

CSU DEGREE PROPOSAL
Faculty Check List
(please submit with program proposal)

Please confirm (✓) that the following are included in the degree proposal:

☒ **Board of Trustees Academic Master Plan approval date**

☐ **1/31/2019_ Date Substantive Change Program Screening Form submitted to WSCUC (WASC)**
Substantive change required: yes ☒ no ☐

☐ **Copies of any contracts or agreements made between parties with an interest in operating the proposed program.** Other entities may include academic departments, academic institutions, foundations, vendors or similar. Please include a copy of the agreement and an e-mail or other evidence that the campus attorney has approved the agreement.

☒ **The total number of units required for graduation is specified (not just the total for the major):**

☐ a proposed bachelor's program requires no fewer than 120 semester units

☐ any proposed bachelor's degree program with requirements exceeding 120 units must request an exception to the 120 semester unit limit policy

☒ all units required for degree completion must be included in the total units required for the degree. Any proficiencies required to graduate that are beyond what is included in university criteria admission criteria must be assigned unit values and included in the total unit count.

☒ **Please specify the total number of prerequisite units required for the major.**
Note: The prerequisites must be included in the total program unit count.

List all courses and unit counts that are prerequisite to the major:

☐ NA

☐ **Title 5 minimum requirements for bachelor's degree have been met, including:**

☐ minimum number of units in major (BA 24 semester units), (BS 36 semester units)

☐ minimum number of units in upper-division (BA 12 semester units), (BS 18 semester units)

☒ **Title 5 requirements for proposed master's degree have been met, including:**

☒ minimum of 30 semester units of approved graduate work are required

☒ no more than 50% of required units are organized primarily for undergraduate students

☒ maximum of 6 semester units are allowed for thesis or project

☒ Title 5 requirements for master's degree culminating experience are clearly explained.

☐ for graduate programs, at least five full-time faculty with terminal degrees in appropriate disciplines are on staff.

☒ **For self-support programs:**
(in conformance with EO 1099 and EO 1102)

☐ specification of how all required EO 1099 self-support criteria are met

☐ the proposed program does not replace existing state-support courses or programs

☐ academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs

☐ explanation of why state funds are either inappropriate or unavailable

☐ a cost-recovery program budget is included*

☐ student per-unit cost is specified

☐ total cost for students to complete the program is specified

* Basic Cost Recovery Budget Elements
(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees

Include projected attrition numbers each year

Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor's Office overhead

*Additional line items maybe added based on program characteristics and needs.

CSU Degree Program Proposal Template
Revised September 2018

Please Note:

- Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office.
- Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.
- *Please refer to the document "Tips for Completing a Successful Program Proposal" (which follows this document) before completing the Program Proposal Template.*

1. Program Type (Please specify any from the list below that apply—delete the others)

b. [Self-Support](#)

c. Delivery Format: Hybrid program in which more than 50% of the program will be delivered online. There a built-in on-campus intensives that will require enrolled students to attend on-campus laboratory sessions once (Nurse Educator Emphasis) or twice (Family Nurse Practitioner Emphasis) during the program. The practicum course for the Family Nurse Practitioner Emphasis and Certificate (NRS 527) requires students to complete 576 hours in a clinical setting. The practicum courses for the Nurse Educator Emphasis and Certificate (NRS 537/539) require students to complete 288 hours in a clinical setting.

g. New Program

2. Program Identification

a. Campus

California State University Channel Islands

b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).

Master of Science in Nursing, Family Nurse Practitioner Emphasis
Master of Science in Nursing, Nurse Educator Emphasis
Post Master's Certificate Program, Family Nurse Practitioner
Post Master's Certificate Program, Nurse Educator

c. Date the Board of Trustees approved adding this program projection to the campus Academic Master Plan.

2006

d. Term and academic year of intended implementation (e.g., fall 2018).

Fall 2020

- e. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.

Master of Science in Nursing, Family Nurse Practitioner (45 units)

Master of Science in Nursing, Nurse Educator (39 units)

Post Master's Certificate Program, Family Nurse Practitioner (21 – 30 units)

Post Master's Certificate Program, Nurse Educator (15 units)

- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.

Nursing

- g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

Lynette Landry, PhD, RN; Program Chair of Nursing; Full Professor

- h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

Please see attached signature page and letter from the Provost.

- i. Any other campus approval documents that may apply (e.g. curriculum committee approvals).

Please see signature page for Curriculum Committee and Faculty Senate approvals.

- j. Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

Unknown at this time. A Substantive Change Screening will be submitted to WSCUC after the program is approved.

- k. Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code

CSU Degree Code 12032

CIP 2010 51.3805

Family Practice Nurse/Nursing

CSU Degree Code 12032

CIP 2010 51.3817

Nursing Education

3. Program Overview and Rationale

The Master of Science in Nursing, Family Nurse Practitioner (MSN-FNP) and Master of Science in Nursing, Nurse Educator (MSN-NE) will build on baccalaureate level of nursing practice. Upon completion of the MSN-FNP, students will be prepared to make clinical decisions at the advanced practice registered nurse (APRN) level and deliver holistic care that improves quality of life of diverse populations. The Post Master's Certificate, Family Nurse Practitioner program will provide interested masters-prepared nurses with the opportunity to take FNP specialty courses needed to qualify for APRN licensure and sit for the credential exam. Graduates of the MSN-NE will be prepared to assume either faculty or agency-based nurse educator positions. The Board of Registered Nursing (BRN) requires faculty teaching in nursing programs to have a graduate degree with courses in nursing education while most agencies preferentially hire master's prepared nurse educators. Graduates of the program will also be prepared to sit for the Certified Nurse Educator credential. As with the Post Master's Certificate, Family Nurse Practitioner program, the Post Master's Certificate, Nurse Educator pathway provides master's prepared nurses with the course work needed to assume a position in nursing education.

The program will foster dynamic collaboration between faculty and students, surrounding the client at the center. The CSU Channel Islands mission is supported by Four Pillars: Integrative, Community Engagement, Multicultural, and International. The Four Pillars mean that students will learn within and across disciplines through an integrative approach, receive an education that emphasizes experiential and service learning, and will develop multicultural and international perspectives related to the meeting the healthcare needs of local communities. This program will extend the institution's mission through the integrative application of theory and research from all parts of the nursing spectrum and prepare students to apply evidenced-based knowledge in practice and translate it into patient-centered care.

The healthcare system is perpetually evolving. Much of the change in the healthcare system is driven by shifting reimbursement models, particularly for primary care services; advances in science and technology; and the aging of the population, in general, and of healthcare professionals in particular. As a result of external pressures on the healthcare system, there is a need to increase the numbers of APRNs to meet the needs of local communities that are facing a shortage of primary care physicians and APRNs (Bureau of Labor Statistics, Occupational Outlook, 2018). These changes demand more nurses with a higher level of education and greater scope of practice. APRNs are increasingly being recognized as a source of preventive and primary care services particularly to traditionally underserved patient groups including low-income, minority and disenfranchised groups. It is anticipated that the demand for nurse practitioners will increase by 31% over the next decade (Bureau of Labor Statistics, <https://www.bls.gov/ooh/fastest-growing.htm>), which is a much faster growth rate than many other healthcare professions.

According to the American Association of Colleges of Nursing (AACN), over 64,000 qualified undergraduate and approximately 12,000 qualified graduate applicants were turned away from nursing programs nationally in 2016-2017. The main reason that applicants are turned away from nursing programs is that there are insufficient faculty available. AACN conducted a survey on faculty vacancies in 2016 and found that there were over 1,567 unfilled nursing faculty positions among the 821 nursing schools surveyed. The faculty shortage is having a much more significant impact on nursing schools located in high cost of living areas, such as California, and rural areas, such as Ventura County. For the foreseeable future there will be high demand for nurse educators, especially as current faculty enter retirement.¹

¹ The number of applicants turned away from nursing programs is most likely significantly higher than the estimates provided by AACN, since the majority of nursing students in the United States complete an associate degree at a community college and AACN member schools only offer baccalaureate and graduate nursing programs. Likewise, the number of faculty needed to meet current demand is also likely to be significantly higher than the estimates provided by AACN.

The hybrid format of this program welcomes a greater number and more diverse population of students with the desire to transition to advanced nursing practice. The hybrid pedagogy was selected because it will not only increase accessibility, but it will also encourage student-student and student-faculty collaboration to master the advanced practice nursing concepts, interventions, and skills. Faculty will utilize adult learning theories and assume the role of guide as students develop the critical thinking abilities required to achieve the student and program learning outcomes. Since nursing is a practice-based profession, it is necessary for students to come to campus for simulation lab and seminars once they enter the last year of the program, when they are enrolled in the practicum courses. By including both hybrid and face-to-face course work, students will have the opportunity to apply knowledge in on campus simulations that mimic clinical scenarios, as well as synchronous and asynchronous learning activities in the online portion of the program. Students will be required to explore advanced nursing practice beyond the classroom by identifying best practices in patient care, engaging in scholarly debate, and becoming life-long learners.

b. Provide the proposed catalog description. The description should include:

1. a narrative description of the program

The Master of Science in Nursing (MSN) is designed to prepare APRNs to provide primary and acute care services to diverse populations across the healthcare continuum and Nurse Educators to educate students in an academic and/or clinical setting. The curriculum provides students with a strong foundation in quality improvement; safety; and evidence-based practice by focusing on health and the healthcare system using an organizational and systems framework. The MSN program recognizes the role of the master's prepared nurse in health policy, advocacy, and inter-professional collaboration in the delivery of client-centered, culturally appropriate care with the aim of increasing the health of the population.

2. admission requirements

Minimum requirements for admission to the MSN program are outlined below:

- Applicants must have graduated with a Bachelor of Science from a regionally accredited university with a nursing program that is accredited by either the Commission on Collegiate Nursing Education (CCNE) or the Commission for Nursing Education Accreditation (CNEA). Foreign nurses will be considered for admission pending official evaluation of their transcripts,
- Minimum overall GPA of 2.5 or better and minimum GPA of 3.0 in the last sixty semester units completed,
- Valid RN licensure,
- Minimum of one-year relevant full-time clinical experience within the last 3 years.
- For international students: an official TOEFL score report with a minimum score of 550 on the Paper-Based test, 213 on the Computer-Based test, and 80 on the Internet-Based test or an official IELTS score report with a minimum of 6.5.

Applicants must submit official transcripts of prior academic work, at least two letters of recommendation dated within one-year of application (one academic and one professional), a professional resume/curriculum vitae (CV), and a 500-word statement explain academic and professional goals. Virtual interviews will be required.

It is recommended that applicants have completed the following undergraduate courses within the last five years: biostatistics, physical assessment with a lab, pathophysiology, and research.

*Students who have completed the Bachelor of Science in Nursing program at CSU Channel Islands who meet the above criteria will be conditionally admitted for a period of up to 3 years after the completion of their degree.

Please note that meeting all of the admission requirements does not guarantee acceptance. The number of students who can be admitted is limited.

3. a list of all required courses for graduation including electives, specifying course catalog numbers, course titles, prerequisites or co-requisites (ensuring there are no “hidden prerequisites” that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.

<i>Catalog #</i>	<i>Title</i>	<i>Units</i>	<i>Major Reqmt.? (Y/N)</i>	<i>Pre req. or Co req.? (Y/N)</i>
MSN Core Course				
500	Advanced Health Assessment and Promotion	3.0	Y	N
502	Advanced Pathophysiology	3.0	Y	N
504	Advanced Pharmacology	3.0	Y	N
506	Theoretical Frameworks and Professional Roles	3.0	Y	N
508	Evidence-based Practice and Quality Improvement	3.0	Y	Y
510	Healthcare Policy and Nursing Issues	3.0	Y	N
512	Informatics in Advanced Nursing Practice	3.0	Y	N
540	Culminating Experience	3.0	Y	Y
MSN FNP Emphasis*				
520	Advanced Concepts of Health Across the Lifespan I	2.0	Y	Y
522	Advanced Concepts of Reproductive and Women's Health	2.0	Y	Y
524	Advanced Concepts in Pediatric Primary Care	2.0	Y	Y
525	Laboratory and Clinical Procedures for Advanced Practice	1.0	Y	Y
526	Advanced Concepts of Health Across the Lifespan II	2.0	Y	Y

<i>Catalog #</i>	<i>Title</i>	<i>Units</i>	<i>Major Reqmt.? (Y/N)</i>	<i>Pre req. or Co req.? (Y/N)</i>
527	Clinical Practicum: Advanced Concepts of Health Across the Lifespan III	12.0	Y	Y
MSN Nurse Educator Emphasis**				
532	Concepts of Adult Learning	3.0	Y	N
534	Curriculum and Program Development and Evaluation for Nurse Educators	3.0	Y	Y
536	Innovations in Teaching and Learning	3.0	Y	N
537	Nurse Educator Practicum I	3.0	Y	Y
539	Nurse Educator Practicum II	3.0	Y	Y
<i>Total units required for degree</i>		FNP: 45 NE: 39		

*Only students in the MSN FNP Emphasis are required to take these courses.

