Full 8 year accreditation was granted by NLNAC for all of the Macon State College Nursing Programs and all programs have full approval from the Georgia Board of Nursing.

MSC offers two options for achieving a baccalaureate in nursing, the RN-BSN option and the pre-licensure option. The RN-BSN option has been in place since 2004, and the pre-licensure curriculum option started in the fall 2009 semester with the first graduating class planned in May 2011. This program will provide the unique option of offering an ASN to MSN program. The faculty adhere to the Georgia Board of Nursing (GBN) Regulations, the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008), National Patient Safety Goals, and guidelines from the American Nurses Association (ANA)

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The College proposes to offer the ASN-CNL Masters of Science in Nursing beginning in summer 2013 in response to the needs of its service district and the state. There are no advanced practice graduate nursing programs in the University System of Georgia (USG) that enable the two-year ASN Graduate to complete a Master's degree.

Macon as a regional health care provider continues to stimul[(ye)-26. heares c4(om)-12(y)2. W th4-2(

degree in nursing with a curriculum focused on leadership at the point of care, operating at the microsystem level and acting as a liaison between the patient and other health care providers” http://www.nursezone.com/nursing-news-events/more-features/clinical-nurse-

Graduates of the MSN program will be prepared to enroll in doctoral study and will be prepared to provide recommendations regarding health policies and care strategies to imp

Library

Library resources are adequate. Currently the MSC library has access to 287 journal subscriptions and over 8,000 books for student use. Supplemental professional resources such as a video disc set for advanced physical assessment technique, pathophysiology and pharmacology journals and reference books dealing with advanced practice role development and entrepreneurial practice will be added at an estimated cost of $10K. Classroom, laboratory and clinical placements are adequate to support the program.

Laboratories

The Advanced Health Assessment course will require practice in a clinical laboratory. Space in the School of Nursing is adequate to support this demand. Two fully equipped (10 bed) clinical labs are available. A fully equipped clinical simulation lab is also available for student use to monitor record and critique student performance.

Equipment

Additional equipment such as ten new diagnostic kits ($4,000) for advanced health assessment and clinical practicums will be provided to students (opthalmascope sets). Faculty will be provided a lap top ($3,000 each) for classroom and teaching and to support the teaching tools, Evirx and Project Nurse. The following technology is also required for full implementation of the software:

- Camtasia Studio/Snagit Bundle (Screen Capture/Recording and Editing Software) - $199 (academic pricing).

a. Clearly differentiate which courses exist and which are newly developed courses. Include the course titles as well as acronyms and credit hour requirements associated with each course.

This is one of the first Master's program of study to be proposed at Macon State College. The curriculum is Georgia Health Sciences University (Appendix B). Once approved Dr. Allbritten will need to meet with GHSC to discuss details of obtaining the program. Core courses are designed to be used with any subsequent graduate programs established in nursing. The Core Courses included Theory, Research, Pathophysiology, Advanced Physical Assessment, Professional Roles, Issues and Pharmacology.

b. Append course descriptions for all courses (existing and new courses).

Appendix B provides all course descriptions, pre and corequisites for core and specialty courses for the ASN-MSN program as they exist with Georgia Health Sciences University

c. When describing required or elective courses, list all course prerequisites.

d. Provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval.

To be completed by February 2012.

e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

Please see Appendix C for national accrediting agency information. The National League for Nursing Accrediting Commission (NLNAC) will accredit the program.

f. Indicate ways in which the proposed program is consistent with national standards.

The NLNAC will accredit the program. Standards for accreditation through this agency include a standard for curriculum with an eye to preparation of the student to assume safe practice in the current health care environment. In meeting this standard, the curriculum for the adult gerontology primary care nurse practitioner program at Macon State College will include evidence based practice, information literacy, and cultural humility. Clinical experiences for students will be developed to reflect contemporary practice. Delivered in a hybridized format, the program length is designed so that students can attain the student learning outcomes while continuing employment. Nurse practitioner faculty will be involved in ongoing assessment of the program and curriculum and will institute revisions as needed. The program at Macon State College will include practice hours to ensure clinical expertise.

Graduates will be entry-level advanced practice nurses who are generalist clinicians. This CNL role is designed to improve clinical and cost outcomes. The graduate will be responsible for coordinating care and in some cases actively providing direct care in acute care settings. Thus the program will be in compliance with the nationally established competencies.

g. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned and supervised.

Each student will be assigned a Master's prepared preceptor in Adult Health or in some cases a

remission and a small stipend. The focus of the position can be teaching, research or other applicable program needs such as advanced training using the software systems in the integral Master's program. This advanced training will enable the assistant to provide mentoring to fellow graduate students. To apply for these positions, a student must be admitted to the program, complete the applicable materials and submit a personal statement with a rationale of why the assistantship is needed and would enhance their graduate study. All applicants will be interviewed and once accepted will work 20 hours a week in the department of nursing or one of the programs in the School of Nursing and Health Sciences. A faculty mentor/supervisor will be assigned to each graduate assistant. Specific goals for these experiences will be outlined by the faculty mentor and the graduate assistant each semester.

