

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Theresa Gropelli	Email Address tgropell@iup.edu
Proposing Department/Unit Nursing and Allied Health	Phone 724-357-3264

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: _____

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

New Degree Program Catalog Description Change New Track Other Program Revision
 New Minor Program Program Title Change Liberal Studies Requirement Changes in Program

Current program name: **Bachelor of Science - Nursing**

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Theresa Gropelli</i>	10/10/12
Department Chairperson(s)	<i>Elizabeth Palmer</i>	10/16/12
College Curriculum Committee Chair	<i>Janet Wachter</i>	11/12/12
College Dean	<i>Judy E. Surles</i>	11/14/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)	<i>James W. Interman</i>	11/19/12
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs	<i>Gail S. Seshist</i>	2/14/13

Format for Requesting a Program Revision

Part I. Curriculum Proposal Cover Sheet (Interactive PDF Form)

Part II. Description of Curriculum Change

1. These catalog changes are to be implemented in the Fall 2013.

OLD

NEW

The College of Health and Human Services offers a curriculum leading to the Bachelor of Science degree with a major in Nursing. Students are admitted to the nursing major as freshmen. Transfer students and those with a previous degree may also be admitted. Upon completion of the program, the graduate is prepared to write the examination for licensure as a Registered Nurse in Pennsylvania and all other states. The program is accredited by the Commission on Collegiate Nursing Education.

The nursing curriculum has as its primary goal the development of professional nurse generalists who are liberally educated, clinically competent, and aware of their social responsibilities as health professionals. The program is designed to provide a broad background in liberal education, coupled with the specialized knowledge and skills required for professional nursing practice. Additionally, the curriculum prepares the nurse to practice within the professional code of nursing ethics, to function effectively as a member of the health care team, and to utilize scientific principles in planning, implementing, and evaluating health care. The nursing curriculum emphasizes concepts in primary, secondary, and tertiary prevention of health problems.

The first two semesters are devoted mainly to Liberal Studies and science courses considered essential to the nursing major. Throughout the last six semesters, clinical experiences in patient care are provided in acute and long-term care facilities as well as community settings.

The Bachelor of Science degree with a major in Nursing 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.

The Bachelor of Science degree with a major in Nursing is offered for licensed practical nurses who are graduates of accredited, approved practical nursing programs and who have met IUP's admission requirements. The track for licensed practical nurses provides an alternative curriculum accounting for prior work completed in a practical nursing program. Licensed Practical Nurse students will fulfill all degree requirements set by the university. The track is designed to prepare the practical nurse to function as a provider, designer, manager, and coordinator of care in a variety of health care settings.

Detailed information is available in the department office regarding requirements such as health screening, liability insurance, legal clearance, transportation, and professional uniforms.

Change of major applications and criteria are available in the Nursing Department Office. Change of majors are granted based on meeting the criteria and seat availability.

The College of Health and Human Services offers a curriculum leading to the Bachelor of Science degree with a major in Nursing. Students are admitted to the nursing major as freshmen. Transfer students and those with a previous degree may also be admitted. Upon completion of the program, the graduate is prepared to write the examination for licensure as a Registered Nurse in Pennsylvania and all other states. The program is accredited by the Commission on Collegiate Nursing Education.

The nursing curriculum has as its primary goal the development of professional nurse generalists who are liberally educated, clinically competent, and aware of their social responsibilities as health professionals. The program is designed to provide a broad background in liberal education, coupled with the specialized knowledge and skills required for professional nursing practice. Additionally, the curriculum prepares the nurse to practice within the professional code of nursing ethics, to function effectively as a member of the health care team, and to utilize scientific principles in planning, implementing, and evaluating health care. The nursing curriculum emphasizes concepts in primary, secondary, and tertiary prevention of health problems.

The first two semesters are devoted mainly to Liberal Studies and science courses considered essential to the nursing major. Throughout the last six semesters, clinical experiences in patient care are provided in acute and long-term care facilities as well as community settings.

The Bachelor of Science degree with a major in Nursing is offered for licensed practical nurses who are graduates of accredited, approved practical nursing programs and who have met IUP's admission requirements. The track for licensed practical nurses provides an alternative curriculum accounting for prior work completed in a practical nursing program. Licensed Practical Nurse students will fulfill all degree requirements set by the university. The track is designed to prepare the practical nurse to function as a provider, designer, manager, and coordinator of care in a variety of health care settings.

Detailed information is available in the department office regarding requirements such as health screening, liability insurance, legal clearance, transportation, and professional uniforms.

Change of major applications and criteria are available in the Nursing Department Office. Change of majors are granted based on meeting the criteria and seat availability.

2. Summary of changes:

a. Table comparing old and new programs

OLD**Bachelor of Science – Nursing**

Liberal Studies: As outlined in Liberal Studies section 44 with the following specifications:

Mathematics: MATH 217 (1)

Natural Science: CHEM 101-102

Social Science: PSYC 101, SOC 151

Liberal Studies Electives: 3cr, PSYC 310, no courses with NURS prefix.

