**LETTER OF NOTIFICATION – 3**

NEW OPTION, EMPHASIS or CONCENTRATION

(Maximum 18 semester credit hours of theory courses and 6 credit hours of practicum courses)

1. Institution submitting request: University of Arkansas Fayetteville

1. Contact person/title: Dr. Terry Martin, Vice Provost for Academic Affairs
2. Phone number/e-mail address: (479) 575-2151/tmartin@uark.edu
3. Proposed effective date: Fall 2016
4. Title of existing degree program: Master of Science in Nursing

 (It is currently approved for distance delivery)

1. CIP Code: 51.1602
2. Degree Code: 7080
3. Proposed name of new option/concentration/emphasis: Nurse Executive Leader
4. Reason for proposed action:

Nursing leadership is tied to patient outcomes, patient satisfaction, employee turnover and Center of Excellence recognition, thus the reason for creating a Master of Science in Nursing with a role concentration for the Nurse Executive Leader. Currently, only 13.2% of registered nurses (RNs) in the US hold a master’s or doctoral degree in nursing (American Association of Colleges of Nursing [AACN], 2008). The education level of nurses at all levels of practice correlates with the provision of a safe, high quality patient care environment and subsequent positive patient outcomes (AACN, 2015). The academic preparation of the nurse executive leader is also linked to quality patient care, as it facilitates and supports quality, safety and enhanced professionalism in health systems (Casey, McNamara, Fealy, & Geraghty, 2011; Department of Health, 2008). The nurse executive leader is also linked to nurse retention, nurse turnover, and patient care and safety outcomes (Curtis, Sheerin, & de Vries, 2011; Paterson, Henderson, & Trivella, 2010). Despite the evidence demonstrating the benefit of nurse executive leaders prepared at the master’s and doctoral levels, a shortage persists. The shortage of nurses prepared to assume leadership roles in health care systems has been identified by the World Health Organization (Woodring, 2004) as a threat to health care delivery systems, patient outcomes and the recruitment and retention of nurses prepared at the baccalaureate level and above. In the US, the shortage of academically prepared nurse executive leaders is more pronounced in regions where health care systems lack American Nurses Credentialing Center (ANCC) Magnet Recognition. Magnet recognition is a highly competitive designation given to health systems that satisfy criteria designed to measure the strength and quality of nursing leadership, clinical practice, innovations and positive outcomes. Of the approximately 400 Magnet recognized health care organizations in the US, only ONE is located in Little Rock, Arkansas. Currently employed nurses in leadership roles as well as nurses seeking to be leaders in health care systems must be encouraged to obtain graduate education as a nurse executive leader (Curtis, Sheerin, & deVries, 2011). By providing a much-needed Master of Science in Nursing with a concentration in Nurse Executive Leadership, the Eleanor Mann School of Nursing is building the capacity to improve nursing as a profession, improve patient outcomes, and enhance the financial viability of health care systems in Northwest Arkansas and beyond.

In 2010, the retention rates for US RNs was approximately 51.4% (American Health Care Association [AHCA]; 2010). The average cost of RN turnover ranges from $36,900 to $57,300 resulting in the average hospital losing $4.9M to $7.6M annually (NSI Nursing Solutions, Inc. [NSI], 2015). Approximately 24 percent of hospitals report RN vacancy rates of 10% or greater (NSI, 2015) whereas in Northwest Arkansas vacancy rates may exceed 30% in some facilities. Arkansas is facing a shortage of health care workers that is expected to worsen as baby boomers retire (University of Arkansas for Medical Sciences [UAMS], 2015). Factors contributing to the shortage of RNs include unfavorable work environments, lack of nursing faculty, an aging workforce, and an insufficient number of clinical sites (AACN, 2014; UAMS, 2015). Practice strategies to address nursing shortages in Arkansas involve ongoing education and leadership training (UAMS, 2015). While UAMS has an established program in this concentration, it has not significantly impacted the numbers of master’s prepared nurse executive leaders in Northwest Arkansas. The goal of the proposed program concentration at the University of Arkansas, Eleanor Mann School of Nursing is to prepare nurses to be strategic and innovative nurse executive leaders for health care systems striving to improve patient outcomes, decrease health care costs, and improve the environment of care for the people seeking care in the State of Arkansas.

References:

American Association of Colleges of Nursing (AACN). (2008). Nursing fact sheet. Retrieved from http://www.aacn.nche.edu/media-relations/fact-sheets/nursing-fact-sheet

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American Health Care Association. (2011). Report of findings nursing facility staffing survey. Retrieved from http://www.ahcancal.org/research\_data/staffing/Documents/REPORT%20OF%20FINDINGS%20NURSING%20FACILITY%20STAFFING%20SURVEY%202010.pdf

Casey, M., McNamara, M., Fealy, G., & Geraghty, R. (2011). Nurses’ and midwives’ clinical leadership development needs: A mixed methods study. *Journal of Advanced Nursing, 67*(7), 1502-1513.

