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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Teresa Shellenbarger Phone 7-2559
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Department Nursing and Allied Health

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE _____
Suggested 20 character title

New Course* _____
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title
New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: _____ Major _____ Minor Track

New Program* _____
Program Name

Program Revision* Nursing, New RN Track
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name
New Program Name

III. Approvals (signatures and date)

<u>Maice Teval</u> 11-8-00 Department Curriculum Committee	<u>John Komenan</u> 11-8-00 Department Chair
<u>Mary E. Seunk</u> 11/15/00 College Curriculum Committee	<u>Carleen E. Jodi</u> 11-15-00 College Dean
<u>Cheryl Sauer</u> 11/20/00 + Director of Liberal Studies (where applicable)	<u>W. J. ...</u> 11/20/00 *Provost (where applicable)

Part II

Description of Curriculum Change

Background

Historically registered nurses (RNs) have received basic nursing education via three avenues: associate degree, diploma, or baccalaureate degree. These programs provide differing clinical practice experience and differing credit requirements allowing for practice as a RN after successfully completing a licensure examination. Students can receive an associate degree in nursing after completing a two-year curriculum in colleges and universities. Diploma nursing programs, another method of nursing education, generally provide some college credit and nursing practice experience in a three year hospital based curriculum. These programs prepare a technical nurse qualified to deliver bedside care usually in hospital settings. A third avenue for educating beginning nurses is the baccalaureate or professional nursing degree. These bachelor of science (BS) programs generally offer four years of college or university coursework in nursing and liberal studies. For economic and personal reasons many nurses begin their education in associate degree or diploma programs and then return to school to complete degree requirements for a BS. Many nursing programs, similar to the nursing program at IUP, have a curriculum designed for students entering without prior nursing education and experience and have a second track for students who have graduated with an associate degree or diploma in nursing and wish to complete requirements for a BS in nursing.

Currently registered nurses enrolling in the bachelor of science curriculum fulfill all degree requirements set forth by the university and the department following a standard curriculum sequence that does not take into account prior nursing education or relevant clinical experience. Therefore registered nurses may need to enroll in courses that are repetitive of prior nursing content. This proposal provides an up-to-date curriculum, via a distinct track, for RNs seeking to obtain professional education while providing relevant content, reducing repetition of content, and awarding of credit for prior learning.

PART II. DESCRIPTION OF CURRICULUM CHANGE

Eliminate paragraph in current catalog description

Registered Nurse students are enrolled in the basic baccalaureate program in nursing. They will have an upper-division major in Nursing and will fulfill all degree requirements set by the university and the Nursing Department. The Registered Nurse student may be awarded advanced standing, based on prior work completed at an accredited college or university and on exemption tests in nursing at a given point in the curriculum.

Catalog Description for New Registered Nurse Track

The Bachelor of Science in Nursing degree is offered for registered nurses who are graduates of accredited diploma or associate degree nursing programs and who have met IUP's admission requirements. The track for Registered Nurses awards advanced standing based on prior work completed in a nursing program. Registered Nurse students will fulfill all degree requirements set by the university. The track is designed to prepare the professional nurse to function as a provider, designer, manager, and coordinator of care in a variety of health care settings.

Bachelor of Science-Nursing
Registered Nurse Track

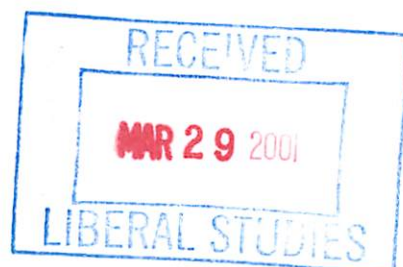
Liberal Studies: As outlined in Liberal studies section with the following specifications: 51-53 sh
Mathematics: MATH 217
Health and Wellness: Fulfilled by the major

Major: 59 sh

NURS 316	Research Utilization	3 sh
NURS 334	Transitions in Professional Nursing	3 sh
NURS 411	Advanced Health Assessment	3 sh
NURS 412	Professional Nursing III	2 sh
NURS 434	Community Health	2 sh
NURS 454	Health Promotion of Families Across the Lifespan	3 sh
NURS 455	Introduction to Nursing Informatics	3 sh
NURS 467	Leadership Practicum	2 sh
NURS 469	Community Practicum	2 sh
NURS 480	Seminar in Nursing	3 sh
NURS	Electives	3 sh
NURS	Credits via articulation	30sh

Free Electives 12-14 sh

124 sh



2. Curriculum Description

Currently registered nurses enroll in the bachelor of science in nursing curriculum. They fulfill all degree requirements set forth by the university and the department. These students follow a standard curriculum sequence that does not take into consideration prior nursing education or relevant clinical experience. With few exceptions, nurses currently entering this program must adapt to a curriculum that is designed for students who have no prior experience in nursing. The present curriculum for RNs provides limited opportunities to build upon prior knowledge and work experience. The proposed track for registered nurses focuses on the elimination of course redundancy and the inclusion of course content that is appropriate for professional practice in a changing health care arena. The proposed track will not involve a change in degree title, degree designation or certification. RN students will take nursing courses in community health, leadership, nursing informatics, health promotion, research utilization, health assessment, and professional nursing courses. Practicum courses will allow students, in collaboration with faculty, to develop learning experiences that enhance achievement of individual career goals and build upon prior learning and work experience. Electives will allow students to select some courses that reflect their personal interests.

