Student Dual Admission Manual

A Guide for MANE Community College Students

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Dear Student,

Welcome to MANE and congratulations as you embark on your journey in education to attain your Bachelor of Science degree in nursing. The leadership, faculty and staff of MANE are pleased you have chosen our dual admission baccalaureate program in which to begin your nursing career.

The mission of MANE is to increase the numbers of baccalaureate prepared nurses in Minnesota through dual admission between MANE community colleges and universities, thereby decreasing existing access barriers to a baccalaureate education. The education members, practice members and contributing Board of Nursing members of MANE have collaboratively developed a competency and concept-based spiraled program plan and transformative curriculum that are based on The Essentials of Baccalaureate Nursing Education for Professional Practice (AACN, 2008). From the time of the first nursing class you are being prepared for the role of a baccalaureate prepared nurse.

This manual has been prepared for you as a means to answer questions and guide you through the dual admission process with your home community college and the university to attainment of the baccalaureate degree. The content includes essential information concerning dual admission and is designed to work in conjunction with the program policies of your home community college and the university.

Best wishes for success as you enter the program and move towards your goals!

Regards,
MANE Leadership, Faculty and Staff
Introduction to MANE

About MANE

The Minnesota Alliance for Nursing Education is an innovative education alliance between a state university and 7 community colleges:

- Anoka-Ramsey Community College
- Century College
- Inver Hills Community College
- Normandale Community College
- North Hennepin Community College,
- Metropolitan State University
- Ridgewater Community College
- Riverland Community College

Who we are: MANE’s 8 partner institutions

The alliance evolved in response to the evidence, and with a commitment to excellence and innovation, to partner to expand the capacity for baccalaureate prepared nurses in Minnesota. The goal of MANE is to make baccalaureate nursing education available to students across the state, allowing qualified students to graduate with a baccalaureate degree within four years on every partner campus. The collaborative nursing curriculum, developed jointly with practice partners and the Minnesota Board of Nursing, will prepare the nurse of the future to care for Minnesota’s increasingly diverse and aging population.
Mission, Vision, & Values

MANE Mission
The mission of the Minnesota Alliance for Nursing Education (MANE) is to increase baccalaureate prepared nurses through collaborative, transformative educational strategies.

MANE Vision
Through increased access to baccalaureate nursing education MANE will prepare professional nurses to promote health and meet the evolving and complex healthcare needs of an increasingly diverse population in Minnesota.

MANE Core Values Statement
MANE is dedicated to achieving our mission and vision in a manner consistent with our values of:

- Innovation and the Pursuit of Excellence
- Collaboration and Partnership
- Integrity and Accountability
- Mutual Respect and Collegiality
- Diversity and Inclusiveness
- Responsiveness to Local and Global Healthcare Needs

MANE Philosophy Statement
We believe the purpose of nursing education is to prepare professional nurses in a partnered curriculum to practice successfully in today’s complex health care environment, respond to future health care needs, and lead in the broader health care system. A commitment to excellence in professional nursing practice, based on a set of shared core nursing values and innovation, is reflected in the use of integrative review in a spiraled, competency-based curriculum. We believe in a transformative curriculum that moves away from independent silos of education to a combined effort between universities, community colleges, and practice with the goal of increasing numbers of baccalaureate prepared nurses in Minnesota. This shared curriculum fosters a seamless transition from associate to baccalaureate nursing education. We believe baccalaureate nursing education enhances a comprehensive understanding of healthcare policy, research, systems leadership, and community health nursing.
MANE nursing graduates are educated to use the best available evidence in making sound clinical judgments during provision of safe, high quality, holistic nursing care across the lifespan and the health continuum. We believe with the use of informational technology, a nurse is prepared to provide health care in a variety of environments. We believe nurses act as transformational leaders as vital members of a health care team. A strong focus on health promotion supports nursing graduates to best serve diverse individuals, families, and communities locally, nationally, and globally.

We believe adult learners must be actively engaged in the learning process. We value lifelong learning, reflective nursing practice, and insights gained through self-analysis and self-care. Faculty members teaching in the MANE curriculum model professionalism, scholarship, inclusiveness, beneficence, and collegiality. This transformative approach to nursing education encourages deep understanding of key nursing concepts while addressing the changing healthcare environment.
The 120 credit MANE baccalaureate curriculum has been endorsed by the American Holistic Nurses Credentialing Corporation.

This endorsement is for the full 120 credit baccalaureate curriculum. The benefits of endorsement apply to those students who complete the entire curriculum and graduate with a baccalaureate degree. Benefits include:

- Students that graduate after semester 8 as a baccalaureate nurse, successfully pass the NCLEX-RN licensure exam and take the holistic nursing certification exam within 2 years of graduation can waive the 1 year practice requirement and the 48 hours of contact in holistic nursing that is usually required to take the exam. This is a cost savings of around $400 dollars. There is also a reduced cost for taking the exam.

- Certification in holistic nursing enhances the qualifications of an individual when seeking a position. Healthcare organizations that promote holistic nursing seek nurses with holistic education to practice from this philosophical understanding.
Dual Admission Process

Dual admission means:

- You are accepted to a program culminating in a Bachelor of Science in nursing degree.
- An applicant admitted to a MANE college will be dually admitted to a MANE university.
- Students must meet the academic and conduct performance criteria of both institutions, and the MANE program, in order to continue to the baccalaureate degree.
- You will not be required to complete another application to continue with the university.
- You are not required to attain licensure before continuing to upper division courses at the university.
- You will receive academic advising from both the community college and university in preparation for registration each semester, and especially when preparing to register for semester 6 of the program plan.
- You will remain on your home campus (community college) throughout the entire program plan or all 8 semesters through the baccalaureate degree. If you wish to physically take nursing classes at the university or change your home campus in semesters 6-8 you will need to communicate with a university nursing advisor or the Director of Undergraduate Nursing to determine if space is available.
- You will enroll in lower division nursing courses on your home campus. You may not take lower division nursing course at your home campus and another MANE community college or at your home campus and the university. You are only accepted to MANE at your home campus (for lower division courses) and with the university (for upper division courses) in dual admission.
- **A possible exception to the above:** If you fail or withdraw from a MANE NURS course and it is offered as a repeat course on another campus in summer session only, you may be eligible to repeat the course at a campus other than your home campus. Registration for a repeat course would be by permission only from your home campus. And you **must seek permission** from the Dean/Director of Nursing at the campus where the repeat course is being offered.
- Tuition rates for lower division courses (75 credits) will be at the community college rate per credit and upper division courses (45 credits) at the university rate per credit.

- Upper division general education course may be taken earlier (but not later) than the semester specified in the program plan (if pre-requisites are met), but must be taken through the university and be 300-400 level courses.

- You are expected to remain on the home campus throughout the complete program plan, through the baccalaureate degree. Students may request to transfer to a new home campus after completion of semester 5; these requests will be honored on a space available basis.

Dual admission begins with your MANE acceptance letter from the community college to which you applied. You were required to complete a Dual Admission Form which allowed your student information to be shared with the university. By now you should have also received a dual admission letter from the university. Included in that letter is:

- Your university student identification number (ID number)
- Student Account Login Instructions: including Star ID and University Email
- Admitted Student Transfer Checklist (See Appendix V)
- A Guide to Financial Aid for Dual Admission Pamphlet

*Please retain this letter for your records as it contains your university ID number which is different from your home community college ID number.

**Information to complete the on-line Metropolitan State University New Student Orientation (NSO) for the university.** You are encouraged to complete the NSO as soon as possible. There is a $40.00 fee for the NSO. Payment of the $40.00 fee will be waived until you register for your first course with the university (It will show in your student account, but will not be included on a fee statement until you register for your first course with the university. Financial aid may be used to pay the fee as applicable.) A university registration hold will be in effect until the NSO is completed.

**Immunization Instructions** As a community college student you will be exempted from completing parts 1, 3, and 4 of the Metropolitan State University Student Immunization Record form. Note and follow the instructions for number 2 under “Exemptions“ on the back side of the form.

Since you will remain on the community college campus when you progress to the upper division nursing and general education liberal studies courses, the community college is considered your “home” campus.
Academic Progression in MANE

- Students must enroll in and successfully complete (with a minimum letter grade of C) all nursing and general education courses in the sequence identified on the MANE Curriculum Plan in order to progress in the program. Required general education courses can be taken earlier, but not later, than the identified semester.

- Beginning in semester 3, progression in the nursing program requires a grade of C or better in all required courses in the MANE curriculum plan, maintaining a minimum GPA of 2.0.

- A ‘C-’ is considered a non-passing grade.

- Nursing courses that combine theory, clinical and/or lab require that all portions must be passed at a minimum of 78% to pass the course.

- Points will be carried out two decimal points. There will be no rounding of points to determine letter grades.

- If a student fails to obtain a minimum of a C grade in one or more nursing courses in a semester, the student will be allowed one opportunity to repeat the course(s) on a space available basis per college/university nursing program policy.

- Failure to successfully obtain a minimum of a C grade in a nursing course on the second attempt will result in exit from the nursing program.

- Failure to obtain a minimum of a C grade in a nursing course in a subsequent semester will result in exit from the nursing program.

- A student who is exited from the program for academic failure and/or failure to meet conduct expectations may reapply to the program and must meet the current published admission criteria.

- A student may be readmitted one time only.

- Any student who applies and is readmitted, will be required to repeat all nursing courses in the curriculum, including all previously passed nursing courses.

- A Nursing Program offering the MANE curriculum reserves the right to deny admission/readmission based on academic failure and/or code of conduct violations.
The nursing program and campus to which a student is admitted is considered a student’s home campus. You are expected to remain on your home campus throughout the program plan.

**Reasons students have a home campus include:**
- Dual admission status
- Financial aid implications
- Support of cohorts
- The general education courses of the MANE curriculum vary across programs
- Application and acceptance to the college and program are required. Fees may apply.
- Textbooks, resources, uniforms are different across all campuses and you will be required to purchase what is required.
- Immunizations, CPR and background check information is housed on your campus
- You will need to comply with any program or campus specific requirements.
- Students must meet the minimum number of credits required for degree completion
If you are financial aid eligible, your Community College Financial Aid Office (FAO) will handle all of your financial aid needs through the fifth semester of your MANE program. The University Financial Aid Office will begin to process your aid during your fifth semester in preparation for your sixth semester courses with the university.

- Read the Guide to Financial Aid for Dual Admission pamphlet included with your dual admission letter to the university.
- MANE dual admission students should apply for financial aid to Metropolitan State University within the last term (5th semester of the MANE Program Plan) at their home community college.
- Metropolitan State University will process financial aid in semester 6 of the MANE Program Plan.

Complete the Free Application for Federal Student Aid (FAFSA) application on line at www.fafsa.gov and include the following Metropolitan State University’s federal code:

- Be sure to add Metropolitan State University’s federal code (010374) to your FAFSA to release the results to the university Financial Aid Office prior to the sixth semester.

(See Admitted Student Transfer Checklist (Appendix V) and the Guide to Financial Aid for Dual Admission pamphlet for specific information)
Degree Audit Reports (DARS)

You will have two degree audit reports, one for the community college and one for the university. You may access each DARS report in your e-services on-line by selecting the institution and using the appropriate student ID number for the community college or university.

- The community college will complete a DARS report based on the first 75 credits of the program plan, or associate degree benchmark.
- The university will complete a DARS report based on the total 120 credit Bachelor of Science in nursing degree.
  - The university will complete an initial DARS report within 18 days of your transcripts being sent from the community college (after you have accepted a seat in the program and completed the Dual Admission Form).
  - This will include any non-MnSCU institutions as well as MnSCU.
  - If you did not have all transcripts sent to the community college, the university will communicate with you and request that you send the transcripts. The university uses the National Student Clearinghouse to verify prior enrollment of all institutions attended by the applicant. If enrollment is discovered, the university will require an official transcript(s) for the institutions or a letter of non-attendance if no academic record exists.

Transfer Update Request

After completion of semester 4 of the MANE Program Plan complete a Transfer Update Request form. Access the form here:

http://metro-gateway.custhelp.com/app/transfer_update

Or see the Admitted Student Transfer Checklist (Appendix V) for information.

- You will need your Metropolitan State University Student ID number
- Use the drop down box and choose your home community college campus as the “MnSCU institution to be updated”. See example on next page.
This will update your Metropolitan State University DARS report with credits completed at the community college through semester 4. This process will update your registration window and may require a month to complete (although typically happens sooner). Give yourself ample time to have it completed before registering for semester 6. Refer to the Admitted Student Checklist (Appendix V) in your dual admission letter for further information.
The MANE program Plan (Appendix IV) meets all graduation requirements for attainment of the Bachelor of Science in nursing degree.

The community college academic or nursing specific advisors will assist you with questions and needs related to the first 75 credits of the program, which are taken through enrollment at the community college. The university MANE advisor or nursing faculty advisor will assist you with questions and needs related to the 45 credits of upper division coursework culminating in the Bachelor of Science in nursing degree.

**Upper Division General Education & Liberal Studies (GELS) Electives**

The university nursing advisor will assist you with questions and needs related to the 45 credits remaining to completion of the Bachelor of Science in nursing degree when enrolled with the university. 40 credits must be 300-500 level upper division coursework. Included in the program plan are

- 30 credits upper division nursing
- 10 credits upper division general education, of which 8 credits must be liberal studies (GELS) elective credits. Electives should be chosen
- In a personal area of interest, and, if needed
- To fulfill requirements of a baccalaureate degree in meeting all 10 of the MnSCU MnTC goal areas

You may choose to take upper division general education and liberal studies courses prior to semester 6 if pre-requisites are met.

*Note that financial aid may not cover tuition for the upper division courses if taken earlier than semester 6 or during summer sessions. For questions related to financial aid refer to your home campus financial aid office.*
If you are concerned about which elective to take to meet the Upper Division Liberal Studies courses the process to follow is

- Print a community college or university DARS report from your e-services
- Review the DARS report to determine the MnTC goal areas in which you have met the requirements through completed courses.
- Review the DARS report to determine the MnTC goal areas that show a course or requirement has not yet been met.

*Remember that the university DARS report was completed based on your transcripts at the time you were accepted to MANE, and is not updated until after completion of semester 4 upon submission of a Transfer Update Request. (See section on Transfer Update Request for details)*

- Meet initially with your community college advisor for immediate questions. If needed they will connect with the university MANE advisor.
- Review the course schedule for the semester in which you wish to take an upper division (300/400 level) General Education Liberal Studies (GELS) elective course. Use the Advanced Search option for an upper division liberal studies course that meets the MnTC goal area(s) you have yet to complete.
Select an elective based on your interest and one that meets a goal area you have left to complete for the bachelor’s degree.

For advanced questions regarding upper division courses contact the university MANE advisor for assistance.

Exceptions:

- If you have already attained a bachelor’s degree in another field, you do not need to take any further upper division general education courses or liberal studies courses. You are required to take all upper division nursing (NURS) courses for degree completion.
- If you have an AA degree (Associate of Arts degree) you will have met all 10 MnTC goal areas. You will still need to take upper division general education and liberal studies courses, but will not need to choose a course in a specific goal area.
Preparing for Semesters 6-8 and Enrollment in Upper Division Courses

Reminder: MANE is a baccalaureate curriculum beginning with acceptance into semesters 3 and continuing through semester 8. The 6 semester nursing specific curriculum was designed and developed by the MANE Curriculum Committee. The committee is comprised of a minimum of two faculty from each of the MANE programs, representing the community colleges and the university. The curriculum seamlessly continues through each semester and is based on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). MANE is **NOT an RN to BSN program**, meaning that there are not two separate components of the curriculum.