8. Student learning outcomes and other associated outcomes of the proposed program.

The specific learning goals of the program are congruent with the NLNAC essentials of graduate education and the competencies of the Advanced Practice Nurse as identified by AACN. This advanced practice graduate will be prepared to fulfill leadership positions and offer advanced practice in a variety of health care settings to full spectrum of adult clients. The successful graduate will be able to:

1. Demonstrate competence in the management of patient health/illness status
2. Effectively communicate advanced practice nursing roles with clients and colleagues
3. Synthesize the concepts of cultural humility, ethical decision making, and advanced clinical competence in the delivery of care to adult populations.
4. Provide advance clinical competencies that are patient-centered, holistic, and evidenced based to the adult population.
5. Synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states
6. Establishes effective nurse clinician-patient relationships that create a climate of trust, fosters patient respect, autonomy, and emotional support while maintaining professional boundaries.
7. Demonstrate competence in the teaching-coaching role.
8. Contribute to nursing knowledge to improve care for the adult population.
9. Analyzes political, environmental, and social forces to positively impact health care delivery and cost-effective, quality care.
10. Collaborate as client and family partner and advocate within the health care delivery system.
11. Employ a critical thinking, personal, collegial, collaborative approach to enhance effectiveness of care.

9. Administration of the program:
a. Indicate where the program will be housed within the academi

Dr. Darrell Thompson will coordinate the graduate program. Dr. Thompson is a Family and Acute Care Nurse Practitioner with a DNP from Georgia Health Sciences University and has graduate teaching experience. Course offerings include key clinical information and issues central to caring for the highly specializw [(s)8grad1ni ol h(T)1(hom)-2(ps)-du(o)-1tesTs son i2(P)-8are

expected to be minimal. Program accreditation by national nursing accreditation agencies will occur during the first three years and are included.

Table 6: Student Enrollment and Progression

HOURS				Number of Students		
FY14	FY15	FY16		FY14	FY15	FY16
			Summer			
			Cohort 1			
0	7	5		0	18	18
			Cohort 2			
		7				18
			Cohort 3			
0	7	12		0	18	36
			Fall			
			Cohort 1			
9	9	0		20	18	0
			Cohort 2			
	9	9			20	18
			Cohort 3			
		9				20
9	18	18		20	38	38
			Spring			

Table 7: Projected Budget

	First Year FY 14	Second Year FY15	Third Year FY16	Fourth Year FY
I. ENROLLMENT PROJECTIONS				

Facilities Information for New Academic Programs

Proposed Location for the Program: Macon State College Campus

Floor area required for the program (gross and net square feet): __X_____

Type of spaces required:

- Number of classrooms ___01_____
- Number of labs ___01_____
- Number of offices ____no new offices required_____
- Other spaces _____

Place an "X" beside the appropriate selection:

___X_____ Existing facility will be used as is (area square footage):

_____ Existing facility will require modification (area square footage):

Projected renovation cost:
Estimated relocation cost:
Total funding required:
Source of Funding:

_____ Construction of new facilities will be required (area square footage):

Estimated construction cost:
Estimated total project cost:
Proposed source of funding:

List any infrastructure impacts that the program will have (i.e., parking, power, HVAC, etc.) and indicated estimated cost and source of funding.

Other comments:

Note: A system office Facilities Project Manager (through the Office of Facilities) may contact you with further questions separate from the review of the new academic program.

Appendix A
Academic Affairs Approval

Appendix B Curriculum Plan

ASN- MSN Clinical Nurse Leader Program

Curriculum Plan

Course schema according to the Georgia Health Sciences University catalog

Semester 1 (Summer)
NURS6620: Transition into Professional Nursing I (3-0-0-3)
NURS6630: Transition into Professional Nursing II (3-0-0-3)
NURS7100: Integrated Health Care: Community Health (2-0-1-3)

Semester 2 (Fall)
NURS7470: Advanced Health Assessment (2-1-0-3)
STAT6300: Introduction to Epidemiology & Biostatistics (3-0-0-3)
NURS7390: Pathophysiology in

Appendix B Course Descriptions

Course descriptions according to the Georgia Health Sciences University catalog

STAT 6300 - Introduction to Epidemiology and Biostatistics

This course serves as an introduction to epidemiology and biostatistics. The epidemiology portion of this course is intended to introduce students to epidemiology and its application to public health research and practice. It provides a conceptual foundation for further study of epidemiology; especially study design, quantitative concepts and methods, analysis, and interpretation. The biostatistics portion of this course offers an introduction to the basic statistical techniques used to analyze and interpret data in the biomedical, health sciences and related fields. Emphasis is on applications of these methods, with probability, discrete and continuous distribution, inferential statistics (estimation and hypothesis testing) for numeric and categorical data, non-parametric methods, analysis of variance, regression, and correlation topics covered.

