



**NEW PROGRAM PROPOSAL FORM**

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**Sponsoring Institution(s):** Lindenwood University

**Program Title:** Post Licensure Bachelor's in Nursing Degree Program (RN to BSN)

**Degree/Certificate:** Bachelor of Science in Nursing

**Options:** [Click here to enter text.](#)

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

**CIP Classification:** 51.3801

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

**Implementation Date:** Spring 2014

**Cooperative Partners:** St Charles Community College School of Nursing and Allied Health. The nursing program at Lindenwood University has entered into a collaborative relationship with St. Charles Community College's (SCC) associate degree nursing program so that students can move seamlessly from an associate degree to a baccalaureate degree in nursing. A smooth transition into baccalaureate education in nursing will also be provided to other associate degree graduates in the east and central regions of Missouri. In addition to nursing, Lindenwood University is planning to offer allied health programs in options that are in demand for health care

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

**AUTHORIZATION:**

Jann Weitzel		October 2013
Name/Title of Institutional Officer	Signature	Date

Jann Weitzel	636-949-4846	Click
here to enter text.		
Person to Contact for More Information	Telephone	

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**STUDENT ENROLLMENT PROJECTIONS**

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Year	1	2	3	4	5
Full Time	60	130	150	180	280
Part Time	0	0	0	0	0
Total	60	130	150	180	280

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

There are currently 18 students enrolled in a post-RN program approved by the HLC. On Sept. X, Lindenwood received notification from the HLC that the BSN program has been approved. Area hospitals are encouraging their nurses 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. Based on the current applications, it appears two groups of 20 students and one group of 10 students will be enrolled for spring, 2014. Student numbers are expected to continue to grow as students become more familiar with our program and we add new students who are currently in associate degree programs. Our plan is to add one cohort of 10 to 20 students each semester until reaching 100 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 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.

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Within St. Charles County, the ratio of patients to physicians is 1,697/1, compared to the national benchmark of 631/1. The central region of Missouri is considered a Health Professional Shortage Area. According to the Missouri Hospital Association, a need will exist for 4,062 registered nurses in the St. Louis area to replace those who leave their positions in the next six years, and 2,870 new job opportunities will exist for registered nurses. From the central region of the state, which begins with the county immediately west of St. Charles and goes just past Columbia, Missouri, it is predicted that 1,523 new positions and 1,223 replacement positions will exist in nursing within the next 6 years. The continued growth of the region indicates a greater need for more highly educated nurses in the future. The Institute of Medicine (IOM) has called for the achievement of higher levels of education for nurses and has proposed that more baccalaureate and higher degree nursing programs are needed. IOM set a goal that 80% of all nurses be prepared at a minimum of a baccalaureate level. Easier access to a higher level of education is needed in order to enable nurses to respond to the demands of an increasingly complex healthcare system. The IOM report further states that nursing education should provide opportunities for seamless transition to higher degree programs. The American Association of Colleges of Nursing reports that a "strong hiring preference" (The American Nurse, January/February 2013, pg 5) exists for new nurses prepared at the baccalaureate level. In Missouri, 31,946 students are enrolled in baccalaureate and graduate degree nursing programs. However, 5,699 students were turned away from baccalaureate and graduate degree programs in 2012 because of insufficient numbers of faculty members, clinical sites, classroom spaces, and clinical preceptors. In a survey of students currently in associate degree programs in the eastern portion of Missouri, 99% stated they were interested in pursuing a baccalaureate degree in nursing, and 70% stated that they wanted to pursue a master's degree. Although, several baccalaureate nursing programs are offered in St. Louis County, none currently exists in St. Charles County or for the rural 124 miles between St Charles and Columbia, Missouri, in the heart of Missouri. St. Charles County has one associate degree program and five associate degree nursing programs are located in this central part of the state. With no other baccalaureate nursing programs within 125 miles west of the Missouri River in Missouri, a need exists to provide nurses in this region with the opportunity to advance their educations.

