Master of Science in Nursing

Director: Katherine Willock

Program Accreditation:
- Commission on Collegiate Nursing Education

Program Mission:
The curriculum of the MSN is designed to prepare professional registered nurses for APN roles as culturally competent educators and leaders. All students enrolled in the program will be required to take seven graduate core courses consisting of 20 semester credit hours. Additionally, students are required to select a concentration of either nursing education or nursing leadership. Each of these concentrations will consist of 16-18 credit hours. Included in these hours is a variable credit (3-5 hours) thesis or project.

The nursing education concentration will focus on preparing nurses to facilitate learning in various environments through the application of knowledge in instructional design, curriculum development, technology utilization, and evaluation of learning. The leadership concentration will focus on developing nursing leaders who are able to influence, design, manage, transform, and evaluate the evolution of nursing services and care delivery.

Learning Outcomes

Outcome 1. Implement advanced practice roles as leaders and educators within the nursing profession and the health care system utilizing human caring as the foundation for nursing practice

Outcome 2. Develop and nurture collaborative and interdependent relationships by communicating with other health care professionals.

Outcome 3. Analyze personal and organizational decision making utilizing an understanding of how ethics and values influence health care delivery.

Outcome 4. Utilize nursing research for the promotion of high quality nursing education, health care, and evidence based practice.

Outcome 5. Demonstrate critical thinking in the application of nursing and multidisciplinary theoretical frameworks to foster optimal client health outcomes.

Outcome 6. Demonstrate cultural competence that reflects sensitivity to human diversity in a dynamic academic and health care environment.

Outcome 7. Develop comprehensive, holistic plans of care that address health promotion and disease prevention needs of diverse populations.

Outcome 8. Demonstrate competence in leadership roles and a commitment to ongoing professional development for the provision of quality, cost-effective health care, and the advancement of nursing practice.

SYSTEMATIC EVALUATION PLAN						
Key Elements	**Outcome Measures**	**Methods of Evaluation**	**Responsible Person**	**Time Frame**		**Findings / Recommendations**
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I. Program Quality: Mission and Governance **I-A.** The mission, goals, and expected outcomes of the program are written, congruent with those of the parent institution, and consistent with professional nursing standards and guidelines for the preparation of nursing professionals.	The school mission, philosophy, and goals/objectives are consistent with those of CSU.	Match concepts of philosophy with values and concepts held in current CSU mission. Review Graduate committee minutes.	Graduate Committee	Annually 2008	Every 2 years 2008	2008 The mission/philosophy of the school of nursing was revised to reflect the MSN program.
I-B. The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect professional standards and guidelines.	The school mission and/or philosophy are consistent with AACN essentials of Master's Education for	Match program outcomes with mission/philosophy of SON and AACN essentials of Master's Education for	Graduate committee	Annually 2008	Every 2 years 2008	2008 The mission/philosophy are consistent with the Essentials of Master's

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	Advanced Practice Nurses.	Advanced Practice Nurses. Provide copies of nursing standards and guidelines. Provide copies of reports submitted to and official correspondence received from accrediting and regulatory agencies since the last accreditation review. Provide information on scope, breath, and timing of evaluation of mission, goals, and expected outcomes and documentation of review process and changes.				Education.

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I-C. The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect the needs and expectations of the community of interest.	The mission, goals, and expected outcomes reflect demographics and institutional characteristics. The community of interest is described in the mission, goals and expected outcomes.	Compare demographics of community of interest with mission, goals, and expected outcomes Examine catalogs, Web sites, and other recruitment materials to see if they reflect the community of interest. Solicitation of third party response letters at Website in response to CCNE accreditation visit.	Graduate Committee	Annually 2008	Every 2 years 2008	2006 Input from the community of interest was obtained prior to the start of the program through the distribution of the" CSU Graduate Program Needs" survey. Information obtained from the survey indicated 82% of the BSN respondents were interested in pursuing an MSN and 81% of this group would be interested in pursuing their masters at CSU. Of the 44 RNs with a BSN interested in pursuing their MSN at CSU, 60% expressed interest

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						in the specialties of education and administration. For nurses who had an ADN/Diploma 61% were interested in pursuing an MSN and 80% of this group were interested in pursuing the masters at CSU.
I-D. Roles of faculty & students in governance of program are clearly defined & enable meaningful participation	At least 25% of graduate faculty members & 50% of administrators of SON participate in University elected or appointed committees. At least one graduate student representative participates in the graduate committee.	Review committee list for all CSU graduate faculty and student appointments. Review faculty bylaws, rules, and regulations. Assess faculty committee minutes for faculty action and committee functions as established by bylaws.	Graduate committee	Annually 2007 2008	Every 2 years 2007 2008	2007 Revised February bylaws to reflect development of graduate committee (see revised document). 2008 A graduate student has been added to the graduate committee.

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I-E. Documents and publications are accurate. Any references in promotional materials to the program's offerings, outcomes, accreditation/approval status, academic calendar, admission policies, grading policies, degree completion requirements, tuition, and fees are accurate.	Policies of nursing program are consistent with policies of governing organization or differences are justified by nursing program purposes.	Review annual Graduate summary reports for recommendations or changes regarding policies.

Review of catalog, student handbook, and CSU SON web site to ensure policies are consistent.

Provide copies of catalogs, student handbooks, faculty handbooks, and personnel manuals. | Graduate committee

Director of Graduate Education | Annually Annually 2008 | Annually Revised every 2 years 2008 | 2008 Incorrect information on the website was corrected. Publications accurately reflect mission, philosophy, & objectives & changes are made in a timely fashion. |
| I-F. Policies of the parent institution and the nursing program are congruent and support the mission, goals, and expected outcomes of | Policies support and are congruent with the BSN and MSN programs | Examine policies for congruency with CSU. Provide copies of current affiliation | Associate Dean

Director of Graduate | Annually 2008 | Every 2 years 2008 | 2008 The CSU graduate handbook is being developed. |

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the program; these policies are fair, equitable, published, and are reviewed and revised as necessary to reflect ongoing improvement. These policies include, but are not limited to, those relative to student recruitment, admission, and retention.	mission, goals, and expected outcomes; enable the recruitment, admission, and retention of qualified students; support student performance, achievement, and progress.	agreements. Copies of major institutional and nursing program reports and records for the past three years, such as minutes of faculty meetings, strategic planning documents and annual reports. Copies of policies and examples of application. Provide copies of program advertising directed at students.	Program			Graduate retention rates are 80%
Program Quality: Institutional Commitment and Resources II-A. The parent institution and program provide and support an	There is an environment within the	Review annual lists of faculty achievements to	Associate Dean of Nursing.	Annually 2008	Every 2 years 2008	2008 Georgia Board of Nursing report

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environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected outcomes of the program.	University and SON that supports the diversity of talent among the nursing faculty. The faculty demonstrates scholarship through teaching, application, integration, and discovery based knowledge (Boyer Model of Scholarship).	determine that their scholarship of teaching, application, integration, and discovery of knowledge is appropriate and in keeping with the university's mission. Provide summary of professional activities.				identified a need for more SON faculty offices. The Provost has given the SON graduate faculty 3 additional offices on campus. Matrix was developed to highlight graduate faculty accomplishments Faculty Development committee offered a program on Promotion and Tenure and the IRB process.
II-B. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. These resources are	The budget of the nursing unit is comparable to the budget of other units with similar numbers	Review department budget, school budget, budget planning process, strategic plan and	Associate Dean and Dean of Nursing Graduate	Annually 2008	Every 2 years 2008	2008 A need for additional office space resulted in the Provost giving the SON 3

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reviewed, revised, and improved as needed.	of students and requirements for field supervision. The nursing unit receives an equitable distribution of capital and equipment funds. Program changes, modifications, and enhancements are approved/funded equitably across the university.

The nursing unit has appropriate classrooms, laboratory and office facilities to support the nursing program. Office space allocation is | planning process.

Visual inspection of physical facilities.

Review committee meeting minutes, web sites, and purchase requisitions. | Director

Lab Coordinator and Graduate Faculty

Associate Dean of Nursing | | | additional offices on campus for graduate faculty.

Additional simulation equipment has been obtained for the nursing lab.

At the request of the SON additional books have been ordered for the Graduate program.

6 copies of SPSS have been ordered for the graduate faculty.

Headsets have been ordered for the graduate faculty.

The graduate faculty have |

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	comparable to that of other units at the university. Learning resources are appropriate to meet the established goals of the nursing unit and the learning outcomes of the curriculum. Learning resources include print materials, audio, video, lab supplies, and web-based materials.					access to Elluminate and Wimba programs.
II-C. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student	The academic support services are sufficient.	Review end of course evaluations, library and resource surveys, and alumni surveys.	Provost	Annually 2008	Every 2 years 2008	2008 Library and resource survey will be sent to Graduates in December.

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needs.						
II-D. The chief nurse administrator is academically and experientially qualified and is vested with the authority required to accomplish the mission, goals, and expected outcomes. The chief nurse administrator provides effective leadership to the nursing unit in achieving its mission, goals, and expected outcomes	The Dean for Nursing will be a registered nurse in the State of Georgia with an earned doctorate in nursing or a related field and experience in nursing education and administration.

The Dean of Nursing will be responsible for the day-to-day operations of the nursing program and will function collaboratively with the | Review vitae of the Associate Dean for Nursing and academic transcripts as necessary. Review job descriptions for Associate Dean. Review aggregate evaluation data to determine fit between job requirements and job performance.

Review of financial reports. Examine existing institutional and department policies regarding financial responsibility of | Dean | Annually | Every 2 years | |

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	Associate Dean and the Graduate Director of the School of Nursing and other university administrators within the university.	administrator. Interview faculty and appropriate administrators.				
II-E. Faculty members are academically and experientially qualified and sufficient in number to accomplish the mission, goals, and expected outcomes of the program.

. | All faculty members in the graduate program hold a doctoral degree in nursing. and have graduate status.

Workload is equitable across the faculty and is consistent with the needs of the school of nursing and the profession. | Faculty qualification records are updated annually as a part of the GA Board of Nursing report.

Schedule of classes, faculty self-evaluations, peer evaluations. | Associate Dean of Nursing Nursing Faculty | Annually 2008 | Every 2 years 2008 | 2008 All graduate faculty have doctoral preparation. Five of the graduate faculty have full graduate status and two have temporary status.

Faculty teach in their area of expertise.

All Graduate |

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						faculty have attended continuing education or faculty development programs. Education travel money is available. The administrative assistant assists faculty with travel request.
II-F. The faculty roles in teaching, scholarship, service, and practice are identified clearly and are congruent with the mission, goals, and expected outcomes of the program	Teaching assignments reflect clinical expertise of faculty as well as related field expertise. Use of faculty members outside the educationally identified areas of expertise is justified based on specialized	Graduate Handbook

Reports of faculty practice and continuing education are reviewed along | Associate Dean of Nursing | Annually | Every 2 years | Graduate faculty job descriptions are in development by the University. |

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	preparation or continuing education. Nurse practitioner faculty is provided with opportunities to meet practice requirements to maintain certification. All graduate courses are coordinated and taught by faculty members who hold doctoral degrees. Clinical preceptors are oriented to the role. They meet	with self-evaluation. Graduate faculty applications for graduate faculty status. Preceptor packet, notebook, preceptor evaluations by students, preceptor evaluations of the experience kept in central location. Letters of agreement are sent to preceptors who practice in agencies with current clinical contracts.	Clinical faculty will provide aggregate data to the Graduate Committee			A matrix of faculty accomplishments has been developed. Letters stating level of faculty graduate status are on file with the Graduate Director.

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	the requirements for preceptors established by the Georgia Board of Nursing. Clinical preceptor selection process is consistent with rules and regulations of the Georgia Board of Nursing. The clinical preceptors are sufficient and appropriate to meet the objectives for courses and program outcomes.	Evaluations of preceptors and agency are conducted. Associate Dean of Nursing and Clinical Faculty review preceptor needs, and current preceptor information.				
III. PROGRAM QUALITY:						

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CURRICULUM AND TEACHING-LEARNING PRACTICES III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student learning outcomes that are consistent with professional nursing standards and guidelines and congruent with the program's mission, goals, and expected outcomes.	Curriculum contains essential content which will enable students to practice as an advanced practice nurse. Creation of an environment conducive to learning.	Compare course outlines to AACN Essentials, ANCC, NLN, and, ANA Scope and Standards of Practice.	Graduate Committee	Annually	Every 2 years 2006 2008	Every 2 years 2006 The curriculum for the MSN program was developed from these standards in. 2008 A chart was developed that linked the program outcomes, and the AACN standards in preparation for the AANC visit.
III-B. The curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These	Core requirements provide the foundation for the graduate curriculum.	Compare graduate nursing core requirements with university core requirements, AANC, ANCC,	Graduate Committee	Annually 2006 2007 2008	Every 2 years 2006 2008	2006-2007 MSN program was developed using core requirements.

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standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates. 1. The master's curriculum incorporates knowledge and skills identified in *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996), Any specialty standards adopted for the master's program are incorporated into the curriculum		NLN, and ANA standards. Revise as needed.				2008 Table was developed that links core requirements to program outcomes.

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(AACN, NLN).						
III-C. The MSN curriculum is logically structured to meet expected program outcomes. 1. The MSN curriculum builds upon a foundation of the arts, sciences, and humanities. 2. The master's curriculum builds on the baccalaureate level foundation	Learning activities are structured in such a way as to assure that students achieve learning outcomes and are provided with adequate resources for interaction with faculty and other students	Student evaluations of courses, course syllabi, review of web sites, CID Faculty Course Evaluation Form	Graduate Committee	Every Semester 2007 2008	Every semester 2007 2008	2008 Chart was developed to show relationship of BSN to MSN courses.
III-D. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement	Curriculum and teaching-learning practices foster ongoing improvement.	Review Curriculum content and teaching-learning practices Student success in	Graduate committee.	Every year 2007	Every 2 years 2009	2007 Courses summaries were developed from course evaluations

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		courses, student evaluations, employer focus groups.				in order to refine courses.
III-E. The didactic and clinical teaching-learning practices and learning environments support the achievement of student learning outcomes.	Student retention rates for the program have a bench mark of 80%.	Exit interview Duck Grades	Graduate Director	Every semester 2007	Every 2 years	2007-Fall Course pass rates are 100% Probation- 0
III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	Practicums are utilized appropriately to achieve the outcomes of the program and course objectives	Yearly Community Advisory meetings and Deans Council.	Associate Dean	Annually 2009	Every 2 years 2009	
Program Effectiveness: Student Performance and Faculty Accomplishments	Faculty and	Review of	Graduate	Every	Every	2008

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IV-A. Student performance is evaluated by the faculty and reflects achievement of expected outcomes. Evaluation policies and procedures are defined and consistently applied.	students evaluate student practicum performance (formative and summative).

Goals for practicum improvement are identified by a student in conjunction with faculty.

Master's students are eligible to sit for certification exams in either administration or education

Exit interview Graduate satisfaction with program Patterns of Employment | practicum Evaluation forms (TBD). Review of Graduate Website, Student Handbook, Graduate Committee Minutes, CSU Web site.

Examples of courses that prepare Master's students.

Exit interview Graduate satisfaction survey Employer surveys | committee Associate Dean and Graduate Director. | semester Fall 2007 Spring 2008 | 2 years | Inconsistencies between policies and website information were corrected. |

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	Graduation rates Program satisfaction Policies of the graduate nursing program are consistent with those of the CSU graduate program specifically related to grading scale, probation, and dismissal.					
IV-B. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Student outcome data include, but are not limited to, graduation rates, certification examination pass rates, and job placement	Collected data is sufficient to support and improve the program.	Graduation rates Certification and job rates. Alumni survey Employer satisfaction surveys and focus groups. Library and support services survey .	Graduation committee, Associate Dean, and Graduate Director	Annually 2008	Every 2 years 2011	2008 A library and support services survey will be sent to the graduate students in December.

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rates, as appropriate						
IV-C. Program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement						
IV-D. Faculty outcomes demonstrate achievement of the program's mission, goals, and expected outcomes, and enhance program quality and effectiveness.	All faculty members in nursing hold a minimum of a doctoral degree in nursing. Teaching assignments reflect clinical expertise of faculty as well as related field expertise. Use of faculty members outside the educationally identified areas of expertise is justified based on	Faculty qualification records are updated annually. These records reflect the education and experiential qualifications of faculty as they relate to teaching assignments.

Schedule of | Associate Dean and Graduate Director | Annually 2007 2008 | Every 2 years | All graduate faculty have a doctorate degree. All graduate faculty have temporary or full status graduate status. Faculty teach in their area or expertise. |

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	specialized preparation or continuing education. Workload is equitable across the faculty and is consistent with the needs of the department and the profession. Nurse practitioner faculty is provided with opportunities to meet practice requirements to maintain certification.	classes, faculty self evaluation, peer evaluations. Review graduate faculty recruitment and retention reports. Examine teaching loads policy and practices.				
	Clinical preceptors are oriented to the role. They meet the requirements	Preceptor packet, notebook kept in central location, preceptor evaluations by students, and preceptor evaluations of the				

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	for preceptors established by the Georgia Board of Nursing Clinical preceptor selection process is consistent with rules and regulations of the Georgia Board of Nursing. The clinical preceptors are sufficient and appropriate to meet the objectives for the course and program outcomes Faculty have received approval to teach in the graduate program from the graduate council. Faculty achievements will	experience. Review of aggregate data related to annual faculty evaluations. Review of aggregate date related to any performance improvement				

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	reflect the scholarship of teaching, application, integration, and discovery of knowledge as is appropriate and in keeping with the mission of CSU	plans. Review of annual lists of faculty achievements.				
IV-E. The program has established policies and procedures by which it defines and reviews formal complaints; analyses of aggregate data regarding formal complaints are used to foster ongoing program improvement.	Complaints about the program are addressed and records of actions are available.	Grievances are received by Graduate Director and the Associate Dean and referred to the appropriate committee or individual for resolution. Records of actions are maintained by the associate dean	Graduate Director and Associate Dean	Annually 2008	Every 2 years 2008	2008 There have been no formal complaints.

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1/25/07 revision/BG
4/12/07 revision/BG
9/8/08 revision/Graduate Committee