nursing (MSN) track for the Clinical Nursing Leader (CNL). For those of you unfamiliar with this role, the CNL is defined by the American Association of Colleges of Nursing (AACN) as:

a master’s educated nurse, prepared for practice across the continuum of care within any healthcare setting. The CNL was developed by AACN in collaboration with leaders from healthcare practice and education to address the critical need to improve the quality of patient care outcomes.

The CNL is a clinical leader - at the point of care – who focuses on:

- Care Coordination
- Outcomes Measurement
- Transitions of Care
- Interprofessional Communication & Team Leadership
- Risk Assessment
- Implementation of Best Practices Based on Evidence
- Quality Improvement (<https://www.aacnnursing.org/CNL>)

In short, the CNL is an advanced practice nurse who may function as a leader, manager, administrator, educator, case manager, clinical expert, clinical resource etc., and does **not** function as a nurse practitioner and does **not** diagnose or prescribe. For more information about this role, please see the AACN website at: <https://www.aacnnursing.org/CNL> .

The proposed curriculum for this new track includes courses in theory, research, and leadership similar to other advanced degree programs at Stockton but also includes a significant focus on advanced clinical knowledge in pathophysiology, pharmacology, and physical assessment. Enrollment criteria include Registered Nurses with the minimum of an earned baccalaureate degree. This track differs significantly from healthcare administration or business administration master’s degree programs due to its clinical focus and enrollment criteria. The CNL differs from the MSN Nurse Practitioner and Doctor in Nursing Practice in that the focus is on clinical leadership and expertise within healthcare systems without prescriptive privileges.

Please respond to this message if you are concerned that this program will cause any undue stress or harm in any way (resources, enrollment, etc.) to any advanced degree or track currently offered or planning to be offered in your program or school. *Your objections, if any, will be considered and included in the proposal.* If you have no objections, there is no need to respond but a message of support would be greatly appreciated with permission to include it in the proposal.

The proposed curriculum is as follows and it will be offered in hybrid format as full time or part time study. The “New” in parentheses indicates a new course.

**Stockton University Proposed MSN CNL Curriculum**

Course	Credits
NURS 5421 Advanced Pathophysiology	3

<b>NURS XXXX Pharmacology for the Clinical Expert (New)</b>	3
<b>NURS XXXX Teaching and Learning (New)</b>	3
<b>NURS XXXX Intro to the CNL Role (New)</b>	1
<b>NURS 5333 Advanced Health Assessment</b>	3
<b>NURS 5331 Nursing Theory</b>	3
<b>NURS 5432 Statistical Methods</b>	3
<b>NURS 5334 Nursing Research Methods</b>	3
<b>NURS 5336 Health Care Systems</b>	3
<b>NURS 6102 Leadership &amp; Healthcare Policy</b>	3
<b>NURS 6103 Improving Health Outcomes</b>	3
<b>NURS 6331 Population Health</b>	3
<b>NURS XXXX Transition to the CNL Role (New)</b>	3
<b>NURS XXXX Immersion in CNL Practice (New)</b>	2
<b>Total</b>	<b>39</b>

Feel free to forward this message on to others within Stockton that may have a vested interest in this proposal. Please send responses to [marg.padden@stockton.edu](mailto:marg.padden@stockton.edu). Should you prefer to respond anonymously use this Survey Monkey link: <https://www.surveymonkey.com/r/D3PHKPS>.

Thank you in advance for your response and for considering this request. Responses will be accepted no later than 4:30 pm on **February 14, 2019**.

Respectfully,

Marg

Marg L. Padden-Denmead, PhD, APN-C  
Associate Professor of Nursing  
Stockton University  
Office # WQ 217  
101 Vera King Farris Drive  
Galloway, NJ 08205  
609-626-3814  
[Marg.padden@stockton.edu](mailto:Marg.padden@stockton.edu)