Curtis, E., Sheerin, F., & de Vries, J. (2011). Developing leadership in nursing: The impact of education and training. *British Journal of Nursing, 20*(6).

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Paterson, K., Henderson, A., Trivella, A. (2010). Educating for leadership: A programme designed to build a responsive health care culture. *Journal of Nursing Management, 18*(1).

University of Arkansas for Medical Sciences (UAMS). (2015). Health workforce vacancies in Arkansas. Retrieved from http://regionalprograms.uams.edu/wp-content/uploads/2015/06/Workforce-VACANCY-REPORT-2011FINAL.pdf

Woodring, B. (2004). Today’s shortage: Tomorrow’s leadership crisis? Journal for Specialists in Pediatric Nursing, 9(2). doi: 10.1111/j.1088-145X.2004.00039.x

1. New option/emphasis/concentration objective:

To create a concentration in the Master of Science in Nursing for Nurse Executive Leader to address the dearth of leadership in nursing at the local and national levels.

1. Provide the following:
	1. Curriculum outline - List of courses in new option/concentration/emphasis – Underline required courses

NURS 5413 Executive Leadership in Nursing 3 hrs

NURS 5423 Health Systems Operations 3 hrs

NURS 5553 Specialty Development I: Nurse Executive Leadership 3 hrs

NURS 5563 Specialty Development II: Nurse Executive Leadership 3 hrs

HRWD 5233 Employment, Legal, and Ethical Issues 3 hrs

MBAD 5241 Ethical Decision Making 3 hrs

NURS 6233 Healthcare Economics and Finance 3 hrs

* 1. Provide degree plan that includes new option/emphasis/concentration

**Full-Time Sample Program Plan**

 **Semester One**

 NURS 5043 Concepts in Health Promotion within Diverse Populations

 NURS 5053 Evidence-based Practice and Innovation in Nursing

 NURS 5063 Health Care Policy

 NURS 5401 Scholarly Writing

 **Semester Two**

 NURS 5523: Healthcare Informatics

 HRWD 5233 Employment, Legal, and Ethical Issues

 ESRM 6403: Educational Statistics and Data Processing

 **Semester Three**

 MBAD 5241 Ethical Decision Making

 NURS 6233: Health Care Economics & Finance

 **Semester Four**

 NURS 5423 Health Systems Operations

 NURS 5553 Specialty Development I: Nurse Exec Leader (135 contact hrs)

 NURS579V/600V Thesis/Independent Study

 **Semester Five**

 NURS 5413 Executive Leadership in Nursing

 NURS 5563 Specialty Development II: Nurse Exec Leader (135 contact hrs)

 NURS579V/600V Thesis/Independent Study

**Total for MSN Degree is 38 credit hours**

* 1. Total semester credit hours required for option/emphasis/concentration

 (Option range: 9–24 semester credit hours)

 12 credit hours (Four new concentration classes at 3 credit hours each)

* 1. New courses and new course descriptions

NURS 5401 – Scholarly Writing

Course description:

This course will focus on the fundamentals of academic writing at the graduate level with the goal of honing students’ critical reading and writing skills. Attention will be given to mechanics, usage, and style, as well as to handling and citing sources. The emphasis throughout is on creative thinking and precise, scholarly writing.

NURS 5413 – Executive Leadership in Nursing

Course description:

This course focuses on the health care structures and processes, human capital management, health and public policy, communication principles and styles, negotiations, leadership effectiveness, strategic visioning, ethics and advocacy, and innovation. Learning will enable the professional nurse executive to lead complex health care environments applying an advanced skill set in each of the focus areas.

NURS 5423 – Health System Operations

Course description:

This course focuses on the complex practice environment. Enables the professional nurse leader to demonstrate knowledge of care management and delivery, professional practice environment and models, and quality monitoring and improvement. Professional practice and health care delivery models and settings, role delineation, laws and regulations, accreditation, and professional practice standards will be emphasized.

NURS 5553 – Specialty Topics I: Nurse Executive Leader (135 contact hours)

Course description:

This course will focus on microsystem level operations within the healthcare environment and issues faced by nurse administrators. Learning will enable the professional nurse to participate in operations surrounding the delivery of care in various health care organizations. This course will facilitate the application of learned theories and organizational principles.

NURS 5563 – Specialty Topics II: Nurse Executive Leader (135 contact hours)

Course description:

Students will complete a scholarly project or thesis synthesizing knowledge and skills from previous courses in program of study. Applied learning will focus on the development of a systems approach to nurse executive leadership and inquiry. Focus is on public and private health care delivery systems, alliances with internal and external environments, and strategic decision making and implementation in the rapidly evolving global arena of nursing leadership and practice. This course prepares professional nurses to apply leadership and evidence-based practice principles in the evaluation of quality processes encountered across health care industries.

