



Commission on  
Collegiate Nursing  
Education

Serving the  
Public Interest  
Through Quality  
Accreditation

January 21, 2009

Barbara Taylor, PhD, RN  
Dean and Professor  
School of Nursing  
Point Loma Nazarene University  
3900 Lomaland Drive  
San Diego, CA 92106-2899

Dear Dr. Taylor:

One Dupont Circle, NW  
Suite 530  
Washington, DC  
20036-1120  
202-887-6791  
fax 202-887-8476  
www.aacn.nche.edu

This letter is to inform you that at its meeting on November 21, 2008, the Executive Committee of the Commission on Collegiate Nursing Education (CCNE) officially recognized the substantive change(s) addressed in the notification submitted by the nursing program at Point Loma Nazarene University on October 15, 2008. Upon its review of the notification, the committee voted to recognize the change(s).

Thank you for notifying CCNE of the change(s) to the nursing program. Please do not hesitate to contact me by telephone at (202) 887-6791, extension 245, or by e-mail at [cpool@aacn.nche.edu](mailto:cpool@aacn.nche.edu) if I can answer questions or offer assistance.

Sincerely,

Crystal Pool  
Assistant Director



Commission on  
Collegiate Nursing  
Education

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October 22, 2008

Barbara Taylor, PhD, RN  
Dean and Professor  
School of Nursing  
Point Loma Nazarene University  
3900 Lomaland Drive  
San Diego, CA 92106-2899

Dear Dr. Taylor:

One Dupont Circle, NW  
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Thank you for your correspondence of October 15, 2008, in which you informed the Commission on Collegiate Nursing Education (CCNE) of change(s) that affect the accredited baccalaureate and/or master's degree program in nursing at Point Loma Nazarene University.

CCNE appreciates this notification, which allows our office to maintain current information regarding constituent programs and to monitor changes in their affiliated nursing programs. The information and documentation you submitted regarding the substantive change(s) will be also reviewed by the Executive Committee of the CCNE Board of Commissioners at its next meeting this fall. You will be advised, following the committee's review, if any further action is required on your part, or if additional information is required. If no further action is required, you will receive an acknowledgement letter following the committee's review.

Please do not hesitate to contact me by telephone at (202) 887-6791, extension 245, or by e-mail at [cpool@aacn.nche.edu](mailto:cpool@aacn.nche.edu), if I can answer questions or offer assistance.

Sincerely,

Crystal Pool  
Assistant Director

October 15, 2008

Commission on Collegiate Nursing Education  
One Dupont Circle, NW, Suite 530  
Washington, DC 20036-1120

Re: Substantive Change report

To Whom It May Concern:

The School of Nursing at Point Loma Nazarene University in San Diego, California is presenting a substantive change report for an RN-MSN entry point for our current MSN program. We want to provide an alternate entry point for current associate degree and diploma prepared nurses to enter into a master's program with minimal barriers. These nurses will have proven leadership skills and must value life-long learning. This process has evolved over the last two years and has just completed all internal review processes for the university and received overwhelming support from university administration and faculty.

Additionally, we have sought guidance from the university accrediting body, the Western Association of Schools and Colleges (WASC). Because this is not a new MSN program, no substantive change report is required. The current MSN curriculum and program will remain the same.

The current MSN program has emphasis in nursing education and clinical nurse specialist in medical/surgical nursing, gerontology, family health, and adult mental health. Providing this alternate entry point, and thereby, having more experienced RN's obtain a master's degree in either emphasis, will serve to improve patient outcomes and to assist the current nurse educator shortage in California and the nation.

Please contact me if further information is needed. My email address is [bataylor@pointloma.edu](mailto:bataylor@pointloma.edu) or phone number is 619-849-2766.

Sincerely,

Barb Taylor, RN, PhD  
Dean, School of Nursing  
Point Loma Nazarene University

**Point Loma Nazarene University  
School of Nursing  
October, 2008**

**Substantive Changes to our current MSN program: RN-MSN entry option**

There are currently multiple levels of entry into nursing practice (ADN, Diploma, accelerated BSN or MSN, and traditional BSN) and only one licensing examination for all of these levels. In the State of California there are approximately 125 nursing programs and 75 of these are Associate Degree in Nursing (ADN). The most common entry into nursing practice remains that of the ADN educated registered nurse. There is however, very little incentive for an ADN nurse to pursue further education, unless that nurse knows that the degree will pave the way for new career options such as become a nursing educator.

The PLNU School of Nursing (SON) has just completed our 10 year CCNE accreditation site visit and continuously looks for ways to positively impact nursing practice and nursing education in the San Diego and wider community, one issue that remains is the dire need for increasing the pool of new nurses. Another major barrier that remains in meeting this need is the lack of qualified nursing instructors in San Diego County, California and across the nation.

