EPC PROPOSAL FORM

Originating Academic Unit: School of Nursing

Date Proposal Submitted: 1 November 2023

INSTRUCTIONS: Upon completing the form, submit the document with all appropriate signatures to the Office of the Provost *via* the Faculty Governance Manager at facgov@plu.edu.

DEADLINES:
To be considered for inclusion in the catalog for the following academic year complete proposals must be submitted no later than the dates as follows: **Type 3 - November 1**. **Type 2 - December 1. Type 1 - May 1.**
Early submission is encouraged for feedback and to ensure greater likelihood of timelines being met for inclusion.

For specifics on the processing of each type of proposal, read the Educational Policies Committee Manual in the PLU Faculty Handbook (Section III, Part VI), and the Preparing EPC Proposals checklist, located on the documents and forms section of the Faculty Governance website.

PROPOSAL SUMMARY
Provide a summary of the proposal.

This proposal is an adjustment of the MSN program for PLU to require students seeking an MSN, as either an Entry-Level MSN or BSN-MSN, to specify a track which will allow them to certify as either a Clinical Nurse Leader (CNL) or Certified Nurse Educator (CNE).

There is some catalog clean-up included in this proposal to make the catalog a more effective tool for incoming and current students.

1. Removal of the Care and Outcomes nomenclatures for the ELMSN generalist degree.
2. Removes the course credit requirements for the prerequisite course – these may be transferred in and is managed by the admission and credit hours may not match.
3. Establishes that students must select a focus track to graduate from the MSN program – either the Clinical Nurse Leader (CNL) or Certified Nurse Educator (CNE). (The CNL is no longer an optional track.)
4. Students must achieve at least 500 hours post-licensure to achieve the track requirements for graduation.
5. Updates the prefix for all courses to meet the current updated nomenclature GNUR for all nursing level courses. (This matches the prelicensure proposal recently submitted.)
6. Adds the prelicensure courses to the MSN portion of the catalog instead of just referring them to the BSN section. (They will be removed from prelicensure section as indicated in parallel proposal.

This program is proposed to come into effect in Summer 2024. All students currently in the program will continue in their current requirements including the choice to specialize in CNL or CNE or remain as Care & Outcomes generalist.

TYPE OF PROPOSAL

Check all the appropriate boxes.

[x] TYPE 1: NON-SUBSTANTIVE CHANGES   *[complete shaded sections and provide signatures]*
Check boxes in this section for any changes that do not alter curricular components or requirements. Also complete Proposal Summary (above), a brief Statement of Rationale (below), Catalog/Curriculum Changes section (ahead), and provide chair/dean signatures on the final page.

[ ] Change course number
[ ] Change course title
[ ] Delete course with no GenEd element, which is not part of by any other major/minor/concentration
[ ] Add GenEd Element to existing course
[ ] Prerequisite change within the academic unit only
[X] Catalog editorial change

[x] TYPE 2: SUBSTANTIVE CHANGES   *[complete all sections, including signatures]*
Submit completed form, including signatures. Be sure to check all boxes that apply.

[ ] Change course description⁺⁺   [ ] Change a course's credit hours
[ ] Add permanent GenEd course⁺⁺   [ ] Delete GenEd course
[ ] Add permanent non-GenEd course⁺⁺   [X] Revise curriculum**
[ ] Change major requirement**   [ ] Change minor requirement**
[ ] Change grading type (e.g. P/F, letter grade)   [X] Change concentration requirement**
[ ] Change prerequisite involving another unit's course
[X] Other: Prefix updates_____

[x] TYPE 3: CHANGES REQUIRING FACULTY ASSEMBLY APPROVAL   *[complete all sections, including signatures]*
Note: These proposals require the approval of the Board of Regents in addition to the Faculty Assembly.

[ ] New Degree**   [ ] New Major**   [ ] New Minor**   [x] New Concentration**
[ ] Eliminate Degree   [ ] Eliminate Major   [ ] Eliminate Minor   [ ] Eliminate Concentration
[ ] Add Certificate (non-Continuing Education)**   [ ] Other: _____

** These changes/proposals require completion of the EPC Curriculum Change Template and a two-year course cycle. The noted Type 3 proposals also require attachment of an Institutional Impact Evaluation Form.
⁺⁺ A course syllabus must be submitted with these course proposals.

STATEMENT OF RATIONALE
Provide a statement of rationale and/or other clarifications. Include information on student learning and outcomes and any General Education Program rationale.

There is a recognized shortage of nurses in the country. The Entry-Level MSN program helps to fill that gap by graduating advanced generalist nurses. The program has held the term "Care and Outcomes Manager" but this term no longer matches what the profession needs, the students look forward to, and what the faculty have a passion to teach. We propose to change the ELMSN and BSN-MSN programs to require students to specialize in one of two already available tracks: Clinical Nurse Leader or Certified Nurse Educator. This does not remove or add a certification, but does make it more straightforward that the ELMSN students must choose one focus and that will be reflected on their transcript to show potential employers their graduate school focus.

CATALOG/CURRICULUM CHANGES
Current Catalog Language:

Please see attached

Proposed Catalog Language: (note changes in **Blue Bold** and ~~Blue Strikeout~~)

Please see attached

Additional information for courses:

Are there courses that can be repeated for credit because of variable content?	[ ] Yes,	?	Times [If yes, the parameters must be clear in course description]	[ ]	No [Default is 'no.' Note that does not exclude a student's option to repeat a course for a better grade to replace the initial one.]
Grade Type:	[ ]	Standard Letter		[ ]	Pass/Fail
Anticipated Enrollment:					
Course Syllabus Attached++:	[ ]	Yes		[ ]	No

++Required for new courses, and other proposals as indicated above.

Does the proposal include the addition to a course(s) of one or more General Education Program elements (GenEd)?

 [ ] Yes (Check the appropriate boxes below)
 If more than one course is proposed, make sure the proposal makes clear
 which GenEd elements, if any, are proposed for each course.
 [X] No

[ ] International Honors (100-level) **H1**   [ ] International Honors (200-level) **H2**
[ ] International Honors (300-level) **H3**

[ ] FYEP 101 **FW**   [ ] Fitness and Wellness **FT**
[ ] FYEP 102 **FD**   [ ] Global Engagement **GE**
[ ] Academic Study of Religion **RL**   [ ] Creative Expression **CX**
[ ] Engaging the Natural World **NW**   [ ] Interpreting Text **IT**
[ ] Examining Self and Society **ES**   [ ] Exploring Values and Worldviews **VW**
[ ] Quantitative Reasoning **QR**   [ ] Culminating Experience **SR**

Do you want to apply an attribute from the previous GenEd? (MR, A, C, AR, LT, SO, RC, RG, NS, SM, PH)
[ ] No
[ ] Yes, _____

NOTE: Submissions will be forwarded to the Core Curriculum Committee for its review and recommendation.

Diversity courses have specific learning objectives that must be included in the syllabus.