**Appendix D**  
**MSN CNL SLOs Linked with the Curriculum and the MSN Essentials**

Essentials	Student Learning Outcomes	Course
Background for practice from science and humanities	<ul style="list-style-type: none"> <li>• Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities to innovate and advance nursing practice and healthcare systems.</li> </ul>	NURS5333 - Advanced Health Assessment NURS5421 Advanced Physiology and Pathophysiology NURS5432 Statistical Methods <b>NURSXXXX Pharmacology for the CNL</b> <b>NURSXXXX Intro to the CNL Role</b> <b>NURSXXXX Transition to CNL Practice</b> <b>NURS XXXX Immersion in CNL Practice</b>
Organizational and System Leadership	<ul style="list-style-type: none"> <li>• Advance nursing practice emanating from a personal examination of the complex interaction among personal values, ethics, current evidence, professional standards, and cultural context.</li> <li>• Advance nursing practice aimed at maximizing quality of life and preventing disease of individuals, families and communities through primary, secondary, and tertiary health promotion and prevention.</li> <li>• Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities to innovate and advance nursing practice and healthcare systems.</li> <li>• Execute leadership skills through collaboration with consumers, health care providers, and key stakeholders to meet health needs of diverse populations, improve health outcomes, and advance the nursing profession.</li> <li>• Collaborate with the interprofessional team to identify and effect needed change to improve the delivery of healthcare.</li> </ul>	NURS5331 Nursing Theory NURS5335 Professional Role Development NURS6102 Leadership and Health Policy NURS5336 Health Care Systems <b>NURSXXXX Intro to the CNL Role</b> <b>NURSXXXX Transition to CNL Practice</b> <b>NURS XXXX Immersion in CNL Practice</b>

Essentials	Student Learning Outcomes	Course
Quality Improvement and Safety	<ul style="list-style-type: none"> <li>• Advance nursing practice aimed at maximizing quality of life and preventing disease of individuals, families and communities through primary, secondary, and tertiary health promotion and prevention.</li> <li>• Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities to innovate and advance nursing practice and healthcare systems.</li> <li>• Execute leadership skills through collaboration with consumers, health care providers, and key stakeholders to meet health needs of diverse populations, improve health outcomes, and advance the nursing profession.</li> <li>• Collaborate with the interprofessional team to identify and effect needed change to improve the delivery of healthcare.</li> <li>•</li> </ul>	NURS5432 Statistical Methods NURS5334 Nursing Research Methods NURS5336 Health Care Systems NURS6102 Leadership and Health Policy <b>NURSXXXX Pharmacology for the CNL</b> <b>NURSXXXX Intro to the CNL Role</b> <b>NURSXXXX Transition to CNL Practice</b> <b>NURS XXXX Immersion in CNL Practice</b>
Translating and Integrating Scholarship into Practice	<ul style="list-style-type: none"> <li>• Advance nursing practice aimed at maximizing quality of life and preventing disease of individuals, families and communities through primary, secondary, and tertiary health promotion and prevention.</li> <li>• Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities to innovate and advance nursing practice and healthcare systems.</li> <li>• Execute leadership skills through collaboration with consumers, health care providers, and key stakeholders</li> </ul>	NURS5331 Nursing Theory NURS5432 Statistical Methods NURS5334 Nursing Research Methods <b>NURSXXXX Intro to the CNL Role</b> <b>NURSXXXX Transition to CNL Practice</b> <b>NURS XXXX Immersion in CNL Practice</b>

Essentials	Student Learning Outcomes	Course
	<p>to meet health needs of diverse populations, improve health outcomes, and advance the nursing profession.</p>	
<p>Informatics and Healthcare Technologies</p>	<ul style="list-style-type: none"> <li>• Advance nursing practice aimed at maximizing quality of life and preventing disease of individuals, families and communities through primary, secondary, and tertiary health promotion and prevention.</li> <li>• Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities to innovate and advance nursing practice and healthcare systems.</li> <li>• Execute leadership skills through collaboration with consumers, health care providers, and key stakeholders to meet health needs of diverse populations, improve health outcomes, and advance the nursing profession.</li> </ul>	<p>NURS5432 Statistical Methods  NURS5334 Nursing Research Methods  NURS5336 Health Care Systems  <b>NURSXXXX Pharmacology for the CNL</b>  <b>NURSXXXX Intro to the CNL Role</b>  <b>NURSXXXX Transition to CNL Practice</b>  <b>NURS XXXX Immersion in CNL Practice</b></p>
<p>Health Policy and Advocacy</p>	<ul style="list-style-type: none"> <li>• Advance nursing practice emanating from a personal examination of the complex interaction among personal values, ethics, current evidence, professional standards, and cultural context.</li> <li>• Advance nursing practice aimed at maximizing quality of life and preventing disease of individuals, families and communities through primary, secondary, and tertiary health promotion and prevention.</li> <li>• Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities to innovate and advance nursing practice and healthcare systems.</li> </ul>	<p>NURS5336 Health Care Systems  NURS6102 Leadership and Health Policy  <b>NURSXXXX Pharmacology for the CNL</b>  <b>NURSXXXX Intro to the CNL Role</b>  NURS 6331 Population Health  <b>NURSXXXX Transition to CNL Practice</b>  <b>NURS XXXX Immersion in CNL Practice</b></p>