Most accrediting bodies, including the CCNE and state boards of nursing require or strongly encourage the Master's level of education for faculty at the university levels. Many nurses practicing in San Diego and Riverside Counties graduated with associate or diploma degrees and have not previously had a streamlined mechanism to advanced nursing education. Many of these RNs have years of experience in healthcare as well as precepting students to be nurses. Many RNs are nearing or will be nearing retirement or are ready for changes in their careers after years at the bedside. This is especially true for specialty areas like psychiatric-mental nursing, where the average nurse is above 50 years of age. A great asset to the nursing profession is finding ways to keep this pool of valuable nurses in the profession by assisting them to extend their careers by teaching and at the same time, bridging the gap in the nursing faculty shortage.

The PLNU SON is planning to offer a different set of eligibility criteria for the registered nurse with an associate degree or diploma in nursing, to enter our MSN program beginning January, 2009. The goal of this option is to provide an entry point for registered nurses as they transition into advanced practice which will serve to improve patient outcomes. Graduates will be eligible for state and national certification exams for the clinical nurse specialist and nurse educator roles. The BSN degree will not be granted. The program plan fulfills the CCNE 1996 *Essentials for Master's Education for Advanced Nursing Practice* standards as follows:

*Standard I. PROGRAM QUALITY: MISSION AND GOVERNANCE*

*The mission, goals, and expected outcomes of the program are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest – all in the pursuit of the continuing advancement and improvement of the program. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.*

The alternate entry into the MSN program option reflects congruency with the university, the SON and the community of interest in the following ways. The plan:

- 1) Provides an alternate entry point for advance practice nursing education opportunities for approximately 60% of the nursing workforce in California and San Diego County.
- 2) Provides an opportunity to access for higher education for a more diverse population of nurses. This diversity is economical, ethnic, and gender-related.
- 3) Fulfills mission fit and core values of the university. Specifically, minds will be engaged and challenged, character will be modeled and formed incorporating the Wesleyan heritage, and service can be an expression of faith. Specific core values addressed: excellence in teaching/learning, intentional Christian community, faithfulness to Wesleyan heritage, development of the whole nurse, and ethnic and cultural diversity.

Currently, there are at least 147 such programs nationally, all accredited by the American Association of Colleges of Nursing (AACN). Universities such as: Boston College, Texas Christian, Case Western Reserve, University of North Carolina-Chapel Hill, Purdue, Indiana, University of San Diego, California State Fullerton all have similar programs. Some grant the BSN, some do not.

Currently, many students who seek out this degree are from families without higher education experience, they are often minority or are from disadvantaged backgrounds, and middle and lower class economically. This is not the case for all ADN students, but a good percentage. The ability to offer this more flexible entry to the MSN program is in current step with the AACN and The California Endowment new initiative, which is aimed at enhancing the ability of nurses prepared in graduate nursing programs to provide culturally appropriate care.

Villaruel (2004) examined a document from the Institute for Medicine where they noted that the underrepresentation of racial and ethnic nurses was continually linked to health disparities in health outcomes for minorities. That study and others document the need to increase avenues for minority nurses in providing culturally competent healthcare for this vastly changing population.

To this end, the nursing faculty at PLNU developed a proposal for an alternate more flexible entry to our MSN program which was presented to the PLNU faculty and approved by the faculty and administration. The RN-MSN entry option will provide an opportunity for associate degree and diploma-prepared nurses to obtain the MSN

recognizing the diversity of the students who enroll. The RN-MSN applicant must be a graduate of a school accredited by the National League for Nursing.

Students accepted to the program with this option will be required to complete three transition courses including: a nursing research and statistics, community nursing (courses not offered in the ADN) and a scholarly writing requirement. Upon successful completion of these transition courses, students will then begin the current MSN curriculum.

### **Current status of the MSN program**

In 1999 the nursing faculty at PLNU, along with input from our nursing advisory board began to early on look at further ways to impact the nursing shortage through preparing nursing educators.

One of the greatest needs in San Diego was and remains to be educating more mental health professionals and advanced clinicians with a mental health focus although mental health services remain one of the greatest needs in San Diego. The rate of individuals needing mental health treatment in San Diego County has been and remains higher than the state average at 16.6 per hundred residents versus a statewide average of 16.3 when adjusted for age. In 2002 the PLNU graduate nursing program was the only graduate nursing program in San Diego that focused on preparing advanced nurses as educators and CNSs, and still remain the only program in this geographical area of Southern California that prepares Psychiatric Nurse Educators and CNSs. PLNU is the only MSN program which offers four clinical tracks with CNS.