[ ]   **If your proposal contains a change in course number and/or title and/or course elimination, by checking the box to the left, you are giving permission to the Registrar's Office to make changes to the catalog sections of academic units affected by the change.**

STAFFING & BUDGETARY IMPLICATIONS
Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?
        [X] Yes
        [ ] No (Indicate why the proposal is being forwarded to EPC)

Does this proposal impact any other academic unit?
        [ ] Yes (List below and indicate if 2/3 of the full-time faculty in that area support the proposal and include evidence of support)

        [X] No

Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center)?
        [ ] Yes (Explain and indicate if support services have been consulted)

        [X] No

Explain how the proposed change(s) will be staffed. Please note any impacts to regular general education offerings from your program (e.g., FYEP, IHON, and/or other courses that meet general education requirements). Revised 2-Year Course Cycle must be attached.
        There will be no changes to the staffing as all these courses are already in the curriculum and being taught.

Are special budgetary arrangements and funding required? If "no", explain how the proposed changes will be integrated without added personnel or budgetary requirements.
        [ ] Yes (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)

        [X] No
        There will be no changes to the staffing as all these courses are already in the curriculum and being taught.
     NOTE: Budgetary considerations will be reviewed/approved by Dean and Provost.

REQUIRED SIGNATURES

Jessica Schwinck Grad Program Director SON._____1 November 2023_____
Dept. Chair/Program Chair/Assoc. Dean (Print name and signature)   (Date)

_____Carol Seavor, Interim Dean_____1 November 2023_____
                              Dean   (Date)

                                                                    [ ] Forwarded with Endorsement
                                                                    [ ] Forwarded with Reservations
_____
                            Provost   (Date)

Master of Science in Nursing (M.S.N.)

253.535.7674	www.plu.edu/msn/	nurs@plu.edu
Carol Seavor, Ed.D., Dean	Kathleen Richardson, D.N.P., Associate Dean	

The School of Nursing offers three program options leading to the Master of Science in Nursing degree, each differing in the degree requirements for entry:

- ☛ Traditional Master of Science in Nursing (M.S.N.) program is designed for prepared registered nurses with a Bachelor of Science in Nursing (B.S.N.)
- ☛ The RN-B to M.S.N. program is designed for registered nurses with a baccalaureate degree in a non-nursing field.
- ☛ The Entry-Level Master of Science in Nursing program is a 27-month accelerated program designed for students with a prior non-nursing baccalaureate degree to earn RN licensure and achieve the advanced generalist M.S.N. degree.

Membership

The School of Nursing is a member of the American Association of Colleges of Nursing (AACN) and the National League for Nursing (NLN).

Accreditation and Approval

The MSN program is accredited and approved by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org) and Washington State Nursing Care Quality Assurance Commission Board of Nursing.

The Care and Outcomes Manager (COM) curriculum meets the eligibility requirements for Clinical Nurse Leader Certification.

M.S.N. Application Priority Deadlines

M.S.N. candidates may apply for admission at any time during the year; however, application by the indicated program-specific priority deadline will enhance applicants' potential for admission and for arranging financial assistance.

- ☛ **B.S.N. to M.S.N.:** March 1/Rolling admissions for the following Fall Semester.
- ☛ **RN-B to M.S.N.:** November 15/Rolling admissions for the following Summer (June).
- ☛ **Entry-Level M.S.N.:** December 1 is a priority deadline for admissions for the following Summer (early June). No applications are accepted after January 15.

Admission Criteria

The following are the minimum criteria for consideration of admission to the Master of Science in Nursing program. Admission to the School of Nursing programs are is competitive; meeting minimum criteria does not guarantee admission:

- ☛ Completion of a baccalaureate degree from a regionally-accredited college or university.
- ☛ B.S.N. to M.S.N. applicants only: Hold a baccalaureate degree in nursing from a nationally accredited school of nursing.
- ☛ B.S.N to M.S.N. and RN-B applicants only: Hold an active, unencumbered Washington State RN license.
- ☛ A minimum cumulative GPA of 3.00 (B) on a 4.00 scale for all college work.
- ☛ Minimum grade of 3.00 (B) on a 4.00 scale in each prerequisite course.
- ☛ Submission of application via Nursing CAS.
- ☛ Submission of School of Nursing Addendum packet, which includes:
  - · Questions Relative to Licensure;
  - · Policy/Procedures for students who have attended another school of nursing; and
  - · Policy/Procedures Regarding English Proficiency; and
  - · Essential Qualifications of Nurses preparing for Professional Practice.
- ☛ Official transcripts from each college and university attended;
- ☛ Professional résumé.
- ☛ Statement of professional goals.
- ☛ Two letters of recommendation.
- ☛ Civil, administrative and criminal history clearance in all states as well as any other applicable territory or country.
- ☛ Fluency in speaking, reading, writing and comprehending graduate-level English (see policy and procedures in the Graduate Application Addendum).
- ☛ Any Entry-Level M.S.N. applicant who has previously attended any school or college of nursing must submit a letter of good standing.
- ☛ Any B.S.N.- M.S.N. applicant who have previously attended any graduate nursing program must submit a letter of good

standing.

Program Prerequisites

All prerequisite courses must be completed at an accredited college or university with a minimum grade of 3.00 (B) or higher on a 4.00 scale before beginning the nursing program. Prerequisites vary for the M.S.N. program options; see individual program descriptions for a detailed list of prerequisite course requirements.

Advance Deposit

There are limitations on the numbers of students accepted into the M.S.N. programs and concentrations each year. Applicants accepted into the program are required to make a non-refundable $300 advance tuition payment to confirm their acceptance of an offer of admission within three weeks of their acceptance date.

Program Requirements

All admitted nursing students must provide valid documentation of the following by designated dates and before enrollment in any practicum/clinical course:

- Immunization and health status;
- CPR certification;
- Comprehensive personal health insurance; and
- Civil, administrative, and criminal history clearance in all states, as well as any other applicable territory or country.
- Please note that, due to clinical site availability, **students may be required to participate in clinicals any day of the week and shifts may be day, evening, or night shift.**

In addition to these requirements, all B.S.N. to M.S.N. and RN-B to M.S.N. students in M.S.N. concentration coursework must also provide documentation of:

- Unrestricted licensure as a registered nurse in the State of Washington.

Additional Costs

Course fees are charged to each student's account each semester. These fees support the purchase of equipment, materials and supplies in the practice labs and Learning Resource Center, clinical placements, external testing measures, as well as computer materials and software. The fee is paid with tuition following registration for specific courses.

In addition to regular university costs, students must provide their own transportation between the University campus and the clinical areas beginning with the first nursing course. Public transportation is limited, so provision for private transportation is essential.

Health requirement fees, laboratory fees, student uniforms, textbooks, other learning materials, and any necessary equipment are the responsibility of the student.

Continuation Policies

- All nursing courses are sequential. For admitted students, completion of all courses in one semester is prerequisite to enrollment in the next semester's courses. Failure to progress according to the program plan for any reason may result in dismissal or a significant delay in graduation.
- A minimum grade of 2.67 on a 4.00 scale (B-) must be achieved in all required prelicensure (300-400 level) nursing courses. A student receiving a grade less than a 2.67 in any course that is prerequisite to another nursing course may not continue in the prelicensure nursing sequence until the prerequisite course is repeated with a grade of 2.67 or above on a 4.00 scale. A minimum grade of 3.00 on a 4.00 scale (B) must be achieved in all graduate level classes (500+ level). No course may be repeated more than one time.
- MSN students must maintain a cumulative GPA of 3.00 on a 4.00 scale in all prelicensure and graduate nursing courses.