*The numbers of theory, lab and clinical hours and types of experiences in the curriculum are faculty driven, developed by the MANE Curriculum Committee, and meet the expectations for preparation of a baccalaureate prepared nurse into practice.*

Academic Advising for Semesters 6-8 of the Curriculum and enrollment the University

During semester 4 of the program plan, a university representative will visit the community college campus and supply initial information in preparation for registration for semester 6. More detailed information will be given at the beginning of semester 5. Registration for semester 6 will occur during semester 5. Your registration window will depend on the number of credits you have completed. **It is important to submit a Transfer Update Request at the completion of semester 4 to advance your registration window.**

During campus visits in semesters 4 and 5, basic information will be shared about the courses in semesters 6-8 including a general schedule. The upper division nursing courses are rigorous in learning and process, but are different in composition and time spent on campus than previous semesters. Major differences are:

- Time spent on campus will be significantly lessened in the nursing courses; time on-line will increase. Learning activities and course requirements will be rigorous, but different in type and scope.

- The courses do not have lab components which decreases the time spent on campus in lab or practicing psychomotor skills.

- The courses are either theory (lecture) alone or in combination with clinical hours.

- The theory (lecture) components of courses will be delivered either fully on-line or in a hybrid format.
• Hybrid courses will meet face to face periodically at your home community college campus. Schedules will be determined each semester, dates for meeting on campus, and when applicable site specific clinical dates, will be known at the beginning of each course and noted on the course calendars. Dates for face to face class times will be published in the course schedule when registering for classes and vary each semester dependent on individual courses.

• When you register for a NURS course in semesters 6-8, it is important that you register for the correct section of each course. The section you will register for is dependent on your home community college campus. When searching for the correct course ensure that you look for your community college name and campus as applicable and register for that section. For example if you are an Inver Hills Community College MANE student, register for the section for Inver Hills (see example below.) If you are a Ridgewater College student at the Hutchinson campus, register for the Ridgewater/Hutchinson section.

Semester 6-8 NURS specific courses:

*School of Nursing Advising and Clinical Coordination Course. This is a non-credit, non-fee course that is required prior to registering for semester 6. This non-credit course contains the information to assist you in the transition to enrollment in nursing courses at the university and includes the pre-practicum requirements to register for a course with a clinical component. Directions to create a Castle Branch Profile and access the Department of Human Services (DHS) to submit a background study are critical components of this course.
**Semester 6**
*A registration hold will be in place until New Student Orientation for the University is complete.

NURS 406 Nursing Care of the Family (3 credits theory/1 credit clinical)
*A registration hold will be in place until all clinical requirements are completed/updated in Castle Branch

NURS 416 Epidemiology for Nursing (3 credits theory)

**Semester 7**

NURS 446 Nursing Informatics (2 credits theory)

NURS 459 Population-Based Care (5 credits theory/2 credits clinical)

NURS 464 Nursing Leadership II (4 credits theory)

**Semester 8**

NURS 485 Global Health Perspectives for Nursing (3 credits theory)

NURS 490 Integrative Seminar & Practicum (4 credits theory/3 credits clinical)

*Clinical hours in semesters 6-8 are dependent on the type of clinical learning attached to each course.

**Semester 6: NURS 406 Nursing Care of the Family** includes 1 credit of clinical and is an independent clinical. You will be assisted in choosing a family who is undergoing transition and then meet with the family throughout the semester to accomplish course learning goals. Information will be given in the course syllabus, but the clinical hours are arranged at the convenience of the family.

**Semester 7: NURS 459 Population-Based Care** includes 2 credits of clinical. Again, you will receive a detailed calendar/schedule at the beginning of the course. Clinical hours will occur in a combination of experiences, some independent and some in groups, with the purpose of preparing you, post-graduation with a BSN, and post-licensure as a registered nurse, to be a Public Health Nurse.

This course meets the Minnesota Board of Nursing requirements for certification post-licensure and post-graduation with a BSN, as a Public Health Nurse.

**Semester 8: NURS 490 Integrative Seminar and Practicum experiences** (3 clinical credits) will be structured so that you coordinate your clinical hours with a nurse you are paired with as a preceptor. Clinical hours are arranged with the preceptor. You will need to have flexibility to work within the preceptor’s hours. The site for the clinical experience will vary depending on
availability and choice and support towards learning the role of a baccalaureate prepared nurse in practice.

In semester 5, the university representative will come to the campus with specific course and registration information for enrolling with the university and registering for semester 6. If you have not already done so, you must do the university nursing student orientation (NSO), to be eligible to register for courses.

**Pre-Practicum Information and Registration in the School of Nursing Advising and Clinical Coordination course**

Prior to semester 6 you will register for the School of Nursing Advising and Clinical Coordination course. Be sure to register for the section that pertains to you:

- Your Community College home campus, appropriate semester, and if applicable,
- Your specific campus. For example: Anoka-Ramsey Community College, Cambridge and Coon Rapids campus

*Registration in the School of Nursing Advising and Clinical Coordination course and creating a Castle Branch Profile signifies your INTENT to CONTINUE to completion of the Bachelor of Science in nursing degree. This allows the university to adequately prepare internal resources required for the attainment of your Bachelor of Science in nursing degree, i.e.; faculty and clinical experiences each semester.

This non-credit course contains the information to assist you in the transition to enrollment in nursing courses at the university and includes the pre-practicum requirements to register for a course with a clinical component. Directions to create a Castle Branch Profile and access the
Department of Human Services (DHS) to submit a background study are critical components of this course.

**It is important that you register for the School of Nursing Advising and Clinical Coordination course as soon as you are able and begin the process for clinical preparation by creating your CB profile.**

- If you will be enrolling in semester 6 during a fall semester you may register for the Fall School of Nursing Advising and Clinical Coordination course when registration opens in March, based on your registration window.

- If you will be enrolling in semester 6 during a spring semester you may register early for the Spring School of Nursing Advising and Clinical Coordination course in May

Pre-practicum clinical requirements may be found on the School of Nursing webpage at [http://www.metrostate.edu/msweb/explore/chcps/departments/nursing/pre_practicum.html](http://www.metrostate.edu/msweb/explore/chcps/departments/nursing/pre_practicum.html) and within the content of the School of Nursing Advising and Clinical Coordination course (see above)

Create a Castle Branch profile (see below) as soon as possible and look at the list of requirements that will be needed. You may want to determine the amount of time each one may take you so that you do not run out of time to complete them by the SON registration for clinical deadline. *(See current deadline information in the School of Nursing Advising and Clinical Coordination course.)*
Keep in mind that some requirements may expire annually. You will need to update them in a timely manner, but do not renew too early before you begin semester 6 in order to make the most of the year timeframe. For example: Tuberculin testing.

DHS Background Study. NETStudy 2.0 is in effect. Refer to the information given in the School of Nursing Advising and Clinical Coordination course for details on initial fingerprinting and submission of a study if you have not already had this done.

Castle Branch Profile (CB)

- All of your pre-practicum information will be tracked through Castle Branch (CB) profile. This service offers the ease of uploading documents at your convenience and 24/7 customer support as well as lifetime access to the Certified Profile that you create. You can add letters of recommendations, a CV, and securely share the information with your potential employers. For more information about CB, please visit their website at https://www.castlebranch.com/.

- There will be a one-time $35 dollar fee to create your Castle Branch (CB) Profile. The fee is payable to Castle Branch.

- Once your profile is created, follow the directions to upload the required pre-practicum documents. Once documents are uploaded, CB will review the document according to the SON criteria and respond within 24-48 hours.

- Green checkmarks signify the documents met the SON criteria.

- If the item does not have a green checkmark you should go into your profile to determine what may be needed to meet the SON criteria.

- CB will send multiple automated messages to you regarding updating requirements prior to the expiration date. Example: CPR or Tuberculin testing

- Questions may be directed to:

  Rachel Hanson, Program Specialist
  Phone: 651-793-1381
  Email: Rachel.hanson@metrostate.edu

- A registration hold is placed for all nursing courses with a clinical component until all pre-practicum requirements are approved in CB. The hold must be lifted to register for a clinical course. *If pre-practicum requirements are not met by the SON deadline each semester, you will not be able to register for or attend all nursing courses that semester.
• Refer to the School of Nursing Advising and Clinical Coordination course for current information regarding deadlines to have all pre-practicum requirements completed for each registration period.

• Once all pre-practicum requirements are uploaded and meet the SON requirements you will receive a message that you may register for the clinical course that semester.

**Background Study**

You will need to complete a background study if you have not had a NETStudy 2.0 completed.

• In the School of Nursing Advising and Clinical Coordination Course click on the link to the Department of Human Services (DHS) and follow the directions to complete a background study (complete with fingerprinting and photo id) for the university using the Metropolitan State University school code.
  There will be a fee payable to DHS for the background study. You can find information on the Background Study website at [www.DHS.state.mn.us](http://www.DHS.state.mn.us), select General Public; Office of Inspector General; Background Studies.

• When you have received official notice from DHS upload the document to your CB profile for approval.

**Updating the Castle Branch Profile**

*It is important that you review your profile frequently to ensure that you have met requirements and will be able to register for nursing courses. Watch carefully for messages from CB that you may need to update a requirement during or prior to the next semester.

*If any requirements are due to outdate/expire during a semester:

• You will be able to register for nursing courses and begin the semester, but

• If the requirement is not updated prior to the expiration date you will not be allowed to continue in clinical and must withdraw from all nursing courses that semester.
Intent to Continue

MANE is a dual admission program, you will receive an Associate of Science in nursing degree at the completion of the semester 5th benchmark of the program plan. You will be eligible for licensure as a registered nurse after completion of the 5th semester and conferring of the degree. At this time you have the option of preparing for the NCLEX-RN exam and attaining licensure. This is a choice but not a requirement to continue in the program.

- Licensure as a Registered Nurse is not required to register for semester 6 and continue in the program to the baccalaureate degree
- You may choose to defer licensure until attainment of the Bachelor of Science in nursing degree
- During semester 5, prior to registration for semester 6, university SON representatives will meet with your cohort at the community college, and ask that you complete an Intent to Continue/Return Form. The Intent to Continue/Return form is meant to assist in planning for your completion of the baccalaureate degree. The form
  - is not binding, but alerts the university to your plan at that time to the best of your knowledge.
  - asks you to state your Intent to:
    - Register immediately for semester 6. *Registration in the School of Nursing Advising and Clinical Coordination course and creating a Castle Branch Profile signifies your INTENT to CONTINUE to completion of the Bachelor of Science in nursing degree. This allows the university to adequately prepare internal resources required for the attainment of your Bachelor of Science in nursing degree, i.e.; faculty and clinical experiences each semester. OR
    - Return to MANE at the university after taking a semester or more break from classes
If you plan to take a break and return to MANE you will be asked to do the following;
  - supply contact information by which the university may contact you prior to your return
  - identify the semester and year you intend to return
  - update the SON if your intent changes by emailing William.Ruckel@metrostate.edu
The university will reach out to students that have taken a break from MANE via their Metro State email every semester.
  - To remind you to update your CB profile so you are ready to register for NURS courses.
  - To ensure that seats are made available in the classes for the semester you intend to return
• To determine any other needs as applicable.

• To supply you with current registration information and SON updates.

If you are not receiving emails from SON during your break, please contact: William.Ruckel@metrostate.edu

If you do leave the program after successful completion of semester 5, as a MANE student

• who was accepted to the program prior to Fall 2017, you will be eligible to return for 3 years or 6 academic semesters (not including summer session) post-graduation with completion of the 5th semester benchmark and conferring of your Associate degree.

• who was accepted to MANE on or after Fall 2017, you will be eligible to return for 1 year or 2 semesters (not including summer session) post-graduation with completion of the 5th semester benchmark and conferring of your Associate degree.

*Licensure is not a requirement to return to MANE. If you do not return within the timeline stated above and you wish to complete your baccalaureate degree, you will need to apply to an RN-BSN completion program, which requires licensure as a registered nurse.

In order to return and complete the MANE Bachelor of Science in Nursing Degree through a MANE member university, you must

• give a minimum of 3 months advance notice, prior to the semester in which you intend to return, to the university to ensure space is available in nursing courses;

• have successfully completed the MANE curriculum through semester 5 of the program plan and attained the Associate of Science in nursing degree;

• register for the School of Nursing Advising and Clinical Coordination course and update all pre-practicum requirements in Castle Branch as well as update your Background Study as applicable;

• maintain an unencumbered license if you passed the NCLEX-RN exam after semester 5;

• maintain an unencumbered license if you are a licensed practical nurse

Mandatory Reporting of Licensure Status while in the MANE Program

The Minnesota Board of Nursing (MBN) requires that all nursing programs report the number of students in a program who have current licensure as a licensed practical nurse or as a registered nurse.

• Even though licensure is not a requirement for the MANE program, students who choose to become licensed or retain current LPN licensure, must report licensure status to the SON.

• Any nursing license that a student holds while in the program must remain unencumbered.
You are required to report your licensure status, including your license number, to the university SON by e-mail to Rachel Hanson (Rachel.hanson@metrostate.edu) immediately upon licensure.

If you have an LPN license that remains active, you must also report your license number, to the university SON by e-mail to Rachel Hanson (Rachel.hanson@metrostate.edu)

The university verifies that all licenses held by a current student in the program remains unencumbered via a secure process with the MBN.
RESOURCES WHEN TAKING UNIVERSITY CLASSES ON A COMMUNITY COLLEGE CAMPUS

Specific information will be supplied to you prior to the beginning of semester 6 regarding accessibility of services when a university student on a community college campus. All information will be sent to you via your university e-mail, included in the School of Nursing Advising and Clinical Coordination Course, or included within a specific nursing course in D2L.

University Photo ID

When enrolled with the university you will receive two photo ID cards. One will be specific for use when functioning in a clinical setting, the other will allow access to library services, printing and IT services while a university student attending a class on a community college campus.

You will not need to go to the university to take a picture for the photo ID. The community college and university will collaborate to share your original community college photo for the new IDs. The IDs will be delivered to you by the university faculty teaching your courses in semester 6 during a scheduled face to face class.

Printing at the Community College when enrolled with the University

You may need to be issued an access code in order to print at the community college. This code will be given to you via your faculty or by the Partnership Services for the University.

Library Services

As a university student you will have full access to the university library services. You will not need to physically go to the library unless you wish to. All services are available on-line and are detailed in the university New Student Orientation (NSO) as well as on the university webpage. [http://www.metrostate.edu/student/learning-resources/learning-resources](http://www.metrostate.edu/student/learning-resources/learning-resources)

Literature searches and librarian support should be requested through the university librarians.

The university library will be able to send materials/resources to the community college if an intercampus loan is requested.
Center for Accessibility Resources

Contact Center for Accessibility Resources at 651-793-1549 or at accessibility.resources@metrostate.edu for information about services for students.

Students should contact the office and initiate the process to receive accommodations. The Center for Accessibility Services will assist with coordinating accommodations when the student is taking a university course on a community college campus.
ATI COURSE FEES/TEXTBOOKS/UNIFORMS

Assessment Technologies Institute (ATI) in semesters 6-8 of the Program Plan

For students admitted prior to Fall 2016:

- ATI will continue to be assessed in semesters 6-8. The total price of the ATI products and resources used within the program has been divided into 6 equal fees (see table) and attached to a course in the nursing specific curriculum.

<table>
<thead>
<tr>
<th></th>
<th>Sem 3</th>
<th>Sem 4</th>
<th>Sem 5</th>
<th>Sem 6</th>
<th>Sem 7</th>
<th>Sem 8</th>
<th>Total</th>
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<tbody>
<tr>
<td>LD</td>
<td>$243.17</td>
<td>LD</td>
<td>$243.17</td>
<td>LD</td>
<td>UD</td>
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</tbody>
</table>

- Most, but not all, of the ATI products and resources will be used prior to semester 6, but will continue to be assessed during semesters 6-8 to complete the purchase price.

- Even if licensed, you will continue to use ATI resources in semesters 6-8 of the program to enhance your critical thinking skills.

- If you choose to defer licensure until after the completion of the 8th semester benchmark and attainment of the baccalaureate degree, you will have access to all ATI resources to assist you for NCLEX-RN preparation.

For students admitted Fall 2016 and on:

- ATI fees will be fully assessed in semesters 3-5 of the program plan. The fees will be higher per semester to pay for the entire package by the end of the 5th semester benchmark. Refer to your community college ATI package and pricing schedule for the fees.

- Even if licensed, you will continue to use ATI resources in semesters 6-8 of the program to enhance your critical thinking skills.