PLNU started the MSN program in the fall of 2001, with the first graduates in the summer of 2004. We are currently on our seventh cohort, with only one start date per year. None of our courses are online, and we have received very positive feedback from graduates that they appreciated the small faculty/student ratio.

Three of our MSN graduates are currently in doctoral work as they value this as the next step toward a full time tenured track faculty role. Many of our CNS graduates are looking into the Doctorate of Nursing Practice (DNP), the clinical doctorate in nursing.

The PLNU SON has been in compliance throughout our accreditation with the CCNE. This alternate entry into our MSN program only positively affects our compliance with CCNE accreditation standards. We continue to comply with the 1996 *AACN Essentials for Master's Education for Advance Practice Nursing* and just completed our 10 year accreditation visit in October, 2008.

**Standard II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES**

*The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected outcomes of the program.*

The PLNU faculty and administration overwhelmingly supports the alternate entry option for nurses entering the MSN program with full faculty voting in April, 2008 for this alternate entry point and corresponding curriculum revision. This was vetted with ITS, library and all major departments of the university that impact student development with the university committing to provide resources needed for these additional classes and students.

Total course additions:	3
Total course deletions:	0
Total unit additions:	11
Total unit deletions:	0

Staffing increase/decrease: Of the 11 units of increase, 7 units during the spring semester.

+ .25 FTE

Net Financial impact: Initial phase of a market analysis demonstrates that there is a current and projected need for the clinical nurse specialist role and the nurse educator role.

**Standard III. PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES**

*The curriculum is developed in accordance with mission, goals, and expected outcomes of the program and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. There is congruence between teaching-learning experiences and expected outcomes. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected outcomes.*

The curriculum for the RN-MSN entry point includes theory and clinical requirements for the common areas of nursing: medical/surgical, family health, gerontology, and mental health. With the RN-MSN option, there are no changes to the current MSN curriculum. Instead, 3 transition courses will be rationally constructed to include material not covered in AND or diploma programs, but which will cover essential content for advanced practice nurses. These include community health, nursing research and scholarly writing and a course that includes nursing history and ethics for the professional role in a Christian context.

In our RN-MSN entry program students will be enrolled in 3 transition courses:

**GNSG 501 Writing and Research                      3 units**

Foundational concepts and issues designed to assist the graduate student with scholarly writing skills and research inquiry techniques.

**GNSG 545 RN-MSN Transition I****4 units**

This course will explore Christian nursing history, scholarly writing, research, theory, and the legal/ethical foundations for practice in the professional role. This course will prepare the student for GNSG 601 and GNSG 603,

**GNSG 546 RN-MSN Transition II****4 units**

This course will explore the environmental, multi-cultural, and global issues related to nursing in the community. Current trends in nursing management and servant leadership for communication, decision making and management of groups will also be investigated.

***Standard IV. PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS***

*The program is effective in fulfilling the mission, goals, and expected outcomes. Actual student learning outcomes are consistent with the mission, goals, and expected outcomes of the program. Alumni satisfaction and the accomplishments of the graduates of the program attest to the effectiveness of the program. Actual faculty outcomes are consistent with the mission, goals, and expected outcomes of the program. Data on program effectiveness are used to foster ongoing improvement.*

There should be no change in program effectiveness, student performance, or faculty accomplishments as all courses in the program including the 3 new courses which will be taught by current faculty. The RN-MSN entry is designed for the motivated nurse with at least 1 year of practice who have a history of leadership in healthcare settings, a belief and involvement in life-long learning and who desires to be an advanced practice nurse (APN) student entering our program. The inclusion of these individuals and tracking them through program completion should provide rich evaluation data for comparisons of effectiveness of current program outcomes and reflection on curriculum evaluation.



## References

Villarruel, A. M. (2004). Leadership Development of Hispanic Nurses. *Nurse Administration Quarterly*. 28.3. pp. 173-180.

Point Loma Nazarene University School of Nursing  
MSN Program Course Progression  
Clinical Nurse Specialist Role