- Withdrawal from a course in failing status is considered equivalent to a course failure.
- Failure or withdrawal in failing status from any two nursing courses will result in dismissal from the School of Nursing.
- Incomplete grades in nursing courses must be converted to a passing grade (3.00 or above on a 4.00 scale) before the first day of class of the subsequent term.
- Students taking approved withdrawals from nursing courses may return to the School of Nursing in accordance with policies listed in the Nursing Student Handbook on a space-available basis, noting that they may be subject to new program requirements.
- The School of Nursing reserves the right to withdraw nursing students who fail to achieve and maintain academic or clinical competence, or who do not demonstrate professional accountability or conduct. Unsafe and/or unethical practice constitutes grounds for immediate dismissal from the clinical component and/or the program.
- All students must comply with confidentiality according to Health Insurance Portability and Accountability Act (HIPAA), School of Nursing, and University regulations.
- Other policies regarding progression/continuation are found in the School of Nursing Student Handbook.

Drug Testing Policy

All nursing students will be required to submit to a drug, marijuana, and alcohol screening at least once yearly as part of their continuing School of Nursing health requirements. Students may be required to submit to additional drug screenings as required by the clinical agencies and School of Nursing. The screenings may be scheduled or they may occur at random and unannounced. Students will be expected to adhere to any deadline set by the agencies and/or the School of Nursing.

Advising

The advising, admission, and student support coordinator for the School of Nursing typically completes initial advising and program planning with applicants and admitted students. M.S.N. applicants are strongly encouraged to seek advising prior to applying to the program. Upon matriculation, all students are assigned a graduate faculty advisor.

Non-Matriculated Students

B.S.N.-prepared registered nurses may, with permission from the Nursing department, enroll in up to nine semester hours of M.S.N. courses on a non-matriculated basis with Nursing department approval. Non-matriculated students are by definition non-degree seeking individuals. For more information on non-matriculated status, see the Graduate School policies.

M.S.N. Program for B.S.N. Prepared Registered ~~Students~~Nurses

The traditional Master of Science in Nursing program is designed for Bachelor of Science in Nursing (B.S.N.) prepared registered nurses. The sequence of study recognizes the academic and professional success of the nursing graduate as groundwork for graduate study. A limited number of candidates is admitted each year and admission is competitive.

The Master of Science (M.S.N.) degree prepares professional nurses for advanced nursing roles. The M.S.N. curriculum is evidence-based and practice-oriented, and consists of a common core (theory, advanced practice roles, evaluation and outcomes research, leadership and management, and advanced health promotion), specialty didactic and clinical/practicum experiences, and a capstone course (Scholarly Inquiry or Thesis). Each M.S.N. student completes coursework leading to ~~the Care and Outcomes Manager concentration, which may be further differentiated through eligibility for Clinical Nurse Leader certification.~~ one of two tracks: Clinical Nurse Leader (CNL) or Certified Nurse Educator (CNE).

M.S.N. core requirements may be completed in 11 months full-time. ~~Additional time may be needed if student pursues optional concentrations.~~ Part-time study is an option for students in the B.S.N. to M.S.N. track. Graduate-level nursing classes are structured to accommodate part-time employment in nursing.

The M.S.N. ~~Care and Outcomes Manager (COM)~~ program is designed to equip nurses with the knowledge and skills to lead change, promote health and elevate care in various roles and settings. The core M.S.N. curriculum prepares an advanced generalist, who has the knowledge and skills required for all masters-prepared nurses as determined by the AACN Essentials of Master's Education in Nursing (2021~~2011~~). In the Clinical Nurse Leader (CNL) track, students meet the competencies for the Clinical Nurse Leader role through immersion in the CNL role in the clinical setting. The M.S.N Certified Nurse Educator (CNE) track meets the competencies for the Clinical Nurse Educator role through immersion in the CNE role and completion of internship. Students will select a track (either CNL or CNE) at acceptance to the program. This will be noted on their Academic Progression Contract (APC) and kept on file in the School of Nursing. Minimum 500 post licensure clinical/experience hours required for graduation with MSN.

~~In the optional CNL focus, students meet the competencies for the Clinical Nurse Leader role through immersion in the CNL role in the clinical setting. In the optional CNE focus, students meet the competencies for the Clinical Nurse Educator role through immersion in the CNE role and completion of internship.~~

Master of Science in Nursing Degree Requirement

☞ **M.S.N. Core**
~~31~~25 semester hours

- ☞ G~~NURS~~ 523: Role of the Advanced Nurse (2)
- ☞ G~~NURS~~ 525: Theoretical Foundations (3)
- ☞ G~~NURS~~ 526: Nursing Leadership and Management (3)
- ☞ G~~NURS~~ 527: Evaluation and Outcomes Research (3)
- ☞ ~~NURS 530: Resource Management (3)~~
- ☞ ~~NURS 531: Clinical Outcomes Management I (3)~~
- ☞ G~~NURS~~ 534: Informatics in Nursing and Healthcare (2)
- ☞ G~~NURS~~ 541: Advanced Health Assessment and Health Promotion (3)
- ☞ G~~NURS~~ 542: Advanced Pathophysiology and Pharmacology for Nursing Practice (3)
- ☞ G~~NURS~~ 544: Advanced Nursing Management of Illness and Disease (4)
- ☞ G~~NURS~~ 596: Scholarly Inquiry in Nursing Practice (2)

- ☞ ~~**Optional Courses**~~
  ~~(for students desiring to take certification exams – optional courses are not required for the MSN degree)~~
- ☞ **MSN Clinical Nurse Leader (CNL) Track**
  12 semester hours
- ☞ GNUR 530: Resource Management (3)
- ☞ GNUR 531: Clinical Outcomes Management I (4)
- ☞ G~~NURS~~ 532: Clinical Outcomes Management II (~~6~~5) ~~(course required to sit for CNL exam)~~

- ☞ MSN Certified Nurse Educator Track ~~Speciality Courses (additional 18+ credits) (courses required to sit for CNE exam)~~
  Minimum 12 semester hours
- ☞ G~~NURS~~ 538: Program Development (3)
- ☞ G~~NURS~~ 550: Curriculum, Instruction, and Evaluation (3)
- ☞ G~~NURS~~ 595: Internship (~~2~~6 to 12)

RN-B TO M.S.N. Program for Registered Nurses with a Non-Nursing Bachelor's Degree

This program is currently on hiatus.

The RN-B to M.S.N. Program is designed to allow registered nurses with a previous non-nursing bachelor's or higher degree to earn the M.S.N. degree in the Care and Outcomes Manager, Advanced Generalist area of focus; this program does not confer the B.S.N. degree. The sequence of study recognizes the academic success of the non-nursing graduate and RN licensure as groundwork for graduate study. The program is academically intensive to assure the student of adequate development as a master's prepared advanced generalist by the completion of the RN-B to M.S.N. program, but is structured to maximize the participant's ability to sustain employment. A limited number of candidates is admitted each year and admission is competitive.

