Indiana University School of Nursing

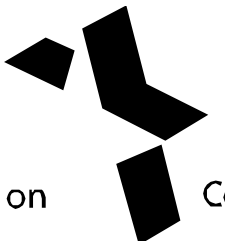
Core School
Bloomington
Columbus
Indianapolis

Self-Study Report

Submitted to the

Commission on Collegiate Nursing Education

February 2010



PROGRAM INFORMATION FORM

Commission on Collegiate Nursing Education

One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120

GENERAL INFORMATION

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

Type of Institution **(check one):** ☒public ☐private, secular ☐private, religious ☐proprietary

Institution's Carnegie Classification: RU/H: Research Universities (high research activity)

Chief Executive Officer of Institution (Full Name and Title): Charles R. Bantz, PhD; Chancellor - IUPUI and Executive Vice President - Indiana University

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

Chief Nurse Administrator (Full Name and Title): Marion E. Broome, PhD, RN, FAAN; Distinguished Professor and Dean

Address: 1111 Middle Drive

City: Indianapolis State: IN Zip Code: 46202-5243

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E-mail address: mbroome@iupui.edu

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

☒ **Check here** to verify that the Chief Nurse Administrator, identified above, has approved this completed form and confirms its contents as of 12-16-09. (date)

ACCREDITATION AND APPROVAL

Institutional Accreditation:

INSTITUTIONAL ACCREDITOR *(identify agency name)*	**LAST REVIEW** *(year)*	**NEXT SCHEDULED REVIEW** (*year)*
North Central Association of Colleges and Schools	2003	2013

Specialized Accreditation:

SPECIALIZED ACCREDITOR	**LAST REVIEW** *(year)*	**NEXT SCHEDULED REVIEW** (*year)*
Council on Accreditation of Nurse Anesthesia Educational Programs	N/A	N/A
Accreditation Commission for Midwifery Education	N/A	N/A
Commission on Collegiate Nursing Education	Baccalaureate in Nursing 3/2000 Master's in Nursing 3/2000 Doctor of Nursing Practice N/A	Baccalaureate in Nursing 2010 Master's in Nursing 2010 Doctor of Nursing Practice N/A
National Association for Nurse Practitioners in Reproductive Health	N/A	N/A
National League for Nursing Accrediting Commission	Baccalaureate in Nursing 2/2008 Master's in Nursing 2/2008	Baccalaureate in Nursing 2016 Master's in Nursing 2016

State Board of Nursing Approval:

Name of applicable state board of nursing: Indiana State Board of Nursing

NURSING PROGRAM APPROVED	**LAST REVIEW** *(year)*	**NEXT SCHEDULED REVIEW** *(year)*
Baccalaureate program	1995	To be determined
Master's program	N/A	N/A
Doctor of Nursing Practice program	N/A	N/A

Add any relevant comments regarding accreditation and approval:

____

NURSING PROGRAM INFORMATION

Degree Programs Offered, Student Data:
Identify all baccalaureate and master's degree tracks offered by the nursing unit. For each track, list current enrollment data, as well graduation data for the previous academic year. For the baccalaureate program, include only nursing students (not pre-nursing students).

NURSING PROGRAM	NUMBER OF STUDENTS ENROLLED	NUMBER OF GRADUATES
Baccalaureate Program *(Identify all tracks)*	As of October 15, 2009	08-01-08 --- 07-31-09
Generic	733	248
RN	152	51
Second Career (Fast Track)	180	84
Other *(specify)*		
Totals:	1,065	383
Master's Program *(Identify all tracks offered)*	As of October 15, 2009	08-01-08 --- 07-31-09
Acute Care Nurse Practitioner	19	13
Adult Health Clinical Nurse Specialist	42	15
Adult Nurse Practitioner	49	15
Adult Psychiatric Mental Health CNS*	6	2
Advance Practice Psych Mental Hlth Nsg	12	0
Child Psychiatric Mental Health CNS*	6	1
Community Health CNS*	10	5
Family Nurse Practitioner	65	14
Graduate Certificate - Nursing Education	1	0
Neonatal Nurse Practitioner*	18	7
Nursing Administration	31	15
Nursing Education	28	7
Pediatric CNS*	4	2
Pediatric Nurse Practitioner	26	16
RN-MSN	11	0
Undecided MSN	31	0
Women's Health CNS*	8	10
Totals:	367	122
Doctor of Nursing Practice Program *(Identify all tracks offered and indicate post-baccalaureate or post-master's)*		
Totals:		

*Admission to program suspended

Identify any post-master's certificate programs offered by the nursing unit:

All our MSN programs have post-master's certificates available. Additionally, we offer two graduate certificate programs, one in Nursing Education and one in Nursing Informatics.

Identify any doctoral degree programs (other than the Doctor of Nursing Practice program) offered by the nursing unit:

PhD in Nursing Science

Identify any joint degree programs in nursing offered with any other unit at the institution (e.g., MSN/MPH with the School of Public Health):

We previously had two joint degree programs: Nursing Administration/Health Services (with SPEA) and Nursing Administration/Philanthropy. Admission to our joint degree programs is suspended for the time being.

NCLEX-RN® Pass Rates for the Last Three Years (Academic or Calendar):

Year	# Students Taking NCLEX-RN® for 1st Time	NCLEX-RN® Pass Rate for 1st Time Test Takers	NCLEX-RN® Pass Rate for <u>All</u> Test Takers
2009	274	252	91.97%
2008	239	225	94.10%
2007	220	212	96.24%

2009 data current as of September 30, 2009

Certification Pass Rates for the Last Three Years (Academic or Calendar):

American Nurses Credentialing Center (ANCC)				
Year	# Taken	# Passed	%	Exam Title
2007	10	8	80%	Adult Nurse Practitioner
	4	4	100%	Family Nurse Practitioner
	8	7	88%	Acute Care Nurse Practitioner
2008	9	9	100%	Adult Nurse Practitioner
	4	3	75%	Family Nurse Practitioner
American Academy of Nurse Practitioners (AANP)				
Year	# Taken	# Passed	%	Exam Title
2008	8	7	88%	Adult Nurse Practitioner Exam
	11	10	91%	Family Nurse Practitioner Exam
National Certification Corporation (NCC)				
Year	# Taken	# Passed	%	Exam Title
2007	7	5	71%	Neonatal Nurse Practitioner Exam
2008	5	5	100%	Neonatal Nurse Practitioner Exam
Pediatric Nursing Certification Board (PNCB)				
Year	# Taken	# Passed	%	Exam Title
2007	24	21	88%	Pediatric Nurse Practitioner Exam, Primary Care
2008	16	16	100%	Pediatric Nurse Practitioner Exam, Primary Care

Nursing Program Faculty:

CCNE recognizes that faculty members may teach across program levels. Nonetheless, the institution must estimate the faculty full-time-equivalent by program level.

Identify the number (headcount) of faculty currently devoted to the nursing unit:

# FULL-TIME	# PART-TIME	TOTAL # FACULTY
106	85	191

Identify the faculty full-time-equivalent (FTE) currently devoted to the baccalaureate degree program:

FULL-TIME FTE	PART-TIME FTE	TOTAL FACULTY FTE
44.45	15.11	59.56

Identify the faculty full-time-equivalent (FTE) currently devoted to the master's degree program:

FULL-TIME FTE	PART-TIME FTE	TOTAL FACULTY FTE
16.33	2.74	19.07

Identify the faculty full-time-equivalent (FTE) currently devoted to the Doctor of Nursing Practice program:

FULL-TIME FTE	PART-TIME FTE	TOTAL FACULTY FTE
0.00	0.00	0.00

Additional Campuses/Sites:

Identify any additional campuses/sites where the nursing degree program is offered, the distance from the main campus, and the average number of nursing students currently enrolled at each location.

Indiana University School of Nursing is a core school located on 3 campuses: Bloomington, Columbus, and Indianapolis.

CAMPUS/SITE *(City, State)*	DISTANCE FROM MAIN CAMPUS *(in miles)*	# STUDENTS ENROLLED
Bloomington, IN	54	175*
Columbus, IN	45	87*

*These 262 students are included in the total # (1,065) of students from page 3.

Distance Education:

Does your nursing unit currently offer curricula (or any part thereof) via distance education (i.e., alternative modalities, including distance-mediated modalities, other than traditional classroom style)?

Baccalaureate program (check one): ☒ yes ☐ no ☐ not applicable

- Please provide a brief (one paragraph) description of the distance learning offerings at the baccalaureate level:

  Nursing courses in the baccalaureate program for RN-BSN students are distance accessible via online course delivery. BSN courses for traditional and accelerated students are primarily delivered in the traditional classroom setting, with selected course sections being offered online. However, this traditional instructional approach is complemented by the use of web-enhanced modalities. Examples of this include "virtual" asynchronous and synchronous interaction between faculty and students for threaded discussion forums, document exchange, e-mail, chat rooms, wikis, and podcasts.

Master's program (check one): ☒ yes ☐ no ☐ not applicable

- Please provide a brief (one paragraph) description of the distance learning offerings at the master's level:

  Electronic distance learning methodologies are well established in the IUSON. The Nursing Education, Psych/Mental Health Clinical Nurse Specialist, and Adult Health Clinical Nurse Specialist tracks are currently distance accessible with online and hybrid course delivery as are the MSN core courses (N502, Nursing Theory I; N504, Leadership for Avanced Practice Nursing; and R500, Nursing Research). All other MSN tracks incorporate a variety of distance-education technologies in the delivery of required courses. Examples include: 1) Oncourse, a web-based course management system for computer-mediated instruction, allows for "virtual" asynchronous and synchronous interaction between faculty and students for threaded discussion forums, document exchange, e-mail, chat rooms, wikis, and podcasts; 2) videoconferencing, an IP based videocasting system that provides high quality video and audio conferencing: interactive classrooms consist of a Polycom videoconferencing unit connected with two monitors, a computer, document camera, and internet; and 3) web-casting, which allows students to connect (via the internet) from their homes. Classes that use video conferencing or web-casting are all recorded and students can access streamed recordings via the web for later viewing.

Doctor of Nursing Practice program (check one): ☐ yes ☐ no ☒ not applicable

- Please provide a brief (one paragraph) description of the distance learning offerings at the Doctor of Nursing Practice program level:

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EXHIBITS

1. Indiana State Board of Nursing (ISBN) Regulations
2. Professional Standards
    - American Association of Colleges of Nursing's Essential of Master's Education for Advanced Practice (1996)
    - National Organization of Nurse Practitioner Faculty (NONPF, 2002)
    - Criteria for Evaluation of Nurse Practitioner Program (NTF, 2008)
    - National Association of Clinical Nurse Specialist (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)
    - ACHNE Academic Faculty Qualifications for Community/Public Health Nurse Educators (2009)
    - National League for Nursing Nurse Educator Competencies (2007)
    - National League for Nursing Nurse Educator Competencies (2007)
3. CCNF Committee Minutes 2006-2009
4. Electronic Newsletters
5. Program Materials (planning guides)
6. Recruitment Materials
7. Orientation Materials
8. Indiana University Academic Handbook
9. Admission-Progression-Graduation (APG) Committee work
10. Operating Budget
11. Budgetary Affairs (BAF) Committee Meeting minutes
12. Self Tracking and Assessing to Succeed (STATS) CD
13. Davis-Sams Visiting Professors
14. Dean Broome's Job Description
15. Dean Broome's CV
16. Faculty Specialty Certification
17. Preceptor Packet
18. Annual Faculty Activity Reports
19. Appointment-Promotion-Tenure (APT) Exemplars
20. Examples of Student Work

21. Integration of Professional Standards into Curricula
22. Indiana State Nurses Association (ISNA) Approved Standards and Guidelines
23. BSN Essentials
24. CCNE – NFT Survey
25. Baccalaureate Course Syllabi
26. Sample Contract
27. Current Clinical Placements and Sites – Undergraduate
28. Graduate Course Syllabi
29. Graduate Student Handbook
30. Practicum Evaluation Tools
31. Course/Clinical Site Evaluation Tools
32. Current Clinical Placements and Sites – Graduate
33. Student Funded Professional Development Activities
34. BSN Program Indicators of Success
35. Program Review and Assessment Committee (PRAC) Annual Report
36. Schedule for Reviewing the MSN Program
37. Sample Typhon Continuing Student Assessment
38. IUPUI Continuing Student Satisfaction Survey
39. Educational Benchmarking, Inc. (EBI) Surveys
40. MSN Reprioritization Executive Summary
41. NCLEX Trend Data
42. Minutes of the Clinical Community Advisory Board (CCAB)

Introduction

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 record-setting statewide enrollment of 107,160 students (fall 2009) and 5,172 full-time faculty members and 2,173 part-time faculty (fall 2008), IU is one of the largest institutions of higher education.

The administrative structure of Indiana University is described in the *Indiana University Academic Handbook* (Exhibit 8, Introduction, p. 15), and the organization chart of the university can be found in Appendix B. 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. Until July 2008, IUSON was considered to be a “system school,” meaning there was one IUSON that offered 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 evolved over time toward a de-centralized model and in July 2008 the SON system school, along with other IU

discipline-specific system schools, ceased to exist by university decree. This change was brought about by a mission differentiation process that was designed to give much more autonomy to each regional campus to plan and implement programs of study separate from the system. Since July 2008, the eight separate IUSON campuses have formed a federation type model that facilitates a greater sense of autonomy and allows each campus to implement programs that best meet the educational needs of the regional population they serve. Within this new model, the IUPUI, IU-Bloomington (IUB), and IUPUColumbus (IUPUC) schools of nursing function as one administrative unit which has been designated by university administration as the "core" school of nursing with IUPUI being the campus of record that has the authority to confer all nursing degrees within the core school. This document will refer to the nursing programs on the three campuses of Bloomington, Columbus and Indianapolis as the core school (or campus).

The Indiana State Board of Nursing already recognizes the core school and the nursing programs on each regional campus as independent entities with separate board accreditation. The discontinuation of the system school concept had 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) IUPUC campus – RN-B.S.N. According to the US News and World Report of "America's Best Graduate Schools 2009" three graduate nursing majors were ranked with the Adult Health Clinical Nurse Specialist being ranked 3rd, Psych/Mental Health Clinical Nurse Specialist 6th, and the Family Nurse Practitioner program 11th in the nation.

Indiana University Purdue University at Indianapolis (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 IUPUI. IUPUI is an innovative urban campus that in 2009 offers over 200

degree programs taught by approximately 2,286 full-time faculty and 966 part-time faculty to more than 30,000 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) and Forbes recently (2009) selected IUPUI as the 8th best public college in the Midwest. The administrative structure is described in the IUPUI Supplement to the *Indiana University Academic Handbook* (Exhibit 8 -Intro, pp.10-11), and the IUPUI organization chart is in Appendix B.

For the remainder of the report the School of Nursing's core school will also be called the School of Nursing (SON) and it should be understood that IUSON and SON refer to the whole core school. The organization chart of the School of Nursing is in Appendix B. The SON 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 National League for Nursing (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 NLN 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 and on the Columbus campus in 2008. 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 8 specialty tracks. There are three master's tracks that are distance accessible – the Adult Health CNS track, the Psychiatric/Mental Health track, and the Nursing Education track. The first Doctor of Nursing Science degree (D.N.S.) was awarded in 1981. The D.N.S. program evolved into a PhD in Nursing Science in 1996. The NLNAC last accredited the B.S.N. and M.S.N. programs in 2008. The IUSON core school was designated as a NLN Center of Excellence (COE) from 2006-2009 in recognition of the faculty's pedagogical expertise, and recently received COE re-designation through 2012.

Standard I

Mission and Governance

STANDARD I
PROGRAM QUALITY: MISSION AND GOVERNANCE

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

I-A. The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.

Program Response:

The mission, goals, and expected student outcomes of the Indiana University School of Nursing (IUSON) are congruent with those of the governing institution, Indiana University (IU), and the campus, Indiana University Purdue University Indianapolis (IUPUI). The IU 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 21st 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 PhD 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 the 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; shaping care through evidence-based practices, innovations, and partnerships; and appreciating, developing, and recognizing faculty, staff, and students" (2009). Table I-1-1 Comparison of IUPUI and IUSON Mission Statements illustrates the congruence between IUPUI's and the school's mission statements.

Table I-1-1 Comparison of IUPUI and IUSON Mission Statements

IUPUI Mission Statement	IUSON Mission Statement
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; and appreciating, developing, and recognizing faculty, staff, and students.

I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:

- **professional nursing standards and guidelines; and**
- **the needs and expectations of the community of interest.**

Program Response:

The IUSON program goals 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 B.S.N. and M.S.N. programs can be found in Appendix A.

The goals (purposes) established for the SON 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. This plan was revised and re-affirmed in fall 2009 as the SON participated in the Indiana University strategic planning process that was launched by the university president in August 2009. Goals addressing the overarching framework for quality related to teaching excellence, research excellence, innovations and partnerships, recognition, and resources were established. As an outcome of this process, the IUSON strategic goal statements for 2009-2012 are: 1) advance IUSON's reputation as a national leader in educational research, evidence-based educational practices, and progressive educational programs; 2) position IUSON as a nationally renowned leader in research and knowledge development; 3) develop new and sustain existing partnerships to support innovations in education and research that address current and future challenges in global health care and health professions education; 4) integrate the school's core values [respect, responsibility, trust, and dialogue] into the culture of the organization; and 5) acquire, allocate, and effectively manage resources to support the work of faculty, staff, and students.

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 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 on-site display room in Exhibit 1. 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 (1998/2008).

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); Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2008); 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 Programs (2002); NONPF Competencies for Acute Nurse Practitioners (2004); ANA Scope and Standards for Nurse Administrators (2004); Quad Council Public Health Nursing Competencies (2003); ACHNE Academic Faculty Qualifications for Community/Public Health Nurse Educators (2009); and National League for Nursing Nurse Educator

Competencies (2007). See Exhibit 2 in the on-site resource room for copies of the professional standards used in the undergraduate and graduate programs.

I-C. Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.

Program Response:

To facilitate meeting the school's mission and purposes, IUSON 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, education, 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, physical education, liberal arts, and the basic sciences. See Appendix B for a copy of the IUSON organizational structure.

Additional IUSON units within the organizational structure include the Center for Academic Affairs; the Center for Research and Scholarship; the Mary Margaret Walther Program for Cancer Care Research; the Center for Research in Nursing Education; the Office of Lifelong Learning; the Institute of Action Research for Community Health; the Center for Enhancing Quality of Life in Chronic Illness; 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. Exemplars that illustrate satisfactory performance and areas of excellence for appointment, promotion and tenure in teaching, research and service have been developed for clinical and tenure tracks, and are available on the school's file server for easy faculty reference. Exemplars are available for review in the on-site resource room as Exhibit 19.

I-D. Faculty and students participate in program governance.

Program Response:

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. An IUSON faculty member recently served as president of the Indianapolis Faculty Council (IFC). IUSON 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 2008-2009 has been included in Appendix C.

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 President's 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, assistant dean for student affairs, and faculty class advisors regarding issues related to 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 President's Council. Among other responsibilities, the President's 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. One student, representing undergraduate nursing students, currently serves on the IUSON Dean's Council which is an information sharing forum representing administrators, faculty, staff, and students. Another student is currently being sought to represent the graduate students on this Council.

The faculty governance structure for IUSON 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 CCNF is composed of full-time, tenure-eligible faculty, clinical faculty, and research scientists. The current bylaws for the CCNF are included in Appendix D.

The CCNF meets at least two times per semester during the academic year to approve new policies and revise existing policies, and holds two to three 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

campuses attending in-person or by two-way video teleconferencing. 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 CCNF committees are available in the on-site resource room in Exhibit 3.

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 IUSON 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 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 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 IUSON 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 (IUB) belong to the class officers' council. Nursing students on the Columbus campus (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 involving 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 on-site resource room as Exhibit 4. 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.

I-E. Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate.

Program Response:

Official published documents about undergraduate and graduate programs are current, accurate, clear and consistent. The School of Nursing has just completed a total redesign of the IUSON 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. They work closely with the Director of Marketing and Recruitment to make sure any materials used with external constituencies are accurate and up-to-date.

Information about nursing programs is available to potential students through the IUSON Center for Academic Affairs (CAA), IUPUI University College, IUB Nursing Department and IUB University Division, and IUPUC Nursing Division Office. In addition, several times a year, recruitment opportunities are held in the community and potential students are provided materials. 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 IUSON 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 IUSON core campus Web pages are as follows:

- IUPUI: 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 where program information is distributed. The IUSON's professional academic advisement staff tries to anticipate student needs and questions and provides 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.

Accurate representation of the programs to the public and provision of sufficient information ensure accountability and consumer choice. Campus bulletins are updated every two years in hard copy and updated annually on the university Website at http://bulletin.iupui.edu/bulletin_archive.html. 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. Accurate and current information for the semester and academic year is published throughout the university. Registrar 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 a 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 Website at http://nursing.iupui.edu/degrees/bsn/degree/shtml and http://nursing.iupui,edu/degrees/msn/index.shtml and in printed materials provided to prospective students (see Exhibit 5 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 on-site resource room as Exhibit 6 and orientation materials are available in Exhibit 7.

I-F. Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.

Program Response:

The policies of the nursing education unit are consistent with the policies and practices 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 on-site resource room as Exhibit 8.

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 IUSON.

I-G. There are established policies by which the nursing unit defines and reviews formal complaints.

Program Response:

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 undergraduate programs, the 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) Committee's work provides an overview of student concerns and requests, and the outcomes over the past two years (Exhibit 9). Over the past three years, there has been only one formal complaint by an undergraduate student on the Indianapolis campus and no formal complaints by graduate students. The one formal complaint by an undergraduate student involved a charge of discrimination in an academic failure in a clinical course; the appeals committee upheld the faculty's decision to fail the student for unsafe behaviors. This decision was also subsequently upheld by the Dean of Faculties.

Strengths in the area of Standard I: Mission and Governance

1. The mission of the IUSON is strongly congruent with the governing organization at the university and campus levels.
2. IUSON 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. IUSON 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.
5. IUSON faculty have established and sustained innovative partnerships with clinical partners and other schools of nursing, in keeping with the mission and strategic goals of the institution.

Areas for improvement in the area of Standard I: Mission and Governance

1. As a large organization, the IUSON 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 IUSON.
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 IUSON's strategic plan.
2. To explore additional means by which to encourage and enable student participation in the governance of the IUSON.

Standard II

Institutional Commitment and Resources

STANDARD II
PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

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

II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.

Program Response:

FISCAL RESOURCES

Fiscal allocations for the SON are comparable with other units in the institution and sufficient for the nursing program to fulfill its mission, goals, and expected outcomes. Despite state and university mandated base and cash budget reductions taken in this time of economic downturn, fiscal resources are available in quantity and quality to support the academic nursing units on all three campuses of the core school. Although the core school is administered from Indianapolis, the budgets for the 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. Exhibit 10 in the on-site resource room contains copies of the operating budget for all three campuses of the core nursing school.

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, including any salary savings from unfilled positions, grants, contracts, and its year-end balances.

The school's major sources of income are state appropriations, 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 at IUPUI. 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 academic 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 assistant dean for resource management 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 11 in the on-site resource room.

The budget planning process is closely linked to the university's 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 school's 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 and the assistant dean for resource management, prepares an annual budget request that also is linked with the goals of the SON. The dean, the executive associate dean, the campus nursing assistant dean, and the assistant dean for resource management 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 at IUSON.

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 of the nursing program, the majority of campus resources are centralized. The nursing division head 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 can make additional financial requests during the year on a special needs basis.

PHYSICAL RESOURCES

The core SON physical facilities, instructional and non-instructional, are adequate to meet the school's mission and the goals of the 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 quality learning environment. 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 conference rooms at clinical agencies are assigned by the agency and are adequate for clinical conferences and student consultations.

Faculty and Staff Technology Support

Instructional technology is available in sufficient quantity/quality on all core school campuses to ensure achievement of program outcomes. 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), the IUPUI Center for Teaching and Learning, 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, civic engagement, and lifelong learning. UITS provides 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.

The SON maintains up-to-date hardware and software for use by faculty, staff, and students on all three campuses. 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 an online course management system (Oncourse CL) to support Web-based teaching and learning. All offices are equipped with workspace, phone, file cabinets, and bookshelves and access to a copier, fax machine, telephone conferencing capabilities, and a locked recycling bin. All faculty and staff have e-mail accounts as well as access to Oncourse CL, OneStart, all IU online libraries, the Internet, and the school's Intranet.

The university also maintains a system-wide videoconferencing infrastructure. Videoconferencing classrooms are available on all campuses, with technical support provided both centrally (from Bloomington) and locally (on each campus). The classrooms are designed to be interoperable; all contain broadcast capabilities, video cameras, document cameras, and phone lines. The system takes advantage of the university's Internet 2 network with extremely high bandwidth capabilities to each campus. The university also provides advanced Web conferencing capabilities utilizing Adobe Acrobat Connect.

The IUSON Information Systems department maintains file servers in three locations, including the UITS Data Center on the IUPUI campus and two server rooms within the IUSON building on the IUPUI campus. The department maintains over 20 production servers supporting functions that include file servers, Web servers, backup servers, database servers, application servers, print servers, systems management servers, and streaming video servers. Additionally, the department supports the use of many UITS centrally-maintained servers, including public Web servers, research systems and supercomputers, the school's Intranet server, and streaming media servers. All of these file servers, interconnected with very high-speed fiber network connections maintained by UITS, meet the needs of faculty on all core campuses. All faculty and staff are provided with secure file storage that is regularly backed-up and replicated to physically separated locations to ensure the security of important data in the case of an emergency.

Indiana University offers additional enhanced technology resources for researchers. The IU "cyber-infrastructure" provides services that include supercomputing, data analysis, visualization, and storage. Researchers and graduate students within the SON actively take advantage of these

services, particularly the Quarry supercomputer and Research File System (RFS), to work with research data sets and utilize statistical applications running on Quarry (including SAS).

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 110 full and part-time faculty and a staff of 61. 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.

Administrative and academic affairs personnel reside on the first floor, which also contains three classrooms and a 200-seat multimedia 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 (IS) department, as well as office space for the Institute of Action Research for Community Health.

On the third floor are classrooms, faculty offices, and a new $2 million state-of-the-art student learning environment, the Resource Center for Innovation in Clinical Nursing Education (RCICNE). Designed to provide an innovative teaching and learning environment for the development of clinical skills in undergraduate and graduate nursing students, it houses the latest in high-fidelity simulation technology. It should be noted that the RCICNE was made possible through the generous gift of a donor, as well as gifts from alumni, friends, faculty, staff, and students of the school. In addition to this on-site resource center, the faculty and students also have access to the use of Fairbanks Hall Simulation Center, a newly opened $12 million, 30,000 square foot interdisciplinary simulation facility, located on the canal in downtown Indianapolis. The Fairbanks Hall Simulation Center is a partnership initiative among Clarian Health, IUSON, and IU School of Medicine. The three equal partners share operating costs for the facility and it is governed by an executive steering committee consisting of representatives from each of the partners.

The Center for Research and Scholarship (CRS) can also be found on the third floor and has additional space in the lower level of the building. The Mary Margaret Walther Program for Cancer Care Research has space allocated within the CRS. Faculty offices and conference rooms are located on the fourth floor along with lounges for faculty and staff.

The dean of IUSON recently financed 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, including new furniture in over 70 faculty 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. Currently plans are being discussed regarding the feasibility of renovating the fourth floor to increase the amount of usable square footage for additional office space.

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. Plans have recently been approved 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 newly renovated office suite houses the division head's office, four 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 also located in the nursing suite offices. 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 and has recently been renovated to accommodate the addition of high-fidelity simulation technology.

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 which is located on the main campus of Indiana University Bloomington. In Sycamore Hall there are individual office spaces for the assistant dean, 12 full time faculty members, the assistant director of student services/academic advisor, part-time advisor, and two staff members. The classroom inventory is maintained by the campus registrar who assigns rooms for on-going needs (classes). Rooms are adequate to meet

current needs and technology is available as requested. Current office space is at capacity and additional office space is being sought to allow for the addition of new faculty positions and to accommodate an interdisciplinary simulation center.

II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

Program Response:

Academic support services are sufficient on all three campuses of the core school of nursing to ensure quality programming. These support services are evaluated on a periodic basis by faculty and students within the SON, in accordance with the IUSON Evaluation Plan, and by the various constituents of IUPUI's through their administration of satisfaction surveys.

Learning and Technology Support Services

Adequate support services are available to assist student and faculty experiencing difficulty using technology. UITS provides general technology support to students by providing services at walk-in locations and via phone, e-mail, and live chat. The UITS Support Center also provides distance-accessible support through the Knowledge Base (http://kb.iu.edu) and ITHelpLive (chat and remote control). Phone support is offered 24/7. Additionally, each IUSON campus employs technology professionals to provide local support to faculty and staff. On the IUPUI campus, these personnel are housed within the Information Systems (IS) and Learning Resources (LR) departments. The Bloomington campus utilizes the services of a university approved outside contractor who works closely with the IS department at IUPUI. On the Columbus campus, the IUPUC Office of Information Technology provides local support to the nursing faculty.

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 http://uits.iu.edu/.

***IUPUI Learning and Technology Support Services*.** In addition to the university support, the SON provides its own support team at the IUPUI campus to meet unique needs within the school. The range of technology supported by the SON team includes: audiovisual, Web conferencing and videoconferencing support; desktop, laptop, and mobile device support; server and storage systems

support; application development; simulation support; instructional design support; and faculty, staff, and student training and development.

Within the SON, the Information Systems department provides support for the technology infrastructure including server and network support, support for workstations, laptops and PDAs/smartphones, audiovisual 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.

The staff of the SON Learning Resources department provides support for the use of technology within the school, including support for distance education and online learning, and simulation technology. Led by the director of learning resources, staffing includes an instructional designer, online course coordinator (who provides assistance for faculty putting course content online), a simulation coordinator, a 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. In addition, faculty assist in decision making related to instructional technology through the Learning Resources Advisory Committee.

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, Office of Visual Media, and the University Information Technology Services (UITS). Together these offices provide services assisting in the production of Web courses that include content and presentations, audiovisual materials, assessments, and interactive instructional modules. These offices also provide consultation on evaluating outcomes to ensure that learning objectives are being met.

The RCICNE contains a wealth of resources for both faculty and students. The RCICNE includes 10 basic skills cubicles, 6 physical assessment exam rooms, 4 simulation rooms with complete audio and video capturing capabilities, 4 debriefing rooms, 2 small computer labs, and 1 state-of-the art fifty-seat classroom. Simulation equipment includes one SimMan 3G, one SimMan, one VitalSim child, one VitalSim baby, three VitalSim adults, one Noelle, and four static manikins. The RCICNE

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.

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 41 study carrels. This area is open to students Monday through Thursday between 7:00 A.M. and 7:00 P.M., and on Fridays between 7:00 A.M. and 5:00 P.M. 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.

IUSON along with IU School of Medicine and Clarian Health have partnered to build and operate the Indiana University/Clarian Interdisciplinary Simulated Learning Center. The 30,000 square foot facility opened in the fall of 2009 and features 10 physical assessment exam rooms; a 6 bed virtual hospital including an obstetric room with newborn area, a simulated surgical suite, an emergency room, a vascular flex room, an intensive care suite, and a transport room with an ambulance; classrooms; debriefing areas; and computer access. All areas are fully equipped with audio and video capturing capabilities.

Another learning resource support for faculty and students is the School of Nursing Office of Lifelong Learning (OLL). The OLL is accredited by the American Nurses Credentialing Centers Commission on Accreditation as a provider of continuing nursing education. The mission of OLL is to provide the highest quality continuing education opportunities for professionals at the state, regional, national, and international levels. The OLL contributes to the teaching, research, and service missions of Indiana University, and thus to the mission and vision of the SON.

***IU Bloomington Learning and Technology Support Services*.** The Nursing Learning Resource Center (NLRC) in Sycamore Hall on the IUB campus opened in 1998 and has multiple instructional capabilities. The book collection consists of 72 volumes in the lab and over 140 in the main library. Inventory includes 11 computers with Internet access, a copy machine, a printer, a laminator, 3 interactive video disc players, 3 TV-VCRs, 1 large screen TV with Internet access and DVD/VCR player, 60 videos, 22 computer-assisted instruction (CAIs), and 2 laptop computers. Additional equipment includes 4 hospital beds with overbed tables, 2 rolling carts, 5 headwalls with functioning suction, a cardiac monitor, 3 full body adult manikins, 1 child manikin, 2 infant manikins, a high fidelity Noelle maternal and neonatal birthing system with a Hal and pedi-blue baby, and a Vital Sim

Anne. The Website at http://www.indiana.edu/~iubnurse/home/student/lab.html further describes the laboratory and resources available.

In 2008, through a campus grant, equipment was purchased with Provost funding by the School of Nursing and the Medical Sciences program for interdisciplinary educational experiences. This equipment included a Sim Man®, ultrasound machine, and a code cart with defibrillator/external pacer. Nursing and medical students work jointly on emergent clinical situations that require interdisciplinary communication to achieve an optimal patient outcome.

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 have incorporated computer use into courses being taught. Students obtain their grades, take tests, and complete some course assignments on the computer, using the university-supported course management system, Oncourse CL.

***IUPUC Learning and Technology Support Services*.** The nursing program's learning and computer laboratory provides students with access to equipment, computers, and instructional software consistent with the learning needs of baccalaureate nursing students. The laboratory equipment includes three hospital beds in simulated hospital room pods, a Sim Man with an Advanced Video System (AVS) and separate control room, an ACLS child, a Nursing Anne, and baby VitalSim. A computer cluster located within the learning laboratory includes 10 computers with CD/DVD players and an HP LaserJet printer available for student use. The computers have word processing capabilities and are loaded with nursing learning software, including Laerdal's Micro Sim interactive software. Nursing-related CDs, DVDs, and reference materials include numerous subjects such as cardiac, neurology, psychology, obstetrics, pediatrics, and child development. Computer training and support are available through online tutorials, training conducted by the Center for Teaching and Learning, and the information help desk located in the University Library of Columbus. The Columbus campus also houses computer laboratories, an information commons, and multiple 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.

Campus Libraries – IUPUI, IUPUC and IUB

In order to provide nursing faculty with desired resources, the IU libraries regularly request input from 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.

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.

***IUPUI Libraries*.** The SON is served by two libraries, the IUPUI University Library and the Indiana University School of Medicine Medical Libraries. Jointly, the libraries subscribe to or have access to approximately 7,000 electronic full-text journals, 800 online books, and 100 online databases covering medicine and nursing. All of these resources can be accessed from almost any Internet-connected computer around the world. Both libraries also provide free electronic delivery of articles not otherwise available at IUPUI – with an average turnaround time of 1-4 business days. Nursing students also have access to the resources of the other four IUPUI libraries: the Herron Art Library, the IU School of Dentistry Library, the Ruth Lilly Law Library, and the University Library of Columbus. Additionally, students can use Indiana University's Online Library Catalog (IUCAT) database to request books from any library located on one of the eight campuses of Indiana University.

The IUPUI University Library is Central Indiana's premier academic research library and designed to serve the needs of the electronic age. It is the primary information resource for faculty, students, and staff for most of the programs of the IUPUI campus and a major information resource for the School of Nursing. University Library offers strong online and print collections in such areas as administration, bioethics, communication, education, informatics, information technology, psychology, public policy, and social work. University Library provides the following free services to the faculty and students of the School of Nursing: research consultation (in person, by toll-free phone, e-mail, and text messaging), electronic delivery of articles from the library's print collection, online tutorials supporting evidence-based practice, and course-based information literacy instruction.