- If you choose to defer licensure until after the completion of the 8th semester benchmark and attainment of the baccalaureate degree, you will continue to have access to all ATI resources to assist you for NCLEX-RN preparation.

Textbooks

You will be required to purchase textbooks for upper division nursing courses. Refer to the course in D2L for specific information. You may purchase textbooks via the university bookstore in person.
or on-line. If purchased on-line books will be delivered to your home address and have a shipping fee. You may order books on Amazon or other sources as well.

**UNIFORMS**

- The MANE logo patch will continue to be used, along with a university patch as well as a university nursing student photo ID, to identify you as a MANE student on and off campus.

- Most of the clinical experiences in upper division courses do not require scrubs, but require wearing business casual street clothes, a white lab coat, and identification. If scrubs are required for a specific experience you will be given information as to the appropriate scrubs to wear in the SON Advising and Clinical Coordination Course.
Committee Service
MANE is committed to quality improvement and seeks student participation in program evaluation. There are specific MANE committees that are supported by student participation:

- Diversity Committee
- Program Research, Evaluation and Assessment Committee (REA)
- AD HOC committees as determined by need

You may receive information and be asked to volunteer for a committee while a student in the program.

Completion of Questionnaires
Periodically throughout the program you may be asked to complete a questionnaire related to your experiences in the program or evaluation of MANE processes. We ask that you do complete the questionnaires as they will supply MANE with valuable data for improvement. The questionnaires will be on-line and anonymous. Your answers will not be able to be traced back to you.
The NURS 459 Population-Based Care (5 theory/2 clinical) course meets the requirements of the Minnesota Board of Nursing for certification post-licensure and post-baccalaureate degree, as a Public Health Nurse (PHN).

- After completion of the baccalaureate degree and attainment of licensure, you may apply to the Board of Nursing for Public Health Nurse Certification.
- You must fill out an application, obtained from the Minnesota Board of Nursing website, and follow the process for verification of learning. There is a fee attached payable to the Minnesota Board of Nursing.
### Appendix I: Glossary of Terms

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essentials of Baccalaureate Education for Professional Nursing practice as defined by the American Association of Colleges of Nursing (AACN, 2008)</td>
<td>Nine essentials delineate the outcomes expected of graduates of baccalaureate nursing programs. The essentials emphasize patient-centered care, inter-professional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-changing and complex healthcare environment. The essentials have been adopted by MANE to define the performance standards (measurable/observable knowledge, skills and attitudes) of the baccalaureate graduate and leveled to define the benchmark performance standards at the completion of the AS degree.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>The set of academic performance standards that a student must achieve as they progress through the curriculum. Benchmarks are met or assessed by the end of five semesters and at the end of 8 semesters in conjunction with course student learning outcomes. Achieving the overall set of benchmarks is the means for student progression. Benchmarks specify the context in which students will be expected to demonstrate competency.</td>
</tr>
<tr>
<td>Collaborative curriculum</td>
<td>The MANE curriculum is being co-developed among phase one faculty and practice partners. It is a collaborative curriculum among all partners and academic standards that include common prerequisites, criteria for co-admission status, and spiraled coursework facilitate a seamless progression from the AS degree to the BS degree.</td>
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<tr>
<td>Spiraled Curriculum</td>
<td>A spiraled curriculum revisits concepts at increasing levels of difficulty. New learning takes place by increasing the complexity and or adding new content to already mastered competencies. Mastery of defined nursing competencies increases the overall competence of the student in performing the role of the professional nurse. (MANE, 2014.)</td>
</tr>
<tr>
<td>Acute Care</td>
<td>Acute care focuses on the nursing care of patients experiencing acute disruptions of health. It is a pattern of health care in which a patient is treated for a brief but severe episode of illness. (MANE, 2014.)</td>
</tr>
<tr>
<td>Chronic Care</td>
<td>Chronic care is the holistic care of patients experiencing long-term illnesses and/or co-morbidities focusing on the 'lived experience' of patients and families while promoting advocacy, self-determination, and autonomy. (MANE, 2014.)</td>
</tr>
<tr>
<td>Complex Care</td>
<td>Complex care focuses on the nursing care of patients whose conditions require multidimensional, continuous care, and frequently require services from interprofessional teams. (MANE, 2014.)</td>
</tr>
<tr>
<td>Palliative Care</td>
<td>Palliative care optimizes the quality of life by anticipating, preventing, and treating suffering. Palliative care throughout the continuum of illness involves addressing physical, intellectual, emotional, social, and spiritual needs and to facilitate autonomy, access to information, and choice. (The Hospice and Palliative Nurses Association- <a href="https://www.hpna.org/Display/Page.aspx?Title=Position">https://www.hpna.org/Display/Page.aspx?Title=Position</a>)</td>
</tr>
<tr>
<td>Health Promotion</td>
<td>Dossey and Keegan (2013) describe health promotion as, “Activities and preventive measures to promote health, increase wellbeing, and actualize the human potential of people, families, communities, society”, and environment. (p.60) The World Health Organization (WHO) defines Health promotion as the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behavior towards a wide range of social and environmental interventions. (World Health Organization, n.d. Health topics: health promotion. Retrieved from: <a href="http://www.who.int/topics/health_promotion/en/">http://www.who.int/topics/health_promotion/en/</a>).</td>
</tr>
</tbody>
</table>
Wellness
A multidimensional state of being describing the existence of positive health in an individual as exemplified by quality of life and a sense of well-being. (MANE, 2014.)

Competence
**Competence vs Competency**
- Though both having similar meanings, competence and competency are used in different contexts.
- Competence refers to a person’s ability or skills and knowledge that he/she possesses upon graduation.
- Competencies of a job refer to description of how things have to be done and at what level.

Competency
Competencies describe the knowledge; skills and attitudes expected upon graduation and are categorized according to the nine baccalaureate essentials. The competencies are leveled for the baccalaureate and associate degree completion points. A hallmark of the competency model is a spiral approach to teaching and learning. Competencies are revisited throughout the curriculum with increasing levels of difficulty and with new learning building on previous learning.

MANE Competence Statements
The ten (10) competence statements defining the ability of the MANE graduate.

2. A competent nurse demonstrates leadership as part of a health care team.
3. A competent nurse effectively uses leadership principles, strategies and tools
4. A competent nurse locates, evaluates, and uses the best available evidence.
5. A competent nurse utilizes information technology systems including decision support systems to gather evidence to guide practice.
6. A competent nurse practices within, utilizes and contributes to the broader health care system.
7. A competent nurse practices relationship centered care.
8. A competent nurse communicates effectively.
9. A competent nurse's personal and professional actions are based on a set of shared core nursing values.
10. A competent nurse makes sound clinical judgments.

Course Student Learning Outcome
A specific standard or intended outcome of learning at the successful completion of a course in the MANE curriculum. Course student learning outcomes reflect significant elements of the benchmarks to be achieved by the end each benchmark and contribute to the broad competencies expected at successful completion of the AD and BS completion points.

Core Nursing Values
Caring, Integrity/Open and responsive communication, Diversity, Excellence/Quality/ Efficiency/Accountability (NLN core values, 2011, AACN Core Values, 2012).
- **CARING**: promoting health, healing, and hope in response to the human condition
- **INTEGRITY**: respecting the dignity and moral wholeness of every person without conditions or limitation
- **DIVERSITY**: affirming the uniqueness of and differences among persons, ideas, values, and ethnicities
- **EXCELLENCE**: creating and implementing transformative strategies with daring ingenuity

IOM (Institute of Medicine)
The IOM report, *The Future of Nursing: Leading Change, Advancing Health*, recommends that 50 -80% of the nursing workforce be prepared at the baccalaureate level or higher by 2020 to meet the demands of an evolving health care system and the changing needs of complex patient care.
| **Minnesota Alliance for Nursing Education (MANE)** | An innovative nursing education consortium between a state university and 7 community colleges phase one adopters. This partnership includes Metropolitan State University, Anoka-Ramsey Community College, Inver Hills Community College, Normandale, North Hennepin Community College, Ridgewater Community College, Riverland Community College, and Century College. The consortium has evolved in response to the evidence and with a commitment to excellence and innovation to partner to expand the capacity for baccalaureate prepared nurses in Minnesota. The goal of MANE is to make baccalaureate nursing education available to students across the state, allowing qualified students to graduate with a baccalaureate degree within four years on every partner campus. The collaborative nursing curriculum, developed jointly with practice partners will prepare the nurse of the future to care for Minnesota’s increasingly diverse and aging population. |
| **Minnesota Transfer Curriculum (MnTC)** | A means by which students transfer their lower division general education requirements taken at a two year college to any public university in Minnesota. The transfer curriculum is accepted as a package. An AA degree must meet all 10 goal areas in the transfer package and an AS degree must include a minimum of 30 semester credits in general education courses selected from least 6 of the 10 goal areas. The AS degree may include the entire MnTC (MnSCU Policy 3.17) The AS degree is the degree awarded at the AD endpoint in the MANE curriculum. |
| **Patient** | The recipient of nursing care or services. This term was selected for consistency and in recognition and support of the historically established tradition of the nurse-patient relationship. Patients may be individuals, families, groups, communities, or populations. Further, patients may function in independent, interdependent, or dependent roles, and may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life care. Depending on the context or setting, patients may, at times, be more appropriately be termed clients, consumers, or customers of nursing services (AACN, 1998, p.2); (The Essentials of Baccalaureate Education, 2008, p. 38) |
| **Performance Standards** | Expected levels of achievement for each benchmark. |
| **Rubric** | **Competency Rubric** |
| **• Assignment Specific Rubric** | **Rubric Criteria** |
| **• Rubric Indicators** | **Rubric Dimensions** |
| **A teaching and learning guide based on specific criteria that allows faculty to assess student performance and provides students the opportunity to self-assess their progress. A rubric clearly describes what the performance standard is, what it looks like, or what the qualities of meeting the standard are. Rubrics are presented as a scale or continuum of performance beginning with the highest standard and moving through progressively less acceptable levels of performance.** |
| **• Competency Rubric**: The baccalaureate essentials are the competencies. They are translated into individual or benchmark rubrics that describe to students the standards or benchmarks that have to be met by the end of the AS degree and the BS degree. Benchmark rubrics are incorporated into clinical performance evaluations. |
| **• Assignment-specific Rubric**: A rubric that is used for assigning points and grading performance. |
| **• Rubric Criteria**: The quality markers or set of standards to be met. Criteria tell faculty what to look for in performance and tell students what the highest level of performance is. Rubric criteria are the basis of judging the quality of a student’s work. |
| **• Rubric Indicators**: Subcategories of rubric criteria but more specific elements that indicate what to look for in evaluating student work. |
| **• Rubric Dimensions**: Major components of a competency or assignment which when combined constitute performance. The dimensions tell the student what concepts or skills are described or embedded in the competency or assignment to be performed. For example, the dimensions of clinical judgment are noticing, interpreting, responding and reflecting. |
MANE Rubrics

MANE Rubric Evaluation Definitions:

**Exemplary**: representing the best of its kind; exceeds standards; in academia, considered an "A" letter grade.

**Proficient**: a high degree of competency or skill; in academia, considered a "B" letter grade.

**Developing**: demonstrating progression and growth in competency or skill; in academia, considered a "C" letter grade.

**Unacceptable**: does not demonstrate competency; does not meet criteria; in academia, considered a non-passing grade.

Program Student Learning Outcome

The broad performance indicator of learning at the successful completion of the curriculum. These outcomes relate to the knowledge, skills and attitudes needed of the baccalaureate and associate degree graduate.

Program Outcomes

Program indicators that reflect the extent to which the purposes of the nursing program are achieved and by which program effectiveness is documented. Program outcomes are measurable consumer-oriented indexes. They include: program completion rates, job placement rates, licensure pass rates, and program satisfaction.

Macro-Concepts

**Definition of Macro-concept**: The term macro is used to assist in complex information processing and may be used globally to process topics or themes (van DIJK, 1977). The five macro-concepts of the MANE curriculum are broadly focused to reflect understanding of individuals across the lifespan and within multiple health situations as well as the role of the professional nurse within the evolving healthcare environment.

**Foci of Care**

Acute, chronicity, health promotion and end of life/Palliative. The program competence statements recognize that a competent nurse provides quality and safe care across the lifespan directed toward the goals of helping the client (individual, family, community or global society) promote health/prevent illness, recover from acute illness and/or manage chronic illness and support a peaceful and comfortable death.

**Professional Integrity**

Professional integrity encompasses the desired behaviors or attributes of the nurse incorporated into each patient contact or role within healthcare delivery, including but not limited to, professionalism, clinical judgment, ethics, comportment, communication, accountability, leadership, respect, and self-awareness. The program competence statements recognize that a competent nurse develops a professional role and practices within, utilizes and contributes to the broader healthcare system.

**Psychological Integrity**

Psychological integrity is the overarching state of emotional, spiritual, cultural, economic and cognitive wellness and the implications for health risks and challenging or maladaptive behavior based on individual, family, community and population factors. The program competence statements recognize that a competent nurse practices relationship centered care, communicates effectively and makes sound clinical judgments.

**Physiological Integrity**

Physiological integrity as a macro-concept represents the health-wellness continuum across the lifespan in promotion of health, prevention of disease and treatment of illness. Assessment of risk factors, physiologic processes and treatment management focus on commonalities of conditions and pattern recognition. The program competence statements recognize that a competent nurse locates and evaluates and uses the best available evidence and makes sound clinical judgments.
Lifespan/Growth and Development

Lifespan growth and development refers to the sequence of development that takes place over the lifespan as evidenced by physical, cognitive and psychosocial changes. The program competence statements recognize that a competent nurse provides care across the lifespan based on sound clinical judgments and use of best available evidence.

<table>
<thead>
<tr>
<th>Curricular Concepts</th>
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<tbody>
<tr>
<td><strong>Professional Development and Identity</strong></td>
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<tr>
<td>Professional development</td>
</tr>
<tr>
<td>Professional identity</td>
</tr>
<tr>
<td><strong>Collaborative Practice</strong></td>
</tr>
<tr>
<td>Defined by NCSBN collaboration is: “Forging solutions through respect, diversity, and the collective strength of all stakeholders”. Collaboration is one of the core values of the NCSBN. Collaboration is &quot;a process of joint decision making among independent parties involving joint ownership of decisions and collective responsibility for outcomes. The essence of collaboration involves working across professional boundaries&quot; (QSEN, 2010)</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
</tr>
<tr>
<td>“The condition of being free from harm or risk, as a result of prevention and mitigation strategies&quot; (National Quality Forum). “Minimize risk of harm to patients and providers through both system effectiveness and individual performance” (QSEN, 2010).</td>
</tr>
<tr>
<td><strong>Holism</strong></td>
</tr>
<tr>
<td>Refers to individuals as being made up of the body, mind, spirit; living within and interacting with a specific environment and social structure. Within the concept of holism, health, health promotion and dis-ease, are defined as interrelated social, psychological, biological, and spiritual factors. Such factors represent the &quot;whole person&quot;, a total unit, as they influence/act together. This continuous interaction creates the basis for holism (Dossey, 2013).</td>
</tr>
<tr>
<td>&quot;Holistic nursing practice recognizes the totality of the human being, the interconnectedness of body mind, emotion, spirit, social/cultural, relationship, context, and environment&quot; (AHNA, 2012).</td>
</tr>
<tr>
<td><strong>Informatics</strong></td>
</tr>
<tr>
<td>Nursing informatics &quot;integrates nursing science, computer science, and information science to manage and communicate data, information, knowledge, and wisdom in nursing practice “ (ANA, 2008, p. 65). “A broad term encompassing information science and information technologies” (NLN, 2010, p.61). &quot;Use information and technology to communicate, manage knowledge, mitigate error, and support decision making” (QSEN). &quot;Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care&quot; (AACN Essentials of Baccalaureate Education for Professional Nursing Practice).</td>
</tr>
<tr>
<td><strong>Evidenced-Based Care &amp; Quality</strong></td>
</tr>
<tr>
<td>Evidence-based practice: As defined by QSEN (2010), &quot;integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.” Evidence-based practice also &quot;involves the conscientious, explicit, and judicious use of theory-derived, research-based information in making decisions about care delivery to individuals or groups of patients, in consideration of individual needs and preferences” (NLN, 2010, p. 20).</td>
</tr>
<tr>
<td>Quality: “The degree to which health services for individuals and populations increase the likelihood of desired health outcomes and are consistent with current professional knowledge” (National Quality Forum, 2010; IOM 2010).</td>
</tr>
<tr>
<td><strong>Diversity and Culture</strong></td>
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<tr>
<td>Diversity: is an all-inclusive concept, which refers to differences among people and recognizes the value of everyone and every group. Diversity encompasses all the different characteristics that make one individual or group different from another. Diversity includes but it not limited to, race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socio-economic status, education, marital status, language, and physical appearance. It also includes different ideas, perspectives, and values (AACN Essentials of Baccalaureate Education for Professional Nursing Practice).</td>
</tr>
</tbody>
</table>
**Diversity and Culture**

_Culture_: Culture is a learned, patterned behavioral response acquired over time that includes implicit versus explicit beliefs, attitudes, values, customs, norms, taboos, arts, and life ways accepted by a community of individuals. Culture is primarily learned and transmitted in the family and other social organizations, is shared by the majority of the group, includes an individualized worldview, guides decision making, and facilitates self-worth and self-esteem (Giger et al., 2007).

**Exemplar**

Exemplars are prevalent conditions or situations encountered in clinical practice that require integration of critical thinking and professional nursing judgment. The purpose of the exemplar is to "provide clinical context for the concept" (Giddens, Caputi, Rodgers, 2015, p. 71) to support student achievement of program learning outcomes within the framework of the MANE macro concepts.

<table>
<thead>
<tr>
<th>Clinical Education Model</th>
<th>Definitions used with permission from the Oregon Consortium for Nursing Education (OCNE).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept-based Experience</strong></td>
<td>Concept-based Experience is designed to support student learning of pattern recognition. Through multiple encounters with clients experiencing the same problem, students learn pattern recognition associated with a specific concept, illness, disease or health problem.</td>
</tr>
<tr>
<td><strong>Case-based Experience</strong></td>
<td>Case-based Experience presents students with authentic clinical problems they will likely encounter in practice and provides opportunities for students to learn to think like a nurse through client case exemplars. It encompasses seminar discussion of faculty designed or computer-based cases, as well as a variety of simulations including use of high, mid and low fidelity environments using human patient simulators, standardized patients and role-playing.</td>
</tr>
<tr>
<td><strong>Intervention Skill-based Experience</strong></td>
<td>Intervention Skill-based Experience builds proficiency in the &quot;know-how&quot; and &quot;know-why&quot; of nursing practice. These experiences include psychomotor skills, as well as communication, teaching, advocacy, coaching, and interpersonal skills among others.</td>
</tr>
<tr>
<td><strong>Focused Direct Client Care Experience</strong></td>
<td>Focused Direct Client Care Experience enables the student to gain progressive experience in the actual delivery of nursing care and to build and understand the role of developing relationships with patients. The assigned focus for a care experience allows the student to apply a growing knowledge and skill base to client care. Students learn to establish and nurture the nurse/client relationship and integrate the ethics of caring for individuals.</td>
</tr>
<tr>
<td><strong>Integrative Experience</strong></td>
<td>Integrative Experience provides opportunity for the student to apply all elements of prior learning into an authentic clinical practice situation. The purpose is also to begin the transition into practice. Rather than the student being assigned to a particular client, the student is assigned to work with a registered nurse and provides client care with, and under the direction of, the registered nurse. The student practices integration of knowledge, clinical judgment and competencies while providing client care and studies the role of the registered nurse as it is expressed in a particular organizational environment.</td>
</tr>
</tbody>
</table>
Reference list:


- National League for Nursing (NLN) (2010). *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate and Research Doctorate Programs in Nursing*.

- National Quality Forum. [www.qualityforum.org](http://www.qualityforum.org)


### Overall Consensus

*Competency Based* curriculum framed by the *Baccalaureate Essentials*. Leveled for AS AD. Concepts *Spiraled* throughout curriculum. 
*Integrative review* and *active engagement* are key components of learning. Content reduction, faculty commit to engaging students in new ways. Faculty development – Critical for Success. This is *transformative*. Per MBN rule, must plan for LPN to transition into curriculum and receive advanced standing. Students at Metropolitan State University will experience same curriculum without the AS AD. Students will be able to exit after AS AD benchmark and re-enter up to 3 years at time of exit.

### Mission Statement

*The mission of the Minnesota Alliance for Nursing Education (MANE) is to increase baccalaureate prepared nurses through collaborative, transformative educational strategies.*

### Vision Statement

*Through increased access to baccalaureate nursing education MANE will prepare professional nurses to promote health and meet the evolving and complex healthcare needs of an increasingly diverse population in Minnesota.*

### Values Statement

MANE is dedicated to achieving our mission and vision in a manner consistent with our values of:

- *Innovation and the Pursuit of Excellence*
- *Collaboration and Partnership*
- *Integrity and Accountability*
- *Mutual Respect and Collegiality*
- *Diversity and Inclusiveness*
- *Responsiveness to local and Global Healthcare Needs*

### Philosophy Statement

We believe the purpose of nursing education is to prepare professional nurses to practice successfully in today’s complex health care environment, respond to future health care needs, and lead in the broader health care system. A commitment to excellence in professional nursing practice, based on a set of collaborative core nursing values and innovation, is reflected in the use of integrative review in a spiraled, competency-based curriculum. We believe in a transformative curriculum that moves away from independent silos of education to a collaborative effort between universities, community colleges, and practice with the goal of increasing numbers of baccalaureate prepared nurses in Minnesota. This collaborative curriculum fosters a seamless transition from associate to baccalaureate nursing education. We believe baccalaureate nursing education enhances a comprehensive understanding of healthcare policy, research, systems leadership, and community health nursing.
MANE nursing graduates are educated to use the best available evidence in making sound clinical judgments during provision of safe, high quality, holistic nursing care across the lifespan and the health continuum. We believe with the use of informational technology, a nurse is prepared to provide health care in a variety of environments. We believe nurses act as transformational leaders and vital members of an interdisciplinary team. A strong focus on health promotion supports nursing graduates to best serve diverse individuals, families, and communities locally, nationally, and globally.

We believe adult learners must be actively engaged in the learning process. We value lifelong learning, reflective nursing practice, and insights gained through self-analysis and self-care. Faculty members teaching in the MANE curriculum model professionalism, scholarship, inclusiveness, beneficence, and collegiality. This transformative approach to nursing education encourages deep understanding of key nursing concepts while addressing the changing healthcare environment.

**Curricular-Concepts (Threaded Throughout Curriculum) (Definitions in Glossary of Terms Document)**

- Professional development and identity
- Collaborative practice
- Safety
- Holism
- Informatics
- Evidenced-Based Practice & Quality Improvement
- Diversity and Culture

**Macro-Concepts (Definitions in Glossary of Terms Document)**

**Foci of Care**
- health promotion
- chronic care
- acute care
- end-of-life/palliative care

**Lifespan/growth and development**

**Physiological Integrity**
- Mobility
- Tissue Integrity
- Oxygenation and Perfusion
- Metabolism
- Neuro-cognition
- Regulatory
- Comfort/pain
**Professional Integrity**
- Clinical decision making
- Ethics and legalities
- Leadership
- Advocacy
- Communication

**Psychosocial Integrity**
- Family dynamics
- Social support
- Grief and loss
- Spirituality

**MANE Competence Statements**
A competent nurse develops insight through reflection, self-analysis, self-care and lifelong learning.
A competent nurse demonstrates leadership as part of a health care team.
A competent nurse effectively uses leadership principles, strategies and tools
A competent nurse locates, evaluates, and uses the best available evidence.
A competent nurse utilizes information technology systems including decision support systems to gather evidence to guide practice.
A competent nurse practices within, utilizes and contributes to the broader health care system.
A competent nurse practices relationship centered care.
A competent nurse communicates effectively.
A competent nurse’s personal and professional actions are based on a set of shared core nursing values.
A competent nurse makes sound clinical judgments.

**Baccalaureate Program Student Learning Outcomes: The outcomes of this BS degree of learning will be a graduate who is able to:**
1. Integrate reflection, self-analysis, self-care, and lifelong learning into nursing practice.
2. Demonstrate leadership skills to enhance quality nursing care and improve health outcomes.
3. Evaluate best available evidence utilizing informatics to guide decision making.
4. Collaborate with inter-professional teams to provide services within the broader health care system.
5. Adapt communication strategies to effectively respond to complex situations.
6. Promote ethical practice and research within the nursing discipline and organizational and political environments.
7. Practice holistic, evidence-based nursing care including diverse and underserved individuals, families, communities, and populations.
Guiding Standards

Program Student Learning Outcomes are framed around the

*Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008)

1. Liberal Education for Baccalaureate Generalist Nursing Practice
2. Basic Organization and Systems Leadership for Quality care and Patient Safety
3. Scholarship for Evidence-Based Practice
4. Information management and Application of Patient Care Technology
5. Healthcare Policy, Finance and Regulatory Environments
6. Inter-professional Communication and Collaboration for Improving Patient Health outcomes
7. Clinical prevention and Population Health
8. Professionalism and Professional Values
9. Baccalaureate Generalist Nursing Practice

Quality and Safety Education for Nurses (QSEN)

1. **Patient-Centered Care**: “Recognized the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values and needs.”
2. **Teamwork and Collaboration**: “Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect and shared decision – making to achieve quality patient care.”
3. **Evidence-Based Practice**: “Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.”
4. **Quality Improvement**: “Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems.”
5. **Safety**: “Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.”

6. **Informatics**: “Use information and technology to communicate, manage knowledge, mitigate error and support decision making.”

**American Holistic Nurses Association (AHNA)**

1. **Core Value #1**: Holistic Philosophy and Education- emphasizes that holistic nursing is based on a philosophical framework embracing holism and a commitment to education, reflection, and knowledge.

2. **Core Value #2**: Holistic Ethics, Theories, and Research- emphasizes that professional nursing is grounded in theory, informed by research and bound by ethical principles to guide practice that is competent, thoughtful, and principled.

3. **Core Value #3**: Holistic Nurse Self-Care- is based on the belief that nurses must engage in self-care to promote health and personal awareness so that the nurse may serve others as an instrument of healing.

4. **Core Value #4**: Holistic Communication, Therapeutic Environment and Cultural Competence- emphasizes the requirement for nurses to engage with clients to promote mutually-determined goals for health and healing.

5. **Core Value #5**: Holistic Caring Process- emphasizes an evolution of the nursing process to embrace assessment and therapeutic care addressing client patterns, problems, and needs in an atmosphere of caring.

**References**


Appendix III: Conceptual Model

MANE Curriculum Conceptual Model

**Competencies:** A competent nurse...
- Communicates effectively
- Effectively uses leadership principles, strategies and tools
- Practices relationship centered care
- Practices within, utilizes and contributes to the broader health care system
- Personal and professional actions are based on shared core nursing values.
- Utilizes information technology systems to gather evidence to guide practice
- Makes sound, clinical judgements
- Locates, evaluates and uses best available evidence
- Develops insight through reflection, self analysis, self-care and lifelong learning
- Demonstrates leadership as part of a health care team

**Macro-Concepts:**
- Foci of care
- Professional integrity
- Psychosocial integrity
- Physiological integrity
- Lifespan/growth and development

**Curricular-Concepts:**
- Evidence-based care and quality improvement
- Diversity and Culture
- Informatics
- Holism
- Safety
- Collaborative practice
- Professional development and identity

**Mission – Vision – Philosophy**
# Appendix IV: Program Plan

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<th>Year</th>
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<th>Total</th>
<th>Spring Semester</th>
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- Credits in AD Degree: 35 nursing; 40 pre-requisites/general education = 75 total
- Credits after licensure eligibility: 30 nursing; 15 upper division general education (a minimum of 10 credits must be upper division/300 or 400 level coursework)
- **Total Program Credits**: 65 nursing; 55 pre-requisites/general education = 120 total
- 16 clinical credits currently, national average is 13-14 credits.

*Reference: [http://www.mntransfer.org/students/plan/s_mntc.php](http://www.mntransfer.org/students/plan/s_mntc.php)*
Appendix V: Admitted Student Transfer Checklist

WHILE AT YOUR COMMUNITY COLLEGE (SEMESTERS 1-5):

- Register for and complete Online New Student Orientation (orientation.metrostate.edu)

We encourage you to complete the orientation at your earliest convenience. This allows you to register for courses at Metro State should the need arise. There is a $40 orientation fee which may be paid in eServices, or you may defer payment until your first semester at Metro State.

- Watch for additional communication

Your program will be as individual as you are. You will be receiving more personalized communication with additional information and updates.

- Review your Interactive Degree Audit / DARS report (www.metrostate.edu)

Your Interactive Degree Audit/DARS Report will be completed 18–21 business days after your Dual Admission Acceptance package is sent. (See date on your enclosed letter) You may access this report through eServices. Review how your previous courses have been evaluated for transfer.

BEFORE FIRST SEMESTER AT METROPOLITAN STATE UNIVERSITY:

- Arrange for payment (www.metrostate.edu/msweb/pathway/tuition/payment_options)

Dually admitted students are responsible for arranging a payment plan at both your two-year institution and Metropolitan State University. Your current college’s Financial Aid Office will handle all of your financial aid needs through the fifth semester of the MANE program. Consult with your Financial Aid Office concerning summer financial aid availability.

- Prior to 6th semester, fill out your FAFSA (www.metrostate.edu/aid)

If you plan to utilize financial aid, please visit www.FAFSA.gov to fill out your Free Application for Federal Student Aid (FAFSA) using Metropolitan State University’s federal school code 010374. Metropolitan State University Financial Aid Office will begin to process and disburse aid for MANE students once their cohort begins the sixth semester.

- Review your Interactive Degree Audit / DARS report (www.metrostate.edu/msweb/pathway/registration/transfer/Transfer_Update_Request.html)

Make sure to fill out a Transfer Update Request form before your first Metro State classes so that
all your credits are applied towards prerequisites. This process takes 2-3 months so give yourself ample time to have it completed before you are ready to register.

- Get to know your campuses ([www.metrostate.edu](http://www.metrostate.edu))

Check which campus offers your courses by clicking on the Course Catalog link on the bottom of the homepage. See the link for Maps and Parking on the bottom of the Metro State homepage to arrange for transportation and parking.

**WHILE AT METROPOLITAN STATE UNIVERSITY (SEMESTERS 6-8 OR IF TAKING CLASSES AT BOTH):**

- Log in ([www.metrostate.edu](http://www.metrostate.edu))

Log in to Desire 2 Learn (D2L) to access online courses and the student Portal to access your email account using the information provided in your admit packet. (Both links are available at the bottom of the webpage)

- Review your Interactive Degree Audit / DARS report ([www.metrostate.edu/msweb/pathway/registration/transfer/Transfer_Update_Request.html](http://www.metrostate.edu/msweb/pathway/registration/transfer/Transfer_Update_Request.html))

You may want to review your Interactive Degree Audit/DARS Report with your advisor at this point to make sure that all of your credits have been transferred and that you know which classes you need to register for.

- Find advising resources

If you have been assigned an advisor, his/her name will be listed on your DARS report. If you do not have an assigned advisor and need immediate assistance, please contact William Ruckel at 651-793-1426 or william.ruckel@metrostate.edu.

- Register for courses

After completing the New Student Orientation, reviewing your DARS and consulting with your advisor, you may register for courses through eServices. Please make sure you that you have completed any required prerequisites for each course.

- Buy books ([www.metrostate bkstr.com](http://www.metrostate bkstr.com))

The Metropolitan State Bookstore is located on the first floor of the Library and Learning Center at the St. Paul Campus. Bookstore credit* and/or personal local checks are accepted for the amount of purchase with proper photo identification. You may also purchase your books online. Visit the bookstore’s web page or call them at 651-793-1670.