



PennState
College of Nursing

CCNE Self-Study 2020



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**The Pennsylvania State University
College of Nursing
Self-Study Report
Spring 2020**

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GLOSSARY

A Common Glossary and List of Abbreviations – College of Nursing

Name	Definition
Academic Policies	Published rules that govern the implementation of the academic program, including, but not limited to, policies related to admission, retention, progression, graduation/completion, grievance, and grading.
Academic Support Services	Services available to the Nursing program that facilitate faculty and students in any teaching/learning modality, including distance education, in achieving the expected outcomes of the program. These may include, but are not limited to, library, computer and technology resources, advising, counseling, and placement services.
Academic Year	The Academic Year is defined for the Systematic Evaluation Plan (SEP) as Fall (FA), Spring (SP), and Summer (SU).
Activity Insight (AI)	An online software tool by Digital Measures designed to help faculty members collect, organize, and display their data for the purposes of annual reviews, promotion and tenure, and more.
Advanced Nursing	Nursing roles requiring advanced nursing education beyond the basic baccalaureate preparation. Academic preparation for advanced nursing may occur at the master's, doctoral, or post-graduate APRN certificate level.
Advanced Practice Registered Nursing (APRN) Core	Essential broad-based curriculum content for all APRN students in the areas of advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology. This content must be presented as three separate comprehensive graduate-level courses in the APRN curriculum. Descriptions of each course and content area are provided in the <i>Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education</i> (July 2008). The specific outcome competencies in each of these three areas are delineated in the <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (National Task Force on Quality Nurse Practitioner Education, 2016).
APRN Education Program	A master's degree program in nursing, a Doctor of Nursing Practice (DNP) program, or a post-graduate certificate program that prepares an individual for one of the four recognized APRN roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS), and certified nurse practitioner (CNP). The education program must also prepare the individual in one of six population foci: <ul style="list-style-type: none"> - Family/individual across the lifespan - Adult-gerontology - Pediatrics - Neonatal - Women's health/gender-related - Psychiatric/mental health
ASP	Academic Success Program
Clinical Practice Experiences	Planned learning activities in nursing practice that allow students to understand, perform, and refine professional competencies at the appropriate program level. Clinical practice experiences may be known as clinical learning opportunities, clinical practice, clinical strategies, clinical activities, experiential learning strategies, or practice.
Competence	Having the necessary and sufficient ability, knowledge, skill, and experience to do something successfully and/or achieve a purpose.
Curriculum	All planned educational experiences that facilitate achievement of expected student outcomes. Nursing curricula include clinical practice experiences.
Direct Patient Care	Direct patient care experiences that are designed to advance the knowledge and expertise for students in a clinical area.
Distance Education	As defined by the Higher Education Opportunity Act of 2008 “(A) Education that uses one or more of the technologies described in

Name	Definition
	<p>subparagraph (B)-</p> <ul style="list-style-type: none"> (i) To deliver instruction to students who are separated from the instructor; and (ii) To support regular and substantive interaction between the students and the instructor, synchronously or asynchronously <p>(B) INCLUSIONS – for the purposes of subparagraph (A), the technologies used may include</p> <ul style="list-style-type: none"> (i) the Internet; (ii) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines fiber optics, satellite, or wireless communication devices; (iii) Audio conferencing; or (iv) Video cassettes, DVDs, and CD-ROMS, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in clauses (i) through (iii)” [The Higher Education Opportunity Act of 2008, Pub. L. No. 110-315, § 103(a) (19)]
Faculty Annual Activity Report (FAAR)	Policy AC40 “Evaluation of Faculty Performance” requires that all full-time faculty “be reviewed annually by the appropriate administrative officer.” As part of the annual review process, faculty complete a “Faculty Annual Activity Report” (FAAR through Activity Insight [AI])
Faculty Positions – AC21 Definition of Academic Ranks	<p>This policy provides guidance on the qualifications necessary for appointment or promotion to the various academic ranks.</p> <p>Implementation of the University is further delineated in the FRG.</p>
PASBN	Pennsylvania State Board of Nursing
Penn State College of Nursing Campus Locations	<p>Penn State Abington; Abington campus (AB)</p> <p>Penn State Altoona; Altoona campus (AL)</p> <p>Penn State Erie, The Behrend College; Penn State Behrend (ER)</p> <p>Penn State Fayette, The Eberly Campus; Fayette campus (FE)</p> <p>Penn State Harrisburg; Harrisburg campus (HB)</p> <p>Penn State Mont Alto; Mont Alto campus (MA)</p> <p>Penn State New Kensington; New Kensington campus (NK)</p> <p>Penn State Schuylkill, Schuylkill campus (SL)</p> <p>Penn State Scranton; Scranton campus (WS)</p> <p>Penn State Shenango; Shenango campus (SH)</p> <p>Penn State University Park; University Park campus (UP)</p> <p>Penn State World Campus; World Campus (WC)</p> <p>Penn State Milton S. Hershey Medical Center; Hershey campus (HY)</p> <p>NOTE: Hereafter, campuses will be recognized as “Location” campus – e.g. Altoona campus or “Location” – e.g. Altoona</p>
Post-Graduate APRN Certificate Program	A post-master’s or post-doctoral certificate program that prepares APRNs in one or more of the following roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS, and certified nurse practitioner (CNP). CCNE reviews only certificate programs that prepare APRNs. Although other types of nursing certificates may be offered by an institution, they are outside CCNE’s scope of reviews.
Preceptor	An experienced practitioner who facilitates and guides students’ clinical learning experiences in the preceptor’s area of practice expertise.
Program Outcomes	<p>Indicators of achievement that may be quantitative or qualitative, broad, or detailed.</p> <p>Student Outcomes – Results reflecting competencies, knowledge, values, or skills attained by students through participation in program activities.</p>

Name	Definition
	<p>Faculty Outcomes – Results demonstrating achievements in teaching, scholarship, service, practice, or other areas appropriate to the mission and goals of the Nursing program attained by faculty as part of their participation in the program.</p> <p>Expected Outcomes – Anticipated results expressed as predetermined, measurable levels of student, faculty, and program achievement.</p> <p>Actual Outcomes – Results describing real student, faculty, and program achievement</p>
Systematic Evaluation Plan (SEP)	The evaluation plan that defines the process of utilizing results of assessments and analyses of actual student and faculty outcomes in relation to expected outcomes to validate and revise policies, practices, and curricula as appropriate.
Simulation	An immersive simulated learning environment for students in the CON Nursing program in which to develop, apply, and research clinical judgment using simulation-based technologies.
Teaching-Learning Practices	Strategies that guide the instructional process toward achieving expected student outcomes.

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Revised: February 2019 (Assessment Committee)
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Access Instructions for the Penn State College of Nursing's CCNE Self Study:

- Ensure default browser is set to Google Chrome or Firefox for consistent, reliable access to links.
- Adobe Acrobat Reader is required to view the documents and links.
- To access the Penn State College of Nursing's CCNE Self Study, open the PDF document. Click on any link to navigate to the contents. The links are open to anyone who has the document.
- For access to the College of Nursing website, go to <https://www.nursing.psu.edu/>

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INTRODUCTION

The Pennsylvania State University (Penn State) was founded in 1855 as the “Farmer’s High School”. Seven years later, the resources provided by The Morrill Land-Grant Act resulted in legislation for the School to become The Agricultural College of Pennsylvania. The Pennsylvania legislation designated Penn State as the Commonwealth’s sole land-grant institution in 1863, which eventually broadened the University’s mission to include teaching, research, and public service in many academic disciplines. Since that time, Penn State has awarded more than a half-million degrees and has been Pennsylvania’s largest source of baccalaureate degrees since the 1930’s.

Today, Penn State is a multi-campus public research university with administration centralized at University Park, Pennsylvania, located in the geographic center of Pennsylvania. Penn State is one of Pennsylvania’s four “state-related” universities (along with the University of Pittsburgh, Temple University, and Lincoln University). State-related institutions are not state-owned or state-operated but have the character of public universities and receive state appropriations. With its administrative and research hub at the University Park campus, Penn State has 24 additional campuses across Pennsylvania. While some of these campuses, such as the Penn State Milton S. Hershey Medical Center (Hershey), have specialized academic roles, each campus adheres to a common overall mission and set of core values and strategic goals ([Penn State's Mission and Character](#)).

The term Commonwealth campuses refers collectively to campus locations distant from the University Park main campus, except for those campus locations designated as special mission campuses. The College of Nursing (CON) has programs on several Commonwealth campuses and one special mission campus. The collaborative nature of the CON with its multi-campus presence provides an added ability for the College to provide programs that are congruent with the University’s mission, responsive to the needs of local constituents throughout Pennsylvania, and graduates who are sensitive to the interdisciplinary demands of contemporary nursing practice. As one of the leading research universities in the world, Penn State impacts the region, the Commonwealth, and the nation in many different ways. From its land-grant charter, Penn State has always emphasized “translational” research: the work that turns basic discoveries into real-world applications.

According to the Penn State Common Data Set 2018-2019, undergraduate students enrolled at Penn State University totaled 76,646, which includes World Campus. Penn State has a total graduate student enrollment of 15,038 including World Campus ([Penn State Fact Book](#)). Penn State has the largest dues-paying alumni association (174,379 members) in the nation. Penn State Outreach and Online Education is the largest outreach organization in higher education, reaching learners in all 67 Pennsylvania counties, 50 states, and 62 countries. As part of its land-grant mission, Penn State provides education to the citizens of the Commonwealth of Pennsylvania to help improve their health and quality of life. The Penn State World Campus uses technology to offer undergraduate, master’s, doctoral, and other programs (e.g. certificates) on an “anytime, anywhere” basis.

HISTORY OF THE COLLEGE OF NURSING

In 1964, the Board of Trustees of The Pennsylvania State University formally approved the establishment of a Department of Nursing Education, later named the Department of Nursing. With the graduation of the first 22 students admitted to the basic baccalaureate program, the National League for Nursing awarded full accreditation and the State Board of Nurse Examiners for the Commonwealth of Pennsylvania provided full approval to the Department of Nursing. Due to the lack of a hospital facility in the area, clinical experiences were initially provided through a collaborative agreement with Allegheny General Hospital in Pittsburgh, Pennsylvania. The College of Human Development was approved by the Penn State Board of Trustees in 1966, and the Department of Nursing joined the College in 1967 under the Division of Biological Health.

To keep pace with the national picture of nursing education, the Department of Nursing changed its title to the School of Nursing in 1989. In 2013, it was renamed the CON by the Penn State Board of Trustees, becoming the 12th and newest college in the University. Over the past 50 years, the CON developed a complete range of undergraduate and graduate programs (Table A) that included the Associate of Science (AS), Bachelor of Science in Nursing (BSN), which includes general first-year admission, second degree (SCND), and Registered Nurse to Bachelor of Science (RN to BSN), masters (MS, MSN), and doctoral (DNP, PhD, BSN to PhD, Dual-title PhD in Nursing and Bioethics, Dual-title PhD in Nursing and Clinical and Translational Sciences) programs providing education to over 2,300 full-time undergraduate and graduate students on 13 campuses across the Commonwealth

with some programs (RN to BSN, MSN, DNP) delivered online in collaboration with the World Campus. In looking to the future of nursing and providing the educational and experiential base not only for entry-level professional practice but also as the platform on which to build a career through graduate-level study, the CON closed the AS program in 2016. Each campus location replaced the AS program with the BSN program.

Table A: Nursing Program Development Timeline

YEAR	NURSING PROGRAM
1964	BSN
1972	RN to BSN
1973	MSN
1991	AS (closed 2016)
1999	PhD
2004	RN to BSN (Resident Instruction and online World Campus)
2009	Second Degree-BSN
2013	MSN (online)
2014	DNP (online)

All eligible CON programs have maintained CCNE accreditation since CCNE was established. In addition, Penn State holds Middle States Accreditation. The CON operates as a single college with the academic home of all programs centrally administered from Penn State's main campus at University Park.

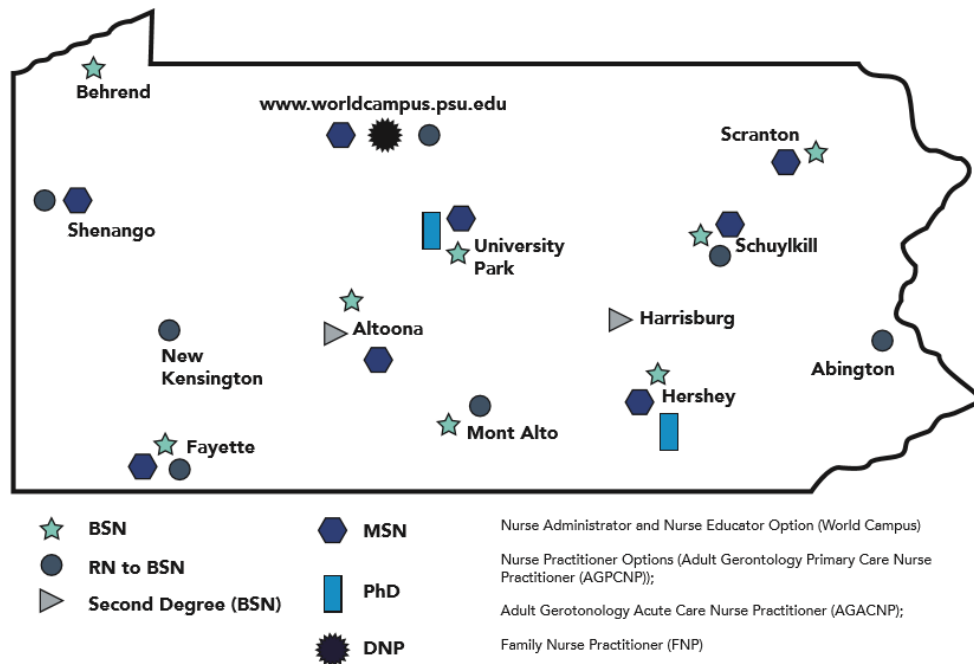
The CON is geographically dispersed and provides education on 12 of the 24 Penn State campuses and on the World Campus (often referred to as the CON's 13th campus). The BSN Program has three options. The General BSN option (GNURS) is a four-year (eight semesters) program that requires 120 credits for completion. The RN to BSN option (NURN) requires the same number of credits as the four-year BSN program (120), and the number of credits required after the student enrolls depends on the number of credits accepted for transfer at the time of admission. The NURN student often completes the program on a part-time basis. The Second-Degree option (SCND) is a full-time, 16-month (four consecutive semesters) program for individuals with a previous baccalaureate degree who meet all general education and prerequisite courses (60 credits) prior to admission. The number of credits required after the student enrolls is 60 credits of nursing coursework.

The Graduate Program (MSN, DNP, PhD [BSN to PhD, Dual-title PhD in Nursing and Bioethics, Dual-title PhD in Nursing and Clinical and Translational Sciences]) is offered at the University Park and Hershey campuses with courses being delivered to other selected campus locations through distance videoconference delivery (Zoom). BSN to PhD students may earn an MS during their progression to the PhD. Graduate program credits vary from 36 to 72 credits, depending on the program. Figure 1 illustrates where the various programs are delivered.

Figure 1. Penn State University Campuses with College of Nursing Programs



Penn State College of Nursing Degree Programs in Pennsylvania



last updated July 1, 2019

BSN:	Altoona, Erie, Fayette, Mont Alto, Scranton, University Park, Schuylkill, (effective Fall 2020)
RN to BSN:	Abington, Fayette, Mont Alto, New Kensington, Schuylkill, Shenango, World Campus
SCND:	Altoona, Harrisburg
MSN:	University Park/Hershey (Classes are also offered by videoconference from University Park/Hershey to College of Nursing Campuses, based on need/demand; some options online in collaboration with World Campus (Central Office at UP))
MS:	University Park/Hershey
PhD:	University Park/Hershey
DNP:	Online in collaboration with World Campus

The CON has undergone dramatic changes over the last five years that began well before our last CCNE accreditation visit in 2010. Overall [organizational structure](#) changes have been made to align with our change from School of Nursing to College of Nursing. This included the development of an Information Technology infrastructure, the addition of a Director of Administrative Operations and Finance, the addition of a Communications Office, and the launch of a Development and Alumni Affairs Office. Other significant changes are:

- The CON extended the RN to BSN option to two additional campuses: Schuylkill in 2010 and Abington in 2011.
- The CON extended the SCND Degree Program to one additional campus: Harrisburg in 2011.

- The CON has demonstrated growth in our research infrastructure. In 2011, the CON opened the Center for Nursing Research, a service and support center for faculty engaged in scholarship.
- Consistent with the Consensus Model, the CON transformed our Adult NP Program into an Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) Program in 2010 and started an Adult Gerontology Acute Care Nurse Practitioner Program (AGACNP) in 2012.
- In 2013, the Board of Trustees approved the School's renaming to the College of Nursing, giving us equity with all the other colleges in the University. In 2015, the Board of Trustees approved the name change of our building from Health & Human Development East to the Nursing Sciences Building.
- Consistent with the trends in nursing education, and based on workforce and employment data, the GNURS option was extended to all five campuses where the AS Programs existed. This addressed the need for improved care for the citizens of Pennsylvania, especially in rural communities. In 2014, the last class was admitted to the AS program at five Penn State campuses (Altoona, Erie, Fayette, Mont Alto, and Scranton), and the first class of the GNURS option was admitted. The first graduating class of the GNURS option at the five campus locations was in May 2018.
- In response to the need for more doctoral prepared nurses, the CON launched a fully online Doctor of Nursing Practice (DNP) program offered through Penn State's World Campus in 2014.
- With the implementation of the BSN program at five Penn State campuses (Altoona, Erie, Fayette, Mont Alto, and Scranton), the CON supported each location to develop a nursing simulation laboratory. The CON Simulation Committee began in 2012 and has held retreats supported by the CON in both [2014](#) and [2018](#) to develop strategic planning for simulation and [simulation priorities](#) in the CON.
- The overall CON budget has increased from \$3.134 million in 2010 to over \$10 million in 2019.

STANDARD I: PROGRAM QUALITY: MISSION AND GOVERNANCE

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

I-A. The mission, goals, and expected program outcomes are:

- congruent with those of the parent institution; and
- reviewed periodically and revised as appropriate.

Elaboration: The program's mission, goals, and expected program outcomes are written and accessible to current and prospective students, faculty, and other constituents. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. The mission may relate to all nursing programs offered by the nursing unit, or specific programs may have separate missions. Program goals are clearly differentiated by level when multiple degree/certificate programs exist. Expected program outcomes may be expressed as competencies, objectives, benchmarks, or other terminology congruent with institutional and program norms.

There is a defined process for periodic review and revision of program mission, goals, and expected program outcomes that has been implemented, as appropriate.

Program Response:

The CON mission is congruent with the University mission (Table I-A.1). The land-grant mission of the University was the initial impetus for the Penn State Board of Trustees in 1964 to formally establish a Department of Nursing within the College of Health and Physical Education. The CON programs support the University's achievement of its mission by preparing nurses for practice, nursing education, and nursing research. The Nursing programs include undergraduate, graduate, and continuing and distance education programs, reaching out via multiple campuses across Pennsylvania to educate nurses prepared to improve the health and lives of individuals within and beyond the Commonwealth. In the development of program outcomes, careful consideration was given to the CON mission, the overall mission of the University, as well as the University's student learning outcomes based on a co-curriculum philosophy. The co-curriculum at Penn State includes both formal and informal out-of-class learning opportunities. These include involvement with clubs and organizations, workshops, lectures, internships, co-ops, living-learning communities, intramural and recreation programs, undergraduate research opportunities, interactions with faculty and other students, service learning, academic and career advising, cultural events, and study abroad. Learning experiences of students in the CON are guided by both the University student learning outcomes and the learning outcomes established by each Nursing program. The [University mission statement](#), [University-wide learning objectives](#), the [CON Mission Statement](#), and program outcomes are available to the public. Program outcomes for the DNP, MSN, MS, BSN, and APRN certificate programs are clearly differentiated. Student outcomes are available in the [student handbooks](#) for each program.

The CON mission can be found in many of our public documents including all of the individual program [student handbooks](#) and the College's Strategic Plan. The current [CON Strategic Plan](#) (2014-2019) identifies specific outcomes, tactics, and strategic actions to achieve each of four goals. The University extended the plan for an additional five years, and the Dean [charged](#) an ad hoc committee in August 2019 to review and revise the strategic plan.