**Only students in the MSN Nurse Educator Emphasis are required to take these courses.

NRS 508 will be the graduate writing course (GWAR) for the MSN program.

4. total units required to complete the degree

Master of Science in Nursing, Family Nurse Practitioner (45 units)

Master of Science in Nursing, Nurse Educator (39 units)

5. if a master's degree, catalog copy describing the culminating experience requirement(s)

Demonstrate synthesis of the graduate program learning outcomes using a systemic and scholarly approach. The culminating experience draws upon knowledge generated from previous course work, and reflects the growth in knowledge and skills required of the master's prepared nurse.

4. Curriculum – (These requirements conform to the revised 2013 WASC Handbook of Accreditation)

a. These program proposal elements are required:

- Institutional learning outcomes (ILOs)
- Program learning outcomes (PLOs)
- Student learning outcomes (SLOs)

ILOs	PLOs	SLOs
Informed about past, present, and future issues affecting human society and natural world, and the inter-relatedness of society and the natural world	1. Graduates will utilize knowledge from sciences, humanities, and nursing to promote health, prevent disease, advocate and collaborate with inter-professional colleagues to provide health care to individuals, families, groups, and populations.	1. Working as a member of a collaborative team, organize and deliver nursing care to individuals, families, groups, or populations to promote health and prevent disease using knowledge from the sciences, humanities, and nursing.
	2. Graduates will use organizational and systems frameworks; ethical decision-making; and effective working relationships to identify and address current healthcare and educational issues.	2. Defend the use of a specific organizational or systems framework to address the complex economic, policy, environmental, and social forces affecting the healthcare or educational systems.
Empowered with the disciplinary and interdisciplinary knowledge necessary to evaluate problems, the ability to translate knowledge into judgment and action, and excellent communication skills for conveying their interpretations and opinions to a diverse audience	3. Graduates will effectively integrate and communicate using written, oral, and electronic methods with clients, colleagues, and other stakeholders.	3. Apply effective communication strategies using written, oral, and electronic methods in a variety of settings with individuals, families, groups, and/or populations.
	4. Graduates will utilize leadership models and ethical decision-making skills to improve the quality of care provided in a variety of settings.	4. Design a clinical or educational intervention to improve outcomes using a leadership model and considering the tenets of ethical decision-making.
Creative in developing imaginative self-expression and independent thinking, with joy and passion for learning	5. Graduates will translate, integrate, apply evidence-based practice, and principles of quality improvement in a variety of care settings and educational settings.	5. Utilize evidence-based practice and quality improvement principles in designing, managing, and evaluating nursing interventions and programs.
Dedicated to maintaining the principles of intellectual honesty, democracy, and social justice, and to participating in human society and the natural world as socially responsible individual citizens	6. Graduates will integrate doctrines of cultural congruence into nursing interventions when working with individuals, families, groups and/or populations.	6. Operationalize cultural competency and advocacy knowledge, skills and attitudes when working with individuals from diverse backgrounds.

b. These program proposal elements are required:

- Comprehensive assessment plan addressing all assessment elements

Refer to Appendix 1

- Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Refer to Appendix 2

c. Indicate total number of units required for graduation.

Master of Science in Nursing, Family Nurse Practitioner (45 units)
Master of Science in Nursing, Nurse Educator (39 units)
Post Master's Certificate Program, Family Nurse Practitioner (21 – 30 units)
Post Master's Certificate Program, Nurse Educator (15 units)

- d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.

Not applicable

- e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program.

CSU Degree Code 12032
CIP 2010 51.3805 Family Practice Nurse/Nursing

CSU Degree Code 12032
CIP 2010 51.3817 Nursing Education

- f. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

All courses in the proposed program will be at the graduate level. All courses will be new and will be needed during the first two years after implementation.

Refer to Appendix 3 for descriptions of all the courses.

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

Refer to Appendix 4

- g. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.

To progress to candidacy FNP students must complete 9 units of NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan, MSN Core (NRS 500, NRS 502, NRS 504, NRS 506, NRS 509, NRS 510, and NRS 512) as well as NRS 526 Advanced concepts of Health Across the Lifespan.

To progress to candidacy NE students must complete the MSN Core (NRS 500, NRS 502, NRS 504, NRS 506, NRS 509, NRS 510, and NRS 512), NRS 532 Concepts of Adult Learning, NRS 534 Curriculum and Program Development and Evaluation for Nurse Educators, and NRS 536 Innovations in Teaching and Learning.

Components to the culminating experience: Final project.

Project-Final paper:

The written paper demonstrates integration of advanced nursing concepts in a written document such as an evidence-based practice project, clinical protocol, or analysis paper. The final paper demonstrates achievement of advanced practice nurse competencies. The final paper is a way for students to demonstrate application of research to practice and will consist of 20-25 pages (maximum of 30 pages).

Successful completion of the culminating experience includes:

1. A written paper of 20-25 pages (maximum of 30 pages);
2. Oral Presentation
3. Reflective statements in your ePortfolio about how you achieved the expected program learning outcomes.

The Culminating Experience project options have been designed as broadly as possible, so that the student has maximum flexibility in choosing a topic and format that works best for him or her.

Students may choose from:

1. An analysis paper: This paper requires you to take a strong position and defend it via use of the existing literature. Position papers may be used to support programmatic changes or to advocate for policy change.
2. Evidence-based practice project: This format will also include a literature review about the intervention that is being proposed, and a detailed methods section focused on implementation and evaluation of the intervention.
3. A clinical protocol: Assuring that quality, patient-centered care is provided is dependent on the development of evidence-based clinical protocols. This format requires you to complete a literature review and a detailed clinical protocol including assessment and evaluation criteria.
4. Development of an educational program: This type of paper will provide a literature review about the general topic, as well as a review of existing educational programs that address the topic. A rationale for why a new educational program is needed is required. The paper will also include details regarding implementation and evaluation of the educational program.
 - h. For graduate degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited.

The corresponding bachelor's program is the Bachelor of Science in Nursing (BSN). The program is currently approved by the Board of Registered Nursing (BRN) (through 2022) and Accredited by the Commission on Collegiate Nursing Education (CCNE) (through 2025).

- i. For graduate degree programs, specify admission criteria, including any prerequisite coursework.

Minimum requirements for admission to the MSN program are outlined below:

- Applicants must have graduated with a Bachelor of Science from a regionally accredited university with a nursing program that is accredited by either CCNE or Commission for Nursing Education Accreditation (CNEA); Foreign nurses will be considered for admission pending official evaluation of their transcripts
- Minimum overall GPA of 2.5 or better and minimum GPA of 3.0 in the last sixty semester units
- Valid RN licensure
- Minimum of one-year relevant full-time clinical experience within the last 3 years

- For international students: an official TOEFL score report with a minimum score of 550 on the Paper-Based test, 213 on the Computer-Based test, and 80 on the Internet-Based test or an official IELTS score report with a minimum of 6.5

Applicants must submit official transcripts of prior academic work, at least two letters of recommendation dated within one-year of application (one academic and one professional), a professional resume/curriculum vitae (CV), and a 500-word statement explaining academic and professional goals. Virtual interviews will be required.

It is recommended that applicants have completed the following undergraduate courses within the last five years: biostatistics, physical assessment with a lab, pathophysiology, and research.

*Students who have completed the BSN program at CSU Channel Islands, and who meet the above criteria, will be conditionally admitted for a period of up to 3 years after the completion of their degree.

Please note that meeting all of the admission requirements does not guarantee acceptance. The number of students who can be admitted is limited.

- j. For graduate degree programs, specify criteria for student continuation in the program.

Graduate students must maintain an overall minimum GPA of 3.0 to continue in the program. Receiving a C- or lower in any course is considered a course failure. Students may retake their 1st failed course. A student will be dismissed from the graduate nursing program if he/she fails two courses.

- k. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

Not applicable

- l. Provide an advising “roadmap” developed for the major.

Refer to Appendix 5

- m. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

Substantive change notifications will be made to the following agencies per their protocol:

WSCUC

Spring 2019, substantive change report due September 2019, review scheduled for November 2019

CCNE

Fall 2020 with a site visit planned for fall 2021. Per CCNE policy, a substantive change notification is due no earlier than 90 days before or after the program starts. A site visit is scheduled once students have completed a full academic year.

5. Societal and Public Need for the Proposed Degree Major Program

- a. List other California State University campuses currently offering or projecting the proposed degree major program; list neighboring institutions, public and private, currently offering the proposed degree major program.

CSU Campuses

University	Degree(s) Offered
CSU Bakersfield	MSN – FNP
CSU Chico	MSN – Nurse Educator
CSU Dominguez Hills	MSN – Nurse Educator, MSN – FNP, Post Master’s Nursing Education Certificate
CSU Fresno	MSN – FNP
CSU Fullerton	MSN – Nurse Educator
CSU Long Beach	MSN – FNP, Post Master’s FNP Certificate, Certificate in Nursing Education
CSU Los Angeles	MSN – FNP, MSN – Nursing Education, Post Master’s FNP Certificate, Post Master’s Certificate in Nursing Education
CSU Sacramento	MSN – FNP
CSU San Bernardino	MSN – Nurse Educator
CSU San Marcos	MSN – FNP, Post Master’s FNP
CSU Stanislaus	MSN – FNP, MSN – Nurse Education
San Diego State University	MSN – Nurse Educator (admissions to program are suspended)
San Francisco State University	MSN – FNP, Post Master’s FNP
San Jose State University	MSN – FNP, MSN – Nurse Educator
Sonoma State University	MSN – FNP

Neighboring Institutions

University	Degree(s) Offered
Azusa Pacific University	MSN – FNP, MSN – Nursing Education, Post Master’s FNP Certificate, Post Master’s Nursing Education Certificate
Charles R. Drew University of Medicine & Science	MSN – FNP, Post Master’s FNP Certificate
Mount Saint Mary’s University	MSN – Nurse Educator
University of California, Los Angeles	MSN – FNP
University of Southern California	MSN - FNP

- b. Describe differences between the proposed program and programs listed in Section 5a above.

The majority of graduate nursing programs offered by other CSU campuses are not offered using a hybrid delivery method, nor are they offered in 8 week sessions. The unique method of curriculum delivery will meet the needs of working nurses in rural areas, who may have difficulty attending a traditional on campus graduate nursing program. Because of the rural, agricultural nature of Ventura and Santa Barbara counties, for the curriculum the faculty have chosen a particular focus on vulnerable, rural populations who are traditionally underserved. The emphasis on vulnerable, culturally diverse populations serves to achieve the mission of the Nursing Program and the University.

- c. List other curricula currently offered by the campus that are closely related to the proposed program.

There are no other graduate curricula offered by CSU Channel Islands that closely relate to the proposed nursing program.

- d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

The Nursing Program Advisory Board, which meets twice yearly, has actively participated in identifying priorities for the proposed graduate nursing program at CSU Channel Islands. The Nursing Program Advisory Board consists of representatives from local health care agencies including hospitals, public health, clinics, and other outpatient care providers.

- e. Provide applicable workforce demand projections and other relevant data.