Hours: Credit Hrs. Low: 3 Bill Hrs. Low: 3 Lecture Hrs. Low: 3 Contact Hrs. Low: 3

NU RS 6600 - Health Care Delivery Models, Economics, and Policy a2(3ll26 3 3Nl213u)19(r-1.s 0147 T13n)19(g:)2

NURS 6640 - Health Care Information Systems

This course introduces informatics in the health care arena and demonstrates the use of relevant computerized information systems to make decisions regarding health care outcomes at point of care. Course prerequisites: Admission to the RN-MSN (CNL) or BSN-MSN(CNL) programs

Hours: Credit Hrs. Low: 2 Bill Hrs. Low: 2 Lecture Hrs. Low: 2 Contact Hrs. Low: 2

NURS 6650 - Outcomes Management

The course focuses on clinical and cost outcomes management of individuals and/or client groups experiencing chronic or acute illness. Strategies that are amenable to nursing and promote quality, safety, and efficiencies through a client-centered care delivery model are discussed. Concepts presented will include evidence based interventions, health promotion and prevention, disease prevention, injury reduction strategies, lateral integration of care, and the use of benchmarking for outcomes comparison. The CNL roles of clinician, outcomes manager, systems analyst/risk anticipator, and team manager are a focus for the course. Course Prerequisites: NURS 6640, NURS 6990, NURS 7500

Prerequisites: Subject/Course Number Prerequisites: NURS6640, NURS6990, NURS7500
Hours: Credit Hrs. Low: 3 Bill Hrs. Low: 3 Lecture Hrs. Low: 3 Contact Hrs. Low: 3

NURS 6660 - The Clinical Nurse Leader as an Advocate

This course builds on concepts from previous courses to build the advocate role for the CNL. Principles of advocacy are presented and vulnerable populations are identified and combined in case-studies to allow the student to simulate the advocate role. Critical evaluation of patient and/or professional advocacy scenarios in practice is also included. Course Prerequisites: Admission to the RN-MSN (CNL) or BSN-CNL program and completion of NURS 6620 and NURS 6630: Transition to Professional Nursing I and II.

Hours: Credit Hrs. Low: 2 Bill Hrs. Low: 2 Lecture Hrs. Low: 2 Contact Hrs. Low: 2

NURS 6670 - Clinical Nurse Leader Residency

NURS 6990 - Scientific and Clinical Inquiry

This course focuses on clinical reasoning and decision-making skills. This course will also serve as an introduction to the research process with an emphasis on the relationship of research and its relevance to nursing practice. The relationship to outcomes will be examined through information systems and management, evidence-based practice concepts and principles, and scientific writing and publication. The overall purpose of the course will be to apply and integrate the concepts and principles into strategies for the Clinical Nurse leader role.

Prerequisites: Subject/Course Number Prerequisites: NURS6100, NURS6300, NURS6600, NURS6700
Hours: Credit Hrs. Low: 2 Bill Hrs. Low: 2 Lecture Hrs. Low: 2 Contact Hrs. Low: 2

NURS 7100 - Integrated Health Care: Community Health

This course will build on previous course knowledge and will provide a theoretical foundation in community assessment, disease prevention, and health behavior. The theoretical concepts will be applied to promotion of health for communities and vulnerable populations. Understanding of systems and collaboration with the interdisciplinary team are emphasized. Community Health nursing practice will be examined and synthesized utilizing historical, philosophical, legal, and ethical foundations and integrated knowledge. During the clinical segment, the student will be responsible for the clinical management of comprehensive client care along the continuum of care in multiple community settings.

Prerequisites: Subject/Course Number Prerequisites: NURS6100, NURS6300, NURS6600, NURS6700
Hours: Credit Hrs. Low: 3 Bill Hrs. Low: 3 Lecture Hrs. Low: 2 Other Hrs. Low: 4 Contact Hrs. Low: 6

NURS 7390 - Pathophysiology in Advanced Pr actice Nurses

Course provides students with a system-focused pathophysiology course, and includes the management of common health problems, disease processes, and syndromes. The primary focus is to provide a foundation for clinical assessment, decision making, and management of individual and family health problems. The student learns to relate this knowledge to the interpretation of human responses to situational, developmental, and genetic stressors that alter biological life processes resulting in signs and symptoms indicative of illness, and in assessing the individual's response to pharmacologic management used to diagnose, treat, and palliate these illnesses.