Major: 52-55

Required Courses:

NURS 211 Nursing Practice I	1cr
NURS 212 Professional Nursing I	2cr
NURS 213 Nursing Practice II	1cr
NURS 214 Health Assessment	2cr
NURS 236 Foundations of Nursing	3cr
NURS 312 Professional Nursing II	2cr
NURS 316 Research Utilization in Nursing	3cr
NURS 330 Care of the Child	2cr
NURS 331 Care of the Child Clinical	2.5cr
NURS 332 Maternal-Neonate Health	2cr
NURS 333 Maternal-Neonate Health Clinical	2.5cr
NURS 336 Adult Health I	4cr
NURS 337 Adult Health I Clinical	5cr
NURS 412 Professional Nursing III	2cr
NURS 431 Community Health Clinical	2.5cr
NURS 432 Psychiatric/Mental Health	2cr
NURS 433 Psychiatric/Mental Health Clinical	2.5cr
NURS 434 Community Health	2cr
NURS 436 Adult Health II	4cr
NURS 437 Adult Health II Clinical	5cr
NURS 450 A Cognitive Approach to Clinical Problem Solving (2)	3cr

Other Requirements: 16

Science Sequence:

BIOL 105 Cell Biology	3cr
BIOL 150 Human Anatomy	3cr
BIOL 151 Human Physiology	4cr
BIOL 241 General Microbiology	3cr
FDNT 212 Nutrition	3cr

Free Electives: 5-8

(#)Total Degree Requirements: 120

(1) The Pennsylvania State Board of Nursing requires two units of high school mathematics (one of which is algebra) for admission to the Nursing Major.

Students

(2) Students who achieve a higher score than a specified minimum on a department-required standard test(s) are exempt from NURS 450. These students would need 4cr of Free Electives.

(#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.

NEW**Bachelor of Science – Nursing**

Liberal Studies: As outlined in Liberal Studies section 44 with the following specifications:

Mathematics: MATH 217 (1)

Natural Science: CHEM 101-102

Social Science: PSYC 101, SOC 151

Liberal Studies Electives: 3cr, PSYC 310, no courses with NURS prefix.

Major: 52-55

Required Courses:

NURS 211 Fundamentals I Clinical	1cr
NURS 212 Fundamentals I Theory	2cr
NURS 213 Fundamentals II Clinical	1cr
NURS 214 Health Assessment	3cr
NURS 236 Fundamentals II Theory	2cr
NURS 312 Professional Nursing I	2cr
NURS 316 Evidence-Based Practice in Nursing	3cr
NURS 330 Care of the Child and Family	2cr
NURS 331 Care of the Child and Family Clinical	2.5cr
NURS 332 Maternal-Neonatal Health	2cr
NURS 333 Maternal-Neonatal Health Clinical	2.5cr
NURS 336 Adult Health I	4cr
NURS 337 Adult Health I Clinical	5cr
NURS 412 Nursing Management	2cr
NURS 431 Public/Community Nursing Clinical	2.5cr
NURS 432 Psychiatric/Mental Health	2cr
NURS 433 Psychiatric/Mental Health Clinical	2.5cr
NURS 434 Public/Community Nursing	2cr
NURS 436 Adult Health II	4cr
NURS 437 Adult Health II Clinical	2.5cr
NURS 440 Nursing Management Clinical	2.5cr
NURS 450 A Cognitive Approach to Clinical Problem Solving (2)	3cr

Other Requirements: 16

Science Sequence:

BIOL 105 Cell Biology	3cr
BIOL 150 Human Anatomy	3cr
BIOL 151 Human Physiology	4cr
BIOL 241 General Microbiology	3cr
FDNT 212 Nutrition	3cr

Free Electives: 5-8

(#)Total Degree Requirements: 120

(1) The Pennsylvania State Board of Nursing requires two units of high school mathematics (one of which is algebra) for admission to the Nursing Major.

(2) Students who achieve a higher score than a specified minimum on a department-required standard test(s) are exempt from NURS 450. These students would need 8cr of Free Electives.

(#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.

OLD

Bachelor of Science–Nursing/Licensed Practical Nurse Track (1)

Liberal Studies: As outlined in Liberal studies section 43 with the following specifications:

Health and Wellness: fulfilled by the major

Mathematics: MATH 217

Natural Science: CHEM 101-102

Social Science: PSYC 101, SOC 151

Liberal Studies Electives: 5cr, PSYC 310, LIBR 251, no course with NURS prefix

Major:	51
Required Courses:	
NURS 214 Health Assessment	2cr
NURS 312 Professional Nursing II	2cr
NURS 316 Research Utilization in Nursing	3cr
NURS 334 Transitions in Professional Nursing	3cr
NURS 412 Professional Nursing III	2cr
NURS 431 Community Health Clinical	2.5cr
NURS 432 Psychiatric/Mental Health	2cr
NURS 433 Psychiatric-Mental Health Clinical	2.5cr
NURS 434 Community Health	2cr
NURS 436 Adult Health II	4cr
NURS 437 Adult Health Clinical II	5cr
NURS 450 A Cognitive Approach to Clinical Problem Solving (2)	3cr
NURS 336 Adult Health I <i>and</i>	4cr
NURS 337 Adult Health Clinical I	5cr
<i>OR</i>	
Credits by Exam <i>and</i>	8cr (3)
NURS 493 Internship	1cr
NURS 330 Care of the Child <i>and</i>	2cr
NURS 331 Care of the Child Clinical <i>and</i>	2.5cr
NURS 332 Maternal-Neonatal Health <i>and</i>	2cr
NURS 333 Maternal-Neonatal Health Clinical	2.5cr
<i>OR</i>	
Credits by Exam <i>and</i>	8cr (3)
NURS 493 Internship	1cr
Other Requirements:	16
BIOL 105 Cell Biology	3cr
BIOL 150 Human Anatomy	3cr
BIOL 151 Human Physiology	4cr
BIOL 241 General Microbiology	3cr
FDNT 212 Nutrition	3cr

Free Electives: 10

Total Degree Requirements: 120

- (1) The Pennsylvania State Board of Nursing requires four units of English, three units of social studies, two units of math (one of which is algebra), and two units of science in high school for admission to the nursing major.
- (2) Students who achieve a higher score than a specified minimum on a department-required standardized test(s) are exempt from NURS 450.
- (3) Students have the option of earning up to 16cr via examination and NURS 493 (1-2cr) or completing NURS 336, 337, 330, 331, 332, and 333 (18cr). Exam results must be received before students register for any 300- or 400-level nursing courses other than NURS 334.