All students are admitted to the RN-B to M.S.N. program in the Advanced Generalist focus, which is part of the Care and Outcomes Manager (COM) Concentration. Enrolled RN-B to M.S.N. students who demonstrate a strong potential for success in a specialty may, when space allows, apply to be considered for selection into clinical specializations, such as COM-Clinical Nurse Educator focus, etc. RN-B to M.S.N. students must apply and be selected for a change of COM focus area or concentration at the completion of the first semester of M.S.N. core coursework. Students who do not apply or are not selected for participation in an

alternative COM focus area remain in the COM-Advanced Generalist M.S.N. program. Admission to the RN-B to M.S.N. program does not guarantee progression into any other COM focus area or specializations (CNL, Educator, etc.); admission to specialties is highly selective and space is not guaranteed or reserved for RN-B to M.S.N. students. Students admitted to a specialty will incur additional time and expense, and depending on the specialty, are advised that intensive practica may impact their ability to work outside the program.

RN-B to M.S.N. students follow the traditional M.S.N. Advanced Generalist curriculum (see above), with the additional requirement of NURS 430: Situations with Communities (5 semester hours). NURS 430 is offered Spring and Fall Semesters at PLU. Enrollment in NURS 430 at PLU requires approval; space is limited). Nursing courses taken off-campus toward fulfillment of this requirement must be approved for equivalency by the dean of the School of Nursing prior to admission to the program.

Entry-Level Master of Science in Nursing Program

Care and Outcomes Manager

The Entry-Level M.S.N. is a cohort program designed to prepare candidates with a previous bachelor's or higher degree to gain RN licensure and the M.S.N. degree. The sequence of study recognizes the academic success of the non-nursing graduate by providing a focused immersion into nursing followed by graduate study. Students do not receive a B.S.N. degree, but following successful completion of the first 15-months of study, they are eligible to sit for the NCLEX-RN for registered nurse licensure and to continue in the ~~Care and Outcomes Manager (COM)~~ M.S.N curriculum. A limited cohort is admitted each year and admission is competitive.

The Entry-Level M.S.N. program is clinically and academically intensive to assure the student of adequate exposure to the RN role and responsibilities. Entry-Level M.S.N. students must maintain full-time status throughout their entire program of study. Prior to entering graduate-level studies, Entry-Level M.S.N. students participate in a 15-month intensive program at the undergraduate level leading to RN eligibility. During the pre-licensure program component, outside employment is not recommended because it may significantly impair student performance. After obtaining RN licensure midway through the program, the students are encouraged and expected to work part-time as nurses while enrolled full-time in graduate-level courses. Participation in an RN residency program, however, is not recommended because scheduling conflicts with nursing courses and residency hours may significantly impair student performance. Students are expected to complete the entire 27-month program with their cohort.

Please note: Students withdrawing from the Entry-Level M.S.N. program after RN licensure, but before completing the graduate degree, will not have an academic nursing degree from PLU, and will not be able to sustain/obtain licensure in the State of Washington and/or other states.

Entry-Level M.S.N. Pre-Licensure, Core, and CNE/CNL Track ~~and Care and Outcomes Manager~~ Curriculum

56 semester hours (pre-licensure)
~~31~~ 37 semester hours (post-licensure, at minimum)

• **Prerequisite Courses**
- ☛ Introductory Statistics (including inferential and descriptive) ~~(4)~~
- ☛ Human Anatomy and Physiology I (with lab) ~~(5)~~
- ☛ Human Anatomy and Physiology II (with lab) ~~(5)~~
- ☛ Introductory Microbiology (with lab) ~~(4)~~
- ☛ Lifespan Developmental Psychology ~~(4)~~

• **Pre-Licensure Coursework**
- ☛ GNURS 305: Patho/Pharm I (4)
- ☛ GNURS 306: Foundations of Care Delivery/Health Promotion (3)
- ☛ GNURS 307: Health & Physical Assessment (3)
- ☛ GNURS 308: Clinical Practicum I (3)
- ☛ GNURS 309: Professional Foundations & Principles of Leadership (2)
- ☛ GNURS 310: Scholarly Writing Concepts (1)
- ☛ GNURS 311: Patho/Pharm II (2)
- ☛ GNURS 314: Care of Chronic Conditions (3)
- ☛ GNURS 315: Psych/Mental Health (2)
- ☛ GNURS 316: Clinical Practicum II (5)
- ☛ GNURS 401: Care of Complex Conditions (3)
- ☛ GNURS 402: Patho/Pharm III (2)
- ☛ GNURS 403: Clinical Practicum III (5)
- ☛ GNURS 404: Healthcare Diversity (4)
- ☛ GNURS 405: Informed Practice (2)
- ☛ GNURS 406: Continuity of Care (3)

- ☞ G~~N~~URS 407: Clinical Practicum IV (6)
- ☞ G~~N~~URS 483: Transition to Practice (1)
- ☞ G~~N~~URS 499: Capstone Project (2)

After completing the pre-licensure curriculum and upon successfully obtaining RN licensure in Washington State, students continue the Entry-Level M.S.N. ~~Care and Outcomes Manager~~ curriculum. Students will select a track (either CNL or CNE) no later than the end of Summer Semester before the MSN curriculum begins. This will be noted on their Academic Progression Contract (APC) and kept on file in the School of Nursing. Minimum 500 post licensure clinical/experience hours required for graduation with MSN.

- **M.S.N. Core Coursework**
  25 semester hours
  - ☞ G~~N~~URS 523: Roles of the Advanced Nurse (2)
  - ☞ G~~N~~URS 525: Theoretical Foundations (3)
  - ☞ G~~N~~URS 526: Leadership and Management (3)
  - ☞ G~~N~~URS 527: Evaluation and Outcomes Research (3)
  - ☞ ~~NURS 530: Resource Management (3)~~
  - ☞ ~~NURS 531: Care and Outcomes Manager Practicum I (3)~~
  - ☞ G~~N~~URS 534: Informatics and Nursing and Healthcare (2)
  - ☞ G~~N~~URS 541: Advanced Health Assessment and Health Promotion (3)
  - ☞ G~~N~~URS 542: Advanced Pathophysiology and Pharmacology for Nursing Practice (3)
  - ☞ G~~N~~URS 544: Advanced Nursing Management of Illness and Disease (4)
  - ☞ G~~N~~URS 596: Scholarly Inquiry in Nursing Practice (2)

- ☞ ~~Optional Courses~~
  ~~(for students desiring to take certification exams – optional courses are not required for the MSN degree)~~

  - ☞ **MSN Clinical Nurse Leader (CNL) Track**
    12 semester hours
  - ☞ GNUR 530: Resource Management (3)
  - ☞ GNUR 531: Clinical Outcomes Management I (4)
  - ☞ G~~N~~URS 532: Clinical Outcomes Management II (~~6~~5) *~~(course required to sit for CNL exam)~~*