Essentials	Student Learning Outcomes	Course
	<ul style="list-style-type: none"> <li>Execute leadership skills through collaboration with consumers, health care providers, and key stakeholders to meet health needs of diverse populations, improve health outcomes, and advance the nursing profession.</li> </ul>	
Interprofessional Collaboration for Improving Patient and Population Outcomes	<ul style="list-style-type: none"> <li>Advance nursing practice aimed at maximizing quality of life and preventing disease of individuals, families and communities through primary, secondary, and tertiary health promotion and prevention.</li> <li>Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities to innovate and advance nursing practice and healthcare systems.</li> <li>Execute leadership skills through collaboration with consumers, health care providers, and key stakeholders to meet health needs of diverse populations, improve health outcomes, and advance the nursing profession.</li> <li>Collaborate with the interprofessional team to identify and effect needed change to improve the delivery of healthcare.</li> </ul>	NURS5334 Nursing Research Methods NURS5336 Health Care Systems NURS6102 Leadership and Health Policy <b>NURSXXXX Pharmacology for the CNL</b> <b>NURSXXXX Intro to the CNL Role</b> NURS 6331 Population Health <b>NURSXXXX Transition to CNL Practice</b> <b>NURS XXXX Immersion in CNL Practice</b>
Clinical Prevention and Population Health for Improving Health	<ul style="list-style-type: none"> <li>Advance nursing practice emanating from a personal examination of the complex interaction among personal values, ethics, current evidence, professional standards, and cultural context.</li> <li>Advance nursing practice aimed at maximizing quality of life and preventing disease of individuals, families</li> </ul>	NURS5333 Advanced Health Assessment NURS5432 Statistical Methods NURS5336 Health Care Systems NURS6102 Leadership and Health Policy <b>NURSXXXX Intro to the CNL Role</b> NURS 6331 Population Health <b>NURSXXXX Transition to CNL Practice</b>

Essentials	Student Learning Outcomes	Course
	and communities through primary, secondary, and tertiary health promotion and prevention	<b>NURS XXXX Immersion in CNL Practice</b>
Essentials		Course
Master's – Level Clinical Nurse Leader Nursing Practice	<ul style="list-style-type: none"> <li>• Advance nursing practice emanating from a personal examination of the complex interaction among personal values, ethics, current evidence, professional standards, and cultural context.</li> <li>• Advance nursing practice aimed at maximizing quality of life and preventing disease of individuals, families and communities through primary, secondary, and tertiary health promotion and prevention.</li> <li>• Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities to innovate and advance nursing practice and healthcare systems.</li> <li>• Execute leadership skills through collaboration with consumers, health care providers, and key stakeholders to meet health needs of diverse populations, improve health outcomes, and advance the nursing profession.</li> <li>• Collaborate with the interprofessional team to identify and effect needed change to improve the delivery of healthcare.</li> </ul>	NURS5333 Advanced Health Assessment <b>NURSXXXXX Pharmacology for the CNL</b> <b>NURSXXXXX Intro to the CNL Role</b> NURS 6331 Population Health <b>NURSXXXXX Transition to CNL Practice</b> <b>NURS XXXX Immersion in CNL Practice</b>

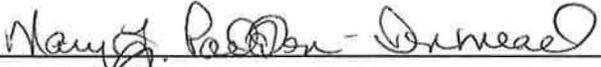
Appendix E  
Faculty Signature Page

Stockton University Master's Degree in Nursing  
Proposed New Clinical Nurse Leader Track within the Existing MSN Program