Table I-A.1: Comparison of Relationship between the University and College of Nursing Mission Statements

Penn State University Mission	College of Nursing Mission
<p>The Pennsylvania State University is a multi-campus, land-grant public research university that educates students from Pennsylvania, the United States, and around the world, and supports individuals and communities through integrated programs of teaching, research, and service.</p>	<p>Improve the health care of all people in the Commonwealth of Pennsylvania, the nation, and the world.</p>
<p>Our instructional mission includes undergraduate, graduate, professional, continuing, and extension education, offered through both resident instruction and distance learning.</p>	<p>The mission is accomplished through the development of qualified nurse leaders at all levels of practice, the development of nursing science, and the provision of nursing care to individuals, families, and communities. This is accomplished through the integrated programs of nursing practice, education, research, scholarship, and outreach.</p>
<p>Our educational programs are enriched by the talent, knowledge, diversity, creativity, and teaching acumen of our faculty, students, and staff.</p>	<p>Development of qualified nurse leaders at all levels of practice, the development of nursing science, and the provision of nursing care to individuals, families, and communities.</p>
<p>Our discovery-oriented, collaborative, and interdisciplinary research and scholarship promote human and economic development, global understanding, and advancement in professional practice through the expansion of knowledge and its applications in the natural and applied sciences, social and behavioral sciences, engineering, technology, arts and humanities, and myriad professions.</p>	<p>Development of qualified nurse leaders at all levels of practice, the development of nursing science, and the provision of nursing care to individuals, families, and communities.</p>
<p>As Pennsylvania's land-grant university, we provide unparalleled access and public service to support the citizens of the Commonwealth and beyond. We engage in collaborative activities with private sector, educational, and governmental partners worldwide to generate, integrate, apply, and disseminate knowledge that is valuable to society.</p>	<p>Improve the health care of all people in the Commonwealth of Pennsylvania, the nation, and the world.</p>

The CON goals are congruent with the University goals (Table I-A.2). The mission, goals, and expected program outcomes are addressed in the [Systematic Evaluation Plan](#) (SEP) (Appendix A). The SEP guides the evaluation of the program and the supporting activities that contribute to achievement of program outcomes, including student and faculty outcomes. Annually, the CON Assessment Committee, along with faculty and administration, review the SEP. Within the SEP, each criterion and established outcome has a designated review cycle, which is monitored by the Assessment Committee. The most recent version of the SEP will be available in the Resource Room.

Table I-A.2: Alignment of College of Nursing Strategic Goals and Penn State University Goals

Penn State University Strategic Goals	College of Nursing Strategic Goals
Enabling Access to Education	Foster Strategic Partnerships <ul style="list-style-type: none"> Engage alumni and friends of the College in new and unique ways. Implement a strong program of securing philanthropic support focused on assisting the CON to achieve its strategic goals. Explore opportunities to partner with employers to develop scholarship programs for undergraduate and graduate students.
Engaging Our Students	Build a Responsive Clinical Enterprise for Penn State Faculty and Staff at University Park <ul style="list-style-type: none"> Create targeted, proactive strategies for recruiting and retaining a diverse student body and faculty/staff workforce for all academic programs and in areas of intellectual synergy to support the scholarship of teaching, service, and research. Create a Responsive Organization That Supports Our Strategic Initiatives across the Campuses <ul style="list-style-type: none"> Organizational efficiency and effectiveness will provide the foundation for excellence in the missions of the College. Transform Nursing Education <ul style="list-style-type: none"> Implement academic program changes that align with the national movement to transform nursing education, promote advanced education, and support life-long learning. Create innovations in the wise use of technology that support existing academic programs, provide full utilization of the simulation laboratory, and build opportunities for innovation in education and pedagogical research.
Fostering and Embracing a Diverse World	Transform Nursing Education <ul style="list-style-type: none"> Create an environment that supports excellence in graduate and undergraduate education to prepare ethically responsible and culturally sensitive nurse leaders for the complex and rapidly changing world of health care delivery. Design and implement a recruitment plan to enroll high quality, diverse PhD students into the nursing science program. Create targeted, proactive strategies for recruiting and retaining a diverse student body and faculty/staff workforce for all academic programs and in areas of intellectual synergy to support the scholarship of teaching, service, and research. In collaboration with the College of Health and Human Development (HHD), develop a curriculum that fosters United States and international cultural competencies, which will enhance the quality of the student experience and distinguish the Penn State graduate in the marketplace. Establish learning that promotes interprofessional collaboration between nursing and other disciplines (clinical experiences, classroom learning) with the goal of developing a deeper understanding of the unique contributions each discipline makes in improving health care for diverse populations.
Enhancing Global Engagement	Transform Nursing Education <p>Create an environment that supports excellence in graduate and undergraduate education to prepare ethically responsible and culturally sensitive nurse leaders for the complex and rapidly changing world of health care delivery.</p>

Penn State University Strategic Goals	College of Nursing Strategic Goals
Driving Economic Development	<p>Invest in the Development of Research, Scholarship, and Innovation</p> <ul style="list-style-type: none"> • CON will play an integral role in the development of nursing science and nurse scientists and leaders across the Commonwealth who engage in discovery of knowledge related to innovative health care delivery and the translation of advances to clinical practice for the improvement of outcomes. • Strengthen our role as a national leader in research and education related to nursing care of the aging population. • Develop a Program of Person-Centered Living Systems of Care whose mission is to infuse person-centered health care service delivery across the continuum of care. • In collaboration with the Clinical and Translational Science Institute (CTSI), establish a Community Based Research Network (CBRN) that engages CON faculty as community partners in actively addressing prioritized health concerns within given communities across the Commonwealth. <p>Create a Responsive Organization That Supports Our Strategic Initiatives across the Campuses</p> <ul style="list-style-type: none"> • Design an economically feasible interdisciplinary delivery model that will provide needed and desired health services, which have a high potential to be embraced by the Penn State community creating a long-term solution for supporting health. <p>Foster Strategic Partnerships Develop targeted high quality, low cost continuing education offerings that will be marketed to clinical agencies in Pennsylvania and virtually when appropriate.</p>
Ensuring a Sustainable Future	<p>Foster Strategic Partnerships</p> <ul style="list-style-type: none"> • Strategic Partnerships are important to building and sustaining the CON's vision of excellence and integrity in education, research, and practice. <p>Create a Responsive Organization That Supports Our Strategic Initiatives Across the Campuses</p> <ul style="list-style-type: none"> • Implement a Sustainability Task Force to launch initiatives that promote stewardship of material resources. • Create opportunities to use CON resources in non-traditional ways that support innovation in the efficient and effective operations of the unit. <p>Create College-wide efficiencies that coordinate organizational change in support of our diversity goals, improves outcomes, and enhances the achievement of our mission.</p>

I-B. The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.

Elaboration: The program identifies the professional nursing standards and guidelines it uses. CCNE requires, as appropriate, the following professional nursing standards and guidelines:

- The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008];
- The Essentials of Master's Education in Nursing (AACN, 2011);
- The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006); and
- Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2016].

A program may select additional standards and guidelines that are current and relevant to program offerings.

A program preparing students for certification incorporates professional standards and guidelines appropriate to the role/area of education.

An APRN education program (degree or certificate) prepares students for one of the four APRN roles and in at least one population focus, in accordance with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008).

Program Response:

The vision of the CON is to “create a dynamic and engaged community of scholars who integrate excellence in academics, nursing research, clinical scholarship, and outreach to the community with a commitment to improving the quality of life for all people.” The CON Core Values (Table I-B.1) are incorporated in all initiatives that impact our commitment to reshaping nursing education and investing in research. The CON vision and core values link directly to the professional nursing standards and guidelines that support the appropriate educational program.

Table I-B.1: College of Nursing Core Values

College of Nursing Core Values	
Ethics (Equity and Fairness) Scholarship Integrity Citizenship-Health Policy Sustainability of Human/Natural Resources Commitment Advocacy Service	Goal Directed Change Agency Excellence Civility/Conflict Resolution Diversity/Cultural Sensitivity Transparency/Open Communication One College of Nursing, Geographically Dispersed

Baccalaureate program outcomes are congruent with *The Essentials of Baccalaureate Education for Professional Nursing Practice* [American Association of Colleges of Nursing (AACN), 2008]. In addition, the outcomes align with the Quality and Safety Education for Nurses (QSEN) competencies (Quality and Safety Education for Nurses [QSEN], 2007) (Table III-B.3).

The graduate of the baccalaureate program is prepared to:

1. be accountable for his/her own nursing practice,
2. accept responsibility for the provision of nursing care through others,
3. develop methods of working collaboratively with other health professionals, and
4. practice in a variety of health care settings.

The graduate program outcomes are congruent with *The Essentials of Master's Education in Nursing* (AACN, 2011); *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006); and *Criteria for Evaluation of Nurse Practitioner Programs* [National Task Force on Quality Nurse Practitioner Education (NTF), 2016]. The graduate program emphasizes the development of nursing knowledge and the translation of knowledge into practice. It provides advanced study in human health and development throughout the life span. Nursing's role in providing health services in diverse care settings to individuals, families, and communities of varied cultural, ethnic and racial backgrounds throughout the world is emphasized.

The purpose of the MSN degree program is to prepare students as:

1. NPs or for post-baccalaureate nursing practice roles, such as nurse educators or nurse administrators,
2. scholars who are competent to conduct, evaluate, use, and disseminate research, and
3. candidates for doctoral study.

The purpose of the DNP program is to:

1. Prepare transformational nursing leaders to improve health and healthcare outcomes
2. Prepare a cadre of highly qualified advanced practice nurses to lead the translation of research into practice and deliver expert nursing care
3. Fulfill the practice mission of the College of Nursing as a unit within the University

The MSN program objectives are to educate master's prepared nurses to:

1. lead change to improve quality outcomes,
2. advance a culture of excellence through lifelong learning,

3. build and lead collaborative interprofessional care teams,
4. navigate and integrate care services across the health care system,
5. design innovative nursing practices,
6. translate evidence into practice, and
7. demonstrate option-specific competencies based on the national guidelines for the role:
 - a. FNP (Family/Individual across the Lifespan): National Organization of Nurse Practitioner Faculties (2013). Population-Focused Nurse Practitioner Competencies; National Organization of Nurse Practitioner Faculties. NP Core Competencies (2017).
 - b. AGPCNP: National Organization of Nurse Practitioner Faculties (2016). Adult-Gerontology Primary Care Nurse Practitioner Competencies; National Organization of Nurse Practitioner Faculties, NP Core Competencies (2016).
 - c. AGACNP: National Organization of Nurse Practitioner Faculties (2016). Adult-Gerontology Acute Care Nurse Practitioner Competencies; National Organization of Nurse Practitioner Faculties, NP Core Competencies (2016).
 - d. Nurse Educator: Halstead, J. National League for Nursing (2013). Nurse Educator Competencies: Creating an Evidence-Based Practice for Nurse Educators. Halstead, J. National League for Nursing (2018). NLN Core Competencies for Nurse Educators: A Decade of Influence (2019).
 - e. Nurse Administrator: American Organization of Nurse Executives (AONE), American Organization of Nurse Leaders, Nurse Executive Competencies (2015).

The post-graduate certificate and the degree awarding advanced practice registered nurse (APRN) programs prepare nurses for practice as FNP, AGPCNP, or an AGACNP. All program types utilize the *Essentials of Master's Education in Nursing* (AACN, 2011) and the *Criteria for the Evaluation of Nurse Practitioner Programs* (NTF, 2016) as guidelines for the programs. In 2011, consistent with the Consensus Model for APRN Regulation (*Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education* [July 2008]), the College revised its Adult NP curriculum to offer an AGPCNP option. The DNP Program utilizes the guidelines and competencies of the *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). (Table III-C.2 through Table III-C.7, Table III-D.2).

I-C. The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.

Elaboration: The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are considered in the periodic review of the mission, goals, and expected program outcomes.

Program Response:

The CON's community of interest (COI) has input into decision-making and program processes. The COI includes students, alumni, faculty, Dean's Advisory and Development Council (DADC), clinical agencies, and employers of CON graduates. The CON addresses the needs of the COI to improve access to nursing care and nursing education. This is consistent with the land grant mission and the geographic distribution of the Nursing program across the Commonwealth and beyond.

Students have opportunities to provide input in review and changes to the mission, goals, and expected program outcomes through a variety of processes. Faculty also provide input through a wide variety of processes. Specific examples of both are located in Key Element I-E: Faculty and students participate in program governance.

The DADC is comprised of nursing leaders, clinical agency leadership, and alumni. The DADC meets bi-annually and provides professional advisement on topics of significance to the Nursing programs including contemporary issues in the health care market, development opportunities, strategic planning, and recruitment of diverse students and faculty. The DADC meetings have been beneficial in understanding community and employer needs, potential areas of growth in health care, as well as the ongoing program refinement at all levels of education. The DADC is also currently seeking a variety of means to increase financial support for students in the CON programs and are meeting with alumni as possible donors for student scholarships and fellowships, faculty impacting the world, engaged co-curricular support, and technology enhancements ([DADC Meeting Minutes - Spring 2019](#)).

Health care and community agency representatives, who frequently provide clinical and employment opportunities for our students and graduates, meet with CON faculty and administration on a regular basis to discuss areas of mutual concern and interest. Programmatic and policy changes that impact both parties are shared at the meetings. The CON utilizes an annual employer survey, which is distributed to employers of CON graduates. These employers are identified by campus coordinators, program directors, students, and alumni. Based on the needs and expectations of our COI, the CON has made changes including:

- Transitioning from the associate degree (AS) to baccalaureate (BSN) curriculum at the Commonwealth campuses. This transition began with the first admission to the BSN program in Fall 2014 and concluded with the final graduation of AS students in Spring 2016 ([BSN Council Meeting Minutes](#)).
- Development of an elective course on Genomics ([BSN Council Minutes - 2018-2019](#)).
- The NP options have been delivered to different campuses throughout the state. Recently, we ceased delivering the program at the Mont Alto campus and added the Shenango and Schuylkill campuses for program delivery sites ([Graduate Affairs Committee Meeting Minutes - 10-23-2017](#)).
- Schuylkill campus is adding the GNURS program beginning fall 2020 ([Penn State Schuylkill](#)).

I-D. The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.

Elaboration: Expectations for faculty are congruent with those of the parent institution. The nursing unit's expectations for faculty, whether in teaching, scholarship, service, practice, or other areas, may vary for different groups of faculty (full-time, part-time, adjunct, tenured, non-tenured, or other).

Program Response:

The expectations for full-time and adjunct faculty in the CON are guided by and congruent with University and CON policies, which are written and communicated to all faculty via the [Penn State Faculty Handbook](#) and the CON [Faculty Resource Guide](#). Specifically, expectations for full-time, non-tenured faculty are guided by University Policy [AC21](#), Definition of Academic Ranks, and the CON [Non-Tenure Appointment and Promotion Guidelines](#). Similarly, full-time tenured and tenure-line faculty are guided by University Policy [AC23](#), Promotion and Tenure Procedures and Regulations, the [CON Promotion Policy](#), and [Guidelines for the Conduct of the University Promotion and Tenure Process](#). These policies provide direction for teaching, scholarship, and service, and the CON has established faculty outcomes in each of these areas (Table I-A.1).

The Office of the Vice Provost for Faculty Affairs is currently reviewing and revising the content of the most recent [Penn State Faculty Handbook](#) and the [ancillary handbook](#) for adjunct faculty, both of which are intended for use as general reference tools rather than as official sources of University policies and guidelines. The Vice Provost will provide updates about handbook content when the review and revision period is complete. Within the CON, the [Faculty Resource Guide](#) provides a comprehensive reference for all faculty-related policies and procedures impacting the organization and function of the CON. Teaching assignments are based on the expertise and the academic preparation of the faculty as they relate to curricular needs. [Faculty assignment guidelines](#) have been established in the CON, are consistent with University practices, and are published in the [Faculty Resource Guide](#).

Additional expectations for all faculty who are registered nurses (RNs) and certified registered nurse practitioners (CRNPs) include the requirements set forth by the Pennsylvania State Board of Nursing. A current license to practice in the Commonwealth of Pennsylvania, and, if required, the state where they are doing clinical supervision and teaching, is on file (files available for review in the CON, 201 Nursing Sciences Building). Also on file are the faculty's academic transcripts, current CV's, and State Board of Nursing's (SBON) Nursing Faculty Qualifications Forms. Documentation of faculty credentials is located in the faculty files in the Dean's Office (201 Nursing Sciences Building). Adjunct faculty are expected to meet the same credential requirements as needed for full-time faculty teaching in the academic programs.

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

Elaboration: Roles of the faculty and students in the governance of the program, including those involved in distance education, are clearly defined and promote participation. Nursing faculty are involved in the development, review, and revision of academic program policies.

Program Response:

The CON organization is guided by the CON Faculty Organization [By-Laws](#) (Appendix B). The University and the CON [organizational structure](#) ensure opportunities for nursing faculty and students to participate in governance activities, including faculty and student participation via distance education. The use of technologies, such as Zoom and MediaSite, provide support for active participation in shared governance despite the vast geographic distribution of programs.

At the University, faculty may serve on the [University Faculty Senate](#), which represents all faculty members at Penn State through the process of shared governance with each college and campus electing faculty senators. The Senate is the sole legislative body representing the University faculty as a whole with primary authority over all educational matters, including curriculum, student policies, admissions, and retention/graduation requirements; is an advisory and consultative body to the President; and serves as a forum for exchange of ideas among University faculty. The Senate facilitates communication among faculty, students, staff, and administration through visits to all campuses and colleges every three years. The most recent visit to the CON was in Spring 2019 with faculty, staff, and students providing [feedback](#) to the Senate representatives. There are two Faculty Senators that represent the CON on University Faculty Senate ([CON Faculty Organization Committees and Councils](#)).

Students have the opportunity to provide input into program processes and decision-making through participation in end-of-course evaluations, end-of-program satisfaction surveys, and alumni satisfaction surveys. Students also contribute to CON shared governance through committee work and at meetings as needed with Nursing program directors, campus coordinators, and CON administration. Examples of changes made with student input include:

- Transition of NURS 200W Principles of Nursing Research and Evidence Based Practice from a face-to-face or online course offering to a hybrid course offering based on student comments in end-of-course evaluations ([WC Faculty Meeting Minutes - 10-26-2018](#), [WC Faculty Meeting Minutes - 11-27-2018](#), [WC Faculty Meeting Minutes - 8-27-2019](#)).
- Decreasing the number of on-campus intensives for the DNP students from three to two and making the second one longer to encompass what was presented during the intensive that was removed ([2016-2017 Graduate Affairs Report](#), [NP Options Meeting Minutes - 9-24-2018](#)).

Faculty impact program improvement by providing input through several means. Faculty participate in CON faculty council meetings, campus sub-council meetings, CON and University committees, and in programmatic evaluation and revision. Both formal and informal discussions have revolved around student progression, academic standards, policy development, program evaluation, faculty development, and resources. Examples of changes made with faculty input include:

- With the development of a CON Faculty Development in Simulation Education Course, offered annually beginning in 2015, the integration of simulation as a teaching strategy has increased. The Simulation Committee is currently in the process of developing simulation continuing education for CON faculty to further support simulation in the curriculum ([Simulation Committee - October 3, 2019](#)).
- All faculty with graduate faculty status are members of the Graduate Affairs committee and a council that pertains to the program(s) in which they either teach or have advisees. All programmatic and curriculum changes are brought forward and approved by faculty at these meetings, for example, changing the MSN capstone course from an independent course to being part of the final clinical practicum for all options. This involved adding a nursing elective for the NP options, requiring health care informatics for the nurse educator students and population-based health for the nurse administrator students ([2016-2017 Graduate Affairs Report](#), [NP Options Meeting Minutes - 9-24-2018](#)).

The CON Faculty Council and the Faculty Organization provide the structure for shared governance. The meetings of the Faculty Organization are referred to as Faculty Meetings, and the Dean is the Presiding Officer. These meetings are scheduled two times per year and as needed. The [Faculty Council Constitution](#) (Appendix C) was implemented in 2012 and is currently under revision.

The CON Faculty Council acts as an advisory and consultative body to the Dean on any matter that may affect the attainment of the educational objectives of the college, including but not limited to:

- Establishment, reorganization, or discontinuation of organizational units and areas of instruction

- Decision-making processes related to developing the College's mission and goals and all major curriculum changes including initiation of new educational programs by making recommendations to the various program councils (BSN, RN to BSN, MSN, MS/ PhD, and DNP)
- Matters of concern to the membership of the organization
- Policies concerning the planning of physical facilities when these may affect the attainment of the educational objectives of the College
- Policies affecting College development and utilization of resources
- Matters pertaining to the general welfare of the College
- Overall educational policy and planning
- Faculty affairs including academic personnel
- Student programs and services

The Council serves as the sole legislative body representing the CON Faculty as a whole. The Council's actions are authoritative on all matters that pertain to educational concerns, subject to revision and all orders of the University Faculty Senate under whose aegis this body has been authorized, as well as the President of the University or his designated representative. The Council structure also provides for a faculty ombudsman, elected by the faculty. Among the matters within the legislative jurisdiction of the Council are the following:

- Instructional programs
- Courses and programs of study
- Academic admissions and standards
- Graduation requirements

Within these structures, faculty members serve on standing councils and committees ([CON Faculty Organization Committees and Councils](#) – Appendix D), ad hoc committees, and advisory boards. Depending on the committee type, faculty may be appointed, elected, or may serve voluntarily. Overall, the faculty members' involvement in these committees demonstrates their commitment to serve and to be actively involved in governance that improves communication and collaborative decision-making about curriculum, academic policies, and procedures in the CON and across the University.

