I. PROGRAM OBJECTIVES: Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.

Program Description

The RN to MSN program offers a seamless learning experience for those seeking advanced nursing knowledge and expanded professional skills appropriate for a global and increasingly complex healthcare system. Designed to expand competencies in practice, evidence-based decision making, informatics and technological communication skills, and innovative thinking, the degree promotes professional expertise in patient-centered care among diverse and vulnerable populations. The dynamic connection between research, theory and practice prepares students to engage in problem-solving in micro and macro systems and to ensure quality care and patient safety. As leaders, graduates are expected to become change agents to improve people’s health.

In serving the need to fill a 17.6% growth in Indiana nursing positions expected by 2020, the American College of Education’s Registered Nurse (RN) to Master of Science in Nursing (MSN) program is designed as an accelerated pathway for registered nurses with at least 60 undergraduate credits.

American College of Education has designed the degree with maximum flexibility: students earn their BSN on the pathway to their MSN, and as part of the MSN, students can choose a focus of study as a nurse administrator or nurse educator.

Program Outcomes

1. Adapt and expand lifelong learning skills into broad areas of practicing expertise across interdisciplinary healthcare settings.
2. Lead evidence-based practice initiatives to promote improved health outcomes.
3. Utilize theories, models, and guidelines to evaluate existing processes and to design innovative and effective practices in nursing.
4. Engage in imaginative, holistic, transformational thinking designed to support innovative practices in nursing.
5. Apply nursing ethics to decisions related to diagnostic, goal setting and therapeutic interventions required for patient comfort and safety as guided by the professional value of social justice.
6. Focus on improving interpersonal communication to enhance patient knowledge of health and wellness, engagement, and satisfaction, including the use of technology.
7. Establish and lead a collaborative, interprofessional health team engaged in providing quality patient care.
8. Advocate to ensure appropriate health policies are culturally sensitive to diverse and vulnerable populations.
9. Engages in health promotion activities with patients, families, and communities to improve the health of populations.
10. Promote a culture of nursing quality and health literacy through an increased use in knowledgeable critical and creative thinking.
11. Pursue the development of personal and professional skills which integrate care across complex and global healthcare systems.
12. Demonstrate competencies in healthcare leadership which transform evidence into quality practice.
13. Analyze contributing financial and human resources related to the development, delivery, reimbursement, and evaluation of patient-centered care including professional development, understanding of systems thinking, and continuous improvement.

Program Rationale

State Need

As of 2016, there are twenty-three (23) CCNE-accredited RN to BSN programs but only six (6) CCNE-accredited RN to MSN programs available in the state of Indiana (AACN, 2016). Only one of the six RN to MSN programs in Indiana currently allows students to earn both BSN and MSN degrees. In addition, the other programs in Indiana range from 40 – 60 credits with accompanying tuition from $18,000 to $31,000, not counting pre-requisites or general education requirements. American College of Education is actively discussing this program with Ivy Tech and other community colleges, intending to be the provider for what their students need in terms of transfer, access, and affordability.

With only six RN to MSN programs, the state of Indiana is in need of an additional RN to MSN program to provide a seamless pathway for those seeking a graduate degree. The fully online RN to MSN program provided by the American College of Education will greatly increase access for those RNs seeking to advance their education at an affordable cost. American College of Education has aligned all outcomes to CCNE expectations and will actively pursue CCNE accreditation once all program approvals are in place.

In planning this program, American College of Education (ACE) established the Nursing Advisory Board comprised of nurse administrators and nurse educators, along with its own nursing faculty currently teaching in the Health and Wellness program, who developed the program description, program outcomes aligned to the college’s academic outcomes, the courses and their descriptions, and the credit hour requirements for individual courses and program completion. ACE also aligned its program to the American Association of Colleges of Nursing (AACN) and the Commission on Collegiate Nursing Education (CCNE) standards and essential expectations.

National Need

The demand for registered nurses in the United States is growing at an unprecedented rate (American Association of Colleges of Nursing [AACN], 2016). This demand, along with increased emphasis on advanced education for registered nurses, is being fueled by the complexity of modern healthcare, the increased numbers of consumers requiring health services, and the diversity of consumer needs. The increasing age of the U.S. population and the enactment of the Affordable Care Act have resulted in many more individuals accessing the health care system (U.S. Department of Health and Human Services, 2015).
Like the patients they serve, the nation’s nurses are also aging. According to the American Nurses Association (2016), about one million registered nurses are currently older than 50, which means one-third of the current nursing workforce will reach retirement age in the next 10-15 years. Nearly 700,000 nurses are projected to retire or leave the labor force by 2024. In Indiana, nurses older than 54 will represent 27 percent by 2019 (Russell, 2016).

In addition, improvement in the treatment of chronic comorbidities is extending the longevity of patients and increasing the complexity of their care. To effectively manage and coordinate care for the increased number of patients presenting with complex medical conditions, nurses with advanced educational preparation are in high demand (Institute of Medicine [IOM], 2010). Other factors contributing to the growing demand for registered nurses include an increased emphasis on preventive care; growing rates of chronic conditions, such as diabetes and obesity, and the need for more health and wellness services for the Baby Boom population as they live longer and more active lives (U.S. Department of Labor Occupation Outlook Handbook 2016-2017).

Current trends in the healthcare industry show consumers becoming more informed about their health care needs and their role in decision making. The traditional health care model is evolving into one with an increased focus on the patient, disease prevention, and the ongoing management of chronic disease. A movement toward personalized health treatment is also developing through the advancement of genetic, behavioral, and digital tools designed to measure and monitor personal health. This consumer-driven movement is opening the door for registered nurses to assume more leadership and educator roles (American Health and Drug Benefits, 2015).

Nurses comprise the largest segment of health care providers in the United States (Bureau of Labor Statistics [BLS], 2015b), and nursing is predicted to be one of the top occupations for growth over the next several years. Specifically, the Bureau of Labor Statistics (2015a) lists registered nurses as the second largest occupation in terms of predicted growth by 2024. Employment of registered nurses is projected to increase 16% by 2024, much faster than the average for all populations (U.S. Department of Labor Occupation Outlook Handbook 2016-2017). Despite this, demand is still expected to override supply.

Currently, approximately 55% of the 2.8 million actively working nurses in the U.S. hold a baccalaureate degree or higher (Health Resources and Services Administration [HRSA], 2013). In Indiana, the percentage of nurses with a Bachelor of Science in Nursing (BSN) degree is slightly lower at 53% (Norwood, Randolph, & Maxey, 2015). The Institute of Medicine (IOM, 2010) has called for an increase in the percentage of baccalaureate-prepared RNs, or higher level of education, to 80% by 2020. The recommendation was based on evidence that care provided by BSN-prepared nurses results in improved patient outcomes (Aiken et al., 2011; Aiken et al., 2014; Blegen, Goode, Park, Vaughn, & Spetz, 2013; Cho et al., 2015; Kutney-Lee, Sloane, & Aiken, 2013). This goal of 80% of the nursing population to be prepared at the baccalaureate degree or higher will require an additional one million nurses earning a degree at or above the associate degree by 2020 (BLS, 2013). This estimate is based on the assumption that the BSN population will remain relatively stable at 55%.