  - ☞ **MSN Certified Nurse Educator Track** ~~Speciality Courses (additional 18+ credits) (courses required to sit for CNE exam)~~
    Minimum 12 semester hours
  - ☞ G~~N~~URS 538: Program Development (3)
  - ☞ G~~N~~URS 550: Curriculum, Instruction, and Evaluation (3)
  - ☞ G~~N~~URS 595: Internship (~~2~~6 to 12)

Master of Science in Nursing (M.S.N.) – Prelicensure and Graduate Courses

GNUR 305 : Patho/Pharm I
This is the first course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (4)

GNUR 306 : Foundations of Care Delivery & Health Promotion
Focuses on the core knowledge and competencies necessary to promote health and provide nursing care across the lifespan. (3)

GNUR 307 : Health & Physical Assessment
Focuses on the core knowledge and competencies necessary to perform health and physical assessment across the lifespan. (3) (2 credits didactic, 1 credit lab)

GNUR 308 : Clinical Practicum I
Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (3)

GNUR 309 : Professional Foundations & Principles of Leadership
Focuses on the core knowledge and competencies of nursing practice. (2)

GNUR 310 : Scholarly Writing Concepts
Focuses on the basic rules of APA Style in writing term papers, research reports, and journal articles. (1)

GNUR 311 : Patho/Pharm II
This is the second course in a series of 3 that provide an integrated understanding of the human response to pathological

conditions and the associated pharmacological treatment modalities and alternatives to pharmacologic interventions of these conditions. (2)

GNUR 314 : Care of Chronic Conditions
Focuses on the core knowledge necessary to apply the nursing process to care of the patients across the lifespan living with chronic conditions (3).

GNUR 315 : Psych/Mental Health
Focuses on the core knowledge necessary to apply the nursing process to care of the patients across the lifespan experiencing mental health issues. (2)

GNUR 316 : Clinical Practicum II
Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

GNUR 401 : Care of Complex Conditions
Focuses on the core knowledge necessary to apply the nursing process to care of the patients across the lifespan with exacerbations of chronic and/or acute conditions in complex care situations. (3)

GNUR 402 : Patho/Pharm III
This is the final course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (2)

GNUR 403 : Clinical Practicum III
Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

GNUR 404 : Healthcare Diversity - GE
Focuses on core knowledge and competencies necessary to give culturally congruent care to people from diverse populations. Open to non-nursing students with instructor permission. (4)

GNUR 405 : Informed Practice
Focuses on the core knowledge of research required to assess research quality and its applicability to nursing practice. (2)

GNUR 406 : Continuity of Care
Focuses on the core knowledge necessary to apply the nursing process to ensure continuity of care across settings for individuals and populations. (3)

GNUR 407 : Clinical Practicum IV
Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (6)

GNUR 483 : Transition to Practice
Transition and socialization into the BSN prepared Registered Nurse role is explored. Role transition includes the BSN's professional practice, certification, and licensure requirements. (1)

GNUR 487 : Special Topics in Nursing
To provide prelicensure students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

GNUR 498 : Capstone Seminar - SR
Focuses on the practical application of nursing knowledge by synthesizing core knowledge, competencies, professional values, and leadership skills in nursing situations as evidenced by completion of a scholarly project. (2)

GNURS 523 : Roles of the Advanced Nurse

Facilitates the development and transition into the advanced nursing roles through analysis of ethical, professional, social and practice perspectives. (2) (2 credits didactic)

GNURS 524 : Advanced Health Promotion

Identification of health risks and protective strategies for diverse populations. (2) (2 credits didactic)

GNURS 525 : Theoretical Foundations

Preparation for critique, evaluation, and use of a range of relevant theories that provide guiding perspectives for the provision of client-centered, clinically measurable advanced nursing practice. (3) (3 credits didactic)

GNURS 526 : Nursing Leadership and Management

Introduction to policy, organization, and financing of health care. Preparation for provision of quality cost-effective care, participation in the design and implementation of care, and assumption of the leadership role in managing resources. (3) (3 credits didactic)

GNURS 527 : Evaluation and Outcomes Research

Preparation for the critique and use of new knowledge to provide, change, and evaluate advanced nursing practice focused on client-centered, clinically demonstrable care. (3) (3 credits didactic)

GNURS 530 : Resource Management

Management of resources in the planning, coordination, and/or delivery of health care with an outcome perspective at the system level. Financial and human resources and systems management will be examined from a quality perspective. (3) (3 credits didactic)

GNURS 531 : Clinical Outcomes Management I

Direct and/or indirect care given in a defined specialty setting with focus on evaluation and outcomes. Includes clinical practicum of 120 hours. Prerequisite: GNUR 544 NURS 523. (3) (1 credit didactic, 2 credits clinical) (4) (1 didactic, 1 seminar. 2 clinical)

GNURS 532 : Clinical Outcomes Management II

Direct care or indirect clinical management, supervision, or education to achieve client goals by implementing approaches, interventions, outcomes, and evaluation method. Includes clinical of 240 hours. Prerequisite: GNUR 531 NURS 538 (or as a corequisite). (6) (2 credits didactic, 4 credits clinical) (5) (1 credit seminar, 4 clinical)

GNURS 534 : Informatics in Nursing and Healthcare

Develop an understanding of clinical and administrative information systems in the healthcare field. The focus will be on collaborating to design and utilize information systems to make better decisions to improve patient health and organizational performance. (2) (2 credits didactic)

GNURS 538 : Program Development

Integrates theoretical models, clinical parameters, and program planning principles through the construction of a detailed program for care and outcomes management education track. (3) (3 credits didactic)

GNURS 540 : Illness and Disease Management

Builds on the foundations of pathophysiology, pharmacology, and health assessment and focuses on the attainment of positive clinical outcomes for a cohort or population. Includes clinical practicum of 30 hours. (2) (1.5 credits didactic, 0.5 credits clinical)

GNURS 541 : Advanced Health Assessment and Health Promotion

Development and performance of the skills needed for advanced health assessment of individuals, families, or communities throughout the lifespan. Prerequisites: Basic health assessment skills. (3) (2 1.5 credits didactic and 1.5 credit clinical lab)

GNURS 542 : Advanced Pathophysiology and Pharmacology for Nursing Practice

Integrates principles of advanced pathophysiology as the basis for nursing symptom assessment and management of disease processes. (2) (2 credits didactic)

GNURS 544 : Advanced Nursing Management of Illness and Disease

Builds on the foundations of pathophysiology, pharmacology, and health assessment and focuses on the attainment of positive clinical outcomes for a cohort or population. Includes clinical practicum of 60 30 hours. (4) (23 credits didactic, 21 credits clinical)

GNURS 550 : Curriculum, Instruction, and Evaluation

Examination of the theory and practice of curriculum planning, development, implementation, and evaluation. Theoretical and philosophical principles of the teaching/learning process. Analysis of adult teaching strategies and the process of self and student evaluations. (3) (3 credits didactic)

GNUR 587 : Special Topics in Nursing

To provide graduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

GNURS 591 : Independent Study

Opportunities for advanced study in selected topic related to student's area of interest. Consent of dean required. (1 to 4)

