



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Lindenwood University

Program Title: Bachelor of Science in Allied Health Leadership

Degree/Certificate: Bachelor of Science

Options: This program has no options

Delivery Site(s): Center for Nursing and Allied Health Sciences, #1 Academy Place,
Dardenne Prairie, MO 63368

CIP Classification: 51.0700

*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory higher.mo.gov/ProgramInventory/search.jsp

Implementation Date: Fall semester, 2014

Cooperative Partners: None

*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

Jann Weitzel

May 2014

Name/Title of Institutional Officer

Signature

Date

Jann Weitzel

636-949-4846

Person to Contact for More Information

Telephone

PROGRAM STRUCTURE

A. Total credits required for graduation: 128 credit hours

B. Residency requirements, if any: *Students must take at least 36 credit hours and a minimum of 50% of the credit hours required by the approval of University of Utah*

C. General education: Total credits: 35 credit hours

D. Major requirements: Total credits: 35 credit hours (students will receive 35 transfer credit hours from the specialty courses in their associate degree programs)

The Bachelor of Science in Allied Health Leadership will provide students who have an associate degree in an allied health field the course work needed to complete a bachelor's degree, aimed at providing them with leadership and management skills. Students will be allowed to transfer in any general education credit hours obtained in the associate degree program and will be given 35 credit hours from the associate degree level allied health courses. The program requires 36 credit hours of courses in the major in addition to the general education credit hours not already obtained.

The program will be delivered in a hybrid format with specialty courses being offered mostly online, with two sessions per course scheduled for on-campus delivery. The following table lists the required specialty courses and their course descriptions. Four courses will be shared with students in the post-licensure baccalaureate in nursing program.

Allied Health Leadership Courses

Course Number, Title	Credit Hours	Course Description
AHS 32000 Allied Health Professional in a Transforming Healthcare System	3	Introduces student to role and expectations of allied health professionals; explore transformation of health care with an emphasis on interdisciplinary practice, communication, collaboration, etc.; introduce concepts and proficiencies to guide the student's educational experience within the allied health major
NUR 33000 Research and Evidence Based Practice (shared with nursing)	3	This course provides an introduction to the research process and evidence-based practice methodology. Students will learn how to apply evidence-based practice methodology and utilize research in the clinical setting to improve patient outcomes. The application of science to clinical reasoning, clinical judgment, and interdisciplinary research collaboration will be addressed. The ethical conduct of research and scholarship will be discussed. Contributions to research and evidence-based practice in improving patient care and outcomes will be studied.
AHS 34000 Health Care Law and Ethics	3	Explore legal and ethical implications of practice for allied health professionals; consider implications for patient relationships, medical records, licensure, etc.
NUR 35000 Healthcare Policy and Finance (shared with nursing)	3	This course provides an overview of policies that drive systems of healthcare in the United States. The impact of healthcare policy, organization, and financing on patient outcomes of cost, quality, and access will be surveyed. The role of the healthcare professional in influencing and employing policy to improve healthcare delivery will be identified and explored.

<p>NUR 37000 Patient Safety and Quality (shared with nursing)</p>	<p>3</p>	<p>This course gives the student foundational knowledge in patient safety, risk management and quality improvement science. The impact of system vulnerabilities on patient outcomes will be explored, and institutional responses to adverse events will be reviewed. Students will learn about models for improving patient safety in hospitals and other health care institutions. Students will learn how to conduct an incident investigation, appreciate the advantages and limitations of error reporting, and learn principles involved in disclosing errors and adverse events. The importance of interdisciplinary teamwork and communication in creating and sustaining a culture of safety will be explored. The role of the healthcare professional in contributing to a culture of safety will be identified and examined.</p>
<p>NUR 37500 Introduction to Healthcare Informatics (shared with nursing)</p>	<p>3</p>	<p>This course will provide students with an introduction to health informatics, including the interdisciplinary study of the design, development, adoption and application of IT-based innovations in health care services delivery, management and planning. Students will learn foundational concepts of health informatics including theoretical foundations of informatics; information systems in health care delivery; participatory health care and quality; usability and standards in health informatics; governance and organizational structures for health informatics; and future directions for the science and profession.</p>
<p>AHS 44000 Healthcare Management for Allied Health Professionals</p>	<p>3</p>	<p>This course prepares the health professional to move into a supervisory or management role within the healthcare setting. The course will engage students in the functions of healthcare management, which include planning, organizing, directing, coordinating, and controlling. The course will include principles of supervision and management, authority and responsibility and effective communication. Employee selection, training, performance evaluation, and disciplinary action will be explored.</p>
<p>AHS 46000 Healthcare Leadership and Organizational Behavior</p>	<p>6</p>	<p>This course prepares the allied health professional to coordinate care, lead teams, and demonstrate high level decision making within diverse healthcare settings. Course content examines the many aspects of leadership and organizational behavior, such as leadership theory, individuals' perceptions and attitudes, diversity, communication, motivation, power, stress, conflict management, negotiation models, group dynamics, team building, and managing organizational change. The course will discuss leadership models, behavior, and strategic planning at various organizational levels. Students will learn concepts of organizational structure, healthcare delivery systems, and change management.</p>
<p>AHS 48000 Allied Health Capstone</p>	<p>3</p>	<p>This course is designed for students to assimilate and integrate knowledge and skills from their allied health and general education coursework through a capstone project. Students will work with Lindenwood University SONAHS faculty to develop and plan the implementation and evaluation of</p>