To allow students to gain advanced standing because of completion of a prior nursing program, a method of articulation has been developed. In the past RN students could exempt twelve credits of nursing courses by taking a series of examinations. Additionally, RN students could exempt from ten credits of nursing laboratory courses by demonstrating competency. Based upon the Pennsylvania Articulation Model (PHENSA, 1998) a more streamlined approach for articulation has been proposed. Under this new model, 30 credits will be posted on the student's transcript for prior nursing course work. Date of completion of the prior nursing program would determine awarding of these credits. See admission guidelines that follow. Additionally, students may have liberal studies transfer credits. Prior coursework that fulfills liberal studies requirements would be evaluated on a case by case basis through transfer credit evaluation.

Typically students entering into a baccalaureate nursing program from either an associate degree or diploma program will have taken some course work equivalent to IUP's Liberal Studies and nursing requirements. Although these courses may vary from school to school many entering RN students will have courses and content equivalent to the following IUP courses: ENGL 101: College Writing, ENGL 202: Research Writing, PSYC 101: General Psychology, PSYC 310: Developmental Psychology, BIOL 150: Human Anatomy, BIOL 151: Human Physiology, BIOL 241: General Microbiology, SOC 151: Principles of Sociology, FDNT 212: Nutrition, and the possibility of other elective credits. In order to provide students with flexibility and options to meet their individualized learning needs, specific mandated sciences and social sciences from the department are not part of this track. Students must fulfill all Liberal Studies requirements as required by the University.

Registered nurse students in the current curriculum are not required to complete the liberal studies health and wellness requirement. In the past, registered nurse students enrolled in the BS program were waived from the health and wellness requirement. An updated waiver of this requirement has been submitted to the liberal studies committee.

In addition to a change in course content, nursing faculty are committed to making a shift in teaching methods and content delivery to appeal to the needs of this student population. New courses incorporate some component of distance education and alternative scheduling such as evening and weekend offerings will be planned. These changes are consistent with the department's need to remain competitive in the RN education market.

New Nursing Courses

New courses contain content appropriately suited to the development of professional nursing skills of registered Nurses. These new courses provide content not traditionally found in diploma or associate degree nursing programs. The new courses will build upon and enhance prior registered Nurse knowledge thereby enabling students to make the transition to a professional baccalaureate nurse.

The following Nursing courses are added

NURS 316	Research Utilization *	3 sh
NURS 334	Transitions in Professional Nursing	3 sh
NURS 411	Advanced Health Assessment	3 sh
NURS 412	Professional Nursing III *	2 sh
NURS 434	Community Health *	2 sh
NURS 454	Health Promotion of Families Across the Lifespan	3 sh
NURS 455	Introduction to Nursing Informatics	3 sh
NURS 467	Leadership Practicum	2 sh
NURS 469	Community Practicum	2 sh

* Note: Part of undergraduate nursing curriculum revision already in the review/approval process

Rationale

Three primary factors are impacting the development of the new track for RN students. They include a change in health care, changes in higher education and enrollment declines, and a changing nursing job market. Each factor has contributed to the department's decision to implement a registered nurse track. These contributing factors will be discussed in more detail below.

Major nursing publications suggest the need for change in nursing education (AACN, 1998; Pew Health Professions Commission, 1998). Additionally, the department is currently undergoing revisions in both the undergraduate and graduate programs so the creation of a new track for RN students is also appropriate at this time. Finally, an update to the nursing curriculum may help to boost enrollment at a time when IUP is concerned about enrollment issues.

The first major factor impacting the curriculum change involves a changing health care delivery system. Current trends in health care demand changes in nursing curricula. Historically nursing care has been provided primarily in hospital settings. However, hospital restructuring, health care reimbursement changes, use of technology in health care, shifts in population demographics, and cost containment have forced nurses to explore expanded roles in health care settings and confront the changes in health care. Many nurses are faced with complex care

decisions across a variety of settings. The health care delivery system is also reflecting a shift in focus from illness care to a greater emphasis on health promotion and disease prevention. Most nurses have not been adequately prepared to address this change. The United States continues to see an aging population, that is expected to continue to increase in even greater numbers as the baby boomers reach retirement and medical advances keep people living longer. More RNs will be needed to manage the chronic conditions of the elderly. Additionally, with the increased use of other health care assistants in current healthcare facilities, nurses' responsibility for managing and delegating for the health care team has increased significantly. These issues are addressed in the following courses: NURS 411: Advanced Health Assessment, NURS 412 Professional Nursing III, NURS 454: Health Promotion of Families Across the Lifespan, and NURS 467 Leadership Practicum.