Hours: Credit Hrs. Low: 3 Bill Hrs. Low: 3 Lecture Hrs. Low: 3 Contact Hrs. Low: 3

NURS 7430 - Pharmacology in Advanced Practice Nursing

Course focuses on increasing the knowledge base of advanced practice nurses in pharmacology and pharmacotherapeutics. Emphasis is on the pharmacotherapeuctics for common acute and chronic health problems using prototype drugs within specific drug classifications. Case studies of pathophysiological disorders are discussed, along with the pharmacologic management.

Prerequisites: Subject/Course Number Prerequisites: NUR7390
Pre-Req Min Grade
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Hours: Credit Hrs. Low: 3 Bill Hrs. Low: 3 Lecture Hrs. Low: 3 Contact Hrs. Low: 3

NURS 7470 - Advanced Health Assessment

This course in health assessment expands the nurse's knowledge of cognitive processes and psychomotor skills needed for comprehensive assessment of clients across the lifespan. Techniques and processes of performing a physical, mental, developmental, and nutritional assessment, obtaining a health history, performing selected diagnostic procedures, and recording findings will be conducted. Interviewing skills that enable the nurse to relate to various clients across the life span will be refined.

Hours: Credit Hrs. Low: 3 Bill Hrs. Low: 3 Lecture Hrs. Low: 2 Lab Hrs. Low: 3 Other Hrs. Low: 0 Contact Hrs. Low: 5

NURS 7500 - Clinical Leadership and Management

Appendix C: Accreditation Standards

NLNAC Standards and Criteria MASTER'S and POST-MASTER'S CERTIFICATE

STANDARD 1

Mission and Administrative Capacity

The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

1.1 The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.
1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.
1.3 Communities of interest have input into program processes and decision making.
1.4 Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.
1.5 The nursing education unit is administered by a doctorally prepared nurse who has authority and responsibility over the unit and advocates for equity between the unit and other institutional units.
1.6 Nursing program coordinators and lead faculty for program tracks are academically qualified, meet national guideline criteria, and have authority and responsibility over the program/track.
1.7 Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.
1.8 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

For nursing education units engaged in distance education, the additional criterion is applicable:

1.9 Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

STANDARD 2

Faculty and Staff

Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.

2.1 Faculty are academically and experientially qualified; the majority of faculty hold earned doctorates.
2.2 Faculty credentials reflect appropriate advanced practice certifications and expertise in their area(s) of teaching.
2.3 The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.
2.4 Faculty (full- and part-time) performance reflects scholarship and evidence-based practice.
2.5 The number, utilization, and credentials of nurse faculty and staff are sufficient to achieve the program goals and outcomes.
2.6 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.
2.7 Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.

For nursing education units engaged in distance education, the additional criterion is applicable:

2.8 Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.

STANDARD 3

Students

Student policies, development, and services support the goals and outcomes of the nursing education unit.

3.1 Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, nondiscriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.

3.2 Student services are commensurate with the needs of students pursuing or completing the master's program or postmaster's certificates, including those receiving instruction using alternative methods of delivery.

3.3 Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.

3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.

3.5 Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.

3.6 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

3.7 Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.

For nursing education units engaged in distance education, the additional criterion is applicable:

3.8 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.

STANDARD 4

Curriculum

The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

4.1 Program outcomes are congruent with established professional standards, curriculum guidelines, and advanced nursing practice competencies as applicable.

4.2 The curriculum is developed by the faculty and regularly reviewed fo

For nursing education units engaged in distance education, the additional criterion is applicable:

4.10 Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.

STANDARD 5

Resources

Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.

5.1 Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.

5.2 Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.

5.3 Learning resources and technology are selected by the faculty and are comprehensive, current, and accessib ntnhhb04 Tc A(e coma)-2(du3(t)-3b3(t)-39(f)-e5(st)8, 4(ea)1(i)-l a)2(4(e)11(r)-2 m)21(

Biographical Sketch

Name: Monica R. Brown, MSN, RN, NP-C, FNP-BC
Title: Assistant Professor

Institution and Location	Degree	Year	Field of Study
Georgia State University – Atlanta, Ga.	PhD-S	Spring 2012	Nursing
Albany State University – Albany, Ga.	MSN	2004	Nursing
Albany State University – Albany, Ga.	BSN	1998	Nursing

Biographical Sketch

Name: Teresa Kochera MSN, RN, PCCN, CNL
Title: Associate Professor of Nursing

Institution and Location	Degree	Year	Field of Study
University of Phoenix, AZ.	MSN	2005	General Studies with an emphasis on leadership & clinical education

Biographical Sketch

Name: Elizabeth F. Mistretta, PhD, RN
Title: Nursing Consultant
Institution and Location Degree

References

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