GNURS 595 : Internship

To permit graduate students to relate theory and practice in a work situation. The title will be listed on the student term-based record as Intern: followed by the specific title designated by the instructor in consultation with the student. Repeatable for credit. (1 to 12)

GNURS 596 : Scholarly Inquiry in Nursing Practice

Development and submission of professional paper or project related to one's area of specialization based on an evaluation and outcomes model. Cross-listed with NURS 599. (2) (2 credits didactic)

GNURS 599 : Thesis

Faculty-guided application of the research process. May involve replication of previous study, secondary analysis of research data, an evaluation project, or an original investigation. Prerequisites: Completion of core courses, approval by School of Nursing. Minimum program requirement is four credits. Once enrolled, must continue to enroll for at least one credit each semester of the academic year until thesis is completed. Capstone course. Course may be taken more than once; this is a four- credit course; if repeated, credits may vary. (1 to 4) (1 to 4 credits didactic)

1.   **Name of Proposed Program:**

   a. **Masters of Science in Nursing – Clinical Nurse Leader (MSN-CNL)**

   b. **Masters of Science in Nursing – Certified Nurse Educator (MSN-CNE)**

2.   **Executive Summary**: In 1-2 paragraphs, describe the proposed program, including a clear statement of how the program meets the mission of the university.

There is a recognized shortage of nurses in the country. The Entry-Level MSN program helps to fill that gap by graduating advanced generalist nurses. The program has held the term "Care and Outcomes Manager" but this term no longer matches what the profession needs, the students look forward to, and what the faculty have a passion to teach. We propose to change the ELMSN and BSN-MSN programs to require students to specialize in one of two already available tracks: Clinical Nurse Leader or Certified Nurse Educator.

This proposal is an adjustment of the MSN program for PLU to require students seeking an MSN, as either an Entry-Level MSN or BSN-MSN, to specify a track which will allow them to certify as either a Clinical Nurse Leader (CNL) or Certified Nurse Educator (CNE).

There is some catalog clean-up included in this proposal to make the catalog a more effective tool for incoming and current students.

   1.   Removal of the Care and Outcomes nomenclatures for the ELMSN generalist degree.
   2.   Removes the course credit requirements for the prerequisite course – these may be transferred in and is managed by the admission and credit hours may not match.
   3.   Establishes that students must select a focus track to graduate from the MSN program – either the Clinical Nurse Leader (CNL) or Certified Nurse Educator (CNE). (The CNL is no longer an optional track.)
   4.   Students must achieve at least 500 hours post-licensure to achieve the track requirements for graduation.
   5.   Updates the prefix for all courses to meet the current updated nomenclature GNUR for all nursing level courses. (This matches the prelicensure proposal recently submitted.)
   6.   Adds the prelicensure courses to the MSN portion of the catalog instead of just referring them to the BSN section. (They will be removed from prelicensure section as indicated in parallel proposal.

This program is proposed to come into effect in Summer 2024. All students currently in the program will continue in their current requirements including the choice to specialize in CNL or CNE or remain as Care & Outcomes generalist.

3.   **Proposed Program Start Date**: Cohort admitted Summer 2024 (Grad level courses start in Fall 2025)

4.   **Program Offerings:**

   a.   Describe the type of program (new degree, new major, new minor, new concentration).

Requires an already existing concentration: Clinical Nurse Leader (CNL) or Certified Nurse Educator (CNE) and will allow it to go on the transcript.

b. Identify the delivery format for the program (face-to-face, online, blended, or competency-based) and rationale for this format.

Face-to-face

c. Describe the curriculum and program requirements by providing a clear description of the courses required to complete the program and any program-specific policies (e.g., credit hours in residency, GPA requirements). Include course offerings, number of credits, prerequisites, and any general education elements. Clearly distinguish between existing courses and any new courses that will need to be created or deleted. If you are using preexisting catalog language, please highlight changes by using **blue boldface** for changes and ~~blue strikeout~~ for deletions.

No new courses. Requires students to select a concentration in the MSN program – CNL or CNE once into the graduate level (500+) courses. There is no change to the requirements for the prelicensure courses.

d. Provide a two-year course cycle for delivering the curriculum.

2023-2024 & 2024-2025 MSN level courses

Summer	Fall	J-Term	Spring
	NURS 523 Role of the Advanced Practice Nurse NURS 525 Theoretical Foundations NURS 534 Informatics & Nursing Healthcare NURS 544 Advanced Nursing Management of Illness & Disease	NURS 541 Advanced Health Assessment & Health Promotion	NURS 526 Leadership & Management NURS 527 Evaluations and Outcomes Research NURS 531 Clinical Outcomes Management I NURS 542 Advanced Patho and Pharm for Nursing Practice NURS 538 Program Development NURS 595 Internship
NURS 530 Resource Management NURS 526 Scholarly Inquiry NURS 532 Clinical Outcomes Management II NURS 538 Program Development NURS 550 Curriculum, Instruction, and Evaluation NURS 595 Internship			

2025-2026/2026-2027 MSN level courses

Summer	Fall	J-Term	Spring
	GNUR 525 Theoretical Foundations	GNUR 523 Role of the Advanced Practice Nurse	GNUR 526 Leadership & Management GNUR 527 Evaluations and Outcomes Research

	GNUR 541 Advanced Health Assessment & Health Promotion GNUR 544 Advanced Nursing Management of Illness & Disease	GNUR 534 Informatics & Nursing Healthcare	GNUR 542 Advanced Patho and Pharm for Nursing Practice GNUR 531 Clinical Outcomes Management I GNUR 538 Program Development GNUR 595 Internship
GNUR 526 Scholarly Inquiry GNUR 530 Resource Management GNUR 532 Clinical Outcomes Management II GNUR 550 Curriculum, Instruction, and Evaluation GNUR 595 Internship			

GNUR – CNE Track
GNUR – CNL Track

    e.   Provide completion pathways (including two and four-year advising plans for undergraduate programs).

       N/A

    f.   Identify the learning outcomes for the program. For undergraduate programs, also describe the connection to the Integrative Learning Objectives.

No changes to current program learning objectives.

MSN Programs Outcomes

1. Implement evidence-based practice, incorporating theory, models, and science to ensure safe, quality health care.

2. Integrate knowledge of technology, information systems, policy, organization, and financing into the improvement of health care delivery and health outcomes.

3. Demonstrate a commitment to ethical decision making, social justice, and advocacy for vulnerable and diverse populations.

4. Develop and use collaborative leadership and management strategies that foster safety and quality improvement throughout a healthcare system.

5. Advance the profession through collaboration, adherence to nursing standards and values, service, and commitment to lifelong learning.

6. Collaboratively design client-centered strategies for clinical prevention and health promotion.

7. Expand nursing expertise through the application of advanced pathophysiological, pharmacological, and assessment knowledge and skills.

 g. Provide a plan for assessing program learning outcomes.

  Continued current plan. Students will also be required to self-assess their progress to achieving the program outcomes.

 h. Identify program entrance requirements, including application processes, if appropriate.

  No changes to current processes.

5. **External Authorization**: Will the proposal require authorization from NWCCU, the state of Washington, or an external accreditation body?

 This will be submitted as a substantial change to WABON (Washington Board of Nursing) and CCNE (accrediting body).

6. **Rationale**:

 a. Provide evidence of demand for the proposed program, which may include a market analysis or review of trends at other universities. Include reference to relevant competitors' programs and characteristics of the proposed program that will make it attractive to students in light of this competition.

  Other programs have required students to specialize in an advanced focus including CNL or CNE. This brings us up to equality with the competing programs.

 b. Identify the target audience for the program.

  Bachelors prepared individuals who desire to become a nurse.

 c. Explain why this is the right time for the university to add this program.

  Updates the program to meet the needs of the students, the profession. No change to current offerings, just requires students to choose a focus.

 d. Explain how this program might compete with other programs currently offered at PLU.

  No competition.

 e. Identify which academic units might be affected by this program, and how.

  None

 f. Will approval of this program mean the termination of another program? If so, what is the timeline for the proposed elimination?

  No. There will be a phase out of the Generalist "Care and Outcomes" focus for currently enrolled students. See course cycle above.

7. **Marketing strategies:**

a. Provide a marketing and advertising plan for the initial roll-out of the program, including a timeline.

No changes

b. Identify longer-term plans for marketing and advertising.

No changes

8. **External funding sources:** Describe any plans for the development of funding sources for this program that are external to the university, including projected amounts of funding for each.

a. Fundraising:

No changes

b. Grants:
No changes

c. Other:

No changes

9. **Faculty, Staff and Administration:**

a. Describe the qualifications needed by faculty who will teach in the program.

MSN or higher education. No changes to current requirement.

b. Identify the number and type (contingent, tenure-track) of faculty members necessary to deliver the program.

No change

c. Will any current faculty serve in the proposed program? If so, how will this new commitment be accommodated in their teaching load?
No change to current program offerings, just what students are awarded at the end of the program. All the courses are currently being taught.

d. Identify the number and type (contingent, tenure-track) of *new* faculty necessary to deliver the program.

No change

e. If new faculty are required, provide a recruitment plan and timeline, including comments addressing the challenges of filling positions with small hiring pools or where market premia might be required.

No change

f. Describe plans for providing administrative support for the program. Identify any new administrative positions or organizational rearrangements in staff needed to accommodate the new program.

No change

10. **Facility and Technology Needs** – Includes but not limited to classroom, office, studio, laboratory, storage, technology, and computer labs.

   a. Describe any new construction or facility renovations necessary to launch or maintain the program and the associated expenses.

      No needs

   b. Describe any furniture and/or equipment necessary to launch or maintain the program.

      No needs

   c. Explain any special security considerations associated with the program.

      No needs

   d. Identify possible health and safety concerns associated with the program.

      No concerns

11. **Library Resources**:

   a. Describe library resources needed to support the program, including print books, electronic materials, and other library resources.

      No change

   b. Does the new program require access to library resources not already available? Are these mandated by any program accreditation?

      No change

   c. If program is fully online or blended, describe how library resources will be delivered to students. Include expenses for postage, photocopying, etc.

      No change

12. **Student Services**—Are there any changes in existing student services needed to accommodate the program? Will adding the program result in changes in service provision to the rest of the student body? Where might additional resources be necessary, and what are the projected expenses for those resources?

   a. Financial aid

      No change

   b. Registration

      No change

   c. Center for Student Success (advising, tutoring)

No change

 d. Other

 No change

13. **Budget.** Use information from the questions above to complete the table. Please see footnotes for additional information.
No change. This is an existing program but updating for transcript inclusion to benefit the students.

Year	Year Zero	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4
# Students in Program[i]	32	32	32	32	32
# Faculty FTE to Deliver Program[ii]	No change	No change	No change	No change	No change
# *New* Faculty FTE to Deliver Program[iii]	0	0	0	0	0
Average Faculty Salary in unit[iv]	No change	No change	No change	No change	No change
# Administrators or Staff[v]	No change	No change	No change	No change	No change
# *New* Administrators or Staff[vi]	0	0	0	0	0
Average Administrator or Staff Salary[vii]	No change	No change	No change	No change	No change
Services & Purchases[viii]	0	0	0	0	0
Facility and Technology[ix]	No change	No change	No change	No change	No change
Library Resources[x]	No change	No change	No change	No change	No change
Student Services[xi]	No change	No change	No change	No change	No change
Net	No change	No change	No change	No change	No change

i. Identify the projected number of students *declared* in the new program for each of the first <u>four</u> years of the program.

ii. Identify projected faculty FTE for each of the first <u>four</u> years of the program.

iii. Identify the number of additional (new) faculty FTE (whether new of contingent) necessary to add in each of the first <u>four</u> years of the program.

iv. Identify average faculty salary in the proposed program in consultation with the Provost's Office.

v. Indicate the projected staff/administrator FTE for each of the first <u>four</u> years of the program.

vi. Identify the number of additional (new) staff/administrator FTE necessary to add in each of the first <u>four</u> years of the program.

vii. Indicate the average staff/administrator salary.

viii. Indicate the annual services and purchases budget required for each of the first four years of the program, including any projected expenditures required for start-up expenses. *Itemize these expenses in an attached narrative.*

ix. Estimate facilities and technology expenses for each of the first <u>four</u> years of the program.

x. Estimate library expenses for each of the first <u>four</u> years of the program.

xi. Estimate student services expenses

14. **Risk management -** Describe the major risk considerations of the plan and the steps that could be taken to mitigate or minimize the risk and still implement a successful plan. For example, if applicable, the plan may encounter problems associated with items such as negotiating a lease contract, obtaining city or government approvals, obtaining accreditation approval, etc.

    No risk identified. This is an existing program but this is formalizing it for the students' benefit.

15. **Accountability and Exit Strategy:**

    a. Outline the steps that will be taken to review whether the program is meeting its enrollment and revenue targets, including the timeline for such review. For new undergraduate programs, provide a 5-year timeline; for new graduate programs, provide a 3-year timeline.

       Ongoing assessments for number of students in program and changes to the requirements in the profession. This is not a new program, just clarification requiring selection of focus.
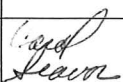
    b. Provide an exit strategy, including a general timeline for deciding whether to terminate or continue the program and a plan for teaching out the program.

       None

    c. Identify who will be responsible for providing accountability and oversight for the program meeting its enrollment and revenue targets.

       Director of Graduate Programs, School of Nursing; MSN Coordinator.

16. **Communications Checklist.** The persons/offices listed below should be consulted as the proposal is prepared.

	Signature	Date	Level of Support: • Support • Undecided • Do not support
Dean, School of Nursing Carol Seavor, Interim Dean	*Carol Seavor*	7/9/23	*Support*

Dean, College of Health Professions David Ward	DBW	11/9/21	Support
Associate Provost for Undergraduate or Graduate Studies, as appropriate			Not Applicable
Accreditation Liaison Officer			Email Support
Director of the Library			No change needed
Student Financial Services			Email support
Director of Admission for Undergraduate or Graduate, as appropriate			Email Support
Executive Director Center for Student Success			Email Support
Vice President for Administrative Services			Email Support
Director of Financial Operations			Support

March 2023

Institutional Impact Form

Mike Frechette <frechemt@plu.edu>   Mon, Nov 20, 2023 at 1:20 PM
To: Kate Boyle <boylekm@plu.edu>
Cc: Karen McConnell <mcconnke@plu.edu>, Jessica Schwinck <schwinjl@plu.edu>, Catherine Chan <catherine.chan@plu.edu>, Erika Borell <borellel@plu.edu>, Joseph Toth <jtoth@plu.edu>, Kristin Plaehn <plaehnkh@plu.edu>

I support.