Nurses must also be prepared to address other technological advances impacting the delivery of nursing care. The current and anticipated changes in the health care system magnify the challenge for nurse educators to provide a curriculum that will meet the needs of graduates who will practice professional nursing in the coming century. NURS 455, Introduction to Nursing Informatics will provide students with core knowledge about technology use in the health care setting. The BS curriculum, with the broad liberal studies base, provides a foundation to meet the changing needs in the health care system. One way to meet these challenges of a changing health care arena is to provide professional course work in areas not typically included in associate degree or diploma programs including community health, leadership, health promotion, advanced health assessment, and nursing informatics.

During this time of health care change, the Pew Health Professions Commission explored trends in health care and made nationwide recommendations to strengthen the health care delivery system and improve the education of health care providers. A series of four reports by the PEW Health Professions Commission have been issued, with the fourth and final report in December 1998 (Bellack & O'Neil, 2000). The recommendations issued by this commission provide support for current curriculum change at IUP. The Pew Commission recommends that baccalaureate nursing education programs "radically revamp content and learning experiences in the nursing curriculum" (Bellack & O'Neil, 2000, p. 19) to reflect changes in health care delivery.

Another reason for a distinct track for registered nurses is to help to fill the need for the large number of RNs who, with an upgrade in educational levels, will be prepared to provide care and leadership for health care recipients. NURS 467, Leadership Practicum, will provide students with practice based experiences to develop their leadership skills. As adult learners, RNs returning to pursue higher educational goals are unique because of knowledge and skills already acquired through work experience. Their learning needs and expectations differ greatly from those of traditional students. The small and dwindling enrollment of RNs in IUP's nursing program have vigorously expressed dissatisfaction with the process of RN-BS education at IUP. Major reported complaints are: (1) program inaccessibility because of the need to balance work and class schedules and (2) course content not meeting their educational and career goals. RNs in local and surrounding communities are articulating demand for affordable and accessible programs allowing them to attend a university without leaving their families, jobs, and relocating. At present RNs in Indiana and surrounding communities are choosing programs in other public and private universities that provide quality and accessible programs. Classes at these institutions provide a distinct RN to BS track and are frequently offered via non-traditional

methods such as weekends or via distance education. A curriculum that provides a distinct track allows the nursing department to remain an affordable competitor for the RN student market.

The final factor impacting a curriculum modification is the changing job market in nursing. The American Association of Colleges of Nursing and other nursing organizations have recognized the disparity in educational level for RNs. They recommend the baccalaureate degree should be the minimum educational requirement for professional nursing practice (AACN, 2000b). Approximately 58% of working RNs have less than a BS degree as the primary educational credentials. Projections for future educational trends for RNs also suggest that through the year 2020 the majority of RNs will continue to attend Associate Degree programs (AACN, 2000a). About one half of all RN educational programs in 1998 were at the Associate Degree level, with Pennsylvania having a large number of both diploma (N = 25) and AD (N=22) programs. (Bureau of Labor Statistics, 2000, pg. 3; PA State Board of Nursing, 2000). Historically these varied educational options adequately prepared nurses for beginning hospital practice. However, the health care industry has seen rapid changes in delivery settings. Between 1992 and 1996 the number of RNs in community health settings rose by 42%, which was triple the growth in this area than in the previous four years (AACN, 2000b). Long-term care facilities have also seen rapid growth during the last four years, with growth estimates over 30% (AACN, 2000b). Predictions for future RN employment suggest a continued and rapid growth in home health care, nursing homes and other community settings (Bureau of Labor Statistics, 2000). The shift to community based care delivery will be addressed in NURS 434: Community Health and NURS 469: Community Practicum. These courses will provide registered nurse students with theory content about community nursing and practice opportunities in community settings.

Traditionally diploma and associate degree programs have not prepared graduates to practice in community settings or to deal with the management issues needed in long term care. Only baccalaureate programs have offered courses in a variety of health care settings including clinics, home health care agencies, public health, and other community health settings. Also, leadership skills are generally not a focus for AD or diploma graduates. The BS prepared nurse is the only basic nursing graduate prepared to function in leadership positions. Additionally, associate degree and diploma programs do not provide education in core areas essential to the practice of professional nursing. Therefore courses such as NURS 316: Research Utilization, NURS 334: Transitions in Professional Nursing, and NURS 412: Professional Nursing III are part of the RN track since these courses provide students with knowledge essential for professional practice.