**Faculty:** Mary L. Padden-Denmead, Lori Prol, Rose Scaffidi, Joan Perks

**Administration:** SHS Dean, Dr. Margaret Slusser

**Signatures:**

  
\_\_\_\_\_  
Mary L. Padden-Denmead

  
\_\_\_\_\_  
Lori Prol

  
\_\_\_\_\_  
Rose Scaffidi

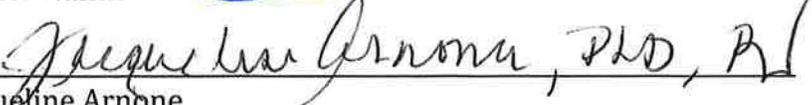
Joan Perks  
  
\_\_\_\_\_  
Margaret Slusser

**This Proposal was presented to and approved by the full Nursing Faculty on**

  
\_\_\_\_\_  
Ann Walker

  
\_\_\_\_\_  
Mark Adelung

Edward Walton  
  
\_\_\_\_\_  
Larider Ruffin

  
\_\_\_\_\_  
Jacqueline Arnone

Cecelia Boyd  
  
\_\_\_\_\_  
Lauren Kirk

## **Appendix F**

### **Course Descriptions and Learning Outcomes for the Four New Courses in the MSN CNL Program**

#### **NURS XXXX Pharmacology for the Clinical Expert**

This course is designed to meet the needs of the clinical nurse leader. Content will focus on the pharmacological management of acute and chronic disease states across the life span as well as healthcare systems processes used in medication administration. The course will examine the collaborative roles and responsibilities of the clinical nurse leader as a resource for nursing care and system related issues in pharmacological patient care management.

#### **COURSE OBJECTIVES: At the completion of this course the student will -**

- Discuss pharmacotherapeutics, pharmacodynamics, and pharmacokinetics.
- Describe drug actions, interactions and expected responses to treatment across the life span, including life span stages such as: pregnancy, childhood, adulthood and aging.
- Recognize outcomes within an expected time frame of select preventive and therapeutic drugs and vaccines.
- Evaluate common contraindications, interactions, and adverse effects of selected medications addressing life span stages.
- Compare and contrast administration, complexity of treatment regimen, and cost to optimize compliance and outcome.
- Analyze the legal and ethical responsibilities related to pharmacological therapy.
- Evaluate medication reconciliation and administration processes, to enhance the safe use of medications across the continuum of care.
- Apply just culture principles and the use of safety tools, such as Failure Mode Effects Analysis (FMEA) and root cause analysis (RCA), to anticipate, intervene and decrease risk in medication administration.
- Participate in ongoing evaluation, implementation and integration of healthcare technologies, including the electronic health record (EHR) with emphasis on the electronic medication record (EMR).

#### **NURS XXXX Introduction to the CNL Role**

This course will introduce students to the role of the Clinical Nurse Leaders. The course has a practical focus and students will evaluate a health care delivery system using risk analysis to predict patient risk and safety issues. Critical thinking and effective communication strategies will be explored to articulate strategies to guide a healthcare team to use current evidence and sound clinical judgment in creating safe patient care environments.

**COURSE OBJECTIVES: At the completion of this course the student will -**

- Use evidence in developing and implementing teaching and coaching strategies to promote and preserve health and healthy lifestyles in patient populations.
- Evaluate ethical decision making from both a personal and organizational perspective and analyze how these two perspectives may create conflicts of interest
- Participate in the design, delivery, and evaluation of clinical prevention and health promotion services that are patient-centered and culturally appropriate.
- Use and evaluate a variety of technology modalities and media to disseminate healthcare information and communicate effectively with diverse audiences.
- Demonstrate professional and effective communication skills, including verbal, non-verbal, written, and virtual abilities.
- Explore diverse teaching strategies and learning paradigms to effectively disseminate information to diverse audiences
- Recognize and advocate for the CNL in effecting positive patient care outcomes with an emphasis in the improvement of care for vulnerable populations.

**NURS XXXX Transition to the CNL Role**

**Pre requisites: All 5000 level courses, NURS 6102, 6103. NURS 6331 has either been completed or may be taken as a co requisite.**

This course is designed to prepare the student for the role of the CNL in practice. Students will apply the knowledge and skills gained from previous courses, professional practice, and a clinical leadership role experience and identify and begin to plan for an evidence based practice change project to be completed in NURS XXXX Immersion in CNL Practice. Clinical hours are a component of this course.

**COURSE OBJECTIVES: At the completion of this course the student will -**

- Integrate an evolving personal philosophy of nursing and healthcare into one's nursing practice.
- Design care based on outcome analysis and evidence to promote safe, timely, effective, efficient, equitable, and patient-centered care.
- Advocate for policies that leverage social change, promote wellness, improve care outcomes, and reduce costs.

- Communicate to the interprofessional healthcare team, patients, and caregivers current quality and safety guidelines and nurse sensitive indicators, including the endorsement and validation processes.
- Engage in partnerships at multiple levels of the health system to ensure effective coordination, delivery, and evaluation of clinical prevention and health promotion
- interventions and services across care environments.
- Apply advanced knowledge of the effects of global environmental, individual and population characteristics to the design, implementation, and evaluation of care.
- Employ knowledge and skills in economics, business principles, and systems in the design, delivery, and evaluation of care.
- Apply just culture principles and the use of safety tools, such as Failure Mode Effects Analysis (FMEA) and root cause analysis (RCA), to anticipate, intervene and decrease risk.

**In preparation for and to assist the student to plan for the capstone change project for NURS XXXX Transition to the CNL Role the student will:**

- Perform a comprehensive microsystem assessment to provide the context for problem identification and action.
- Use evidence to design and direct system improvements that address trends in safety and quality.
- Evaluate patient handoffs and transitions of care to improve outcomes.
- Assess organization-wide emergency preparedness plans and the coordination with the local, regional, and National Incident Management System (NIMS).
- Ensure the inclusion of an ethical decision-making framework for an evidence based change project.

**NURS XXXX Immersion in CNL Practice**

This course is a continuation of NURS XXXX Transition to the CNL Role. Within the same institution as in the pre requisite course in a clinical leadership immersion experience, the student will lead a healthcare team through an evidence based practice change. Clinical hours are a component of this course.

**COURSE OBJECTIVES: At the completion of this course the student will -**

- Apply theories and evidence-based knowledge in leading, as appropriate, the healthcare team to design, coordinate, and evaluate the delivery of care.
- 
- Facilitate the process of retrieval, appraisal, and synthesis of evidence in collaboration with healthcare team members, including patients, to improve care outcomes.
- Assume a leadership role, in collaboration with other interprofessional team members, to facilitate transitions across care settings to support patients and families and reduce avoidable recidivism to improve care outcomes.
- Demonstrate a leadership role in enhancing group dynamics and managing group conflicts.
- Incorporate core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, including the use of technologies, and in assisting patients and other healthcare providers to address such issues.
- Provide leadership to the healthcare team to promote health, facilitate self-care management, optimize patient engagement and prevent future decline including
- progression to higher levels of care and readmissions.
- Advocate for the integration of the CNL within care delivery systems, including new and evolving models of care.

**For the Capstone Project:**

- Collaborate with healthcare professionals, including physicians, advanced practice nurses, nurse managers and others, to plan, implement and evaluate an improvement opportunity
- Participate in a shared leadership team to make recommendations for improvement at the micro-, meso-or macro-system level.
- Facilitate team decision making through the use of decision tools and convergent and divergent group process skills, such as SWOT, Pareto, and brainstorming
- Facilitate practice change based on best available evidence that results in quality, safety and fiscally responsible outcomes

- Lead change initiatives to decrease or eliminate discrepancies between actual practices and identified standards of care.
- Disseminate changes in practice and improvements in care outcomes to internal and external audiences.



## Appendix G: Letters of Support

February 11, 2019

Margaret Slusser, PhD, RN  
 Interim Dean of the School of Health Sciences  
 Stockton University  
 101 Vera King Farris Drive  
 Galloway, NJ 08205

Dear Dr. Slusser,

I am writing this letter in support of the Stockton University Nursing Program's newly proposed Clinical Nurse Leader (CNL) master's degree track. The Virtua Health System recognizes the value of nurses educated as CNLs. CNLs are vital to improving quality of care and leading interdisciplinary teams to effect evidence based change and improve patient outcomes in health care systems across the country. The depth of CNL education and preparation lends to flexibility of the role, therefore CNLs may function in leadership and management positions, in teaching and learning environments, as well as at the bedside.

The Virtua Health System appreciates Stockton for the foresight in developing such a program. Of particular note in Stockton's CNL curriculum is the inclusion at the advanced level of the three P's, *Physical Assessment*, *Pathophysiology*, and *Pharmacology for the Clinical Expert*. Also, including the *Teaching and Learning* course will expand the CNL's knowledge and skills as a resource for the patient, family, or staff, or interdisciplinary education that is often part of this role. We currently have several open positions for nursing leadership roles within our organization and the nurse educated as a CNL would be very qualified for any of these positions.

The future relies upon leaders who advocate for and possess the knowledge and skills to design, coordinate, and evaluate safe and effective healthcare delivery for individuals, families, and communities. Stockton needs to be recognized as an educational resource in developing future healthcare leaders in South Jersey.

Virtua wishes Stockton University success with this proposal and looks forward to hiring and working with graduates of this new degree track.

Sincerely,

**AnneMarie Palatnik DNP, RN, ACNS-BC**

AVP Clinical Learning & Academic Affiliations  
 Virtua Center for Learning  
 1200 Howard Blvd  
 Mount Laurel NJ 08054  
 856-761-3809



Center For Learning, 1200 Howard Boulevard, Suite 100, Mount Laurel, NJ 08054 Tel 856-761-3800



Tuesday, March 12, 2019

Margaret Slusser, PhD, RN  
Interim Dean of the School of Health Sciences  
Stockton University  
101 Vera King Farris Drive  
Galloway, New Jersey 08205

Dear Dr. Margaret Slusser,

AtlantiCare is pleased to express our support of the Stockton University Nursing Program's proposed Clinical Nurse Leader (CNL) master's degree track. AtlantiCare and Stockton have maintained a very positive relationship for many years. Among our many joint ventures, we have benefited from having Stockton students do their clinical with AtlantiCare, and in turn, we have hired many Stockton Nursing graduates.

The addition of a CNL track would be a tremendous asset to our Southern New Jersey community. The expertise of the CNL, and their interprofessional relationships, contributes to improved patient outcomes.

Having a CNL program in our Southern New Jersey region may be beneficial to other healthcare organizations in our region. Access to a pool of talented, educated experts in evidence-based practice will be a valuable asset to our organization and our community.

AtlantiCare hopes that this proposal is accepted and we look forward to working with the students and graduated of the program.

Sincerely,

Katherine Birkenstock, MSN, RN  
Vice President & Chief Nursing Officer  
AtlantiCare Health System



City Campus  
1925 Pacific Avenue Atlantic City, New Jersey 08401  
609-345-4000 – [www.atlanticare.org](http://www.atlanticare.org)





March 12, 2019

Dear Members of the Stockton University Academic Programs and Planning Committee and Stockton University Faculty Senate:

I am in strong support of adding the Clinical Nurse Leader (CNL) concentration/track to the existing Master's in Nursing (MSN) Program. The CNL concentration that is being proposed by a team of nursing faculty, led by Dr. Mary Padden-Denmead, is in demand in the community and will complement the robust programs that Nursing already offers. This program is reflective of changes in the profession of Nursing as it continues to serve the healthcare needs of the nation. It is important to note that this program is in demand by the neighboring AtlantiCare Health System.

I have worked in consultation with the nursing faculty and can attest to the high level of critical thinking and rigor of design that went into the development of the proposal. Many courses now offered in the MSN and Doctor of Nursing Practice (DNP) programs will be shared with students pursuing the CNL degree. This is an attractive way to better utilize current resources. The CNL concentration will not require the immediate addition of faculty lines or the identification of additional clinical placements.

Thank you for the opportunity to support the approval and establishment of a CNL concentration in the MSN Program.

Sincerely,

A handwritten signature in black ink, appearing to read "Margaret M. Slusser", written over a horizontal line.

Margaret M. Slusser, Ph.D., RN  
Dean, School of Health Sciences  
[margaret.slusser@stockton.edu](mailto:margaret.slusser@stockton.edu)