

**CORE SCHOOL OF NURSING  
PROGRAMS ASSESSMENT/EVALUATION PLAN**

Program Quality	Expected Outcomes Congruency with University Program goals should incorporate identified professional standards Mission and program outcomes have identified input from community of interest Documented involvement of faculty and students in the decision process at the program, school, and university level
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Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
	Start	Complete								
A. Relationship of School of Nursing's Mission and Program Outcomes to IUPUI Mission	Biannual (even years) Sept	Biannual (even years) Dec	CCNF Executive Committee	IUPUI Mission and Goal Statement SON Mission and Goals CORE Strategic Plan Dean's CORE State of the Union Address	Dean's Office Executive Associate Dean's Office	Comparative review	Expert analysis			CCNF Executive Committee CCNF Faculty Dean's Council
B. School of Nursing's Mission and Program Outcomes are Consistent with Current Professional Standards Related to Education and Practice Consistent with Type of Program	Biannual (even years) Sept	Biannual (even years) Dec	CCNF A.S.N. Curriculum Committee CCNF B.S.N. Curriculum Committee CCNF Graduate Curriculum Committee	Program Outcomes and Related Competencies Identified Professional Standards Relevant to Program and/or Major State Board of Nursing Standards	Offices of Associate Deans for Academic Programs	Comparative review	Expert analysis			CCNF Executive Committee CCNF Faculty Dean's Council
C. Existence of School of Nursing's Mission and Program Outcomes in Current School of Nursing Official Publications and	Yearly Jan	Yearly July	Offices of Associate Deans for Academic Programs	IUPUI Bulletin IU Bloomington Bulletin IUPUC Bulletin Student Handbooks – Graduate/Undergraduate SON WEB Site	Office of Educational Services	Comparative review	Expert analysis			AOG (Academic Officers Group) Dean's Council

Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
Documents										
D. Explicit Role for Faculty and Students at University (UCNF Bylaws and standing committees and IU, IUPUI Bylaws) and School Level in Governance in Shaping Decisions Related to the Program	Biannual (even years) Sept	Biannual (even years) Dec	CCNF Executive Committee Assistant Dean for Student Affairs Faculty	CCNF By-Laws Minutes of CCNF Standing Committees Minutes of President's Council IUPUI By-Laws IUPUI Faculty Handbook Minutes of IUPUI Student Council Minutes of Deans Council	Dean's Office Office of Assistant Dean for Student Affairs Office of IUPUI Dean of Students	Comparative review	Expert analysis			CCNF Executive Committee Assistant Dean for Student Affairs Faculty

Institutional Commitment and Resources	Expected Outcomes
	<p>Institutional resources exist in quantity and quality to support the mission and goals of the SON</p> <p>Institutional resources exist in quality and quantity to support undergraduate and graduate program goals</p> <p>The faculty exist in quality and quantity to support the mission and strategic goals of the SON</p> <p>Faculty exist in quality and quantity to facilitate the RPT expectations as determined by the University and the SON</p>

Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
	Start	Complete								
A. IUPUI and SON support sufficient resources in maintaining an environment that facilitates Teaching Scholarship	Biannual (odd yrs) April	June	Promotion and Tenure Committee Budgetary Affairs Committee Faculty Faculty Affairs	Tenure expectations Annual budget materials Economic modeling data	Dean's Office Assistant Dean for Management	Faculty survey by department chairs IUPUI faculty survey IUPUI staff	Dean CCNF Executive Committee BAC			Dean BAC CCNF Executive Committee CCNF Faculty Affairs

Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
Service Practice at a standard consistent with faculty productivity expectations			Committee Dean Department Chairs			survey				
B. Demonstration of continual upgrading of resources required to meet mission, strategic plan, and program outcomes.	Annual – July	Annual – Sept	Dean Assistant Dean for Resource Management	IUSON Budget Materials Economic modeling data	Assistant Dean for Resource Management Office	Annual report IUPUI faculty survey Annual IUPUI assessment of school resources, goals and implementation activities	Dean Asst Dean - Mgt			BAC Dean CCNF Executive Committee EAG
C. Dean and administrative staff demonstrate knowledge and skills to facilitate the attainment of mission, strategic plan outcomes, and program outcomes.	Annual – Dec	Annual – Feb	Vice Chancellor – IUPUI CCNF Executive Committee Executive Associate Dean	CVs Annual Report 5 year evaluations Merit evaluation	Dean’s Office Executive Associate Dean’s Office	Administrato r evaluations of 5 yrs and annually	Dean UCNF Executive Committee			Vice Chancellor Dean CCNF Executive Committee Executive Associate Dean
D. Qualifications, quantity, diversity, expertise, and assignment of faculty are appropriate to meet	Annual – Dec	Annual – Feb	Dean CCNF Faculty Affairs Committee Executive Associate Dean	Faculty CVs Faculty Annual Reports	Dean’s Office Office of Human Resources	Annual reviews	Dean Executive Associate Dean			Dean CCNF Executive Committee

Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
SON mission, strategic plan, and program outcomes.			Department Chairs							
E. Documents and publications accurately reflect available resources	Annual-April	Annual – August	Dean Associate Deans Director of Recruitment Faculty	IUSON Annual Report Bulletin, recruitment materials, IUPUI and IUB Bulletin, graduate and undergraduate student handbooks, WEB information	Dean’s Office Associate Deans Office (CAA)	Comparative Review	Expert Analysis			CAA Leadership Public Faculty Community AOG Deans Council

Curriculum and Teaching-Learning Practices	<p><b>Expected Outcomes:</b>  The curriculum embodies clear statements of expected results derived from the SON mission, strategic plan, and program outcomes.  There exists congruence between teaching and learning experiences and program outcomes for all academic programs.  The environment fosters student achievement based on teaching, learning, and evaluation methods.</p>
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Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
	Start	Complete								
A. Program outcomes and competencies are explicitly stated and broadly circulated.	Review of 3 yrs Sept	April	Associate Deans Academic Programs Faculty UCNF UG Curriculum Committee CCNF Curriculum Committee (A.S.N., B.S.N. & Grad)	IUPUI Bulletin CORE UG Student Handbook Graduate Student Handbook Course syllabi UG/Grad Program Outcomes and Expectations	Associate Dean’s Office (UG and Grad)	Comparative Review	Expert Analysis Interrater reliability			Dean CCNF Executive Committee AOG UCNF Executive Committee Faculty

Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
B. Baccalaureate curriculum is built on a strong liberal arts/science foundation and reflects the IUPUI Principles of General Education and/or IUB's General Education Core	Review of 3 yrs Sept	April	Associate Dean for UG Programs UCNF B.S.N. Curriculum CCNF B.S.N. Curriculum	IUPUI Bulletin IU Bloomington Bulletin CORE UG Student Handbook UG Curriculum plan Campus GE requirement Electronic Portfolios IUPUI PUL's	Associate Dean's Office (UG)	Comparative Review/critical analysis IUPUI annual assessment report NSSE-IUPUI-Bi-annual IUPUI-SON Alumni surveys	Expert Analysis Interrater reliability			Dean CCNF Executive Committee UCNF Executive Committee Faculty UCNF & CCNF B.S.N. Curriculum
C. Masters curriculum outcomes build on the B.S.N. program outcome and competencies and clearly articulates the knowledge and skills needed to assume advanced nursing roles.	Review of 3 yrs Sept	Dec	Associate Dean for Graduate Programs CCNF Graduate Committee Faculty	IUPUI Bulletin Graduate Student Handbook Course syllabi Graduate Curriculum Committee Minutes SON alumni surveys	Associate Dean's Office (Grad)	Comparative Review/critical analysis	Expert Analysis Interrater reliability			Dean CCNF Executive Committee Faculty
D. Teaching and learning strategies for traditional and web based courses are consistent with fostering program outcomes and competencies, adopted professional standards of	Annual Review April	May	Faculty Associate Deans	Course syllabi IUPUI Bulletin UG/Grad Student Handbook Student Evaluation of course and faculty IUPUI Graduate Surveys UG Exit Surveys + 1-5 year after graduation Course evaluations	Associate Deans' Office	Critical Analysis	Expert Analysis Interrater reliability			IUPUI Annual Report Faculty

Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
practice and guidelines for A.S.N., B.S.N. and M.S.N. programs.				BEST evaluation of web courses						
E. Teaching and learning strategies encourage active participation from community representatives.	Annual review  April	June	Clinical Advisory Board School of Nursing Advisory Board Assistant Dean Community Affairs Chair, Capstone Committee	Minutes from Clinical Advisory Board Minutes from School of Nursing Advisory Board Semester Clinical Site requests Capstone Coordinating Committee Minutes	Dean's Office Assistant Dean Community Affairs' Office Chair's Office	Critical Review Preceptor evaluations	Expert analysis			CCNF Council of Faculty Academic Deans Dean
F. The baccalaureate curriculum is sequential and logically organized as noted by: curriculum design leveling of program competencies leveling of student expectations The master's curriculum is sequential and logically organized as noted by: curriculum design leveling of program competencies leveling of student	Review of 3 yrs  Sept	April	Faculty Program Deans B.S.N. and Grad Curriculum Committees	Course Syllabi Program Outcomes/Competencies Document Curricular Matrix for Program Outcomes/Competencies Course Evaluations Graduate and alumni evaluations Employee evaluations	Associate Dean's (UG) Office Faculty's Office	Critical Analysis Course evaluations in class and on WEB Graduate and alumni surveys Curriculum review annually by curriculum committee	Interrater reliability triangulation of data			CCNF B.S.N. Curriculum Students Annual reports to alumni Faculty Grad Curriculum

Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
expectations										
G. Undergraduate academic policies are: fairly implemented published systematically reviewed and revised as necessary Graduate academic policies are: fairly implemented published systematically reviewed and revised as necessary	Annual  May	June	CCNF Student Affairs Graduate Student Affairs Director, Diversity/ Enrichment Faculty	UCNF/CCNF Policy Manual Minutes of CCNF Student Affairs/UCNF Student Affairs/ Graduate Student Affairs Diversity Statement Annual Report	Dean's Office	Critical Analysis	Expert Analysis and review			Dean Academic Deans Faculty
H. Academic policies for undergraduate and graduate students reflect: IUPUI policies Graduate school policies Student needs and diversity Mission and strategic plan	Annual  May	June	Director, Diversity/ Enrichment Board of Trustees Dean School of Nursing President IU Academic Deans Minutes of UG/Grad Student Affairs Committee	Diversity Statement IUPUI/IUB Code of Student Rights, Responsibilities and Conduct Board of Trustees' Minutes University Faculty Minutes University/ School's Mission and Strategic Plan Annual reports	Director, Diversity/ Enrichment's Office Dean of Faculty Affair's Office Dean's Office President's Office	Critical Analysis Expert review	Expert Analysis Consensus			CCNF Leadership Faculty Academic Deans Graduate curriculum and student affairs committee

Student performance and faculty accomplishments	<p><b>Expected Outcomes:</b>  Students are meeting or exceeding all program outcomes at the time of graduation.  Alumni show satisfaction with the program with positive survey results.  Faculty accomplishments reflect Academic and Professional standards and are consistent with the mission of the SON.  The program maintains its effectiveness by timely review and evaluation; reflected in accuracy of the SON, IUPUI publications, website and advertising/marketing materials.  <i>(Also has documentation and review:  Quality improvement is reflected in the documentation and review of student satisfaction surveys and appeals process.  Data gathered from alumni satisfaction surveys demonstrate impressive graduation rates, NCLEX scores, job placement rates.</i></p>
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Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
	Start	Complete								
A. Graduates from undergraduate programs demonstrate ability to meet program outcomes	Annual Dec	June	UG Associate Dean	Performance on RN-Comprehensive NCLEX Performance Capstone evaluation ATI Critical Thinking IUPUI-IUSON UG Graduate Surveys Employment and professional contributions	CAA	Compare performance with established benchmarks	Expert Analysis			Faculty CCNF Leadership Academic Deans B.S.N. & A.S.N. Curriculum Committee
B. Graduates from graduate programs ability to meet program outcomes			Grad Associate Dean		CAA	Compare performance with established benchmarks	Expert Analysis			Faculty CCNF Leadership Academic Deans Graduate Curriculum Committee



Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
C. Student and Alumni satisfaction (UG and Grad)	Annual May	Sept	Academic Deans	Alumni surveys (IUPUI and SON)	CAA	Compare with established benchmarks				Faculty Students CCNF Leadership Academic Deans
D. Faculty accomplishments consistent with IUSON goals and strategic plan	Annual Jan	May	Department Chairs Dean/ Executive Associate Dean	Annual reports Annual evaluations Annual goals C.V.	Departments	Critical analysis	Expert analysis			Dean CCNF Executive Committee Department Chairs

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**National League of Nursing Accreditation Commission**  
**EXECUTIVE SUMMARY**

Name of Institution: Indiana University-Purdue University Indianapolis (IUPUI)

Name of Nursing Unit: Indiana University School of Nursing  
(Core campuses: Bloomington, Columbus, Indianapolis)

Type of Institution: Public

Address: 1111 Middle Drive

City: Indianapolis State: IN Zip Code: 46202-5107

Telephone: (317) 274-1486

Fax: (317) 274-2996

E-mail address: *mbroome@iupui.edu*

Web site address of institution/program: <http://nursing.iupui.edu/>

Nursing Program Administrator: Marion E. Broome, PhD, RN, FAAN

Chief Executive Officer of Institution: Charles R. Bantz, Chancellor of IUPUI and  
Executive Vice President  
(Title and Name)

**Signature:**

\_\_\_\_\_ Dean and Distinguished Professor  
Nursing Program Administrator Title

Date of Signature: \_\_\_\_\_

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**REGIONAL ACCREDITATION**

Name of institution's accrediting agency: North Central Association of Colleges and Schools

Date of last review: November, 2002

Date of next review: 2012-2013

**State Board of Nursing Approval**

Program	Yes	No	Last Review	Next Scheduled Review
A.S.N.	X		July 1995	To be determined
B.S.N.	X		July 1995	To be determined
Master's		X		

**Specialized Program Approval**

Program	Agency	Last Review	Next Scheduled Review
A.S.N.	NLNAC	3/2000	2/2008
B.S.N.	NLNAC	3/2000	2/2008
Master's	NLNAC	3/2000	2/2008
B.S.N.	CCNE	3/2000	2010
Master's	CCNE	3/2000	2010
Continuing Nursing Education	American Nurses Credentialing Center's Commission on Accreditation (ANCC)	October 2004	2011

## INTRODUCTION

Indiana University (IU) was founded in Bloomington in 1820 with a mission of teaching, research, and public service. It has grown into an institution with eight campuses, described by former President Thomas Ehrlich as “one university with eight front doors.” The residential campus at Bloomington and the urban campus at Indianapolis together form the research core of the university, with regional campuses at Columbus, Gary, Kokomo, New Albany, Richmond, and South Bend. With a state-wide enrollment of approximately 92,600 students and nearly 4,900 faculty members, IU is one of the largest institutions of higher education. According to the US News and World Report of “America’s Best Graduate Schools 2008” 22 of 39 graduate programs were ranked with three graduate nursing majors ranked 3<sup>rd</sup> (CNS), 6<sup>th</sup> (psych CNS) and 11<sup>th</sup> (FNP) in the nation.

The administrative structure of Indiana University is described in the *Indiana University Academic Handbook* ([Exhibit 7](#), Introduction, p. 15), and the organization chart of the university can be found in [Appendix A](#). The president is the chief executive officer for the university and is responsible for its overall operation. The chancellors on each campus are the chief administrative officers of their respective campuses and report directly to the president. Bloomington campus has a provost who is responsible for academic affairs; the remaining campuses also have a vice-chancellor for academic affairs who is responsible for academic matters on that particular campus. The organizational structure of Indiana University, as a complex multi-campus university, has evolved over time, constantly balancing state-wide access with excellence. The operation of the IU system is built on a fulcrum of centralization and de-centralization of resources/policies. With the introduction of responsibility-centered management (RCM) approximately twenty years ago, resources generally flow to each campus for distribution to schools and departments on that campus. RCM has emphasized de-centralization of resources that has allowed campuses to build necessary infrastructures that meet the needs of their regions. However, the IU system continues to set and uphold centralized policies and practices that foster excellence in the areas of teaching, research and service.

Indiana University School of Nursing (IUSON) was founded in Indianapolis in 1914 as the Indiana University Training School for Nurses. At this time, IUSON is considered a “system school,” meaning there is one IUSON but it offered satellite programs on eight IU campuses—Bloomington, Columbus, Indianapolis, East (Richmond), Kokomo, Northwest (Gary), South

Bend, and Southeast (New Albany). Consistent with the IU system, the SON system school's structure has evolved over time toward a de-centralized model and in the 2007-2008 academic year the SON system is engaged in mission differentiation that will give much more autonomy to each regional campus to plan and implement programs of study separate from the system. As of July 2008 the system school model will no longer exist within Indiana University, and as a result, IUSON will no longer be described as a system school. It is anticipated that adopting more of a federation type model will facilitate a greater sense of autonomy and will allow each campus to implement programs that best meet the educational needs of the regional population they serve. IUPUI, IU-Bloomington (IUB), and IUPU-Columbus (IUPUC) function as one administrative unit which has historically and collectively been referred to as the School of Nursing's "corridor," though IUPUI is the campus of record and as such has the authority to confer all nursing degrees within the corridor. With the discontinuation of the system school model, the IUSON campuses of Indianapolis, Columbus and Bloomington will be referred to as a "core school" of Indiana University and the corridor terminology will no longer be used. This document will refer to the nursing programs on the three campuses of Bloomington, Columbus and Indianapolis as the core school (or campus) in recognition of these changes.

The Indiana State Board of Nursing already recognizes the core school and the nursing programs on the each regional campus as independent entities with separate board accreditation. The discontinuation of the system school concept has no effect on the approval and accreditation of programs by the Indiana State Board of Nursing or professional and regional accreditation status. However, the Indiana Commission of Higher Education and the IU Board of Trustees continue to expect that IUSON will have sufficient commonality in the undergraduate and graduate curricula to facilitate transfer of credit hours and students across campuses.

The nursing programs that are offered within the core school include: 1) IUPUI campus– B.S.N. (traditional, second degree accelerated, and RN-BSN), M. S. N. and PhD; 2) IU Bloomington campus – B.S.N. (traditional and RN-BSN); and 3) IUPU-C campus – L.P.N. to A.S.N and RN-B.S.N. In keeping with the Indiana State Legislature's and Indiana Commission on Higher Education's directive that associate degree education be primarily offered through Indiana's community college system, the L.P.N. to A.S.N. program on the Columbus campus has recently suspended admission to the program, effective February 2008. The students enrolled in the L.P.N. to A.S.N. program will be able to complete their program of study with the final class of A.S.N.

students anticipated to graduate in 2009. The tables below depict the student enrollment in each program as of October 2007 and the number of full-time and part-time faculty by program.

<b>Table Intro-1: Fall 2007 Census Enrollment Core Campus</b>				
	<b>IUPUI</b>	<b>CO</b>	<b>BL</b>	<b>Total</b>
RN-BSN	85	19	1	105
Traditional BSN	588	0	148	736
Accelerated BSN	112	0	0	112
RN-MSN (transition)	20	0	0	20
LPN-ASN	0	42	0	42
<b>Total UG</b>	<b>805</b>	<b>61</b>	<b>149</b>	<b>1015</b>
Grad* (NURS5/NURS9)	446 Nurs5 – 418 Nurs9 - 28	0	0	446
PhD (NURS6)	55	0	0	55
<b>Total Grad</b>	<b>501</b>	<b>0</b>	<b>0</b>	<b>501</b>
<b>Total UG/GRAD</b>	<b>1306</b>	<b>61</b>	<b>149</b>	<b>1516</b>

<b>Table Intro-2: Fall 2007 Census Enrollment Core Campus</b>		
<b>Faculty Teaching:</b>	<b>Full-time</b>	<b>Part-time</b>
Master Program	44	16
Baccalaureate Program (includes traditional, accelerated, and RN-BSN tracks)	61	68
LPN-ASN Program	3	6

IUPUI was officially established in 1969 but IUPUI's roots date back to the late 1800s when Jeremiah Jenks traveled weekly from Bloomington to Indianapolis to teach. By the early 1900s both Purdue University and Indiana University had developed affiliations with existing Indianapolis proprietary medical schools. By the late 1960s Indiana University's medical school and Purdue's engineering programs were well established in Indianapolis. Leaders of both Indiana University and Purdue University, in cooperation with their counterparts in state government, decided to blend these two programs along with other programs into a single university campus. In 1969, with the support of the IU and Purdue Universities trustees, IUPUI was created. IU health schools (School of Health and Rehabilitation Sciences, Dentistry, Medicine, Nursing, Social Work) have long been located on the Indianapolis campus and now are a vital part of the mission of Indiana University Purdue University at Indianapolis (IUPUI). IUPUI is an innovative urban campus that in 2007 offered over 200 degree programs taught by 2387 full-time faculty members to more than 29,000 students. IUPUI is a leader in urban higher

education and counts as Indiana's third largest (only Purdue University – West Lafayette and Indiana University – Bloomington are larger) and most comprehensive university campus. Offering academic programs from associate degrees to doctoral and professional degrees, IUPUI's programs and facilities are under the administrative direction of IU. IUPUI is accredited by the North Central Association of Colleges and Schools. IUPUI has been nationally recognized as an Institution of Excellence by the Policy Center for the First Year College (US News and World Report). The administrative structure is described in the IUPUI Supplement to the *Indiana University Academic Handbook* (Exhibit 7 -Intro, pp.10-11), and the IUPUI organization chart is in Appendix A.

For the remainder of the report the School of Nursing's core school will also be called the School of Nursing (SON), though it should be understood that SON is shorthand for the whole core school, which is the focus of this report. The organization chart of the School of Nursing is in Appendix A. The SON University Dean Marion E. Broome reports directly to the Chancellor of IUPUI, Charles Bantz, who is also Executive Vice President for IU.

## **HISTORY OF THE SCHOOL**

The School of Nursing began awarding the Bachelor of Science in Nursing Degree in 1950 on the Indianapolis campus and received initial NLN accreditation in 1961. The second degree accelerated option was first offered in 2002. As the result of discussions between Indiana University and Methodist Hospital, an Associate of Arts in Nursing (AAN) program was established on the Indianapolis campus in 1966. This program was initially accredited by the National League for Nursing in 1968. In 1976 the degree designation changed from an Associate of Arts in Nursing to the Associate of Science in Nursing (A.S.N.). The A.S.N. program on the Indianapolis campus was suspended in 2004. The Master's Degree Program was initiated in 1945 on the Bloomington campus and was accredited for the first time in 1957. The current master's program is administered from the IUPUI campus and offers 13 specialty options. There are two master's options that are offered via distance technology – the Adult Health CNS option and the Nursing Education option. The first Doctor of Nursing Science degree (D.N.S.) was awarded in 1981. The D.N.S. program evolved into a Ph.D. in Nursing Science in 1996. The NLNAC last accredited the A.S.N., B.S.N., and M.S.N. programs in 2000.

## **SUMMARY OF STANDARDS AN CRITERIA**

### **Standard I. Mission and Governance**

Indiana University and IUPUI, as well as the IUSON core school, have clearly defined missions and goals that are appropriate for post-secondary and higher education and are congruent with each other. Faculty governance is strong at both the campus and school levels, and there is a strong commitment to promoting and celebrating diversity of faculty, students and staff across all three campuses that comprise the core school. Nursing faculty are recognized leaders in faculty governance on each of the core campuses. The chief nursing officer of the SON is well qualified to lead the school, and she is invested with the full authority and responsibility to develop and administer the all nursing programs. The policies that the SON has developed are consistent with those of Indiana University.

### **Standard II. Faculty**

IUSON faculty in all programs are academically and experientially qualified for their roles. Many are nationally and internationally recognized for their contributions to the scholarship of teaching, research, service, and practice. The SON maintains the required 60% tenure track, 40% clinical track ratio of faculty appointments required by the university. Nursing faculty are very successful in achieving tenure and promotion. An ongoing challenge in the school is to recruit the number of qualified and diverse faculty that will be needed to offset the large number of impending retirements. Faculty are evaluated annually by department chairs in accordance with university policy and engage in goal setting for professional development. Nursing faculty are very productive scholars as reflected in their documented contributions to the scholarship of teaching and the application, integration, and discovery of knowledge.

### **Standard III. Students**

IUSON student policies in all programs are congruent with the policies of Indiana University. Any differences in university policy (i.e., GPA requirements, progression requirements within the nursing major) are appropriate to the purposes of the school to prepare qualified graduates. These policies are publicly accessible and nondiscriminatory, and are fairly and equitably applied. University and program student support services are diverse, comprehensive, and accessible by all students. The SON awarded over \$700,000 in undergraduate and graduate student scholarships for the 2007-2008 academic year. Nursing students are recognized for their academic achievements by the university, with several students in recent years receiving prestigious scholarships, achievement awards for leadership, and research grants. All programs enjoy a high



retention rate. Education and financial records are secured and arranged by policy established by the school and university. Challenges include being able to communicate and disseminate information to a large undergraduate and graduate student population, many of whom do not routinely check email, or actively engage in school governance.

#### **Standard IV. Curriculum and Instruction**

The curricula for all programs are well-developed, and represent the competencies required for contemporary nursing practice at the A.S.N., B.S.N., and M.S.N. levels. Curriculum policies are established, reviewed and updated as appropriate; curriculum development and implementation is the purview of the faculty in collaboration with school administrators. Faculty utilize a variety of teaching/learning strategies, and the SON core school has been designated a NLN Center of Excellence (2006-2009) recognizing the pedagogical expertise of faculty. The diversity of clinical learning settings are selected and regularly evaluated by faculty and students. An area requiring future development in all program curricula is further integration of interdisciplinary and global student learning opportunities. The LPN-A.S.N. program on the IUPUC has been suspended and will admit its final cohort of students in February 2008 and will be focusing on the transition from LPN student learners to RN student learners over these next two years.

#### **Standard V. Resources**

Fiscal support for learning resources for the IUSON core school is significant and sufficient to allow the SON to accomplish its goals. Physical facilities on all three campuses are undergoing renovation to provide state-of-the-art learning resources that support the integration of clinical simulations in all programs. Classroom, clinical, and instructional space is approaching capacity for all programs, and a continuing challenge for the core campuses is finding additional space to meet the learning needs of students.

#### **Standard VI. Integrity**

All program information is publicly accessible, current, accurate, and consistent in all published formats (print, websites, and brochures). The SON strives to review and update information on a regular basis to ensure continued accuracy of published information. Given the large student body, student complaints about the program are few, promptly addressed by the appropriate parties, and records are maintained. The university is compliant with Higher Education Reauthorization Act Title IV eligibility.

## **Standard VII. Educational Effectiveness**

The SON has a comprehensive written plan for systematic evaluation. This plan is used to guide CQI in the school. Student academic achievement as measured by graduation rates, licensure/certification rates and job placement has consistently met or exceeded program expectations/benchmarks. While students appear to be generally satisfied with all programs, an area demanding additional attention is increasing the response rates on evaluation surveys from students, alumni and other interested stakeholders.

## **ANALYSIS AND SUMMARY OF STRENGTHS AND AREAS NEEDING IMPROVEMENT**

### **Standard I - Mission and Governance**

IUSON demonstrates program compliance with Standard I-Mission and Governance and its criteria for the A.S.N., B.S.N. and M.S.N. programs.

#### **Strengths in the area of Mission and Governance**

1. The mission of the SON is strongly congruent with the governing organization at the university and campus levels.
2. SON faculty are significantly involved in the governance of the university, campus and school.
3. Students have clearly identified mechanisms by which they can have input into the governance of the university and school.
4. SON faculty and staff are considered by the university and campus to be experts in the delivery of distance education, in keeping with the mission of the institution.

#### **Areas for improvement in the area of Mission and Governance**

1. As a large organization, the SON needs to continuously be attentive to the process of communication to ensure satisfactory involvement of all parties (administrators, faculty, staff and students on all three campuses) in the governance of the SON.
2. Continue to encourage and provide opportunities for student involvement and participation in school governance.

#### **Future Plans for Mission and Governance**

1. To continue to focus school-wide efforts on the revision, implementation, and evaluation of the SON's strategic plan.
2. To explore additional means by which to encourage and enable student participation in the governance of the SON.

## **Standard II – Faculty**

IUSON demonstrates program compliance with Standard II-Faculty and its criteria for the A.S.N., B.S.N. and M.S.N. programs.

### **Strengths in the Area of Faculty**

1. The faculty of IUSON are accomplished and productive, and are recognized as regional, national and international leaders in the areas of teaching, research and service.
2. The faculty of IUSON are academically and experientially qualified in their areas of responsibility, enabling the school to meet its mission.

### **Areas for improvement in the area of Faculty**

1. Facing an increased number of retirements in the next five years, a priority will be to recruit new faculty, with special attention directed toward increasing faculty diversity.
2. It will be important for the school to continue to empower increasing numbers of clinical faculty to pursue doctoral education.

### **Future Plans**

1. Develop a faculty recruitment plan that will enable the school to recruit the appropriate mix of faculty academically and experientially qualified to meet the mission of the school.
2. Identify resources and a support plan to facilitate clinical faculty to obtain their doctorate.

## **Standard III - Students**

IUSON demonstrates program compliance with Standard III-Students and its criteria for the A.S.N., B.S.N. and M.S.N. programs.

### **Strengths in the Area of Students**

1. The university and school provide a wide variety of student resources and support services on all three of the core SON campuses that are readily accessible to students.
2. The individuals who provide student support services are highly qualified and knowledgeable.
3. All student policies are implemented fairly and equitably, and are accessible to students.

### **Areas for improvement in the area of Students**

1. The size of the student body in both the undergraduate and graduate programs makes it difficult to communicate information to students in a timely manner.
2. There is a need to encourage more active graduate student involvement in student governance.

3. There needs to be a better system of recording the outcomes of student advising meetings.
4. It is a challenge at times to maintain up-to-date information regarding student policies in print and electronic formats (webpages) in all of the areas where information is published.

#### **Future Plans**

1. Implement alternative means of communication with students through such means as open forums, online surveys, chat rooms, gatherings, use of LCD panel in student lounge, etc.
2. Conduct focus groups with graduate students to develop a more contemporary means of connecting them to student governance within the school and university.
3. More actively use the student information system (SIS) in advisor contacts with students (use advisor notes section) to enhance student advising and aid in maintaining up-to-date data on all students.
4. Develop a systematic approach to revising and updating student policy information that is disseminated by print and electronic media to students, faculty and academic advisors within the school, university and across the core campuses.

#### **Standard IV - Curriculum and Instruction**

IUSON demonstrates program compliance with Standard IV – Curriculum and Instruction and its criteria for the A.S.N., B.S.N. and M.S.N. programs.

##### **Strengths of the area of A.S.N. Curriculum and Instruction**

1. The emphasis on professionalism, safe and competent practice, and the critical thinking skills of the graduate A.S.N. registered nurse.
2. The didactic content is well integrated with clinical learning experiences.
3. All graduates are encouraged to continue their nursing education via the RN to B.S.N. Mobility program at IUPUC or the RN to M.S.N. Mobility program at IUPUI.

##### **Areas of improvement in the area of the A.S.N. Curriculum and Instruction**

1. Encourage and provide opportunities for nursing student involvement and participation in campus (IUPUC) and IUSON governance.
2. Explore and encourage the initiation of a campus specific (IUPUC) nursing club such as the Indiana Association of Nursing Students (IANS).
3. Continue to challenge the nursing students with creative critical thinking activities and learning experiences.

### **Future Plans for the L.P.N. – A.S.N Mobility Option**

In an effort to meet the Columbus and surrounding region's growing demand for more highly qualified BSN prepared nurses, IUPUC will focus on the development and expansion of the RN to BSN program and suspend the LPN to ASN program in 2008. The LPN to ASN Mobility Option class admitted in February 2008 will be the final cohort of LPN to ASN students at IUPUC. The last cohort will begin the LPN to ASN transition program in May 2008 and will be scheduled to graduate in May 2009.

### **Strengths in the area of the B. S. N. Curriculum and Instruction**

1. The B.S.N. curriculum is designed to accomplish program outcomes and provides students with a rich diversity of didactic and clinical learning experiences.
2. The B.S.N. curriculum is reviewed and revised by faculty on an on-going basis, resulting in a contemporary curriculum that addresses current nursing and health care trends, (i.e., such as patient safety, evidence-based practice, informatics), and the use of clinical simulations and technology to support student learning.
3. Student retention in the program is high, with students successfully achieving program outcomes in the established program length.

### **Areas for improvement in the area of the B.S.N. Curriculum and Instruction**

1. Interdisciplinary collaboration needs to be more thoroughly integrated throughout the B.S.N. curriculum.
2. Communication of program information, changes, and activities can be a challenge due to the large number of students enrolled across 3 campuses.

### **Future Plans for the B.S.N. Curriculum and Instruction**

1. An interdisciplinary steering committee has been established to develop interdisciplinary curriculum learning experiences, especially using clinical simulation technology, among nursing, medical and other health professional students.
2. The administration and faculty are currently investigating a number of new approaches to increase the timely communication of information to students, including, but not limited, to the use of group forums and course orientation checklists to assist faculty in covering all information pertinent to course start-ups at the beginning of the semesters.

### **Strengths in the area of the M. S. N. Curriculum and Instruction**

1. IUSON has highly qualified and nationally and internationally recognized faculty with the expertise to develop, implement and evaluate graduate nursing and advanced practice nursing curricula.
2. A variety of diverse learning methods are used in the M.S.N. program including narrative pedagogy, reflective practice, online education, problem-based learning, and clinical simulation technology.
3. All specialties within the M.S.N. program produce graduates that are successful in passing the certification examinations and are employed in their area of expertise.

### **Areas for improvement in the area of the M.S.N. Curriculum and Instruction**

1. There is a need to better track and secure information about those students who seek professional certification and are successful in achieving certification.
2. There is a need to increase the number of interdisciplinary collaboration within the M.S.N. program in all specialty options.

### **Future Plans**

1. Leverage the functionality of the University Student Information System (SIS) to better document students' programs of study, maximize enrollment management and use of the learning management advisor contact function.
2. Integrate use of the Fairbanks Hall interdisciplinary simulation center for interdisciplinary teaching and learning experiences.

### **Standard V – Resources**

IUSON demonstrates program compliance with Standard V – Resources and its criteria for the A.S.N., B.S.N. and M.S.N. programs.

#### **Strengths in the Area of Resources**

1. The interrelationship of the core school with the university's academic health sciences campus provides a rich array of learning resources for faculty, students and staff.
2. The learning resources and support on all three campuses, especially library and technology resources, are adequate to support the mission of the school.
3. Fiscal resources are sufficient to support the mission and goals of the school.

### **Areas for improvement in the area of Resources**

1. Informal lounge space and quiet study space for students, especially on the IUPUI campus, is limited.
2. Additional sources of funding to increase faculty and staff salaries are needed.
3. There is a need to continue to develop faculty and staff in the integration of new technology into their teaching and work, particularly in the area of simulation technology.
4. Classroom space is at capacity on all campuses.

### **Future Plans**

1. Develop and implement renovation plans for student lounge space within the IUPUI SON building.
2. In collaboration with faculty, school administration will continue to seek ways to increase funds for faculty and staff salaries.
3. Provide faculty and staff development to facilitate the effective integration of new technology into the teaching/learning process and the work of staff.
4. Explore ways to renovate existing space, as appropriate, to create more contemporary learning spaces.

### **Standard VI – Integrity**

IUSON demonstrates program compliance with Standard VI – Integrity and its criteria for the A.S.N., B.S.N. and M.S.N. programs.

### **Strengths in the area of Integrity**

1. There is consistent, accurate, and current information provided to potential and enrolled students.
2. IUSON has active and effective APG Committees whose actions are guided by established policies and procedures.
3. Online availability of university student services facilitates student accessibility to these services.
4. There are clearly established and effective policies governing the student appeal process with very few formal student complaints, especially given the size of the student body.

### **Areas for improvement in the area of Integrity**

1. There is a need to continue seeking effective ways of communicating with a primarily commuter student population.
2. The integration and upgrading of new student services software by the university requires regular training sessions for faculty and staff.

3. There is a need to continue identifying the effectiveness of best student service practices in a complex system.

### **Future Plans**

1. Continuing to develop degree audit programs for all undergraduate and graduate program specialty options that will allow students to monitor their progress toward fulfilling degree requirements.
2. Move all academic advisement documentation to an electronic format to ensure accurate communication and consistency of academic advisement.
3. Systematically ensure that all faculty and professional staff responsible for academic advisement attend regular software update sessions offered by the university.

### **Standard VII - Educational Effectiveness**

IUSON demonstrates program compliance with Standard VII – Educational Effectiveness and its criteria for the A.S.N., B.S.N. and M.S.N. programs.

#### **Strengths in the area of Educational Effectiveness**

1. The SON has committed resources to systematic evaluation efforts for the school that include faculty, administrators, students, and staff
2. Evaluation is part of the structure of the SON making it not only visible but valued
3. Evaluation is well integrated into the mission and goals of the SON

#### **Areas for improvement in the area of Educational Effectiveness**

1. Continue to refine the questions needing to be asked related to educational effectiveness
2. Continue to modify data collection, analyses processes, and dissemination of results to appropriate stakeholders in a timely fashion
3. Continue to find ways of increasing response rates to improve usefulness of information

#### **Future Plans**

1. Work with members of the evaluation sub-committee in refining tools, analyzing and presenting data in the most meaningful way for maximum use
2. Develop evaluation data bases that can be used by faculty and students to foster educational research
3. Disseminate through publication evaluation efforts being undertaken along with lessons learned.



## **Standard I: MISSION AND GOVERNANCE**

**There are clear and publicly stated mission and/or philosophy and purposes appropriate to postsecondary or higher education in nursing.**

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**Criterion 1. Mission and/or philosophy of the nursing education unit is congruent with those of the governing organization, or differences are justified by the nursing education unit purposes.**

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1a. The mission and purposes of the Indiana University School of Nursing (SON) is congruent with that of the governing institution, Indiana University (IU), and the campus, Indiana University Purdue University Indianapolis (IUPUI). The Indiana University mission statement reads as follows: “Indiana University is a major multi-campus public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical and technological education. Indiana University’s mission is to provide broad access to undergraduate, graduate, and continuing education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services. Indiana University seeks to create dynamic partnerships with the state and local communities in economic, social, and cultural development and to offer leadership in creative solutions for 21<sup>st</sup> century problems. Indiana University strives to achieve full diversity and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom” (Indiana University Board of Trustees, 2005).

The mission of IUPUI, as the academic health sciences campus of IU, is as follows: “Indiana University Purdue University Indianapolis (IUPUI), a partnership between Indiana and Purdue Universities, is Indiana’s urban research and academic health sciences campus. IUPUI’s mission is to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally, and internationally through research and creative activity, teaching and learning, and civic engagement. By offering a distinctive range of bachelor’s, master’s, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity” (Board of Trustees, 2005). IUPUI’s mission statement and goals provide the basis for long-range and strategic planning, goal setting activities, fiscal planning, resource allocations, assessment and evaluation for the Institution and its schools. The IUPUI mission is reviewed every two years by university administration, University Faculty Council, and University Staff

Council. The goals for implementing IUPUI’s mission are: excellence in teaching and learning; excellence in research, scholarship, and creative activity; and excellence in civic engagement, locally, nationally, and globally.

As a core campus school, the nursing programs located on the Indianapolis, Bloomington and Columbus campuses share mission and goals that are congruent with the parent institution (IU) and are derived from the IUPUI mission and goal statements. The vision statement of IUSON states that “Indiana University School of Nursing is leading with excellence in research and education powered by innovation and partnerships” (IUSON, 2007). The mission of the IUSON is to “lead the ‘knowledge work’ of nurses of today and tomorrow to positively influence the health of communities served by: inspiring learning through excellence in teaching; creating and advancing knowledge through science and research; and shaping care through practice innovations and partnerships”. Table I-1-1 Comparison of IUPUI and IUSON Mission Statements illustrates the congruence between IUPUI’s and the school’s mission statements.

<b>Table I-1-1 Comparison of IUPUI and IUSON Mission Statements</b>	
<b>IUPUI Mission Statement</b>	<b>IUSON Mission Statement</b>
Advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement.	Lead the “knowledge work” of nurses of today and tomorrow to positively influence the health of communities served by: inspiring learning through excellence in teaching; creating and advancing knowledge through science and research; shaping care through practice innovations and partnerships.

In order to facilitate meeting the school’s mission and purposes, the SON is organizationally structured into three faculty departments: Adult Health Nursing, Family Health Nursing, and Environments for Health. All faculty on the Indianapolis, Bloomington, and Columbus campuses are placed in one of these three departments based on their area of practice expertise, research interests and ability to contribute to the department’s teaching mission. The department structure facilitates the mission and governance of the school by creating a community of faculty with like interests and expertise in specified areas of nursing practice and research. The theme that begins with the conceptual titling of each department becomes operationalized through faculty

scholarship that focuses on health, health systems, and quality of life, all concepts are central to the research mission of the school. The department model also acts as a stimulus for collaboration across department faculty and across other related disciplines such as social work, psychology, anthropology, medicine, informatics, education, liberal arts and the basic sciences. See [Appendix A](#) for a copy of the IUSON organizational structure.

Additional SON units within the organizational structure include the Center for Academic Affairs; the Center for Nursing Research; the Mary Margaret Walther Program for Cancer Care Research; the Center for Research in Nursing Education; the Office of Lifelong Learning; the Office of Community and International Affairs; the Institute of Action Research for Community Health and the World Health Organization Collaborating Center in Healthy Cities; the Office of Development; and the Office of Resource Management. The administrators, staff, and professional personnel in these units support faculty in the achievement of their goals in the areas of teaching, research, service, and practice.

1b. The IUSON program purposes and competencies are congruent with the program mission; clearly stated and publicly accessible; appropriate to the legal requirements and scope of practice for each respective program, including advanced practice nursing; and consistent with contemporary beliefs of the profession. The outcome competencies for the A.S.N., B.S.N. and M.S.N. programs can be found in [Appendix B](#).

The goals (purposes) established for the School of Nursing are consistent with those of the university and specifically highlight the goals of collaboration and meeting the needs of the school's community of interest. In 2004- 2005, nursing administrators, faculty and staff of all three campuses, engaged in a strategic planning process whereby, a strategic plan was developed that resulted in the establishment of updated school goals. The current strategic goal statements for IUSON are: 1) solidify IUSON's reputation as a national leader in nursing education research and best educational practices; 2) position IUSON as a nationally renowned leader in clinical research; and 3) develop new and sustain existing partnerships to support innovations in education and research that address current and future challenges in healthcare and health professions education.

The outcome competencies for the B.S.N. and M.S.N. programs are published in the University Bulletin and the outcomes for each program (A.S.N., B.S.N., and M.S.N.) are also available on

each core campus nursing program website. The outcome competencies are reviewed and developed by faculty in accordance with the school's systematic evaluation plan and are congruent with contemporary practices and professional standards. The rules and regulations of the Indiana State Board of Nursing (ISBN) stipulate the legal requirements for registered nurse and advanced practice nursing practice. A copy of the ISBN regulations is available for review in the onsite display room ([Exhibit 1](#)). The professional standards reflected in the A.S.N. program outcomes are the American Nurses Association's Scope and Standards of Nursing Practice (2004) and Code of Ethics (2001). The professional standards reflected in the B.S.N. program are the American Nurses Association's Scope and Standards of Nursing Practice, the Code of Ethics and the American Association of Colleges of Nursing's Essentials of Baccalaureate Education (1998).

The M.S.N. degree program has incorporated the American Association of Colleges of Nursing's Essentials of Master's Education for Advanced Practice (1996); National Organization of Nurse Practitioner Faculty (NONPF, 2002), National Association of Clinical Nurse Specialists (2004); Scope and Standards for Psychiatric Mental Health Nursing (2007); National Association of Neonatal Nurses (NANN) Education Standards for Neonatal Nurse Practitioner Program (2002); NONPF Competencies for Acute Nurse Practitioners (2004); ANA Scope and Standards for Nurse Administrators (2004); Quad Council Public Health Nursing Competencies (2003); and National League for Nursing Nurse Educator Competencies (2007). See [Exhibit 2](#) in the onsite display room for copies of the professional standards used in the undergraduate and graduate programs.

1c. IU, IUPUI, and IUSON are committed to recognizing and celebrating the cultural, racial and ethnic diversity that is found in the university community on all three campuses. The university's mission to enhance the climate for underrepresented population groups, increase access to academic opportunities, and raise the level of educational achievement for students from underrepresented groups. This commitment is demonstrated by the variety of academic, social and scholarship initiatives that are available to underrepresented student populations. For example, there are multiple student organizations for diverse populations on the IUPUI campus, such as the African Students Association, Alliance for Gender Awareness, Arab Student Association, Black Student Union, Chinese Culture Club, Iranian Student Association, to name just a few. Examples of scholarship opportunities for diverse student populations include the Diversity Research Scholars Program, IUPUI McNair Program, and the Norman Brown Diversity and Leadership Program. IUPUI has a Diversity Cabinet with a campus plan that includes an

annual evaluation of progress toward the identified outcomes. This evaluation is publicly shared with the university's stakeholders through the IUPUI website ([www.iupui.edu/diversity/cabinet.html](http://www.iupui.edu/diversity/cabinet.html)). The IUPUI campus is currently interviewing candidates for appointment to a newly created position Vice Chancellor for Diversity, Equity and Inclusion.