The majority of faculty teaching in the distance programs are full-time faculty of the CON; therefore, involvement in program governance occurs in the same way it occurs for resident instruction programs. For each of the online programs, there is a coordinator/director responsible for engaging the adjunct faculty in conversations to obtain important program feedback and assure consistency with CON values and standards. Adjunct NP faculty are involved in the NP faculty curriculum meetings and annual retreat. Adjunct clinical faculty are invited to course level meetings for planning and administration of courses.

Students have the opportunity to participate in governance activities through participation in various clubs, organizations, and committees at various levels of the University, CON, and campus. Student handbooks detail student committee/governance opportunities, and the official [CON Faculty Organization Committees and Councils](#) listing includes student participation. While serving on committees, students are encouraged to provide input on decisions including admission standards, curriculum, student services, and the teaching/learning process. Students are invited to become active in the [Graduate and Professional Student Association](#) and the pre-professional Student Nurses Association at Penn State ([SNAPS](#)) Chapter, available on the students' individual campus and in the community. The following list demonstrates ways that students can become involved in campus and nursing governance:

- Provide feedback and comments via instructor, faculty, and course evaluations
- Complete End-of-Program and Alumni surveys
- Participate in the Undergraduate, Graduate, and Professional Student Associations
- Participate in the Doctoral Student Organization
- Volunteer for committee openings for students in all programs
- Participate in BSN and RN to BSN Councils, Undergraduate and Graduate Affairs, PhD Council, MSN Council, and DNP Council
- Participate as a guest at Faculty Senate at their campus or main campus
- Provide input at student forums

According to student feedback obtained through end-of-program surveys, regular student representation on committees is difficult to achieve due to academic schedules and work-related commitments. The use of technology has helped to support improved participation by students.

The Associate Dean for Undergraduate Education and the Assistant Dean for Undergraduate Nursing Education at the Commonwealth Campuses hold monthly informal Zoom sessions for UP/HY and the Commonwealth campuses respectively as an open forum for students to discuss issues or concerns. Campus coordinators often engage students on their designated campuses to gather input on specific issues. During orientation and any subsequent meetings, students are encouraged to share feedback with the program director, campus coordinator, and faculty who can facilitate discussion of suggestions for program improvement. The Associate Dean for Graduate Education attends meetings of the Doctoral Student Organization (DSO) as requested by the student DSO leadership.

I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are:

- fair and equitable;
- published and accessible; and
- reviewed and revised as necessary to foster program improvement.

Elaboration: Academic policies include, but are not limited to, those related to student recruitment, admission, retention, and progression. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. Differences between the nursing program policies and those of the parent institution are identified and support achievement of the program's mission, goals, and expected outcomes. A defined process exists by which policies are regularly reviewed. Policy review occurs, and revisions are made as needed.

Program Response:

Policies for nursing students are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the student learning outcomes and program outcomes. The baccalaureate, master's, and DNP program follow both Penn State and CON policies. Penn State and the CON are consistently compliant with the Family Education Rights and Privacy Act (FERPA). Policies related to admission, grievance/complaints and appeal process, maintenance of educational and financial records, validation and/or articulation, transfer of credits, disability statements, health services, financial services, and graduation requirements are located online in the following documents: The University Faculty Senate [Policies and Rules for Undergraduate Students](#), [Graduate Student Grievance Resolution](#), Penn State's [Academic Administrative Policies and Procedures Manual](#); [Graduate Degree Programs Bulletin](#) and [Undergraduate Degree Programs Bulletin](#). Specific [CON graduate admissions requirements](#) can also be found online.

The CON has additional policies over and above University policies. These policies relate to academic progression, impaired nurse, social media, cell phone use, dress code, grading scales, and others dictated by professional standards. All CON policies are published in the [student handbooks](#). Academic policies are reviewed and revised as necessary by the councils and committees appropriate to the content and purpose of the policy. This process assures that administration, faculty, and students have opportunities to provide feedback into policy review and development.

I-G. The program defines and reviews formal complaints according to established policies.

Elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. The program's definition of formal complaints includes, at a minimum, student complaints. The program's definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies.

Program Response:

The CON has defined a process, consistent with University procedures, by which students can address academic concerns. Students in the Nursing programs are subject to procedures for resolving grievances of an academic nature in accordance with the University Faculty Senate [Policies and Rules for Undergraduate Students](#) and [Graduate Student Grievance Resolution](#). In the CON student handbooks, students are directed to policies that assist in

addressing formal academic complaints. The Dean keeps a file of all grievances in her office (201 Nursing Sciences Building). Since 2015, there has been one formal complaint that has risen to the level of the Dean or to a University administrator outside the CON. The file will be available in the Resource Room.

I-H. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.

Elaboration: References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate. For APRN education programs, transcripts or other official documentation specify the APRN role and population focus of the graduate.^{1,2}

If a program chooses to publicly disclose its CCNE accreditation status, the program uses either of the following statements:

"The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>)."

"The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791."

Program Response:

Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and CCNE contact information. The CON includes the following language on its website to disclose its accreditation status:

"The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program and post-graduate APRN certificate program at The Pennsylvania State University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791." <https://www.aacnnursing.org/CCNE>.

The World Campus website also includes the same statement regarding accreditation. Additionally, the World Campus also facilitates all required compliances related to State Authorization and Reciprocity Agreement (SARA). The [CON website](#) includes access to Suggested Academic Plans for all programs, student handbooks, financial aid information, and student activities. In the student handbooks, grading policies, degree/certificate completion requirements, and information about licensure and certification are provided. Information related to the [academic calendar](#), [admissions policies](#), and [tuition and fees](#) can be found on the University's website. Websites are reviewed annually and updated as needed to reflect changes and ensure accuracy.

Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner. Students are notified immediately of significant policy changes via written and verbal communication (e.g. class announcements, Canvas learning management system, and cohort listservs) when policies are approved and implemented. Students are shown how to access the student handbook during program orientation. The CON annually reviews all student handbooks, updates as needed, and makes them available to all students via the CON website.

¹ *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education* (July 2008).

² *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education, 2016).

STANDARD II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

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

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

Elaboration: The budget enables achievement of the program's mission, goals, and expected outcomes. The budget supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of faculty and staff.

A defined process is used for regular review of the adequacy of the program's fiscal resources. Review of fiscal resources occurs, and modifications are made as appropriate.

Program Response:

The Dean has the authority to prepare and administer the program budget with faculty and staff input. A Memorandum of Agreement (MOA – available in 201 Nursing Sciences Building) between the CON and each campus that delivers a nursing program delineates the responsibilities of both parties related to their academic and administrative home and are maintained in the Dean's Office. Although this model has been effective, challenges inherent in the current structure and the development of a new financial integration system, launching in July 2020, combined with the vision of a new dean, creates an opportunity to overcome many challenges in the current IBIS budget system. The capacity of the new integrated budget system (SIMBA) will enable the dean to have access, ability, and decision authority extended to Commonwealth campus locations that had previously not existed under the current IBIS budget structure. Additional access and control under the new system will ultimately enhance program uniformity across campus locations, which is consistent with the vision of the College and the One Penn State 2025 vision of the University that seeks parity across all campus settings.

The CON is the academic home for the Nursing programs, and as such, provides academic oversight of all Nursing programs. As one of the Colleges at Penn State, the CON receives its general funds financial support from the University Provost's Office for its operation based on need, not tuition. Each campus is the administrative home for delivery at their location. Tuition is based on enrollments, and revenues are used to financially support the costs of program delivery at the non-University Park (UP) campuses. The CON (UP and HY only) has a current annual budget of over \$10 million and is managed by the Dean with the assistance of the CON's Financial Officer and Assistant Financial Officer. Endowments and grant funds are determined by the amounts of the endowment and sponsored programs. One of the major revenue streams for the CON is produced by the CON's World Campus (WC) and Continuing Education (CE) programs. Penn State has established revenue sharing models for World Campus and Continuing Education programs.

The Dean and Financial Officer review the CON budget during monthly meetings and complete an annual review to anticipate needs for the upcoming fiscal year. These budget needs are then shared with the Provost by the Dean. Documentation of monthly meetings between the Dean and Financial Officer are kept in the office of the Financial Officer and are available for review. The CON annual budget for the past three years is available for review in the Resource Room.

The CON's fiscal resources, in combination with the financial resources at the Commonwealth campuses, are adequate to support the academic programs offered and involve a combination of funding streams that assure fiscal stability. The CON's fiscal resources are equivalent to those of similar University units. The fiscal resources for the Commonwealth campuses are enrollment driven, which allows for a steady stream of income to the BSN programs.

Faculty recruitment and retention are supported with the CON budget. The CON has maintained the appropriate number of faculty and staff, increasing in areas needed, over the last four years to accommodate the growth in the CON with the GNURS option available at Commonwealth campus locations. Program directors and campus coordinators at each campus location address the need for faculty and staff resources annually. Dependent on the

campus location, this information is communicated to the appropriate personnel. These personnel may be the CON Dean or Director of Finance and Administrative Operations at the UP or HY campus or the academic administrative leader at the Commonwealth campus locations. Other resource needs are communicated in the same manner. The Commonwealth campuses have their own budget model, which supports the programs delivered at the campus sites, and the budgetary lines are managed in a consistent manner to meet a common goal. Faculty input into the budgetary model is exemplified with the simulation laboratory budgets. At the UP campus, the Simulation Director seeks faculty input for simulation needs and creates a budget based on those needs. This model is also utilized at the Commonwealth campus locations.

II-B. Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.

Elaboration: Physical space and facilities (e.g., faculty and staff work space, classrooms, meeting areas) are sufficient and configured in ways that enable the program to achieve its mission, goals, and expected outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning materials) are sufficient to achieve the program's mission, goals, and expected outcomes. The program is responsible for ensuring adequate physical resources and clinical sites. Clinical sites are sufficient, appropriate, and available to achieve the program's mission, goals, and expected outcomes.

A defined process is used to determine currency, availability, accessibility, and adequacy of resources (e.g., clinical simulation, laboratory, computing, supplies, and clinical sites), and modifications are made as appropriate.

Program Response:

The SEP defines the process to assess resources. Resources on each campus are adequate to maintain high quality academic programs and enhance the learning environment for students. [End of Program Surveys](#) provide student feedback regarding physical resources and clinical sites. Clinical sites are also evaluated using the [Undergraduate Student Evaluation of Clinical Agency](#) and [Graduate Student Evaluation of Site and Preceptor](#) (data available in Resource Room). Students have positively evaluated the clinical agencies utilized by both the undergraduate and graduate programs.

As one of the constituent units of Penn State, the CON shares in the abundant resources that make Penn State one of the preeminent teaching and research universities in the world. Instructional aids, technology, software and hardware, and technical support are available to adequately support program outcomes and teaching methods at all campuses where programs are taught. Canvas, the course learning management system, supports faculty and students in course delivery. The Canvas system is available 24 hours a day, seven days a week and provides such features as course content delivery including videos, podcasts, PowerPoint® slides, and texts as well as discussion boards, message boards, grade books, and chats. Canvas is linked to the [Penn State University Libraries](#) to integrate access to library resources and personnel as well as linked to student and faculty email. World Campus students also have access to additional [technical support](#) through the World Campus. Each campus has access to instructional design support to assist the faculty in the innovative approach to education.

The CON faculty recognize the importance of student satisfaction of college resources including but not limited to classroom facilities, computer resources, simulation laboratories, and libraries. Table II-B.1 and Table II-B.2 represent aggregate data rating undergraduate and graduate students' satisfaction with these college resources on the [End of Program Surveys](#) demonstrating program satisfaction.

Table II-B.1: Undergraduate Student Satisfaction with College Resources – Aggregate

BSN Resource Satisfaction for 2018 Calendar Year			
	Resource Type	Mean Satisfaction	Response Rate (#Surveyed)
Classroom Quality	Physical	5.38	27% (656)
Classroom Technology	Physical	5.40	28% (656)
Computing Resources	Physical	5.66	30% (656)
Sim Lab – Equip. Availability	Physical	5.17	22% (656)
Sim Lab – Level of Technology	Physical	5.39	23% (656)
Accommodating Services	Academic	4.98	24% (656)
Advising - Academic	Academic	5.27	30% (656)
Advising - Faculty	Academic	5.51	28% (656)
Career Placement	Academic	4.66	24% (656)
Financial Aid	Academic	4.34	28% (656)
Health Services	Academic	4.86	23% (656)
Library Services	Academic	5.88	31% (656)
Would Recommend Agency	Clinical	On a scale of 1 (strongly disagree) and 7 (strongly agree) would recommend, the average response was 5.89 with 675 students providing clinical evaluations.	

Note: Based on a 1-7 scale with a benchmark of 4.5 or greater

Table II-B.2: Graduate Student Satisfaction with College Resources – Aggregate

MSN/APRN Resource Satisfaction for 2018 Calendar Year			
	Resource Type	Mean Satisfaction	Response Rate (# Surveyed)
Online Delivery Format	Physical	5.58	47% (47)
Video Conference Rooms	Physical	5.86	34% (47)
Advising	Academic	5.80	47% (47)
Scheduling and Registration	Academic	5.92	47% (47)
Would Recommend Agency	Clinical	When asked yes or no if they would recommend, 98% of 123 students providing clinical evaluations answered they would recommend the clinical agency out.	
Would Recommend Preceptor	Clinical	When asked yes or no if they would recommend, 96% out of 123 students providing clinical evaluations answered they would recommend the clinical preceptor.	

Note: Based on a 1-7 scale with a benchmark of 4.5 or greater

The CON recognizes that financial aid was below the 4.5 benchmark. In response to this student feedback, the Dean has made a strategic priority to increase the number of scholarships available for undergraduate nursing students ([Dean's Advisory and Development Council Meeting Minutes - 2019](#)).

The classroom facilities available at each campus include a variety of teaching technologies. Technology support is available for classroom related issues through a Help Desk supported by Penn State Information Technology (IT) also known as OneIT. Faculty may make requests through their campus coordinator or Associate Dean for software and technology applications needed for student assignments and learning activities. These requests are shared with the appropriate IT administrator at the campus. The IT Director of the CON is located at UP and works directly with the Commonwealth campuses to facilitate the distribution, installation, and support of software applications as needed.

Simulation is an integral part of the teaching and clinical experiences within BSN and APRN curricula. Primarily, the Simulation Coordinator and faculty, in consultation with IT at the campuses, maintain the simulation laboratories at the campuses for undergraduate and graduate students. The CON has in place at each campus a simulation laboratory and a Simulation Coordinator. At the UP location, there is both a Simulation Director and a Simulation Coordinator to handle the larger numbers of students enrolled at that location. Because of the unique skills required to use and maintain the technology supporting simulation, the Simulation Director, Simulation Coordinator, and

other faculty supporting simulation, attend relevant continuing education opportunities as they are identified in order to utilize and trouble shoot the simulation resources. IT provides additional support for more general technology needs required in the simulation laboratories. Faculty have input into the purchase of new simulation equipment by making requests directly to the campus coordinator who works in conjunction with the campus administration to secure funding and approval for the purchase.

All full-time faculty are assigned to office spaces equipped with computers with standard Penn State software, internet access, phone lines, and ready access to support staff. In addition, standard office furnishings include locking file cabinets, desks, and chairs. All campuses have technology-equipped classrooms, or have portable equipment, that supports faculty use of technology in the classroom. Students utilize their own computers for proctored and non-proctored testing. A sufficient number of laptop computers are available in the CON and campus locations in the event a student requires one. In addition to the resources available as a part of the CON, students and faculty are encouraged to make use of all resources of the University and the Commonwealth campuses, including but not limited to libraries, dining facilities, fitness centers, and gathering spaces.

Clinical practice experiences are provided for students in all programs. Clinical sites are adequate in number and sufficient to meet program and student needs. Students complete evaluations of clinical sites at the end of each clinical experience and at the end of their program, and the results are shared with faculty and deans. Program directors, campus coordinators, and faculty are responsible for assessing clinical needs and ensuring adequate clinical placement for each course. There is a system for establishing a contract with additional clinical sites, utilizing a full-time staff person who coordinates affiliation agreements and contracts.

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

Elaboration: Academic support services, which may include library, technology, distance education support, research support, and admission and advising services, foster achievement of program outcomes. A defined process is used for regular review of academic support services, and improvements are made as appropriate.

Program Response:

Academic Support Services are commensurate with the needs of nursing students to ensure quality of the educational experience. All resident instruction nursing students have access to all support services on their respective campus ([Campus Services](#)). Services include student health, psychological counseling, financial aid, career placement, information technology, computer services, libraries, accommodative services, writing support, disability services, academic counseling, and an Academic Success Coach who implements the Academic Success Program (ASP) for the undergraduate students at each location. The ASP is detailed in Standard III.

Each campus has a librarian who focuses on the health sciences and provides support to faculty and students for their scholarship. Through [Penn State University Libraries](#), a vast array of information is available through physical library resources as well as online that support teaching, scholarship, and research for faculty and students. In Fall 2015, the Nursing and Allied Health Librarian began having office hours in the Nursing Sciences Building to provide exclusive support for nursing faculty and students from all campuses. The CON utilizes this librarian to embed learning resources into the Canvas learning management system to assist students with literature searches, American Psychological Association (APA) support, and other needs. Peer and professional tutoring as well as a writing center are also available to support the students.

Penn State World Campus is the centralized online delivery unit of Penn State that works with academic units and colleges to deliver more than 150 undergraduate and graduate degree and certificate programs online to learners at a distance. This means that our online programs (RN to BSN, Master's in Nursing Education or Administration, and DNP) are of the same high quality, using the same curriculum, policies and procedures, and often taught by the same faculty as in our resident instruction courses. Penn State launched the World Campus in 1998 in order to make online degree programs available to students beyond the reach of our physical campuses. Today, Penn State World Campus specializes in serving adult learners, corporate partners, and the military. Over the years, distance education options have evolved to include technology-enhanced learning experiences. As a pioneer in online learning, Penn State has significant experience in teaching and understanding the needs of students learning at a distance. Students in the World Campus experience courses that are designed around best practices in online delivery, taught by faculty

with experience teaching in an online environment, and have access to take the Penn State Courses in Online Teaching ([Online Teaching Certificates](#)). These courses are created using technology to support learning outcomes and are supported in their development by Instructional Designers who work in conjunction with faculty for course set up. Penn State World Campus nursing students have access to a full range of services including new student orientation, academic advising, career counseling resources, a nationally recognized research library, technical support, and tutorials. U.S. News & World Report's best online program rankings were released for 2019 with Penn State World Campus recognized among the country's top online degree programs. As a proud military-friendly institution, Penn State World Campus also ranked for Best Online Programs for Veterans.

All campuses provide academic and/or faculty advisers for undergraduate students throughout the program of study with the goal of achieving a supportive relationship between the student and adviser. All nursing students (GNURS, NURN and SCND) are assigned a nursing adviser at the time of admission into the Nursing program. Only full-time faculty teaching in the BSN program serve as faculty advisers. The undergraduate program has three designated academic advisers and one Advising Center Manager at UP for a total of 4 full-time equivalent (FTE) advisers for approximately 211 undergraduate certificate students, 439 UP pre-licensure students, and 486 post-licensure World Campus online students. This equates to a current total of approximately 1,136 undergraduate students.

Previously, GNURS students were assigned a professional academic adviser for their first and sophomore years, then transitioned to a faculty adviser for junior and senior years. Academic and faculty advisers addressed similar academic, personal, and professional needs for their respective advisees. In 2019, Dean Badzek approved phasing in a four-year academic advising model for UP and HY GNURS students. By summer 2020, all UP and HY students will have an academic adviser and all junior- and senior-year students will continue to have a faculty adviser who will focus on addressing career and professional topics with the students.

GNURS first-year students at Altoona campus are advised by a professional academic adviser and then transition to faculty advisers for their remaining years. Behrend, Fayette, Mont Alto, and Scranton students are advised by faculty all four years. At Altoona campus, SCND students are advised by faculty. At Harrisburg campus, SCND students are assigned both a professional academic adviser and a faculty adviser upon program entry. All World Campus NURN students are advised by professional academic advisers at UP. NURN students at all other campuses are advised by faculty located at their respective campus.

Nursing students are encouraged to meet with advisers at least once per semester. Incoming new GNURS students may not register for courses until New Student Orientation under an adviser's guidance. Penn State does not require NURN or SCND students to communicate with an adviser as part of the registration process, but outreach efforts are made via email, mail, newsletter, listserv, and phone to proactively encourage and facilitate these discussions. Advisers facilitate policy and procedure adherence, provide information to support students in meeting program and degree requirements, and refer to other services that support students' academic goals. Faculty advisers focus on course content and career advising. Advisers and students communicate electronically via Starfish, Zoom videoconferencing, and email. Communication can also occur by phone and/or in face-to-face contact. Advising notes are documented in Starfish, a University database that provides real-time access to academic records. In addition, each campus has a full-time faculty member assigned as an Academic Success Coach to implement and manage the Academic Success Plan for students requiring additional academic support.

Graduate students are assigned both an academic adviser and a faculty adviser upon admission to their academic program. As with the undergraduate program, academic advisers facilitate policy and procedure adherence, provide information to support students in meeting program and degree requirements, and refer to other services that support students' academic goals, while faculty advisers focus on course content and career advising. Advisers and students communicate electronically via Zoom videoconferencing, email, phone, and/or face-to-face contacts. Advising notes are documented in Box, a cloud-based secure platform. Review of the advising process is included in the end-of-program assessments done in the SEP. In response to the increased demand for advising services, the graduate program now has two designated UP advisers for a total of 1.3 full-time equivalent (FTE) for approximately 254 certificate, masters, DNP, and PhD students across all campuses. See Table II-B.1 and Table II-B.2 for student satisfaction of advising.

II-D. The chief nurse administrator of the nursing unit:

- **is a registered nurse (RN);**
- **holds a graduate degree in nursing;**
- **holds a doctoral degree if the nursing unit offers a graduate program in nursing;**
- **is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and**
- **provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.**

Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes. The chief nurse administrator is an effective leader of the nursing unit.

Program Response:

The nursing education unit is administered by an RN who holds RN licensure in the state of Pennsylvania, holding a graduate degree with a major in nursing. Laurie A. Badzek, Dean and professor, began her tenure on July 1, 2018 ([Badzek, Laurie - CV](#) – Appendix E). Badzek received a bachelor's degree in nursing from West Virginia University and a master's degree in nursing from DePaul University. She also earned a juris doctor from West Virginia University and a postgraduate law degree, with a focus on health law, policy, and ethics. The blending of expert educator, clinical scholar, and academic administrator makes Dr. Badzek an excellent fit for leadership of the CON.

Prior to coming to Penn State, Dean Badzek was director and Professor at University of North Carolina at Wilmington. For nearly 20 years, Badzek served as the director of the American Nurses Association Center for Ethics and Human Rights, an organization that addresses complex ethical and human rights issues confronting nurses. In her previous role as director for University of North Carolina at Wilmington School of Nursing, Badzek oversaw strategic planning, program expansion, faculty governance, compliance, endowments, and budgets.

As Dean of the CON, Badzek oversees educational programs serving undergraduate and graduate students at 12 campuses and World Campus. She also leads the college's research enterprise, including several centers spanning areas from child and adolescent health to end of life care. The Dean regularly meets with the Associate Deans (Undergraduate and Graduate) to monitor the work of the Nursing programs and outreach, to set the strategic direction for the CON's future, and to provide effective leadership for the CON to achieve its mission, goals, and expected program outcomes. The Dean has budget authority consistent with those of deans across the university system.

The CON is responsible for developing and implementing its strategic plan within the context of the strategic directions of the University. The Dean provides leadership in the implementation of the [CON Strategic Plan](#). The faculty, at their annual spring meeting, and the DADC, assess strategic planning outcomes with the Dean ([Faculty Organization Meeting Minutes - April 8, 2019](#), [DADC Meeting Minutes - Spring 2019](#)). The CON Dean reports directly to the Provost of the University who has oversight responsibility for all the Colleges within the University ([Administrative Organization](#), [Office of the Executive Vice President and Provost](#)). Like her peers, the CON Dean prepares for the Provost a yearly self-evaluation ([AC 14 - Academic Administrative Evaluation](#)) of her success in achieving the mission, goals, and expected outcomes of the College and in the University.

II-E. Faculty are:

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

Elaboration: The faculty (full-time, part-time, adjunct, tenured, non-tenured, or other) for each degree and post-graduate APRN certificate program are sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes. The program defines faculty workloads. Faculty-to-student ratios provide adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.

Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the nursing program have a graduate degree. The program provides a justification for the use of any faculty who do not have a graduate degree.

Faculty who are nurses hold current RN licensure. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks are directly overseen by faculty who are nationally certified in that same population-focused area of practice in roles for which national certification is available.

Program Response:

The full-time faculty are sufficient in number to accomplish the mission, goals, and expected outcomes of the academic programs. In the CON at the end of Fall 2019, there are 116 full-time faculty, of which 29 have graduate responsibilities. While faculty spend the majority of their time at one level, faculty may teach across programs. Nursing faculty possess credentials that meet the requirements of the University and College and are recruited and hired according to the University's policies. Faculty selection is based on requirements needed for the specific position. The following criteria are used to evaluate the candidates for faculty positions: congruence with the mission, vision, and values of the CON, educational requirements, nursing expertise, commitment to quality education, willingness to engage in research/scholarship/service/outreach, and intellectual diversity that enriches the campus community. Qualifications for all faculty positions are located in the [Penn State Faculty Handbook](#) and are derived from the University's definition of academic rank based on tenure line faculty ([AC23](#)) and non-tenure line faculty ([AC21](#)). Faculty outcomes have been defined by the University for tenure and non-tenure line faculty in University Policies AC21 and AC23. The CON has developed [Guidelines for the Conduct of the University Promotion and Tenure Process](#) and [Non-Tenure Appointment and Promotion Guidelines](#) to operationalize these policies and has established faculty outcomes aligned with the University Faculty Outcomes in the areas of teaching, scholarship, and service. These faculty outcomes assure successful role development and program success and are reviewed periodically as needed every five years according to the SEP. Table II-E.1 demonstrates the alignment of University Faculty Outcomes and CON Faculty Outcomes. The University criteria have purposely been made general in the expectation of further definition and elaboration by each academic unit.

Table II-E.1: Comparison of University Faculty Outcomes and College of Nursing Faculty Outcomes

Penn State University Faculty Outcomes	College of Nursing Faculty Outcomes
The Scholarship of Teaching and Learning - ability to convey subject matter to students; demonstrated competence in teaching and capacity for growth and improvement; ability to maintain academic standards, and to stimulate the interests of students in the field; effectiveness of counseling, advising and service to students	<ul style="list-style-type: none"> 80% of faculty will have a course rating of 5.0 or higher on the SRTE 80% of faculty will have an instructor rating of 5.0 or higher on the SRTE
The Scholarship of Research and Creative Accomplishments - competence, usually demonstrated through publication, exhibition, performance, or presentation of scholarly papers, to carry out research or creative work of high quality and scholarly significance, and the ability to train students in research methods and practice; evidence of thorough understanding of the field; maintenance of high levels of academic performance; recognized reputation in the subject matter field; evidence of continued professional growth and active contribution to professional organizations.	<ul style="list-style-type: none"> 80% of full-time faculty participate in professional development activities 80% of full-time faculty will hold or be actively pursuing a terminal degree
Service and the Scholarship of Service to the University, Society, and the Profession - participation in the University, college, departmental, and unit affairs; competence in extending specialized knowledge to the University and to the public	<ul style="list-style-type: none"> 80% of full-time faculty will participate in service internal to Penn State 80% of full-time faculty will participate in service external to Penn State

An expectation of all Penn State faculty is that they engage in teaching. Regardless of the amount of external funding held by faculty, all faculty are responsible for engaging in some form of teaching over the course of the academic year. Teaching assignments are determined by a faculty's academic achievements and areas of expertise. [Faculty assignment guidelines](#) have been established in the College, consistent with the university practices, and are reviewed periodically.

In addition to meeting the education requirements, all faculty who are nurses hold credentials to meet the requirements of the PASBN (PASBN, 2009). A current license to practice in the Commonwealth of Pennsylvania and, if required, the state where they are doing clinical supervision and teaching. Additional documentation of required faculty credentials is found in the faculty files in the Dean's Office.

The CON defines faculty workload for each faculty line in both the full-time non-tenure line and the tenure line faculty. For full-time non-tenure line faculty, the [Non-Tenure Appointment and Promotion Guidelines](#) ensure that the appointment/promotion for full-time non-tenure CON faculty members is based on consistent and fair standards and procedures. These guidelines also impact decisions for faculty workload assignments. Non-tenure line faculty are appointed to the clinical line, teaching line, or research line at the time of hiring. For tenure line faculty, the Promotion and Tenure Committee follows the [CON Promotion and Tenure Guidelines](#) and the University's Promotion and Tenure Procedures and Regulations (AC23). The [Faculty assignment guidelines](#) can be found in the [Faculty Resource Guide](#). If a faculty member is released for research or a special assignment, this does not affect full-time status.

The CON has an adequate number of qualified faculty to meet the teaching needs of our students in the baccalaureate, masters, and doctoral programs. Annually, CON faculty needs are reviewed to ensure that adequate faculty numbers are identified to meet any changes in enrollment. The Associate Deans and campus coordinators are responsible for the review of program needs. To remain consistent with AACN recommendations, in 2014, the CON's faculty and administration discussed the need for doctoral preparation for all faculty. Concomitant with these discussions across all campuses, the literature on doctoral preparation of faculty was reviewed, data were collected from Penn State faculty and other nursing schools across the country, opinions were shared, and proposals considered. Since discussion began, the CON has increased the number of faculty with earned doctorates from 45% in 2016 to 66% in 2019. This transition among the faculty is important as we consider the preparation of nurses who are highly skilled critical thinkers with decision-making ability.

Faculty are academically and experientially prepared in the areas in which they teach. All full-time faculty have a minimum of a master's degree in nursing, the majority having a doctorate, with education or experience in the clinical area in which they have course or clinical responsibility. A list of both [full-time faculty](#) and [adjunct faculty](#), including academic preparation and clinical/research experience, credentials, teaching responsibilities, and the match of that preparation with their teaching assignments and faculty by course, can be found in Appendix F and Appendix G.

For the undergraduate programs, the campus at which the program is offered supports local, regional, and national advertising efforts to attract qualified faculty and nursing campus coordinators. Each campus, including UP, has successfully maintained experienced and qualified faculty and staff. Campus coordinators are experienced administrators with appointments that allow program administration to continue through the summer. Recruitment efforts, supported by a local search committee, have resulted in the hiring of all faculty prepared with a minimum of a master's in Nursing, with doctoral-prepared faculty preferred. All new faculty hired in the CON without a terminal degree are required to demonstrate substantial progression towards a doctorate within six years of employment to maintain their position. The CON added the position of Assistant Dean for Undergraduate Nursing Education at the Commonwealth Campuses in 2014 and an Assistant Dean for Online Education and Outreach in 2016. These positions support innovation and communication among campuses and programming within the CON and external stakeholders.

Faculty teaching in the advanced practice curriculum have education and experience in the area in which they teach and maintain certification in the area of teaching. In addition, all faculty in the NP options maintain clinical practice in their area of certification.

II-F. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.

This key element is not applicable to a degree or certificate program that does not use preceptors.

Elaboration: The roles and performance expectations for preceptors with respect to teaching, supervision, and student evaluation are:

- *clearly defined and communicated to preceptors;*
- *congruent with the mission, goals, and expected student outcomes;*
- *congruent with relevant professional nursing standards and guidelines; and*
- *reviewed periodically and revised as appropriate.*

Preceptors have the expertise to support student achievement of expected outcomes. The program ensures that preceptor performance meets expectations.

Program Response:

Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored and have clearly documented roles and responsibilities. Preceptors are used frequently in the graduate programs but also in the BSN program. The BSN and MSN programs each have preceptor handbooks, which define the expectations, feedback, and evaluation process ([Preceptor Resources](#)). The DNP student and mentor/preceptor build mutual goals and outcomes for the clinical practicum experience consistent with the *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006).

The BSN program (GNURS, SCND, and NURN) utilize qualified preceptors who are licensed RNs. For the APRN program, qualified preceptors must be licensed and credentialed as advanced practice nurses or physicians (MD or DO). Preceptors complete and submit an agreement form irrespective of the program. All preceptors receive information about their responsibilities as a preceptor, guidelines for clinical experiences, and information regarding the specific course or student-specific outcomes and evaluative criteria ([Student Forms](#)). Faculty are in regular contact with the preceptor through a variety of modes (email, phone, site visit) and evaluate both the clinical site and preceptor. They use a collaborative approach to mentor the student with the preceptor. Preceptors are encouraged to initiate contact with faculty as needed. Students also complete preceptor and site evaluations at the end of the clinical experience ([Undergraduate Student Evaluation of Clinical Agency](#) and [Graduate Student Evaluation of Site and Preceptor](#)).

The DNP Program uses mentors/preceptors in several courses including NURS 835, Doctor of Nursing Practice Project, and NURS 834, Doctor of Nursing Practice Clinical Practicum. In NURS 835, the mentor is located within the agency in which the project is to be carried out and agrees to collaborate with the student to facilitate the identification, implementation, and completion of practicum hours that support the student's successful completion of the final DNP project. The student obtains and submits the mentor's curriculum vita to course faculty and/or the DNP adviser, and the course faculty/DNP adviser approves the mentor. Mentors are educationally prepared at the doctoral level or hold an advanced degree that fits appropriately with the student's goals. The student is required to complete the [Practicum Site/Mentor Evaluation Tool](#) at the end of each applicable course. The evaluations must be completed and submitted as a required course assignment each time the student is enrolled in NURS 835 or 834.

II-G. 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.

Elaboration: Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role (full-time, part-time, adjunct, tenured, non-tenured, or other) and in support of the mission, goals, and expected faculty outcomes.

- *Faculty have opportunities for ongoing development in teaching.*
- *If scholarship is an expected faculty outcome, the institution provides resources to support faculty scholarship.*
- *If service is an expected faculty outcome, expected service is clearly defined and supported.*

- *If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence.*
- *Institutional support ensures that currency in clinical practice is maintained for faculty in roles that require it.*

Program Response:

The University and the CON work to create an environment that encourages and supports teaching, scholarship, service, and practice in keeping with expected faculty outcomes. Faculty (full-time and adjunct) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices. Faculty maintain their knowledge and evidence-based clinical skills through continued clinical practice and professional development opportunities. All full-time faculty receive financial support for professional development. Faculty document their continued professional development utilizing an online software tool called Activity Insight (AI), designed to help faculty members collect, organize, and display their data for the purposes of annual reviews, promotion and tenure, and more. Faculty create and print their Faculty Annual Activity Report (FAAR) to submit for review at their annual administrative evaluation. The FAAR for each faculty member is maintained in his or her faculty file, which is located in the Dean's Office (201 Nursing Sciences Building) and available for review during the site visit.

The CON has implemented programming for faculty development that includes the Course on College Teaching for Nursing and the Penn State Faculty Development and Simulation Education Course, both developed specifically for nursing. In addition, faculty members maintain expertise through scholarly activities and curriculum development and research. The University defines the [Scholarship of Research and Creative Accomplishments](#) as: competence, usually demonstrated through publication, exhibition, or performance, to carry out research or creative work of high quality and scholarly significance; the ability to garner grants or other external support for research or creative activity; evidence of thorough understanding of the field; maintenance of high levels of academic performance.

The University offers a variety of opportunities to meet faculty development needs in the area of teaching innovation, such as programs sponsored by the [Schreyer Institute for Teaching Excellence](#) and through the [World Campus Online Faculty Development](#). The CON sponsors various faculty development programs throughout the academic year that encourage and support evidence-based teaching. For example, Penn State's [Beta Sigma Chapter of Sigma Theta Tau International](#) hosts an annual Research Day for all faculty to highlight their research endeavors through poster and podium presentations. In addition, faculty gather each semester for a CON faculty meeting. A portion of the meeting time is designated to educational programs designed to support innovative teaching, scholarship, and service.

The non-tenure line faculty typically demonstrate the Scholarship of Research and Creative Accomplishments through activities that maintain and support currency in evidence-based clinical practice and teaching. Faculty demonstrate scholarship through a variety of endeavors including attendance at professional meetings related to their area of expertise, clinical practice hours, publications on a clinical or education issue, research projects, and grant involvement. Tenure earning/tenured faculty are engaged in the scholarship of research and creative accomplishments through empirical research, the development of knowledge, and the dissemination of knowledge. Because Penn State is a very high research intensity environment, research faculty are expected to engage in thoughtful and relevant programs of research that impact the field. Productivity is evaluated not only on the development of knowledge but also on the dissemination of information to affect practice. As such, publications and presentations are important criteria on which faculty are evaluated. Faculty include evidence of the Scholarship of Research and Creative Accomplishments in their annual FAAR report.

In order to support faculty scholarship (research, teaching, and clinical), in 2011, the CON formed the Center for Nursing Research (CNR) to provide researchers with the infrastructure needed to support their research. The CNR provides excellent support for faculty research including mock reviews, editing service, technical support in research grant production, and expert post-award grants management. In addition, the CNR provides support for faculty scholarship for individuals requesting assistance with publications or other forms of scholarship.

CON faculty are expected to be involved in service to the University, College, campus, and their profession ([University Faculty Senate](#), [CON Faculty Organization Committees and Councils](#), and campus committees). Faculty receive financial support to attend professional conferences, which provides them an opportunity to interact with

colleagues in their specialties and areas of interest. Faculty also participate in the CON Faculty Council and are provided opportunities to run for elected positions.

While faculty clinical practice is not required as part of the faculty role, it is supported and encouraged. The CON provides an environment that supports faculty members who require clinical practice to maintain their clinical skills to advance their scholarship or teaching. The University process for approval and oversight of outside activities allows up to an equivalent of four (4) days per month, for a maximum of forty (40) hours per month, during the duration of his/her appointment period per Penn State [Policy AD77](#), Engaging in Outside Professional Activities (Conflict of Commitment). For example, a faculty member has maintained practice as a NP at a local community hospital. The campus coordinator plans faculty workload assignments around this clinical practice, and this allows the full-time NP options faculty member the ability to maintain clinical certification requirements.

STANDARD III: PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

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

III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:

- are congruent with the program's mission and goals;
- are congruent with the roles for which the program is preparing its graduates; and
- consider the needs of the program-identified community of interest.

Elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared.

Program Response:

The CON mission is designed to provide direction for program delivery across all levels of nursing education. The four components of the CON mission are (1) to improve the health care of all people in the Commonwealth of Pennsylvania, the nation, and the world through (2) the development of qualified nurse leaders at all levels of practice, (3) the development of nursing science, and (4) the provision of nursing care to individuals, families, and communities.

The BSN, the Master of Science with a major in nursing (MS) and Master of Science Nursing (MSN), the Doctor of Nursing Practice (DNP), and the Post-graduate APRN Certificate programs are based upon the [CON mission](#). The [End-of-Program Outcomes](#) for each program are supported by the individual course objectives, which constitute the designated program's curriculum and found in the [student handbooks](#). The SEP is the mechanism used to monitor, evaluate, and revise program, student, and faculty outcomes. Table III-A.1 illustrates the congruence between the BSN, MS, MSN, and DNP degree End-of-Program Outcomes and the CON's mission.

Table III-A.1: Relationship between CON Mission Components and End-of-Program Outcomes

Mission Components	BSN Program Outcomes	MS Program Outcomes	MSN Program Outcomes	DNP Program Outcomes
To improve the health care of all people in the Commonwealth of Pennsylvania, the nation, and the world	Apply the nursing process to manage care of individuals, families, and populations with respect for diversity in a variety of health care settings Apply the competencies of leadership, quality improvement, and patient safety to improve health outcomes for individuals, families, and populations	Demonstrate appropriate breadth and depth of nursing knowledge and an awareness of the major issues of the discipline of nursing	Lead change to improve quality outcomes Translate evidence into practice	Perform independently at the most advanced level of ethical specialty nursing practice
The development of qualified nurse leaders at all levels of practice	Facilitate inter-professional and intra-professional communication and collaboration to improve practice, minimize risks,	Demonstrate appropriate breadth and depth of nursing knowledge and an awareness of the major issues of the discipline of nursing	Navigate and integrate care services across the health care system Build and lead	Prepare leaders to direct and deliver high quality, cost effective care Prepare leaders to

Mission Components	BSN Program Outcomes	MS Program Outcomes	MSN Program Outcomes	DNP Program Outcomes
	<p>and optimize health outcomes</p> <p>Integrate knowledge of current health care policy, including financial and regulatory policy, to influence delivery of care</p> <p>Participate in activities that support life-long learning, professional growth, and advancement of the profession.</p>		collaborative interprofessional care teams	<p>use information systems and technology to support patient care and health care systems</p> <p>Shape health policy and systems of health care in the local, regional, state, national, and international forums</p> <p>Provide interprofessional leadership within an increasingly complex health care delivery system</p>
The development of nursing science	<p>Integrate theory and knowledge from the sciences, social sciences, humanities, and nursing as a foundation for nursing practice</p> <p>Critically analyze research studies and apply evidence-based findings to advance clinical practice</p>	<p>Demonstrate analytical and critical thinking within nursing</p> <p>Analyze and critique research according to scientific principles to identify gaps in nursing science</p>	<p>Translate evidence into practice</p> <p>Lead change to improve quality outcomes</p>	<p>Translate evidence to guide practice and improve outcomes of care</p>
The provision of nursing care to individuals, families, and communities	<p>Demonstrate the inherent professional values and behaviors in the delivery of individuals, families, and population-centered care</p> <p>Integrate information management and patient care technology to improve quality and safety across a variety of health care settings</p>	<p>Exhibit behavior in accordance with the highest ethical standards, values, and practices of the discipline of nursing</p> <p>Demonstrate effective communication skills for dissemination of nursing knowledge to appropriate stakeholders</p>	<p>Design innovative nursing practices</p> <p>Advance a culture of excellence through lifelong learning</p>	<p>Design and evaluate new models of care based on integration of theories and empirical knowledge from nursing and related disciplines</p> <p>Analyze data which predicts and explains variations in practice</p>

The BSN program includes pre-licensure and post-licensure options for degree completion with a focus on developing or expanding general nursing skills, knowledge, and values in students who can function as nurses within the health care system that provide comprehensive service to individuals, families, groups, and communities. Baccalaureate student outcomes are congruent with the roles of a baccalaureate prepared nurse and align with the focus of the curriculum. The focus of the BSN program is to prepare graduates to: 1) be accountable for their own nursing practice; 2) accept responsibility for the provision of care through others; 3) develop methods of working collaboratively with other health professionals; and 4) practice in a variety of health care settings.

The BSN program's pre-licensure options are delivered through face-to-face classroom and clinical instruction and may be completed through the GNURS option or through the SCND option. In response to our communities of interest, expansion of the GNURS and development of the SCND were initiated. Historically, GNURS was offered only at UP; however, based on economic trends, changes in demographics, Institute Of Medicine (IOM) – Institute for Healthcare Improvement (2010) recommendations on the future of nursing and the opportunity to significantly improve the health of the population by increasing the educational level of nurses educated in our communities, GNURS was expanded to five Commonwealth campuses (AL, ER, FE, MA, WS) and has been approved to expand to one additional Commonwealth campus (SL) in Fall 2020. GNURS at UP is a first-year entry only. The five Commonwealth campuses have a dual entry point that facilitates both first-year entry and Entrance to Major (ETM) review with entry at the sophomore year. ETM review provides a pathway into GNURS for change of major and adult transfer students. The SCND was developed at a single campus (AL) in 2009 in response to marked job losses in Pennsylvania's general workforce. The SCND expanded in 2010 to an additional campus location (HB). The SCND provides an opportunity for adults to change career paths and increases the number of BSN-prepared nurses in the workforce.

Historically, the post-licensure NURN option was delivered in a traditional face-to-face model, but as technologies shifted and the needs of our communities of interest changed, more accessible formats were developed. Currently the NURN option is delivered through face-to-face and hybrid instruction at six Commonwealth campuses (AB, FE, MA, NK, SH, SL) and online through Penn State World Campus (WC). Many of the Commonwealth campuses are in regions of the state where diploma and associate degree programs exist. Requests from our communities of interest for program flexibility and increased access to a NURN completion program resulted in the development of the online NURN option (initiated 2004) and collaborative initiatives with hospitals (e.g. Uniontown Hospital, Abington/ARIA) to deliver courses on site.

The BSN program options are congruent with the CON's mission and address the community stakeholder's needs by improving access to educational programs for a variety of younger and older adult learners and developing options based on need to support "improving the health for all people in the Commonwealth of Pennsylvania, the nation, and the world." These are examples of the CON's responsiveness to the shifting needs of our communities of interest.

Master's Degree Programs

The Master's degree programs (MS, MSN) build upon baccalaureate education in nursing. The MS program with a major in nursing is a pathway to the PhD. This degree program prepares nurses to interpret nursing science to improve health and health care and become a nurse scientist. The MSN program prepares nurses as NPs (APRNs), nurse educators, or nurse administrators. The program emphasizes the development of nursing knowledge and the translation of knowledge into practice. Master's degree program goals are congruent with the CON mission and needs of community stakeholders to improve the health for all people in the Commonwealth of Pennsylvania and beyond. The curriculum emphasizes the nurse's role in providing leadership in health services in diverse care settings to individuals, families, and communities of varied cultural, ethnic, and racial backgrounds throughout the world.

The Master's programs were developed and extended to meet the needs of our community stakeholders in Pennsylvania. Delivery sites for NP options are strategically positioned to meet the needs of rural and medical underserved Pennsylvanians. Sites are opened and closed based on the changing demographics within the state and their alignment with clinical course objectives.

The Doctor of Nursing Practice (DNP)

The goals of the DNP program are to prepare transformational nursing leaders to improve health and health care outcomes and prepare a cadre of highly qualified nurses to lead the translation of research into practice and deliver expert nursing care. Program goals are congruent with the CON mission and the needs of community stakeholders to improve the health for all people in the Commonwealth of Pennsylvania, the nation, and the world through the development of qualified nursing leaders at all levels of practice, the translation of nursing science related to health and health care, and the provision of nursing care to individuals, families, and communities.

Post-Graduate APRN Certificate Program

The purpose of the Post-graduate APRN Certificate Program is to prepare nurses with a master's for doctoral degree in nursing as NPs in the following specialties: Family/Individuals across the Lifespan (F/INP), AGPCNP, and AGACNP. It provides advanced study in human health and development throughout the life span. The program emphasizes the APRN's role in providing health services in diverse care settings to individuals, families, and communities of varied cultural, ethnic, and racial backgrounds throughout the world.

III-B. Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).

This key element is not applicable if the baccalaureate degree program is not under review for accreditation.

Elaboration: The baccalaureate degree program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum.

Program Response:

1. Program Development

The BSN program has been developed and revised to reflect relevant nursing standards and guidelines. The BSN program incorporates the BSN Essentials: *The Essentials of Baccalaureate Education for Professional Nursing Practice*, ANA Standards of Excellence, and QSEN competencies. For clarity, a list of all nursing course numbers, titles, and semester hour allocations can be found in Table III-B.1. Semester hour (SH) is the University's designation for credits (see SH key in Table III-B.1). The GNURS, SCND, and NURN curricula are congruent and equivalent in credits. Table III-B.2 demonstrates their alignment.

Table III-B.1: Nursing Course Numbers, Titles and Semester Hour Allocations

Course Number	Course Title	SH **
NURS 200W/*	Principles of Nursing Research and Evidence-Based Practice	3 SH (3,0)
NURS 225	Pathophysiology	3 SH (3,0)
NURS 230	Introduction to the Fundamentals of Nursing	4 SH (2,2)
NURS 250	Professional Role Development I: Introduction to Professional Issues in Nursing Practice and Nursing Informatics	2 SH (2,0)
NURS 251/*	Health Assessment	3 SH (2,1)
NURS 301	Nursing Care of the Adult Client Requiring Medical-Surgical Intervention	4 SH (2,2)
NURS 305	Introduction to Pharmacological Concepts	3 SH (3,0)
NURS 306	Nursing Care of Children and Adolescents	3 SH (2,1)
NURS 310	Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings	3 SH (2,1)
NURS 320	Nursing Care of the Childbearing Family and Gynecological Client	3 SH (2,1)
NURS 350	Professional Role Development II: Ethics, Legal and Genetic Issues	2 SH (2,0)
NURS 352*	Advanced Health Assessment for the Registered Nurse	3 SH (2,1)
NURS 357*	Introduction to Nursing Informatics	3 SH (3,0)
NURS 390*	Transition and the Professional Nursing Role	3 SH (3,0)
NURS 405A	Nursing Care of the Adult Client with Complex Health Problems: Part A	4 SH (2,2)

Course Number	Course Title	SH **
NURS 405B	Nursing Care of the Adult Client with Complex Health Problems: Part B	4 SH (2,2)
NURS 415	Community and Family Health Nursing	4 SH (2,2)
NURS 417*	Family and Community Health Concepts	4 SH (3,1)
NURS 420	Mental Health Nursing	4 SH (2,2)
NURS 450A	Professional Role Development III: Leadership and Management	2 SH (2,0)
NURS 450B	Professional Role Development III: Clinical Capstone	3 SH (0,3)
NURS 465*	Health Concepts for Adults with Complex Health Care Needs	3 SH (2,1)
NURS 475*	Integrated Concepts in Nursing Practice	3 SH (1,2)
NURS 495	Clinical practicum (required for SCND)	6 SH (0,6)

*RN to BSN courses

** Key to SH Designation: 4 SH (2,2) = 4 Semester Hours (2 semester hours in lecture, 2 semester hours in lab/clinical). Each semester hour in lecture = 50 minutes of contact and each semester hour in lab/clinical = 3 hours (or 180 minutes) of contact. Therefore, a 4 SH/credit course would meet for two (2) 50-minute lecture periods and six hours of clinical (2 x 3 hours) per week over the 15-week semester.

Table III-B.2: GNURS, SCND and NURN Curriculum Alignment

GNURS	SCND	NURN
NURS 250 (US) Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics	NURS 250 (US) Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics	Portfolio*
NURS 225 Pathophysiology	NURS 225 Pathophysiology	Portfolio*
NURS 230 Introduction to Fundamentals of Nursing	NURS 230 Introduction to Fundamentals of Nursing	Portfolio*
NURS 251 Health Assessment	NURS 251 Health Assessment	NURS 251 Health Assessment OR NURS 352 Advanced Health Assessment for the RN
NURS 200W Principles of Nursing Research and Evidence-Based Practice	NURS 200W Principles of Nursing Research and Evidence-Based Practice	NURS 200W Principles of Nursing Research and Evidence-Based Practice
NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention	NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention	Portfolio*
NURS 305 Introduction to Pharmacology Concepts	NURS 305 Introduction to Pharmacology Concepts	Portfolio*
NURS 306 Nursing Care-Child and Adolescent	NURS 306 Nursing Care-Child and Adolescent	Portfolio*
NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings	NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings	Portfolio*
NURS 320 Nursing Care of the Childbearing Family and Gynecological Client	NURS 320 Nursing Care of the Childbearing Family and Gynecological Client	Portfolio*
NURS 350 Professional Role Development II: Ethics, Legal and Genetic Issues	NURS 350 Professional Role Development II: Ethics, Legal and Genetic Issues	No equivalent course - Ethics, Legal, Genetics threaded throughout courses

GNURS	SCND	NURN
No equivalent course- Computing/Informatics threaded throughout courses	No equivalent course— Computing/Informatics threaded throughout courses	NURS 357 Introduction to Computing /Nursing Informatics
NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A	NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A	NURS 465 Adult Complex Health Concepts
NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B	NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B	Portfolio*
NURS 415 (US;IL) Community and Family Health Nursing	NURS 415 (US;IL) Community and Family Health Nursing	NURS 417 (US;IL) Family & Community Health Concepts
NURS 420 Mental Health Nursing	NURS 420 Mental Health Nursing	Portfolio*
NURS 450A Professional Role Development III: Leadership and Management	NURS 450A Professional Role Development III: Leadership and Management	NURS 390 (US) Transition and the Professional Nursing Role
NURS 450B Professional Role Development III: Clinical Capstone	NURS 450B Professional Role Development III: Clinical Capstone	NURS 475 Integrated Concepts in Nursing Practice- Theory and Clinical Capstone
NURS Electives	NURS 495 Clinical Practicum/Apprenticeship (a clinical practicum and capstone course for integration and synthesis of program of study to promote evidence-based practice)	NURS Electives

**Portfolio*: The College of Nursing of the Pennsylvania State University awards up to 33 credits by portfolio assessment for non-PSU fundamental nursing courses. Number of credits awarded depends upon the number of nursing credits transferred from another program/university. To receive the portfolio award, students must possess a current and valid RN license.

2. Essentials

The BSN program prepares students to become professional nurses who can provide nursing care and assume leadership positions in varied settings, which include hospitals, private practice, long-term care, clinics, and other health care and community agencies, within the scope of professional standards, e.g., *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and QSEN competencies (2018). Alignment of Baccalaureate Essentials, program outcomes, and QSEN competencies are illustrated in Table III-B.3 below. Official [undergraduate course syllabi](#) and [course plans](#) are available to all faculty.

Table III-B.3: Alignment of Baccalaureate Essentials, Program Outcomes and QSEN Competencies

BSN Essentials (AACN, 2008)	BSN Program Outcomes	Course # (example)	Course Objectives	QSEN (2018)
1. Liberal Education for Baccalaureate Generalist Nursing Practice	Integrate theory and knowledge from the sciences, social sciences, humanities, and nursing as a foundation of nursing practice	Gen Ed and prerequisite courses are the foundation of all core nursing courses	N/A	
2. Basic Organization and Systems Leadership for	Apply the competencies of leadership, quality improvement, and patient safety to improve health	NURS 230 NURS 251 NURS 301 NURS 306	3,4 4,10 1,6,11 1,10,12	Quality Safety Teamwork Patient

BSN Essentials (AACN, 2008)	BSN Program Outcomes	Course # (example)	Course Objectives	QSEN (2018)
Quality care and Patient Safety	outcomes for individuals, families, and populations	NURS 405A NURS 417* NURS 450A NURS 475*	4,7,12,13,14,15 4,9 2,4,7,9 6,7,8	Centered Care
3. Scholarship for Evidence-Based Practice	Critically analyze research studies and apply evidence-based findings to advance clinical practice.	NURS 200W** NURS 230 NURS 301 NURS 305 NURS 357* NURS 390* NURS 405B NURS 415 NURS 465*	1-10 10 2,10 8 4,9 5 1,7,10 5,7,10 6,7	EBP
4. Information Management and Application of Patient Care Technology	Integrate information management and patient care technology to improve quality and safety across a variety of health care settings	NURS 250 NURS 251 NURS 415 NURS 301 NURS 305 NURS 390* NURS 405A NURS 450A NURS 415	6,7,8 11 5,7 7,10 4,5 1-11 3,7 1,6 5,7	Informatics
5. Healthcare Policy, Finance, and Regulatory Environments	Integrate knowledge of current health care policy, including financial and regulatory policy to influence delivery of care	NURS 305 NURS 415 NURS 417* NURS 450A NURS 450B NURS 475*	1,3 1,3 9 2,5,8 9 2	Quality
6. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes	Facilitate inter-professional and intra-professional communication and collaboration to improve practice, minimize risks, and optimize health outcomes	NURS 230 NURS 251 NURS 301 NURS 310 NURS 320 NURS 405A NURS 415 NURS 417* NURS 465* NURS 475*	6 2,4 5 3,7,12 8 3,6,15,16 3,4,6 4,5,6 2,3,5,6 3,4	Safety Teamwork Quality
7. Clinical Prevention and Population Health	Apply the nursing process to manage care of individuals, families, and populations with respect for diversity in a variety of health care settings	NURS 250 NURS 230 NURS 251 NURS 301 NURS 306 NURS 310 NURS 320 NURS 415 NURS 417* NURS 420	1,3,6 7,9 1,5 9 4,5 6 7 2,3,5,6,7,9 2 9,10	Patient Centered Care
8. Professionalism and Professional Values	Participate in activities that support lifelong learning, professional growth, and the advancement of the profession	NURS 250 NURS 301 NURS 310 NURS 350 NURS 390*	1,3 8,9,11 10,11 4,5,6,9 1,6	Quality

BSN Essentials (AACN, 2008)	BSN Program Outcomes	Course # (example)	Course Objectives	QSEN (2018)
		NURS 405A NURS 450A NURS 450B NURS 475*	8,9,12,13 2,7 1,2,6 9,10	
9. Baccalaureate Generalist Nursing Practice	Apply the nursing process to manage care of individuals, families, and populations with respect for diversity in a variety of health care settings	NURS 230 NURS 301 NURS 306 NURS 310 NURS 320 NURS 390* NURS 405A NURS 415 NURS 450B NURS 465*	1,2,10,11 1,2,7 1,4,5,6,7 5,6 6,7,9 1,2 5,6,7 2,10 1,2,4,6,15 3,8	Patient Centered Care

* Courses in NURN option only

** Course is in GNURS, SCND and NURN options

3. Standards

The Nursing program meets the legal and scope of practice requirements designated by the PASBN as validated by correspondence with the [PASBN](#).

ANA Nursing Scope and Standards of Practice (2015) guide the development of core knowledge, competencies, and role functions within specific content areas. The core knowledge areas include six Standards of Practice: Assessment, Diagnosis, Outcomes Identification, Planning, Implementation (a. Coordination of Care; b. Health Teaching and Health Promotion) and Evaluation. In addition, the 11 Standards of Professional Performance utilized throughout the curriculum include: Ethics, Culturally Congruent Practice, Communication, Collaboration, Leadership, Education, Evidence-Based Practice and Research, Quality of Practice, Professional Practice Evaluation, Resource Utilization, and Environmental Health. Role functions within focused areas include the standards of practice of related professional organizations as part of the specific content areas. Standards utilized to develop and evaluate the BSN Program are available in the Resource Room.

The BSN curriculum incorporates standards related to professional values, core competencies, core knowledge, and role development and builds on a liberal education, as recommended by *The Essentials of Baccalaureate Education for Professional Nursing Practice*, (AACN, 2008). The BSN curriculum prepares the student as a professional nurse who can practice in an ever-changing healthcare system.

III-C. Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).

- Master's program curricula incorporate professional standards and guidelines as appropriate.
 - a. All master's degree programs incorporate *The Essentials of Master's Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.
 - b. All master's degree programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).
- Graduate-entry master's program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.

This key element is not applicable if the master's degree program is not under review for accreditation.

Elaboration: The master's degree program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.

Master's degree APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Master's degree programs that have a direct care focus but are not APRN education programs (e.g., nurse educator and clinical nurse leader) incorporate graduate-level content addressing the APRN core. These programs are not required to offer this content as three separate courses.

Program Response:

1. Program Development

The Master's programs have been developed and revised as appropriate to reflect relevant nursing standards and guidelines and the needs of the residents of the Commonwealth of Pennsylvania, the country, and the world. The MS program, which is a pathway to the PhD, incorporates the Master's Essentials and the AACN Task Force on Research-Focused Doctorate in Nursing recommendations to prepare students as nurse scientists. The MSN program incorporates the Master's Essentials and specialty competencies applicable to the individual program. The Nurse Educator program competencies also align with the National League for Nursing (NLN) 2013 Nurse Educator competencies. The Nurse Administrator program uses the American Organization of Nurse Leaders (AONL) 2015 Nurse Executive competencies. The APRN (NP) options use the *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016) and national guidelines for the APRN Role. Curricular review for the MS program is done in MSN Council for the Master's Essentials and in MS/PhD Council for the research focused content. MSN programs' curricula are reviewed in the MSN Council, NP Options Sub-Committee (renamed NP Options Sub Council), and/or Graduate Affairs. The NP Options Sub Council meets regularly to discuss curriculum course content, student issues, clinical issues, and potential program changes. Formal curriculum review of the NP options occurs every three years. Minutes for the MSN Council, MS/PhD Council, and NP Options Sub Council can be found in [Graduate Council Meeting Minutes](#). In addition, the Graduate Faculty meet monthly to review and approve policies and course/curriculum changes ([Graduate Affairs Committee Meeting Minutes](#)).

2. Student Learning Outcomes based on Master's Essentials

The master's core courses (NURS 501: Issues in Nursing and Health Care, NURS 510: Theoretical and Scientific Foundations of Advanced Nursing Practice, and NURS 830: Evidence-Based Practice I - Theory and Research Methods) are designed to meet the MS/MSN program outcomes and the *Essentials of Master's Education in Nursing* (AACN, 2011). Master's Essential IX (Master's-Level Nursing Practice) is operationalized in NURS 596 (Independent Study) for the MS program, in NURS 843 for the Nurse Educator program, and NURS 848 for the Nurse Administrator program. This essential is evidenced in multiple clinical practicum courses in the NP options. The Nurse Educator program and the NP options, as programs with a direct care focus, include the APRN core courses (NURS 802: Advanced Health Assessment of Adult Populations (NP) or NURS 802B: Physical Assessment Through the Lifespan (Nurse Educator); NURS 803: Pathophysiology; NURS 804: Pharmacological Therapy), as well as practicum courses specific to the specialty as listed in Table III-C.1.

For clarity, a list of all specialty course numbers and titles is below in Table III-C.1. Table III-C.2 shows the MS end-of-program outcomes in alignment with the Master's Essentials and the specific courses/course objectives that address each. Table III-C.3 shows the MSN end-of-program outcomes in alignment with the Master's Essentials and the specific courses/course objectives that address each.