It is anticipated that the demand for nurse practitioners will increase by 36% over the next decade (Bureau of Labor Statistics, <https://www.bls.gov/ooh/fastest-growing.htm>), which is a much faster growth rate than many other healthcare professions. According to the RN Workforce data collected by UCSF for the Board of Registered Nursing (BRN), there is a 12.1% vacancy rate for full-time nurse practitioners in health care institutions (mainly acute care hospitals) that responded to the survey (Chu, Spetz & Bates (2018) Survey of Nurse Employers in California, Fall 2017. Available at <https://rnworkforce.ucsf.edu/demand-data>). Since the survey of employers was started in 2010, demand for nurse practitioners in California has steadily increased and remains strong. Further, demand for nurse practitioners in primary care is strongest in rural areas of the state, such as Ventura and Santa Barbara counties. California Employment Development Department (CA EDD) data indicate continued strong employment growth for nurse practitioners. CA EDD estimates that between 2014 and 2024 there will be a 38.9% change in employment growth for nurse practitioners. Further in Ventura County, the expected employment growth for nurse practitioners is 62.5% while in Santa Barbara County it is 38.5% (<http://www.labormarketinfo.edd.ca.gov/OccGuides/Search.aspx>).

According to the American Association of Colleges of Nursing (AACN), over 64,000 qualified undergraduate and approximately 12,000 qualified graduate applicants were turned away from nursing programs nationally in 2016-2017. The main reason that applicants are turned away from nursing programs is that there are insufficient faculty available. AACN conducted a survey on faculty vacancies in 2016 and found that there were over 1,567 unfilled nursing faculty positions among the 821 nursing schools surveyed. The faculty shortage is having a much more significant impact on nursing schools located in high cost of living areas, such as California, and rural areas, such as Ventura County. For the foreseeable future there will be high demand for nurse educators, especially as current faculty enter retirement.² Further, the Bureau of Labor Statistics is projecting that job opportunities in post-secondary education, particularly for part-time faculty, will continue to grow at the rate of 26% through 2026 (<https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm#tab-6>). Nursing programs utilize a particularly high number of part-time faculty to teach clinical and laboratory courses. Given the overall shortage of nursing faculty and the projected increase in demand for part-time faculty, the nurse educator program will meet a critical need in CSU Channel Islands' service area.

² The number of applicants turned away from nursing programs is most likely significantly higher than the estimates provided by AACN, since the majority of nursing students in the United States complete an associate degree at a community college and AACN member schools only offer baccalaureate and graduate nursing programs. Likewise, the number of faculty needed to meet current demand is also likely to be significantly higher than the estimates provided by AACN.

6. Student Demand

- a. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include (for example), national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

CSU Channel Islands will be the first in its community to address the educational need for a Master's Degree program in nursing. The next closest public university offering a similar opportunity is the University of California Los Angeles, 46.2 miles to the south. To the north, the closest master's degree program is 233 miles away at California State University Fresno and 120 miles northeast is CSU Bakersfield. According to the California Board of Registered Nursing (BRN) 2016-2017 Annual School Report, 54% of Master's nursing programs are public. The majority (52.8%) of graduate nursing students in are enrolled in a nurse practitioner program. Of the graduate students enrolled in nurse practitioner programs, 64.5% are enrolled in an individual-/family-focused specialty. Moreover, Nurse Education programs have seen an increase in the number of graduates from 3.3% in 2014-2015 to 13.9% in 2015-2016. There was an increase in the number of qualified applicants to graduate nursing programs in 2015-2016. In 2015-2016, 38% (n=1440) of qualified applicants were not accepted for admission to a graduate program. Overall, enrollment in a Master's degree program has increased by 32% in the past ten years.

- b. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to insure ALL prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to insure a diverse and qualified candidate pool.

It is in the mission of CSU Channel Islands to graduate students with multicultural and international perspectives. The Nursing Program has embraced this mission by articulating a philosophy of providing patient-centered care that identifies, respects, and addresses patient's differences, values, preferences, and expressed needs in hospitals, homes, and community-based settings. CSU Channel Islands resides in a community populated by people from multiple ethnic and cultural backgrounds. A goal of the nursing program is to recruit a student population that is reflective of the ethnic and cultural diversity in the local community, and to prepare its students to provide care to individuals, families, groups, and populations in a culturally diverse society.

The marketing plan for this program will focus on recruiting working nurses who are currently providing care in local communities and rural areas of the State. The format of the proposed master's degree program addresses access to the university. The hybrid format of the degree and nursing emphases follows the progressing trend toward virtual class settings that eliminate distance as a barrier to education. This format will expand the student pool to include prospective students from other diverse communities outside of the county. To ensure a diverse candidate pool, marketing and recruitment will utilize avenues such as Google AdWords, digital media, and inviting students to information sessions. Existing social media outlets such as the Extended University and CSUCI Facebook pages will be used to disseminate information. Nursing will work with Extended University to develop press releases, a digital brochure, and printed materials; identify tabling events at regional healthcare organizations; advertise through professional organizations such as the Association of California Nurse Leaders and the local chapter of the American Association of Nurse Practitioners; and develop a presence on social media. Engaging with alumni will also be an important aspect of the marketing and recruitment efforts. Through building on existing networks and collaborations, the program will work with alumni to raise others' awareness of it. The nursing program may also send postcard invitations to registered nurses listed by the BRN and the

“Inside Track” recruitment agency. A primary source for candidates will be student alumni, whom the school can also recruit. We have designed the admissions criteria such that it will eliminate any windows for discrimination of candidates based on race, ethnicity, social class, gender, sexual orientation, disability/exceptionality, second language/linguistics, culture, economics, philosophy, religion, and politics.

- c. For master’s degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

The number of declared majors in the pre-licensure BSN program has remained relatively stable over the last 5 years. Enrollment in the RN-BSN program declined about two years ago but increased to 45 newly enrolled majors this academic year.

BSN Enrollment Data

Program	2015-2016	2016-2017	2017-2018
BSN Program	163	168	170
RN to BSN Program	54	38	25

BSN Program Graduation Data

Program	2015-2016	2016-2017	2017-2018
BSN Program	51	57	58
RN to BSN Program	49	45	19

- d. Describe professional uses of the proposed degree program.

Family Nurse Practitioners are utilized in a variety of healthcare settings including acute care hospitals, long-term care such as hospice and skilled nursing facilities, as well as primary care settings. Family Nurse Practitioners are highly sought after because they are able to manage the care of individuals across the life span.

Master’s Prepared Nurse Educators are able to assume full-time faculty positions at community colleges and lecturer positions at both private and public universities. The California BRN requires that instructors teaching in a pre-licensure program have a master’s degree or higher with course work in nursing education. Further, most healthcare agencies utilize Nurse Educators to assure ongoing nursing staff development and competency. The majority of health care agencies that hire Nurse Educators require that they have completed a master’s degree and have taken nursing education courses.

- e. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.

It is anticipated that the initial enrollment in the MSN-FNP program will be 20 students. Some students will opt to attend part-time because they will need to continue to work while enrolled in the program. Initial full-time enrollment in the MSN-FNP program is projected to be 15 full-time students and 5 part-time students.

Since there is a lot of pent up demand for a Nurse Educator program in Ventura County, it is anticipated that the initial enrollment in the Nurse Educator Emphasis will be 15 students. Once pent up demand is met (after year 2), admission to the program will stabilize at 10 students per year. The Nurse Educator

Emphasis is not as demanding as the FNP Emphasis, and so a larger percentage of students enrolled in that program will be attending full-time.

Finally, master's prepared nurses will be able to enroll in the Post-Master's Nurse Educator Certificate program once the program is accredited by the Commission on Collegiate Nursing Education (CCNE). CCNE will not conduct a site visit and accredit the program until the MSN program has been underway for one year. So, the first cohort of Post-Master's Nurse Educator Certificate students will enroll in year two of the MSN program. Anticipated initial enrollment is 10 students. Since the Post-Master's FNP Certificate program takes 2-years to complete, students will be able to enroll in the program in the initial year it is offered. There will be fewer students who enroll in the Post-Master's FNP Certificate program than the Post-Master's Nurse Educator Certificate program. Anticipated initial enrollment will be 5 students in the Post-Master's FNP Certificate program.

Enrollment projections are based on several assumptions:

FNP:

1. Consistent admission to the MSN FNP program over the first 5 years of the program.
2. 20% (n= 3) of full-time MSN FNP students will switch to part-time status after year one.
3. An attrition of 3 students in the full-time and 2 students in the part-time MSN FNP per program cohort. A total attrition rate of MSN FNP (full-time and part-time) students of 25%.
4. An attrition rate of 1 student per Post-Master's FNP Certificate program cohort.

NE:

1. An annual decline in admission of 20% to the MSN Nurse Educator Program after year one. This decline in admission to the program will stabilize after year 2 with consistent admission to the program at that time of 10 student per year.
2. No full-time MSN Nurse Educator students will opt to switch to part-time status.
3. An attrition rate of 1 student per year from the full-time MSN Nurse Educator program per cohort.
4. No attrition from the part-time MSN Nurse Educator program.
5. No students will be admitted to the Post-Master's Nurse Educator Certificate program in year 1 to assure that students graduate from a CCNE accredited program.
6. Initial enrollment in the Post-Master's Nurse Educator Certificate program of 10 students, decreasing to 5 students in years 3-5.
7. No attrition from the Post-Master's Nurse Educator Certificate program.

FNP Program Enrollment Projections

Year	# of Students Admitted to the FT MSN FNP Program	# of Students Admitted to the PT MSN FNP Program	# of students admitted to the Post-Master's FNP Certificate	# of Ongoing Students	Total MSN FNP Program Enrollment	# of MSN FNP Program Graduates
1	15	5	5	0	25	0
2	15	5	5	19	44	13
3	15	5	5	25	50	19
4	15	5	5	25	50	19
5	15	5	5	25	50	19

Nurse Educator Program Enrollment Projections

Year	# of Students Admitted to the FT MSN Nurse Educator Program	# of Students Admitted to the PT MSN Nurse Educator Program	# of students admitted to the Post-Master's Nurse Educator Certificate	# of Ongoing Students	Total MSN Nurse Educator Program Enrollment	# of MSN Nurse Educator Program Graduates
1	15	5	0	0	20	0
2	12	5	10	19	46	23
3	10	5	5	21	41	20
4	10	5	5	19	39	18
5	10	5	5	19	39	18

7. Existing Support Resources for the Proposed Degree Major Program

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

- a. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)

Faculty Name	Appointment Status	Highest Degree Earned	Date & Field of Highest Degree Earned	Professional Experience	Affiliation with Other Campus Programs
Davis, LaSonya	Associate Professor	DNP	2014, Nursing	In addition to teaching at Fresno City College for 2 years and teaching here at CI since 2012, I have over 23 years' experience as a registered nurse and over 16 years as a Family Nurse Practitioner. The majority of my career has been working with women, children, and other vulnerable aggregate groups. In addition to family practice, I have experience in occupational medicine, public health nursing, and primary care to homebound geriatric patients. I continue to practice part-time as a Board Certified Women's Health Nurse Practitioner in a low-income clinic.	None
Hannans, Jaime	Associate Professor	PhD	2013, Nursing	Academic: 2018-current Associate Professor, CSUCI 2015-current Visiting Professor, Chamberlain Colleges of Nursing MSN program	CSU Affordable Learning Solutions (Co- Coordinator CI campus)

				2013-2018 Assistant Professor, CSUCI 2009-2013 Lecturer CSUCI 2006-2009 Lecturer Moorpark College Non-Academic: 2015-2017 Staff Nurse ICU West Hills Hospital 2001-2015 Staff Nurse SuperFloat Pool West Hills Hospital 2000-2002 Registry Nurse All About Staffing 2000-2001 Staff Nurse Emergency Los Robles Hospital	
Landry, Lynette	Professor	PhD	2003, Nursing	Academic: 2003 – 2014 Associate Professor, SFSU 2014 – 2017 Dean & Professor, Hawaii Pacific University 2017 – present Professor and Chair Nursing and Health Science, CSU Channel Islands Non-Academic: 1991-1993 Staff Nurse II, California Pacific Medical Center 1993-1997 Case Manager, Olsten Kimberly Quality Care 1997-2000 Manager, Quality Services, Saint Francis Memorial Hospital 2000-2003 Care Management Specialist, Catholic Healthcare West	Chair, Health Science
Lanuza, Kalena	Lecturer	DNP	2012, Family Nurse Practitioner	2008 – 2015 Staff Nurse, Los Robles Hospital and Medical Center 2015 – present Lecturer CSU Channel Islands 2015 – present FNP Private Practice	None
McColpin, Aaron	Assistant Professor	DNP	2015, Nursing	Academic: California State University Channel Islands, Camarillo, CA 2015- Present Assistant Professor of Nursing Umpqua Community College, Roseburg, OR 2014- 2015	None

				Associate Professor of Nursing St. Joseph's College of Maine Standish, MA, 2010-2012 Adjunct Online Nursing Faculty, MSN Program Independence University Salt Lake City, UT, 2004-2010 Director of Education of Nursing & Respiratory Therapy <i>Professional Experience:</i> Ventura County Medical Center, Ventura, CA	
Nevins, Colleen	Assistant Professor	DNP	2014, Nursing	Academic: 2014 – present Assistant Professor, CSU Channel Islands 2009 – 2014 Lecturer/Simulation Lab Instructor, CSU Channel Islands 2008 – 2010 Clinical Instructor, Career Care Institute 1985 – 1986 Lecturer, CSU Bakersfield Non-Academic: 2004 - 2015 RN Clinical Services Home Health Nurse & Weekend Team Leader, Livingston Memorial Visiting Nurses Association 1989 - 2012 Healthcare Consultant 1997-2003 Operations Director, Coastal Counties Medical Specialists 1994 - 1997 UM & QI Director, Buenaventura Medical Group 1993 – 1994 Regional Manager, Foundation Health 1989 – 1993 Health Care Services Manager, VIP Health Plan 1988 – 1989 ED Clinical Nurse II, St. John's Regional Medical Center 1986 – 1988 Critical Care Services Director, Delano Regional Medical Center 1984 – 1985 Coordinator of Standards of Practice, Harbor-UCLA Medical Center 1982 – 1984 Critical Care Staff Nurse, Santa Monica Hospital Medical Center 1978 – 1982 Surgical ICU/Neuro Staff Nurse, St. Mary's Regional Medical Center 1977 – 1977 Staff Nurse, Luther Hospital	None

Niemi, Charlene	Assistant Professor	PhD	2016, Nursing	1994-2002 Lecturer, Mount Saint Mary's University 1998-2001 Adjunct Faculty Ventura Community College 2003-2006 Adjunct Faculty, Los Angeles Community College District 2009-2016 Lecturer, CSU Channel Islands 2010-2013 Adjunct Faculty, Ventura Community College 2016 – present Assistant Professor, CSU Channel Islands	None
Solakian, Michele	Lecturer, Sim Lab Instructor	MSN	1997, Nursing	Academic: 2009-2018 Faculty, Clinical Instructor Pediatric 2014 – 2017 CSUCI Simulation Lab Instructor Clinical: 2012-2014 Surfside Pediatrics Nurse Practitioner 2009-2012 Cedar Sinai Medical Center Pediatric Nephrology Nurse Practitioner /Pediatric Surgery Nurse Practitioner 2006-2009 Cesar Chavarria Pediatric Pulmonology Nurse Practitioner/ Hospital Privileges Providence Tarzana Medical Center 2003-2006 Ventura County Medical Center, Manager of Children's Services. 1998- 2001 Pediatric Critical Care Group, Hospitalist Pediatric Acute Care Nurse Practitioner.	

b. Describe facilities that would be used in support of the proposed program.

This is a hybrid program with the exception of two, on-campus, intensive courses, NRS 500 Advanced Health Assessment and Promotion, NRS 525 Laboratory and Clinical Procedures for Advanced Practice, and the required practica. The intensive courses will be held on-campus prior to the start of the regular fall semester. Since regularly scheduled classes will not be in session, the impact on campus classroom space will be minimal. Additionally, students attending the on campus intensives will spend the majority of their time working in the Nursing Simulation Lab, so that they can practice the skills necessary for clinical practice.

c. Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.

California State University (CSU) Channel Islands is one of 23 campuses of the CSU System. The CSU System supports consortium purchasing for its university libraries. The John Spoor Broome Library at CSU Channel Islands leverages its purchasing power through this consortium and additional statewide consortia to acquire access to journals, serials, books, and databases at a reduced cost.

In addition to print and electronic resources, Broome Library offers a robust Information Literacy Instruction program for students in their courses, as well as individual research consultations for students and faculty. It is through these sessions that learners discover how to search and where to search, and develop research and critical thinking skills that will inform them as lifelong learners.

Through the provision of print and electronic resources mentioned above, and itemized below, Broome Library would like to offer high-level, and robust support of the Master of Science, Nursing (MSN) at CSU Channel Islands.

Electronic Journals

Currently CSU Channel Islands has access to over 79,000 journals, inclusive of open access titles. As a digital teaching library, Broome Library provides access to these titles solely in electronic format, available to students, staff, and faculty in their offices, classrooms, and off campus via the Internet.

Print and Electronic Books

Currently, Broome Library Collections hold over 102,000 print books, and permanent access to almost 300,000 electronic books. The electronic collection includes extensive general and subject reference electronic book sets (Credo, Gale, Oxford, SAGE), as well as a wide range of monograph titles. Over 19,241 print and electronic monographic items are currently available to support the MSN, excluding the encyclopedic reference sets, and counting each multivolume set as one title.

Classification	Description	Print	Digital
RA 960-1000.5	Medical centers. Hospitals. Dispensaries. Clinics. Including ambulance service, nursing homes, hospices	125	879
RD 99-99.35	Surgical nursing	4	47
RE 88	Ophthalmic nursing	1	6
RJ 245-247	Nursing of children. Pediatric nursing	21	82
RT 1-88.999	Nursing	304	1,613
RT 89-120	Specialties in nursing	106	209

The field of nursing intersects with a range of disciplines not directly associated with healthcare or medicine: bioinformatics, counseling, forensics, law, public health, schools, substance abuse, etc. These disciplines are reflected in the databases to which the Broome Library subscribes.

Databases

Academic Search Premier	PsycINFO
CINAL Plus with Full Text	PsycTESTS
ERIC	SAGE Online Journals
MEDLINE/PubMed	ScienceDirect
Mental Measurements Yearbook	Sociological Abstracts
ProQuest Education Journals	Wiley Online Journals

As a graduate program, Nursing will need the following databases:

➤ Cochrane Library (Wiley)

The Cochrane Library includes the following databases:

- Cochrane Database of Systematic Reviews (Cochrane Reviews)
- Database of Abstracts of Reviews of Effects (Other Reviews)

- Cochrane Central Register of Controlled Trials (Clinical Trials)
- Cochrane Methodology Register (Methods Studies)
- Health Technology Assessment Database (Technology Assessments)
- NHS Economic Evaluation Database (Economic Evaluations)

These are unique resources covering healthcare interventions, clinical trials, systematic reviews, and patient care. Because this is such a rich source of information, Interlibrary Loan will not be sufficient to satisfy the research needs of the Nursing Program. Additionally, this resource would help the undergraduate nursing students, as well as those in the Health Science Program.

Broome Library links journal holdings for each database through the JSBLink, providing streamlined access. In instances where the Broome Library does not own the journal, Interlibrary Loan (ILLiad) is the default link.

Interlibrary Loan

The John Spoor Broome Library at CSUCI offers a full range of interlibrary loan (ILL) services for faculty, staff, and students. Materials can be borrowed from the 6,000+ members of Online Computer Library Center (OCLC) as well as non-OCLC institutions when required. Articles may also be purchased from document delivery specialists or directly from the vendor/publisher. Patrons are able to make use of most available formats, as we have equipment capable of scanning and creating electronic copies of documents on microfilm (16mm & 35mm), microfiche, microprint, and opaque micro cards.

As a member of the California State University system, CSUCI is given priority treatment by fellow CSU interlibrary loan units with respect to fulfillment response times and accessibility. A commercial courier is contracted to make daily pickups/deliveries at all CSU libraries. This arrangement allows for faster (1-3 days) acquisition of materials. The Broome Library uses the leading-edge interlibrary services management system, ILLiad, to offer web-based, 24/7 access for patrons to create, download, and track requests. In addition, we take full advantage of electronic transmission and unmediated borrowing technologies to further streamline processes and cut costs.

While cost reduction is an important consideration for any library, no patrons are charged for ILLiad services offered by the Broome Library. Such charges would constitute a disincentive to conduct scholarly research to the best of their abilities.

Technology

Broome Library provides access to 70 desktop computers (Macintosh and PC) in the main Reading Room, and another 58 in the Quiet Lab (BRO 1330). Access Services/Circulation provides an additional 48 laptops available for checkout for either 4 hours (19), or 1 week (29). In addition, Broome Library also has the following equipment available for checkout: digital SLR cameras with a variety of lenses, digital video cameras, camera tripods, Go Pros, laptops, and MP3 audio recorders.

Master's Projects or Theses

The John Spoor Broome Library provides online publishing and archiving of Masters' Projects or Theses completed at CSUCI. Students follow submission procedures posted on the Broome Library's web site, which include style information, example cover sheets, and a distribution license which states that the students' work is their own. After a project or thesis is accepted as final by the advisors, a digital copy is submitted to Unique Collections where it is archived as media or PDF files, as appropriate. The project or thesis is then made available to the public through the CSUCI Institutional Repository, which is searchable through Google and Google Scholar. The project or thesis is indexed by keywords and added to the Broome Library Catalog. The Broome Library provides continuous access to the project or thesis by migrating file formats as they change over time.

Information Literacy

Broome Library offers information literacy (IL) instruction to support faculty teaching and student learning related to research. Faculty librarians work with teaching faculty to craft individual sessions with hands-on research experiences for students to learn how to craft effective research questions, employ effective research strategies, develop and revise keywords, use advanced functions of the research databases, and employ critical thinking skills. Librarians teach over 250 of these tailored sessions per year, in addition to consultations with individuals and small groups. The Political Science program has been a steady user of IL sessions for its students, and the Library expects a new program to add to the number of IL sessions and consultations each semester.

- d. Describe available academic technology, equipment, and other specialized materials.

Information technology supports students with access and technical support with myCI, CILearn, email, and campus related accounts or passwords. New student support services can be found on the [campus website](#), including access to video tutorials for commonly used programs at Lynda.com accessed through myCI. [The Solution Center](#) is available to support students in the library face-to-face, offers an online support portal, or can be reached by email or phone. Open [computer labs](#) are available in Broome Library, as well as printing services. Additional [information technology student support services](#) can be found on the csuci.edu website

8. Additional Support Resources Required

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. Describe additional faculty or staff support positions needed to implement the proposed program.

To meet accreditation requirements, there will be a need to have an FNP Program Coordinator. The FNP Program Coordinator is responsible for securing preceptors for practica courses and assuring MOUs are in place with each agency at which a student is placed. We currently have three FNPs on faculty. The two tenured, tenure-track faculty will assume responsibility for advising FNP students. Three units of course release time will be needed for the FNP Program Coordinator to manage the program. One of three FNP faculty will be given the release time to manage the program. We will not need to hire additional faculty at this time. There is need for a quarter-time (0.25) staff member to support the program. The Clinical Placement Coordinator (an existing position) will assist the FNP Program Coordinator with obtaining MOUs, etc. with physician's offices, clinics, and other facilities at which students will do their clinical hours.

- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to 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. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

There will be no need for additional lecture or laboratory space. The program is hybrid with two one-week on-campus intensives. The on-campus intensives will be held prior to the start of the regular

semester. We will be able to utilize existing lecture and laboratory space without impacting the existing nursing program schedule or other campus programs.

- c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

In consultation with the library, it was determined that an additional database resource, Cochrane Library (Wiley), will be needed to support this program. The annual subscription fee for the database is included in the budget for the program. The purchasing of the database will also enhance the resources available to the existing nursing and health science programs.

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

Specialized equipment will not need to be purchased to support this program. However, simulated patients (actors) and human models (for pelvic exams) will be needed during the one-week on campus intensive courses. The budget was developed to support the recruitment and training of these individuals, as well as to pay them the going hourly rate for working with students in the lab.

9. Self-Support Programs

- a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.

This is a hybrid program with two intensive courses, NRS 500 Advanced Health Assessment and Promotion and NRS 525 Laboratory and Clinical Procedures for Advanced Practice. The intensive courses will be held on-campus prior to the start of the regular fall semester. Since regularly scheduled classes will not be in session, the impact on campus classroom space will be minimal. Additionally, students attending the on campus intensives will spend the majority of their time working in the Nursing Simulation Lab, so that they can practice the skills necessary for clinical practice.

- b. Explain how state-support funding is either unavailable or inappropriate.

Currently, there are no state funds available to support development of a graduate nursing program at CSU Channel Islands.

- c. Explain how at least one of the following additional criteria shall be met:
 - i. The courses or program are primarily designed for career enrichment or retraining;
 - ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
 - iii. The course or program is offered through a distinct technology, such as online delivery;
 - iv. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;
 - v. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.

This is a hybrid program with two on campus intensives. Students will be placed in the practicum sites based on geographic location. This will enable us to recruit students who might otherwise not have an option to attend and complete a graduate nursing program.

- d. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the CSU degree proposal faculty check list found earlier in this document and listed below):

Refer to attached budget.

* Basic Cost Recovery Budget Elements
(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees

Include projected attrition numbers each year

Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor's Office overhead

*Additional line items may be added based on program characteristics and needs.

Submit completed proposal packages to:

APP@calstate.edu

Academic Programs and Faculty Development

CSU Office of the Chancellor

401 Golden Shore

Long Beach, CA 90802-4210

Contact Us

Dr. Alison M. Wrynn, Ph. D.

Interim Assistant Vice Chancellor, Academic Programs and Faculty Development, and

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Academic Programs and Faculty Development is on the Web <http://www.calstate.edu/APP/>

Contact Extended Education

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Appendix 1
Master of Science in Nursing
Comprehensive Program Assessment Plan

ILOs	PLOs	SLOs	Course where each SLO is assessed	Assessment activity/ assignment used to measure each SLO	Assessment tool used to measure outcome success	Assessment schedule – how often SLOs will be assessed?	How will data/ findings be quantitatively or qualitatively reported?	Designated personnel to collect, analyze, and interpret student learning outcome data	Program data/ findings dissemination schedule	Closing the loop strategies
Informed about past, present, and future issues affecting human society and natural world, and the inter-relatedness of society and the natural world	1. Graduates will utilize knowledge from sciences, humanities, and nursing to promote health, prevent disease, advocate and collaborate with inter-professional colleagues to provide health care to individuals, families, groups, and populations.	1. Working as a member of a collaborative team, organize and deliver nursing care to individuals, families, groups, or populations to promote health and prevent disease using knowledge from the sciences, humanities, and nursing.	NRS 526 NRS 527 NRS 537 NRS 539 NRS 540	Clinical Application Exams Portfolio Presentation Culminating Experience, Paper, or Project	Clinical Evaluation Tool Preceptor Evaluation of Student Performance Clinical Observation Portfolio Evaluation Rubric Presentation Evaluation Rubric Paper or Project Grading Rubric	Courses are evaluated every 2 years by a member of the MSN Committee Graduate student exit surveys every 2 years Annual certification exam pass rates	% of students scoring higher than proficient on clinical evaluation tool Faculty narrative of student observation % of students scoring proficient or above on portfolio, presentation, and culminating experience rubrics	MSN Committee Chair Assistant Chair FNP Program Coordinator	Department Key Performance Indicators - annually CCNE Self Study – every 5 years BRN Approval Self-Study – every 5 years	Discussion at faculty meeting Open forum with students and alumni annually Request and discuss feedback from Nursing Program Advisory Board bi-annually Outside review by Program Review Committee every 5 years

ILOs	PLOs	SLOs	Course where each SLO is assessed	Assessment activity/ assignment used to measure each SLO	Assessment tool used to measure outcome success	Assessment schedule – how often SLOs will be assessed?	How will data/ findings be quantitatively or qualitatively reported?	Designated personnel to collect, analyze, and interpret student learning outcome data	Program data/ findings dissemination schedule	Closing the loop strategies
	2. Graduates will use organizational and systems frameworks; ethical decision-making; and effective working relationships to identify and address current healthcare and educational issues.	2. Defend the use of a specific organizational or systems framework to address the complex economic, policy, environmental, and social forces affecting the healthcare or educational systems.	NRS 537 NRS 539 NRS 540	Portfolio Presentation Culminating Experience, Paper, or Project	Portfolio Evaluation Rubric Presentation Evaluation Rubric Paper or Project Grading Rubric	Courses are evaluated every 2 years by a member of the MSN Committee Graduate student exit surveys every 2 years	% of students scoring proficient or above on portfolio, presentation, and culminating experience rubrics	MSN Committee Chair Assistant Chair FNP Program Coordinator	Department Key Performance Indicators - annually CCNE Self Study – every 5 years BRN Approval Self-Study – every 5 years	Discussion at faculty meeting Open forum with students and alumni annually Request and discuss feedback from Nursing Program Advisory Board bi-annually Outside review by Program Review Committee every 5 years
Empowered with the disciplinary and interdisciplinary knowledge necessary to evaluate problems, the ability to translate knowledge into judgment and	3. Graduates will effectively integrate and communicate using written, oral, and electronic methods with clients, colleagues, and other stakeholders	3. Apply effective communication strategies using written, oral, and electronic methods in a variety of settings with individuals, families, groups	NRS 526 NRS 527 NRS 537 NRS 539 NRS 540	Clinical Application Exams Portfolio Presentation Culminating Experience,	Clinical Evaluation Rubric Preceptor Evaluation of Student Performance Clinical Observation	Courses are evaluated every 2 years by a member of the MSN Committee Graduate student exit surveys	% of students scoring higher than proficient on clinical evaluation tool Faculty narrative of	MSN Committee Chair Assistant Chair FNP Program Coordinator	Department Key Performance Indicators - annually CCNE Self Study – every 5 years BRN Approval	Discussion at faculty meeting Open forum with students and alumni annually Request and discuss feedback

ILOs	PLOs	SLOs	Course where each SLO is assessed	Assessment activity/ assignment used to measure each SLO	Assessment tool used to measure outcome success	Assessment schedule – how often SLOs will be assessed?	How will data/ findings be quantitatively or qualitatively reported?	Designated personnel to collect, analyze, and interpret student learning outcome data	Program data/ findings dissemination schedule	Closing the loop strategies
action, and excellent communication skills for conveying their interpretations and opinions to a diverse audience		and/or populations		Paper, or Project	Portfolio Evaluation Rubric Presentation Evaluation Rubric Paper or Project Grading Rubric	every 2 years Annual certification exam pass rates	student observation % of students scoring proficient or above on portfolio, presentation, and culminating experience rubrics		Self-Study – every 5 years	from Nursing Program Advisory Board bi-annually Outside review by Program Review Committee every 5 years
	4. Graduates will utilize leadership models and ethical decision-making skills to improve the quality of care provided in a variety of settings.	4. Design a clinical or educational intervention to improve outcomes using a leadership model and considering the tenets of ethical decision-making.	NRS 537 NRS 539 NRS 540	Portfolio Presentation Culminating Experience, Paper, or Project	Portfolio Evaluation Rubric Presentation Evaluation Rubric Paper or Project Grading Rubric	Courses are evaluated every 2 years by a member of the MSN Committee Graduate student exit surveys every 2 years	% of students scoring proficient or above on portfolio, presentation, and culminating experience rubrics	MSN Committee Chair Assistant Chair FNP Program Coordinator	Department Key Performance Indicators - annually CCNE Self Study – every 5 years BRN Approval Self-Study – every 5 years	Discussion at faculty meeting Open forum with students and alumni annually Request and discuss feedback from Nursing Program Advisory Board bi-annually Outside review by Program Review

ILOs	PLOs	SLOs	Course where each SLO is assessed	Assessment activity/ assignment used to measure each SLO	Assessment tool used to measure outcome success	Assessment schedule – how often SLOs will be assessed?	How will data/ findings be quantitatively or qualitatively reported?	Designated personnel to collect, analyze, and interpret student learning outcome data	Program data/ findings dissemination schedule	Closing the loop strategies
										Committee every 5 years
Creative in developing imaginative self-expression and independent thinking, with joy and passion for learning	5. Graduates will translate, integrate, apply evidence-based practice, and principles of quality improvement in a variety of care settings and educational settings.	5. Utilize evidence-based practice and quality improvement principles in designing, managing, and evaluating nursing interventions and programs.	NRS 526 NRS 527 NRS 537 NRS 539 NRS 540	Clinical Application Exams Portfolio Presentation Culminating Experience, Paper, or Project	Clinical Evaluation Rubric Preceptor Evaluation of Student Performance Clinical Observation Portfolio Evaluation Rubric Presentation Evaluation Rubric Paper or Project Grading Rubric	Courses are evaluated every 2 years by a member of the MSN Committee Graduate student exit surveys every 2 years Annual certification exam pass rates	% of students scoring higher than proficient on clinical evaluation tool Faculty narrative of student observation % of students scoring proficient or above on portfolio, presentation, and culminating experience rubrics	MSN Committee Chair Assistant Chair FNP Program Coordinator	Department Key Performance Indicators - annually CCNE Self Study – every 5 years BRN Approval Self-Study – every 5 years	Discussion at faculty meeting Open forum with students and alumni annually Request and discuss feedback from Nursing Program Advisory Board bi-annually Outside review by Program Review Committee every 5 years

ILOs	PLOs	SLOs	Course where each SLO is assessed	Assessment activity/ assignment used to measure each SLO	Assessment tool used to measure outcome success	Assessment schedule – how often SLOs will be assessed?	How will data/ findings be quantitatively or qualitatively reported?	Designated personnel to collect, analyze, and interpret student learning outcome data	Program data/ findings dissemination schedule	Closing the loop strategies
Dedicated to maintaining the principles of intellectual honesty, democracy, and social justice, and to participating in human society and the natural world as socially responsible individual citizens	6. Graduates will integrate doctrines of cultural congruence into nursing interventions when working with individuals, families, groups and/or populations.	6. Operationalize cultural competency and advocacy knowledge, skills and attitudes when working with individuals from diverse backgrounds.	NRS 526 NRS 527 NRS 537 NRS 539 NRS 540	Clinical Application Exams Portfolio Presentation Culminating Experience, Paper, or Project	Clinical Evaluation Rubric Preceptor Evaluation of Student Performance Clinical Observation Portfolio Evaluation Rubric Presentation Evaluation Rubric Paper or Project Grading Rubric	Courses are evaluated every 2 years by a member of the MSN Committee Graduate student exit surveys every 2 years Annual certification exam pass rates	% of students scoring higher than proficient on clinical evaluation tool Faculty narrative of student observation % of students scoring proficient or above on portfolio, presentation, and culminating experience rubrics	MSN Committee Chair Assistant Chair FNP Program Coordinator	Department Key Performance Indicators - annually CCNE Self Study – every 5 years BRN Approval Self-Study – every 5 years	Discussion at faculty meeting Open forum with students and alumni annually Request and discuss feedback from Nursing Program Advisory Board bi-annually Outside review by Program Review Committee every 5 years

Appendix 2
Master of Science in Nursing
Curriculum Map Matrix - MSN Core Courses

Student Learning Outcomes	NRS 500 Advanced Health Assessment and Promotion	NRS 502 Advanced Pathophysiology	NRS 504 Advanced Pharmacology	NRS 506 Theoretical Frameworks and Professional Roles	NRS 508 Evidence-based Practice for Advanced Nursing Practice	NRS 510 Healthcare Policy and Nursing Issues	NRS 512 Informatics in Advanced Nursing Practice	NRS 540 Culminating Experience
1. Working as a member of a collaborative team, organize and deliver nursing care to individuals, families, groups, or populations to promote health and prevent disease using knowledge from the sciences, humanities, and nursing.	I	I	I	D	D	D	D	M
2. Defend the use of a specific organizational or systems framework to address the complex economic, policy, environmental, and social forces affecting the healthcare or educational systems.				I	I	I	D	M
3. Apply effective communication strategies using written, oral, and electronic methods in a variety of settings with individuals, families, groups, and/or populations	I	I		I/D	D	D	D	M
4. Design a clinical or educational intervention to improve outcomes using a leadership model and considering the tenets of ethical decision-making.				I	D	D		M
5. Utilize evidence-based practice and quality improvement principles in designing, managing, and evaluating nursing interventions and programs.	I	I		I/D	D	D	D	M
6. Operationalize cultural competency and advocacy knowledge, skills and attitudes when working with individuals from diverse backgrounds.	I	I	I	D	D	D		M

Key: Introduced (I), developed (D), and/or mastered (M).