As RNs who were initially trained in diploma or AD nursing programs seek further career advancement, obtaining the BS degree is an appealing and often necessary career option. Nurses will be required to attain higher education levels as the complexity of health care needs continue to increase. Graduates of associate degree and diploma programs are increasingly feeling pressure to secure a baccalaureate degree in order to advance in the nursing profession. Nurse executives are reporting preferences for staff to have baccalaureate preparation and consider this in many hiring decisions. The AACN reports that the BS degree in Nursing is essential for case management and supervisory positions. In conclusion, the changing health care system, changes within the nursing department and in higher education, and a change in the nursing job market strongly support the need for a registered nurse track within the bachelor of science program.

Sequencing and Restrictions

Students may enroll in Liberal Studies courses at anytime in their program of studies once admitted to the university. The following table details the pre and/or co-requisite requirements for the nursing courses.

Course Number and Name	Pre-requisites	Pre or Co-requisites
NURS 316: Research Utilization	ENGL 202 MATH 217	
NURS 334: Transitions in Professional Nursing	ENGL 202 Registered Nurse	
NURS 411: Advanced Health Assessment		
NURS 412: Professional Nursing III		
NURS 434: Community Health		
NURS 454: Health Promotion of Families Across the Lifespan	NURS 334	
NURS 455: Introduction to Nursing Informatics		
NURS 467: Leadership Practicum	NURS 334	NURS 412
NURS 469: Community Practicum	NURS 334	NURS 434

Admission Guidelines and Awarding of Transfer Credits

All students applying for admission into the BS Program for Registered Nurses at Indiana University of Pennsylvania must hold a valid RN license within the United States. Graduate nurses (GN) may be admitted to the School of Continuing Education and may begin non-nursing courses while awaiting National Council Licensure Examination (NCLEX) results. After successful licensure, students may be admitted into the BS program for Registered Nurses. Students requesting part-time study are admitted through the School of Continuing Education. Those who plan for full-time study are admitted through the Admissions Office of the university. All applicants must meet all other program admission requirements as specified by the university.

The Pennsylvania Articulation Model (PHENSA, 1998) provides the framework to guide eligibility requirements into the IUP program. Prior nursing education, date of completion of program, recent work experience, refresher coursework, or challenge testing will determine eligibility for admission as described below.

Students who have graduated within the last three years from a diploma or associate degree nursing program will be eligible for admission into the nursing program. *

Students who have graduated within the last ten years from a diploma or associate degree nursing program and have practiced a minimum of 1000 hours as a Registered Nurse during the last 3 years will be eligible for admission into the nursing program. *

Students who have graduated within the last ten years from a diploma or associate degree nursing program and have not practiced a minimum of 1000 hours as a Registered Nurse during the last 3 years must successfully complete a State Board of Nursing approved refresher course taken within one year prior to admission into IUP. *

Students who have graduated from a diploma or associate degree nursing program more than ten years prior to date of matriculation must validate nursing knowledge by receiving a score equivalent to a letter grade of C or higher on Regents College Adult Nursing, Maternal Child Nursing, and the Psychiatric/Mental Health Nursing Exams to be eligible for admission. Exams must be taken within two years of admission into IUP. *

*Note: diploma or associate degree programs must have accreditation from a recognized agency at the time of student graduation for fulfillment of admission requirements by this policy

Students may request transfer credit for non-nursing course work completed at other institutions. Those fulfilling degree requirements set forth by the university and deemed equivalent during the evaluation process will be accepted as transfer credits.

Based on an informal articulation agreement, consistent with the Pennsylvania Articulation Model (PHENSA, 1998), students will be awarded credits for prior nursing coursework. Thirty credits will be posted to the student's transcript.

References

American Association of Colleges of Nursing (2000a). Educational mobility. Washington, DC: Author. Retrieved May 17, 2000 from the World Wide Web: www.aacn.nche.edu/Publications/positions/edmobil.htm

American Association of Colleges of Nursing (1998). The essentials of baccalaureate education for professional nursing practice. Washington, DC: Author.

American Association of Colleges of Nursing (2000b). Your nursing career a look at the facts. Washington, DC: Author. Retrieved May 17, 2000 from the World Wide Web: www.aacn.nche.edu/education/Career.htm

Bellack, J. P. & O'Neil, E. H. (2000). Recreating nursing practice for a new century. Nursing and Health Care Perspectives, 21(1), 14-21.

Bureau of Labor Statistics (2000). Occupational outlook handbook. Washington, DC: US Department of Labor. Retrieved May 17, 2000 from the World Wide Web: <http://stat/bls.gov/oco/ocos083.htm>

Pennsylvania State Board of Nursing (2000). Approved professional nursing programs. Harrisburg, PA: Author. Retrieved August 20, 2000 from the World Wide Web: <http://www.dos.state.pa.us/bpoa/nurbd/nurprograms.htm>

Pew Health Professions Commission (1998). Recreating health professional practice for a new century. [Executive summary]. San Francisco, CA: Author. Retrieved May 23, 2000 from the World Wide Web: <http://futurehealth.ucsf.edu/pubs/html>

Part III

Implementation

PART III IMPLEMENTATION

1. Effect on Current Students

The goal of the nursing department is to begin the registered nurse track in the Fall semester of 2001 with students who are ready to take nursing courses. We plan to offer nursing classes part-time (two per semester) at least initially while recruitment efforts take place.

Currently, there are very few RN students enrolled in our program. Students who began in the current baccalaureate program will be permitted to complete that program. Students will have the option of continuing in the current curriculum, or depending upon their progression in the program may choose to finish course work in the new track. As the current undergraduate curriculum undergoes revision as well, it is anticipated that the current curriculum will be completely phased out with the graduating class of Spring 2004.

2. Effect on Faculty Teaching Load

The registered nurse track has been planned with consideration to the current faculty complement of 24 FTEs that will accommodate the undergraduate and graduate programs in nursing and the allied health programs. Workload calculations confirm that the proposed track can be implemented with the existing faculty complement.

Workload is based upon:

Faculty complement of 24

9.0 credit/semester for department chairperson

6.0 credit/semester for allied health coordinator (without replacement)

All faculty are licensed Registered Nurses. Faculty maintain specialty preparation in a variety of areas. The proposed track takes into account the specialty preparation of the current and projected faculty resources.

The appropriate number of course sections are planned to accommodate limited enrollment in clinical courses and writing-intensive courses.

Projected Resource Needs for Registered Nurse Track Students

Many of the potential RN students have completed their basic preparation at a community college and have earned Associate Degrees in nursing. The curriculum for the nursing major at Community College of Allegheny College is referenced as an example of an AD in nursing program. Typically, students from an AD program in nursing will present with credits that will be accepted for the following IUP requirements:

Course	Credits
ENGL 101 College Writing	3
ENGL 202 Research Writing	3
PSYC 101 General Psychology	3
BIOL 150 Human Anatomy	4
BIOL 151 Human Physiology	4
BIOL 241 General Microbiology	4
PSYC 310 Developmental Psychology	3
SOC 151 Principles of Sociology	3
Humanities Elective (i.e. PH/RS)	3

Thirty credits in nursing courses from an AD program in nursing will be accepted as specified in the admission requirements. The typical potential student will need to complete the following Liberal Studies requirements for a BS in nursing degree from IUP:

Course	Credits
ENGL 121 Humanities Literature	3
Science Requirement	8-10
MATH 217 Probability and Statistics	3
LBST 499 Synthesis	3
Fine Arts	3
HIST 195 History: The Modern Era	3
Social Science Elective	3
Liberal Studies Elective	3
Liberal Studies Elective	3

Students admitted to the BS program for RN students would need to complete the following IUP nursing courses:

Course	Credits
NURS 316 Research Utilization /W/*	3
NURS 334 Transitions in Professional Nursing /W/	3
NURS 411 Advanced Health Assessment**	3
NURS 412 Professional Nursing III*	2
NURS 434 Community Health *	2
NURS 454 Health Promotion of Families Across the Lifespan	3
NURS 455 Nursing Informatics**	3
NURS 467 Leadership Practicum	2
NURS 469 Community Practicum	2
NURS 480 Seminar in Nursing	3
Nursing Electives (i.e. NURS 493)	3

*Courses also required for non-RN students

**Courses to be offered as dual level, also required course for MSN students

Sample Part-time Study Plan
BS Curriculum for RN Students

Year One

Fall	Credit	Spring	Credit	Summer	Credit
NURS 334	3 cr	NURS 480	3 cr	MATH 217	3 cr
Science	<u>4 cr</u>	Science	<u>4 cr</u>	Fine Arts	<u>3 cr</u>
Total	7 cr		7 cr		6 cr

Year Two

Fall	Credit	Spring	Credit	Summer	Credit
NURS 316	3 cr	NURS 454	3 cr	HIST 195	3 cr
LS Elective	<u>3 cr</u>	ENGL 121	<u>3 cr</u>	SS Elective	<u>3 cr</u>
Total	6 cr		6 cr		6 cr

Year Three

Fall	Credit	Spring	Credit	Summer	Credit
NURS 411	3 cr	NURS 493	3 cr	LS Elective	3 cr
NURS 455	<u>3 cr</u>	LBST 499	<u>3 cr</u>		<u> </u>
Total	6 cr		6 cr		3 cr

Year Four

Fall	Credit	Spring	Credit	Summer	Credit
NURS 412	2 cr	NURS 434	2 cr		
NURS 467	<u>2 cr</u>	NURS 469	<u>2 cr</u>		
Total	4 cr		4 cr		

Sample Full-time Study Plan
BS Curriculum for RN Students

Year One

Fall	Credit	Spring	Credit	Summer	Credit
NURS 334	3 cr	MATH 217	3 cr	LS Elective	3 cr
Science	4 cr	Science	4 cr	SS Elective	3 cr
Fine Arts	3 cr	NURS 454	3 cr		
LS Elective	3 cr	HIST 195	3 cr		
		NURS 493	<u>3 cr</u>		
Total	<u>13 cr</u>		16 cr		<u>6 cr</u>

Year Two

Fall	Credit	Spring	Credit	Summer	Credit
NURS 316	3 cr	NURS 434	2 cr		
NURS 412	2 cr	NURS 469	2 cr		
NURS 467	2 cr	LBST 499	3 cr		
NURS 411	3 cr	ENGL 121	3 cr		
NURS 455	<u>3 cr</u>	NURS 480	<u>3 cr</u>		
Total	13 cr		13 cr		

The following is a listing of all courses that need to be offered every fall and spring semester in order to accommodate the sample study plans listed above. Note that dual level courses (NURS 411 Advanced Health Assessment and NURS 455 Nursing Informatics) are not listed as they are already accounted for in the resource commitment for the graduate program. Note that 3 courses (NURS 316 Research Utilization, NURS 412 Professional Nursing III, and NURS 434 Community Health) are not listed as they are already accounted for in the resource commitment for the undergraduate program for the non-RN students.

Courses to be offered every fall semester

NURS 334 Transitions in Professional Nursing	3cr
NURS 467 Leadership Practicum	2cr

Courses to be offered every spring semester

NURS 454 Health Promotion of Families Across the Life Span	3cr
NURS 480 Seminar in Nursing	3 cr
NURS 469 Community Health Nursing Practicum	2 cr
NURS elective (i.e. NURS 493 Nursing Internship)	3 cr

Faculty workload needed to support these offerings is as follows:

Fall Semester

Course	Hour Designation	No. Sections	Total Workload Required
NURS 334 Transitions in Professional Nursing	3c-0l-3sh	1	3.0
NURS 467 Leadership Practicum	0c-6l-2sh	1	4.8
Total			7.8

Spring Semester

Course	Hour Designation	No. Sections	Total Workload Required
NURS 454 Health Promotion of Families Across the Life Span	3c-0l-3sh	1	3.0
NURS 480 Seminar in Nursing	3c-0l-3sh	1	3.0
NURS 469 Community Practicum	0c-6l-2sh	1	4.8
NURS 493		20 students	2.5
Total			13.3

Notes:

24 permanent faculty x 12 credits of workload per semester = 288 total credits of workload/semester. Clinical hours are reimbursed on a 5:4 ratio.

288 total credits/complement of 24

-9 department chairperson

279

-6 allied health coordinator

273 teaching credits available

Revised BS curriculum for non-RN students is currently in university review process (to UWUCC Sept 1, 2000). Therefore the following projections account for a three-year phase-in of BS program for non-RN and RN students.

Until the RN program can become adequately marketed we foresee the possibility of providing a course schedule consistent with the part-time study plan. Once recruiting efforts are underway we project offering both full and part-time study plans. By the third year of phase-in all RN courses will be offered as planned for either full or part-time study. During the next three years, a phase-in and phase-out process of current and revised curricula will be taking place. After that time, the projected workloads, as listed below, will allow for additional course section offerings as needed to accommodate projected enrollment increases. Below is an accounting of workload based upon final phase in.

Fall Semester

After final phase-in of revised undergraduate curriculum

273.0 teaching credits available
-214.6 required for undergraduate curriculum
58.4 balance
-27.0 graduate program
31.4 balance
-7.8 BS for RN students
23.6 for lab coordinator, additional sections of courses as needed, etc.

Projected workload resource needs for the BS program for RN students in the fall semester = 7.8

Spring Semester

273.0 teaching credits available
-218.0 required for undergraduate curriculum
55.0 balance
-27.0 graduate program
28.0
-13.3 for BS for RN students
14.7 for lab coordinator, additional sections of courses as needed, etc.

Projected workload resource needs for the BS program for RN students in the spring semester = 13.3

The department has sufficient resources to support the BS curriculum for RN students.

3. Adequacy of Resources

The registered nurse track can be offered with existing resources. Department and faculty offices for the Department of Nursing are located in Johnson Hall. No additional classrooms or laboratories will be required. Clinical contracts in acute, chronic, long-term care settings and community agencies are already available. Any additional types of clinical sites needed for the registered nurse track are available in the community. Essentially no modification in space utilization is anticipated. The equipment and supplies needed for this curriculum is the same as for the existing BS program for RNs. Library resources are satisfactory to accommodate this revision. Currently, Stapleton Library subscribes to a number of nursing journals that support the educational goals of the program. The library also has a satisfactory holding of references related to nursing. Periodic updates of these holdings are necessary. The department currently has a mechanism in place for identifying and recommending future purchases for the library holdings. Additionally, the availability of on-line resources and electronic communication capabilities should accommodate student needs.

4. Effect on Enrollment


It is anticipated that the registered nurse track will likely increase enrollment in the BS program, depending upon factors such as the accessibility, delivery, and marketing. Due to the increased competitiveness with area nursing programs and due to the attractive course scheduling that will be offered to working RNs, student enrollment should increase. Sections will be added/deleted as enrollment in undergraduate and graduate nursing and allied health programs dictates.

Liberal Studies Office
110 Gordon Hall ext. 7-5715

Mary Sadler
email: msadler

Date: December 7, 2000

To: Dr. Teresa Shellenbarger
Dr. Sheila Barlow
Nursing & Allied Health Professions

From: Dr. Mary Sadler, Director Liberal Studies 

Subject: Bachelor of Science, Nursing – Registered Nurse Track

At the November 16, 2000 meeting, the Liberal Studies Committee approved the Liberal Studies component for the Bachelor of Science, Nursing – Registered Nurse Track.

The department's request to update the previous agreement that students in the Registered Nurse track be waived from the Health & Wellness requirement was approved at the September 28, 2000 meeting. The committee, however, recommends that the language in the catalog state "fulfilled by the major" for the Health & Wellness requirement.

Since the proposal is on the UWUCC docket, a copy of our approvals will be forwarded to the committee.

CC: Mrs. Jodell Kuzneski, Chair
Dr. Carleen Zoni, Dean
Dr. Gail Sechrist, UWUCC

Part IV

Course Proposals

THE PENNSYLVANIA ARTICULATION MODEL

Developed by the
Nursing Articulation Task Force of the
Pennsylvania Higher Education Schools of Nursing, Inc.
for
The Coalition for Nursing Education

September 1994

THE PENNSYLVANIA NURSING ARTICULATION MODEL

Abstract

The Pennsylvania Nursing Articulation Model is a combination of existing practices and new policies designed to facilitate educational mobility for licensed nurses. It proposes voluntary participation by all nursing education programs in the Commonwealth and defines a common pathway for both practical and registered nurses to follow.

THE PENNSYLVANIA NURSING ARTICULATION MODEL

Introduction

In response to a social mandate for efficiency in facilitating nursing education in Pennsylvania, the Pennsylvania Coalition for Nursing Education developed a white paper calling for state-wide participation in the development of a nursing articulation model for the Commonwealth. The Pennsylvania Higher Education Nursing Schools Association, Inc. (PHENSA) then commissioned a Task Force composed of educators representing baccalaureate, associate, diploma and practical programs to develop a state-wide nursing articulation model.

The Task Force accepted Colorado's Nursing Articulation Model as a starting point in their deliberations. Modification of Colorado's Model and all subsequent decisions of the Task Force that produced the Pennsylvania Nursing Articulation Model were made by group consensus. The goal of the Pennsylvania Nursing Articulation Model is to facilitate educational mobility for practical and registered nurses in the Commonwealth. Recognizing prior learning and shared educational experiences, the Pennsylvania model combines that which already exists in Pennsylvania with elements from the Colorado model to form an approach to educational mobility for nurses.

Pennsylvania is unique in the number and variety of nursing education programs available. Each program has its own objectives, admission criteria and progression requirements. The Pennsylvania articulation model provides a framework for nursing programs to

maintain their autonomy while facilitating educational progress for students without repetition or testing.

Background

The Pennsylvania nursing education community supports the national trend to move nursing education into the mainstream of higher education. Educational opportunities must be available to all nursing graduates if societal health care needs are to be met in the year 2000. Changes in the health care system will require the services of nurses who will practice in diversified health care settings.

The following statements reflect societal trends that support educational progression for nurses:

- * Increased number of elderly, minority and chronically ill persons necessitate a change in the delivery method of health care.
- * Increased cost of health care and professional education require more cooperation and collaboration among nursing education programs.
- * Increased need for nurses in the community to provide primary health care.
- * Employment opportunities in acute care settings are cyclical.
- * Fewer hospital nurses are employed and nursing care is needed in out-patient settings, nursing homes, and private domiciles.

Need

An articulation model is necessary because students who graduate from one program may in fact possess knowledge inherent to another. There is a common core of knowledge that should be recognized without the requirement of special testing. Validation of prior learning via nursing examination and/or content review suggests shared content in the associate, diploma and generic BSN programs (Brancato & Goldberg, 1990; McHugh, 1991) and LPN/ADN programs (McCluskey, 1981). Because Pennsylvania has so many different nursing schools, it is impossible to examine each program's curriculum. All programs, however, are reviewed, approved and/or accredited by state and national agencies whose evaluations are accepted as valid indicators that a common core of nursing knowledge exists.

The following statements support the need for an articulation model in Pennsylvania:

- * There is a variety of entry level nursing education programs in Pennsylvania; there are 51 practical, 29 diploma, 26 associate degree and 39 baccalaureate degree nursing programs in Pennsylvania.
- * Approximately 30% of the nation's nurses are educated in Pennsylvania.
- * Program admission, progression, and transfer criteria vary with no uniform approach to articulation.
- * Content overlap within and between educational programs is costly and time-consuming.