Table III-C.1: Course Number, Titles and Semester Hour Allocations

Course Number	Course Title	Semester Hours*
Master's Core Courses		
NURS 501	Issues in Nursing and Health Care	3 SH (3,0)
NURS 510	Theoretical and Scientific Foundations of Advanced Nursing Practice	3 SH (3,0)
NURS 830	Evidence-Based Practice I: Theory and Research Methods	3 SH (3,0)
Master's APRN Core		
NURS 802	Advanced Health Assessment of Adult Populations	3 SH (2,1)
NURS 802A	Advanced Health Assessment of Pediatric Populations	1 SH (0,5,0,5)
NURS 802B	Physical Assessment Through the Lifespan	3 SH (3,0)
NURS 803	Pathophysiology	3 SH (3,0)
NURS 804	Pharmacologic Therapy	3 SH (3,0)
MS Specialty Courses		
NURS 580	The Epistemology of Nursing Science	3 SH (3,0)
NURS 587	Ethics in Nursing Research	1 SH (1,0)
NURS 596	Independent Study: Nursing Practice	Variable
NURS 808	Population Health Perspectives	3 SH (3,0)
NURS 836	Healthcare Informatics	3 SH (3,0)
MSN Nurse Educator Specialty Courses		
NURS 836	Healthcare Informatics	3 SH (3,0)
NURS 840	Nursing Education Theories and Strategies	3 SH (3,0)
NURS 841	Assessment and Evaluation in Nursing Education	3 SH (3,0)
NURS 842	Curriculum and Program Development in Nursing Education	3 SH (3,0)
NURS 843	Synthesis and Application of the Nurse Educator Role (Practicum)	6 SH (0,6)
MSN Nurse Administrator Specialty Courses		
NURS 808	Population Health Perspectives	3 SH (3,0)
NURS 836	Healthcare Informatics	3 SH (3,0)
NURS 845	Healthcare Economics and Policy for Nurse Administrators	3 SH (3,0)
NURS 846	Leadership Concepts and Theories for Nurse Administrators	3 SH (3,0)
NURS 847	Human Resources and Workforce Issues for Nurse Administrators	3 SH (3,0)
NURS 848	Synthesis and Application of the Nurse Administrator Role (Practicum)	6 SH (0,6)
APRN NP Specialty Courses		
NURS 870	Nurse Practitioner Role with Healthy Individuals and Families	3 SH (3,0)
NURS 871	Nurse Practitioner Role with Individuals and Families with Complex and/or Chronic Health Problems	3 SH (3,0)
NURS 872	Family Nurse Practitioner Practicum I	3 SH (0,3)
NURS 872A	Adult Gerontology Primary Care Nurse Practitioner Practicum I	4 SH (0,4)
NURS 873	Family Nurse Practitioner Practicum II	4 SH (0,4)
NURS 873A	Adult Gerontology Primary Care Nurse Practitioner Practicum II	4 SH (0,4)
NURS 874	Family Nurse Practitioner Integrative Practicum	6 SH (0,6)
NURS 874A	Adult Gerontology Primary Care Nurse Practitioner Integrative Practicum	6 SH (0,6)
NURS 875	Nurse Practitioner Role with Children and Families	2 SH (2,0)
NURS 876	Family Nurse Practitioner Practicum with Pediatric Populations	2 SH (0,2)
NURS 860	Adult Gerontology Acute Care Nurse Practitioner Role I	3 SH (3,0)
NURS 861	Adult Gerontology Acute Care Nurse Practitioner Role II	3 SH (3,0)
NURS 862	Adult Gerontology Acute Care Nurse Practitioner Practicum I	4 SH (0,4)
NURS 863	Adult Gerontology Acute Care Nurse Practitioner Practicum II	4 SH (0,4)
NURS 864	Adult Gerontology Acute Care Nurse Practitioner Integrative Practicum	6 SH (0,6)
NURS 865	Pharmacology for Acute Care Nurse Practitioners	1 SH (1,0)
NURS 866	Health Assessment of the Adult Gerontology Population in Acute Care	1 SH (0,5,0,5)

**Key to SH Designation: 2 SH (1,1) = 1 semester hour in lecture (15 hours per semester), 1 semester hour in lab/clinical (45 hours per semester).*

Table III-C.2: Master's Essentials in Relation to MS Program Outcomes and Courses

Master's Essentials (AACN, 2011)	MS Program Outcomes	Course#	Course Objectives
Essential I: Background for Practice from Sciences and Humanities	Demonstrate appropriate breadth and depth of nursing knowledge, and an awareness of the major issues of the discipline of nursing.	NURS 501 NURS 510 NURS 580 NURS 808 NURS 830	3,5 2-3,5-7 1,2,3 1,2 1
Essential II: Organizational and Systems Leadership	Demonstrate appropriate breadth and depth of nursing knowledge, and an awareness of the major issues of the discipline of nursing.	NURS 501 NURS 510 NURS 808	1-6 7 1
Essential III: Quality Improvement and Safety	Demonstrate appropriate breadth and depth of nursing knowledge, and an awareness of the major issues of the discipline of nursing.	NURS 501 NURS 510 NURS 830	6 7 1,4
Essential IV: Translating and Integrating Scholarship into Practice	Analyze and critique research according to scientific principles to identify gaps in nursing science. Demonstrate analytical and critical thinking within nursing.	NURS 501 NURS 510 NURS 580 NURS 808 NURS 830	6 7 4,5,6 3,4 2,3
Essential V: Informatics and Healthcare Technologies	Demonstrate appropriate breadth and depth of nursing knowledge, and an awareness of the major issues of the discipline of nursing.	NURS 501 NURS 836	6 1-6
Essential VI: Health Policy and Advocacy	Demonstrate effective communication skills for dissemination of nursing knowledge to appropriate stakeholders.	NURS 501 NURS 510	1-6 7
Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes Essential	Demonstrate effective communication skills for dissemination of nursing knowledge to appropriate stakeholders.	NURS 501 NURS 510 NURS 808	6 1 4,5
VIII: Clinical Prevention and Population Health for Improving Health	Demonstrate appropriate breadth and depth of nursing knowledge, and an awareness of the major issues of the discipline of nursing. Analyze and critique research according to scientific principles to identify gaps in nursing science.	NURS 501 NURS 510 NURS 580 NURS 808 NURS 830	6 7 1,4 1,5,6 1
Essential IX: Master's-Level Nursing Practice	Exhibit behavior in accordance with the highest ethical standards, values, and practices of the discipline of nursing.	NURS 501 NURS 510 NURS 587 NURS 596	6 5-7 1,2 Individualized practicum

Table III-C.3: Master's Essentials in Relation to MSN Program Outcome and Courses

Master's Essentials (AACN, 2011)	MSN Program Outcomes	Course#	Course Objectives
Essential I: Background for Practice from Sciences and Humanities	Advance a culture of excellence through lifelong learning	NURS 501 NURS 510 NURS 830	3,5 2-3,5-7 1
Essential II: Organizational and Systems Leadership	Lead change to improve quality outcomes	NURS 501 NURS 510	1-6 7
Essential III: Quality Improvement and Safety	Lead change to improve quality outcomes	NURS 501 NURS 510 NURS 830	6 7 1,4
Essential IV: Translating and Integrating Scholarship into Practice	Translate evidence into practice	NURS 501 NURS 510 NURS 830	6 7 2,3
Essential V: Informatics and Healthcare Technologies	Lead change to improve quality outcomes	NURS 501	6
Essential VI: Health Policy and Advocacy	Lead change to improve quality outcomes	NURS 501 NURS 510	1-6 7
Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes	Build and lead collaborative interprofessional care teams	NURS 501 NURS 510	6 1
Essential VIII: Clinical Prevention and Population Health for Improving Health	Navigate and integrate care services across the healthcare system	NURS 501 NURS 510 NURS 830	6 7 1
Essential IX: Master's-Level Nursing Practice	Design innovative nursing practices	NURS 501 NURS 510 NURS 843 Or NURS 848 Or APRN clinical courses	6 5-7 1-6 1-5 All courses (see detail below)

3. Student Learning Outcomes Based on National Standards

The Nurse Educator program is based on the NLN 2013 Nurse Educator competencies. Table III-C.4 illustrates the Nurse Educator competencies and the corresponding courses/course objectives. In addition, the Nurse Educator Program follows the Master's Essentials and includes the direct care role in NURS 843. The Nurse Administrator program is based on the American Organization of Nurse Leader's 2015 Nurse Executive competencies. Table III-C.5 illustrates the Nurse Administrator competencies and the corresponding courses/course objectives ([Graduate Course Syllabi](#)).

Table III-C.4: Nurse Educator Competencies (NLN, 2013)

Competencies	Nurse Educator Course Objectives			
	NURS 840	NURS 841	NURS 842	NURS 843
Competency I: Facilitate Learning	1,4,5	1-8	1-5	2
Competency II: Facilitate Learner Development and Socialization	4,5	5		2,3
Competency III: Use Assessment and Evaluation Strategies	5	1-7	3-5	4
Competency IV: Participate in Curriculum Design and Evaluation or Program Outcomes		1-7	3-6	2,4
Competency V: Function as a Change Agent and Leader	3	8	2	1,5

Competencies	Nurse Educator Course Objectives			
	NURS 840	NURS 841	NURS 842	NURS 843
Competency VI: Pursue Continuous Quality Improvements in the Nurse Educator Role	1,2		1	1,5
Competency VII: Engage in Scholarship	1			2
Competency VIII: Function Within the Educational Environment	4		6	1-6

Table III-C.5: Nurse Administrator Competencies (AONL, 2015)

Competencies	Nurse Administrator Course Objectives			
	NURS 845	NURS 846	NURS 847	NURS 848
Communication and Relationship Management	5	1,2,3	1,3,6,9,10	1,2,4
Knowledge of Health Care Environment	1,3,5,6,8	2,4	3,4,5	2,4,5
Leadership	5	1,2,4,5,6	3,6,7,8	1,2,4,5
Professionalism	5	1,2,6	7,8,9	1,2,4,5
Business Skills and Principles	1-8		2	3,4

The MSN NP options prepare graduates for advanced practice NP specialty roles based on MSN degree curriculum standards in *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016) and national guidelines/competencies for the NP Role and specific population: *Nurse Practitioner Core Competencies* (NONPF, 2017), *Family/Across the Lifespan Competencies* (NONPF, 2013), *Adult-Gerontology Acute Care and Primary Care NP Competencies* (NONPF/AACN, 2016). Table III-C.6 shows the Family/Individual across the Lifespan NP (F/INP) and AGPCNP core competencies and the corresponding APRN course objectives. Table III-C.7 illustrates the AGACNP core competencies and the corresponding APRN course objectives.

Table III-C.6: F/INP and AGPCNP Core Competencies (NONPF 2017; F/INP: NONPF, 2013; AGPCNP: NONPF/AACN, 2016)

Competencies	APRN Course Objectives									
	NURS 802	NURS 803	NURS 804	NURS 870	NURS 871	NURS 872	NURS 873	NURS 874	NURS 875	NURS 876
F/INP	NURS 802A									
AGPCNP	NURS 802	NURS 803	NURS 804	NURS 870	NURS 871	NURS 872A	NURS 873A	NURS 874A		
Scientific Foundation	7,10,11	1,5	1	1,2,3,6	1,2,3,6,10	1,2,5,8,9,10	1,2,5,8,9,10	1,4,6,7,8	1,2,3,10	1,2,5,8,9,10
Leadership	8	1,3		6,8,9	6,8,9,11	5-10	5-10	3,6-8	7-10	5-10
Quality	7		2,5-8	2,3,6,7,9	2,3,6,7,9	2,4,5,8	2,4,5,8	1-8	1-4,10	2,4,5,8
Practice Inquiry	7			5-9	5-10	2,5,6,8	2,5,6,8	1,2,4,5,6,8	2,7-10	2,5,6,8
Technology/Information Literacy	8,9			4,8	4,8,9	1,4,5,6	1,4,5,6	1,2,3,5,6	7-10	2,3,4,8
Policy	3			9	9,11	8,9	8,9	4,7	3,10	8,9

Competencies	APRN Course Objectives									
F/INP	NURS 802	NURS 803	NURS 804	NURS 870	NURS 871	NURS 872	NURS 873	NURS 874	NURS 875	NURS 876
	NURS 802A									
AGPCNP	NURS 802	NURS 803	NURS 804	NURS 870	NURS 871	NURS 872A	NURS 873A	NURS 874A		
Health Delivery System				3,6,7	3,5,6, 7,11	1-3, 5-8	1-3, 5-8	1-4, 6-8	2,3,8, 10	1-3, 5-8
Ethics	3			10	10	7-10	7-10	7,8		7-10
Independent Practice	1-7	1-5	1-8	2-9	2-9,11	1-7	1-7	1-8	2-4, 6-9	1-7

Table III-C.7: AGACNP Core Competencies (NONPF/AACN, 2016; NONPF, 2017)

Competencies	APRN Course Objectives									
	NURS 802	NURS 803	NURS 804	NURS 860	NURS 861	NURS 862	NURS 863	NURS 864	NURS 865	NURS 866
Scientific Foundation	7,10, 11	1,5	1	1,2,9	1,2,8	1,2	1,2	1,2	2	
Leadership	8	13			11	8,9	10,11	9,10		
Quality	7		2,5-8	2,4,7, 13	2,4,7, 11	2,7-9	2,9-11	2,8-11	5,6	
Practice Inquiry	7			2,9	2,8	2	2	2		
Technology/ Information Literacy	8,9			4,7,8, 11	4,7,10	2,6	2,7,8	2,6,7		1,3,9
Policy	3			10, 12,13	9,11	8,9	10,11	9-11		
Health Delivery System				4,6, 12,13	4,6,11	5,7-9	6,9-11	1,8-11	6	
Ethics	3			10	9	6	8	7		3
Independent Practice	1-7	1-5	1-8	1-11	1-10	1-9	1-11	1-11	1-6	1-9

III-D. DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).

- **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 additional relevant professional standards and guidelines if identified by the program.
 - b. All DNP programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).

- **Graduate-entry DNP program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.**

This key element is not applicable if the DNP program is not under review for accreditation.

Elaboration: The DNP program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.

DNP APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for students enrolled in post-master's DNP programs who hold current national certification as advanced practice nurses, unless the program deems this necessary.

Program Response:

1. Program Development

The DNP Council, a sub-council of the Graduate Affairs Committee, initially developed and regularly revises the DNP program. The program includes Post BSN and Post MSN-DNP options for degree completion. Penn State's World Campus, using the learning management system Canvas, is used to deliver the curriculum online. There also are two in-person intensives on campus. The DNP program supports the CON's mission "to improve the health for all people in the Commonwealth of Pennsylvania, the nation, and the world" by providing access to the DNP degree through distance learning.

2. Student Learning Outcomes

The end-of-program outcomes derive from the CON mission and are consistent with the purpose of DNP education as outlined in the *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) to prepare nursing leaders for the highest level of clinical nursing practice. The DNP program aligns with national guidelines and organizations to prepare graduates for nursing leadership for the highest level of clinical and administrative practice. The program includes two pathways of entry: Post-master's to DNP and BSN to DNP. The post-master's students enter with previous graduate education that prepared them as advanced practice nurses such as NPs, clinical nurse specialists, nurse midwives, nurse anesthetists, or as nurse administrators or educators. The program builds on the student's previous education and provides a foundation to support nursing leadership for evidence-based practice and innovation and system change to improve the health of populations. The BSN to DNP builds upon baccalaureate education in nursing and begins with the master's core, building in nurse administrator courses in year one. The program incorporates the DNP Essentials beginning in year one of the three-year program.

For clarity, a list of all DNP course numbers and titles is below in Table III-D.1. Table III-D.2 shows expected program outcomes and courses are congruent with the *Essentials of Doctoral Education for Advanced Practice Nursing* (AACN, 2006). ([Graduate Course Syllabi](#)).

Table III-D.1: DNP Course Number, Titles and Semester Hours

Course Number	Course Title	Semester Hours*
**NURS 501	Issues in Nursing and Health Care	
**NURS 510	Theoretical and Scientific Foundations of Advanced Nursing Practice	3 SH (0,3)
NURS 587	Ethics in Nursing Research	1 SH (1,0)
NURS 590	Colloquium	1 SH (1,0)
NURS 808	Population Health Perspectives	3 SH (3,0)
NURS 830	EBP I: Theory and Research Methods	3 SH (3,0)
NURS 831	EBP II: Translation of Research	3 SH (3,0)
NURS 832	DNP Leadership I	3 SH (2,1)
NURS 833	DNP Leadership II	3 SH (2,1)
NURS 834	DNP Clinical Practicum	Variable
NURS 835	DNP Project	2 SH (1,1)
NURS 836	Healthcare Informatics	3 SH (3,0)
NURS 837	EBP III: Project Development	3 SH (2,1)
NURS 845	Healthcare Economics and Policy for Nurse Administrators	3 SH (3,0)
**NURS 846	Leadership Concepts and Theories for Nurse Administrators	3 SH (3,0)
**NURS 847	Human Resources and Workforce Issues for Nurse Administrators	3 SH (3,0)
**NURS 848A	Synthesis and Application of the Nurse Administrator Role	6 SH (0,6)
STAT 507	Epidemiologic Research Methods	3 SH (3,0)
STAT 800	Applied Research Methods	3 SH (3,0)

*Key to SH Designation: 2 SH (1,1) = 1 semester hour in lecture (15 hours per semester), 1 semester hour in lab/clinical (75 hours per semester).

**BSN-DNP required courses

Table III-D.2: DNP Program Congruence with DNP Essentials

DNP Essential	Program Outcomes	Course	Course Objectives
Essential I: Scientific Underpinnings	Design and evaluate new models of care based on integration of theories and empirical knowledge from nursing and related disciplines	NURS 510 NURS 830 NURS 831 NURS 832 NURS 833 NURS 835 NURS 836 NURS 837 NURS 845 STAT 507	1 1-7 1,5,6 1-9 6 2,5 1-6 1,2 6-8 1-5
Essential II: Organization and Systems Leadership for Quality Improvement and Systems Thinking	Provide interprofessional leadership within an increasingly complex health care delivery system Prepare leaders to direct and deliver high quality, cost effective care	NURS 510 NURS 830 NURS 831 NURS 832 NURS 833 NURS 835 NURS 836 NURS 837 NURS 845	7 6 3 1-4,9,10 2,3,6 3 6 4,5 1-8
Essential III: Clinical Sponsorship and Analytical Methods for Evidence-Based Practice	Translate evidence to guide practice and improve outcomes of care Analyze data which predicts and explains variations in practice	NURS 587 NURS 830 NURS 831 NURS 833	1-2 1-7 1-9 4

DNP Essential	Program Outcomes	Course	Course Objectives
	Prepare leaders to use information systems and technology to support and improve patient care and health care systems	NURS 835 NURS 836 NURS 837 NURS 845 STAT 507 STAT 800	1,2,4,6 7,8 1-4 1-5 1,8 1-14
Essential IV: Information and Patient Care Technology for Improvement and Transformation of Health Care	Prepare leaders to use information systems and technology to support and improve patient care and health care systems	NURS 510 NURS 833 NURS 835 NURS 836 NURS 845	6 5 5 6,7,10 7
Essential V: Health Care Policy for Advocacy in Health Care	Shape health policy and systems of health care in the local regional, state, national and international forums	NURS 808 NURS 832 NURS 833 NURS 835 NURS 836 NURS 845	6 6 1 3 8 1,5,6,7
Essential VI: Interprofessional Collaboration	Provide interprofessional leadership within an increasingly complex health care delivery system	NURS 808 NURS 832 NURS 833 NURS 834 NURS 835 NURS 836 NURS 837 STAT 507	3,6,8 5-7 6 1,3,4 6 9 5 1-4
Essential VII: Clinical Prevention and Population Health	Shape health policy and systems of health care in the local regional, state, national and international forums	NURS 808 NURS 830 NURS 831 NURS 832 NURS 833 NURS 835 NURS 836 NURS 837 STAT 507	1-8 6 7 5 1 1,2,6 10 4 1-5
Essential VIII: Advanced Nursing Practice	Perform independently at the most advanced level of ethical specialty nursing practice	NURS 587 NURS 590 NURS 808 NURS 831 NURS 832 NURS 833 NURS 834 NURS 835 NURS 837	1-2 1-3 1-5,7 7 8 6 1,3,4 1-6 4,6,7

III-E. Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).

This key element is not applicable if the post-graduate APRN certificate program is not under review for accreditation.

Elaboration: The post-graduate APRN certificate program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.

APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

Additional APRN core content specific to the role and population is integrated throughout the other role- and population-focused didactic and clinical courses.

Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for certificate students who have already completed such courses, unless the program deems this necessary.

Program Response:

APRN Certificates

1. Program Development

The post-graduate APRN Certificates have been developed and revised as appropriate to meet professional standards and national guidelines for the APRN role. The NP options faculty meet regularly to discuss curricular, course content, student issues, clinical issues, and potential program changes. Formal curriculum review of the NP options occurs every three years. Minutes for the NP Options Sub Council meetings can be found in [NP Options Sub Council Meeting Minutes](#). In addition, the graduate faculty meet monthly to review and approve policies and course/curriculum changes ([Graduate Affairs Committee Meeting Minutes](#)).