NEW

Bachelor of Science–Nursing/Licensed Practical Nurse Track (1)

Liberal Studies: As outlined in Liberal studies section 43 with the following specifications:

Health and Wellness: fulfilled by the major

Mathematics: MATH 217

Natural Science: CHEM 101-102

Social Science: PSYC 101, SOC 151

Liberal Studies Electives: 5cr, PSYC 310, LIBR 251, no course with NURS prefix

Major:	52
Required Courses:	
NURS 214 Health Assessment	3cr
NURS 312 Professional Nursing	2cr
NURS 316 Evidence-Based Practice in Nursing	3cr
NURS 334 Transitions in Professional Nursing	3cr
NURS 412 Nursing Management	2cr
NURS 431 Public/Community Nursing Clinical	2.5cr
NURS 432 Psychiatric/Mental Health	2cr
NURS 433 Psychiatric/Mental Health Clinical	2.5cr
NURS 434 Public/Community Nursing	2cr
NURS 436 Adult Health II	4cr
NURS 437 Adult Health II Clinical	2.5cr
NURS 440 Nursing Management Clinical	2.5cr
NURS 450 A Cognitive Approach to Clinical Problem Solving (2)	3cr
NURS 336 Adult Health I <i>and</i>	4cr
NURS 337 Adult Health Clinical I	5cr
<i>OR</i>	
Credits by Exam <i>and</i>	8cr (3)
NURS 493 Internship	1cr
NURS 330 Care of the Child <i>and</i>	2cr
NURS 331 Care of the Child Clinical <i>and</i>	2.5cr
NURS 332 Maternal-Neonatal Health <i>and</i>	2cr
NURS 333 Maternal-Neonatal Health Clinical	2.5cr
<i>OR</i>	
Credits by Exam <i>and</i>	8cr (3)
NURS 493 Internship	1cr
Other Requirements:	16
BIOL 105 Cell Biology	3cr
BIOL 150 Human Anatomy	3cr
BIOL 151 Human Physiology	4cr
BIOL 241 General Microbiology	3cr
FDNT 212 Nutrition	3cr

Free Electives: 8-11

Total Degree Requirements: 120

- (1) The Pennsylvania State Board of Nursing requires four units of English, three units of social studies, two units of math (one of which is algebra), and two units of science in high school for admission to the nursing major.
- (2) Students who achieve a higher score than a specified minimum on a department-required standardized test(s) are exempt from NURS 450. These students would need 11 credits of free electives.
- (3) Students have the option of earning up to 16cr via examination and NURS 493 (up to 2cr) or completing NURS 330, 331, 332, 333, 336, and 337 (18cr). Exam results must be received before students register for any 300- or 400-level nursing courses other than NURS 334.

b. List of all associated course changes (new or revised courses, number, title, or description changes, and deletions)

- **New Courses**
 - NURS 440 Nursing Management Clinical (2.5 credit course created from the reduction of 2.5 credits from NURS 437)
- **Deleted Courses**
 - none
- **Revised Courses**
 - NURS 211 Fundamentals I Clinical (Name, courses description, course outcomes, outline, and pre/co- requisite changes)
 - NURS 212 Fundamentals I Theory (Name, courses description, course outcomes, outline, and pre/co- requisite changes)
 - NURS 213 Fundamentals II Clinical (Name, courses description, course outcomes, outline, and pre/co- requisite changes)
 - NURS 214 Health Assessment (Courses description, outline, course outcomes, increase in 1 credit obtain from NURS 236, and pre/co- requisite changes)
 - NURS 236 Fundamentals II Theory (Name, courses description, course outcomes, outline, decrease in one credit and given to NURS 214, and pre/co- requisite changes)
 - NURS 312 Professional Nursing (Name, courses description, course outcomes, outline, and pre/co- requisite changes)
 - NURS 316 Evidence-Based Practice in Nursing (Name, courses description, course outcomes, outline, and pre/co- requisite changes)
 - NURS 330 Care of the Child and Family (involves course pre/co-requisite, course outcomes, outline, and course description changes changes)
 - NURS 331 Care of the Child and Family Clinical (involves course pre/co-requisite, course outcomes, outline, and course description changes)
 - NURS 332 Maternal-Neonatal Health (involves name, course pre/co-requisite, course outcomes, outline, and course description changes)
 - NURS 333 Maternal-Neonatal Health Clinical (involves name, course pre/co-requisite, course outcomes, outlines, and course description changes)
 - NURS 336 Adult Health I (involves course pre/co-requisite, course outlines, course outcomes, and course description changes)
 - NURS 337 Adult Health I Clinical (involves course pre/co-requisite, outlines, course outcomes, and course description changes)
 - NURS 412 Nursing Management (Name, course description, outline, course outcomes, and pre/co- requisite changes)
 - NURS 431 Public/Community Nursing (Name, course description, outline, course outcomes, and pre/co-requisite changes)
 - NURS 432 Psychiatric/Mental Health (involves course pre/co-requisite and course description changes)
 - NURS 433 Psychiatric/Mental Nursing (involves course pre/co-requisite and course description changes)
 - NURS 434 Public/Community Nursing (Name, course description, outline, course outcomes, and pre/co-requisite changes)
 - NURS 436 Adult Health II (involves course pre/co-requisite, course outcomes, outlines, and course description changes)

- NURS 437 Adult Health II Clinical (involves course pre/co-requisite, course outcomes, outlines, reduction of 2.5 credits, and course description changes)
- NURS 450 A Cognitive Approach to Clinical Problem Solving (involves course pre/co-requisite and outlines)

3. Rationale for Change

Included in each course revision and new course proposal.

This program was revised to meet current nursing practice standards. Changes were also made to the course following the American Association of Colleges of Nursing (AACN) revision to the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing programs. The program revision also follows the Quality and Safety Education for Nurses (QSEN) competencies that are based on recommendation from the Institute for Medicine. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, Alumni, and employers in the community.

Also, RN to BSN program removed due to program being placed in moratorium on May 11, 2012. There are no plans to attempt to bring this program out of moratorium.

Part III. **Implementation. Provide answers to the following questions:**

1. How will the proposed revision affect students already in the existing program?

Current Freshman who were admitted in the old curriculum will be advised of the change at least one semester in advance and matriculated into the new curriculum. All future incoming students in Fall 2013 will be under the new curriculum on admission to the nursing program. The plan is to implement the new curriculum as follows:

200 level courses to begin in Fall 2013
 300 level courses to begin in Fall 2014
 400 level courses to begin in Fall 2015

This does not result in any change of overall credit hours for the program.

2. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty.

Faculty resources are adequate. The same faculty who taught in the old program will be teaching in the new program. The same complement required for the current curriculum will be required for the new curriculum. The total number of nursing courses remain the same from old to new.

3. Are other resources adequate? (Space, equipment, supplies, travel funds)

Yes, other resources are adequate.

4. Do you expect an increase or decrease in the number of students as a result of these revisions? If so, how will the department adjust?

No increase or decrease in the number of students is anticipated with this curriculum revision.

Part IV. **Periodic Assessment**

Departments are responsible for an on-going review of curriculum. Include information about the department's plan for program evaluation:

1. Describe the evaluation plan. Include evaluation criteria. Specify how student input will be incorporated into the evaluation process.

The department's student learning outcomes were revised with this curriculum revision. The student learning outcomes are as follows:

1. Leadership

Definition: The graduate employs leadership concepts, skills and decision making in the oversight and evaluation of and the accountability for client care. Concepts used to meet the undergraduate nursing outcome of leadership include:

- a. Advocacy
- b. Designer/Manager/Coordinator of care
- c. Demonstrates acquisition of professional values
- d. Professional role
- e. Health policy

2. Critical Reasoning

Definition: The graduate makes decisions regarding client care utilizing cognitive and evaluative processes through questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity. Concepts used to meet the undergraduate nursing outcome of critical reasoning include:

- a. Informatics (QSEN)
- b. Evidence-Based Practice (QSEN/Essentials)
- c. Quality Improvement (QSEN)
- d. Clinical problem solving
- e. Decision making

3. Technical Skills

Definition: The graduate provides care in which the risk of harm to clients and providers is minimized through use of client-centered interventions and support technologies. Concepts used to meet the undergraduate nursing outcome of technical skills include:

- a. Simulation goes here
- b. Clinical competencies
- c. Safety (QSEN)
- d. Technology
- e. Informatics (QSEN)

4. Communication

Definition: The graduate communicates effectively within nursing and inter-professional teams to achieve safe quality client care. Concepts used to meet the undergraduate nursing outcome of communication include:

- a. Evidence-Based Practice/Care (QSEN/Essentials)
- b. Intra- and Interprofessional communication
- c. Client centered care (QSEN)
- d. Teamwork and Collaboration (QSEN)
- e. Caring
- f. Conflict management

5. Nursing Practice

Definition: The graduate utilizes evidence-based, preventive, compassionate, coordinated client care which is based on client/family preferences, values, and needs. Concepts used to meet the undergraduate nursing outcome of nursing practice include:

- a. Safety (QSEN)
- b. Client centered care (QSEN)
- c. Nursing Process
- d. Caring
- e. Evidence-based practice (QSEN)

The department's systematic program assessment plan (SPAP), that includes an assessment of student learning outcomes and program outcomes, will continue to be applied to this program revision. Since the course revisions and new courses involved a division of credits, updating the material, and shifts in content, the same evaluation process will be utilized. A copy of the department's SPAP is attached to this program revision under Appendices.

2. Specify the frequency of the evaluations.

See attached SPAP.

3. Identify the evaluating entity.

See attached SPAP.

Part V. Course Proposals

Course proposals for any new courses added, revised, or deleted as a result of this program revision. A course analysis questionnaire and syllabus must be included for each course.

**Indiana University of Pennsylvania
Department of Nursing and Allied Health Professions
SYSTEMATIC PROGRAM ASSESSMENT PLAN**

STANDARD I. PROGRAM QUALITY: MISSION AND GOVERNANCE

The mission, goals and expected outcomes of the program 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 – all in the pursuit of the continuing advancement and improvement of the program. 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.

Evidence of Expected Outcomes		Data Collection		Data Analysis and Summary		Plan of Action	
Indicators (Key Elements)	Source of Indicators	Party Responsible	Frequency	Party Responsible	Frequency	Party Responsible for Formulating	Date of Implementation
I-A. The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	1. PASSHE, University, College, and Department Documents 2. The Essentials of Baccalaureate Education for professional nursing practice. 3. The Essentials of Master’s Education for advanced nursing practice. 4. AACN Position Statement: Indicators of Quality in Research-Focused Doctoral Programs in Nursing. NLN Core Competencies of Nurse Educator.	1. Curriculum committee 2. Curriculum committee 3. Master’s Program Committee 4. Doctoral Program Committee	Every three years or when documents are developed or revised	<ul style="list-style-type: none"> • Curriculum committee • Master’s Program Committee • Doctoral Program Committee 	Every 3 years or when documents are developed or revised	Faculty Organization is responsible for plan of action. Curriculum/Master’s /Doctoral Program Committee with faculty organization approval.	As needed, or within certain amount of months from date of action.
I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	1. Professional Nursing Standards and Guidelines	1. Curriculum Committee	Every three years or when documents are	<ul style="list-style-type: none"> • Curriculum committee • Master’s Program Committee 	Every 3 years or when documents are	Curriculum/Master’/ Doctoral Program Committee with faculty organization approval.	As needed