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Form SE - Student Enrollment Projections



**PROGRAM STRUCTURE**

A. Total credits required for graduation: 128 credit hours

B. Residency requirements, if any: 36 credit hours

C. General education: Total credits: 48 credit hours

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
Course Number	Credits	Course Title
General Education: 48 total credit hours		
English	6	English Composition 1 and II
Communication	3	Group Dynamics, or Fundamentals of Oral Communication
Humanities (Literature)	6	Student Choice
Humanities (Philosophy or Religion)	3	Moral Life or Bioethics
Fine Arts	3	Student Choice
American Gov't or History	3	Student Choice
Culture and Civilization	3	World History or Global History
Social Sciences	6	Principles of Psychology and Basic Concepts of Sociology
Mathematics	6	Intermediate Algebra and Basic Concepts of Statistics
Natural Sciences	9	Anatomy and Physiology, Microbiology, Chemistry
Nursing	36	See table below

D. Major requirements: Total credits: 36 credit hours

Course Number	Credits	Course Title
NUR 31000	3	Professional Nursing
NUR 33000	3	Research & Evidence Based Practice
NUR 35000	3	Health Policy & Finance
NUR 37000	3	Patient Safety & Quality
NUR 37500	3	Health Informatics
NUR 41000	3	Holistic Health Assessment

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NUR 43000	4	Leadership & Management
NUR 45000	5	Community Health Nursing and Health Promotion
NUR 38XXX	6	Nursing Electives: Categories of Patient Centered Care or Leadership
NUR 47000	3	Nursing Capstone

**E. Free elective credits:**

**44 credit hours**

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

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

A clinical internship is required for NUR 43000 Leadership & Management and for NUR 45000 Community Health Nursing and Health Promotion. Students will be expected to complete 46 and 96 hours respectively in a clinical setting completing assigned clinical projects such as a community assessment or leadership project. In the capstone course, students will complete approximately 120 hours in a clinical setting completing a project that involves the application of learning that has occurred throughout the program.

**G. Any unique features such as interdepartmental cooperation:**

Students will be working with a variety of clinical agencies to accomplish the clinical internships/capstone hours. Project ideas will come from students and faculty as well as clinical agency needs.

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Form PS – Program Structure



## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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Institution Name      Lindenwood University  
Program Name         Bachelor of Science in Nursing  
Date    January 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 nursing courses, students are required to have completed the requirements for an associate degree and have passed the registered nursing licensure exam. They must be accepted for admission to Lindenwood University and satisfy the GPA requirements for that admission. No other special preparation is required.

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

Students entering the RN to BSN program typically 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 take priority over going to school. They are part time students. They want to complete a degree, but they want to do it on their own terms and at their own pace. We will also be recruiting for the student still in the associate degree program who is younger and has not worked as a registered nurse. Although this has not been the typical student in the past, many students entering associate degree programs know that they must get the bachelor's degree so they begin with a plan to do so. They will be encouraged to begin taking general education courses while completing their associate degree so that once they pass the licensure exam, they will only have the nursing courses remaining.

### 2. Faculty Characteristics

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

Faculty in the RN to BSN program must be licensed nurses with experience in nursing practice. They must hold a minimum of a master's degree; however, a doctoral degree is preferred. Because of the content and expected program outcomes required in this program, faculty with experience and/or advanced education in community health 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.  
All credit hours are being taught by full time faculty.

- 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 for us to have 280 students in the program by the end of five years. These students are typically part-time so this would translate into an FTE of 140 students.
- 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 60 graduates after three years and approximately 150 graduates after five years.
- Special skills specific to the program.  
Students come to the RN to BSN program as experts in the basic skills needed in nursing practice. However, their focus is narrow with their thoughts on caring for the needs of the patient in the moment of illness as a patient in a health care institution. This program is designed to broaden their thinking to include environmental factors both inside and outside of the health care institution. The student will learn to utilize research to plan care that is based on what has been shown to work. They will learn to analyze and think critically to make patient care decisions that consider patient safety and other influences on health care such as health policies and cost effectiveness. The student will become a professional with a career in nursing that fosters a commitment to life-long learning.
- Proportion of students who will achieve licensing, certification, or registration.

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The students in this program are already licensed as a requirement for admission. No further licenses or certifications are required. The student can voluntarily build expertise in a specific area and become certified; however, this program does not prepare students for further certification other than to instill an appreciation for continued learning.

- **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 portfolios and performance in the final Capstone project. It is expected that their performance will demonstrate growth and a broadening of their perspectives related to nursing practice and health care.

- **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.**  
Students have been in the post- RN program for 4 weeks. So far there has been 100% retention. This retention rate is expected to continue.

## **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 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 Spring or Fall semester, 2015.

## **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.**

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Form PG – Program Characteristics and Performance Goals

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 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 RN to BSN student. LU has a strong undergraduate culture with many services and supports available for undergraduate students such as those in nursing. All of these characteristics help us to educate our students to provide higher quality more efficient care to their patients.

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