2. Student Learning Outcomes

The NP specialty courses are designed to meet the end-of-program outcomes and the core competencies of the NP specialty as specified by *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016) and national guidelines for the NP role and specific population: *Nurse Practitioner Core Competencies* (NONPF, 2017), *Family/Across the Lifespan Competencies* (NONPF, 2013), *Adult-Gerontology Acute Care and Primary Care NP Competencies* (NONPF/AACN, 2016). Based on a gap analysis for each individual student, the advanced practice core (NURS 802: Advanced Health Assessment of Adult Populations; NURS 803: Pathophysiology; NURS 804: Pharmacological Therapy and for F/INP NURS 802A: Advanced Health Assessment of Pediatric Populations) may be required in addition to the APRN population specific courses. Table III-C.6 and Table III-C.7 illustrate the APRN competencies and the corresponding APRN course objectives (referenced above). An example of a gap analysis is located here: [Post-Graduate NP Gap Analysis Template](#).

III-F. The curriculum is logically structured to achieve expected student outcomes.

- **Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.**
- **Master's curricula build on a foundation comparable to baccalaureate-level nursing knowledge.**
- **DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.**
- **Post-graduate APRN certificate programs build on graduate-level nursing competencies and knowledge base.**

Elaboration: Baccalaureate degree programs demonstrate that knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Graduate-entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) as well as advanced nursing knowledge.

Graduate programs are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire the baccalaureate-level knowledge and competencies delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), even if they do not award a baccalaureate degree in nursing in addition to the graduate degree.

DNP programs, whether post-baccalaureate or post-master's, demonstrate how students acquire the doctoral-level knowledge and competencies delineated in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). If the program awards the master's degree as part of the DNP program, the program demonstrates how students acquire the master's-level knowledge and competencies delineated in The Essentials of Master's Education in Nursing (AACN, 2011) and, if applicable, Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016).

The program provides a rationale for the sequence of the curriculum for each program.

Program Response:

Baccalaureate Program

The BSN Program is characterized by a foundation in scientific and humanistic disciplines inherent in liberal arts learning upon which the nursing major is built. The structure of the BSN Program follows the same general format as other BS programs in the University. The BSN program requires the successful completion of a minimum of 120 credits, which is a combination of University required general education (GenED), prerequisites (PreREQ), and nursing (NURS) courses. The Suggested Academic Plan (SAP) for each option demonstrates the scaffolding of courses from foundational to complex ([GNURS SAP](#)).

GNURS students complete the 120 credits over four years with a concentration of GenED and PreREQ credits completed prior to NURS courses.

SCND students complete 120 credits with 60 credits in GenED and PreREQ courses completed in their first-degree program and prior to admission, and 60 credits in the NURS courses over four consecutive semesters. All prelicensure students (GNURS and SCND) complete the same core NURS courses ([SCND SAP](#)).

NURN students complete 120 credits with GenED and PreREQ courses typically fulfilled through transfer of some previously completed course work that is evaluated for Penn State equivalency. In addition, 33 NURS credits are granted by portfolio credits by University policy, which indicates that course content and objectives have been met prior to enrollment based on validation of prior nursing education and RN licensure. Required NURS courses in the NURN program build on the complexity of decision-making and level of practice obtained from their prior nursing education. The NURN students may have a combination of resident instruction and online NURS courses, which provides flexibility ([NURN SAP](#)) for the adult student.

The BSN required courses progress from the basic natural sciences, social sciences, and humanities courses to the integration and application of basic concepts in fundamental nursing courses at the 200-level and 300-level to the more complex nursing courses at the 400-level ([GNURS SAP](#)). This builds on prior learning and enhances the student's ability to integrate more complex concepts and specialized course content by the end of the program. For example, first-year courses (i.e. anatomy, physiology, psychology, and nutrition) provide a strong foundation in the sciences, which supports 200-level nursing courses (NURS 250 (US), NURS 225, NURS 230, and NURS 251). This, in turn, builds the knowledge and skill base necessary for the more complex 300-level nursing courses (NURS 301, NURS 306, NURS 310, and NURS 320), which ultimately facilitates the synthesis of the more complex concepts associated with 400-level courses (NURS 405A & NURS 405B, NURS 415 (US;IL), and NURS 420). Additionally, nursing electives focus on specialized (e.g. Forensic Nursing, Women's Health) or complex nursing content (e.g. Critical Care Nursing) and/or clinical nursing experiences (NURS 495, NURS 496).

Master's Program

The MS/MSN program builds on the BSN curriculum to prepare RNs with a BSN in nursing from an accredited nursing program in advanced nursing practice roles grounded in the discipline of nursing. The Post-BSN DNP program builds on the baccalaureate curriculum and the Post-MSN DNP program builds on the MSN curriculum as shown in Table III-F.1. The Post-Graduate APRN Certificate programs build on graduate-level nursing competencies and knowledge base as shown in Table III-F.2.

Table III-F.1: Differentiation among BSN, MS, MSN, and DNP End-of-Program Outcomes

BSN Program Outcomes	MS Program Outcomes	MSN Program Outcomes	DNP Program Outcomes
Evaluate principles, models, and theories from nursing and related disciplines for applicability in clinical practice.	Demonstrate appropriate breadth and depth of nursing knowledge, and an awareness of the major issues of the discipline of nursing.	Design innovative nursing practices.	Design and evaluate new models of care based on integration of theories and empirical knowledge from nursing and related disciplines.
Apply the nursing process with individuals, families, and groups of diverse cultural, ethnic, and racial backgrounds in a variety of health care settings.	Demonstrate analytical and critical thinking within nursing.	Navigate and integrate care services across the healthcare system.	Translate evidence to guide practice and improve outcomes of care. Prepare leaders to direct and deliver high quality, cost effective care for diverse populations.
Collaborate with colleagues from nursing, other disciplines, and consumers to facilitate desirable outcomes in clinical practice.	Demonstrate effective communication skills for dissemination of nursing knowledge to appropriate stakeholders.	Build and lead collaborative interprofessional care teams.	Provide interprofessional leadership within an increasingly complex health care delivery system. Prepare leaders to use information systems and technology to support patient care and health care systems.
Critically analyze research studies and apply to clinical practice.	Analyze and critique research according to scientific principles to identify gaps in nursing science.	Translate evidence into practice.	Analyze data which predicts and explains variations in practice.
Demonstrate accountability in the delivery of professional nursing care.	Exhibit behavior in accordance with the highest ethical standards, values, and practices of the discipline of nursing.	Lead change to improve quality outcomes.	Shape health policy and systems of health care in the local, regional state, national and international forums. Perform independently at the most advanced level of ethical specialty nursing practice.
Participate in activities that advance nursing as a profession and self as a professional.	Demonstrate effective communication skills for dissemination of nursing knowledge to appropriate stakeholders.	Advance a culture of excellence through lifelong learning.	Shape health policy and systems of health care in the local, regional state, national and international forums.

Table III-F.2. Post-Graduate APRN Course Objectives Building on MSN End of Program Outcomes

MSN End of Program Outcomes	Individual Courses Objectives (Select examples)
Lead change to improve quality outcomes	NURS 861: Discuss ethical and legal considerations in developing the plan of care with acutely, critically, and chronically ill patients and their families. NURS 871: Analyze the role of the NP in influencing health policy, improving quality care, promoting access to care and promoting the role of the advanced practice nurse.
Advance a culture of excellence through lifelong learning	NURS 860/861: Discuss current issues affecting the role of the acute care NP. NURS 862/864: Integrate standards of professional behavior and accountability in the implementation of the acute care NP role. NURS 873/873A: Integrate standards of professional behavior and accountability in the implementation of the NP role. NURS 864/874/874A: Utilize self-evaluation to monitor and evaluate clinical practice, improve quality, and improve patient outcomes.
Build and lead collaborative interprofessional care teams	NURS 860/861/870/871: Develop a collaborative, comprehensive plan of care. NURS 862: Collaborate with other health professionals to deliver evidence-based, safe, and cost-effective health care. NURS 872/872A: Collaborate with other health professionals to deliver evidence-based, safe, and cost-effective health care in and across care settings. NURS 876: Collaborate with other health professionals to deliver evidence-based, safe, and cost-effective health care to children and their families.
Navigate and integrate care services across the healthcare system	NURS 870: Discuss the role of the NP in influencing health policy, improving quality health care, promoting access to care, and promoting the role of the advanced practice nurse. NURS 864/874/874A: Implement the role of the NP to influence health policy, improve quality health care, promote access to care, and promote the role of the advanced practice nurse.
Design innovative nursing practices	NURS 870: Identify methods for evaluating health outcomes NURS 862/863/872/872A: Implement the roles of the NP in advanced practice.
Translate evidence into practice	NURS 802: Employ evidence-based clinical practice guidelines to guide screening and diagnosis. NURS 803: Analyze the effects of specific alterations produced by disease on the normal physiology of individuals across the lifespan. NURS 804: Analyze factors that influence medication adherence. NURS 860: Utilize an evidence-based approach including research and clinical practice guidelines to develop a plan of nursing and medical care to meet the specialized physiological and psychological needs of patients experiencing acute, critical, and chronic illness. NURS 870/871: Utilize research and clinical practice guidelines to plan health screenings, implement health promotion activities, and develop a plan of care for individuals/families during health and acute/episodic illness (with complex and/or chronic health problems).

MSN End of Program Outcomes	Individual Courses Objectives (Select examples)
	<p>NURS: 874/874A: Synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of individuals, families across the lifespan, communities, and underserved populations during health and illness.</p> <p>NURS 875: Apply knowledge of nursing theory and scientific principles of pathophysiology, pharmacokinetics, and pharmacotherapeutics in the assessment and management of acute and chronic health problems in pediatric populations/families.</p>

The MS degree with a major in Nursing prepares nurses to interpret nursing science to improve health and health care as a basis for pursuing a PhD in nursing and becoming a nurse scientist. The MS degree at Penn State is a research-focused degree that requires a capstone project and a minimum of 30 credits, of which 18 credits are courses with a 500-level designation. The program of study for the MS in nursing meets the *Essentials of Master's Education in Nursing* (AACN, 2011) and provides students with beginning level doctoral work leading to their ability to complete their capstone project. The supervised clinical practicum is individualized to support learning in the student's area of interest. For example, a student who plans to focus on pain management in oncology patients would complete a practicum with an oncology clinical specialist or with a palliative care team. A student who completes the MS degree with a major in Nursing and then opts not to pursue a PhD in nursing will be prepared to use this advanced knowledge and experience in the provision of direct nursing care. The full-time Plan of Study is in Table III-F.3.

Table III-F.3: MS in Nursing Plan of Study

MS in Nursing Course Sequence Full-Time Study Minimum 30 Credits			
<u>Fall</u> STAT 500: Applied Statistics (3 credits) or PHS 520: Principles of Biostatistics (3 credits) NURS 510: Theoretical and Scientific Foundations of Advanced Nursing Practice (3 credits) NURS 808: Population Health Perspectives (3 credits) NURS 590: Colloquium (1 credit)	<u>Spring</u> NURS 830: Evidence-Based Practice I: Theory and Research Methods (3 credits) NURS 836: Healthcare Informatics (3 credits) NURS 587: Ethics in Nursing Research (1 credit) NURS 501: Issues in Nursing and Health Care (3 credits) NURS 590: Colloquium: Emerging Topics (1 credit)	<u>Summer</u> NURS 596: Independent Study (Clinical Practicum) (3 credits)	<u>Fall</u> NURS XXX: Elective in specialty area (3 credits) NURS 580: The Epistemology of Nursing Science (3 credits) NURS 596: Independent Study (Pre-doctoral fellowship proposal or other capstone writing project) (3 credits)
Total: 10 credits	Total: 11 credits	Total: 3 credits	Total: 9 credits

MSN Nurse Educator Option

The MSN Nurse Educator option enables the student to acquire advanced knowledge of evidence-based teaching and learning principles, curriculum development, and evaluative techniques. The program is designed to prepare students for educator roles in a variety of academic and healthcare settings.

The minimum number of credits required is 36. The role synthesis capstone course, NURS 843, includes 270 practicum hours with a preceptor in a clinical or academic educational setting and includes a direct-care component as required in the *Essentials of Master's Education in Nursing* (AACN, 2011). The direct care component provides the opportunity to develop in-depth knowledge and expertise in a particular area of nursing practice chosen by the individual student. The curriculum will assist graduates in preparing for national certification as a nurse educator. The Plan of Study is in Table III-F.4.

Table III-F.4: MSN Nurse Educator Option Plan of Study

Nurse Educator Full-Time Study 4 Semesters; Minimum 36 Credits			
<u>Fall (Semester I)</u> NURS 804: Pharmacological Therapy (3 credits) NURS 830: Evidence-Based Practice I: Theory and Research Methods (3 credits) NURS 841: Assessment and Evaluation in Nursing Education (3 credits)	<u>Spring (Semester II)</u> NURS 840: Nursing Education Theories and Strategies (3 credits) NURS 803: Pathophysiology (3 credits) NURS 836: Healthcare Informatics (3 credits)	<u>Fall (Semester III)</u> NURS 510: Theoretical and Scientific Foundations of Advanced Nursing Practice (3 credits) NURS 842: Curriculum and Program Development in Nursing Education (3 credits) NURS 802B: Physical Assessment Through the Lifespan (3 credits)	<u>Spring (Semester IV)</u> NURS 501: Issues in Nursing and Health Care (3 credits) NURS 843: Synthesis and Application of the Nurse Educator Role: 6 credits (practicum 270 hours)
Total: 9 credits	Total: 9 credits	Total: 9 credits	Total: 9 credits

MSN Nurse Administrator Option

The MSN Nurse Administrator option enables the student to acquire advanced knowledge of organizational leadership, health policy, and evidence-based healthcare delivery. The program is designed to prepare students for leadership and administrative roles in a variety of healthcare settings.

The minimum number of credits required is 36. The role synthesis capstone course, NURS 848, includes 270 practicum hours with a preceptor in an administrative setting. The curriculum is designed to assist graduates in preparing for national certification as a nurse executive. The full-time Plan of Study is in Table III-F.5.

Table III-F.5: MSN Nurse Administrator Option Plan of Study

Nurse Administrator Full-Time 4 Semesters; Minimum 36 Credits			
<u>Fall (Semester I)</u> NURS 846: Leadership Concepts and Theories for Nurse Administrators (3 credits) Administration Elective (3 credits) NURS 830: Evidence-Based Practice I: Theory and Research Methods (3 credits)	<u>Spring (Semester II)</u> NURS 510: Theoretical and Scientific Foundations of Advanced Nursing Practice (3 credits) NURS 836: Healthcare Informatics (3 credits) NURS 845: Healthcare Economics and Policy for Nurse Administrators (3 credits)	<u>Fall (Semester III)</u> NURS 808: Population Health Perspectives (3 credits) NURS 847: Human Resource and Workforce Issues for Nurse Administrators (3 credits) Administration Elective (3 credits)	<u>Spring (Semester IV)</u> NURS 848: Synthesis and Application of the Nurse Administrator Role (6 credits) (practicum 270 hours) NURS 501: Issues in Nursing and Health Care (3 credits)
Total: 9 credits	Total: 9 credits	Total: 9 credits	Total: 9 credits

MSN, NP and APRN Post-Graduate Certificate Options

The faculty monitor all APRN students to ensure that they have achieved the knowledge and skills necessary to become clinically competent as an NP in their population focus. Graduates are eligible for national certification and state licensure as an FNP, AGPCNP or AGACNP. Family/Individual across the Lifespan and AGPCNP graduates are qualified to take the American Academy of Nurse Practitioners (AANP) certification examination and The American Nurses Credentialing Center (ANCC) certification examination. AGACNP graduates are qualified to take the certification examinations offered by ANCC and The American Association of Critical Care Nurses (AACN). Course sequencing and prerequisites are in place to promote development of competencies. Students complete the APRN core courses (NURS 802: Advanced Health Assessment of Adult Populations; NURS 803: Pathophysiology; NURS 804: Pharmacological Therapy and for F/INP NURS 802A: Advanced Health Assessment of Pediatric Populations) prior to the NP population-focused courses. The curriculum is logically sequenced allowing students to build on previous learning; for example, NURS 870 and NURS 872/872A are prerequisites for NURS 871 and

NURS 873/873A. All are prerequisites to the final integrated practicum capstone course (NURS 874/874A). The didactic NP courses are taken concurrently with or prior to the associated clinical courses to reinforce learning in the clinical area. For example, students can take NURS 876: Nurse Practitioner Practicum in Child Health concurrently with NURS 875: Nurse Practitioner Role with Children and Families, or in the subsequent semester (summer). The full-time Plans of Study are below (Table III-F.6, Table III-F.7, Table III-F.8). The program is individualized based on gap analysis, and courses may vary based on student; therefore, a part-time option is not available.

Table III-F.6: Family/Individual Across the Lifespan Nurse Practitioner Option Plan of Study

Family/Individual Across the Lifespan Nurse Practitioner Option Full-Time 4 Semesters (45 Credits)			
<u>Fall (Semester I)</u> NURS 802: Advanced Health Assessment of Adult Populations (3 credits) NURS 802A: Advanced Health Assessment of Pediatric Populations (1 credit) NURS 803: Pathophysiology (3 credits) NURS 804: Pharmacological Therapy (3 credits)	<u>Spring (Semester II)</u> NURS 830: Evidence-Based Practice I: Theory and Research Methods (3 credits) NURS 870: Nurse Practitioner Role with Healthy Individuals & Families (3 credits) NURS 872: Family Nurse Practitioner Practicum I (3 credits) NURS 875: Nurse Practitioner Role with Children and Families (2 credits) NURS 876: Nurse Practitioner Practicum in Child Health (2 credits)	<u>Fall (Semester III)</u> NURS 871: Nurse Practitioner Role with Individuals and Families with Complex and/or Chronic Health Problems (3 credits) NURS 873: Family Nurse Practitioner Practicum II (4 credits) NURS 510: Theoretical and Scientific Foundations of Advanced Nursing Practice (3 credits)	<u>Spring (Semester IV)</u> NURS 501: Issues in Nursing and Health Care (3 credits) NURS 874: Family Nurse Practitioner Integrative Practicum (6 credits) Elective: (3 credits)
Total: 10 credits	Total: 13 credits	Total: 10 credits	Total: 12 credits

Table III-F.7: Adult Gerontology Primary Care Nurse Practitioner Option Plan of Study

Adult Gerontology Primary Care Nurse Practitioner Option Full-Time 4 Semesters (41 Credits)			
<u>Fall (Semester I)</u> NURS 802: Advanced Health Assessment of Adult Populations (3 credits) NURS 803: Pathophysiology (3 credits) NURS 804: Pharmacological Therapy (3 credits)	<u>Spring (Semester II)</u> NURS 830: Evidence-Based Practice I: Theory and Research Methods (3 credits) NURS 870: Nurse Practitioner Role with Healthy Individuals & Families (3 credits) NURS 872A: Adult Gerontology Primary Care Nurse Practitioner Practicum I (4 credits)	<u>Fall (Semester III)</u> NURS 871: Nurse Practitioner Role with Individuals and Families with Complex and/or Chronic Health Problems (3 credits) NURS 873A: Adult Gerontology Primary Care Nurse Practitioner Practicum II (4 credits) NURS 510: Theoretical and Scientific Foundations of Advanced Nursing Practice (3 credits)	<u>Spring (Semester IV)</u> NURS 874A: Adult Gerontology Primary Care Nurse Practitioner Integrative Practicum (6 credits) NURS 501: Issues in Nursing and Health Care (3 credits) Elective: (3 credits)
Total: 9 credits	Total: 10 credits	Total: 10 credits	Total: 12 credits

Table III-F.8: Adult Gerontology Acute Care Nurse Practitioner Option Plan of Study

Adult Gerontology Acute Care Nurse Practitioner Option Full-Time 4 Semesters (43 Credits)			
<u>Fall (Semester I)</u> NURS 802: Advanced Health Assessment of Adult Populations (3 credits) NURS 803: Pathophysiology (3 credits) NURS 804: Pharmacological Therapy (3 credits) NURS 865: Pharmacology for Acute Care Nurse Practitioners (1 credit) NURS 866: Health Assessment of Adult Gerontology Populations in Acute Care (1 credit)	<u>Spring (Semester II)</u> NURS 830: Evidence-Based Practice (3 credits) NURS 860: Adult Gerontology Acute Care Nurse Practitioner Role I (3 credits) NURS 862: Adult Gerontology Acute Care Nurse Practitioner Practicum I (4 credits)	<u>Fall (Semester III)</u> NURS 861: Adult Gerontology Acute Care Nurse Practitioner Role II (3 credits) NURS 863: Adult Gerontology Acute Care Nurse Practitioner Practicum II (4 credits) NURS 510: Theoretical and Scientific Foundations of Advanced Nursing Practice (3 credits)	<u>Spring (Semester IV)</u> NURS 864: Adult Gerontology Acute Care Nurse Practitioner Integrative Practicum (6 credits) NURS 501: Issues in Nursing and Health Care (3 credits) Elective: (3 credits)
Total: 11 credits	Total: 10 credits	Total: 10 credits	Total: 12 credits

The Post-graduate APRN Certificate program serves students who are seeking additional certification as an F/INP, an AGPCNP, or AGACNP. The program of study is individualized and is highly variable, dependent on the qualifications and academic credentials of the applicant. Following admission, the student's transcripts are evaluated by the Graduate Program to ascertain the successful completion of an MSN program and APRN core courses (equivalent to NURS 802: Advanced Health Assessment of Adult Populations; NURS 803: Pathophysiology; NURS 804: Pharmacological Therapy and for F/INP NURS 802A: Advanced Health Assessment of Pediatric Populations). Plans of Study for post-graduate certificate students are individualized based on a gap analysis of the prior education and qualifications of the student. The gap analysis template can be found in [Post-Graduate NP Gap Analysis Template](#). The typical total number of credits for the F/INP option is 23-33 credits, AGPCNP is 20-29 credits, and AGACNP is 22-31 credits, depending on the need for APRN core courses.