<b>RN Entry</b> (these courses must be completed before moving on to the MSN classes—600 courses)		
FALL SEMESTER	SPRING SEMESTER	SUMMER SESSION
	GNSG 501 Writing/Research inquiry process (3 units—Quad I) GNSG 545 RN to MSN Transition I (4 units—Quad II) <b>Total – 7 units</b>	GNSG 546 RN to MSN Transition II (4 units) <b>Total – 4 units</b>
<b>BSN Entry</b>		
FALL SEMESTER	SPRING SEMESTER	SUMMER SESSIONS
GNSG 601 Theoretical Foundations and Research (4 units)	GNSG 605 – Advanced Assessment and Health Promotion Across the Lifespan (2 units) GNSG 605L –Practicum (2 units) <b>80 Clinical Hours</b>	GED 670 Advanced Educational Psychology (3 units)
GNSG 602 – Teaching Faithfully: Communicating With Adult Learners in a Diverse Society (2 units)	GNSG 606 Advanced Pathophysiology (3 units)	GED 672 Philosophy of Education (3 units)
	GNSG 604 - Project/Thesis (1 unit)	GNSG 604 - Project/Thesis (1 unit)
<b>Total – 6 units</b>	<b>Total –8 units</b>	<b>Total – 7 units</b>
FALL SEMESTER	SPRING SEMESTER	SUMMER SESSIONS
GNSG 608 - Development of Educational Programs (3 units) GNSG 608L – Nursing Education Role Practicum (2 units) <b>80 Clinical Hours</b>	GNSG 607 Advanced Pharmacology (3 units)	GNSG 610L, 611L, 612L or 613L* Clinical Nursing Specialty Practicum (4 unit) <b>160 Clinical Hours</b>
GNSG 604 – Project/Thesis (1 unit)	GNSG 604 – Project/Thesis (1 unit)	GNSG 604 – Project/Thesis (1 unit)
GNSG 603 Healthcare Issues, Ethics and Politics (2 units)	GNSG 610, 611, 612, 613* Capstone Nursing Specialty Seminar (2 units) GNSG 610L, 611L, 612L or 613L* Clinical Nursing Specialty Practicum (2 units ) <b>80 Clinical Hours</b>	<b>Total Clinical Hours: 400*</b> (Necessary for CA CNS)  *An Additional 100 hours are required to sit for ANCC National CNS examination (a total of 500 supervised clinical hours).
<b>Total – 8 units</b>	<b>Total –8 units</b>	<b>Total – 6 units</b>
<b>TOTAL UNITS RN Entry – 54 units</b>		
<b>TOTAL UNITS BSN Entry—43 units</b>		

\*Choose your clinical specialty from one of 4 areas: 610—Mental Health 611—Medical/Surgical 612—Gerontology 613—Family Health

Point Loma Nazarene University School of Nursing  
MSN Program Course Progression  
Nursing Education Role

<b>RN Entry</b> (these courses must be completed before progressing to the MSN classes—600 courses)		
<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>	<b>SUMMER SESSIONS</b>
	GNSG 501 Writing/Research inquiry process (3 units—Quad I)	GNSG 546 RN to MSN Transition II (4 units)
	GNSG 545 RN to MSN Transition I (4 units—Quad II)	
	<b>Total – 7 units</b>	<b>Total – 4 units</b>
<b>BSN Entry</b>		
<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>	<b>SUMMER SESSIONS</b>
GNSG 601 Theoretical Foundations and Research (4 units)	GNSG 605 – Advanced Assessment and Health Promotion Across the Lifespan (2 units) GNSG 605L –Practicum (2 units) <b>80 Clinical Hours</b>	GED 670 Advanced Educational Psychology (3 units)
GNSG 602 – Teaching Faithfully: Communicating With Adult Learners in a Diverse Society (2 units)	GNSG 606– Advanced Pathophysiology (3 units)	GED 672 Philosophy of Education (3 units)
	GNSG 604 Project/Thesis Seminar (1 unit)	GNSG 604 Project/Thesis (1 unit)
<b>Total – 6 units</b>	<b>Total –8 units</b>	<b>Total – 7 units</b>
<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>	<b>SUMMER SESSIONS</b>
GNSG 608 - Development of Educational Programs (3 units) GNSG 608L – Nursing Education Role Practicum (2 units) <b>80 Clinical Hours</b>	GNSG 607 – Advanced Pharmacology (3 units)	GNSG 610L, 611L, 612L or 613L* Clinical Nursing Specialty Practicum (1 unit)  <b>40 Clinical Hours</b>
GNSG 604 - Project/Thesis (1 unit)	GNSG 604 – Project/Thesis (1 unit)	GNSG 604 – Project/Thesis (2 units)
GNSG 603 Healthcare Issues, Ethics and Politics (2 units)	GNSG 610, 611, 612, 613* Capstone Nursing Specialty Seminar (2 units) GNSG 610L, 611L, 612L or 613L* Clinical Nursing Specialty Practicum (2 units ) <b>80 Clinical Hours</b>	<b>Total Clinical Hours: 280</b>
<b>Total – 8 units</b>	<b>Total –8 units</b>	<b>Total – 3 units</b>
<b>TOTAL UNITS for RN Entry – 51 units</b>		
<b>TOTAL UNITS for BSN Entry—40 units</b>		

\*Choose your clinical specialty from one of 4 areas: 610—Mental Health 611—Medical/Surgical 612—Gerontology 613—Family Health