* 1. Goals and objectives of program option

The Master of Science in Nursing (MSN) Program offered by the Eleanor Mann School of Nursing expands on the philosophy of the undergraduate nursing program and contributes to the mission of the College of Education and Health Professions and the University of Arkansas.  This program is built upon the Essentials of Master's Education in Nursing to provide students with a fuller understanding of the discipline so they may engage in higher level nursing practice and nursing leadership in a variety of settings.  Graduates of the MSN are prepared as executive nurse leaders, nurse educators, or clinical nurse specialists and are expected to contribute to the nursing profession through the application of knowledge and skills in evidence-based leadership, education, and clinical practice.  Completion of the MSN program provides the essential foundation for seamless academic progression into a research or practice-focused doctoral program.

Upon the completion of the program of studies the graduate will be able to:

1. Promote evidence-based practice through problem identification and the critique of research findings.
2. Collaborate in policy development, resource management, and cost-effective care delivery.
3. Apply legal/ethical principles to promote a values-based professional practice.
4. Affect health care outcomes through advanced nursing roles of clinician, teacher, manager, researcher, and consultant.
5. Utilize theories from nursing and other disciplines for decision making.
6. Advocate for access to quality health care for diverse populations.
7. Collaborate with other disciplines to design, deliver, and evaluate health care services for diverse populations.
8. Provide executive, education and clinical leadership in a variety of health care and academic settings.
	1. Expected student learning outcomes

Upon completion of the Master of Science in Nursing—Nurse Executive Leader program, student will be able to:

1. Determine and evaluate best practices in human capital management.
2. Synthesize knowledge of health system resource utilization, organizational culture, and organizational structure as well as federal and state employment laws.
3. Establish proficiency in financial management practices used in health care organizations.
4. Apply knowledge of health and public policy surrounding legal issues in health care.
5. Integrate knowledge of health care delivery models, settings, laws, regulations, accreditation, standards, regulatory bodies, and scope and standards of practice.
6. Acquires expertise in professional practice models, practice standards, role delineation, and employee performance feedback.
7. Utilize knowledge of communication principles and styles in various executive level leadership setting.
8. Compare and contrast leadership principles learned from theory and observed in practice.
9. Integrate knowledge of strategic planning and program development.
10. Utilize ethical principles to critically analyze complex issues health care systems.
11. Synthesize knowledge of quality monitoring, culture of safety, performance improvement and process and outcomes measures.
12. Design, implement, and disseminate evidence-based initiatives while demonstrating an understanding regulatory and institutional policies
13. Applies innovative thinking to executive leadership and clinical practice.
	1. Documentation that program option meets employer needs

There is a lack of master’s prepared nurses in Northwest Arkansas. Many schools of nursing and health care systems place baccalaureate prepared nurses in roles where a master’s prepared nurse is the standard. Less than 15% of adjunct clinical nurse instructors at the University of Arkansas are prepared at the master’s level. This program will also prepare nurses to serve as executive leaders and educators, thus enhancing the undergraduate and graduate programs. Many of our clinical partners lack adequate numbers of master’s prepared nurses within their facilities, thus enthusiastically providing letters of support for this much-needed concentration. The lack of master’s prepared nurses to serve in nurse educator and leadership roles remains a challenge for all facets of the nursing profession. Letters of support are attached in Appendix C.

* 1. Student demand (projected enrollment) for program option

We have received a number of recent inquiries for the Nurse Executive Leader concentration. Students are interested in both online and hybrid delivery formats. Given the Institute of Medicine recommendations for seamless academic progression to terminal degrees in nursing, current undergraduate students are requesting additional master’s degree concentrations, more specifically, with a focus to prepare for the role as a nurse executive leader. Our goal is to enroll 12 new students in the first year and 24 the second year.

* 1. Name of institutions offering similar program or program option and the institution(s) used as a model to develop the proposed program option

Other nursing programs in the state offer MSN preparation in Administration. UAMS has a program in this concentration, yet it has not significantly impacted the numbers of master’s prepared nurse leaders in Northwest Arkansas. Arkansas Tech has a MSN in Nursing Administration and Emergency Management and Arkansas State University offers a MSN in Adult Health: Nursing Administrator. These programs are different in scope and focus compared to the proposed Nurse Executive Leader concentration.

1. Institutional curriculum committee review/approval date: January 13, 2016
2. Will the new option/emphasis/concentration be offered via distance delivery? If yes, indicate mode of distance delivery:

Blackboard online learning system

1. Explain in detail the distance delivery methods/procedures to be used:

Video conferencing via Collaborate (synchronous and individual sessions). This is used for conferencing with both students and clinical preceptors.

Kaltura videos for sharing faculty lectures and uploading student presentation.

Discussion boards for students to submit answers to scholarly questions thus stimulating discussion among peers as well as weekly.

1. Specify the amount of additional costs required for program implementation, the source of funds, and how funds will be used.

Please see Appendix A for budget. Proposed concentration will be developed in collaboration with Global Campus.

1. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer Date: