



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Lindenwood University

Program Title: Master's of Science in Nursing Program

Degree/Certificate: Master of Science in Nursing

Options: This program will have two tracks from which the student can choose: Executive Leadership and Nurse Educator. The Executive Leadership track is divided into two emphasis areas: Patient Safety and Quality Improvement; and Outcomes Management

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

CIP Classification: 51.3802 for Executive Leadership and 51.3817 for Nurse Educator

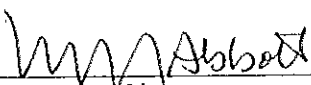
*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory highered.mo.gov/ProgramInventory/search.jsp

Implementation Date: Fall 2014 or Spring 2015

Cooperative Partners: None

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

AUTHORIZATION:

Marilyn Abbott/Acting Provost		29 June 2015
_____ Name/Title of Institutional Officer	_____ Signature	_____ Date

Marilyn Abbott	636-949-4912
_____ Person to Contact for More Information	_____ Telephone

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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:

In informal interviews with hospital nursing staff, approximately 25% of those interviewed voiced an interest in completing a master's degree in nursing with an emphasis in Executive Leadership or Nursing Educator. Health care institutions have told us they would like their administrators to have at least a master's degree and these institutions are encouraging their nurses to obtain higher degrees by providing them with tuition reimbursement to help them reach that goal. However, nurses have few options for obtaining a master's degree in Nurse Executive Leadership. In the St. Louis and St. Charles regions of Missouri, a total of five master's programs in nursing exist. Of the five programs with master's degrees in nursing, only one provides an administrator or executive leadership option. Those programs providing a nurse educator option require in addition to nurse practitioner education. With few options available, nurses wanting their master's degree in administration generally have chosen to earn Master's degrees in Business Administration or have not obtained advanced degrees. Based on this data, we feel that it is reasonable to project an initial cohort of 15 students between the 2 tracks (Nurse Educator and Nurse Executive Leadership) and to increase enrollments each year until reaching 50 students. At that point, capacity will be evaluated based on student interest, and faculty and facility resources. As the School of Nursing and Allied Health moves forward, other programs in nursing such as a Doctor of Nursing Practice (DNP) and programs in Allied Health may be added.

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

The Institute of Medicine (IOM) report, *The Future of Nursing: Leading Change, Advancing Health* (2010) states that 10% of all baccalaureate graduates should enter a master's or doctoral program within five years of completing the baccalaureate in nursing degree. Preliminary data from the www.dhe.mo.gov • Info@dhe.mo.gov



American Academy of Colleges of Nursing's fall 2013 survey confirm that enrollment in master's degree nursing programs increased last year. Nursing schools with master's programs reported a 4.4% increase in enrollment and an 8.3% increase in graduations. Nationwide, the numbers of full-time master's and doctorally prepared nurses are declining due to retirements resulting from an aging workforce. 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 ability to provide primary care is increasing with the County Division of Public Health and the Crider Center, which offer primary care, mental healthcare, and dental care and with the plan by Mercy Health to build more primary care offices and a hospital in the next 5 years. Despite large population growth in St. Charles county and other areas west of the St. Louis metro area, no master's programs in nursing exist between St. Charles County and Columbia which is 120 miles west of St. Louis. In the St. Louis region of Missouri, five master's programs in nursing exist. Of the five programs with master's degrees in nursing, four offer nurse practitioner programs. Four of the five schools provide an educator option but only one provides an administrator option. Many students do not want to become nurse practitioners but have few other options. In informal interviews with hospital nursing staff, approximately 25% of those interviewed voiced an interest in completing a master's degree in nursing with an emphasis in Executive Leadership or Nursing Educator. Health care institutions have told us they would like their administrators to have at least a master's degree; however, with no other options available, they generally have chosen to earn Master's degrees in Business Administration or have not obtained advanced degrees. We need nurses with strong leadership skills to be able to advance health care. A shortage of nurse educators exists. Approximately 72% of nursing programs nationally report an inability to find needed faculty. In 2012, there were 54 faculty vacancies in Missouri. Therefore, we are being allowed to use baccalaureate prepared nurses in associate degree programs as teachers without any background in how to teach. An additional master's program with an emphasis on nursing education can help alleviate that need.