Specific Bloomington programs that support diverse students are Hudson – Holland Scholars program & the GROUPS program. Nursing students are eligible to participate in both programs. The mission of the Herman C. Hudson and James P. Holland Scholars Programs is to recruit, retain and prepare students with outstanding records of academic achievement, strong leadership experiences, and a commitment to social justice. This program is an integral part of Indiana University's efforts to foster the benefits of educational diversity, in part by assuring the obtainment of a critical mass of students from underrepresented minority backgrounds who have a history of discrimination. As such, during the application process positive considerations are given to students from underrepresented minority backgrounds and whose presence will enhance the learning environment through increased diversity at Indiana University (African American, Native American, and Latino/Hispanic).

The Groups program was established on the IUB campus in 1968 to address low college attendance rates among first-generation, low-income, and physically challenged students at Indiana University. Funded by the Higher Education Act of 1965, and supported by the university's strong commitment to additional resources and services, the Groups program admits more than 200 students each year and has an alumni roster of close to 9,000. It is just one of the more than 2,000 federal TRIO programs serving 725,000 students across the country with funds distributed through competitive grants. A listing of diversity resources available to students on the Bloomington campus can be found at [www.indiana.edu/~asd/diversity/resources.html](http://www.indiana.edu/~asd/diversity/resources.html). The IUPUI-Columbus LPN-A.S.N. program targets enrollment of non-traditional students who make up a diverse student population. For example, there are several nursing scholarships available to meet the needs of single mothers who work full-time while pursuing their A.S.N.

The School of Nursing has a history of over three decades of focused efforts in addressing diversity issues among students, staff, and faculty. Consistent with the university's definition of diversity, the School of Nursing encompasses gender, race, ethnicity, sexual orientation, religious affiliation, socio-economic class, age, learning styles, and disabilities. In an attempt to articulate a commitment to creating and respecting a diverse environment, the SON faculty, in 1998, adopted

a statement on diversity that guides the school's efforts to commit to diversity. (See [Appendix C](#) for a copy of the IUSON Diversity Statement). These efforts are facilitated by the Director of Diversity and Enrichment in collaboration with administrators, the faculty, students, and community partners. A Diversity Council also facilitates diversity efforts. Representation on the council includes individuals from nursing education, alumni engaged in nursing practice, students, staff, and interested public members. Support for diversity is exhibited through offering diversity programs in the form of a Diversity Forum Series and an International Series. Programs, offered throughout the academic year, are designed to increase awareness and knowledge of diversity. They include presentations from a variety of cultural perspectives, to enhance teaching and learning and to increase awareness of health care needs among diverse cultures.

The Davis-Sams Distinguished Visiting Professorship brings nationally known leaders to the school annually to interact with faculty, students and individuals from the community. The scholarly focus for the 2006 and 2007 professorship was the need for culturally sensitive research, research with vulnerable populations, and health disparities. Faculty are recognized annually, by way of awards, such as the Sequoia Award, for their work in the area of diversity. Cultural competence is an identified program outcome for the undergraduate and graduate programs. Teaching strategies and experiences are used to inform and challenge students to expand their knowledge and understanding of cultural and the health care needs of people from diverse populations.

Deliberate efforts are made to recruit students from varied ethnic populations. Faculty work collaboratively with the Marketing and Recruitment Coordinator to recruit students at various ethnic events, area health care facilities, and local and national conferences. Once students are enrolled, direct efforts are made to facilitate successful completion. A multi-system program comprised of empowerment sessions (test taking, stress management, time management), reviews, tutoring, and STATS (Self Tracking and Assessing for Succeed) are among the efforts. Gatherings and mentoring provide opportunities for students to share issues and concerns in a supportive environment. Students with special needs are referred to the specific office on campus that provides the needed support service. For example, students with documented learning disabilities are referred to the Adaptive Services Office.

On the IUPUI campus, the SON encourages undergraduate students to participate in academically challenging programs (such as Honors, Undergraduate Research), and target underrepresented

students to participate in the Diversity Scholars Research Program (DSRP). Financial support is provided as needed depending on the nature of the program. For a period of 10 years, ending in 2006, a SON faculty directed the DSRP program. Her commitment to this effort was recognized by the broad university community.

The international student population comes from several countries including Canada, Mexico, South Korea, China, Thailand, Philippines, Peru, Indonesia, Lithuania, Taiwan, Burma, Iran, Saudi Arabia, Bangladesh and Africa. Concerted efforts are made to support these students. Because of the language difficulties, there is a major need for assistance with grasping the content in their various courses. Special support has been put in place to assist them. For example, guidelines for learning and testing have been developed. Faculty use these guidelines on a regular basis. Students are also aware of the guidelines and readily inform faculty of their need for increased time during taking tests, and the use of an ESL dictionary during testing. Faculty efforts with supporting ESL students are noted and recognized by the university community. A Special Ambassador Award is given each year to faculty for exceptional mentoring of international students. The strengths and hard work of international students do not go unnoticed. An Ambassador Award is given to a graduating international student each year for high scholastic achievement. Annual reports from the Director of Diversity and Enrichment that detail the diversity efforts of the school for the past three years are available in the onsite display room in Exhibit 3.

1d. The university and the SON are committed to promoting access to the broadest range of academic programs in keeping pace with society's needs. As such, programming for distance education is congruent with the philosophy and purposes of the governing organization and nursing education unit. IUSON faculty on all three campuses utilize online learning and the university supported course management system to deliver selected course content as appropriate. In part, because of the faculty's expertise with online learning and commitment to developing best practices associated with the use of technology, the National League of Nursing designated the core campuses of Indiana University School of Nursing (Indianapolis, Bloomington and Columbus) as a Center of Excellence in Nursing Education for the Pedagogical Expertise of Faculty (2006-2009). A copy of the NLN Center of Excellence application is available for review in the onsite display room in Exhibit 4.

The faculty and staff of the School of Nursing are considered to be leaders within the university in distance education and the use of online instruction to increase availability and accessibility of the RN-B.S.N. program and the M.S.N. program. IUSON has been offering graduate nursing course work via distance since 1985 using the Indiana Higher Education Telecommunications System (IHETS) in fulfilling the charge given by the Indiana State Commission for Higher Education (ICHE) to increase accessibility to graduate education across the state. These early distance education efforts have greatly expanded in both the scope of the courses offered and ease of accessibility of graduate and undergraduate educational opportunities. The use of distance technology, especially the Internet and video-conferencing (“Breeze” technology) to increase student access to both undergraduate and graduate programs, is an important component of the SON’s strategic plan.

Resources to support the implementation of technology into faculty teaching efforts are abundant on all three campuses. The university provides a university developed and managed course management system, OnCourse, which is the platform by which all SON online teaching efforts are delivered. In use for a number of years, OnCourse has historically proven to be a reliable platform. It was recently upgraded in fall 2007 to Oncourse CL to provide enhanced functionality but, unfortunately, the upgrade precipitated significant and unexpected instability in the system, affecting the delivery of online content for the first few weeks of the fall semester. The University Information Technology Services (UITs) unit, which provides centralized support for faculty, staff and students alike, worked diligently and collaboratively with the academic units to restore functionality as soon as possible. At this time, the majority of implementation issues related to Oncourse CL have been addressed and stability is returning to the system.

Initially, faculty teaching in the graduate program provided the leadership in the development of web-based courses. All three of the courses that comprise the core of the masters program have been converted to an online format for delivery via the Internet. Funding has also been received to prepare two of the M.S.N. program options for distance delivery. A HRSA grant was received in 2005 to convert the Adult Health CNS option to distance delivery using a combination of asynchronous online delivery and synchronous video-conferencing presentations delivered via “Breeze” technology. The Indianapolis Private Industry Council and a local private community foundation, the Fairbanks Foundation, recently provided the school with funding for the development and implementation of a completely online nursing education option in the M.S.N. program. This program was initiated in May 2007. The faculty of the psychiatric/mental health



option are submitting a December 2007 HRSA grant to transition their program to online delivery. While graduate nursing faculty may have been the first to integrate online technology into their courses, all faculty within the school have now developed skill in integrating technology within their courses. Registered nurse students enrolled in the RNB.S.N. program option have the opportunity to access required nursing courses via an online delivery format. All faculty in the undergraduate program have developed a website for their course that provides the students with access to course materials and a few selected undergraduate courses are being delivered online for the traditional B.S.N. students.

The school provides significant technical and design support for faculty using distance education technology to enhance or maintain excellence in learning. This support team consists of an assistant dean for information technologies, a director for learning resources, an instructional designer, a staff member who assists faculty with “Breeze” videoconferencing, and a web page developer who assists the faculty with uploading course content onto OnCourse CL. The information technology team also includes two staff members who provide hardware and software support to faculty and staff, and a database programmer. The IUPUI Office of Professional Development provides faculty and staff development support for the use of technology for both the IUPUI and IUPUC campuses, and on the Bloomington campus similar support is provided by University Information Technology Services, (UITS). Various grant opportunities (i.e., “Jump-start” grants) are also available at the university level to assist full-time faculty with converting courses to online delivery and nursing faculty have been frequent recipients of such funding. In summary, the faculty and staff of IUSON have the expertise to initiate and implement distance education programming that is in keeping with the missions of the university and the school.

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**Criterion 2. Faculty, administrators, and students participate, in governance as defined by the governing organization and the nursing education unit.**

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2a. Faculty, administrators and students participate in governance at the level of the university (IU) and the campus (IUPUI). Faculty and student governance is representative at the university and campus levels. University faculty meetings are audio and video-broadcast to all campuses within the system, and all faculty are welcome to attend. The faculty and student representative governance structure at the IUPUI and Indiana University level provides a number of opportunities for faculty and students to be elected to various committees within these two

governance structures. Nursing has a long history of active representation at both levels of university governance. A SON faculty member recently served as president of the IUPUI Faculty Council and the Indiana University Faculty Council. SON faculty also serve on the Executive Committee of the Indianapolis Faculty Council. Faculty have electronic access to copies of committee minutes, campus-wide electronic discussions, and receive reports from faculty representatives. A representative listing of nursing faculty involvement in Indiana University and IUPUI committees for 2005-2006 has been included in [Appendix D](#).

There are a number of ways in which students are involved in school and campus governance. At the campus level student senators are selected by their peers to serve on the undergraduate student government committee. In addition, within the school each incoming cohort of undergraduate students elects class officers who serve on the school-wide Presidents' Council. The council serves as a key communication and planning link between students, administration and faculty. The President's Council meets monthly to share information, discuss class concerns, and make recommendations to the dean and faculty class advisors regarding issues related to the school goals, curriculum, extracurricular activities, and policies. It is expected that class officers share this information at class meetings and bring back concerns to share in the President's Council. The dean frequently attends the monthly meetings of the Presidents' Council. Among other responsibilities, the Presidents' Council assists in filling student positions on school committees (e.g. baccalaureate curriculum committee) and ensuring student representation. Council members are also responsible for allocating the school's portion of the student activity fee income to support student activities. Three students, representing undergraduate and graduate nursing students, currently serve on the SON Dean's Council which is an information sharing forum representing administrators, faculty, staff, and students.

2b. The faculty governance structure for the SON exists at the core campus level in the form of the Core Council of Nursing Faculty (CCNF). CCNF faculty members reside on the Indianapolis, Bloomington, and Columbus campuses. Voting membership on the Core Council of Nursing Faculty (CCNF) is composed of full-time tenure-eligible faculty, clinical faculty and research scientists. The current bylaws for the CCNF are included in [Appendix E](#); they are undergoing review by the Bylaws Committee for potential revision in spring 2008.

The CCNF meets at least two times per semester during the academic year to approve new policies and revise already existing policies, and holds 2-3 town meetings each year to discuss

issues of mutual concern. The town meeting structure allows faculty to debate proposed voting items, listen to expert opinions from within the core school and the university, and encourage networking. All CCNF meetings originate on the Indianapolis campus with faculty on the Columbus and Bloomington campus attending in-person or by two-way video conferencing. All CCNF policies (revisions and updates approved by the governance structure) are posted to the Indiana University School of Nursing Intranet website. The intranet website is available to all faculty and staff on the three campuses.

The CCNF Executive Committee manages the business of the CCNF, monitors the progress of committee work, and sets annual goals for CCNF. This committee is composed of the CCNF president, president-elect, secretary, chairs of the standing committees, and academic administrators who act in a liaison role to this committee and standing committees. The CCNF has eight standing committees that provide a vehicle for faculty governance in meeting the school's mission and goals. These committees are the Nominating Committee; Appointment, Promotion, and Tenure Committee; Graduate Curriculum/Student Affairs Committee (GC/SA); Undergraduate Student Affairs Committee; Undergraduate Curriculum Committee; Faculty Affairs Committee; and Bylaws Committee. Copies of the minutes from the past three years for all standing UCNF committees are available in the onsite display room.

The Nominating Committee implements procedures for election of officers and conducts elections for all CCNF committees. The Graduate Curriculum/Student Affairs Committee coordinates the development, evaluation, and revision of the curriculum and student policies for the graduate program. While the Graduate Curriculum/Student Affairs Committee is administered by the SON in Indianapolis, nursing faculty on any IU campus who hold membership in Indiana University Graduate School are eligible to vote within the CCNF Graduate Curriculum/Student Affairs Committee. The Undergraduate Curriculum Committee is responsible for A.S.N. and B.S.N. curriculum development and evaluation of the respective undergraduate programs. The Undergraduate Student Affairs Committee proposes core school campus-specific policies and monitors the implementation of CCNF policies and practices for admission, progression, and graduation on all three campuses in the core school. The Appointment, Promotion, and Tenure Committee makes recommendations to the university dean regarding issues involving appointment, reappointment, promotion, and tenure status for faculty and non tenure-eligible appointees on all three campuses. The Faculty Affairs Committee (FAC) addresses matters such as academic freedom and standards for workload and appointment, promotion, and tenure, and

serves as the peer review group for the Trustee Teaching Awards, sabbatical leave applications, administrative evaluations, and recommendations for appointment of emeritus faculty for all three campuses. The FAC also makes recommendations for faculty development opportunities and assists with the Culbertson Retreat which is a faculty development retreat held every two years to promote integration and scholarship for all SON faculty from across the Indiana University campuses. The Bylaws Committee reviews and revises the CCNF Bylaws as needed and as stipulated in the school's systematic review plan.

Student representatives from the graduate and undergraduate programs participate in school governance through appointment to CCNF committees. Per bylaws, students are represented on CCNF Undergraduate and Graduate Curriculum and Student Affairs Committees. Each campus in the core school has a similar structure allowing for student input on their respective campus. Undergraduate students on the Bloomington campus belong to the class officers' council. Nursing students at IUPUC have the opportunity to serve on the campus student council. Students who have been appointed to the IUPUC student council have actively participated in campus affairs. Graduate students participate in governance through representation on the Graduate Curriculum/Student Affairs Committee and President's Council. A number of undergraduate and graduate students/alumni are active on the Council on Diversity and Enrichment.

Despite multiple efforts to provide avenues for student input, faculty are challenged to seek ways of fully involve undergraduate and graduate students in the governance process. Most undergraduate and graduate students commute to campus and have significant family and work responsibilities to balance with their academic studies. Attending meetings is not always a priority. Increasingly, faculty and students use electronic distribution email lists in both the graduate and undergraduate programs, and electronic newsletters in the undergraduate programs to maintain communication and student involvement. Copies of electronic newsletters are available for review in the onsite display room as Exhibit 5. There are also ongoing assessment opportunities such as focus groups and surveys for students to provide feedback. Faculty and administrators also bring issues to the President's Council and to class meetings on a regular basis. Students are notified of changes in policies and practices through written and verbal communications. The undergraduate and graduate student handbooks are updated annually on each campus. IUB has a combined pre-nursing and undergraduate student handbook which is updated annually.

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**Criterion 3. Nursing education unit is administered by a nurse who is academically and experientially qualified, and who has authority and responsibility for development and administration of the program.**

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3a. Since July, 2004 Dr. Marion E. Broome has served as Distinguished Professor and University Dean for IUSON on eight IU campuses. She also serves as Associate Vice President for Academic Affairs for Nursing within the Clarian Health system. Dr. Broome is highly qualified to lead the school in meeting its mission and goals. Dean Broome received her B.S.N. from the Medical College of Georgia and a Masters of Nursing (MN) from the University of South Carolina with a major in Family Nursing (1977). Her Ph.D. (1984) is from the University of Georgia in Child and Family Development.

3b. Dean Broome has been a faculty member at 5 senior level university schools of nursing. Over the course of her 30 years in academe, she has taught in baccalaureate, masters, doctoral (both DNSc and PhD) and post doctoral programs in nursing. She currently teaches the 3<sup>rd</sup> semester honors students 2 semesters a year and 2 PhD courses (1 each summer), as well as serving as doctoral advisor for 2 students in the Ph.D. program and as a committee member on 3 others.

3c. Dean Broome is the chief executive officer for the IUSON. As such all final decisions related to faculty and staff recruitment, resource and fiscal management, development priorities, and school commitments toward campus and university initiatives rest with her office. However, the dean relies heavily on input from her executive administrative group about all matters related to faculty and staff welfare and matters affecting the school. The scope of the dean's responsibilities, for both internal and external constituencies, is found in her job description which is available as Exhibit 6 in the onsite display room.

The university dean of Indiana University has traditionally been an individual who is nationally known as a scholar and leader. Dr. Broome's curriculum vita illustrates her leadership and expertise in nursing education, research, and clinical practice. She has edited or authored over 5 books, 14 chapters in books and 73 papers in refereed journals in both nursing (Nursing Research, Journal of Pediatric Nursing, Journal of Nursing Scholarship) and interdisciplinary journals (PAIN, Children's Health Care). She has also been Principal Investigator for 3 RO1s funded by the National Institutes of Health (1994-2005).

Dean Broome has served in numerous professional leadership positions. She is past president of Society of Pediatric Nurses (1992-1994), and served on governing boards of the Midwest Nursing Research Society (1997-2000), the Association for Care of Children's Health (1996-2000) and is currently the editor of *Nursing Outlook*: The Official Journal of the American Academy of Nursing (2003- present). Dr. Broome has served on numerous NIH and international grant review committees over the past 15 years. She was appointed as a permanent member of the Social Science, Nursing, Methodology and Epidemiology Science Study Section, (1997-2001) and as a Charter Member of Nursing Science: Children and Families Study Section, Center for Scientific Review, National Institutes of Health (2004-2006). Dean Broome has been a Fellow of the American Academy of Nursing since 1994.

During Dean Broome's tenure, the school has developed a significant record of research and teaching activities to support the academic mission which provides a strong foundation for both the undergraduate and graduate programs. In 2006, the nursing school at IUPUI ranked 8<sup>th</sup> in NIH funding (of 102 Schools of Nursing) - up from 21<sup>st</sup> when Broome assumed the deanship in 2004. The 2007 US News and World Report ranked the school 15<sup>th</sup> in recognition of the M.S.N. program, with 2 of the majors in the top 10 (Clinical Nurse Specialist #3 and Psychiatric Mental Health Nursing #5). The dean has consistently provided resources for state of the art technologies to enhance student learning and faculty teaching, research, and scholarship. In 2005, the Center for Nursing Research and Scholarship was expanded in terms of staff and space. In 2006, a new Center for Nursing Education Research was added and Dr. Pamela Ironside was recruited as its first director. In 2006, Dean Broome committed a 2 million dollar bequest for a complete renovation of the school's learning resource center. That renovation is underway with an anticipated completion date of April, 2008. This 10,000 square foot "Center for Nursing Innovation in Clinical Education" will provide state of the art learning technologies including simulation, learning management systems, etc. Dean Broome has developed and maintains an extensive network of external constituents that enable her to successfully fundraise for the School of Nursing. Fundraising efforts have led to funding for faculty research and development, student scholarships, and international initiatives.

3d. The University Deanship provides for a 100% commitment to the role as chief executive officer of the School of Nursing. The school administrative leadership group includes one executive associate dean and 3 associate deans who oversee all academic programs and support services, an associate and assistant dean of research, an associate dean for community and

international affairs, and 2 assistant deans for Information Services and Support and Finance, Facilities and Resources. In addition, campus deans are responsible for daily operations on their respective campuses; three department chairs who share the responsibilities for faculty development and daily operations related to program implementation and allocation of resources; and a director of development round out the leadership team. It is an expectation of all deans that they be involved in some level of teaching each year. Dr. Broome's curriculum vitae is on file as Exhibit 6 in the onsite display room.

The dean's office staff includes a receptionist, an executive assistant who manages all external and/or leadership constituencies (e.g., advisory board, system deans group, executive advisory group, dean's council, and ad hoc projects such as the dean as chair for the search committee for Optometry Dean at IU.) Finally an administrative assistant handles all scheduling requests and day-to-day operations. This level of support and staffing allows the dean to focus on leading, and not micromanaging, the school's operations.

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**Criterion 4. Policies of the nursing education unit are consistent with those policies of the governing organization, or differences are justified by nursing education unit purposes.**

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4a. The policies of the nursing education unit are consistent with the policies and practice of Indiana University and IUPUI in the following areas: non-discrimination; faculty appointment and hiring; academic rank; promotion and tenure; grievance procedures; salary and benefits; rights and responsibilities; termination; and workload. University academic policies related to faculty formulate the foundation for the development of school policies which are applicable to faculty on all three campuses that constitute the core nursing school. These policies are published online in the IU Academic Handbook and are reviewed and revised annually. A copy of the current academic handbook is available for review in the onsite display room as Exhibit 7.

Indiana University and IUPUI assume that the schools within the university structure are responsible for establishing policies and practices that represent the philosophy, goals, and mission of each school. Within the Indiana University system it is therefore expected that schools will maintain a high level of autonomy and authority to direct the business of the school. It is also expected that policies and practices set by individual schools complement, augment, and clarify,

but not contradict, university policies. It is in this spirit that the faculty develops and implements policies appropriately given the mission and goals of the SON.

4b. As mentioned previously, all faculty policies are readily accessible in the Indiana University Academic Handbook on the university website. In addition, all faculty policies applicable to faculty within the SON are posted to the school's intranet. The SON also has its own full-time Human Resources (HR) representative who is available to all faculty and staff, as well as prospective faculty and staff, to answer any questions they may have about the policies that govern their appointments within the SON.

4c. There are no faculty policies that differ from the policies of Indiana University or IUPUI, the two governing organizations of the school.



### **Strengths in the area of Mission and Governance**

1. The mission of the SON is strongly congruent with the governing organization at the university and campus levels.
2. SON faculty are significantly involved in the governance of the university, campus and school.
3. Students have clearly identified mechanisms by which they can have input into the governance of the university and school.
4. SON faculty and staff are considered by the university and campus to be experts in the delivery of distance education, in keeping with the mission of the institution.

### **Areas for improvement in the area of Mission and Governance**

1. As a large organization, the SON needs to continuously be attentive to the process of communication that is used to ensure satisfactory involvement of all parties (administrators, faculty, staff and students on all three campuses) in the governance of the SON.
2. Continue to encourage and provide opportunities for student involvement and participation in school governance.

### **Future Plans**

1. To continue to focus school-wide efforts on further revision, implementation, and evaluation of the SON's strategic plan.
2. To explore additional means by which to encourage and enable student participation in the governance of the SON.

## **Standard II: FACULTY**

**There are qualified and credentialed faculty, appropriate to accomplish the nursing education unit purposes and strengthen its educational effectiveness.**

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**Criterion 5: Faculty members (full-and part-time) are academically and experientially qualified and maintain expertise in their areas of responsibility.**

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5a. The mission of the School of Nursing is to educate nurses capable of positively influencing the health of communities by inspiring learning, creating and advancing knowledge through science and research, and shaping care through practice innovations and partnerships. To accomplish this mission, the school emphasizes excellence and innovation in teaching; health behaviors and health systems research; interdisciplinary collaboration; partnerships with the community; and lifelong learning. Faculty are selected based on nursing expertise and commitment to quality education as well as their ability to assist the school in accomplishing its mission. The majority (61%) of all full-time faculty hold earned doctorates from regionally accredited institutions.

The terminal degree for nursing faculty is the doctorate and, is a requirement for tenure track and tenure appointments. Non-tenure track/clinical faculty who are appointed to a one to three year renewable contract are required to have, at the minimum, a master's degree in nursing. Clinical faculty are encouraged to pursue doctoral education and new clinical faculty appointments are required to enroll in doctoral study within two years of their initial appointment if they do not already hold a doctorate. Visiting lecturers are hired on a one-year contract, which is renewable for only one year; extensions to visiting lecturer contracts beyond the two years may be requested of university administration if necessary. Within the core school, there are currently 13 visiting lecturers. Visiting lecturers are eligible to apply for clinical or tenure track positions should they come available. All 10 tenure track and 43 of the 44 tenured faculty have doctoral preparation, and a total of 53 hold appointments in the University Graduate School. The one tenure track faculty who holds tenure without a doctorate was tenured prior to the currently long-standing requirement of having a terminal degree to be eligible for tenure consideration. Seven of the 33 clinical faculty have doctoral preparation and two hold appointments in the university graduate school. A complete listing of all faculty who are members of the university graduate school can be found in [Appendix F](#). All 87 full-time faculty and 13 visiting lecturers teaching in the undergraduate and graduate programs meet or exceed the requirements of the Indiana State Board of Nursing.

As evidenced by the Faculty Profile Table ([Appendix G](#)), the faculty is diverse in its academic and professional qualifications. This diversity of faculty backgrounds contributes to the school's ability to offer high quality nursing education. All full-time faculty teaching in the undergraduate programs hold at minimum a master's degree in nursing with clinical experience appropriate to their teaching responsibilities. Additionally, all faculty teaching required courses in the graduate program hold at the minimum a masters degree in nursing. Sixty-six of the faculty hold a specialty certification. A list of faculty with specialty certification is in [Exhibit 8](#).

5b. The usual requirement for part-time faculty teaching in the associate and baccalaureate programs is a minimum of a master's degree in nursing. The current faculty shortage occasionally requires the school to employ BSN prepared nurses as clinical instructors. If part-time clinical instructors with a baccalaureate in nursing as the highest degree are hired, they must have substantial experience in a clinical area and work with a full-time MSN or doctorally prepared faculty member who serves as a mentor. The faculty mentor assists with student assessment and evaluation as well as any teaching/learning challenges that occur in the practice setting. In fall 2007, there were 89 part-time instructors employed by the campuses of the core school. Of these 89 part-time faculty, 8 were doctorally prepared, 66 were master's prepared, and 17 held a BSN as their highest degree. Eight of the 17 who hold a BSN were enrolled in a master's in nursing program.

5c. All IUSON core campus faculty hold credentials that meet the requirements of the university and the Indiana State Board of Nursing ISBN. All faculty have on file a current license to practice in Indiana, academic transcripts, a current curriculum vitae, and a State Board Profile Form. Documentation of compliance with these requirements can be found in faculty files which are maintained in the School of Nursing Business Office, NU139. The school is careful to comply with the regulations of the Indiana Health Professions Board of which ISBN is an agency. The board regulations and documentation of our compliance are in [Exhibit 9](#) and available for review in the onsite display room.

5d. The academic and experiential preparation of faculty, as well as the variety of faculty backgrounds, are appropriate to meet the diverse needs of the school and its mission. Faculty members are carefully recruited to ensure that fully qualified faculty with clinical expertise in each of the basic clinical areas are available to teach the content areas specified in the

undergraduate and graduate curricula. Responsibility for each undergraduate course is assigned to a lead master's or doctorally prepared faculty who facilitates coordination of substantive content and learning experiences for that course. All faculty of record for master's level courses are doctorally prepared with the exception of two who are master's prepared. All faculty teaching in the nurse practitioner program options are certified with the exception of one who is scheduled to take the certification examination in January 2008.

5e. There is only one full-time non-nurse faculty in the SON. This faculty is a doctorally prepared, tenured full professor with clinical expertise as a respiratory therapist. She joined the faculty of the SON when the university eliminated the respiratory therapy program of which she was the director. She has expertise in smoking cessation, research, evidence-based practice, and faculty development. She teaches the undergraduate research course and facilitates the implementation of graduate students' evidence-based projects. These course assignments are consistent with her areas of expertise.

5f. The school considers faculty development a high priority for maintaining excellent educational programs. Faculty are encouraged and supported to maintain expertise in their areas of responsibility: teaching, research, service, and practice. Clinical faculty are encouraged to maintain their expertise through practice and can use 20% of their time to engage in practice. Each full-time faculty member receives \$700 annually to use at their discretion for professional development. The dean and executive associate dean also have additional funds at their disposal to use for support of faculty development and travel.

All campuses offer a rich and diverse array of resources to support faculty development in teaching, use of technology, grant-writing, and research. Nursing faculty frequently take advantage of these development opportunities. University leadership development initiatives also exist to develop the leadership skills of faculty. Examples of recent (2006-2007) faculty development workshops held on the IUPUI campus and open to nursing faculty from all three campuses include workshops on the following: translational research; evidence-based practice; managing student incivility; clinical simulations; promotion and tenure; writing for publication; health care disparities, and health systems research. A partial listing of campus sponsored faculty development activities for 2006 which were available for all SON faculty to participate in can be found in [Appendix H](#). In addition, newly hired tenure track faculty receive a one course release each semester for two years as well as summer stipends during those same two years to initiate

their program of research. The school sponsors research interest groups which brings together faculty of like research interests (for example, pediatric research, educational research, quality of life with chronic illness). These research interest groups provide a venue by which faculty can receive constructive critique of grants, publications and other works of scholarship that are in development.

Profiles of faculty activities to maintain expertise are contained in the faculty's annual report. Examples of activities to maintain expertise include clinical practice, attendance at workshops and conferences, formal classes, consulting, and private practice. Annual faculty activity reports from 2005-2006 are available for review in Exhibit 10 in the onsite display room.

5g. The direct coordination, role development, and clinical management of advanced practice program options is the responsibility of faculty certified in the respective area with two exceptions. One faculty member who teaches in the Womens' Health NP program option is a certified midwife and one faculty who teaches in the Neonatal NP program option is scheduled to take the certification examination in January. A listing of all faculty teaching in advanced practice program options and their area of certification is available in Exhibit 8.

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**Criterion 6: The number and utilization of full-time and part-time faculty meet the needs of the nursing education unit to fulfill its purposes.**

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6a. The faculty/student ratios in the classroom and clinical practice areas are sufficient to insure adequate teaching, supervision, and evaluation. For the A.S.N. and B.S.N. undergraduate programs, faculty/student clinical ratios are maintained at or below one faculty to ten students for direct supervision. A 1:10 faculty to student ratio is consistent with the Indiana State Board of Nursing Rules and Regulations. In the master's program, students work with preceptors in clinical practice, with faculty oversight. Graduate student/faculty ratios are monitored to ensure adequate faculty supervision of precepted clinical rotations. In the advanced practice master's options, faculty-student ratios are maintained at a maximum of 1:6.

Faculty are actively recruited to meet the school's mission and strategic goals. The school follows the university human resource guidelines for faculty recruitment and appointment. By university policy, the core school is required to maintain a ratio of 60% tenure-track faculty to 40% non-tenure track faculty and the SON adheres to this policy. In spring and fall of 2007 several new

faculty were appointed to replace retiring and resigning faculty – two tenured associate professor faculty and two assistant professor faculty on the tenure track, and two clinical assistant professors. The human resources coordinator in the School of Nursing monitors the process. The executive associate dean, and/or the dean, in consultation with department chairs and/or directors, appoints the search committee that makes recommendations for appointment to the executive associate dean in the case of clinical track faculty and the dean in the case of tenure track faculty. The department chairs or the division chair of the Columbus program and the assistant dean of the Bloomington program recommend candidates for appointment of visiting lecturers and part-time faculty to the executive associate dean. The SON's Appointment, Promotion and Tenure Committee recommends rank for newly appointed tenure track or clinical faculty on all three campuses.

6b. Faculty are utilized in a manner that is consistent with the mission and purposes of IU and IUSON. All tenure track, tenured, and clinical faculty members are expected to participate in teaching, advising, scholarship, and service, and to maintain their clinical competence at a level appropriate for their teaching assignment. The proportion of time and expectations of individual faculty for each of these roles varies according to faculty appointment and rank, goals, expertise, and program priorities. Faculty role expectations in the areas of teaching, scholarship, service, and practice are identified at the time of initial appointment, during annual evaluations, and are in congruence with the faculty expectations that are defined in the *Indiana University Academic Handbook*, pp. 56 which is available for review in the onsite display room as [Exhibit 7](#). The School of Nursing has established criteria and exemplars for appointment, promotion, and tenure (see [Exhibit 11](#) in the onsite display room) that are congruent with Indiana University's evaluation criteria. Indiana University and the School of Nursing define a full-time teaching load for the academic year is to be eight sections (assuming a section is equivalent to a three-credit hour course). The instructional workload can vary according to factors such as rank, research/scholarship, and grant activities. For example, if faculty have a research/scholarship portfolio, the full-time teaching load is reduced to six sections for the academic year. Clinical track faculty teach seven sections, allowing time for practice and clinical scholarship. The school's teaching capacity document that describes workload effort is in [Appendix I](#). Department chairs use this document as a guide for determining faculty workload. The school's teaching capacity document is based on the guidelines established by the IU Board of Trustees.

6c. The number and type of faculty are adequate to carry out the purposes and objectives of the undergraduate and graduate nursing programs. There are currently 87 full-time faculty in the core school. As of fall 2007, the School of Nursing's clinical faculty across all three campuses is comprised of five faculty members at the lecturer level; one member at the senior lecturer level; 24 members at the clinical assistant professor level; and three members at the clinical associate professor level. The tenure-track and tenured faculty on the Bloomington and Indianapolis campuses are comprised of 10 members at the assistant professor level; 29 members at the associate professor level; 15 at the professor level; and three distinguished professors. Sixty-two percent of all the core school faculty are tenure-track or tenured and 38 percent are clinical faculty. In addition, there are thirteen visiting lecturers who are hired on a yearly contract to teach specific courses. To assist in meeting the research mission of the school, there are also four research scientists and seven research associates.

The school hires part-time faculty on a fixed-term contract to fill specific vacancies for clinical or theory courses. The majority of part-time faculty teach clinical courses. The department chairs or the nursing administrators of the Bloomington and Columbus programs hire part-time faculty in consultation with the executive associate dean for academic affairs. Part-time faculty are appointed for up to one academic year. If vacancies exist, department chairs or directors may reappoint them pending student and peer ratings of their teaching or clinical effectiveness. In fall 2007, there were 89 part-time faculty employed across all three campuses.

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**Criterion 7: Faculty performance is periodically evaluated to assure ongoing development and competence.**

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7a. The process for faculty performance evaluation includes the administrators, students, and peers regularly evaluating faculty performance. Appropriate to rank and appointment, faculty must be satisfactory in teaching, scholarship, practice, and service. Each year, all full-time faculty complete and submit a faculty annual report which details their accomplishments in these areas. In addition, students evaluate instructors in every course by completing standardized evaluation forms. When a course is taught through the Internet, students complete an online evaluation of both the instruction and the technology. One challenge the faculty face with online evaluations is getting students to complete and return the completed course and faculty evaluation forms; this is not unique to the SON as other academic units in the university are addressing the same issue.

Several initiatives have been attempted to encourage students to complete the forms with limited success. Standardized course and clinical evaluation forms are available for review in [Exhibit 12](#).

The department chairs are responsible for conducting all faculty evaluations on the Indianapolis campus. The assistant dean of the nursing program on the Bloomington campus, in collaboration with the department chairs, conducts an annual evaluation of each faculty member on the Bloomington campus. The division chair IUPU-Columbus evaluates faculty at that location; department chairs also participate in these reviews as appropriate. Faculty annual reports, curriculum vitae, students' evaluations of teaching, and faculty self-evaluations provide data for the annual review. During the evaluation meeting, goals for the next year and support for faculty goal accomplishments are identified. The appropriate administrator and the faculty member monitors success in goal achievement throughout the year and documents progress on the next annual evaluation as part of a continuous development program. Administrators assist new faculty in developing strategies to successfully achieve teaching, service, practice, and research/scholarship activity expectations. The dean and executive associate dean conduct a similar evaluation process for administrators who report to them. Every four to five years, or at reappointment, administrators are reviewed according to a School of Nursing procedure available in [Exhibit 13](#) in the onsite display room. The Dean is reviewed every five years according to IU policy in the Indiana University *Academic Handbook*, pp. 20, [Exhibit 7](#). The dean is scheduled to be reviewed in 2009.

7b. Tenure track faculty on all campuses of the core school are reviewed according to the promotion and tenure guidelines of the university and the school. The department chairperson reviews and recommends to the executive associate dean for academic affairs all clinical track faculty for reappointment in the last year of their contract. Exemplars exist that describe satisfactory and excellent performance in teaching, research and service for both tenure track and clinical track faculty. As mentioned previously, a copy of the exemplars that guide APT decisions is available for review as [Exhibit 11](#) in the onsite display room. Clinical track faculty are also reviewed for promotion according to university and school guidelines. When the school's budget will support awarding merit bonuses in addition to cost-of-living increases, a Merit Review Committee reviews faculty who request merit increases. The committee makes recommendations to the dean to award low, medium, or high merit based on faculty vitae, administrator recommendations, and faculty self-report in the annual faculty report of accomplishments in teaching, scholarship, and service.



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**Criterion 8: The collective talents of the faculty reflects scholarship through teaching, application, and the integration and discovery of knowledge as defined by the governing organization and within the nursing education unit.**

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8a. The SON uses Boyer's model of different kinds of scholarship and faculty are expected to demonstrate excellence in either the scholarship of teaching, application, integration, or discovery. Appropriate to rank and appointment, faculty must be satisfactory in all areas: teaching, scholarship, and service. A complete listing of faculty accomplishments in the areas of publications, presentations, awards and honors, and grant awards for the past three years is available in Exhibit 14 in the onsite display room. Appendix J provides a representative listing of faculty members' honors and awards, publications and presentations in 2006-2007. The narrative that follows in the remainder of this section cites exemplars of faculty accomplishments in the areas of teaching, research and service from the past academic year.

8b. IUSON faculty have a significant record of scholarship in teaching, research and service. Faculty have received considerable recognition for excellence in teaching and the scholarship of teaching. In 2006, the campuses of the core school received a three year designation as a NLN Center of Excellence recognizing the pedagogical expertise of faculty. Exemplars citing some of the most recent accomplishments of faculty in the areas of teaching, research and service are listed below.

Yearly, Indiana University and IUPUI give awards to recognize teaching excellence. Indiana University chooses faculty who model exemplary teaching to participate in the Faculty Colloquium on Excellence in Teaching (FACET). The SON has 11 faculty who have been selected to participate in FACET. In 2006, the university selected Patricia Allen (Bloomington campus) for FACET; she also serves as an Online Fellow for Indiana University. Dr. Mary Fisher was awarded the university's 2006 President's Award for Teaching Excellence. The following faculty received the Trustee Teaching Award for 2006 for excellence in teaching: Dr. Jan Buelow; Dr. Jan Fulton; Sharon Stoten and Rachel Waltz. Dr. Debbie Cullen is a member of the IUPUI Community of Practice on the Scholarship of Teaching and Learning, and was the recipient of the school of nursing's 2006 Lois C. Meier Teaching Excellence Award. The scholarship of teaching is also evidenced by the faculty's contributions to nursing education at the regional and national levels. For example, Drs. Pam Ironside and Judith Halstead are members of

the National League for Nursing's (NLN) Blue Ribbon Panel on Priorities for Research in Nursing Education. Dr. Sara Horton-Deutsch received the 2006 International Society for Psychiatric Nursing Education Award. Gail Kost was awarded the 2007 Indianapolis Nurse Educator of the Year award by the Indianapolis Star.

IUSON faculty have demonstrated significant and substantial accomplishments in the area of research, demonstrating excellence in the scholarship of discovery, especially in behavioral research related to oncology, quality of life issues related to chronic illness, and nursing education research. For example, Dr. Victoria Champion was awarded the 2006 St. George National Award for Outstanding Contributions to the Control of Cancer by the American Cancer Society. Dean Marion Broome is a charter member of the National Institutes of Health Children and Families Study Section. Dr. Janis Gerkenmeyer received the International Society for Psychiatric Nursing First Place Poster Award for Best Contribution to Psychiatric Nursing and Related Sciences for her research on the prevalence of depression and differences between depressed and non-depressed mothers of children with mental health needs. Dr. Kathleen Russell was a 2006 fellow at the Minority Investigators Workshop on Behavioral Methodologies sponsored by the National Cancer Institute and the office of Behavioral and Social Sciences Research. Dr. Pamela Jeffries serves as the principle investigator for a multi-site national study on best practices in the use of clinical simulations in nursing education. Dr. Jeffries was the recipient of the 2007 NLN Nursing Education Research Award. Several faculty have been recognized by the Midwest Nursing Research Society (MNRS) for their contributions to nursing research. Most recently, Dr. Pamela Ironside was awarded the Nursing Education Research Section Advancement of the Science Award. Both Dr. Tamilyn Bakas and Janet Welch were recipients of the MNRS Honor a Research Award. Dr. Anna McDaniel received the 2006 Nursing Informatics Researcher Award from the MNRS Nursing Informatics Research Section. The Annual Report of the Center for Research and Scholarship for 2006-2007 is contained in [Appendix K](#) and provides a summary report of the activities of faculty in the area of research.

In 2006, the nursing school at IUPUI ranked 8<sup>th</sup> in National Institutes of Health funding (of 102 Schools of Nursing) - up from 21<sup>st</sup> in 2004. The amount of funding coming to the school to support research and scholarship as well as teaching and service continues to increase. The Center for Enhancing Quality of Life in Chronic Illness (CEQL), under the direction of Drs. Joan Austin and Victoria Champion, provides funding for faculty research programs that are focused on chronicity and quality of life issues. Dr. Austin also supervises the postdoctoral training for the

T32 institutional training grant which recently received an additional five years of funding. The total amount of funds for external and internal awards for 2006-2007 was \$10,810, 447. In 2006-2007, IUPUI awarded grants totaling \$98, 000 and the school awarded grants totaling \$130,603 to SON faculty for research. Documents that detail internal and external funding and a list of faculty with external and/or internal funding are available for review in Exhibit 15 in the onsite display room.

Faculty have been honored for their excellence in the scholarship of integration. In 2006 and 2007, several faculty were recognized for their scholarly accomplishments by election to scholarly academies. Recently, Dr. Pamela Ironside, Dr Tamilyn Bakas and Dr. Joan Haase were inducted into the American Academy of Nursing, bringing the total number of IUSON faculty members who are Fellows in the American Academy of Nursing to seventeen.. There are also 2 faculty members who are Distinguished Practitioners in the National Academies of Practice. Dr. Judith Halstead and Dr. Pamela Jeffries were inducted as 2007 charter fellows in the National League for Nursing's Academy of Nursing Education. Dr. Melinda Swenson and Dr. Beth Richardson were inducted into the American Academy of Nurse Practitioners (AANP); Dr. Sharon Sims and Patricia Allen are also fellows in the AANP. Dr. Angela McBride, dean emeritus, is a member of the Institute of Medicine; she has also been designated a *Living Legend* by the American Academy of Nursing. Dr. Joan Austin is also a member of the Institute of Medicine. Dr. Anne Belcher received the 2006 Indiana University Thomas Ehrlich Award for Service Learning and subsequently was named one of the seven finalists for the National Ehrlich Award for Service Learning.

Organizations have also recognized faculty for their outstanding contributions to health care. For example, just in the past year alone, Dr. Anne Belcher received the 2006 Tony and Mary Hulman Health Achievement Award for Preventive Medicine and Public Health, and Dr. Joyce Krothe received the Outstanding Contribution to Community Health/Public Health Practice Award from the Association of Community Health Nursing Educators. Dr. Joan Haase received the Advocate of Music Therapy Award from the American Music Therapy Association, which is awarded to non-music therapists for their contributions to the field of music therapy. Dr. Rose Mays received the 2006 Hoosier Heritage Lifetime Achievement Award for her long time community activism.

IUSON faculty are very active in leadership roles in professional service at the state, national and international levels. As some examples, Dr. Daniel Pesut is past president of Sigma Theta Tau,

the International Nursing Honor Society. In 2005 Dr. Joan Austin was the first nurse to be elected to the presidency of the American Epilepsy Society. Dr. Ironside recently completed a two-year term on the NLN Board of Governors and Dr. Halstead is the immediate past chairperson of the NLN Nursing Education Research Advisory Council. Dr. Corrine Wheeler was appointed to the NLNAC Standards and Criteria Subcommittee for MSN programs. Dr. Joyce Krothe is the president-elect of the Association of Community Health Nursing Educators (ACHNE). Dr. Joanne Martin was reappointed by Governor Daniels as a member of the Indiana State Department of Health Executive Board and Prudence Twigg was appointed by the governor to the board of the Community and Home Options to Institutional Care for the Elderly. Dr. Kathleen Russell serves on the American Nurses Foundation Nursing Research Grant Review Committee. Dr. Lillian Stokes is the national president of the Chi Eta Phi Sorority.

### **Strengths in the area of Faculty**

1. The faculty of IUSON are accomplished and productive, and are recognized as regional, national and international leaders in the areas of teaching, research and service.
2. The faculty of IUSON are academically and experientially qualified in their areas of responsibility, enabling the school to meet its mission.

### **Areas for improvement in the area of Faculty**

1. Facing an increased number of retirements in the next five years, a priority will be to recruit new faculty, with special attention directed toward increasing faculty diversity.
2. It will be important for the school to continue to empower increasing numbers of clinical faculty to pursue doctoral education.

### **Future Plans**

1. Develop a faculty recruitment plan that will enable the school to recruit the appropriate mix of faculty academically and experientially qualified to meet the mission of the school.
2. Identify resources and a support plan to facilitate clinical faculty to obtain their doctorate.

## Standard III: STUDENTS

**The teaching and learning environment is conducive to student academic achievement.**

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**Criterion 9. Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the nursing education unit purposes.**

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9a. Policies for students of the SON are congruent with the policies of Indiana University. The A.S.N., B.S.N., and M.S.N. programs have specific policies established by faculty that govern the admission, academic progression, withdrawal/dismissal, and graduation requirements; course validation and articulation; reinstatement; and appeals related to grades and school policies. Student policies are non-discriminatory and consistently applied. The academic appeal process is designed to assist faculty and students in addressing academic and/or professional-related student issues. An appeal is appropriate in a situation in which a student believes that he or she has been treated different from the norm, discriminated against, or has had their reputation falsely compromised. Students may file a formal appeal to the B.S.N./M.S.N. Admission, Progression, and Graduation (APG) Committee. On receipt of a formal appeal the appropriate APG will institute an appeals panel to deliberate the merits of the appeal and make a recommendation to the APG committee for resolution.

Students in all programs are expected to act in accordance with all policies related to health issues. This includes compliance with OSHA and HIPAA standards, currency with immunizations and CPR certification, and maintaining health insurance coverage. The SON follows university policies that govern non-discrimination, financial aid, and transfer of credit. These policies are outlined in the university bulletin. The school also has developed its own diversity statement (Policy I-C-8) which is posted prominently inside the front doors at the main entrance of the nursing building. Please see [Appendix C](#) for a copy of the diversity statement.

University and school policies are readily available to students and the public in the campus bulletins, the graduate and undergraduate student handbooks, and on the school and campus websites. Tables III-1 and III-2 identify specific Indiana University and IUPUI nursing student policies and information, and where they can be found ([Exhibit 16](#)). The websites for campus bulletins, class schedules, financial aid, and the SON are found in Table III-3.

<b>Table III-1: Legend for SON Student Related Policies</b>	
<b>Policy</b>	<b>Policy Name</b>
I-C-2	Sexual Harassment
I-C-5	Admissions of Transfer Students
I-C-6	Transfer from UEC / Admission w/56+ Cr. Hrs.
I-C-7	Students with Disabilities
I-C-8	Statement of Diversity
<u>I-D-1</u>	Checklist for Leaving School of Nursing
I-D-17	Hepatitis B Virus (HBV) Vaccination (Students)
<u>I-D-19</u>	Exposure to Blood & Potentially Infectious Materials
I-D-21	Training in Universal/Standard Precautions
I-D-23	Admission & Progression of HIV/HBV Positive Students
I-D-24	Caring for Patients/Clients with Infectious Disease
I-D-34	<u>OSHA, Exposure to Blood Borne Pathogens</u>
<u>I-D-35</u>	Language Requirements for Students with ESL
<u>I-D-36</u>	Permanent Records for Undergraduate Students
<u>I-D-38</u>	Health Insurance for Undergraduate/Graduate Students
III-B-1	Math Requirement for Admission, A.S.N. Program
III-D-1	Mobility, RN w/o Baccalaureate to Matriculate in M.S.N.
<u>III-D-2</u>	<u>Accelerated B.S.N. Mobility Option Admission</u>
<u>III-E-2</u>	Grading of Nursing Courses Using Percentage Intervals
<u>III-E-4</u>	Writing Expectations for Students
III-E-6	Mobility for RNs With Non-B.S.N.
III-E-7	APG Subcommittees
III-E-9	<u>Continued Enrollment of Graduate Students</u>
<u>III-E-10</u>	Successful Completion of Graduate Courses

<u>III-E-11</u>	Transfer of Credits into Graduate Programs
III-E-12	Graduate Student Records
<u>III-E-13</u>	<u>Essential Abilities</u>
<u>III-E-14</u>	<u>Courses Included in Certification or Admission GPA</u>
III-E-15	<u>Personal Leave Policy for Graduate Program</u>
III-E-16	Nursing Licensure
III F-1	Withdrawal for Undergraduate Students
VI-A-28	Practicum/Clinical Absences for Undergraduate Students
VI-A-29	M.S.N. Admission
VI-A-30	Baccalaureate Admission
VI-A-31	Portfolio Review Process
VI-A-32	Course Time Limit for Applicants to Traditional B.S.N.
VI-A-33	Academic Standing in A.S.N. & B.S.N. Nursing Major
VI-A-34	Portfolio & Course Equivalence (Undergraduate)
VI-A-35	Out of Sequence Students
VI-B-2	Student Affairs Grade Appeal
VI-C-1	Graduation with Distinction

**Table III-2: INDIANA UNIVERSITY SCHOOL OF NURSING STUDENT POLICIES**

<b>Information And Policies</b>	<b>Undergraduate Programs</b>	<b>Master's Program</b>	<b>Student Handbook Undergraduate</b>	<b>Student Handbook Graduate</b>	<b>IUSON Website <a href="http://www.nursing.iupui.edu">www.nursing.iupui.edu</a> (IUPUI) <a href="http://www.iupuc.edu/academics/programs/nursing.asp">http://www.iupuc.edu/academics/programs/nursing.asp</a> (IUPUC) <a href="http://www.indiana.edu/~iubnurse/">http://www.indiana.edu/~iubnurse/</a> (IUB)</b>	<b>Campus Websites <a href="http://www.iupui.edu">www.iupui.edu</a> <a href="http://www.iu.edu">www.iu.edu</a> <a href="http://www.iupuc.edu">www.iupuc.edu</a></b>	<b>Campus Bulletins <a href="http://bulletin.iupui.edu/">http://bulletin.iupui.edu/</a> (IUPUI &amp; IUB) 2006-08  <a href="http://www.iupuc.edu/academics/IUPUC%20Academic%20Bulletin.pdf">http://www.iupuc.edu/academics/IUPUC%20Academic%20Bulletin.pdf</a> (IUPUC)</b>
Non-discrimination policy; diversity	I-C-8	I-C-8	p. 2	p. 2	<a href="http://nursing.iupui.edu/academics/documents/2007-2008_Handbook.pdf">http://nursing.iupui.edu/academics/documents/2007-2008_Handbook.pdf</a>	<a href="http://www.iupui.edu/~aao/adapol.html">http://www.iupui.edu/~aao/adapol.html</a>	<a href="http://www.iupui.edu/~aao/sexhapol.html">http://www.iupui.edu/~aao/sexhapol.html</a> (IUPUI) <a href="http://www.indiana.edu/~affirm/pdf/diversity%20statement.pdf">http://www.indiana.edu/~affirm/pdf/diversity%20statement.pdf</a> (IUB)
Disabilities	I-C-7		p. 9	p. 11	X		p. 393 IUPUI Bulletin p. 37 – IUPUC Bulletin
Sexual harassment policy	I-C-2	I-C-2				<a href="http://www.iupui.edu/~aao/sexhapol.html">http://www.iupui.edu/~aao/sexhapol.html</a>  <a href="http://www.indiana.edu/~affirm/pdf/sexualha.pdf">http://www.indiana.edu/~affirm/pdf/sexualha.pdf</a> <a href="http://www.iupui.edu/academics/IUPUC%20Academic%20Bulletin.pdf">http://www.iupui.edu/academics/IUPUC%20Academic%20Bulletin.pdf</a> – p.41	--
Admission (including	III-B-1; III-B-2; III-D-1;	III-D-1; III-E-6;	p. 12		<a href="http://nursing.iupui.edu/degrees/B.S.N./checklist.shtml">http://nursing.iupui.edu/degrees/B.S.N./checklist.shtml</a>	At website in heading, enter key	B.S.N. p. 398 Bulletin



Information And Policies	Undergraduate Programs	Master's Program	Student Handbook Undergraduate	Student Handbook Graduate	IUSON Website <a href="http://www.nursing.iupui.edu">www.nursing.iupui.edu</a> (IUPUI) <a href="http://www.iupuc.edu/academics/programs/nursing.asp">http://www.iupuc.edu/academics/programs/nursing.asp</a> (IUPUC) <a href="http://www.indiana.edu/~iubnurse/">http://www.indiana.edu/~iubnurse/</a> (IUB)	Campus Websites <a href="http://www.iupui.edu">www.iupui.edu</a> <a href="http://www.iu.edu">www.iu.edu</a> <a href="http://www.iupuc.edu">www.iupuc.edu</a>	Campus Bulletins <a href="http://bulletin.iupui.edu/">http://bulletin.iupui.edu/</a> (IUPUI & IUB) 2006-08  <a href="http://www.iupuc.edu/academics/IUPUC%20Academic%20Bulletin.pdf">http://www.iupuc.edu/academics/IUPUC%20Academic%20Bulletin.pdf</a> (IUPUC)
foreign students)	III-E-6; VI-A-30; III-D-2; VI-A-32; U-VI-A-2; U-III-D-2; U-III-D-9; UVI-A-22; U-VI-A-16; U-VI-A-9	III-E-14; VI-A-29			(undergrad) <a href="http://nursing.iupui.edu/degrees/M.S.N./criteria.shtml">http://nursing.iupui.edu/degrees/M.S.N./criteria.shtml</a> (grad)	words "nursing admission"	ACCEL. p. 400 RN-B.S.N. p.401 GRAD p. 404
Academic Progression Retention	VI-A-33; VI-A-35	III-E-9; III-E-10; III-E-15	p. 10	pp. 13-14	X		p. 398
Essential Abilities	III-E-13		pp. 3-4	pp. 3-4	X		p. 392
ESL Requirements	I-D-35	III-D-1; III-E-13; VI-A-29	p. 3-4		X		GRAD p. 402 p. 14, IUPUC
Writing	III-E-4	III-E-4	p. 4	p. 4	X		p. 393
Clinical Absences	VI-A-28		pp. 8, 11	p. 11, 13	X		p. 396
Licensure	III-D-1; III-E-6; III-E-17	III-E-16; VI-A029	p. 13	p. 17	X		p. 396

Information And Policies	Undergraduate Programs	Master's Program	Student Handbook Undergraduate	Student Handbook Graduate	IUSON Website <a href="http://www.nursing.iupui.edu">www.nursing.iupui.edu</a> (IUPUI) <a href="http://www.iupuc.edu/academics/programs/nursing.asp">http://www.iupuc.edu/academics/programs/nursing.asp</a> (IUPUC) <a href="http://www.indiana.edu/~iubnurse/">http://www.indiana.edu/~iubnurse/</a> (IUB)	Campus Websites <a href="http://www.iupui.edu">www.iupui.edu</a> <a href="http://www.iu.edu">www.iu.edu</a> <a href="http://www.iupuc.edu">www.iupuc.edu</a>	Campus Bulletins <a href="http://bulletin.iupui.edu/">http://bulletin.iupui.edu/</a> (IUPUI & IUB) 2006-08  <a href="http://www.iupuc.edu/academics/IUPUC%20Academic%20Bulletin.pdf">http://www.iupuc.edu/academics/IUPUC%20Academic%20Bulletin.pdf</a> (IUPUC)
Grade Forgiveness  Grade Replacement	X	X			X	<a href="http://registrar.iupui.edu/replace.html">http://registrar.iupui.edu/replace.html</a> (IUPUI) <a href="http://registrar.iupui.edu/forgive.html">http://registrar.iupui.edu/forgive.html</a> (IUPUI) <a href="http://www.indiana.edu/~registra/extendedx.shtml">http://www.indiana.edu/~registra/extendedx.shtml</a> (IUB)	p.395
Grading, credit transfer policies	VI-B-2; VI-C-1; I-C-5	III-E-2; I-C-5	p. 8	p. 10	X		
Withdrawals	III-F-1; U-VI-A-12	X	p. 11	pp. 13-14	X		p. 395
Dismissal/reinstatement	III-E-7	III-E-7	p. 10	pp. 13-14, 18-19	X		p. 399
Graduation requirements	VI-C-1; U-VI-A-28; U-VI-A-29; III-E-13	III-E-10; III-E-13	pp. 17-18	pp. 17, 19, 20, 24	X		B.S.N. p. 399 M.S.N. p.404
Grievance/complaints and appeals	VI-B-2	X	p. 9, 11	pp. 11, 13, 15	X		
Code of							

Information And Policies	Undergraduate Programs	Master's Program	Student Handbook Undergraduate	Student Handbook Graduate	IUSON Website <a href="http://www.nursing.iupui.edu">www.nursing.iupui.edu</a> (IUPUI) <a href="http://www.iupuc.edu/academics/programs/nursing.asp">http://www.iupuc.edu/academics/programs/nursing.asp</a> (IUPUC) <a href="http://www.indiana.edu/~iubnurse/">http://www.indiana.edu/~iubnurse/</a> (IUB)	Campus Websites <a href="http://www.iupui.edu">www.iupui.edu</a> <a href="http://www.iu.edu">www.iu.edu</a> <a href="http://www.iupuc.edu">www.iupuc.edu</a>	Campus Bulletins <a href="http://bulletin.iupui.edu/">http://bulletin.iupui.edu/</a> (IUPUI & IUB) 2006-08  <a href="http://www.iupuc.edu/academics/IUPUC%20Academic%20Bulletin.pdf">http://www.iupuc.edu/academics/IUPUC%20Academic%20Bulletin.pdf</a> (IUPUC)
Academic Ethics/Student Rights, Responsibilities, and Conduct <a href="http://www.iupui.edu/code/#page">http://www.iupui.edu/code/#page</a>	X	X	p. 3, p. 15	p. 3	X		
Financial Aid (campus level)	X	X		pp. 12, 21	X	<a href="http://www.iupui.edu/~finaid/services.html">http://www.iupui.edu/~finaid/services.html</a> <a href="http://www.iupui.edu/~finaid/services.html">http://www.iupui.edu/~finaid/services.html</a>	GRAD p. 408
Student Transfer Policies	I-C-5; I-C-6	III-E-11	p. 11		X		p. 396
Health – immunizations ; CPR; OSHA; HIV/HBV	I-D-17; I-D-19; I-D-21; I-D-23; I-D-34; I-D-38	I-D-17; I-D-23; I-D-34; I-D-38	pp. 4-5	pp. 4-5, 21	X		p. 393
Care for Patients w/ Infectious Diseases	I-D-24	I-D-24	p. 5	pp. 5-6	X		

Information And Policies	Undergraduate Programs	Master's Program	Student Handbook Undergraduate	Student Handbook Graduate	IUSON Website <a href="http://www.nursing.iupui.edu">www.nursing.iupui.edu</a> (IUPUI) <a href="http://www.iupuc.edu/academics/programs/nursing.asp">http://www.iupuc.edu/academics/programs/nursing.asp</a> (IUPUC) <a href="http://www.indiana.edu/~iubnurse/">http://www.indiana.edu/~iubnurse/</a> (IUB)	Campus Websites <a href="http://www.iupui.edu">www.iupui.edu</a> <a href="http://www.iu.edu">www.iu.edu</a> <a href="http://www.iupuc.edu">www.iupuc.edu</a>	Campus Bulletins <a href="http://bulletin.iupui.edu/">http://bulletin.iupui.edu/</a> (IUPUI & IUB) 2006-08  <a href="http://www.iupuc.edu/academics/IUPUC%20Academic%20Bulletin.pdf">http://www.iupuc.edu/academics/IUPUC%20Academic%20Bulletin.pdf</a> (IUPUC)
Placement testing/Special credit (Mobility, articulation, validation)	VI-A-34	VI-A-31			X		RN-B.S.N. p. 401
Portfolio/Course Equivalency	VI-A-34	VI-A-31	p. 12	pp. 15-17	X		p. 395
Student Records	I-D-32 I-D-36	I-D-32; III-E-12; III-E-12	p. 15	pp. 17-18	X		
School Governance/Committees	I-A-2; U-IV-A-7	I-A-2	p. 10	pp. 13-15	X		

**Table III – 3: Website Links for Student Policies**

**Nursing Homepages:**

Bloomington Campus: <http://www.indiana.edu/~iubnurse/>

Columbus Campus: <http://www.iupuc.edu/academics/programs/nursing.asp>

Indianapolis Campus: [www.nursing.iupui.edu](http://www.nursing.iupui.edu)

**Class Schedule:**

Bloomington Campus: <http://www.indiana.edu/~registra/scheofclass.shtml>

Columbus Campus: <http://www.iupuc.edu/departments/registrar/classes/>

Indianapolis Campus: <http://registrar.iupui.edu/schedule.htm>

**Financial aid:**

Bloomington Campus: <http://www.indiana.edu/~sfa/>

Columbus Campus: <http://www.iupuc.edu/scholarships/>

Indianapolis Campus: <http://www.iupui.edu/~finaid/>

<http://www.iupui.edu/~finaid/generalInfo/rights.html>

**Campus Bulletins:**

Bloomington Campus: no comprehensive academic bulletin

Columbus Campus:

<http://www.iupuc.edu/academics/IUPUC%20Academic%20Bulletin.pdf>

Indianapolis Campus: <http://bulletin.iupui.edu/>

The core campuses use one comprehensive undergraduate student handbook; it contains general information such as policies, procedures and program requirements, followed by campus-specific sections at the back of the handbook. The M.S.N. Student handbook also contains policies and procedures, admission criteria, program requirements, information about the school and other student-focused information. The undergraduate and graduate handbooks can be found at: [www.nursing.iupui.edu/academics/policies.html](http://www.nursing.iupui.edu/academics/policies.html). Policies and procedures related to program eligibility and admission to the undergraduate and graduate programs are available through the SON homepage and printed program planning guides which are available in the Center of Academic Affair and IUPUI University College.

Beginning with the fall semester of 2007, the school implemented new B.S.N. admission criteria for the traditional program option, using a point system. Formerly, only applicants' grades (cumulative and nursing pre-requisite courses) were considered for admission. Now student admission is based on the critical/analytical course cluster grade point, an interview with each qualified applicant, a written personal statement, and the candidates' service and work experience. Two cohorts of B.S.N. students have been admitted under the new system. Student and faculty reactions to adding the interview have been very positive. Preliminary results have shown that a few students, who would not have been admitted in the past, were admitted under the new system, and vice versa. The faculty anticipates that more appropriate, well-qualified, committed students will be admitted to the B.S.N. Program under the new criteria.

**Table III - 4: B.S.N. Admission Criteria for IUSON Core Campus**

**Admission Criteria – B. S. N. Program**  
 IU School of Nursing  
 Effective Fall 2007 Admission

- Critical/Analytical/Science GPA (30%)
  - Anatomy (5 cr.) – BIOL-N 261
  - Finite Math – MATH-M 118
  - Critical/Analytical/Science course
  
- Nursing GPA (30%)
  - Anatomy (5 cr.) – BIOL-N 261
  - Finite Math – MATH-M 118
  - Critical/Analytical/Science course
  - English Composition- ENG-W 131 or ENG-W 140
  - Introduction to Psychology- PSY-B 104 or PSY-B 105
  - Introduction to Sociology – SOC-R 100
  - Remaining courses selected from the following clusters to reach 29-31 credit hours:
    - Communication Cluster (3 cr. max),
    - Social Competence Cluster (3 cr. max)
    - Cultural Diversity Cluster (6 cr. max) and/or
    - Humanistic Appreciation Cluster (3 cr.)
  
- Interview with Faculty, Alumni and Community Nursing Partners (30%)
  - 20-30 minute interview with eligible applicants will be scheduled after the application is submitted.
  - A written essay (500 words maximum) will also be required as part of the application and will be discussed in the interview

- Service experience (10%)
  - May be met through one or more of the following:
    - Work experience
    - Volunteer Experience
    - Completion of pre-nursing course ( NURS-B104)
    - Performance Based Programs
    - Scholarship Based Programs
- Cumulative GPA (15%)

*Total number of application credit hours is 29-31.*

The grievance and appeal procedures are available and accessible to students, and congruent with university policy. Informal concerns dealing with undergraduate course-related issues are first addressed with the course faculty. If the issue(s) cannot be resolved at that level, students in the undergraduate program contact the department undergraduate coordinator. This may also involve the department chair. If unresolved, the issue may be taken, in the order listed, to the associate dean for the undergraduate programs, executive associate dean for academic affairs and the dean of the school. On the Bloomington and Columbus campuses, unresolved student concerns are submitted to the campus nursing dean or director and then to the executive associate dean for academic affairs and dean of the school if necessary. A pattern of student complaints results in an evaluation and a plan for constructive resolution of the underlying problem(s). Beyond the school, students may raise issues with the campus student advocate or with the dean of students as appropriate.

For informal concerns related to graduate courses, students are instructed to speak with the faculty member to resolve the concerns. If not resolved, they are directed to the appropriate department chair and associate dean for graduate programs for resolution, the executive associate dean for academic affairs, and then the dean of the school. Beyond the school, students may raise issues with the campus student advocate, dean of the graduate office, or with the dean of students as appropriate.

If students do not feel that their concerns have been addressed through informal methods, they may file a formal appeal. This process has been described above. If a student raises a concern

regarding discrimination or harassment, referral is made to the campus Affirmative Action Office for immediate investigation.

A summary of the Admission, Progression, and Graduation (APG) Committees' work provides an overview of student concerns and requests, and the outcomes over the past two years (Exhibit 17). Over the past three years, there has been only one formal complaint by an undergraduate student on the Bloomington campus and no complaints by graduate students. The one complaint dealt with an accusation of cheating and based on the evidence presented to the appeals committee, the appeals committee found in favor of the student who filed the appeal.

9b. The critical policy difference between the SON and the campus overall is the school's more stringent grading policy in the undergraduate nursing program. A grade of C (73%) or higher is required in each course in order to pass, unlike the campus requirement of a D-. A grade of C- or below in nursing coursework is considered to be failing. This high achievement requirement is critical in order to maintain professional standards and preserve the safety and well-being of patients and comply with the Indiana State Board of Nursing Rules and Regulations (see Exhibit 1) At the graduate level students must maintain a B (3.0) grade point average to be in good academic standing.

9c. The Undergraduate and Graduate Student Affairs Committees have the responsibility to review and revise policies and make recommendations to the faculty through either the CCNF or the Graduate Curriculum/Student Affairs. These student affairs committees in concert with the academic deans ensure that SON policies are consistent with the University and that the implementation of policy changes are widely disseminated. The Undergraduate APG committee also contributes to the selection of students for fellowships, scholarships and awards; and address student concerns and issues. The Graduate Curriculum/Student Affairs Committee also deals with all policies related to the Ph.D. program.

Changes in policies are communicated to students in a variety of ways, including through email messages, the e-newsletter (B.S.N.), via the student Presidents' Council, and through the school websites. The associate dean for graduate programs maintains email lists of all master's students and frequently communicates changes to students via their official University email address. A new LCD panel has been located in the nursing student lounge at IUPUI and will be utilized in the future as an additional means of communicating post announcements and updates to students.



Staff and faculty advisors also serve as a communication link with students, updating them about curricular and policy changes. Due to the number of distance education and part-time students, the school continues to seek additional effective means by which to communicate with students.

9d. Admission and progression policies are established by faculty members who teach in the program(s). The Undergraduate APG Committee is made up of faculty representatives appointed for each academic semester of the program, resulting in a six committee members. The committee is led by a chair and co-chair. Non-voting liaisons include the assistant dean for student services, the director of diversity and enrichment, and academic counselors. The Graduate APG committee consists of a chairman selected by the graduate faculty and two faculty representatives from each department, selected by the department's graduate faculty. These six departmental representatives are voting members. All members of the M.S.N. APG committee are required to hold graduate status and are members of the Graduate Curriculum/Student Affairs Committee. In addition, the associate dean for graduate programs and the graduate advisor are administrative liaisons to the subcommittee. Student(s) are asked to participate on both the undergraduate and graduate APG committees when policies/procedures are being drafted, reviewed and revised. Student(s) do not participate in APG meetings in which student records are being reviewed for admission or progression in the programs of study.

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**Criterion 10. Students have access to support services administered by qualified individuals that include, but are not limited to: health, counseling, academic advisement, career placement, and financial aid.**

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10a. There are numerous student support services available within the SON and on each campus. Table III-3 provides a listing of many of these services. Through IU's online OneStart portal system students, whether distant or local, are able to view their bursar account, check fees, see course enrollment and transcripts, pay bills, update personal information, retrieve financial aid information, and access the university library catalog, along with other functions. Students can easily obtain information from the campus websites related to such things as career services, student activities, health and counseling services, study abroad opportunities, maps, and emergency preparedness. University Information Technology Services (UITS) IT Training & Education offers free STEPS computing classes covering a broad range of topics for students enrolled on campus, as well as a 24-hour help line for technology questions.

In order to support pre-nursing students on the IUPUI campus, an academic advisor dedicated to pre-nursing students has been hired. The advisor spends 50% of her time in University College and 50% in the SON. This facilitates academic advising accessibility for pre-nursing students and supports the ability to provide consistent and accurate information. In addition, the joint appointment advisor serves on instructional teams for the first year pre-nursing learning communities which are an IUPUI requirement for all incoming freshman students. The IUPUI pre-nursing advisor, in partnership with the school's full time nursing advisors, sponsor periodic information sessions for prospective B.S.N. applicants prior to the start of each application period. The nursing program at IUB provides a pre-nursing handbook specific to the Bloomington campus which is updated annually. Academic advising for B.S.N. pre-nursing students is provided through a designated advisor in IUB University Division. The assistant director of student services housed in nursing at IUB offers information sessions for students considering the B.S.N. nursing program. IUPUC provides an academic advisor who is housed in the nursing department and is dedicated full-time to the advisement of pre-nursing students, LPN to A.S.N. and RN to B.S.N. students. Students interested in nursing meet with the nursing advisor either individually or in small groups to prepare an academic program plan that is aligned with program admission and progression criteria. The nursing advisor also keeps in touch with students by email to apprise them of any upcoming activities or changes in policies that pertain to the Division of Nursing and program offerings.

Each of the core campuses provides a comprehensive new student orientation for undergraduates, geared toward the anticipation of questions and needs of new students. Incoming graduate students receive a comprehensive packet of materials that provides information and instructions regarding course registration, student policies, contacts within the school, and resources within the university. Graduate students are also instructed to schedule a meeting with their faculty advisor to initiate their program planning for their selected specialty option.

Graduate and undergraduate students are well served by professional academic advisors within the school. The four full time advisors at IUPUI have a combined total of 64 years of advising experience. Graduate students at IUPUI are assigned a faculty advisor upon admission to the M.S.N. program who monitors their progress and serves as an academic advisement resource. In addition there is one full time graduate advisor who assists students, especially pre-program through the application phase. Students receive frequent e-mail communication regarding changes in policies, graduation procedures, deadlines and other pertinent information..

In order to promote academic success at IUPUC, new students are required to meet with the nursing advisor for the first two semesters or enrollment, and most students continue to meet with the advisor regularly for continued program guidance. In the fall of 2007, a modified 'Student Success' program was initiated to identify "at-risk" students prior to mid-term. The IUPUC Student Success program pairs at risk students with a full-time faculty member, who is not directly involved in the course of concern. Students are expected to meet weekly with the faculty member. Meetings consist of a review of student concerns, course materials, and the student's plans of study in correcting their deficits. At IUPUI, students experiencing academic challenges are referred to the Self Tracking & Assessing to Succeed (STATS) Program for Success Coaching. Faculty and administrators are committed to the success of our students and as such each campus has identified interventions to facilitate student retention to graduation. This success is borne out in our graduation rates.

The Presidents' Council (student leadership council) and the IU Nursing Alumni Association regularly present Career Talk sessions at IUPUI. Career Talks are being initiated at the IUB campus as well. These are noon hour presentations, often by alumni, on popular career options. Recent topics have included *Professionalism and the Job Search*, *Trauma and Flight Nursing*, *Travel Nursing*, *Forensic Nursing*, *Nurse Midwifery*, and *Critical Care Nursing at Mayo Clinic*. This has not been instituted on the Columbus campus given the nature of the part-time student body but students have the option of joining any of these events via distance upon request.

Evidence of the success of these services and our academic success programs is available in a number of ways. Some examples include high student retention rates in all programs and successful job placements for students. In addition, in the spring of 2007, six of the top 100 IUPUI female students who are selected based on academics and service were nursing students. Of these students, three were in the top ten. The number one "top" female student for the entire IUPUI campus was also a nursing student. Nursing students were the recipients of several highly competitive, prestigious academic scholarships in 2007 such as the Bepko Scholarship (3 recipients), Presidential Scholarships (2 recipients) and Cox Scholarship (1 recipient). These scholarships are renewable, four-year awards. There is opportunity for similar academic recognition on the IUB and IUPUC campuses. Additionally, a number of the SON academic scholarships and awards are open to students on all three campuses.

At the graduate level, students have been successful in obtaining financial assistance through a variety of means. Many of the graduate students receive tuition reimbursement from their employers. All graduate students have the opportunity to apply for SON scholarships and some students secure loans. In addition there are a number of other financial aid resources available to students. For example, some students are awarded Advanced Nurse Education Training Grants or professional traineeships. In 2007, 12 students were supported on this award, totaling approximately \$120,000. This award requires students to be enrolled on a full time basis and to commit to working in a health professions shortage area after graduation. Tuition, fees, and a 10 month stipend are part of the award package. The IUPUI Graduate Office awards funds to schools through block grants. These funds are called Research Incentive Fellowships. Last year the SON was awarded \$123, 000. These monies are used to supplement tuition and stipends for the graduate students. Annually students are invited to apply for these funds to support research projects and or travel to professional meetings. In addition, students are supported with tuition remissions, if they are hired as teaching assistants and/or research assistants.

The SON offers several programs to facilitate academic success of students. Among these programs are: Empowerment and Review Sessions which are offered to individuals or groups of students to facilitate understanding of specific course concepts, content, and address factors that may hinder success such as test taking, time management and stress management. The Structured Learning Assistance (SLA) Program is an academic enrichment program that utilizes regularly scheduled peer-assisted study sessions for all students in courses that have been identified as especially challenging. In addition to content, these sessions may offer information about note taking, organization of materials, and time management. Self Tracking and Assessing to Succeed (STATS) offers tools to assist in self-tracking, assessment and measurement of success and need for improvement, as well as a case management “success coaching” program. Undergraduate students receive the STAT tools on a CD at orientation (Exhibit 19). Another student support is the Tutorial Program, a supplemental program that maximizes students’ potential to succeed through the use of peer tutors. In the fall semester of 2006, a new faculty-to-student mentoring program was implemented for first year nursing students. Ten students in the third and fourth semesters are paired with each faculty volunteer. During third semester, mentoring groups meet monthly. The next semester they meet twice. The purpose is to assist students in finding a “place” within the school, bringing them into contact with a caring member of the school, and creating a safe place in which students can ask questions and voice concerns.

On all campuses, the majority of support services are free to currently enrolled students. Within the school, tutoring is one service that charges a minimal hourly fee; however, students who cannot afford to pay for a tutor are still served with fees covered by special funds through the office of the Director of Diversity and Enrichment. There is a nominal intake cost for campus psychological services, followed by six free counseling sessions. Medical care is provided through the campus health center on a fee-for-service basis. Most other services are provided without cost.

The school has an extensive and generous scholarship program, managed through a committee comprised of faculty and alumni ([Appendix L](#)). While the majority of scholarships are funded by donors and designated for undergraduate students, the amount of scholarship dollars being donated for graduate students is increasing, resulting in a need to involve additional graduate faculty in the selection process. During the 2007-08 academic year more than \$750,000 in scholarships were awarded to nursing students on the core campuses, as well as to some nursing students on other IU campuses. Of that amount, over \$170,000 was awarded to graduate students. The scholarship program is administered through the Indianapolis campus by the assistant dean for student services and scholarship recipients are selected by a faculty committee.

10b. Student support services provided within the core school and within the university are the responsibility of individuals who are academically and experientially qualified (see [Exhibit 18](#) in the onsite display room for copies of staff resumes). They engage in ongoing professional development related to their role in providing student support services. SON student affairs staff take formal classes in their area of expertise, attend ongoing professional development opportunities and participate in professional organizations such as ACPA and NASPA.

10c. Students enrolled in distance education courses have access to many of the same student and academic support services as on-campus students, including health services, career services, and online information technology training. However, there are a few exceptions such as the Math Lab, Writing Center, and Counseling and Psychological Services. Through the University Information Technology Services (UITS), all students have 24 hour technical support. Extensive career information, self-assessment, career exploration, and personal assistance is available at campus career centers or through their website. Online library databases are extensive. Textbooks can be ordered and delivered via the mail or other delivery services. Academic advising is available by telephone and email to students who are at a distance. The campus Enrollment

Services Offices (financial aid, registrar, admissions) are accessible to distance students through the Internet, email and telephone. Table III-5 identifies student support services by campus.

<b>Table – III-5: STUDENT SUPPORT SERVICES</b>		
<b>COLUMBUS STUDENT SUPPORT</b>	<b>SERVICE UNIT</b>	<b>ADMINISTRATOR</b>
Special Needs: Writing Math Learning	<ul style="list-style-type: none"> <li>• IUPUC Writing Center</li> <li>• IUPUC Math Assistance Center</li> <li>• College &amp; Career Exploration Center</li> </ul>	<ul style="list-style-type: none"> <li>• Kathy Wills, Ph.D.</li> <li>• Peggy Kleine, Director</li> <li>• Carol Kostrzewsky, M.A.</li> </ul>
Health Services	Refer student to Indianapolis	Stephen Wintermeyer, M.D.
Counseling Services and Advisement	Academic Advisor for Nursing	Susan Adler, M.S.
Financial Aid	Financial Aid Advisor	Jennifer Chandler, B.A.
Career Development	College and Career Exploration Center	Carol Kostrzewsky, M.A.
Concerns/Grievances <ul style="list-style-type: none"> <li>• Administrative – IUPUC</li> <li>• Academic - IUSON</li> </ul>	<ul style="list-style-type: none"> <li>• IUPUC Dean of Students</li> <li>• Refer to IUSON</li> </ul>	<ul style="list-style-type: none"> <li>• Susan Montgomery, M.B.A.</li> <li>• APG or Student Appeals Committee</li> </ul>
Computer Training/Facilities	Center for Teaching and Learning	Marsha VanNahmen, CTL Interim Director Amy Wentworth, Director CTL Technology Support

<b>BLOOMINGTON STUDENT SUPPORT</b>	<b>SERVICE UNIT</b>	<b>ADMINISTRATOR</b>
Health Services	Health Center	Hugh Jessop, Ph.D.
Academic Advisement	University Division  School of Nursing	Eric Beckstrom  Deborah Hrisomalos, RN, B.S.N., MBA, CPHIMS
Counseling Services	Counseling & Psych. Services	Nancy Buckles, L.C. S.W.
Career Development Center and Arts & Science Career Services	Career Development Center	Patrick Donahue, Ph.D.
Financial Aid	Student Financial Assistance	Susan Pugh, Ed.D.
Computer Training/Facilities	University Info. Tech. Services	Garland Elmore, Ph.D.
Support Needs - writing - learning	Campus Writing Program Learning Skills Center	Raymond Smith, Ph.D. Sharon Pugh, Ed.D.
International Services	Wide range of support services	Christopher J. Viers, Assoc. Dean and Director

<b>INDIANAPOLIS STUDENT SUPPORT</b>	<b>SERVICE UNIT</b>	<b>ADMINISTRATOR</b>
Health Services	Student Health Services	Stephen Wintermeyer, M.D.
Academic Advisement	University College  IUSON Center for Academic Affairs	Scott Evenbeck, Ph.D. Amanda Buck, M.A.  Helen McKuras, M.S. Gregory Wible, M.S. Debbie Grew, M.S., M.A. Janet Moon, M.S. Amanda Buck, M.A.
Counseling Services	Counseling and Psychological Services	Julia Lash, Ph.D.
Financial Aid	Student Financial Services	Kathy Purvis
Career Development	IUPUI Career Center	Cathy Buyarski, Ph.D.
Child Care	Center for Young Children	Beth Jeglum, B.S.
Computer Training/Facilities	University Information Technology Services (UITS)	Garland Elmore, Ph.D.
Support Needs <ul style="list-style-type: none"> <li>• tutoring, mentoring</li> <li>• advisement of persons with disabilities</li> <li>• writing</li> <li>• English as a Second Language</li> </ul>	IUSON Center for Academic Affairs, Diversity/Enrichment  IUPUI Office of Adaptive Educational Services,  IUPUI Writing Center ESL Program	Lillian Stokes, Ph.D.  Pamela King, M.A.  Ken Davis, Ph.D. Thomas Upton, Ph.D.



International Students	IUSON Center for Academic Affairs-Diversity/Enrichment  IUPUI International Advisors  IUPUI Office of International Affairs	Lillian Stokes, Ph.D.  Jennifer Nisevich, DSO/ARO Sandra Kao, DSO/ARO Susan Sutton, Ph.D.
Concerns/grievances	IUSON Center for Academic Affairs      IUPUI Affirmative Action Office  IUPUI Student Advocate  IU Graduate Office	Martel Plummer, M.A., Assist. Dean-Student Services Pamela Jeffries, Ph.D. Associate Dean for Undergraduate Programs Daniel Pesut, Ph.D., Assoc. Dean for Graduate Programs Judith A. Halstead, DNS, Exec. Associate Dean for Academic Aff. Lillian Charleston, M.S.  Josh Manlove, M.S.  Sherry Queener, Ph.D.

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**Criterion 11. Policies concerned with educational and financial records are established and followed.**

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11a. The educational records of undergraduate and graduate students are secured and maintained by the SON's Center for Academic Affairs on the IUPUI Campus. Undergraduate student records are maintained in the Department of Nursing on the IUB Campus and in the Division of Nursing on the IUPUC Campus. Student records are maintained by the appropriate undergraduate or graduate recorders and academic advisors. Inactive and alumni records are stored in the locked archives room at the IUPUI campus and in the office of the Recorder/Office Manager in locked cabinets at the IUB campus. Archived students files from IUPUC are transported to IUPUI and

kept in locked files there. Active records at all campuses are kept in locked file cabinets. The content of the student educational records is dictated by policy for undergraduate students (Policy No. I-D-36) and graduate students (Policy No. III-E-12). Limited access is given to counselors/advisors, teaching faculty, and administrators as appropriate to meet the students' academic advising needs, and to individual students upon written request.

School policy dictates that students' permanent records are to be kept for a period of 10 years for M.S.N. students. Permanent records are kept for a period of 7 years from date of admission for inactive M.S.N. students who have not completed degree requirements within this time period. The records of A.S.N. and B.S.N. graduates are kept for a period of ten years. Permanent records are kept for a period of five years from date of admission for inactive A.S.N. students who have not completed the degree requirements in this period of time and for a period of seven years from the date of admission for inactive B.S.N. students who have not completed the degree requirements in this period of time (Policy I-D-36).

The three core campuses comply with the Family Educational Rights and Privacy Act. All IU student records are considered confidential and available only to the student. Outside requests for information are directed to the Office of the Registrar. The school does not release student information.

11b. Student financial records are securely maintained in the Office of the Bursar and the Financial Aid Office on the IUPUI and the IUB campuses and in the Office of Financial Affairs for the IUPUC campus. Student financial aid can be transferred from campus to campus upon request. Financial aid officers on each of the three campuses facilitate the transfer of aid. The only time the school receives financial records is when students apply for school scholarships and are required to provide proof of filing a FAFSA form. They submit a one page verification form, which is shredded after the scholarship selection process is completed. The campus Financial Aid Offices provide the school with information about whether the students are considered to have a high, medium, low, or no financial need. This information is kept in a locked file cabinet.

### **Strengths in the Area of Students**

1. The university and school provide a wide variety of student resources and support services on all three of the core SON campuses that are readily accessible to students.
2. The individuals who provide student support services are highly qualified and knowledgeable.
3. All student policies are implemented fairly and equitably, and are accessible to students.

### **Areas for improvement in the area of Students**

1. The size of the student body in both the undergraduate and graduate programs makes it difficult to communicate information to students in a timely manner.
2. There is a need to encourage more active graduate student involvement in student governance.
3. There needs to be a better system of recording the outcomes of student advising meetings.
4. It is a challenge at times to maintain up-to-date information regarding student policies in print and electronic formats (Webpages) in all of the areas where information is published.

### **Future Plans**

1. Implement alternative means of communication with students through such means as open forums, online surveys, chat rooms, gatherings, use of LCD panel in student lounge, etc.
2. Conduct focus groups with graduate students to develop a more contemporary means of connecting them to student governance within the school and university.
3. More actively use the student information system (SIS) in advisor contacts with students (use advisor notes section) to enhance student advising and aid in maintaining up-to-date data on all students.

4. Develop a systematic approach to revising and updating student policy information that is disseminated by print and electronic media to students, faculty and academic advisors within the school, university and across the core campuses.

## **Standard IV: CURRICULUM AND INSTRUCTION -**

### **LPN to A.S.N. Mobility Option**

**The curriculum is designed to accomplish its educational and related purposes.**

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**Criterion 12. Curriculum developed by nursing faculty flows from the nursing education unit philosophy/mission through an organizing framework into a logical progression of course outcomes and learning activities to achieve desired program objectives/outcomes.**

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12a. The LPN to A.S.N. mobility option provides licensed practical nurses with the education required to become licensed as registered nurses by providing advanced placement in the 2-year Associate of Science in Nursing program. A full-time (three semester) and a part-time (five semester) curriculum is offered. Admission occurs yearly in the spring semester, with the application process occurring in November. Classes begin with a transition course the following summer. The curriculum flows from the mission of the SON and is sequenced by competencies and course design to provide the learning activities necessary for the student to acquire the knowledge and competencies of a registered nurse. The A.S.N. program outcomes can be found in Table IV-1.

<b>Program Outcome #1</b>	A critical thinker who is able to evaluate ideas of self and others and to apply reasons in problem solving.
<b>Program Outcome #2</b>	An effective communicator who is able to listen actively and respond appropriately to the message transmitted.
<b>Program Outcome #3</b>	A culturally competent person who recognizes and respects differences within and between groups of people.
<b>Program Outcome #4</b>	A competent provider of nursing care consistent with the Indiana Nurse Practice Act and Professional Standards set by the American Nurses' Association.
<b>Program Outcome #5</b>	A conscientious practitioner who practices within the legal and ethical parameters of professional nursing.
<b>Program Outcome #6</b>	An accountable/responsible manager of care who functions in health care settings where policies and procedures are specified and professional consultation is available.

12b. The curriculum of the LPN to A.S.N. Mobility Option is organized logically and sequentially. Upon successful completion of A150 LPN Transition to A.S.N. Practice, students

receive 17 hours of credit for the first year nursing courses of the A.S.N. program. Students may follow a full-time or part-time program of study of nursing courses. These curriculum plans can be found below in Tables IV- 2 and IV – 3

<b>Table IV-2: LPN to A.S.N. Mobility Option (full time – 1 year program)</b>					
<u>Summer</u>		<u>Fall</u>		<u>Spring</u>	
NURS A150	4cr	NURS A276	3cr	NURS A286	3cr
(LPN Transition to A.S.N.)		NURS A277	3cr	NURS A287	3cr
		NURS A278	3cr	NURS A288	2cr
After completion of A150, 17		NURS A279	2cr	NURS A289	<u>3cr</u>
cr. hrs. are posted to transcript		NURS A290	<u>2cr</u>		11cr
			13cr		

**Total Nursing Credit Hours: 44**

<b>Table IV-3: LPN to A.S.N. Mobility Option (part time – 2 year program)</b>					
<u>Summer I</u>		<u>Fall I</u>		<u>Spring I</u>	
NURS A150	4cr	NURS A276	3cr	NURS A286	3cr
(LPN Transition to A.S.N.)		NURS A277	<u>3cr</u>	NURS A287	<u>3cr</u>
After completion of A150, 17 cr.			6cr		6cr
hrs. are posted to transcript					
<u>Summer II</u>		<u>Fall II</u>		<u>Spring II</u>	
		NURS A278	3cr	NURS A288	2cr
		NURS A279	2cr	NURS A289	<u>3cr</u>
		NURS A290	<u>2cr</u>		5cr
			7cr		

**Total Nursing Credit Hours: 44**

Table IV-4 provides course descriptions for all nursing courses required of the LPN to A.S.N. mobility program and depicts the schedule of a full-time study plan. Students begin their nursing studies with a transition course that focuses on the transition from practice in the role of an LPN to the role of the RN, and then engage in course work in which Gordon’s Functional Health Patterns serves as the organizing framework. Students initially give care to acutely ill individuals, progressing to the care of families and the community.

**Table IV-4: LPN to A.S.N. Mobility Option Curriculum - Course Descriptions**

<b>Summer Session</b>
<b>Nurs A150: Transition to A.S.N. Practice (4 cr.)</b> – This course builds on assessment of prior knowledge and skills and facilitates advanced placement in the A.S.N. program. Offers opportunity to use critical thinking, communication, physical assessment, and psychomotor skills in applying the nursing process to care of adults with alterations in comfort/function, nutrition, elimination, and metabolic processes. Begins socialization to A.S.N. roles. <i>Credit for first year nursing courses of the A.S.N. program, Nurs A136, A137, A146, A147, A148, A149 will be granted and posted to the IU transcript upon successful completion of Nurs A150.</i>
<b>Fall Semester</b>
<b>Nurs A276: Care of the Individual: Alterations in activity-exercise (3 cr.)</b> - This course focuses on the application of all aspects of the nursing process in caring for individuals experiencing selected acute and chronic alterations in cardiac, respiratory, and hematological systems across the life span. Integration and critical examination of prior and new knowledge will be emphasized.
<b>Nurs A277: Nursing Practicum: Alterations in activity-exercise (3 cr.)</b> - Students will focus on adults experiencing selected acute and chronic cardiac, respiratory, and hematological alterations and their related disruptions in activity-exercise abilities. The nursing process will be used in providing care that will foster positive outcomes.
<b>Nurs A278: Care of the Individual: Alterations in cognition, perception and interaction (3 cr.)</b> - This course focuses on the knowledge and skills needed to care for individuals experiencing actual or potential problems of the neuro-psychological, neuro-muscular or central nervous system. Problems include cognitive, physiological, emotional and behavioral disruptions experienced by individuals across the life span.
<b>Nurs A279: Nursing Practicum: Alterations in cognition, perception and interaction (2 cr.)</b> – Students will focus on individuals experiencing neuro-psychological, neuro-muscular, central nervous system, cognitive, emotional and behavioral disruptions. Students will be expected to integrate knowledge and skills in increasingly complex care situations consistent with course and level competencies.
<b>Nurs A290: The Discipline of Nursing Role Transition (2 cr.)</b> - This focuses on the transition from the role of student to graduate nurse. Emphasis is placed on the responsibilities and expectations of the professional nurse in the health care delivery system. Legal and ethical issues, professional development group dynamics, risk management quality assurance, political action, nursing organizations and the use of research to inform nursing practice will be explored.
<b>Spring Semester</b>
<b>Nurs A287: Nursing Practicum: Beginning and Evolving Families (3 cr.)</b> Students focus on the care of individuals and families during the childbearing and child raising phases of development. Students will be expected to apply nursing skills and knowledge to promote family function and growth. Students will have opportunities to interact with children, adults, and families across the care continuum.
<b>Nurs A288: Care of the Individual within a Family and Community Context (2 cr.)</b> – This capstone course focuses on the integration of knowledge and its application in the provision of comprehensive nursing care. The role of the nurse in planning, collaborating, organizing, communicating, problem-solving, and evaluating care outcomes will be emphasized. Principles of care management and pharmacology will be synthesized into course content.
<b>Nurs A289: Nursing Practicum: Care within a Family and Community Context (3 cr.)</b> – Students will apply the nursing process in managing care for multiple individuals and their families in a variety of acute and community-focused settings where policies and procedures are specified and professional consultation is available. Students will also demonstrate their ability to synthesize pharmacology and the use of the computer in their practice.

12c. The curriculum for the LPN to A.S.N. Mobility Option is based upon professional standards and guidelines for professional practice. The IUPUI / IUPUC Principles of Undergraduate Learning are integrated throughout the curriculum (see [Appendix M](#) for a copy of the Principles of Undergraduate Learning). The outcomes are also congruent with professional standards. The professional standards reflected in the program competencies and outcomes include the American Nurses Association's Scope and Standards of Practice (2004); the Code of Ethics for Nurses with Interpretive Statements (2001), and the Expected Competencies of Associate, Baccalaureate, and Advanced Prepared Nurse Providers (1998) adopted by the Indiana Deans and Directors and the Indiana Organization of Nurse Executives, and approved by the Indiana State Nurses Association. These professional outcomes and competencies have been adopted by the IUSON faculty as reflecting current practice of nursing. These standards are available for review in [Exhibit 2](#) in the onsite display room.

12d. The nursing curriculum integrates courses from the sciences and the humanities. The total number of credits required for the LPN to A.S.N. Mobility Option Program is 74 to 76 credit hours. As noted previously, there are a total of 44 nursing course credit hours (including the 17 credit hours awarded after completion of A150 LPN Transition to A.S.N. Practice. The other 30 to 32 credit hours come from required general education courses in the sciences and humanities. The required general education courses are listed below in Table IV-5.



<b>TABLE IV-5: GENERAL EDUCATION COURSES (30-32CR. HRS.)</b>			
<b>IUPUC COURSE #</b>		<b>COURSE TITLE</b>	<b>CREDITS</b>
ENG-W 131		English Composition	3
PSY-B 104 or B 105		Introductory Psychology	3
SOC-R 100		Introductory Sociology	3
PSY-B 310		Life Span Development (7-year expiration)	3
BIOL-N 261		Anatomy (7-year expiration.)	5
BIOL-N 217		Physiology (7-yr. expiration.)	5
BIOL-N 251		Microbiology (7-yr. expiration.)	3
<b>Communication Elective – <u>one</u> required:</b>			
COMM-R 110		• Fundamentals of Speech	3
COMM-C 180		• Interpersonal Communication	
CPT 107		• Computers and Software Packages	
ENG-W 231		• Professional Writing Skills	
<b>Math Competency Course – <u>one</u> required:</b>			
NURS-A 100		• Nursing Drug Dosage Calculation or test-out (2-year expiration)	2-4
Math 001		• Introductory Algebra (7-year expiration)	
Math 110 or 111		• Intermediate Algebra (7-year expiration)	

Total Credits: 30 to 32

Please note that English Composition, Introductory Psychology, and two of the three biological sciences (Anatomy, Physiology and Microbiology) and a course meeting the math competency requirement must be completed prior to the student applying to the nursing program. The remaining science should be completed prior to beginning the nursing transition course (NURS A150). Students must achieve an IU cumulative grade point average (GPA) of at least 2.0 and a pre-nursing GPA of at least 2.3. Admission will be revoked if a GPA falls below the minimum between the time of acceptance and actual enrollment in the nursing major. Students must earn a “C” or higher in all general education courses required for the A.S.N. degree by the second completed attempt. Grade replacements count as one attempt. No more than 2 required science courses may be repeated. Grade replacement can only be used for 1 science course.

12e. Students in the LPN to A.S.N. Mobility Option have the opportunity to participate in interdisciplinary learning experiences in the semester immediately after the Transition course (NURS A150). Clinical experiences in acute care facilities offer opportunities and demonstrations of the interdisciplinary roles of nurses, physicians, social workers, physical therapists, occupational therapists, dieticians, and other members of the health care team, in caring for a client and family. An example of an interdisciplinary learning experience for the LPN to ASN students involves the Heart Failure Clinic and Cardiac Rehabilitation Team at Columbus Regional Hospital. Students have an opportunity to observe and participate with the education of patients with newly diagnosed heart failure as a result of a recent acute myocardial infarction. The students work with the nurses, physicians, physical therapists, and dieticians in providing patient education and discharge plans.

12f. Didactic instruction and supervised clinical practice in the LPN to A.S.N. curriculum follow a sequential plan. During NURS A150 LPN Transition to A.S.N. Practice, students in the LPN to A.S.N. program review previous knowledge, expand physical assessment skills and examine differences in the LPN and RN roles in caring for acutely ill clients. The didactic and clinical courses that follow the transition course build on the transition course information and increase in complexity as students' progress through the program. The syllabi follow the format that is approved by the SON faculty and are designed to achieve consistent course objectives and outcomes. The syllabi serve as the contract between students and instructor and are posted on Oncourse CL, which is the university's course management system. All course information is reviewed in the classroom at the beginning of the semester and updated throughout the course as needed. Full-time faculty coordinate all didactic and clinical courses to ensure that teaching, learning, and evaluation methods are appropriate and consistent. See [Exhibit 20](#) for a copy of all LPN to A.S.N. course syllabi.

Student advising sheets, course syllabi, and the IUSON undergraduate student handbook provide consistent information on program course requirements. The established ratio for didactic/class credit hours to clock hours is 1:1. This ratio is consistent with the IU SON policy and practice of the university. Indiana University has established a 50-minute clock hour for classroom courses. The ratio of practicum/clinical credits to clock hours is three clock hours for every practicum/clinical credit hour. The ratio for seminar and learning laboratory experiences is two clock hours for every credit designated. Students receive accurate and consistent information about program expectations via the IUPUC Nursing homepage, the IUSON (at IUPUI) homepage, and the IUSON student handbook. The undergraduate student handbook can be found in [Exhibit 21](#) in the onsite display room.

12g. The practice component of the LPN to A.S.N. Mobility Option is critical to student learning. Learning experiences are carefully chosen to assist students in achieving the program outcomes and competencies. Student learning experiences vary depending on the nature of the course, course outcomes, and course emphasis. Student assessment and evaluation are considered integral to the learning process and in maintaining program integrity and quality.

A variety of evaluation tools and methods are used in both didactic and practicum/clinical courses throughout the program. Students enrolled in practicum courses complete written clinical assignments that include nursing process recordings, nursing care paths / care plans, and observational summaries. These assignments challenge students to frame problems or issues, collect information, develop informed opinions, and evaluate assumptions of self and others. Small group projects are encouraged in many courses as a way of involving students in the refinement of group processing skills including but not limited to negotiation, collaboration, and delegation.

Each clinical course has a clinical practicum evaluation tool that is available to students via Oncourse CL. See [Exhibit 12](#) for copies of the clinical evaluation tools. The course clinical practicum evaluation tool is used to provide a comprehensive performance evaluation for each student at midterm and end of the semester. Students are involved in self-evaluation using the same tool and take their completed evaluation to the conferences with faculty at midterm and end of course. Faculty may construct a written learning contract with students who are not meeting course expectations at mid-semester. All written learning contracts are negotiated with the full knowledge of students. Learning contracts specify which course competencies are not being met and what behaviors need to be demonstrated by the completion of the course if students are to be successful. A plan to address areas of weakness is discussed with students and strategies for success are identified.

Another tool utilized in the ongoing assessment of student learning is the results of computerized assessments of the Assessment Technologies Institute (ATI) program. Students can earn up to 5% of the total course points by achieving a benchmark score on proctored assessments that correlate with appropriate content each semester of the nursing program. This program also provides students with opportunities to remediate based upon feedback using review books, learning DVDs, and on-line non-proctored assessments.

12h. Technology is playing an increasingly important role in the educational process of students at IUPUC. Students sign a Computing Abilities Policy at the beginning of the LPN to A.S.N. Mobility Option program. The Computing Abilities Policy defines computer resources, software recommendations and computer resources on the web. It is expected that students have e-mail accounts on admission to the University (IUPUC). Correspondence with faculty, academic advisors,

and other university personnel is often by e-mail. Oncourse CL is the course management system used to deliver online course materials. Other features of Oncourse CL include access to course syllabi, classroom and clinical schedules, class handouts, assignments, templates for practicum assignments, class rosters, links to library resources and other related websites, grades, feedback, and other testing and survey tools.

The IUPUC Nursing Laboratory is utilized as a learning environment for LPN to A.S.N. students while enrolled in NURS A150 LPN Transition to A.S.N. Practice. The recent purchase of a 'Vital Sim' simulation manikin provides realistic simulation assessment experiences for students in a controlled environment. The nursing laboratory also has computers with interactive software, a DVD / video player, and audio equipment so groups of students can work together in reviewing non-print instructional materials, practicing skills and techniques, and evaluating performance of peers. Faculty evaluation of this interactive environment indicate that students are more involved in discovery learning, taking risks through experimentation, and increasingly more comfortable with assessing behaviors of self and peers as each seeks to achieve expected competencies.

IUSON technology support is provided primarily through University Information Technology Services (UITS) that provides general technology support to students. UITS provides services at a walk-in location and via phone, email, and live chat. The Support Center also provides distance-accessible support through the Knowledge Base (<http://kb.iu.edu>). Phone service is offered 24/7. The SON maintains up-to-date hardware and software for use by faculty, staff, and students. All faculty and staff have their own desktop computer and printer, which are updated every three years according to a university-mandated replacement cycle. Other high-speed printers are available in various locations. Networked servers for student and research data comply with university data security policies. Many training opportunities are provided to faculty, staff and students to facilitate their use of the various software programs available over the network. Students are able to get technical support in-person from consultants at IUPUC campus computer laboratories or online from the University Information Technology Services (UITS) at [www.iupui.edu/~support](http://www.iupui.edu/~support).

12i. On an ongoing basis, the IUPUC faculty review the LPN to A.S.N. nursing courses for currency and cohesiveness. The nursing faculty and staff at IUPUC meet monthly to identify and initiate strategies for addressing curricular issues and needs, evaluation, and other issues relevant to the nursing programs at IUPUC. Additionally, faculty continuously review data from ATI testing, NCLEX scores, test and course grades, and student evaluations to make revisions to courses and the curriculum as indicated. For example, an area that LPN to A.S.N. students struggle with is the role differentiation between the RN and the LPN. This content is introduced in NURS A150 LPN Transition to A.S.N. Practice and is reinforced with each course in the program through role playing in the classroom, practice NCLEX exam questions, and didactic exams. This emphasis has resulted

in improved preparation and successful completion of the NCLEX exam as well as confidence in the role of a new registered nurse.

Nursing faculty and nursing administrators from IUPUC and IUPUI seek continuing collaboration with nursing practice leaders and colleagues in determining the knowledge, skills, and competencies required for contemporary nursing practice in undergraduate nursing education. The IUSON Clinical Community Advisory Board which meets on the IUPUI campus provides a semi-annual forum for exchange of ideas regarding current practice trends and changing workforce needs for entry-level nursing and advanced nursing practice. The IUPUC Nursing Division also has an Advisory Board that meets annually to further disseminate pertinent nursing education information to local clinical facilities in the Columbus area. These exchanges result in curriculum and practice learning experience modifications in the didactic classroom and clinical classroom. IUSON leaders continue to work with clinical partners to explore innovations in clinical teaching.

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**Criterion 13 Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, values, and competencies necessary for nursing practice.**

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13a. The LPN to A.S.N. curriculum is comprehensive and designed to provide graduates with the knowledge and skills that an associate degree prepared nurse needs to practice in today's health care environment. The following are coursework exemplars in the areas of the current practice of nursing, community concepts, health care delivery, critical thinking, communications, therapeutic interventions, and current trends in health care.

1. Current practice of nursing. Many students in the LPN to A.S.N. program have only worked in long term care since obtaining their LPN license. The LPN to ASN Mobility program has an emphasis on acute nursing care which provides students with current nursing practice experiences in acute care setting. Most clinical experiences in the program are in acute care hospitals, one of which holds Magnet status. Exposing students to learning opportunities that require prioritization of patient care is stressed. In the practicum course A277: Alterations in Activity and Exercise, students are exposed to progressive cardiac care units, cardiac catheter laboratories, cardiac intensive cares, and emergency departments. Students focus on providing individualized care to one client in the different settings. For example, providing follow-up care to a client with an acute myocardial infarction from the

emergency department to the cardiac catheter laboratory provides vital experiential knowledge on the continuum of care and application of theory discussed in the didactic classroom.

2. Community concepts. While the LPN to A.S.N. Mobility program does not have a designated community nursing course, students are introduced to the concept of community service and wellness. For example, in A276: Alterations in Activity and Exercise. The students are placed in groups and plan a campus / community health fair and blood drive. The students are responsible for planning and executing the health fair. Topics that have been chosen by students include smoking cessation, diabetes screening and information, stress management, and healthy eating. The project has become an annual event and the IUPUC campus community participates enthusiastically.

3. Health care delivery. Even though most of the clinical sites used in the LPN to A.S.N. program are in acute care facilities, students are exposed to other modes of health care delivery. As one example, in A286, Care of Individuals: Beginning and Evolving Families, students are assigned to spend a day with school nurses, obstetric office nurses, and public health nurses coordinating the WIC (Women, Infants, and Children) programs. In the same course, students also make well baby home visits with home health nurses. This course provides students with a variety of different health care delivery experiences.

4. Critical thinking. Critical thinking is a significant focus in the LPN to A.S.N. Mobility Program, as is thinking about the delivery of health care in a different provider role. As LPNs the students are accustomed to being delegated to and initially are not comfortable assuming the role of delegating to others. Critical thinking concepts and exercises along with role change discussions are threaded throughout every course in the program. Discussions in the didactic classroom with practice NCLEX questions that assist with critical thinking and delegation are also used in all courses. Specific activities that develop critical thinking skills include interactive case studies, simulated delegation scenarios, and practice in prioritizing nursing care via actual client loads in the clinical setting.

5. Communications. One of the core competencies of the LPN to A.S.N. Mobility program is professional and effective communication. Appropriate and professional communication

is threaded in student learning activities in every course. The concepts of written, professional communication begin in the A150: LPN to Transition to A.S.N. practice with a student paper critiquing a professional nursing research article. Communication activities continue in A278: Care of the Individual: Alterations in Cognition, Perception and Interaction which is the neurological and mental health nursing course. Students observe several mental health support groups and develop a process recording of the communication that occurs. Another activity with the focus of professional communication that occurs in A278 is a return demonstration of the National Institutes of Health (NIH) Stroke evaluation tool with patients in the clinical setting. The NIH Stroke evaluation tool requires therapeutic and interactive communication between the nurse and the client.

6. Therapeutic interventions. Students are exposed to multiple learning opportunities to implement therapeutic nursing interventions throughout the curriculum. However, the course that provides the students with a comprehensive nursing experience is A 288, the Capstone course. Students are individually paired with qualified BSN prepared preceptors in acute care facilities for 96 clinical hours in a semester. Students gradually assume the RN role until they are caring for 4 to 5 patients under the guidance of a preceptor. The students prioritize assessments and physician orders and implement nursing interventions as well as administer medications and manage all aspects of the patients' care. The experience prepares the student for NCLEX success and for the transition to the work world upon graduation. Students consider this course to be one of the most valuable experiences they have in the curriculum.

7. Current trends in health care. Research findings that support appropriate and current nursing care are incorporated in learning activities across the curriculum. In some courses, faculty provide examples of evidence and in other courses students are required to seek the evidence in the literature. In A150, LPN Transition to A.S.N. Practice, students engage in a group activity that involves reading professional nursing publications to identify the basics of the research process and the parts of a research article. In A288, the capstone courses for the LPN to ASN student, the core project for the course involves identifying a nursing care issue at the clinical facility where the student is doing practicum hours with a preceptor. Once a topic is chosen and approved by the faculty of the course, the student researches the topic and writes a paper identifying the problem and offering possible solutions to the

problem through the discovery of evidence. The project is also shared with peers in the classroom as a presentation.

13b. The LPN to A.S.N. Mobility Option leads to the students' professional development in transitioning from the role of the LPN to the role of the RN. The course NURS A290 The Discipline of Nursing Role Transition sets a foundation for the nursing profession and focuses on the transition from the role of LPN to RN graduate nurse. Emphasis is placed on the responsibilities and expectations of the professional nurse in the health care delivery system. Legal and ethical issues, professional development group dynamics, risk management quality assurance, political action, nursing organizations and the use of research to support nursing practice.

Another professional development initiative started in the fall of 2006. Undergraduate students attend a yearly Student Professional Day symposium at IUPUI that is sponsored by IUSON and the Alpha Chapter of Sigma Theta Tau International Nursing Honor Society. The professional day provides students with the opportunity to hear national nursing leaders speak on professional issues, network with nursing agencies and vendors, and to meet nursing students from the other SON campuses within the core school.

Lastly, throughout the LPN to A.S.N. Mobility program, students are encouraged to consider furthering their nursing education upon graduation from the LPN to A.S.N. program. The RN to B.S.N. nursing program at IUPUC provides an excellent opportunity for students to easily transition in to B.S.N. education with familiar nursing faculty and a familiar environment. Over the past 2 years (since 2005), approximately 20% of the ASN graduates have continued immediately with enrollment in the RN to BSN program.

13c. Students can achieve the program outcomes and competencies in the time period established and published for the program. As stated in previous sections, the LPN to A.S.N. Mobility program can be attended in a 1 year (full-time) course sequencing option or a 2 year (part time) course sequencing option. If a student in the 1 year, full-time option struggles with time management or coursework expectations, the student can slow progression in the program and opt to proceed in the 2 year, part-time option. English Composition, Introductory Psychology, and two of the three biological sciences (Anatomy, Physiology and Microbiology) and a course meeting the math competency requirement must be completed prior to the application deadline. The remaining science course must be completed prior to beginning the nursing transition course (NURS A150). Students must achieve an IU cumulative grade point average (GPA) of at least 2.0 and a pre-nursing GPA of



at least 2.3 to be admitted to the program. Admission will be revoked if a GPA falls below the minimum between the time of acceptance and actual enrollment in the nursing major. Students must earn a “C” or higher in all general education courses required for the A.S.N. degree by the second completed attempt. Grade replacements count as one attempt. No more than 2 required science courses may be repeated. Grade replacement can only be used for 1 science course. The retention rate for students admitted into the LPN to A.S.N. program is 100%. Students can start in the program as a ‘full-time’ student to complete the program in 1 year. Sometimes students choose to slow their progression and revert to the 2 year (part time) plan of study. Regardless of the chosen plan of study, 100% of the students complete the curriculum in the appropriate time frame of either 1 year or 2 years of program study.

13d. Total credits that are required for the A.S.N. degree are 74 to 76 credit hours. The distribution of credit hours in general education and the nursing major are 30 to 32 credits designated to general education and 47 credits designated to the A.S.N. nursing major. Students receive 17 hours of credit for previous nursing course work. Also, as described earlier, the LPN to A.S.N. Mobility program can be attended in a 1 year (full-time) course sequencing option or a 2 year (part time) course sequencing option.

13e. A 1:1 credit to contact hour ratio is used for all didactic courses and a 1:3 credit to contact hour ratio is used for all clinical learning experiences.

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**Criterion 14. Practice learning environments are selected and monitored by faculty and provide opportunities for a variety of learning options appropriate for contemporary nursing.**

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14a. An operating educational principle in the SON is that the student-learning environment is multi-faceted. Faculty are directly responsible for selecting, monitoring and evaluating practice learning environments. Practice learning occurs in a variety of structured and non-structured settings for undergraduate students. These settings incorporate selected observational experiences, post-conferences, scheduled learning laboratory and clinical practica and precepted capstone practicum experiences. The learning environment for each LPN to A.S.N. course is uniquely structured to support student learning, complement faculty teaching expertise, and maximally support students’ ability to meet course expectations and program outcomes.

IUSON is fortunate to have a rich array of clinical learning environments to select from for student clinical learning experiences; the clinical partners include two hospitals who have achieved Magnet status (Clarian Health Partners and Columbus Regional Hospital). The SON Center for Community and International Affairs on the IUPUI negotiates and maintains letters of agreement and contracts with all health care agencies or independent contractors for the IU nursing campuses of the core school - IUPUI, IU Bloomington, and IUPUC. All contractual agreements are prepared in consultation with university legal counsel. Contracts specifying the expectations and responsibilities of all parties can be found onsite as Exhibit 23. The attainment of clinical agency contracts and agreements are in compliance with the SON policies. Within the Center for Community and International Affairs (CCIA), the coordinator for community and international affairs handles affiliation agreements and serves as a liaison between the school and clinical agencies in the negotiation of clinical facility requests for practice learning experiences. This individual also consults with university counsel on any matters related to contracts and agreements prior to finalization. According to the rules and regulations of the Indiana State Board of Nursing, all additions and deletions of undergraduate clinical practice settings must be reported and IUSON reports these changes in the annual State Board of Nursing report (see Exhibit 1 for a copy of ISBN rules and regulations).

14b & c. The facilities and resources available for clinical learning experiences in the LPN to A.S.N. Mobility Option are adequate and sufficient to support the number of associate degree students enrolled in the program. A major strength of the LPN to A.S.N. nursing program is the diversity of practice settings that are available for a range of student learning experiences. Students at IUPUC have access to clinical facilities in and around the Columbus, IN area including Columbus Regional Hospital, Schneck Medical Center in Seymour, IN and St. Francis Hospital – Indianapolis. Other clinical facilities utilized by the LPN to A.S.N. students are Johnson Memorial Hospital in Franklin, Indiana; Major Hospital in Shelbyville, Indiana; and Decatur County Hospital in Greensburg, Indiana. Clinical practice settings selected support the application of the didactic content in each nursing course.

Clinical agencies are evaluated formally at the completion of each semester through a clinical agency evaluation tool either provided by the agency or a form available at the IUPUC Nursing Division. The purpose of this evaluative process is to ensure that practice settings are meeting the learning needs of students and are supportive of student learning. The clinical agency evaluations are also shared with the nursing school liaisons at each facility.

The LPN to A.S.N. students at IUPUC also have access to nationally and internationally recognized health care facilities in Indianapolis as part of the IUSON core campus. The core health care institutions in this setting are the University Hospital, Riley Hospital for Children, and Methodist Hospital. These three institutions form Clarian Health Partners, one of the largest hospital organizations in the nation and a Magnet institution. As previously described, the SON has a sufficient number of settings to accommodate students enrolled in the program. See Exhibit 24 in the onsite display room for a listing of the clinical agencies utilized in 2006-2007 to place students for clinical learning experiences.

### **Strengths of the A.S.N. Curriculum and Instruction**

1. The curriculum's emphasis on professionalism, safe and competent practice, and the critical thinking skills of the graduate A.S.N. registered nurse.
2. The didactic content is well integrated with clinical learning experiences.
3. All graduates are encouraged to continue their nursing education via the RN to B.S.N. mobility program at IUPUC or the RN to M.S.N. Mobility program at IUPUI.

### **Areas of improvement in the area of the A.S.N. Curriculum and Instruction**

1. Encourage and provide opportunities for nursing student involvement and participation in campus (IUPUC) and IUSON governance.
2. Explore and encourage the initiation of a campus specific (IUPUC) nursing club such as the Indiana Association of Nursing Students (IANS).
3. Continue to challenge the nursing students with creative critical thinking activities and learning experiences.

### **Future Plans**

In an effort to meet the Columbus and surrounding region's growing demand for more highly qualified BSN prepared nurses, IUPUC will focus on the development and expansion of the RN to BSN program and suspend the LPN to A.S.N. program in 2008. The LPN to A.S.N. Mobility Option class admitted in February 2008 will be the final cohort of LPN to A.S.N. students at IUPUC. The last cohort will begin the LPN to A.S.N. transition program in May 2008 and will be scheduled to graduate in May 2009. The change will allow IUPUC to focus its resources on the RN to B.S.N. program. In the interim, the LPN to A.S.N. students will be encouraged to participate in IUPUC and IUSON committees and governance opportunities. Plans to renovate the IUPUC Nursing Laboratory

are likely to occur in 2008 so that the A.S.N. students can benefit from the updated nursing laboratory. In 2008, the Division of Nursing at IUPUC will be adding an additional full-time Clinical Assistant Professor of Nursing to facilitate the growth of the RN to BSN program.

## Standard IV: CURRICULUM AND INSTRUCTION – B.S.N. Program

The curriculum is designed to accomplish its educational and related purposes.

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**Criterion 12. Curriculum developed by nursing faculty flows from the nursing education unit philosophy/mission through an organizing framework into a logical progression of course outcomes and learning activities to achieve desired program objectives/outcomes.**

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12a. The faculty of IUSON are committed to advancing the science of nursing through excellence in nursing education by preparing nurses who provide high quality nursing care to a diverse, multicultural society. The integrity of the B.S.N curriculum is ensured by having an outcome-focused and competency-based that is derived from the school's mission and a logical progression of course learning experiences that facilitate student achievement of the outcomes. Program outcomes reflect the essential characteristics that students need to demonstrate at program completion. These essential characteristics are derived from concepts and values imbedded in the IUSON mission and goals. Table IV-6 shows the comparison of the IUSON Mission with the B.S.N. Program Outcomes.

<b><u>Table IV-6: Comparison of the IUSON Mission/Goals and the B.S.N. Program Outcomes</u></b>	
<b><u>IUSON Mission/Goals</u></b>	<b><u>B.S.N. Program Outcomes</u></b>
To lead the “knowledge work” of nurses of today and tomorrow to positively influence the health of communities served by: creating and advancing knowledge through science and research.	1. A critical thinker who demonstrates intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems.
To lead the “knowledge work” of nurses of today and tomorrow to positively influence the health of communities through excellence in teaching; shaping care through practice innovations and partnerships.	2. A culturally competent person who provides holistic nursing care to a variety of individuals, families, and communities 4. A politically aware individual who participates in the profession and the practice of nursing with a global perspective. 8. A professional role model who promotes a positive image of nursing.

Health of communities served by: inspiring learning through excellence in teaching	<p>3. A knowledgeable care coordinator of community resources who facilitates individuals', families' and communities' access to resources necessary to meet health care needs.</p> <p>6. An effective communicator who is able to share accurate information.</p>
Shaping care through practice innovations and partnerships	<p>7. A competent provider of health care who assumes the multiple role dimensions in structured and semi-structured health care settings.</p> <p>9. A responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes.</p> <p>5. An individual who practices within an ethical and legal framework for the nursing profession.</p>

B.S.N. program outcomes are consistent with professional standards, professional performance expectations, and expert opinion from our community practice partners. The B.S.N. program outcomes are consistent with the IUPUI Principles of Undergraduate Learning (see [Appendix M](#)). The B.S.N. program outcomes complement one another and reflect increasing complexity of knowledge and skills consistent with level of program, level of learner, and level of practice. Faculty who teach in the B.S.N. programs have further defined student-learning expectations through the development of program, level, and course competencies. Competencies delineate the behaviors students need to achieve at course and year-end, and specify the level at which the student must demonstrate achievement. Competencies are the basis for the assessment of student learning at the end of each course and at the completion of the program.

There are currently three options, or tracks, within the B.S.N. degree program: 1) a traditional four-year Bachelor of Science in Nursing (B.S.N.); 2) a second degree accelerated B.S.N. option for students who have earned a previous bachelor's degree in another field of study; and 3) an RN to B.S.N. option for those individuals who are graduates of a diploma or associate degree programs to complete their baccalaureate nursing degree. All three options follow the same curriculum. The Columbus campus offers the RN to B.S.N. program, as well as the LPN to A.S.N. program. The

Bloomington campus offers the traditional B.S.N. program and will begin admitting students to the RN-B.S.N. option in the summer of 2008. The IUPUI campus offers all three options for students.

Within these three options, numerous curricular initiatives have been developed and implemented. Beginning in 2006, the Undergraduate Curriculum Committee developed a plan to emphasize and more fully integrate certain competencies throughout the curriculum. The targeted competencies were informatics, patient safety and complexity, and evidence-based practice. New initiatives were also developed to enhance and support student learning. Faculty from all three campuses have participated in these efforts. These targeted efforts included incorporation of the following new programs: Self-Tracking and Assessing to Succeed (STATS) (see [Exhibit 19](#) for STATS program documents); Student Success Central; faculty/student mentoring; structured learning activity (SLA); Assessment Technologies Institute (ATI) which is a standardized assessment for all the core nursing courses in the program; and a Nursing Honors Option.

The STATS program is designed to promote student success upon admission to the program and consists of printed and CDROM materials provided to students during orientation that will assist them with their studying, provide information about resources on campus, and teach students a test analysis strategy, as well as other content. Coaching for success (Student Success Central) is a case management team consisting of six professionals including three faculty, the assistant dean of student services, and an academic advisor who provide counseling, resources, and support to students through a self-referral or faculty referral basis. Students who have failed one course are automatically referred to this program for assistance and will be “tracked and supported” through their program. A new initiative this past semester was the program called Structured Learning Activity (SLA) where student mentors, who are trained through the Bepko Mentoring program on campus, become student mentors for the 5<sup>th</sup> semester H353 Health Alterations I course. The student mentors are assigned a recitation section that meets for one hour weekly for the mentor to discuss class content, provide content worksheets, and answer content questions from the lectures. The student mentors worked closely with the faculty of the course. These programs are further described later in the self-study document. The inclusion of simulations in practicum experiences is a learning strategy that is being implemented in the curriculum with plans for further development to conduct interdisciplinary simulations with nursing and medical students working together. Additionally, the Student Affairs Committee led the revision of admission policy and procedures, including an admission interview with faculty, alumni, and community partners. Implementation of this new admission policy occurred in spring 2007.

In response to the growing need for nurses, the SON on the IUPUI campus has increased enrollment in all B.S.N. options. Over the course of the next four years, through the support of additional program fees approved by the IU Board of Trustees, 20 additional students will be admitted

annually. The second degree accelerated B.S.N. option, which admitted the first annual cohort in May 2002, increased admission to three cohorts of 30 students (summer, fall and spring) in January 2007. The ability to increase enrollment in the second degree option is due to a partnership with Clarian Health Partners in which Clarian employs 8 nurse educators on behalf of the school and commits 80% of their time to the school of nursing to teach nursing students in the classroom and clinical settings. These 8 nurse educators are M.S.N. prepared.

12b. The B.S.N. curriculum is planned to be logical in design and facilitate student learning at ever-increasing levels of complexity and application. Common concepts that are threaded in the curriculum include health, wellness, alterations in healthy states (i.e. illness), research, the individual, family and community, continuum of care, pharmacology, patient safety and complexity, informatics, and evidence-based practice. An exemplar of content increasing in difficulty and complexity can be seen in the B.S.N. curriculum matrix for program outcomes and competencies for informatics and complexity/safety.

The B.S.N. curriculum is based upon a double helix model (see [Appendix N](#)). It is connected by nine link ways that represent the program outcomes. These outcomes are critical to the integrity of the curriculum structure and underscore the importance of needing to focus on student learning and assessment of student learning. Course competencies, learning activities, course papers and projects focus on course content and context as well as the contribution each course makes to the achievement of level and program competencies. [Appendix O](#) depicts this relationship between program outcomes and competencies. [Exhibit 22](#) in the onsite display room contains examples of student work that demonstrate program outcomes and competencies.

Graduates of the program are expected to assist individuals, families and communities in attaining mutually established health goals and achieving maximum health potential. The curriculum conceptual model mirrors the double helix with the concepts of health, wellness, and illness forming the essence of the spirals. The B.S.N. curriculum framework is presented as three ascending spirals, each paralleling the three years of the traditional nursing major. The faculty chose the double helix to illustrate concepts consistent with their philosophy of teaching and learning. The ascending spiral design is meant to reflect the nature of learning where faculty introduces information and the students revisit and add to that information base over the curriculum. Each revisit allows students the opportunity to reach greater degrees of integration, analysis, synthesis, and evaluation of their knowledge base. An example of the revisiting of content to analyze, synthesize and evaluate in a higher ascending order is the cardiovascular content. In Health Alterations II (H361), cardiovascular health disruptions such as CAD and angina are discussed with more cardiovascular content covered, e.g. multi-system cardiovascular problems, in the students' senior year or 7<sup>th</sup> semester in the



Restorative Health: Multi-System Failure (S470) course, such as acute coronary syndrome and CHF. The two outer strands of the helix also are meant to depict a balance between the art and science of nursing. This duality requires that students develop and refine intuitive and analytical thinking skills in making the holistic connections among the mind, body, and spirit for those in their care.

Students begin their nursing studies in the sophomore level focusing on individual wellness from the perspectives of health, health promotion and disease prevention. Courses have been structured and sequenced to focus on health and wellness across the life span, to examine health and wellness in the context of nursing theory, research, and practice, and to develop knowledge and tools to assess health of individuals within the family and community context. At the junior level, the focus is on alterations or potential alterations in the health status of individuals and families with or without the presence of disease. Students studying at the senior level are expected to synthesize the concepts of health and illness, and examine complex care needs for the individual, family, community, and health care system.

Students enrolled in the traditional B.S.N. program option take six semesters of nursing and general education courses once they are admitted to IUSON. The nursing courses, mixed with required science and general education courses are taken in semester blocks as described on the following pages in Table IV-7 which depicts the curriculum design for students pursuing full-time study.

<b><u>Table IV-7: Curriculum Design of the Traditional Track Baccalaureate Program</u></b>			
<b>FRESHMAN YEAR</b>			
Semester One		Semester Two	
<b><u>Courses</u></b>	<b><u>Credits</u></b>	<b><u>Courses</u></b>	<b><u>Credits</u></b>
English composition (ENG W131)	3	Anatomy (BIOL N261)	5
Communication course	3	Finite Math (M118)	3
Introduction to Psychology (PSY B104/B105)	3	Introduction to Sociology (SOC R100)	3
Cultural diversity course	3	Humanistic appreciation course	3
Critical/analytical course	3-4		
<b>Total Credits – Semester One</b>	<b>15-16</b>	<b>Total Credits – Semester Two</b>	<b>14</b>

<b>SOPHOMORE YEAR</b>			
Semester Three		Semester Four	
<b><u>Courses</u></b>	<b><u>Credits</u></b>	<b><u>Courses</u></b>	<b><u>Credits</u></b>

Physiology (BIOL N217)	5	Microbiology (MICR J210)	4
Developmental Issues and Health (NURS B230)	4	Health & Wellness (NURS B233)	4
Communication for Health Care Professionals (NURS B231)	3	Comprehensive Health Assessment (NURS B244/ B245)	4
Introduction to the Discipline of Nursing: Theory/Practice/Research (NURS B232)	3	Science and Technology of Nursing (NURS B248/B249)	4
<b>Total Credits – Semester Three</b>	<b>15</b>	<b>Total Credits – Semester Four</b>	<b>16</b>

<b>JUNIOR YEAR</b>			
Semester Five		Semester Six	
<u>Courses</u>	<u>Credits</u>	<u>Courses</u>	<u>Credits</u>
Cultural diversity course	3	Social competence course	3
Alterations in Neuro-Psychological Health (NURS H351/H352)	5	Alterations in Health II (NURS H361/H362)	5
Alterations in Health I (NURS H353/H354)	5	The Developing Family and Child (NURS H363/H364)	7
Data Analysis/Practice and Health Care Research (NURS H355)	3	The Research Process (NURS H365)	3
<b>Total Credits – Semester Five</b>	<b>16</b>	<b>Total Credits – Semester Six</b>	<b>18</b>

<b>SENIOR YEAR</b>			
Semester Seven		Semester Eight	
<u>Courses</u>	<u>Credits</u>	<u>Courses</u>	<u>Credits</u>
Restorative Health: Multi-System Failures (NURS S470/S471)	5	Nursing Management (NURS S481/S482)	5
Alterations in Health of Communities (NURS S472/S473)	5	Nursing Practice Capstone (NURS S483)	3
Applied Health Care Ethics (NURS S474)	3	Research Utilization Seminar (NURS S484)	1
Elective	3	Professional Growth & Empowerment (NURS S485)	3
		Elective	3
<b>Total Credits – Semester Seven</b>	<b>16</b>	<b>Total Credits – Semester Eight</b>	<b>15</b>

\*Due to campus resources, course sequencing may vary in the semester between the two campuses, IUPUI and Bloomington; however, the end of year program outcomes remains the same for both campuses. If students request a transfer from one campus to another, a transfer is only considered at the end of the students' program year.

The accelerated second degree nursing option is an 18-month condensed program plan of the traditional Bachelor of Science in Nursing (B.S.N.) program. Once students are admitted to the program, they pursue their degree full-time continuing course work over five semesters including course work in the fall, spring, and summer. Table IV-8 depicts the curriculum design of the second degree accelerated track baccalaureate program.

<b><u>Table IV- 8: Curriculum Design of the Second Degree Accelerated Track Baccalaureate Program</u></b>			
<b>Semester One</b>		<b>Semester Two</b>	
<b><u>Courses</u></b>	<b><u>Credits</u></b>	<b><u>Courses</u></b>	<b><u>Credits</u></b>
Introduction to the Discipline of Nursing: Theory/Practice/Research (NURS B232)	3	Alterations in Neuro-Psychological Health (NURS H351/H352)	5
Health & Wellness (NURS B233)	4	Alterations in Health I (NURS H353/H354)	5
Comprehensive Health Assessment (NURS B244/ B245)	4	Applied Health Care Ethics (NURS S474)	3
Science and Technology of Nursing (NURS B248/B249)	4		
<b>Total Credits – Semester One</b>	<b>15</b>	<b>Total Credits – Semester Two</b>	<b>13</b>

<b>Semester Three</b>		<b>Semester Four</b>	
<b><u>Courses</u></b>	<b><u>Credits</u></b>	<b><u>Courses</u></b>	<b><u>Credits</u></b>
Alterations in Health II (NURS H361/H362)	5	Restorative Health: Multi-System Failures (NURS S470/S471)	5
The Developing Family and Child (NURS H363/H364)	7	Alterations in Health of Communities (NURS S472/S473)	5
The Research Process (NURS H365)	3	Professional Growth & Empowerment (NURS S485)* *(Semester 4 or 5)	3
<b>Total Credits – Semester Three</b>	<b>15</b>	<b>Total Credits – Semester Four</b>	<b>13</b>

<b>Semester Five</b>	
<u>Courses</u>	<u>Credits</u>
Nursing Management (NURS S481/S482)	5
Nursing Practice Capstone (NURS S483)	3
Research Utilization Seminar (NURS S484)	1
<b>Total Credits Semester Five</b>	<b>9</b>

\*The accelerated track students take 59-61 hours of general education courses prior to being admitted to the program with the majority of the courses being transferred in from their former degree or taken before they are admitted.

The RN-B.S.N. mobility option offers a creative curriculum for educating nurses to become competent in meeting the changing health needs of society. RN-B.S.N. students are granted 35 “special credits” from their previous RN degree after completion of transition courses. The nursing courses given special credit from the previous nursing degree include the B230: Developmental Issues and Health B249: Science and Technology of Nursing H353/354 and H363/364 Alterations in Health I and II ,to name a few. The minimum requirement for RN to B.S.N. students pursuing the B.S.N. degree is 124 credit hours with 59-61 credits of selected general education courses required. Table IV-9 on the following page presents the RN to B.S.N. curriculum design.

12c. The B.S.N. program outcomes incorporate the IUPUI Principles of Undergraduate Learning ([Appendix M](#)). The program outcomes correlate with the Association of Colleges of Nursing’s Essentials of Baccalaureate Education for Professional Nursing Practice (1998), The American Nurses Association’s Scope and Standards of Practice (2004), the Code of Ethics for Nurses with Interpretive Statements (2001), and the Expected Competencies of Associate, Baccalaureate, and Advanced Prepared Nurse Providers (1998) adopted by the Indiana Deans and Directors and the Indiana Organization of Nurse Executives, and approved by the Indiana State Nurses Association (see [Exhibit 2](#) in the onsite display room for copies of the standards and guidelines). See Table IV-10 on the following pages for a comparison of the B.S.N. essentials, B.S.N. program outcomes, and IUSON exemplars of these outcomes and essentials. The above professional standards have been adopted by the B.S.N. faculty as reflecting today’s practice of nursing.

<b><u>Table IV-9: Curriculum Design of the RN to B.S.N. Program*</u></b>			
Semester One		Semester Two	
<b><u>Courses</u></b>	<b><u>Credits</u></b>	<b><u>Courses</u></b>	<b><u>Credits</u></b>
Professional Nursing Seminar I (B304)	3	Nursing Management (NURS S481/S482)	5
Professional Nursing Seminar II (NURS B404)	3	Professional Growth and Empowerment (NURS S485)	3
Comprehensive Health Assessment (NURS B244/B245)	4		
<b>Total Credits - Semester One</b>	<b>10</b>	<b>Total Credits – Semester Two</b>	<b>8</b>
Semester Three (Summer I and II)		Semester Four	
<b><u>Courses</u></b>	<b><u>Credits</u></b>	<b><u>Courses</u></b>	<b><u>Credits</u></b>
Health of the Community (NURS S472/S473)	5	Nursing Practice Capstone (NURS S483)	3
Nursing Research (NURS H365)	3	Research Utilization Seminar (NURS S484)	1
		Nursing electives	6
<b>Total Credits – Semester Three</b>	<b>8</b>	<b>Total Credits – Semester Four</b>	<b>10</b>

\* This course sequence represents the curriculum plan of a cohort admitted on a fall semester admission cycle. \* RN-B.S.N. students typically transfer in 59-61 credit hours of general education course work from their previous nursing program.

<b><u>Table IV-10: Comparison of The Essentials of Baccalaureate Education Core Knowledge, Program Outcomes, and IUSON exemplars</u></b>		
<b>The Essentials of Baccalaureate Education for Professional Practice: Core Knowledge</b>	<b>Program Outcomes</b>	<b>IUSON Exemplars</b>
Health Promotion , Risk Reduction, Disease Prevention	Outcome 7: A competent provider of nursing care who functions in various professional roles in structured or semi-structured health care	Students are enrolled in a community health practicum where home assessments are conducted and a health promotion project is required. A

	<p>settings.</p> <p>Outcome 1: A critical thinker who demonstrate intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems.</p>	<p>teaching-learning example in the community course includes a poster project where small groups of students design a poster on a prevalent community health problem,; posters are critiqued and then posted at IUSON for the students and all to see</p>
<p>Illness and Disease Management</p>	<p>Outcome 3: A knowledgeable care coordinator who facilitates access to resources necessary to meet healthcare needs of individual, families, and communities</p>	<p>Students have required clinical experiences in two medical/surgical clinical practicums where various patients with different health disruptions are assess and nursing interventions implemented. In addition, selected high fidelity simulators depicting patients with medical/surgical health disruptions, e.g. care of the insulin-managed patient, are developed and students are immersed and portray their nursing roles.</p>
<p>Information and Health Care Technologies</p>	<p>Outcome 6: An effective communicator who is able to share accurate information.</p> <p>Outcome 9: A responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes</p>	<p>Students learn to retrieve patient information on various clinical information systems as respective clinical facilities, e.g. Cerner at Clarian Health and McKesson at St. Francis hospital.</p>
<p>Ethics</p>	<p>Outcome 5: An individual</p>	<p>IUSON B.S.N. students are</p>

	<p>who practices within an ethical and legal framework for the nursing profession.</p> <p>Outcome 2: A culturally competent person who provides holistic nursing care to a variety of individual families and communities</p>	<p>required to take a 3 credit healthcare ethics course; students learn about ethics, complete healthcare ethical case studies and discuss ethical dilemmas.</p>
Human Diversity	<p>Outcome 2: A culturally competent person who provides holistic nursing care to a variety of individual, families, and communities</p>	<p>A cultural competency thread runs throughout all courses in the B.S.N. program. An example of cultural competence occurs in the introduction to nursing course where students present a paper on a selected culture and the health beliefs within this culture.</p>
Global Healthcare Health Care Systems and Policy	<p>Outcome 4: An individual who understands the political dynamics in various settings and participates in the change process to shape health care policy.</p>	<p>In 2006-2007, patient safety and complexity in the healthcare environment were incorporated as threads across the curriculum. Faculty implement teaching-learning strategies incorporating interventions for dealing with healthcare complexity, policies, and culture of safety concepts.</p>
Role Development - Provider of Care	<p>Outcome 3: A knowledgeable care coordinator who facilitates access to resources necessary to meet health care needs of individuals, families, and communities</p>	<p>The B.S.N. curriculum prepares the students for various roles including knowledge worker, care provider, critical thinker. An example of preparing a student as a critical-thinker, includes development of simulations that includes</p>

		selected roles for students to portray, e.g. primary RN
Designer/Manager/Coordinator of Care	Outcome 9: A responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes	Students take a management course that includes administrative content consisting of case management, budgeting, and resource management.
Member of a Profession	Outcome 8: A professional role model who promotes a positive public image of nursing	In all the IUSON clinical evaluation forms, students are evaluated on their professional behavior and communication.

12d. Courses in the sciences and humanities provide the foundation for the nursing curriculum. The total number of credits required for the B.S.N. degree is 125 credits. The program is designed to integrate general education and nursing course experiences throughout all four years of the nursing program. Of the 125 required credits for the degree, 50-51 credits are considered general education and 75 credits are designated to the nursing major. The length and design of the program give students the opportunity to meet the designated program outcomes and competencies. Students applying to the nursing major must have completed high school chemistry and algebra 1 and 2 with a grade of “C” or better. If these requirements have not been met on admission to the university, students must complete the equivalent of these courses once in the university prior to application to the nursing major.

Students are required to complete courses in the natural sciences (anatomy, physiology, microbiology), social sciences (sociology, psychology), and the humanities (English, communications). The general education component of the B.S.N. program has been built on the cluster concept. Each cluster was designed to complement program outcomes. Students have some choice for course selection within each of the designated clusters. This selection allows students the opportunity to design majors or minors in other disciplines or to take special interest courses as long as their selection reflects the intent/orientation of the general education cluster.

12e. Interdisciplinary collaboration is incorporated into the B.S.N. curriculum. Beginning in the sophomore year, role-play simulations are used to demonstrate the interdisciplinary roles of nurses, physicians, social workers, physical therapists, occupational therapists, dieticians, and other members of the health care team, in caring for a client and family. Throughout the curriculum, when the opportunity prevails, students are required to attend interdisciplinary patient care conferences, professional symposiums, or other activities where healthcare professionals interact and learn



together. Additionally, a recent interdisciplinary learning experience utilizing clinical simulations paired senior nursing students with medical students to provide students with an opportunity to interact and learn together was integrated into the curriculum. Nursing faculty are currently working collaboratively with school of medicine faculty and other health professionals to develop and implement additional interdisciplinary learning experiences that are focused on patient safety concepts. Interdisciplinary collaboration will be increasingly emphasized as nursing faculty begin to utilize the Fairbanks Hall Interdisciplinary Simulation Center which is currently under construction and will be completed in 2008.

12f. Congruent with the B.S.N. curriculum design, didactic and clinical instruction follow a logical and sequential plan that increases in complexity as students progress through the program. All course syllabi follow a template that documents course descriptions, outcomes, content, teaching strategies, and learning experiences that will lead to the attainment of competencies and program outcomes. The syllabi serve as the contract between students and instructor, are posted on Oncourse CL, and are reviewed with students at the beginning of the semester and throughout the course as needed. Course leaders for the clinical courses are responsible for ensuring that teaching, learning, and evaluation methods are appropriate and consistently applied across clinical sections. See Exhibit 25 in the onsite display room for copies of all course syllabi in the B.S.N program.

Student program planning sheets, course syllabi, and the undergraduate student handbook provide consistent information on program course requirements. The established ratio for didactic/class credit hours to contact hours is 1:1. Indiana University has established a 50-minute clock hour that the nursing faculty have adopted. The ratio of practicum/clinical credits to contact hours is 1:3. The ratio of credit hours to contact hours for seminar and learning laboratory experiences is 1:2.

12g. The evaluation tools and methods used in the B. S. N. program are consistent with course outcomes and competencies in both the didactic and clinical courses. The practice component of the education program is critical to student learning. Learning experiences are carefully chosen to assist students in meeting program outcomes and developing competencies. Student learning experiences vary depending on the nature of the course, course outcomes, and course emphasis.

Student assessment and evaluation are considered integral to the learning process and in maintaining program integrity and quality. Numerous initiatives to assess student performance and provide academic support were started in the fall semester of 2006. Examples include the utilization of the Assessment Technologies Institute (ATI) to help students successfully prepare for the NCLEX-RN tests. ATI is a computerized assessment and review program that is nationally standardized. The ATI system is beneficial to students in a number of ways by helping students to assess knowledge of

current course content, prepare for course finals and the NCLEX, and evaluate computer assessment skills.

Another example of a new initiative is the STATS (Self-Tracking and Assessing to Succeed) program, in which students are provided tools and resources including individual tracking and assessment forms, test-taking and time management tips for every learning style, study logs, stress management support, and other helpful resources to facilitate learning and success. A CD ROM containing these materials, resources, and tools are distributed to students at the beginning of their first semester at IUSON (see [Exhibit 19](#) for a copy of the materials). A related exemplar is Student Success Central. This program, described earlier in this section, is designed to help prevent unfavorable results in nursing courses and to promote overall success. A success coach is assigned to work with the student to assess needs, develop a success plan, and assist the student throughout the course of study. Prior to graduation, IUSON provides a Kaplan NCLEX review course available to students at a discounted group rate.

Structured Learning Activity (SLA) is also a new initiative that is in its first semester. Student mentors with a proven academic success record participate in mentoring training program to prepare them to lead weekly academic mentoring sessions for junior nursing students. The student mentors meet with their small groups (approximately 30) one hour prior to class. During this time, both previous and new materials are reviewed, and activities are conducted to prepare students for that day's learning experiences. Preliminary data indicate that students, mentors, and faculty are very satisfied with the initiative and initial exam grades are higher than in past years.

The final exemplar is the faculty-student mentoring program, developed for third and fourth semester students, in which a volunteer faculty mentor meets monthly with a group of approximately 10 students to offer perspectives on learning, practical experience, nurturing, and support. The faculty mentor works with the group through their first semester, both in a face-to-face setting and through online discussion forums and email. The mentoring exposes students to the language, behavior and responsibilities of a professional, increases the level of personal and professional confidence, and fosters leadership skills.

A variety of assessment approaches are used in both didactic and practicum/clinical courses throughout the program. Students enrolled in practicum courses complete written clinical assignments that include nursing process recordings, focus questions, and reflective activities. These assignments challenge students to frame problems or issues, collect information, develop informed opinions, and evaluate assumptions of self and others. Small group projects are encouraged in many courses as a way of involving students in the refinement of group processing skills including but not limited to negotiation and collaboration. For example, in the sophomore year, B232: Introduction to

the Discipline of Nursing: Theory/Practice and Research requires students to work in groups to conduct a small research project using stress as an exemplar. Students survey different categories of individuals, e.g., young adults, for different stressors and then disseminate the research findings in a poster presentation to present to peers and invited school faculty to come and critique the posters and their work. Faculty inform students about this process and how this type of dissemination using posters is a small example of how evidence and new knowledge are disseminated at professional nursing conferences.

As previously mentioned, simulation is increasingly being used in the nursing program, predominantly for formative evaluation and in select situations for summative evaluation. For example, the first week in the S471: Restorative Health, Multi-system course faculty schedule students to rotate through different stations to assess advanced clinical skills, e.g. hemodynamic monitoring and performing a 12-lead ECG using task trainers and high-fidelity patient simulators, e.g. Mr. Sim Man®. This type of skill evaluation is formative and helps prepare students for the skills, assessments, and decision-making they will use in their clinical experiences.

Each clinical course has a practicum evaluation tool that is available to students via Oncourse CL. See Exhibit 12 in the onsite display room for examples of clinical evaluation tools used in the baccalaureate program. The course clinical practicum evaluation tool generates a comprehensive performance judgment for each student at midterm and end of the semester. Students are involved in self-evaluation using the same tool and take their completed evaluation to the conferences they have with faculty at midterm and at the end-of-course. Faculty may construct a written learning contract with students who are not meeting course expectations at mid-semester. All written learning contracts are negotiated with the full knowledge of students. Learning contracts specify which course competencies are not being met and what behaviors need to be demonstrated by the completion of the course if students are to be successful. A plan to address areas of weakness is discussed with students and appropriate referrals to Coaching for Success.

Another indicator utilized in the ongoing assessment of student learning is the results of computerized assessments of the Assessment Technologies Institute (ATI) program. Students can earn up to 5% of the total course points by achieving a benchmark score on several proctored assessments over the course of the nursing program. ATI provides students with opportunities to remediate based upon feedback using review books and on-line non-proctored assessments.

Students are asked to complete didactic course and clinical site evaluations, as well as faculty evaluations, each semester. These evaluations provide important information for improving our learning environments to meet the needs of our students (examples of course and clinical site evaluation tools are available in the onsite display room in Exhibit 12).

12h. Technology is playing an increasingly important role in the education of the B.S.N. students. It is expected that students have e-mail accounts on entry to the B.S.N. nursing major. Through this account, students have access to key information systems such as e-mail, Oncourse CL, and OneStart, a portal to university services, that allows students to sign-up for courses, and other types of student services. Correspondence with faculty, academic advisors, and other university personnel is often by e-mail. Student may also correspond with course faculty via Oncourse CL, the course management system used to enhance course delivery in the undergraduate B.S.N. program. Other features of Oncourse CL include access to course syllabi, classroom and clinical schedules, class handouts, assignments, templates for practicum assignments, class rosters, links to library resources and other related websites, grades, feedback, and other testing and survey tools. Faculty can also incorporate discussion forums, live chats, podcasting, videostreaming, “real-time” class meetings using “Breeze” technology, and other innovative technology into learning experiences.

The use of a variety of technologies, such as the online courses the RN-BSN students take, facilitates an interactive learning environment that provides this group of students with accessibility to the learning environment 24 hours per day, 7 days per week. In this environment, students become more self-directed, actively participate in their learning as well as the learning of their peers, and have opportunity for exploratory learning in a less-stressed atmosphere. Conducting focus groups and reviewing student comments, the RN-BSN students enjoy the Web-based courses which allow educational mobility and career advancement. The traditional and second-degree students in the nursing program have the opportunity to experience blended learning, having some of their course content on the Web and other content delivered face-to-face by the instructor. An example of this approach is the Research Process course (H365) where the instructor is using a blended instructional method. The integration of simulation into the curriculum has been developing since 2002.

Sophomores in the Science and Technology of Nursing (B249) practicum demonstrate beginning skill competencies through an assessment method using static mannequins, models, and live persons (simulated patients) to act out various case scenarios using an objective structure clinical exam (OSCE) method. Learning activities for junior students in the Alterations in Health I (H353) include participation in two days of simulations, ranging from a simulated clinical day using static mannequins to role-playing scenarios that require student involvement to enhance critical thinking and problem solving. After participating in faculty development activities related to clinical simulation scenario development and programming in 2006-2007, faculty have immersed second semester junior students in the Alterations in Health II (H362) and senior students in the Restorative Health: Multi-System Failures (NU 471) in a simulation day using a high fidelity Sim-Man and computerized cases. Examples of simulation scenarios senior students experience in the S471 course

include dysrhythmia management, responding to a code, and an experience dealing with end-of-life issues.

The Learning Resource Center (LRC) is integral to the learning environment for B.S.N. students. The LRC is configured to be conducive to self-directed interactive learning experience. Each patient care station within the learning laboratory has a self-contained learning unit that accommodates a computer, video player, and audio equipment so small groups of students can work together in reviewing non-print instructional materials, practicing skills and techniques, and evaluating performance of peers. Faculty evaluation of this interactive environment indicate that students are more involved in discovery learning, taking risks through experimentation, and increasingly more comfortable with assessing behaviors of self and peers as each seeks to achieve expected competencies.

12i. On an ongoing basis, the faculty review nursing courses for rigor, currency, and cohesiveness by a variety of methods. The purpose of the Undergraduate Curriculum Committee is to initiate and promote activities necessary to implement the B.S.N. curricula, recommend curriculum changes, facilitate communication regarding curricular issues, and assure curricular evaluation. The Undergraduate Curriculum Committee meets monthly to conduct the business of the B.S.N. program on the core campus, including the traditional B.S.N., accelerated B.S.N., and the RN to B.S.N. program options. The minutes of the Undergraduate Curriculum Committee for the past three years are available for review in Exhibit 26 in the onsite display room. The Baccalaureate Curriculum Advisory Committee (BCAC), which is an advisory faculty work group, was established in 2005 to expedite and facilitate the work of the curriculum committee. The BCAC meets monthly to identify and initiate strategies for addressing curricular issues and needs, evaluation, and other issues relevant to the baccalaureate program, and reports back to the Undergraduate Curriculum Committee for faculty discussion and action. Additionally, faculty continuously review data from ATI testing, NCLEX scores, test and course grades, and student evaluations, and revise courses and the curriculum as indicated. For example, this regular review resulted in the development of the idea of the “knowledge worker of the 21<sup>st</sup> century” who needed skills and information related to informatics, patient safety and complexity, and evidence-based practice. These concepts were then integrated in the curriculum more fully.

Faculty and administrators seek continuing collaboration with nursing practice leaders and colleagues in determining the knowledge, skills, and competencies required for contemporary nursing practice in undergraduate and graduate education. The SON Clinical Community Advisory Board provides a semi-annual forum for exchange of ideas regarding current practice trends and changing workforce needs for entry-level nursing and advanced nursing practice. There are also a number of departmental initiatives that enhance the exchange of information on practice trends,

needs, and expectations with nursing community representatives. These exchanges result in curriculum changes, modifications in clinical practice learning experiences, and collaborative research and service efforts. In the spring of 2007, IUSON and Clarian Health Partners launched an initiative to develop nurse educators and increase student enrollment. Over the course of the 2007, eight educators are being hired as adjunct clinical instructors. While these educators are Clarian employees, they hold an 80% appointment with IUSON. These educators are mentored by experienced IUSON faculty and teach in the classroom, laboratory, and clinical practicum experiences. This endeavor has allowed IUSON to admit 60 additional students annually into the second-degree accelerated track B.S.N. program. IUSON leaders continue to work with clinical partners to explore innovations in clinical teaching. Focus groups were conducted in the summer of 2007 to brainstorm ideas. Innovative clinical models such as the Dedicated Education Unit (DEU) and student dyads are currently being explored with six clinical agency partners and full-time IUSON faculty.

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**Criterion 13. Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, values, and competencies necessary for nursing practice.**

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13a. The baccalaureate curriculum is comprehensive and designed to provide graduates with the knowledge and skills that a baccalaureate prepared nurse needs to practice in the health care system of today and the near future. The core campus shares the same B.S.N. curriculum on all campuses (Indianapolis, Bloomington and Columbus), however, due to the availability and variety of community clinical agencies, schedules, student numbers, and faculty availability, course offerings may vary slightly from one campus to another; however, end-of-year outcomes remain the same. This policy ensures curriculum consistency and congruency, and supports student transferability between campuses if students wish to transfer. The following are exemplars in the areas of nursing theory, research, community concepts, health care policy, finance, health care delivery, communication, critical thinking, therapeutic interventions, current trends, and knowledge and skills for current practice.

1. Nursing Theory. In the sophomore year, learning experiences in the B232: Introduction to Nursing includes a brief overview of selected nursing theorists and the links between theory and practice. Leininger's Culture Care theory and Sunrise Model is used as a guide to understanding trans-cultural nursing. In B233: Health and Wellness, Pender's Health Promotion Theory, the Trans-theoretical Model, the Health Belief Model, and Social Cognitive Theory are used as guides for understanding

behavior change. In B232 and B230: Development Issues and Health of the first semester of the sophomore year, students learn how theory and research are integrated to drive health promotion programs. Along with nursing theorists such as Pender, students are acclimated to evidence-based guidelines such as Healthy People 2010, and other guidelines by state and national governmental agencies. Theories of health behaviors continue in (S472/S473): Alterations in Health of Communities in the senior year.

2. Research. Research findings are incorporated into learning activities across the curriculum as support for evidence-based practices in nursing. In some courses, faculty cite evidence and other students seek the evidence in the literature. In the sophomore year, B232: Introduction to Nursing students engage in a group activity that involves reading publications of the IUSON faculty to identify the basics of the research process and the parts of a research article. In the B233: Health and Wellness course, students discuss research findings as sources of risk factors for illness (Framingham Heart Study, Nurses' Health Study, Youth Risk Behavior Survey, ACE Study). Sophomore assignments include two group projects that involve scientific inquiry. Students in B249: Science and Technology of Nursing learn about evidence-based rationale for nursing skill performance. Junior students are enrolled in both a data analysis course and a research process course. Additionally, junior students in H362: Alterations in Health II complete an activity dealing with the level of evidence for various interventions when caring for clients experiencing different health disruptions. In the senior year, students complete a major project in the S484: Research Utilization course.

3. Community Concepts. Students are introduced to the concept of community assessment as sophomores in B233: Health and Wellness. They gather descriptive information about the community where their learning experiences take place. Junior students identify community resources that are available for clients with selected health alterations. Students in S471: Restorative Health: Multi-system Failures identify discharge planning and home health needs of their clients experiencing multi-system health problems. Senior students take both a didactic and practicum course, S472 and S473: Alterations in Health of Communities in which the community is conceptualized as a client and a partner. The performance of a community assessment is a competency students must achieve in these courses.

4. Health Care Policy. Sophomores in B233: Health and Wellness apply relevant Healthy People 2010 objectives in coursework. Health care policy is presented as a multidimensional concept with fiscal, political, empirical, social, and religious aspects. The concepts of the nurse's role in health care policy and health care politics are explored in B232: Introduction to the Discipline of Nursing -:

Theory/Practice/Research. Junior students participate in an on-line discussion forum about policy in H354: Alterations in Health I and discuss a current health care issue and the impact of politics on health care as an activity in H362: Alterations in Health II. Senior students engage in discussion about health policy in several courses. Health care policies that have an impact on ethical dilemmas are discussed in S474: Applied health Care Ethics while issues such as organ donation and procurement are explored in S470: Restorative Health: Multi-System Failures. Access to care, insurance coverage, and current bills in the legislature are topics in S472/S473: Alterations in Health of Communities.

5. Finance. Medicare, Medicaid, WIC, SCHIP, and private health insurance are discussed in sophomore courses in terms of the extent to which each supports health promotion and disease prevention. An emphasis on responsible use of supplies to minimize waste is incorporated as students learn psychomotor skills in the B249: Science and Technology of Nursing Junior students explore the cost of medications for selected clients. Seniors continue to explore financial issues in health care and access to care.

6. Health care delivery. In the B232: Introduction to the Discipline of Nursing: Theory/Practice/Research roles and responsibilities of professional nurses are discussed along with the types of health care delivery required in each role. For example, a community health nurse practices in the community, providing home care, conducting patient and family needs assessments in the home environment. Throughout the semesters at IU School of Nursing, the assistant dean of student services, sets up luncheons where different clinical agency speakers come to discuss different types of nursing and healthcare delivery systems. A recent example includes two RNs presenting on flight nursing at Methodist hospital and how they deliver care in flight on critically-ill patients where time is of essence in addition to acute care and rapidly-changing assessments. For the most part, IU nursing students throughout their clinical rotation and theory courses get exposed to many different types of health care delivery systems, realizing nursing care does not always take place in a hospital at the bedside.

7. Critical Thinking. Critical thinking activities are implemented in theory, laboratory, and clinical courses throughout the nursing program. A few examples of critical thinking activities includes the objective structure clinical exam (OSCE) implemented in the B249: Science and Technology of Nursing course where ten stations are set-up for students to rotate to demonstrate skill competency as they are provided a case scenario that requires them to assess the patient and to critically-think about what needs to be implemented to care for the patient. In S470: Restorative Health: Multi-System Failures students are immersed into a simulated environment where they have to problem-solve and



decision make during the staged scenario while instructors are observing the activity. Following all simulations, faculty provide a guided reflection time with the students to discuss the simulation encounter and the nursing actions, therapeutic interventions, and decision-making that took place.

8. Communications. B231: Communications for Health Care Professionals is required in our nursing curriculum for our traditional students. In this course, communication skills, group dynamics, and conflict management, just to name a few concepts, are covered in the content with interactive activities provided for students to work in small group to practice these important concepts. Within all clinical courses, communication is a competency threaded throughout all the clinical evaluation forms with students requiring demonstration of communication competency on the clinical units in working with their patients, families, staff, and other health professionals. In S471, a simulation learning experience, the end-of-life scenario, is based on therapeutic communication emphasizing the principles of dealing with a death and dying patient and family.

9. Therapeutic interventions. Throughout the curriculum therapeutic interventions are theoretically discussed in the didactic courses for all health disruptions, including (H351/H361) Alterations in Health I and II; H351: Alterations in Neuro-Psychological Health; H353: The Developing Family and Child; and S470: Restorative Health: Multi-System Failures. Actual experience with performing therapeutic interventions is provided in psychomotor skills laboratory and the clinical setting. Typically, students are provided content organized around the nursing process which includes patient assessment, nursing diagnoses, therapeutic planning, goals, and interventions, and evaluation of the goals and interventions. Students are taught evidence-based interventions and are requested to discuss research-based articles supporting selected interventions whether in class or in a clinical post-conference. For example, in the S484: Research Utilization Seminar, students select a topic/therapeutic intervention, e.g. wound care, to research and present a paper to his/her peers and to the unit where the student has been performing her capstone experience. Students provide information based on research supporting the intervention, assessment, or whatever focus they have researched.

10. Current trends in healthcare Current trends in health care are integrated throughout the curriculum. One example is the promotion of a culture of safety. In the B232: Introduction to the Discipline of Nursing: Theory, Practice and Research (B232), students learn the patient safety communication skill of SBAR (Situation, background, assessment, and response) as an expected communication behavior when reporting on the care of the patient. In the S470: Restorative Health: Multi-System Failure, senior students have the opportunity to observe and participate in an e-ICU setting at Clarian Health. As the nursing students rotate through clinical at various central Indiana

clinical sites, students have the opportunity to use electronic medical records and clinical information systems (CIS) such as Cerner at Clarian Health and the McKesson system at St. Francis hospital.

13b. The program leads to the development of professional ethics, values and accountability in students. Several initiatives and threads in the curriculum are geared toward student professional development. Exemplars include Student Professional Day, a half-day conference for all of our undergraduate students that expose them to the ideas of life-long learning, networking, and professional issues and ideas. In its third year, the conference has attracted nationally known speakers on topics professionalism, leadership, and career development. As a thread throughout the curriculum, professional behavior competencies are written into each practicum course and into each didactic course, and professional behavior is expected of all students. Professional conduct, as an attribute of a professional, is also emphasized as a key concept in the Introduction to the B232: Discipline of Nursing: Theory/Practice/Research.

13c. Students can achieve program outcomes in the established and published program length. The traditional B.S.N. program is designed as a four-year, full-time program. Students have the option of taking some or all of the credits required for application on either a full-time or part-time basis. Because of different student demographics, students who begin their pre-nursing studies on the Indianapolis and Columbus campuses are more apt to start part-time than those students beginning their studies on the Bloomington campus (Bloomington campus students are predominately full-time traditional, residential college students). Another reason is that students on the Indianapolis and Columbus campus pay per credit hour for each course taken while students on the Bloomington campus pay a flat fee for 12 -17 credit hours. Once in the nursing major, a student may request permission from the Undergraduate APG committee to proceed through the major on a part-time study basis. The request is usually granted as long as the student completes all degree requirements within the established six-year limit. The academic counselor monitors progression to ensure that students complete within the specified time frame.

The majority of the students in the traditional track option are students for whom this is the first baccalaureate degree, although some students with previous degrees choose this option for personal reasons. Students admitted to the second-degree accelerated track have achieved the minimum of a bachelor's degree in another discipline and thus are able to complete the program in 18 to 21 months. In the RN to B.S.N. option, students who complete the B.S.N. nursing curriculum have already completed either an A.S.N. or diploma program and hold a valid RN license. Beginning in fall 2007, students will complete the RN to B.S.N. curriculum as a cohort and, if attending school full-time, can complete the program in approximately 27 months. The new format is designed to offer courses

more consistently, better utilize teaching resources, and make it more convenient for the RNs to enter and complete the program.

13d. As described previously, 125 total credits are required for the B.S.N. degree, with 50-51 credits considered general education and 75 credits designated to the nursing major. Of the 75 credit hours designated as nursing courses, 53 credit hours are at the upper division level. During the junior year, 28 of the 34 credits are nursing courses, and in the senior year, 25 of the 31 credits are nursing courses.

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**Criterion 14. Practice learning environments are selected and monitored by faculty and provide opportunities for a variety of learning options appropriate for contemporary nursing.**

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14a. An operating educational principle in the SON is that the student-learning environment is multi-faceted. Practice learning occurs in a variety of structured and non-structured settings for both undergraduate students. These settings incorporate selected observational experiences, post-conferences, scheduled learning laboratory and clinical practica, independent laboratory practice, and precepted senior capstone practicum experiences. The learning environment for each B.S.N. course is uniquely structured to support student learning, complement faculty teaching expertise, and maximally support students' ability to meet course expectations and program outcomes.

The SON negotiates and maintains letters of agreement and contracts with all health care agencies or independent contractors for the nursing (see [Exhibit 23](#) for an example of the contract). All contractual agreements are prepared in consultation with university legal counsel. The attainment of clinical agency contracts and agreements are in compliance with the SON policies. Within the Center for Community and International Affairs (CCIA), the coordinator for community and international affairs handles service grants and contracts and serves as a liaison between the school and clinical agencies in the negotiation of clinical facility requests for practice learning experiences. This individual also consults with university counsel on any matters related to contracts and agreements prior to finalization. According to the rules and regulations of the Indiana State Board of Nursing, all additions and deletions of undergraduate clinical practice settings must be reported. IUSON reports these changes annually in accordance with this policy.

14b & c. The clinical resources are adequate to meet student learning needs and sufficient to support the number of nursing students enrolled in the baccalaureate program. A major strength of the B.S.N. program is the diversity of practice settings that are available for a range of student learning experiences. Students on the Indianapolis campus have access to the full range of care facilities

within the Clarian Health Partners. Faculty teaching in the B.S.N. program maximize the clinical practice experiences that can be found in these nationally and internationally recognized patient care settings. Clinical practice settings are selected by faculty to complement the knowledge and skills in each B.S.N. course, the ability of students, and the ability of the patient care setting to support the expected learning outcomes. As the three acute care facilities within the Clarian Partnership emphasize teaching, the nursing personnel clearly support the student-learning mission. Many Clarian nurses hold joint appointments within the SON. They not only share their practice expertise in their respective patient care setting, but also interact with students in the classroom and through other special assignments.

Clinical agencies are evaluated informally at the completion of each semester by debriefing with faculty and students. The purpose of this evaluative process is to ensure that practice settings are meeting the learning needs of students and are supportive of student learning. Undergraduate students on the IUPUI campus have access to nationally recognized health care facilities as part of the IU academic health sciences center. The core health care institutions in this setting are the University Hospital, Riley Hospital for Children, and Methodist Hospital. These three institutions form Clarian Health Partners, one of the largest hospital organizations in the nation and a Magnet institution. Also within walking distance are a regional Veterans Administration hospital and a comprehensive public hospital and outpatient clinic (Wishard Memorial Hospital and Regenstrief Health Center, respectively). Within the greater Indianapolis metropolitan area are four additional major hospital networks, the State Department of Health, the Visiting Nurses Association, Marion County Department of Public Health, numerous ambulatory health care and free standing urgent care facilities. Students also have access to a number of acute and ambulatory practice settings in the eight contiguous counties that constitute central Indiana. Students on the Columbus and Bloomington campuses have access to at least one regional community hospital and numerous ambulatory practice facilities in their respective localities. As described, the SON has a sufficient number of settings to accommodate students enrolled in the programs. Selected times in the year, leaders from the central Indiana clinical sites have clinical meetings with faculty from nursing schools to discuss clinical issues and to plan and collaborate on clinical placements.

Bloomington Hospital serves as the major acute care facility used for B.S.N. student experiences on the Bloomington campus. The hospital provides a wide range of nursing services, including transitional care services. Negotiation for clinical sites is accomplished in a collaborative manner among hospital representatives, Indiana University faculty, and Ivy Tech Community College faculty. Clinical course outcomes determine the priority for clinical units, and student outcomes are supported by the full scope of nursing services provided at the hospital. Bloomington Hospital

provides clinical sites for psychiatric/mental health nursing, medical-surgical/adult health nursing, critical care nursing, emergency department nursing, women and children's health nursing, rehabilitation nursing, and nursing management.

Feedback between faculty and the facility occurs formally and informally, as well as formatively and summatively. At least three times each semester, faculty from the two nursing programs in the area meet with nursing leadership at Bloomington Hospital to share information about recent developments and student progress. Clinical faculty conduct a summative evaluation from students at the end of each semester and provide feedback to the clinical directors at the hospital.

Bloomington Hospital has been recognized many times for award-winning nursing outcome initiatives including glycemic control and ventilator-associated pneumonia reduction, and is engaged in the Magnet-seeking process. The hospital actively promotes the preceptor model not only for the capstone experience, but also for other clinical experiences. This allows students to be jointly mentored by both staff nurses and faculty allowing for a richer client care experience. The hospital, while not a "teaching" hospital, supports many health professions practica, including nursing, radiology technology, respiratory therapy, physical and occupational therapy, pharmacy, and medicine. Nursing staff are supported by clinical nurse specialists and educators.

The RN to B.S.N. mobility students on the Columbus campus use a variety of acute and community resources within this rural setting. Columbus Regional Hospital, a Magnet facility, is a comprehensive medical center that well serves the needs of the surrounding community. Another clinical facility that provides clinical opportunities for the RN to B.S.N. student is Schneck Medical Center in Seymour, Indiana. Both Columbus Regional Hospital and Schneck Medical Center offer clinical opportunities for RN to B.S.N. students in the leadership and management course and the capstone course. The RN to B.S.N. students are exposed to diverse community experiences as part of their community course offering. The community course experiences include local health departments, domestic violence shelters, local free clinics such as Volunteers in Medicine in Columbus, Indiana, and home health/hospice settings.

Students on both the Bloomington and Indianapolis campuses are exposed to a number of diverse outpatient care settings, including the Brown County Support Health Clinic, Shalom Health Care Center, the Monroe County Health Department, and the Salvation Army. A list of current clinical placements and sites used for clinical learning experiences can be found in [Exhibit 24](#) in the onsite display room.

### **Strengths in the area of the B. S. N. Curriculum and Instruction**

1. The B.S.N. curriculum is designed to accomplish program outcomes and provides students with a rich diversity of didactic and clinical learning experiences.
2. The B.S.N. curriculum is reviewed and revised by faculty on an on-going basis, resulting in a contemporary curriculum that addresses current nursing and health care trends, (i.e., such as patient safety, evidence-based practice, informatics), and the use of clinical simulations and technology to support student learning.
3. Student retention in the program is high, with students successfully achieving program outcomes in the established program length.

### **Areas for improvement in the area of the B.S.N. Curriculum and Instruction**

1. Interdisciplinary collaboration needs to be more thoroughly integrated throughout the B.S.N. curriculum.
2. Communication of program information, changes, and activities can be a challenge due to the large number of students enrolled across 3 campuses.

### **Future Plans**

1. An interdisciplinary steering committee has been established to develop interdisciplinary curriculum learning experiences, especially using clinical simulation technology, among nursing, medical and other health professional students.
2. The administration and faculty are currently investigating a number of new approaches to increase the timely communication of information to students, including, but not limited, to the use of group forums and course orientation checklists to assist faculty in covering all information pertinent to course start-ups at the beginning of the semesters.

## **Standard IV: CURRICULUM AND INSTRUCTION – M.S.N. Program**

**The curriculum is designed to accomplish its educational and related purposes.**

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**Criterion 12. Curriculum developed by nursing faculty flows from the nursing education unit philosophy/mission through an organizing framework into a logical progression of course outcomes and learning activities to achieve desired program objectives/outcomes.**

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12a. The curriculum is congruent with the school's mission and progresses logically to ensure the achievement of program outcomes. The mission of IUSON is to lead the knowledge work of nurses today and tomorrow to positively influence the health of communities by inspiring learning through excellence in teaching, creating and advancing knowledge through science and research, and shaping care through practice innovations and partnerships. By realizing its mission, the SON supports and articulates the IUPUI missions related to advancing the State of Indiana and the intellectual growth of its citizens to the highest levels through research and creative activity, teaching and learning, and civic engagement. As a leader is fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. The IUSON supports this mission through its graduate nursing programs.

The M.S.N. curriculum is outcome-focused and competency-based, as are the A.S.N. and B.S.N. programs. Relationships among the outcomes of the three programs are illustrated in [Appendix B](#). The IUSON M.S.N. program outcomes reflect the essential characteristics that students need to demonstrate at program completion and become leaders within dynamic health care environments. As nurse leaders they are prepared to provide and improve care to patients, families, and /or communities and to lead educational and complex healthcare systems.

The M.S.N. program currently has 13 specialty options. During the 2006-2007 academic year faculty and administration engaged in an extensive review and analysis of all masters degree offerings. Based on the results of this extensive evaluation, decisions were made to reallocate resources and suspend admissions, effective fall 2007, to three of the options: Community Health Clinical Nurse Specialist, Pediatric Clinical Nurse Specialist, and Women's Health Nurse Practitioner. The courses for these options will continue to be taught until all enrolled students graduate. Upon suspension of these three options, the remaining 9 specialty options remaining

within the M.S.N. program are: 1) Nursing Administration; 2) Adult Health Clinical Nurse Specialist; 3) Psychiatric Mental Health Nursing; 4) Adult Health Nurse Practitioner; 5) Family Health Nurse Practitioner; 6) Neonatal Nurse Practitioner; 7) Pediatric Nurse Practitioner; 8) Acute Care Nurse Practitioner; and 9) Nursing Education. Each specialty is housed in one of the three academic departments of the SON: Adult Health Nursing, Family Health Nursing, and Environments for Health. The department structure creates a community of faculty with like interests and expertise in specified areas of nursing practice and research.

Each of the M.S.N. specialties is coordinated by a graduate faculty member who has expertise in the specialty area. The M.S.N. coordinators work with the Associate Dean of Graduate programs to coordinate curriculum development, planning, implementation, and evaluation, as well as student admission and progression. The M.S.N. Coordinator group meets approximately three times per academic year to discuss issues related to recruitment, retention, and consistency of evaluation methods, as well as issues related to admission, progression, and graduation of students. In addition to these master's degree offerings the school offers two graduate certificates – one in Teaching in Nursing and the other in Nursing Informatics. Post-master's options are available in all of the specialty areas. Upon completion of a post –masters program (which can range from 12-29 credits by university policy) and depending on a student's previous course work as well as the advanced practice nursing educational requirements deemed appropriate by respective certification agencies, a certificate of completion is awarded to the student.

12b. The curriculum plan for the M.S.N. program is logically and sequentially structured and builds upon the knowledge and competencies of the baccalaureate program. All of the graduate program options are 42 credits with the exception of the Acute Care Nurse Practitioner option which requires an additional credit hour of clinical practice in its curriculum. The curriculum is planned to be logical in design and facilitate student learning at developing increasing mastery and application of advanced practice knowledge, skills, and abilities. Consistent with an outcome-focused, competency-based curriculum essential knowledge (content), competencies (skill sets), and experiences (context of practice) are identified and organized in a manner for students to meet and master the curriculum and program outcomes.

All students enrolled in the M.S.N. program must take 12 credit hours of core course requirements. These core course requirements include: 1) N502 Nursing Theories; 2) N504 Leadership for Advanced Practice Nursing; 3) R500 Nursing Research Methods I; and 4) a R590 or R699 Scholarly Project or Research Inquiry (Thesis). This 12 credit hour core provides the essential



foundation upon which each specialty builds. After completion of the first three core courses (N502, N504, and R500), students enroll in the required course work for their specialty. The R590 or R699 courses are the final courses in the curriculum plan, providing students with an opportunity to complete a scholarly project in their specialty area. As part of the core course requirements all M.S.N. students are required to produce a scholarly work that demonstrates their ability to meet the expectations and outcomes of the curriculum. This scholarly work is either a scholarly project that focuses on application of knowledge to a nursing focused question or problem; or a research inquiry (thesis) that generates new knowledge about a phenomenon of interest to nursing. Both options require a student to identify a relevant nursing-related researchable problem, determine an appropriate methodology to study the problem, collect and analyze data, and present findings. These capstone experiences along with student performance in the major course work enable the faculty to judge achievement of program outcomes. Examples of graduate student work can be found in [Exhibit 22](#) in the onsite display room.

Table IV-11 demonstrates the congruency of the M.S.N. program outcomes with and core course content with the AACN Essentials of Master’s Education for Advanced Practice Nursing. In addition essential content for advanced practice nursing for nurse practitioners and clinical nurse specialists includes content related to pathophysiology, advanced health assessment and pharmacology. The reader will see this essential content reflected in the programs of study of relevant nursing majors.

<b>Table IV -11 : Congruency of M.S.N. Outcomes with Core Courses and AACN Master’s Essentials</b>		
<b>M.S.N. Outcomes</b>	<b>Core Courses</b>	<b>AACN</b>
<p>Outcome 1: Model excellence in nursing leadership to improve nursing practice within a complex health care system.</p> <p>Outcome 2: Conduct advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated</p>	<p><b>N504 Leadership for Advanced Practice Nursing (3cr.)</b> This course addresses competencies essential to influencing nursing practice and health care in complex systems and diverse social and physical environments</p>	<p>This course addresses AACN graduate core curriculum essential content related to professional role development, policy, organization and financing of health care, organization of health care delivery systems and health care financing, as well as ethics, and issues of diversity and contemporary social issues.</p>

**Table IV -11 : Congruency of M.S.N. Outcomes with Core Courses and AACN Master’s Essentials**

M.S.N. Outcomes	Core Courses	AACN
with a specialty area of practice.		
<p>Outcome 3: Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication sciences for application to a chosen domain of advanced practice nursing.</p> <p>Outcome 4: Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.</p>	<p><b>N502 Nursing Theory I (3cr.)</b> The focus of this course is on evaluating the factors and issues influencing the development of theory in nursing. Theoretical terminology and criteria for the evaluation of theories are examined. Linkages applied between theory, practice, and research are explored.</p>	<p>This course addresses AACN graduate core curriculum essential content related to theoretical foundations of nursing practice, as well as health promotion and disease prevention and ethics related to research.</p>
<p>Outcome 5: Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.</p> <p>Outcomes 6: Use information technology and knowledge based resources to manage and transform data that inform clinical practice.</p>	<p><b>R500 Nursing Research (3cr.)</b> This course provides a survey of research in nursing including critique of research literature, research designs, sampling, data collection and measurement strategies, relating research and theory, developing researchable problems, and utilizing theory.</p>	<p>This course addresses AACN graduate core curriculum essential content related to research.</p>
<p>Outcome 7: Systematically apply evidence from research</p>	<p><b>R590 Scholarly Project (3 cr)</b> The Scholarly Project is the application</p>	<p>This course addresses AACN graduate core curriculum</p>

**Table IV -11 : Congruency of M.S.N. Outcomes with Core Courses and AACN Master’s Essentials**

M.S.N. Outcomes	Core Courses	AACN
<p>findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations.</p> <p>Outcome 8: Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.</p> <p>Outcome 9: Articulate the effects of culture, values, and globalization in the design, delivery, and evaluation of health services.</p>	<p>of knowledge and skills learned through a program of graduate study to a nursing focused question or problem. Students work individually or in groups under the supervision of a faculty advisor to complete a project that contributes to the advancement of nursing practice, education or administration.</p> <p><b>R699 Research Inquiry Thesis</b> (3-6cr) The Research Inquiry is a research investigation of phenomenon of interest to nursing. Students work individually with a faculty advisor or advisors to complete a research study that contributes new knowledge to nursing science.</p>	<p>essential content related to research.</p> <p>This course addresses AACN graduate core curriculum essential content related to research.</p>

Detailed in the following tables are the master’s programs that are housed in the academic departments of the school with the courses, credit hours and curriculum sequences for each major delineated. This information is also available for each of the majors and publicly accessible on the SON Web site.

<b>Masters Degree Programs of Study by Specialty</b>					
<b>CORE Classes Required by all Majors (12 credits) – described above</b>					
<b>Psychiatric Mental Health Nursing (Adult &amp; Child)</b>	<b>Nursing Education</b>	<b>Nursing Administration</b>	<b>Community Health Nursing</b>	<b>Adult Health Clinical Nurse Specialist</b>	<b>Pediatric Clinical Nurse Specialist</b>
<b>Major (22 credits)</b>	<b>Major (25 credits)</b>	<b>Major (30 credits)</b>	<b>Major (27 credit)</b>	<b>Major (27-30 credits)</b>	<b>Major (29 credits)</b>
P510 Neuropharmacology (3)	L650 Data Management (3)	*I639 Informatics in Nursing Admin Practice (3) (Fall)	*H357 Community Epidemiology (3)	R505 Measurement & Data Analysis (3)	R505 Measurement & Data Analysis (3)
P651 Advanced Practice Nursing Families (3)	T670 Teaching in Nursing (3-5)	*L574 Admin Mgmt in Nursing (3) (Fall)	*H540 Community Assessment (3)	M500 Scientific Basis for CNS Practice (4)	L650 Data Management (3)
P515 Psychiatric Assessment (3)	T615 Curriculum in Nursing (3)	*L671 Financial Mgmt in Nursing (3) (Spring)	* H544 Community Development and Organization (3)	L650 Data Analysis & Clinical Decision Making (3)	Y535 Dynamics of Family Health Care (3)
P654 Advanced Practice Psych Nursing Groups (3)	T619 Computer Technologies (3)	*L575 Corp & Public Policy for Nursing Exec.(3) (Spring)	*H546 Action Research and Community (3)	M565 Symptom Management & Functional Enhancement (4)	Y515 Pathophysiology (4)
Y515 Pathophysiology (4)	T617 Evaluation in Nursing (3)	L650 Data Analysis for Clinical/ Admin Decision Making (3)	H548 Community-Based Nursing Practicum (3-6)	M561 Advanced Practice Roles in Nursing of Adults (4)	C550 Pediatric Health Assessment (3)
P671 Advanced Clinical Practice Psych Nursing I (3)	T679 Nursing Education Practicum (3)	SPEA H514 Health Econ or St. Joseph HSA 555 (3)	Focus area (3-6)	M559 Stress & Coping (3)	C555 Advance Nursing Care of Children & Families I (6)
P672 Advanced Clinical Practice Psych Nursing II (3)	J595 Special topics in Nursing Education (2)	L579 Nursing Admin Practicum (3-6) (Capstone)	M500 Scientific Basis for CNS Practice (4)	M560 Psychoeducational Interventions (3)	Electives (3-6)

<b>Masters Degree Programs of Study by Specialty</b>					
<b>CORE Classes Required by all Majors (12 credits) – described above</b>					
<b>Psychiatric Mental Health Nursing (Adult &amp; Child)</b>	<b>Nursing Education</b>	<b>Nursing Administration</b>	<b>Community Health Nursing</b>	<b>Adult Health Clinical Nurse Specialist</b>	<b>Pediatric Clinical Nurse Specialist</b>
Y550 Physical Assessment Adults/ or C550* Physical Assessment Child(3)	M500 Scientific Basis for CNS Practice (4)	Focus area (9)	M570 Roles/Capstone for CNS Practice (4)	Electives (3-6)	
P558 Advanced Practice Adult Psych or P551* Adv Practice Child/ Adolescent Psych(3)	M560 Enhancing Health Behaviors through psycho-Educational Interventions (3)	*These courses comprise the “Cube,” or weekend executive program	*These courses comprise the “cube – weekend executive program”.		
<b>Clinical Hours Required: 500</b>			<b>Clinical Hours Required: 500</b>		<b>Clinical Hours Required: 525</b>

\*Courses differentiate Child from Adult Major

<b>Masters Degree Programs of Study by Specialty</b>					
<b>CORE Classes Required by all Majors (12 credits) – described above</b>					
<b>Neonatal Nurse Practitioner</b>	<b>Adult Nurse Practitioner</b>	<b>Pediatric Nurse Practitioner</b>	<b>Women’s Health Nurse Practitioner</b>	<b>Family Nurse Practitioner</b>	<b>Acute Care Nurse Practitioner</b>
<b>Major (27 credits)</b>	<b>Major (27 credits)</b>	<b>Major (30 credits)</b>	<b>Major (30 credits)</b>	<b>Major (30 credits)</b>	<b>Major (28 credits)</b>
G513 Genetics (1)	Y515 Pathophysiology (4)	Y515 Pathophysiology (4)	Y515 Pathophysiology (4)	Y515 Pathophysiology (4)	Y515 Pathophysiology (4)
G514 Developmental Physiology/ Embryology (3)	Y535 Dynamics of Family Health Care (3)	J692 Issues in Adolescent Health (3)	G552 Advanced Nursing Care of Pregnant Women (5)	Y535 Dynamics of Family Health Care (3)	Y612 Pharmacology (3)
Y612 Pharmacology	Y550 Physical	Y600 Diagnostic	G553 Advanced	F570 Advanced	F570 Advanced

<b>Masters Degree Programs of Study by Specialty</b>					
<b>CORE Classes Required by all Majors (12 credits) – described above</b>					
<b>Neonatal Nurse Practitioner</b>	<b>Adult Nurse Practitioner</b>	<b>Pediatric Nurse Practitioner</b>	<b>Women’s Health Nurse Practitioner</b>	<b>Family Nurse Practitioner</b>	<b>Acute Care Nurse Practitioner</b>
(3)	Health Assessment (3)	Processes (3)	Nursing of Women and Families (3)	Nursing Assessment (3)	Nursing Assessment (3)
Y515 Pathophysiology (3)	Y612 Pharmacology (3)	C550 Pediatric Health Assessment (3)	G555 Management of the Well Woman with a Gynecologic Focus (5)	Y612 Pharmacology	Y600 Dx Processes/ Clinical Reasoning (3)
T550 Advanced Neonatal Assessment (4)	Y552 Health Maintenance for Adults (5)	C551 Child Health Maintenance (6)	G556 Primary Health Care of Women throughout the Lifespan (4)	F576 Primary Health Care of Women (3)	S674 Management of Acutely Ill I (6)
T555 Clinical Perinatology (6)	Y554 Advanced Nursing Management/ Adult (2)	C556 Advanced Nursing Management of Pediatric Clients (2)	Y550 Adult Health Assessment (3)	J692 Diagnostic Processes & Clinical Reasoning (3)	S675 Management of Acutely Ill II (6)
T556 Management of Acutely ill Neonate (6)	Y554 Collaborative Clinical Practice (4)	C666 Collaborative Clinical Practice (5)	Y612 Pharmacology (3)	F574 Primary Health Care of Adults (3)	S676 Management of Acutely ill Adult III (6)
	Focus area (3)	Y612 Pharmacology (3)		F572 Primary Health Care of Children (3)	
				F578 Primary Health Care of Families (5)	
<b>Clinical Hours Required: 600</b>	<b>Clinical Hours Required: 600</b>	<b>Clinical Hours Required: 560</b>	<b>Clinical Hours Required: 600</b>	<b>Clinical Hours Required: 600</b>	<b>Clinical Hours Required: 600</b>

12c. A set of guidelines for master's nursing and, as appropriate, advanced practice nursing that have been approved by recognized nursing organizations are utilized. The M.S.N. program outcomes incorporate the American Association of Colleges of Nursing's (AACN) Essentials of Masters Education for Professional Nursing Practice (1996), The American Nurses Association's Scope and Standards of Practice (2004), the Code of Ethics for Nurses with Interpretive Statements (2001).

Each major is designed to integrate and reinforce the knowledge and skills learned in the M.S.N. core course work. The professional standards reflected in the M.S.N. program also include the American Nurses Association's Scope and Standards for Advanced Practice Nursing (2004) and the ANA Code of Ethics (2001). Nurse practitioner programs use National Organization of Nurse Practitioner Faculty standards (2002). The Adult Clinical Nurse Specialist Program uses the National Association of Clinical Nurse Specialist (2004) recommendations for CNS education. The Psychiatric Mental Health Program utilizes the Scope and Standards for Psychiatric Mental Health Nursing (2007). The Neonatal Nurse Practitioner program is organized using the National Association of Neonatal Nurse Practitioners Education Standards for Neonatal Nurse Practitioner Programs (2002). The Acute Care Nurse Practitioner program uses the NONPF Competencies for Acute Care Nurse Practitioners (2004). The Nursing Administration program uses the ANA Scope and Standards for Nurse Administrators (2004). The Community Health program uses the Quad Council Public Health Nursing Competencies (2003) as a framework for organizing the curriculum. The Nursing Education major utilizes the National League for Nursing Nurse Educator Competencies (2007).

These professional standards and guidelines are available for review as Exhibit 2 in the onsite display room. As an example, the following Table IV-13 maps how the Adult Clinical Nurse Specialist Program has integrated the National Association of Clinical Nurse Specialist Guidelines into the courses in the Adult Health CNS curriculum. The other master's degree specialty options have also mapped the appropriate professional standards to the courses in the curriculum. These tables are available for review in Exhibit 28 in the onsite display room.

Table IV 13: EVALUATION OF ADULT CNS CLINICAL COMPETENCIES With Graduate Courses in the Major							
CNS CLINICAL COMPETENCIES	M500	M559	M565	M560	M561	L650	R590/ R699
<b>A. Sphere of Influence: Patient</b>							
<b>1. Assessment</b>							
a. Conducts comprehensive, holistic wellness and illness assessments using <i>nursing theories</i> and known or innovative evidence-based techniques, tools, and methods.	X	X	X				X
b. Obtains data about context, such as disease, culture, and age-related factors, along with data related to etiologies (including both non-disease and disease related factors) necessary to formulate differential diagnoses.	X	X	X				X
c. Identifies the need for new or modified assessment methods or instruments within a specialty area.			X				X
d. Before designing new programs, identifies, collects, and analyzes appropriate data on the target population that serve as the basis for demonstrating CNS impact on patient care outcomes.			X	X			X
<b>2. Diagnosis, Planning, and Identification of Outcomes</b>							
a. Synthesizes assessment data and develops differential diagnoses of illness problems, <i>risk states and readiness for health promotion</i> .	X	X	X	X			X
b. Draws conclusions about individual or aggregate patient problems, <i>risk states and readiness for health promotion</i> with etiologies amenable to nursing interventions.	X	X	X	X			
c. Describes diagnoses in context, including variations in normal and abnormal symptoms, functional problems, risk behaviors inherent in disease, illness, or developmental processes.	X	X	X				
d. Plans for systematic investigation of patient problems, <i>risk states, and readiness for health promotion</i> needing clinical inquiry, including etiologies of problems, needs for interventions, outcomes of current practice, and costs associated with care.	X		X				X
e. Predicts outcomes of interventions relative to <i>health promotion</i> , disease and problem prevention, remediation, modification, and/or resolution of problems.	X	X	X	X			X
f. Anticipates ethical conflicts that may arise in the healthcare environment and plans for resolution.	X		X				X
<b>3. Intervention</b>							
a. Selects <i>theory-based</i> and evidence-based nursing interventions for patient/clients families that target the etiologies of illness or risk behaviors.	X	X	X	X			
b. Develops Provides <i>evidence-based</i> interventions (e.g., the NIC) that enhance the attainment of predicted outcomes while minimizing unintended outcomes.		X	X	X			
c. Implements <i>evidence-based</i> interventions that integrate the unique needs of individuals, families, groups, and communities.		X	X	X			
d. Collaborates with multidisciplinary professionals to integrate nursing interventions into a comprehensive plan of care to enhance patient outcomes.		X	X	X			



<b>Table IV 13: EVALUATION OF ADULT CNS CLINICAL COMPETENCIES With Graduate Courses in the Major</b>							
<b>CNS CLINICAL COMPETENCIES</b>	<b>M500</b>	<b>M559</b>	<b>M565</b>	<b>M560</b>	<b>M561</b>	<b>L650</b>	<b>R590/ R699</b>
e. Incorporates evidence-based research into nursing interventions within the specialty population.	X	X	X	X			
<b>4. Evaluation</b>							
a. Selects, develops, and/or applies appropriate methods to evaluate outcomes of nursing interventions.	X	X	X	X		X	X
b. Evaluates effects of nursing interventions for individuals and populations of patients/clients for clinical effectiveness, patient responses, efficiency, cost-effectiveness, consumer satisfaction, and ethical consideration.		X	X			X	X
c. Collaborates with patients/clients and other healthcare professionals, as appropriate, to monitor progress toward outcomes and modifications as needed.		X	X				X
d. Evaluates the impact of nursing interventions on fiscal and human resources.			X	X			X
f. Documents outcomes in a reportable manner.		X	X	X		X	
g. Disseminates the results of innovative care.			X				
<b>B. Sphere of Influence: Nurses and Nursing Practice</b>							
<b>1. Assessment: Identifying and Defining Problems and Opportunities</b>							
a. Uses/designs methods and instruments to assess patterns of outcomes related to nursing practice within and across units of care.					X		X
b. Uses/designs appropriate methods and instruments to assess knowledge, skills and practice competencies of nurses and nursing personnel to advance the practice of nursing.				X	X		X
c. Identifies, in collaboration with nursing personnel and other providers, needed changes in equipment or products based on evidence, clinical outcomes and cost-effectiveness.				X	X		X
d. Gathers and analyzes data to substantiate desirable and undesirable patient outcomes linked to nursing practice.				X	X	X	X
e. Identifies interpersonal, technological, environmental, or system facilitators and barriers to implementing nursing practices that influence nurse-sensitive outcomes.				X	X		X
f. Collaborates with nurses to assess the processes within and across units that contribute to barriers in changing nursing practices.					X		X
<b>2. Diagnosis, Outcome Identification, and Planning</b>							
a. Draws conclusions about the evidence-base and outcomes of nursing practice that require change, enhancement, or maintenance.				X	X	X	X
b. Identifies desired outcomes of continuing or changing nursing practices.				X	X		X
c. Anticipates both intended and unintended consequences of change.				X	X		X
d. Incorporates clinical and fiscal considerations in the planning process for product and device				X	X		

<b>Table IV 13: EVALUATION OF ADULT CNS CLINICAL COMPETENCIES With Graduate Courses in the Major</b>							
<b>CNS CLINICAL COMPETENCIES</b>	<b>M500</b>	<b>M559</b>	<b>M565</b>	<b>M560</b>	<b>M561</b>	<b>L650</b>	<b>R590/ R699</b>
evaluation.							
e. Plans for achieving intended and avoiding unintended outcomes.				X	X		
<b>B. Sphere of Influence: Nurses and Nursing Practice</b>							
f. Plans for using facilitators and overcoming barriers for changing nursing practice and incorporating new products and devices.					X		
g. Considers resource management needs when weighing the benefits of changing practices.				X	X		
<b>3. Intervention: Developing and Testing Solutions</b>							
a. Anchors nursing practice to evidence-based information to achieve nurse-sensitive outcomes.	X		X	X	X		
b. Mentors nurses to critique and apply research evidence to nursing practices.						X	
c. Works collaboratively with nursing personnel to implement innovative interventions that improve outcomes.				X	X		
d. Implements interventions that are effective and appropriate to the complexity of patient care problems and the resources of the system.				X	X		
e. Develops and implements education programs that target the needs of staff to improve nursing practice and patient outcomes.				X	X		
f. Assists staff in the development of innovative, cost-effective patient/client programs of care.				X	X		
g. Mentors nurses to acquire new skills and develop their careers.					X		
h. Creates an environment that stimulates self learning and reflective practice.				X	X		
<b>4. Evaluation of the Effects</b>							
a. Evaluates the ability of nurses and nursing personnel to implement changes in nursing practice, with individual patients/clients and populations.				X			
b. Evaluates the effect of change in clinical outcomes, nurse satisfaction, and collaboration with other multidisciplinary healthcare providers.						X	
c. Documents outcomes in a reportable manner.				X			
d. Disseminates results of changes to stakeholders.						X	
<b>C. Sphere of Influence: Organization/System</b>							
<b>1. Assessment: Identifying and Defining Problems and Opportunities</b>							
a. Uses/designs system-level assessment methods and instruments to identify organization structures and functions that impact nursing practice and nurse-sensitive patient outcomes.					X	X	
b. Assesses the professional climate and multidisciplinary collaboration within and across units for their impact on nursing practice and outcomes				X	X	X	
c. Assesses targeted system-level variables, such as culture, finances, regulatory requirements, and external demands that influence nursing practice and outcomes.				X	X	X	

<b>Table IV 13: EVALUATION OF ADULT CNS CLINICAL COMPETENCIES With Graduate Courses in the Major</b>							
<b>CNS CLINICAL COMPETENCIES</b>	<b>M500</b>	<b>M559</b>	<b>M565</b>	<b>M560</b>	<b>M561</b>	<b>L650</b>	<b>R590/ R699</b>
d. Identifies relationships within and external to the organization/system that are facilitators or barriers to nursing practice and any proposed change.				X	X		
e. Identifies effects of organizational culture on departments, teams and/or groups within an organization.					X		
f. Monitors legislative and regulatory health policy that may impact nursing practice and/or CNS practice for the specialty area/population.					X	X	
<b>2. Diagnosis, Outcome Identification, and Planning</b>							
a. Diagnoses facilitators and barriers to achieving desired outcomes of integrated programs of care across the continuum and at points of service.				X	X		
b. Diagnoses variations in organizational culture (i.e., values, beliefs, or attitudes) that can positively or negatively affect outcomes.				X	X		
c. Draws conclusions about the effects of variance across the organization that influences outcomes of nursing practice.					X		
d. Plans for achieving intended system-wide outcomes, while avoiding or minimizing unintended consequences.				X	X		
e. Draws conclusions about the impact of legislative and regulatory policies as they apply to nursing practice and outcomes for specialty populations.					X	X	
<b>3. Intervention</b>							
a. Develops innovative solutions that can be generalized across differing units, populations, or specialties.				X	X		
b. Leads nursing and multidisciplinary groups in implementing innovative patient care programs that address issues across the full continuum of care for different population groups and/or different specialties.					X		
c. Contributes to the development of multidisciplinary standards of practice and evidence-based guidelines for care, such as pathways, care maps, benchmarks.					X		
d. Solidifies relationships and multidisciplinary linkages that foster the adoption of innovations.					X		
e. Develops or influences system-level policies that will affect innovation and programs of care.					X		
f. Targets and reduces system-level barriers to proposed changes in nursing practices and programs of care.					X		
g. Facilitates factors to effect program-level change.					X		
h. Designs methods/strategies to sustain and spread change and innovation.				X	X		
i. Implements methods and processes to sustain evidence-based changes in nursing practice, programs of care, and clinical innovation.					X		
j. Provides leadership for legislative and regulatory initiatives to advance the health of the public							

<b>Table IV 13: EVALUATION OF ADULT CNS CLINICAL COMPETENCIES With Graduate Courses in the Major</b>							
<b>CNS CLINICAL COMPETENCIES</b>	<b>M500</b>	<b>M559</b>	<b>M565</b>	<b>M560</b>	<b>M561</b>	<b>L650</b>	<b>R590/ R699</b>
with a focus on the specialty practice area/population.							
<b>4. Evaluation of the Effects</b>							
a. Selects evaluation methods and instruments to identify system-level outcomes of programs of care.				X	X	X	
b. Evaluates system-level clinical and fiscal outcomes of products, devices, and patient care processes using performance methods.				X	X		
c. Uses organizational structure and processes to provide feedback about the effectiveness of nursing practices and multidisciplinary relationships in meeting identified outcomes of programs of care.					X		
d. Evaluates organizational policies for their ability to support and sustain outcomes of programs of care.					X		
e. Evaluates and documents the impact of CNS practice on the organization.					X		
f. Documents all outcomes in a reportable manner.				X	X		
g. Disseminates outcomes of system-wide changes, impact of nursing practices, and CNS work to stakeholders.					X		

b

12d. Interdisciplinary collaboration is evident in the curriculum. For example, nurse practitioner students work with residents and a number of other health care disciplines in clinics, hospitals, and ambulatory care settings. Consultation with other disciplines is an essential aspect of the advanced practice role. Through interdisciplinary team planning efforts, advanced practices nursing students learn how to negotiate and differentiate role expectations and responsibilities in care planning and delivery. To the extent interdisciplinary activities are a part of the practices of practicum learning experiences, students are involved. For example, the Acute Care Nurse Practitioner (ACNP) specialty integrates presentations from health care experts such as neurosurgeons, pharmacists, and respiratory therapists into the curriculum, and students work together with resident and attending physicians to plan and evaluate care. Dr. Anne Belcher for several years has participated in teaching a summer elective interdisciplinary course in which students from other disciplines such as education and social work collaborate and learn about community health initiatives. Education and social work students have enrolled in the Community Health Nursing courses; primarily the Action Research and Community Assessment courses and nursing students gain interdisciplinary perspective and insights from student participation in those courses. In the nursing administration program interdisciplinary guest faculty support the use of problem based learning. In the Data Analysis for Clinical and Administrative Decision Making Course (L650) students from a number of disciplines interact around use of administrative data for decision making. There are also a number of nursing informatics courses that are cross listed and offered with the school of informatics and library and information science. In the clinical information systems and consumer informatics students engage in group projects and assigned in cross disciplinary groupings. Graduate students from the School of Social Work have also received field experiences with the “MOM Project” and the Healthy Families initiative in the SON. An interdisciplinary task force of nursing, medicine, and other health professionals has been formed to develop interdisciplinary threads in the curricula. Interdisciplinary collaboration will be increasingly emphasized through the use of clinical simulation technology upon completion of the Fairbanks Hall Interdisciplinary Simulation Center in 2008.

12e. Didactic instruction and supervised practice in the master’s program follow a plan, with didactic and clinical instruction increasing in complexity as students’ progress through the program. All graduate course offerings follow the syllabi format approved by the IU faculty and are designed to achieve consistent course objectives and outcomes across course sections. The syllabi serve as the contract between students and instructor, are posted on Oncourse CL, and are reviewed in class at the beginning of the semester and during the course as needed, thus increasing the consistency of application of the information contained. See [Exhibit 29](#) for all graduate course syllabi.

Two specific examples of instructional methods used to develop advanced practice competencies are the use of problem-based learning in the nursing administration and community health specialties and narrative pedagogy in the family nurse practitioner specialty.

**Problem-Based Learning.** Problem-Based Learning (PBL), an evolving pedagogy that assists students to critically think about concepts that they will directly encounter in practice, is creatively used as the focal teaching/learning strategy of curriculum delivery in two of the master's in nursing options offered by the school – the master's Nursing Administration specialty option and the master's Community Health Nursing specialty option. The PBL technique has been used in the graduate curriculum for the past seven years. Students and faculty evaluate the PBL technique highly in terms of facilitating course outcomes and achieving core competencies of the master's program. Nursing faculty who use the PBL technique in their courses have presented and published the outcomes of their work and have consulted with other nursing schools, a medical school, and a health care agency about the advantages of the PBL technique. One of the nursing faculty, Dr. Mary Fisher, is certified to teach the PBL technique to other educators. Two years ago, Dr. Fisher provided leadership for a collaborative faculty-staff grant initiative to physically redesign one of our most frequently used classrooms (NU 305) so that the learning environment would more effectively support interactive teaching strategies such as PBL. Faculty were successful in obtaining the grant funds and this newly redesigned classroom is now available for use by all programs within the school.

**Narrative Pedagogy.** Since 1995, narrative pedagogy is a teaching strategy that has been effectively used in several of the master's level nurse practitioner programs and in selected undergraduate nursing courses. Specifically, this teaching method is used with the Adult, and Family nurse practitioner programs, as well as the psychiatric mental health nursing program. The adoption of a narrative pedagogy innovation is a good example of interested faculty pursuing a particular pedagogical strategy and then developing their expertise further for translation into a valuable teaching strategy for nursing. In this example, two faculty, Dr. Sharon Sims and Dr. Melinda Swenson who have expertise in qualitative research, worked collaboratively with Dr. Nancy Diekleman to further develop their own skills, and then obtained funding to implement and evaluate narrative pedagogy in the family nurse practitioner curriculum.

The curriculum requirements for all majors are available on the School of Nursing Web site. Students receive accurate and consistent information about program expectations via the IUSON

homepage, the campus bulletin, and the student handbook. Announcements and any changes to policies and or procedures are communicated to students via e-mail distribution lists. The Web site is a frequently used tool by individuals interested in our graduate programs and by students wishing to quickly communicate with the academic advisement staff. The website contains information about the school history, mission, vision, and departments, as well as the essentials about academic programs, admissions, and student services. The home page provides links to both the IUPUI bulletin and the student handbook. The IUPUI bulletin, published every two years, serves as the as official corridor school bulletin and includes the most updated information about the curriculum. The 2007—2008 Graduate Student handbook is available for viewing in the onsite display room as Exhibit 21 and can also be accessed at the SON web site

<http://nursing.iupui.edu/academics/documents/GraduateNursingStudentHandbook.pdf>

12f. The M.S. N. program uses a variety of evaluation methods and tools. The SON has standardized course, faculty, and clinical evaluation forms. These forms are available to review in Exhibit 12. These forms are utilized according to policies and procedures that implement the school's systematic evaluation plan. For example, every semester students evaluate courses and faculty. Clinical agencies are evaluated by faculty according to a systematically planned process. A variety of assessment approaches are used in both didactic and practicum/clinical courses throughout the program and include weekly, midterm, and final evaluations. Nurse Practitioner students enrolled in clinical courses use the Typhon tracking systems to document patient encounters and learning experiences. Students also use the Typhon tracking system to complete faculty evaluations and faculty use data from the Typhon system to evaluate and manage student learning. This use of technology is explained in the next section dedicated to technology. Student evaluation of both courses and faculty are collated and provided back to faculty for course revisions and modification. Student evaluation of faculty data is provided both to the individual faculty member and the department chair who is responsible for the annual evaluation of faculty. The Evaluation Sub committee of the Graduate Curriculum Committee examines course evaluation data routinely and uses information from student feedback to modify course. Data from student learning experiences are used to customize learning for students so that they experience the full range of learning opportunities associated with the expectations of the clinical specialty for which they are preparing.

12g. Technology. Technology is playing an increasingly important role in the educational process of M.S.N. students. It is expected that students have e-mail accounts on entry to the M.S.N. nursing major. Through this account, students have access to key information systems such as e-mail, Oncourse CL, and OneStart. One Start is the University electronic portal for all student access to services. OneStart is Indiana University's Web-based application portal that provides a common front door to online services at all IU campuses. OneStart offers easier and more direct access to the

multitude of services available for students, faculty, and staff. The goal for OneStart is to create a virtual campus community -- a place to study, work, collaborate Correspondence with faculty, academic advisors, and other university personnel is often by e-mail. Student may also correspond with course faculty via Oncourse, the platform used to enhance course delivery in the graduate M.S.N. program. Other features of Oncourse CL include access to course syllabi, classroom and clinical schedules, class handouts, assignments, templates for practicum assignments, class rosters, links to library resources and other related websites, grades, feedback, and other testing and survey tools. Students extensively use the Ruth Lilly Medical Science Library and the University library as well at the World Wide Web. These resources are sustainable. The NU 456 and NU 482 classrooms were specifically outfitted with white boards to support the problem-based learning process. Faculty can incorporate discussion forums, live chats, pod casting, video streaming, real-time “Breeze: videoconferencing meetings, and other innovative technology into learning experiences. The integration of simulation technology into the curriculum has been developing since 2002 in both the undergraduate and graduate programs.

An especially valuable use of technology in the graduate program is the use of the Typhon Tracking system. Designed for all nurse practitioner programs, Typhon Group's NPST System is an electronic way to collect each student's patient encounter logs. Program directors, faculty members, clinical instructors, and students can have instant online access to enter data and view tallies and charts of cumulative clinical experiences. Custom searches also provide program directors with further case details regarding individuals or the entire class. Because the application is web-based and hosted on a server at the Typhon Group's offices, users can login from anywhere. All IUSON nurse practitioner students are now required to use a PDA for the purposes of patient data entry. Students can quickly and easily enter all patient encounter information from one page, including demographics, clinical information, diagnosis and procedure codes, medications, and clinical notes. Individual patient information is de-identified to comply with HIPPA regulations. The patient data captured is called a patient encounter. In addition, students learn how to document their work using ICD-9 and CPT codes. M.S.N. Program Coordinators can customize various entries including course lists, clinical locations, program specialties, medication details, expiration dates, time logs and optional data fields; students can set defaults for commonly used fields. There are a variety of pre-built reports, including cumulative tallies, individual case logs, and time log totals. Information from Typhon's NPST System not only allows students to develop a portfolio of their work that can be used when seeking employment, but also allows faculty and program directors to follow the progress of each student. Faculty can track whether or not students are satisfactorily progressing in their clinical experiences, thereby meeting the objectives of the course. Demographic information will indicate whether or not students are caring for patients within the assigned specialty area as well as what



types of procedures students are asked to perform. Overall, faculty can compare what students are being taught with actual performance/experiences in the clinical arena.

In 2006, the University funded three one-year small projects to support the efforts of Drs. Sara Horton-Deutsch and Angela McNelis in the development of a distance-accessible program in the psych/mental health specialty. These grants have resulted in the use of the following technologies. The ePortfolio provides a comprehensive electronic archive to store and access student work. It allows students and faculty to reflect on the students' work and their intellectual growth by making connections about their learning across multiple courses and over time. The ePortfolio matrix includes self-reflections, written work, CV, and faculty and preceptor evaluations, thus creating a comprehensive collection of student scholarship. The program-specific version of ePortfolio was developed as a learning tool to help students draw connections among assignments. It enables faculty, preceptors, and employers to view evidence that the student has met the M.S.N. Major competencies, communicate effectively, think critically, solve problems, and work with others. The ePortfolio can also be used by students when seeking employment to document knowledge, skills and competencies achieved in the program.

Ensuring Preceptor and Student Success (e-PASS), an online preceptor/student training module, provides preceptors and students an overview of the philosophy of the program, outlines the students' practicum, and orients each to their role and to expectations. The training module and practicum have been designed by psychiatric/mental health faculty to support learning in a distance-learning environment and assure attainment of clinical competencies for the advanced practice level. e-PASS was developed to ensure that the preceptor, student, and faculty form a relationship that facilitates students' achievement of clinical competencies. The students obtain clinical experience in a local clinical setting with an assigned nursing preceptor throughout the length of each of the six clinical courses. The preceptor serves as the clinical expert and assists the student to develop clinical reasoning skills, provides supervision, and evaluates clinical performance. To ensure that faculty, students, and preceptors have the knowledge and information required for student success, e-PASS was developed to orient the preceptor and student to the model, the reflection centered framework, use of Typhon, and to the ePortfolio being used in IUSON. It also includes an essential resource component that links to each clinical course's learning outcomes; to Typhon, an electronic charting system; and to evaluation forms. An advantage of this system is that preceptors can receive the academic credit or contact hours required for their certification renewal.

12h. The faculty regularly review nursing courses for rigor, currency, and cohesiveness by a variety of methods. The Graduate Curriculum Committee meets monthly to conduct graduate curriculum

work and is the authority for oversight and evaluation of graduate curriculum and attends to issues of student admission, progression and evaluation. A newly formed Evaluation Sub-Committee of the Graduate Curriculum Committee is analyzing and evaluating data gained from the newly adopted Educational Benchmark Instrument (EBI) being used to assess graduates of the masters program as they exit the program. Masters program outcomes have been correlated and associated with EBI measures. Additional information about the progress and results of this group is described in the discussion of Standard VII Educational Effectiveness.

The SON Clinical Community Advisory Board provides a semi-annual forum for exchange of ideas regarding current practice trends and changing workforce needs for nurses with graduate level preparation. There are also a number of departmental initiatives that enhance the exchange of information on practice trends, needs, and expectations with nursing community representatives. These exchanges result in curriculum changes, modifications in practice learning experiences, and collaborative research and service efforts. For example, the Adult Health Department has held a number of focus groups with stakeholders in the community to gain knowledge and information about contemporary practice needs and issues for advanced practice nursing expectations. They have revised the Adult Clinical Nurse Specialist Curriculum accordingly.

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**Criterion 13. Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, values, and competencies necessary for nursing practice.**

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13a. The curriculum is comprehensive and designed to provide graduates with the knowledge and skills that a Master's prepared nurse needs for contemporary nursing practice. The programs of study listed in Table IV-12 illustrate the comprehensive nature of the curriculum. In addition each of the specialty options have mapped the curricula to illustrate the integration of professional standards and guidelines and those grids are available as Exhibit 28 in the onsite display room. Compliance with these standards enables students to attain eligibility for certification should they decide to pursue the certification process.

1. Nursing theories support advanced practice learning and are introduced early in the curriculum in one of the first core courses students take – N502 Nursing Theory I. Students then apply and use nursing theory through out the curriculum and theory is reinforced for the specialty areas. For example, ethical decision making theories and frameworks are a part of this core class. Stress and

coping theories and symptom management or middle range theories related to pain and comfort management are used. Family theory and theories related to women's health, growth and development and educational theories are also used in appropriate majors. Decision models, theories of health and illness as well as evaluation and outcome measurement theories support student scholarly projects and or thesis options.

2. Nursing research content is introduced in the core course R500 Nursing Research. Students apply knowledge and research skills through out the course of their curriculum critiquing research studies and developing proposals consistent with research questions that support clinical inquiry. For specific exemplars of integration of research content see the masters degree curriculum for each major in Exhibit 28.

3. Community concepts are introduced to all students in the core course N 504 Leadership for Advanced Practice Nursing. Knowledge and content related to public health policy, community action research and community assessment and evaluation of health intervention projects that have community impact are included in this course and reinforced through out the curriculum. Access to community health resources is underscored in many of the graduate courses. See examples in Exhibit 28.

4. Finance and health care delivery issues are also taught in N 504 Leadership for Advanced Practice Nursing. Students are required in this course to do a cost-benefit analysis in a health economics module as well as discuss issues related to policy, power and politics in government. Critical thinking and clinical reasoning are threaded through out the curriculum as students evaluate the nature and types of evidence used to support decision making and care planning. Case studies are used in many of the teaching learning scenarios to support student application of critical thinking and problem solving as they develop clinical judgment skills.

5. Communication and professional role development are essential components of the curriculum with special attention given to differentiation of clinical specialization, nurse practitioner, educator, and nursing administration roles as well as nurse practice act and scope and standards for advanced practice nursing.. In addition to core course content on these topics each major incorporates role and professional communication issues into specific courses. See Exhibit 28 for specific examples.

6. Therapeutic interventions are taught in many of the didactic and clinical courses that support the major course work. Nursing sensitive interventions as well as the pharmacological management of

acute and complex chronic health conditions are detailed in many of the course offerings. See [Exhibit 28](#) for specific examples.

7. Current trends in health care are studied in the core courses, N504 and in many of the problem based learning modules and case studies used by faculty and students current trends and issues are incorporated into the development of the cases and learning objectives. See [Exhibit 28](#) for specific examples.

13b. The M.S.N. program leads students to develop professional ethics, values and accountability. A number of graduate students have published manuscripts and presented papers at local, regional, national and international professional meetings. Faculty support student professional development and encourage students to develop poster and paper presentations for peer review and acceptance at local, regional and national meetings. Several students have received awards for their academic scholarship and development of innovative projects. The Graduate Studies office supports students travel to professional development meetings. Funding priorities of student travel requests are given to students who are presenting a paper or a poster. Many students are funded a portion of travel based on the requests they make. A list of student funded professional development activities over the last three years is available as [Exhibit 30](#).

Three community health nursing students, on two consecutive years, have won the student poster competition award of the Public Health nursing Section of the American Public Health Association annual meeting. A community health student won the Dayhoff/Lyon Clinical Nursing Specialist Student Award for 2007. Graduates of our Psychiatric Mental Health CNS programs have consistently demonstrated a strong commitment to their practice through state organizations. The Indiana chapter of the Association of Child/Adolescent Psychiatric Nurses (ACAPN) is one of the largest in the country, providing leadership both within the state and nationally. Once the chapters were discontinued by the national Division of ACAPN, the Indiana group chose to continue as a state-wide association. They continue to meet and network on an ongoing basis. Additionally, the Indiana Chapter of the American Psychiatric Nurses Association is one of the largest in the country, and provides ongoing educational offerings on a quarterly basis throughout the year. Dr. Horton-Deutsch is currently Treasurer of the Indiana Chapter and one of our current graduate students serves as Secretary. Graduates of our program frequently become clinical preceptors to new students and collaborate with faculty to ensure clinical and didactic education is relevant and meaningful. Through current efforts to increase engagement of preceptors in students' clinical education we expect the strength of these partnerships to continue to grow. In addition, over time many graduates of our program have moved into highly visible leadership roles such as hospital administrator, director of a community mental health center, and dean within Schools/Colleges of Nursing.

13c. Course goals and objectives are spelled out in each SON syllabus. Course evaluations query students on whether or not assignments and activities assist with meeting these stated learning outcomes and expectations. Students who pursue the master's program on a full time basis complete the program in about 24 months. Most students do not pursue the program on a full time basis and the average time to complete the program is seven semesters. The Graduate Curriculum Committee recently endorsed a policy stipulating that students must finish all degree requirements within six years of taking their first graduate level course. This is consistent with University Guidelines regarding degree completion requirements for graduate degrees. Over the last three years, all Adult Health NP graduates have been able to obtain positions that require an advanced degree. Their positions have been in over 20 different specialties and primary care. Those specialty areas include cardiac, pulmonary, oncology, orthopedics, occupational health, women health, infectious disease clinics, HIV centers, gastroenterology, liver transplant, dialysis, kidney transplant, gerontology long term care, ACE units in the hospital, gerontology clinics, home care, urgent care, emergency care, neurology, vascular surgery, general surgery, and dermatology. Primary care has included both family practice and internal medicine clinics. In the Family Nurse Practitioner Program (FNP) graduates are employed as Advanced Practice Nurses, often in underserved and/or rural parts of Indiana and other states. Common practice sites are homeless and migrant clinics, private offices, health departments, hospital outpatient clinics, emergency departments, and school-based clinics. Twenty of the twenty-three community health nursing graduates who graduated from IUPUI during the past three years found employment in their area of specialty. The pattern of employment for the twenty graduates includes: School Nurse/Student Services (3); Tele-health (1) Community Health Agency/Public Health Department (6) CNS in Acute Care (1) Home Care Services (3) Teaching in Institutes of Higher Education (6).

13d. Program completion results in student eligibility to sit for advanced practice certification and /or apply for advanced practice licensure where applicable. Students who graduate from IUSON master's degree programs are eligible to sit for advance practice certification if they so choose. Indiana requires certification for nurse practitioners. In the State of Indiana, liberalizing changes in the Nurse Practice Act (1994) protected the titles of Advanced Practice Nurses for the first time. In addition, the State legislature (1994) authorized prescriptive power for advanced practice nurses who fulfill additional requirements for graduate level pharmacology course work and yearly continuing education. These changes directly influenced the demand of new applicants to the Graduate Program at IUSON. For example, 99 percent of the Adult NP students take the certification examination; only one student in the past three years did not take the examination. The Adult NP program has had only one failure in the past five years. All (100%) of the Acute Care NP graduates have successfully

passed the certification examination on first attempt and gained employment as an ACNP. In the Family Nurse Practitioner program, 90% of our graduates pass one or the other of two national certification examinations on the first try; 100% have passed by the second try. This is significantly above the national average pass rate of 75%. Graduates who seek employment as APRNs have successfully found positions in Indiana and other states.

The most recent pass rate for Pediatric Nurse Practitioner is 78% on the PNCB certification examination is above the national average. Of the 12 Neonatal Nurse Practitioner graduates, 6 have taken and passed the NCC exam. All students who have graduated plan to take the certification exam within a year of graduation and all have found employment in the specialty area. In 2005, 7 students took and passed the women's health nurse practitioner examination and in 2006, 4 students took and passed the women's health nurse practitioner certification examination. To date all but one of the graduates of the Women's Health Nurse Practitioner program have successfully passed the certification examination in this specialty area. In addition, 23 nurses have completed the CNS in Community Health Nursing and 4 have successfully completed the American Nurses' Credentialing Certification exam for the CNS in Community Health Nursing.

Graduates of our Psychiatric/Mental Health Nursing Programs have had tremendous success in finding employment in the specialty. There are currently more job openings than graduates to fill positions. Approximately 50% of the students complete certification within two years of graduation. In terms of nursing administration, 7 students have been successful sitting for the certification exam (CNA or CNAA); four other students are scheduled to take the exam in May, 2008 There is a two year practice requirement post-graduation to sit for the advanced certification in nursing administration. Adult Clinical Nurse Specialist students may sit for a number of certification examinations depending on the area of specialization. These certifications include, and are not limited, to the American Association of Critical Care Nurses Certification, the ANCC certification for Adult Health Clinical Nurse Specialization and other certifications areas such as oncology.

13e. The established ratio for didactic/class credit hours to clock hours is 1:1. This ratio is consistent with SON policy and practice of the university. Indiana University has established a 50-minute clock hour that the faculty has adopted. One credit hour of graduate didactic course work is equal to one clock hour of contact time. The ratio of graduate clinical course credit hours to contact hours is 1:5. One credit hour of graduate practicum in the areas of nursing administration, teacher education, and informatics is the equivalent of 3 clock hours of contact time. The number of credit hours required for each course is indicated on the school web site in the degree requirements section and is also published in the syllabus for each course. These ratios are also addressed in school Policy VI-A-24.

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**Criterion 14. Practice learning environments are selected and monitored by faculty and provide opportunities for a variety of learning options appropriate for contemporary nursing.**

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14a. Practice learning occurs in a variety of structured and non-structured settings for graduate students. Over 200 clinical preceptors and 300 clinical sites provide a diverse and significant learning experience for nurse practitioner students. Extensive clinical resources are necessary for our students in order to rehearse patient management decisions. These settings incorporate selected direct care and or observational experiences, pre and post-conferences, scheduled simulations learning laboratory experiences and preceptored clinical practica.

The SON negotiates and maintains letters of agreement and contracts with all health care agencies or independent contractors for the nursing. All contractual agreements are prepared in consultation with university legal counsel. Contracts specifying the expectations and responsibilities of all parties can be found onsite in [Exhibit 23](#). The attainment of clinical agency contracts and agreements are in compliance with the SON policies. Within the Center for Community and International Affairs (CCIA), the coordinator for community and international affairs handles service grants and contracts and serves as a liaison between the school and clinical agencies in the negotiation of clinical facility requests for practice learning experiences. This individual also consults with university counsel on any matters related to contracts and agreements prior to finalization.

14b. Clinical facilities are adequate for advanced clinical practice. A major strength of the M.S.N. program is the diversity of practice settings that are available for a range of student learning experiences. Faculty teaching in the M.S.N. program maximize the clinical practice experiences that can found in the nationally and internationally recognized patient care settings available for advanced practice clinical learning experiences. Distance students identify appropriate clinical agencies and preceptors and then provide information to IUSON faculty who work to develop contracts between the IUSON and individual preceptor and clinical sites. Clinical agencies are evaluated informally at the completion of each semester by debriefing with faculty and students. The purpose of this evaluative process is to ensure that practice settings are meeting the learning needs of students and are supportive of student learning.

The core health care institutions on the IUPUI campus are the University Hospital, Riley Hospital for Children, and the Methodist Hospital; these institutions form Clarian Health Partners, one of the largest hospital organizations in the nation. Also within walking distance are a regional Veterans Administration hospital and a comprehensive public hospital and outpatient clinic (Wishard

Memorial Hospital and Regenstrief Health Center, respectively). Within the greater Indianapolis metropolitan area are four additional major hospital networks, the State Department of Health, the Visiting Nurses Association, Marion County Department of Public Health, numerous ambulatory health care and free standing urgent care facilities. Students also have access to a number of acute and ambulatory practice settings in the eight contiguous counties that constitute central Indiana. A list of current clinical placements used for graduate clinical learning experiences can be found as Exhibit 24 in the onsite display room.

14c. Clinical resources exist in sufficient numbers to support the current number of graduate nursing students. The graduate program is at capacity in a number of the specialty options, in part because of clinical resources. Faculty are always cultivating new clinical sites and new preceptors, especially for some of our nurse practitioner students. Currently-admitted FNP students are projected for graduation three or four years from now, including several admitted in 2007 who expect to graduate in 2012. A once-yearly admission cycle has been adopted by the FNP specialty option because of the increased demand for admission and the limited number of clinical sites/clinical preceptors available. Approximately 20-25 students can be admitted annually to the FNP option. In terms of the other specialties the school is exploring an enrollment management and enrollment shaping program in collaboration with campus initiatives around enrollment management issues.

#### **Strengths in the area of the M. S. N. Curriculum and Instruction**

1. IUSON has highly qualified and nationally and internationally recognized faculty with the expertise to develop, implement and evaluate graduate nursing and advanced practice nursing curricula.
2. A variety of diverse learning methods are used in the M.S.N. program including narrative pedagogy, reflective practice, online education, problem-based learning, and clinical simulation technology.
3. All specialties within the M.S.N. program produce graduates that are eligible to sit for e certification examinations and are employed in their area of expertise.

#### **Areas for improvement in the area of the M.S.N. Curriculum and Instruction**

1. There is a need to better track and secure information about those students who seek professional certification and are successful in achieving certification.
2. There is a need to increase the number of interdisciplinary collaboration within the M.S.N. program in all specialty options.



### **Future Plans**

1. Leverage the functionality of the University Student Information System (SIS) to better document students' programs of study, maximize enrollment management and use of the learning management advisor contact function.
2. Integrate use of the Fairbanks Hall interdisciplinary simulation center for interdisciplinary teaching and learning experiences.

## V. RESOURCES

**Resources are sufficient to accomplish the nursing education unit purposes.**

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**Criterion 15. Fiscal resources are sufficient to support the nursing education unit purposes and commensurate with the resources of the governing organization.**

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15a. Fiscal allocations for the SON are comparable with other units in the institution and sufficient for the nursing program purposes. Fiscal resources are available in quantity and quality to support the nursing units on all three campuses of the core school. Although the core school is administered from Indianapolis, the budgets for Bloomington and Columbus campuses are provided by administration on the IUB and IUPUC campuses, respectively. The rationale for this practice is based on the fact that Indianapolis, Bloomington, and Columbus collect all course-related tuition and fees for nursing students registered on that campus. The practice of tuition and fees going to the campus that has generated the enrollment and concomitant headcount is consistent throughout the Indiana University system for all schools. Nursing's fiscal resources are consistent with the resources of each campus.

On the IUPUI campus it is difficult to assess the comparability of fiscal resources with other academic units since each is an autonomous responsibility center. However, the decision rules used in determining the make-up of schools' annual budgets are consistent. The majority of every school's budget is based on the tuition and fees projected from enrollment for that year. The SON's budget also includes state appropriations. Each school is able to keep 80% of the facilities and administrative cost recovery (formerly known as indirect costs) related to grants and contracts. Additional decision rules that guide the budget include a range (university-driven but specific to each campus) for annual salary increases and the assessment that schools pay to the campus for shared resources such as student services, purchasing, payroll, accounting, physical plant, fiscal services, the library, and central and campus administration. Administration on the IUPUI, IUPUC, and IUB campuses designate monies for special initiatives. Each school has equal opportunity to submit a request for funding special school initiatives. Decisions are based on the merits of the initiative and its relation to the school's strategic plans and campus goals.

15b. The chief nursing administrator has responsibility and authority for budget preparation.

The IUPUI campus uses a responsibility-centered management (RCM) approach in administration of the campus budget. Under this model the SON, as a responsibility center (RC), generates both revenues from the programs offered and is responsible for costs related to program offerings. As a responsibility center, the school is an independent fiscal entity that retains the income from its activities; any salary savings from unfilled positions, grants, and contracts; and its year-end balances.

The school's major sources of income are the state appropriation, tuition and fees, and facilities and administrative costs (formerly called indirect costs). There are a number of advantages to this form of budgeting for the school: 1) control and flexibility in use of school resources; 2) clearer understanding of the relationship between revenue and cost; 3) a closer link between school goals and resources; and 4) the availability of year-end balances to fund one-time initiatives such as technology updates, faculty and staff development, and building renovations.

For the purpose of resource allocation within the school, there are seven internal cost centers. Each academic department (Adult Health, Family Health and Environments for Health) is considered a cost center along with the Center for Academic Affairs, Development, Marketing and Recruiting, and the Dean's Office. Each of the three departments is responsible for supporting some of the costs associated with the delivery of both undergraduate and graduate courses assigned to that department. At the beginning of the school's fiscal year (July 1) each cost center is allocated annual operating funds. These operating funds are exclusive of faculty salaries, which are centrally managed. The dean is responsible for the allocation of school resources. Faculty have input into budget allocation both at the school and department level. The School's Budgetary Affairs Committee (BAF) meets monthly with the dean and the School's financial officer to discuss and advise on various budget matters including faculty merit, cost of proposed initiatives, and university financial issues. Advisory in nature and appointed by the dean, the membership of this committee includes faculty from each department as well as administrators involved in the delivery of academic programs from the core campuses. Copies of the Budgetary Affairs Committee meeting minutes for the last three years are available on campus as Exhibit 31 in the onsite display room.

The budget planning process is closely linked to the university and campus' strategic goals. The school must report annually on the progress it has made in accomplishing these strategic goals and how ongoing school goals are linked to those of the university and the campus. For new and

continuing goals, the school must define the resources it will use (i.e., base budget monies, external resources, campus resources, etc.). The school must annually project its income sources for the next year. These income sources are derived from enrollment projections, the school's appropriations, and facilities and administrative cost recovery from grants and contracts. This information becomes part of the formal presentation the dean makes to the university budget committee. As one example of recent presentation requests, in consultation with the members of the Budgetary Affairs Committee, the dean continues to address the salary compression issues for nursing faculty with central administration.

The assistant dean of the nursing program on the Bloomington campus, in consultation with the SON's executive associate dean for academic affairs, prepares an annual budget request that also is linked with the goals of the SON. The dean and the executive associate dean submit this annual budget request to the IUB Dean for Budgetary Administration and Planning. The IUB nursing assistant dean has the responsibility for administering the budget in consultation with the executive associate dean for academic affairs.

The nursing division head of the IUPUC campus is responsible for the management of the budget for all activities taking place in Columbus. Given the small size and limited operations that occur on that campus, the majority of campus resources are centralized. The head of nursing activities at IUPUC, in consultation with the executive associate dean for academic affairs at IUSON, annually makes a budget request to the IUPUC vice-chancellor. Requests include monies for faculty salaries, support staff, supplies, and equipment as appropriate. The division head of nursing can make additional financial requests during the year on a special needs basis.

15c. SON resources are adequate to support faculty development, research, instruction, practice activities, and community and public service. Faculty salaries have increased annually on the three core campuses. In the SON's spring 2006 merit review, 52 faculty members and 35 staff members received merit increases. Forty percent of the faculty receiving merit did so for their accomplishments in more than one area. Forty-nine percent of those recommended for merit were recognized wholly or partially for their teaching; 47% were recognized wholly or partially for their service contributions; and 45% were recognized wholly or partially for their scholarly outcomes. The merit review process was temporarily deferred during 2007 because of the school's financial situation. However, base salary increases averaging 3% were given to all members of the faculty.

The core campus structure provides an avenue for maximizing the use of available resources among the three campuses. Examples of sharing efforts include the use of technology in teaching students from all three campuses and sharing learning resources among the campuses. Financially, all campuses have gained by not having to duplicate some of these resources. From a learning perspective, students have equal access to learning materials. Copies of budgets for the current and previous two years, for the three campuses, are available for review as Exhibit 32.

The SON has a number of resources for faculty use in the development and delivery of distance education courses/programs. The IUPUI Center for Teaching and Learning provides technical assistance and design expertise to faculty who are developing or redesigning courses for distance education offering. Resources also include the use of high-end production equipment and studios for video and audio production. The Center for Teaching and Learning offers numerous seminars and workshops to faculty and staff involved in distance education activities. This center coordinates the campus activities for the production of Web-based courses. On the Bloomington campus, Instructional Consulting and Technology provides consultation for instructional improvement as well as support for instructional technology such as Web-based courses and electronic conferencing. The IUPUI Supplement to the Indiana University Academic Handbook, <http://www.iupui.edu/facultystaff.htm>, (Exhibit 7) and the IUB Instructional Support Services Brochure, <http://www.teaching.iub.edu/>, (Exhibit 33) as well as the IUB Web-site ([www.indiana.edu/~deanfac/](http://www.indiana.edu/~deanfac/)) describe university resources. Faculty, staff and students are kept abreast of technology services, contact persons and information, and how to access the services through information presented at orientation, periodically scheduled presentations, electronically (email), and through the school website.

The Center for Nursing Research and Scholarship with the SON provides significant resources to support the research mission of the core campus school. Under the direction of Dr. Victoria Champion, Associate Dean for Research, the Center for Nursing Research is located on the third floor of the IUPUI SON building. From the center, faculty can obtain support for pre-grant development and submission activities, grant budget preparation and administration, biostatistical support, and post-grant award support. The Center for Nursing Research also administers internal funding opportunities for students, sponsors numerous faculty development workshops related to developing a program of research, and manages the assignment of research assistants for faculty.

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**Criterion 16. Program support services are sufficient for the operations of the nursing education unit.**

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16a & b. In addition to the full array of university support services that are available to nursing faculty and staff, each campus nursing program has adequate internal administrative and clerical support services to facilitate their operations. These services are described by each individual campus.

**IUPUI Administrative and Clerical Support Services.** The central administration of the core school is located on the IUPUI campus. The dean, executive associate dean for academic affairs, and the associate deans for the undergraduate and graduate programs have offices on the IUPUI campus. Other senior administrators include the Assistant Dean for Student Services, the Associate Dean for the Center for Community and International Affairs, the Associate Dean for Research, and the three department chairs; all are located on the IUPUI campus. Each of these administrators have administrative assistants and additional support staff that assist them in carrying out the responsibilities of their offices.

All department administrative assistants have individual offices, with the departmental secretaries sharing common space within their department. Each department has two departmental secretaries in addition to an administrative assistant. The department chair in consultation with departmental faculty identifies staff needs. Each department controls the selection of individuals to fill existing vacant staff positions according to the university criteria for hiring. Each secretary has a computer connected to the LAN, printer, phone, and personal workspace. Workload for departmental staff is negotiated within the department. However, the IUPUI staff council adopted the operating principle that, in cases in which a critical task needs immediate attention, there will be a call for assistance and other staff, no matter what department, will assist if able.

The Center for Academic Affairs in Indianapolis is home to four administrative assistants who provide support to the executive associate dean, associate dean for undergraduate programs, associate dean for graduate programs, and associate dean for evaluation. In addition, there are three full-time professional academic counselors and one part-time counselor who advise undergraduate nursing students, a half-time undergraduate recorder, a full-time professional graduate academic adviser, a graduate recorder, a coordinator of PhD student services, a

department secretary, and a receptionist. In addition there are four student workers who assist in the office. Leadership is provided by the executive associate dean of academic affairs, who holds overall responsibility for the operation of the Center for Academic Affairs, and the associate dean for graduate programs, associate dean for undergraduate programs, assistant dean for student services, the associate dean for evaluation, and the director of diversity and enrichment. Fully equipped offices are provided for each support staff in CAA.

To support IUPUI faculty and staff with the use of technology, the IUSON has several information technology staff, including an assistant dean for information services, a computer technology assistant, a computer programmer, and a LAN specialist. Faculty are supported in the design and implementation of online courses as well as other instructional technology by the director of the learning resource center, the coordinator of instructional design, the online course coordinator, the computer center coordinator, and the learning resources technology coordinator. Each technology and learning resources support person has their own fully equipped individual office or work space.

**IUPUC Administrative and Clerical Support Services .** The IUPUC division chair for the nursing program is a 12-month 50% administrative appointment. The division of nursing employs a full-time secretary to assist with student communications and records management and to support the administrative functions of the division, as well as the faculty. A part-time academic advisor assists IUPUC students interested in or enrolled in the L.P.N. to A.S.N. mobility option, the R.N. to B.S.N. mobility option, and the pre-B.S.N. program. (The pre-B.S.N. students are those who plan to take pre-requisite courses at the Columbus campus, and then apply for admission to the IUPUI or IUB). The academic advisor also assists the division head in facilitating recruitment efforts. Additional support is available through the student service offices for the campus. Technical support for computer applications and audio-visual equipment is also available on request through the campus. Technology support is available from campus support services. The assistant dean for information services from the IUPUI campus is available to consult with faculty as needed. The IUPUC nursing faculty and staff have a small office suite that includes individual offices for faculty and the academic advisor, and a receptionist area for the secretary.

**IU Bloomington Administrative and Clerical Support Services.** The assistant dean of the Bloomington nursing program is a 12-month 80% administrative appointment. The Bloomington campus nursing program has two administrative secretaries to assist faculty with instructional responsibilities and scholarship activities. The Bloomington campus also employs a full-time

professional academic counselor for academic advisement activities for B.S.N. students on that campus and has one retired university academic counselor who volunteers his time. One of the administrative secretaries also supports record-keeping functions related to admission and progression of Bloomington-based students. The program also has a computer support person who maintains faculty and staff computer hardware and software. All faculty and staff have fully equipped individual offices.

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**Criterion 17. Learning resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students.**

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17a. Instructional aids, technology, etc. are available in sufficient quantity/quality on all campuses within the core school. Adequate support services are also available to assist student and faculty experiencing difficulty using technology. IUSON faculty, staff and students have access to a wealth of technology resources and support, both from the central technology support units of Indiana University, including University Information Technology Services (UITS) and the Office for Professional Development, and from the school's Learning Resources and Information Systems departments.

UITS develops and maintains a modern information technology environment throughout the university in support of Indiana University's vision for excellence in research, teaching, outreach, and lifelong learning. They provide tools and services to support the academic and administrative work of the university, including a high-speed campus network with wireless access, central web hosting, a rich selection of free and low-cost software for personal use, tools and support for instruction and research, and supercomputers for data analysis and visualization.

UITS provides general technology support to students by providing services at a walk-in location and via phone, email, and live chat. The UITS Support Center also provides distance-accessible support through the Knowledge Base (<http://kb.iu.edu>). Phone service is offered 24/7. The SON maintains up-to-date hardware and software for use by faculty, staff, and students. All faculty and staff have their own desktop computer and printer, which are updated every three years according to a university-mandated replacement cycle. Other high-speed printers are available in various locations. Networked servers for student and research data comply with university data security



policies. The university provides and supports a course management system (Oncourse CL) to support Web-based teaching and learning.

Many training opportunities are provided to faculty, staff and students to facilitate their use of the various software programs available over the network. To enhance student computer and informatics skills, the university's Information Technology Training & Education Program offers free sessions on such topics as managing files and folders, web navigation, and use of Oncourse CL. IUSON also offers training on software used to deliver Web-based courses before classes begin, which helps students become comfortable with the distance-accessible environment and the tools used in each course. Students are able to get technical support in-person from consultants at each campus computer laboratory cluster or online from UITs either on or off campus at [www.iupui.edu/~support](http://www.iupui.edu/~support).

The university also maintains a system-wide videoconferencing system. Video receive/transmit classrooms are available on all campuses, with technical support provided both centrally (Bloomington) and locally (each campus). The classrooms are designed to be interoperable; all contain broadcast capabilities, video cameras, document cameras, fax machine, and phone lines. The system is maintained on the university's Internet 2 connection with broadband access to each campus. The university is currently using desktop videoconferencing, Macromedia "Breeze". In addition to the university support, the SON provides its own support team at the IUPUI campus, which includes videoconferencing support, network systems coordinator, and assistant dean for information systems. This team provides pedagogical and technical support to faculty who are using videoconferencing in pursuit of their research, teaching, or service activities. The school also has its own servers, including a video streaming server.

Within the SON, the Information Systems staff provides support for the technology infrastructure including server and network support, support for workstations, laptops and PDAs, audio visual support, software development and information systems support, application support, and general technology consultation. The department is led by the assistant dean for information systems and includes staff with skills in database management and software development, server and network administration, general computing support and audio visual support.

In addition, the school's instructional design and online support team collaborates with university and campus support services such as the Copyright Management Center, Tech Transfer Office, and central server and user HELP desk, to assure full support for instructional product development, evaluation, and dissemination. Links exist between this unit and university and

campus resources such as IUPUI's Center for Teaching and Learning, Medical Illustrations, and the University Information Technology Services (UITS). Together these offices provide services assisting in the production of Web audiovisual materials, computer programs, Web courses, and consultation on evaluation outcomes.

17b. Learning resources are current and comprehensive to meet the purposes of the core nursing campuses. The staff of the learning resource center provides support for the use of technology within the school, including support for distance education and online learning, and simulation technology. Led by Dr. Barbara Friesth, Director of Learning Resources, staffing includes an instructional designer, online course coordinator (who provides assistance for faculty putting course content online), a simulation and audio visual technician (learning resource technology coordinator), and staff who support the operations of simulation learning and computer labs. Both faculty and students participate in the allocation of student technology fees through the Student Technology Fee Planning & Budgetary Committee which meets annually to determine priorities and direction for future purchases.

Currently the Learning Resource Center is undergoing a major renovation, and therefore has temporarily relocated to alternate space. The newly renovated Resource Center for Innovation in Clinical Nursing will be completed in 2008. The new Center will include 10 basic skills cubicles, 6 physical assessment exam rooms, 4 simulation rooms with complete audio and video capturing capabilities and debriefing rooms, two small computer labs, and one state-of-the art 50 seat classroom. To accommodate the construction, the school is utilizing 3 separate temporary areas to support the teaching learning activities normally housed in the resource center. The basic skills lab (housed in the Union Building) contains 8 beds, the physical assessment lab (housed at Wishard hospital) contains exam rooms with 8 examination tables, and the simulation lab (on the third floor of the Nursing building) contains 5 clinical beds. Simulation equipment includes one SimMan, one vital Sim capable child, one vital Sim capable adult female, and 4 static manikins. The resource center also maintains a small library containing approximately 160 nursing reference books, 423 videotapes/DVD's (some also available via the internet), over 72 computer programs (30 computer-assisted instruction, 42 productivity tools), 93 case studies available over the internet, and many research materials (see [Exhibit 34](#) in the onsite display room for a listing of holdings within the learning resource center).

In addition, the IUPUI nursing program houses within the SON building one of many public computer clusters available to students on campus. This main computer cluster is located on the third floor of the SON and is structured to support 43 study carrels. This area is open to students Monday through Friday between 8:00 am and 7:00 pm. During these hours there is at least one person available at all times to assist students with the use of technology. Students are also able to call the HELP desk at IUPUI either from any computer cluster or from home for assistance with technology 24 hours per day, 7 days a week.

Another learning resource support for faculty and students is the Office of Lifelong Learning. The SON Office of Lifelong Learning is accredited by the American Nurses Credentialing Centers Commission on Accreditation as a provider of continuing nursing education. The re-accreditation of the program was effective in March 2005. The mission of the Office of Lifelong Learning is to provide the highest quality continuing education opportunities for professionals at the state, regional, national and international levels. The Office of Lifelong Learning contributes to the teaching, research and service missions of Indiana University, and thus to the mission and vision of the SON.

**IUPUC Learning Resources.** The nursing program's learning and computer laboratory provides students with access to equipment, computers, and instructional software consistent with the learning needs of mobility students. The laboratory equipment includes an Emerson VCR, two hospital beds, and a Nursing Anne VitalSim. A computer cluster located within the learning laboratory includes 5 Dell computers with CD-ROMs and a HP 1320n LaserJet printer available for student use. The computers have word processing capabilities and are loaded with nursing learning software, including Rapid Assessment of the Ill or Injured Child and 3 videos, Nursing Assessment of the New Family to include Gestational Age of the Newborn and Physical Assessment of the Newborn, EAI Interactive of The Dynamic Human, and Wong's Essentials of Pediatric Nursing. Nursing-related CDs, DVDs, and reference materials include numerous subjects such as cardiac, neurology, psychology, obstetrics, pediatrics and child development. Students have free access to the internet and electronic mail. Computer training and support are available through online tutorials, through training conducted by the Center for Teaching and Learning and through the information help desk located in the IUPUC library.

The Columbus campus also houses computer laboratories, an information commons, and several centrally-located computer "bars" that provide students with access to a variety of hardware,

software, and support services. Computer laboratories are available to students during open hours or can be reserved by faculty for closed session classroom use. The information commons and the computer bars contain computer carrels and workstations providing access to standard office software, instructional and multimedia applications, library resources, and the internet. Scanner, copier, and printer equipment is available for student use. Information technology consultants are present during operating hours to troubleshoot technical difficulties and answer basic software questions.

**IU Bloomington Learning Resources.** The learning laboratory at Sycamore Hall (where the nursing program is located on the IUB campus), opened in 1998 and has multiple instructional capabilities. The book collection consists of 50 volumes in lab and over 140 in the main library. Inventory includes ten computers with Internet access, a copy machine, a printer, two interactive video disc players, two TV-VCRs, 100 videos, and 22 CAIs. Additional equipment includes four hospital beds with headwalls, a cardiac monitor, two physical assessment examination tables, three full body adult, baby, and child manikins, Noelle maternal and neonatal birthing simulator-with the pedi-blue baby and Vital Sim Anne. The Web site at [www.indiana.edu/~iubnurse/lab/lab.html](http://www.indiana.edu/~iubnurse/lab/lab.html) further describes the laboratory and resources available.

Computer technology is an important tool for all students on the Bloomington campus. There are a number of computer clusters located throughout the campus for ease in access. All students have e-mail accounts and use these accounts to access course materials and communicate with faculty. The faculty has incorporated computer use into courses being taught. Students obtain their grades, take tests, and complete some course assignments over the computer. Nursing students have ready access to computers in the learning laboratory.

### **Campus Libraries – IUPUI, IUPUC and IU Bloomington**

In order to provide nursing faculty with desired resources, the IU libraries request input from the faculty for new journals, books, and other resources. Librarians routinely inform the faculty of changes and additions to the holdings. The campus libraries have extensive collections as well as state-of-the-art technology which are accessible to faculty and students on all campuses.

**IUPUI Libraries.** There are six libraries comprising the IUPUI library system: University Library, Herron School of Art Library, School of Dentistry Library, School of Law Library, Ruth Lilly Medical Library, and the IUPU-Columbus Library. The libraries most often used by

undergraduate and graduate nursing students include the University Library and the Ruth Lilly Medical Library.

The University Library provides academic and community patrons with multiple study and learning spaces. The five-story facility houses hundreds of study carrels, group study rooms, multimedia classrooms and a 100-seat auditorium. The library is one of the most technologically sophisticated library/high technology centers on the North American continent. Hosting over 300 scholar's computer workstations, the library patron may access academic reference and research tools, application software, course reserves, live news/educational television and videotapes, and the Internet.

Current holdings within the libraries at IUPUI include over 1,338,889 volumes, more than 36,000 current periodicals and journals, over 1,197,000 microforms, and more than 152,400 government documents and audiovisual materials. The libraries' holdings are accessed through a computer network linking Indiana University libraries state wide, and an interlibrary loan system makes available additional local, state and national academic library resources. Hundreds of computer workstations are available and electronic resources may also be accessed remotely.

The library's electronic catalog system and a wide range of online databases can be accessed by students and faculty from their personal computers. Relevant databases include MEDLINE, Health Planning and Administration, Health Source Plus, AARP Ageline, EBM Reviews, PsycINFO, PsyARTICLES, Academic OneFile, the Cumulative Index to Nursing and Allied Health Literature, and Ovid's two electronic nursing journal collections. Full text articles are available through LEXIS-NEXIS Academic Universe, Academic Search Premier, and MasterFILE FullTEXT Premier. There are over 350 electronic journals available through the University Library homepage along with three citation databases---Science Citation Index Expanded, Social Sciences Citation Index, and Arts & Humanities Citation Index.

The University Library is a partial federal government document depository and home to a number of local and national philanthropy collections. The philanthropy collection includes works from all disciplines as they relate to these areas of voluntary action. Works across numerous disciplines, including philosophy, religion, history, literature, and medicine as they relate to voluntary action and giving behavior make the collection a comprehensive resource for study of the field. <http://www.ulib.iupui.edu/>.

The IU School of Medicine Library (the Ruth Lilly Medical Library) is the only academic health sciences library in the state. It is the primary information resource for faculty, students and staff of the Indiana University School of Medicine, School of Nursing Graduate Programs and Wishard Hospital, and a major information resource for the School of Health and Rehabilitation Sciences. It also serves licensed Indiana health care professionals.

The Library's 50,000 square feet of space includes tables and study carrels that can seat 426 users. There are two study rooms, and two other rooms that can also be reserved for study, meetings or classes. An electronic classroom is also available with an instructor station, 20 student workstations and two SmartBoards. Computer workstations with Internet access and Microsoft Office programs are located on all three floors. Of the 62 workstations in the library, 50 are available only for IU/IUPUI user access, and 12 computers on the first floor are also accessible to the public. Wireless and Ethernet connections are available for laptops that are registered with the IU network. IU/IUPUI faculty, students and staff may access electronic resources from off-campus with their IU/IUPUI username and ID.

Also located on the first floor is a color scanner. Color printers are located on the first and second floors. A microfiche/microfilm reader/printer is located on the third floor. Photocopiers are located on all three floors. Printers and photocopiers can only be used with a JagTag or with a copy card purchased at the Circulation Desk.

As of 2006, the library currently subscribes to or has access to: 3,675 Electronic Full-Text Journals, 913 Online Books, 92 Online Databases. The medical print book and journal collection is the largest in Indiana and includes 200,328 journal volumes, 75,424 book volumes, 1,272 current subscriptions to print journals, History of Medicine special collection of books, journals and artifacts. Each of the libraries have day, evening, and week-end hours of operation. Faculty and students are able to use in-person or on-line reference services and interlibrary loan services. International reference services are also available at <http://www.medicine.iu.edu/body.cfm?id=2624>.

**IUPUC Library.** The IUPUC Campus Library's print collection contains around 40,000 books, 500 videos, 200 current journal subscriptions, and nearly 5,000 volumes of journal back issues. By using the library's online catalog (IUCAT) students, faculty and staff have access to most of six million items held by the statewide IU Library system. Many of these materials may be requested online through the Library's website <http://www.iupuc.edu/library/>. The Library offers

students, staff and faculty access to an outstanding collection of electronic resources, comparable to those available on the Indianapolis and Bloomington campuses, including links to nearly 25,000 full-text, online journals, many of which are peer-reviewed. Users are able to access a full range of online databases from both on and off-campus.

**IU Bloomington Libraries.** The library collections on the IU Bloomington campus are rich and diverse. A team of specialists select, manage, and build the research collections, which include more than 6.6 million books in over 900 languages. The materials support every academic discipline on campus, with an emphasis in the humanities and social sciences. Collections also include journals, maps, films, and sound recordings. Users can access more than 400 databases, 43,000 electronic journals, and 224,000 electronic books, as well as locally developed digital content.

There are 26 libraries on the IUB campus; the main library is a majestic building that has served the university and community for over 100 years. In addition to the main library there are 25 subject libraries located around campus. The Lilly Library is one subject library that is internationally known for its rare collection of books and manuscripts. Included in its holdings is a first printing of the Declaration of Independence and the New Testament of the Gutenberg Bible. Nursing holdings are kept in the main library. The collection for nursing is about 1600 volumes and 32 nursing journals. Ovid provides students access to nursing and nursing related data bases including CINAHL, the electronic card catalog, on-line full text services, and electronic interlibrary loan requests. The main library has 30 additional databases in science and medicine, including MEDLINE, Science Citation Index, and OVID Mental Health Collection. A full complement of service and equipment are available to students at the main library. Students also have on-line access to the Ruth Lilly Medical Library on the IUPUI campus. Additional information about holdings can be seen on the libraries' web page at <http://www.libraries.iub.edu/lifesci>.

The libraries' collection and acquisition policies and practices are established in consultation with the SON. On the IUPUI campus, each school has a librarian designated as a liaison. As liaison, the librarian consults with faculty and administrators on budgetary issues, updating nursing and nursing-related print and non-print holdings, discussing needs of faculty and students, potential policy or practice changes and possible impact on school, and library improvements. The faculty on the Bloomington and Columbus campuses have established lines of communication with the

library designates. All requests for learning resources are made in writing and given to the appropriate library personnel. It is rare for any request to be denied.

17c. Learning resources on all campuses of the core school are adequate and accessible. As described in previous sections, a vast array of resources is available to faculty and students on the core campuses and resources are accessible in multiple ways. One resource that has not been previously mentioned is IU's connection to the Internet 2. IU has been successfully connected to the National Science Foundation's high-speed research Internet (Internet 2), the very high performance Backbone Network Service (vBNS), at a speed thousands of times faster than standard modems. This NSF-funded connection also connects IU to the Metropolitan Research and Education (MREN) network in Chicago. Access to such networks is essential to IU researchers developing innovative computer applications that involve the processing of vast amounts of data, such as in the modeling of chemical structures for pharmaceutical applications, the simulations of colliding galaxies, and the visualization of complex medical procedures. These networks rapidly move data between geographically separated facilities and allow information to be shared with researchers worldwide. They move data at speeds hundreds of times faster than the present commodity Internet, which has become heavily congested and overloaded.

17d. Nursing faculty have input into the development and maintenance of learning resources. Through the faculty governance structure (e.g. Student Affairs Committees; Admission, Progression and Graduation Committees, Curriculum Committees), strategic planning committees, task forces, and other school and campus committees, the faculty has opportunities to provide recommendations regarding teaching and learning resources within the school. In addition, faculty also have input into the centrally administered learning resources provided by the university, such as UITS, online support services, and faculty development opportunities.

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**Criterion 18. Physical facilities are appropriate to support the purposes of the nursing education unit.**

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**18a & b.** Physical facilities are available and adequate for the nursing education unit program and activities. The core SON physical facilities, instructional and non-instructional, are adequate to meet the school's mission and the goals of the A.S.N., B.S.N., and M.S.N. programs. Although each campus within the core is unique, the physical facilities allocated to nursing on each campus



are considered adequate given the resources of that particular campus. Each campus has access to adequate classrooms, laboratories, technology, conference rooms and office space to ensure a safe learning environment. Lighting is adequate. Capacity guidelines are established. Signage has been upgraded. Students' special needs are accommodated as needed through consultation with the Office of Adaptive Educational Services (IUPUI and IUPUC) and the Office of Disability Services (IUB). Class sizes range in number from about 20 to 110. Room assignment is determined through the campus Registrar's Office, based upon the anticipated class size. Clinical groups are limited to a maximum of ten students as required by the Indiana State Board of Nursing. Clinical rooms at clinical agencies are assigned by the agency. They are generally adequate for conferences and consultations.

### **IUPUI Physical Facilities**

In Indianapolis, the four-story SON building on the IUPUI campus provides 113,811 square feet of space for the nursing programs. The building has 34 classrooms that seat from 15 to 210 students. Although the SON does not "own" these classrooms, nursing does have first priority for their use. The SON building houses offices for 112 faculty and a staff of 47. Each full-time faculty member has an individual office and all part-time faculty members have individual offices or share an office with one other part-time faculty person. The full- and part-time faculty each have a Pentium computer in their office connected to the local area network (LAN), printer, phone, workspace, file cabinets, bookshelves, and access to a large-speed printer, copier, fax machine, telephone conferencing capabilities, and a paper shredder. All faculty members have e-mail accounts and an electronic mailbox as part of Microsoft Office. The operations of the school of nursing are currently 25-30% paperless, with an attempt to further increase the appropriate use of electronic transmission of information for conducting work in the future. The faculty are able to access the Internet and all IU libraries from their personal computers. The university sells a software package to faculty, staff, and students for \$5.00 that allows them to access the university computer from home. This facilitates faculty who wish to work from home. It also provides students with easy access to faculty.

Administrative and academic affairs personnel reside on the first floor, which also contains three classrooms and a 200-seat multi-media auditorium. A faculty, student, and staff lounge is also located on the first floor. The second floor contains 32 classrooms, ranging in seating capacity from 15 to 60. The second floor also contains the offices of the Information Systems Department and The Center for Community and International Affairs. The latter includes the Maternity

Outreach and Mobilization Project (MOM) and Healthy Families Indiana (HFI), The Training and Technical Assistance Project, The Institute of Action Research for Community Health, and a World Health Organization Collaborating Center on Healthy Cities. On the third floor are classrooms and faculty offices, a student computer cluster in the learning laboratory, a computer instructional room, and an interactive video classroom for distance learning courses and system-wide faculty meetings. The Center for Nursing Research and Scholarship can also be found on the third floor and has additional space in the lower level of the building. The Center for Nursing Research and Scholarship was recently renovated to provide workspace for 19 research assistants and offices for support staff. The Mary Margaret Walther Program for Cancer Care Research has space allocated within the Center for Nursing Research and Scholarship. Faculty offices and conference rooms are located on the fourth floor along with separate lounges for faculty and staff.

The Dean of the School of Nursing financed a large renovation of the space in the lower level of this building in 2003, turning it into modern office space. She facilitated the updating of the first floor hallways by repainting the walls, door frames and jambs, and installing new signage and brighter baseboards. Additionally, numerous improvements have been made to faculty and staff offices. An environmental task force comprised of faculty, staff and students was appointed by the dean in conjunction with the School's strategic planning efforts. It made many of the recommendations that were acted on during these renovation efforts.

While classroom facilities are adequate, one area that is lacking is sufficient informal gathering space for students. The current student lounge also serves as a vending room for the school and is relatively small for the large number of students enrolled in the programs. Presently plans are under development to renovate the student lounge.

### **IUPUC Physical Facilities**

The IUPUC campus is located in Columbus, 45 miles south of Indianapolis. At IUPUC, the division of nursing occupies office space on the second floor of the Columbus Center (CC) Building. The office suite houses the division head's office, two full-time faculty offices, an equipped office available for use by adjunct faculty members, and a full-time secretary's office. A part-time academic advisor's office is located in the student services area on the first floor of the same building. All offices are equipped with computers, telephones, desks, bookcases or shelving, and file cabinets. The division secretary's office also includes a printer and copier and FAX machine; the academic advisor's office contains a printer, copier, and scanner. Faculty and

staff have individual university e-mail accounts as well as access to the Oncourse online class management system, the OneStart Student Information System (SIS), all IU online libraries, and the internet. Teleconferencing equipment is available on individual phones and in various conference rooms throughout the campus. There is a designated work room at the Center equipped with copy machines and document shredders.

Classrooms are assigned in the CC and/or the Learning Center (LC) buildings according to size of class, equipment needs, and the time class is offered. Classrooms contain whiteboards or blackboards, computers with CD and DVD capability, overhead projector equipment, and telephones. Additionally, classrooms in the LC contain classroom technology controlled by a central Crestron unit attached to each lectern. Larger-scale presentations can be conducted in the multi-media auditorium located in the LC. The learning laboratory located in the CC is configured to be used as the primary laboratory space for nursing students.

### **IUB Physical Facilities**

The IU Bloomington campus is located 54 miles from the Indianapolis campus. Faculty, staff and the Nursing Learning Resource Center are housed in Sycamore Hall. In Sycamore Hall there are individual office spaces for the assistant dean, 14 full time faculty members, an academic advisor and two staff members. Each faculty and staff member has a Dell Opti Plex 745 computer and a Hewlett Packard printer, as well as a Steelcase office furniture module that includes file drawers and overhead storage with a light panel. One color printer and two laptop computers exist for faculty use. Sycamore Hall also houses two copy machines, a fax machine, and two Dell servers. The classroom inventory is maintained by the campus registrar who assigns rooms for on-going needs (classes). When rooms are needed for one-time events (meetings, exams), school personnel reserve rooms. Rooms are adequate and technology is available as requested.

### **Strengths in the area of Resources**

1. The interrelationship of the core school with the university's academic health sciences campus provides a rich array of learning resources for faculty, students and staff.
2. The learning resources and support on all three campuses, especially library and technology resources, are adequate to support the mission of the school.
3. Fiscal resources are sufficient to support the mission and goals of the school.

### **Areas for improvement in the area of Resources**

1. Informal lounge space and quiet study space for students, especially on the IUPUI campus, is limited.
2. Additional sources of funding to increase faculty and staff salaries are needed.
3. There is a need to continue to develop faculty and staff in the integration of new technology into their teaching and work, particularly in the area of simulation technology.
4. Classroom space is at capacity on all campuses.

### **Future Plans**

1. Develop and implement renovation plans for student lounge space within the IUPUI SON building.
2. In collaboration with faculty, school administration will continue to seek ways to increase funds for faculty and staff salaries.
3. Provide faculty and staff development to facilitate the effective integration of new technology into the teaching/learning process and the work of staff.
4. Explore ways to renovate existing space, as appropriate, to create more contemporary learning spaces.

## STANDARD VI: INTEGRITY

**Integrity is evident in the practices and relationships of the nursing education unit.**

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**Criterion 19. Information about the program, intended to inform the general public, prospective students, current students, employers, and other interested parties, is current, accurate, clear, and consistent.**

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19a. Policies and procedures are published for all activities that have health and safety implications. All school of nursing policies and procedures are clearly described and available in the student handbooks which can be found on the school websites. Policies specifically related to Universal/Standard Precautions (I-D-21), Hepatitis B (I-D-17), Exposure to Blood or other Infectious Material (I-D-19), Admission and Progression of Students Who Are HIV or HBV Positive (I-D-23), and Caring for Patients/Clients with Infectious Diseases (I-D-24) are reviewed and updated routinely and as needed to comply with OSHA federal mandates. Policies and procedures can be found in undergraduate and graduate student handbooks for 2007-08 which are available at the following websites:

- Indianapolis: <http://nursing.iupui.edu/academics/policies.shtml>
- Bloomington: <http://www.indiana.edu/~iubnurse/>
- Columbus: [http://www.iupuc.edu/academics/programs/nursing\\_degree.asp](http://www.iupuc.edu/academics/programs/nursing_degree.asp)

As personal safety was identified as a primary concern among faculty and staff raised through committee discussion, the dean commissioned an interdisciplinary Safety Task Force/Committee in 2003 which was chaired by a member of the faculty. Other members included faculty, staff, the police chief, a campus detective, and the IUPUI Dean of Students. At that time this was the only school safety committee at IUPUI. Outcomes of the committee's work included the implementation of an emergency/high priority contact card that faculty, staff and students could carry with them or have at their desk; training sessions for faculty, staff, and students on behaviors that protect individual safety; and offerings of self-defense classes that were coordinated with the campus police. In addition, the committee created the school's evacuation plan and conducted training sessions on emergency evacuation procedures with the involvement and expertise of the Indianapolis Fire Department.

In October 2006 another task force was convened to develop a Disaster Plan for the School of Nursing that will define the School's role in a given disaster such as Pandemic Flu. This plan will specify expectations and roles of faculty, staff and students in a disaster. The plan will specify guidelines to be followed in the event of a given disaster as well as the availability and use of campus and community resources and a structure of command to be instituted should such a disaster occur. The disaster plan will provide for training/education for students, faculty and staff that will incorporate personal/family, community, school, and work preparedness. There will be training units and access to a number of resources both within and outside the University.

The disaster task force is comprised of six persons, four faculty and two staff from the SON. All members have credentials and/or experience with emergency or disaster, and/or connections to the community health agencies or services (Red Cross disaster mental health worker, First Responder, community health faculty member, and emergency room nursing).

19b. Official published documents about the undergraduate and graduate programs are current, accurate, clear and consistent. The School of Nursing has just completed a total redesign of the SON website. Identified "webmasters" have the responsibility for maintaining the website to ensure current and accurate information especially as it relates to programs and students.

Undergraduate and graduate student handbooks are reviewed and updated to reflect changes in policies or expectations annually. If changes have the potential for immediate impact on program planning, admission, progression, and/or graduation these changes are communicated to students through electronic course announcements, newsletters, mailed correspondence, and student representatives. It is the responsibility of the faculty and staff of the Center for Academic Affairs to ensure that published documents accurately represent undergraduate and graduate programs and corresponding requirements.

Information about nursing programs is available to potential students through the SON Center for Academic Affairs (CAA), IUPUI University College, IUB Nursing Department and IUB University Division, and IUPUC Nursing Division Office. Students seeking information about the nursing programs may write, call, e-mail, or fax requests for information. Each of these information centers has identified professional advisement staff to facilitate the distribution of information as well as respond to questions regarding program requirements. These personnel meet regularly with SON advisement staff to give feedback on the currency, clarity, and

relevance of published information being distributed to potential students. The SON homepages for each campus within the core school contain the most comprehensive information about programs. Electronic addresses for the various SON core campus webpages are as follows:

- IUPUI: [www.nursing.iupui.edu](http://www.nursing.iupui.edu)
- Bloomington: <http://www.indiana.edu/~iubnurse/>
- Columbus: <http://www.iupuc.edu/academics/programs/nursing.asp>

Undergraduate students are expected to attend a new student orientation to the school and their chosen major and a great deal of information is distributed during this time. Our professional academic advisement staff tries to anticipate student needs and questions and provide information consistent with these identified needs. Part of the new student orientation program involves the participation of current students and faculty members who respond to students' questions and concerns, and share ideas regarding success as a nursing student.

19c. Accurate representation of the programs to their publics and provision of sufficient information insure accountability and consumer choice. Campus bulletins are updated every two years in hard copy and updated annually on the university website. The bulletin is a comprehensive document in which each school is required to provide program information, policies and procedures, expected outcomes, and other relevant information for the consumer. As all programs are included in this bulletin students are able to reference programs of interest, make comparisons related to program expectations and determine required courses and course sequencing. The bulletin also provides consumers with financial aid information, housing, and many other "student life" related information. As all IU campuses move to a "green" environment, increasingly, student information is being placed on the university and school websites with faculty and staff having responsibility for updating program information in a timely manner. Faculty and student newsletters are electronically published from the academic deans' offices on a quarterly or as needed basis in Indianapolis and are available to students on other campuses. These newsletters help keep faculty, students and staff within the SON informed about policies, practices, achievements, and opportunities for involvement in teaching, research and service activities.

Accurate and current information for the semester and academic year is published throughout the university. Registrar's offices on each campus publish electronic and printed versions of the current schedule of classes and academic information which lists current tuition, mandatory and

optional fees, and the academic calendar schedules. Electronic sites where this information can be found are:

- IUPUI: <http://www.registrar.iupui.edu/>, <http://bursar.iupui.edu/>
- IUB: <http://registrar.indiana.edu/> (has link to bursar)
- IUPUC: <http://www.iupuc.edu/departments/registrar/> (has link to bursar)

In keeping with the move toward a virtual environment, Indiana University developed OneStart which is IU's Web-based application portal that provides a common front door to online services on all IU campuses. OneStart offers easier and more direct access to the multitude of services available for students, faculty, and staff. The goal for OneStart is to create a virtual campus community. Class schedules for all three campuses are accessible online through OneStart at <https://onestart.iu.edu>. Students may use OneStart to pay bills, register for classes, update their personal information, obtain grades, and conduct other business. Students are able to quickly maneuver through registration, obtain their grades, and monitor their academic progression with a click of a button or two. This has increased student satisfaction and allowed students the flexibility needed to access these services.

Admission policies and program planning guides for all programs are described on the school's websites and in printed materials provided to prospective students (see [Exhibit 36](#) for program materials). Information about undergraduate and graduate scholarships are available to students at <http://nursing.iupui.edu/cost/ugrad.shtml> and <http://nursing.iupui.edu/cost/grad.shtml>. In addition, graduation requirements, academic policies, accreditation status, and student service information is visible on the school's website and published in the campus bulletins and/or student handbooks. Examples of recruitment materials are available in the onsite display room as [Exhibit 35](#) and orientation materials in [Exhibit 37](#).

IU holds all students to a standard of conduct. These standards are clearly articulated in the IU Code of Student Rights, Responsibilities and Conduct. If there is suspected violation of rights, or inappropriate conduct, the code lists the procedures that are to be followed to protect the rights of the individuals involved in a suspected violation. The IU Code of Student Rights, Responsibilities, and Conduct is found on the IU website. Depending on the nature of the alleged misconduct students have an advocate on campus as well as the opportunity to meet with the dean for students.



Institutional accreditation and contact information is provided via a link from the school's website. The website states that the School of Nursing is an accredited institution with the following national and state accrediting bodies:

- [National League for Nursing Accrediting Commission](#)
- [Commission on Collegiate Nursing Education](#)
- [Indiana State Board of Nursing](#)
- [American Nurses Credentialing Center's Commission on Accreditation](#)

19d. There is adequate communication of accurate and consistent information about clock hours and credit hours. In order to facilitate information that is accurate and consistent, policy VI-A-24 defines and clarifies clock/credit hours for undergraduate and graduate students. Credit/clock hours are posted in numerous places including course syllabi, program planning guides (printed and on the website), in course descriptions in the academic bulletin (website), and in the degree requirements (website and printed). The interpretation of didactic clock hours is consistent in both the undergraduate and graduate programs however the ratio of credit to clinical clock hours differs somewhat in the various graduate program specialty options. This variation is a reflection of certification requirements for nurse practitioner and clinical nurse specialist options, as well as the nursing administration and nursing education options.

Those students who are interested in one or more of our nursing programs are directed to the School of Nursing's website from initial point of contact. All published program materials have the website listed and faculty and staff who participate in recruiting events also direct interested parties to our website for a board overview of our programs. As our website acts as first-point of contact for the majority of individuals, we are vigilant in maintaining accuracy and consistency of communication.

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**Criterion 20. Complaints about the program are addressed and records are maintained and available for review.**

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20a. Complaints about the program are documented. The processes for pursuing student appeals within the school are clearly stated in the student handbooks. Undergraduate and Graduate Admission, Progression, and Graduation (APG) Committees oversee the application of policies

and practices related to admission, progress, graduation, and dismissal for the core campus. Members of the Graduate and Undergraduate APG Committees review and act on all student requests for policy waivers in their respective programs. Each APG Committee maintains detailed minutes of the meetings, indicating each student's request and the outcome of their deliberations. Past decisions serve as references (precedents) for committee members when considering future student requests. This allows members to interpret and apply policies, practices, and exceptions in a fair and consistent manner. Summaries of the issues brought to the Admission, Progression and Graduation Committees and their outcomes for the past two years are provided in Exhibit 17.

20b. The process of complaint resolution used by IUSON is available for review. The university and the SON have established appeal processes for both undergraduate and graduate students. Policies are published in the SON student handbooks, <http://nursing.iupui.edu/academics/policies.shtml> (see Exhibit 21 for a copy of the appeals process). In addition, the *Code of Student Rights, Responsibilities and Conduct*, published on the campus websites, provides details regarding students' rights and responsibilities, as well as the disciplinary process for misconduct. The Code is available in Exhibit 39 or online at <http://www.iupui.edu/~sldweb/rights/docs/CodeofConduct.pdf>.

Students are urged to follow established channels for registering dissatisfaction or issuing formal complaints. Complaints dealing with course-related issues are first addressed with the course faculty. If student issues cannot be resolved at the course faculty level, students may meet with the departmental undergraduate or graduate coordinator or the department chair for resolution. If their issues still remain unresolved, the student and faculty meet with the appropriate associate program dean. On the Bloomington and Columbus campuses, unresolved student complaints go first to the faculty for resolution and then to the assistant dean for IUB or the division ead on the IUPUC campus. If issues continue to remain the faculty and student meet with the academic program associate deans and/or the executive associate dean. The executive associate dean for academic affairs is available for consultation and arbitration at any point in finding a resolution to the issue(s) raised. In addition, students may raise issues externally with the campus student advocate office or with the campus dean of students.

Formal appeals dealing with admission, progression, graduation, and due process policies are referred to the SON's Admission, Progression, and Graduation (APG) Committees. The respective APG committee will then constitute an appeals committee who is charged with the

responsibility of hearing and making a judgment based on the merit of the evidence presented by the student who has filled the formal complaint. The composition of the appeals committee includes both faculty and students to whom the student is not known. Formal complaints must be based on issues related to discrimination or treatment that is perceived as arbitrary or unfair. If concerns regarding discrimination are raised, referral is made to the Office of Affirmative Action for immediate investigation. (<http://www.iupui.edu/~aao/>)

Over the past three years, there has been only one formal complaint by an undergraduate student and no complaints by graduate students. The one complaint occurred on the Bloomington campus and dealt with the accusation of a student cheating. Based on the evidence presented to the appeals committee the committee found in favor of the student and did not uphold the charge.

# of grade appeals 2007: 1	IUB – student accused of cheating by another student	Student received final grade of “F”	Student appealed. Appeal process resulted in favor of student and grade was reversed
# of grade appeals 2006: NONE	NA	NA	NA
# of grade appeals 2005: NONE	NA	NA	NA

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**Criterion 21. Compliance with Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.**

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21a & b. A written, comprehensive student loan repayment program exists that addresses student loan information, counseling, monitoring and cooperation with lenders. This plan is administered by the campus financial aid offices. Students are informed of their responsibilities in relation to the financial aid that they receive. Statements about university compliance to Title IV are presented below by campus.

**Indianapolis and Columbus Campus.** “IUPUI is in full compliance with the requirements of Title IV, and copies of all documents relevant to Title IV compliance are available in the Office of Student Financial Aid Services. A Title IV compliance audit is conducted annually by the

Indiana State Board of Accounts. The report findings and IUPUI's responses can be found in the Office of Student Financial Aid Services, along with institutional program participation agreements, past and current fiscal operations reports and necessary applications for participation in federal student aid programs, official default rate information, and any other related federal program reviews conducted." [www.iport.iupui.edu/iport/selfstudy/criteria/criterionFive/](http://www.iport.iupui.edu/iport/selfstudy/criteria/criterionFive/)

According to the Director of Financial Aid at IUPUI, our current Federal Cohort Default rate for FY2005 is 1.6%. The default rate, based on the audit finding on our Federal Family Education Loan Program, has been consistently low.

**Bloomington Campus.** "Indiana University Bloomington complies with the requirements of the Higher Education Reauthorization Act. Our federal default rates for the last three years reported by the USDE are: 2005 1.6%; 2004 2.3%; and 2003 2.4%. Due to our record of high performance, IUB has been an Experimental Site for several years; this designation includes exemption from a number of the federal regulations. For example, IUB has had annual audits as required, but it has not any program reviews in almost 20 years. The Program Participation Agreement (PPA) and Eligibility and Certification Approval Report (ECAR) are available for review electronically on the accreditation Web site, [http://accreditation.indiana.edu/media/ppa\\_ecar.pdf](http://accreditation.indiana.edu/media/ppa_ecar.pdf). The annual A-133 federal audit is conducted for all campuses and covers all federal funding to the institution. For the most recent audit year our campus had no findings. As a result, IUB is not mentioned in the Federal Title IV compliance section of that report." [http://accreditation.indiana.edu/media/federal\\_compliance.pdf](http://accreditation.indiana.edu/media/federal_compliance.pdf)

#### **Strengths in the area of Integrity**

1. There is consistent, accurate, and current information provided to potential and enrolled students.
2. IUSON has active and effective APG Committees whose actions are guided by established policies and procedures.
3. Online availability of university student services facilitates student accessibility to these services.
4. There are clearly established and effective policies governing the student appeal process with very few formal student complaints, especially given the size of the student body.

### **Areas for improvement in the area of Mission and Governance**

1. There is a need to continue seeking effective ways of communicating with a primarily commuter student population.
2. The integration and upgrading of new student services software by the university requires regular training sessions for faculty and staff.
3. There is a need to continue identifying the effectiveness of best student service practices in a complex system.

### **Future Plans**

1. Continuing to develop degree audit programs for all undergraduate and graduate program specialty options that will allow students to monitor their progress toward fulfilling degree requirements.
2. Move all academic advisement documentation to an electronic format to ensure accurate communication and consistency of academic advisement.
3. Systematically ensure that all faculty and professional staff responsible for academic advisement attend regular software update sessions offered by the university.

## **Standard VII: EDUCATIONAL EFFECTIVENESS**

**There is an identified plan for systematic evaluation including assessment of student academic achievement.**

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**Criterion 22. There is a written plan for systematic program evaluation that is used for continuous program improvement.**

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22a. There is a written plan for systematic program evaluation that is used for continuous program improvement within the core school. The systematic program plan is presented at the end of this standard. Faculty and administration believe that the fundamental purpose of assessment and evaluation is to determine how best to strengthen our commitment to “inspire learning through excellence in teaching; to create and advance nursing knowledge through science and research; and to shape care through practice innovations and partnerships”. The philosophical process of appreciative inquiry has allowed faculty, administrators, staff, and students to look at organizational issues and challenges from the perspective of what is working well within the school and strengthen those assets in reaching the above goals.

The Office of Evaluation was created within the school’s organizational structure in 2005 along with the positions of associate dean for evaluation and administrative assistant to the associate dean for evaluation as an outgrowth of an environmental needs assessment completed as Marion Broome assumed the position of university dean in 2003. The results of this environmental assessment strongly indicated a need to have full-time resources dedicated to program evaluation and assessment. The Office of Evaluation is charged with the responsibility for fostering systematic investigations of the effectiveness of our abilities to meet the mission and goals of the School of Nursing as well as the standards and criteria for continuing accreditation by the Indiana State Board of Nursing and the National League for Nursing Accreditation Commission.

The Office of Evaluation is structurally situated within the Center for Academic Affairs which visually links evaluation to academic programs. From an administrative governing perspective, the associate dean for evaluation reports directly to the executive associate dean for academic affairs and is a member of the Center for Academic Affairs leadership team comprised of the undergraduate and graduate associate deans, the assistant dean for student affairs, and the director

of diversity. The associate dean for evaluation is also a member of the Executive Administrative Group (EAG) which functions as advisor to the dean. Within the faculty governance structure, both the undergraduate and graduate curriculum committees have established evaluation advisory sub-committees. These are standing committees of the corresponding curriculum committee and serve as a vehicle for dissemination and discussion of evaluation/assessment report findings, identification of implications for academic programs, and discussion of additional evaluation needs. By nature of the associate dean of evaluation position, this person is appointed to the IUPUI Program Review and Assessment Committee (PRAC). The PRAC is responsible for establishing policies and practices and overseeing the implementation of systematic internal program review for the University. For the last three years the associate dean for evaluation has chaired the Program Review Sub-Committee of PRAC. PRAC also has oversight responsibility for student assessment as it relates to the academic achievement of the University's Principles of Undergraduate Learning (PUL's). The faculty at IUPUI adopted these principles in lieu of a "core undergraduate curriculum" in recognition of the diversity of students and programs that comprise the university. However, all undergraduate programs are required to annually demonstrate the ability of their students to meet the intent of the Principles of Undergraduate Learning throughout their degree program. In addition, members of PRAC collectively act as the leading experts on program evaluation and assessment of learning for their individual school and the campus as a whole.

22b-c. The faculty and administration of IUSON believe that a comprehensive evaluation system should:

1. Inform decisions and actions taken to meet goals;
2. Demonstrate the quality of faculty, student, and staff accomplishments;
3. Yield credible and useful information to support evidence-based decisions related to teaching, research, and service; and
4. Facilitate interpretive dialogue among faculty, students, staff, and administrators that lead to quality improvement in all aspects of the school.

These beliefs are consistent with the core values of IUPUI that drive evaluation and assessment across the university campus. These values include: the ability to demonstrate worth and value; assess goal achievement; improve student learning outcomes; and involve all critical stakeholders in the evaluation and assessment process.

The IUSON evaluation model is designed on a basic logic template and driven by program outcomes. Judgments derived from evaluation data are made within the context in which the business of the core school is conducted, the inputs needed to maintain program quality and effectiveness, promote school strengths, and support evidence-based decisions that will move the school forward in the achievement of its mission. Faculty and administrators periodically review the evaluation plan and modify as necessary.

The SON evaluation plan included in this report is currently under revision during this academic year to reflect the changes made in the mission and vision of the core school as an outcome of the 2005-2007 school-wide strategic initiative process. The current evaluation plan includes the systematic assessment of student performance; teaching effectiveness; the success of programs in meeting stated goals and the appropriateness of goals and outcomes given the state of higher education and professional practice as reflected in professional nursing standards; faculty productivity and contributions of faculty, administrators, students, staff, and alumni to the mission of the school; and the composition and quality of existing resources to meet the school's mission and goals. Program outcomes drive the evaluation of programs and anchor the systematic assessment of student achievements while in the program, at program exit, and as alumni. The outcomes of the undergraduate and graduate programs are consistent with the mission and goals of the core SON. The undergraduate program outcomes reflect national and state professional standards and performance expectations. Graduate program outcomes also reflect national professional standards and performance expectations. Additionally each major specialty option (or track) within the graduate program has adopted published national guidelines and competencies of their advanced specialty practice to ensure that the specialty component of the graduate curriculum prepares graduates not only to competently practice within their area of advanced nursing practice but to meet eligibility criteria for certification as available.

22d. Examples of evaluation findings used in making decisions regarding programs can be found in excerpts of minutes taken from undergraduate and graduate curriculum committees (Exhibit 40). Although curriculum revisions are usually minor in any academic year, there have been some significant recent actions taken by faculty and administrators based on evaluation findings that are highlighted below.

During the 2006-2007 academic year an ad hoc committee was created by the executive associate dean for academic affairs with support from the chancellor of IUPUC to examine the current



professional nursing educational needs for the Columbus regional community. The nursing faculty and nursing community members of this ad hoc committee orchestrated a needs assessment that examined current and future availability of nursing programs within the region, surveyed key regional health care partners to determine current and future workforce needs, surveyed high school academic counselors to determine academic program interests from area high school students, regional community interests related to perceived current and future educational needs, and an evaluation of educational resources within the college and community partnerships to meet current and future nursing educational needs for the Columbus regional community. The results of this needs assessment concluded that the needs for professional nurses educated at the associate degree level was being met by the growth of Ivy Tech State College through their generic A.S.N. program and LPN to A.S.N. option. The current and projected workforce needs affirmed both the need and desire for baccalaureate degree options. The outcomes of this needs assessment has resulted in the decision to suspend admission to the LPN to A.S.N. mobility program at IUPUC beginning summer 2008; to increase the enrollment to the RN to B.S.N. mobility option at IUPUC; and to partner with Ivy Tech State College to offer a “duel” option for Ivy Tech State College A.S.N. students to begin meeting Indiana University School of Nursing B.S.N. option while still enrolled in the A.S.N. program. This degree partnership is designed to facilitate the obtainment of the B.S.N. degree. It is also designed to retain students through the B.S.N. degree thereby acting as a mechanism to increase the B.S.N. prepared professional nurse workforce for this area.

Members of the Undergraduate Curriculum Committee reviewed both the program outcome evaluation data collected from students and graduates ( see [Exhibit 41- Outcome Assessment Composite – B.S.N. Program](#) available for review in the onsite display room) along with a review of the revisions of the AACN Essentials of Baccalaureate Education and determined that B.S.N. program outcomes needed to be revised to include the concepts of “evidence-based practice” “technology” and “complexities of practice related to patient safety”. The results of these conclusions have promulgated revisions to the program outcomes and competencies that reflect the incorporation of these concepts. Additionally, an elective course was developed and is scheduled to be offered as a nursing elective during the 2007-2008 academic year on informatics and technology in nursing. As the Fairbanks Hall Interdisciplinary Center becomes a reality faculty are focusing on the design of simulations that will be a core component of clinical learning throughout the undergraduate and graduate programs. One of the Undergraduate Curriculum goals for 2007-2008 is focused on the continued “integration of Evidence-Based

Practice concepts and activities into course and program competencies”. The initiatives related to retention and progression of students in standard IV are based on the historical priority IUPUI has given to the issue of retention on one of this nation’s premier urban campuses. Although the SON Nursing boasts a retention rate much higher than the university, faculty are committed to the enrollment, retention, and graduation of the best and brightest of B.S.N. students and the introduction of retention related programs is one clear example of IUSON’s contribution to this university’s goal.

All major options in the M.S.N. program underwent an extensive review termed the “Masters Degree Reprioritization Project” during the 2006-2007 academic year. The goal of this evaluation project was to explore the need to reconfigure the current major specialty options that make up the M.S.N. program given changing workforce needs, changes within the university and school missions and goals, contributions of nursing knowledge to state and national healthcare needs, enrollment patterns, available resources including faculty resources, and local and state program duplication/competition. Faculty and administrators responsible for the implementation of each M.S.N. option were responsible for writing an evaluation report given specific evaluation parameters. (see [Exhibit 42](#)-for an executive summary of the M.S.N. reprioritization). All conclusions were supported by data and included but were not limited to enrollments, retention, graduation figures, employment patterns, certification patterns, program costs and revenue projections, faculty and graduate contributions to advanced practice nursing, and current strengths and challenges in maintaining program quality. Based on the outcomes of the reviews, the deliberations lead to steps to 1) integrate child and adult psychiatric mental health nursing specialty options into one; 2) suspend admission to the pediatric CNS specialty option immediately; and 3) suspend admissions to the women’s health nurse practitioner and the community health clinical nurse specialist specialty by September 16, 2007. Although these are rather dramatic outcomes to a systematic review of the M.S.N. program they are consistent with the commitment to make data driven decisions.

Typhon Group’s NPST System was adopted in 2005 to use as a way of tracking clinical experiences for students enrolled in the nurse practitioner specialty options. This assessment system allows faculty and students to gather data regarding students’ clinical experiences. These data are used by students and faculty to track their clinical hours, types of patient categories and services being delivered. Faculty can work with students and preceptors to alter student experiences to maximize clinical learning contributions to course and program outcomes. Faculty

and program directors can also generate customized reports on cohorts of students that include patient demographics and clinical experiences descriptors t include diagnoses, procedure codes, medications, and clinical notes to help faculty determine course and program impact in relation to professional standards and guidelines. Typhon is also being used to assess course and faculty impact on students’ ability to meet course outcomes.

Additional examples of evaluation driven decisions for the B.S.N. and M.S.N. program can be found in the following tables, Table VII – 1 and Table VII- 2.

<b>Table VII-1: Examples of B.S.N. Data Driven Decisional Outcomes</b>			
<b>Issue</b>	<b>Evidence Considered</b>	<b>Approaches to Resolution</b>	<b>Outcome</b>
Need to thread evidence-based practice concepts throughout the B.S.N. curriculum	Expert consultants Feedback from clinical agencies through focus groups Review of latest versions of clinical texts Review of drafts of the “Essentials of Baccalaureate Education” revisions	Establishment of an EBP to look at what would be appropriate concepts and materials to cover  Establishment of a curriculum task force to consider the threading of EBP content	Threading of EBP concepts, content and experiences throughout the B.S.N. curriculum beginning fall 2007
Decrease in student participation in the completion of course and faculty evaluations when the format changed from paper and pencil to online	Evaluation of response rates indicated a drop in response rates of approximately 90% to approximately 25%.	Inclusion of a statement in B.S.N. course syllabi that state that course and faculty evaluations are used to improve programs  Inclusion of articles in the undergraduate student newsletter that speak to the process, the importance of student feedback, and brief facts taken from surveys in which undergraduates participate	Student participation increased from 25% in 2005 to -----
Faculty wish to maximize the use of all materials in the ATI package students purchase but are not clear as to the contribution non-proctored exams have on preparing students	ATI data suggests that a small number of students are using non-proctored exams to help prepare but there has been no consistency in use to determine a potential relationship to success	Two faculty having primary responsibility for coordinating that ATI testing that occurs throughout the curriculum submitted a research proposal to the IUPUI Program Evaluation Proposal	Waiting for grant funding decision

<b>Table VII-1: Examples of B.S.N. Data Driven Decisional Outcomes</b>			
<b>Issue</b>	<b>Evidence Considered</b>	<b>Approaches to Resolution</b>	<b>Outcome</b>
for the NCLEX	on NCLEX	Committee to examine the relationship between the use of non-proctored ATI exams and success on the NCLEX	

<b>Table VII-2: Examples of M.S.N. Data Driven Decisional Outcomes</b>			
<b>Issue</b>	<b>Evidence Considered</b>	<b>Approaches to Resolution</b>	<b>Outcome</b>
Thesis (R699) and Research Project (R590) differences were unclear to faculty and students	Comparison of course outcomes  Review of professional standards  Review of the literature on EBP	Review of evidence and identification of course expectancies for R699 and R590 by members of the Masters Advisory Committee (MAC)	Course outcomes changes were supported by the Graduate Curriculum Committee and outcomes were incorporated in these courses
Need to ensure that core courses accurately represented the essence of advanced nursing practice	Review of professional standards related to advanced practice, including the 2003 IOM Bridge to Quality document  Review of the literature related to advance practice in represented practice areas within the curriculum  Discussions with advance nurses and employers of M.S.N. graduates	Masters Advisory Committee (MAC) drafted the list of characteristics that should define the “essence of advanced nursing” for all majors in the M.S.N. program	The essence of advanced nursing document was accepted by the Graduate Curriculum Committee to be to be a guide for revising course objectives/outcomes
Need to examine duplication of course content in the adult, community and pediatric CNS tracks	Evaluation of course syllabi for these three major tracks  Examination of professional standards and certification criteria	Formulation of the CSN core curriculum group to examine the potential of creating a CNS core	Implementation of two M.S.N. core courses M554 and the capstone course M561
Need to closer monitor admissions, progression, and	Review of annual reports that documented issues	APG Graduate Committee proposed the creation of two	Graduate Curriculum Committee created two separate APG committees

<b>Table VII-2: Examples of M.S.N. Data Driven Decisional Outcomes</b>			
<b>Issue</b>	<b>Evidence Considered</b>	<b>Approaches to Resolution</b>	<b>Outcome</b>
graduation issues for masters students	that needed to be referred to the graduate APG committee	separate APG committees-PhD and M.S.N.	based on the workload and complexity of the issues being raised by or on behalf of students

22e. As noted in the sections above, the organizational structure for evaluation provides for accountability in ensuring that evaluation is integral to the operations of the school. Since the inception of the Office of Evaluation assessment processes, measurement tools, and distribution of evaluation information has been reviewed with many revisions made to address improvement for both the undergraduate and graduate programs. The associate dean for evaluation has the responsibility to monitor all aspects of evaluation and is charged with the responsibility to identify areas that need to be improved. To date improvements impacting evaluation included but are not limited to revision of the undergraduate and graduate alumni surveys, implementation of the EBI for graduate students, moving to an all online course and instructor evaluation format with centralization and coordination of this process with the IUPUI Testing Center, and the establishment of evaluation sub-committees at the B.S.N. and M.S.N. curriculum committee level to facilitate distribution and use of evaluation data.

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**Criterion 23. Student academic achievement by program type is evaluated by: graduation rates, licensure/certification pass rates, job placement rates; and program satisfaction.**

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***L.P.N. to A.S.N. Completion Program***

23a-d. The L.P.N. to A.S.N. completion program has served the needs of the seven county catchment area surrounding Indiana University Purdue University at Columbus campus for many years. The assessment of students' academic achievement is an integral part of the systematic evaluation for IUSON. Variables that are systematically tracked are depicted in the table below.

<b>Table VII-3:A.S.N. Program Required Outcomes (Process)</b>		
<b>Program Outcome Indices</b>	<b>Expected/Actual Levels of Achievement</b>	<b>Assessment Measures</b>
<b>Graduation Rates</b>	100% of LPN to A.S.N. students will graduate within one year of anticipated date	Monitoring of academic plan each semester Annual reporting of graduation rates

<b>Table VII-3:A.S.N. Program Required Outcomes (Process)</b>		
<b>Program Outcome Indices</b>	<b>Expected/Actual Levels of Achievement</b>	<b>Assessment Measures</b>
<b>Performance on NCLEX</b>	Graduates will perform at or above national pass rate	Annual summaries distributed by the Indiana State Board of Nursing
<b>Patterns and Rates of Employment</b>	90% job placement rate at the time of graduation. 100% of graduates will be employed in IUPUC catchment area in an RN position	Student reports of employer placements
<b>Program satisfaction</b>	95-100% agreement that program meet their professional goals	Focus groups held during capstone experiences

<b>Table VII-4: Class Attrition-Retention -A.S.N.</b>							
<b>Admitted</b>	<b>Enrolled</b>	<b>Graduated ≤ one year of projected graduation date)</b>	<b>Graduated &gt; one year of projected graduation date</b>	<b>Graduated another IU campus in nursing</b>	<b>Still enrolled in nursing program</b>	<b>Left nursing program in good standing</b>	<b>Failed out of nursing program</b>
Summer 05	30	100%	0%	0%	0%	0%	0%
Summer 06	29	93%	3.5%	0%	0%	0%	3.5%
Summer 07	32	n/a	n/a	n/a	96.8%	3.2%	0%

<b>Table VII-5: NCLEX-RN Pass Rate -A.S.N.</b>			
<b>Year</b>	<b>IU NCLEX-RN Pass Rate</b>	<b>National NCLEX-RN Pass Rate</b>	<b>School Benchmark</b>
2004	88.30%	85.3%	At or above national pass rate
2005	90.41%	87.5%	
2006	80.77%	88.0%	

<b>Table VII-6: Job Placement Rate-A.S.N.</b>		
<b>Year</b>	<b>% Placement</b>	<b>School Benchmark</b>
2004-2005	98% (54 of 55)	90%
2005-2006	100% (29 of 29)	
2006-2007	98% (26 of 27)	

23e-f. The LPN to A.S.N. program continues its history of meeting expected benchmarks which we believe reflect the quality of programming. Program evaluation and learning

assessment of the L.P.N. to A.S. N. mobility program and its graduates is being kept to minimum evaluative factors as this program is in the final process of suspending admissions with the next (last) admitting class of May 2008. This decision has been made based on the following evidence. The state of Indiana has mandated that associate degree education will be the responsibility of the Indiana State community college system. As Ivy Tech State College is adjacent to the IUPUC campus and is meeting the need of the community for associate degree prepared nurses, this program is a duplication of effort and a drain on scarce academic and health care resources found in this community. The community has recognized the need for an increase in the numbers of baccalaureate prepared nurses in the workforce. Two of the largest employers of professional nurses in the health care community surrounding Columbus have magnet status and are committed to raising the percentage of baccalaureate and masters prepared nurses in their workforce. Consistent with Indiana University School of Nursing's mission of meeting the workforce needs of this state, the faculty and administration have forged partnerships with the nursing leadership of this area directed at offering educational bridging opportunities.

### ***B.S.N. Program***

23a-d. Evaluation data are critical in any B.S.N. curriculum revision. Faculty use evaluation data to inform decisions related to individual courses, student learning, instructional methods, and student assessment. Not only has information generated from alumni surveys and surveys of current students precipitated changes in the curriculum, but changes in admission criteria have also been made based on evaluative feedback. As noted earlier in this section faculty have revised the B.S.N. program outcomes and added an interview to the requirements for admission to the B.S.N. program beginning with the fall 2007 admits. Formative evaluation of the addition to the admission process indicates that these admits are more motivated about their learning to date. Faculty are in process of identifying more formal evaluation of this change.

Faculty teaching in the B.S.N. program meet annually to evaluate the curricular implementation process in the spirit of continuous quality improvement. Teaching teams summarize their impressions of course implementation, including their perceptions of student abilities to meet course competencies, congruency of expected levels of student preparation entering specific courses and program levels, impact of student learning experiences on student learning and preparedness, and student performance on the ATI tests as well as course grade profiles.

Outcome variables are tracked using a variety of measures. These measures include capstone evaluations, EBI exit surveys, ATI Nurse Enhancement test, and performance on NCLEX exam. The following table summarizes recent data.

<b>Program Outcome Indices</b>	<b>Expected/Actual Levels of Achievement</b>	<b>Assessment Measures</b>
<b>Graduation Rates</b>	90% of each entering cohort will graduate on time or within one year of anticipated date	Monitoring of academic plan to progress and enrollment patterns Annual reporting of graduation rates Attrition rates
<b>Performance on NCLEX</b>	Graduates will perform at or above national pass rate	Annual summaries distributed by the Indiana State Board of Nursing
<b>Patterns and Rates of Employment</b>	90% job placement rate at the time of graduation. 90% of graduates will be employed in the state of Indiana	EBI Exit survey  B.S.N. Alumni survey (asked for the first time fall 07)
<b>Program satisfaction</b>	Responses $\geq$ than select universities and Carnegie class comparisons	EBI Exit survey

<b>Admitted</b>	<b>Enrolled</b>	<b>Graduated <math>\leq</math> one year of projected graduation date)</b>	<b>Graduated <math>&gt;</math> one year of projected graduation date</b>	<b>Graduated another IU campus in nursing</b>	<b>Still enrolled in nursing program</b>	<b>Left nursing program in good standing</b>	<b>Failed out of nursing program</b>
Fall 02	156	87.18%	.6%	0%	.6%	7.7%	3.8%
Spring 03	98	81.63%	1%	1%	0%	5.1%	11.22%
Fall 03	148	89.19%	.068%	.068%	1.35%	5.4%	2.7%
Spring 04	97	76.29%	N/A	0%	6.19%	9.28%	8.25%
Fall 04	146	85.62%	N/A	0%	7.53%	5.5%	.68%
Spring 05	101	27.72%	N/A	0%	69.31%	2.97%	0%



<b>Admitted</b>	<b>Enrolled Fall 07</b>	<b>Left nursing program in good standing</b>	<b>Failed out of nursing program</b>	<b>Enrolled at another IU Campus in Nursing</b>
Fall 05	98.65 %	0%	2.1%	0%
Spring 06	96.2%	.96%	1.92%	.96%
Fall 06	97.3%	2.7%	0%	0%
Spring 07	93.81	3.1%%	1.0	0%

<b>Admitted</b>	<b>Enrolled</b>	<b>Graduated ≤ one year of projected graduation date)</b>	<b>Graduated &gt; one year of projected graduation date</b>	<b>Graduated another IU campus in nursing</b>	<b>Still enrolled in nursing program</b>	<b>Left nursing program in good standing</b>	<b>Failed out of nursing program</b>
Summer 04	30	93.33%	3.33%				3.33%
Summer 05	22	100%					

<b>Admitted</b>	<b>Enrolled Fall 07</b>	<b>Left nursing program in good standing</b>	<b>Failed out of nursing program</b>	<b>Enrolled at another IU Campus in Nursing</b>
Summer 06	93.33%	6.66%		
Spring 07	100%			
Summer 07	100%			

<b>Year</b>	<b>IU NCLEX-RN Pass Rate</b>	<b>National NCLEX-RN Pass Rate</b>	<b>School Benchmark</b>
2004	85.71%	84.8%	At or above national pass rate
2005	92.97%	86.7%	
2006	96.28%	88.3%	

<b>Year</b>	<b>% Responded to Survey</b>	<b>% Placement</b>	<b>School Benchmark</b>
2004-2005	94% (187 of 200)	98% (183 of 186)	90%
2005-2006	83% (165 of 200)	100% (165 of 165)	
2006-2007	96% (176 of 183)	96% (169 of 176)	

<b>Table VII-14: Program Satisfaction and Recommend to Friend EBI Exit Survey -B.S.N.</b>						
<b>Year</b>	<b>Program Satisfaction Overall Mean EBI Exit Survey</b>	<b>School Benchmark ≥ select universities</b>	<b>School Benchmark ≥ Carnegie class comparison</b>	<b>Recommend Overall Mean EBI Exit Survey</b>	<b>School Benchmark ≥ select universities</b>	<b>School Benchmark ≥ Carnegie class comparison</b>
2004-2005	4.51	4.75	4.47	4.51	4.72	4.49
2005-2006	3.95	4.82	4.74	3.88	4.95	4.85
2006-2007	4.34	4.66	4.89	4.34	4.62	4.88

23e-g. As part of the program evaluation process student attainment of B.S.N. program outcomes are also assessed annually. The results of this assessment are filed with the IUPUI Program Review Office. As the IUPUI Principles of Undergraduate Learning are aligned with the B.S.N. Program Outcomes this report is designed to be used internally by faculty and administrators for program improvement and externally by the IUPUI Program Review Office in partial fulfillment of North Central Accreditation and internal program evaluation expectations for documentation of learning. The report for 2005-2006 can be found in [Appendix M](#). These reports are widely distributed at the undergraduate curriculum committee and available to faculty and administrators for review at any time from the undergraduate curriculum committee designated website. The data generated from this evaluation process is triangulated from the multiple data sources used. Triangulation is critical in both being able to validate findings but to follow trends across data sets over time to inform curricular decisions within and across courses.

### ***M.S.N. Program***

23a-d. As noted earlier the M.S.N. program options have or are in the process of undergoing major revisions. As of fall 2007 the nurse educator option has been added to the M.S.N. program while admission to three other specialty options has been suspended. In addition to these significant curricular reconfiguration efforts the M.S.N. program outcomes have been modified to reflect changes in professional standards and guidelines used by individual specialty options.

At three-year intervals, M.S.N. core courses and specialty course are evaluated by the Graduate Curriculum Committee (see [Exhibit 27](#) for Graduate Curriculum Committee minutes). The result of the last review resulted in requiring students to have a statistics course as an admission requirement; change in the course composition for the graduate core; and choice of students completing a thesis or a evidence-based project as part of the curriculum requirement. All

changes impacted the curriculum design and credit hour distribution. All changes have gone through acceptance at the school and university prior to implementation.

Evaluation of student learning has undergone recent changes. The “in-house” exit survey was replaced with the EBI Graduate Exit Survey and used with the spring 2007 graduates. A committee comprising faculty, the associate dean for graduate programs, and the associate dean for evaluation compared the two survey tools for their ability to collect relevant information; cost of distribution, collection, and analysis; potential impact on student response and proposed the adoption of the EBI which was supported by the graduate faculty. The response rate doubled with this change in tools. The initial data were presented to the members of the Graduate Curriculum Committee in October of 2007. There was a request from the membership for additional analysis. The Graduate Curriculum Committee referred further discussion of analysis and the continued use of this assessment instrument to the newly formed Evaluation Sub-Committee.

Program outcomes and required NLNAC quality indicators are also measured through the use of the graduate alumni survey. The response rate of the B.S.N. and M.S.N. alumni surveys have been problematic and identified as an issue that needed to be addressed prior to our 2008 effort to survey our alumni. The associate dean for evaluation met with the director of institutional management and institutional research (IMIR) to discuss the issue of response rates and potential approaches to improving these rates across alumni populations. The outgrowth of these discussions led to our redesigning and reformatting the SON B.S.N. and M.S.N. surveys. Each school including nursing has the ability to use university resources in facilitating the evaluation of our graduates. This “partnership” provided us with expert input and facilitated the changes in formatting we are currently employing. It is anticipated that these steps will increase the response rate from our B.S.N. and M.S.N. graduates.

It was noted in the consultation with IMIR experts that both the university and the school M.S.N. alumni survey had grown in the number of items and it was assumed this precipitated the drop in the response rate to below 20% which is unacceptable to the SON. It seemed that our M.S.N. graduates would be more likely to value a survey that comes directly from the SON with items dealing directly with their program. Given this assumption, the associate dean for graduate programs and the associate dean for evaluation reviewed the survey items making modifications in existing items that would be relevant to program integrity and program improvement and be of value to faculty research and grant writing efforts. The newly revised survey will be distributed

by the SON using an independent online survey mechanism in an attempt to increase the response rate early in spring of 2008.

Information related to M.S.N. program outcomes and quality indicators are listed in tables below:

<b>Table VII-15: Required Outcomes Summary for M.S.N. Program</b>		
<b>Program Outcome Indices</b>	<b>Expected/Actual Levels of Achievements</b>	<b>Assessment Measures</b>
<b>Graduation Rates</b>	90% of students fully admitted to program will graduate in five years	Monitoring of academic plans and progress Annual reporting of graduation rates Annual reporting of attrition
<b>Performance on Certification Examinations</b>	Those taking certification examinations will achieve at or above the published annual national pass rate	Annual department reports EBI exit surveys
<b>Job Placement Rates</b>	50% of masters students will have secured advanced nursing practice positions 50% of those positions will be in Indiana health care facilities	EBI Exit surveys
<b>Program Satisfaction</b>	100% of self reports will indicate satisfaction with program effectiveness in preparing graduate to assume an advanced practice role	EBI survey

<b>Table VII-16:Enrollments and Graduation Figures*-M.S.N. (2005-2007)</b>			
<b>Year</b>	<b>Enrolled Full-time</b>	<b>Enrolled Part-Time</b>	<b>Graduates</b>
2005	107 (24% of total)	340 (76% of total)	94
2006	60 (15% of total)	351 (85% of total)	120
2007	54 (13% of total)	358 (87% of total)	80 (does not count fall 07 graduates)

\*When IUPUI changed its data systems program codes were changed making it impossible to track students from entry into program to graduation. However the APG committee rarely has had to extend students' "clock" which means that the majority of students are completing all program requirements in the allot five years. With the establishment of new codes the SON will be able to track students more efficiently beginning with fall 2007

<b>Year</b>	<b>Exit Survey</b>	<b>School Benchmark</b>
Spring 2005	96% (no breakdown available)	At or above national pass rate
Spring 2006	72% (28 of 39) gained certification in area of advanced nursing practice 24 % (9 of 39) indicated intent to take certification examination	
2007	92%	

<b>Year</b>	<b>% Responded to Exit Survey</b>	<b>% Placement</b>	<b>School Benchmark</b>
Spring 2006	50% (39 of 78)	64.1% (25/39) employed in advanced practice role	90% of employment in area of nursing study
Spring 2007	70.6% (60 of 85)	91% (55 of 60) employed in advanced practice role 5% (3 of 60) employment in nursing education	

\* All graduates are employed in nursing roles and data above indicates those moving into advanced practice nursing roles at the time of graduation. The IUPUI data system changed all program coding for nursing graduate students which makes it impossible to accurately report data prior to 2006.

<b>Satisfaction Factor s</b>	<b>2006 SON Survey</b>	<b>Level of Satisfaction</b>	<b>2007 EBI Survey</b>	<b>Level of Satisfaction</b>
Quality of Nursing Instruction	N=39	82% very to satisfied	N=59	85% very to satisfied
Work and Class Size	N=39	85% very to satisfied	N=59	85% very to satisfied
Course Lecture and Interaction	N=39	85% very to satisfied	N=60	90% very to satisfied
Facilities and Administration	N=38	76% very to satisfied	na*	na
Final clinical practicum	N=39	82% very to satisfied	N=51	86% very to satisfied
Quality/effectiveness of preceptors	N=39	72% very to satisfied	N=54	93% very to satisfied
Academic advising	N=39	80% very to satisfied	N=57	84% very to satisfied
Faculty as role model	N=39	85% very to satisfied	N=59	85% very to satisfied
Course sequencing	N=39	82% very to satisfied	N=60	80% very to satisfied

\* There is no comparable question on the EBI for this satisfaction factor.

It should be noted that the M.S.N. satisfaction represents an aggregate of responses; satisfaction with the various major tracks does vary from the overall program satisfaction. Faculty and administration are committed to generating evaluation data that will support program decisions as well as research activities including but not limited to grant writing and development of evaluation data bases for research efforts. Further evidence of evaluation efforts can be found onsite as Exhibit 44.

23e-g. There have been number of changes made to measurement tools and processes these last two years to enhance the collection, analysis, trending, and utility of information being collected. Emphasis has been placed on not only having the ability to collect and trend data within each major track but to also increase our ability to aggregate and trend data at the degree program level. This is clearly evident in the reprioritization effort for the masters program. Given the number of major tracks within the masters program the advent of an office for evaluation has provided administrators and faculty with the ability to focus not only on the majors as has been the primary approach in the past but the opportunity to aggregate data at the program level of decision making.

#### **Strengths of Educational Effectiveness Area**

1. The SON has committed resources to systematic evaluation efforts for the school that include faculty, administrators, students, and staff
2. Evaluation is part of the structure of the SON making it not only visible but valued
3. Evaluation is well integrated into the mission and goals of the SON

#### **Areas for Improvement in the area of Educational Effectiveness**

1. Continue to refine the questions needing to be asked related to educational effectiveness
2. Continue to modify data collection, analyses processes, and dissemination of results to appropriate stakeholders in a timely fashion
3. Continue to find ways of increasing response rates to improve usefulness of information

#### **Future Plans**

1. Work with members of the evaluation sub-committee in refining tools, analyzing and presenting data in the most meaningful way for maximum use
2. Develop evaluation data bases that can be used by faculty and students to foster educational research
3. Disseminate through publication evaluation efforts being undertaken along with lessons learned

**CORE SCHOOL OF NURSING  
PROGRAMS ASSESSMENT/EVALUATION PLAN**

Program Quality	<p style="text-align: right;">Expected Outcomes</p> <p>Congruency with University            Program goals should incorporate identified professional standards            Mission and program outcomes have identified input from community of interest            Documented involvement of faculty and students in the decision process at the program, school, and university level</p>
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Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
	Start	Complete								
A. Relationship of School of Nursing's Mission and Program Outcomes to IUPUI Mission	Biannual (even years) Sept	Biannual (even years) Dec	CCNF Executive Committee	IUPUI Mission and Goal Statement SON Mission and Goals CORE Strategic Plan Dean's CORE State of the Union Address	Dean's Office Executive Associate Dean's Office	Comparative review	Expert analysis			CCNF Executive Committee CCNF Faculty Dean's Council
B. School of Nursing's Mission and Program Outcomes are Consistent with Current Professional Standards Related to Education and Practice Consistent with Type of Program	Biannual (even years) Sept	Biannual (even years) Dec	CCNF A.S.N. Curriculum Committee CCNF B.S.N. Curriculum Committee CCNF Graduate Curriculum Committee	Program Outcomes and Related Competencies Identified Professional Standards Relevant to Program and/or Major State Board of Nursing Standards	Offices of Associate Deans for Academic Programs	Comparative review	Expert analysis			CCNF Executive Committee CCNF Faculty Dean's Council
C. Existence of School of Nursing's Mission and Program Outcomes in Current School of Nursing Official Publications and	Yearly Jan	Yearly July	Offices of Associate Deans for Academic Programs	IUPUI Bulletin IU Bloomington Bulletin IUPUC Bulletin Student Handbooks – Graduate/Undergraduate SON WEB Site	Office of Educational Services	Comparative review	Expert analysis			AOG (Academic Officers Group) Dean's Council

Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
Documents										
D. Explicit Role for Faculty and Students at University (UCNF Bylaws and standing committees and IU, IUPUI Bylaws) and School Level in Governance in Shaping Decisions Related to the Program	Biannual (even years) Sept	Biannual (even years) Dec	CCNF Executive Committee Assistant Dean for Student Affairs Faculty	CCNF By-Laws Minutes of CCNF Standing Committees Minutes of President's Council IUPUI By-Laws IUPUI Faculty Handbook Minutes of IUPUI Student Council Minutes of Deans Council	Dean's Office Office of Assistant Dean for Student Affairs Office of IUPUI Dean of Students	Comparative review	Expert analysis			CCNF Executive Committee Assistant Dean for Student Affairs Faculty

Institutional Commitment and Resources	Expected Outcomes
	<p>Institutional resources exist in quantity and quality to support the mission and goals of the SON</p> <p>Institutional resources exist in quality and quantity to support undergraduate and graduate program goals</p> <p>The faculty exist in quality and quantity to support the mission and strategic goals of the SON</p> <p>Faculty exist in quality and quantity to facilitate the RPT expectations as determined by the University and the SON</p>

Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
	Start	Complete								
A. IUPUI and SON support sufficient resources in maintaining an environment that facilitates Teaching Scholarship	Biannual (odd yrs) April	June	Promotion and Tenure Committee Budgetary Affairs Committee Faculty Faculty Affairs	Tenure expectations Annual budget materials Economic modeling data	Dean's Office Assistant Dean for Management	Faculty survey by department chairs IUPUI faculty survey IUPUI staff	Dean CCNF Executive Committee BAC			Dean BAC CCNF Executive Committee CCNF Faculty Affairs



Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
Service Practice at a standard consistent with faculty productivity expectations			Committee Dean Department Chairs			survey				
B. Demonstration of continual upgrading of resources required to meet mission, strategic plan, and program outcomes.	Annual – July	Annual – Sept	Dean Assistant Dean for Resource Management	IUSON Budget Materials Economic modeling data	Assistant Dean for Resource Management Office	Annual report IUPUI faculty survey Annual IUPUI assessment of school resources, goals and implementation activities	Dean Asst Dean - Mgt			BAC Dean CCNF Executive Committee EAG
C. Dean and administrative staff demonstrate knowledge and skills to facilitate the attainment of mission, strategic plan outcomes, and program outcomes.	Annual – Dec	Annual – Feb	Vice Chancellor – IUPUI CCNF Executive Committee Executive Associate Dean	CVs Annual Report 5 year evaluations Merit evaluation	Dean’s Office Executive Associate Dean’s Office	Administrato r evaluations of 5 yrs and annually	Dean UCNF Executive Committee			Vice Chancellor Dean CCNF Executive Committee Executive Associate Dean
D. Qualifications, quantity, diversity, expertise, and assignment of faculty are appropriate to meet	Annual – Dec	Annual – Feb	Dean CCNF Faculty Affairs Committee Executive Associate Dean	Faculty CVs Faculty Annual Reports	Dean’s Office Office of Human Resources	Annual reviews	Dean Executive Associate Dean			Dean CCNF Executive Committee

Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
SON mission, strategic plan, and program outcomes.			Department Chairs							
E. Documents and publications accurately reflect available resources	Annual-April	Annual – August	Dean Associate Deans Director of Recruitment Faculty	IUSON Annual Report Bulletin, recruitment materials, IUPUI and IUB Bulletin, graduate and undergraduate student handbooks, WEB information	Dean’s Office Associate Deans Office (CAA)	Comparative Review	Expert Analysis			CAA Leadership Public Faculty Community AOG Deans Council

Curriculum and Teaching-Learning Practices	<p><b>Expected Outcomes:</b>  The curriculum embodies clear statements of expected results derived from the SON mission, strategic plan, and program outcomes.  There exists congruence between teaching and learning experiences and program outcomes for all academic programs.  The environment fosters student achievement based on teaching, learning, and evaluation methods.</p>
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Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
	Start	Complete								
A. Program outcomes and competencies are explicitly stated and broadly circulated.	Review of 3 yrs Sept	April	Associate Deans Academic Programs Faculty UCNF UG Curriculum Committee CCNF Curriculum Committee (A.S.N., B.S.N. & Grad)	IUPUI Bulletin CORE UG Student Handbook Graduate Student Handbook Course syllabi UG/Grad Program Outcomes and Expectations	Associate Dean’s Office (UG and Grad)	Comparative Review	Expert Analysis Interrater reliability			Dean CCNF Executive Committee AOG UCNF Executive Committee Faculty

Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
B. Baccalaureate curriculum is built on a strong liberal arts/science foundation and reflects the IUPUI Principles of General Education and/or IUB's General Education Core	Review of 3 yrs Sept	April	Associate Dean for UG Programs UCNF B.S.N. Curriculum CCNF B.S.N. Curriculum	IUPUI Bulletin IU Bloomington Bulletin CORE UG Student Handbook UG Curriculum plan Campus GE requirement Electronic Portfolios IUPUI PUL's	Associate Dean's Office (UG)	Comparative Review/critical analysis IUPUI annual assessment report NSSE-IUPUI-Bi-annual IUPUI-SON Alumni surveys	Expert Analysis Interrater reliability			Dean CCNF Executive Committee UCNF Executive Committee Faculty UCNF & CCNF B.S.N. Curriculum
C. Masters curriculum outcomes build on the B.S.N. program outcome and competencies and clearly articulates the knowledge and skills needed to assume advanced nursing roles.	Review of 3 yrs Sept	Dec	Associate Dean for Graduate Programs CCNF Graduate Committee Faculty	IUPUI Bulletin Graduate Student Handbook Course syllabi Graduate Curriculum Committee Minutes SON alumni surveys	Associate Dean's Office (Grad)	Comparative Review/critical analysis	Expert Analysis Interrater reliability			Dean CCNF Executive Committee Faculty
D. Teaching and learning strategies for traditional and web based courses are consistent with fostering program outcomes and competencies, adopted professional standards of	Annual Review April	May	Faculty Associate Deans	Course syllabi IUPUI Bulletin UG/Grad Student Handbook Student Evaluation of course and faculty IUPUI Graduate Surveys UG Exit Surveys + 1-5 year after graduation Course evaluations	Associate Deans' Office	Critical Analysis	Expert Analysis Interrater reliability			IUPUI Annual Report Faculty

Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
practice and guidelines for A.S.N., B.S.N. and M.S.N. programs.				BEST evaluation of web courses						
E. Teaching and learning strategies encourage active participation from community representatives.	Annual review  April	June	Clinical Advisory Board School of Nursing Advisory Board Assistant Dean Community Affairs Chair, Capstone Committee	Minutes from Clinical Advisory Board Minutes from School of Nursing Advisory Board Semester Clinical Site requests Capstone Coordinating Committee Minutes	Dean's Office Assistant Dean Community Affairs' Office Chair's Office	Critical Review Preceptor evaluations	Expert analysis			CCNF Council of Faculty Academic Deans Dean
F. The baccalaureate curriculum is sequential and logically organized as noted by: curriculum design leveling of program competencies leveling of student expectations The master's curriculum is sequential and logically organized as noted by: curriculum design leveling of program competencies leveling of student	Review of 3 yrs  Sept	April	Faculty Program Deans B.S.N. and Grad Curriculum Committees	Course Syllabi Program Outcomes/Competencies Document Curricular Matrix for Program Outcomes/Competencies Course Evaluations Graduate and alumni evaluations Employee evaluations	Associate Dean's (UG) Office Faculty's Office	Critical Analysis Course evaluations in class and on WEB Graduate and alumni surveys Curriculum review annually by curriculum committee	Interrater reliability triangulation of data			CCNF B.S.N. Curriculum Students Annual reports to alumni Faculty Grad Curriculum

Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
expectations										
G. Undergraduate academic policies are: fairly implemented published systematically reviewed and revised as necessary Graduate academic policies are: fairly implemented published systematically reviewed and revised as necessary	Annual  May	June	CCNF Student Affairs Graduate Student Affairs Director, Diversity/Enrichment Faculty	UCNF/CCNF Policy Manual Minutes of CCNF Student Affairs/UCNF Student Affairs/Graduate Student Affairs Diversity Statement Annual Report	Dean's Office	Critical Analysis	Expert Analysis and review			Dean Academic Deans Faculty
H. Academic policies for undergraduate and graduate students reflect: IUPUI policies Graduate school policies Student needs and diversity Mission and strategic plan	Annual  May	June	Director, Diversity/Enrichment Board of Trustees Dean School of Nursing President IU Academic Deans Minutes of UG/Grad Student Affairs Committee	Diversity Statement IUPUI/IUB Code of Student Rights, Responsibilities and Conduct Board of Trustees' Minutes University Faculty Minutes University/School's Mission and Strategic Plan Annual reports	Director, Diversity/Enrichment's Office Dean of Faculty Affair's Office Dean's Office President's Office	Critical Analysis Expert review	Expert Analysis Consensus			CCNF Leadership Faculty Academic Deans Graduate curriculum and student affairs committee

Student performance and faculty accomplishments	<p><b>Expected Outcomes:</b>  Students are meeting or exceeding all program outcomes at the time of graduation.  Alumni show satisfaction with the program with positive survey results.  Faculty accomplishments reflect Academic and Professional standards and are consistent with the mission of the SON.  The program maintains its effectiveness by timely review and evaluation; reflected in accuracy of the SON, IUPUI publications, website and advertising/marketing materials.  <i>(Also has documentation and review:  Quality improvement is reflected in the documentation and review of student satisfaction surveys and appeals process.  Data gathered from alumni satisfaction surveys demonstrate impressive graduation rates, NCLEX scores, job placement rates.</i></p>
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Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
	Start	Complete								
A. Graduates from undergraduate programs demonstrate ability to meet program outcomes	Annual Dec	June	UG Associate Dean	Performance on RN-Comprehensive NCLEX Performance Capstone evaluation ATI Critical Thinking IUPUI-IUSON UG Graduate Surveys Employment and professional contributions	CAA	Compare performance with established benchmarks	Expert Analysis			Faculty CCNF Leadership Academic Deans B.S.N. & A.S.N. Curriculum Committee
B. Graduates from graduate programs ability to meet program outcomes			Grad Associate Dean		CAA	Compare performance with established benchmarks	Expert Analysis			Faculty CCNF Leadership Academic Deans Graduate Curriculum Committee

Key Assessment Components	Time		Responsible	Documents to be Examined	Document Home	Assessment Methods	Reliability, Validity, Trustworthiness of Sources	Key Findings	Action Taken	Report Distribution
C. Student and Alumni satisfaction (UG and Grad)	Annual May	Sept	Academic Deans	Alumni surveys (IUPUI and SON)	CAA	Compare with established benchmarks				Faculty Students CCNF Leadership Academic Deans
D. Faculty accomplishments consistent with IUSON goals and strategic plan	Annual Jan	May	Department Chairs Dean/ Executive Associate Dean	Annual reports Annual evaluations Annual goals C.V.	Departments	Critical analysis	Expert analysis			Dean CCNF Executive Committee Department Chairs

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