<ul style="list-style-type: none"> ■ professional nursing standards and guidelines; and ■ the needs and expectations of the community of interest. 	<p>2. The Essentials of Baccalaureate Education for professional nursing practice.</p> <p>3. The Essentials of Master's Education for advanced nursing practice.</p> <p>4. AACN Position Statement: Indicators of Quality in Research Focused Doctoral Programs in Nursing Quality.</p>	<p>2. Curriculum Committee</p> <p>3. Master's Program Committee</p> <p>4. Doctoral Program Committee</p>	<p>developed or revised</p>	<ul style="list-style-type: none"> • Doctoral Program Committee 	<p>developed or revised</p>		
<p>I-C. Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.</p>	<p>1. Review of documents for PASSHE, including CBA, University, College, and Department outcomes plan.</p> <p>2. Professional standards and guidelines.</p> <p>3. The Essentials of Baccalaureate Education for professional nursing practice.</p> <p>4. The Essentials of</p>	<p>1. Curriculum/ Master's Program Committees</p> <p>2. Curriculum/ Master's Program Committees</p> <p>3. Curriculum committee</p> <p>4. Master's Program Committee</p>	<p>Every 3 years or when documents are developed and revised.</p>	<ul style="list-style-type: none"> • Curriculum committee • Master's Program Committee 	<p>Every 3 years or when documents are developed or revised</p>	<p>Curriculum/Master's Program Committee with faculty organization approval.</p>	<p>As needed</p>

	Master's Education for advanced nursing practice.						
I-D. Faculty and students participate in program governance.	<p>1. Dept of Nursing and Allied Health Professions Faculty Organization Rules and Guidelines</p> <p>2. Committee Roster (including undergraduate SAB rep, graduate Master's Program committee rep, and Doctoral Program committee rep)</p>	<p>1. Department Chair</p> <p>2. Professional Development/ Nominating/ Summer School Committee, Master's Program committee, Doctoral Program Committee</p>	Annually	<ul style="list-style-type: none"> Chair Master's Program Committee Professional Development/ Nominating/ Summer School Committee Doctoral Program Committee 	Annually	Faculty Organization	As needed
I-E. Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree completion requirements, tuition, and fees are accurate.	<p>1. Catalogs</p> <p>2. Undergraduate Student Handbook, Graduate Student Handbook, Doctoral Student Handbook</p> <p>3. IUP Website</p>	<p>1. Department Chair</p> <p>2. Policy and Guidelines Committee/ Master's/ Doctoral Program Committee</p> <p>3. Department Web Masters</p>	Annually	<ul style="list-style-type: none"> Master's Program Committee Department Chair Policy & Guidelines Committee Dept Web Masters Doctoral Program Committee 	Annually	Department Chair, Master's Program Committee, Doctoral Program Committee, Policy and Guidelines Committee or Dept Web Masters with faculty organization approval	As needed
I-F. Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.	<p>1. Nursing Program's policies</p> <p>2. Student information handbook/the Source</p> <p>3. Graduate and</p>	<p>1. Curriculum/ Master's/ Doctoral Program Committees</p> <p>2. Policy & Guidelines committee</p> <p>3. Policy &</p>	Annually Or as scheduled by policy and guidelines committee Master's/ Doctoral Program Committee	<ul style="list-style-type: none"> Curriculum committee Policy committee Department Chair 	Annually	Faculty organization, chair or policy and guidelines committee with approval from faculty organization.	As needed

	<p>undergraduate catalog</p> <p>4. Recruitment Reports</p>	<p>Guidelines committee</p> <p>4. Department Chair, Master's Program Coordinator, Doctoral Program Coordinator</p>					
<p>I-G. There are established policies by which the nursing unit defines and reviews formal complaints.</p>	<p>1. Report of University grade appeals</p> <p>2. Undergraduate, Graduate, and Doctoral Handbooks</p> <p>3. Report of Formal Complaints (Provost Office)</p>	<p>1. Department Chair</p> <p>2. Department Chair</p> <p>3. Department Chair</p> <p>4. Policy Committee, Master's Program Committee, Doctoral Program Committee</p>	<p>Annually or as directed</p>	<p>Department Chair</p>	<p>Annually or as directed</p> <p>Review Policies</p>	<p>Responsible committee with approval from faculty organization.</p>	<p>As needed</p>

STANDARD II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected aggregate student and faculty outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.

Evidence of Expected Outcomes		Data Collection		Data Analysis and Summary		Resulting Plan of Action	
Indicators (Key Elements)	Source of Evidence	Party Responsible	Frequency	Party Responsible	Frequency	Party Responsible for Formulating	Date of Implementation
II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.	<ol style="list-style-type: none"> Budget Reports Space Inventory EBI Faculty Reports 	<ol style="list-style-type: none"> 1a. Department Chair 1b. Learning Lab Coordinator Dept Chair Outcomes Assessment Committee Curriculum/ Master's/ Doctoral Program Committee 	Annually	Faculty Organization, Outcomes Assessment Committee, Master's Program Committee, Doctoral Program Committee	Annually	<ul style="list-style-type: none"> Faculty Organization 	As needed
II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	<ol style="list-style-type: none"> EBI Faculty Reports Available reports from University Support Services 	<ol style="list-style-type: none"> Outcomes Assessment Committee Curriculum/ Master's/ Doctoral Program Committee Curriculum Committee 	Annually	Outcomes Assessment Committee, Curriculum Committee, Master's/ Doctoral Program Committees	Annually	Outcomes Assessment /Curriculum/ And Master's/Doctoral Program Committees with Faculty approval	As needed
II-C. The chief nurse administrator: <ul style="list-style-type: none"> is a registered nurse (RN); holds a graduate degree in nursing; is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes; is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes; and provides effective leadership to the nursing 	<ol style="list-style-type: none"> State Board approval letter of newly elected chair Current CV on file CBA 	<ol style="list-style-type: none"> Department Chair Department Chair Professional Development/ Nominating/ Summer School 	Every progress report for CCNE and election of new chair	Department Chair and Professional/ Nominating /Summer School Committee	Department chair election every 3 years	Department Chair and Professional Development/ Nominating/ Summer School Committee with Faculty Approval	As needed

unit in achieving its mission, goals, and expected student and faculty outcomes.		Committee					
II-D. Faculty members are: <ul style="list-style-type: none"> ▪ sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes; ▪ academically prepared for the areas in which they teach; and ▪ experientially prepared for the areas in which they teach. 	1. Search process for faculty candidate(s) 2. Authorization and Appointment of Faculty Form 3. CBA 4. Graduate and Doctoral Eligibility Approval 5. Tenure & Promotion Committee Statistics	1. Faculty Search Committee/ Dept Chair/ Dean HHS 2. Department Chair 3. Department Chair 4. Master's Program Committee, Doctoral Program Committee 5. Tenure & Promotion Committee	Define by CBA	<ul style="list-style-type: none"> • Department Chair • Faculty Search Committee • Dean HHS 	CBA/ Time of appointment	<ul style="list-style-type: none"> • Department Chair • Faculty Search • Dean 	As needed
II-E. When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.	Preceptor evaluation forms at the graduate and undergraduate level	Faculty facilitating the preceptor experience	Every semester	<ul style="list-style-type: none"> • Curriculum Committee • Master's Program Committee 	Annually	<ul style="list-style-type: none"> • Faculty Organization • Curriculum Committee • Master's Program Committee 	As needed
II-F. 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.	1. CBA 2. Faculty workload plan	1. Department Chair 2. Department Chair 3. Professional Development/ Nominating/ Summer School Committee	Annually Spring/ Summer	<ul style="list-style-type: none"> • Department Chair/Dean • Professional Development/ Nominating/ Summer School 	Annually	<ul style="list-style-type: none"> • Dept. Chair • Dean • Faculty Organization Approval 	As needed

STANDARD III. PROGRAM QUALITY: CURRICULUM, TEACHING-LEARNING PRACTICES AND INDIVIDUAL STUDENT LEARNING OUTCOMES

The curriculum is developed in accordance with the mission, goals, and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected individual student learning outcomes, and expected aggregate student outcomes. The environment for teaching-learning fosters achievement of individual student learning outcomes.

Evidence of Expected Outcomes		Data Collection		Data Analysis and Summary		Resulting Plan of Action	
Indicators (Key Elements)	Source of Evidence	Party Responsible	Frequency	Party Responsible	Frequency	Party Responsible for Formulating	Date of Implementation
III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected student outcomes.	1. Review of Curriculum program mission, goals, and expected outcomes 2. The Essentials of Baccalaureate Education for Professional Nursing Practice 3. The Essentials of Master's Education for Advanced Nursing Practice 4. The ANA scope and Standards for Nursing Administration and NLN Scope and Practice for Academic Nurse Educators 5. AACN Position Statement: Indicators of Quality in Research-Focused Doctoral Programs in Nursing. NLN Core Competencies of Nurse Educator.	1. Curriculum Committee 2. Curriculum Committee 3. Master's Program Committee 4. Master's Program Committee 5. Doctoral Program Committee	Every Three Years or as revisions are made	<ul style="list-style-type: none"> • Curriculum committee • Master's and Doctoral Program Committee 	Every Three Years or as revisions are made	Responsible committee with approval from faculty organization.	As needed
III-B. Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which	Review of outcomes 1. Undergraduate End of course faculty report	1. Curriculum Committee	Annually or as revisions are made	<ul style="list-style-type: none"> • Assigned Faculty • Curriculum Committee • Master's and 	Each Semester or Annually	Responsible committee with approval from faculty organization.	As needed

<p>are clearly evident within the curriculum, expected individual student learning outcomes, and expected student outcomes.</p> <ul style="list-style-type: none"> ▪ Baccalaureate program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 1998). ▪ Master’s program curricula incorporate professional standards and guidelines as appropriate. <ul style="list-style-type: none"> a. All master’s programs incorporate the Graduate Core Curriculum of <i>The Essentials of Master’s Education for Advanced Practice Nursing</i> (AACN, 1996) and additional relevant professional standards and guidelines as identified by the program. b. All master’s-level advanced practice nursing programs incorporate the Advanced Practice Nursing Core Curriculum of <i>The Essentials of Master’s Education for Advanced Practice Nursing</i> (AACN, 1996). In addition, nurse practitioner programs incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2008). ▪ Graduate-entry program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 1998) and appropriate graduate program standards and guidelines. 	<p>2. The Essentials of Baccalaureate Education for Professional Nursing Practice document</p> <p>3. Graduate</p> <ul style="list-style-type: none"> • The Essentials of Master’s Education for Advanced Nursing Practice • Outcomes assessment plan • Portfolio Assigned scoring • End of course faculty report <p>4. AACN Position Statement: Indicators of Quality in Research-Focused Doctoral Programs in Nursing. NLN Core Competencies of Nurse Educator.</p>	<p>2. Curriculum Committee</p> <p>3. Master’s Program Committee</p> <p>4. Doctoral Program Committee</p>		<p>Doctoral Program Committees</p>			
<p>III-C. The curriculum is logically structured to achieve expected individual and aggregate student outcomes.</p> <ul style="list-style-type: none"> ▪ The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities. ▪ Master’s curricula build on a foundation comparable to baccalaureate level nursing knowledge. 	<p>1. Data review of Liberal Studies four-year curriculum plan (baccalaureate and master’s curriculum)</p> <p>2. Report from Master’s Program Committee</p>	<p>1a. Curriculum Committee 1b. Liberal Studies Director 1c. Master’s Program Committee</p> <p>2. Master’s Program Committee</p>	<p>Every three years or as revisions occur</p>	<ul style="list-style-type: none"> • Liberal Studies Committee • Curriculum Committee • Master’s Program Committee 	<p>Every three years or as revisions occur</p>	<p>Responsible committee with approval from faculty organization.</p>	<p>As Needed</p>
<p>III-D. Teaching-learning practices and environments support the achievement of expected individual student</p>	<p>1. Undergraduate</p> <ul style="list-style-type: none"> • End of course 	<p>1a. Curriculum Committee</p>	<p>When offered or</p>	<ul style="list-style-type: none"> • Curriculum Committee 	<p>When offered or</p>	<p>Responsible committee with</p>	<p>As needed</p>

learning outcomes.	<ul style="list-style-type: none"> • faculty report EBI <p>2. Graduate</p> <ul style="list-style-type: none"> • Portfolio Assigned Scoring • End of course faculty report <p>3. Clinical Site Evaluation Tool</p> <p>4. Preceptor Evaluation</p>	<p>1b. Outcomes Assessment Committee</p> <p>2. Master's Program Committee</p> <p>3. Curriculum Committee</p> <p>4. Assigned Faculty to course with preceptors</p>	<p>annually</p> <p>3. Every 3 years or when clinical sites change.</p>	<ul style="list-style-type: none"> • Outcomes Assessment Committee • Master's Program Committee • Assigned Faculty 	annually	approval from faculty organization.	
III-E. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	<p>1. Healthcare Agency Data</p> <p>2. Clinical Site Evaluation Tool</p> <p>3. Graduate focus groups</p>	<p>1. Outcomes Assessment Committee</p> <p>2. Curriculum Committee</p> <p>3. Master's and Doctoral Program Committees</p>	As scheduled or annually	<ul style="list-style-type: none"> • Outcomes Assessment Committee • Curriculum Committee • Master's and Doctoral Program Committees 	Annually	Responsible committee with approval from faculty organization.	As needed
III-F. Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	<p>1. Syllabi Review Report</p> <p>2. Student Information Handbook</p> <p>3. Graduate and Undergraduate Catalogs</p>	<p>1. Curriculum, Master's and Doctoral Program Committees</p> <p>2. Policy & Guidelines Committee</p> <p>3. Department Chair</p>	Every Other Year (odd) or with revisions	<ul style="list-style-type: none"> • Curriculum Committee • Policy & Guidelines Committee • Master's and Doctoral Program Committees • Department Chair 	Each semester or annually	Responsible committee with approval from faculty organization.	As needed
III-G. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster	1. End of course faculty report	1a. Curriculum Committee	When offered or	<ul style="list-style-type: none"> • Curriculum Committee 	When offered or	Responsible committee with	As needed

<p>ongoing improvement.</p>	<p>2. Reports from: NCSBN NCLEX-RN Program Reports and ATI assessments.</p> <p>3.Course Grades</p>	<p>1b. Master's and Doctoral Program Committees</p> <p>2a. ATI Committee 2b. Curriculum Committee</p> <p>3. ATI Committee</p>	<p>annually</p>	<ul style="list-style-type: none"> • Master's and Doctoral Program Committees • ATI Committee 	<p>annually</p>	<p>approval from faculty organization.</p>	
-----------------------------	----------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------	-----------------	---------------------------------------------------------------------------------------------------------------------------------------	-----------------	------------------------------------------------	--

STANDARD IV. PROGRAM EFFECTIVENESS: AGGREGATE STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS

The program is effective in fulfilling its mission, goals, and expected aggregate student and faculty outcomes. Actual aggregate student outcomes are consistent with the mission, goals, and expected student outcomes. Actual alumni satisfaction data and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual aggregate faculty outcomes are consistent with the mission, goals, and expected faculty outcomes. Data on program effectiveness are used to foster ongoing program improvement.

Evidence of Expected Outcomes		Data Collection		Data Analysis and Summary		Resulting Plan of Action	
Indicators (Key Elements)	Source of Evidence	Party Responsible	Frequency	Party Responsible	Frequency	Party Responsible for Formulating	Date of Implementation
IV-A. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN [®] pass rates, certification examination pass rates, and employment rates, as appropriate.	1. Program Satisfaction Report <ul style="list-style-type: none"> • EBI • Alumni Survey • Healthcare Agency Data • Student Focus Groups 2. Graduate Alumni Survey 3. PA State Board of Nursing Education Program reports and quarterly updates 4. University 4 & 6 year graduation reports 5. Focus Groups 6. Student Record Review 7. EBI (UG employment)	1. Outcomes Assessment Committee 2. Master's Program Committee 3. Department Chair/Assistant Chair 4. Department Chair/Assistant Chair 5. Master's Program Committee/ Outcomes Assessment Committee 6. Master's Program Committee 7. Chairperson/	Annually or as Scheduled	<ul style="list-style-type: none"> • Outcomes Assessment Committee • Master's Program Committee • Doctoral Program Committee • Department Chair/ Assistant Chairperson 	Annually	Responsible committee or person with approval from faculty organization.	As needed

