



Missouri Department of Higher Education

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NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Logan University

Program Title: Health Professions Education

Degree/Certificate: Doctorate Degree

Options: n/a

Delivery Site(s): 1851 Schoettler Rd, Chesterfield, MO 63017

CIP Classification: 51.9999 (Health Professions)

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

Implementation Date: Summer 2016

Cooperative Partners:

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

AUTHORIZATION:

Dr. Clay McDonald, President

Name/Title of Institutional Officer

Signature

Date

10-31-15

Dr. Kimberly O'Reilly, VPAA

636-230-1743

Person to Contact for More Information

Telephone



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	5	6	8	10	12
Part Time	10	14	17	20	23
Total	15	20	25	30	35

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

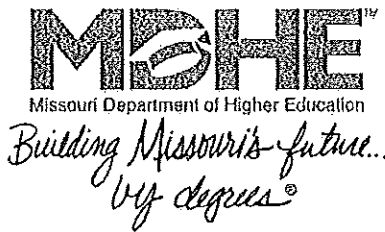
A feasibility study was completed using BLS data, talking with individuals in the healthcare and health education field, looking at trends in the healthcare field, reading the evidence-based literature, as well as looking at what surrounding institutions of higher learning offered.

Logan University accepts applicants three times a year: Fall, Spring, and Summer. The first year, it is anticipated that we would have five accepted students for Summer 2016, and 10 accepted students in Fall 2016. The new student enrollments will cap at 20 per trimester to ensure the infrastructure is available to meet the research requirements of the program. The first five years indicate a conservative number based on a sustainable growth pattern.

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

As noted above, a feasibility study was completed using BLS data, talking with individuals in the healthcare and health education field, looking at trends in the healthcare field, reading the evidence-based literature, as well as looking at what surrounding institutions of higher learning offered.

The study indicates that many clinicians turn to teaching as a means to give back to the next generation of practitioners, while enriching the state of their own clinical practice. The program



is designed to help prepare these qualified individuals to prepare our future practitioners. The program also helps address educator shortages. In 2010, a report conducted by the Institute of Medicine (IOM) revealed that the nursing industry is experiencing a shortage of nursing educators and administrators, reporting that only 50% of registered nurses hold degrees above the associate level. The shortage issue continues to be a concern. The American Association of Colleges of Nursing (AACN) reported that United States (U.S.) nursing schools turned away 68,938 qualified applicants from baccalaureate and graduate nursing school programs in 2014 due to insufficient number of faculty. In a time that nurses are in short supply and high demand, this trend needs to be addressed. According to the American Dental Education Association (ADEA), 2014 data suggests allied health and dental faculty are aging, leaving vacancies with little succession planning. There is a clear and growing need for skilled educators in the healthcare field. This need is best met by accessible, quality, and relevant educational programs that provide health professionals the tools necessary to successfully teach, develop and assess curriculum and understand educational best practices.

The feasibility study was reviewed by the Dean, Vice President for Academic Affairs, and President of Logan University. A proposed program was created with input from existing college faculty, industry connections, and using accreditation standards. The colleges curriculum committee then reviewed, commented, and approved the program.

PROGRAM STRUCTURE

- A. Total credits required for graduation: 60
- B. Residency requirements, if any: 42 credit hours must be taken at Logan University
- C. General Education: Total Credits: 0

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title

- D. Major requirements: Total credits: 60

Course Number	Credits	Course Title
1st Trimester		
HLTE 06101	3	Issues in Health Professions Education
PSYH 06101	3	Learning Principles
PSYH 06102	3	Behavioral Theories in Education
2nd Trimester		

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PSYH 06103	3	Cognitive Psychology & Instruction
HLTE 06102	3	Principles of Classroom Assessment & Evaluation for Health Professionals
HLTE 06201	4	Clinical Outcome Development & Performance Assessment
3 rd Trimester		
HLTE 06202	3	Education Technology in the Classroom
HLTE 07101	4	Curriculum Development & Evaluation for Health Professionals
HLTE 07102	3	Instructional Design
4 th Trimester		
HLTS 07101	3	Fundamentals of Program Development
HLTE 07201	2	Diversity in Education
HLTS 07201	3	Leadership
5 th Trimester		
HLTM 07101	3	Organizational Change & Development
HLTE 07202	3	Introduction to Proposal Writing
RMET 07101	3	Qualitative and Quantitative Research
6 th Trimester		
MATH 06101	3	Statistics
HLTE 07301	1	Research Publication Seminar
HLTE 08101	3	Applied Research Project A
HLTE 08201	2	Education Preceptorship/Practicum I
7 th Trimester		
HLTE 08202	2	Education Preceptorship/Practicum II
HLTE 08102	3	Applied Research Project B
Total: 60 credit hours		

E. Free elective credits:

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

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

Students will be engaged in a practicum experience coupled with an Applied Research Project (ARP) process. Together these requirements includes the 6 courses/14 credit hours:

Practicum

- HLTE 08201 Education Preceptorship/Practicum I (2 credit hours)
- HLTE 08202 Education Preceptorship/Practicum II (2 credit hours)

Applied Research Project

- HLTE 07202 Introduction to Proposal Writing (3 credit hours)
- HLTE 07301 Research Publication Seminar (1 credit hour)

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HLTE 08101 Applied Research Project A (3 credit hours)

HLTE 08102 Applied Research Project B (3 credit hours)

G. Any unique features such as interdepartmental cooperation:

n/a

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Logan University

Program Name: Doctorate of Health Professions Education (DHPE)

Date: October 15, 2015

(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

An applicant must have earned a master's degree or higher from an accredited college or university recognized by the Council for Higher Education Accreditation. Applicants who graduated outside the United States must provide an official equivalency for evaluation.

Applicants wishing to complete their practicum and/or research projects related to their clinical practice skills must provide a copy of a valid license and must remain in good standing with their licensing board.

An applicant must request that an official transcript be sent directly to Logan from the institution awarding the qualifying entrance degree. If the applicant attended multiple institutions, an official transcript must be sent from each institution directly to Logan.

- An applicant must present a minimum cumulative grade point average of a 3.00 on a 4.00 scale in their qualifying master's degree. Applicants with a cumulative grade point

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average (GPA) is between a 2.50 and a 2.99, may have to submit additional requirements to be considered for acceptance by the Admissions Committee.

- An applicant with qualifying post graduate coursework may have those courses and cumulative GPA re-evaluated by the Admissions Committee.
- A student may not transfer more than 30% of the Logan program's total credit hours to the degree program.
- An applicant must complete the admissions application and submit a current resume.

2. Faculty Characteristics

- **Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.**
 - Minimum of a terminal degree (i.e. PhD, EdD, DHEd) in health, education, health education or related fields; plus five years of experience; or equivalent combination of education and experience.
- **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.**
 - Current full-time faculty are scheduled to teach 20% of the program courses. It is anticipated, based on enrollment ratios that an additional full-time faculty member will be hired and at that time, full-time faculty will be teaching 50-60% of program courses.
- **Expectations for professional activities, special student contact, teaching/learning innovation.**
 - Faculty are expected to comply with all college regulations and policies, committee service, participation in college functions (i.e., graduation).
 - *Service:* expectations include community involvement related to Logan, membership in professional/learned societies, participation in professional/learned societies, and faculty advisor to student organizations.
 - *Academic/Scholastic Activity or Productivity:* expectations include publications in refereed/non-refereed journals, oral presentations, poster presentations, invited conference participant, keynote speaker participation on Boards/Teams of accrediting agencies or task forces, continuing education, certifications, etc.

3. Enrollment Projections

- **Student FTE majoring in program by the end of five years.**
 - The program plans to cap enrollment at 20 students per trimester to ensure the infrastructure is available to meet the research requirements. Current projections are estimated through year 5 and are expected to reach 125 students with 85% retention.



- **Percent of full time and part time enrollment by the end of five years.**
 - At the end of 5 years, expectations are that there will be 33% full time students, and 67% part time students.

4. Student and Program Outcomes

- **Number of graduates per annum at three and five years after implementation.**
 - 3-year estimate = 60 students; 5-year estimate = 125
- **Special skills specific to the program.**
 - Ability to provide an environment conducive to student learning and professional development.
 - Skills in curriculum development, design, delivery and assessment in educational settings.
 - Demonstrated leadership in the use of educational technology.
 - Demonstrated scholarly research.
- **Proportion of students who will achieve licensing, certification, or registration.**

N/A
- **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.**
 - Students will complete a practicum experience and an Applied Research Project (ARP) to graduate. The process includes two Education Preceptorship/Practicum courses, a Proposal Writing course, a Research Publication Seminar course and two structured Applied Research Project courses. Each student will have an active professional role in all phases of the ARP including planning and implementation, dissemination of results, assessing the quality of the applied project and making future recommendations. There is not a nationally recognized assessment test in the field of Health Professions Education at this time.
- **Placement rates in related fields, in other fields, unemployed.**
 - There is no data on file at this time.
- **Transfer rates, continuous study.**
 - There is no data on file at this time.



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.**
 - Logan University is a private, not for profit university accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA). Currently there is no program-level accrediting body for this degree.

6. Alumni and Employer Survey

- **Expected satisfaction rates for alumni, including timing and method of surveys.**
 - Alumni satisfaction surveys are developed in SurveyMonkey and are sent out through email once a year (summer term) for the prior year's graduating classes. It is expected that the annual survey results will demonstrate high ratings.
- **Expected satisfaction rates for employers, including timing and method of surveys.**
 - As the program progresses, employee satisfaction surveys will be considered as a data collection tool. It is expected that the annual survey results will demonstrate high ratings.

7. Institutional Characteristics

- **Characteristics demonstrating why your institution is particularly well-equipped to support the program.**
 - Program Director and faculty each hold a minimum of a terminal degree (PhD, EdD, DHEd) in health, education, health education or related fields; plus five years of experience; or equivalent combination of education and experience.
 - Part-time or adjunct instructors as needed
 - Online and on-campus teaching experience
 - Logan University uses Canvas as a Learning Management System
 - The program utilizes full time online Canvas and student support services, and a Learning Resource Center that can also be accessed online and tutoring resources.
 - Strong leadership and administrative support
 - Student-centered culture



References

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- Finn, K., Chiappa, V., Puig, A., & Hunt, D. P. (2011). How to become a better clinical teacher: A collaborative peer observation process. *Medical Teacher*, 33, 151-155.
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- Institute of Medicine (2010). *The future of nursing: Leading change, advancing health*. Washington, DC: National Academies Press. Retrieved from <http://iom.nationalacademies.org/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx>
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