The IUPUI “medical library” is the flagship location of the Indiana University School of Medicine Libraries, the only academic health sciences library system in the state. It is the primary information resource for faculty, students, and staff of the Indiana University School of Medicine and Wishard Hospital, and a major information resource for the School of Nursing. It also serves licensed Indiana health care professionals. The medical and nursing print book and journal collections augment the electronic resources. The medical libraries provide the following free services to the faculty and graduate students of the core School of Nursing: research consultation with health information specialists, citation management software training, and course-based information literacy instruction.

***IUB 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 7.6 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 500 databases, 30,000 electronic journal titles, and 630,000 electronic books, as well as locally developed digital content.

There are 26 libraries on the IUB campus; the main library 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, for example, 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 Life Sciences Library. Journal and literature indexing is provided via CINAHL, printed and electronic resources are searchable through the online catalog, and interlibrary loan requests can be made for materials not owned by the library. The library has over 40 additional databases in science and medicine including MEDLINE, Science Citation Index, Taber’s, and EBM Reviews. A full complement of services and equipment are available to students at the library. Students also have online 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.

University Library of Columbus. The University Library of Columbus is a shared facility that serves faculty and staff, and students of IUPUC, Ivy Tech Community College, and the Purdue University College of Technology. The Library’s print collection contains approximately 40,000 books, 500 videos, and 200 print journals. By using 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 35,000 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.

Student Support Services on IUSON Core Campuses

IUSON is serious about facilitating the success and professional development of all its students, including those who encounter academic and/or personal challenges. Several programs housed in the school's Center for Academic Affairs (CAA) offer student support such as academic advising, professional development opportunities, and programs that facilitate career planning. Programs housed in the Office of Diversity and Enrichment (ODE) are specifically designed to promote overall success for all nursing students. For example, students who are facing specific challenges in their courses have access to peer tutoring and faculty mentoring. While these services are available to all students, IUSON conceived these programs to address the unique needs of underrepresented and/or first-generation college students. It is our hope that early and frequent intervention will improve the retention rates for these students

There are numerous student support services available on the core school campuses. See Appendix E for a list of resources available to students. 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.

In order to support pre-nursing students on the IUPUI campus, an academic advisor in University College dedicates 50% of her time to advising pre-nursing students. This facilitates academic advising accessibility for pre-nursing students and supports the ability to provide consistent and accurate information. 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.

Graduate nursing students can access both IUSON student services as well as university student services. Student support services include an orientation to online learning as well as academic policies and procedures. Through LISTSERV (software for managing mailing lists), students are notified of scholarship opportunities, special events, and employment opportunities. Students often take advantage of services offered by the IUPUI writing center (http://www.iupui.edu/~uwc/graduates.html). The Graduate Office also invites students to apply for funds for research projects and travel to professional meetings. Most graduate student resources are

spelled out in the IUSON Graduate Student handbook, http://nursing.iupui.edu/academics/documents/GraduateNursingStudentHandbook.pdf. University resources are outlined in the resource section of the IUPUI Graduate Student Organization Website (http://gso.iupui.edu/) as well as the student life resources provided by the Vice Chancellor for Student Life and Dean of Students (http://life.iupui.edu/).

In addition, IUPUI has committed significant resources to increasing the amount of personnel dedicated to serving students. Student support services provided within the core school and within the university are the responsibility of individuals who are academically and experientially qualified. They engage in ongoing professional development related to their role in providing student support services. SON student services personnel take formal classes in their area of expertise, attend ongoing professional development opportunities, and participate in professional organizations such as the National Academic Advising Association (NACADA).

Graduate and undergraduate students are well served by professional academic advisors within the core school. The four full-time and two part-time advisors at IUPUI have a combined total of over 70 years of advising experience. There are three full-time undergraduate advisors who work to assist students with advising concerns and monitor progress in the program. 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.

Academic advising for B.S.N. pre-nursing students on the IUB campus is provided by designated pre-nursing advisors in University Division, nursing advisors, and the assistant director of student services. The school also has a half-time advisor who works with current pre-nursing students and prospective students. The assistant director of student services in nursing at IUB offers information sessions for students considering the B.S.N. nursing program and advises RN-B.S.N. students as well as students interested in the Accelerated Second Degree Program offered at IUPUI. In addition, she serves as an advisor to all students admitted to the nursing program on the Bloomington campus. For pre-nursing students, the school provides a pre-nursing handbook specific to the IUB campus (updated annually) and maintains an e-mail distribution list to provide regular updates. IUPUC provides an academic advisor who is housed in the nursing department and is dedicated full-time to the advisement of pre-nursing students, RN-B.S.N. and B.S.N. students. Full- time nursing faculty at IUPUC also assist with advising students in the RN-B.S.N. program. Once starting the RN-B.S.N. program, students are assigned to a full-time nursing faculty until they graduate so that a consistent and professional relationship for advising is provided. 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 e-mail to apprise them of any upcoming activities or changes in policies that pertain to the Division of Nursing and program offerings.

Every fall, IUSON hosts a Student Professional Development Day designed for nursing students to network, learn more about professional expectations, and experience a professional nursing conference. Students from each of the three core campus are expected to attend. *Career Talks*, sponsored by the IU Nursing Alumni Association and Presidents' Council (student leadership council) are regularly hosted on the IUPUI and IUB campuses. 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 program has not yet been instituted on the Columbus campus given the nature of the part-time student body, but as implementation plans for the B.S.N. program continue to be developed, so do plans for making *Career Talks* available to IUPUC students via Web streaming. In addition, the SON collaborates with the IUPUI Solution Center to ensure that students have access to career development resources and participate in the Career Advisory Council to make sure that the needs of nursing students are also being addressed when new initiatives are being planned.

Evidence of the success of these services and our academic success programs is available in a number of ways. Examples include high student retention rates in all programs and successful job placements for students. In addition, in the spring of 2009, six nursing students were selected to be in *IUPUI Top 100* (http://alumni.iupui.edu/top100.html). Selections for this honor are based on scholastic achievement, collegiate and co-curricular activities, and civic/community service. Nursing students from the core school were also the recipients of several highly competitive, prestigious academic scholarships in 2009 such as the Bepko Scholars and Fellows Program (one recipient), Adam Herbert Presidential Scholarship (one recipient), Plater Distinguished Scholars Program (one recipient), and Diversity Research Scholars (two). These scholarships are renewable, four-year awards.

In fall 2009, IUSON participated in the direct admission program. Upon recommendation of the Office of Admissions, high school students admitted to IUPUI may be considered for dual admission into the School of Nursing and University College as freshmen. Direct admit students retain early admission status as long as they make satisfactory progress in the school's academic program, including nursing prerequisite courses. For the fall 2009 semester, there were three direct admit students on the IUPUI campus. Additionally, a number of IUSON's academic scholarships and awards are open to students on all three campuses.

Each campus 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 track.

The school has an extensive and generous scholarship program, managed through a committee comprised of faculty and alumni. This program is administered through the Indianapolis campus by the assistant dean for student services and scholarship recipients are selected by a faculty committee. 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. During the 2008-09 academic year $527,404 in scholarships were awarded to undergraduate nursing students on the core campuses, as well as some nursing students on other IU campuses. Graduate students are eligible for graduate scholarships offered by IUSON and many may also take advantage of employer-sponsored tuition reimbursement plans. In 2008-09, IUSON awarded a total of $1,148,455 in graduate student financial aid ($201,652 in graduate student scholarships; $291,488 in graduate student fellowships; and $655,315 in graduate student fee remissions). Total financial aid provided to students in 2008-09 was $1,675,859, a 12.7% increase from the previous year.

Students enrolled in distance education courses have access to the same student and academic support services as local students, including health services, career services, and online information technology training. Through the UITS, all students have 24/7 hour technical support. Extensive career information, self-assessment, career exploration, and personal assistance is available at campus career centers or through their Websites. 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 e-mail to students who are at a distance. Several academic nursing advisors on the IUPUI campus have developed a new system—Cybervising—that allows current and prospective students to have real-time, virtual “meetings” with an academic advisor online. Via a Web camera, students are able to talk with an advisor about their plan of study, degree requirements, or the curriculum. The campus Enrollment Services Offices (financial aid, registrar, admissions) are accessible to distance students through the Internet, e-mail, and telephone.

Academic Intervention Initiatives

There are several academic intervention initiatives available for nursing students. The Academic Support Assistant Program (ASAP) is a multisystem program housed in the school’s Office of

Diversity and Enrichment (ODE) at IUPUI. This program is designed to proactively reach students to ensure their academic success and to identify students early in the semester who may be at risk of failing a course. This program includes empowerment sessions (workshops) that focus on building academic and life skills. ASAP also offers peer-to-peer tutoring. For a nominal fee, students are able to work individually or in a small group with an advanced B.S.N. student who has successfully completed a given course. Self Tracking and Assessing to Succeed (STATS) offers tools to assist in self-tracking, assessment and measurement of success, need for improvement, and a case management "success coaching" program. Undergraduate students receive the STAT tools on a CD at orientation (Exhibit 12). The Student Success Central (SSC) program is an additional program that offers structured and committed support for those undergraduate nursing students who are struggling academically, personally, or both. In the event of falling grades or a pattern of low performance, faculty members may refer students to the Coaching for Success Advisory Council. (Students may also refer themselves to this program.) The advisory council consists of faculty and advisors who will work with students individually to help them address specific learning difficulties or help identify other university and community resources to support them academically and/or personally.

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 midterm. 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 to support meeting of learning outcomes.

Diversity Initiatives at IUSON

IUSON is committed to increasing opportunities for underrepresented students, staff, and faculty to gain access to and achieve success in the school and to challenge their own beliefs and practices with regards to diversity. These efforts echo the commitment of the university to diversity initiatives. For example, in 1999-00, IUPUI's chancellor established a Diversity Cabinet of which the IUSON director of diversity and enrichment is a member. Based on the reports of these cabinet members, the chancellor issues an annual report on the state of diversity at IUPUI. External reviewers also recently completed a campus-wide audit of the state of diversity. These efforts illustrate the heightened awareness of university leadership to promote a climate of inclusion.

To solidify IUSON's commitment to diversity, a statement in support of diversity was mounted on the wall at IUPUI outside the entrance to the school in January 2000 (see Appendix F). IUSON has also

promoted diversity initiatives through its creation of the Council on Diversity and Enrichment. This joint council of community members and IUSON staff, students, and faculty periodically reviews IUSON's successes and growth edges in meeting the needs of underrepresented populations in the community. In February 2009 a new director of diversity and enrichment was hired to replace the previous director who retired. In today's economic climate, hiring new leadership in this post is evidence of the school's commitment to educate and graduate culturally competent nurses for future generations.

Several ongoing programs have established IUSON as a leader in promoting cultural competence in healthcare. The Davis-Sams Visiting Distinguished Professorship, named after the school's first African-American student and faculty member, was established in 1999-00. The Davis-Sams visiting professorship represents IUSON's clear commitment to continuing the dialog on diversity issues and cultural competence in healthcare within the institution and with colleagues across the nation. A list of recent Davis-Sams visiting professors is available as Exhibit 13 in the on-site resource room.

Other programs offered through ODE are designed to cultivate a more inclusive climate for all underrepresented students at IUSON. For example, *Gatherings* occurs twice per semester and offers students the opportunity to form social connections with others from underrepresented populations. A separate *Gatherings* is offered to international students and those who speak English as a second language as they have identified issues unique to their situation. Faculty mentors attend these sessions in order to offer students advice and support, but also to learn from the students and advise their faculty peers on how best to meet the needs of IUSON's underrepresented students.

Connections is another strong component of IUSON's commitment to enhancing diversity in nursing education and practice. This program offers mentorship and support to any underrepresented student who is interested in pursuing graduate education. Students are able to meet with faculty mentors and role models who are already on the path to graduate training.

The dean of IUSON has also committed to funding up to two underrepresented students per year as a part of the Diversity Scholar's Research Program (DSRP). This prestigious scholarship provides tuition and academic support to students who have expressed an interest in research in nursing or the health sciences. This program offers undergraduate students opportunities to learn more about the research process, from inception to conclusion, by working with seasoned research faculty. The goal of DSRP is to facilitate the success of the next generation of nursing researchers and scholars, specifically those from underrepresented groups. Currently, three undergraduate students of color are receiving full tuition support and academic mentoring from IUSON through DSRP. Additionally, IUSON also supports three or four underrepresented undergraduates annually as an active

participant in IUPUI's Summer Research Opportunities Program (SROP, http://www.iupui.edu/~gradoff/srop/t35.html).

Two specific diversity programs exist on the IUB campus: Groups Student Support Services Program (http://www.indiana.edu/~groups/) and the Hudson & Holland Scholars Program (http://www.indiana.edu/~hhsp/). Students from both of these programs have been admitted to nursing on the IUB campus.

IUPUC addresses diversity specifically through Diversity Cabinet, a committee established in fall 2007 to assist in creating an environment supportive of all individuals and groups by serving as a forum for open and honest discussion of any and all issues related to equity and inclusion on campus, generating support from the campus for inclusive attitudes and activities, and becoming informed about issues in the broader community related to equity and inclusion and determining the role the campus should play in addressing them. The Diversity Cabinet identified four dimensions of diversity and equity for IUPUC: institutional leadership and commitment, curricular and co-curricular transformation, campus climate, and representational diversity. Nursing students at IUPUC are included in the diversity initiative through scholarship opportunities, resources provided by the Center for Teaching and Learning, club opportunities, and campus offerings specific to multiculturalism and diversity. The IUPUC Website showcases the efforts towards addressing the dimensions of diversity and equity as well as providing public statements of future goals (http://www.indiana.edu/~dema/index.shtml).

II-C. The chief nurse administrator:

- **is a registered nurse (RN);**
- **holds a graduate degree in nursing;**
- **is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes;**
- **is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes; and**
- **provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes.**

Program Response:

Marion E. Broome serves as chief executive officer of IUSON. She held the title of University Dean for the SON on all eight campuses until 2008, when the University SON was dissolved. Five of eight nursing programs (South Bend, East (Richmond), Southeast (New Albany), Northwest (Gary), and Kokomo) are now considered independent entities relative to accreditation, administration, and fiscal management. (The three remaining campuses are IUPUI, IUB, and IUPUC.) Dean Broome also serves as Associate Vice President for Academic Affairs for Nursing within the Clarian Health system, serving on three system-wide nursing and board appointed committees.

Dean Broome is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes. She received her B.S.N. from the Medical College of Georgia (1973) and a Masters of Nursing (MN) from the University of South Carolina with a major in family nursing (1977). Her PhD (1984) is in child and family development, from the University of Georgia. Before assuming the deanship at IU, Dean Broome was a faculty member at five senior level university schools of nursing and held administrative positions (assistant and associate dean for research) in three of them over a period of fifteen years. Over the course of her 31 years in academe, she has taught in baccalaureate, masters, doctoral (both DNSc and PhD), and post-doctoral programs in nursing. She currently teaches a cohort of seven honors undergraduate students who are in their seventh semester, two PhD courses, serves as doctoral advisor for three students and a committee member for two others, and co-sponsors a student who is a PhD student and T-32 fellow. (The T-32 is a federally funded training program to create nurse scientists.)

Dean Broome is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes. As such all final decisions related to faculty and staff recruitment, resource and fiscal management, development priorities, international outreach, and school commitments toward campus and university initiatives rest with her office. However, the dean relies heavily on input from her executive leadership group about all matters related to faculty and staff welfare and matters affecting the school. The executive leadership meets weekly and is guided in their decision making by the 2009-12 strategic goals for 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 14 in the on-site display room.

The school's administrative leadership group includes one executive associate dean, three associate deans who oversee all academic programs and support services (undergraduate, graduate, and evaluation), an associate and assistant dean for research, and three assistant deans (student services, information systems, and resource management [fiscal, physical, and human]). Three department chairs, who share responsibility for faculty development and daily operations related to program implementation and allocation of resources, and a director of development complete the school's leadership team. It is an expectation of all deans and chairpersons in the school that they be involved in some level of teaching each year. The dean has complete responsibility and accountability to the chancellor for managing the budgetary affairs of the school. The school functions (as do all schools on campus) as a responsibility centered management center.

Staff in the dean's office include a part-time receptionist who supports faculty and senior staff searches and marketing and recruitment activities, and an executive assistant who manages all external and leadership constituencies (e.g., advisory board, administrative leadership group, dean's

council, international outreach, and ad hoc projects when the dean chairs campus committees and initiatives). Finally an administrative assistant handles all scheduling requests and day-to-day operations. This level of support and staffing allows Dean Broome to focus on leading the school's operations.

The dean provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes. The dean of IUSON has traditionally been nationally known as a scholar and leader in the discipline. Dean Broome's curriculum vita illustrates her leadership and expertise in nursing education, research, and clinical practice. She has edited or authored over 5 books, 15 book chapters, and 78 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 three RO1s funded by the National Institutes of Health. Dean Broome's curriculum vita is on file as Exhibit 15 in the on-site resource room.

Dean Broome has served in numerous professional leadership positions. Statewide, she chaired the Indiana Deans and Directors group for the past three years. She serves as a member of the executive committee of Nursing 2000 and a member of the core committee of the Indiana Nursing Workforce Development Coalition. Nationally, she is past president of the Society of Pediatric Nurses, and served on governing boards of the Midwest Nursing Research Society and the Association for Care of Children's Health. She is currently the editor of *Nursing Outlook: The Official Journal of the American Academy of Nursing*. Dean 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 and as a charter member of Nursing Science: Children and Families study section, Center for Scientific Review, National Institutes of Health. In 2008 Dean Broome was appointed to the Advisory Council for the National Institute for Nursing Research at NIH for a four year term and the Subcommittee for Health Education of the Health Defense Board at the Department of Defense for two years. 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 teaching and research activities to support the academic mission which provides a strong foundation for both the undergraduate and graduate programs. In 2006, 2007, and 2008, the nursing school at IUPUI ranked eighth in NIH funding (of 100+ schools of nursing), up from twenty-first when Dean Broome assumed the deanship in 2004. The 2007 U.S. News & World Report ranked the school 15th overall in recognition of the M.S.N. program, with two of the majors in the top 10 (Clinical Nurse Specialist #3 and Psychiatric Mental Health Nursing #6), and the Family Nurse Practitioner program at 11th. In

2009 the School was *re-designated* a Center of Excellence by the National League for Nursing (2009-12) based on the excellence of the pedagogical expertise of the faculty. 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 Research and Scholarship was expanded in both staffing and physical space. In 2006, a Center for Nursing Education Research was created. In 2006, Dean Broome committed a two million dollar unrestricted bequest for a complete renovation of the school's learning resource center. Dean Broome has developed and maintains an extensive network of external constituents that enable her to successfully fundraise for IUSON. Fundraising efforts have led to funding for faculty research and development, student scholarships, and international initiatives.

II-D. Faculty members are:

- **sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes;**
- **academically prepared for the areas in which they teach; and**
- **experientially prepared for the areas in which they teach.**

Program Response:

The mission of IUSON 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, quality of life in chronic illness, educational, 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 (67%) of full-time core school nursing faculty hold earned doctorates from regionally accredited institutions.

The terminal degree for nursing faculty on all core campuses 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 10 visiting lecturers. Visiting lecturers are eligible to apply for clinical or tenure track positions should they come available. All 11 tenure track and 41 of the 42 tenured faculty have doctoral preparation, and 58 hold appointments in the University Graduate School. The one 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 and is retiring in May 2010. Nine of the 43 clinical faculty have doctoral preparation and one holds appointment in the University Graduate School. A complete listing of all faculty who are members of the university graduate school can be found in Appendix G. All 96 full-time faculty and 10 visiting lecturers teaching in the undergraduate and graduate programs meet or exceed the requirements of the Indiana State Board of Nursing. Currently a total of 14 clinical track faculty are pursuing doctoral degrees. The school is providing stipends and workload adjustment to assist faculty with their studies.

As evidenced by the Faculty Profile table (Appendix H), faculty are diverse in academic and professional qualifications. This diversity of backgrounds contributes to the school's ability to offer high quality nursing education. All full-time faculty teaching in the undergraduate programs hold, at a 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 also hold, at a minimum, a master's degree in nursing. Forty-five of the faculty hold a specialty certification. A list of faculty with specialty certification is available in the on-site resource room as Exhibit 16.

The usual requirement for part-time faculty teaching in the baccalaureate programs is a minimum of a master's degree in nursing. The current faculty shortage occasionally requires the school to employ B.S.N. 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, work with a full-time M.S.N. or doctorally prepared faculty mentor, and be actively enrolled in a graduate nursing program. The faculty mentor assists with student assessment and evaluation as well as any teaching/learning challenges that occur in the practice setting. In fall 2009, there were 91 part-time instructors employed by the campuses of the core school. Of these 91 part-time faculty, 5 were doctorally prepared, 76 were master's prepared, and 10 held a B.S.N. as their highest degree. Two of the ten who hold a B.S.N. were enrolled in an M.S.N. program.

The academic and experiential preparation of faculty, as well as the variety of faculty backgrounds, is 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 (one of these faculty is enrolled in a doctoral program). All faculty teaching in

the nurse practitioner tracks are certified with the exception of two. One is scheduled to take the certification exam in December 2009 and the other no later than March 2010.

The faculty/student ratios in the classroom and clinical practice areas are sufficient to ensure adequate teaching, supervision, and evaluation. For the B.S.N. undergraduate program, 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 tracks, 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 strives to adhere to this policy. Currently the IUPUI campus has a 62% tenure-track to 38% non-tenure track faculty. The IUB and IUPUC campuses have more difficulty adhering to this ratio, so the overall core school ratio as of fall 2009 is 55% tenure-track to 45% non-tenure track. In fall 2009 several new faculty were appointed to replace retiring and resigning faculty– one associate professor faculty and two assistant professor faculty on the tenure track, and three clinical assistant professors. The human resources coordinator in the SON 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 (APT) Committee recommends rank for newly appointed tenure track or clinical faculty on all three campuses.

II-E. When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.

Program Response:

All preceptors used in the graduate and undergraduate programs are academically and experientially qualified for their role. In **all** programs, undergraduate and graduate, faculty retain responsibility for the final evaluation of the student.

In the undergraduate program on the IUPUI campus, junior year students enrolled in Practice Education Partnerships (PEP) clinical learning sections are assigned a preceptor for each clinical day. PEP units are hospital-based units developed to offer optimal teaching/learning environments. These positive, consistent environments are achieved through experienced clinical nurses, nursing administrators, clinical faculty, and students partnering to maximize clinical learning and students' achievement of learning outcomes. Each PEP unit reflects this partnership and the context in which it occurs. Perhaps the most unique aspect of the PEP model is the continuity and consistency of the clinical faculty, PEP preceptor, and student. This triad is the same for each clinical rotation within and across semesters; therefore, every time the student is on the unit he or she works with the same PEP preceptor and faculty member. The PEP preceptor not only has continuity with his/her assigned students, but also with care of his/her patients, which deepens the learning experience and quality of care over time. The faculty mentors the preceptor and evaluates students collaboratively with preceptor and student input.

In the final semester of the B.S.N. program, preceptors are used in S483 Clinical Nursing Practice Capstone. Preceptors are recommended by their managers and attend a preceptor training workshop provided by the course leader of Capstone. The faculty, student, and preceptor meet at the beginning of Capstone and periodically during the Capstone experience to evaluate the student's progress according to evaluation criteria based on specific course outcomes. At the end of the course, the faculty and preceptor meet with the student to discuss the student's final evaluation.

For all nurse practitioner programs each preceptor receives a packet (Exhibit 17 in the on-site resource room) containing an introductory letter, course outcomes and content outlines, affirmation of self insurance (for student liability), clinical performance evaluation forms, preceptor guidelines, preceptor evaluation of clinical learning experiences, clinical hours form for preceptor signature, HIPAA regulations relative to student experiences, a short document on the progression of NP student clinical skills, and a one page description of nurse practitioner scope of practice. The lead faculty for each course discusses expectations of preceptors and of student behavior relative to the student's level of expertise. Both lead faculty and clinical faculty making site visits maintain direct and ongoing contact with preceptors to anticipate and resolve any problems. Preceptors are evaluated as part of the routine site evaluations, and these data are analyzed and used in the same way as the site data to make informed decisions about continued use of the preceptors in future semesters. Students are asked to evaluate preceptors every semester via Typhon Tracking System. IUSON currently uses approximately 350 preceptors for students in all nurse practitioner tracks; recruitment of new preceptors is on-going. Generally, 70-80 sites per semester are used, with a mix of nurse practitioner and physician preceptors. Sites are routinely evaluated for adequacy of

experiences, patient types and mix, and the quality of student/faculty/preceptor interaction. Nurse practitioner coordinators review evaluation data every semester and make changes accordingly.

Graduate students in the psychiatric mental health nursing (PMHN) program select preceptors with faculty assistance for each course based on the objectives and focus of the course. The Graduate Psychiatric Nursing Program has a list of preceptors from around the state to assist students with their selection. Because it is a distance-accessible program, students select preceptors practicing in a location convenient to their work or home. Preceptors must have a minimum of one year's experience as an advanced practice psychiatric/mental health care nurse clinician or other graduate-prepared mental health professional such as psychiatrist, social worker, or psychologist; have a desire to be a preceptor and have sufficient time; have basic computer literacy skills (have an e-mail account and are comfortable sending/receiving e-mail, can receive and send attachments with e-mail, and are comfortable navigating the Internet via Web browsers); can access Web resources from their work site; and have their administration’s recommendation, support, and/or approval. Students evaluate their preceptors after each clinical course is completed.

Adult clinical nurse specialist (CNS) students are matched with a practicing CNS preceptor in the student’s same or related specialist interest area. Faculty maintain a list of approved preceptors on the IUSON Intranet. The database includes information about specialty area, population of interest, practice setting, practice topics, and problems/intervention focus along with demographic and geographic data. All preceptors meet department approved criteria for preceptors. The Adult CNS program is distance accessible (across Indiana) and students may complete clinical requirements in their home community. Faculty support students in selecting preceptors in the location of choice. The schedule for individual clinical experiences is negotiated between the student and preceptor. At the initial meeting, the student provides the preceptor with 1) a letter of explanation about the course, 2) faculty contact information, 3) clinical competencies checklist and 4) a copy of the student preceptor evaluation. The clinical competencies check list identifies the target competencies for the course. The preceptor and student review the list periodically during the semester; at the end of the semester both the preceptor and student evaluate progress toward mastery of each targeted competency along a three point scale (novice, advanced beginner, competent). This clinical competency evaluation instrument is based on the National Association of Clinical Nurse Specialists (NACNS) core CNS practice competencies and was developed by Lunny and colleagues. In addition, students complete an evaluation of the preceptor. Findings from preceptor evaluations are aggregated for faculty who are responsible for the students' final review and grade. Individual preceptor evaluations are placed in the preceptor’s file for review at reappointment. All preceptors in the database are reviewed annually according to departmental policy. Preceptor needs are identified by geographic location or specialty and new preceptors are recruited. All new preceptors are required to complete,

at no charge, a 5.75 continuing education units (CEUs) Web-based preceptor training program; experienced preceptors are invited to complete the program at any time. Annually in August, the faculty sponsors a preceptor meeting/reception to update preceptors about curricular changes, provide news of interest about the school, and to dialogue about any concerns.

Graduate students in the community health program select preceptors for their community health practicum with faculty guidance and approval. Selection is based on 1) objectives of the course, 2) the agency where the student is doing the practicum, and 3) the project the student plans to complete to fulfill course requirements. Preferably, the preceptor will have an advanced degree in nursing, public health, or social work. Because students live and work in diverse communities throughout Indiana, the agency is usually in the community in which the student lives and/or works. The student provides the preceptor with the course syllabus and forms used in the course (practicum plan, activity log, and preceptor evaluation). The practicum plan guides the conduct of the agreed upon project and is signed off by the student, the faculty of record and the agency preceptor. The student also submits a summary of the final project, which includes an analysis of the experience and a bibliography, to the faculty of record. The preceptor submits a mid-term and final written evaluation that includes a 5-point rating scale based upon eleven advanced practice competencies. The preceptor, student, and faculty of record sign off on the preceptor evaluation form. During the practicum experience, the faculty of record meets with the student at least twice and confers with the preceptor as needed.

II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.

Program Response:

SON resources are adequate to support faculty teaching, development, scholarship, research, and service. 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.
Until this year, each full-time faculty member received $700 - $800 annually to use at their discretion for professional development. The current economic climate has mandated that this support be temporarily suspended. The dean and executive associate dean also have additional funds at their disposal to use for support of faculty development and travel; travel funds have been reduced 50% for this academic year (2009-10) by a directive from the university.

All core school 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 (2008-09) 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 the 2008-09 SON-sponsored faculty development activities open to all faculty can be found in Appendix I. In addition, newly hired tenure track and doctorally prepared clinical track faculty receive workload release each semester and summer stipends for two years to initiate their program of research. The school sponsors research interest groups for faculty with similar research interests, such as pediatric research, educational research, or 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.

New tenure track and clinical track faculty received $20,000 to facilitate their scholarship. In addition, they are given the opportunity to receive summer salary support in order to pursue their scholarship. This support totaled $117,690 including fringes.

Indirect cost recovery dollars totaling $246,677 were distributed as follows: $127,592 to principal investigators; $84, 983 to the Center for Research and Scholarship ($44,994 for the pre-award office and $39,989 to the post-award office); $5,082 to the Center for Research in Nursing Education; and $29,020 to the departments to seed new research and to facilitate on-going research.

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 2008-09 are available for review in Exhibit 18 in the on-site display room.

Under the direction of the associate dean for research, the Center for Research and Scholarship (CRS) provides significant resources to support the research mission of the core campus school. The CRS provides information about research resources, as well as consultation about methods, data analysis, budget computations, and manuscript preparation. The CRS offers extensive pre- and post-award services, including but not limited to, review of application guidelines, budget preparation, assembly and official submission of proposal, facilitation of project start-up, and budget/project management training. Also offered to faculty are research-related educational programs, orientation sessions, and an annual research retreat. The CRS coordinates the experiences of research assistants, publicizes faculty and student research accomplishments, and facilitates joint projects

between practitioners and educators. A doctorally prepared biostatistician, who is a nurse and full professor on the faculty, is the director of statistical services and housed in the CRS. In partnership with the School of Medicine, masters prepared biostatisticians are also available for consultation.

Faculty Research Groups (FRGs) and formal mentor and peer review systems are also in place. The primary functions of the FRGs are to generate new ideas and proposal development for external funding, provide opportunities for peer review of proposals and manuscripts, and to create cohesive groups of faculty with common interests/expertise who can support one another to develop programs of research and scholarship. The CRS also administers internal funding opportunities for faculty. The CRS, the Center for Research in Nursing Education, and the Center for Enhancing Quality of Life in Chronic Illness all provide opportunities to apply for internal funding for small pilot studies, with awards of approximately $10,000 per pilot. The CRS underwent reorganization a few years ago and Dean Broome provided 2.5 additional FTEs to enhance the infrastructure and support for faculty: 1.5 FTEs to support the T-32 training grant, the Center for Research in Nursing Education, and the Center for Enhancing Quality of Life in Chronic Illness and 1 FTE to support pre- and post-award activities in the Center. The Center for Research in Nursing Education was established in 2006. Its mission is to improve the health and quality of life for citizens of central Indiana, the state, the nation and beyond through developing, testing, and dissemination of new pedagogies for nursing education and faculty preparation.

In addition to the technology resources previously discussed, the faculty have a wealth of support resources available for development in pedagogy, both within the SON and from the Center for Teaching and Learning (CTL) on the Indianapolis campus, the Center for Teaching and Learning on the Columbus campus, and the Teaching and Learning Technology Centers (TLTC) on the Bloomington campus. One-on-one consultation and group workshops are available to faculty from the CTL on a variety of topics that support evidence based pedagogical practices.

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 assignments. 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 on-site display room as Exhibit 8.

The SON has established criteria and exemplars for appointment, promotion, and tenure (see Exhibit 19 in the on-site resource room) that are congruent with Indiana University's evaluation criteria. IU and the SON define full-time teaching load for the academic year 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 J. Department chairs and campus administrators 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.

At IUSON, every full time faculty member has the opportunity to engage in outside activities for up to 20% of their time. Nurse practitioner faculty use this opportunity to practice in a variety of settings, thus maintaining their certified status. Since it is a requirement that our advanced practice faculty be nationally certified, the School's provision of protected time for practice makes this possible. Faculty may also engage in service as a part of their 20% time. A number of the SON faculty serve on committees at local, regional, and national levels.

Strengths in the area of Standard II: Institutional Commitment and 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. 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.
4. Multiple programs promoting the success of underrepresented students demonstrates IUSON's commitment to mentoring the next generation of nurses from underrepresented populations.
5. Securing scholarships and other forms of financial support for students has been a specific strength of IUSON. The availability of scholarships and emergency loans allow students to ease their financial burdens so that they may successfully achieve their academic goals.

Areas for improvement in Standard II: Institutional Commitment and Resources

1. Informal lounge space and quiet study space for students is limited, especially on the IUPUI and IUB campuses.
2. Additional sources of funding to increase faculty and staff salaries are needed.

3. There are varying skill levels of faculty and staff in the arena of technology. While there are numerous development opportunities available for faculty and staff, there is a need to continue to encourage faculty and staff development in the integration of technology into their teaching and work.
4. Classroom space is at capacity on all campuses. Office space is at capacity at IUB and additional space is required for simulation education.
5. Continue to expand diversity within student populations consistent with university initiatives.

Future Plans

1. Plans have been developed to renovate the student lounge at IUSON on the Indianapolis campus.
2. In collaboration with faculty, school administration will continue to seek ways to increase funds for faculty and staff salaries.
3. Provide development opportunities for faculty and staff to facilitate the effective integration of new technology into the teaching/learning process and the work of staff.
4. IUB is working to identify space for a multidisciplinary simulation lab with the Medical Sciences Department. Planning is also in process with the university architect's office to design space for additional office and research offices.
5. Explore ways to renovate existing space, as appropriate, to create more contemporary learning spaces.

Standard III

Curriculum and Teaching-Learning Practices

STANDARD III
PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

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

III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected aggregate student outcomes.

Program Response:

The curricula for both the undergraduate and graduate programs are 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 both its undergraduate and graduate nursing programs. The B.S.N and M.S.N. curricula are outcome-focused and competency-based, integrating the appropriate professional standards throughout the program of study.

B.S.N. Program

Table III-A-1 illustrates the relationship between the AACN Essentials of Baccalaureate Education for Professional Nursing and the B.S.N. program outcomes with selected exemplars that describe individual student learning outcomes.

Table III-A-1: Comparison of the Essentials of Baccalaureate Education Core Knowledge, Program Outcomes, and IUSON Exemplars

The Essentials of Baccalaureate Education for Professional Practice: Core Knowledge	Program Outcomes	IUSON Exemplars
Health Promotion , Risk Reduction, Disease Prevention	Outcome 7: A competent provider of nursing care who	Students are enrolled in a community health practicum

The Essentials of Baccalaureate Education for Professional Practice: Core Knowledge	Program Outcomes	IUSON Exemplars
	functions in various professional roles in structured or semi-structured health care settings. Outcome 1: A critical thinker who demonstrate intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems.	where home assessments are conducted and a health promotion project is required. A 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
Illness and Disease Management	Outcome 3: A knowledgeable care coordinator who facilitates access to resources necessary to meet healthcare needs of individual, families, and communities	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.
Information and Health Care Technologies	Outcome 6: An effective communicator who is able to share accurate information. Outcome 9: A responsible manager who balances human,	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

The Essentials of Baccalaureate Education for Professional Practice: Core Knowledge	Program Outcomes	IUSON Exemplars
	fiscal, and material resources to achieve quality health care outcomes	hospital.
Ethics	Outcome 5: An individual who practices within an ethical and legal framework for the nursing profession. Outcome 2: A culturally competent person who provides holistic nursing care to a variety of individual families and communities	IUSON B.S.N. students are required to take a 3 credit healthcare ethics course; students learn about ethics, complete healthcare ethical case studies and discuss ethical dilemmas.
Human Diversity	Outcome 2: A culturally competent person who provides holistic nursing care to a variety of individual, families, and communities	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.
Global Healthcare Health Care Systems and Policy	Outcome 4: An individual who understands the political dynamics in various settings and participates in the change process to shape health care policy.	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.
Role Development - Provider of	Outcome 3: A knowledgeable	The B.S.N. curriculum prepares

The Essentials of Baccalaureate Education for Professional Practice: Core Knowledge	Program Outcomes	IUSON Exemplars
Care	care coordinator who facilitates access to resources necessary to meet health care needs of individuals, families, and communities	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 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.

Courses in the sciences and humanities provide the foundation for the B. S. N. nursing curriculum. The total number of credits required for the B.S.N. degree is 123-125 credits. The program is designed to integrate general education and nursing course experiences throughout all four years of the nursing program. Of the 123-125 required credits for the degree, 50-51 credits are considered general education and 72 credits are designated to the nursing major. Electives can be up to 6 hours. The length and design of the program give students the opportunity to meet the designated program outcomes and competencies.

The B.S.N. curriculum is based on nine 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. Each program outcome has associated competencies that have been leveled throughout the various semesters of the curriculum, which describe the knowledge, skills, and attitudes students need to acquire in order to achieve the desired program outcome. Course competencies are derived from these semester leveled competencies, and specific learning activities, course papers and projects are designed to focus on course content and context

as well as the contribution each course makes to the achievement of level and program competencies. See Appendix K which contains a table that illustrates the relationship between the BSN Essentials statements and expected course outcomes for each nursing course. Exhibit 20 in the onsite resource room contains a copy of the program outcomes with leveled competencies and examples of student work that demonstrate program outcomes and competencies.

Graduates of the B. S. N. program are expected to assist individuals, families and communities in attaining mutually established health goals and achieving maximum health potential. 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. 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 7th semester in the Restorative Health: Multi-System Failure (S470) course, such as acute coronary syndrome and CHF.

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 track 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 in the curriculum design for students pursing full-time study Appendix L.

The accelerated second degree nursing track is an 18-month condensed track plan of the traditional Bachelor of Science in Nursing (B.S.N.) program. Once students are admitted to the track, they

pursue their degree full-time continuing course work over five semesters including course work in the fall, spring, and summer. The curriculum design of the second degree accelerated track baccalaureate track can be viewed in Appendix L.

The RN-B.S.N. mobility track 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 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-B.S.N. students pursing the B.S.N. degree is 124 credit hours with 59-61 credits of selected general education courses required. Appendix L presents the RN-B.S.N. curriculum design.

M.S.N. Program

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 individual nurse leaders they are prepared to provide and improve care to patients, families, and/or communities and to lead in educational and complex healthcare systems. The M.S.N. program currently has 8 tracks. 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 revise and reallocate resources and suspend admissions were suspended in the fall 2008. Specifically admissions to the following programs were suspended: Community Health Clinical Nurse Specialist, Pediatric Clinical Nurse Specialist, and Women’s Health Nurse Practitioner. The decision was also made to consolidate the Child and Adult Psychiatric Clinical Nurse Specialist program into one advanced practice psychiatric mental health Clinical Nurse Specialist program. In the spring of 2009 the decision was made to suspend admissions to the Neonatal Nurse Practitioner program. These programmatic changes were communicated to the CCNE. The curriculum for these tracks will continue to be taught until all enrolled students graduate. Upon suspension of these four tracks, the 8 tracks 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) Pediatric Nurse Practitioner; 7) Acute Care Nurse Practitioner; and 8) Nursing Education. Each track 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 that monitor the achievement of individual and aggregate student learning outcomes. 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 in terms of models and methods used to monitor individual and aggregate student learning outcomes. The coordinators also participate and manage, issues related to admission, progression, and graduation of students. Coordinators also serve on the Curriculum Evaluation Subcommittee of the Graduate Curriculum Committee. This committee routinely reviews and discusses and actively participates in the implementation of the IUSON Evaluation Plan (see Appendix P).

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 tracks 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 education requirements deemed appropriate by respective certification agencies, a certificate of completion is awarded to the student.

The curriculum plan for the M.S.N. program is 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 track which requires an additional credit hour of clinical practice in its curriculum. The curriculum is designed to facilitate achievement of individual as well as aggregate student learning outcomes. Courses are sequenced to help students develop 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. Evidence for outcome achievement at the student level is captured in each course and clinical experience. Evidence for aggregate achievement of program outcomes is captured using the EBI Exit survey for Masters/ Graduate Education. Specific EBI evaluation items are tied directly to program specific outcomes. The results and trends of this data are systematically reviewed and discussed the School of Nursing Graduate Curriculum Evaluation Sub-Committee, and also shared with the Graduate Curriculum committee on a regularly scheduled basis.

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. All students enrolled in the M.S.N. program, regardless of which track they are enrolled in, 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 foundations upon which the tracks build their specialty knowledge.

After completion of the first three core courses (N502, N504, and R500), students enroll in the required course work for their specialty. The programs of study listed in Appendix M 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 21 in the onsite resource room.

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 both individual student and aggregate achievement of program outcomes.

Table III-A-2 illustrates 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 tracks. Compliance with these standards enables students to attain eligibility for certification should they decide to pursue the certification process.

Table III-A-2: Congruency of M.S.N. Outcomes with Core Courses and AACN Master's Essentials

M.S.N. Outcomes	Core Courses	AACN
Outcome 1: Model excellence in nursing leadership to improve nursing practice within a complex health care system.	**N504 Leadership for Advanced Practice Nursing (3cr.)** This course addresses competencies essential to influencing nursing	This course addresses AACN graduate core curriculum essential content related to professional role development,

M.S.N. Outcomes	Core Courses	AACN
Outcome 2: Conduct advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.	practice and health care in complex systems and diverse social and physical environments	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.
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. Outcome 4: Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.	**N502 Nursing Theory I (3cr.)** 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.	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.
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. Outcomes 6: Use information technology and knowledge based resources to manage and transform data that inform clinical practice.	**R500 Nursing Research (3cr.)** 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.	This course addresses AACN graduate core curriculum essential content related to research.
Outcome 7: Systematically apply	**R590 Scholarly Project (3cr.)**	This course addresses AACN

M.S.N. Outcomes	Core Courses	AACN
evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations. Outcome 8: Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context. Outcome 9: Articulate the effects of culture, values, and globalization in the design, delivery, and evaluation of health services.	The Scholarly Project is the application 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. **R699 Research Inquiry Thesis** (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.	graduate core curriculum essential content related to research. This course addresses AACN graduate core curriculum essential content related to research.

III-B. Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.

- **Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).**
- **Master's program curricula incorporate professional standards and guidelines as appropriate.**
  - **a. All master's programs incorporate the Graduate Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996) and additional relevant professional standards and guidelines as identified by the program.**
  - **b. All master's-level advanced practice nursing programs incorporate the Advanced Practice Nursing Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996). In addition, nurse**

practitioner programs incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008).

- **Graduate-entry program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.**
- **DNP program curricula incorporate professional standards and guidelines as appropriate.**
  a. **All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and incorporate additional relevant professional standards and guidelines as identified by the program.**
  b. **All DNP programs that prepare nurse practitioners also incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008).**

Program Response:

The B.S.N. program outcomes incorporate the IUPUI Principles of Undergraduate Learning (Appendix N). 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 (2005), 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 22 in the onsite display room for copies of the standards and guidelines). Table III-B-1 provides an example of how one of the "Essentials", Essential IV: Information Management and Application of Patient Care Technology, which emphasizes information management in the delivery of quality patient care, has been threaded throughout several courses in the curriculum. The complete document illustrating how all of the BSN Essentials have been integrated into the curriculum can be viewed in Exhibit 23 in the on-site resource room.

Table III-B-1 Essential IV: Learning Process and Student Outcome

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
B249: Science and Technology of Nursing (fundamentals)	Student's ability to demonstrate safe and correct use of patient information systems and patient care technologies.	Utilize information technology as a learning modality for psychomotor skills and as a means for communication with faculty, peers, and others.	Evaluation is ongoing throughout the semester (formative evaluation) and at the completion of the semester (summative evaluation). Clinical	B249 The Science and Technology of Nursing Practicum by Sue McLennon. Found on CCNF BSN Curriculum Committee Oncourse site under Resources

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
			instructors will be responsible for evaluating student's clinical and laboratory performance. Satisfactory performance on computerized clinical documentation systems, patient care technologies and simulations.	tab.
H362: Alterations in Health II Practicum (Med/Surg II)	Student's ability to demonstrate safe and correct use of patient information systems and patient care technologies	Provide safe, effective, individualized and nurturing care for clients with selected health problems in consultation with members of the health care team, under the guidance of the instructor and/or preceptor.	75 hrs of practicum, simulation and observational experiences in various medical/surgical settings. Students design a plan of care which is evaluated by completing a Nursing Process Paper for three priority problems and weekly clinical written work. The written work includes Clinical Information Document, Patient Summary and Lab	H362 Alterations in Health II Practicum by Margaret Sutton. Found on CCNF BSN Curriculum Committee Oncourse site under Resources tab.

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
			Data Analysis and a Formal Teaching Plan. Practicum Evaluation Tool outlines the specific behaviors being evaluated.	
S470: Restorative Health Related to Multi-system Failures (Critical care, ER and Rehab nursing didactic course)	Student's ability to use information technology in the classroom setting.	Use information technology effectively to share and collaborative information related to clients with multi-system alterations.	NCLEX style exam questions including multiple choice and alternative format, ATI/Kaplan Medical-Surgical Exams, Multimedia and Information Technology (e.g., Oncourse, Web site, Evolve activities, Virtual SimMan, Group and Individual assignments), Quizzes	S470 Restorative Health Related to Multi-system Failures by Shirley Wolf. Found on CCNF BSN Curriculum Committee Oncourse site under Resources tab.

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 track 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) and Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2008). Explanations and documentation of how specifically these criteria are incorporated into the graduate curriculum were documented in the CCNE NTF survey that was completed and submitted to CCNE in October 2009 (see Exhibit 24).

The Adult Clinical Nurse Specialist track uses the National Association of Clinical Nurse Specialist (2004) recommendations for CNS education. The Psychiatric Mental Health curriculum integrates the Scope and Standards for Psychiatric Mental Health Nursing (2007). The Neonatal Nurse Practitioner curriculum is organized using the National Association of Neonatal Nurse Practitioners Education Standards for Neonatal Nurse Practitioner Programs (2002). The Acute Care Nurse Practitioner track uses the NONPF Competencies for Acute Care Nurse Practitioners (2004). The Nursing Administration track uses the ANA Scope and Standards for Nurse Administrators (2004). The Community Health track uses the Quad Council Public Health Nursing Competencies (2003) as a framework for organizing the curriculum. The Nursing Education track utilizes the National League for Nursing Nurse Educator Competencies (2007).

As an example, the Adult Clinical Nurse Specialist track has integrated the National Association of Clinical Nurse Specialist Guidelines and the AACN expectations regarding the content areas of pathophysiology, physical assessment and pharmacology into the courses in the Adult Health CNS curriculum. The other master's degree tracks have also mapped the appropriate professional standards to the courses in the curriculum. These tables are available for review in Exhibit 21 in the onsite resource room.

III-C. The curriculum is logically structured to achieve expected individual and aggregate student outcomes.

- **The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.**
- **Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge.**
- **DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.**

Program Response:

B.S.N. Curriculum

Courses in the sciences and humanities provide the foundation for the nursing curriculum. 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.

The following general education courses are required in the B. S. N. curriculum and provide a foundation in the arts, humanities and sciences. Course listings from which the students may choose for each of the "clusters" can be found in Appendix O.

- Introduction to Psychology
- English composition
- Three credits from the Communications cluster
- Three credits from the Critical/Analytical cluster
- Six credits from the Cultural Diversity cluster
- N261 – Human Anatomy (taught by the Biology Department)
- N217 – Human Physiology (taught by the Biology Department)
- J210 – Microbiology and Immunology (taught by the Biology Department)
- M118 – Finite Math
- R100 – Introduction to Sociology (taught by the Sociology Department)
- Three credits from the Humanistic Appreciation cluster
- Three credits from the Social competency
- Six credits in electives from either nursing or general education courses

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-B.S.N. students pursing the B.S.N. degree is 124 credit hours with 59-61 credits of selected general education courses required.

M.S.N. Curriculum

The M.S.N. curriculum is logically structured to achieve individual and aggregate student outcomes, and is built upon a foundation of knowledge derived at the baccalaureate level. Table III-C-1 illustrates how the M.S.N. program outcomes are built upon the B.S.N. program outcomes.

The Masters degree builds on the nine essentials of baccalaureate education to develop advanced practice clinicians, educators and administrators. Specifically, the master's core courses provide the theoretical base upon which advance practice is developed. Leadership for advanced practice includes knowledge and skills related to ethics, organizational, systems, policy, finance and

regulatory issues relevant to professional nursing practice. The value and importance of nursing as a unique discipline grounded in social policy mandates is emphasized in the core courses and throughout the course offerings in each specialty track. Building upon the foundation which is acquired in baccalaureate education, students in the masters program become skilled in the analysis, evaluation and critique of research and evaluation of evidence that supports best practices in regard to health promotion and disease prevention. Students frame clinical inquiries and conduct investigations that contribute to nursing knowledge development, and learn to systematically apply evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations. Information management and data analysis for clinical and administrative decision making is emphasized in the program. Students have opportunities to work in interprofessional settings and bring nursing leadership to a variety of complex health care systems. In addition to developing expertise in a specialty practice, development of communication skills and learning how to lead and work in complex interdisciplinary/ interprofessional practice contexts are key outcomes of advanced practice clinical and practicum learning experiences. Students are mentored and socialized to engage in lifelong learning activities that contribute to professional development as well as to the advancement of nursing.

Table III-C-1 Comparison of BSN and MSN program outcomes

BSN Program Outcomes	MSN Program Outcomes
A critical thinker who demonstrates intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems	Demonstrates scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.
A culturally competent person who provides holistic nursing care to a variety of individuals, families, and communities	Articulates the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.
A politically aware individual who participates in the profession and the practice of nursing with a global perspective	Synthesizes knowledge from nursing as well as biological, behavioral, social, administrative, and educational and communication sciences for application to a chosen domain of advanced practice nursing.
A professional role model who promotes a positive image of nursing.	Engages in life-long learning activities that contribute to professional development as well as to the advancement of nursing.
A knowledgeable care coordinator of	Demonstrates collaborative practice and

BSN Program Outcomes	MSN Program Outcomes
community resources who facilitates individuals', families' and communities' access to resources necessary to meet health care needs.	interprets nursing science within an interdisciplinary context.
An effective communicator who is able to share accurate information.	Use information technology and knowledge based resources to manage and transform data that inform clinical practice.
A competent provider of health care who assumes the multiple role dimensions in structured and semi-structured health care settings.	Models excellence in nursing leadership to improve nursing practice within a complex health care system.
A responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes	Frame problems, design interventions, specify outcomes, and measure achievement of outcomes, while balancing human, fiscal, and material resources to achieve quality health outcomes.
An individual who practices within an ethical and legal framework for the nursing profession.	Conducts advanced nursing practice within ethical-legal guidelines, professional policies and regulations and standards of practice associated within a specialty area of practice.

III-D. Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes.

Program Response:

Congruent with the B.S.N. curriculum design, didactic and clinical instruction follow a logical and sequential plan that increase 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 resource room for copies of all course syllabi in the B.S.N program.

A variety of teaching-learning strategies are incorporated into the B. S. N. curriculum. Problem-based learning, team-based learning, high fidelity simulations, we-based learning, “clicker” technology, podcasting, and case studies are some examples of the teaching strategies utilized by faculty. Faculty in all programs in the core school have been recognized for their pedagogical expertise by being designated as an NLN Center of Excellence since 2006.

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.

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.

The SON negotiates and maintains letters of agreement and contracts with all health care agencies or independent contractors for the nursing (see Exhibit 26 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. 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.

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. Faculties teaching in the B.S.N. program maximize the clinical practice experiences that can 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 faculties 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 profession's clinical learning experiences, 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-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-B.S.N. student is Schneck Medical Center in Seymour, Indiana. Both Columbus Regional Hospital and Schneck Medical Center are Magnet-designated facilities and offer clinical opportunities for RN-B.S.N. students in the leadership and management course and the capstone course. The RN-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 27 in the onsite resource room.

Didactic instruction and supervised practice in the M.S.N. program follow a logically sequenced 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 28 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 track and narrative pedagogy in the family nurse practitioner track. *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 M.S.N. tracks offered by the school – the Nursing Administration track and the Community Health track. The PBL technique has been used in the graduate curriculum for the past eight years. Students and faculty evaluate the PBL technique highly in terms of facilitating course outcomes and achieving core competencies of the master's program. Students have identified individual learning issues as well as group issues. 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. Faculty were successful in obtaining the grant funds to redesign a classroom in the school of nursing (NU 305) to support the interactive nature of PBL methods.

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 nurse practitioner, 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. Clinical simulation, especially high-fidelity simulation, is also being integrated into various M.S. N. tracks.

As in the B.S.N. program, the M.SN. program has access to a very rich and diverse selection of clinical agencies within which to place students for clinical learning experiences. 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 32 in the onsite resource room. Clinical resources exist in sufficient numbers to support the current number of graduate nursing students. Faculty are always cultivating new clinical sites and new preceptors, especially for the nurse practitioner students.

The established ratio for didactic/class credit hours to clock hours in the graduate program 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.

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.

III-E. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.

Program Response:

Faculty consider the needs and expectations of the community of interest when implementing teaching-learning practices and designing curriculum. 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. Through conducting focus groups and reviewing student comments, faculty have identified that 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. Student feedback has been extremely positive about these learning experiences.

The Resource Center for Innovation in Clinical Nursing Education is integral to the learning environment for B.S.N. students and the M.S.N. advanced practice nursing students. The resource center is configured to be conducive to self-directed interactive learning experiences. Each patient care station within the resource center 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.

Structured Learning Activity (SLA) is a relatively new initiative within the SON. Student mentors with a proven academic success record participate in a 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 related to creating a learning environment that meets the learning needs of students is the faculty-student mentoring program, primarily developed for third and fourth semester students, in which a volunteer faculty mentor meets monthly with a group of approximately 10-20 students to offer perspectives on learning, IUSON Core Values, 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.

III-F. Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.

Program Response:

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 last two years. Examples include the utilization of the Assessment Technologies Institute (ATI), and Kaplan Integrated Testing (KIT) to help students successfully prepare for the NCLEX-RN tests. ATI and KIT are computerized assessment and review programs that are nationally standardized. These systems are 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.

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 30 in the onsite resource 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), and Kaplan Integrated Testing (KIT) programs. 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 and KIT provide 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 resource room in Exhibit 31).

The M.S.N. program also 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 31 in the onsite resource room. 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 Subcommittee 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 experience.

Clinical facilities are adequate for advanced clinical practice. As described earlier, 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. Faculties 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.

III-G. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.

Program Response:

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-B.S.N. program options. The minutes of the Undergraduate Curriculum Committee for the past three years are available for review in Exhibit 3 in the onsite display room.

Additionally, faculty continuously review data from ATI/KIT 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 21st 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 0f 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 were 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 Practice Education Partnership (PEP), based on the concept of a dedicated education unit and student dyads, are currently being explored with seven clinical agency partners and full-time IUSON faculty.

The faculty regularly reviews 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 individual and aggregate student achievements.

An especially valuable use of technology for the purposes of evaluation 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 development of a distance-accessible program in the M.S.N. psych/mental health track. These grants, plus support from a federal nurse (HRSA) training grant, have resulted in the development of several innovations

that use 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.

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.

Courses in the M.S.N. program provide opportunities for 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 33.

Three community health nursing students, in two consecutive years, have won the student poster competition award of the Public Health nursing Section of the American Public Health Association annual meeting. 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.

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).

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. Data regarding certification is presented in Table IV-8 in Standard IV.

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 patient safety steering committee has been established to develop interdisciplinary curriculum learning experiences 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 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, nature and quality of interprofessional collaborative learning experiences 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.
3. Monitor evolution, development and approval of newly proposed MSN Essentials and discuss consequences for future curriculum evaluation and review.

Standard IV

Aggregate Student and Faculty Outcomes

STANDARD IV
PROGRAM EFFECTIVENESS: AGGREGATE STUDENT AND FACULTY OUTCOMES

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

IV-A. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and employment rates, as appropriate.

Program Response:

The Office of Evaluation was created within the school's organizational structure in 2005 as an outcome of an environmental needs assessment completed by Dean Marion Broome as she assumed the leadership of IUSON. This office is structurally situated within the Center for Academic Affairs aligning structure to function which includes the responsibility for managing the systematic investigation of the effectiveness of the school to meet its mission and goals and programs to meet established outcomes. Evaluation processes for the core SON are guided by a comprehensive evaluation plan (see Appendix P). This evaluation plan was revised in 2008 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. The evaluation plan was revised again in fall 2009 after faculty and administration accepted the 2009-2012 core SON strategic plan. The core SON 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 current and projected educational trends and practice expectations; faculty productivity and contribution of these productivity efforts to meeting our mission and goals; and the composition and quality of existing and projected resources to support the mission, goals and work of faculty and students. The core SON Evaluation Plan drives evidence-based decisions/judgments made within the context of programs' quality, relevance, and effectiveness; promotion of school strengths; and achievement of mission and goals. Examples of evidence based decisions include the closing of three tracks in the MSN major; changes in administrative meeting structure as administrative evaluation feedback indicated the need for increased communication among faculty and the administrative team; and curriculum revisions for the RN to BSN track based on alumni and exit surveys and a comparison analysis of our RN to BSN courses with those of Indiana's community college which noted several areas of "redundancies" between the two curricula.

Program outcomes drive program evaluation and the systematic assessment of student learning. BSN and MSN program outcomes reflect national and state professional practice standards and performance expectations. Program outcomes are periodically reviewed by faculty and revised. For example, faculty teaching in the BSN program reviewed and revised program outcomes to reflect the *2008 Essentials of Baccalaureate Education for Professional Nursing Practice*. These changes are currently being incorporated into courses. Changes include but are not limited to information technology, genetics, and gerontology (BSN Curriculum Committee minutes, 2009).

A variety of assessment measures are in place to demonstrate the ability of graduates to meet the stated program outcomes. For the BSN program the indicators of success are measured by retention to graduation (graduation rates and program attrition); NCLEX-RN licensure performance; clinical capstone performance as it relates to program outcomes; responses on the Educational Benchmarking, Incorporated (EBI) exit survey that measure student satisfaction with their education; analysis of the NCLEX-RN program reports as they relate to testing results on content components; alumni surveys at one and three years looking at program satisfaction, employment patterns, and preparation for current nursing position; and regular focus groups with key employers of graduates (please see Exhibit 34 in the onsite resource room).

These data sources are individually analyzed with aggregated results trended by years. IUPUI requires that each undergraduate program submit a report annually to the Program Review and Assessment Committee as a mechanism for demonstrating the degree to which graduates are achieving the University's Principles of Undergraduate Learning (PUL's). As noted earlier in the report the PUL's are incorporated into the BSN program outcomes. We are therefore able to use these annual reports to demonstrate graduate achievement in meeting University standards/ performance expectations and the baccalaureate program's outcomes. Examples of this report will be available for review in the onsite resource room (Exhibit 35).

The MSN program also uses a variety of assessment measures to determine the degree to which graduates have been successful in meeting program expectations. Faculty have established a schedule for reviewing the MSN program, individual majors, and the MSN core which will be available for review in the onsite resource room (Exhibit 36). These levels of review generate aggregate information used to inform decisions regarding the integrity of the graduate tracks, demonstrate the ability of the MSN core to provide students with the foundational knowledge needed to assume advanced practice roles as defined by specialties, and to ensure that the MSN program outcomes are integral to the SON mission and goals. Assessment measures used to this end include the EBI exit survey as it relates to ability to meet program outcomes, satisfaction with program, and employment patterns; certification pass rates as appropriate for those graduating from advanced

practice nurse tracks; alumni survey at one and three years that looks at program satisfaction, preparation for current position, and employment patterns; and the reliance on focus groups with key employers to look at satisfaction with the ability of graduates to meet performance expectations according to identified specialty standards. As many of our MSN graduates serve in a “preceptor” capacity they are knowledgeable regarding both what is expected of students and graduates and also the ability of students and graduates to meet program expectations. Preceptor input into the grading of end-of-program “capstone” experiences is critical in determining student competence to assume advanced practice roles including administrator and educator.

For example, the Typhon NPST system is used for Nurse Practitioner students to assess student clinical experiences, contact with specific categories of clientele, the number of clinical skills performed within courses and across their major, and preceptor evaluations of student performance. An example of Typhon printouts demonstrating the data available can be found in the onsite resource room (Exhibit 37). Faculty are able to use the information from Typhon to adjust practice settings, preceptors, and learning experiences as students progress through the program. This particular assessment tool facilitates NP students in meeting program outcomes and professional standards of performance.

It is the responsibility of the Office of Evaluation to manage all end-of-program assessment data. Management includes working with faculty to determine appropriate evaluation methods and tools, data collection, analysis, and distribution of reports to faculty and administrators. The Undergraduate and Graduate Evaluation Subcommittee provide input into all aspects of program evaluation. Minutes of these committees will be available for review in the onsite resource room (Exhibit 3).

The associate dean for evaluation coordinates student/graduate/alumni evaluation and assessment efforts with administration on the Bloomington and Columbus campuses to ensure that evaluation efforts are consistent with the Indianapolis campus. Faculty representatives from Bloomington and Columbus sit on the undergraduate and graduate Evaluation Sub-Committees and have input into policies, evaluation processes, data collection instruments, analysis of results, and the compilation and distribution of reports. An electronic “data” storage area is currently being discussed. The creation of a “data warehouse" to give faculty, administrators, staff, and students immediate access to program reports for use in teaching and research is seen as very desirable. This storage area is expected to gather school data into one place to facilitate distribution of and access to increase utility of the data collected.

The associate dean for evaluation also works with the IUPUI Office of Information Management and Institutional Research (IMIR) who annually surveys current students and works in conjunction with all

schools to survey alumni at one, three, and five years. The process of surveying alumni is currently under review by IMIR personnel given the poor response to past surveys and the costs associated with this activity. In the interim, the Office of Evaluation has taken on the responsibility for alumni surveys of both undergraduate and graduate students. However a reasonable response rate is still expected to be a challenge. Alumni of the BSN, MSN, and PhD programs will be surveyed spring 2010 using SurveyMonkey.com. We have used this software in the past to survey PhD alumni and MSN alumni in an effort to increase response rates. The associate dean for evaluation has also met with the associate dean for graduate programs and the coordinators of the masters' tracks to revise our alumni survey tool so that we are maximizing the utility of the information being collected and minimizing the length and ease of administration in addressing the past poor response rates. As the number of program grants submission has increased it is essential to not only collect data that will inform curriculum and program decisions but will meet grant needs.

IV-B. Aggregate student outcome data are analyzed and compared with expected student outcomes.

Program Response:

BSN

It is the responsibility of the Office of Evaluation to pull together several assessment measures that provide faculty with a comprehensive view of program performance on which to make program and curriculum decisions. In relation to BSN graduates meeting program outcomes the measures looked at include the capstone evaluation that measures seniors perception of ability to meet program outcome by the end of this clinical intensive experience; the EBI exit survey that measures graduating seniors perceptions of abilities to meet the AACN BSN Essentials; and the Kaplan NCLEX-RN Diagnostic Exam which predicts graduating seniors' ability to pass the licensure examination (statistically significant correlation at a p=<.010). Faculty also have access to information that has been trended across time so no one element or slice in time becomes the source of information on which to make decisions unless that particular element or slice provides compelling evidence for immediate change.

Although the baccalaureate curriculum has remained fairly stable over the last few years, data driven decisions have been made in the implementation of the curriculum. A main aggregated source of undergraduate student information comes from the annual report filed with IUPUI on the graduate abilities to meet the core Principles of Undergraduate Learning and the BSN Program Outcomes. These reports can be found onsite in the resource room (Exhibit 35). Common data aggregated and analyzed on an ongoing basis for the BSN program include the NCLEX-RN performance data, class attrition/retention information, graduation rates, and diversity information for undergraduate students,

student satisfaction, and student graduate performance in relation to program outcomes. The tables below are indications of these data.

Table IV-1: NCLEX-RN Pass Rates – B.S.N.

Year	Indiana University NCLEX-RN Pass Rate	National NCLEX-RN Pass Rate	School Benchmark
2007	96.2 %	74.84 %	At or above national pass rate which is the state's benchmark
2008	94.1 %	87.5 %	
2009*	92 %	88.9%	

**Includes data through September 30, 2009*

Table IV-2: Class Attrition/Retention – Traditional B.S.N.

Semester Graduated	# Students Began Program	Graduated on Time	Out of Sequence		Left nursing program in good standing	Failed out of nursing program	Transferred to another IU campus in nursing
			Still in Nursing	Graduated			
Fall 06	100	87%			4	9	
Spring 07	99	96%			3	1	
Fall 07	102	96%	1		3		
Spring 08	99*	92%			3	3	1
Fall 08	105	95%			3	2	
Spring 09	102	93%	1		1	5	

Table IV-3: Class Attrition/Retention – Accelerated B.S.N.

Semester Graduated	# Students Began Program	Graduated on Time	Out of Sequence		Left nursing program in good standing	Failed out of nursing program	Transferred to another IU campus in nursing
			Still in Nursing	Graduated			
Fall 06	27	90%		1	1	1	
Fall 07	30	93%	1		1		
Summer 08	28	93%		1		1	
Fall 08	29	97%		1			
Spring 09	30	93%			2		
Summer 09	38	95%	2				

Table IV-4: Job Placement Rate (EBI Exit Survey) – B.S.N.

Year	Offered a Position – Accepted			Offered a Position – Not Yet Accepted		
	IUSON	Select 6	Carnegie	IUSON	Select 6	Carnegie
2006-07	72%	57%	47%	12%	8%	11%
2007-08	72%	36%	43%	9%	13%	10%
2008-09	69%	30%	33%	5%	6%	7%

Table IV-5: Program Satisfaction and Recommend to Friend (EBI Exit Survey) – B.S.N.

Year	Overall Program Satisfaction	School Benchmark ≥ select universities	School Benchmark ≥ Carnegie class comparison	Recommend Overall Mean	School Benchmark ≥ select universities	School Benchmark ≥ Carnegie class comparison
2006-07	4.32*	4.62	4.84	4.34	4.64	4.96
2007-08	4.96	4.90	4.78	5.26	5.04	4.83
2008-09	4.87	4.97	4.76	5.03	5.22	4.82

**Means reported reflect a 1-7 scale with 1 being* Not At All *and 7 being an* Extreme Extent

Examples of decisions based on above data included changing the NCLEX review from mandatory for all baccalaureate students to optional in 2007. The mandatory review was put into place a number of years ago when NCLEX performance dipped below the established benchmark. Trending of NCLEX pass rates over the last six years indicated that graduates were consistently meeting or exceeding the benchmark. In discussions with representatives from institutions that were hiring a significant percentage of our graduates, it was determined that institutions were offering free NCLEX review sessions to all new employees. In an effort to decrease student and school costs associated with mandatory review, faculty and administrators determined that NCLEX review sessions would continue to be offered but would be voluntary for those graduates who wish to take advantage of this option. The faculty implemented the ATI RN Comprehensive exam in 2005 and seniors who were predicted to be at risk for not passing were strongly encouraged to participate in review sessions. ATI RN assessment was discontinued spring 2009 and will be replaced by the Kaplan NCLEX Diagnostic Exam. Kaplan review sessions will continue to be available to students wishing to take advantage of this resource.

An example of how we are able to use our data resources can be documented by our ability to increase enrollments in the BSN program given the status of our budget. Based on application data 10 extra additional students were admitted fall 2009 given additional revenues generated from increases in tuition and fees (CCNF BSN Curriculum Committee Minutes, 9/22/09).

On a three year data cycle from the NCLEX profiles, IUPUI continuing student satisfaction, NCLEX content failure patterns and EBI skills are summarized and presented to faculty teaching in the undergraduate program. This information focuses on student and graduates ability to demonstrate knowledge and skills consistent with BSN program outcomes and competencies. The 2006 presentation can be viewed onsite in the resource room (Exhibit 38). The 2009 report is currently in development. Faculty use this information to generate discussions related to curriculum impact on learning and need to make adjustments in the curriculum including shifts in where and when specific content is taught and/or additional emphasis on knowledge content areas. For example it was determined that students needed to have stronger dosage calculation skills earlier in their program. Dosage calculation is now introduced in the first semester of their sophomore year and students are required to demonstrate this competency throughout their program. Another example relates to students' critical thinking abilities. Faculty have incorporated critical thinking and reflection judgment in clinical simulations to assist in the development of these skills. They continue to stress critical thinking in class and practice experiences. Critical thinking will be tracked by Kaplan's Critical thinking assessment tool in B233-Sophomore year beginning fall 2009. Data generated from course evaluations are aggregated and trended by faculty.

The CCNF approved a change in the BSN admission process in spring of 2008 in an attempt to enroll a more diverse student body. Prior to this change, students were admitted based only on GPA and faculty felt that a single decision factor could be discriminatory. The new criteria called for weighting of factors and added a personal interview to the process. The first cohort of BSN students admitted under the revised admission process will graduate May 2010. These students will be compared with those admitted under the "old" admission criteria. As noted in the CCNF BSN Curriculum Committee Minutes of 4/27/09 such factors as admission and graduation GPA, failures, diversity data, and the Kaplan Diagnostic test performances will be analyzed to see if the changes in admission criteria made a difference given the associated costs (see CCNF BSN Curriculum Committee Minutes, Exhibit 3).

The BSN faculty used information obtained through interviews with selected employers of our graduates to determine the degree of satisfaction with graduates' math skills. Based on earlier feedback dosage calculation and math skills were leveled and incorporated into courses at each level to improve this competency. The Dosage Calculation subcommittee of the CCNF BSN Curriculum Committee continues to monitor student performance (CCNF BSN Curriculum Committee minutes, 4/27/09 available onsite resource room, Exhibit 3).

MSN

End-of-program information collected on MSN graduates include graduation and retention information, exit survey information using the Educational Benchmarking (EBI) exit survey, and graduate alumni surveys. These reports can be found in the onsite resource room (Exhibit 39). These reports are shared with faculty teaching in the masters program as part of the associate dean for evaluation reports. MSN coordinators of each track have the primary responsibility for working with faculty to identify implications for change in their specialty track. Corrective actions are brought to the Graduate Curriculum Committee for approval to ensure that any action taken in one track does not have implications in any other track.

Table IV-6: Enrollment and Graduation Figures – M.S.N.

Year	Enrolled Full-time	Enrolled Part-time	Graduates	Still Enrolled
2007	54	358	105	425
2008	62	311	98	389
2009	34	332	122	-----

Table IV-7: Employment Plans after Graduation – M.S.N.

Immediate employment plans upon graduation	**2006-07 N=60/90**	**2007-08 N=79/140**	**2008-09 N=53/105**
Employment in nursing in major area of study	90%	82%	72%
Employment in nursing, not in major area of study	-----	6%	9%
Employment in nursing education	5%	6%	17%
Not seeking employment	3%	-----	-----
Other	-----	3%	-----
Primary Setting			
Hospital Inpatient Care	32%	44%	38%
Private Physician Practice	23%	16%	23%
Hospital Ambulatory Care	10%	10%	9%
Other	7%	8%	-----
SON Faculty Position	5%	6%	13%
Community/Migrant Health Center	5%	5%	6%
Rural Health Clinic	5%	3%	-----
Nurse-managed Health Center or Private Practice	3%	3%	-----
HMO or Group Plan	3%	-----	-----

Immediate employment plans upon graduation	2006-07 N=60/90	2007-08 N=79/140	2008-09 N=53/105
Federal/State Government Agency	-----	4%	-----
Extended Care/Skilled Nursing Facility	-----	-----	4%

Table IV-8: Certification Pass Rate – M.S.N.

American Nurses Credentialing Center (ANCC)				
Year	**# Taken**	**# Passed**	**%**	**Exam Title**
2007	10	8	80%	Adult Nurse Practitioner
	4	4	100%	Family Nurse Practitioner
	8	7	88%	Acute Care Nurse Practitioner
2008	9	9	100%	Adult Nurse Practitioner
	4	3	75%	Family Nurse Practitioner
American Academy of Nurse Practitioners (AANP)				
Year	**# Taken**	**# Passed**	**%**	**Exam Title**
2008	8	7	88%	Adult Nurse Practitioner Exam
	11	10	91%	Family Nurse Practitioner Exam
National Certification Corporation (NCC)				
Year	**# Taken**	**# Passed**	**%**	**Exam Title**
2007	7	5	71%	Neonatal Nurse Practitioner Exam
2008	5	5	100%	Neonatal Nurse Practitioner Exam
Pediatric Nursing Certification Board (PNCB)				
Year	**# Taken**	**# Passed**	**%**	**Exam Title**
2007	24	21	88%	Pediatric Nurse Practitioner Exam, Primary Care
2008	16	16	100%	Pediatric Nurse Practitioner Exam, Primary Care

Table IV-9: Required Outcomes Summary for M.S.N. Program

Program Outcome Indices	Expected Levels of Achievement	Assessment Measures
Graduation Rates	▪ 85% 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
Performance on Certification	▪ Those taking certification examinations will achieve at or	▪ Annual department reports ▪ EBI exit surveys

Program Outcome Indices	Expected Levels of Achievement	Assessment Measures
Examinations	above the published annual national pass rate	
Job Placement Rates	▪ 50% of masters students will have secured advanced nursing practice positions at graduation ▪ 80% of these positions will be in Indiana health care facilities	▪ EBI exit surveys
Program Satisfaction	▪ 85% of self reports will indicate satisfaction with program effectiveness in preparing graduates to assume an advanced practice role	▪ EBI exit surveys

The most impressive change made in the maters program was driven by evidence-based aggregated information. In spring 2007 the decision was made to suspend admissions to the community health CNS, pediatric CNS, and the women's health NP tracks (see MSN Reprioritization executive summary onsite in resource room, Exhibit 40). Enrollments, graduation rates, demand for the majors, and program satisfaction were heavily weighted in the final decision for suspension. Faculty teaching in the graduate program have adopted a revised program review plan and are in process of evaluating the nurse educator track and will review MSN core courses in spring 2010. The MSN core was revised and implemented 5 years ago based on changes in practice, professional standards, and student and alumni feedback. Revisions in the core led to statistics being required as a requirement of program admission and the choice of students being able to complete an evidence-based project in lieu of a thesis. The project has become the primary choice of all masters' students. However there are still students opting to complete a thesis.

IV-C. Aggregate student outcome data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.

Program Response:

The IUSON Systematic Evaluation Plan identifies expected outcomes in relation to program outcomes. It is expected that at the time of graduation all students will meet or exceed expected program outcomes as an indicator of the undergraduate and graduate programs' effectiveness. It is assumed that if a program is effective then it is contributing to the mission of the Core School of Nursing. As outcome data are collected, they are analyzed, summarized, and distributed to faculty. These reports are distributed though the BSN and MSN curriculum committee meetings, MSN

coordinator meetings, department chair meetings and administrative meetings as appropriate. All reports are archived electronically in the Office of Evaluation and available on request. The associate dean also wrote a column for the student and faculty newsletters during the 2007-2008 academic year sharing evaluation excerpts. These newsletters have been discontinued due to burden. Data collected over cohort years have been trended. Examples of trend data include the NCLEX performance, student satisfaction, certification rates, course evaluations, graduation and retention rates, and student characteristics. Examples of these reports can be found onsite in the resource room (Exhibit 41).

Twice a year through the Clinical Community Advisory Board meetings, agency representatives are asked to provide feedback regarding the preparation of BSN and MSN graduates to assume professional practice roles in acute care, community, and collaborative practice settings. As department chairs and academic deans attend these meetings, information is shared with faculty. This is a valued source of information as it gives insight into how our graduates perform in relation to graduates of other programs as well as what performance expectations graduates will need to be prepared to assume in the future. At the last advisory meeting (12/09) our clinical partners discussed the need for graduates to be more proficient in the use of technology as most of the acute care facilities are moving to a "paperless" environment. It was noted that this was an area that was being strengthened in the baccalaureate curriculum. Minutes from the Clinical Community Advisory Board meetings will be available for review in the onsite resource room (Exhibit 42).

IV-D. Aggregate student outcome data are used, as appropriate, to foster ongoing program improvement.

Program Response:

Both the undergraduate and graduate program faculty use aggregated student outcomes data to make improvement in the BSN program and the MSN program and graduate specialty tracks. Any decisions regarding program improvement are reviewed by faculty and administrators to ensure that resources are available to support implementation and sustainability of program revisions/improvements and to ensure the revisions/improvements are consistent with the mission and goals of the core SON. Undergraduate program improvements include the addition of an accelerated tract for second degree students. This decision was made through an analysis of application and enrollment data which indicated that approximately 25% of those applying to nursing held a degree in another discipline. It was determined that this population of potential students was not being served. This program revision increased our ability to admit more students and to maximize scarce teaching resources. The reprioritization process that occurred in the masters program was based on aggregated student outcome information and the outcome of this process

has allowed the reallocation of resources that have strengthened those tracks that are in greatest demand and best match the educational resources of this school.

IV-E. Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes.

Program Response:

It is expected that tenured and tenure-track faculty participate in teaching, research, and service activities. Tenure-track faculty are expected to pick one area of excellence and be satisfactory in the other two areas. As the doctorate is the required degree for all tenure-track faculty these activities are consistent with their knowledge and competencies. Expected outcomes are explicit in the promotion and tenure criteria for tenure and tenure-track faculty. A copy of the promotion and tenure criteria will be available for review in the onsite resource room (Exhibit 19). Faculty meet with their department chair as they set their annual goals. As part of this meeting they are expected to bring documentation of their achievements based on last year's annual goals. Faculty are encouraged to set goals that are consistent with promotion and tenure criteria. Merit, when available, is based on faculty outcomes related to the SON mission and goals. Documentation of faculty contributions in the area of teaching, research, practice and service as well as awards and recognitions will be available for review in the onsite resource room (Exhibit 18).

Written performance criteria are also made explicit for faculty on the clinical track. They too must set annual goals that are consistent with the stated expectations of their rank and are encouraged to strive for promotion within this category. Clinical faculty are encouraged to pursue doctoral education and new clinical faculty appointees are required to enroll in doctoral study within two years of initial appointment if they do not hold a doctorate. Clinical faculty are expected to contribute to the teaching mission, engage in clinically-oriented scholarship, and maintain a current level of clinical expertise. Clinical faculty performance is also reviewed annually and they can receive merit in recognition of their contributions to the School's mission when monies are available. Documentation of faculty contributions in the areas of teaching, clinical scholarship, and practice as well as awards and recognitions are available for review in the onsite resource room (Exhibit 18).

IV-F. Information from formal complaints is used, as appropriate, to foster ongoing program improvement.

Program Response:

There are policies and procedures in place for formal complaints. Formal complaints must be in writing and relate to alleged improper conduct, discrimination, and a violation of rights as spelled out in the IU *Code of Student Rights, Responsibilities, and Conduct*. There has been one formal

complaint made in the last three years related to a course failure in which the student claimed discriminatory action on the part of the faculty member. The Student Appeals Committee upheld the course failure decision. The student filed a formal appeal of the committee's decision with the Dean of Faculties who found in favor of the faculty and upheld the Student Appeals Committee decision stating there was no evidence of discriminatory behavior on the part of the faculty member, but that evidence existed to support unsafe student clinical practice that justified the grounds for dismissal.

Strengths

1. The commitment of resources to the core SON to systematic evaluation
2. IUPUI evaluation and assessment resources that augment SON evaluation efforts
3. Evaluation is an integral part of the mission and goals of the SON making these activities both visible and valued
4. There is a growing involvement of faculty in evaluation and the use of evaluation data in making decisions related to programs

Areas for Improvement

1. Continue to refine the questions needing to be asked related to program effectiveness and match evidence to answers for maximum utility
2. Continue to modify data collection, analysis processes, and the dissemination of results to appropriate stakeholders in a timely fashion
3. Continue to increase response rates to best reflect the community of interest
4. Continue to support faculty in their grant activities in role of evaluator-consultant

Future Plans

1. Develop a "data warehouse" that will provide faculty, staff, and students as appropriate with up-to-date useable evidence
2. Continue to work with the evaluation sub-committees (part of the faculty governance structure) to refine evaluation/assessment processes and procedures
3. Continue to seek ways of involving students in the evaluation process
4. Disseminate through publication the evaluation efforts being undertaken and lessons learned within our discipline
5. Support faculty and student research efforts related to evaluation through consultation and evaluator facilitation

Appendix A – B.S.N. and M.S.N Program Outcomes

Bachelor of Science in Nursing - Program Outcomes

All graduates of the bachelor's degree program are expected to demonstrate the following qualities as:

1. A critical thinker who demonstrates intellectual curiosity, rational inquiry, problem-solving.
2. A culturally competent person who provides holistic nursing care to a variety of individuals, families, and communities.
3. A knowledgeable care coordinator who facilitates access to resources necessary to meet health care needs of individuals, families, and communities.
4. An individual who understands the political dynamics in various settings and participates in the change process to shape health care policy.
5. An individual who practices within an ethical and legal framework for the nursing profession.
6. An effective communicator who is able to share accurate information.
7. A competent provider of nursing care who functions in various professional nursing roles in structured or semi-structured health care settings.
8. A professional role model who promotes a positive public image of nursing.
9. A responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes.

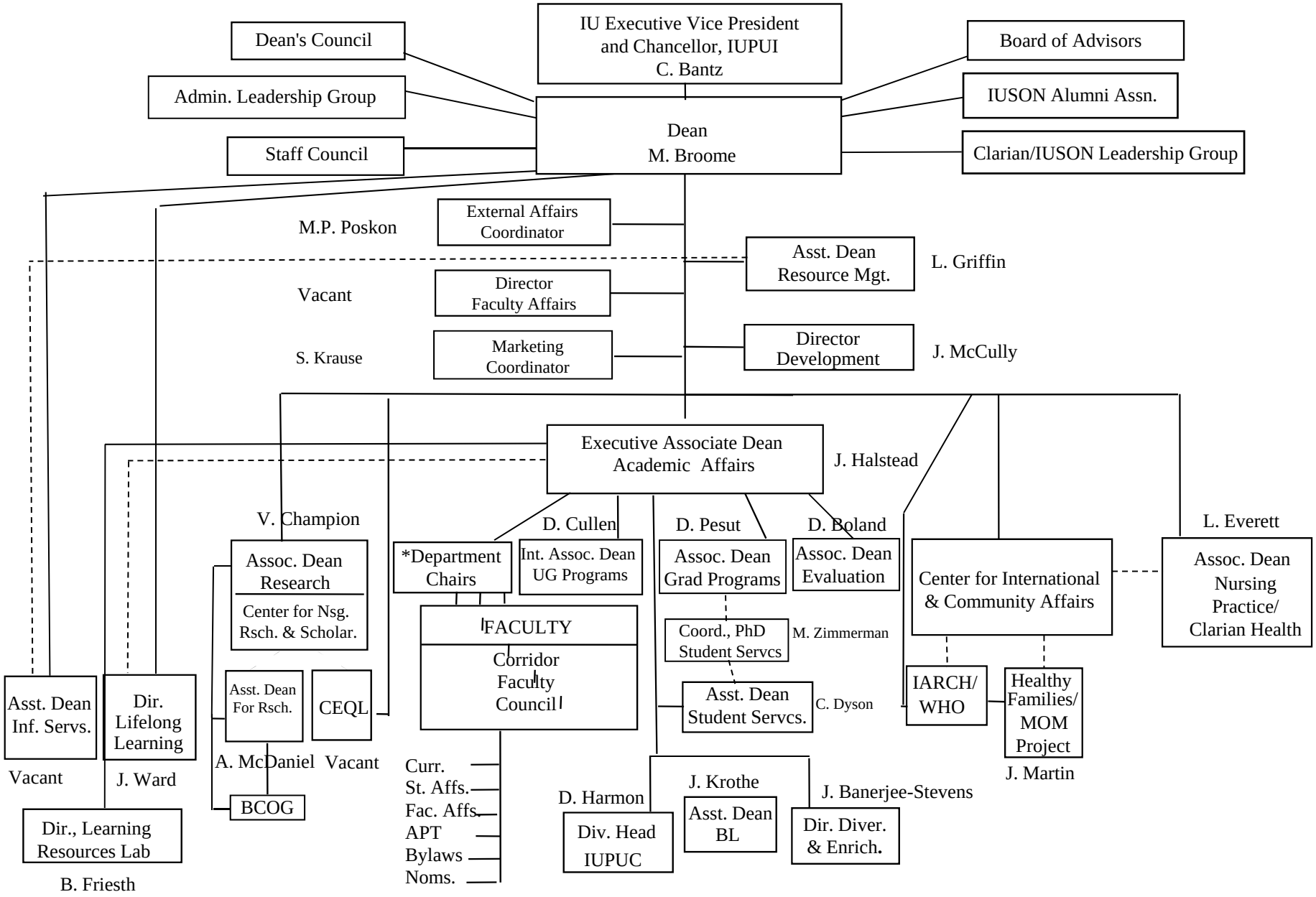
Master of Science in Nursing - Program Outcomes

All graduates of the master's degree program are expected to achieve the following outcomes:

1. Model excellence in nursing leadership to improve nursing practice within a complex health care system.
2. Conduct advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.
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.
4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.
5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.

6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.
7. Systematically apply evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations.
8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.
9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.
10. Engage in lifelong learning activities that contribute to professional development as well as to the advancement of nursing.

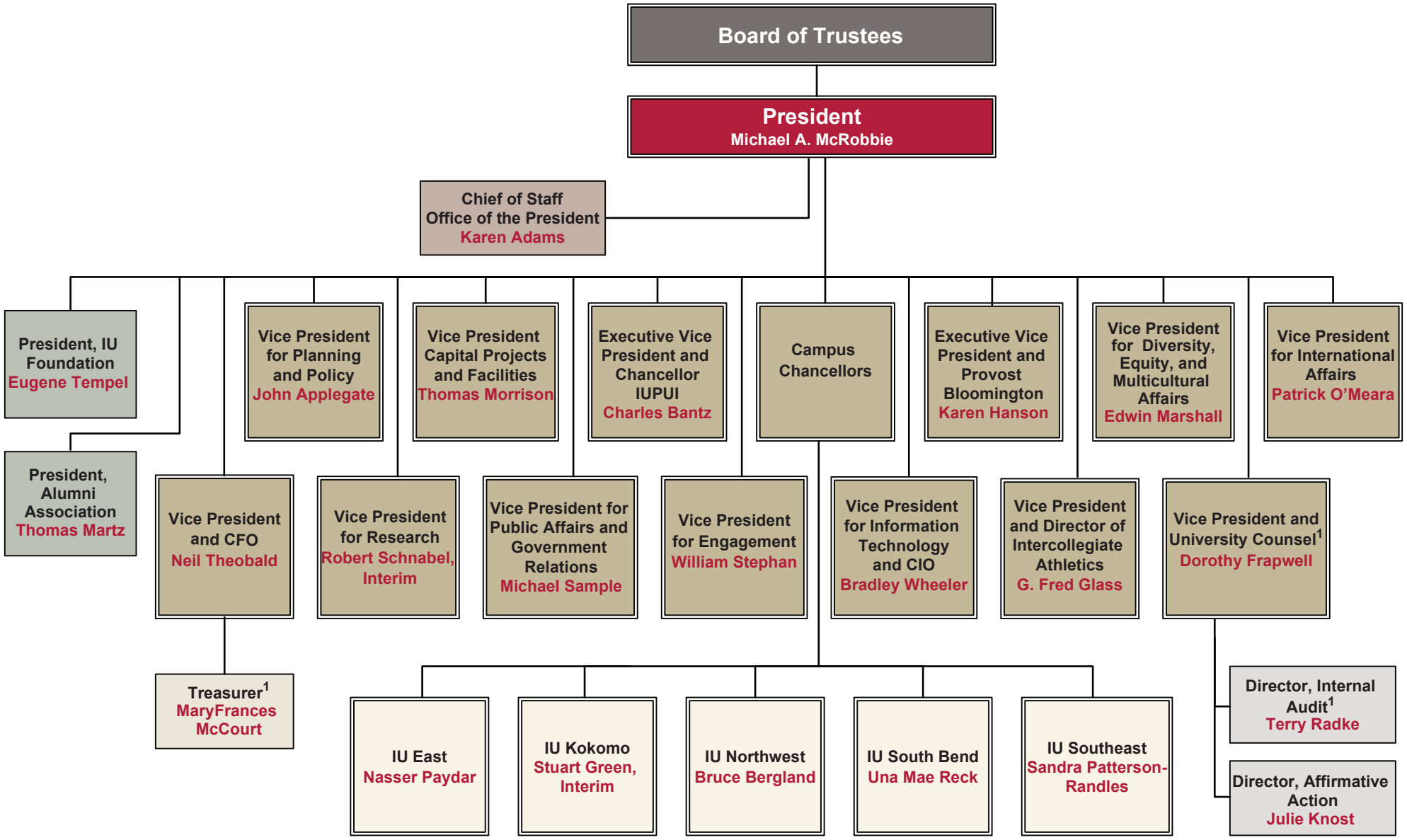
Indiana University School of Nursing
IUPUI-IUB-IUPUC Corridor



S. Sims *Family Health
J. Welch *Adult Health
A. Belcher *Environments for Health

Solid Line = authority
Dotted line = collaboration

INDIANA UNIVERSITY



Revised 10.13.2009

[1] Also reports to the Board of Trustees

Indiana University-Purdue University Indianapolis

Organization Chart 2009

Board of Trustees
Purdue University
K Krach, Chair

Purdue President
F Cordova

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Diversity/Equity/Inclusion
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Z. Bryant

Dir Adaptive Educational Services
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Dir Equal Opportunity
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T Banta

Asst for Communications
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Vice Chancellor
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External Affairs
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Dir Community Relations
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S Davis

Vice Chancellor
Student Life
Dean of Students
K Whitney

Asst VC for Student Life & Learning
F Ross

Asst Dean of Students
J Spratt

Dir Student Health Services
S Wintermeyer

Dir Students Rights, Responsibilities, & Conduct T Powell Lewis

Dir Counseling & Psych Services
J Lash

Dir Planning & Assessment
R Aaron

Dir Finance & Admin
K Walsh

Int Dir Campus & Community Life
P Alvarez

Dir Housing & Residence Life
H Guenard

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D Maxwell

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Dir Research & Learning
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Assoc VC Lifelong Learning
K Murtadha

Exec Dir Enrollment Services
R Porter

Dir Graduate Office
S Queener

Assoc Dean International Affairs
S Sutton

Campus Schools/Units

Dean, Herron Art & Design
V Eickmeier

Dean, Dentistry
L Goldblatt

Dean Eng & Tech
O Yurtseven

Dean, Health & Rehab Sci
A Agho

VC & Dean IUPUC
M Wafa

Dean Law
G Roberts

Dean Liberal Arts
W Blomquist

Dean Phys Ed & Tourism Mgt
J Gladden

Acting Dean Science
B Ng

Dean University College
S Evenbeck

Dean University Library
D Lewis

Dean Info Technology
G Elmore

Core Campus Schools

Assoc Dean Kelley Business
P Cochran

Exec Assoc Dean Education
P Rogan

Assoc Dean Informatics
A Faiola

Assoc Dean Libr & Info Sci
M Irwin

Assoc Dean Journalism
J Brown

Dean Nursing
M Broome

Acting Dean Optometry
S Soni

Assoc Dean Public & Envtl Aff
Eric Wright

System Schools

Dean Medicine
C Brater

Dean Social Work
M Patchner

Prepared by Sylvia M. Payne
Current as of 8/15/09

Appendix C
Indiana University School of Nursing
Faculty – Selected Campus/University Service
2008

Faculty Name	Campus/University Service
Allen, Patricia	IUB ▪ Nursing Collections Coordinator, Life Sciences Library ▪ Graduate Committee – Bloomington Campus ▪ CORE Campus Review IU ▪ CCNF Faculty Affairs – Clinical Track Faculty Subcommittee
Arthur, Amy	IU ▪ Curriculum Committee
Baird, Carol	IUPUI ▪ IFC Handbook Committee ▪ IFC Nominations Committee ▪ IU Nursing Geriatrics Interest Group ▪ IUPUI Faculty Council IU ▪ University Faculty Council
Bakas, Tamilyn	IUPUI ▪ IUPUI/Clarian Institutional Review Board
Bartlett, Rebecca	IUPUC ▪ Information Technology Advisory Committee
Beckstrand, Jan	IUPUI ▪ IUPUI University Faculty Affairs Committee
Belcher, Anne	IUPUI ▪ Greater Indianapolis Neighborhood Initiative – Near Westside Steering Committee ▪ IFC Liaison to the Constitution and Bylaws Committee ▪ IFC Executive Committee ▪ IUPUI Council for Civic Engagement ▪ IUPUI P-20 Council Steering Committee IU ▪ IFC Council Member at large ▪ Indiana Campus Compact – IUPUI Faculty Representative ▪ IUPUI Administrative Review Committee Dean Michal Patchner ▪ IUSON EH MSN Coordinator for graduate students in CHN – IUPUI and Kokomo campuses
Boland, Donna	IUPUI ▪ IUPUI University College Curriculum Committee ▪ IUPUI University College Task Force for Continuous Learning and Improvement
Bostrom, Carol	IUPUI ▪ Reviewer for Campus Top 100 Students

Faculty Name	Campus/University Service
Broome, Marion	IUPUI ▪ Academic Deans Council ▪ Health Deans Group ▪ Clarian Health Partners Education and Research Committee ▪ Clarian Health Partners Board Committee on Quality and Health Care IU ▪ Council of Academic Deans ▪ Distinguished Professors Committee
Buelow, Janice	IUPUI ▪ Indiana Faculty Council
Carpenter, Janet	IUPUI ▪ IU Cancer Center Cancer Control Program ▪ IUPUI 5-year administrative review committee for Dean Broome IU ▪ IU Simon Cancer Center Clinical Trials Monitoring Committee (CTMC) ▪ IU Simon Cancer Center Clinical Research Committee (CRC) ▪ IU General Clinical Research Center Advisory Committee
Champion, Victoria	IUPUI ▪ Program Leader, Cancer Prevention and Control – Behavioral Oncology – IU Cancer Center ▪ Clarian Research Committee, Research Review Committee IU ▪ Research Committee, IUPUI ▪ CTSI Executive Committee ▪ CTSI/PDT
Cullen, Deborah	IUPUI ▪ Graduate Affairs Committee
Decker, Kim	IU ▪ Simulation Interest Group ▪ Admission Task Force
Ebright, Patricia	IUPUI ▪ Patient Safety Integrated Curriculum Steering Committee ▪ Health Information Technology Conference for 2009 Planning IU ▪ Invited participant in Indiana University School of Medicine Education Strategic Planning Retreat
Ellet, Marsha	IUPUI ▪ Indianapolis Faculty Council ▪ IUPUI/Clarian Internal Review Board
Erler, Cheryl	IUPUI ▪ Campus Safety and Health Committee IU ▪ Student Haring Commission
Fife, Betsy	IUPUI ▪ Fellow in IUSON IARCH ▪ Research Associate of the Institute for Research on Social Issues ▪ Scientific Review Committee, IU Cancer Center

Faculty Name	Campus/University Service
Fisher, Mary	IUPUI ▪ Academic Affairs – Administrative Liaison ▪ Electronic Portfolio Steering Committee ▪ FACET – Co-liaison for IUPUI ▪ Faculty Affairs – Administrative Liaison ▪ Faculty Council Executive Committee ▪ IUPUI Flexible Faculty Task Force ▪ IUPUI FACET Selection Committee ▪ IUPUI faculty Council ▪ Planning Committee – Partnering for Promotion, Office for Women ▪ Retention and Graduation Steering Committee ▪ Staff Council – Administrative Liaison ▪ Teaching Peer Reviewer ▪ Undergraduate Council on Retention and Graduation IU ▪ President's Task Force for Healthcare Cost Containment ▪ UFC ▪ University Calendar Committee ▪ University Grand Marshall
Friesth, Barbara	IU ▪ Oncourse Priorities Committee
Fulton, Janet	IUPUI ▪ IUPUI Library Committee ▪ IUPUI Faculty Governance Board of Review
Haase, Joan	IUPUI ▪ IU Simon Cancer Center (IUSCC) ▪ IUPUI Internal Advisory Committee, R25 Training Grant ▪ IUPUI R25 Training Grant Curriculum Committee ▪ IUPUI/Center for Enhancing Quality of Life in Chronic Illness – Affiliated Scientist ▪ IUSCC American Cancer Society Institutional Grant Review Committee ▪ IUSCC Cancer Prevention and Control Program ▪ IUSCC Cancer Prevention and Control Program Internal Advisory Committee ▪ IUSCC End-of-Life Research Initiative ▪ IUSCC Scientist Review Committee – Ad Hoc Reviewer ▪ NIH/NINR Special Emphasis Panel – Ad Hoc Reviewer ▪ Riley Children's Cancer Center – Affiliated Scientist
Halstead, Judith	IUPUI ▪ IUPUI Information Technology Deans Committee ▪ Clarian Values Education Grants Review Committee ▪ Patient Safety Interdisciplinary Education Committee ▪ IUB Provost Deans Meeting IU ▪ University Information Technology Committee

Faculty Name	Campus/University Service
Harmon, Debra	IUPUC ▪ ASN/BSN Program Committee for Nursing (program between IUPUC and Ivy Tech Columbus) ▪ Safety Committee/ Emergency Preparedness ▪ Student Affairs Representative ▪ Technology Committee (ITAC) ▪ Head and Directors Group ▪ IUPUC Faculty Affairs Committee IU ▪ RN to BSN Advisory Board and Leadership Group ▪ APG committee for the Corridor of IUSON ▪ Student Affairs Committee for IUSON Corridor
Horton-Deutsch, Sara	IUPUI ▪ Academic Affairs Committee
Ironside, Pamela	IUPUI ▪ Faculty Council Technology Committee
Krothe, Joyce	IUB ▪ Bloomington Campus Hearing Commission and Review Board ▪ Council on Student Affairs ▪ Community Outreach and Partnerships in Service-Learning (COPSL) Advisory Board IU ▪ Interdisciplinary Academic Advisory Panel for the School of Social Work ▪ The Thomas Ehrlich Award for Excellence in Service-Learning Selection Committee, IU Committee on Distinguished Teaching
Laux, Marcia	IUB ▪ Bloomington Faculty Council IU ▪ General Education Committee ▪ Social and Historical Committee ▪ EPC Committee
Linde, Beverly	IUPUI ▪ Associate Member – Graduate School ▪ Common Theme Committee ▪ Curriculum committee – University College ▪ Faculty – Staff and Students for Peace
Lu, Yvonne	IU ▪ IU Center for Aging Research
Martin, Joanne	IUPUI ▪ IUPUI Family Violence Institute ▪ Polis Center SAVI Research Advisory Committee IU ▪ Institute for Action Research in Community Health ▪ IU Health Care Reform Workgroup

Faculty Name	Campus/University Service
Mays, Rose	IUPUI ▪ Promotion and Tenure Committee ▪ Academic Integrity Subcommittee, National Collegiate Athletic Association (NCAA) Division I Self Study Committee ▪ Institution Review Board (designated to review new exempt and expedited studies) ▪ Indiana Mid-America Public Health Training Center ▪ Administrative Review Committee, IUPUI Chancellor
McDaniel, Anna	IUPUI ▪ IUPUI/Clarian IRB Exempt/Expedited Subcommittee ▪ IUPUI Faculty Council ▪ R25 Training in Research for Behavioral Oncology and Cancer Control ▪ IUPUI Faculty Council Research Affairs Committee IU ▪ University Faculty Council
McNelis, Angela	IUPUI ▪ IUPUI IRB ▪ Program Review and Assessment Committee ▪ UCAC IU ▪ BSN Admission Policy Committee ▪ APG Committee ▪ FACET Review Committee
Milgrom, Lesley	IUPUI ▪ Selection Committee for IUPUI Top 100 Nominations IU ▪ Fairbanks Interdisciplinary Committee
Moore, Susan	IU ▪ Wishard/School of Nursing Gerontology Committee
Moorman, Meg	IUPUI ▪ Common Theme Project
Rawl, Susan	IUPUI ▪ IU Cancer Control Program ▪ Mary Margaret Walther/Behavioral Cooperative Oncology Group: Reviewer for Seed Projects IU ▪ IU Cancer Center, Translation Research Acceleration Collaboration (ITRAC) Review Committee ▪ Indiana Clinical Translations Science Initiative (CTSI); Behavioral and Population Science Proposal Development Team ▪ IU School of Medicine, Search and Screen Committee for Director if IU Simon Cancer Center
Reising, Deanna	IUB ▪ Dean of Students Hearing Commission ▪ BFC Student Affairs Committee
Richardson, Virginia	IUPUI ▪ Study Abroad Committee ▪ Study Abroad Scholarship Committee

Faculty Name	Campus/University Service
Riner, Mary	IUPUI ▪ IUPUI Faculty Council ▪ Bi-national Cross Cultural Health Enhancement Center ▪ Social Assets and Vulnerabilities Indicators (SAVI) Research Advisory Committee ▪ Mexico Interest Group
Russell, Kathleen	IUPUI ▪ Behavioral/Social Sciences, IUPUI Institutional Review Board, alternate member
Settles, Julie	IUPUI ▪ IUPUI Athletic Committee ▪ Disaster Task Force ▪ IUPUI Faculty Council Technology Committee
Shea, Roberta	IUB ▪ CCNF BSN Curriculum Committee ▪ IUSON Search and Screen Committee IU ▪ UCNF Undergraduate Curriculum Committee ▪ UCNF Faculty Affairs, Clinical Faculty Subcommittee
Shieh, Carol	IU ▪ Asian/Pacific American Faculty and Staff Council ▪ Associate Graduate Faculty
Sims, Sharon	IUPUI ▪ Graduate Affairs Committee IU ▪ Graduate Council
Sloan, Rebecca	IUPUI ▪ IUPUI Committee on Ethics Research ▪ Medical Humanities Academic Program Planning Committee ▪ IUPUI Institutional Review Board, Behavioral/Social Sciences, Research Compliance Administration – alternate member ▪ IUPUI Faculty Counsel Budgetary Affairs Committee IU ▪ IU Center for Bioethics ▪ IUSON Center for Enhancing Quality of Life in Chronic Illness ▪ IU Center for Aging
Stiffler, Deborah	IUPUI ▪ IUPUI Faculty Council University Technology Committee IU ▪ Community of Practice on Scholarship of Teaching and Learning on Information Technology Impact
Stoelting-Gettelfing, Wendy	IUB ▪ DNP Task Force ▪ Student Government Affairs IU ▪ Student Affairs Committee ▪ Student Affairs Appeals Committee ▪ CCNF BSN Curriculum Committee ▪ Admissions Task Force ▪ SPDD Planning Committee

Faculty Name	Campus/University Service
Stoten, Sharon	IU ▪ Faculty Council Technology Committee ▪ Pilot iTunes U for All IU campuses, University Information Technology Services ▪ Oncourse Priorities Committee, Office of the Vice President for Information Technology and Chief Information Officer ▪ Scholarship of Teaching and Learning Faculty Group with focus on Metasynthesis of Evidence found in Podcasting
Swenson, Melinda	IUPUI ▪ IUPUI Graduate Curriculum Committee ▪ IUPUI Oversight Committee for Preparing Future Family
Von Ah, Diane	IUPUI ▪ Melvin and Bren IU Cancer Center IU ▪ Cancer Center, Clinical Trial Reviews
Waltz, Rachel	IUPUI ▪ CCNF BSN Curriculum Committee
Welch, Janet	IUPUI ▪ IUPUI Sabbatical Leave Committee
Wheeler, Corinne	IUPUI ▪ IUPUI Faculty Council ▪ Campus Planning Committee
Woolf, Shirley	IUPUI ▪ CCNF Baccalaureate Curriculum Advisory Committee (BCAC) ▪ Interdisciplinary Simulation Academy Clarian Health Partners, IU School of Medicine and IUSON

Appendix D – CCNF Bylaws **POLICY NO: I-A-5**

Effective Date: 10/15/2007

INDIANA UNIVERSITY SCHOOL OF NURSING AT IUPUI, IU BLOOMINGTON AND IUPU COLUMBUS BYLAWS OF THE LOCAL COUNCIL OF NURSING FACULTY

Preamble

We, the faculty members of Indiana University School of Nursing located at the IUPUI, IU Bloomington and IUPU Columbus, in recognition of our common goal to better human conditions through the process of education, and in recognition and appreciation of the rights and responsibilities bestowed upon us by the State of Indiana through the Indiana University Board of Trustees for the accomplishments of this goal, do establish these bylaws for the purposes of creating a system which will aid in the identification, definition and accomplishment of major specific objectives of this faculty.

ARTICLE I NAME

The name of this organization shall be the Corridor Council of Nursing Faculty of the Indiana University School of Nursing located at IUPUI, IU Bloomington and IUPU Columbus, herein referred to as the CCNF.

ARTICLE II AUTHORITY OF SCHOOL FACULTIES

1. The school's academic mission.

2. The school's structure of faculty governance, consistent with university faculty standards.

3. Creation, reorganization, merger, and elimination of academic programs and units within the school.

4. Authority of academic units within the school and the relation between them.

5. Conferring of degrees.

6. Curriculum

7. Coordination of school calendar with academic calendar of the university.

8. Admission and retention of students in the school.

9. Standards for student academic performance.

10. Student conduct and discipline, consistent with university and campus faculty standards.

11. Appointment, promotion and tenure, compensation, conduct and discipline, and grievances of school faculty, consistent with university and campus faculty standards.

12. School facilities and budgets.

13. Appointment and review of school academic officers (except the dean of the school) and administrative officers affecting the school's academic mission, consistent with campus and university standards.

14. Other matters affecting the academic mission of the school, subject to the legislative authority of the university and campus faculties.*

***Constitution of the Indiana University Faculty, Article 2, Section 2.4(A), Faculty Authority**

ARTICLE III MEMBERSHIP

Section A Voting Membership

Category I: Full-time tenured/tenure-eligible faculty, lecturer, senior lecturer, clinical faculty, and research scientists shall constitute the voting membership of the CCNF.

Category II: Members of the University Graduate School, on all campuses, shall constitute the voting membership of the CCNF on graduate matters.

Section B Associate Membership

1. The CCNF associate membership shall be:

a. full-time lecturers;

b. members holding part-time appointments;

c. persons who are administrative officers in the School of Nursing who hold professional staff appointments;

d. persons holding adjunct and visiting ranks or student academic appointments;

e. faculty having emeritus status; and

2. An associate member shall have voice but no vote.

3. An associate member who petitions the secretary of the CCNF in writing shall receive notices, agendas, and minutes of the CCNF and other written communication relative to the CCNF for the academic year in which the request is received**.**

Section C Student Representatives

1. One (1) student from each program (baccalaureate, masters and doctoral programs) as appropriate by the CCNF to serve on the standing committees, as designated;

2. Student representatives shall have voice but no vote.

Section D Certification of Faculty

By October 1 of each academic year, and thereafter, as appointments by the trustees occur, the secretary of the CCNF shall secure from the office of the dean, the names, rank, tenure status, full/part-time status of all persons holding academic appointment to the School of Nursing at IUPUI, IU Bloomington and IUPU Columbus

ARTICLE IV ELECTIONS

Section A Terms of Office

1. The President-Elect shall be elected in odd numbered years and serve a two (2) year term and then ascend to the office of President.

2. The Secretary shall be elected in odd numbered years and serve two (2) years and until the final meeting following the election of a successor.

3. In addition to President-Elect and Secretary, the faculty members of the following standing committees shall be elected:

   Appointment, Promotion and Tenure; Bylaws; Executive; Faculty Affairs; Nominating; and Undergraduate Student Affairs to serve a three (3) year staggered term and may be elected to a second.

4. The Chair of the BSN Curriculum Committees shall be elected by majority vote of the committee members and serve a (3) year term and may be elected to a second term.

5. The Chairperson and Vice-Chairperson of GC/SA shall be elected by Category II voting members and shall serve a three (3) year term and may be elected to a second term. When a chairperson resigns or is to be absent for a semester or longer, the position will be filled for the duration of the absence by a special election held by the

GC/SA.

6. When any elected officer, other than membership on the committee, is vacated, an election shall be conducted in accord with the stated procedures to fill the vacancy.

7. When any membership position on a committee becomes vacant, with the exception of the GC/SA, the CCNF president, in consultation with the chair of that committee, shall appoint a replacement until the next regularly scheduled election.

Section B Voting by Electronic Ballot

Process for Faculty Voting:

1. The chairs of the nominating and bylaws committees will check the accuracy of the full time faculty list maintained in the Dean's Office. The Administrative Specialist in the Business Office each semester updates the faculty list on outlook. The chair of each committee needing electronic voting will verify the accuracy of the list with the Dean's Office. A list of eligible faculty will be forwarded each semester to the Director of Informational Technologies and entered in the database of eligible faculty.
2. Chair of Nomination or Bylaws Committee will notify faculty two weeks prior to the time the ballot will be put on line.
3. Voting will occur through the CCNF website and faculty will have two weeks to submit their vote.
4. Once a faculty member casts a vote, the system will not allow it to be altered. No votes will be accepted after the closing date and time.

Process for Determining Results of Elections and Voting

1. Access to results will only be by the Director of Informational Technologies and the chair of the committee requesting the voting. If the chair of the committee is unable to complete this process, a designee will be appointed by the committee. The two members will print out the anonymous voting results.
2. The chair will report the results of the ballot at the next business meeting of the CCNF and email results to faculty.
   The paper file containing the voting records and the printouts of the results will be maintained securely by the chair of the committee needing electronic voting for at least one year. The data file will be maintained securely by the Director of Informational Technologies.

Section C Voting by Mailed Ballot

8. Elections shall be carried out by secret ballot with members voting by mail as herein provided.

9. At least four (4) weeks prior to the annual meeting a ballot shall be mailed out to the appropriate voting members of the CCNF. Each ballot shall be accompanied by an official envelope self-addressed to the Secretary of CCNF.

3. A second ballot shall not be given or sent to any member for any reason.

4. Each member shall mark the ballot, seal it in the official envelope, print and sign name and return address on the envelope, and return it to the Secretary of CCNF.

5. Ballots returned dated later than five (5) working days prior to the Annual Meeting shall be void and not counted.

6. The Secretary of CCNF shall be responsible for verifying the names of members and date of return of the official envelope. The unopened envelopes shall be placed in safe keeping.

7. The ballots shall be tabulated in accord with policies and procedures as determined by the CCNF Executive Committee.

8. A plurality vote of members voting shall constitute an election for elected positions.

9. In case of a tie, the choice shall be decided by lot

10. All ballots, credentials of the voting body and other records of the election shall be preserved for a minimum of one (year).

11. Chair of Nominating Committee shall report results of the mail balloting the next business meeting of CCNF.

ARTICLE VI DUTIES OF CCNF OFFICERS

Section A Duties of President

The President shall:

1. designate the time and place for regular and special meetings of the CCNF**;**

2. preside at all regular and special meeting of the CCNF;

3. give a President's Report including, but not limited to, actions of the Executive Committee, at each business meeting of the CCNF;

4. appoint a pro-tempore secretary in the absence of the elected secretary;

5. appoint the necessary task forces and ad hoc committees to meet the mission and goals of the School of Nursing and the CCNF;

6. appoint, in consultation with the Chair of that committee, a person to serve until the next scheduled election in the event a vacancy in any elected committee membership position occurs during the academic year;

7. serve as a member of the Dean's Council;

8. give an annual report at the final meeting of CCNF.

Section B Duties of President-elect

The president-elect shall:

1. preside at meetings of the CCNF in the absence of the president;

2. convene the Executive Committee and serve as its Chair;

10. monitor the work of CCNF Standing Committees;

11. perform or conduct duties of the office of the CCNF the president as designated by the president; and

12. ascend to presidency at the conclusion of the final meeting in odd numbered years**.**

Section C Duties of the Secretary

The secretary shall:

1. maintain a listing of the current membership of the CCNF**;**

2. prepare and distribute minutes of each meeting to voting members of the CCNF and associate members who have requested;

3. serve as Secretary of the Executive Committee and CCNF business meetings;

4. arrange for distribution of the prepared agenda prior to the CCNF meeting;

5. file a copy of the minutes in the office of the dean that shall be the permanent record of the CCNF;

6. file a copy of each approved policy/procedure with the Executive Associate Dean for Academic Affairs for placement in the official Policy and Procedures Manual of the School; and

13. prepare an annual report of the business meetings of the CCNF.

ARTICLE VII MEETINGS

Section A Regular Meetings

There shall be a minimum of three (3) CCNF meetings per academic year. Faculty are to be notified of regular meetings at least five (5) working days in advance.

Section B Special Meetings

A special meeting of CCNF may be called by the president on own authority, request of the dean, request of the chair of the Executive Committee, or ten (10) or more members of CCNF, in writing, for a special topic to be dealt with at the meeting**.** No other business may be brought forward at that meeting**.**

Section C Quorum

A quorum shall consist of a presiding officer and at least 25% of voting membership.

ARTICLE VIII COMMITTEE STRUCTURE

Section A Standing Committees

The standing committees shall be:

1. Appointment, Promotion, and Tenure (APT)

14. Bylaws

3. Executive

4. Faculty Affairs

5. Graduate Curriculum/Student Affairs (GC/SA)

6. Nominating

7. BSN Curriculum

8. Undergraduate Student Affairs (USA)

Section B General Rules

1. Committee recommendations that require action by the CCNF must be submitted in writing to the Executive Committee.

2. At the conclusion of the academic year each committee chair shall submit a report to the Secretary of Executive Committee for distribution with the final minutes of CCNF, a report of all actions taken by the committee and the status of all uncompleted work of the committee.

3. The chair or designee and the voting members present of each committee shall constitute a quorum.

4. All members of standing committees except student members are voting members of the committee.

5. The Chair, or designee, and all present voting members of each CCNF Standing Committee shall constitute a quorum.

6. Committee reports or recommendations shall be written and distributed to all faculty prior to or at the CCNF meeting when these reports or recommendations appear on the agenda.
7. Each committee shall select a secretary at the first meeting of the year or for each meeting.

8. Any member of the committee who misses three consecutive meetings or a member who resigns may be replaced by action of the chair of the committee in consultation with the president of CCNF.

Section C Duties of Standing Committee Members

1. The chairperson shall**:**

   a. preside at each of the scheduled meetings of the standing committee or designate an alternate to serve in the absence of the chairperson;

   b. may appoint an associate chair to aid in the work of the standing committee except for APT in which case a co-chair is elected;

   c. schedule committee meetings for the year and forward to the Executive Committee for placement on Master Calendar;

   d. convene the committee for meetings during the academic year as needed;

   e. prepare and circulate the agenda and minutes for committee meetings;

   f. present reports and/or recommendations of the standing committee to the Executive Committee for referral to CCNF for further action and a written report for each business meeting and an annual report at the final meeting of the academic year;

g. establish subcommittees as necessary, with the chair of the subcommittee being a member of the standing committee, to carry out the functions and responsibilities of the standing committee;

h. establish task forces for specifically designated tasks, composed of at least one (1) member of that committee and the remainder of faculty members as appointed by the chair of the task force. The chair of the task force will report back to the chair of the standing committee;

i. prepare an annual report of the committee including number of meetings held, summary of reports and actions, and recommendations for future consideration;

j. collaborate with the administrative liaison in conjunction with the committee to establish and coordinate the committee's work to fulfill the goals of the CCNF for the current year; and

2. The secretary shall:

a. keep a record of proceedings, proposals made, pertinent discussion, and final action taken in committee meetings;

b. report in the minutes the names of persons at the meeting;

c. submit minutes/records to chairperson of committee within two weeks after a meeting; and

d. distribute annual committee reports to committee members and to the CCNF Executive Committee.

3. The committee members shall:

a. attend all meetings;

b. be prepared for issues to be discussed;

c. report back to constituents;

d. a member shall be replaced if absent from three (3) consecutive meetings.

4. The administrative liaison to a standing committee shall:

a. provide a linking relationship between administration and the standing committee to support the work of the committee;

b. suggest issues for committee consideration;

c. assist the committee in obtaining administrative support necessary to carry out committee functions;

d. provide the committee with resource materials;

e. communicate committee concerns and decisions to appropriate members of administration; and

f. serve as non-voting member of the committee.

Section D Standing Committees

1. Appointment, Promotion, and Tenure (APT)

a. The purposes of the CCNF Appointment, Promotion and Tenure Committee shall be to serve as the unit committee for the School of Nursing and make recommendations to the University Dean regarding issues involving appointment, reappointment, promotion, and tenure status of faculty and non-tenure-eligible appointees.

b. The functions of the CCNF Appointment, Promotion and Tenure committee shall be to:

1) evaluate tenure track faculty and non-tenurable academic appointees for appointment to rank and make recommendations to the University Dean in accordance with the School of Nursing and university requirements;

2) receive recommendations from each department primary review committee, department chair, external reviewers and other such individuals and as specified by the university;

3) evaluate dossiers of candidates seeking promotion or advancement to tenure status and make recommendations to the University Dean in accordance with the School of Nursing and university requirements;

4) evaluate, upon the request of the University Dean, faculty performance to determine if a tenured faculty member has failed to maintain academic standards appropriate for a tenured member of the faculty and make recommendations to the University Dean concerning the appropriate action to be taken;

5) respond to university documents regarding proposed appointment, promotion and tenure guidelines;

6) disseminate information regarding appointment, promotion and tenure criteria and processes;

7) implement policies and practices regarding appointment, promotion and tenure; and

8) evaluate tenure probationary faculty for third-year review to provide information to be used for decisions regarding reappointment.

c. The voting membership shall be comprised of representatives, elected by the CCNF, who shall serve in staggered terms of two years. Members shall be tenured. An elected member may not hold an administrative position of Executive Associate Dean or department chair, and shall not have any authority over candidate in any administrative capacity.

d. The composition of the committee is as follows:

1) the chair, who is a tenured full professor and is elected by the voting members of the CCNF and serves as a representative to the IUPUI Promotion and Tenure Committee;

2) a co-chair, who is a tenured full professor, elected by the members of CCNF, and serves as the alternate representative to the IUPUI Promotion and Tenure Committee in the absence of the Chair;

3) ten (10) tenured faculty, including the chair and co-chair, of a minimum of four (4) full professors and a maximum of six (6) associate professors;

4) administrative liaison appointed by the University Dean or designee

2. **Bylaws Committee**

a. The purpose of the Bylaws Committee shall be to maintain the bylaws of the CCNF**.**

b. The functions of the Bylaws Committee shall be to:

1) review the Bylaws of the CCNF within the framework of the University Faculty Constitution, Bylaws of the University Faculty Council, and Bylaws of the UCNF;

2) review the Bylaws of the CCNF annually and make recommendations for amendments as needed;

3) receive and review recommendations from members of the CCNF for proposed amendments to the bylaws;

4) forward proposed amendments to the Executive Committee with the committee's recommendation for action;

5) report to the CCNF action taken on all recommended amendments referred to the committee; and

6) conduct electronic voting for revisions or amendments of existing bylaws

7) file a copy of the current Bylaws of the CCNF in the offices of the dean

c. The membership of the Bylaws Committee shall consist of:

1) the chair, elected by the CCNF;

2) three (3) representatives at-large, elected by the CCNF; and

3) The CCNF parliamentarian;

4) administrative liaison appointed by the University Dean or designee.

3. **Executive Committee**

a. The purpose of the Executive Committee is to manage the business of the CCNF; monitor the progress of work assigned to other bodies/committees; and set the goals and objectives for the CCNF for the academic year.

b. The functions of the Executive Committee shall be to:

1) establish CCNF goals that interface with the goals of the School;

2) act on behalf the faculty between business meetings;

3) prepare and distribute to the faculty the date, time, place and agenda of each regular/special CCNF meeting at least five (5) working days prior to the date of each CCNF meeting;

4) attach to the agenda written reports from each committee chair for distribution to faculty;

5) place items on the agenda; refer items to an appropriate body/ committee; and report to CCNF the action taken on each item for its consideration;

6) maintain a record of all items referred to other bodies/committees;

7) monitor the progress and/or completion of work referred to other bodies/committees;

8) make recommendations to program-based curriculum committees regarding articulation issues;

9) report to the CCNF the status of items approved by CCNF, but not yet implemented;

10) provide the administration with faculty input regarding the academic calendar;

11) appoint student representatives to CCNF committees, as required by the bylaws;

12) provide the dean with names of faculty and student representatives for appointment to administrative task forces or committees;

13) receive recommendations and proposals from faculty;

14) coordinate schedule of CCNF committee meetings and forward recommendations for Master Calendar to appropriate corridor administrative group;

15) appoint task forces as needed;

16) appoint vacancies to committees to serve until the next scheduled election.

c. The membership of the Executive Committee shall consist of the:

1) Secretary of the CCNF;

2) President of the CCNF**;**

3) President-elect of the CCNF, who is chair;

4) Chairs of standing CCNF committees;

d. The committee shall meet as needed to manage the business of the CCNF.

4. Faculty Affairs

a. The purpose of the Faculty Affairs Committee is to address matters involving the faculty, including but not limited to:

1) issues of academic freedom;

2) developing standards for:

a) appointments and tenure; promotion policies and procedures;

b) faculty workloads;

c) faculty evaluations; and

d) awards/recognitions of special achievement in the areas of teaching,
scholarship, and service.

b. The functions of the Faculty Affairs Committee shall be to:

1) develop, review, and monitor implementation of policies and procedures
related to the rights and responsibilities of faculty;

2) develop and review policies related to faculty appointments, reappointments, tenure and promotion;

3) develop, review, and monitor implementation of policies related to faculty workload;

4) develop, review and monitor policies and procedures for mediation of faculty grievances;

5) develop, review and monitor implementation of faculty evaluations by students, peers, and administrators;

6) assure that special achievements in the areas of teaching, scholarship and service are recognized and publicized to the School of Nursing and campuses.

c. The membership of the Faculty Affairs Committee shall consist of:

1) the chairperson, associate or full professor, tenured, elected by the CCNF;

2) a co-chair shall be elected from the committee membership by the committee;

3) twelve (12) faculty members, including the chair and co-chair, elected by the CCNF. No more than two-thirds (2/3) can be from the same campus; one (1) full professor, four (4) associate professors, four (4) assistant professors and three (3) nontenure-eligible academic appointments;

4) administrative liaison appointed by the dean or designee.

d. The committee shall meet as needed to complete the work of the committee.

5. **Graduate Curriculum/Student Affairs Committee (GC/SA)**

a. The purposes of the GC/SA shall be to coordinate the development and revision of the curriculum and student policies for graduate programs;

b. The curriculum functions of the GC/SA shall be to:

1) identify goals and priorities for curricular issues in graduate programs;

2) approve graduate curricula revisions developed by departments, task forces, and/or ad hoc advisory committees and forward recommendations to the Graduate School as appropriate;

3) seek consultative/advisory input from experts to facilitate the work of the committee;

4) ensure the evaluation of the masters and PhD graduate curriculum.

c. The student affairs functions of the GC/SA shall be:

1) draft policies related to the rights and responsibilities of graduate students and recommend to CCNF;

2) monitor the implementation of School of Nursing University and Graduate School and policies and practices related to the rights and responsibilities of students;

3) implement admission standards for all graduate programs in the School of Nursing;

4) monitor the progression of students enrolled in graduate programs and address specific progression requests/issues following established progression and due process policies;

5) facilitate faculty verification of program completion of graduate students

consistent with established graduation policies;

6) appoint subcommittees to hear graduate student appeals of actions related to admission, progression, and graduation consistent with policies and due process;

7) cooperate with other University committees to facilitate selection of graduate recipients for student fellowships, scholarships, and awards; and

8) make recommendations and take appropriate actions following review of student satisfaction surveys and other reported data related to student affairs.

d. The membership of the GC/SA Committee shall consist of:

1) the Chair elected by faculty holding membership in the University Graduate School;

2) the Co-chairs elected by faculty holding membership in the University Graduate School

a. one co-chair who is the chair of the MSN APG committee

b. one co-chair who is the chair of the PhD APG committee

3) all faculty holding membership in the University Graduate School;

4) two students, one representing MSN program and one representing PhD program appointed by Associate Dean of Graduate Programs in collaboration with Graduate Nursing Student Organization;

5) administrative liaison(s) appointed by the University Dean.

e. The co-chairs shall:

1) preside over GC/SA meetings in the absence of the chair;

2) preside over the meetings of the MSN or PhD APG Subcommittees of the GC/SA committee;

3) report on APG subcommittee actions at the regularly scheduled GC/SA meetings;

4) submit an annual report of the activities of the APG Subcommittee to the chair of the GC/SA.

f. Membership of the MSN APG Subcommittee is as follows:

1) chair of GC/SA MSN APG

2) two (2) faculty representatives from each department to be appointed by the co-chair from members of the GC/SA. Representatives will be appointed for a 2-year term and may be re-appointed for consecutive terms.

3) Administrative liaison as appointed by the Dean or designee.

g. Functions of the MSN APG Subcommittee:

1) review applicants for admission who do not meet admission requirements, but who are recommended for admission by the Department, and endorse or deny the Department recommendation.

2) Review requests for waivers of admission requirements and permission to take classes prior to enrollment and endorse or deny the requests.

3) Review requests for leaves of absence, reinstatement, deferring class enrollment after admission, and extensions for completion of degrees who have departmental support and endorse or deny requests.

4) Evaluate and report processes consistent with quality improvement of MSN APG policies.

h. Membership of the PhD APG subcommittee:

1) Chair of the GC/SA PhD APG subcommittee

2) PhD program administrator (ex officio, non voting)

3) Associate Dean for Graduate Programs (ex officio, non-voting)

4) Two (2) representatives from each PhD focus area, elected for two (2) years by faculty holding membership in the University Graduate School Representatives will server staggered terms and may be re-elected for up to two (2) consecutive terms.

5) Director or designee of any doctoral training grant.

i. Functions of the PhD APG subcommittee.

1) Review applicants and make recommendations to the graduate school for admission using established criteria and guidelines.

2) Monitor progression of students in the PhD program.

3) Review requests for waivers of admission requirements and endorse for deny such requests.

4) Review requests for leaves of absence or extensions for completion of the degree that have faculty support and endorse or deny the requests.

5) Evaluate and report processes consistent with quality improvement of PhD APG policies.

j. Meetings

1) The MSN APG subcommittee shall meet monthly during the academic year, to complete the work of the committee. The chair or an appointed member of the subcommittee will review requests during the summer months and seek input from committee members as needed.

2) The PhD APG subcommittee shall meet at least twice during fall semester and at other times determined by the subcommittee chair to complete the work of the committee.

6. **Nominating Committee**

a. The purpose of the Nominating Committee shall be to implement the mandates pertaining to elective offices as designated in the Bylaws of the CCNF. The committee shall conduct elections by written, mailed ballot for all elected offices of the CCNF.

b. The functions of the Nominating Committee shall be to:

1) solicit and obtain consent of qualified candidates to run for elected offices;

2) present a slate to the CCNF 30 days prior to the election;

3) conduct the election for elected offices of the CCNF by electronic or mailed, paper ballot and announce the outcomes of the election at the final meeting of the CCNF;

4) submit to the secretary of the CCNF a master list of CCNF standing committee members, terms of office and areas of representation by September 15 of each academic year;

5) conduct elections, as necessary, to provide representation to

university and campus faculty governance bodies.

6) Present an electronic slate to CCNF.

c. The membership of the nominating committee shall consist of:

1) the chair, elected by the CCNF;

2) two (2) representatives at-large elected by the CCNF.

3) administrative liaison as appointed by the dean or designee.

d. The committee shall meet as often as necessary to fulfill the functions of the committee.

7. **BSN Curriculum Committee**

a**.** The purposes of the BSN Curriculum Committee shall be to initiate and promote activities necessary to implement the IUSON curricula; recommend curriculum changes; facilitate communication regarding curricular issues; and assure curricular evaluation.

b. The functions of the BSN Curriculum Committee shall be to:

1) coordinate implementation of curricula for all BSN programs offered on corridor campuses;

2) facilitate evaluation of achievement of year/level/program outcomes for all BSN curricula delivered on the corridor campuses;

3) monitor curriculum implementation plans for the impact on resources and make appropriate recommendations to CCNF;

4) examine and submit recommendations for resolution of conflicts related to the smooth articulation of the BSN curriculum;

5) discuss and offer recommendations for BSN curricular issues that affect the corridor campuses as a whole; and

6) approve courses in the BSN curricula.

c. Membership

1) All faculty with primary teaching responsibilities in the BSN curriculum.

2) One BSN student appointed by the Assistant Dean of Student Affairs in collaboration with the President's Council.

3) The chairperson elected by CCNF

d. Meetings

The committee shall meet as required during the academic year and appoint subcommittees and task forces as needed to complete the work of the committee.

8. **Undergraduate Student Affairs Committee**

a. The purpose of the Undergraduate Student Affairs Committee shall be to propose campus-specific policies and monitor the implementation of School of Nursing (CCNF), Indiana University and individual campus policies and practices for admission, progression, and graduation; to decide student appeals of decisions related to admission, progression and graduation; to contribute to the selection of students for fellowships, scholarships and awards; and to address student concerns/issues.

b. The functions of the Undergraduate Student Affairs Committee shall be to:

1) draft corridor-level policies related to the rights and responsibilities of students and recommend to CCNF;

2) monitor the implementation of School of Nursing (CCNF) and Indiana University policies and practices related to the rights and responsibilities of students;

3) implement admission standards for all undergraduate programs in the Corridor;

4) monitor the progression of undergraduate students enrolled in all programs in the Corridor and address specific progression requests/issues following established progression and due process policies;

5) facilitate faculty verification of program completion of undergraduate students graduating from all programs in the Corridor consistent with established graduation policies;

6) appoint subcommittees to hear undergraduate student appeals of actions related to admission, progression, and graduation consistent with CCNF policies and due process;

7) create subcommittees as necessary to carry out functions of the committee. The majority of members of the subcommittee shall be members of the Undergraduate Student Affairs Committee and additional members as appointed by the Undergraduate Student Affairs chair. The requirements of this section do not apply to appointment of subcommittees set forth in #6 above.

8) make recommendations and take appropriate actions following review of student satisfaction surveys and other reported data related to student affairs.

c. The membership of the Undergraduate Student Affairs Committee shall be:

1) the chairperson, elected by:

2) Nine (9) faculty members, to be selected by the representative groups, including six (6) faculty teaching in the baccalaureate program at IUPUI, each representing a different semester; three (3) faculty representatives from each of the following: two (2) from the Bloomington campus and one (1) from the Columbus Center;

3) four (4) undergraduate student representatives appointed by Assistant Dean of Student Affairs in collaboration with the President's Council to include: two (2) representing BSN at IUPUI, one (1) representing ASN at IUPUI, one (1) representing the Bloomington Campus;

4) administrative liaison as appointed by the dean or designee.

d. The composition and functions of the Admission, Progression and Graduation (APG)
Subcommittees are as follows:

1) Membership of the BSN APG Subcommittee is as follows:

a) chair and vice-chair selected from Undergraduate Student Affairs Committee (USAC) membership by USAC chair;

b) one (1) faculty representative from each of the six semesters of the BSN nursing major to be appointed by the USAC chair from faculty teaching in the BSN Program in consultation with the chair and vice chair of the BSN APG Subcommittee. Representatives will be appointed for a two-year term and may be re-appointed for consecutive terms;

c) one representative from IU Bloomington campus;

d) administrative liaison as appointed by the Dean or designee;

e) academic advisors from the Corridor appointed by the administrative liaison to serve as non-voting members;

2) Functions of the APG Subcommittees:

a) approve selection of applicants for admission to the respective programs;

b) review and act on student requests regarding part-time status/leaves of absence/reinstatement;

c) review and act on failures in nursing or general education courses, including those that may result in dismissal from the respective programs;

d) review and act upon requests for intrasystem/external transfers to the respective programs;

e) review and act upon requests for waivers of academic policies implemented in the BSN program;

f) review issues of dismissal related to academic and personal misconduct in accordance with University and CCNF School of Nursing policies and forward recommendations to USAC;

g) review appeals of APG Subcommittee decisions and grant or deny appeals; and

h) approve candidates for graduation from the respective programs.

3) Functions of the chair of each of the APG subcommittees:

a) receive student requests and bring to subcommittee for action;

b) assist students in interpreting University and CCNF School of Nursing academic policies and practices;

c) prepare agendas for meetings;

d) preside over meetings and facilitate discussion of student requests;

e) process issues resulting from discussion of student requests;

f) communicate committee decisions to students via written means and orally as appropriate;

g) submit an annual report of the activities of the APG Subcommittee to the chair of the Undergraduate Student Affairs Committee.

5) Meetings will be scheduled at the beginning of each academic year to provide for timely and appropriate management of all functions.

a) The committee will meet once a month or as needed during the academic year.

Section E Other Committees

1. Task forces/ad hoc committees from the CCNF shall be created by the CCNF president when a need/problem arises which does not fall within the specific purposes and functions of a standing committee or when a specific one-time task needs to be accomplished. Each task force/ad hoc committee is responsible to and reports back to the CCNF standing committee or CCNF president.

ARTICLE IX. AMENDMENTS

These bylaws may be amended by a 2/3 majority of the members voting by a mailed ballot providing the proposed amendment(s) have been distributed to all voting members and discussed at a meeting of the faculty prior to the vote.

ARTICLE X. PROVISOS

1) Existing committees will continue to operate until new committees have been elected or appointed.

2) The approved new committees created by these Bylaws take effect when the election results are reported.

3) In order to establish staggered terms for committee members, those members with the highest 1/3 of votes shall be elected to a three (3) year term; middle 1/3 shall be elected for a two (2) year term, and lower 1/3 to a one (1) year term.

ARTICLE XI. PARLIAMENTARIAN AND PARLIAMENTARY AUTHORITY

Section A CCNF Parliamentarian

The CCNF parliamentarian shall:

1. be appointed by and serve at the pleasure of the CCNF president;

2. serve as an advisor on parliamentary procedure to the CCNF president;

3. serve as a resource to CCNF standing committees at their request; and

4. serve as a member of the CCNF Bylaws Committee.

Section B Parliamentary Authority

Parliamentary authority shall be governed by Robert's Rules of Order, Newly Revised**;** (latest), except in such cases as are covered by the CCNF Bylaws and special rules adopted by the CCNF.

Approved, March 24, 1997, by Corridor Council of Nursing Faculty
Revised 2/22/1999
Revised 11/24/1999
Revised 5/12/2000
Revised 11/29/2000
Approved, December 18, 2000, by Corridor Council of Nursing Faculty
Revised 4/16/2001
Approved, May 5, 2001, by Corridor Council of Nursing Faculty
Revised 4/15/02
Approved, April 22, 2002, by Corridor Council of Nursing Faculty
Approved, April 28, 2003, by Corridor Council of Nursing Faculty
Revised 8/11/03
Revised 11/21/05
Approved, November 21, 2005, by Corridor Council of Nursing Faculty
U:\ccnf\Bylaws\I-A-5--Bylaws--11-21-05.doc
Revised 10/15/07

Revised 12/11/07
Revised 1/28/08

Appendix E – Indiana University School of Nursing
Student Support Services

Bloomington	Service Unit	Person Responsible
Academic Advisement	**Indiana University – University Division** 750 East Kirkwood Avenue, Maxwell Hall 120 Bloomington, IN 47405-7101 812-856-4301 Web site: http://ud.iub.edu/academicadvising.php	Frank Reiter, Director 812-855-6768 reiterf@indiana.edu
	Indiana University – School of Nursing Sycamore Hall Room 437 Bloomington, Indiana 47405 Phone: 812-855-1736 Web site: http://www.indiana.edu/~iubnurse/home/student/advising.html	**Deborah Hrisomalos** dhrisoma@indiana.edu or **Ed Health,** eheath@indiana.edu **Appointments: 812-855-1736**
Computer Training/ Facilities	**University Information Technology Services (UITS)** Wrubel Computing Center 2711 E. Tenth Street Bloomington, IN 47408-2671 812-855-9255 Web site: http://uits.iu.edu/	**Garland C. Elmore, Deputy CIO and Dean** **317-274-4506** elmore@iupui.edu **Help Line: 812-855-6789**
Counseling Services	**Counseling & Psychological Services (CAPS)** 600 North Jordan Avenue, 4th floor (Indiana University Health Center) Bloomington, IN 47405 Phone: 812-855-5711 Web site: http://healthcenter.indiana.edu/departments/caps.html	**Nancy J. Stockton, Director** stocktnj@indiana.edu
Career Development	**Career Development Center (Arts & Sciences Career Services)** 625 North Jordan Avenue Bloomington, Indiana 47405 Phone: 812-855-5234 Web site: http://www.indiana.edu/~career/	**Patrick Donahue, Director** **812-855-3207** donahued@indiana.edu

Bloomington	Service Unit	Person Responsible
Financial Aid	**Office of Student Financial Assistance** 601 E. Kirkwood, Franklin Hall, 208 Bloomington, IN 47405-1223 812-855-0321 Web site: http://www.indiana.edu/~sfa/index.html	**Susan Pugh, Director** **812-855-7087** spugh@indiana.edu
Health Services	**Indiana University Health Center** 600 North Jordan Avenue Bloomington, IN 47405 Phone: 812-855-4011 Web site: http://healthcenter.indiana.edu/index2.html	**Hugh Jessop, HSD Director** **812-855-6511** jessoph@indiana.edu
International Services	**Office of International Services** 601 E. Kirkwood Avenue, Franklin Hall, 306 Bloomington, IN 47405 Phone: 812-855-9086 Web site: http://www.indiana.edu/~intlserv/	**Christopher Viers, Associate Vice President** cviers@indiana.edu
Support Needs: Writing Learning	**Campus Writing Program** 750 E. Kirkwood Avenue, Maxwell Hall, 222 Bloomington, IN 47405 Phone: 812-855-4928 Web site: http://www.indiana.edu/~cwp/	**Laura Plummer, Director** **812-855-4928** lplummer@indiana.edu
	Student Academic Center 316 North Jordan Avenue Bloomington, IN 47405 Phone: 812-855-7313 Web site: http://sac.indiana.edu/	**Charles Frederick, Director** **812-855-7313** crfreder@indiana.edu
Support Needs: Cultural Diversity	**Neal-Marshall Black Culture Center** 275 North Jordan Avenue Bloomington, IN 47405-1636 Phone: 812-855-9271 Web site: http://www.indiana.edu/~nmbcc/	**Audrey T. McCluskey, Director** mcclusk@indiana.edu

Bloomington	Service Unit	Person Responsible
	Asian Culture Center 807 E. Tenth Street Bloomington, IN 47408 Phone: 812-856-5361 Web site: http://www.indiana.edu/~acc/index.php	**Melanie Castillo-Cullather, Director** mcullath@indiana.edu
	Latino Cultural Center 715 E. Seventh Street Bloomington, IN 47408 Phone: 812-855-0174 Web site: http://www.indiana.edu/~lacasa/	**Lillian Casillas, Director** mlcasill@indiana.edu
	First Nations Educational and Cultural Center 400 N. Sunrise Drive, Weatherly Hall, 203 Bloomington, IN 47405 Phone: 812-855-4814 Web site: http://www.indiana.edu/~fnecc/	

Columbus	Service Unit	Person Responsible
Career Development	**College & Career Exploration Center** 4601 Central Avenue, CC 156 Columbus, Indiana 47203-1769 Phone: 812-348-7271 Web site: http://www.iupuc.edu/universitycollege/careerservices/	Carol Kostrzewsky ckostrze@iupuc.edu 812-314-8535
Computer Training/Facilities	**Center for Teaching & Learning** 4555 Central Avenue Columbus, Indiana 47203-1769 Phone: 812-314-8709 Web site: http://www.columbusctl.com/	**Darrin Sorrells,** Director 812-314-8715 dsorrells@columbusctl.com
Concerns/Grievances	**IUPUC Faculty Senate** Web site: http://www.iupuc.edu/facultysenate/standingcommitteesandboards/grievanceboard/	Nursing Representative: Rebecca Bartlett rjbartle@iupuc.edu
	IUSON Academic Affairs – Indianapolis	See page _____
Financial Aid	**Office of Scholarships and Financial Aid** 4601 Central Avenue Columbus, Indiana 47203-1769 Phone: 812-348-7231 Web site: http://www.iupuc.edu/FinancialAidandScholarships/	Jennifer Perry jenchand@iupuc.edu 812-348-7231
Health Services (Refer students to Indianapolis)	**IUPUI Health Services (Indianapolis)** 1140 W. Michigan Street, Coleman Hall Indianapolis, IN 46202 Phone: 317-274-8214 Web site: http://health.iupui.edu/	Dr. Stephen Wintermeyer swinterm@iupui.edu 317-278-2603
Special Needs: Writing Math Learning	**IUPUC Academic Resource Center** 4555 Central Avenue, LC 1616 Columbus, Indiana 47203-1769 Phone: 812-314-8757 Web site: http://www.iupuc.edu/academicresourcecenter/writing/	

Indianapolis	Service Unit	Person Responsible
Academic Advisement	**University College** 815 West Michigan Street Indianapolis, IN 46202 Phone: 317-274-4856 Web site: http://uc.iupui.edu/students/academics/index.asp	**Scott Evenbeck, Dean** **317-274-5032** evenbeck@iupui.edu **Amanda Buck, Joint Advisor with Nursing** **317-278-7371** afawcett@iupui.edu
	IUSON Center for Academic Affairs 1111 Middle Drive, NU 122 Indianapolis, IN 46202-5243 Phone: 317-274-2806 Web site: http://www.nursing.iupui.edu/academics/advising.shtml	**Helen McKuras** hmckuras@iupui.edu **Debbie Grew** dgrew@iupui.edu **Janet Moon** jakmoon@iupui.edu **Michelle Piercy** mlpiercy@iupui.edu **Greg Wible** gwible@iupui.edu
Career Services	**Career Services at IUPUI** 815 West Michigan Street, Taylor Hall, 3rd floor Indianapolis, IN 46202 Phone: 317-274-4856 Web site: http://uc.iupui.edu/students/career/index.asp	**Cathy Buyarski, Assistant Dean/ Director** **317-278-4722** cbuyarsk@iupui.edu
Child Care	**Center for Young Children** 321 N. Limestone Street Indianapolis, IN 46202 Phone: 317-274-3508 Web site: http://www.childcare.iupui.edu/	**Beth Jeglum, Director** bjeglum@iupui.edu

Indianapolis	Service Unit	Person Responsible
Computer Training/ Facilities	**University Information Technology Services (UITS)** Informatics and Communications Technology Complex 535 W. Michigan Street Indianapolis, IN 46202 Phone: 317-274-2444 Web site: http://uits.iu.edu/index.shtml	**Garland C. Elmore, Deputy CIO and Dean** **317-274-4506** elmore@iupui.edu **Help Line: 317-274-HELP (4357)**
Concerns & Grievances	**IUSON Center for Academic Affairs** 1111 Middle Drive, NU 122 Indianapolis, IN 46202-5243 Phone: 317-274-2806 Web site: http://www.nursing.iupui.edu/academics/index.shtml	**Chandra Dyson, Assistant Dean for Student Services** cbaskin@iupui.edu **Deborah Cullen, Associate Dean for Undergraduate Programs** dcullen@iupui.edu **Daniel Pesut, Associate Dean for Graduate Programs** dpesut@iupui.edu **Judith A. Halstead, Executive Associate Dean for Academic Affairs** jhalstea@iupui.edu
	Office of Equal Opportunity 620 Union Drive Indianapolis, IN 46202 Phone: 317-274-2306 (Hotline: 1-888-245-1310) Web site: http://www.iupui.edu/~oeo/	**Kim D. Kirkland, Director** **317-274-2306** kirkland@iupui.edu
	Student Advocate (part of Student Life at IUPUI) 420 University Blvd., Suite 350 Indianapolis, IN 46202 Phone: 317-278-7594 Web site: http://life.iupui.edu/advocate/	**Josh Manlove, Student Life** **317-278-7594** jmanlove@iupui.edu

Indianapolis	Service Unit	Person Responsible
Concerns & Grievances (con't)	**Graduate Office** 620 Union Drive, 2nd floor, room 207 Indianapolis, IN 46202 Phone: 317-274-3459 Web site: http://www.iupui.edu/~gradoff/	**Sherry Queener, Director** queenes@iupui.edu
Counseling Services	**Counseling & Psychological Services (CAPS)** 620 Union Drive, Room 418 Indianapolis, IN 46202 Phone: 317-274-2548 Web site: http://life.iupui.edu/caps/counseling.html	**Julie Lash, Director** jlash@iupui.edu
Diversity	**Office of Diversity and Enrichment** 1111 Middle Drive, NU 122 Indianapolis, IN 46202-5243 Phone: 317-274-2806 Web site:	**Devjani (Juni) Banerjee-Stevens, Director** **317-278-2206** jb127@iupui.edu
Financial Services	**Office of Student Financial Aid Services** 420 University Blvd., CE 250A Indianapolis, IN 46202-5145 Phone: 317-274-4162 Web site: http://www.iupui.edu/~finaid/	**Kathy Purvis, Director** **317-274-5924** kpurvis@iupui.edu
Health Services	**IUPUI Health Services (Indianapolis)** 1140 W. Michigan Street, Coleman Hall Indianapolis, IN 46202 Phone: 317-274-8214 Web site: http://health.iupui.edu/	Dr. Stephen Wintermeyer swinterm@iupui.edu 317-278-2603

Indianapolis	Service Unit	Person Responsible
International Students	**Office of International Affairs** 902 W. New York St., ES 2126 Indianapolis, IN 46202 Phone: 317-274-7000 Web site: http://international.iupui.edu/	**Sara K. Allaei, Director** **317-274-3261** sallaei@iupui.edu **Jennifer Nisevich,** **International Student Advisor** **317-274-7295** jnisevic@iupui.edu **Ling Gao LeBeau,** **International Scholar Advisor** **317-278-9654** llebeau@iupui.edu

Appendix F

Indiana University School of Nursing

Diversity Statement

"Diversity includes consideration of socioeconomic class, gender, age, religious belief, sexual orientation, and...disabilities, as well as race and ethnicity. Diversity recognizes that individuals learn from exposure to and interaction with others who have backgrounds and characteristics different from their own. Recognizing and valuing diversity...also means acknowledgement, appreciation, and support of different learning styles, ways of interaction, and stimulating forms of discourse derived from interaction and collaboration with persons from diverse backgrounds and experiences," (American Association of Colleges of Nursing's "Statement on Diversity and Equal Opportunity," 1997, p. 1).

In order to fulfill this commitment, Indiana University School of Nursing:

- Promotes curriculum content that reflects a commitment to diversity.
- Develops a comprehensive academic success model.
- Recruits, retains, and graduates students from diverse backgrounds in all programs with attention to transition across degrees.
- Recruits and retains faculty and staff from diverse backgrounds.
- Establishes and maintains linkages with the diverse communities of the city, the state, the nation, and the world.
- Identifies local, regional, national, and international resources that support diversity, promote academic excellence, and enrich the academic environment for all members of the School of Nursing community.
- Promotes research that reflects commitment to cultural diversity.
- Promotes culturally competent practice among students, graduates, and faculty.

Appendix G
Indiana University School of Nursing
Faculty with Graduate School Status
December 2009

Campus	Members	
IUPUI	Baird, Carol	Horton-Deutsch, Sara
	Bakas, Tamilyn	Ironside, Pamela
	Bean, Cheryl	Jeffries, Pamela
	Beausang, Carol	Lee, Mikyoung
	Beckstrand, Janis	Lu, Yvonne
	Belcher, Anne	Lyon, Brenda
	Boland, Donna	Magee, Tracy
	Broome, Marion	Martin, Joanne
	Buelow, Janice	Mays, Rose
	Burrage, Joe	McDaniel, Anna
	Carpenter, Janet	McLennon, Susan
	Champion, Victoria	McNelis, Angela
	Cullen, Deborah	Pesut, Daniel
	Duffy, Joanne	Rawl, Susan
	Ebright, Patricia	Richardson, Virginia
	Ellett, Marsha	Riner, Mary Beth
	Fife, Betsy	Russell, Kathleen
	Fisher, Mary	Shieh, Carol
	Friesth, Barbara	Sims, Sharon
	Fulton, Janet	Sloan, Rebecca
	Gerkensmeyer, Janis	Stiffler, Deborah
	Haase, Joan	Sutton, Margaret
	Habermann, Barbara	Swenson, Melinda
	Halstead, Judith	Von Ah, Diane
	Hanna, Kathleen	Weaver Michael
	Heo, Seongkum	Welch, Janet
	Hickman, Susan	Wheeler, Corinne
IU Bloomington	Hensel, Desiree	Markley, Valerie
	Krothe, Joyce	Reising, Deanna
Core Campus Total	**58**	
IU East	Clark, Karen	
IU Kokomo	Bourke, Mary	
	Hendricks, Susan	
	Wallace, Linda	
IU North West	Delunas, Linda	Rouse, Susan
	Rooda, Linda	Samardzija, Melanie
IU South Bend	Basolo-Kunzer, Mary	Regan-Kubinski, Mary Jo
	Dobrzykowski, Teresa	Sofhauser, Cynthia
	Henry, Patricia	
IU South East	Bowles, Donna	Myers, Judy
	McIlvoy, Laura	Reid, Jacquelyn
	McKay, Marion	
All Campus Total	**76**	

Appendix H – Faculty Profile Form – Fall, 2009
Bloomington, Columbus, Indianapolis

Full-time Faculty

Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[1]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
								T	O
Allen, P.	2003	Clinical Assistant Professor	BSN	Indiana University	MSN	Indiana University	Adult health	B244 K492 H353 H354	
Arthur, A.	2006	Clinical Assistant Professor	BSN	Indiana University	MSN PhD	Indiana University Indiana University	Family nurse practitioner	F574 Y612	
Baird, C.	2007	Associate Professor	BSN	Indiana University	MSN PhD	Indiana University Indiana University	Adult health CNS Chronic pain and mobility difficulties in older adults with osteoarthritis	B232 M565 R500	
Bakas, T.	1996	Professor	BSN	Indiana University	MSN DNS	Indiana University Indiana University	Caregivers of stroke survivors	H355 R604	
Bartlett, R.	2008	Clinical Assistant Professor	BSN	Indiana University	MSN	Indiana University	Research and statistics	B104 H355 S483 S484	
Bean, C.	1991	Associate Professor	BSN	Widener University School of Nursing	MSN DSN	Rutgers University University of Alabama, Birmingham	Clinical oncology	B244 B245 Y552	

[1] If pursuing a graduate degree, list credits earned to date

Appendix H – Faculty Profile Form – Fall, 2009
Bloomington, Columbus, Indianapolis

Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[1]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Beausang, C.	1995	Associate Professor	BA, Nursing	Gustavus Adolphus College, St. Peter, MN	MSN	University of Colorado, Denver	Adolescent sexual behavior	B233 C555 B245	
					PhD	University of Illinois, Chicago			
Beckstrand, J.	1995	Associate Professor	BSN	University of Texas, Austin	MSN	University of Colorado, Denver	Statistical methods	N502 R590	
					PhD	University of Texas, Austin			
Belcher, A.	2001	Associate Professor	BSN	Indiana University	MSN	Indiana University	Action research, community collaboration, populations at risk	B490	Chair, Department of Environments for Health
					DNS	Indiana University			
Boland, D.	1990	Associate Professor	BSN	State University of New York, Utica/ Rome	MSN	Russell Sage College, Troy, NY	Nursing education, program evaluation	T617	Associate Dean for Evaluation
					PhD	University of Utah, Salt Lake City			
Bostrom, C.	1991	Clinical Assistant Professor	BSN	Indiana University	MSN	University of Illinois, Chicago	Psychiatric nursing	H351	UGRD Coordinator
Broome, M.	2004	Professor	BSN	Medical College of Georgia	MSN	University of South Carolina	Research ethics, pediatric pain, child response to illness, family adaptation to chronic illness	H498	Dean
					PhD	University of Georgia			
Buelow, J.	2002	Associate Professor	BSN	Northwestern University, Chicago	MSN	University of Illinois, Chicago	Psychosocial issues of chronic illness, epilepsy	H498 M560 R590	
					PhD	University of Illinois, Chicago			

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Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[1]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Burrage, J.	2007	Associate Professor	BSN	Northwestern State University of LA	MSN	Northwestern State University of LA	Barriers and facilitators to health care access, cultural and psychosocial aspects of HIV infection	R590	
					PhD	Georgia State University, Atlanta			
Carpenter, J.	2003	Professor	BSN	Oakland University, Rochester, MI	MSN	University of Kentucky, Lexington	Behavioral oncology, cancer symptom management	R603	
					PhD	University of Kentucky, Lexington			
Champion, V.	1980	Professor	BSN	Indiana University	MSN	Indiana University	Behavioral oncology, symptom intervention, quality of life	R899	Associate Dean for Research
					DNS	Indiana University			
Cullen, D.	2004	Professor	BS	University of Central Florida	MA	San Diego State University	Long-term oxygen therapy, dyspnea across populations	R590	Interim Associate Dean for UGRD Programs
					EdD	University of Southern California			
Decker, K.	2006	Clinical Assistant Professor	BSN	The Ohio State University	MSN	Indiana University	Education; nursing of children at risk; hospice	B230 S473	
DeMeester, D.	1995	Clinical Assistant Professor	BSN	Indiana University	MSN	Indiana University	Cardiovascular	H361	UGRD Coordinator
Dobbs, C.	1979	Clinical Assistant Professor	BSN	Indiana University	MSN	Indiana University	Medical-surgical nursing, oncology	H354 S483 S484	

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Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[1]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Duffy, J.	2008	Professor	BSN	Salve Regina College, Newport, RI	MSN	The Catholic University of America, Washington	Maximizing patient outcomes through caring relationships with acute care patients	I579 L579	
					PhD	The Catholic University of America			
Ebright, P.	2000	Associate Professor	BSN	University of Cincinnati	MSN	University of Cincinnati	RN decision-making, nursing administration, patient safety	H498 M559	
					DNS	Indiana University			
Ellett, M.	1986	Professor	BSN	Indiana University	MSN	Indiana University	Enteral tube placement in children, infant colic, quantitative research methods	J692 R505 R590 R699	
					DNS	Indiana University			
Eoff, M.	1995	Senior Lecturer	BSN	Indiana University	MSN	Indiana University	Pediatrics, adult education	B230 B245 B304	
Erler, C.	2001	Clinical Assistant Professor	BSN	Indiana State University	MSN	South Dakota State University, Brookings	Critical care transport, critical care nursing	S481 S485	
Feather, R.	2004	Clinical Lecturer	BSN	Indiana University	MSN	Indiana University	Nursing management and leadership	S481 S485	
					PhD	Indiana University; in progress, 90 credits			
Fife, B.	1991	Sr. Research Scientist	BSN	Ohio State University	MSN	Indiana University	Breast cancer, HIV/AIDS	S474	
					PhD	Indiana University			

Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[1]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Fisher, M.	1989	Professor	BSN	Kent State University	MSN	Kent State University	Work redesign, labor relations, nurse retention	R899	Associate Vice Chancellor for Academic Affairs and Associate Dean of the Faculties (IUPUI)
					PhD	Kent State University			
Friesth, B.	2006	Clinical Associate Professor	BSN	University of Wisconsin, Milwaukee	DNS	Indiana University	Oncology, pain management, nursing education	T619	Director, Learning Resource Center
Fulton, J.	2002	Associate Professor	BSN	College of Mount St. Joseph, Cincinnati	MSN	University of Cincinnati	Adult Health CNS, Medical-surgical, oncology, gerontology, educational research	M500 M565	Program Director, HRSA Grant, Adult Health CNS Coordinator
					PhD	Ohio State University			
Gates, S.	2004	Clinical Assistant Professor	BSN	Purdue University	MSN	Indiana University	Adult psychiatric and mental health nursing	B245 H351 H352	
Gerkensmeyer, J.	2002	Associate Professor	BSN	Indiana University	MSN	Indiana University	Child and adolescent psychiatry	N504 P515	
					PhD	Indiana University			
Haase, J.	2001	Professor	BSN	Cornell University	MSN	University of Los Angeles	Behavioral oncology; child, adolescent/ young adult, family; research methods triangulation	J692	
					PhD	Texas Women's University			

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Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[1]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Habermann, B.	2007	Associate Professor	BSN	University of San Francisco	MN	University of Washington, Seattle	Family management of chronic neurologic illness, elders quality of life	H498 D608	
					PhD	University of California, San Francisco			
Halstead, J.	2004	Professor	BSN	University of Evansville	MSN	University of Evansville	Nursing education, online learning	T800	Executive Associate Dean for Academic Affairs
					DNS	Indiana University			
Hanna, K.	2000	Associate Professor	BSN	Loretto Heights College, Denver	MSN	University of Nebraska Medical Center	Adolescent health, chronic illness, family nursing	C662	
					PhD	University of Pittsburg			
Harmon, D.	2005	Clinical Assistant Professor	BSN	Western Kentucky University, Bowling Green	MSN	University of Evansville	Critical care and emergency medicine	B104	Director
Heo, S.	2007	Assistant Professor	BSN	Pusan National University, South Korea	MSN	Pusan National University, South Korea	Heart failure, quality of life, self-care	R500 R505	
					Mdiv, Theology	Korean Baptist Seminary, South Korea			
					PhD	University of Kentucky, Lexington			

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Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[1]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Hickman, S.	2009	Associate Professor	BA	Wellesley College (Psychology)	MA	University of Kansas, Lawrence (Clinical Psychology)	Ethics, research	S474	
					PhD	University of Kansas, Lawrence (Clinical Psychology_			
Horton-Deutsch, S.	1999	Associate Professor	BSN	University of Evansville	MSN	Rush University	Psychiatric mental health	P671	Program Director, HRSA grant
					DNSc	Rush University			
Ironside, P.	2006	Associate Professor	BA, Nursing	Luther College, Decorah, IA	MSN	University of Minnesota, Minneapolis	Nursing education, narrative pedagogy	J692 T670 T679	Director, Center for Research in Nursing Education
					PhD	University of Wisconsin, Madison			
Kost, G.	2002	Clinical Lecturer	BSN	University of Indianapolis	MSN	University of Pennsylvania	Critical care	H361 H362 S471	
Krothe, J.	1993	Professor	BSN	Columbia University	MSN	Indiana University	Community health, health policy	S473	Assistant Dean
					DNS	Indiana University			
Kurt, M.	1988	Clinical Assistant Professor	BSN	Indiana University	MSN	Indiana University	Medical-surgical, renal, organ transplant	B248 B249 H354 H362	
Laux, M.	2004	Clinical Assistant Professor	BSN	University of Southern Colorado	MSN	University of Colorado, Denver	Administration	B231 S474 B232	Director, RN-BSN Program

Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[1]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Lee, M.	2009	Assistant Professor	BSN	Kyungpook National University, Korea	MSN	Kyungpook National University, Korea	Cost-effectiveness of nursing care/ nursing cost, nursing informatics	B492 I639 L574	
					PhD	University of Iowa			
Linde, B.	1990	Clinical Associate Professor	BSN	Ohio State University	MSN	University of Michigan, Ann Arbor	Emergency nursing care, cardiovascular	B104 B232 H498	
					PhD	University of Michigan, Ann Arbor			
Lu, Y.	2006	Assistant Professor	BSN	Bethel College, Newton, KS	MSN	Wright State University	Gerontology, adult health	R505	
					PhD	Case Western Reserve University			
Lyon, B.	1981	Professor	BSN	Indiana University	MSN	Indiana University	Stress-related illness, stress management	M559	
					DSN	Indiana University			
Magee, T.	2009	Assistant Professor			PhD	Boston College	Pediatrics, child development	C551	
Markley, V.	1993	Assistant Professor	BSN	Indiana University	MSN	Indiana University	Psychiatric mental health	B231 H351 H352	
Martin, J.	1985	Assistant Professor	BSN	University of San Francisco	MSN	University of California	Community health	H365 H548	
					MPH	University of California			
					DrPH	University of California			

Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[1]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Mays, R.	1973	Professor	BSN	University of Evansville	MSN	Indiana University	Adolescent health care, health of children, parent-adolescent communication	C662	Associate Dean for Community and International Affairs
					PhD	University of Texas, Austin			
McCreary, M.	2008	Clinical Assistant Professor	BSN	Indiana University	MSN	Indiana University	Psychiatric/mental health nursing	H351 H352	
McDaniel, A.	1992	Professor	BSN	Ball State University	MA, Nursing	Ball State University	Cancer prevention/ control, smoking cessation, informatics	J692	Assistant Dean for Research
					DNS	Indiana University			
McLennon, S.	2008	Assistant Professor	BSN	University of Central Florida	MSN	University of Florida	Medical-surgical, family practice, geriatrics	B248	
			BS	Respiratory Therapy	PhD	University of Alabama, Birmingham			
McNelis, A.	2001	Associate Professor	BSN	DePauw University	MS	Indiana University	Research; psychiatric/ mental health	H365 H498 R590	
					MSN	Indiana University			
					PhD	Indiana University			
McNett, S.	2009	Clinical Assistant Professor	BSN	University of Oklahoma, Norman, OK	MSN	Texas Women's University, Denton	Rehabilitation nursing, stress and coping	B248 B249	
					DNS	Indiana University			
Meek, J.	2008	Clinical Associate Professor	BSN	Ball State University	DNS	Indiana University	Nursing administration/ informatics	I630 S483 S484	
Milgrom, L.	2001	Clinical Assistant Professor	BA, Nursing	Simmons College, Boston	MSN	Indiana University	Critical care, medical-surgical	S470	

Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[1]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Moore, S.	1982	Clinical Assistant Professor	BSN	University of Pittsburgh	MSN	Emory University	Gerontology	R590 Y552	ANP Coordinator
					DNS	Indiana University			
Moorman, M.	2007	Clinical Assistant Professor	BSN	Indiana University	MSN	Drexel University	Women's health	H363 H364	
Mueller, M.	1991	Clinical Assistant Professor	BSN	University of Cincinnati	MSN	Vanderbilt University	Family nursing	Military Leave	
					PhD	Case Western Reserve University			
Pesut, D.	1997	Professor	BSN	Northern Illinois University, DeKalb	MSN	University of Texas Health Science Center, San Antonio	Clinical reasoning, nursing education and administration	R899	Associate Dean for Graduate Programs
					PhD	University of Michigan, Ann Arbor			
Phillips, J.	2009	Clinical Assistant Professor	BSN	DePauw University	MSN	Ball State University	Nursing education	T617 S483 S484	
					PhD	Indiana University			
Powell, J.	2004	Senior Lecturer.	BSN	University of Tennessee Center for the Health Sciences, Memphis	MSN	Vanderbilt University, Nashville	Medical-surgical	H354 H355 H362	
Rasmussen, L.	2008	Clinical Assistant Professor	BSN	Indiana State University	MSN	Indiana University	Psychiatric/mental health nursing	H351 H352	
					DNS	Indiana University			
Rawl, S.	2000	Associate Professor	BSN	University of Illinois, Chicago	MSN	University of Illinois, Chicago	Cancer prevention/early detection	J690 D751	
					PhD	University of Illinois			

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Reising, D.	1999	Associate Professor	BSN	Indiana University	MSN	Purdue University, Calumet	Nursing education, service-learning; critical care nursing	H399 H361 H362 S470 S471	
					PhD	Indiana University			
Richardson, V.	1973	Associate Professor	BSN	Stanford University	MSN	Indiana University	Breast-feeding attitudes, student learning styles, critical thinking	C551	PNP Coordinator
					DNS	Indiana University			
Riner, M.	1999	Associate Professor	BSN	Ft. Hays State University, Hays, KS	MSN	Indiana University	Community health nursing, international health	N502 H540	
					DNS	Indiana University			
Russell, K.	2000	Associate Professor	BSN	Indiana University	MSN	Indiana University	Minority health disparities, cancer prevention/ control, community health nursing	R899	
					DNS	Indiana University			
Russo, B.	2006	Clinical Assistant Professor	BSN	Indiana University	MSN	Indiana University	Nursing administration	S482 S483 S484	
Sanders, S.	2009	Clinical Assistant Professor	BSN		MSN		Adult medical-surgical	B244 B245 B304 B404	
Settles, J.	2005	Clinical Assistant Professor	BSN	Indiana University	MSN	Indiana University	Cardiovascular critical care and emergency department	S674	ACNP Coordinator
					PhD	Rush University			

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Sharer, B.	2009	Clinical Assistant Professor	BSN		MSN		Leadership and management	B231 S485 S474	
Shea, R.	1999	Clinical Assistant Professor	BSN	Indiana University	MSN	Indiana University	Critical care	B244 B245 H355 S471	
Shieh, C.	2004	Assistant Professor	BSN	Kaohsing Medical College, Taiwan	MS	Kaohsing Medical College, Taiwan	Health information seeking, health literacy, prenatal and women's health, cultural diversity	H365 S472	
					MPH	University of Minnesota School of Public Health			
					DNSc	Yale University			
Sims, S.	1990	Professor	BSN	Metropolitan St. College, Denver	MSN	University of Colorado Health Science Center, Denver	FNP; Narrative pedagogy, interpretive research methodologies, nurse practitioner education	R899	Chair, Department of Family Health
					PhD	University of Utah			
Sloan, R.	1994	Associate Professor	BSN	Indiana University	MSN	Indiana University	Chronic illness, family dynamics, meaning of illness	J692 R590 R610 Y535	
					PhD	University of Kentucky			
Stephenson, E.	1997	Clinical Assistant Professor	BSN	Indiana University	MSN	Indiana University	Neonatology, online teaching and learning	E403 G513 G514 T555	NNP Coordinator
Stiffler, D.	2003	Assistant Professor	BSN	Purdue University	MSN	University of Kentucky, Lexington	Women's health	G552 R590	WHNP Coordinator
					PhD	Indiana University			

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Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[1]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Stoelting-Gettlefinger, W.	2005	Assistant Professor	BSN	Indiana State University	MSN DSN	Indiana State University Indiana University	Community health	H399 S472 S473	
Stoten, S.	1999	Clinical Assistant Professor	BSN	Purdue University	MSN	Indiana University	Distance education, multi-media development	B404 H365 S483 S484	
Styron, R.	2007	Clinical Assistant Professor	BSN	University of Southern Mississippi, Hattiesburg	MSN DNP	Indiana University Purdue University; 22 hours completed	Public health, pediatrics	S471 S472	
Sutton, M.	2005	Clinical Assistant Professor	BSN	Indiana University	MSN DNS	Indiana University Indiana University	Oncology	H361 H362	
Swenson, M.	1980	Professor	BSN	University of Michigan, Ann Arbor	MSN PhD	University of Wisconsin, Madison Indiana University	FNP; Interpretive phenomenology, hermeneutics	F574	FNP Coordinator
Taylor, C.	1996	Clinical Assistant Professor	BSN	Indiana University	MSN	Indiana University	Pediatrics	B245 S483 S484	
Von Ah, D.	2008	Assistant Professor	BSN	University of Iowa, Iowa City	MSN PhD	University of Iowa, Iowa City University of Alabama, Birmingham	Behavioral oncology, cancer symptom management	M500	
Waltz, R.	2000	Clinical Assistant Professor	BSN	Indiana University	MSN	Hahnemann University, Philadelphia	Women's health	B244	UGRD Coordinator

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Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[1]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Watts, P.	2001	Clinical Lecturer	BSN	Montana State University	MSN	University of Arkansas, Little Rock	Pediatrics	B230 H363 H364	
Weaver, M.	2008	Professor	BSN	Bowling Green State University	MSN	Medical College of Ohio, Toledo	Community health nursing, applied statistics	R607	Director for Statistical Services, Center for Nursing Research & Scholarship
					PhD	University of Toledo			
Welch, Ja.	1991	Professor	BSN	Indiana State University	MSN	Indiana University	Fluid and dietary management, hemodialysis, renal failure	J692 R500 R699 R900	Chair, Department of Adult Health
					DNS	Indiana University			
Welch, Jo.	1996	Clinical Assistant Professor	BSN	University of Evansville	MSN	Indiana University	Nursing administration	H364 S483 S484	
Wheeler, C.	2006	Assistant Professor			MSN	Indiana University	Community health nursing, nursing administration	I639 L574 S472	
					PhD	Indiana University			
Woolf, S.	1996	Clinical Assistant Professor	BSN	Indiana University	MSN	Indiana University	Critical care, end-of-life	S470 S471	
					MA	Trinity International University, Deerfield, IL			
Young, J.	1999	Clinical Assistant Professor	BSN	University of Tennessee, Memphis	MSN	University of Tennessee, Memphis	Nursing administration	S481 S482 S485	

Part-time Faculty

Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[2]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
								T	O
Allen, M.	2006	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Adult health, oncology	H354	
Ball, S.	2007	Adjunct Lecturer	BSN	Indiana Wesleyan			OB/GYN	H364	
Barclay, C.	2008	Adjunct Lecturer	BSN	University of Phoenix	MSN	University of Phoenix	Psychiatric nursing	H352	
Barger, G.	2009	Adjunct Lecturer	BSN	DePauw University	MSN	Indiana University	Community health	S473	
Beck-Coon, K.	2009	Adjunct Lecturer	BS	Indiana University	MD	Indiana University	Mindfulness-based stress reduction	K497	
Becker, B.	1999	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Nephrology, adult internal medicine	Y552	
Bedwell, D.	2008	Adjunct Lecturer	BS	Purdue University	MS Ed	Indiana University, South Bend	Primary health care, community health	B245	
					MSN	Indiana University			
Benner, D.	2008	Adjunct Lecturer	BSN	Indiana University	MSN	Expected 2010 Walden University	OB/GYN	H364	
Bohannon, J.	2003	Adjunct Lecturer	BSN	Valparaiso University	MS PhD	Indiana University University of Utah	Community health nursing	S473	
Burgess, S.	2009	Adjunct Lecturer	BSN	Indiana State University	MSN	University of Indianapolis	OR, ICU, and Management	B249	
Carroll, A.	2005	Adjunct Lecturer	BSN	University of Michigan	MSN	University of Pennsylvania	Pediatric, primary care	C551	

[2] If pursuing a graduate degree, list credits earned to date

Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[2]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Clark, S.	2007	Adjunct Lecturer	BSN	Texas Women's University			Labor and delivery	H364	
Cochran, S.	2002	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Nursing management	S482	
Coffel, B.	2005	Adjunct Lecturer	ASN	Lake Michigan College	MSN	Indiana University	OB/GYN	H364	
Cohen, N.	2003	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Women's health	H364	
Corn, T.	2008	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	OB/GYN	H364	
Coyle, M.	2004	Adjunct Lecturer	BSN	University of Wisconsin, Madison	MSN	University of Wisconsin, Madison	Family health nursing	B245	
Daniels, D.	2003	Adjunct Lecturer	BSN	Pensacola Christian College	MSN DNS	Indiana University Indiana University	Pediatrics, pediatric ICU, community health	E401	
Day, Ron	2007	Adjunct Lecturer	BS	Purdue University	MA MSN	Ball State University	Medical-surgical nursing	S471	
Degenhart, E.	2007	Adjunct Lecturer	BSN	DePauw University	MSN	Indiana University	Psychiatric nursing	P510	
Ely, D.	2009	Adjunct Lecturer	BSN	Florida Atlantic University	MSN	Drexel University	OB/GYN	H364	
Erickson, C.	2001	Adjunct Lecturer	BSN	College of St. Teresa	MSN	University of Minnesota	Primary health care	F574	
Fulton, C.	2006	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Family health	F574 Y552	
Furner, P.	2008	Adjunct Lecturer	BSN	West Virginia University	MSN	University of Alabama, Birmingham	Women's health	G552	

Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[2]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Gainey, M.	2008	Associate Instructor	BSN	Indiana University	MSN	Indiana University; anticipated summer 2010	Pediatric nursing	H364	
Galyen, M.	2005	Adjunct Lecturer	BSN	Murray State University	MSN	Indiana University	Maternal/child health	H364	
Gilman, L.	1968	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Pediatric nursing	C551	
					EdD	Indiana University			
Goines, B.	2009	Adjunct Lecturer	BSN	Loyola University	MSN	Creighton University, Nebraska	Adult health, cardiology	B249	
Gordan, C.	2008	Adjunct Lecturer	BSN	Ball State University	MSN	Ball State University	Adult health	S473	
Greenan, L.	2002	Adjunct Lecturer	BSN	Indiana University	MSN	University of Indianapolis	Medical-surgical nursing	B249	
Guerrettaz, T.	2009	Associate Instructor	BSN	Purdue University			Family health nursing	B245	
Hancock, M.	2003	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Nursing management	S482	
Hardy, S.	2009	Adjunct Lecturer	BSN	Brigham Young University	MSN	University of Pennsylvania	Adult health	H354	
Hester-Harris, D.	2004	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Critical care, adult primary care	B249 Y552	
Hockaday, M.	2008	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Acute care	S674	
Hodge, K.	2006	Adjunct Lecturer	ASN	Indiana University	MSN	Indiana University	Adult critical care, pediatric and adult resuscitation, acute renal failure	K495	

Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[2]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Holmes, K.	2008	Adjunct Lecturer	BSN	Indiana University	MSN MHA	Indiana University Indiana University	Management, medical-surgical nursing	S471	
Huff, K.	2005	Adjunct Lecturer	BSN	Indiana University			Pediatric nursing	H364	
Hunt, S.	2008	Adjunct Lecturer	BSN	York College of Pennsylvania	MSN	Indiana University	Acute care	S674	
Kiger, C.	2009	Adjunct Lecturer	BSN	University of Southern Indiana	MSN	Indiana University (December 2009)	Pediatric nursing	H364	
Kivett, P.	2002	Adjunct Lecturer	BSN	Olivet Nazarene College	MSN	Indiana University	Women's health	H364	
Kline, D.	1999	Adjunct Lecturer	BSN	Ball State University	MSN	Indiana University	Nephrology	Y552	
Kuhn, T.	2007	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Community health	S473	
LaMothe, J.	2006	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Pediatric nursing	C551	
Leveque, D.	2008	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Community health nursing	S472	
Linden, E.	2008	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Community health nursing, nursing administration	S473	
Lowder, N.	2007	Adjunct Lecturer	BSN	Purdue University			Critical care, emergency department	S471	
Macke, C.	2009	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Adult primary care	Y552	
Martel, D.	2009	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Women's health	H364	

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Martin, A.	2003	Adjunct Lecturer	BScN	University of Toronto	MScN	University of Western Ontario	Acute care	S674	
					MSN	Post-masters certificate, ACNP			
McCarthy, C.	2008	Adjunct Lecturer	BSN	Purdue University	MSN	Indiana University	Community health nursing	S473	
McGlothlin, E.	2006	Adjunct Lecturer	BSN	University of Alaska, Anchorage	MSN	Indiana University	Family health	F574	
Miller, K.	2008	Adjunct Lecturer	BSN	DePauw University	MSN	Indiana University	Psychiatric nursing	H352	
Miller, W.	2009	Associate Instructor	BSN	Indiana University	MSN	Indiana University	Adult health	H354	
Mossman, K.	2006	Adjunct Lecturer	BSN	University of Michigan	MSN	Indiana University	Pediatric nursing	C551	
Mullins, R.	2008	Adjunct Lecturer	BSN	Indiana Wesleyan	MSN	Enrolled 2008	Psychiatric nursing	H352	
Nelson, R.	2005	Adjunct Lecturer	BSN	University of Phoenix	MSN	University of Phoenix	Medical-surgical nursing	H354	
Nixon, H.	2007	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Adult nurse practitioner	Y552	
Pethtel, P.	2000	Adjunct Lecturer	BSN	Indiana State University	MS	Indiana State University	Critical care, cardiology	A100	
Pickens, B.	2002	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Pediatric nursing		
Pogue, C.	2008	Adjunct Lecturer	BSN	Indiana University	MSN	University of Indianapolis	Outpatient surgery, OB	B249	
Reynolds, R.	2006	Adjunct Lecturer	BSN	Ball State University	MSN	Ball State University	Emergency department	S471	
Roe, P.	2009	Adjunct Lecturer	BSN	Indiana Wesleyan	MSN	Indiana Wesleyan	Family health	B245	

Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[2]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Rowlands, N.	2009	Adjunct Lecturer	BSN	Indiana University	MSN	Regis University	Vascular	B249	
Rowles, C.	2009	Adjunct Lecturer	BSN	University of Minnesota	MSN DNS	Indiana University University of Alabama	Nursing management	N504 S483 S484	
Schneider, M.	2006	Adjunct Lecturer	BSN	Indiana University	MS Ed	Indiana University	Medical-surgical nursing	B249	
Schwindt, R.	2001	Adjunct Lecturer	BA	Purdue University	MSN	Indiana University	Psychiatric nursing	B231 H352	
Settles, K.	2007	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Psychiatric nursing	H352	
Snider, L.	2000	Adjunct Lecturer	BSN	Ball State University	MSN	Indiana University	Family health	F574	
Southwood, E.	1997	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Pediatric hematology	B244 B245	
Spearing, M.	2008	Adjunct Lecturer	BSN	Ball State University	MSN	Indiana University	Primary health care	Y552	
Stanley, T.	2003	Adjunct Lecturer	BSN	College of St. Joseph	MSN	University of Texas, San Antonio	Pediatric critical care	E401	
Stein, S.	2008	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Pediatric nursing		
Strickland, L.	2004	Assistant Professor	ASN	Ventura College	MSN	Indiana University	Neonatology	T555	
Sturgill, N.	2006	Adjunct Lecturer	BSN	Indiana Wesleyan University	MSN	University of Cincinnati	Nurse-midwifery	G552	
Sullivan, D.	2007	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Operating room nursing and OR management	J360 K490	
Thomas, R.	2003	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Nursing administration	S482	