Additionally, the need for an increase in the percentage of BSN-prepared nurses, the IOM (2010) has called for an increase in the number of graduate-prepared nurses. Graduate nursing education includes MSN programs for nurses seeking to increase their knowledge and performance in roles requiring higher education and skill levels. The continuous demand for nurses holding a baccalaureate degree or higher, and the implications for the health of the population of Indiana and the nation, reinforce the critical importance of the need for this accelerated RN to MSN program.

The demand for graduate-prepared nurses is expected to be twice the supply in the near future (Dracup, 2016). Accessibility to graduate nursing programs, along with maximized enrollment and retention efforts leading to increased program completion rates, will be imperative to support an increase in nurses with advanced education to sufficiently meet the increasingly complex health care demands of the aging population and the entire healthcare system (Shelton, 2012).


II. **PROGRAM STRUCTURE:** List all courses in the program. Indicate course name, course number, and number of credit hours or clock hours for each course.

<table>
<thead>
<tr>
<th>Name of Program:</th>
<th>Registered Nurse to Master’s in Science in Nursing (RN to MSN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Course Hours:</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition:</td>
<td>$12,485 ($227/credit)</td>
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</tbody>
</table>

**SPECIALTY COURSES:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR4013</td>
<td>Issues and Concepts in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR4033</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NUR4043</td>
<td>Community Health and Vulnerable Populations</td>
<td>3</td>
</tr>
<tr>
<td>NUR4053</td>
<td>Research and Evidence-Based Practice in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR4063</td>
<td>Quality and Safety in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NUR4073</td>
<td>Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>NUR4083</td>
<td>Care Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NUR5023</td>
<td>Advanced Nursing Research and Practice I <em>(graduate level course; fulfills both BSN and MSN coursework)</em></td>
<td>3</td>
</tr>
<tr>
<td>NUR5033</td>
<td>Advanced Nursing and Practice II <em>(graduate level course; fulfills both BSN and MSN coursework)</em></td>
<td>3</td>
</tr>
<tr>
<td>NUR4093</td>
<td>Senior Capstone Experience for Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>
### Courses the student must complete in order to earn an M.S.N. with Nurse Administration Focus of Study (in addition to NUR5023 and NUR5033)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR5043</td>
<td>Organizational and System Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NUR5053</td>
<td>Quality Improvement and Safety</td>
<td>3</td>
</tr>
<tr>
<td>NUR5063</td>
<td>Patient-Centered Care</td>
<td>3</td>
</tr>
<tr>
<td>NUR5103</td>
<td>Leadership and Management Theory in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR5113</td>
<td>Management of Financial Resources in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR5123</td>
<td>Relationships Through Communication</td>
<td>3</td>
</tr>
<tr>
<td>NUR5133</td>
<td>Knowledge of the Healthcare Environment</td>
<td>3</td>
</tr>
<tr>
<td>NUR5143</td>
<td>Role of Nurse Leader in Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>NURA5091</td>
<td>Capstone Experience for Nurse Administration</td>
<td>1</td>
</tr>
</tbody>
</table>

### Courses the student must complete in order to earn an M.S.N. with Nurse Educator Focus of Study (in addition to NUR5023 and NUR5033)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR5043</td>
<td>Organizational and System Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NUR5053</td>
<td>Quality Improvement and Safety</td>
<td>3</td>
</tr>
<tr>
<td>NUR5063</td>
<td>Patient-Centered Care</td>
<td>3</td>
</tr>
<tr>
<td>NUR5203</td>
<td>Advanced Pathophysiology and Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NUR5213</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NUR5223</td>
<td>Curriculum Development and Evaluation in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR5233</td>
<td>Theoretical Foundations in Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>NUR5243</td>
<td>Practicum for Nurse Educators</td>
<td>3</td>
</tr>
<tr>
<td>NURE5091</td>
<td>Capstone Experience for Nurse Educators</td>
<td>1</td>
</tr>
</tbody>
</table>
### GENERAL EDUCATION / LIBERAL ARTS COURSES:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
</table>

Number of Credit/Clock Hrs. in Specialty Courses: 55* / 55 Percentage: 100%

Number of Credit/Clock Hrs. in General Courses: 0 / 55 Percentage: 0%

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: 0 / 55 Percentage: 0%

*NUR5023 Advanced Nursing Research Practice I and NUR5033 Advanced Nursing and Practice II are graduate level courses taken during the bachelor level that fulfills both BSN and MSN coursework requirements for issuance of the BSN and MSN degrees.
Admissions Requirements

- Active unencumbered RN license in the state where the prospective student resides
- Associate’s degree in Nursing or 60 semester credit hours by an institution accredited by an accrediting agency recognized by the United States Department of Education
- Overall 3.0 cumulative GPA
- Required general education and pre-nursing courses (unless designated as a pre-requisite course) can be completed concurrently with BSN requirements; all general education courses must be completed prior to awarding of bachelor degree and matriculation to graduate program