**Master of Science in Nursing
Curriculum Map Matrix
MSN FNP Emphasis Courses**

	NRS 520 Advanced Concepts of Health Across the Lifespan I	NRS 522 Advanced Concepts of Reproductive and Women's Health	NRS 524 Advanced Concepts of Pediatric Primary Care	NRS 526 Advanced Concepts of Health Across the Lifespan II	NRS 525 Laboratory and Clinical Procedures for Advanced Practice	NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan III
1. Working as a member of a collaborative team, organize and deliver nursing care to individuals, families, groups, or populations to promote health and prevent disease using knowledge from the sciences, humanities, and nursing.	D	D	D	M	D	M
2. Defend the use of a specific organizational or systems framework to address the complex economic, policy, environmental, and social forces affecting the healthcare or educational systems.	D		D			
3. Apply effective communication strategies using written, oral, and electronic methods in a variety of settings with individuals, families, groups, and/or populations.	D		D	M	D	M
4. Design a clinical or educational intervention to improve outcomes using a leadership model and considering the tenets of ethical decision-making.	D	D	D			M
5. Utilize evidence-based practice and quality improvement principles in designing, managing, and evaluating nursing interventions and programs.	D	D	D	M	D	M
6. Operationalize cultural competency and advocacy knowledge, skills and attitudes when working with individuals from diverse backgrounds.	D		D	M	D	M

Key: Introduced (I), developed (D), and/or mastered (M).

**Master of Science in Nursing
Curriculum Map Matrix
MSN Nurse Educator Emphasis Courses**

	NRS 532 Concepts of Adult Learning	NRS 534 Curriculum and Program Development and Evaluation for Nurse Educators	NRS 536 Innovations in Teaching and Learning	NRS 537 Nurse Educator Practicum I	NRS 539 Nurse Educator Practicum II
1. Working as a member of a collaborative team, organize and deliver nursing care to individuals, families, groups, or populations to promote health and prevent disease using knowledge from the sciences, humanities, and nursing.		D	D	M	M
2. Defend the use of a specific organizational or systems framework to address the complex economic, policy, environmental, and social forces affecting the healthcare or educational systems.	D		D	M	M
3. Apply effective communication strategies using written, oral, and electronic methods in a variety of settings with individuals, families, groups, and/or populations	D	D	D	M	M
4. Design a clinical or educational intervention to improve outcomes using a leadership model and considering the tenets of ethical decision-making.	D	D	D	M	M
5. Utilize evidence-based practice and quality improvement principles in designing, managing, and evaluating nursing interventions and programs.	D	D	D	M	M
6. Operationalize cultural competency and advocacy knowledge, skills and attitudes when working with individuals from diverse backgrounds.	D	D	D	M	M

Key: Introduced (I), developed (D), and/or mastered (M).

Appendix 3
CSU Channel Islands
Master of Science Nursing Program
Course Descriptions

MSN Core Courses

Course	Course Description
NRS 500 Advanced Health Assessment & Promotion	This course provides a comprehensive overview of primary care health analysis including the role of risk factors and health promotion strategies in adults and children across the lifespan with a focus on vulnerable, culturally diverse populations. Emphasis is placed on functional implications. Interpretation of data for the purpose of differentiating typical from atypical presentation and recognizing actual and potential health problems. The problem-oriented system of organizing and recording data is utilized.
NRS 502 Advanced Pathophysiology	This course builds on the foundation of baccalaureate level nursing practice to prepare nurses for clinical decision making at the APRN level with advanced physiologic concepts related to physiology and pathophysiology. A systems-based approach is utilized to examine the homeostatic relationship of physiology and pathophysiology across the lifespan. The course will explore pathophysiology of frequently encountered primary care conditions across the life span and special populations. Pathophysiological theories and evidence-based research as a basis for advanced practice nursing will also be covered.
NRS 504 Advanced Pharmacology	The focus of this course is on advanced knowledge about pharmacological agents useful in the management of a variety of common clinical situations. The physiological approach utilized in the course allows a greater understanding of the effect of common drugs utilized across the lifespan. Ethical/legal issues and standardized procedures will be covered.
NRS 506 Theoretical Frameworks and Professional Roles	The course examines multiple theories and conceptual frameworks from nursing and relevant fields in healthcare. The relationships between theoretical frameworks, nursing practice, and research are evaluated as integrated components of evidence-based care. Essential to optimal outcomes in healthcare is identifying the roles of advanced nursing practice and how the use of relevant theoretical frameworks, leadership skills, and inter-professional collaboration can improve understanding, delivery processes, and outcomes in clients of diverse backgrounds with selected diseases or identified need for prevention of disease. Ethical, legal, economic, and business consideration related to the scope of practice in affecting care delivery are examined.
NRS 508 Evidence-based Practice and Quality Improvement	The course integrates quality improvement strategies and principles of evidence-based practice, so that advanced practice nurse can develop interventions to improve health outcomes, maintain health status, and assure patient safety in a variety of care settings. Effective use of evidence-based practice requires an understanding of research methodologies, while focusing on providing patient-centered care.
NRS 510 Healthcare Policy and Nursing Issues	Provides the requisite knowledge and skills for master's-prepared nurses to promote health, help shape the health delivery system by assuming leadership roles, and advance values like social justice through policy processes and advocacy. Topics include the health care delivery and financing, the policy process, critical policy issues, and the role of nursing in health policy and health care financing.
NRS 512 Informatics in Advanced Nursing Practice	This course presents an overview of information technology in healthcare, organizational systems, and the impact of informatics on timely, affordable, quality care. Understanding the concepts of informatics better supports decision making in the areas of nursing such as clinical, administrative, research, quality and safety, health policy, and education. By synthesizing and integrating nursing science, with computer, information, and cognitive science, graduates will be competent in basic nursing informatics skills to provide safe, quality holistic health care.
NRS 540 Culminating Experience	Demonstrate synthesis of the graduate program learning outcomes using a systemic and scholarly approach. The culminating experience draws upon knowledge generated from previous course work, and reflects the growth in knowledge and skills required of the master's prepared nurse.

MSN FNP Emphasis Courses

Course	Course Description
NRS 520 Advanced Concepts of Health Across the Lifespan I	The purpose of this course is to introduce nurse practitioner students to the pathophysiology, presentation, preventative health maintenance, differential diagnoses, and management of common conditions encountered in primary care settings across the lifespan. This course will also prepare students to meet the changing needs of the health care system in providing quality, cost-effective care to populations with an emphasis on vulnerable, culturally diverse individuals, families, communities, and populations including LGBTQ, migrants, and veterans in a wide variety of settings.
NRS 522 Advanced Concepts of Reproductive and Women's Health	This course provides a comprehensive overview of women's and reproductive health issues in primary care. The course content will focus on the assessment and management of common reproductive health problems in adolescents and adults. Emphasis is placed on delivery of culturally competent care, gender roles, and vulnerable populations such as LGBTQ, veterans, and migrant populations.
NRS 524 Advanced Concepts of Pediatric Primary Care	This course will introduce nurse practitioner students to the pathophysiology, presentation, preventative health maintenance, differential diagnoses, and management of common conditions encountered with pediatric clients. This course will also prepare students to meet the changing needs of the health care system in providing quality, cost-effective care to diverse pediatric populations and their families in a wide variety of settings with an emphasis on vulnerable, culturally diverse populations.
NRS 525 Laboratory and Clinical Procedures for Advanced Practice	Provides a foundational knowledge of the multifaceted role of the Advanced Practice Nurse (APN) in the primary care setting by addressing selected advanced practice procedures diagnostic competencies, procedures, and test analysis of the APN as a member of the multidisciplinary healthcare team. A mandatory face-to-face one week session is required which will be held at the California State University Channel Islands campus.
NRS 526 Advanced Concepts of Health Across the Lifespan II	Students will utilize theoretical foundations from pathophysiology, health assessment and pharmacology to develop differential diagnoses and manage common conditions encountered across the lifespan with an emphasis on vulnerable populations including LGBTQ, migrants, and veterans in a variety of healthcare settings. This course will also prepare students to meet the changing needs of the health care system in providing quality, cost-effective care to diverse populations in a wide variety of settings.
NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan III	The Family Nurse Practitioner (FNP) practicum experience provides the student with an opportunity to assume responsibility for the primary healthcare services of individuals and families across the life span under the supervision of an established nurse practitioner and/or physician preceptor. The role of the FNP in health individual and family assessment, health maintenance, promotion and teaching. Collaboration with health professionals is emphasized through the clinical preceptorship while assuming increased responsibility for directing care, managing therapeutic processes, documenting and evaluating outcomes of care. This course is repeatable. This is a variable unit course (1-3 units). A total of 12 units must be completed.

MSN Nurse Educator Emphasis Courses

Course	Course Description
NRS 532 Concepts of Adult Learning	The course examines multiple theories and conceptual frameworks from nursing and relevant fields related to the adult learner in varied settings. Examination of adult educational theories using evidence-based practice is integrated. The course explores the effects of developmental, motivational, and sociocultural factors on teaching and learning. The course culminates with development of an effective teaching strategy with individuals, families, or groups.
NRS 534 Curriculum and Program Development and Evaluation for Nurse Educators	This course is designed so that graduate nursing students explore curriculum development and evaluation in both the academic and practice settings. Students will utilize curriculum development and evaluation strategies as well as program evaluation models. The course includes integration of theories and research into curriculum development and evaluation to assess learner and program outcomes.
NRS 536 Innovations in	Rapid ongoing advancements in science and technology have created paradigm shifts in nursing education delivery, innovation, and research. This course will explore current trends in 21 st century teaching and learning. Students will evaluate the role of the nurse educator and examine the

Course	Course Description
Teaching and Learning	integration of innovative educational strategies and tools. Trends in higher education, health informatics, and open educational resources will be explored.
NRS 537 Nurse Educator Practicum I	Application of advanced practice nursing knowledge and skills in a healthcare setting. Emphasis on integrating core advanced practice knowledge in pathophysiology, pharmacology, and physical assessment in the provision of nursing care to a target population. Operationalization of theoretical concepts in quality improvement, evidenced-based practice, teamwork and collaboration, informatics, leadership, and patient safety to address the health needs of a selected population.
NRS 539 Nurse Educator Practicum II	The practicum offers the student the opportunity to operationalize teaching and learning strategies, curriculum development, and program evaluation in an academic or clinical setting. Emphasis is placed on designing appropriate educational materials, developing appropriate teaching and learning strategies for different student groups, assessing performance, providing learner feedback, and evaluation outcomes of teaching.

Appendix 4
CSU Channel Islands
Master of Science Nursing Program

Proposed course-offering plan for first three years of the program

	Course	Likely Faculty Teaching Assignment
Year 1 - Fall	NRS 500 Advanced Health Assessment and Promotion (3)	LaSonya Davis, DNP APRN, FNP, WHNP
	NRS 502 Advanced Pathophysiology (3)	Colleen Nevins, DNP, MN, RN, CNE
	NRS 504 Advanced Pharmacology (3)	Aaron McColpin, DNP, MSN, RN
Year 1 - Spring	NRS 506 Theoretical Frameworks and Professional Roles (3)	LaSonya Davis, DNP APRN, FNP, WHNP
	NRS 508 Evidence-based Practice & Quality Improvement (3)	Lynette Landry PhD, RN
	NRS 520 Advanced Concepts of Health Across the Lifespan I (2)	Aaron McColpin, DNP, MSN, RN
	NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan III (1-3)	Kalena Lanuza, DNP, MSN, RN, FNP-C, CLC
	NRS 537 Nurse Educator Practicum I (1-3)	Doctoral degree-prepared faculty with clinical expertise in patient population or specialty the student is working in Jaime Hannans, PhD, MSN, RN, CNE
	NRS 539 Nurse Educator Practicum II (1-3)	
Year 1 – Summer	NRS 510 Healthcare Policy and Nursing Issues (3)	Lynette Landry PhD, RN
	NRS 512 Informatics in Advanced Nursing Practice (3)	Jaime Hannans, PhD, MSN, RN, CNE
	NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan III (1-3)	Kalena Lanuza, DNP, MSN, RN, FNP-C, CLC
	NRS 537 Nurse Educator Practicum I (1-3)	Doctoral degree-prepared faculty with clinical expertise in patient population or specialty the student is working in Jaime Hannans, PhD, MSN, RN, CNE
	NRS 539 Nurse Educator Practicum II (1-3)	
Year 2 - Fall	NRS 500 Advanced Health Assessment and Promotion (3)	LaSonya Davis, DNP APRN, FNP, WHNP

	Course	Likely Faculty Teaching Assignment
	NRS 502 Advanced Pathophysiology (3)	Colleen Nevins, DNP, MN, RN, CNE
	NRS 504 Advanced Pharmacology (3)	Aaron McColpin, DNP, MSN, RN
	NRS 522 Advanced Concepts of Reproductive and Women's Health (2)	LaSonya Davis, DNP APRN, FNP, WHNP
	NRS 524 Advanced Concepts of Pediatric Primary Care (2)	Michele Solakian, RN, MSN, CPNP
	NRS 525 Laboratory and Clinical Procedures for Advanced Practice (1)	Aaron McColpin, DNP, MSN, RN
	NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan III (1-3)	Kalena Lanuza, DNP, MSN, RN, FNP-C, CLC
	NRS 532 Concepts of Adult Learning (3)	Charlene Niemi, PhD, MSN, RN, CNE
	NRS 534 Curriculum and Program Development and Evaluation for Nurse Educators (3)	Lynette Landry PhD, RN
	NRS 537 Nurse Educator Practicum I (1-3)	Doctoral degree-prepared faculty with clinical expertise in patient population or specialty the student is working in
	NRS 539 Nurse Educator Practicum II (1-3)	Jaime Hannans, PhD, MSN, RN, CNE
Year 2 - Spring	NRS 506 Theoretical Frameworks and Professional Roles (3)	LaSonya Davis, DNP APRN, FNP, WHNP
	NRS 508 Evidence-based Practice & Quality Improvement (3)	Lynette Landry PhD, RN
	NRS 520 Advanced Concepts of Health Across the Lifespan I (2)	Aaron McColpin, DNP, MSN, RN
	NRS 526 Advanced Concepts of Health Across the Lifespan II (2)	Aaron McColpin, DNP, MSN, RN
	NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan III (1-3)	Kalena Lanuza, DNP, MSN, RN, FNP-C, CLC
	NRS 536 Innovations in Teaching and Learning (3)	Jaime Hannans, PhD, MSN, RN, CNE

	Course	Likely Faculty Teaching Assignment
	NRS 537 Nurse Educator Practicum I (1-3) NRS 539 Nurse Educator Practicum II (1-3)	Doctoral degree-prepared faculty with clinical expertise in patient population or specialty the student is working in Jaime Hannans, PhD, MSN, RN, CNE
Year 2 - Summer	NRS 510 Healthcare Policy and Nursing Issues (3) NRS 512 Informatics in Advanced Nursing Practice (3) NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan III (1-3) NRS 537 Nurse Educator Practicum I (1-3) NRS 539 Nurse Educator Practicum II (1-3) NRS 540 Culminating Experience (1-3)	Lynette Landry PhD, RN Jaime Hannans, PhD, MSN, RN, CNE Kalena Lanuza, DNP, MSN, RN, FNP-C, CLC Doctoral degree-prepared faculty with clinical expertise in patient population or specialty the student is working in Jaime Hannans, PhD, MSN, RN, CNE Doctoral degree-prepared nursing faculty will supervise 2-4 projects.
Year 3 - Fall	NRS 500 Advanced Health Assessment and Promotion (3) NRS 502 Advanced Pathophysiology (3) NRS 504 Advanced Pharmacology (3) NRS 522 Advanced Concepts of Reproductive and Women's Health (2) NRS 524 Advanced Concepts of Pediatric Primary Care (2) NRS 525 Laboratory and Clinical Procedures for Advanced Practice (1) NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan III (1-3) NRS 532 Concepts of Adult Learning (3) NRS 534 Curriculum and Program Development and Evaluation for Nurse	LaSonya Davis, DNP APRN, FNP, WHNP Colleen Nevins, DNP, MN, RN, CNE Aaron McColpin, DNP, MSN, RN LaSonya Davis, DNP APRN, FNP, WHNP Michele Solakian, RN, MSN, CPNP Aaron McColpin, DNP, MSN, RN Kalena Lanuza, DNP, MSN, RN, FNP-C, CLC Charlene Niemi, PhD, MSN, RN, CNE

	Course	Likely Faculty Teaching Assignment
	Educators (3) NRS 537 Nurse Educator Practicum I (1-3) NRS 539 Nurse Educator Practicum II (1-3) NRS 540 Culminating Experience (1-3)	Lynette Landry PhD, RN Doctoral degree-prepared faculty with clinical expertise in patient population or specialty the student is working in Doctoral degree-prepared nursing faculty will supervise 2-4 projects. Doctoral degree-prepared nursing faculty will supervise 2-4 projects.
Year 3 - Spring	NRS 506 Theoretical Frameworks and Professional Roles (3) NRS 508 Evidence-based Practice & Quality Improvement (3) NRS 520 Advanced Concepts of Health Across the Lifespan I (2) NRS 526 Advanced Concepts of Health Across the Lifespan II (2) NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan III (1-3) NRS 536 Innovations in Teaching and Learning (3) NRS 537 Nurse Educator Practicum I (1-3) NRS 539 Nurse Educator Practicum II (1-3) NRS 540 Culminating Experience (1-3)	LaSonya Davis, DNP APRN, FNP, WHNP Lynette Landry PhD, RN Aaron McColpin, DNP, MSN, RN Aaron McColpin, DNP, MSN, RN Kalena Lanuza, DNP, MSN, RN, FNP-C, CLC Jaime Hannans, PhD, MSN, RN, CNE Doctoral degree-prepared faculty with clinical expertise in patient population or specialty the student is working in Jaime Hannans, PhD, MSN, RN, CNE Doctoral degree-prepared nursing faculty will supervise 2-4 projects.
Year 3 – Summer	NRS 510 Healthcare Policy and Nursing Issues (3) NRS 512 Informatics in Advanced Nursing Practice (3) NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan III (1-3)	Lynette Landry PhD, RN Jaime Hannans, PhD, MSN, RN, CNE Kalena Lanuza, DNP, MSN, RN, FNP-C, CLC

	Course	Likely Faculty Teaching Assignment
	NRS 537 Nurse Educator Practicum I (1-3)	Doctoral degree-prepared faculty with clinical expertise in patient population or specialty the student is working in
	NRS 539 Nurse Educator Practicum II (1-3)	Jaime Hannans, PhD, MSN, RN, CNE
	NRS 540 Culminating Experience (1-3)	Doctoral degree-prepared nursing faculty will supervise 2-4 projects.

Appendix 5
CSU Channel Island
Master of Science in Nursing Family Nurse Practitioner
Full-time Enrollment Advising Roadmap

First Year (26 units)					
<i>One-week on campus intensive course (prior to the start of fall semester)</i>					Units
NRS 500 Advanced Health Assessment and Promotion					3
<i>Fall (1st 8 weeks)</i>	Units	<i>Spring (1st 8 weeks)</i>	Units	<i>Summer (5 weeks)</i>	Units
NRS 502 Advanced Pathophysiology	3	NRS 520 Advanced Concepts of Health Across the Lifespan I	2	NRS 512 Informatics in Advanced Nursing Practice	3
		NRS 508 Evidence-based Practice and Quality Improvement	3		
<i>Fall (2nd 8 weeks)</i>	Units	<i>Spring (2nd 8 weeks)</i>	Units	<i>Summer (5 weeks)</i>	Units
NRS 504 Advanced Pharmacology	3	NRS 506 Theoretical Frameworks and Professional Roles	3	NRS 510 Healthcare Policy and Nursing Issues	3
				<i>Summer (14 weeks)</i>	Units
				NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan	3
Total:	9	Total:	8	Total:	9
Second Year (19 units)					
<i>One-week on campus intensive course (prior to the start of fall semester)</i>					Units
NRS 525 Laboratory and Clinical Procedures for Advanced Practice					1
<i>Fall (1st 8 weeks)</i>	Units	<i>Spring (1st 8 weeks)</i>	Units	<i>Summer (14 weeks)</i>	Units
NRS 522 Advanced Concepts of Reproductive and Women's Health	2	NRS 526 Advanced Concepts of Health Across the Lifespan II	2	NRS 540 Culminating Experience	3
<i>Fall (2nd 8 weeks)</i>	Units			NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan	3
NRS 524 Advanced Concepts in Pediatric Primary Care	2				
<i>Fall (16 weeks)</i>	Units	<i>Spring (16 weeks)</i>	Units		
NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan	3	NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan	3		
Total:	8	Total:	5	Total:	6

**Master of Science in Nursing Family Nurse Practitioner
Part-time Enrollment Advising Roadmap**

First Year (17 units)					
<i>One-week on campus intensive course (prior to the start of fall semester)</i>					<i>Units</i>
NRS 500 Advanced Health Assessment and Promotion					3
<i>Fall (1st 8 weeks)</i>	<i>Units</i>	<i>Spring (1st 8 weeks)</i>	<i>Units</i>	<i>Summer (5 weeks)</i>	<i>Units</i>
NRS 502 Advanced Pathophysiology	3	NRS 520 Advanced Concepts of Health Across the Lifespan I	2	NRS 510 Healthcare Policy and Nursing Issues	3
<i>Fall (2nd 8 weeks)</i>	<i>Units</i>	<i>Spring (2nd 8 weeks)</i>	<i>Units</i>		
NRS 504 Advanced Pharmacology	3	NRS 506 Theoretical Frameworks and Professional Roles	3		
Total:	9	Total:	5	Total:	3
Second Year (16 units)					
<i>Fall (1st 8 weeks)</i>	<i>Units</i>	<i>Spring (1st 8 weeks)</i>	<i>Units</i>	<i>Summer (5 weeks)</i>	<i>Units</i>
NRS 522 Advanced Concepts of Reproductive and Women's Health	2	NRS 508 Evidence-based Practice and Quality Improvement	3	NRS 512 Informatics in Advanced Nursing Practice	3
<i>Fall (2nd 8 weeks)</i>	<i>Units</i>	<i>Spring (16 weeks)</i>	<i>Units</i>	<i>Summer (14 weeks)</i>	<i>Units</i>
NRS 524 Advanced Concepts in Pediatric Primary Care	2	NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan	3	NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan	3
Total:	4		6		6
Third Year (12 units)					
<i>One-week on campus intensive course (prior to the start of fall semester)</i>					<i>Units</i>
NRS 525 Laboratory and Clinical Procedures for Advanced Practice					1
<i>Fall (16 weeks)</i>	<i>Units</i>	<i>Spring (2nd 8 weeks)</i>	<i>Units</i>	<i>Summer (14 weeks)</i>	<i>Units</i>
NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan	3	NRS 526 Advanced Concepts of Health Across the Lifespan II	2	NRS 540 Culminating Experience	3
		<i>Spring (16 weeks)</i>			
		NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan	3		
Total:	4	Total:	5		3

**Master of Science in Nurse Educator
Full-time Enrollment Advising Roadmap**

First Year (24 units)					
<i>One-week on campus intensive course (prior to the start of fall semester)</i>					<i>Units</i>
NRS 500 Advanced Health Assessment and Promotion					3
<i>Fall (1st 8 weeks)</i>	<i>Units</i>	<i>Spring (1st 8 weeks)</i>	<i>Units</i>	<i>Summer (5 weeks)</i>	<i>Units</i>
NRS 502 Advanced Pathophysiology	3	NRS 508 Evidence-based Practice and Quality Improvement	3	NRS 512 Informatics in Advanced Nursing Practice	3
<i>Fall (2nd 8 weeks)</i>	<i>Units</i>	<i>Spring (2nd 8 weeks)</i>	<i>Units</i>	<i>Summer (5 weeks)</i>	<i>Units</i>
NRS 504 Advanced Pharmacology	3	NRS 506 Theoretical Frameworks and Professional Roles	3	NRS 510 Healthcare Policy and Nursing Issues	3
		<i>Spring (16 weeks)</i>	<i>Units</i>		
		NRS 537 Nurse Educator Practicum I	3		
<i>Total:</i>	9	<i>Total:</i>	9	<i>Total:</i>	6
Second Year (15 units)					
<i>Fall (1st 8 weeks)</i>	<i>Units</i>	<i>Spring (1st 8 weeks)</i>	<i>Units</i>	<i>Summer (14 weeks)</i>	<i>Units</i>
NRS 532 Concepts of Adult Learning	3	NRS 536 Innovations in Teaching and Learning	3	NRS 540 Culminating Experience	3
<i>Fall (2nd 8 weeks)</i>	<i>Units</i>	<i>Spring (16 weeks)</i>	<i>Units</i>		
NRS 534 Curriculum Development and Evaluation for Nurse Educators	3	NRS 539 Nurse Educator Practicum II	3		
<i>Total:</i>	6	<i>Total:</i>	6	<i>Total</i>	3