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Form SE - Student Enrollment Projections



COLLABORATIVE PROGRAMS

Sponsoring Institutions: Lindenwood University

Degree program: Master's in Nursing

Length of agreement: NA There are no collaborative programs
(open-ended or limited)

1. Which institution(s) will have degree-granting authority?
[Click here to enter text.](#)
2. Which institution(s) will have the authority for faculty hiring, course assignment, evaluation, and reappointment decisions?
[Click here to enter text.](#)
3. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?
[Click here to enter text.](#)
4. Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?
[Click here to enter text.](#)
5. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?
[Click here to enter text.](#)
6. In addition to the information provided by each participating institution regarding Financial Projections (Form FP), please address the following items:
 1. How will tuition rates be determined if they differ among the institutions?
[Click here to enter text.](#)
 2. Has a formal agreement been developed regarding cost-sharing policies? If yes, please include it as part of the proposal. If no, please summarize the current understanding between all parties and the plans for developing a formal agreement.
[Click here to enter text.](#)
 3. What arrangements, if any, have been made for exchange of money between participating institutions?
[Click here to enter text.](#)
7. What commitments have been made by all participants to evaluate the program systematically?
[Click here to enter text.](#)

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8. If one institution wishes to discontinue the program, what agreements exist for terminating the offering?

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Form CI.-- Collaborative Programs



PROGRAM STRUCTURE

A. Total credits required for graduation: 41 credit hours

B. Residency requirements, if any: There is no specific residence requirement, however, only 9 credit hours can be transferred in.

C. General education: Total credits: Not Applicable

D. Major requirements: Total credits: 41 credit hours

The Master of Science in Nursing Program will have 2 specialty tracks; the Nurse Educator track and the Nurse Executive Leadership track. Each track requires 41 credit hours for degree completion. All students from both tracks are required to take four foundation (core) courses designated as the MSN Core. Students branch into track-specific courses upon completion of the MSN core.

The Nurse Executive Leadership track will be divided into two emphasis areas and the student will select one of these areas of emphasis for degree completion.

The three tables below illustrate the course titles and sequence for the Nurse Educator track, the Nurse Executive Leader track with Patient Safety & Quality Emphasis and the Nurse Executive Leader track with Outcomes Management Emphasis.

Nurse Educator Track Requirements		
MSN Core Courses		
Course Number	Course Title	Credits
NUR 50000	Theoretical Basis for Advanced Nursing Practice	3
NUR 50100	Research & Inquiry in Evidence Based Practice	3
NUR 50200	Policy, Finance & Organization of Health Systems	3
NUR 50300	Advanced Nursing Role Acquisition	3
MSN Core: Total Credits		12
Nurse Educator Track Specific Coursework		
Course Number	Course Title	Credits
NUR 51000	Advanced Pathophysiology & Pharmacology	5
NUR 51100	Advanced Health Promotion & Assessment Across the Lifespan	3
NUR 51200	Introduction to Clinical Nursing	5
NUR 51300	Principles of Teaching and Learning	3
NUR 51400	Curriculum Development & Program Planning	3
NUR 51600	Instructional Design	3
NUR 51800	Measurement & Evaluation of Learning and Program Outcomes	3
NUR 51900	Practicum in Nursing Education	4
Educator Track Specific Courses Total Credits		29
Educator Track Total Credits		41

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Nurse Executive Leadership Track: Patient Safety & Quality Emphasis Requirements		
MSN Core Courses		
Course Number	Course Title	Credits
NUR 50000	Theoretical Basis for Advanced Nursing Practice	3
NUR 50100	Research & Inquiry in Evidence Based Practice	3
NUR 50200	Policy, Finance & Organization of Health Systems	3
NUR 50300	Advanced Nursing Role Acquisition	3
MSN Core: Total Credits		12
Executive Leadership Core		
NUR 52000	Informatics & Data Management in Health Care	3
NUR 52100	Managerial Epidemiology	3
NUR 52150	Leadership & Organizational Change in Health Care	3
NUR 52200	Budget & Finance in Health Care	3
NUR 52250	Human Resource Management in Health Care	3
Executive Leadership Core: Total Credits		15
Patient Safety & Quality Emphasis Coursework		
Course Number	Course Title	Credits
NUR 52300	Introduction to Patient Safety and Quality Improvement	3
NUR 52500	Systems Thinking and Patient Safety	3
NUR 52700	Advanced Quality Improvement Methods	3
NUR 52900	Practicum in Patient Safety	5
Patient Safety & Quality Emphasis-Specific Courses: Total Credits		14
Nurse Executive Leadership Track, Patient Safety & Quality Emphasis: Total Credits		41

Nurse Executive Leadership Track: Outcomes Management Emphasis Requirements		
MSN Core Courses		
Course Number	Course Title	Credits
NUR 50000	Theoretical Basis for Advanced Nursing Practice	3
NUR 50100	Research & Inquiry in Evidence Based Practice	3
NUR 50200	Policy, Finance & Organization of Health Systems	3
NUR 50300	Advanced Nursing Role Acquisition	3
MSN Core: Total Credits		12
Executive Leadership Core		
NUR 52000	Informatics & Data Management in Health Care	3
NUR 52100	Managerial Epidemiology	3
NUR 52150	Leadership & Organizational Change in Health Care	3
NUR 52200	Budget & Finance in Health Care	3
NUR 52250	Human Resource Management in Health Care	3
Executive Leadership Core: Total Credits		15
Outcomes Management Emphasis Coursework		
Course Number	Course Title	Credits
NUR 53200	Strategies to Improve Individual Patient Outcomes	3
NUR 53400	Strategies to Improve Aggregate (Population) Outcomes	3

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Form PS – Program Structure

NUR 53600	Strategies to Improve Systems Outcomes	3
NUR 53900	Practicum in Outcomes Management	5
Outcomes Management Emphasis-Specific Courses: Total Credits		14
Nurse Executive Leadership Track, Outcomes Management Emphasis: Total Credits		41

B. Free elective credits: None

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

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

A clinical practicum is required for NUR 5XXXX Advanced Health Promotion & Assessment Across the Lifespan and for NUR 5XXXX Introduction to Clinical Nursing Education. Students will be expected to complete 48 and 96 clock hours respectively in a clinical setting completing clinical projects such as advanced health assessments and preceptor-monitored clinical nursing education with undergraduate nursing students for the nurse educator track and a preceptor-monitored leadership experience in the executive nurse leadership track. The last course in each track and/or emphasis area is a Practicum course. The Practicum course allows the student to work with a preceptor to design and implement a project utilizing knowledge and skills acquired in the program to intervene in a relevant health care issue or problem. In the Practicum course, students will complete approximately 144 hours in a clinical, educational or management setting designing, implementing and evaluating their projects.

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 clinical / practicum hours. Practicum project ideas will come from students, faculty and preceptors as well as health care and educational organization needs.

MSN Program Course Titles and Descriptions

MSN Core Coursework

NUR 50000 Theoretical Basis for Advanced Nursing Practice: This course provides an overview of selected theories and frameworks used to guide advanced practice nurses in developing models of patient care and implementation of evidence-based practice. Nursing middle-range and practice theories, change theories, and ecological care models will form the foundation for advanced practice. (3)

NUR 50100 Research & Inquiry in Evidence-Based Practice: This course provides the learner with a framework to systematically explore and evaluate the strength of the current empirical evidence to promote evidence-based nursing practice. Students select a relevant clinical/practice problem, systematically review the strength of the empirical evidence related to the problem, factor in patient preferences and provider expertise and determine the level of evidence to support practice change. Students critically analyze differing research paradigms and current issues surrounding research and evidence-based practice. (3)

NUR 50200 Policy Finance & Organization of Health Systems: Presents an overview of health care policy, organization, and financing with emphasis on current health care trends. The goal is to educate the masters prepared nurse to work collaboratively on multidisciplinary teams to design and implement health care systems that provide quality, cost-effective care with broad access for the populations served. Leadership in managing human, fiscal, and physical health care resources is emphasized. (3)

NUR 50300 Advanced Nursing Role Acquisition: This course will explore the roles, responsibilities, and functions of the nurse educator and nurse executive in advanced nursing practice. Educators will explore development and evaluation of the interactive nature of teaching and learning in a variety of settings. Nurse executives will explore the evolution of the nurse executive role in a variety of health care settings. (3)