		a project to lead a change initiative aimed at improving health outcomes and/or allied health practice in the healthcare environment. Elements of the course and project will emphasize healthcare professionalism, evidence based practice, safety and quality, health policy, management, and leadership in the transition to professional allied health practice in a transforming healthcare environment. In addition, each student will complete a portfolio outlining professional growth throughout the program and include identification of goals for continued growth and lifelong learning.
Electives	6	Students can choose from a variety of healthcare related courses.

E. Free elective credits: 5 credit hours of free elective credits

(Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

Students will complete a capstone project that requires some clinical system evaluation. No internships or clinical experiences are required

G. Any unique features such as interdepartmental cooperation:

Students will be working with a variety of educational, clinical and/or health care agencies to accomplish the capstone project. Capstone project ideas will come from students, faculty and preceptors as well as health care and educational organization needs



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	0	0	0	0	0
Part Time	15	30	45	50	50
Total	15	30	45	50	50

Please provide a rationale regarding how student enrollment projections were calculated:

Area hospitals are encouraging their healthcare professionals to obtain bachelor's degrees and providing them with tuition reimbursement to help them reach that goal. They have requested that students be allowed to attend Lindenwood University in cohorts of 10-20 students. This type of program for allied health professionals is new to this area so it will take some time for students to become familiar with the program. Student numbers are expected to continue to grow as students become aware of the program and the plan is to add new students who are in practice or currently enrolled in associate degree programs. We hope to add one cohort of 10 to 20 students each semester until reaching 50 students per year.

Provide a rationale for proposing this program, including evidence of market demand and societal need supported by research:

Lindenwood University is located in the city of St. Charles, MO, in St. Charles County, which is west of St. Louis, MO, and the Missouri River. It is the fastest growing county in the United States with a population of 355,367 residents. It currently has four general medical-surgical hospitals providing approximately 750 beds. The U.S. Department of Labor, Bureau of Statistics states that allied health professionals comprise 10 of the 20 fastest growing occupations. The Institute of Medicine report states that all healthcare professionals need to work together as full partners to work toward the redesign of healthcare. This will require higher levels of education for all participants in the provision of healthcare. The central region of Missouri is already considered a Health Professional Shortage Area and the continued growth of the region indicates a greater need for more highly educated

www.dhe.mo.gov • info@dhe.mo.gov

205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65102 • (573) 751-2361 • (800) 473-6757 • Fax (573) 751-6635



healthcare professionals in the future. The Institute of Medicine (IOM) has called for the achievement of higher levels of education for allied health professionals has proposed that more baccalaureate and higher degree programs are needed. Easier access to a higher level of education is needed in order to respond to the demands of an increasingly complex healthcare system. This increased access needs to include opportunities for seamless transition to higher degree programs. Although there are many allied health programs at associate degree levels, there are no programs providing a seamless transition to baccalaureate education in St. Charles County, St. Louis County, or for the rural 124 miles between St. Charles and Columbia, Missouri, in the heart of Missouri. We have had many allied health professionals ask about the possibility of earning a baccalaureate degree. Baccalaureate degrees in Allied Health are increasing nationwide as the need for better educated healthcare professionals is recognized. There is a critical need for well-qualified practitioner-educators in allied health fields who can move on to master's degrees and educate the next generation of allied health practitioners.

www.dhe.mo.gov • info@dhe.mo.gov

205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65102 • (573) 751-2361 • (800) 473-6757 • Fax (573) 751-6635

Form SE - Student Enrollment Projections



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Lindenwood University
Program Name Bachelor of Science in Allied Health Leadership
Date May 2014

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

To enter the program, students are required to be admitted to the university and hold an associate degree in an allied health area.

- Characteristics of a specific population to be served, if applicable.