Course List

<table>
<thead>
<tr>
<th>Number</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR4013</td>
<td>3</td>
<td>Issues and Concepts in Nursing</td>
<td>This course develops understanding of the profession of nursing and its role in transforming the healthcare system in terms of access, cost, and quality. The ethical and scientific bases for nursing practice are analyzed. Nursing’s paradigm is defined and students are introduced to key nursing theories. The competencies from the Quality, Safety, and Education in Nursing (QSEN) Institute are explored. Students utilize the concepts from nursing theories and QSEN to analyze their practice and to clarify their role as a member of a profession.</td>
</tr>
<tr>
<td>NUR4033</td>
<td>3</td>
<td>Health Assessment</td>
<td>Building upon the student’s previous health assessment knowledge, this course develops the advanced knowledge, skills and attitude (KSA) needed to provide safe, competent, and comprehensive health assessments of individuals, families, or communities throughout the lifespan to include physical, psychosocial, spiritual health assessments; risk assessments and functional assessments. Students will learn to use diagnostic reasoning, advanced communication and physical assessment skills to identify changes in health patterns from acute to chronic problems found in diverse populations, promoting healthy choices, disease prevention, and health maintenance across the lifespan. Note: A practical component is present in this course.</td>
</tr>
<tr>
<td>NUR4043</td>
<td>3</td>
<td>Community Health and Vulnerable Populations</td>
<td>This course studies the principles of health policy and patient outcomes of communities and vulnerable populations. Students learn to incorporate biostatistical methods and informatics to assess the effectiveness of community health outcomes. Special emphasis is placed on health policy and caring for those who are economically disadvantaged, homebound, in hospice care, living in rural areas without adequate health care, the linguistically or culturally different, the elderly, children, and those who have mental illness. Health disparities and equity in patient care are major topics.</td>
</tr>
<tr>
<td>Number</td>
<td>Credits</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
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<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>NUR4053</td>
<td>3</td>
<td>Research and Evidence-Based Practice in Nursing</td>
<td>By incorporating the major approaches to developing evidence for nursing practice, including both quantitative and qualitative methods, this course focuses on the identification of research designs within the hierarchy of evidence and accurate interpretation of evidence from individual studies based on specific designs. Students identify appropriate practice problems and review research-based evidence to improve practice with consideration of institutional and patient values. Students explore the culture for evidence-based practice within their employment setting and select a model that best fits their workplace needs. Pre-requisite: Statistics. Note: A practical component is present in this course.</td>
</tr>
<tr>
<td>NUR4063</td>
<td>3</td>
<td>Quality and Safety in Healthcare</td>
<td>Providing an overview of the quality and safety initiatives in the seminal Institute of Medicine Report (1999) including laws, regulations, and professional guidelines, emphasis is placed on the microsystem level where direct care providers are accountable for measuring and improving patient outcomes. Students explore communication and collaboration strategies for intradisciplinary and interdisciplinary teams. Note: A practical component is present in this course.</td>
</tr>
<tr>
<td>NUR4073</td>
<td>3</td>
<td>Health Promotion</td>
<td>Health and wellness promotion continues to become more of the primary emphasis in healthcare with less emphasis placed on acute care as compared to previous years. This course introduces students to dimensions of wellness, focusing on a holistic approach to patient care. The practice of integrative medicine is explored. Note: A practical component is present in this course.</td>
</tr>
<tr>
<td>NUR4083</td>
<td>3</td>
<td>Care Across the Lifespan</td>
<td>Critical healthcare issues related to change across the lifespan are explored in this course utilizing theories and key concepts associated with physical, mental, emotional, and social concerns. By addressing the impact of change across time and circumstances, nursing principles are applied to help guide life choices.</td>
</tr>
<tr>
<td>NUR5023</td>
<td>3</td>
<td>Advanced Nursing Research and Practice I</td>
<td>This course examines the use of theory in the design of research and development of nursing knowledge. Knowledge and skills to critique quantitative research studies are developed. Emphasis is placed on applying four criteria for critique: construct validity, internal validity, statistical conclusion validity, and external validity. Students synthesize the evidence from studies and arrive at a conclusion as to the strength of evidence. Students evaluate evidence-based models of practice. Pre-requisite: 21 hours of BSN coursework.</td>
</tr>
<tr>
<td>NUR5033</td>
<td>3</td>
<td>Advanced Nursing and Practice II</td>
<td>This course focuses on qualitative research traditions and the critique of qualitative studies for trustworthiness. Criteria for evaluating qualitative research include credibility, dependability, confirmability, and transferability. The purposes for qualitative research approaches, to include theory development, are explored. Students are introduced to the interpretation and critique of mixed-methods research as well as systematic reviews and meta-analyses. Students integrate evidence from both quantitative and qualitative studies for evidence-based research.</td>
</tr>
<tr>
<td>Number</td>
<td>Credits</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
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<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>NUR4093</td>
<td>3</td>
<td>Senior Capstone Experience for Nursing</td>
<td>The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout, and as a result of studies related to the Bachelor of Science in Nursing.</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td><strong>BSN conferred</strong></td>
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<tr>
<td><strong>CORE Graduate Courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR5023</td>
<td>3</td>
<td>Advanced Nursing Research and Practice I</td>
<td><em>Already earned as part of BSN</em></td>
</tr>
<tr>
<td>NUR5033</td>
<td>3</td>
<td>Advanced Nursing and Practice II</td>
<td><em>Already earned as part of BSN</em></td>
</tr>
<tr>
<td>NUR5043</td>
<td>3</td>
<td>Organizational and System Leadership</td>
<td>Focusing on leadership and management methodologies, skills are used to optimally lead organizations from a systems perspective. Healthcare delivery system organization and the sociological influences that affect patient care will be studied. Students will learn how to effectively utilize ethical and critical decision making skills to lead healthcare teams in providing high quality and safe patient care.</td>
</tr>
<tr>
<td>NUR5053</td>
<td>3</td>
<td>Quality Improvement and Safety</td>
<td>This course guides students in the development of knowledge, skills and attitude (KSA) required to improve quality and patient safety utilizing the Graduate QSEN competencies; quality, safety, evidence-based practice, teamwork and collaboration, informatics, and patient-centered care. Students learn to base practice on sound and tested evidence to ensure the safety, high quality, and cost effectiveness of patient care. Students acquire the skills to articulate the methods, tools, performance measures, and standards related to quality and prepare to apply quality principles within an organization. Students to provide leadership by example, and promote the importance of providing quality health care and outcome measurement. <em>Note: A practical component is present in this course.</em></td>
</tr>
<tr>
<td>NUR5063</td>
<td>3</td>
<td>Patient-Centered Care</td>
<td>This course focuses on the knowledge, skills, and attitudes (KSA) needed to design, implement, and coordinate nursing strategies to achieve patient-centered care. Students analyze the multiple dimensions of patient-centered care to include patient/family/community preferences and values, communication and health literacy, the meaning of autonomy, and other concepts. Systems in which care is provided are analyzed for barriers and facilitators of patient-centered care. Students explore personal and professional beliefs about culture and other beliefs to include the management of pain and suffering. Emphasis is placed on the valuing of cultural humility and honoring learning from patients. <em>Note: A practical component is present in this course.</em></td>
</tr>
<tr>
<td>Number</td>
<td>Credits</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
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<td>-------------------------------</td>
<td>--------------------------------------------------</td>
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<tr>
<td>Sub-Total</td>
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<td>MSN Core Courses</td>
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<tr>
<td>Sub-Total</td>
<td>16</td>
<td>Focus of Study Courses</td>
<td>(see following charts) Students choose a 16-semester credit Focus of Study</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>RN to MSN</td>
<td></td>
</tr>
</tbody>
</table>
# Nurse Administration Focus of Study

<table>
<thead>
<tr>
<th>Number</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR5103</td>
<td>3</td>
<td>Leadership and Management Theory in Nursing</td>
<td>Effective nurse leaders learn and apply leadership and management theories to guide their actions and transform evidence into quality practice. This course prepares students to serve in key positions to participate in decision making and to manage change that affects patient care. They have the opportunity to learn and exhibit nursing leadership qualities in their clinical practice.</td>
</tr>
<tr>
<td>NUR5113</td>
<td>3</td>
<td>Management of Financial Resources in Nursing</td>
<td>In this course, students connect caring and quality patient care delivery with efficiency and effective financial strategies. They learn to apply evidence-based decision making as it relates to the financial responsibility of the healthcare facility, utilizing resources available to them through the private and public sector and related to the development, delivery and evaluation of patient-centered care.</td>
</tr>
<tr>
<td>NUR5123</td>
<td>3</td>
<td>Relationships Through Communication</td>
<td>This course teaches students how to build relationships in the community, in a clinical setting, and in an academic environment through effective oral and written communication. Students acquire conflict resolution skills and behavior management techniques by translating data-driven research into practical communication strategies. Emphasis is placed on inter-professional communication, cultural competency, and communication with diverse populations. The course is based on human resource principles, including hiring, separation, and conflict management. <strong>Note: A practical component is present in this course.</strong></td>
</tr>
<tr>
<td>NUR5133</td>
<td>3</td>
<td>Knowledge of the Healthcare Environment</td>
<td>In this course, students will demonstrate understanding of the healthcare system and the environment in which healthcare administrators function and serve. Students will investigate transformational thinking as it refers to the changing healthcare environment. They will also apply technology as an innovation that impacts practice.</td>
</tr>
<tr>
<td>NUR5143</td>
<td>3</td>
<td>Role of Nurse Leader in Strategic Management</td>
<td>This course exposes students to strategic management theory. Operations, marketing, informatics, and decision-making strategies are explored to increase understanding of the strategic business aspect of nursing. Students acquire strategy management tools such as SWOT, gap analysis, and balanced scorecard analysis to evaluate performance and identify opportunities in the healthcare environment. The use of strategy management tools to create operational goals and objectives and to identify and leverage marketing opportunities is emphasized. <strong>Note: A practical component is present in this course.</strong></td>
</tr>
<tr>
<td>NURA5091</td>
<td>1</td>
<td>Capstone Experience for Nurse Administration</td>
<td>The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout, and as a result of studies related to Nurse Administration.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td></td>
<td><strong>Credits</strong></td>
</tr>
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### Nurse Educator Focus of Study

<table>
<thead>
<tr>
<th>Number</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR5203</td>
<td>3</td>
<td>Advanced Pathophysiology and Health Assessment</td>
<td>This course provides an intensive and comprehensive foundation of advanced pathophysiological knowledge and advanced physical assessment skills. Discernment between normal and abnormal findings is cultivated, and students learn to critically develop differential diagnoses. Clinical experiences provide the opportunity for mastering application of knowledge. <em>Note: A practical component is present in this course.</em></td>
</tr>
<tr>
<td>NUR5213</td>
<td>3</td>
<td>Advanced Pharmacology</td>
<td>This course focuses on advanced pharmacotherapeutics. Pharmacological mechanisms, drug interactions, side effects, and contraindications are studied. Pharmacological interventions for altered pathophysiological states are explored.</td>
</tr>
<tr>
<td>NUR5223</td>
<td>3</td>
<td>Curriculum Development and Evaluation in Nursing</td>
<td>By surveying various curricular designs and assessment models, this course integrates aspects of theoretical frameworks with differentiated curriculum and instructional strategies delivered in real-world healthcare settings. Students analyze assessment and evaluation data to determine effective approaches for supporting patient-centered health while developing skills as nurse professionals. <em>Note: A practical component is present in this course.</em></td>
</tr>
<tr>
<td>NUR5233</td>
<td>3</td>
<td>Theoretical Foundations in Teaching and Learning</td>
<td>Guided by theoretical foundations of learning, students examine the tenets of andragogy modeled in practice. Emphasis is placed on understanding principles of teaching, ways to establish an effective learning environment, and reflective practices as a means to advance professional nursing skills. By integrating ethical and responsible practices, strategies to promote collaboration with colleagues are embedded in the learning. <em>Note: A practical component is present in this course.</em></td>
</tr>
<tr>
<td>NUR5243</td>
<td>3</td>
<td>Practicum for Nurse Educators</td>
<td>This culminating practicum course provides students a forum to translate and apply theoretical principles and competencies gained throughout the curriculum in either a traditional or nontraditional setting, and in collaboration with a nurse-educator mentor. The application of teaching and learning theories and concepts in the nurse-educator role is emphasized. Evidence-based teaching strategies are developed and implemented in the selected organizational environment. Students begin integrating the role of the nurse educator into their professional behaviors. Students initiate scholarly projects that synthesize advanced knowledge and skills to address an area of relevance to professional nursing in education. <em>NOTE: Required for direct care component.</em></td>
</tr>
<tr>
<td>NURE5091</td>
<td>1</td>
<td>Capstone Experience for Nurse Educators</td>
<td>The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout, and as a result of studies related to Nurse Educators.</td>
</tr>
</tbody>
</table>

**Total 16 credits**
## Program Alignment to Outcomes

### Program Courses – Completion of BSN

<table>
<thead>
<tr>
<th>PROGRAM OUTCOMES</th>
<th>NUR4013 Issues and Concepts in Nursing</th>
<th>NUR4033 Community Health and Vulnerable Populations</th>
<th>NUR4043 Research and Evidence-Based Practice in Nursing</th>
<th>NUR4053 Quality and Safety in Healthcare</th>
<th>NUR4073 Care Across the Lifespan</th>
<th>NUR4083 Advanced Nursing Research and Practice I</th>
<th>NUR5023 Advanced Nursing Research and Practice II</th>
<th>NUR5033 Senior Capstone Experience for BSN</th>
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<tbody>
<tr>
<td>1. Adapt and expand lifelong learning skills into broad areas of practicing expertise across interdisciplinary healthcare settings.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
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<tr>
<td>2. Lead evidence-based practice initiatives to promote improved health outcomes.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
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<tr>
<td>3. Utilize theories, models, and guidelines to evaluate existing processes and to design innovative and effective practices in nursing.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
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<tr>
<td>4. Engage in imaginative, holistic, transformational thinking designed to support innovative practices in nursing.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
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<tr>
<td>5. Apply nursing ethics to decisions related to diagnostic, goal setting and therapeutic interventions required for patient comfort and safety as guided by the professional value of social justice.</td>
<td>X X X X X X X X X X X X X X X X</td>
<td>X X X X X X X X X X X X X X X X</td>
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<tr>
<td>6. Focus on improving interpersonal communication to enhance patient knowledge of health and wellness, engagement, and satisfaction, including the use of technology.</td>
<td>X X X X X X X X X X X X X X X X</td>
<td>X X X X X X X X X X X X X X X X</td>
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<tr>
<td>7. Establish and lead a collaborative, interprofessional health team engaged in providing quality patient care.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X X X</td>
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<tr>
<td>8. Advocate to ensure appropriate health policies are culturally sensitive to diverse and vulnerable populations.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X X X</td>
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<tr>
<td>9. Engages in health promotion activities with patients, families, and communities to improve the health of populations.</td>
<td>X X X X X X X X X X X X X X X X</td>
<td>X X X X X X X X X X X X X X X X</td>
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<tr>
<td>10. Promote a culture of nursing quality and health literacy through an increased use in knowledgeable critical and creative thinking.</td>
<td>X X X X X X X X X X X X X X X X</td>
<td>X X X X X X X X X X X X X X X X</td>
<td>X X X X X X X X X X X X X X X X</td>
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<tr>
<td>11. Pursue the development of personal and professional skills which integrate care across complex and global healthcare systems.</td>
<td>X X X X X X X X X X X X X X X X</td>
<td>X X X X X X X X X X X X X X X X</td>
<td>X X X X X X X X X X X X X X X X</td>
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<td>12. Demonstrate competencies in healthcare leadership which transform evidence into quality practice.</td>
<td>X X X X X X X X X X X X X X X X</td>
<td>X X X X X X X X X X X X X X X X</td>
<td>X X X X X X X X X X X X X X X X</td>
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<tr>
<td>13. Analyze contributing financial and human resources related to the development, delivery, reimbursement and evaluation of patient-centered care including professional development, understanding of systems thinking, and continuous improvement.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X X X X X X X X X X X X X X X X</td>
<td>X X X X X X X X X X</td>
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10/15/2015
## Program Core Courses with Nurse Administration Focus of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NUR5023</td>
<td>Advanced Nursing Research and Practice I</td>
<td>NUR5033</td>
<td>Advanced Nursing Research and Practice II</td>
<td>NUR5043</td>
<td>Organizational and System Leadership</td>
<td>NUR5053</td>
<td>Quality Improvement and Safety</td>
<td>NUR5063</td>
<td>Patient-Centered Care</td>
<td>NUR5103</td>
<td>Leadership and Management Theory in Nursing</td>
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</tbody>
</table>

1. Adapt and expand lifelong learning skills into broad areas of practicing expertise across interdisciplinary healthcare settings.  
2. Lead evidence-based practice initiatives to promote improved health outcomes.  
3. Utilize theories, models, and guidelines to evaluate existing processes and to design innovative and effective practices in nursing.  
4. Engage in imaginative, holistic, transformational thinking designed to support innovative practices in nursing.  
5. Apply nursing ethics to decisions related to diagnostic, goal setting and therapeutic interventions required for patient comfort and safety as guided by the professional value of social justice to decisions related to diagnostic, therapeutic, and interventions required for patient comfort and safety.  
6. Focus on improving interpersonal communication to enhance patient knowledge of health and wellness, engagement, and satisfaction, including the use of technology.  
7. Establish and lead a collaborative, interprofessional health team engaged in providing quality patient care.  
8. Advocate to ensure appropriate health policies are culturally sensitive to diverse and vulnerable populations.  
9. Engages in health promotion activities with patients, families, and communities to improve the health of populations.  
10. Promote a culture of nursing quality and health literacy through an increased use in knowledgeable critical and creative thinking.  
11. Pursue the development of personal and professional skills which integrate care across complex and global healthcare systems.  
12. Demonstrate competencies in healthcare leadership which transform evidence into quality practice.  
13. Analyze contributing financial and human resources related to the development, delivery, reimbursement and evaluation of patient-centered care including professional development, understanding of systems thinking, and continuous improvement.
## Program Core Courses with Nurse Educator Focus of Study

<table>
<thead>
<tr>
<th>NURS23</th>
<th>NURS033</th>
<th>NURS043</th>
<th>NURS053</th>
<th>NURS063</th>
<th>NURS203</th>
<th>NURS213</th>
<th>NURS223</th>
<th>NURS233</th>
<th>NURS243</th>
<th>NURS091</th>
</tr>
</thead>
</table>

1. Adapt and expand lifelong learning skills into broad areas of practicing expertise across interdisciplinary healthcare settings.

2. Lead evidence-based practice initiatives to promote improved health outcomes.

3. Utilize theories, models, and guidelines to evaluate existing processes and to design innovative and effective practices in nursing.

4. Engage in imaginative, holistic, transformational thinking designed to support innovative practices in nursing.

5. Apply nursing ethics to decisions related to diagnostic, goal setting and therapeutic interventions required for patient comfort and safety as guided by the professional value of social justice.

6. Focus on improving interpersonal communication to enhance patient knowledge of health and wellness, engagement, and satisfaction, including the use of technology.

7. Establish and lead a collaborative, interprofessional health team engaged in providing quality patient care.

8. Advocate to ensure appropriate health policies are culturally sensitive to diverse and vulnerable populations.

9. Engages in health promotion activities with patients, families and communities to improve the health of populations.

10. Promote a culture of nursing quality and health literacy through an increased use in knowledgeable critical and creative thinking.

11. Pursue the development of personal and professional skills which integrate care across complex and global healthcare systems.

12. Demonstrate competencies in healthcare leadership which transform evidence into quality practice.

13. Analyze contributing financial and human resources related to the development, delivery, reimbursement, and evaluation of patient-centered care including professional development, understanding of systems thinking, and continuous improvement.
## Program Schedule

<table>
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<tr>
<th>Year 1</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
<th>T5</th>
<th>T6</th>
<th>T7</th>
<th>T8</th>
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<tbody>
<tr>
<td></td>
<td>NUR4013 Issues and</td>
<td>NUR4053 Research in</td>
<td>NUR4033 Health</td>
<td>NUR4043 Community</td>
<td>NUR4063 Leadership</td>
<td>NUR4073 Health</td>
<td>NUR4083 Care Across</td>
<td>NUR55023 Advanced</td>
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<td></td>
<td>Concepts in Nursing</td>
<td>Nursing</td>
<td>Assessment</td>
<td>Health and Vulnerable</td>
<td>in Quality Care and Safety</td>
<td>Promotion</td>
<td>the Lifespan</td>
<td>Nursing Research and Practice I</td>
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<tr>
<td></td>
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<td>Populations</td>
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<th>Year 2</th>
<th>T1</th>
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<th>T3</th>
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<th>T7</th>
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<tr>
<td></td>
<td>NUR5033 Advanced</td>
<td>NUR4093 Senior</td>
<td>NUR5043 Organizational</td>
<td>NUR5053 Quality</td>
<td>FOS Course 1</td>
<td>FOS Course 2</td>
<td>FOS Course 3</td>
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<tr>
<td></td>
<td>Nursing Research and Practice II</td>
<td>Capstone Experience for BSN</td>
<td>and System Leadership</td>
<td>Improvement and Safety</td>
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</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
<th>T5</th>
<th>T6</th>
<th>T7</th>
<th>T8</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>FOS Course 4</td>
<td>FOS Course 5</td>
<td>Capstone</td>
<td></td>
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</table>

10/15/2015
III. LIBRARY: Please provide information pertaining to the library located in your institution.

1. Location of library; Hours of student access; Part-time, full-time librarian/staff:

   The College offers a 100% online library that is available 24 hours a day, 7 days a week. The Library is
   staffed by a full time librarian. ACE subscribes to specialized fee-based databases that provide
   students and faculty access to full-text books and journal articles. From the links in our CANVAS
   LMS, students and faculty can access indices of 48,000 journals, full-text articles from 10,000
   journals, 500,000 education documents, 300,000 full text documents, approximately 3,600+ e-
   books, reports or monographs, Educational Resources Information Center (ERIC) documents and all
   online publications from the Government Printing Office. Students and faculty also benefit from
   direct subscription to several full-text education magazines.

Number of professional periodicals subscribed to:

**EBSCO Discovery Service**

The EBSCO Discovery Service provides users with an easy, yet powerful means of accessing all of an
institution’s information resources through a single search. This is achieved by harvesting metadata
from both internal (library) and external (data base venders) sources, and creating a pre-indexed
service of unprecedented size and speed.

**Articles and E-Journals**

**Academic Search Complete**

Academic Search Complete offers an enormous collection of the most valuable full-text journals,
providing users access to critical information from many sources unique to this database. In
addition, this database is the leading source of peer-reviewed, full-text for STM research, as well as
for the Social Sciences and Humanities. This scholarly collection offers unmatched coverage of
information spanning a broad range of important areas of academic study, including anthropology,
engineering, law, sciences and more.

- Producer: EBSCO
- Vendor: EBSCO
- Coverage: Over 13,780 indexed and abstracted journals
- Full text for more than 9,000 full-text journals, 7,850 peer-reviewed journals, as
  well as more than 900 eBooks

**Business Source Complete**

Business Source Complete includes indexing and abstracts for the most important scholarly business
journals as far back as 1886. It includes both electronic journals and eBooks, as well as industry
profiles, faculty seminar videos and SWOT analyses.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 2000 peer-reviewed journals; 900+ books; 3625 SWOT analyses; 57 faculty
  seminar videos; 900+ case studies
- Full-text: 1800+ journals; 1000+ eBooks, reports and monographs

**Child Development & Adolescent Studies**
Child Development & Adolescent Studies is an index of book reviews, articles, technical reports, theses, and dissertations related to growth and development of children through age of 21.

- Vendor: EBSCO
- Coverage: 238 journals
- Full-text: none

**Education Abstracts/Full-Text**

Education Abstracts/Full-Text indexes and abstracts articles from education journals published since 1983, education yearbooks published since 1994, and books in education published since 1995. Subjects covered include adult education, continuing education, library science, literacy standards, multicultural/ethnic education, teaching methods, and more.

- Produced by: H. W. Wilson Co., 1920-
- Vendor: EBSCO
- Coverage: 770+ journals, yearbooks, monographs
- Full-text: Yes – 350+ journals back to 1996

**Education Source**

Education Source is an authoritative online resource for Education research. According to EBSCO, this massive file offers the world’s largest and most complete collection of full-text education journals. It is a bibliographic and full-text database covering scholarly research and information relating to all areas of education. Topics covered include all levels of education from early childhood to higher education, and all educational specialties, such as leadership, curriculum, instruction, multilingual education, health education, testing, administration, policy, funding, and related social issues.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 2,330+ journals plus books, monographs, conference papers, and proceedings
- Full-text: Yes - 1,800+ journals and 550+ books and monographs plus numerous conference papers and proceedings
- Includes: EBSCO’s Professional Development Collection

**Education Week**

- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Coverage: one journal
- Full-text: yes

**Educational Administration Abstracts**
• Produced by: EBSCO
• Vendor: EBSCO
• Coverage: 199,000+ records dating back to 1966
• Full-Text: no, abstract only

**Educational Administration Quarterly**
• Produced by: Sage
• Vendor: EBSCO
• Coverage: one journal
• Full-text: yes

**Google Scholar**
Google Scholar is a keyword search engine of journal articles harvested daily from the Web, as well as U. S. patents and legal opinions.
• Produced by: Google
• Vendor: [www.google scholar.com](http://www.google scholar.com)
• Coverage: all Web pages on the Internet
• Full-text: Yes – full-text articles that are copyright-free; free full-text patents and federal legal opinions

**Health Management**
Health Management is a specialized database which includes the full text from pertinent health publishers in the field of health administration. Also included are over 6,000 dissertations and theses from that field, as well as over 1,100 reports from Business Monitor International related to the health care industry. Topics covered include including hospitals, insurance, law, statistics, business management, ethics, and public health administration.
• Produced by: ProQuest
• Vendor: ProQuest
• Coverage: 800+ journals, over 6,000 dissertations and theses, over 1,100 Business Monitor reports
• Full-text: yes

**JSTOR Current Education Collection**
• Produced by: Editorial Projects in Education
• Vendor: EBSCO
• Coverage: nine selected Education related journals
• Full-text: yes

**Library, Information Science & Technology Abstracts (LISTA) with Full Text**
• Produced by: EBSCO
• Vendor: EBSCO
• Coverage: 735+ Journals; 30+ eBooks, monographs, conference papers, and pamphlets
• Full-text: yes

ProQuest Education Journals
ProQuest Education Journals covers scholarly literature on primary, secondary, and higher education, special education, home schooling, adult education, and hundreds of related topics.

• Producer: ProQuest
• Vendor: ProQuest
• Coverage: 1020+ journals published since 1991
• Full-text: Yes – 640 journals

ERIC Documents and Educational Tests

ERIC
The ERIC (Educational Resources Information Center) database is created and distributed free by the U. S. Dept. of Education. ERIC indexes and abstracts education journals, as well as published and unpublished books, monographs, curriculum guides, conference papers, proceedings, position papers, teaching guides, and other educational materials.

All ERIC journal articles and ERIC documents are assigned subject headings from the Thesaurus of ERIC Descriptors:

• Produced by: U. S. Dept. of Education, 1966-
• Vendors: http://www.eric.ed.gov, EBSCO and ProQuest
• Coverage: 1,160+ journals; 500,000+ other publications; 1.3+ million citations
• Full-text: Yes - 244 journals (EJ) and 330,000+ ERIC documents (ED). Some publications have copyright restrictions placed by the author or publisher.

Mental Measurements Yearbook including Tests in Print
Mental Measurements Yearbook (MMY) is a comprehensive guide to 2,000+ contemporary testing instruments. The MMY series contains reviews and information essential for a complete evaluation of testing products in psychology, education, business, and leadership. First published by Oscar K. Buros, the MMY series allows users to make knowledgeable judgments and informed selection decisions about the increasingly complex world of testing. MMY database includes the MMY archive of all yearbooks from the first edition in 1938 through the 18th yearbook released in 2010.

Tests in Print (TIP)
This is a comprehensive bibliography of all known commercially available tests that are currently in print in the English language. TIP provides vital information to users including test purpose, test publisher, in print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s).

• Producer: Buros Institute of Mental Measurements at the University of Nebraska - Lincoln
• Vendor: EBSCO
• Coverage: 7,000+ reviews
• Full-text: Yes – reviews only [no tests are available online]
• Includes other database? Yes – Tests in Print

Books and E-Books

Academic Search Complete
Academic Search Complete offers an enormous collection of the most valuable full-text journals, providing users access to critical information from many sources unique to this database. In addition, this database is the leading source of peer-reviewed, full-text for STEM research, as well as for the Social Sciences and Humanities. This scholarly collection offers unmatched coverage of information spanning a broad range of important areas of academic study, including anthropology, engineering, law, sciences and more.

• Produced by: EBSCO
• Vendor: EBSCO
• Coverage: Over 13,780 indexed and abstracted journals
• Full text for more than 9,000 full-text journals, 7,850 peer-reviewed journals, as well as more than 900 eBooks

Business Source Complete
Business Source Complete includes indexing and abstracts for the most important scholarly business journals as far back as 1886. It includes both electronic journals and eBooks, as well as reports.

• Produced by: EBSCO
• Vendor: EBSCO
• Coverage: 2300+ journals;
• Full-text: 1800+ journals; 900+ eBooks, 900+ case studies; reports and monographs

Education Source
Education Source is an authoritative online resource for Education research. According to EBSCO, this massive file offers the world’s largest and most complete collection of full-text education journals. It is a bibliographic and full-text database covering scholarly research and information relating to all areas of education. Topics covered include all levels of education from early childhood to higher education, and all educational specialties, such as leadership, curriculum, instruction, multilingual education, health education, testing, administration, policy, funding, and related social issues.

• Produced by: EBSCO
• Vendor: EBSCO
• Coverage: 2,330+ journals plus 550+ books, monographs, conference papers, and proceedings
• Full-text: Yes - 1,400+ journals and 550+ books and monographs plus numerous conference papers and proceedings
• Includes: EBSCO’s Professional Development Collection
**EBooks (EBSCOhost)**

EBooks is a collection of full-text open access eBooks, along with a collection of purchased education related eBooks.

- Producer: EBSCO
- Vendor: EBSCO
- Coverage: 3,542 eBooks (90 Education-related e-books)
- Full-text: Yes

**Health Management**

Health Management is a specialized database which includes the full text from pertinent health publishers in the field of health administration. Also included are over 6,000 dissertations and theses from that field, as well as over 1,100 reports from Business Monitor International related to the health care industry. Topics covered include including hospitals, insurance, law, statistics, business management, ethics, and public health administration.

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 800+ journals, over 6,000 dissertations and theses, over 1,100 Business Monitor reports
- Full-text: Yes

**Library, Information Science & Technology Abstracts with Full Text**

Library, Information Science & Technology Abstracts with Full Text indexes hundreds of core journals plus books, research reports and proceedings. Subject coverage includes librarianship, online information retrieval, information management, technology and more. Coverage in the database extends back as far as the mid-1960s.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 400+ journals plus 550+ books, monographs, conference papers, and pamphlets.
- Full-text: Yes - 160+ journals and 550+ books and monographs plus numerous conference proceedings and pamphlets.

**ProQuest Dissertations & Theses Full Text – Volume A**

- Producer: ProQuest and UMI
- Vendor: ProQuest
- Coverage: 1,000,000 citations
- Full-text: yes—for most dissertations added since 1997

**Other library facilities in close geographical proximity for student access:**

While most of the information resources required of students are contained in the full-text, online professional journals and e-books subscribed to by the Library, all ACE students are encouraged to obtain library cards for borrowing privileges at libraries near to them.
IV. FACULTY:   Attach completed Instructor’s Qualification Record for each instructor.  
** Include all required documentation pertaining to the qualifications of each instructor.  

| Total # of Faculty in the Program: | 8 (plus 3 more open positions) | Full-time: | 3 (plus 3 more open positions) | Part-time: | 9 |

Fill out form below:  (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

<table>
<thead>
<tr>
<th>Faculty Names (Alphabetical Order)</th>
<th>Degree Earned</th>
<th># of Years Working in Specialty</th>
<th># of Years Teaching at Your School</th>
<th># of Years Teaching at Other</th>
<th>FT</th>
<th>PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barton, Byron</td>
<td>PhD, Biology, University of Vermont (Degree Conferred 2007); BS, Biology, Butler (Degree Conferred 1999).</td>
<td>15</td>
<td>New Hire – started May 1</td>
<td>15</td>
<td>X</td>
<td></td>
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<tr>
<td>Boling, Jodi</td>
<td>Working on DNP, Summer 2017 completion; MSN in Adult Health, Clinical Nurse, Valparaiso University (Degree Conformed 1999); BSN in Nursing, Regis University (Degree Conferred 1994).</td>
<td>23</td>
<td>5 months</td>
<td>6</td>
<td>X</td>
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<tr>
<td>Chamberlain, Katia</td>
<td>Ed.D. in Educational Leadership and Special Education, Nova Southeastern University (Degree Conferred 2012); MA in Health Policy and Management, Florida International University (Degree Conferred 2008); BA in Political Science, Florida Atlantic University (Degree Conferred 2006).</td>
<td>11</td>
<td>2</td>
<td>10</td>
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<tr>
<td>Finkenberg, Mel</td>
<td>Ed.D. in Health and Physical Education, University of Houston (Degree Conferred</td>
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<td>1.5</td>
<td>47</td>
<td>X</td>
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</tr>
<tr>
<td>Faculty Names (Alphabetical Order)</td>
<td>Degree Earned</td>
<td># of Years Working in Specialty</td>
<td># of Years Teaching at Your School</td>
<td># of Years Teaching at Other</td>
<td>FT</td>
<td>PT</td>
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<tr>
<td>Fowler, Luster</td>
<td>1975); <strong>M.Ed. in Health and Physical Education</strong>, Stephen F Austin State University (Degree Conferred 1971); <strong>BS in Health and Physical Education and Recreation</strong>, Southern Connecticut State University (Degree Conferred 1970).</td>
<td>13</td>
<td>3</td>
<td>13</td>
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<tr>
<td></td>
<td>Fowler, Luster Ph.D. in Educational Leadership, Administration, Foundations, Indiana State University (Degree Conferred 2013); MBA in Business Administration, Indiana Wesleyan University (Degree Conferred 2003); BS in Business Administration, Indiana Wesleyan University (Degree Conferred 1999).</td>
<td>13</td>
<td>3</td>
<td>13</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Kaufman, Lori</td>
<td><strong>MS in Medical Biology</strong>, concentration in Nutrition, Degree Conferred); <strong>BA in Health Science</strong>, Townson State University (Degree Conferred).</td>
<td>17</td>
<td>1.75</td>
<td>5</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