**Master of Science in Nurse Educator
Part-time Enrollment Advising Roadmap**

First Year (15 units)					
<i>One-week on campus intensive course (prior to the start of fall semester)</i>					<i>Units</i>
NRS 500 Advanced Health Assessment and Promotion					3
<i>Fall (1st 8 weeks)</i>	<i>Units</i>	<i>Spring (1st 8 weeks)</i>	<i>Units</i>	<i>Summer (5 weeks)</i>	<i>Units</i>
NRS 502 Advanced Pathophysiology	3	NRS 508 Evidence-based Practice and Quality Improvement	3	NRS 512 Informatics in Advanced Nursing Practice	3
		<i>Spring (2nd 8 weeks)</i>	<i>Units</i>		
		NRS 506 Theoretical Frameworks and Professional Roles	3		
<i>Total:</i>	5	<i>Total:</i>	6	<i>Total:</i>	3
Second Year (15 units)					
<i>Fall (1st 8 weeks)</i>	<i>Units</i>	<i>Spring (1st 8 weeks)</i>	<i>Units</i>	<i>Summer (5 weeks)</i>	<i>Units</i>
NRS 532 Concepts of Adult Learning	3	NRS 536 Innovations in Teaching and Learning	3	NRS 510 Healthcare Policy and Nursing Issues	3
<i>Fall (2nd 8 weeks)</i>	<i>Units</i>	<i>Spring (16 weeks)</i>	<i>Units</i>		
NRS 504 Advanced Pharmacology	3	NRS 537 Nurse Educator Practicum I	3		
<i>Total:</i>	6		6		3
Third Year (9 units)					
<i>Fall (1st 8 weeks)</i>	<i>Units</i>	<i>Spring (16 weeks)</i>	<i>Units</i>	<i>Summer (14 weeks)</i>	
NRS 534 Curriculum Development and Evaluation for Nurse Educators	3	NRS 539 Nurse Educator Practicum II	3	NRS 540 Culminating Experience	3
<i>Total:</i>	3	<i>Total:</i>	3	<i>Total:</i>	3

**Post Master's Certificate Program - Family Nurse Practitioner
Advising Roadmap**

First Year (8 -17 units)					
<i>One-week on campus intensive course (prior to the start of fall semester)</i>					<i>Units</i>
NRS 500 Advanced Health Assessment and Promotion					3*
<i>Fall (1st 8 weeks)</i>	<i>Units</i>	<i>Spring (1st 8 weeks)</i>	<i>Units</i>	<i>Summer (14 weeks)</i>	<i>Units</i>
NRS 502 Advanced Pathophysiology	3*	NRS 520 Advanced Concepts of Health Across the Lifespan I	2	NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan	3
<i>Fall (2nd 8 weeks)</i>	<i>Units</i>	<i>Spring (16 weeks)</i>	<i>Units</i>		
NRS 504 Advanced Pharmacology	3*	NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan	3		
<i>Total:</i>	9*	<i>Total:</i>	5	<i>Total</i>	3
Second Year (13 units)					
<i>One-week on campus intensive course (prior to the start of fall semester)</i>					<i>Units</i>
NRS 525 Laboratory and Clinical Procedures for Advanced Practice					1
<i>Fall (1st 8 weeks)</i>	<i>Units</i>	<i>Spring (1st 8 weeks)</i>	<i>Units</i>		
NRS 522 Advanced Concepts of Reproductive and Women's Health	2	NRS 526 Advanced Concepts of Health Across the Lifespan II	2		
<i>Fall (2nd 8 weeks)</i>	<i>Units</i>				
NRS 524 Advanced Concepts in Pediatric Primary Care	2				
<i>Fall (16 weeks)</i>	<i>Units</i>	<i>Spring (16 weeks)</i>	<i>Units</i>		
NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan	3	NRS 527 Clinical Practicum: Advanced Concepts of Health Across the Lifespan	3		
<i>Total:</i>	8	<i>Total:</i>	5		

* If NRS 500, NRS 502, and NRS 504 were not previously completed, these courses must be taken at CSU Channel Islands to receive the FNP Certificate. If NRS 500, NRS 502, and/or NRS 504 are taken at CSU Channel Islands then an additional 2-8 units will need to be completed.

***Post Master's Certificate Program, Nurse Educator
Advising Roadmap***

<i>First Year (15 units)</i>			
<i>Fall (1st 8 weeks)</i>	<i>Units</i>	<i>Spring (1st 8 weeks)</i>	<i>Units</i>
NRS 532 Concepts of Adult Learning	3	NRS 536 Innovations in Teaching and Learning	3
<i>Fall (2nd 8 weeks)</i>		<i>Spring (16 weeks)</i>	
NRS 534 Curriculum Development and Evaluation for Nurse Educators	3	NRS 539 Nurse Educator Practicum II	3
<i>Fall (16 weeks)</i>			
NRS 537 Nurse Educator Practicum I	3		
<i>Total:</i>	9	<i>Total:</i>	6

Appendix 6
CSU Channel Island
Master of Science in Nursing, Budget

WSCUC Substantive Change Budget Template - FNP Program 8/27/18

Please modify this template as needed

ASSUMPTIONS*	Year 1	Year 2	Year 3	Notes^
	(broken out by term as applicable)			
Tuition per unit (course)	590	590	590	
Total cost per student of MSN FNP Emphasis	26,550	26,550	26,550	
Total cost per student of MSN FNP Emphasis Post-Master's Certificate	12,390- 17,700	12,390- 17,700	14,160-19,470	Students in the program may need to complete an additional 3-9 units of course work.
Total cost per student of MSN Nurse Educator Emphasis	23,010	23,010	23,010	
Total cost per student of MSN Nurse Educator Emphasis, Post-Master's Certificate	8,850	8,850	8,850	
Students - # enrolled each year (Indicate if cohort)	45	90	91	Student progress through the program in a cohort.
MSN FNP Program FT - # of students	15	24	24	20% of full-time MSN FNP students will switch to part-time status after year one. Attrition of 3 full-time students per year.
MSN FNP Program PT - # of students	5	11	17	Attrition of 2 students per year
Post-Master's FNP Certificate - # of students	5	9	9	Attrition of 1 student per year
MSN NE Program FT - # of students	15	26	21	No full-time MSN Nurse Educator students will opt to switch to part-time status. Attrition of 1 full-time student per year
MSN NE Program PT - # of students	5	10	15	No attrition

Post-Master's NE Certificate - # of students	0	10	5	No students will be enrolled in the Post-Master's Certificate - NE in year 1. Initial enrollment in the program will be 10 students, decreasing to 5 students in years 2-3.
FTE - NP	42.9	69.5	75.5	FNP program FTES is calculated by the total semester units attempted multiplied by the number of students enrolled divided by 12. Assumption: The majority Post-Master's FNP students will only be required to take 21 units
FTE - NE	36.3	72.5	70.0	NE program FTES is calculated by the total semester units attempted multiplied by the number of students enrolled divided by 12.
Total MSN and Post-Master's Certificate FTES	79.2	142.0	145.5	
Attrition/retention (number or % of entering students/cohort)	13	10	10	FNP program attrition per cohort = 9. NE attrition per cohort = 1st cohort 4 then 1 student per cohort in year 2-3
MSN FNP Program FT - # of courses taken per year	9	17	17	There are 6 unique courses in the NP Track
MSN FNP Program PT - # of courses taken per year	6	12	17	
Post-Master's FNP Certificate - # of courses taken per year	3	9	9	
MSN NE Program - # of courses taken per year	8	13	13	There are 5 unique courses in the NE track.
MSN NE Program PT - # of courses taken per year	5	10	13	
Post-Master's NE Certificate - # of courses taken per year		5	5	
Avg. Class Size	30.3	17	18	
# Classes offered	10	19	19	All full-time and part-time MSN students must take the common core which consists of 8 courses
Total Sections Offered	12	27	32	

Units taught per year	35	78	103	
Faculty FTE	1.5	3.3	4.3	Faculty FTE calculated by number of units offered divided by full-time teaching load of 24 units annually
FT (headcount)	5	6	6	
Adjunct (headcount)	1	2	2	
Staff support # - (indicate area of support, e.g. academic administration, library, IT, student services, etc.)	0.25	0.25	0.25	Support staff for academic administration of the program. Salary for support staff included in overhead estimates.
Total Program FTE	1.8	3.8	4.6	

* Provide all that are applicable, in terms appropriate to your institution

^ Provide appropriate explanatory notes for items as applicable

REVENUE				
Tuition revenue	566,400	1,066,130	1,055,510	
Other - as applicable (scholarship shown as discount)				
Subtotal	566,400	1,066,130	1,055,510	

EXPENSES (as applicable)				
Extended University Faculty (2322 salary schedule)	107,300	336,636	465,791	Salary estimates determined by using total number of units taught per year multiplied by the \$2900 per unit includes 2.5 COLA in years 2 & 3
FNP Program Coordinator	17,400	17,835	18,281	6 units of release time
Library Database Acquisition Fees and Ongoing Subscriptions	3,500	3,675	3,859	

Services Support (e.g. institutional IT, library, program services)	3,000	10,000	10,000	Support services include human simulators and standardized patients who will be working with students during the on campus intensive courses.
Benefits for above	62,350	177,235	242,036	
Allocation of overhead	169,920	180,115	190,922	Overhead is calculated at 30% of tuition revenue
Operating/admin expenses (may include supplies, equipment, space rental, other expenses charged to program)	7,500	7,688	7,880	Includes 2.5% increase in years 2 & 3
Marketing/recruitment	12,000	12,000	7,000	
Travel to clinical sites to supervise students	10,000	20,000	20,000	Some travel will be required to supervise students working at a clinical site with a preceptor
Faculty development	10,000	10,000	10,000	Travel to conferences such as NONPF and AACN
Staff development				
Course Development	27,000	27,000		Stipends to faculty for developing online courses for this program
Payment/revenue sharing with contracted partner				
Other - please indicate				
Subtotal	429,970	802,184	975,768	
NET	136,430	263,946	79,742	



Channel Islands

CALIFORNIA STATE UNIVERSITY

DIVISION OF ACADEMIC AFFAIRS

Date: May 6, 2019

From: Elizabeth A. Say, Ph.D., Interim Provost

Re: Master of Science in Nursing and Post-Master's Certificate in Family Nurse Practitioner or Nurse Educator Programs

A handwritten signature in black ink, appearing to read 'E. Say', is placed over the 'From' and 'Re' lines of the memo.

The undergraduate nursing program enrolled its first cohort of students in fall 2007. The program is now ranked 8th of 134 nursing programs in California and has achieved a 100% first-time NCLEX pass rate in three of the previous six years. The program also was awarded a 10-year accreditation by the Commission on Collegiate Nursing Education (CCNE) in 2014. Now that the undergraduate nursing program is established and graduates are successfully finding employment after graduate, the faculty have worked to develop and launch a Master of Science in Nursing Program. A graduate nursing program has been in the Academic Master Plan for CSU Channel Islands since 2006.

I fully support the proposed Master of Science in Nursing program. The program will have two emphases- Family Nurse Practitioner and Nurse Educator. The proposed program will meet workforce needs in Ventura, Santa Barbara, and southern San Luis Obispo counties. The hybrid delivery format, with most of the courses being offered online, will provide nurses working in rural communities along the Central Coast with the opportunity to further their educational preparation and transition to new professional roles within their communities.

Moreover, I also support the offering of Post-Master's Certificates in Family Nurse Practitioner and Nurse Educator programs. These two certificate programs will provide nurses with a Master's degree in nursing with the opportunity to transition to another area of nursing practice. Our service partners are eager for the both the Family Nurse Practitioner and Nurse Educator programs to begin because they are experiencing difficulty finding primary care providers and nurse educators with the requisite educational backgrounds to meet their needs.

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