	<p>rates patterns)</p> <p>8. Portfolio Project</p> <p>9. End of Course Evaluations and Faculty Reports</p> <p>10. Doctoral student performance reports, comprehensive exams, candidacy exams, dissertations</p>	<p>Assistant Chair</p> <p>8. Master's Program Committee</p> <p>9. Master's Program Committee</p> <p>10. Doctoral Program Committee</p>					
<p>IV-B. Aggregate student outcome data are analyzed and compared with expected student outcomes.</p>	<p>1. Master's Program Committee Outcomes Report</p> <p>2. Undergraduate Program Outcomes Reports</p> <p>3. Graduation Rates, Employment Patterns, Reports NCLEX Pass Rates</p> <p>4. Doctoral student performance reports, comprehensive exams, candidacy exams, Dissertations</p>	<p>1. Master's Program Committee</p> <p>2. Outcomes Assessment Committee</p> <p>3. Chairperson/ Assistant Chairperson</p> <p>4. Doctoral Program Committee</p>	<p>Annually or as scheduled</p>	<ul style="list-style-type: none"> • Outcomes Assessment Committee • Master's Program Committee • Doctoral Program Committee • Department Chair/ Assistant Chairperson 	<p>Annually or as scheduled</p>	<p>Responsible committee or person with approval from faculty organization.</p>	<p>As needed</p>
<p>IV-C. Aggregate student outcome data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.</p>	<p>1. Master's Program Committee Outcomes Report</p> <p>2. Undergraduate Program Outcomes Reports and</p>	<p>1. Master's Program Committee</p> <p>2. Outcomes Assessment Committee</p>	<p>Annually or as scheduled</p>	<ul style="list-style-type: none"> • Master's Program Committee • Doctoral Program Committee • Outcomes Assessment Committee 	<p>Annually</p>	<p>Responsible committee with approval from faculty organization.</p>	<p>As needed</p>

	<p>Program Satisfaction Report</p> <p>3. Graduation Rates, Employment Patterns, NCLEX Pass Rates Reports</p> <p>4. Doctoral student performance reports, comprehensive exams, candidacy exams, Dissertations</p>	<p>3. Chairperson/ Assistant Chairperson</p> <p>4. Doctoral Program Committee</p>		<ul style="list-style-type: none"> • Chairperson/ Assistant Chairperson 			
<p>IV-D. Aggregate student outcome data are used, as appropriate, to foster ongoing program improvement.</p>	<p>1. Master's Program Committee Outcomes Report</p> <p>2. Undergraduate Program Outcomes Reports and Program Satisfaction Report</p> <p>3. Graduation Rates, Employment Patterns, NCLEX Pass Rates Reports</p> <p>4. Doctoral student performance reports, comprehensive exams, candidacy exams, dissertation</p> <p>5. Systematic</p>	<p>1. Master's Program Committee</p> <p>2. Outcomes Assessment Committee</p> <p>3. Chairperson/ Assistant Chairperson</p> <p>4. Doctoral Program Committee</p> <p>5. Faculty</p>	<p>Annually or as scheduled</p>	<ul style="list-style-type: none"> • Master's Program Committee • Outcomes Assessment Committee • Chairperson/ Assistant Chairperson • Faculty Organization 	<p>Annually</p>	<p>Responsible committee with approval from faculty organization.</p>	<p>As needed</p>

	Program Assessment Performance Improvement Plans	Organization					
IV-E. Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes.	<ol style="list-style-type: none"> 1. CV 2. CBA 3. Faculty evaluation summary sheets for those undergoing evaluation 	<ol style="list-style-type: none"> 1. Department Chair 2. Faculty Evaluation Committee 3. Faculty Evaluation Committee 	Annually or as scheduled for individual faculty	<ul style="list-style-type: none"> • Department Chair • Faculty Evaluation Committee 	Annually or as scheduled for individual faculty	Responsible committee with approval from faculty organization.	As needed
IV-F. Information from formal complaints is used, as appropriate, to foster ongoing program improvement.	<ol style="list-style-type: none"> 1. Report of University grade appeals Level II & III 2. Undergraduate and Graduate Catalog 	<ol style="list-style-type: none"> 1. Department Chair 2. Department Chair 	Annually	<ul style="list-style-type: none"> • Department Chair 	Annually	Chairperson and/or responsible committee with approval from faculty organization.	As needed



Indiana University of Pennsylvania

OFFICE OF THE PROVOST

MEMO

Date: May 11, 2012

To: Dr. Elizabeth Palmer, Chair, Department of Nursing and Allied Health Professions

From: Dr. Gerald Intemann, Provost *GI*

Subject: Academic Workforce Planning decision on the future status of Bachelor's programs in Nursing

I am writing to inform you of the outcome of the review of undergraduate programs in Nursing that was proposed for possible moratorium action in the Academic Affairs Workforce Plan. After extensive consultation with the department faculty, college and university curriculum committees, and the University Senate, I have recommended and President Werner has approved the following action:

B.S. Nursing/LPN will continue to be retained as an active program that will undergo an extended review in December 2014 to assess the progress made to date in ensuring the long-term viability of the program based on the recruitment and curriculum restructuring plan submitted by the department.

The B.S. Nursing/RN program is being placed in moratorium, effective immediately. By virtue of this action, no new students may be admitted into this program while it is in moratorium, but any current students in the program will be afforded the opportunity to complete all program requirements in a reasonable time frame.

Thank you for your cooperation in this curriculum review process.

Cc: Dr. Mary Swinker, Interim Dean, College of Health and Human Services
Mr. James Begany, Vice President for Enrollment Management and Communication
Mr. Robert Simon, Registrar
Dr. Gail Sechrist, Co-Chair, University-Wide Undergraduate Curriculum Committee
Dr. Susan Boser, Co-Chair, University-Wide Undergraduate Curriculum Committee
Dr. David LaPorte, University Senate Chair
Dr. Susan Drummond, APSCUF President
Dr. David Werner, Interim President, IUP