*Dean of School of Health Sciences and School of Applied Sciences for Ivy Tech*
<table>
<thead>
<tr>
<th>Faculty Names (Alphabetical Order)</th>
<th>Degree Earned</th>
<th># of Years Working in Specialty</th>
<th># of Years Teaching at Your School</th>
<th># of Years Teaching at Other</th>
<th>FT</th>
<th>PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morgan, Regan</td>
<td>MSN in Nursing, Virginia Commonwealth University, (Degree Conferred 2004); BSN in Nursing, Virginia Commonwealth University (Degree Conferred 2002); BS in Psychology, Vanderbilt University (Degree Conferred 2000). *Emergency Room Nurse</td>
<td>17</td>
<td>.25</td>
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</tr>
<tr>
<td>TBD – Assistant Provost and Faculty, Nursing and Healthcare</td>
<td>Doctorate in Nursing or related field; MSN</td>
<td>New Hire; currently interviewing</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>TBD – Department Chair and Administrative Faculty, Nursing</td>
<td>Doctorate in Nursing or related field; MSN</td>
<td>New Hire; currently interviewing</td>
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<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>TBD – Instructional Faculty, Nursing</td>
<td>Doctorate in Nursing or related field; MSN</td>
<td>New Hire; currently interviewing</td>
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<td></td>
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<td>X</td>
</tr>
</tbody>
</table>
The initial Nursing Advisory Board was assembled in 2017 under the guidance of Fran Roberts, RN, PhD, FAAN, a nursing consultant who has accepted the chair position for the board. The Advisory Board met to design the RN to MSN program, beginning with the program description and outcomes, then the course list and course descriptions. Following the meeting, the members continued to refine the program prior to submission to the Indiana Board of Proprietary Education.

Currently, the board is comprised of Dr. Fran Roberts, Dr. Elizabeth Nelson, Dr. Therese Shipps, Wendy Merchant, and Cynthia Koomey. The new chair for the Department of Health and Human Services at American College of Education is Dr. Byron Barton who will be joining the team May 1, 2017. The advisory board is expected to add three additional people in the coming months.

Dr. Fran Roberts holds her PhD in Nursing from the University of Colorado (1994) with post master’s degree, nurse practitioner certification (1996). She is currently a professor and Director of Integrated Care for the University of Arizona and also, president and CEO for the Fran Roberts Group. She served as the executive director for the Arizona State Board of Nursing from 1987-1996. She began her career in nursing in 1976 at Mercy Hospital in Aurora, Illinois.

Dr. Elizabeth Nelson, PhD, RN, has retired after serving in several leadership positions in the nursing field, including Chief Nurse Administrator for the University of Phoenix.

Dr. Theresa Shipps has been a faculty member for over 40 years, 20 of those in graduate education where she developed curricula for multiple courses. Her background in teaching has been with the University of Maine, Salem State College, Boston University, Grand Canyon University, and she presently teaches part-time online for Benedictine University.

Wendy Merchant, MSN, CNS, RN, served as the director of Nursing Education at Carrington College in Reno, Nevada until the arrival of her children. She has developed courses for DeVry after serving as a critical care nurse and continues to teach online.

Cynthia Koomey, MSN, RN, has developed multiple courses for Academic Partnerships prior to beginning her DNP, which she anticipates completing by summer, 2017, from the University of Texas at Arlington.

Byron Barton, Ph.D., is coming to American College of Education from Xavier University School of Medicine where he served as the Dean of Premedical Sciences and was the administrator for RN to BSN programs.

American College of Education has several nursing faculty, and will continue to add faculty and nursing administrators as program enrollment warrants it. The programs faculty are academically and experientially prepared for the areas in which they teach and will be sufficient in number to ensure adequate supervision and faculty to student ratios to accomplish the mission, goals, and expected program outcomes. The, instructor qualification records, instructor transcripts, and curriculum vitas for the RN-MSN Advisory Board are included with the application.
Indiana Commission for Higher Education
Indiana Board for Proprietary Education

Supplementary Information on
Licensure, Certification, and Accreditation

Institution: American College of Education
Degree Program: RN to MSN
Locations: Online

State Licensure

Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?

No, a state-issued license is not needed for a master’s degree in nursing. Applicants must have an RN license as an admissions requirement.

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

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Professional Certification

What are the professional certifications that exist for graduates of similar program(s)?

Following the requirements for a registered nurse, no additional general certification is required though the American Nurses Association’s Credentialing Center (ANCC) certifies nurses in specialty areas including Nurse Executive, Nursing Professional Development and School Nursing. The National League for Nursing (NLN) promotes nursing while offering research data related to nursing education and nurse executive, providing standards for each. The American Organization of Nurse Executives (AONE) “promotes advocacy and research to advance nursing practice and patient care” but does not offer additional certifications but provides standards. The Indiana State Nurses Association offers online continuing education and provides additional information related to ANCC certificates. No license exists in the state of Indiana for an advanced practice nurse.

Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana? No

If so, please identify. See above.

Each specific professional certification: See above.

The national organization issuing each certification: See above.

10/15/2015
Please explain the rational for choosing each professional certification: This program is designed for nurses seeking additional training and understanding of how to use best practices in appropriate locations, including critical and acute care hospital settings and community and school settings.

Please identify the single course or a sequence of courses that lead to each professional certification? The program will prepare students to take advanced certificates offered through ANCC.

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**Professional Industry Standards/Best Practices**

Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)? Yes

If so, please identify

The specific professional industry standard(s) and/or best practice(s): See below.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:

- American Association of Colleges of Nursing
  [http://www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation)
- American Nurse Association (ANA)
  [http://www.nursingworld.org/MainMenuCategories/CertificationandAccreditation](http://www.nursingworld.org/MainMenuCategories/CertificationandAccreditation)
- American Nurses Credentialing Center
- National League of Nurses (NLN)
- American Organization of Nurse Executives (AONE)
- Indiana State Nurses Association
  [https://www.indiananurses.org/](https://www.indiananurses.org/)

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**Program Accreditation**

Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment?

The American College of Education RN to MSN program is a post-licensure program therefore specialized programmatic accreditation is not required for a graduate to work in their profession, nor is there a specialized advanced licensure requirement in the state of Indiana for employment in the field.
However, to provide better prospects for employment or current employment advancement of graduates, upon receipt of program approval by the Indiana Board of Proprietary Education, American College of Education will submit a program application to the Higher Learning Commission, its regional accreditor, in July 2017. Subsequently, and with receipt of program approval from the Higher Learning Commission, the college will then apply for new applicant status to receive CCNE programmatic accreditation in conjunction with a launch to students.

If so, please identify the specialized accrediting agency: Commission on Collegiate Nursing Education (CCNE)

Transferability of Associate of Science Degrees

Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions:

Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution? N/A

If so, please list the baccalaureate degree(s): N/A

Job Titles

List specific job titles and broad job categories that would be appropriate for a graduate of this program:

Nurse
Community Health Nurse
Hospice Administration
Lead Charge Nurse
Nurse Educator
Nurse Manager
Nursing Director
Nursing Instructor
Travel Nurse
Wellness Nurse