

1. **Definition of the Proposed Degree Major Program**

- a. Name: California State University, San Marcos
Degree: Master of Science in Nursing
Proposed Implementation Date: Fall 2009
- b. Division/School offering the program: School of Nursing, a unit
- c. Persons responsible for drafting this program: Dr. Judith L. Papenhausen has the overall responsibility for the development of the Master of Science in Nursing (MSN) program and curriculum. Dr. Papenhausen was the Director of the School of Nursing California State University, Los Angeles (1995 - 2004) which has a MSN program. She was hired as the Director of Nursing at California State University San Marcos in January 2005 and led the development of the School of Nursing which opened August 2006. Dr. Papenhausen has implemented the generic baccalaureate, RN-BSN, and Accelerated BSN programs. Our students are getting ready to graduate and Dr. Papenhausen is leading the initiation of a Master's of Science in Nursing program. Other nursing faculty assisting with program and curriculum development include: Dr. JoAnn Daugherty, Ph.D., RN, Dr. Denise Boren, Ph.D., RN, Dr. Pamela Kohlbry, Ph.D., RN, Dr. Nancy Coffin-Romig, DNSc, RN and Deborah Bennett, RN, MSN.

Dr. Daugherty has been practicing nursing since 1982. Her clinical focus has been critical care nursing with emphasis on management of the patient with cardiopulmonary disorders such as acute coronary syndromes and acute respiratory failure. Her doctoral studies broadened her perspective from critical care to chronic disease management in cardiovascular health issues such as hyperlipidemia, and chronic heart failure. She has been involved in nursing education for 19 years in both staff development and academic settings. She has taught critical care nursing to undergraduate students since 1989, mentored graduate students as a preceptor during education practicums/residencies and served on two thesis committees. Her past research interests have included cardiovascular patient care topics. Her current research interests include looking at teaching methodologies in nursing education. Specifically, she is interested in simulation research and how the preferred learning mode of students may impact student satisfaction with the experience. She is a member of the American Association of Critical-Care Nurses and Sigma Theta Tau International.

Dr. Boren taught nurses in the acute care setting for 24 years and has been teaching in academia for the past two years. Her clinical expertise is in cardiovascular nursing, particularly chronic heart failure. Prior to coming to CSUSM School of Nursing, she was a nurse scientist for five years. Her research is focused on chronic heart failure in women, caregivers of

women with chronic heart failure, health partnership, and program evaluation of a heart failure clinic. She is an associate investigator on several funded studies and has served on three Master's thesis and three doctoral dissertation committees. She developed several undergraduate courses and currently teaches health assessment, health promotion and patient teaching strategies, medical-surgical nursing, nursing research and community health nursing for undergraduates. Her international work focuses on palliative care for HIV/AIDS clients, and education of nurses to advance practice and build capacity in two African countries. Her clinical practice includes serving as a CNS in a chronic heart failure clinic. She is the 2nd Vice President for Research, Sigma Theta Tau International (STTI), Zeta Mu Chapter, a member of the Joint Southern California STTI Chapters Odyssey Planning Committee and a member of the American Association of Heart Failure Nurses.

Dr. Kohlbry has been an educator of nurses for over 20 years. Her expertise is in critical care, chronic illness and nursing education. Her research focuses on Hispanic and Latino women, health promotion, and physical activity. She is co-leading an international initiative focusing on global nursing experiences for students and international research. Her international work focuses on educating nurses in Indonesia and taking students to Mexico for health promotion and clinical nursing experiences. She has developed several didactic and clinical courses in the area of medical-surgical nursing and nursing leadership and management. She currently teaches medical-surgical nursing, pathophysiology and pharmacology, nursing leadership and management, and health promotion and patient teaching strategies for undergraduate students. She is leading an initiative to bring a Sigma Theta Tau chapter to California State University San Marcos School of Nursing. She is a member of Sigma Theta Tau International, Zeta Mu Chapter.

Dr. Coffin-Romig brings over 20 years of teaching experience to nursing education. She is currently teaching psychiatric and mental health nursing, the RN-BSN transition course and nursing research in addition to coordinating a nurse internship program and a community health clinical experience. Her clinical expertise is in the area of psychiatric and mental health nursing in the acute care and community setting. Her research interest areas are alternative and complimentary interventions in the treatment of depression in women across the life span and in the area of physical and mental chronic illness. Past research has focused on violence and Latino women. Her area of expertise in research methodology is qualitative and grounded theory. She has served as a member of a number of master's thesis committees. She currently has a part time private practice in psychotherapy. She is a member of Sigma Theta Tau International, Gamma Gamma Chapter.

Deborah Bennett, RN, MSN has been an educator for over 20 years at both the community college and baccalaureate level. She has had 35 years of experience in clinical practice. Her primary expertise in pediatric nursing, however she has had clinical experience and has taught both Maternal/Child Health and basic Medical /Surgical Nursing. Over the past three years she has focused on development of the Nursing Skills Laboratory and the Simulation program at California State University San Marcos School of Nursing. She has become the School of Nursing's expert on clinical simulation and the design and implementation of simulation scenarios. She currently teaches simulation education and evaluation topics in the Nursing Education Certification Program.

d. Objectives of the Master of Science in Nursing Program.

The overall objective of the Master of Science in Nursing is to prepare students to become successful Clinical Nurse Specialists (CNS), Clinical Nurse Leaders (CNL) and Nurse Educators. The CNS is prepared as an advanced practice nurse, whereas the CNL is prepared as a generalist with a focus on the microsystem or unit level of care. The Nurse Educator is prepared as an expert in clinical practice and nursing education. In order to accomplish the overall objective of the program, students will:

1. Gain theoretical and empirical knowledge from the discipline of nursing, the humanities, the natural, social, organizational and biological sciences, and education applicable to the practice of professional nursing at the advanced level.

Nursing is an applied science and draws many theoretical constructs from other disciplines as well as its own to provide foundations for generalist and advanced nursing practice in a variety of settings. Both generalist and advanced practice nurses critique, evaluate and incorporate a range of theories into clinical practice to provide comprehensive and holistic care to acute and chronically ill clients. Both generalists and advanced practice nurses utilize knowledge, research and other evidence to improve healthcare outcomes. Nurse educators rely on these theoretical foundations for teaching nursing, but also draw on theoretical constructs from the field of education including adult learning theory, and theories on curriculum development and instructional methods.

2. Acquire communication, leadership and advanced clinical expertise which are essential for working with interdisciplinary teams and managing the care for diverse individuals, families or populations.

The generalist and advanced practice nursing role calls for work in interdisciplinary relationships or partnerships, engaging in professional activities and advocating for change. Effective social interaction and

communication are key attributes for collaborative relationships, advocacy for clients, and for leading change within a health care system. Advanced practice nurses lead interdisciplinary teams to promote the health and/or manage chronic illness care for clients and generalists serve as a team manager, leader and partner in the interdisciplinary process. An essential component of comprehensive nursing care is a concentration on health promotion and disease prevention. Both the generalist and advanced practice nurse rely on a strong theoretical foundation in health promotion, disease prevention and maintenance of function across the health-illness continuum with individuals, families and communities. The nurse educator uses communication and expert clinical skills to provide knowledge to students on working with interdisciplinary teams to provide quality care to clients, families and populations. A core competency for the nurse educator is to function as a change agent and leader within the academic environment (NLN, 2006). They are members of multidisciplinary course development and teaching teams.

3. Apply the nursing process at the advanced nursing level through critical thinking, diagnostic reasoning and sound clinical decision making in order to manage and evaluate the comprehensive, coordinated nursing care of individuals, families and communities.

The nursing process is the methodology of nursing practice that enables both the generalist and advanced practice nurse to meet the health care needs of a client (defined as an individual, family or community) and to promote an optimum level of wellness. Generalist and advanced practice nurses utilize the nursing process and are responsible/accountable for the assessment, diagnosis, and management of client problems. Advanced practice nurses may manage client problem through prescription of pharmacological agents within a specialty area of clinical practice to enhance the health of clients. Generalist and advanced practice nurses draw on knowledge of nursing theory and advanced (1) health/physical assessment, (2) physiology and pathophysiology, and (3) pharmacology to thoroughly understand the client's needs and provide comprehensive, high quality and cost effective health care. They practice in a variety of institutional settings including the hospital or acute care settings, primary and specialty care clinics, long-term care settings such as rehabilitation and hospice, and in the community including community clinics, public health service sites, and home health and respite care settings. Nurse Educators teach the nursing process to students. They also utilize a process with the same steps (assessment, diagnosis, planning, implementation and evaluation) to identify learning needs and plan educational programs.

4. Achieve proficiency in the application of new knowledge based on research to provide quality health care, and initiate change to improve nursing practice (innovation) or generate new knowledge through conduct

of research using a new application of ideas from prior research or from new, original ideas (thesis).

At the master's level, nurses utilize research findings as a basis for clinical and organizational decision-making. Nurses at this level are proficient at critiquing and evaluating research for scientific rigor, synthesizing reviews of research, and applying findings to clinical interventions, change initiatives and improvements in nursing practice. Nurses at this level utilize research to answer questions, develop evidence-based nursing protocols and diffuse those innovations into practice. Although the American Association of Colleges of Nursing (AACN) *Essentials of Master's Education, 1996* (Appendix A) does not require a research thesis for a professional master's program, the document supports a master's thesis or research project *option*. The university promotes both undergraduate and graduate research activities and the School of Nursing incorporates research activities into the baccalaureate curriculum including writing annotated bibliographies of research and applying findings to care planning, and participation in a group research project including dissemination of findings. Master's level students will build on their undergraduate experiences and will have the *option* to complete a research utilization project or innovation, or a research thesis as their capstone experience in the Master's of Nursing program. A role of the CNS includes generating knowledge through research. The CNL utilizes evidence based practice, research and knowledge to improve outcomes at the point of care. The Nurse Educator uses "inquiry and analytical skills to develop the science of nursing and nursing education" (Billings, 2003).

5. Master the ability to perform within the advanced nursing role.

The National Association of Clinical Nurse Specialists, the American Association of Colleges of Nursing (AACN) and the Commission on Collegiate Nursing Education (CCNE) have defined the core competencies expected for the advanced nursing roles (CNS and CNL) of educator, researcher, advocate, clinician, consultant, collaborator, leader, and manager of systems. The advanced practice nurse knowledge and skills are outlined in the document *Essentials of Master's Education, 1996* (Appendix A). The Nurse Educator role is guided by the National League of Nursing (NLN) eight core competency domains (NLN, 2006). It is expected that the master's nursing program will seek accreditation from AACN's accrediting partner the Commission on Collegiate Nursing Education (CCNE). Integration of the knowledge and skills for the advanced nursing role will be a mandatory element in the accreditation criteria. The master's level options of Clinical Nurse Leader, Clinical Nurse Specialist and Nurse Educator were selected based on a survey of the community and the shortage of nurses in these specialties.