Direct Care Core Coursework

NUR 51000 Advanced Pathophysiology & Pharmacology: This course provides the learner with content in advanced pathophysiology and pharmacology. Students will examine and explore pathophysiological phenomena and pharmacotherapeutics specific to their nursing practice specialty. Concepts, principles, and application of pathophysiology and pharmacotherapeutics utilized in advanced nursing practice for management of health problems encountered in the acute, primary, secondary or tertiary care environments will be emphasized. (5)

NUR 51100 Advanced Health Promotion & Assessment Across the Lifespan:* This course provides a systematic approach to advanced assessment methods and health promotion strategies across the lifespan. Content areas include physical, psychological, sociocultural, developmental,

and spiritual assessment of individuals and their families along with health promotion/disease prevention strategies for individuals and groups. This course builds upon health assessment, health promotion and disease prevention knowledge and skills acquired at the undergraduate nursing level. The impacts of lifestyle, cultural and environmental factors on health, and/or health disparity are discussed. (3)

NUR 51200 Introduction to Clinical Nursing Education:* This course serves as a bridge between the Patient Care Core and the Educator Specialty. This course builds on the foundation of the advanced pathophysiology, pharmacology and health assessment courses to allow the graduate level nurse to gain greater clinical expertise in their own specialty area through intensive work with students in the clinical setting. The course introduces the learner to concepts and strategies employed in clinical nursing education which include effective nursing care plans, simulation, care management, and selection of patients to achieve optimal student learning experiences. (4)

Executive Leadership Core

NUR 52000 Informatics & Data Management in Health Care: This course introduces the history and current status of information systems in healthcare, provides a basic information technology vocabulary and examines the principles of modern information architectures. The computer networking and communication technologies necessary to support modern information infrastructures are explored. Key concepts addressed include information retrieval, decision support systems, security and confidentiality, bioinformatics, information system cycles, the electronic health record, key health information systems and standards, and medical devices. Emphasis is placed on management and the use of information to support management decision making in nursing and health care environments. (3)

NUR 52100 Managerial Epidemiology: This course integrates epidemiologic methods into strategic planning and managerial decision-making in health care organizations. Epidemiological principles and tools of investigation are explored from clinical nursing and managerial perspectives. Health behaviors and lifestyle that impact demand on health care delivery systems will be explored and analyzed. Students will evaluate models for integration of health services and preventive programs on health outcomes. Policy issues affecting continuity of care will be discussed. (3)

NUR 52150 Leadership & Organizational Change in Health Care: This course provides an overview of leadership theories and spheres of influence of the nurse executive in the delivery of health care. Forces that drive organizational change and impediments to change will be examined and analyzed. Change theory and the process of making change at an organizational/system level are examined. A range of approaches for making organizational change more effective will be surveyed. Special attention will be given to managing disruptions from transitions and the

inevitable losses that radical change brings. Effective leadership strategies within an organization will be analyzed. (3)

NUR52200 Budget & Finance in Health Care: This course provides an overview of the techniques used in the financial management of health care organizations. Key concepts include sources of health care funding, third party payment or reimbursement, financial influences of uninsured patients, budgeting, capital asset evaluation, financial statement analysis, working capital management, present value analysis, and variance analysis. Application of financial management techniques to decision making in health care organizations will be explored through case studies. (3)

NUR 52250 Human Resource Management in Health Care: This course provides an overview of human resources management in healthcare organizations. Key concepts addressed include recruitment and selection of employees, benefits and compensation management, privileging and credentialing of health professionals, performance evaluation, staffing plans, labor relations and labor law relevant to health care organizations. (3)

Educator Specialty Coursework

NUR 51300 Principles of Teaching & Learning: This course focuses on the development and analysis of teaching and learning strategies in nursing education. Adult learning principles of teaching and learning will be incorporated into the innovative strategies developed within this course. Students critically analyze andragogy and pedagogy and the merits of each in nursing educational settings. (3)

NURS 51400 Curriculum Development & Program Planning: This course examines theoretical foundations, principles, and issues in curriculum design and program planning. Formulation of program and curriculum goals, objectives and outcomes will be explored along with development of logic models. Systematic evaluation of curriculum at all levels will be examined. Principles and mechanisms of accreditation will be discussed. (3)

NUR 51600 Instructional Design: In this course provides students with the opportunity to explore and analyze various methodologies for delivering didactic and clinical coursework. Integration of new technology in instructional design and delivery will be highlighted. Methodologies for classroom management will be explored. (3)

NUR 51800 Measurement & Evaluation of Learning and Program Outcomes: This course provides students the opportunity to learn evaluation concepts. Testing and measurement at the didactic, clinical and programmatic levels will be explored. Key concepts include classical test theory; criterion and norm referenced theory and technique; reliability, validity, and the associated descriptive statistics; preparation of instrumental objectives for use in developing classroom tests and clinical nursing performance evaluations. Quality improvements, as well as

legal and ethical considerations are discussed. Evaluation methods of both teacher and learner will be explored. (3)

NUR 51900 Practicum in Nursing Education* Capstone course that requires the student to synthesize and apply knowledge gained in the program to a teaching or educational project in an actual patient care or academic setting. Students will work with a preceptor to develop and implement the project which is grounded in evidence and contains measurable objectives and outcomes at the individual, aggregate or systems level. (4)

Outcomes Management Specialty Coursework

NUR 53200 Strategies to Improve Individual Patient Outcomes: This course focuses on the role of clinical effectiveness and patient outcomes research in improving individual patient outcomes. The student will analyze the relationship of translational research to the clinical outcomes spectrum and explore the different study designs used for conducting clinical outcomes research and application of evidence-based practice. Case studies, and other applied approaches will be used to explore clinical effectiveness research and translation of evidence in improving individual patient outcomes. (3)

NUR 53400 Strategies to Improve Aggregate Outcomes: This course provides students the opportunity to explore strategies used in improving outcomes at the group or population level. Strengths and limitations of various methods will be analyzed. Key concepts include identifying populations or aggregates, data sources, and outcome measures. The influences of health disparities on aggregate outcomes will be evaluated. Program evaluation methodologies as a way to improve aggregate outcomes will be explored. The critical role of social and physical environments in shaping health behavior and health outcomes, and how dimensions of those environments influence outcomes will be discussed. (3)

NUR 53600 Strategies to Improve Systems Outcomes: This course focuses on strategies used to improve outcomes for health care systems. The role of epidemiology in informing policy designed to improve health systems will be explored. Drawing on theory, methods and research results from epidemiology and related fields, policies that have had or could have significant effects on health systems will be discussed. (3)

NUR 53900 Practicum in Outcomes Management* Capstone course that requires the student to synthesize and apply knowledge gained in the program to an actual clinical situation. Students will work with a preceptor to develop and implement a change project which is grounded in evidence-based practice (EBP) strategies and designed to improve measurable outcomes at the individual, aggregate or systems level. Projects must measure outcomes across systems of care and include principles of case management. (5)

Patient Safety & Quality Improvement Specialty Coursework

NUR 52300 Introduction to Patient Safety & Quality Improvement: This course provides an introduction to current theory, content, tools and methods for improving patient safety and quality in health care organizations. Key concepts include effective methods for error disclosure, patient safety risk assessment methodology and improvement methods, principles of safe system design, and strategic patient safety priorities, error theory, systems thinking, and the relationship between patient safety and quality improvement. The roles of various healthcare stakeholders in building a safer healthcare system will be evaluated. JCAHO an NCQA accreditation standards and processes, life safety and fire code requirements, and handling of biohazards such as blood borne pathogens will be presented. (3)

NUR 52500 Systems Thinking and Patient Safety: This course will employ case studies, and other interactive teaching strategies to explore the integration of systems theory and patient safety. Key concepts include development of patient safety leadership, safety culture, the legal and policy context for patient safety at the organizational, regulatory, state and federal levels. Safety theory, methods and skills will be applied to varied healthcare settings which include primary care, hospital-based care, long term care, and across the spectrum of care. The impact of health information technology on patient safety within and across institutions will be explored. Strategies for effective implementation of patient safety within systems evaluated. (3)

NUR 52700 Advanced Quality Improvement Methods: This interactive course will employ case studies and discussions to engage the learner in critical thinking about health care quality improvement, patient safety and leadership. Emphasis will be on advancing institutional and public policy, quality improvement strategies and health care delivery models that improve the quality of care. Students will analyze techniques for effective improvement science, define quality and identify meaningful metrics reflecting quality for an organization, demonstrate understanding of how to implement major quality improvement strategies based on proven methodologies for effective teamwork, stable processes and measures, and improved and sustained outcomes. (3)

NUR 52900 Practicum in Patient Safety* Capstone course that requires the student to synthesize and apply knowledge gained in the program to an actual clinical situation. Students will work with a preceptor to develop and implement a change project which is grounded in evidence-based practice (EBP) strategies and designed to improve measurable patient safety outcomes at the aggregate or systems level. Projects must include quality improvement methodology. (5)

*Denotes a clinical or practicum course.