Assumptions of the Model

1. Each educational institution has the prerogative of establishing its unique mission, goals, and standards for admission, progression, and graduation.
2. Articulation is the process through which nursing programs cooperate to facilitate educational progress of students without repetition.
3. State approval and NLN accreditation validate curriculum content.
4. There is a common core of knowledge, attitudes, cognitive and psychomotor skills that graduates of all four types of nursing programs acquire.
5. The participant programs address graduate competencies as stated by the accrediting and approving bodies.
6. Nurses interested in upward mobility are adult learners motivated and capable of independent study.
7. Completion of one educational program does not mean that a graduate will have the ability or desire to progress to the next.

The Model

The Pennsylvania model provides educational progression for nurses from state approved and National League for Nursing accredited schools to progress to the next education program without repetition.

1. Programs award approximately one half of the required nursing credits to be held in escrow until successful completion of at least one clinical nursing course.

Validation Testing

Validation of nursing knowledge to receive nursing credits must occur when the individual has:

1. graduated from any nursing program more than 10 years prior to applying to the next nursing program.
2. graduated from a non accredited nursing program. Students requiring validation of nursing knowledge must complete standardized tests. The selection of specific standardized tests, passing scores, credits awarded, and time limits are determined by the individual schools.

Transfer Nursing Credits

The exact number of nursing credits and content for direct transfer is determined by the admitting school.

Nursing Practice

Nursing practice is not required for direct articulation if the applicant graduated within three years of applying to the participating school. The nurse graduating between 3 and 10 years prior to application must have one thousand (1000) hours of nursing practice within the last three years.

Periodic Review Statement

Following implementation, there will be a review of the articulation plan in one year, then as designated by PHENSA. There will be an ad hoc committee to conduct a periodic review. This committee shall be comprised of representatives from each type of nursing program who are using the model.

Summary

The Pennsylvania Nursing Articulation Model was developed in response to the social mandate to provide educational mobility for nurses. Recognizing their academic responsibility, representative nursing educators met to identify educational pathways for the RN/PN. The Pennsylvania model provides one generic pathway for registered and practical nurses who wish to advance educationally without repetition or testing. It affords individual program autonomy and encourages nurses to continue their education.

Glossary

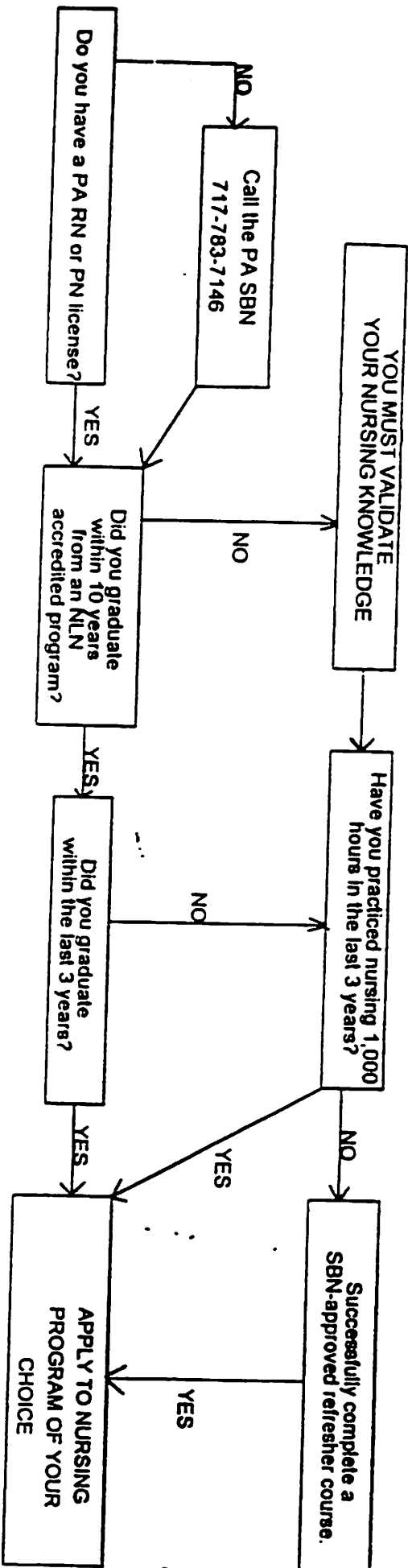
ARTICULATION: The process through which nursing programs cooperate to facilitate the educational progress of students with minimal repetition.

PRACTICE: The nursing activities at a clinical site, e.g., hospital, agency, office, school, homes, occupational work place, etc., that nurses perform.

REFRESHER COURSE: State Board of Nursing approved course of instruction that review nursing principles and practices.

VALIDATION: Mechanism to validate prior learning through standardized nursing examinations and/or content review of previous programs completed.

THE PENNSYLVANIA NURSING ARTICULATION MODEL



Legend:
 PA = Pennsylvania
 SBN = State Board of Nursing
 NLN = National League for Nursing