On Mon, Nov 20, 2023 at 11:31 AM Kate Boyle <boylekm@plu.edu> wrote:
I also support this.

Kate Boyle, Ph.D. (she/her)
Interim Vice President of Administrative Services
and Chief Operating Officer
Pacific Lutheran University
253.535.7187

On Mon, Nov 20, 2023 at 10:56 AM Karen McConnell <mcconnke@plu.edu> wrote:
Hi,
I also support this. It should be a minor substantive change for the NWCCU (notification only) based on what I'm seeing.
Karen

On Mon, Nov 20, 2023 at 10:34 AM Jessica Schwinck <schwinjl@plu.edu> wrote:
Both specializations will require a minimum of 36 credits to complete.
Please see below for the proposed catalog language.
The pre-licensure requirements do not change at all.

Thank you for your responses.
Jessica

Master of Science in Nursing Degree Requirement

- **M.S.N. Core**
  25 semester hours

- GNUR 523: Role of the Advanced Nurse (2)
- GNUR 525: Theoretical Foundations (3)
- GNUR 526: Nursing Leadership and Management (3)
- GNUR 527: Evaluation and Outcomes Research (3)
- GNUR 534: Informatics in Nursing and Healthcare (2)
- GNUR 541: Advanced Health Assessment and Health Promotion (3)
- GNUR 542: Advanced Pathophysiology and Pharmacology for Nursing Practice (3)
- GNUR 544: Advanced Nursing Management of Illness and Disease (4)
- GNUR 596: Scholarly Inquiry in Nursing Practice (2)

- **MSN Clinical Nurse Leader (CNL) Track**
  11 semester hours

  - GNUR 530: Resource Management (3)

  - GNUR 531: Clinical Outcomes Management I (3)

  - GNUR 532: Clinical Outcomes Management II (5)

- MSN Certified Nurse Educator Track
  Minimum 11 semester hours
- GNUR 538: Program Development (3)
- GNUR 550: Curriculum, Instruction, and Evaluation (3)
- GNUR 595: Internship (2 to 12)

Jessica Schwinck
DNP, APRN, CEN, ACCNS-AG, AGACNP-BC, FNP-BC
Assistant Professor of Nursing
Director of Graduate Programs
School of Nursing
Pacific Lutheran University
Ramstad 307
O - 253-535-7682
schwinjl@plu.edu

On Fri, Nov 17, 2023 at 4:53 PM Jessica Schwinck <schwinjl@plu.edu> wrote:
Both will have the same number of credits.
Jessica

Jessica Schwinck
DNP, RN, CEN, ACCNS-AG, AGACNP-BC, FNP-BC
Assistant Professor of Nursing
Pacific Lutheran University
schwinjl@plu.edu
Ramstad 307
O-253-535-7682

On Fri, Nov 17, 2023 at 3:42 PM Mike Frechette <frechemt@plu.edu> wrote:
Thanks, Jessica. Do the specializations involve different numbers of credits?

Mike

On Fri, Nov 17, 2023 at 2:52 PM Erika Borell <borellel@plu.edu> wrote:
Hello Jessica,

Thank you for including me in this notification. I really appreciate it.

Catherine, I don't believe we need an additional rate code for this. Is that correct?

Thanks,

Erika

Erika Borell
Director of Financial Operations
Office of Financial Services
Pacific Lutheran University
Tacoma, WA 98447-0003
Phone: 253-535-7124
Fax: 253-536-5079
Email: borellel@plu.edu

Regular Office of Financial Services Hours:
M-F 9am-12pm & 1pm-4pm
(Closed from 12pm-1pm)

On Thu, Nov 16, 2023 at 4:02 PM Jessica Schwinck <schwinjl@plu.edu> wrote:
Good afternoon,

I've attached the Institutional Impact Form for an upcoming change to the requirements of the MSN program. This change will not change any classes or staffing but will require students to choose a plan of study prior to graduation. They will be required to specialize as either a Clinical Nurse Leader or a Certified Nurse Educator. These specializations were already possible, just not required.

Please take a look and respond with any questions or an email of support as soon as you are able.
We are trying to get this through to EPC by early next week for review at their next meeting. Thanks for your quick attention!

Jessica

Jessica Schwinck
DNP, APRN, CEN, ACCNS-AG, AGACNP-BC, FNP-BC
Assistant Professor of Nursing
Director of Graduate Programs
School of Nursing
Pacific Lutheran University
Ramstad 307
O - 253-535-7682
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Office Hours Link

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Mike Frechette
Dean of Enrollment Management & Student Financial Services
Pacific Lutheran University
Hauge Administration Building
12180 Park Avenue South
Tacoma, WA 98447
****
Phone: 253.535.7161
Fax: 253.535.8406
Remote Days: Wednesday
****
Pronouns: he, him, his

Institutional Impact Form

Catherine Chan <catherine.chan@plu.edu>   Fri, Nov 17, 2023 at 1:56 PM
To: Jessica Schwinck <schwinjl@plu.edu>
Cc: Joseph Toth <jtoth@plu.edu>, Mike Frechette <frechemt@plu.edu>, Kristin Plaehn <plaehnkh@plu.edu>, Kate Boyle <boylekm@plu.edu>, Erika Borell <borellel@plu.edu>, Karen McConnell <mcconnke@plu.edu>

Hi Jessica,

I support this proposal. The two specialty areas can more effectively emphasize the leadership or educator roles of MSN graduates compared to a "Care & Outcomes Generalist".

Thank you!

Catherine

Catherine Chan
Director of Graduate Admission
Pacific Lutheran University
253-535-8024

On Thu, Nov 16, 2023 at 4:02 PM Jessica Schwinck <schwinjl@plu.edu> wrote:
[Quoted text hidden]

Institutional Impact Form

Kristin Plaehn <plaehnkh@plu.edu>   Thu, Nov 16, 2023 at 5:33 PM
To: Jessica Schwinck <schwinjl@plu.edu>
Cc: Joseph Toth <jtoth@plu.edu>, Mike Frechette <frechemt@plu.edu>, Catherine Chan <catherine.chan@plu.edu>, Kate Boyle <boylekm@plu.edu>,
Erika Borell <borellel@plu.edu>, Karen McConnell <mcconnke@plu.edu>

Sounds good. Not sure what more you need but let me know! We 'endorse' .   k p
[Quoted text hidden]

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Kris Plaehn, Executive Director, Center for Student Success
Make an appointment with me!   https://plu.libcal.com/appointments/kris
 "You don't drown by falling in the water; you drown by staying there." Edwin Louis Cole.