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Lindenwood University
Program Name Master of Science in Nursing
Date April 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 hold a bachelor of science in nursing and have one year of clinical experience as a registered nurse. They must be accepted for admission to Lindenwood University and have a cumulative grade point average (GPA) of 3.0 (on a 4.0 scale). The student must hold an unencumbered nursing license in the state where the practicum will be completed and must have completed an undergraduate statistics course.
- Characteristics of a specific population to be served, if applicable.
Students typically entering a master of science in nursing program are working adults who hold a baccalaureate degree in nursing, have been practicing nurses for 10 years or more, and are 40 years old or older. They 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 graduate nursing education.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Faculty in the master of science in nursing program must be licensed nurses with experience in nursing practice. They must hold a baccalaureate in nursing, a master's degree in nursing and doctoral degree in nursing or a related field. Because of the content and expected program outcomes required in this program, faculty with experience and/or advanced education in health policy, management and leadership/administration are valued.

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- 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. The current plan is for all credit hours to be taught by full time faculty. However, as student numbers grow, adjuncts with specific experience in leadership areas may be used for 20% or less 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. As the School of Nursing and Allied Health Sciences moves forward, other programs in nursing such as the Doctor of Nursing Practice (DNP) and programs in Allied Health may be added.
- 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 two years and six months 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 MSN program have been practicing nurses for a number of years and are experts in the delivery of nursing care in their areas of practice. Their focus is on delivery of professional nursing care within the prescribed health care environment in which they are employed. Through the core coursework in this MSN program, all graduates will be equipped with the knowledge and skills to lead change, promote health and advance care in a variety of health care settings. All MSN students will learn to identify and address gaps in systems of care that result from growing and changing health care needs. Through acquired higher level leadership skills and advanced nursing knowledge, they will be able to improve health

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outcomes at the system level. Students choosing the Executive Leadership track of this MSN program will gain knowledge and skills in budgeting, finance, and human resource management that will enable them to manage entire departments or divisions within health care organizations. Additional coursework in patient safety or outcomes management will enable nurses in the Executive Leadership track to influence system design to improve quality and safety within and across the spectrum of care. Nurses choosing the Educator track in this MSN program will obtain advanced skills and knowledge in direct patient care along with knowledge and skills in curriculum and program design, teaching strategies, and student and program evaluation. Graduates of the Nurse Educator track will be able to design, implement and evaluate education programs for patients and health care professionals that demonstrate achievement of identified learning outcomes.

- Proportion of students who will achieve licensing, certification, or registration. The students in this program are already licensed nurses as a requirement for admission. Students selecting the Nurse Executive Leadership track, will be eligible to sit for the Nurse Executive Advanced Certification through the American Nurses Credentialing Center. Students selecting the Nurse Educator track will be eligible to sit for the Certified Nurse Educator certification through the National League for Nursing. These certifications are voluntary and not required for practice in either of the specialty tracks. It is reasonable to project that 95% of the students opting to sit for certification will pass.
- 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 practicum course for each option. 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.

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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.

The School of Nursing and Allied Health Sciences plans to seek specialized accreditation through the Commission of Collegiate Nursing Education (CCNE). The process of accreditation requires that students be in the program for one year. Therefore, the timeline is for the accreditation visit to occur in Fall semester, 2015 or Spring semester, 2016.

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 through a company called Educational Benchmarking, Inc. The survey will be online with responses on a seven point Likert scale and results are compared to like schools nationwide. 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. This survey is produced and overseen by Educational Benchmarking, Inc. The survey will be online with responses on a seven point Likert scale. It is expected that results 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 nurse. LU supports innovation in education while maintaining high expectations. This innovative culture is conducive to meeting the unique needs of the master of science in nursing student. All of these characteristics help us to educate students who will improve the quality and efficiency of health care and nursing education.