From:	Smith, Randy
To:	Lorenz, Becky; Browning, Kristine
Cc:	Sutherland, Sue; Smith, Randy; Griffiths, Rob; Reed, Katie; Miriti, Maria; Duffy, Lisa; Hunt, Ryan; Rose, Karen
Subject:	Proposal to establish a new track in Nursing Leadership and Strategy in Healthcare in the Master of Science in Nursing
Date:	Monday, March 30, 2026 9:45:57 AM
Attachments:	image001.png

Becky and Krisy:

The proposal from the College of Nursing to establish a new track in Nursing Leadership and Strategy in Healthcare in the Master of Science in Nursing program was approved by the Council on Academic Affairs at its meeting on March 25, 2026. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2026).

The Office of the University Registrar will work with you on any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Sue Sutherland (.43), or me.

I wish you success with this important program development.

Randy

THE OHIO STATE UNIVERSITY

W. Randy Smith, Ph.D.
Vice Provost for Academic Programs
Office of Academic Affairs
University Square South, 15 E. 15th Avenue, Columbus, OH 43201
614-292-5881 Office
smith.70@osu.edu
Assisted by:
Katie Reed
Executive Assistant
(614) 292-5672

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **2/11/2026**

RE: Proposal to **Establish a New Track in the MS in Nursing: Nursing Leadership and Strategy in Healthcare** in **The College of Nursing.**

The **College of Nursing** is proposing a **New Track in Nursing Leadership and Strategy in Healthcare in the MS in Nursing**.

The proposal was received by the Graduate School on **1/26/2026**. The combined GS/CAA subcommittee first reviewed the proposal on **2/11/2026** and support its review by the Council on Academic Affairs.

THE OHIO STATE UNIVERSITY
COLLEGE OF NURSING

College of Nursing

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1585 Neil Ave
Columbus, OH 43215

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E-mail nursing@osu.edu
Web nursing.osu.edu

January 23, 2026
Dr. Maria Miriti
Associate Dean of Academic Excellence Graduate School
250 University Hall
230 North Oval Mall

Dear Dr. Miriti,
The College of Nursing administrative leadership team is fully supportive of the attached request for a new track, Nursing Leadership and Strategy in Healthcare in the College of Nursing in the MS in Nursing program. The College Graduate Studies Committee approved this proposal with a unanimous vote (5 yes, 0 no; 12/08/2025). The College faculty had a majority vote for approval (99 yes, 12 no, 98% affirmative) of the eligible voting faculty on January 14, 2026.

Sincerely,

Kristine Browning

Kristine Browning, PhD, APRN-CNP, FAANP
Clinical Professor
Associate Dean for Graduate Programs

Copy:
• Dr. Becky Lorenz, Senior Associate Dean for Academic Affairs and Educational Innovation
• Dr. Karen Rose, Dean

THE OHIO STATE UNIVERSITY
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January 23, 2026
Dr. Maria Miriti
Associate Dean of Academic Excellence Graduate School
250 University Hall
230 North Oval Mall

Dear Dr. Miriti,

The College of Nursing administrative leadership team is fully supportive of the attached request for a new track, Nursing Leadership and Strategy in Healthcare in the College of Nursing in the MS in Nursing program.

Sincerely,

Rebecca A Lorenz

Rebecca Lorenz, PhD, RN
Associate Professor
Senior Associate Dean for Academic Affairs and Educational Innovation

Master of Science (MS) Nursing Leadership and Strategy in Healthcare

Mode of Delivery: Online

The Ohio State University
College of Nursing

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MS in Nursing Leadership and Strategy in Healthcare

Fully online

The Ohio State University College of Nursing

1. Introduction

The proposed MS in Nursing Leadership and Strategy in Healthcare is a track in the traditional MS in Nursing degree program to prepare experts in leadership, regulatory compliance, resource management, healthcare law and labor relations for nurse leaders. The proposed program includes extensive opportunities for graduates of this program to gain knowledge in these areas and many others. Students in the MS in Nursing Leadership program will have the opportunity to apply their knowledge in clinical and immersion experiences. The proposed Leadership and Health System Administration will meet the growing workforce development needs of the local community, state and nation for master's prepared nursing leaders and managers.

The College of Nursing (CON) offers multiple degree programs in Nursing, including an MS that has multiple specialization tracks for advanced practice registered nurse education. The current specialization tracks of the MS in Nursing program prepare graduates to take specialty certification examinations to obtain credentials as a Nurse Practitioner, or as a Nurse Midwife. The proposed new track in the traditional MS in Nursing program, Leadership and Health System Administration offers a unique specialization that provides the student with the educational requirements to prepare for certification exams for administrative leaders and managers, including:

- Nurse Executive Certification (NE-BC), American Nurses Credentialling Center (ANCC)
- Nurse Executive, Advanced Certification (NEA-BC), American Nurses Credentialling Center
- Certified in Executive Nursing Practice (CENP), American Organization for Nursing Leadership
- Certified Nurse Manager and Leader (CNML), American Organization for Nursing Leadership

Students completing the MS in Nursing Leadership and Strategy in Healthcare will be required to complete additional practice hours after graduation before taking the certification exam. Obtaining these certifications provides our graduates with the recognition as having the knowledge of the essential elements of nursing management and leadership.

The proposed changes to the MS in Nursing program include:

a. Establishment of curriculum for Leadership and Health System Administration education aligned with the approved core curriculum and national competencies.

b. Incorporation of required courses to reflect national standards and accreditation requirements.

2. Background/Rationale

The US Bureau of Labor Statistics (2025) predicts that the demand for health systems leaders projects a growth of 23 percent from 2024 – 2034 which is much faster than the average for all occupations. The nursing workforce was negatively impacted by the COVID-19 pandemic with the nationwide loss of experienced registered nurses (Chan et al., 2021; Metersky & Fisher, 2025). As a result, novice RNs with 1-2 years of experience, are being placed in senior leadership roles (Metersky & Fisher, 2025). This is occurring at a time when the demand for nurse administrators is high and growing, driven by population aging, increasing complexity of the healthcare industry, and a critical nursing shortage that requires strong leadership and administrative expertise to improve retention and efficiency. A medical center is a complex nexus of a diverse array of healthcare professionals that work together to provide comprehensive healthcare. A key component of efficient healthcare administration, nurse leadership, plays a critical role in employee retention, patient outcomes, and organizational efficiency (Valimaki et al., 2024; Notarnicola et al., 2025).

Clinical Partner Feedback:

Clinical partners of the OSU College of Nursing have expressed a great unmet need for MS prepared nurse managers and leaders (Appendix A). In January, 2025, nurse executive clinical partners identified a large demand for nurse managers and leaders who are prepared at the master's level educated in specific areas including patient safety, enhanced patient outcomes, workplace culture, healthcare economics, data management, evidence-based practice, health policy and regulation, organization change and improvement, leadership in the healthcare system, health information technology, and finance. The proposed program includes extensive opportunities for graduates to gain knowledge in these areas and many others. Students in the MS in Nursing Leadership and Strategy in Healthcare track will have the opportunity to apply their knowledge in clinical and immersion experiences.

Duration of the Program:

Total Credit Hours for the proposed MS in Nursing Leadership specialization program is 34 hours. The courses include clinical practicum required hours (e.g., 37.5 clinical hours equivalent to 1 semester credit hour) for a total of 525 clinical hours. The program length for the full time curriculum is 4 semesters and 6 semesters for the part time curriculum (Appendix B). Admission timing is planned for one cohort per year with plans to launch the first cohort in Autumn 2026. The primary target for potential applicants will include baccalaureate prepared registered nurses who seek education and skills in nursing leadership and management as a pathway to leadership in healthcare. Admission requirements are consistent with those of the traditional MS in Nursing program to include:

- The general minimum criteria established by the Graduate School (http://gpadmissions.osu.edu/grad/admissions.html)
- Minimum English proficiency requirements/tests for international applicants per The OhioState University Graduate and Professional Admissions website (http://gpadmissions.osu.edu/intl/english-proficiency.html)

- Graduate of baccalaureate degree in nursing or equivalent degree from a nursing-specificaccredited institution – all college transcripts must be submitted
- Cumulative minimum GPA of 3.0 on a 4.0 scale for the most recently-earned degree
- Current, unencumbered Registered Nurse license; if Advanced Practice Registered Nurse (APRN), a current, unencumbered APRN license
- Purpose and goals statement
- Three letters of recommendation
- Letter of support from supervisor (if employed)

Proposed Curriculum:

The proposed curriculum for the MS in Nursing Leadership and Strategy in Healthcare track consists of 11 courses including 8 new courses. Three existing courses, NP 8500 Nursing Policy for Doctoral Nursing Practice (2 Credit Hours), NURS 7780 Evidence-Based Nursing Scholarship (3) and HCINNOV 7440 Healthcare Innovation (3 Credit Hours), have been previously approved by the College of Nursing faculty and OAA. The proposed 8 new courses include:

NURS 7XXX Resource Management in Healthcare Operations - 2 Credit Hours

NURS 7XXX Advanced Strategies in Communication, Coaching and Negotiations – 2 Credit Hours

NURS 7XXX Informatics and Data Management for Nurse Leaders – 2 Credit Hours

NURS 7XXX Nursing Leadership: Workforce Development and Regulatory Compliance – 2 Credit hours

NURS 7XXX Service Line Development for Population Healthcare – 2 Credit Hours (1 Didactic and 1 Clinical [37.5 clinical hours])

NURS 7XXX Healthcare Law and Labor Relations for Nurse Leaders – 1 Credit Hour

NURS 7XXX Foundational Knowledge I: Nursing and Health Systems Management I – 7 Credit Hours (1 Didactic, 6 Clinical [225 clinical hours])

NURS 7XXX Foundational Knowledge II: Nursing and Health Systems Management II – 8 Credit Hours (1 Didactic, 7 Clinical [262.5 clinical hours])

These courses align with the 2021 AACN Essentials, Domains, Competencies and Sub-Competencies and 2022 AONL Core Competencies (Appendix C, Curriculum Mapping). Short syllabi for new courses are detailed in Appendix D.

Assessment

The College of Nursing currently has a Systematic Plan of Evaluation (SPE) for the MS in Nursing program which guides assessment and evaluation at the college level consistent with accreditation requirements (Appendix E). Direct assessment measures include yearly Nuventive Improve student learning outcomes, direct evaluation of learning objectives in courses with assignments and graduate school professional exam. Indirect measures include number of applications to the program, quality of the applicant pool (cumulative GPA, diversity), admissions to the program (% admitted, % matriculated), student surveys

(program satisfaction during enrollment and at graduation), survey of student learning experience (SSLE), student course evaluations (course satisfaction), student retention and completion rates, enrolled student cumulative student GPAs, time-to-degree, exit surveys at graduation, alumni surveys (applicable employment, use of degree) and employer surveys.

Transition Plan

As the Leadership and Health System Administration track in the MS in Nursing program is new, there are no current student enrolled negating the need for a transition plan.

Institutional Planning and Resources

No additional physical facilities or equipment on campus will be required for students in the proposed new track in the MS in Nursing program. The Leadership and Health System Administration track in the MS in Nursing program is a distance learning program with the didactic component offered entirely online, in an asynchronous format. Clinical experiences will supported using existing resources/infrastructure, such as using the clinical placement office to assist with agency contracts and placements. The College of Nursing has extensive experience with successful delivery of online programs, including ranking of #3 in the nation based on the 2025 US News and World Reports Graduate Nursing Programs rankings.

The institution has an excellent existing infrastructure and recognized leaders and mentors who excel in nursing education to support the new track. The learning management system for OSU, Carmen offers state-of-the-art delivery of course materials. The College of Nursing has highly experienced information technology specialists who will assist with the technical aspects of the online course delivery format. Collectively the CON has many years of experience delivering online programs and courses to graduate students.

A review of similar offerings in the BIG Ten and peer institutions revealed limited programs and included University of Indiana, University of Iowa, University of MD, University of Nebraska, Northwestern University, Purdue (Global), and Rutgers University (Appendix F). We are competitive due to our national rankings, credit hour requirement and online delivery. Among universities in Ohio with national accreditation, programs with similar curriculum include Capital University, Cedarville University, Franklin University, Kent State University, Mercy College, Mount St. Joseph, Ohio University, and University of Cincinnati. In light of the national need for nursing leadership, management and healthcare administration, in conjunction with the stated need and support of our clinical partners in central Ohio, we anticipate competitive enrollment (Table 1).

Table 1, Projected Enrollment

Program	Initial Year	Second Year	Subsequent Years
MS in Nursing Nursing Leadership and Strategy in Healthcare track	30	45	60

Letters of concurrence have been received from the colleges of Public Health and Fisher (Appendix G).

Appendices:

Appendix A: Letters of Support
Appendix B: Curriculum Plans
Appendix C: Curriculum Mapping
Appendix D: Short Syllabi for New Courses
Appendix E: Systematic Plan of Evaluation
Appendix F: Marketing Review
Appendix G: Letters of Concurrenc

References:

American Association of Colleges of Nursing. (2021). *The Essentials: Core competencies for Professional Nursing Education.* https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf

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Notarnicola, I., B. Duka, E. Grosha, G. Gioiello, G. Rocco, and A. Stievano. 2025. " Exploring the Role of Nurse Leadership Through a Systems Thinking Lens: A Systematic Review of Conceptual and Empirical Evidence." *Journal of Advanced Nursing* 1–12. **https://doi.org/10.1111/jan.70047**.

Välimäki, M., Hu, S., Lantta, T. *et al.* The impact of evidence-based nursing leadership in healthcare settings: a mixed methods systematic review. *BMC Nurs* **23**, 452 (2024). https://doi.org/10.1186/s12912-024-02096-4

Appendix A

Letters of Support and Concurrence

Corrin Steinhauer, OSUWMC

Kris Kipp, OSUWMC

Reginald Pryear, OSUWMC

Lee Ann Wallace, NCH

The James

The Ohio State University
Comprehensive Cancer Center –
Arthur G. James Cancer Hospital and
Richard J. Solove Research Institute

460 W. 10th Avenue
Columbus, OH 43210-1240

December 8, 2025
The Ohio State University College of Nursing

Dear Dr. Rose,

I am writing to convey my enthusiastic support for the proposed Nursing Administration and Healthcare Leadership track within the MS program at the College of Nursing. As Chief Nursing Officer at the Arthur G. James Cancer Hospital and Solove Research Institute, I see firsthand the imperative to develop emerging and mid-level nursing leaders who can guide teams in complex, high-acuity care environments.

The track's emphasis on evidence-based leadership competencies—including strategic planning, financial stewardship, change leadership, quality and patient safety, relationship-based care, interprofessional collaboration, and diversity, equity, and inclusion—aligns closely with our organizational priorities and the capabilities we cultivate across both inpatient and ambulatory settings. The curriculum's foundation in nursing leadership literature and the experience of tenured leaders positions graduates to accelerate readiness for roles such as charge nurse, assistant nurse manager, and beyond.

We anticipate tangible benefits for patients, staff, and operations: stronger team engagement, consistent application of high-reliability practices, and a robust pipeline of leaders equipped to advance outcomes. To support the program's success, The James is prepared to:

- Offer practicum and preceptor opportunities across our oncology service lines and specialty programs.
- Partner on guest lectures, case discussions, and simulation experiences focused on safety science and operational excellence.
- Collaborate on capstone and quality-improvement projects that address real-world challenges and yield measurable results.
- Encourage aspiring leaders to enroll and provide scheduling flexibility to facilitate participation.

Thank you for advancing this important initiative. Please accept this letter as our formal endorsement and our commitment to ongoing partnership with the College of Nursing in developing the next generation of nurse leaders.

Warm regards,

Corrin Steinhauer

Corrin Steinhauer, DNP, RN, NEA-BC, CPPS (she/her/herself)
Chief Nursing Officer
Arthur G. James Cancer Hospital and Solove Research Institute
460 West 10th Avenue, Suite C904 | Columbus, OH 43210
Office: 614-814-1169 | Mobile: 219-808-0722
Corrin.Steinhauer@osumc.edu

From: Kipp, Kris <Kris.Kipp@osumc.edu>
Sent: Wednesday, September 10, 2025 10:22 PM
To: Buck, Jacalyn <buck.11@osu.edu>
Cc: Kipp, Kris (OSUMC) <Kris.Kipp@osumc.edu>
Subject: Note of Support: Masters of Science (MS) in Nursing Degree-Nursing Leadership and Health System Administration

Dear Dr. Buck

I was pleased to learn of the proposed new MS in Nursing Leadership and Health System Administration degree. As discussed in our academic-practice partnership meetings to date, it is essential that nurse leaders be prepared academically for the contemporary nursing leadership roles in today's health care system. The ANA's "Nursing Leadership: Scope and Standards of Practice (3rd edition) highlights the expansive list of nursing leadership standards and competencies essential for today's nursing leaders, including:

- strategic planning
- financial stewardship
- data and digital technology
- people leadership, workforce strategy, and wellness promotion; labor relations
- systems theory, organizational behavior, networking, and collaboration
- change management, implementation science, and innovation
- legal and regulatory compliance
- health advocacy and policy
- marketing and communications
- safety, quality, and patient outcomes
- risk management
- emergency management and critical incident command
- research and EBP implementation
- population health, care coordination across the care continuum

This new degree will appropriately address the current knowledge gap on the majority of these topics seen with the MHI graduates, will attract nursing graduate students seeking leadership tract specialization, and will prepare OSU College of Nursing graduates for maximum success and influence in the dynamic, contemporary nursing leadership roles in today's health care system.

Thank you for your leadership and support with this proposed graduate degree.

Kris

Kris M. Kipp, MSN, RN
Executive Director, Clinical Services and
Chairperson, OSUWMC Nursing Executive Committee (NEC)

The Ohio State University
James Cancer Hospital and Solove Research Institute
460 West 10th Avenue, Office: C902
Columbus, Ohio 43210-2500

Office Phone: 614-814-0480

THE OHIO STATE UNIVERSITY
WEXNER MEDICAL CENTER

Ohio State East Hospital
181 Taylor Ave
Columbus, OH 43203

Reginald R. Pryear Jr., DNP MBA, RN,
NEA-BC
Chief Nursing Officer, East Hospital
181 Taylor Avenue
Columbus, Ohio 43203
614-293-3275
December 9th, 2025

RE: Letter of Support

Dr. Karen Rose:

I am pleased to express my strong support for the addition of the new track to the MS program. This track will provide significant value for emerging leaders and mid-level providers operating within today's dynamic and complex healthcare environment. Having personally reviewed the curriculum, I am confident it will enhance the skills of future leaders in essential areas such as regulatory compliance, labor relations, and communication.

It is a privilege to continue collaborating with the College of Nursing, and I believe this new track will play an important role in preparing our next generation of leaders. I am confident that both the Medical Center and prospective students will respond positively to this initiative. Furthermore, there is consistent demand among future leaders for advanced educational and professional development opportunities, and this new track addresses those needs effectively.

In summary, I strongly endorse the new MS Nursing Administration and Healthcare Leadership track as a vital step toward fostering the growth and development of tomorrow's healthcare leaders.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Reginald R. Pryear Jr DNP MBA, RN, NEA-BC

December 9, 2025

Karen Rose, PhD, RN, FGSA, FNAP, FAAN
Dean and Professor
College of Nursing
The Ohio State University
Columbus, OH 43210

Dear Dean Rose:

I am writing you to lend my enthusiastic support of the new track to your MS program, Nursing Administration and Healthcare Leadership. This is a greatly needed program from our perspective. As you know from our conversations, to be promoted to many of our nursing leadership roles, a graduate degree is required. This allows our emerging nurse leaders a path to have the educational support needed to perform at the level expected in a formal nurse leader role at Nationwide Children's. The proposed curriculum and program you have shared will help educate future leaders for success in their roles. We appreciate you and your team listening to us and other health care agencies and being so responsive with educational solutions that prepare future nurses and nurse leaders in healthcare.

As always, we greatly appreciate our academic partnership with the College of Nursing at The Ohio State University. We truly value the quality of education you provide, and this quality is evident in the graduates we hire. Please let me know if there is anything else I or my team can do to support your effort as you launch this program.

Sincerely,

Lee Ann Wallace, MBA, BSN, RN, NEA-BC
Chief Nursing Officer
Nationwide Children's Hospital
700 Children's Drive
Columbus, OH 43205
LeeAnn.Wallace@nationwidechildrens.org

Appendix B

Curriculum Plans

Full time

Part Time

Master of Science in Nursing Leadership and Strategy in Healthcare track

Sample Full Time Curriculum Plan

Year 1		
Autumn Semester	**Spring Semester**	**Summer Semester**
NURS 7XXX Nursing Leadership: Workforce Development and Regulatory Compliance (2 credits)	NURS 7XXX Resource Management in Nursing Healthcare Operations (2 credits)	NURS 7XXX Foundational Knowledge I: Nursing and Health System Management (7 credits; 1 didactic, 6 clinical)
NURS 7XXX Healthcare Law and Labor Relations for Nurse Leaders (1 credit)	HCINNOV 7440 Healthcare Innovation (3 credits)	
Nur 7780 Evidence Based Nursing Scholarship (3 credits)	NURS 7XXX Nursing Service Line Development for Population Healthcare (2 credits; 1 didactic, 1 clinical)	
NURS 7XXX Informatics and Data Management for Nurse Leaders (2 credits)	NP 8500 Nursing Policy for Doctoral Nursing Practice (2 credits)	
Total Credits 8	*Total Credits 9*	*Total Credits 7*

Year 2		
Autumn Semester	Spring Semester	Summer Semester
NURS 7XXX Foundational Knowledge II: Healthcare Quality and Patient Safety (8 credits; 1 didactic, 7 clinical)		
NURS 7XXX Advanced Strategies in Communication, Coaching and Negotiation for Nurse Leaders (2 credits)		
Total Credits 10	*Total Credits 0*	*Total Credits 0*
		Summary Degree total credits: 34 **Total clinical hours 525**

Master of Science in Nursing Leadership and Strategy in Healthcare track

Sample Part Time Curriculum Plan

Year 1		
Autumn Semester	**Spring Semester**	**Summer Semester**
NURS 7780 Evidence Based Nursing Scholarship (3 credits)	NURS 7XXX Resource Management in Nursing Healthcare Operations (2 credits)	
NURS 7XXX Healthcare Law and Labor Relations for Nurse Leaders (1 credit)	NURS 7XXX Nursing Service Line Development for Population Healthcare (2 credits; 1 didactic, 1 clinical)	
Total Credits 4	*Total Credits 4*	*Total Credits 0*

Year 2		
Autumn Semester	**Spring Semester**	**Summer Semester**
NURS 7XXX Informatics and Data Management for Nurse Leaders (2 credits)	HCINNOV 7440 Healthcare Innovation (3 credits)	NURS 7XXX Foundational Knowledge I: Nursing and Health System Management (7 credits; 1 didactic, 6 clinical)
NURS 7XXX Nursing Leadership: Workforce Development and Regulatory Compliance (2 credits)	NP 8500 Nursing Policy for Doctoral Nursing Practice (2 credits)	
Total Credits 4	*Total Credits 5*	*Total Credits 7*

Year 3		
Autumn Semester	**Spring Semester**	**Summer Semester**
NURS 7XXX Foundational Knowledge II: Healthcare Quality and Patient Safety (8 credits; 1 didactic, 7 clinical)		

NURS 7XXX Advanced Strategies in Communication, Coaching and Negotiation for Nurse Leaders (2 credits)		
Total Credits 10	*Total Credits 0*	*Total Credits 0*
		Summary Degree total credits: 34 **Total clinical hours 525**

Appendix C

Curriculum Mapping

AACN Essentials Mapping

	rship: Workforce ent & Regulatory mpliance	Healthcare Law & Labor Relations for Nurse Leaders	NUR 7780 Evidence Based Nursing Scholarship	NP 8500 Health Policy & Advocacy Nursing	Foundational Knowledge I: Nursing & Health System Management	Advanced Strategies in Communication, Coaching, and Negotiation	Resource Management in Healthcare Operations	HCINNOV 7440 Healthcare Innovation	Service Line Development for Population Healthcare Needs	Informatics & Data Management for Nurse Leaders	Foundational Knowledge II: Healthcare Quality & Patient Safety
Domain 1: Knowledge for Nursing Practice											
1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.	X	X	X	X	X		X	X	X		
1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.	X	X	X	X	X	X	X	X	X		
1.3 Demonstrate clinical judgment founded on a broad knowledge base.			X	X				X			
Domain 2: Person-Centered Care											
2.1 Engage with the individual in establishing a caring relationship.					X	X					
2.2 Communicate effectively with individuals.		X	X	X		X		X			
2.3 Integrate assessment skills in practice.									X		
2.4 Diagnose actual or potential health problems and needs.			X	X	X		X	X			
2.5 Develop a plan of care.			X	X	X	X	X	X		X	
2.6 Demonstrate accountability for care delivery.			X	X	X			X	X		
2.7 Evaluate outcomes of care.			X	X			X		X	X	
2.8 Promote self-care management.					X	X					
2.9 Provide care coordination.				X			X		X		
Domain 3: Population Health											
3.1 Manage population health.				X		X	X	X	X		
3.2 Engage in effective partnerships	X		X	X			X	X	X		
3.3 Consider the socioeconomic impact of the delivery of health care.	X		X	X			X	X	X		
3.4 Advance equitable population health policy.			X	X			X				
3.5 Demonstrate advocacy strategies.			X	X	X		X	X	X		
3.6 Advance preparedness to protect population health during disasters and public health emergencies.			X		X		X	X	X		
Domain 4: Scholarship for the Nursing Discipline											
4.1 Advance the scholarship of nursing.		X	X	X]	X			X	X		
4.2 Integrate best evidence into nursing practice.			X	X	X		X	X	X	X	
4.3 Promote the ethical conduct of scholarly activities			X								

Domain 5: Quality and Safety											
5.1 Apply quality improvement principles in care delivery.			X	X	X		X	X	X		X
5.2 Contribute to a culture of patient safety	X	X	X	X	X		X		X		X
5.3 Contribute to a culture of provider and work environment safety.	X	X	X	X	X						X
Domain 6: Interprofessional Partnerships											
6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.		X	X	X				X			
6.2 Perform effectively in different team roles, using principles and values of team dynamics.	X	X	X	X				X			
6.3 Use knowledge of nursing and other professions to address healthcare needs.			X					X			
6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values	X	X	X	X	X	X		X			
Domain 7: Systems-Based Practice											
7.1 Apply knowledge of systems to work effectively across the continuum of care.	X		X	X	X		X	X	X		X
7.2 Incorporate consideration of cost-effectiveness of care.			X	X	X		X	X	X		
7.3 Optimize system effectiveness through application of innovation and evidence-based practice.	X		X	X	X			X	X		X
Domain 8: Informatics and Healthcare Technologies											
8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.	X	X								X	
8.2 Use information and communication technology to gather data, create information, and generate knowledge.			X				X	X	X	X	
8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings								X		X	
8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels							X	X		X	
8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care		X	X						X	X	

Domain 9: Professionalism										
9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society	X	X	X	X		X	X	X	X	
9.2 Employ participatory approach to nursing care.	X	X	X		X	X	X	X	X	
9.3 Demonstrate accountability to the individual, society, and the profession.	X	X	X	X	X	X		X		X
regulations.	X	X		X	X				X	
9.5 Demonstrate the professional identity of nursing.			X	X	X			X		
9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.	X	X	X	X	X	X	X	X	X	
Domain 10: Personal, Professional, and Leadership Development										
10.1 Demonstrate a commitment to personal health and well-being.	X	X			X	X				
10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.	X		X	X	X	X		X		
10.3 Develop capacity for leadership.	X	X	X	X	X	X	X	X	X	

AONL Competencies Mapping

American Organization for Nursing Leaders Competencies	Service Line Development for Population Healthcare Needs	Informatics & Data Management for Nurse Leaders	Foundational Knowledge II: Healthcare Quality & Patient Safety
Leader Within: Reflective Practice, Career Development, Foundational Thinking, Personality and Professional Accountability			
Professionalism: Profession Accountability, Organizational Accountability, Health Equity and Social Determinates of Health, Governance		X	X
Communication & Relationship Management: Effective Communication, Influencing Behaviors, Relationship Management	X	X	X
Knowledge of Healthcare Environment: Nursing Practice and Application, Economics and Policy, Regulation, EBP, Patient Safety and Quality	X	X	X
Business Skills & Principles: Financial Management, Strategic Management, Human Resource Management	X	X	X
Leadership: Systems and Complex Adaptive Thinking, Change Management, Diversity/Belonging/Inclusion, Decision Making, Transformation & Innovation	X	X	X

Appendix D

Short Syllabi with Track Changes

Short Syllabi Clean

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
DEPARTMENT OF NURSING
Advanced Strategies in Communication, Coaching and Negotiation for Nurse Leaders
XX Semester XX
2 Credit Hours (didactic)

Prerequisite:
Enrollment in the MS in Nursing Leadership and Strategy in Healthcare track or permission of instructor.

Course Description:

This course is designed to empower nursing leaders aspiring to excel in leadership roles within complex healthcare environments where the art of effective communication, strategic negotiation, and impactful coaching are key to success. Through a combination of theoretical foundations and practical applications, learners will engage with advanced communication models, negotiation techniques, and coaching methodologies to develop skills that are critical in leadership roles.

The AACN Essentials for Advanced-level Nursing Education (2021), the AONL Nurse Leader Core Competencies (2022) were used to guide course development.

Course Objectives:

1. The learner will apply advanced theories of communication to enhance interpersonal, group, and organizational interactions. (Essentials sub-competencies: *1.2f, 1.2j, 2.2g, 2.2j, 2.5h, 2.8h, 6.1g, 6.1h, 6.1i, 6.1k, 6.1l, 9.2k, 9.2l, 10.3q*. AONL competencies*: Leader Within, Leadership, Communication & Relationship Management)*
2. The learner will develop and practice negotiation strategies that promote positive outcomes in various professional scenarios. (Essentials sub-competencies: *2.1d, 2.1e, 2.2g, 2.2j, 6.1h, 9.2l, 9.3n.* AONL competencies*: Leader Within, Leadership, Communication & Relationship Management).*
3. The learner will identify coaching techniques to effectively mentor and develop others within a professional context. (Essentials sub-competencies: *2.2h, 2.8h, 6.1h,6.4f, 9.6d, 10.1c, 10.2h.* AONL competencies*: Leader Within, Leadership, Communication & Relationship Management)*
4. The learner will implement conflict resolution skills to manage and resolve. (Essentials sub-competencies: *6.1l, 6.4h, 9.1i, 9.2l, 9.3n.* AONL competencies*: Leader Within, Leadership, Communication & Relationship Management)*

Content Outline:

1. Advanced Communication Theories
2. Communication Dynamics
3. Coaching Techniques
4. Conflict Resolution Skills

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
DEPARTMENT OF NURSING
Nursing XXXX
Foundational Knowledge I: Nursing and Health Systems Management
XX Semester XX
7 Credit Hours (1 didactic, 6 clinical/225 clock hours)

Prerequisite:
Enrollment in the MS Nursing Leadership and Strategy in Healthcare track or permission of instructor.

Course Description:

This course will focus on developing effective nursing leaders who can drive positive change within healthcare organizations. The course will equip the learners with the essential knowledge and skills to excel in nursing leadership roles. Through a blend of theory, practice, and critical analysis, learners will explore key topics in leadership, strategic planning, and cultural competence. By the end of the course, learners will be well-prepared to lead and innovate in diverse healthcare settings.

The AACN Essentials for Advanced-level Nursing Education (2021), the AONL Nurse Leader Core Competencies (2022) were used to guide course development.

Course Objectives:

1. The learner will analyze and apply theories, framework and models of management and leadership in professional nursing practice. (Essentials sub-competencies: *1.1f, 1.1g, 1.2f, 1.2g, 1.2j, 10.3k*. AONL competencies: *Leader Within, Leadership, Communication & Relationship Management)*
2. The learner will develop and articulate a visionary perspective for professional nursing practice. (Essentials sub-competencies: *3.5h, 4.1i, 4.1m, 6.4i, 7.1g, 7.2i, 7.2k, 9.2h, 9.3i, 9.3o, 9.4d, 9.5f, 9.5g, 9.5h, 9.6f, 9.6i, 10.3j, 10.3q*. AONL competencies: *Leadership, Knowledge of the Health Care Environment, Communication & Relationship Management, Professionalism)*
3. The learner will compare and contrast various models of nursing care across the care continuum. (Essentials sub-competencies: *2.6g, 5.1n, 7.1g, 7.2g.* AONL competencies: *Leadership, Knowledge of the Health Care Environment, Communication & Relationship Management, Business Skills & Principles)*
4. The learner will analyze the strategic planning process. (Essentials sub-competencies: (Essentials sub-competencies: *2.4g, 3.6j, 7.1e, 7.2h.* AONL competencies: *Leadership, Knowledge of the Health Care Environment, Communication & Relationship Management, Business Skills & Principles)*
5. The learner will demonstrate culturally sensitive nursing leadership and management skills in the clinical setting. (Essentials sub-competencies: *1.2i, 2.1e*. AONL competencies: *Leadership, Knowledge of the Health Care Environment, Communication & Relationship Management)*
6. The learner will develop strategies to lead well-being and resilience for teams. (Essentials sub-competencies: *2.8f, 2.8g, 2.8i, 2.8j, 5.3h, 5.3e, 9.3n, 9.6d, 10.1c, 10.1d*. AONL competencies: *(Leadership, Knowledge of the Health Care Environment, Communication & Relationship Management)*
7. The learner will identify examples of transformation and innovation in healthcare settings. (Essentials sub-competencies: *2.5k, 4.2g, 4.2h, 7.3g, 10.2g, 10.2i.* AONL competencies: *(Leadership, Knowledge of the Health Care Environment, Communication & Relationship Management, Business Skills & Principles)*

8. The learner will analyze system level planning for crisis or public health emergencies. (Essentials sub-competencies: *3.6f, 3.6j, 5.1j, 5.2j, 7.3g, 10.3o*. AONL competencies: *Leadership, Knowledge of the Health Care Environment, Communication & Relationship Management)*

Content Outline:

1. Nursing professional practice – leaders' role
2. Nursing theories and models and frameworks related to leadership
3. Nursing professional practice models
4. Nursing care delivery models
5. Leading healthy-work environments

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
DEPARTMENT OF NURSING
Nursing XXXX
Foundational Knowledge II: Healthcare Quality and Patient Safety
XXXX Semester XXXX
8 Credit Hours (1 didactic, 7 clinical/ 262.5 clock hours)

Prerequisite:
Enrollment in the MS Nursing Leadership and Strategy in Healthcare track or permission of instructor.

Course Description:
Examine the foundational knowledge of healthcare quality and patient safety. Focuses on topics such as policy implications that are driving national quality and safety initiatives, person/family-centered care, teamwork and collaboration, quality improvement, evidence-based practice, safety, informatics, clinical learning environments, interprofessional collaboration, transition-to-practice programs, and leadership to create change. The course also explores health systems thinking.

The AACN Essentials for Advanced-level Nursing Education (2021), the AONL Nurse Leader Core Competencies (2022) were used to guide course development.

Objectives:

1. The learner will examine the foundational knowledge of healthcare quality and patient safety. (*Essentials sub-competencies 5.1i, 5.2g, 5.2h, 5.3e, 5.3f.* AONL competencies: *Leadership, Knowledge of the Health Care Environment, Communication & Relationship Management, Business Skills & Principles)*
2. The learner will explore the policy implications driving national quality and safety initiatives. *(Essentials sub-competencies 5.1k, 5.1n, 5.3e.* AONL competencies: *Leadership, Knowledge of the Health Care Environment, Communication & Relationship Management, Business Skills & Principles)*
3. The learner will identify the quality and safety competencies in the Quality and Safety Education for Nurses project. *(Essentials sub-competencies 5.2i, 5.2k.* AONL competencies: *Knowledge of the Health Care Environment, Communication & Relationship Management, Business Skills & Principles)*
4. The learner will examine quality and safety education in clinical learning environments. *(Essentials sub-competencies 5.1o, 5.3f, 5.3g, 5.3h.* AONL competencies: *Knowledge of the Health Care Environment, Communication & Relationship Management)*
5. The learner will identify strategies to promote interprofessional collaboration. *(Essentials sub-competencies 5.1j, 5.1o, 5.3f, 5.3g, 5.3h.* AONL competencies: *Leadership, Knowledge of the Health Care Environment, Communication & Relationship Management, Business Skills & Principles)*
6. The learner will examine the role of the nurse leader in patient safety. *(Essentials sub-competencies 5.1l, 5.1m, 5.1n, 5.2g, 5.2h, 5.2j, 5.3e, 5.3f, 5.3g, 5.3h, 7.1e, 7.1f.* AONL competencies: *Leadership, Knowledge of the Health Care Environment, Communication & Relationship Management, Business Skills & Principles)*
7. The learner will explore systems thinking for patient safety. *(Essentials sub-competencies 7.1g, 7.3e, 7.3f, 7.3g.* AONL competencies: *Leadership, Knowledge of the Health Care Environment, Communication & Relationship Management, Business Skills & Principles)*

Content Outline

1. Quality Improvement Theories, Models, and Frameworks
2. National Quality and Safety Initiatives
3. Interprofessional Collaboration
4. Leader role in Quality and Safety

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
DEPARTMENT OF NURSING
NUR XXXX
Healthcare Law and Labor Relations for Nurse Leaders
XXXX Semester XXXX
1 Credit Hour

Prerequisite:
Enrollment in the MS in Nursing Leadership and Strategy in Healthcare track or permission of instructor.

Course Description:
This course provides an in-depth examination of legal frameworks governing healthcare delivery, with a specialized focus on employment law and labor relations in nursing. Designed for nurse leaders, it builds legal literacy to navigate complex regulatory environments, advocate for nursing practice, and lead effectively within unionized and nonunionized healthcare systems. Students will explore federal and state laws affecting healthcare institutions, professional licensure, malpractice, patient rights, and workplace safety. The course also addresses contemporary challenges in the nursing workforce, including managing workplace violence, navigating the legal implications of social media use, and ensuring compliance with privacy laws such as HIPAA.

The AACN Essentials for Advanced-level Nursing Education (2021), the AONL Nurse Leader Core Competencies (2022) were used to guide course development.

Course Objectives:

Upon completion of the course, the learner will be able to:

1. **Analyze** federal and state healthcare laws—including licensure, malpractice, patient rights, workplace safety, and HIPAA—to ensure legal compliance in nursing practice. (Essentials sub-competencies: *1.1e, 1.2f, 5.2i, 5.3e, 5.3h, 6.1h, 6.1l, 6.1i, 6.2h, 6.2j, 8.1h, 8.1k, 8.5g, 8.5h, 9.1h, 9.1i, 9.1k, 9.2j,9.3j, 9.3n, 9.4f, 9.4g, 9.4h, 9.6d, 9.6h, 9.6i, 10.3p, 10.3q* AONL Core Competencies: *Leader Within, Professionalism, Communication and Relationship Management, Knowledge of the Health Care Environment, Business Skills and Principles, Leadership)*

2. **Evaluate** leadership strategies that address labor relations, workplace violence, and social media challenges while advocating for nursing practice in unionized and nonunionized systems. (Essentials sub-competencies: *1.2f, 1.2h, 1.2i, 2.2g, 2.2j, 2.5i, 4.1l, 5.3f, 5.3g, 6.1g, 6.1i, 6.1j, 6.1l, 6.4f, 6.4h, 6.4i, 8.5i, 8.5l, 9.1h, 9.1i, 9.1l, 9.2l, 9.3l, 9.3m, 9.3n, 9.4g, 9.6d, 9.6i, 10.1c, 10.3q* AONL Core Competencies: *Leader Within, Professionalism, Communication and Relationship Management, Knowledge of the Health Care Environment, Business Skills and Principles, Leadership)*

Course Outline:

1. Introduction to Health Law and the U.S. Legal System
2. Regulatory Agencies and Compliance (e.g., OSHA, HIPAA)
3. Regulation of Nursing Practice
4. Credentialing, and Scope of Practice
5. Malpractice and Professional Liability
6. Patient Privacy
7. Workplace Safety
8. Professional Boundaries (social media)
9. Employment Law in Healthcare
10. Labor Unions in Nursing: History and Current Landscape
11. Collective Bargaining and Contract Negotiation
12. Grievance Procedures and Arbitration
13. Ethical Decision-Making in Legal Contexts
14. Case Law Review and Legal Case Analysis
15. Legal Aspects of Advocacy and Whistleblowing

THE OHIO STATE UNIVERSITY
Graduate School
Department of Nursing
Nursing 7XXX Asynchronous
Informatics and Data Management for Nurse Leaders
XX Semester XXX
Didactic (2 credits, 25 hours)

Prerequisite:
Enrollment in the MS in Nursing Leadership and Strategy in Healthcare track or permission of instructor.

Course Description:
This course provides nursing leaders with a comprehensive foundation in health informatics and data management, enabling support of strategic, evidence-based decision-making in complex healthcare settings. Emphasizing practical application, the course integrates data analytics to drive quality improvement, innovation and digital transformation.

The AACN Essentials for Advanced-level Nursing Education (2021), the AONL Nurse Leader Core Competencies (2022) were used to guide course development.

Course Objectives:

1. Critically evaluate health information systems and data technologies for their effectiveness in supporting nurse leader decision-making, workforce development, and regulatory compliance. *(Essentials sub-competencies: 1.1e, 1.1f, 1.2f, 1.2g, 1.2j, 1.3d, 1.3e, 1.3f, 2.4g, 2.5k, 2.6i, 2.9f, 2.9g, 2.9j, 3.1n, 3.2d, 3.2g, 3.3f, 4.1h, 4.2g, 4.2h, 4.2j, 4.2k, 5.1i, 5.1k, 5.2g, 5.2h, 7.1f, 7.1g, 7.3f, 7.3h, 8.1g, 8.1h, 8.1i, 8.1j, 8.1j, 8.1k, 8.2g, 8.2h, 8.2g, 8.3h, 8.2i, 8.3j, 8.3k, 8.4e, 84.f, 8.4g, 8.5g, 8.5h, 8.5i, 8.5k, 8.5l, 9.1h, 9.2i, 9.2j, 9.2l, 9.3i, 9.3j, 9.3k, 9.3o, 9.4f, 9.4h, 9.6h, 9.6i, 10.3l, 10.3p, 10.3q* AONL competencies: *Knowledge of the Health Care Environment, Leadership)*
2. Apply principles of data governance, standardization, interoperability, and ethical data use to manage health information and support high-quality, secure, and equitable care across healthcare systems. *(Essentials sub-competencies: 1.1e, 1.1f, 1.2f, 1.2g, 1.2j, 1.3d, 1.3e, 1.3f, 2.4g, 2.5k, 2.6i, 2.9f, 2.9g, 2.9j, 3.1n, 3.2d, 3.2g, 3.3f, 4.1h, 4.2g, 4.2h, 4.2j, 4.2k, 5.1i, 5.1k, 5.2g, 5.2h, 7.1f, 7.1g, 7.3f, 7.3h, 8.1g, 8.1h, 8.1i, 8.1j, 8.1j, 8.1k, 8.2g, 8.2h, 8.2g, 8.3h, 8.3i, 8.3j, 8.3k, 8.4e, 84.f, 8.4g, 8.5g, 8.5h, 8.5i, 8.5k, 8.5l, 9.1h, 9.2i, 9.2j, 9.2l, 9.3i, 9.3j, 9.3k, 9.3o, 9.4f, 9.4h, 9.6h, 9.6i, 10.3l, 10.3p, 10.3q* AONL competencies: *Professionalism, Knowledge of the Health Care Environment, Leadership)*
3. Evaluate and apply data analytics and informatics methods to convert complex health data into actionable insights that guide strategic planning, performance improvement, and evidence-informed leadership decisions. (Essentials sub-competencies: *1.1e, 1.1f, 1.2f, 1.2g, 1.2j, 1.3d, 1.3e, 1.3f, 2.4g, 2.5k, 2.6i, 2.9f, 2.9g, 2.9j, 3.1n, 3.2d, 3.2g, 3.3f, 4.1h, 4.2g, 4.2h, 4.2j, 4.2k, 5.1i, 5.1k, 5.2g, 5.2h, 7.1f, 7.1g, 7.3f, 7.3h, 8.1g, 8.1h, 8.1i, 8.1j, 8.1j, 8.1k, 8.2g, 8.2h, 8.2g, 8.3h, 8.3i, 8.3j, 8.3k, 8.4e, 84.f, 8.4g, 8.5g, 8.5h, 8.5i, 8.5k, 8.5l, 9.1h, 9.2i, 9.2j, 9.2l, 9.3i, 9.3j, 9.3k, 9.3o, 9.4f, 9.4h, 9.6h, 9.6i, 10.3l, 10.3p, 10.3q* AONL competencies: *Professionalism, Knowledge of the Health Care Environment, Leadership)*
4. Develop informatics-driven strategies that leverage nurse-sensitive indicators, evidence-based practice, and healthcare data to advance innovation and transformation in care delivery models. (Essentials sub-competencies: *1.1e, 1.1f, 1.2f, 1.2g, 1.2j, 1.3d, 1.3e, 1.3f, 2.4g, 2.5k, 2.6i, 2.9f,*

2.9g, 2.9j, 3.1n, 3.2d, 3.2g, 3.3f, 4.1h, 4.2g, 4.2h, 4.2j, 4.2k, 5.1i, 5.1k, 5.2g, 5.2h, 7.1f, 7.1g, 7.3f, 7.3h, 8.1g, 8.1h, 8.1i, 8.1j, 8.1j, 8.1k, 8.2g, 8.2h, 8.2g, 8.3h, 8.2i, 8.3j, 8.2k, 8.4e, 84.f, 8.4g, 8.5g, 8.5h, 8.5i, 8.5k, 8.5l, 9.1h, 9.2i, 9.2j, 9.2l, 9.3i, 9.3j, 9.3k, 9.3o, 9.4f, 9.4h, 9.6h, 9.6i, 10.3l, 10.3p, 10.3q AONL competencies: *Communication & Relationship Management, Knowledge of the Health Care Environment, Leadership)*

Course Outlines:

Health information systems and data technologies
Data governance
Data analytics
Ethical application to health information systems
Data management in healthcare
Quality improvement through data analytics
Innovation and digital transformation
Informatics-driven strategies to transform healthcare delivery

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
DEPARTMENT OF NURSING
Nursing XXXX
Nursing Leadership: Workforce Development and Regulatory Compliance
2 Credit Hours

Prerequisite:
Enrollment in the MS in Nursing Leadership and Strategy in Healthcare track or permission of instructor.

Course Description:
Explore the theoretical principles and practice of human resource management in healthcare. Focuses on topics such as recruitment, compensation and benefits, training, termination, legal issues, and labor unions. Prepares learners to build and manage a diverse workforce, manage a variety of work situations, ensure the presence of a safe and healthy work environment, and mentoring of staff or career progression.

The AACN Essentials for Advanced-level Nursing Education (2021), the AONL Nurse Leader Core Competencies (2022) were used to guide course development.

Objectives:
Upon completion of the course, the learner will be able to:

1. The learner will identify strategies to ensure the presence of a safe and healthy work environment. *(Essentials sub-competencies 5.2j, 5.3e, 5.3f, 5.3g, 5.3h, 10.1c, 10.1d.* AONL competencies: *Leader Within, Leadership, Knowledge of the Health Care Environment, Communication & Relationship Management, Business Skills & Principles)*
2. Evaluate theoretical frameworks of human resource management to complex healthcare organizational contexts, with emphasis on recruitment, compensation, benefits, and labor relations. *(Essentials sub-competencies 1.1e, 1.1f, 1.2f, 3.2h, 6.2g, 6.2h, 6.2i, 6.2j, 7.1e, 7.1g, 7.1h, 7.3h, 8.1g, 9.1h, 9.1I 9.1k, 9.3m, 9.3n, 10.3o. AONL competencies: Leadership, Knowledge of Health Care Environment, Communication & Relationship Management, Business Skills & Principles)*

3.Develop evidence-based interventions for workforce training, performance management, and career progression that enhance employee engagement, retention, and organizational effectiveness in healthcare settings.*(Essentials sub-competencies 1.1e, 1.1f, 1.2f, 1.2j,2.1e, 5.1i, 5.1j, 5.3f, 6.2h, 6.2j,7.1g, 7.1h, 7.3f, 8.1g9.3l, 9.4f, 10.1c, 10.1d, 10.2h, 10.3n AONL competencies: Leader Within, Leadership, Knowledge of the Health Care Environment, Communication & Relationship Management, Business Skills & Principles)*

Content Outline:
Theoretical principles of resource management
Employee compensation practices
Performance review process
Organized bargaining
Principles of employee relations
Healthy Work Environment principles

THE OHIO STATE UNIVERSITY
Graduate School
Department of Nursing
Nursing XXXX
Nursing Service-line Development for Population Healthcare Needs
XX Semester XXX
2 Credit hours (1 didactic, 1 immersion, clock hours 37.5)

Prerequisite:

Enrollment in the MS in Nursing Leadership and Strategy in Healthcare track or permission of instructor.

Course Description:

This course prepares nursing leaders to design innovative service lines and clinics that address community health needs. Students will learn to evaluate community assessments, integrate foundational scientific knowledge, and strategically leverage organizational resources, including personnel and infrastructure, to create sustainable, patient-centered care models.

The AACN Essentials for Advanced-level Nursing Education (2021), the AONL Nurse Leader Core Competencies (2022) were used to guide course development.

Course Objectives:
Upon completion of the course, the learner will be able to:

1. Evaluate the implications for healthcare systems Community Health Needs Assessment for Charitable Hospital Organizations - Section 501(r)(3) as required by Center for Medicare and Medicaid Services. (Essentials sub-competencies: *1.2i, 2.3h, 2.7d, 3.1j, 3.1k, 3.1l, 3.2f, 4.2f, 7.1f, 8.2j, 8.5l, 9.4e* AONL Core Competencies: *Knowledge of the Health Care Environment, Business Skills and Principles, Leadership)*
2. Identify a program/service-line to meet an identified health need for a defined patient population based on basic knowledge of pathophysiology, physical assessment, and pharmacology. *(*Essentials sub-competencies*: 1.1e,1.2f, 1.2j, 2.6f, 2.7e, 2.9g, 2.9j, 3.1m, 3.2d, 3.2e, 3.2h, 3.3e, 3.6h, 4.1j, 4.2f, 5.1i, 5.1m, 5.2g, 7.1f, 7.1g, 8.5j, 9.1h, 9.2j,9.6h, 9.6i, 10.3o, 10.3p* AONL Core Competencies: *Communication and Relationship Management, Knowledge of the Health Care Environment, Business Skills and Principles, Leadership)*
3. Evaluate and identify the necessary healthcare organizational resources, including financial, human, and technological, required for the successful implementation and sustainability of a health program or service-line. *(*Essentials sub-competencies: *3.3d, 3.3f, 3.6f, 7.1f, 7.2g, 7.2h, 7.3h, 8.2i,10.3o* AONL Core Competencies: *Communication and Relationship Management, Knowledge of the Health Care Environment, Business Skills and Principles, Leadership)*

Course Outline:

1. Community Health Needs Assessment
2. Designing Service Lines in Healthcare organizations
3. Basic foundational science of pathophysiology, pharmacology, and physical assessment considerations in service line development.
4. Health program/service-line administrative/resource elements including people, infrastructure, supplies, etc.

5. Using Health Data to Drive Decision-Making
6. Emergency Preparedness to maintain services
7. Systems Thinking in Healthcare Delivery
8. Leading Change in Complex Health Systems

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
DEPARETMENT OF NURSING
Nursing XXXX
Resource Management in Nursing Healthcare Operations
XX Semester XXX
2 Credit hours

Prerequisite:
Enrollment in the MS in Nursing Leadership and Strategy in Healthcare track or permission of instructor.

Course Description:
This course prepares healthcare leaders to manage resources for the development and implementation of services to impact health status for populations and organizational survival in a competitive healthcare environment. Focus of the course content will be on strategic planning, financial management, supply chain management, performance management and productivity, along with management of resources during disaster situations.

The AACN Essentials for Advanced-level Nursing Education (2021), the AONL Nurse Leader Core Competencies (2022) were used to guide course development.

Course Objectives:

1. Learners will describe elements of healthcare economics and healthcare organizational financial planning. *(Essentials sub-competencies: 1.1e, 1.2f, 1.2g, 1.2i, 1.2j, 3.3c, 4.2g, 5.1n,7.2g,7.2j, 7.2k, 8.2h, 8.2j, 8.4g. AONL competencies: Business Skills & Principles, Knowledge of the Healthcare Environment)*
2. Evaluate healthcare economics and financial performance metrics to determine their impact on organizational productivity and efficiency. *(Essentials sub-competencies: 1.1e, 1.1f, 1.2g, 1.2i, 1.2j, 4.2f, 5.1n, 7.2g, 7.2h, 8.2j, 8.4g, AONL competencies: Business Skills & Principles, Knowledge of the Healthcare Environment)*
3. Learners will outline healthcare organizational supply chain process. *(Essentials sub-competencies: 2.5i, 3.1j,3.3f, 7.2g, 7.2k, 8.2j, 8.4g, 9.1i. AONL competencies: Business Skills & Principles, Knowledge of the Healthcare Environment)*
4. Learners will list the components of a healthcare organization's disaster management plan. *(Essentials sub-competencies: 1.2f. 1.2g, 1.2i,2.4g,2.5h, 2.5i,2.9h, 3.1m, 3.2h, 3.4l, 3.6f, 3.6g, 5.2j, 10.3k, 10.3o. AONL competencies: Leadership, Business Skills & Principles, Knowledge of the Healthcare Environment)*

Content Outline

1. Strategic Planning
2. Ethics and healthcare services planning
3. Healthcare economics
4. Healthcare operational finance
5. Productivity and performance management
6. Supply chain management
7. Disaster Resource Management

Appendix E Systematic Plan for Evaluation (SPE)

THE OHIO STATE UNIVERSITY
COLLEGE OF NURSING

Systematic Plan for Evaluation (SPE): Baccalaureate, Masters, Doctor of Nursing Practice Programs and Post-Graduate Advanced Practice Registered Nurse Certificate

Standard I: Mission and Governance: ***The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.***

Key Elements	**Location of Evidence/ Documentation**	**Responsible Person(s)**	**Frequency of Assessment & Assessment Methods**	**Expected Level of Achievement**	**Outcome and Actions** ***D=development*** *M=maintenance* ***R=revision***
I-A. The mission, goals, and expected program outcomes are: • congruent with those of the parent institution; and • reviewed periodically and revised as appropriate.	Congruence found in Handbooks (CON Website, OSU/CON Catalog), strategic plan, minutes retained for: Undergraduate Studies Committee (UGS), Graduate Studies Committee (GSC), Specialty Program Directors' group (SPD); annual state of the college and annual academic documents, agenda items for Deans and Directors	Assistant and Associate Academic Deans and Dean	Review of handbooks every spring The mission, goals, and strategic plan objectives are reviewed annually and more formally every five years.	Fully Congruent	***M*** *Handbooks available online. Original handbook copy retained for each admitting student cohort. Tracking document is populated with any changes to student handbook and kept by the Office of Student Affairs and Success.*

Key Elements	**Location of Evidence/ Documentation**	**Responsible Person(s)**	**Frequency of Assessment & Assessment Methods**	**Expected Level of Achievement**	**Outcome and Actions** ***D=development*** ***M=maintenance*** ***R=revision***
I-B. The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	Guidelines & Standards: minutes retained for: Faculty Meetings; UGS, GSC and subcommittees, Specialty Program Directors' Meetings, Deans & Directors quarterly meetings, and Dean's Student Advisory Committee	Assistant and Associate Academic Deans, Program Directors, Executive Team, and Dean Curriculum committees Faculty	Syllabi review each semester Curriculum aligned with relevant standards and revised as standards evolve	100% of degree programs include courses that, together, meet expectations of professional standards and guidelines.	*R* *Implemented the new tBSN curriculum that aligned with the mission, goals, and expected outcomes beginning in autumn 2023 AY.* *M* *Courses taught with approved objectives and activities aligned with standards across nursing programs*
I-C. The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest (COI).	Strategic planning meetings with COI	Faculty, Students, Program Directors, UGS, Assistant and Associate Academic Deans, Clinical Programs, Specialty Program Directors, GSC, OSUWMC nursing leadership, NCH nursing leadership, CON Office of Community Outreach and Engagement (COE), and Dean	Strategic planning extensive review every 5 years and general review annually Regular meetings with COI	Feedback from COI informs curriculum and experiences aligned with expected program outcomes and partner needs.	*R* *Launch of the aBSN and LPN-BSN Bridge track was initiated to expand RN workforce* *M* *CON Strategic Planning developed with stakeholder input in autumn 2023.*
I-D. The nursing unit's expectations for faculty	Welcome letter on new appointment, CON	APT Committee, Center Directors, Assistant	New faculty orientation annually	100% of faculty receive and/or know where to	***M***

Key Elements	**Location of Evidence/ Documentation**	**Responsible Person(s)**	**Frequency of Assessment & Assessment Methods**	**Expected Level of Achievement**	**Outcome and Actions** ***D=development*** ***M=maintenance*** ***R=revision***
are written and communicated to the faculty and are congruent with institutional expectations.	Strategic Plan, Pattern of Administration (POA) document, CON Appointment, Tenure and Promotion (APT) Guidelines, OSU Office of Academic Affairs (OAA) Handbook, Annual Faculty Review, Faculty Forum by Appointment, Promotion, and Tenure (APT) committee, Faculty orientation	and Associate Academic Deans, Senior Associate Dean for Research and Innovation, Senior Associate Dean for Faculty Affairs, and Dean	Faculty review expectations with supervisor annually	access documents identifying expected outcomes for college and university 100% of faculty are expected to meet outcomes based on established criteria for category and rank	*Onboarding materials updated as needed* *M* *Faculty annual review documents and self-review letters updated as needed*
I-E. Faculty and students participate in program governance.	Minutes of UGS, GSC, DNP, Bylaws Committee; Agenda from Deans' Student Advisory Committee meetings	Office of Student Affairs and Success, Faculty Affairs, Academic Program Subcommittee Chairs, UGS, GSC, Assistant and Associate Academic Deans	Faculty election every Autumn semester for governance positions Student appointment to governance committees every Autumn 100% of faculty with service expectations attend Faculty Council meetings unless excused	100% of available positions will be filled by faculty through election or appointment 100% of committees that allow student engagement will have appointed student members.	*M* *Committee attendance and activities recorded in meeting minutes* *R* *Establishment of Faculty Council to promote faculty engagement*
I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the	OSU and CON Catalog, Academic policies, Student Handbooks	Faculty, UGS, GSC, Assistant and Associate Academic Deans, Directors of DNP Education, DNE, MCR,	Every Spring semester review of alignment with OSU and CON catalog and student handbooks.	100% of policies are followed and implemented as written	M *Academic policies reviewed annually* *M*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions ***D=development*** ***M=maintenance*** ***R=revision***
mission, goals, and expected program outcomes. These policies are: • fair and equitable; • published and accessible; and • reviewed and revised as necessary to foster program improvement.		MHI, and PhD Programs, UGS, GSC, and Senior Associate Dean for Faculty Affairs		Academic policy changes are reviewed and approved by faculty Policies are accessible to students in program handbooks	*Policy changes documented in committee minutes* *M* *Policy changes are communicated to students by staff in the Office of Student Affairs and Success*
I-G. The program defines and reviews formal complaints according to established policies.	OSU/CON Policy Manual, Student Handbooks, in files of Senior Associate Dean for Academic Affairs and Educational Innovation CON shared drive: minutes of CON, UGS, GSC	Senior Associate Dean for Academic Affairs and Educational Innovation, Committee of Academic Misconduct Chair at University level, Professional Misconduct Committee, Office of Student Affairs and Success	Policies defining formal complaints and related processes are published in student program handbooks and the POA	All student complaints are reviewed as the basis for recommendations for ongoing program improvement	*M* *Established policies are reviewed annually*
I-H. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.	OSU website, CON website, OSU CON Catalogs, Student Handbooks, print materials at conferences	Program Directors, Marketing Department, and Assistant and Associate Academic Deans	A review of handbook and website content is conducted every spring semester Print materials updated as needed.	All print and electronic documents and publications are accurate and accessible	***M*** *Website review of accuracy of content ongoing.* ***R*** *Website revision in progress to be*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions ***D=development*** ***M=maintenance*** ***R=revision***
					completed by December 2025

Standard II: Program Quality: Institutional Commitment and Resources: ***The parent institution demonstrates ongoing commitment to, and support for, the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.***

Key Elements	**Location of Evidence/ Documentation**	**Responsible Person(s)**	**Frequency of Assessment & Assessment Methods**	**Expected Level of Achievement**	**Outcome and Actions** ***D=development*** ***M=maintenance*** ***R=revision***
II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.	Annual State of the College Address, given by the Dean; Office of the Chief Administrative Officer and Executive Meetings; Budget and Strategy Workgroup meeting	Dean, Chief Administrative Officer, Human Resources Business Partner, Senior Associate Dean for Academic Affairs and Educational Innovation, Senior Associate Dean for Research and Innovation, and Senior Associate Dean for Faculty Affairs	Annually: Summer Semester - physical and fiscal resource assessment Monthly Budget and Strategy Workgroup meeting Overall annual plan revisited three times/year with OSU central finance to monitor variances and any changes that were not in the original plan.	Faculty salaries are equal to or exceed the 50th percentile identified by AACN for comparable schools. Fully fund the faculty and other resources necessary to support student learning and ultimately their pathway to graduation.	*M* *Faculty salaries are congruent with AACN salary study; updated annually to assure all faculty are at the 50% for their rank and category.* *Overall growth of the program(s) is evaluated for alignment with necessary resources*
II-B. Physical resources enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources is reviewed periodically, and resources are modified as needed.	Annual State of the College Address given by the Dean; Faculty office assignments (Academic Operations); Facilities and Operations weekly meetings	Dean, Assistant and Associate Academic Deans, Chief Administrative Officer, and Assistant Director of Administration & Facilities Operations	Annually: Summer Semester - physical and fiscal resource assessment.	Physical resources will be sufficient for all faculty, staff, and students.	*M* *Physical resources/ space review resulted in construction of Heminger Hall, completed in Autumn 2022.*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions ***D=development*** ***M=maintenance*** ***R=revision***
					D *Reallocation of space to allow renovation of the biological laboratory underway* *R* *Allocation of space for simulation and classrooms evaluated on an on-going basis*
II-C. Clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of clinical sites is reviewed periodically, and resources are modified as needed.	Graduate placement leadership meetings, specialty track level placement meetings, prelicensure placement leadership meetings	Clinical Placement Manager and staff, Assistant and Associate Academic Deans, tBSN Director, and Specialty Track Directors	Graduate- weekly and biweekly meetings Prelicensure- monthly meetings	100% of clinical sites have an educational affiliation agreement 100% of preceptors are qualified Clinical outcomes met by 90% of students All clinical sites will be adequate to fulfill mission, goals, and expected outcomes.	*M* *Priority placement for prelicensure students at OSUWMC to ensure program growth* *M* *Clinical and preceptor evaluations guide preceptor and clinical site assignments*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions *D=development* *M=maintenance* *R=revision*
II-D. Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.	Executive Team Monthly Meetings, Graduate and Undergraduate Program Leadership Meetings	UGS, GSC, Office of Student Affairs and Success, Assistant and Associate Academic Deans, Dean, Clinical Placement Office, IT Department, Mental Health Counselor, and Senior Associate Dean for Faculty Affairs	Bi-weekly meetings with GSC Chair, Associate Dean for Graduate Programs, and Senior Associate Dean for Academic Affairs and Educational Innovation; Ad hoc meetings	100% of students have access to necessary resources 100% of students have the opportunity to engage in student groups	*M* *Staffing and student services aligned to meet student needs*
II-E. The chief nurse administrator of the nursing unit: ● is a registered nurse (RN); ● holds a graduate degree in nursing; ● holds a doctoral degree if the nursing unit offers a graduate program in nursing; ● is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and ● provides effective leadership to the nursing unit in	Office of Dean CON	Dean	Dean reviewed by Provost - every 5 years Outcomes of the CON, led by the Dean and for which she is ultimately responsible, are reviewed annually by the Provost	The dean will be educationally and experientially prepared to lead the college	*M* *Dean Rose is doctorally prepared and had a distinguished record of academic experience*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions *D=development* *M=maintenance* *R=revision*
achieving its mission, goals, and expected program outcomes.					
II-F. Faculty are: • sufficient in number to accomplish the mission, goals, and expected program outcomes; • academically prepared for the areas in which they teach; and • experientially prepared for the areas in which they teach.	Self-evaluation in personnel files Table of faculty expertise, degrees, licensure, certification, and teaching assignments	CON Human Resources Personnel, Assistant and Associate Academic Deans, Senior Associate Dean for Faculty Affairs, and Dean	Per university rules/guidelines upon hire - assessment of academic, regulatory, and experiential qualifications Teaching Assignments - Each Spring when teaching assignments and workload calculated, with faculty input and workload expectations Annual evaluation	100% of faculty have graduate academic degrees or alternative credentials, practice experience and expertise appropriate for their teaching assignments Faculty are sufficient in number to provide instruction in 100% of nursing programs	*M* *Faculty numbers and qualifications are sufficient to meet academic mission* *R* *Additional faculty were hired to support new academic programs aligned with enrollment*
II-G. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.	Office of the Dean of the CON (official agency contracts), Clinical Placement Office, Student Evaluation of Preceptor results, Program Directors, and Assistant and Associate Deans for Academics	CON Clinical Placement Director, Specialty Program Directors, faculty, Assistant and Associate Academic Deans, Dean, and OSU legal office	Every semester, Ongoing; Student Evaluation of Preceptor surveys completed at end of academic term; Audit conducted quarterly for agency contracts	100% of students in clinical experiences are engaged with qualified preceptors to support practice outcomes.	*M* *100% of preceptors are academically and experientially qualified for their role*

Key Elements	**Location of Evidence/ Documentation**	**Responsible Person(s)**	**Frequency of Assessment & Assessment Methods**	**Expected Level of Achievement**	**Outcome and Actions** ***D=development*** ***M=maintenance*** ***R=revision***
				100% of preceptors have access to orientation materials, staff and faculty support	
II-H. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.	Budget, Faculty Annual Evaluations, Class Schedules, Teaching rosters, POA, TIES Academy	Assistant and Associate Academic Deans, Center Directors, Senior Associate Dean for Research and Innovation, Senior Associate Dean for Faculty Affairs, and Dean	Yearly Annual Evaluation, Ongoing	All faculty meet expectations for their role. All faculty have access to support and resources to meet expectations.	*M* *Annual reviews indicate faculty career progression consistent with the parent institution expectations.*

Standard III: Program Quality: Curriculum and Teaching and Learning Practices: ***The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.***

Key Elements	**Location of Evidence/ Documentation**	**Responsible Person(s)**	**Frequency of Assessment & Assessment Methods**	**Expected Level of Achievement**	**Outcome and Actions** ***D=development*** *M=maintenance* ***R=revision***
III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that: • are congruent with the program's mission and goals; • are congruent with the roles for which the program is preparing its graduates; and • consider the needs of the program-identified community of interest.	Student Handbooks; course syllabi; UGS, GSC, and Specialty Track Directors' meeting minutes; graduate student course survey; alumni feedback surveys; employer feedback surveys	Assistant and Associate Academic Deans, Director of DNP Education, Specialty Program Directors, GSC, DNP Subcommittee and workgroups, SPD workgroup and sub-workgroups, and Director of Baccalaureate of Science Traditional Program	Ongoing, Alumni survey conducted annually; Syllabi templates reviewed each semester at Academic Operations meetings; Monthly/bi-monthly with committee/subcommittee/workgroup meetings	100% of student handbooks and will link to CON mission and goals, and professional roles for which students are being prepared. 100% of course syllabi link to professional standards.	*D Assessment methods are ongoing for continuous quality improvement*
III-B. Baccalaureate curricula are developed, implemented, and revised to reflect relevant	Program outcomes and course objectives; Student Handbooks; minutes of UGS; course syllabi; course	Director of Baccalaureate of Science Traditional Program, Assistant and	Ongoing and Every semester	100% of student handbooks and course syllabi will link to professional	*M Faculty approved new curriculum*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions ***D=development*** ***M=maintenance*** ***R=revision***
professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).	crosswalks comparing outcomes to Baccalaureate Essentials and other professional standards.	Associate Academic Deans, and course faculty		nursing standards and guidelines. BSN curriculum is aligned to relevant professional nursing standards and guidelines.	*M* *Revisions to the BSN curriculum will be considered after full assessment after first cohort graduates*
III-C. Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).	Program outcomes and course objectives; Student Handbooks; minutes of GSC, and Specialty Program Directors' group; course syllabi; course and program crosswalks comparing outcomes to AACN Essentials and other professional standards.	Assistant and Associate Academic Deans, Specialty Program Directors, graduate teaching faculty, GSC, DNP Subcommittee and workgroups, SPD workgroup and sub-workgroups.	Ongoing and Every semester	100% of student handbooks and course syllabi will link to professional nursing standards and guidelines. MS in Nursing curriculum is aligned to relevant professional nursing standards and guidelines.	*M* *Review of MS in Nursing program outcomes and student learning outcomes ongoing*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions ***D=development*** ***M=maintenance*** ***R=revision***
III-D. DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).	Program outcomes and course objectives; Student Handbooks; minutes of GSC, and Specialty Program Directors' workgroup; DNP subcommittee; course syllabi; course and program crosswalks comparing outcomes to AACN Essentials and other professional standards.	Assistant and Associate Academic Deans, Specialty Program Directors, graduate teaching faculty, GSC, DNP subcommittee and workgroups, SPD workgroup and sub-workgroups	Ongoing and every semester	100% of student handbooks and course syllabi will link to professional nursing standards and guidelines. DNP curriculum is aligned to relevant professional nursing standards and guidelines	*M* *Review of DNP program outcomes and student learning outcomes ongoing*
III-E. Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).	Program outcomes and course objectives; Student Handbooks; minutes of GSC, and Specialty Program Directors' group; course syllabi; course and program crosswalks comparing outcomes to AACN Essentials and other professional standards.	Assistant and Associate Academic Deans, Specialty Program Directors, graduate teaching faculty, GSC, DNP Subcommittee and workgroups, SPD workgroup and sub-workgroups.	Ongoing and Every semester	100% of student handbooks and course syllabi will link to professional nursing standards and guidelines. Individualized curriculum based upon review of curricular requirements meets relevant professional nursing standards and guidelines	*M* *Review of PG-APRN program outcomes and student learning outcomes ongoing*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions ***D=development*** ***M=maintenance*** ***R=revision***
III-F. The curriculum is logically structured and sequenced to achieve expected student outcomes. • Baccalaureate curricula build on a foundation of the arts, sciences, and humanities. • Master's curricula build on a foundation comparable to baccalaureate-level nursing knowledge. • DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student. • Post-graduate APRN certificate programs build on a graduate-level nursing foundation.	Curriculum maps indicating alignment with expected student outcomes and relevant professional guidelines and standards	Faculty, USG, GSC, Assistant and Associate Academic Deans	Ongoing and as national benchmarks are revised	100% of programs include curricula fully aligned with professional guidelines and standards	*M* *Curricula in all nursing programs meet regulatory standards and guidelines*
III-G. Teaching-learning practices: • support the achievement of	Student evaluations of instruction (SEIs), student evaluations of clinical instruction (SECIs), preceptor evaluations and	UGS, GSC, and Assistant and Associate Academic Deans Faculty	SEIs, SECIs, MS preceptor evaluation and clinical site evaluations each semester	Maintain mean ≥3.5 on 90% of course SEIs (Q 10)	*M* *Student needs are evaluated each semester*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions ***D=development*** ***M=maintenance*** ***R=revision***
expected student outcomes; and • consider the needs and expectations of the identified community of interest.	clinical site evaluations, course evaluations; alumni survey feedback, annual faculty reviews; peer teaching assessments for faculty, course syllabi		Alumni surveys annually Reviews and peer assessments annually Supervision of clinical faculty provided throughout term by course faculty Employer surveys annually	Maintain mean ≥4.0 on 80% of course SEIs (Q 10) 100% of learning environments will reflect an ability to support the course learning and program outcomes.	*R* *SSLE will replace SECI to be in better alignment with identification of student needs*
III-H. The curriculum includes planned clinical practice experiences that: • enable students to integrate new knowledge and demonstrate attainment of program outcomes; and • are evaluated by faculty	Course objectives on syllabi, clinical evaluation tools, clinical hours reports (Typhon and Re-Val), UGS and GSC minutes	UGS, GSC, faculty, Specialty Program Directors, Clinical Placement Office, Assistant and Associate Academic Deans	Student evaluation of clinical sites and preceptors each semester Prelicensure clinical site audits every autumn semester and ongoing	Prelicensure - 90% of students rate clinical site as satisfactory MS in Nursing and PG-APRN – All student and faculty evaluations of site shall be satisfactory in ability to attain program outcomes or it will be changed as needed	*M* *Clinical experience evaluations reviewed each semester*
III-I. The curriculum includes planned experiences that prepare	Course syllabi and Learning Management System (Carmen), Student	UGS, GSC, faculty, and Assistant and Associate Academic Deans	Every academic term	100% of students are educated to care for diverse	*M* *Activities and experiences are*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions *D=development* *M=maintenance* *R=revision*
students to provide care to diverse individuals and populations.	Handbooks			individuals and populations	*integrated in all nursing programs*
III-J. The curriculum includes planned experiences that foster interprofessional collaborative practice.	Course syllabi, IPE meetings with nursing champion	Faculty, Assistant and Associate Academic Deans, students, CON IPE Champion, OSU Office of Interprofessional Practice and Education	Every academic term, teaching-learning practices and IPE evaluation outcomes reviewed	100% of students in nursing programs engage in interprofessional collaborative practice education and experiences	*M* *Faculty and student engagement in IPE education reviewed annually*
III-K. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	Course syllabi, Student Handbooks, student academic records, minutes from UGS and GSC meetings	UGS, GSC, faculty, and Assistant and Associate Academic Deans	Audits of lab and clinical performance conducted every semester Faculty grade student performance based on course syllabi	100% of students are graded by faculty based on individual performance	*M* *Policies for grading are outlined and followed by faculty in all courses*
III-L. The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.	SEIs, SECIs, revisions for continuous quality improvement Subcommittee, UGS and GSC meeting minutes Peer review of teaching	UGS, GSC, Faculty, Assistant and Associate Academic Deans, and students	Every academic term based on SEI, annually based on annual faculty reviews. Monthly at curricular committee meetings; Every 5 years for promotion and/or penultimate review Student progression is reviewed each semester	Teaching is evaluated for all faculty each semester Supervisors discuss plans for improvement with all faculty not achieving established benchmarks	*M* *Evaluation of teaching-learning practices informs nursing curricula*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions ***D=development*** ***M=maintenance*** ***R=revision***
				Review of progression issues informs impetus for change in teaching-learning practices	

Standard IV: Assessment and Achievement of Program Outcomes: ***The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.***

Key Elements	**Location of Evidence/ Documentation**	**Responsible Person(s)**	**Frequency of Assessment & Assessment Methods**	**Expected Level of Achievement**	**Outcome and Actions** ***D=development*** ***M=maintenance*** ***R=revision***
IV-A. A systematic process is used to determine program effectiveness.	Minutes of Faculty meetings UGS, GSC, SPE, licensure and certification exams, pass rates of MS comprehensive exam, student learning outcomes (measured yearly via Nuventive Improve software for planning and outcomes assessment)	UGS, GSC, Assistant and Associate Academic Deans, Program Directors, and Academic Affairs administrative office	Annual review of SPE conducted every Autumn semester	All areas of program effectiveness not achieving internal benchmarks are reviewed and revised as needed for continuous quality improvement	*M* *SPE reflects comprehensive overview of regular operations and inclusive of multiple constituents, aligned with CCNE standards and key elements.*
IV-B. Program completion rates demonstrate program effectiveness.	Subcommittee meetings, and UGS and GSC closed progression meetings	UGS, GSC, Assistant and Associate Academic Deans, Program Directors, Director of Assessment and Evaluation, and Academic Affairs administrative office	Every Autumn semester	Graduation Rates *tBSN:* ● 85% 3 yrs ● 90% 4 yrs *RN to BSN:* ● 80% 2 yrs ● 90% 3 yrs *LPN to BSN:* ● 85% 2 yrs ● 90% 3 yrs *aBSN:* ● 85% 2 yrs ● 90% 3 yrs *tMS:*	*M* *Review of completion rates informs programmatic planning*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions ***D=development*** ***M=maintenance*** ***R=revision***
				● 70% 3 yrs ● 85% 5 yrs *Grad Entry Option:* ● 70% 3 yrs ● 80% 5 yrs *PG APRN:* ● 70% 2 yr ● 80% 3 yrs *BS-DNP:* ● 70% 3 yrs ● 80% 5 yrs *PM-DNP:* ● 70% 3 yrs ● 80% 5 yrs	
IV-C. Nursing licensure pass rates demonstrate program effectiveness.	Minutes, UGS	UGS, Director of Baccalaureate of Science Traditional Program, Associate Dean for Baccalaureate Programs, Senior Associate Dean for Academic Affairs and Educational Innovation	Data from NCSBN collected every quarter for NCLEX-RN data. Assessment of NCLEX-RN pass rates conducted every Autumn semester.	Pre-licensure graduates achieve a 90% first time pass rate.	***M*** *Review of NCLEX results informs programmatic evaluation*
IV-D. Certification pass rates demonstrate program effectiveness.	Minutes of CON, GSC	GSC, Associate Dean for Graduate Clinical Programs, Assistant Dean for APRN and Masters Education, Specialty Program Directors, and Senior Associate Dean	Certification data from credentialing agencies collected every semester. Assessment of certification pass rates conducted	Each MS track has an 80% pass rate for first time and all takers.	*R* *Masters and Post Graduate APRN Specialty tracks not meeting benchmarks will undergo*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions *D=development* *M=maintenance* *R=revision*
		for Academic Affairs and Educational Innovation	every Autumn semester.		assessment as a basis for CQI. Plan to review in curricular meetings yearly.
IV-E. Employment rates demonstrate program effectiveness.	Academic practice partnership monthly meeting, post-grad surveys, Academic Operations weekly meetings	Director of Baccalaureate of Science Traditional Program, Assistant and Associate Academic Deans, and Director of Assessment and Evaluation	Every Autumn semester	Employment Rates in new or existing programs in 1st year post graduation tBSN, RN to BSN, aBSN and LPN-BSN ● 90% in new or existing position as BSN-prepared nurse tMS and GE: ● 90% in new position as MS-prepared APRN Post-Graduate APRN: ● 90% in position in new specialty focus DNP: ● 90% in position	*R* *Employment data evaluated by survey will be supplemented by alternate sources of data to improve tracking*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions ***D=development*** ***M=maintenance*** ***R=revision***
IV-F. Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.	Minutes of UGS and GSC meetings, and Subcommittee meetings	UGS, GSC, Director of Baccalaureate of Science Traditional Program, Assistant and Associate Academic Deans, DNP subcommittee, and Specialty Program Directors	Every Autumn semester	All programs with pass rates not achieving benchmarks will undergo an assessment and plan for improvement	*R* *Plan to review in curricular meetings yearly*.
IV-G. Aggregate faculty outcomes demonstrate program effectiveness.	SEI report data, Course evaluation data, Annual evaluation, Office of Research Annual Reports	UGS, GSC, faculty, Assistant and Associate Academic Deans, Senior Associate Dean for Research and Innovation, Center Directors, and Dean	SEIs course evaluations reviewed each semester Outcomes for 100% of faculty are reviewed annually in spring semester and evaluated based on expectations in faculty category and rank	90% of faculty will meet expectations in teaching, research, scholarship, service and practice based on role/rank expectations 80% of student course ratings will indicate average or above satisfaction with instruction	*M* *Faculty not meeting benchmarks will implement plan for improvement*
IV-H. Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.	Academic administrative review	Faculty, Assistant and Associate Academic Deans, Senior Associate Dean for Faculty Affairs, Senior Associate Dean for Research and Innovation, Center Directors, and Dean	Program improvement data reviewed annually	Faculty will meet expectations of respective role/ rank in meeting program outcomes. Aggregate college outcomes meet	*M* *Continue to track and evaluate efforts for faculty outcomes*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions *D=development* *M=maintenance* *R=revision*
				university expectations	
IV-I. Other program outcomes demonstrate program effectiveness.	Nuventive Software & Subcommittee/studies committee meeting minutes Schedule of Fuld Institute for Evidence-Based Practice activities schedule Clinical and Community Partner Discussions	Assistant and Associate Academic Deans, Faculty, Specialty Program Directors, Fuld Staff, Clinical partnership steering committee members	Recent Grad and 1-Yr Alumni Survey Every Spring-Summer and reported each autumn Employer Survey sent every autumn and reported each spring Number of community-based learning experiences threaded throughout the curriculum By academic program, Nuventive report narratives include benchmarks, reported annually (May-University; Autumn-Studies committees)	*tBSN, RN to BSN, aBSN and LPN-BSN* 20% intend to enroll or actually enrolled in graduate study 3 years post-graduation *tM and GE:* 50% intend to enroll or actually enrolled in graduate study 3 years post-graduation *Post-Graduate APRN:* 10% intend to enroll or actually enrolled in graduate study 3 years post-graduation *DNP:* 80% of employers will agree or strongly agree that	*M* *Continue evaluation of intent to pursue studies as the basis for recruitment and preparation* *R:* *Consider new methods to track outcomes for all students* *M* *Review student learning outcomes in Nuventive and identify methods of assessment as a factor in program improvement*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions *D=development* *M=maintenance* *R=revision*
				graduates meet role expectations. 80% of students will agree or strongly agree with the achievement of program outcomes.	
IV-J. Other program outcome data are used, as appropriate, to foster ongoing program improvement.	Committee minutes UGS and GSC meetings, Specialty Track Directors' meeting, Agenda of Deans and Directors meeting, Individual meetings with faculty	CON Faculty meeting, UGS, GSC, Specialty Program Directors meetings, Deans and Directors meeting, Assistant and Associate Academic Deans, and Dean	Annually through standardized evaluation of student readiness and clinical learning environment	Students' mean ranking for Casey-Fink Readiness for Practice Survey: -3.0 or higher for Clinical Problem Solving, Learning Techniques, and Professional Identity- 2.5 or higher for Trial and Tribulations. Students will rank the clinical learning environment as 4.0 or higher in all areas (supervision, role of the nurse teacher, learning-conducive	*R* *New collaboration with OSUWMC to enhance clinical learning environments.*

Key Elements	Location of Evidence/ Documentation	Responsible Person(s)	Frequency of Assessment & Assessment Methods	Expected Level of Achievement	Outcome and Actions *D=development* *M=maintenance* *R=revision*
				atmosphere, nursing care provided, and leadership style on the unit).	

Appendix F

Marketing Review

Ohio Universities

School of Nursing	Program Available	Credits		Comments
University of Cincinnati	MSN Systems Leadership	36-40	UC MSN Systems Leadership	
University of Toledo	DNP Nurse Executive track only; No MS			
Capital University	Dual MBA/MSN and MSN with admin concentration	44 online, 500 clinical hours	https://www.capital.edu/media/vh5ol3qf/msn-fact-sheet.pdf https://www.capital.edu/media/c3pjuxjs/administration-courses.pdf	
Cedarville University	MSN Nursing Leadership in Healthcare Improvement		https://www.cedarville.edu/academic-programs/msn-leadership-in-healthcare-improvement	
Franklin University	MSN Nursing Leadership	33	https://www.franklin.edu/degrees/masters/msn-programs/nurse-administrator-msn-adm	
Lourdes University	No			
Kent State	Nursing Administration and Health Systems Leadership	24 online, certificate	https://www.kent.edu/nursing/programs/nurse-administration-leadership	Curriculum credits unavailable

			https://catalog.kent.edu/colleges/nu/nursing-administration-health-system-leadership-graduate-certificate/#courseworktext	
Mercy College	MSN Nursing Leadership	36	https://mercy.edu/academics/programs/masters-nursing-administration	
Mt. Carmel	Nursing Leadership Clinical Operations	33	https://www.mccn.edu/academics/master-of-science/programs/nursing-leadership	
Mt. St. Joseph	MS Administration		https://registrar.msj.edu/graduate-catalog/graduate-programs/nursing/index.html	Web site updating; info unavailable
Ohio University	MSN Nurse Leader	31	https://www.ohio.edu/chsp/nursing/graduate/masters/msn-nurse-leader	
Otterbein	DNP Nurse Exec only; no MS			
Wright State	Administration of Nursing and Health Care Systems Concentration		https://health-education-human-services.wright.edu/nursing/master-of-science-administration-of-nursing-and-health-care-systems-concentration	Not admitting new students

Top 7 Peer Institutions (US News and World Reports)

Duke	Nursing and Health Care Leadership	36 credits, online	https://nursing.duke.edu/academic-programs/msn-master-science-nursing/nursing-and-healthcare-leadership

University of Alabama Birmingham	Health Systems Administration	38 credits	https://catalog.uab.edu/graduate/schoolofnursing/?mtm_campaign=DegreePortal&mtm_kwd=nursing-msn#msntext
University of Pennsylvania	Nursing and Health Care Administration	14 units admin, in person and online	https://catalog.upenn.edu/graduate/programs/nursing-health-care-administration-msn/
George Washington	Nursing Leadership and Management	36 credits	https://nursing.gwu.edu/programs/msn/nursing-leadership-and-management
NYU	Nursing Administration	45 credits	https://nursing.nyu.edu/academics/masters/masters-tracks/nursing-administration?tgid=nyunursing-tabs-22841&tid=curriculum
UNC Chapel Hill	Health Care Leadership and Administration	36 credits	https://nursing.unc.edu/programs/master-of-science-in-nursing/curriculum

Big 10 Institutions

University of Illinois	Health Systems Leadership; DNP Only		https://nursing.uic.edu/programs/doctor-nursing-practice/dnp-focus-areas/health-systems-leadership/	

Indiana	None		https://nursing.iu.edu/academics/programs-degree/msn/index.html	
Iowa	Nursing Systems Administration	33, 300 clinical hours	https://nursing.uiowa.edu/academics/msn-nsa	
Maryland	Nursing Leadership and Management Specialty	38 credits online, 500 clinical hours	https://www.nursing.umaryland.edu/academics/grad/nursing-leadership-management/#sample	
Michigan	None			
Minnesota	None			
Nebraska	Nurse Leader/Executive MSN Leadership MBA Dual	47 MSN 56 dual	https://catalog.unmc.edu/nursing/program-information/nursing-program-msn/nle/ https://catalog.unmc.edu/nursing/program-information/nursing-program-msn/msnmba/	
Northwestern	None			
Oregon State	None			
Pennsylvania State (World Campus)	MS in Nursing?	36 online (n	https://www.worldcampus.psu.edu/degrees-and-certificates/penn-state-online-nursing-masters-degree#courses	No longer offering; refer to campus school for hybrid options
Purdue (Global)	Nursing Administration		Nursing Leadership Purdue Global	
Rutgers	Nursing Leadership	42 credits,	https://nursing.rutgers.edu/academics-admissions/graduate/masters/nursingleadership/curriculum/	

		500 clinical hours		
UCLA	Management, MBA/MSN dual		https://grad.ucla.edu/programs/school-of-nursing/nursing/	
USC	None			

Appendix G

Aravind Chandrasekaran, Interim Dean, Fisher College of Business

Paula Song, Dean, College of Public Health

THE OHIO STATE UNIVERSITY
FISHER COLLEGE OF BUSINESS

Office of the Dean
201 Fisher Hall
2100 Neil Avenue
Columbus, OH 43210-1144

614-292-2666 Phone
fisher.osu.edu

Karen Rose, PhD, RN, FGSA, FNAP, FAAN
Dean and Professor
College of Nursing

Dear Karen,

I am pleased to provide my letter of concurrence for the ongoing development of the proposal for the Nursing Leadership and Strategy in Healthcare specialty track in the MS in Nursing program in The Ohio State University College of Nursing.

This new concentration area in your existing MS program provides unique and necessary education and training for nursing leaders and, at the same time, meets the needs of your practice partners. The emphasis on nursing is a distinguishing characteristic from the curricula in our college. Additionally, the asynchronous delivery of all courses is an advantage to working nurses and therefore will reduce barriers to advancing their education. Therefore, we have no concerns in supporting your proposal.

I appreciate your continued partnership.

Sincerely,

Aravind Chandrasekaran
Interim Dean
John W. Berry Sr. Chair in Business

THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

Office of the Dean

250 Cunz Hall
1841 Neil Ave.
Columbus, OH 43210

614-292-1141 Phone

cph.osu.edu

January 14, 2026

Karen Rose, PhD, RN, FGSA, FNAP, FAAN
Dean and Professor, College of Nursing
Heminger Hall 300N
1577 Neil Avenue, Columbus, OH 43210

Dear Dean Rose,

I am pleased to provide my letter of concurrence for the ongoing development of the proposal for the Nursing Leadership and Strategy in Healthcare specialty track in the MS in Nursing program in The Ohio State University College of Nursing.

This new concentration area in your existing MS program provides unique and necessary education and training for nursing leaders and, at the same time, meets the needs of your practice partners. The emphasis on nursing is a distinguishing characteristic from the curricula in our college. Additionally, the asynchronous delivery of all courses is an advantage to working nurses and therefore will reduce barriers to advancing their education. Therefore, we have no concerns in supporting your proposal.

I appreciate your continued partnership.

Sincerely,

Paula H. Song, PhD
Dean, College of Public Health