6. Enhance the ability to collaborate, consult and lead a health care team in the planning, implementation and improvement of health care services consistent with the health needs of an increasingly diverse and multicultural society.

The two important documents that delineate and shape the relationship between nursing and society and guide decision making by nurses are the American Nurses Association (ANA) *Code of Ethics (2001)* and *Nursing's Social Policy Statement (1995)*. Both documents propose that serving the public through ethical nursing practice is an essential component of the nursing profession. It is also essential that nurses assist the public in exercising their right of access to health care. The present complexity of the health delivery systems requires a cooperative and interdisciplinary approach to the delivery of services, and a professional responsibility to confront local, national and global health care concerns through political action and to participate in the reshaping of health care. In an increasingly diverse society, it is imperative that generalist and advanced practice nurses develop an understanding of and appreciation for human diversity and plan and execute nursing care that is individualized, and culturally competent and respectful of different health care practices and values. Generalists and advanced practice nurses require an understanding of culture, human diversity and social issues facing clients, and provide leadership in the delivery of health care. They communicate and practice in collaboration with a multicultural work force. Nurse Educators facilitate culturally sensitive care by students and promote a “learner-centered environment that is mindful of the needs of multicultural, multigenerational learners” (Billings, 2003).

7. Develop the ability to collaborate with nurse leaders and other health care professionals in the formulation of health care policy, provide leadership in the health care delivery system and integrate the principles of fiscal management, budgeting and health economics when managing health care in a variety of settings.

In an environment of with ongoing health care changes and periods of health care reform, advanced practice nurses require an ardent understanding of health care policy, organization and economics. Generalists and advanced practice nurses are charged with providing quality, cost-effective care and with designing and implementing care in a variety of health care organizations. The CNL participates in systems review to improve the quality of client care delivery and manages resources (fiscal and human) at the unit level. The CNS demonstrates fiscal responsibility in the healthcare system by focusing on healthcare policy and/or resource management to ensure quality, cost-effective outcomes of nursing care. The master's level nurse is knowledgeable on

legislative and regulatory processes that impact the health care delivery system.

8. Acquire the ability to become a successful generalist, advanced practice nurse or nurse educator in the health care industry or academic institutions of North County and other geographic locations.

The State of California is having difficulty producing sufficient numbers of nurses with advanced degrees (*California Strategic Planning Committee for Nursing, 2000*). The demand for graduates with a Master of Science in Nursing (MSN) is expected to grow steadily over the next decade. An adequate supply of MSN students has profound implications for both the state's systems of healthcare delivery and nursing education. Nurse educators, nurse leaders and nurse clinical specialists performing nurse case management functions, nurse practitioners, certified nurse anesthetists, and certified nurse midwives are playing an increasingly important role in the frontline delivery of healthcare, especially in non-urban areas.

The Clinical Nurse Leader is a new role that is sought after by health care organizations that desire nursing leadership, expert practice and management of patient safety and quality initiatives at the unit level. The managed care movement coupled with the rise in nurse practitioner programs created a downturn in the number of Clinical Nurse Specialists in the 1990's. The movement for Magnet Recognition and case management of chronic conditions has created resurgence in the need for advanced practice nurses in acute care settings, specialty clinics and community health settings. There is a national, state and regional shortage of nurse educators. The addition of a Master's of Science in Nursing program with options of Clinical Nurse Leader, Clinical Nurse Specialist in chronic care and Nurse Educator to California State University San Marcos is responsive to national, state and to regional needs of North County. This program is consistent with the University Mission Statement and Vision Statement and is responsive to the robust support for the development of nursing programs generated by the local health care community.

9. Build on the baccalaureate foundation for continuing personal and professional self-growth, development and lifelong learning and the necessary educational background to enable the pursuit of a higher degree in advanced nursing practice (Doctor of Nursing Practice) or research (Doctor of Philosophy in Nursing).

The master's in nursing will provide a foundation for the pursuit of higher degrees. The Doctor of Nursing Practice is a new program that may become the entry level of education for advanced practice nurses. Until

that policy comes to fruition, advanced practice nurses will continue to be educated at the master's level. All options in the program require lifelong learning and will prepare nurses with the educational background to pursue doctoral education. The *Essentials of Master's Education for Advanced Practice Nursing* (Appendix A) states that a nurse prepared at the master's level is clearly able to serve as a faculty member in a nursing education program, however the publication advocates that a "doctoral degree be considered the appropriate and desired credential for a career as a nursing educator" (page 3).

10. *Build on the ability to perform a self assessment of personal sociocultural values, ethics, and religious beliefs and evaluate how these factors correspond to those of one's own clients and professional nursing actions.*

11. *Master cultural assessment and global awareness to provide culturally sensitive nursing care to clients, families and communities around the world who differ from the nurse by virtue of race, culture and/or ethnicity.*

The mandate for objectives 10 and 11 resides in the *Essentials of Master's Education for Advanced Practice Nursing, American Association of Colleges of Nursing (AACN), 1996* (see Appendix A), which provides direction for preparation of the advanced practice nurse and serves as a guideline for the required content included in a master's level nursing curriculum. These objectives arise from the role of the advanced practice nurse as a provider of care within a professional context of privileged intimacy to an increasingly diverse population (see page 9 of the AACN document) and are rooted in the professional values of human dignity and social justice (page 10 of the same document). The core competencies outlined for Clinical Nurse Leaders (AACN, 2007) advocate delivery of competent care to diverse populations in multiple environments.

The eleven overarching objectives outlined above will serve as a foundation for development of specific course level objectives to be integrated throughout the curriculum. These objectives will be measured as part of the formative program evaluation as they will be embedded in the nursing course syllabi as learning outcomes. Additionally, a summative evaluation tool will be developed that includes all aspects of the program.

In this manner, our program evaluation will be both formative and summative in terms of verification of completion of program objectives. Detailed course syllabi and program evaluation tools will be developed and incorporated into the program evaluation plan.

A table (see Appendix B) has been constructed that identifies the relationship among the program objectives and specific required nursing courses. In this table, an X that indicates that course content is instrumental in preparing the student with the knowledge or competency to meet the objective.

e.-h. Due to the complexity of the two options proposed for the Master's of Science in Nursing, 1. e.-h. of this document will be presented in a sequence that will help the reader understand the proposed program fully.

The proposed Master's of Science in Nursing degree program (MSN) is designed for two groups of students with different options. The first option is for those students who have completed an associate degree program in nursing (ADN) at a community college and seek completion of their baccalaureate and master's degree. This option is termed the Accelerated RN (registered nurse) to MSN program, or the Accelerated RN-to-MSN track. The second option is for students who have a baccalaureate degree in nursing and seek a master's degree (MSN).

Option 1: The Accelerated RN (Registered Nurse) to MSN (Master's of Science in Nursing) Program

Designed for the RN student who holds a valid California license and who has graduated from an Associate Degree program in nursing. The Baccalaureate of Nursing (BSN) will be granted simultaneously with the MSN degree. The program is accelerated in that some BSN course content will be offered at the MSN level. The BSN will be conferred based on a 120 semester units and meeting the required general education and required nursing and nursing preparatory courses.

The total number of units required for the Accelerated RN-to-MSN nursing student ranges from 165-178 semester units, depending on the option, concentration and specialty track students choose for the master's program. The RN-to-MSN programs includes 51 units of general education, 3 units transition RN-to-MSN courses, 9 units of upper division general education units, 20 upper-division nursing units, 45-58 graduate nursing units, and all required courses that are prerequisite/preparatory to the major. These units may vary depending on units previously completed in a community college.

For the returning RN student, it is anticipated that many of the required general education courses may have been completed at a community college. These students will be required to meet the same mandatory standards either by transferable course work, certification of general education requirements by previous academic institutions, or by completion of general education requirements at CSUSM. These courses will be included in the maximum transfer credit of 70 lower-division units from a community college. Embedded in these 70 units are 32 units which will be articulated for lower-division nursing courses from a BRN approved community college nursing program. Some prerequisite and required preparatory courses to the nursing major are also

embedded in the 51 units of required general education courses. Irrespective of the number of general education courses previously attempted, the RN-to-MSN students will need to complete the following courses or their equivalent(s):

ANTH 200	Cultural Anthropology	3
ANTH 301*	Culture and Medicine, Healers and Healing Practices	3
CHEM105	Organic and Biochemistry for Life	3
CHEM105L	Organic and Biochemistry for Life Lab	1

Required Prerequisite/Preparatory Nursing Courses for the RN-to-MSN Student

<u>Course Number</u>	<u>Course Title</u>	<u>Units</u>
BIOL 215	Experimental Design and Statistical Analysis	3
BIOL 160	Microbiology	3
BIOL 175	Introduction to Anatomy and Physiology I	4
BIOL 176	Introduction to Anatomy and Physiology II	4
BIOL 323*	The Physiology of Nutrition and Disease	3
MATH 115	College Algebra	3
PHIL 345*	Bioethics and Medical Ethics	3
SOC 303	Families and Intimate Relationships	3

*Upper division general education courses.

MATH 125, 132 or 160 may be substituted for Math 115. This requirement may also be satisfied by any Lower-Division General Education Mathematics/Quantitative Reasoning (B4) course taken before matriculation at CSUSM if students have already completed the equivalent of CHEM 105/105L.

Students will choose one course in growth and development across the life span:

PSYC 210	Introduction to Developmental Psychology	3
	or	
SOC 204	Human Relationships Across the Life Span	3

Students will complete the second language requirement. Spanish is strongly recommended.

The RN-to-MSN program is accelerated because the following courses are removed from the baccalaureate level and offered at the graduate level.

NURS 310/311 Assessment (2) and laboratory (1), NURS 312 Pathophysiology (4), NURS 352 Nursing Research (3) for a total of 10 units.

Required Nursing Courses for the RN-to-MSN Student (3 units)

<u>Course Number</u>	<u>Course Title</u>	<u>Units</u>
NURS 350	Role Transition for the RN	2
NURS 351	Role Transition Seminar for the RN	<u>1</u>
		3

These students will complete 3 units of transition RN-to-MSN courses. These courses will also introduce them to the Orem Self-Care nursing conceptual framework that is the CSUSM unifying theme for the nursing curriculum. Although a unifying theme is a required BRN criterion for pre licensure nursing programs these students may have been exposed to different unifying themes at their previous educational institutions.

Upper-Division Units: The RN-to-MSN student is required to complete the following 20 Units of upper-division nursing. These courses are identical to those completed by the generic students.

Required Upper-Division Nursing Courses (20 Units)

<u>Course Number</u>	<u>Course Title</u>	<u>Units</u>
NURS 370	Health Promotion and Patient Education Strategies	3
NURS 440	Community Health Nursing	3
NURS 441	Community Health Nursing Laboratory	3
NURS 442	Nursing Case Management of Vulnerable Populations	3

One of the following companion clinical laboratory experiences will be taken concurrently with NURS 442.

NURS 443	Nursing Case Management of Vulnerable Populations Laboratory: Acute Care	3
	or	
NURS 445	Nursing Case Management of Vulnerable Populations Laboratory: Community-Based	3
NURS 450	Nursing Leadership	3
NURS 451	Nursing Leadership and Management Laboratory	<u>2</u>
		20

Elective Units: Some RN-to-MSN students may need additional units to complete the number of units required for the major (120). The number of units is dependent on the language proficiency method employed and previous courses completed at a community college. As many as 15 units described in Option 2 of the Master’s of Science in Nursing (MSN) program may be counted toward the 120 unit minimum required for the BSN degree.

The MSN program described in Option 2 is required for the Accelerated RN-to-MSN student. In addition to the 120 units required for the BSN, those students in Option 1 must complete the 45-58 units (depending on concentration and track chosen) required for the MSN. Depending on how student units are transferred from other universities, as many as 15 units may be counted toward the 120 unit minimum. For the MSN program, those in

the Clinical Nurse Specialist concentration require choosing a specialty track and completing 58 units for this program. This includes 500 hours of advanced field study required for National certification. These students will be prepared to sit for a National certification exam in the specialty chosen upon graduation from this MSN program. A description of the graduate program is presented in the following paragraphs.

Option 2: Master's of Science in Nursing for the BSN Graduate

Option 2 is designed for the Registered Nurse with a Bachelor's of Science (BSN) degree who is interested in achieving a Master of Science in Nursing (MSN) degree. Students in this option are required to have graduated from an accredited baccalaureate nursing program and have one year of nursing experience by the time they advance to candidacy. For prerequisites, students in option 2 will need to complete 3 units of inferential statistics (BIOL 215) and a bioethics course (PHIL 345) or have equivalent courses from other colleges/universities that are approved by faculty from the School of Nursing prior to admission to the graduate program.

The Graduate (Master's of Science in Nursing) Program

The graduate program requirements include core courses (24-25 units), concentration courses (21-24 units) and track courses (8-12 units). The different concentrations for the graduate program are a Master's of Science in Nursing (MSN) in (1) Nursing Education, (2) Clinical Nurse Specialist (CNS), and (3) Clinical Nurse Leader (CNL). There are specialty tracks for the CNS and CNL concentrations. The specialty tracks include CNS of (1) Adult Health, (2) Pediatrics, (3) Gerontology and (4) Psychiatric/Mental Health. The CNL specialty tracks include Gerontology and Education. A list of the required core courses and the courses for each concentration and specialty track follows:

Graduate Core (24-25 Units)

NURS 500	Theoretical Bases of Nursing Research and Evidence Based Practice (3 Units)
NURS 502	Advanced Health Assessment and Health Promotion (3 Units)
NURS 503A	Advanced Health Assessment and Health Promotion Field Study (3 Units)
NURS 503B	Advanced Health Assessment and Health Promotion Field Study Extension for Clinical Nurse Specialists (1 Unit)
NURS 504	Advanced Pathophysiology (3 Units)
NURS 506	Advanced Pharmacology (3 Units)
NURS 508	Health Care Policy (3 Units)
NURS 510	Nursing Research Methods (3 Units)

NURS 598A (1 Unit), B (2 Units), C (3Units) Directed Graduate Project **OR**
NURS 599A (1 Unit), B (2 Units), C (3 Units) Graduate Thesis

The student would select one of the three following concentrations.

Nursing Education Concentration (24 Units)

NURS 570	Curriculum Development for Nursing Education (3 Units)
NURS 571	Advanced Field Study: Staff Development/Education (2 Units)
NURS 572	Clinical Evaluation and Simulation in Nursing Education (2 Units)

- NURS 573 Advanced Field Study: Student Teaching (2 Units)
EDUC new # Essential Instructional Elements for Teaching Adult Learners (3 Units)
EDST new # Designing Online Experiences for Teaching and Learning (3 Units)

Students will select one clinical course and the corresponding advanced field study (NURS 532A or 532B and 533A or 533B **or** 534A or 534B and 535A or 535B) for a total of 6 units focusing on advancing skills as a foundation for teaching nursing students. For the clinical course and corresponding advanced field study students will select an adult, pediatric, gerontology or psychiatric/mental health focus either in the acute care setting or in the community/home setting. The students will also select one additional 3 unit education course relative to nursing education. The following courses are recommended electives:

- EDUC 624 Individual Difference and Assessment (3 Units)
 EDUC 626 Creating Communities of Learners (3 Units)
 EDST 631 Impact of Technology and Learning (3 Units)
 EDST 635 Hardware Operations/Function to Support Teaching/Learning (3 Units)
 EDST 636 Software and Website Evaluation and Tools (3 Units)

Clinical Nurse Specialist (CNS) Concentration - (24 Units)

- NURS 530 The Clinical Nurse Specialist Role and Advanced Practice Nursing (3 Units)
 NURS 532A Advanced Practice Management of the Chronically Ill Client in the Acute Care Setting (3 Units)
or
 NURS 532B Advanced Practice Management of the Chronically Ill Client with Complex Mental Health Needs in the Acute Care Setting (3 Units)
 NURS 533A Advanced Field Study: Management of the Chronically Ill Client in the Acute Care Setting (3 Units)
or
 NURS 533B Advanced Field Study: Management of the Chronically Ill Client with Complex Mental Health Needs in the Acute Care Setting (3 Units)
 NURS 534A Advanced Practice Management of the Chronically Ill Client in the Community/Home Setting (3 units)
or
 NURS 534B Advanced Practice Management of the Chronically Ill Client with Complex Mental Health Needs in the Community/Home Setting (3 units)
 NURS 535A Advanced Field Study: Management of the Chronically Ill Client in the Community/Home Setting (3 Units)
or
 NURS 535B Advanced Field Study: Management of the Chronically Ill Client with Complex Mental Health Needs in the Community/Home Setting (3 Units)
 NURS 536 Chronic Illness Concepts (3 Units)
 NURS 539 Advanced Practice Externship (3 Units)
 NURS 554 Resource Management, Finances and Technology in Health Care (3 Units)

The student is required to select one of the following specialty tracks:

CNS in Adult Health: Students will take additional courses including:

- NURS 540 Advanced Concepts of Adult Nursing Care (3 Units)
- NURS 570 Curriculum Development for Nursing Education (3 Units)
- EDUC new #** Essential Instructional Elements for Teaching Adult Learners (3 Units)

CNS in Pediatrics: Students will take additional courses including:

- NURS 520 Advanced Concepts of Pediatric Nursing Care (3 Units)
- NURS 570 Curriculum Development for Nursing Education (3 Units)
- NURS 572 Clinical Evaluation and Simulation in Nursing Education (2 Units)

CNS in Gerontology: Students will take additional courses including:

- NURS 560 Advanced Concepts of Gerontology Nursing Care (3 Units)
- NURS 570 Curriculum Development for Nursing Education (3 Units)
- EDUC new #** Essential Instructional Elements for Teaching Adult Learners (3 Units)

CNS in Psychiatric and Mental Health Nursing: Students will take additional courses including:

- NURS 580 Advanced Concepts of Psychiatric/Mental Health Nursing Care (3 Units)
- NURS 570 Curriculum Development for Nursing Education (3 Units)
- EDUC new #** Essential Instructional Elements for Teaching Adult Learners (3 Units)

Clinical Nurse Leader (CNL) Concentration (21 Units)

- NURS 550 The Clinical Nurse Leader Role and Healthcare Systems Leadership (3 Units)
- NURS 552 Quality Improvement, Evaluation and Accreditation in Nursing Organizations (3 Units)
- NURS 554 Resource Management, Finances and Technology in Health Care (3 Units)
- NURS 556 Clinical Nurse Leader Patient Management in the Acute Care Setting (3 Units)
- NURS 557 Advanced Field Study: Clinical Nurse Leader Patient Management in the Acute Care Setting (3 Units)
- NURS 558 Clinical Nurse Leader Management of Complex Patients (3 Units)
- NURS 559 Advanced Field Study: Clinical Nurse Leader Management of Complex Patients in the Acute Care Setting (3 Units)

Students in the CNL concentration may specialize in Education or Gerontology Nursing.

Education Track: Students will take additional courses including:

- NURS 570 Curriculum Development for Nursing Education (3 Units)
- NURS 572 Clinical Evaluation and Simulation in Nursing Education (2 Units)
- NURS 573 Advanced Field Study: Student Teaching (2 Units)
- EDUC new # Essential Instructional Elements for Teaching Adult Learners (3 Units)

Gerontology Nursing Track

- NURS 536 Chronic Illness Concepts (3 Units)
- NURS 560 Advanced Concepts of Gerontology Nursing (3 Units)
- EDUC 592 Essential Instructional Elements for Teaching Adult Learners (3 Units)
- NURS 539 Advanced Practice Externship (3 Units)

New (proposed) Nursing Courses:

The undergraduate courses and electives listed in Option 1 are currently offered to students and described in the CSUSM catalog. The courses listed in the graduate program are all needed in the two years after implementation of the program as Option 2 will be two years in duration if a student pursues attending the program full-time. The new course descriptions follow:

Core Courses:

NURS 500 Theoretical Bases of Nursing Research and Evidence Based Practice (3)
Exploration of the interface of theory, research and clinical practice. Middle range theories from nursing and other disciplines are examined for their potential use as a foundation for research and clinical practice in advanced nursing. Theory construction through the use of concept analysis techniques and basics of the research process is explored. Prerequisites: BIOL 215 and PHIL 345. Co requisites: NURS 504

NURS 502 Advanced Health Assessment and Health Promotion (3)
Examination of the theory and practice of advanced health assessment and health promotion, and application to the advanced nursing role. An emphasis on the analysis and synthesis of subjective and objective data to diagnose health problems and develop management plans is made. Theoretical foundations of health promotion, illness prevention, and maintenance of function across the life span are explored. Students will focus on promotion of health in individuals across the age range and within the family, community and cultural context. Prerequisites: NURS 500 and 504. Co requisites: NURS 503A and 503B (CNS concentration).

NURS 503A Advanced Health Assessment and Health Promotion Field Study (3)
Application of advanced health assessment techniques and health promotion theory in the acute care, primary care or community setting. The student will be assigned an advanced practice nurse preceptor and complete health assessment and physical examinations on clients in the clinical setting. In addition, students will design and implement a health

promotion project. The minimum requirement for this practicum is 90 hours.
Prerequisites: NURS 500 and 504. Co requisites: NURS 502.

NURS 503B Advanced Health Assessment and Health Promotion Field Study Extension Course for the Clinical Nurse Specialist (1)

This course is designed as an extension of NURS 503A for the additional practicum hours required for the Clinical Nurse Specialist concentration. Application of advanced health assessment techniques and health promotion theory in the acute care, primary care or community setting is continued. The student will be assigned an advanced practice nurse preceptor and complete health assessment and physical examinations on clients in the clinical setting. In addition, students will design and implement a health promotion project. The minimum requirement for this practicum is 35 hours.
Prerequisites: NURS 500, 504. Corequisites: NURS 502.

NURS 504 Advanced Pathophysiology (3)

Exploration of the application of advanced knowledge of complex physiological functions and pathophysiological processes related to the care of individuals with altered health states across the life span. Alterations in function, and adaptive, integrative and regulatory mechanisms at the molecular, cellular, organ and system levels are studied. The primary focus is to provide a foundation for clinical decision-making and management of health problems across the lifespan. Prerequisites: BIOL 215 and PHIL 345. Co requisite: NURS 500.

NURS 506 Advanced Pharmacology (3)

Examination of the theoretical basis for pharmacological treatment of common chronic health problems. Selected classifications of drugs with emphasis on the principles of pharmacokinetics, the pathophysiological basis for therapeutic use, adverse effects, drug interactions, contraindications for use, patient education on medication therapy, and issues of adherence are explored. Prerequisites: NURS 502, 503A and 503B (CNS concentration). Co requisites: NURS 508.

NURS 508 Health Care Policy (3)

Exploration of the characteristics of the current health care environment as it pertains to policy development, health planning, and economic management at the global, national, state and local levels. Multidisciplinary decisions regarding equitable distribution of existing sources, policy development, program evaluation, and client/population outcomes are examined. Students are introduced to the Agency for Health Care Policy and Research Quality and Quality and Safety Education for Nurses. Prerequisites: NURS 502, 503A and 503B (CNS concentration). Co requisites: NURS 506.

NURS 510 Nursing Research Methods (3)

Refinement of the student's understanding of the research process, qualitative and quantitative research design and corresponding methods of analysis. Sampling theory, recruitment of participants, methods of data collection, reliability and validity, and scientific rigor are explored. Students analyze, evaluate, and interpret studies contributing evidence for practice and knowledge development. Students will prepare a draft proposal

for their directed graduate project or graduate thesis and form a thesis or project committee as assignments in this course. Prerequisites: NURS 508. Co requisites: EDUC # new number (Nursing Education) NURS 530 (CNS) and 550 (CNL).

NURS 598A (1), B (2), C (3) Directed Graduate Project

Refinement of a project proposal and completion of graduate project. Ideas for projects include the design, implementation and evaluation of an evidenced-based innovation, completion of a grant proposal or evaluation of a product or procedure. Other ideas may be presented to the faculty for approval. Students may take 1, 2 or 3 project units at a time. The course can be repeated for a total of 3 units which is the requirement for graduation. Prerequisites: NURS 510 and advancement to candidacy.

NURS 599A (1), B (2), C (3) Graduate Thesis

Refinement of a proposal and completion of a graduate thesis using either quantitative or qualitative research methods. Students may take 1, 2 or 3 thesis units at a time. The course can be repeated for a total of 3 units which is the requirement for graduation. Prerequisites: NURS 510 and advancement to candidacy.

Nursing Education Concentration:

NURS 570 Curriculum Development for Nursing Education (3)

Analysis and evaluation of theories and research pertaining to curriculum development. Students will have the opportunity to develop curriculum using current nursing and education theory and research designed to meet the needs of diverse learners in collegiate and staff development settings. Prerequisites: NURS 510 and advancement to candidacy. Co-requisite: NURS 571 (Nursing Education concentration)

NURS 571 Advanced Field Study: Staff Development/Education (2)

Practicum designed to provide experience in staff development, orientation and continuing education in a clinical agency. Mandatory education requirements, evaluation of staff competencies and staff training records and applications for continuing education are examined. The student will be assigned a preceptor who works in a staff development/education department. The minimum requirement for this practicum is 90 hours. Prerequisites: NURS 510 (Nursing Education) and advancement to candidacy. Co-requisite: NURS 570 (Nursing Education concentration)

NURS 572 Clinical Evaluation and Simulation in Nursing Education (2)

Examination of the use of the skills laboratory, clinical agency, and clinical simulation for educating and evaluating nursing skills. Content will focus on theory and research related to evaluating nursing skills and using simulation as a clinical activity in nursing education. Students will develop a simulation scenario and become familiar with the use of medium and high fidelity manikins. Includes an exploration of tools for clinical evaluation including skills performance checklists, skills clustering and simulation scenarios. Prerequisites: NURS 510 (Nursing Education concentration) and advancement to candidacy. Co-requisite: NURS 573 (Nursing Education concentration).

NURS 573 Advanced Field Study: Student Teaching (2)

Practicum designed to provide a practice teaching experience in a program of nursing in a community college or baccalaureate setting. The student will be assigned to a preceptor who is a faculty member in a nursing program teaching didactic and clinical nursing consistent with the student's area of clinical expertise. The minimum requirement is 90 hours of practice teaching. Prerequisites: NURS 570 and NURS 571 (Nursing Education concentration) and advancement to candidacy. Co-requisite: NURS 572

EDUC new # Essential Instructional Elements for Teaching Adult Learners (3)

Application of adult learning and motivation theory in construction of educational courses using a variety of teaching strategies and evaluation techniques for diverse learners. Includes exploration of multicultural, gender, and experiential influences in teaching and learning. Prerequisites: NURS 508.

EDST new # Designing Online Experiences for Teaching and Learning (3)

Introduces theory and research related to instructional design of online nursing courses. Includes an exploration of educational technologies utilized for online teaching and learning including videoconferencing, video streaming, multimedia, interactive media, PowerPoint, Lecshare Pro and WebCT. Design of an online course using selected educational technologies that provide opportunities for learners to develop critical thinking and reasoning skills. Prerequisites: NURS EDUC new # (Nursing Education concentration). Co-requisite: EDUC elective (Nursing Education concentration).

**Students will select one additional education course relative to nursing education (3 units). See page 13 for recommended courses or refer to the course catalog.

**Students will also select one clinical course (NURS 532A or 532B or 534A or 534B) and advanced field study (NURS 533A or 533B or 535A or 535B) for a total of 6 units. Course descriptions are found in the following section.

Clinical Nurse Specialist (CNS) Concentration

NURS 530 The Clinical Nurse Specialist Role and Advanced Practice Nursing (3)

Introduces competencies and other foundational components of advanced practice nursing including history, roles, options and choices that are associated with professional practice and career development. The role of technology, evidence-based decision making, leadership, change, collaboration and outcomes evaluation are explored. Prerequisites: NURS 508. Co-requisite: NURS 510 and 520 or 540 or 560 or 580.

NURS 532A Advanced Practice Management of the Chronically Ill Client in the Acute Care Setting (3)

Advanced study of the management of chronically ill patients by advanced practice nurses in a variety of acute care settings. The CNS assumes responsibility and accountability for health promotion, assessment, diagnosis and management of client problems including prescription of pharmacological agents within a specialty area of clinical practice. Emphasis on developing sound clinical decision making and diagnostic

reasoning skills is included. The CNS uses theory, research and best practices to manage the care of individuals, families and populations, and leads the multidisciplinary team to provide quality, cost-effective care. Prerequisites: NURS 510 and advancement to candidacy. Co-requisite: NURS 533A and 536 (CNS concentration).

NURS 532B Advanced Practice Management of the Chronically Ill Client with Complex Mental Health Needs in the Acute Care Setting (3)

Advanced study of the management of chronically ill patients with complex mental health needs and psychiatric disorders by advanced practice nurses in a variety of acute care settings. Health promotion, assessment, diagnosis and management of client problems including prescription of pharmacological agents within a specialty area of clinical practice are examined. Emphasis on developing sound clinical decision making and diagnostic reasoning skills is included. Theory, research and best evidenced based practices are identified in the care of individuals, families and populations with the multidisciplinary team to provide quality, cost-effective care. Prerequisites: NURS 510 and advancement to candidacy. Corequisites: NURS 533B and 536 (CNS concentration).

NURS 533A Advanced Field Study: Management of the Chronically Ill Client in the Acute Care Setting (3)

The clinical practicum allows for immersion in the CNS in the role of the advanced practice nurse in the acute care setting. Using foundations of theory, research and other evidence and the tools for case management, students will manage chronically ill patients in their area of clinical expertise. Students will be mentored by an experienced Clinical Nurse Specialist in activities expected in the role. The minimum requirement for this practicum is 125 hours. Prerequisites: NURS 510 and advancement to candidacy. Co-requisite: NURS 532A and 536 (CNS concentration).

NURS 533B Advanced Field Study: Management of the Chronically Ill Client with Complex Mental Health Needs in the Acute Care Setting (3)

The clinical practicum allows for immersion into the CNS in the role of the advanced practice nurse in the acute care setting. Using the foundations of theory, research and other evidence and the tools for case management, students will manage chronically ill patients in their area of clinical expertise. Students will be mentored by an experienced Clinical Nurse Specialist in activities expected in the role. The minimum requirement for this practicum is 125 hours. Prerequisites: NURS 510 and advancement to candidacy. Co-requisites: NURS 532B and 536 (CNS concentration).

NURS 534A Advanced Practice Management of the Chronically Ill Client in the Community/Home Setting (3)

Application of advanced practice concepts in caring for chronically ill clients in primary and specialty clinics, public health, home health and hospice agencies. Emphasis on assessment, diagnosis, management of care, and health promotion. The CNS uses theory and research on community health nursing and health promotion to manage the care of individuals, families and aggregates, and leads the multidisciplinary team to provide quality, cost-effective care in the community. Prerequisites: NURS 532A and 533A (CNS concentration). Co-requisite: NURS 535A.

NURS 534B Advanced Practice Management of the Chronically Ill Client with Complex Mental Health Needs in the Community/Home Setting (3)

Application of advanced practice concepts in caring for chronically ill clients with complex mental health needs and psychiatric disorders in primary and specialty clinics, schools, faith communities and public health, home health and hospice agencies. Emphasis is on assessment, diagnosis, management of care, and health promotion. Theory and research in community health nursing and health promotion are identified to manage the care of individuals, families and aggregates, in collaboration with the multidisciplinary team to provide quality, cost-effective care in the community. The minimum requirement for this practicum is 125 hours. Prerequisites: NURS 532B and 533B (CNS concentration). Co requisites: NURS 535B.

NURS 535A Advanced Field Study: Management of the Chronically Ill Client in the Community/Home Setting (3)

The clinical practicum allows for immersion in the CNS in the role of the advanced practice nurse in the community setting. Using foundations of theory, research and other evidence and the tools for case management, students will manage chronically ill patients in their area of clinical expertise. Students will be mentored by an experienced Clinical Nurse Specialist in activities expected in the role. The minimum requirement for this practicum is 125 hours. Prerequisites: NURS 532A and 533A (CNS concentration). Co-requisite: NURS 534A.

NURS 535B Advanced Field Study: Management of the Chronically Ill Client with Complex Mental Health Needs in the Community/Home Setting (3)

The clinical practicum allows for immersion into the role of the CNS in the community setting. Using the foundations of theory, research and other evidence and the tools for case management, students will manage chronically ill patients with complex mental health needs and psychiatric disorders. Students will be mentored by an experienced Clinical Nurse Specialist in activities expected in the role. The minimum requirement for this practicum is 125 hours. Prerequisites: NURS 532B and 533B (CNS concentration). Co requisites: NURS 534B.

NURS 536 Chronic Illness Concepts (3)

Exploration of chronic illness concepts and trajectories of common disease states including heart failure, diabetes, chronic obstructive pulmonary diseases and cancer. Theories and research related to chronic illness concepts is presented, including the classic work of Corbin and Strauss. Students will examine the social, psychological, economic and quality of life issues surrounding chronic illness that impact clients, caregivers, families and communities. Prerequisites: NURS 510 and advancement to candidacy. Co-requisite: NURS 532A and 533A **or** 532B and 533B (CNS concentration).

NURS 539 Advanced Practice Externship (3)

Designed for the Clinical Nurse Specialist to work in a clinical setting and enhance advanced clinical practice under the supervision of an advanced practice nurse as a role model. Advanced assessment skills and advanced nursing practice in the CNS role will be

performed. Students will complete 125 clinical hours. Prerequisites: NURS 534A and 535A or 534B and 535B, 536 for CNS concentration and 554 for CNL concentration). Co requisites: NURS 598 or 599.

New CNS Specialty Track Courses

NURS 520 Advanced Concepts of Pediatric Nursing Care (3)

Examination of advanced and complex physical, emotional, behavioral, and developmental changes of infants, children and adolescents from various cultural/ethnic groups. Bioethical, cultural, social and behavioral concepts and theories are examined. Clinical phenomenon from case studies are analyzed for their affect on pediatric patients of various ages. Prerequisites: NURS 508. Co-requisite: NURS 510 and 530.

NURS 540 Advanced Concepts of Adult Health Nursing Care (3)

Examination of advanced and complex physical, emotional, spiritual, and developmental changes of young, middle and older adults from various cultural/ethnic groups. Bioethical, cultural, spiritual and socio-economic issues are examined. Clinical phenomenon from case studies are analyzed for their affect on adults of various ages. Prerequisites: NURS 508. Co-requisite: NURS 510 and 530.

NURS 560 Advanced Concepts of Gerontology Nursing Care (3)

Focuses on the aging population including theories and research on aging, ethnicity, adjustments and common aging changes. Strategies to promote wellness and self-care are discussed. Pathologies common to the elderly and nursing interventions are examined. Gerontological care issues are explored. Prerequisites: NURS 508. Co-requisite: NURS 510 and 530.

NURS 580 Advanced Concepts in Psychiatric Mental Health Nursing Care (3)

Examination of theories and treatment modalities for individuals, groups and families with complex psychiatric-mental health needs and disorders. Emphasis is on the development of advanced mental health nursing competencies in the therapeutic use of self, psychiatric interviewing process, differential diagnosis and therapeutic interventions. Clinical phenomenon in case studies are analyzed regarding the role of culture/ethnicity, spirituality, gender, and socioeconomic status as factors influencing mental health. Prerequisites: NURS 508. Co-requisite: 510 and 530

Clinical Nurse Leader Option

NURS 550 The Clinical Nurse Leader Role and Healthcare Systems Leadership (3)

Introduction to the Clinical Nurse Leader role and examination of the core knowledge and competencies for practice in this position. Healthcare systems leadership is transformative, with the CNL adding value to the organization by using evidence-based practices to achieve better outcomes, fiscal strategies to reduce costs, and educational strategies to foster learning in other health professionals. Prerequisites: NURS 508. Co-requisite: NURS 510.

NURS 552 Quality Improvement, Evaluation and Accreditation in Nursing Organizations (3)

Explores the historical evolution of quality initiatives in health care and the emergence of the patient safety movement to prevent errors within the system of care delivery. Provides a focus on quality assessment and improvement, organizational performance, and outcomes evaluation. An in depth familiarization with the Agency for Health Care Policy and Research quality and safety indicators, Quality and Safety Education of Nurses (QSEN) and Quality of Care Measures (Q-SPAN) is expected. Standards for accreditation of nursing service organizations are examined. Prerequisites: NURS 550. Co-requisite: NURS 554.

NURS 554 Resource Management, Finances and Technology in the Health Care (3)

Overview of health care finance and management of human, financial and community resources to ensure quality, cost-effective outcomes of nursing care. Special circumstances of clients and their families are considered to promote optimum use of available resources. Examines use of knowledge of information systems and technology to improve healthcare outcomes at the point of care. Prerequisites: NURS 550 (CNL concentration) and NURS 536 (CNS concentration). Co-requisite: NURS 552 (CNL concentration) and NURS 570 (CNS concentration).

NURS 556 Clinical Nurse Leader Patient Management in the Acute Care Setting (3)

Advanced study of the management of patients in a variety of acute care settings. The CNL designs, coordinates, integrates and evaluates care of clients and their families at the unit level. Includes a focus on application of evidence-based practice, collection and evaluation of outcomes, assessment of population risk, interdisciplinary collaboration, client advocacy, client and staff education, direct provision of complex care and application of cost-effective care principles in acute care of clients. Prerequisites: NURS 510 and advancement to candidacy. Co-requisite: NURS 557.

NURS 557 Advanced Field Study: Clinical Nurse Leader Patient Management in the Acute Care Setting (3)

The clinical practicum allows for immersion in the CNL role in the acute care setting. Students will be mentored by an experienced clinical nurse leader expert in activities required in the CNL role. The minimum requirement for this practicum is 90 hours. Prerequisites: NURS 510 and advancement to candidacy. Co-requisite: NURS 556.

NURS 558 Clinical Nurse Leader Management of Complex Patients (3)

Continuation of advanced study of the management of patients in the acute care arena. The CNL uses evidence-based practice, quality research and clinical outcome data to provide comprehensive care to patients. Leadership and management, collaboration and knowledge of financial and resource utilization are key components of the role. Clinical expertise is required for care of complex patients and development of the multidisciplinary team. Prerequisites: NURS 556, and 557. Co-requisite: NURS 559.

NURS 559 Advanced Field Study: Clinical Nurse Leadership Management of Complex Patients in the Acute Care Setting (3)

The clinical practicum allows for continuation of the clinical experience in the CNL role in the acute care setting. Students will be mentored by an experienced clinical nurse leader expert in activities required in the CNL role. The minimum requirement for this practicum is 90 hours. Prerequisites: NURS 556 and 557. Co-requisite: NURS 558.

i. Explanation of special characteristics of the proposed degree major program, e.g., in terminology, units of credit required, types of course work, etc. For both options of the MSN program, didactic nursing courses will have an even number and use a C - 5 staffing formula and all clinical laboratory and/or activity courses will have an odd number and use S-24, S-25 or S-36 staffing formula. The first digit of the course number denotes course level and the last two digits denote the division of nursing content as follows: 00–10 core content; 20-29 Advanced Pediatric Nursing content; 30–39 Clinical Nurse Specialist and chronic illness content; 40–49 Advance Adult Nursing content; 50 – 59 Clinical Nurse Leader content; 60-69 Gerontological Nursing content; 70–79 health education, curriculum development, evaluation of clinical lab and simulation content; 80-89 Advanced Psychiatric/Mental Health content; 90–99 independent study, graduate project or thesis.

j. For undergraduate programs, provisions for articulation of the proposed major with community college programs. As stated earlier in the document, the RN students enrolled in the Accelerated RN-to-MSN program will have graduated with an Associate Degree from a community college. RN students will receive 32 units of articulated credit from an approved BRN nursing program. They will be exempt from any 200-level nursing courses, NURS 320/321 Nursing Care of the Adult III and Laboratory and NURS 490/491 Transition to Professional Practice and Laboratory. In addition, courses NURS 310/311 Health Assessment, NURS 312 Pathophysiology, and NURS 352 Nursing Research are removed and offered at the graduate level in order to make the program accelerated.

k. Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request.

The American Association of Colleges of Nursing (AACN) is a national organization comprised of membership representing baccalaureate and higher degree nursing programs. The Commission on Collegiate Nursing Education (CCNE) is the related, but free standing accreditation agency of the AACN. This body also requires certain elements of the curriculum to be consistent with their standards. The nursing program at CSUSM will seek accreditation for the graduate program through this body and this program has been designed to meet these standards. Some of these requirements can be found in the *Essentials of Master's Education, 1996* (Appendix A). It is anticipated that the program will be surveyed for accreditation in 2010/2011 just prior to the graduation of the first class. National accreditation is an expectation of a nursing program and is

necessary for graduates to be from an accredited program in order to seek further education and certification.

2. Need for the Proposed Degree Major Program

a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public or private, currently offering the proposed degree major program. San Diego County currently has five graduate level nursing programs and none are in North County. Four of these are private schools (University of San Diego, Point Loma Nazarene College, Azusa Pacific University [San Diego Center], and University of Phoenix) and one is a public institution (San Diego State). Within the CSU system there are 23 campuses, nineteen of which have nursing programs. Of the nineteen, thirteen (68%) offer graduate level nursing education. The CSU nursing programs without graduate programs are CSU Channel Island, East Bay, Humboldt, Northridge, San Marcos and Stanislaus. CSU Channel Island is a new program begun in fall 2007 and the other campuses with the exception of East Bay have a smaller baccalaureate enrollment than CSUSM and/or are located in a less population dense area. Collectively in 2006 the CSU system programs offering graduate degrees in nursing have an enrollment of 1,930 students. Clearly establishing a graduate program within a CSU nursing program is a common expectation. See Appendix C for a list of campuses offering a graduate level program in nursing.

b. Differences between the proposed program and programs listed in a. above.

The proposed program at California State University San Marcos will not differ from other programs at the core level as the core courses are required in all other programs. The core is prescriptive in that it is recommended by AACN's *Essentials of Master's Education for Advanced Practice Nursing* (1996) and inclusion of those core courses will be evaluated during the pursuit of CCNE accreditation. The differences are in the emphasis of each concentration. Unlike other programs, the Nursing Education concentration not only focuses on traditional pedagogy, but explores web-based, online learning, use of simulation for learning and evaluation and a practicum in staff development/education. The Nursing Education concentration is a program, rather than an added track to another specialization that other universities are offering. CSUSM will also offer the education track, a specialty track for the CNL concentration. The CNS concentration is focused on managing chronic illness in both the acute care and community setting. Students may select an Adult Health, Pediatric, Gerontology or Psychiatric/Mental Health CNS track. Other universities offer the CNS option, however the focus is more traditional. Our program is unique as the CNS will focus on chronic illness in the acute care and community setting in all CNS tracks. Other programs require 37 to 43 units for the CNS concentration. Our program requires 57-58 units that

includes 500 hours of advanced field study so that students can sit for the National certification exam upon graduation from the MSN program. The CNL is a new role that is the first to be offered in San Diego county. The CNL focuses on leadership, quality improvement, safety and practice based on research and other evidence at the unit level in a clinical agency. The proposed curriculum has a strong emphasis on delivering culturally competent nursing care, clinical experiences in a variety of acute care settings, and the management of care of vulnerable populations by virtue of their chronic illness or sociologic, economic, or disenfranchised condition. The CNL concentration has two tracks: Gerontological Nursing and Education. Appendix D compares the curricular features of other area Master's of Science in Nursing programs with the proposed CSUSM program.

- c. List of other curricula currently offered by the campus which are closely related to the proposed program. Enrollment figures during the past three years in specified courses or programs closely related to the proposed degree major program. If a formal minor, option or concentration is offered in the proposed subject area, indicate the number of students enrolled.

No closely related programs exist at California State University San Marcos.

- d. Results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program. Justify any discrepancies between national/statewide/ professional manpower surveys and local findings.

The academic blueprint process begun in 2002 established programs in nursing as a preeminent regional need. A variety of constituents who provided input into the process identified the need for a baccalaureate nursing program.

A major feasibility study was completed in June, 2004 as a first step in the external BRN approval process to establish a nursing program at California State University San Marcos. In this document California State University San Marcos was required, among other criteria, to define and discuss the geographic area served by California State University San Marcos, describe the characteristics of the population of the community, and project the current and future demand for nurses in the region. The feasibility study was accepted by the BRN in July, 2004. The entire feasibility study is available on request for review.

The undergraduate program in Nursing was formed in fall 2005 with considerable community interest and support and admitted the first nursing class in fall 2006. At the onset of the planning stage of the nursing program, a Community Nursing Advisory Committee was formed to determine the extent of the need for a nursing program in North County and to give input as to

desired characteristics and competencies of the graduates. The composition of this committee included Directors of Nursing Services and Chief Nursing Operating Officers from San Diego acute care and community based health facilities and nursing educators from San Diego's public and private four year and community colleges. Even in these early stages, a graduate program in Nursing in the North County region was identified as a critical to the preparation of advanced nursing practitioners in the area. Advanced practice nurses were identified as "hard to recruit" and nursing positions requiring individuals with this specialty focus had a 15 -20 % vacancy rate in local acute care facilities. One of the curricula recommendations of this advisory group was that CSUSM establish a graduate program as soon as the undergraduate program could prepare and graduate a critical mass of baccalaureate nurses seeking graduate level education. In the initial feasibility study submitted and approved by the California Board of Nursing, a graduate program was part of the initial planning and was projected to begin in fall 2010. The initial projections for baccalaureate student graduates were forty students in the spring of 2009 and eighty by the spring of 2010. Eighty students was considered a large enough critical mass to recruit about 20 students for the first graduate admission, representing approximately 25% of the newly graduated BSN students.

Since that first projection, the admission to the undergraduate nursing program has doubled and an additional cohort of forty-two students was admitted in the spring 2007 funded by additional nursing capacity expansion resources from the Chancellor's office. Additionally, Kaiser Permanente has funded the development of a Accelerated Entry Level Baccalaureate (ELB) program which is scheduled to begin in the spring 2008 with a cohort of forty-two students through special sessions via the Extended Education.

There is also a large number of practicing baccalaureate nurses in San Diego County who are interesting in seeking graduate level education. In addition to the generic baccalaureate program begun in fall 2006, the RN-to-BSN completion program was opened in fall 2007. This program is designed for nurses with an Associate Degree in Nursing (ADN) and who wish to seek baccalaureate or higher degree education. To assess the potential numbers of nurses in the local regional area who have an interest this program, a survey of acute care nurses from the Palomar-Pomerado Medical Center, Scripps Hospital System and Tri-City Medical Center was performed (Appendix E). While the initial intent of this survey was to gauge the interest in the RN-to-BSN program, a question regarding interest graduate education and preference in graduate specialization options was added. The results of the survey and to the survey question regarding interest in graduate education are summarized in Table IV.

Table IV.

Health Care Agency	Respondents to survey	Interested in Graduate Ed.	Nurse Educator	Clinical Nurse Specialist	Nurse Practitioner	Nurse Administrator
Scripps (La Jolla and Mercy Campus)	61	31	10	14	6	1
Palomar-Pomerado	114	82	16	36	18	12
Tri-City	34	21	9	5	3	4
Totals	209	134 64%	35 26%	55 41%	27 20.5%	17 12.7%

These surveys were distributed to Registered Nurses employed in three local area acute care hospital systems by the administrative personnel in each system. The completed surveys were returned to the School of Nursing for analysis. It is estimated that approximately 400 nurses were surveyed from acute care hospitals within a 15–20 mile radius of CSUSM. These included returned surveys from two Scripps facilities (La Jolla and Mercy Campus) that fell into this mileage limitation category. Of those nurses who responded to the survey (N = 209), 64% (N = 134) indicated an interest in future graduate level education. Of those who were interested, most (41%) indicated preparation as clinical nurse specialists (CNS's) as the option of choice. Other options of interest were preparation as a nurse educator (26%), nurse practitioner (20.5%) and lastly nurse administrator (12.7%).

Based on these data and the projected graduation rate of baccalaureate nurses from the generic and accelerated programs from CSUSM there will be substantially adequate pool of qualified and interested students in the North County region to begin a Master of Science in Nursing program in Fall 2009. It is also likely that a graduate program would attract other interested applicants from the broader San Diego area.

Since the initial plans for the Master of Science in Nursing with options of CNS, CNL and Nurse Educator were formulated, a proposal for an Accelerated RN-to-MSN program was presented and has received wide support in the School of Nursing and the community at large. The RN-to-MSN program is proposed to be Option 1 and the (basic) MSN program Track 2 is the proposed graduate program.

- e. For graduate programs, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program.

The generic baccalaureate, RN-to-BSN, and accelerated BSN programs will have 139 students graduate by the initiation of the MSN program in Fall 2009. Many of those graduating have expressed interest in coming back to CSUSM for graduate nursing education.

Expected Number of BSN Graduates (Generic, ABSN, RN-to-BSN) By Year

2009	2010	2011	2012	2013
139	150	150	194	150

- f. Professional uses of the proposed degree major program.

There are a variety of uses for the Master’s of Science in Nursing degree. Those that choose the Nursing Education option are eligible for faculty positions at both the community college and the university levels. These students may also pursue employment in hospital staff development or continuing education departments or as a nurse educator at the nursing unit level. The Clinical Nurse Specialist role includes five areas of expertise: clinician, consultant, educator, researcher and clinical leader. The CNS can serve as an advanced practice nurse in a variety of settings including acute care, primary care, specialty care, community care, gerontological care and psychiatric/mental health care. In these settings they will serve as an advanced practice nurse in managing the complex care needed for chronically ill clients and their families. This includes advanced assessment, treatment including medication management, health education and health promotion and evaluating client outcomes. They will serve as a consultant and educator to the multidisciplinary team. The CNS will conduct research and use evidence-based practice in providing care to clients and their families. For example, the CNS may serve as an advance practice care manager for the chronically ill in the acute care setting or community setting, or an advanced clinician in a specialty clinic that focuses on chronic illness (Heart Failure Clinic). The Clinical Nurse Leader role is a generalist role that is focused on nursing at the unit level. The CNL serves as a leader on a nursing unit by working with the interdisciplinary team to provide quality care within patient care standards.

The CNL uses evidence-based practice and quality improvement data in leading the care provided to clients on the nursing unit and maintaining Joint Commission of the Accreditation of Healthcare Organizations (JCAHO) standards. The role requires knowledge on budget and resource allocation as the CNL will be responsible for those responsibilities on the unit. The CNL is an expert clinician and will provide care to complex clients and serve as an educator to the nurses on the unit as well as those in the interdisciplinary team. The Nurse Educator, CNS and CNL are sought after by health care agencies and academic institutions. The CNS and/or CNL are required positions in hospitals that are applying for Magnet status, therefore these positions are very marketable in San Diego county, and within the state and nation.

- g. The expected number of majors in the year of initiation and three years and five years thereafter.

It is anticipated that 20 students will be admitted to the program in fall 2009 to complete nursing prerequisites for the Accelerated RN-to-MSN program. The first graduate nursing classes will begin in fall 2009. The first cohort will be 40 students. Class size is expected to be no more than 20 students so two sections will be required for the core courses. See Table V for projected enrollment in the graduate nursing program.

Table V: Projected Admission Sequence/Overall Enrollment for Graduate Nursing

Program	2009	2010	2011	2012	2013
Enrolled in Undergraduate Classes (Track 1)					
Admitted Fall 09	20	20	20		
Admitted Fall 10		20	20	20	
Admitted Fall 11			20	20	20
Admitted Fall 12				20	20
Admitted Fall 13					20
Enrolled in Graduate Classes (Track 1 and Track 2)					
Admitted Fall 09	40	40	60		
Admitted Fall 10		40	40	60	
Admitted Fall 11			40	40	60
Admitted Fall 12				40	40
Admitted Fall 13					40
Total Graduate Students	40	80	140	140	140

3. Existing Support Resources for the Proposed Degree Major Program

- a. Faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program.

Judith Papenhausen, PhD, RN, Professor, Director of the Nursing Program
JoAnn Daugherty, PhD, RN, Assistant Professor, Assistant Director of the Nursing Program

Denise Boren, PhD, RN, Assistant Professor, Coordinator/Chair of the Graduate Program

Pamela Kohlbry, PhD, RN, Assistant Professor

Nancy Coffin-Romig, DNSc, RN, Assistant Professor

Deborah Bennett, RN, MSN, Faculty

Curriculum Vitae for the listed faculty members can be found in Appendix F.

- b. Space and facilities that would be used in support of the proposed program. Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.

The graduate program will most likely be offered in late afternoon or evening so the existing space would be adequate. The large 25 seat faculty conference room will likely be used for graduate courses. The room has SMART technology capabilities and PowerPoint software is available for faculty and student discussions and presentations. The graduate program does not require the clinical laboratory spaces with the exception of NURS 572 Clinical Evaluation and Clinical Simulation. This course will likely occasionally use the simulation lab for experiential learning activities. The simulation lab is used during the day time hours for the undergraduate program, but would be free in the late afternoon and evening hours. The SON currently has adequate space for two additional faculty if needed for the nursing program.

- c. Library resources to support the program specified by subject areas, volume count, periodical holdings, etc.

The current library holdings include the most common periodical literature used in nursing programs and there is access to CINAHL and other relevant data bases already established.

- d. Equipment and other specialized materials currently available.

The SON has a fifty station computer laboratory and smart technology for

all the classroom spaces. The clinical lab, specialty lab and simulation areas are equipped with state of the art manikins, and patient care equipment and supplies. The SON has one high-fidelity manikin used for simulation that will likely be used for NURS 572 Clinical Evaluation and Clinical Simulation.

4. Additional Support Resources Required

- a. Complete Table I, enrollment and faculty positions should be shown for all discipline categories which will increase because of the new program and for all discipline categories which will decrease because of the new program. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown in the appropriate discipline category.

See Appendix G.

- a. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program

In order to implement a graduate program the SON would need at least five tenure track faculty which it currently has. It is projected that one additional faculty would be required for the 2009/2010 academic year. The CSUSM and Palomar Pomerado Health (PPH), our community partner, have recently approved a Clinical Associate MOU. This MOU allows qualified nursing personnel from PPH to teach for the SON on a non-remunerative voluntary basis. Several of the CNS's, nurse educators and administrative nursing staff are interested in applying for Clinical Associate status. This faculty would teach many of the graduate level clinical courses in the options. These advanced practice nurses have MSN degrees and a wealth of clinical expertise. Using these clinicians to teach the clinical portions of the graduate program at no cost to the university will markedly reduce program cost and the need for additional clinical faculty. This will also allow current tenure track faculty to concentrate on teaching the didactic courses in the core and concentration portions of the program. Program coordination of the graduate program will be assigned to one of the current tenure track faculty for an additional three units/semester of release time.

- c. The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus wide priority of the facility, capital outlay program priority, and projected date of occupancy.

The SON is approximately 14,000 square feet and contains a large classroom, a computer lab, a large clinical laboratory, two specialty laboratories, both a student and faculty conference room and offices of the School of Nursing and nursing faculty. It is anticipated that the current space will be adequate to initiate and sustain the graduate program.

- d. Additional library resources needed. Indicate the commitment of the campus to purchase or borrow through inter-library loan these additional resources.

In 2005, funds were secured through a Congressionally Directed Grant through FIPSE for library resources totaling \$57,500. This included a beginning nursing collection of approximately 145 textbooks from the Brandon-Hill list of core nursing textbooks and reference books, a core collection of 35 nursing journal subscriptions, other multimedia and on-line resources. It was further estimated that the annual cost of continuing library support would be approximately \$1000.00 per year.

- e. Additional equipment or specialized materials that will be 1) needed to implement the program and 2) needed during the first two years after initiation. Indicate source of funds and priority to secure these resource needs.

No additional specialized equipment or material needs or additional support from IITS is anticipated for the implementation of the program or for the two years following initiation of the program.

5. Abstract of the Proposal and Proposed Catalog Description

MASTER OF SCIENCE IN NURSING

Program Director

Judith L. Papenhausen, Ph.D., RN

Graduate Coordinator and Chairperson

Denise M. Boren, Ph.D., RN

The mission of the graduate program in nursing at California State University San Marcos is to provide superior graduate education to qualified students, leading to the Master's of Science in Nursing (MSN) degree. Our objective is to prepare nurses in generalist and advanced practice roles for positions in the health care industry, community or public health agencies, and academia, and for continued study at the doctoral level.

The MSN program includes a strong foundation in theory and research inquiry. The School of Nursing acknowledges the responsibility to address the nursing and health care

needs in populations and communities around the globe, including those who are underserved and vulnerable. The graduate program builds on the knowledge gained at the baccalaureate level and promotes nursing scholarship at the local, state, national and international level through research, service and practice. Values, ethics, and multicultural perspectives are heavily embedded within the graduate program. Cultural sensitivity and competence is emphasized in the curriculum as students interface with a diverse population both professionally and in the care of client's, families and communities.

The master's degree program is designed for two groups of students with different pathways. Students who have completed an associate degree program in nursing (ADN) at a community college and seek completion of their baccalaureate and master' degree follow the Accelerated RN-to-MSN option (1). Students who have completed a baccalaureate degree follow the MSN only option (2). Both options are designed as part-time programs, however courses will be available for full-time students. The Accelerated RN-to-MSN program is designed to be completed part-time in 4 years (including summers). The (basic) MSN is designed to be completed part-time in 2.5 years depending on whether a summer session is elected. Full-time status and use of summers would shorten the program. If the student chooses full-time study, it is conceivable that the program could be completed in 2 years.

Students in both options have the choice of three concentrations. The first is the Nursing Education concentration which offers the student courses in the theories of adult learning, curriculum design and development, and classroom and online teaching strategies. The second concentration is Clinical Nurse Specialist which prepares the student for advanced practice nursing through courses in advanced assessment, advanced pathophysiology/pharmacology and advanced practice management of the chronically ill in the acute care and community settings. Students in the Clinical Nurse Specialist concentration are required to specialize in one of four tracks: Adult Health, Pediatrics, Gerontology or Psychiatric/Mental Health. Students will complete 500 hours of advanced field study and will be eligible to sit for the National certification exam upon completion of the MSN program. The third concentration is Clinical Nurse Leader which prepares the student to be a leader, manager and educator at the unit level. The Clinical Nurse Leader role is learned through courses in health systems leadership, quality improvement, evaluation and accreditation in nursing organizations, financial resource management, and management of patients in the acute care setting. Students in the Clinical Nurse Leader concentration may specialize in Gerontology or Education.

Preparation and Training Offered by the Program

The Master of Science in Nursing has been designed for nurses seeking careers as a nurse educator, advanced practice nurse in chronic illness management, or a generalist nurse responsible for leadership and management of patient populations at the unit level in an acute care facility. Students who graduate with a Master's of Science in Nursing will:

1. Gain theoretical and empirical knowledge from the discipline of nursing, the

- humanities, the natural, social, organizational and biological sciences, and education applicable to the practice of professional nursing at the advanced level.
2. Acquire communication, leadership and advanced clinical expertise which are essential for working with multidisciplinary teams and managing the care of diverse individuals, families or populations.
 3. Apply the nursing process at the advanced nursing level through critical thinking, diagnostic reasoning and sound clinical decision making in order to manage and evaluate the comprehensive, coordinated nursing care of individuals, families and communities.
 4. Achieve proficiency in the application of new knowledge based on research to provide quality health care, and initiate change to improve nursing practice (innovation) or generate new knowledge through conduct of research using a new application of ideas from prior research or from new, original ideas (thesis).
 5. Master the ability to perform within the advanced nursing role as a clinical nurse leader, clinical nurse specialist or a nurse educator.
 6. Enhance the ability to collaborate, consult and lead a health care team in the planning, implementation and improvement of health care services consistent with the health needs of an increasingly diverse and multicultural society.
 7. Develop the ability to collaborate with nurse leaders and other health care professionals in the formulation of health care policy, provide leadership in the health care delivery system, and integrate the principles of fiscal management, budgeting and health economics when managing health care in a variety of settings.
 8. Acquire the ability to become a successful generalist, advanced practice nurse or nurse educator in the health care industry or academic institutions of North Country and other geographic locations.
 9. Build on the baccalaureate foundation for continuing personal and professional self-growth, development and lifelong learning and the necessary educational background to enable the pursuit of a higher degree in advanced nursing practice (Doctor of Nursing Practice) or research (Doctor of Philosophy in Nursing).
 10. Build on the ability to perform a self assessment of personal sociocultural values, ethics, and religious beliefs and evaluate how these factors correspond to those of one's own clients and professional nursing actions.
 11. Master cultural assessment and global awareness to provide culturally sensitive nursing care to clients, families and communities around the world who differ from the nurse by virtue of race, culture and/or ethnicity.

Transfer Students

For the returning RN student interested in the Accelerated RN-to-MSN track, it is anticipated that many of the required general education courses may have been completed at a community college. These students will be required to meet the same mandatory standards either by transferable course work, certification of general education requirements by previous academic institutions, or by completion of general education requirements at CSUSM. These courses will be included in the maximum transfer credit of 70 lower-division units from a community college. Imbedded in these 70 units are 32 units, which will be articulated for lower-division nursing courses from a Board of Registered Nursing (BRN) approved, and a regionally accredited community college nursing program. Some prerequisite and required preparatory courses for the nursing major are also imbedded in the 51 units of required general education courses

Admission and Application Requirements

Admission to the Accelerated RN-to-MSN program requires an associate degree from an accredited community college, completion of all courses in the Pre-Nursing Core (or the equivalents of these courses) with an overall GPA of 2.75 in the Core and with no grade lower than a C (2.0). Nursing courses and Pre-Nursing Core courses for which the student earns less than a grade of C (2.0) may be repeated once with consent of instructor, but only on a space-available-basis. While in the BSN component of the program, the student must maintain a 3.0 GPA. Those who do not perform at this level may elect to complete the baccalaureate via the RN-to-BSN program.

Admission to the Master's of Science in Nursing program requires a baccalaureate degree in nursing from a CCNE or NLN accredited program, a minimum GPA of 3.0 for the last 60 semester hours of undergraduate course work, and evidence of satisfactory completion of physical assessment, inferential statistics and nursing research with a grade of "C" or better at the baccalaureate level. For students enrolled in the Accelerated RN-to-MSN track, physical assessment and nursing research will be taken at the graduate level. One year of recent Registered Nurse experience is required for both tracks prior to advancement to candidacy.

Students should have computing skills sufficient to complete graduate work including word processing and statistical software programs. Admission decisions will be influenced by the strength of the undergraduate program, academic achievement, community service and the educational goals of individual applicants.

Special Requirements

Students in the nursing program must carry their own malpractice insurance, pass a physical health examination, and demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies.

The academic advisor for the School of Nursing, working with the Office of Disabled Student Services, will assist students to determine what accommodations will be needed to enable students to meet the standards of our program.

A complete application consists of:

- a completed application form
- one set of official transcripts from colleges and universities attended with indication of an undergraduate degree
- evidence of completion of an undergraduate or graduate level bioethics course
- proof of licensure as a registered nurse in California
- three letters of reference from person's qualified to assess the applicant's potential to succeed as a graduate student, with one letter from a nursing faculty in the student's baccalaureate program
- a resume
- a 2-3 page essay outlining professional and educational goals

Applicants will be admitted annually in the Fall semester. To be considered for admission, all required applications must be received no later than March 1. Review of applications will continue until all the openings for Fall semester have been filled. Applicants are notified of admission decisions following this process.

Degree Requirements

Option 1: Accelerated RN-to-MSN

The total number of units required for the Accelerated RN-to-MSN nursing student is 165 to 178 semester units (depending on the concentration and track chosen) including 51 units of general education, 3 units transition RN-to-MSN courses, 9 units of upper division general education units, 20 upper-division nursing units, 45-58 graduate nursing units, and all required courses that are prerequisite/preparatory to the major. These units may vary depending on units previously completed in a community college. Irrespective of the number of general education courses previously attempted, the RN-to-MSN students will need to complete the following courses or their equivalent(s):

ANTH 200
ANTH 301*
CHEM105
CHEM105L

Required Prerequisite/Preparatory Nursing Courses for the RN-to-MSN Student includes:

BIOL 215
BIOL 160
BIOL 175

BIOL 176
BIOL 323*
MATH 115
PHIL 345*
SOC 303

*Upper division general education courses.

MATH 125, 132 or 160 may be substituted for Math 115. This requirement may also be satisfied by any Lower-Division General Education Mathematics/Quantitative Reasoning (B4) course taken before matriculation at CSUSM if students have already completed the equivalent of CHEM 105/105L.

Students will choose one course in growth and development across the life span.

PSYC 210 **or**
SOC 204

Students will complete the second language requirement. Spanish is strongly recommended.

The RN-to-MSN student is required to complete the following 3 Units of nursing courses.

NURS 350
NURS 351

The RN-to-MSN student is required to complete the following 20 Units of upper-division nursing. These courses are identical to those completed by the generic students.

NURS 370
NURS 440
NURS 441
NURS 442
NURS 443
or
NURS 445

NURS 450
NURS 451

Option 1 and Option 2: Master of Science in Nursing

The graduate program is required for completion of Option 1, the Accelerated RN-to-MSN program. In addition to the 120 units required for the BSN, those students in Option 1 must complete the 45-58 units required for the MSN. Students in Option 2 must complete the 45-58 units required for the MSN.

The following core courses are required for the MSN. NURS 503A is required for all concentrations and NURS 503B is required for the CNS concentration in order to meet

the required clinical hours for graduation. The NURS 598 and NURS 599 courses may be taken with variable units for a total of 3 units required for completion of the program.

Graduate Core (24-25 Units)

NURS 500
NURS 502
NURS 503A
NURS 503B (CNS concentration)
NURS 504
NURS 506
NURS 508
NURS 510
NURS 598A (1), 598B (2) or 598C (3) **or**
NURS 599A (1), 599B (2) or 599C (3)

Nursing Education Concentration (24 Units)

NURS 570
NURS 571
NURS 572
NURS 573
EDUC new #
EDST new #

Students should select a clinical course and advanced field study (NURS 532A or 532B and NURS 533A or 533B **or** NURS 534A or 534B and NURS 535A or 535B). For the clinical course and corresponding advanced field study students may focus on adult, pediatric, gerontology or psychiatric/mental health nursing. Students will select one additional education course relative to nursing education. The following courses are recommended electives:

EDUC 624
EDUC 626
EDST 631
EDST 635
EDST 636

Clinical Nurse Specialist (CNS) Concentration (24 Units)

NURS 530
NURS 532A or 532B
NURS 533A or 533B
NURS 534A or 534B
NURS 535A or 535B
NURS 536
NURS 539
NURS 554

Students in the CNS concentration are required to choose a specialty track and take additional courses totaling 57-58 units. This includes 500 hours of advanced field study required for the National certification exam. Students will be prepared to sit for the exam upon graduation from the MSN program.

CNS in Adult Health Track (9 Units)

NURS 540

NURS 570

EDUC new #

CNS in Pediatrics Track (8 Units)

NURS 520

NURS 570

NURS 572

CNS in Gerontology Nursing Track (9 Units)

NURS 560

NURS 570

EDUC new #

CNS in Psychiatric-Mental Health Nursing Track (9 Units)

NURS 580

NURS 570

NURS new #

Clinical Nurse Leader (CNL) Concentration (21 Units)

NURS 550

NURS 552

NURS 554

NURS 556

NURS 557

NURS 558

NURS 559

Students in the CNL concentration may choose to specialize (not required) in Gerontology Nursing (12 units). The additional courses required:

NURS 536

NURS 560

NURS 539

EDUC new #

Students in the CNL concentration may specialize in nursing education (10 units). The additional courses required:

NURS 570
NURS 572
NURS 575
EDUC new #

Continuation

Students must maintain a 3.0 GPA and a grade of C or better in all classes. If the GPA falls below 3.0 for two consecutive semesters, the student will be dropped from the program. Students must be continuously enrolled or request a leave of absence if time is needed away from studies. Students who are not continuously enrolled or have a leave of absence for longer than two semesters must petition the School of Nursing for continuation. All requirements for the degree must be completed within five years of beginning any coursework in the MSN program.

Students will receive advisement from the School of Nursing's advisors until they have reached candidacy and form a thesis or project committee. The thesis or project committee will be comprised of at least two tenure-track School of Nursing faculty. The third member may be faculty from the School of Nursing, the wider University or the general community. Advisors will work closely with students in selection of courses and research or project topics.

Advancement to Candidacy

A draft of the thesis or project proposal will be completed as part of the requirement for the graduate level research course (NURS 510). The students will form a thesis or project committee during the course and meet with members following completion of the course. Committee members will review and approve thesis or project proposals. Students will advance to candidacy once they have successfully passed an oral defense of their thesis or project proposal. The thesis or project committee will assist with refinement of the proposal and with the research for the thesis or evaluation of the project and will serve as the committee for the oral examination once the thesis or project is completed. To advance to candidacy, a student must:

1. Be in good standing with an overall GPA of at least 3.0;
2. Have completed 21 units (22 units for the CNS concentration) of the core courses toward the graduate degree; and
3. Have successfully proposed his/her thesis or project to the faculty.

6. Additional CSUSM New Program Requirements

- a. Complete Table II, indicating the courses in which the student learning outcomes are addressed.

See Appendix B.

- b. Provide and initial assessment plan for the program. The data collected via this assessment plan will be the basis of the first program review (generally scheduled five years after the program implementation).

We will use the existing evaluation plan and will use additional elements to measure student learning outcomes of graduate students. The current Program Evaluation Plan (Appendix H) outlines the initial assessment for evaluation of the current baccalaureate program.

- c. (For undergraduate degrees) Attach a sample schedule showing how a student beginning as a first-time freshman at CSUSM could fulfill all graduation requirements in four years.

Not applicable.

- d. Attach a proposed course offering plan for the first three years of program implementation. Where possible, indicate likely faculty teaching assignments.

See Appendix I.

- e. Summarize the responses in items 4b-4e by completing Table III.

Table III: Initial Costs for Nursing Graduate Program

Necessary Resources	Start-up Costs	Ongoing Costs	Expected On-going Funding
Tenure Track Faculty * (course release and teaching) Adjunct Faculty	\$50,000	\$75,000 \$25,000	Special Sessions Extended Learning
One course release/semester for Graduate Program Coordinator/Chair	_____	\$27,923/year	Special Sessions Extended Learning
Additional Staff	Not needed	Not needed	Not needed
Library/Collections	\$1000	\$ 1,000/year	Special Sessions Extended Learning
Technology	Not needed	Not needed	Not needed
Other: Initial Program Accreditation	\$ 3,000	\$730/year	Special Sessions Extended Learning
Total	\$54,000	\$129,653	Special Sessions Extended Learning

*Since this program will be run through Special Sessions and Extended Learning, the generated funds through enrollment of students will pay for an additional tenure-track faculty member.

Extended Learning has provided the SON \$50,000 for start-up costs for the graduate program (Appendix J). Faculty hired to teach in the graduate

program will be funded by Extended Learning. In addition, Dr. Boren was awarded the State supported Song-Brown Health Care Workforce Training Act grant to support the development of a graduate level nursing program that prepares nurses to become nursing faculty (an option of the MSN program in this proposal). The award is \$125,000 for the project over the next two years. The award will assist with costs of faculty release time for course development, a part-time assistant for the program coordinator and supplies for developing the program. The other funding possibility is a U. S. Department of Health and Human Services, Health Resources and Services Administration (HRSA) Title VIII Advanced Education Nursing Program. The call for proposals comes out each year and application in the next cycle will be explored. These grants are designed to fund new graduate nursing programs and among the suggested program options are the CNS and nursing educator. Other grants are being explored as well.

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