Name	Hire Date	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees[2]	Institution Granting Degree	Area(s) of Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Tielker, S.	2007	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Acute care	S674	
Van Noy, E.	2001	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Medical-surgical nursing	H354 S483 S484	
Vandermark-Holtz, P.	2008	Adjunct Lecturer	BSN	Indiana Wesleyan University	MSN	University of Indianapolis; Anticipated 2010	ICU/PCU, surgery, medical-surgical nursing	H354	
Walker, N.	2001	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Cardiovascular	H354 H362	
Weidner, C.	2002	Adjunct Lecturer	BSN	University of Indianapolis	MSN	Indiana University	Cardiac	H354	
Wheeler, K.	2005	Adjunct Lecturer	BA	University of Michigan	PhD	Cornell University	Psychology, statistics	H355	
Wilkey, V.	2009	Adjunct Lecturer	BSN	Lewis University	MSN	Indiana University	Primary health care	Y552	
Wilson, M.	2001	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Adult health, pulmonary, transplant	B249	
Wood, S.	2009	Adjunct Lecturer	BSN	Indiana University	MSN	Wayne State University	Psychiatric nursing	H352 P510	
Zielinski, S.	2003	Adjunct Lecturer	BSN	Bradley University	MSN	Wichita State University	Acute care	Y515	
Zimmerman, M.	2009	Adjunct Lecturer	BA	University of Florida	MA	Ball State University	Psychology, counseling	B231	
Zoch, J.	2009	Adjunct Lecturer	BSN	Indiana University	MSN	Indiana University	Community health	S473	

Appendix I

Indiana University School of Nursing
Faculty Development Activities 2008-2010
Partial Listing

Faculty Development Series 2008 – 2010

Date	Speaker(s)	Topic	Format
09-25-08	**Stephen Hundley, PhD** Associate Professor & Chair Organizational Leadership & Supervision Purdue School of Engineering & Technology	Collegiality and teamwork in the academy	Face-to-face
10-23-08	**Megan Palmer, PhD** Director, Faculty Advancement in the Health Professions **Terri Tarr, PhD** Associate Director, Center for Teaching & Learning	Creative Teaching Strategies	Adobe Connect (live web conference)
11-20-08	**Tom Janke, MS** Assistant Director, Center for Teaching & Learning **Cynthia Hollingsworth, MS** Coordinator of Instructional Design, Department of Learning Resources, IUSON	*Incorporating technologies into the classroom*	Adobe Connect (live web conference)
01-22-09	**Pamela R. Jeffries, DNS, RN, FAAN, ANEF** Associate Dean, Johns Hopkins School of Nursing **Richard Turner**	*Professional Development in teaching excellence*	Face-to-face
02-26-09	**Elizabeth Rubens** Director of Assessment, Center for Research & Learning **Angela McNelis, PhD** Associate Professor, IUSON	*Evaluation methods in education*	Face-to-face

Date	Speaker(s)	Topic	Format
03-26-09	**Terri Tarr, PhD** Associate Director, Center for Teaching & Learning **Deborah DeMeester, MSN, RN, CNE** Clinical Assistant Professor, IUSON	*Constructing multiple choice tests*	Adobe Connect (live web conference)
04-23-09	**Megan Palmer, PhD** Director, Faculty Advancement in the Health Professions **Sandra Wood, MSN, RN** Clinical Assistant Professor Emerita, IUSON	*Dealing with difficult and unengaged students*	Adobe Connect (live web conference)
05-28-09	**Angela McNelis, PhD** Associate Professor, IUSON	*Team-based learning*	Face-to-face
06-25-09	**Jennifer Beasley, MS Ed** Instructional Design Consultant, Center for Teaching & Learning	*Classroom Assessment Techniques (CAT)*	Adobe Connect (live web conference)
11-12-09	**Anastasia S. Morrone, Ph.D.** Associate Dean, Learning Technologies, Office of the Vice President for Information Technology & CIO	*Exploring the complexities of motivating students in the college classroom*	Breeze (live web conference)
02-25-10	**Terri Tarr, PhD** Associate Director, Center for Teaching & Learning **Angela McNelis, PhD** Associate Professor, IUSON	*Tailoring your Teaching for a large group setting*	Breeze (live web conference)
03-29-10	**Megan Palmer, PhD** Director, Faculty Advancement in the Health Professions	*Understanding and Teaching the Net Generation Learner*	Breeze (live web conference)
04-19-10	**Lorie Shuck, MS** Instructional Technology Consultant, Center for Teaching & Learning	*Exploring Collaborative Online Tools*	Breeze (live web conference)

Faculty & Staff Development Opportunities
Offered by the IUSON Learning Resources
For 2008-2009

Semester/Date	Topic
08-12-08	Video Conferencing Training
	Oncourse Orientation/IUSON Technology Resources for New Clinical Faculty
	Oncourse CL Training
	Adobe Connect Training Session
08-13-08	Unicom Training
	Adobe Connect Training Session
08-15-08	Oncourse Orientation/IUSON Technology Resources for New Clinical Faculty
09-05-08	Adobe Connect Training Session
11-26-08	Oncourse CL Training
12-09-08	Clicker Training
01-06-09	Oncourse and Technology Orientation
01-09-09	Oncourse and Technology Orientation
01-27-09	Office 2007 – Word/Outlook Training
01-30-09	LENS/faculty Development Word / Outlook 2007
02-17-09	Instructional Podcasting
02-24-09	Turnitin.com Workshop
02-29-09	Unicom training
03-27-09	Vista for Home Users
03-30-09	Clicker Training
04-27-09	Harvey Training

Appendix J
FACULTY WORKLOAD GUIDELINES FOR TEACHING, RESEARCH, AND SERVICE

In February of 1995, the Indiana University Board of Trustees adopted the Capacity Model as the method for determining teaching workload across the university. The assumption of this model is that teaching responsibilities of faculty at IU begin with a four section per semester load. For IUPUI and Bloomington, campus administrators negotiated a standard one section per semester reduction for research and scholarly activities for faculty because they are expected to engage in scholarly productivity as part of the campus research mission. This means that faculty will be expected to maintain an active portfolio of research/scholarship to sustain the campus standard of three courses per semester.

Faculty in the School of Nursing traditionally have negotiated with their department chairperson a reduction in their teaching assignment based on scholarly activities including their program of research, generation of grant proposals, preparation of manuscripts for publication and work on other projects as well as service above that expected of all faculty. The Faculty Affairs Committee hope the guidelines will serve as a basis for discussion about workload. It might also be helpful to review the School of Nursing Appointment, Promotion and Tenure Committee criteria for research and scholarly outcomes for rank.

The School of Nursing's base-level instructional workload is as follows:

1. Tenure-probationary faculty: the teaching assignment will be reduced to *two* sections per semester or *four* sections per academic year in any *two* years of the probationary period, as negotiated with the Department Chair. (Teaching assignment for other years as expected of tenured faculty.)

2. Tenured faculty: *Eight* sections per academic year. Teaching assignment will be reduced to the campus standard of *six* sections per academic year if faculty has documented program of research, scholarship, or service.

3. Clinical track faculty: *Eight* sections per academic year. Teaching assignment will be reduced to *seven* sections per year if faculty has documented program of research, scholarship, or service.

4. Visiting Lecturers: *Eight* sections per academic year. In rare instances, reduction of teaching assignment may be negotiated with Department Chair if faculty has documented program of research, scholarship, or service.

Teaching assignments may be further reduced for research, scholarship, or service above the minimum expected of all faculty and when faculty receive salary support from contracts or grants.

SECTION II: RESEARCH/SCHOLARSHIP

The general expectation of all tenure-related faculty is that they will be engaged in research/scholarship to the degree that it constitutes satisfactory performance according to the criteria for a appointment and promotion established by the school of nursing. Faculty in clinical rank are expected to demonstrate a commitment to knowledge development through utilization and dissemination of knowledge relevant to their clinical teaching and professional service as defined in the appointment and promotion guidelines established by the school of nursing.

SECTION III: SERVICE

The general expectation of all faculty is that they will be engaged in service to the degree that it constitutes satisfactory performance according to appointment and promotion guidelines established by the school of nursing.

GUIDELINES FOR NEGOTIATING TEACHING ASSIGNMENT

It is apparent that decisions about teaching assignments based on criteria such as class size, credit hour production, level of student, complexity of the course, intensity of student supervision required and responsibility for management of multiple sections of a course among others is complicated and has cost implications as well as other resource issues that present great difficulty when making comparisons among courses. It is unlikely that the School of Nursing at this time will be able to come up with a number system to measure work load related to teaching that will meet everyone's needs. However, it is hoped that the following guidelines will be useful to both faculty and department chairpersons as a place to begin negotiation about teaching assignments.

Undergraduate/Graduate Section Equivalencies		**Guidelines**
Didactic course (3 cr. hr)	50 students or less	= 1.0 section
	51 - 60 students	= 1.2 sections
	61- 70 students	= 1.4 sections
	71 – 80 students	= 1.6 sections
	81 – 90 students	= 1.8 sections
	91- 100 students	= 2.0 sections
Undergraduate clinical course leader		= .5 section
Distance education course – 30 students or less		= 1 section
	31 students or more	= 1.5 section
Undergraduate Clinical course/Laboratory course		
Clinical course (3 cr. hr. – 10:1 student/faculty ratio)		= 1.5 section
Clinical course (2 cr. hr. – 10:1 student/faculty ratio)		= 1 section
Laboratory course (3 cr. Hr. – 15:1 student/faculty ratio)		= 1 section
Graduate Clinical course		
6:1 student/faculty ratio		= 1 section
Independent study – must have 5 students/per section		= 1 section
MSN research study/thesis –5 - 10 students		= 1 section
Doctoral Dissertation		= .2 section per doctoral candidate

November 2007

Appendix K

BSN Essentials and the Expected Course Outcomes

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice:
The following courses are required as part of the Indiana University School of Nursing BSN program; they are considered to be part of the Liberal Arts component of the degree.

- Introduction to Psychology
- English composition
- Three credits from the Communications cluster (see appendix A for a list of courses that students may choose from)
- Three credits from the Critical/Analytical cluster (see appendix B for a list of courses that students may choose from)
- Six credits from the Cultural Diversity cluster (see appendix C for a list of courses that students may choose from)
- N261 – Human Anatomy (taught by the Biology Department)
- N217 – Human Physiology (taught by the Biology Department)
- J210 – Microbiology and Immunology (taught by the Biology Department)
- M118 – Finite Math
- R100 – Introduction to Sociology (taught by the Sociology Department)
- Three credits from the Humanistic Appreciation cluster (see appendix D for a list of courses that students may choose from)
- Three credits from the Social competency (see appendix E for a list of courses that students may choose from)
- Six credits in electives from either nursing or general education courses

All Students must receive a final grade of at least a "C" (2.0 on a 4.0 scale) in all courses for it to count towards the BSN degree.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety:

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
B249: Science and Technology of Nursing (fundamentals)	Student's clinical performance in fundamentals of nursing clinical course.	1. Collaborate with the health care team as a client advocate for the safe performance of psychomotor skills. 2. Provide safe, effective, nursing care that promotes the health of individuals and families consistent with student's level of knowledge and skills.	Evaluation is ongoing throughout the semester (formative evaluation) and at the completion of the semester (summative evaluation). Clinical instructors will be responsible for evaluating student performance and assigning the grade. Satisfactory and timely completion of written Clinical Weekly Assignments. Tests: Math Competency at least 90%, students will be given up to three attempts to achieve competency.	Accreditation Work for CCNE 2010. B249 The Science and Technology of Nursing Practicum by Sue McLennon. Found on CCNF BSN Curriculum Committee Oncourse site under Resources tab.
B231: Communications for the Health Care Professional	Student's ability to demonstrate effective verbal communication skills.	1. Determine appropriate communication skills needed for working with individuals, co-workers, and work groups. 2. Clarify personal, cultural, and gender beliefs and values to determine how	Evaluation is based on students' performance in case studies, role playing, class participation, small group teaching projects and written papers.	Accreditation Work for CCNE 2010. B231: Communications for the Health Care Professional by Carol Applegate. Found on CCNF BSN Curriculum Committee Oncourse site under Resources

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
		these variables influence communication issues with health care providers and patients. 3. Discuss the impact of culture and gender differences on communication and group functioning. 4. Discuss the importance of the advocacy role in facilitating access to healthcare. 5. Utilize therapeutic communication skills with individuals and groups.		tab.

Essential III: Scholarship for Evidence-Based Practice:

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
H365: Nursing Research	Student's ability to demonstrate knowledge of the research process.	1. Value the contributions of nursing research to the development of the science of nursing practice.	Successful completion of IRB Human Subjects Test, case studies, quizzes and tests.	Accreditation Work for CCNE 2010. H365 Nursing Research by Angela McNelis. Found on CCNF BSN

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
		2. Explain the links between theory, research, and practice. 3. Comprehend the role of ethics in the conduct and application of research to practice. 4. Evaluate research findings for application to nursing assessments, diagnoses and interventions.		Curriculum Committee Oncourse site under Resources tab.
S484: Research Utilization Seminar	Student's ability to demonstrate working knowledge of and application of the research process.	1. Analyze research related to a nursing practice problem. 2. Apply research utilization model to clinical nursing problem to inform clinical practice. 3. Synthesize knowledge from selected research studies for application to a clinical problem.	The students complete a Research Utilization project on the clinical unit where they have their S483 Capstone Practicum. They write an abstract about the project, disseminate the information to unit staff and present the information to classmates.	Accreditation Work for CCNE 2010. S484: research Utilization Seminar by Connie Rowles. Found on CCNF BSN Curriculum Committee Oncourse site under Resources tab.
H362: Alterations in	Student's ability to demonstrate working	1. Apply nursing research and professional literature	**Evidence Based Practice (EBP)** is	Accreditation Work for CCNE 2010.

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
Health II Practicum (Med/Surg II)	knowledge of and application of **Evidence Based Practice.**	findings to specific client-system care problems.	supported in the Nursing Process Paper as each student is required to show EBP research to support at least one nursing intervention with an evidence-based article.	H362 Alterations in Health II Practicum By Margaret Sutton. Found on CCNF BSN Curriculum Committee Oncourse site under Resources tab.

Essential IV: Information Management and Application of Patient Care Technology:

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
B249: Science and Technology of Nursing (fundamentals)	Student's ability to demonstrate safe and correct use of patient information systems and patient care technologies.	1. Utilize information technology as a learning modality for psychomotor skills and as a means for communication with faculty, peers, and others.	Evaluation is ongoing throughout the semester (formative evaluation) and at the completion of the semester (summative evaluation). Clinical instructors will be responsible for evaluating student's clinical and laboratory performance. Satisfactory performance on computerized clinical documentation systems, patient care technologies and	Accreditation Work for CCNE 2010. B249 The Science and Technology of Nursing Practicum by Sue McLennon. Found on CCNF BSN Curriculum Committee Oncourse site under Resources tab.

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
			simulations.	
H362: Alterations in Health II Practicum (Med/Surg II)	Student's ability to demonstrate safe and correct use of patient information systems and patient care technologies	1. Provide safe, effective, individualized and nurturing care for clients with selected health problems in consultation with members of the health care team, under the guidance of the instructor and/or preceptor.	75 hrs of practicum, simulation and observational experiences in various medical/surgical settings. Students design a plan of care which is evaluated by completing a Nursing Process Paper for three priority problems and weekly clinical written work. The written work includes Clinical Information Document, Patient Summary and Lab Data Analysis and a Formal Teaching Plan. Practicum Evaluation Tool outlines the specific behaviors being evaluated.	Accreditation Work for CCNE 2010. H362 Alterations in Health II Practicum By Margaret Sutton. Found on CCNF BSN Curriculum Committee Oncourse site under Resources tab.
S470: Restorative Health Related to Multi-system Failures (Critical care, ER and Rehab nursing didactic course)	Student's ability to use information technology in the classroom setting.	1. Use information technology effectively to share and collaborative information related to clients with multi-system alterations.	NCLEX style exam questions including multiple choice and alternative format, ATI Medical-Surgical Exam, Multimedia and Information Technology (e.g., Oncourse, Web	Accreditation Work for CCNE 2010. S470 Restorative Health Related to Multi-system Failures by Shirley Wolf. Found on CCNF BSN Curriculum Committee Oncourse

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
			site, Evolve activities, Virtual SimMan, Group and Individual assignments), Quizzes	site under Resources tab.

Essential V: Healthcare Policy, Finance, and Regulatory Environments:

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
S481: Nursing Management (didactic)	Student's knowledge of the health care policy, economics and regulation of health care and the role of nursing's influence on regulatory, political and fiscal agencies.	1. Analyze how political arenas (government, workplace, professional organizations, and community) shape health care delivery. 2. Identify the human, fiscal, and material resources necessary to efficiently achieve quality health care outcomes.	Exams, ATI and in-class discussions and exercises.	S481: Nursing Management course syllabus by Cheryl Erler.
S482: Nursing Management (clinical)	Student's ability to articulate the impact of human, fiscal and material resources on the care of patients and demonstrate the ability to function as a	1. Use human, fiscal, and material resources to achieve quality health care outcomes. 2. Access appropriate resources to meet	Weekly clinical journals, an evidenced problem solving case paper, provide acceptable and safe care of an assigned group of patients, oral presentation, satisfactory	S482: Nursing Management course syllabus by Cheryl Erler.

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
	beginning level nursing leader.	identified client health care needs. 3. Communicate effectively with individuals, families, communities, and other health care providers for the purpose of positively affecting care outcomes.	self and preceptor evaluation.	
S485: Professional Growth and Empowerment (didactic)	Student's knowledge of how ethical, legal, economic and local, state and national laws impact the practice of nursing.	1. Critically analyze ethical, legal, political, economic, and socio-cultural issues and responses confronting nursing. 2. Analyze the impact of global trends and local health issues on professional nursing practice, education and research. 3. Examine processes that shape health policies at local and state levels. 4. Apply ethical and legal standards to health care	Online exercises, summary paper and nursing trends paper,	S485 Professional Growth and Empowerment course syllabus by Connie Rowles.

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
		dilemmas.		
B232: Introduction to the Discipline of Nursing (didactic)	Ability of the beginning nursing student to synthesize the scope of nursing practice in today's health care setting.	1. History of nursing and professionalism. 2. Nursing as a discipline and the scope of nursing practice. 3. Research process, evidence based practice and the nursing process	Open book quizzes, class participation, exams, dosage calculation exam, poster presentation, article search and article review.	Accreditation Work for CCNE 2010. B232 Introduction to the Discipline of Nursing by Beverly Linde. Found on CCNF BSN Curriculum Committee Oncourse site under Resources tab.

Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes:

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
H352: Alterations in Neuro-Psychological Health (psychiatric nursing clinical)	Student's ability to provide care for patients in an interdisciplinary approach where emphasis is placed on group dynamics and patient advocacy.	1. Advocate with staff for client and or family regarding a specific need or concern. 2. Utilize and evaluate appropriate therapeutic communication techniques with clients. 3. Collaborate with specific	One oral Milieu presentation, satisfactory grade on the Practicum Evaluation Tool, Two written Process Recording Assignments, Four written Mental Status Assessment Assignments, Two written Nursing Care Plans, Three written DSM4 Assignments and	Accreditation Work for CCNE 2010. H352 Alterations in Neuro-Psychological Health by Lori Rasmussen. Found on CCNF BSN Curriculum Committee Oncourse site under Resources tab.

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
		health care members involved in providing client care.	Three written Medication Assignments	
H364: The Developing Family and Child (Peds and OB clinical)	Students demonstrate their ability to care for child bearing and child rearing families, including those experiencing alterations in health.	1. Collaborate with colleagues and families to access community resources that will meet identified needs. 2. Communicate effectively with children at different developmental levels to share appropriate information. 3. Provide safe, appropriate, nurturing care that promotes the health of children, child rearing, and childbearing families.	Successfully pass the dosage calculation exam with a score of 90% on the 3rd attempt, Satisfactory score on the clinical evaluation tool, OB family assessment paper, Pediatric clinical paper, written care plans and nursing research article presentations.	H364: The Developing Family and Child course syllabus by Julie Poore and Meg Moorman.

Essential VII: Clinical Prevention and Population Health:

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
B233: Health and Wellness (didactic)	Students use concepts from nursing, nutrition, pharmacology, and bio-psychosocial sciences to	1. Demonstrate critical thinking skills by analyzing factors involved in determining	Health risk assessment, journaling on a health behavior change, participation in service	B233: Health and Wellness course syllabus by Prudence Twigg and Carol

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
	critically examine the determinants of health, wellness, and illness across the lifespan.	health risks, understanding lifestyle decision-making, integrating alternative health strategies with traditional health care, and adapting knowledge about health promotion to different developmental levels. 2. Apply cultural understandings to health as a value and to variations in determinants of health such as ethnic heritage, family and community connections, nutrition, and stress management. 3. Demonstrate political and professional awareness by becoming familiar with health promotion/disease prevention goals in the Healthy People initiatives in addition to nursing's role in national, state, and	learning and written report of service learning project, class participation and written examinations.	Beausang.

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
		local issues related to health promotion. 4. Demonstrate effective communication skills in terms of health education and counseling.		
S472: A Multi-System Approach to the Health of the Community (community health didactic)	Students demonstrate their knowledge of health issues on the local, national and global levels.	1. Analyze the impact of global tends upon local health issues. 2. Manage information data sets and utilize data sets for community-based problem solving. 3. Synthesize statutory rules and regulations pertinent to nursing and professional standards into individual nursing community-based nursing practice.	Homework on comparing and contrasting demographic, health and environment data of two census tracks and prioritizing community health issues, written case studies, exams, analysis of a research article, written assignment on health policy and payment of health care services and a written assignment using established national and local data sets to analyze percentages of uninsured children in the US and Indiana and the percentage of households in Indiana without plumbing facilities.	Accreditation Work for CCNE 2010. S472: A Multi-System Approach to the Health of the Community by Carol Shieh. Found on CCNF BSN Curriculum Committee Oncourse site under Resources tab.
S473: A Multi-System Approach to the	Students demonstrate their ability to care for individuals and families	1. Assist individuals, families, and communities in meeting	Conduct windshield survey and community needs assessment,	Accreditation Work for CCNE 2010. S473: A Multi-System Approach

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
Health of the Community (community health didactic)	in the community setting, while being aware of the impact of local and global health issues.	identified health needs and maximizing health potential. 2. Demonstrate the ability to individualize nursing and medical regimes in consultation with members of the health care team, the individual and family. 3. Make practice decisions based on an analysis of costs associated with achieving quality care outcomes. 4. Develop, deliver, and evaluate teaching strategies that promote learning to increase health promotion and illness prevention by individuals, families, and communities. 5. Integrate cultural beliefs, values, and practices of individuals, families, and communities in providing	successful completion of Public Health Simulation, oral and written presentation of a research article, prepare a plan of action to address issues identified in community assessment, health promotion and teaching project, satisfactory grade on clinical evaluation form.	to the Health of the Community by Carol Shieh. Found on CCNF BSN Curriculum Committee Oncourse site under Resources tab.

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
		culturally relevant nursing therapeutics with increasing self-direction.		
S474: Applied Health Care Ethics (didactic)	Students demonstrate their knowledge of ethics and ethical decision making and how to implement ethical decision making in the clinical setting.	1. What constituents an ethical dilemma and able to identify such an issue in the clinical setting. 2. Explain contextual factors that influence ethical decision making in the clinical setting. 3. Analyze ethical dilemmas using established decision models. 4. Analyze the outcome of an ethical decision and understand its impact on the patient and family. 5. Recognize and understand his/her own values and perspectives and how they influence personal/professional decision making in the clinical setting.	In class discussions, group presentations, analytical paper and written exams.	Accreditation Work for CCNE 2010. S474: Applied Health Care Ethics by Betsy Fife. Found on CCNF BSN Curriculum Committee Oncourse site under Resources tab.

Essential VIII: Professionalism and Professional Values:

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
B232: Introduction to the Discipline of Nursing (didactic)	Ability of the beginning nursing student to synthesize the scope of nursing practice in today's health care setting.	4. History of nursing and professionalism. 5. Nursing as a discipline and the scope of nursing practice. 6. Research process, evidence based practice and the nursing process.	Open book quizzes, class participation, exams, dosage calculation exam, poster presentation, article search and article review.	Accreditation Work for CCNE 2010. B232 Introduction to the Discipline of Nursing by Beverly Linde. Found on CCNF BSN Curriculum Committee Oncourse site under Resources tab.
S483: Clinical Nursing Practice Capstone	Ability of students to synthesize and put into practice the sum of their nursing knowledge under the direct supervision of a clinical preceptor.	1. Models behaviors of a professional role model promoting a positive public image of nursing. 2. Provide culturally competent holistic nursing care to a variety of individuals, families, and/or communities. 3. Understand nursing practices that are within an ethical and legal framework for the nursing profession.	Satisfactory weekly, midterm and final clinical evaluations.	Accreditation Work for CCNE 2010. S483: Clinical Nursing Practice Capstone by Connie Rowles. Found on CCNF BSN Curriculum Committee Oncourse site under Resources tab.

Essential IX: Baccalaureate Generalist Nursing Practice:

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
B230: Developmental Issues in Nursing (didactic)	Students focus on the theoretical perspectives of growth and development, family theories and family adaptation at different stages, and usual patterns of aging.	1. Identify growth and development theories and norms according to age groups and their relationship to the health status of individuals and groups. 2. Examine individual variations in development across age groups as they affect health and are affected by health. 3. Identify family theories and definitions of a family. 4. Examine the impact of cultural beliefs, values, and practices on the development of individuals and families. 5. Examine global issues affecting individuals and families.	Written exams, family assessment paper, small group assignment and reminiscence paper.	B230 course syllabus by Prudence Twigg and Mary Jo Eoff.
B244:	Students learn the	1. Use the problem-solving	Written exams.	B244 course syllabus

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
Comprehensive Health Assessment (didactic)	process of completing a health history and a physical assessment, including the normal and abnormal findings.	process in the comprehensive nursing health and physical assessment of pediatric and adult clients. 2. Integrate biological, psychological, developmental, nutritional, and socio-cultural theories and principles for health assessment and promotion of pediatric and adult clients. 3. Incorporate primary care principles related to disease prevention, early detection of health alterations, and education to maximize health and wellness for diverse pediatric and adult clients.		by Rachel Waltz.
B245: Comprehensive Health Assessment (lab)	Students actually complete a comprehensive health history and a head to toe physical assessment.	1. Assess the health status of well people across the lifespan in simulated and actual environments: pediatric (infant, toddler, preschooler, school-	Satisfactory performance on weekly assessments of a body system and health histories on children, adults and older adults.	B245 course syllabus by Rachel Waltz.

Course	Learning Process or Activity	Expected Outcome	Analysis of Learning/Outcome	Reference
		aged), adult and older adult.		
H353: Alterations in Health I (Med/Surg I didactic)	Students demonstrate their knowledge of principles basic nursing care of the acute and chronically ill patient.	1. Design plans of care for clients with both disease and non-disease based problem etiologies consistent with objective and subjective information from clients experiencing acute and chronic problems. 2. Identify nursing actions--including educational measures-related to specific drugs for acute and chronic problems. 3. Individualize nursing interventions based on the usual changes of aging for clients experiencing acute and chronic problems.	NCLEX style exams and homework assignments.	Accreditation Work for CCNE 2010. H353: Alterations in Health I By Cynthia Dobbs and Vema Sweitzer. Found on CCNF BSN Curriculum Committee Oncourse site under Resources tab.

Appendix A:

ASL A117	Beginning American Sign Language
COMM C180	Introduction to Interpersonal Communication
COMM C223	Business and Professional Communication
COMM C228	Discussion and Group Methods
COMM M150	Mass Media and Contemporary Society
COMM R110	Fundamentals of Speech Communication
COMM R227	Argumentation and Debate
CSCI N100	Introduction to Computers and Computing
CSCI N241	Fundamentals of Web Design
ENG W132	Elementary Composition II
ENG W206	Introduction to Creative Writing
ENG W231	Professional Writing Skills
ENG W290	Writing in the Arts and Sciences
ENG W315	Writing for the Web
ENG W331	Business and Administrative Writing
	And any beginning level foreign language course

Appendix B:

AST A100	The Solar System
AST A105	Stars and Galaxies
BIOL N100	Contemporary Biology
BIOL N107	Exploring the World of Animals (4 cr)
BIOL N200	The Biology of Women
BIOL N212	Human Biology
CHEM C100	World of Chemistry
CHEM C101	Elementary Chemistry I
CHEM C110	The Chemistry of Life
GEOL G107	Environmental Geology
GEOL G109	Fundamentals of Earth History
GEOL G115	Introduction to Oceanography
MATH M110	Not accepted for admission
MATH M111	Not accepted for admission

MATH M118	Finite Math
MATH M119	Brief Survey of Calculus I
MATH M151	Algebra and Trigonometry (5cr)
MATH M153	Algebra and Trigonometry I
PHIL P162	Logic
PHIL P265	Introduction to Symbolic Logic
PHYS P100	Physics in the Modern World (5cr)
PHYS P200	Our Physical Environment

Appendix C:

AFRO A150	Survey of the Culture of Black Americans
AFRO A202	The West and the African Diaspora
AMST A301	The Question of American Identity
ANTH A104	Introduction to Cultural Anthropology
ANTH E310	Cultures of Africa
ANTH E320	Indians of North America
ANTH E356	Cultures of the Pacific
FOLK F101	Introduction to Folklore
HIST A352	History of Latinos in the United States
HIST H105	American History I
HIST H106	American History II
HIST H108	Perspectives on the World to 1800
HIST H109	Perspectives on the World since 1800
HIST H221	Studies in African, Asian, or Latin American History
INTG I300	Global Dialogues
NURS B104	Power Up: Strategies for Academic Success (For first semester freshmen only)
REL R133	Introduction to Religion
REL R173	American Religion
REL R212	Comparative Religions
REL R283	Religions, Ethics, and Values
REL R339	Varieties of American Religion
SOC R325	Gender and Society
SOC R415	Sociology of Disability

SOC R461	Race and Ethnic Relations
SWK S100	Understanding Diversity in a Pluralistic Society
WOST W105	Introduction to Women's Studies

Appendix D:

CLAS A301	Classical Archaeology
CLAS C205	Classical Mythology
COMM T130	Introduction to Theatre
FILM C292	An Introduction to Film
ENG L105	Appreciation of Literature
ENG L115	Literature for Today
ENG L200	Popular Culture
ENG L203	Introduction to Drama
ENG L204	Introduction to Fiction
ENG L207	Women and Literature
ENG L213	Literary Masterpieces I
HER H100	Art Appreciation
HER H101	History of Art I
HER H103	Introduction to Contemporary Art
HPER F255	Human Sexuality
HPER F258	Marriage and Family Interaction
HPER H160	First Aid and Emergency Care (Students will earn CPR card good for 1 year)
HPER H195	Principles and Applications of Lifestyle Wellness
MUS M174	Music for the Listener
MUS Z201	History of Rock 'n' Roll Music
PHIL P110	Introduction to Philosophy
PHIL P120	Ethics
PHIL P281	Philosophy of Religion
PHIL P322	Philosophy of Human Nature

Appendix E:

BUS X100	Business Administration: Introduction
ECON E101	Survey of Current Economic Issues and Problems
ECON E201	Introduction to Microeconomics
LSTU L100	Survey of Unions and Collective Bargaining
LSTU L205	Contemporary Labor Problems
OLS 252	Human Behavior in Organizations
OLS 263	Ethical Decisions in Leadership
OLS 274	Applied Leadership
POLS Y101	Introduction to Political Science
POLS Y103	Introduction to American Politics
POLS Y211	Introduction to Law
POLS Y213	Introduction to Public Policy
PSY B310	Life Span Development
PSY B354	Adult Development and Aging
PSY B360	Child and Adolescent Psychology
PSY B370	Social Psychology
PSY B376	The Psychology of Women
PSY B380	Abnormal Psychology
PSY B394	Drugs and Behavior
PSY B396	Alcohol, Alcoholism, and Drug Abuse
SOC R121	Social Problems
SOC R220	The Family
SOC R234	Social Psychology
SOC R240	Deviance and Social Control
SOC R327	Sociology of Death and Dying
SPEA H120	Contemporary Health Issues
SPEA H320	Health Systems Administration
SPEA J101	The American Criminal Justice System

Appendix L
Curriculum Design

Table III-A-2: Curriculum Design of the Traditional Track Baccalaureate Program			
FRESHMAN YEAR			
Semester One		Semester Two	
Courses	**Credits**	**Courses**	**Credits**
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		
Total Credits – Semester One	**15-16**	**Total Credits – Semester Two**	**14**

SOPHOMORE YEAR			
Semester Three		Semester Four	
Courses	**Credits**	**Courses**	**Credits**
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
Total Credits – Semester Three	**15**	**Total Credits – Semester Four**	**16**

JUNIOR YEAR			
Semester Five		Semester Six	
Courses	**Credits**	**Courses**	**Credits**
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
Total Credits – Semester Five	**16**	**Total Credits – Semester Six**	**18**

SENIOR YEAR			
Semester Seven		Semester Eight	
Courses	**Credits**	**Courses**	**Credits**
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
Total Credits – Semester Seven	**16**	**Total Credits – Semester Eight**	**15**

*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.

Table III-A-3: Curriculum Design of the Second Degree Accelerated Track Baccalaureate Program

Semester One		Semester Two	
Courses	**Credits**	**Courses**	**Credits**
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		
Total Credits – Semester One	**15**	**Total Credits – Semester Two**	**13**

Semester Three		Semester Four	
Courses	**Credits**	**Courses**	**Credits**
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
Total Credits – Semester Three	**15**	**Total Credits – Semester Four**	**13**

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

*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.

Table III-A-4: Curriculum Design of the RN to B.S.N. Program*

Semester One		Semester Two	
Courses	**Credits**	**Courses**	**Credits**
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		
Total Credits - Semester One	**10**	**Total Credits – Semester Two**	**8**
Semester Three (Summer I and II)		Semester Four	
Courses	**Credits**	**Courses**	**Credits**
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
Total Credits – Semester Three	**8**	**Total Credits – Semester Four**	**10**

* 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.

Table III-A-7: Masters Degree Programs of Study by Specialty CORE Classes Required by all Majors (12 credits) – described above					
Psychiatric Mental Health Nursing (Adult & Child)	**Nursing Education**	**Nursing Administration**	**Community Health Nursing**	**Adult Health Clinical Nurse Specialist**	**Pediatric Clinical Nurse Specialist**
Major (22 credits)	**Major (25 credits)**	**Major (30 credits)**	**Major (27 credit)**	**Major (27-30 credits)**	**Major (29 credits)**
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)

Table III-A-7: Masters Degree Programs of Study by Specialty CORE Classes Required by all Majors (12 credits) – described above					
Psychiatric Mental Health Nursing (Adult & Child)	**Nursing Education**	**Nursing Administration**	**Community Health Nursing**	**Adult Health Clinical Nurse Specialist**	**Pediatric Clinical Nurse Specialist**
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)
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".		
Clinical Hours Required: 500			**Clinical Hours Required: 500**		**Clinical Hours Required: 525**

*Courses differentiate Child from Adult Major

Masters Degree Programs of Study by Specialty CORE Classes Required by all Majors (12 credits) – described above					
Neonatal Nurse Practitioner	**Adult Nurse Practitioner**	**Pediatric Nurse Practitioner**	**Women's Health Nurse Practitioner**	**Family Nurse Practitioner**	**Acute Care Nurse Practitioner**
Major (27 credits)	**Major (27 credits)**	**Major (30 credits)**	**Major (30 credits)**	**Major (30 credits)**	**Major (28 credits)**

Masters Degree Programs of Study by Specialty CORE Classes Required by all Majors (12 credits) – described above					
Neonatal Nurse Practitioner	**Adult Nurse Practitioner**	**Pediatric Nurse Practitioner**	**Women's Health Nurse Practitioner**	**Family Nurse Practitioner**	**Acute Care Nurse Practitioner**
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 (3)	Y550 Physical Health Assessment (3)	Y600 Diagnostic Processes (3)	G553 Advanced Nursing of Women and Families (3)	F570 Advanced Nursing Assessment (3)	F570 Advanced 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)	

Masters Degree Programs of Study by Specialty CORE Classes Required by all Majors (12 credits) – described above					
Neonatal Nurse Practitioner	**Adult Nurse Practitioner**	**Pediatric Nurse Practitioner**	**Women's Health Nurse Practitioner**	**Family Nurse Practitioner**	**Acute Care Nurse Practitioner**
				F578 Primary Health Care of Families (5)	
Clinical Hours Required: 600	**Clinical Hours Required: 600**	**Clinical Hours Required: 560**	**Clinical Hours Required: 600**	**Clinical Hours Required: 600**	**Clinical Hours Required: 600**

Appendix M
Graduate Programs of Study

Appendix M: Masters Degree Programs of Study by Specialty **Masters Degree CORE Classes Required for all tracks (12 credits) – N502 (3), N504 (3), R500 (3), R590 (3)**					
Psychiatric Mental Health Nursing (Adult & Child)	**Nursing Education**	**Nursing Administration**	**Community Health Nursing**	**Adult Health Clinical Nurse Specialist**	**Pediatric Clinical Nurse Specialist**
Track (30 credits)	**Track (30 credits)**	**Track (30 credits)**	**Track (30 credits)**	**Track (30 credits)**	**Track (30 credits)**
P510 Neuropharmacology (3)	L650 Data Management (3)	*I639 Informatics in Nursing Admin Practice (3)	*H357 Community Epidemiology (3)	R505 Measurement & Data Analysis (3)	G513 Genetics (2)
P651 Advanced Practice Nursing Families (3)	T670 Teaching in Nursing (3)	*L574 Admin Mgmt in Nursing (3)	*H540 Community Assessment (3)	M500 Scientific Basis for CNS Practice (4)	C661 Psychosocial Assessment (3)
P515 Psychiatric Assessment (3)	T615 Curriculum in Nursing (3)	*L671 Financial Mgmt in Nursing (3)	* H544 Community Development and Organization (3)	L650 Data Analysis & Clinical Decision Making (3)	C670 Advanced Practice Roles in Nursing of Children (3)
P654 Advanced Practice Psych Nursing Groups (3)	T619 Computer Technologies (3)	*L575 Corp & Public Policy for Nursing Exec.(3)	*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)	M575 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)	L670 Economic Analysis: Nursing & Health Systems (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) (Capstone)	M500 Scientific Basis for CNS Practice (4)	M560 Psychoeducational Interventions (3)	Electives (9)
Y550 Physical Assessment Adults/ or C550 Physical Assessment Child (3)	M500 Scientific Basis for CNS Practice (4)	Focus area (9)	H630 Program Planning and Evaluation (4)	D615 Health Outcomes & Decision Making (3)	

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".	R590 Scholarly Projects (3)	
Elective (3)	R505 Measurement & Data Analysis (3)				
Clinical Hours Required: 500			**Clinical Hours Required: 500**	**Clinical Hours Required: 525**	**Clinical Hours Required: 525**

Masters Degree Programs of Study by Specialty Masters Degree CORE Classes Required for all tracks (12 credits) – N502 (3), N504 (3), R500 (3), R590 (3)					
Neonatal Nurse Practitioner	**Adult Nurse Practitioner**	**Pediatric Nurse Practitioner**	**Women's Health Nurse Practitioner**	**Family Nurse Practitioner**	**Acute Care Nurse Practitioner**
Track (30 credits)	**Track (30 credits)**	**Track (30 credits)**	**Track (30 credits)**	**Track (30 credits)**	**Track (31 credits)**
G513 Genetics (2)	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)	C662 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 (3)	Y550 Physical Health Assessment (3)	Y600 Diagnostic Processes (3)	G553 Advanced Nursing of Women and Families (3)	F570 Advanced Nursing Assessment (3)	F570 Advanced 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 (3)	Y600 Diagnostic Processes (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 (3)	Y550 Adult Health Assessment (3)	Y600 Diagnostic Processes (3)	S675 Management of Acutely Ill II (6)
T556 Management of Acutely ill Neonate (6)	Y555 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)
Y600 Diagnostic Processes (3)	Focus area (3)	Y612 Pharmacology (3)	Y600 Diagnostic Processes (3)	F572 Primary Health Care of Children (3)	
	Y600 Diagnostic Processes (3)			F578 Primary Health Care of Families (5)	

Masters Degree Programs of Study by Specialty Masters Degree CORE Classes Required for all tracks (12 credits) – N502 (3), N504 (3), R500 (3), R590 (3)					
Neonatal Nurse Practitioner	**Adult Nurse Practitioner**	**Pediatric Nurse Practitioner**	**Women's Health Nurse Practitioner**	**Family Nurse Practitioner**	**Acute Care Nurse Practitioner**
Clinical Hours Required: 600	**Clinical Hours Required: 600**	**Clinical Hours Required: 560**	**Clinical Hours Required: 600**	**Clinical Hours Required: 600**	**Clinical Hours Required: 600**

Appendix N
IUPUI Principles of Undergraduate Learning

Principles of Undergraduate Learning

May 7, 1998 (Approved FC980507); Revised December 6, 2005; Revised March 2007; Approved May 1, 2007

Academic Affairs Committee recommends that the IUPUI Faculty Council adopt the following descriptions of the Principles of Undergraduate Learning. These descriptions include brief definitions and the general ways in which the principles can be demonstrated.

The Principles of Undergraduate Learning are the essential ingredients of the undergraduate educational experience at Indiana University Purdue University Indianapolis. These principles form a conceptual framework for all students' general education but necessarily permeate the curriculum in the major field of study as well. More specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study. Together, these expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.

Core Communication and Quantitative Skills

[Definition:] The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology--the foundational skills necessary for all IUPUI students to succeed.

[Outcomes:] Core communication and quantitative skills are demonstrated by the student's ability to

a. express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats;

b. comprehend, interpret, and analyze ideas and facts;

c. communicate effectively in a range of settings;

d. identify and propose solutions for problems using quantitative tools and reasoning;

e. make effective use of information resources and technology.

Critical Thinking

[Definition:] The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs and actions based on new information.

[Outcomes:]

The process of critical thinking begins with the ability of students to remember and understand, but it is truly realized when the student demonstrates the ability to

a. apply,
b. analyze,
c. evaluate, and
d. create

knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

Integration and Application of Knowledge

[Definition:] The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

[Outcomes:] Integration and application of knowledge are demonstrated by the student's ability to

a. enhance their personal lives;

b. meet professional standards and competencies;

c. further the goals of society; and

d. work across traditional course and disciplinary boundaries.

Intellectual Depth, Breadth, and Adaptiveness

[Definition:] The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

[Outcomes:] Intellectual depth, breadth, and adaptiveness are demonstrated by the student's ability to

a. show substantial knowledge and understanding of at least one field of study;

b. compare and contrast approaches to knowledge in different disciplines;

c. modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

Understanding Society and Culture

[Definition:] The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.

[Outcomes:] Understanding society and culture is demonstrated by the student's ability to

a. compare and contrast the range of diversity and universality in human history, societies, and ways of life;

b. analyze and understand the interconnectedness of global and local communities; and

c. operate with civility in a complex world.

Values and Ethics

[Definition:] The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.

[Outcomes:] A sense of values and ethics is demonstrated by the student's ability to

a. make informed and principled choices and to foresee consequences of these choices;

b. explore, understand, and cultivate an appreciation for beauty and art;

c. understand ethical principles within diverse cultural, social, environmental and personal settings.

Implementation of the Principles of Undergraduate Learning

Implementation. The faculty in each school is responsible for implementation of the Principles of Undergraduate Learning [PULs] in its programs, curricula and courses. Students will typically be introduced to the PULs in First-Year Experience courses and Learning Communities, continue to develop PUL-related knowledge and skills in coursework, with demonstration of baccalaureate-level competencies expected in the capstone course/s or culminating experience/s students complete in the school.

Assessment. The faculty in each school is responsible for establishing and implementing an assessment plan related to the Principles of Undergraduate Learning. Schools report on the opportunities for and progress toward expected learning outcomes in general education [PULs] and in the major in the assessment template they prepare annually for the IUPUI Office for Planning and Institutional Improvement. An evaluation of general education will typically be part of the campus program review process.

Revisions. Recommendations for revisions to the PULs will be directed to the Executive Committee of Indianapolis Faculty Council. The Committee will work with the Office of Planning and Institutional Improvement and the Dean of Faculties to devise a process for considering revision recommendations.

Appendix O – Courses

Courses that satisfy the BSN Communications Cluster

ASL A117	Beginning American Sign Language
COMM C180	Introduction to Interpersonal Communication
COMM C223	Business and Professional Communication
COMM C228	Discussion and Group Methods
COMM M150	Mass Media and Contemporary Society
COMM R110	Fundamentals of Speech Communication
COMM R227	Argumentation and Debate
CSCI N100	Introduction to Computers and Computing
CSCI N241	Fundamentals of Web Design
ENG W132	Elementary Composition II
ENG W206	Introduction to Creative Writing
ENG W231	Professional Writing Skills
ENG W290	Writing in the Arts and Sciences
ENG W315	Writing for the Web
ENG W331	Business and Administrative Writing
	And any beginning level foreign language course

Courses that Satisfy the BSN Critical / Analytical Cluster

AST A100	The Solar System
AST A105	Stars and Galaxies
BIOL N100	Contemporary Biology
BIOL N107	Exploring the World of Animals (4 cr)
BIOL N200	The Biology of Women
BIOL N212	Human Biology
CHEM C100	World of Chemistry
CHEM C101	Elementary Chemistry I
CHEM C110	The Chemistry of Life

GEOL G107	Environmental Geology
GEOL G109	Fundamentals of Earth History
GEOL G115	Introduction to Oceanography
MATH M110	Not accepted for admission
MATH M111	Not accepted for admission
MATH M118	Finite Math
MATH M119	Brief Survey of Calculus I
MATH M151	Algebra and Trigonometry (5cr)
MATH M153	Algebra and Trigonometry I
PHIL P162	Logic
PHIL P265	Introduction to Symbolic Logic
PHYS P100	Physics in the Modern World (5cr)
PHYS P200	Our Physical Environment

Courses that Satisfy the BSN Cultural Diversity Cluster

AFRO A150	Survey of the Culture of Black Americans
AFRO A202	The West and the African Diaspora
AMST A301	The Question of American Identity
ANTH A104	Introduction to Cultural Anthropology
ANTH E310	Cultures of Africa
ANTH E320	Indians of North America
ANTH E356	Cultures of the Pacific
FOLK F101	Introduction to Folklore
HIST A352	History of Latinos in the United States
HIST H105	American History I
HIST H106	American History II
HIST H108	Perspectives on the World to 1800
HIST H109	Perspectives on the World since 1800
HIST H221	Studies in African, Asian, or Latin American History
INTG I300	Global Dialogues
NURS B104	Power Up: Strategies for Academic Success (For first semester freshmen only)
REL R133	Introduction to Religion
REL R173	American Religion

REL R212	Comparative Religions
REL R283	Religions, Ethics, and Values
REL R339	Varieties of American Religion
SOC R325	Gender and Society
SOC R415	Sociology of Disability
SOC R461	Race and Ethnic Relations
SWK S100	Understanding Diversity in a Pluralistic Society
WOST W105	Introduction to Women's Studies

Courses that Satisfy the BSN Humanistic Appreciation Cluster

CLAS A301	Classical Archaeology
CLAS C205	Classical Mythology
COMM T130	Introduction to Theatre
FILM C292	An Introduction to Film
ENG L105	Appreciation of Literature
ENG L115	Literature for Today
ENG L200	Popular Culture
ENG L203	Introduction to Drama
ENG L204	Introduction to Fiction
ENG L207	Women and Literature
ENG L213	Literary Masterpieces I
HER H100	Art Appreciation
HER H101	History of Art I
HER H103	Introduction to Contemporary Art
HPER F255	Human Sexuality
HPER F258	Marriage and Family Interaction
HPER H160	First Aid and Emergency Care (Students will earn CPR card good for 1 year)
HPER H195	Principles and Applications of Lifestyle Wellness
MUS M174	Music for the Listener
MUS Z201	History of Rock 'n' Roll Music
PHIL P110	Introduction to Philosophy
PHIL P120	Ethics
PHIL P281	Philosophy of Religion

PHIL P322	Philosophy of Human Nature

Courses that Satisfy the BSN Social Competency Cluster

BUS X100	Business Administration: Introduction
ECON E101	Survey of Current Economic Issues and Problems
ECON E201	Introduction to Microeconomics
LSTU L100	Survey of Unions and Collective Bargaining
LSTU L205	Contemporary Labor Problems
OLS 252	Human Behavior in Organizations
OLS 263	Ethical Decisions in Leadership
OLS 274	Applied Leadership
POLS Y101	Introduction to Political Science
POLS Y103	Introduction to American Politics
POLS Y211	Introduction to Law
POLS Y213	Introduction to Public Policy
PSY B310	Life Span Development
PSY B354	Adult Development and Aging
PSY B360	Child and Adolescent Psychology
PSY B370	Social Psychology
PSY B376	The Psychology of Women
PSY B380	Abnormal Psychology
PSY B394	Drugs and Behavior
PSY B396	Alcohol, Alcoholism, and Drug Abuse
SOC R121	Social Problems
SOC R220	The Family
SOC R234	Social Psychology
SOC R240	Deviance and Social Control
SOC R327	Sociology of Death and Dying
SPEA H120	Contemporary Health Issues
SPEA H320	Health Systems Administration
SPEA J101	The American Criminal Justice System

Appendix P
IUSON Evaluation Plan

Key:
Assistant Dean for Resource Management
Assistant Dean for Student Services
Associate Deans for Programs; Associate Dean for Undergraduate Programs; Associate Dean for Graduate Programs
CCNF Committee Chairs; Leadership; Undergraduate and Graduate Programs
Center for Nursing Research and Scholarship; Director of the Center for Research in Nursing Education
Dean's Office
Department Chairs; Department Chairs and Campus Deans
Director of Marketing
Executive Associate Dean for Academic Affairs
Office of Evaluation

Mission/Vision

Expected Outcomes:

- The SON contributes to the IUPUI Mission through the demonstration of excellence in teaching, advancing knowledge through science and research, and developing and sustaining partnerships that support innovations in education and research (congruency between University and School)
- The SON mission and goals are consistent with the needs of the discipline of nursing at the state, national and international levels (congruency between education and practice)

Key Goals	Evidence	Time/Frequency Cycle	Responsible Parties	Expected Outcomes	Examples of how to use date to make decisions
A. SON contributions to the mission of IUPUI are recognized and sustained through adequate university resources	**Research**				
	Annual faculty reports Center for Nursing Research & Scholarship (CNRS) annual report Research grant trends with associated indirect	Annual	**Center for Nursing Research and Scholarship** **Department Chairs**	Faculty engagement in research activities (tenure & clinical) consistent with rank Recognition as top 10 in NIH funding Recognition among the top IUPUI health science schools for	Sustainability of indirect costs from external grants to support research efforts National reputation facilitates the recruitment of the best faculty and students to IUSON

Key Goals	Evidence	Time/Frequency Cycle	Responsible Parties	Expected Outcomes	Examples of how to use date to make decisions
	costs Structure of the SON supports the attainment of the mission and goals SON NIH funding ranking and ranking for IUPUI			extramural funding Extramural funding biennial increase of 5%	IU Foundation personnel use SON's national reputation for fund raising and connecting with alumni Organizational structure designed to support the mission and goals
	# of BSN, MSN, PhD students with scholarships # of BSN enrolled in PhD education within three years of graduation # of scholarly works involving students documented on faculty # of students holding RA And TA positions Annual faculty reports Alumni surveys	Annual	**Associate Deans for Programs**	Increase BSN to PhD applications to 5 students annually Increase in student financial support by 5% every three years Increase in internal and external research funding for student research	Early engagement of students in research career Generating new avenues of funding for students especially graduate students pursuing master's and doctoral education
	Teaching				
	Annual faculty effort reports reflecting	Annual	**Department Chairs and Campus Deans**	Clinical faculty produce products	Resources are sufficient to support

Key Goals	Evidence	Time/Frequency Cycle	Responsible Parties	Expected Outcomes	Examples of how to use date to make decisions
	teaching related outcomes/products Center for Research in Nursing Education (CRNE) annual report related to grants/scholarship activities # of teaching related awards given to faculty annually # of partnerships in place to support development and implementation of teaching innovations		**Director of the Center for Research in Nursing Education**	that focus on teaching excellence and reflect innovation in teaching consistent with their rank Sustain NLN Center of Excellence status 2009-2012 Faculty recognized for excellence in teaching through awards and funding of teaching innovations Teaching assignments are consistent with program needs Develop/sustain partnerships that support teaching innovations as measured by increased funding, faculty outcomes	teaching outcomes Identification of additional resources to develop and sustain productivity in teaching Recognition as a national center for teaching excellence and innovations in educational research and practice
B. Faculty, staff, and students contribute to decisions effecting the goals and strategic planning for the core SON	Annual Committee reports documenting decisions related to SON Committee minutes	Annual	**CCNF Committee Chairs**	Faculty, staff and student involved in decisions related to setting & implementing SON goals & strategic plan	Faculty, staff and students are meaningfully engaged in decisions related to policies and procedures affecting program

Key Goals	Evidence	Time/Frequency Cycle	Responsible Parties	Expected Outcomes	Examples of how to use date to make decisions
			Executive Associate Dean for Academic Affairs	Demonstration of faculty, staff, and student leadership in governance at school, campus and university levels	quality and outcomes.
C. The mission, goals and program expectations are consistent with national standards and expectations	Incorporation of selected national standards into programs Review of standards Annual focus group sessions within clinical advisory councils EBI exit survey Alumni surveys	Reviewed and updated every 3 years and as needed	**Associate Deans for Programs** **CCNF** **Undergraduate and Graduate Programs**	Academic standards are visible in all undergraduate and graduate program outcomes and specialty tracks Program outcomes are relevant to current and future practice and consistent with professional standards chosen by faculty in consultation with practice partners	IUSON educational programs are recognized for their quality and utility by state, regional, and professional accrediting bodies Curricula are revised according to national standards and practice expectations as appropriate

Institutional Commitment and Resources

Expected Outcomes

- Institutional resources support faculty in their quest for excellence research, education and practice
- IUPUI/IU supports faculty innovation activities and the development of partnerships that advance faculty and student research, education and practice
- Faculty exist in quality and quantity to inspire learning at all program levels, create and advance knowledge through research and scholarship, and shape healthcare through practice innovations and partnerships

Key Goals	Evidence	Time/Frequency Cycle	Responsible Parties	Expected Outcomes	Utilization of Information/Decisions
A. Administrators, faculty, staff, and students agree that sufficient physical and fiscal resources are in place to support an environment that facilitates teaching, research and practice consistent with program outcomes	IUPUI Continuing Student Survey EBI Exit Survey IUPUI faculty and staff surveys Evaluation of clinical sites and preceptors Clinical partnership contracts SON budget review by Budgetary Finance Committee	Annual or as data collected by IUPUI/IUB/IUPUC	**Dean's Office** **Assistant Dean for Resource Management**	Graduates of undergraduate and graduate programs consistently satisfied with learning resources Faculty and staff consistently satisfied with institutional and unit resources to support SON mission and goals Community partnerships foster teaching, research and practice experiences for faculty and students	Resources available in quality and quantity to support the mission and goals of IUSON and IUPUI and the outcomes of undergraduate and graduate programs Resources are a recruiting and retention factor for students, staff and faculty Resources facilitate new research and innovative activities while sustaining current and ongoing activities Resources support faculty tenure and promotion within University-published timelines
B. Evidence of effective administrative direction in carrying out SON mission and IUPUI vision and goals	5-year IU required administrative review Annual Dean's report of accomplishments to CCNF (state of the school address) Annual report to IUPUI administration Systematic review of administrative	Annual and every 5 years	**Dean's Office** **CCNF Leadership**	Agreement that the Dean is recognized for vision and leadership within the IU/IUPUI community and nationally Administrative direction is consistent with the SON mission, goals, and strategic plans	Perception of school within the university, community and nationally Recognition that school is effectively serving its defined community of interest

Key Goals	Evidence	Time/Frequency Cycle	Responsible Parties	Expected Outcomes	Utilization of Information/Decisions
	personnel			Satisfaction with the ability of the school to meet its short and long–term goals both within the school and the university	
C. Faculty recruitment, retention, promotion, and tenure processes promote excellence and foster the attainment of mission and goals	National leadership positions Annual awards and recognitions Promotion and tenure review outcomes	Annual	**Executive Associate Dean for Academic Affairs**	Undergraduate and graduate programs are nationally recognized for their educational excellence Faculty are successful in meeting promotion and tenure benchmarks according to APT criteria	Faculty are sufficient in numbers, experience, and abilities to move the mission and goals of the school forward Faculty are recognized and compensated for their contributions The learning environment fosters faculty development through mentoring, availability of resources, and professional partnerships Institutional resources are distributed and allocated to promote faculty's abilities to obtain professional goals consistent with the school's mission and goals Partnerships are developed that engage and promote

Key Goals	Evidence	Time/Frequency Cycle	Responsible Parties	Expected Outcomes	Utilization of Information/Decisions
					professional, collegial, and community involvement in teaching, research, and innovative pursuits of nursing faculty
D. Documents and publications accurately reflect the mission, goals, program offerings	IUSON Annual Report Bulletin, recruitment materials, IUPUI and IUB Bulletin, graduate and undergraduate student handbooks, WEB information	Annual	**Assistant Dean for Student Services** **Director of Marketing**	Materials are appropriately and adequately informative regarding the mission and goals of the school and facilitate progression to graduation	Prospective students are able to match their choice of career with appropriate educational planning

Educational Quality and Effectiveness

Expected Outcomes

- Undergraduate and graduate curricula prepare graduates with the knowledge and skills to advance the evidence base of current and future nursing practice
- The learning environment fosters student achievement of program outcomes through the use of innovative pedagogies that recognize the talents of students and faculty
- As knowledge workers, graduates of undergraduate and graduate programs demonstrate their relevance and contributions to the practice of nursing according to their professional role preparation

Key Goals	Evidence	Time/Frequency Cycle	Responsible Parties	Expected Outcomes	Utilization of Information/Decisions
A. Undergraduate and graduate program outcomes and competencies reflect recognized standards of educational excellence and are grounded in	EBI Exit Surveys (BSN, MSN, DNP) Alumni surveys (BSN, MSN,DNP, PhD) at 1, 3, and 5 years Kaplan Assessment	Annual	**Office of Evaluation**	Majority at graduation have employment in a position consistent with their academic credentials NCLEX pass rates at or above national	Programs need to be added, revised, or deleted/suspended as dictated by changing practice expectations, relevancy of graduates to practice roles Graduates are

Key Goals	Evidence	Time/Frequency Cycle	Responsible Parties	Expected Outcomes	Utilization of Information/Decisions
relevant professional practice expectations	Senior Capstone for BSN Typhon for MSN-NP Certification results			and state averages MSN certification pass rates are above national average 90% of undergraduates and graduates are satisfied with their ability to meet published program outcomes	prepared to meet the dynamic changes in practice expectations Graduates are recruited into health care provider roles consistent with academic program outcomes
B. Teaching and learning practices facilitate student attainment of program outcomes and consistent with the needs of the learner and expertise of the faculty	IUPUI Continuing Student Survey EBI Exit Survey (BSN, MSN, DNP) Alumni Surveys (BSN, MSN, DNP, PhD) Focus Groups with employers of graduates Course and faculty evaluations Peer review of teaching	Each semester and annually	**Office of Evaluation**	85% of BSN, MSN, DNP, and PhD graduates are satisfied with teaching quality Course and faculty evaluations will be at or above a 4.0 on a 5.0 scale Employer judge graduates to be proficient in roles	Teaching practices promote the attainment of program outcomes for all students enrolled Developmental supports are available to facilitate students and faculty in the use of evolving technologies that promote students attainment of program outcomes The use of specified teaching and learning practices are consistent with the diverse population of learners admitted to the undergraduate and graduate programs
C. Baccalaureate curriculum is built	EBI Exit Survey	Annual	**Associate Dean for Undergraduate**	Graduates meet BSN program	BSN graduates have a strong general

Key Goals	Evidence	Time/Frequency Cycle	Responsible Parties	Expected Outcomes	Utilization of Information/Decisions
on a strong liberal arts/science foundation and reflects the IUPUI Principles of General Education and/or IUB's General Education Core	Senior Capstone Competency Evaluation Measurement of PUL's across the curriculum Annual PRAC Assessment Report		**Programs**	outcomes Graduates meet Principles of Undergraduate Learning	education background that is consistent with skill requirements of an IU bachelor's degree graduate Undergraduate students judge their ability to meet the Principles of General Education as good to excellent.
D. Built on BSN program outcomes, the masters' and DNP curricula are constructed to prepare graduates with the knowledge and skills to assume advanced nursing practice roles as appropriate to education.	EBI Exit Survey (MSN) Focus groups with employers of graduates Reviews of MSN tracks Alumni Surveys EBI Exit Survey (MSN) Certification Reports Alumni Survey	Annual	**Associate Dean for Graduate Programs**	Graduate majors are relevant and meet the advanced practice current and future needs 85% of MSN alumni are working in advanced practice roles consistent with their graduate studies	All graduate majors will be ranked among the top programs by US News & World Report or other identified reputable ranking sources Students seek admission to graduate programs based on program and faculty reputation Graduates knowledge and skills consistent with workforce needs
E. The learning environment fosters innovative pedagogies that result in graduates obtaining the knowledge and skills to positively	EBI Exit Survey Alumni Surveys Course Evaluations IUPUI Continuing Student Survey	Annual	**Associate Deans for Programs**	Graduates demonstrate abilities to meet program outcomes at time of graduation Sustained growth in activities and	Continued designation as an NLN Center of Educational Excellence in one or more categories Faculty leaders in nursing educational

Key Goals	Evidence	Time/Frequency Cycle	Responsible Parties	Expected Outcomes	Utilization of Information/Decisions
influence the health of those whom they serve				external funding for research in teaching pedagogies and best practices	scholarship The Center for Research in Nursing Education facilitate and promote faculty and student scholarship productivity
F. The undergraduate and graduate curricula are designed and delivered to maximize student attainment of program outcomes	Course Evaluations EBI Exit Survey (BSN, MSN) NCLEX pass rates and certification pass rates Capstone and preceptor evaluations Alumni Survey	Annual	**Associate Deans for Programs**	Undergraduates and graduates judge their curriculum adequate in preparing them for employment Undergraduates obtain mean score on an RN predictor exam with or without remediation Undergraduates and graduates meet program outcomes at graduation 90% of graduates of each program who wish to be employed will be employed in health care positions consistent with their knowledge and skills	Undergraduate and graduate alumni are highly satisfied with the attainment of competencies that are consistent with their practice role Graduates of the undergraduate and graduate programs agree that they have attained program outcomes
G. Academic policies and practices are fairly and systematically	APG minutes and annual report	Annual	**Executive Associate Dean for Academic Affairs**	Graduate and undergraduate SON policies and IU policies are systematically and	Grievances are reviewed for policy issues

Key Goals	Evidence	Time/Frequency Cycle	Responsible Parties	Expected Outcomes	Utilization of Information/Decisions
implemented to facilitate student success				fairly implemented All exceptions to policy are documented with accompanying legally defensible rationale	

Program Effectiveness

Expected Outcomes

- Undergraduate and graduate programs are effective in meeting their published outcomes
- Aggregated outcomes of our graduates reflect the mission and goals of the School of Nursing
- Evaluation information is used to assure continued undergraduate and graduate program effectiveness and relevance in their ability to prepared nurses according to professional role expectations

Key Goals	Evidence	Time/Frequency Cycle	Responsible Parties	Expected Outcomes	Utilization of Information/Decisions
A. Program evaluation data is aggregated, analyzed, trended and distributed to faculty, staff and administration	Minutes of Curriculum and Administrative meetings Postings on electronic faculty sites	Annual	**Office of Evaluation**	Evaluation is accessible and useable for faculty and administration	Information exists to make effective decisions related to programs and program resources

From Deb Harmon, Director Nursing May 15, 2010

The RN to B.S.N. mobility track offers a creative curriculum for educating nurses to become competent in meeting the changing health needs of society. RN to 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 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-B.S.N. students pursing the B.S.N. degree is 124 credit hours with 59-61 credits of selected general education courses required.

The PUL Program Assessment that follows incorporates both the RN to BSN mobility program as well as the new traditional BSN program.

Attached as well is the February 2010 Self Study for CCNE Accreditation in which IU SON successful completed.

Program Assessment
Annual Report for 2009 – 2010
IU School of Nursing at IUPUC

What outcomes do we seek?	What will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?
PUL 1: Core communication and Quatitative Skills – the ability of students to write, read, speak and listen, perform quatitative analysis, and use information resources and technology – the foundation skills necessary for all IUPUI students to succeed. ***(BSN Program Outcome = Effective Communication)***					
BSN program: Outcome 3: A knowledgeable care coordinator who facilitates access to resources necessary to meet healthcare needs of individual,	Students learn to retrieve patient information on various clinical information systems as respective clinical facilities. The B.S.N. curriculum prepares the students for various roles	Skills are frequently assessed as students progress through the major, using: classroom discussions, presentations in class, written reports, research proposals,	Successful completion of nursing coursework with a 73% or higher and completion of proctored semester exams (ATI / Kaplan) at the established benchmark or higher.	For most students, skills improve with time in the program as their knowledge grows and they develop academic maturity.	The AACN Essentials of Baccalaureate Education were updated in 2008-2009 and the expectations are to incorporate and implement computer record keeping systems and require this competency of students and new

families, and communities Outcome 6: An effective communicator who is able to share accurate information. Outcome 9: A responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes	including knowledge, care provider, critical thinker. An example of preparing a student as a critical-thinker, includes development of simulations that includes selected roles for students to portray, e.g. primary RN In all the IUSON clinical evaluation forms, students are evaluated on their professional behavior and communication.	exams, case studies, demonstrations of professional verbal, written, and online communication (netiquette)			graduates. The addition of "informatics" into courses has been made.
PUL 2: Critical Thinking- The ability of students to analyze carefully and logically information and ideas from multiple perspectives. ***(BSN Program Outcome = Critical Thinker)***					
BSN Program: Outcome 1: A critical thinker who demonstrate intellectual curiosity,	The B.S.N. curriculum prepares the students for various roles including knowledge worker,care provider, critical	Assessment of critical thinking is achieved by evaluating student interpretations of information on	Successful completion of nursing coursework with a 73% or higher and completion of proctored semester	Students learn how to analyze information critically as they move through the program and gain self confidence	Faculty have incorporated simulation into their clinical teaching with a focus on critical thinking. Scenarios have been developed

rational inquiry, problem-solving skills, and creativity in framing problems. Outcome 7: A competent provider of nursing care who functions in various professional roles in structured or semistructured health care settings.	thinker. An example of preparing a student as a critical-thinker, includes development of simulations that includes selected roles for students to portray, e.g. primary RN Patient safety and complexity in the healthcare environment are incorporated as threads across the curriculum. Faculty implement teaching-learning strategies incorporating interventions for dealing with healthcare complexity, policies, and culture of safety concepts.	exams, mandatory assess testing for each semester (ATI / Kaplan proctored exams) clinical demonstrations, presentations, and reports in all courses. Ultimately, students must pass the NCLEX state board exam for licensure.	exams (ATI / Kaplan) at the established benchmark or higher.	with clinical decision making by graduation. Ultimately, success on the NLCEX state board exam for licensure.	to incorporate content into practice and to require students to make decisions based on assessment and analysis of patient data and needs.
PUL 3: Integration and Application of Knowledge- the ability of students to use information and concepts from studies in multiple disciplines in the intellectual, professional and community lives. ***(BSN Program Outcome = Competent Care Provider)***					

BSN Program: Outcome 3: A knowledgeable care coordinator who facilitates access to resources necessary to meet healthcare needs of individual, families, and communities Outcome 1: A critical thinker who demonstrate intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems. Outcome 7: A competent provider of nursing care who functions in various professional	Students have required clinical experiences in several 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.	Classroom (online or face to face) discussions, presentations, exams, and reports reflect students' ability to integrate information from other disciplines. Clinical Practicum allow students to demonstrate skills in a variety of healthcare settings.	Successful completion of nursing coursework with a 73% or higher and completion of proctored semester exams (ATI / Kaplan) at the established benchmark or higher.	Students learn how to analyze information critically as they move through the program and gain self confidence with clinical decision making by graduation. Ultimately, success on the NLCEX state board exam for licensure.	Students in capstone continue to report the largest growth in competence in the area of 'care manager' and 'care provider'. This growth is consistent with the goals of capstone which is the integration of knowledge and skills and application to practice.

roles in structured or semistructured health care settings.					
PUL 4: Intellectual Depth, breadth and Adaptiveness – the ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems. ***(BSN Program Outcome = Competent Care Provider)***					
BSN Program: Outcome 3: A knowledgeable care coordinator who facilitates access to resources necessary to meet healthcare needs of individual, families, and communities Outcome 9: A responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes	Students are enrolled in a community health practicum where home assessments are conducted and a health promotion project is required. A 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 Students take a management	Student understanding of specific knowledge and ways of knowing are assessed using exams, reports, presentations, research proposals, case studies, projects, practicum experiences, and in the capstone course.	Successful completion of nursing coursework with a 73% or higher and completion of proctored semester exams (ATI / Kaplan) at the established benchmark or higher.	Students learn how to analyze information critically as they move through the program and gain self confidence with clinical decision making by graduation. Ultimately, success on the NLCEX state board exam for licensure.	Students consistently graduate successfully once accepted into the program due to the high standards of admission criteria. Continue to focus on the early warning system and tutoring BSN students in addressing learning deficits and strategies for success.

	course that includes administrative content consisting of case management, budgeting, and resource management.				
PUL 5: Understanding Society and Culture – the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally. ***(BSN Program Outcome = Culturally Competent Person)***					
BSN Program: Outcome 2: A culturally competent person who provides holistic nursing care to a variety of individual, families, and communities Outcome 4: An individual who understands the political dynamics in various settings and participates in the change process to shape health care policy.	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.	Knowledge of cultural differences is assessed through exams, reports, presentations, case studies, and projects.	Successful completion of nursing coursework with a 73% or higher and completion of proctored semester exams (ATI / Kaplan) at the established benchmark or higher.	Student knowledge of and appreciation for cultural differences is a core outcome for the BSN. Student experiences in real healthcare setting and simulated settings help to strengthen awareness, knowledge and confidence with cultural diversity.	A culturally competent nurse is a critical element of the formal and informal curriculum at IU SON. Faculty will continue to explore additional options for clinical cultural diverse opportunities including simulation scenarios.

PUL 6: Values and Ethics – the ability of students to make judgments with respect to individual conduct, citizenship and aesthetics. ***(BSN Program Outcome = Ethical and Legal Nursing Practitioner and a Professional Role Model)***					
BSN Program: Outcome 5: An individual who practices within an ethical and legal framework for the nursing profession. Outcome 2: A culturally competent person who provides holistic nursing care to a variety of individual families and communities Outcome 8: A professional role model who promotes a positive public image of nursing	IUSON B.S.N. students are required to take a 3 credit healthcare ethics course; students learn about ethics, complete healthcare ethical case studies and discuss ethical dilemmas. Human Diversity Outcome 2: A culturally competent person	Understanding of the importance of values and ethics is assessed through discussions, exams, reports, case studies, presentations, practicum experiences, projects, and the capstone course.	Successful completion of nursing coursework with a 73% or higher and completion of proctored semester exams (ATI / Kaplan) at the established benchmark or higher.	Each student is held to the American Nurses Association (ANA) Code of Ethics in order to progress and graduate from the program.	Faculty continue to explore values and ethics with students especially in practice settings where values clarification is important to being able to balance the values of others and those of the care giver.