Students typically will be working adults who hold an associate degree in an allied health areas. They are practicing in the fields and have a desire to move to managerial positions. They are 40 years old or older and have families and responsibilities related to children and employment that must be accommodated in addition to their degree program so they are typically part-time students. They are motivated to complete a degree, but they desire a program that will allow them to accomplish this at their own pace. Most of these students have access to tuition reimbursement from their employers that will cover a portion of their education.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Faculty in the Bachelor of Science in Allied Health Leadership must be licensed nurses or allied health practitioners with experience in their areas of practice. They must hold a minimum of a master's degree in their areas of specialty or a related field. Because of the content and expected program outcomes required in this program, faculty with experience and/or education in health policy, management and leadership/administration are valued.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

www.dhe.mo.gov • info@dhe.mo.gov

205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65102 • (573) 751-2361 • (800) 473-6757 • Fax (573) 751-6635



The current plan is for 95% of all credit hours to be taught by full time faculty. Individuals who are actively practicing in an allied health area may be hired to help teach and provide a perspective other than that of nurses. As student numbers grow, use of adjuncts with specific experience in leadership areas may be increased but will never be used for more than 30% of the total number of credit hours.

- **Expectations for professional activities, special student contact, teaching/learning innovation.**

Faculty members are expected to advise all students and to provide them with support and instruction outside of class when needed. Classes need to be interactive and stimulating for the students, as well as relevant to practice, so faculty members will strive for innovation in their teaching.

3. Enrollment Projections

- **Student FTE majoring in program by the end of five years.**

The plan is to increase the number of students in the program yearly until we reach 50 students. At that point, capacity will be evaluated based on student interest and faculty and facility resources.

- **Percent of full time and part time enrollment by the end of five years.**

This student population is very seldom full-time. Therefore, the percent of full-time will probably be 1% while about 99% will be part-time.

4. Student and Program Outcomes

- **Number of graduates per annum at three and five years after implementation.**

It will take the students about three years to complete the program on a part-time basis. So, there should be approximately 30 graduates after three years and approximately 90 graduates after five years.

- **Special skills specific to the program.**

Students entering the Bachelor of Science in Allied Health Leadership program may have been practicing for a number of years and are experts in their areas of practice. Through the coursework in this program, all graduates will be equipped with the knowledge and skills to be leaders and managers in their areas of expertise. In that capacity, they will lead change, promote health, ensure patient safety, utilize evidence in practice, and interpret the influences of health policy and finance in the healthcare delivery system. All students will learn to identify and address gaps in systems of care that result from growing and changing health care needs. Through acquired leadership skills, they will be able to improve health outcomes for patients in their areas.

www.dhe.mo.gov • info@dhe.mo.gov

205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65102 • (573) 751-2361 • (800) 473-6757 • Fax (573) 751-6635

- **Proportion of students who will achieve licensing, certification, or registration.**
Students entering the program should already hold a licensure or certification in their areas of expertise if required for practice. There is no additional licensure or certification available in the area of leadership.
- **Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.**
As of this application, no students have graduated from our program. Therefore, no results from assessments or normed tests are available, nor are national exit assessments available to determine student achievement. We will be evaluating student performance through a project developed and implemented in the final capstone course. It is expected that student performance will demonstrate application of knowledge and skills obtained in their program of study.
- **Placement rates in related fields, in other fields, unemployed.**
Since there are no graduates yet, employment rates are not available. It is expected that 100% our graduates, who choose to be, will be employed.
- **Transfer rates, continuous study.**
As there are no students in the program at this time, data are not available to respond to this item. We anticipate that 95% of our students will maintain continuous study within the program.

5. Program Accreditation

- **Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide a rationale.**
There are no plans to seek specialized accreditation for this program. Currently, no accreditation is available.

6. Alumni and Employer Survey

- **Expected satisfaction rates for alumni, *including timing and method of surveys.***
Satisfaction rates for alumni will be obtained through a survey at exit and three years after graduation. The survey will be online with responses on a seven point Likert scale. It is expected that results will demonstrate a minimum of five out of seven satisfaction rating with seven indicating very satisfied.
- **Expected satisfaction rates for employers, including timing and method of surveys.**
Satisfaction rates for employers will be obtained through a survey sent every other year. The survey will be online with responses on a seven point Likert scale. It is expected that results

www.dhe.mo.gov • info@dhe.mo.gov

205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65102 • (573) 751-2361 • (800) 473-6757 • Fax (573) 751-6635

will demonstrate at least a five out of seven satisfaction with seven indicating very satisfied. Satisfaction will also be solicited through focus groups and informal networking.

7. Institutional Characteristics

- **Characteristics demonstrating why your institution is particularly well-equipped to support the program.**

Lindenwood University (LU) has an extraordinary dedication to students. LU has a liberal arts heritage that goes back more than 185 years. In that time, LU has learned how to educate in a way that helps each student become an enlightened, principled citizen of a global community. The university is committed to a purposeful education that prepares students for careers and practice professions. All of these values are basic to educating a well-rounded, principled healthcare professional. LU supports innovation in education while maintaining high expectations. This innovative culture is conducive to meeting the unique needs of the allied health leadership student. All of these characteristics help us to educate students who will improve the quality and efficiency of health care.