NP options faculty monitor all post-graduate APRN students to ensure that they have achieved the knowledge and skills necessary to become clinically competent as NPs in their population focus. Graduates are eligible for the same national certifications as the MSN APRN students. Course sequencing and prerequisites are also the same. The Post-Graduate APRN Certificate Plans of Study are shown below (Table III-F.9, Table III-F.10, Table III-F.11). Based on the gap analysis, additional courses that may be needed are NURS 501, NURS 510, and/or NURS 830.

Table III-F.9: Post-Graduate APRN Family/Individual Across the Lifespan NP Plan of Study

Post-Graduate APRN Family Individual Across the Lifespan NP Certificate Full-Time 4 Semesters (23-33 Credits)			
<u>Fall (Semester I)</u> NURS 802: Advanced Health Assessment of Adult Populations (3 credits) NURS 802A: Advanced Health Assessment of Pediatric Populations (1 credit) NURS 803: Pathophysiology (3 credits) NURS 804: Pharmacological Therapy (3 credits)	<u>Spring (Semester II)</u> NURS 870: Nurse Practitioner Role with Healthy Individuals & Families (3 credits) NURS 872: Family Nurse Practitioner Practicum I (3 credits) NURS 875: Nurse Practitioner Role with Children and Families (2 credits) NURS 876: Nurse Practitioner Practicum in Child Health (2 credits)	<u>Fall (Semester III)</u> NURS 871: Nurse Practitioner Role with Individuals and Families with Complex and/or Chronic Health Problems (3 credits) NURS 873: Family Nurse Practitioner Practicum II (4 credits)	<u>Spring (Semester IV)</u> NURS 874: Family Nurse Practitioner Integrative Practicum (6 credits)
Total: 10 credits	Total: 10 credits	Total: 7 credits	Total: 6 credits

Table III-F.10: Post-Graduate APRN AGPCNP Plan of Study

Post-Graduate APRN Adult Gerontology Primary Care NP Certificate Full-Time 3 to 4 Semesters (20-29 Credits)			
<u>Fall (Semester I)</u> NURS 802: Advanced Health Assessment of Adult Populations (3 credits) NURS 803: Pathophysiology (3 credits) NURS 804: Pharmacological Therapy in the Primary Care Setting (3 credit)	<u>Spring (Semester II)</u> NURS 870: Nurse Practitioner Role with Healthy Individuals & Families (3 credits) NURS 872A: A/G Nurse Practitioner Practicum I (4 credits)	<u>Fall (Semester III)</u> NURS 871: Nurse Practitioner Role with Individuals and Families with Complex and/or Chronic Health Problems (3 credits) NURS 873A: A/G Nurse Practitioner Practicum II (4 credits)	<u>Spring (Semester IV)</u> NURS 874A: AG NP Integrative Practicum (6 credits)
Total: 9 credits	Total: 7 credits	Total: 7 credits	Total: 6 credits

Table III-F.11: Post-Graduate APRN AGACNP Plan of Study

Post-Graduate APRN Adult Gerontology Acute Care NP Certificate Full-time 4 Semesters (22-31 Credits)			
Fall (Semester I) NURS 802: Advanced Health Assessment of Adult Populations (3 credits) NURS 803: Pathophysiology (3 credits) NURS 804: Pharmacological Therapy in the Primary Care Setting (3 credits) NURS 865: Pharmacology for Acute Care Nurse Practitioners (1 credit) NURS 866: Health Assessment of Adult Gerontology Populations in Acute Care (1 credit)	Spring (Semester II) NURS 860: Adult Gerontology Acute Care Nurse Practitioner Role I (3 credits) NURS 862: Adult Gerontology Acute Care Nurse Practitioner Practicum I (4 credits)	Fall (Semester III) NURS 861: Adult Gerontology Acute Care Nurse Practitioner Role II (3 credits) NURS 863: Adult Gerontology Acute Care Nurse Practitioner Practicum II (4 credits)	Spring (Semester IV) NURS 864: Adult Gerontology Acute Care Nurse Practitioner Integrative Practicum (6 credits)
Total: 2 to 11 credits	Total: 7 credits	Total: 7 credits	Total: 6 credits

DNP Program

DNP graduates are prepared to practice at the highest level of advanced nursing practice. Coursework emphasizes leadership and evidence-based practice to produce graduates who are able to improve healthcare outcomes in diverse populations. Students are able to develop a population focus for practice during their practica and DNP project. They apply knowledge of nursing/change theory, health policy, informatics, transformational leadership principles, interprofessional collaboration, quality and safety, and translate evidence into practice.

The DNP Post-master's entry pathway is 38 to 46 credits in length and is offered either full-time over five semesters or part-time within seven semesters of study. The number of credits in the program is variable dependent upon the number of practice hours completed in the MSN program of study. All students are required to complete a minimum of 30 post-MSN credits at Penn State. Students who require additional practice hours complete up to eight credits of supervised practica. Students entering the BSN-DNP pathway complete a minimum of 61 credits over seven semesters of full-time study, including 1050 practicum hours.

All students complete a minimum number of 450 practicum hours during the program. Students who enter with fewer than 550 hours complete the necessary supervised clinical hours in NURS 834: Clinical Practicum to assure that all students have completed a minimum of 1,000 supervised practicum hours, post-baccalaureate.

In the BSN to DNP pathway, coursework in the first two semesters of the program focuses on master's core and administrative leadership; courses in the remaining five semesters include additional administrative courses (core and electives integral to the BSN-DNP curriculum). Other coursework expands upon that focus to meet the requirements of the *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and are identical to those courses in the MSN-DNP curriculum.

The full-time curriculum was designed so that the program may be completed within five semesters of study. Course sequencing was developed to assure that the student has either completed sufficient foundational course work or is completing, concurrently, coursework to develop and implement the DNP project (Table III-F.12, Table III-F.13). Curriculum plans are built on the fall-spring semester cycle, but there are summer course offerings that students can elect to take based on availability.

Table III-F.12: MSN to DNP Plan of Study

Doctor of Nursing Practice (MSN to DNP) Full-Time 5 Semesters 38-46 Credits 450-1050 Practicum Hours	
Year 1	Year 2
<u>Summer Semester (OPTIONAL)</u> Total:	<u>Fall (Semester IV)</u> STAT 800: Applied Research Methods (3 credits) NURS 808: Population Health Perspectives (3 credits) (IF NEEDED) NURS 834: DNP Clinical Practice (1-4 credits) [75-300 practicum hours] NURS 835: DNP Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours]
<u>Fall (Semester I)</u> August Intensive & Orientation NURS 590: Colloquium (1 credit) NURS 830: EBP: Inquiry and Research Methods (3 credits) NURS 831: EBP: Translation Inquiry into Practice (3 credits) NURS 832: DNP Leadership (3 credits) [2 credits didactic; 1 credit practicum: 75 hours] Qualifying Examination Total: 10 credits [75 Hours]	Total: 8-12 credits [75-375 Hours]
<u>Spring (Semester II)</u> STAT 507: Epidemiological Research Methods (3 credits) NURS 587: Ethics in Nursing Research (1 credit) NURS 833: DNP Leadership II (3 credits) [2 credits didactic; 1 credit practicum: 75 hours] NURS 837: EBP: Project Development (3 credits) [2 credits didactic; 1 credit practicum: 75 hours] April Intensive & Comprehensive Examination Total: 10 credits [150 hours]	<u>Spring (Semester V)</u> NURS 835: DNP Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours] NURS 836: Healthcare Informatics (3 credits) NURS 845: Healthcare Economics and Policy for Nurse Administrators (3 credits) Final Oral Presentations Total: 8 credits [75 Hours]
<u>Summer (Semester III)</u> (IF NEEDED) NURS 834: DNP Clinical Practice (1-4 credits) [75-300 practicum hours] NURS 835: DNP Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours] Total: 2-6 credits [75-375 hours]	NOTE: NURS 834 may require 0-8 credits (0-600 practicum hours) depending on the hours accepted from the Master's program. Can be divided into variable credits across more than one semester.

Table III-F.13: BSN to DNP Plan of Study

Doctor of Nursing Practice (BSN to DNP) Full-Time 7 Semesters 61 Credits 1050 Practicum Hours		
Year 1	Year 2	Year 3
<u>Summer Semester (OPTIONAL)</u> Total:	<u>Fall (Semester III)</u> August Intensive & Orientation	<u>Fall (Semester VI)</u>
<u>Fall (Semester I)</u> STAT 800: Applied Research Methods (3 credits) NURS 510: Theoretical and Scientific Foundations of Advanced Nursing Practice (3 credits) NURS 832: DNP Leadership I (3 credits) [2 credits didactic; 1 credit practicum: 75 hours]	NURS 590: Colloquium (1 credit) NURS 830: EBP: Inquiry and Research Methods (3 credits) NURS 831: EBP: Translation Inquiry into Practice (3 credits) NURS 847: Human Resource and Workforce Issues (3 credits)	NURS 808: Population Health Perspectives (3 credits) (VARIABLE) NURS 834*: DNP Clinical Practice (1 - 4 credits) [75 – 300 practicum hours] NURS 835: DNP Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours] Administrative Elective (3 credits)

Doctor of Nursing Practice (BSN to DNP) <u>Full-Time 7 Semesters</u> 61 Credits 1050 Practicum Hours		
Year 1	Year 2	Year 3
NURS 846: Leadership Concepts and Theories for Nurse Administrators (3 credits) Total: 12 credits [75 Hours]	Qualifying Examination Total: 10 credits	Total: 8 - 12 credits [75 - 375 Hours]
<u>Spring (Semester II)</u> NURS 501: Issues in Nursing and Health Care (3 credits) NURS 587: Ethics in Nursing Research (1 credit) NURS 833: DNP Leadership II (3 credits) [2 credits didactic; 1 credit practicum: 75 hours] NURS 845: Healthcare Economics and Policy for Nurse Administrators (3 credits) Total: 10 credits [75 Hours]	<u>Spring (Semester IV)</u> STAT 507: Epidemiological Research Methods (3 credits) NURS 837: EBP: Project Development (3 credits) [2 credits didactic; 1 credit practicum: 75 hours] NURS 848A: Synthesis and Application of Nurse Administrator Role (4 credits) [300 Practicum Hours] April Intensive & Comprehensive Examination Total: 10 credits [375 Hours]	<u>Spring (Semester V)</u> NURS 835: DNP Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours] NURS 836: Healthcare Informatics (3 credits) NURS 845: Healthcare Economics and Policy for Nurse Administrators (3 credits) Final Oral Presentations Total: 8 credits [75 Hours]
<u>Summer (OPTIONAL)</u> (VARIABLE) NURS 834*: DNP Clinical Practice (1 - 4 credits) [75 – 300 practicum hours] Total:	<u>Summer (Semester V)</u> (VARIABLE) NURS 834*: DNP Clinical Practice (1 - 4 credits) [75 – 300 practicum hours] NURS 835: DNP Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours] Total: 2-6 credits [75-375 Hours]	*NOTE: NURS 834 requires total 4 credits (= 300 practicum hours). Can be divided into variable credits across more than one semester.

III-G. Teaching-learning practices:

- support the achievement of expected student outcomes;
- consider the needs and expectations of the identified community of interest; and
- expose students to individuals with diverse life experiences, perspectives, and backgrounds.

Elaboration: Teaching-learning practices (e.g., simulation, lecture, flipped classroom, case studies) in all environments (e.g., virtual, classroom, clinical experiences, distance education, laboratory) support achievement of expected student outcomes identified in course, unit, and/or level objectives.

Teaching-learning practices are appropriate to the student population (e.g., adult learners, second-language students, students in a post-graduate APRN certificate program), consider the needs of the program-identified community of interest, and broaden student perspectives.

Program Response:

Today's students and faculty expect sophisticated technology to support their learning needs as well as flexible options in teaching and learning. The CON, as part of the large University system, has access to a wide range of technology resources to enhance faculty and student needs. Penn State and the CON have a long history of distance, online, hybrid, and simulation education. CON faculty have access to instructional designers for the development and implementation of all courses utilizing the designated course management system. The Schreyer Institute for

Teaching Excellence (SITE) is a resource available to all faculty for both innovation and evaluation of teaching methods. This is supported by Canvas, a comprehensive learning management system that allows students and faculty access to courses 24 hours, seven days a week.

Baccalaureate Program: Practices to Support Learn Outcomes

The GNURS and SCND options are offered as resident instruction and the NURN option is offered as a hybrid program at various campuses or online via the World Campus. GNURS and SCND options utilize consistent course objectives and [course plans](#) for all core nursing courses. The NURN option, regardless of delivery method, utilizes consistent objectives ([undergraduate course syllabi](#)) and content outlines ([course plans](#)). The 5-column course plan template is utilized by faculty to develop their teaching-learning practices and evaluation methods. A process of course specific focus groups allow faculty to communicate and share course development across campuses on an annual basis and more frequently as needed. Creative and innovative course designs meet the diverse learning needs of our student population and support the success in meeting end of program outcomes. Exemplars are available in the Resource Room.

The diversity of teaching-learning practices, including community specific clinical experiences involving the full range of health delivery options, assure that students are prepared to fulfill the role as a nursing professional meeting the needs of our communities of interest. These opportunities provide students with new perspectives, diverse life experiences, and exposure to clients with different backgrounds. Simulation is recognized as a vital teaching strategy and is integrated throughout the GNURS and SCND options. Development of a [Simulation Blueprint](#) highlights two specific areas (1) low frequency, high-risk scenarios (e.g. management of mother with post-partum hemorrhage) and (2) scenarios requiring expertise for successful management of patient outcomes (e.g., management of an adult with a MI). The Simulation Blueprint aligns with the curricular plan of study. In addition to the Simulation Blueprint, faculty utilize a wide range of simulation activities to support skill acquisition and clinical judgement. Simulation Laboratory coordinators and simulation resources are available on every campus with a GNURS and SCND option. The CON has invested in faculty development around simulation by creating a hybrid [simulation education course](#) with an online component and a two-and-a-half day hands-on component. In the NURN option, traditional simulation has not been utilized; however, Virtual 360 technology has been implemented in a variety of courses including health assessment and community health.

Although most students in the GNURS option are traditional college age students, the SCND and NURN options are adult learners. The SCND and NURN options have embraced practices that support and appeal to adult learners including access to [University resources](#) focused on the success of this population. The faculty recognize that advisement needs for adult learners may differ, and the CON academic advisers are equipped to address these needs. English as a Second Language (ESL) students are identified and supported through [University services](#).

The MSN and Post-graduate APRN Certificate and DNP Programs: Practices to Support Learning Outcomes

The MS, MSN, post-graduate APRN certificate, and DNP programs are offered through distance technology. The CON has both instructional designers to support course delivery via Canvas, the learning management system, and IT staff to support this distance education technology.

The MS program is offered via live interactive videoconferencing between UP and Hershey (HY) campuses and online modalities. The MSN Nurse Educator and Nurse Administrator programs are offered asynchronously online. The APRN MSN and post-graduate APRN certificate programs are offered through distance learning via live interactive videoconferencing, hybrid delivery, and online modalities. The primary faculty are located at the UP or HY campuses. Courses are delivered via videoconference to four other Penn State campuses: Scranton, Shenango, Schuylkill, and Fayette. All campuses have faculty that supervise/teach in the physical assessment and clinical courses. The AGACNP program is offered only at the HY campus; thus, the majority of courses for that option are offered in-person. Physical assessment course labs are taught face-to-face on all campuses.

The plans of study and scheduling of courses enable students in the MSN and post-graduate APRN certificate programs to achieve program outcomes in a full-time four semester plan of study (the MS can be completed in three semesters and one summer). Many students choose to complete programs on a part-time schedule. As a result, the curriculum supports individualized programs of study to facilitate students' completion of a plan of study that fits with their life demands. In order to promote structure within this flexibility, prerequisite courses are carefully delineated to sequence courses appropriately. For example, although NURS 875 (Nurse Practitioner Role with

Children and Families) is offered only in the spring semester, students are permitted to complete the corresponding clinical course (NURS 876, Family Nurse Practitioner Practicum with Pediatric Populations) simultaneously or complete the course over the summer semester. Flexibility in scheduling Nurse Educator and Nurse Administrator students is demonstrated in the offering of summer courses and the option to take practicum courses over the spring and summer semesters. Faculty advisers work with students to develop individualized plans of study that facilitate the effective accomplishment of advanced level competencies and role transition in a realistic timeframe.

DNP faculty employ adult learner strategies in all courses. Approaches to student learning include the use of discussion boards, wikis, and case studies. Strategies include both individual and group work in an online, primarily asynchronous format. Synchronous sessions are scheduled at the convenience of the student using the ZOOM video conference system. An example of a course that employs both asynchronous and synchronous strategies is NURS 835 – DNP project. DNP students also attend two intensives on campus. The first intensive is orientation to the DNP program expectations for DNP scholarship and socialization among peers, faculty, and PhD student peers. During the second intensive, the DNP project proposal is presented to the public and DNP doctoral committee for approval.

In consideration of the student as the primary COI, faculty support is available by appointment either via distance technology such as ZOOM, telephone conversation, or if desired, in person. Online students complete their practicums within their local communities, in particular, at their own institution, to meet an individually identified need. The APRN programs were developed to meet the needs of communities within the Commonwealth of Pennsylvania. The program is delivered to campuses that serve rural and/or medically underserved communities. APRN students work with diverse population in their clinical practicums. DNP students have experience within the community during their leadership courses, for example, health departments. Within the didactic courses, cultural and diverse background perspectives are discussed related to course content. Our students come from a variety of backgrounds (e.g., first time family member to obtain a graduate degree), socioeconomic status, locations within the U.S. and other countries.

III-H. The curriculum includes planned clinical practice experiences that:

- **enable students to integrate new knowledge and demonstrate attainment of program outcomes;**
- **foster interprofessional collaborative practice; and**
- **are evaluated by faculty.**

Elaboration: To prepare students for a practice profession, each track in each degree program and each track in the post-graduate APRN certificate program affords students the opportunity to develop professional competencies and to integrate new knowledge in practice settings aligned to the educational preparation. Clinical practice experiences include opportunities for interprofessional collaboration. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences align with student and program outcomes. These experiences are planned, implemented, and evaluated to ensure students are competent to function as members of interprofessional teams at the level for which they are being prepared.

Programs that have a direct care focus (including, but not limited to, post-licensure baccalaureate and nurse educator tracks) provide direct care experiences designed to advance the knowledge and expertise of students in a clinical area of practice.

Program Response:

Baccalaureate Program

The College is fortunate to maintain a collaborative and supportive relationship with clinical sites who are part of our COI and are geographically accessible to each campus. Clinical sites for the BSN program provide diverse, high-quality student clinical experiences and fully support all clinical requirements. BSN program faculty identify the appropriate clinical facilities based on the course objectives and the clinical learning outcomes. The approval process for clinical sites includes review of the facility, discussion of student clinical learning outcomes, assurance of agency support, confirmation of agency accreditation, completion of an affiliation agreement, and approval by the PASBN. All affiliation agreements are maintained in the Compliance Office (Room 212C Nursing Sciences Building) and reviewed annually. The CON Standard Affiliation agreement has no term limits.

A wide variety of clinical facilities are used to provide diverse experiences in trauma centers, community hospitals, psychiatric facilities, outpatient clinics, home health agencies, community outreach, elementary schools, daycares, and prisons. A [Clinical Partnerships](#) map is on the CON website, and a full list of [clinical facilities](#) and [clinical affiliation agreements](#) are available for review in the Compliance Office (Room 212C).

The clinical facility and preceptors are provided with course objectives, description of clinical experiences, and methods of evaluation. An evaluation of all clinical facilities and preceptors is performed annually by the clinical teaching faculty, and students complete an evaluation at the conclusion of each semester.

NURN students participate in course specific clinical experiences and utilize a preceptor model. For example, in NURS 465, a NURN student completed a clinical rotation in case management with a faculty approved preceptor and with the goal to meet both course objectives and student developed objectives for the practicum (See example in the Resource Room).

Also, clinical practicums associated with the project-based NURN capstone course (NURS 475) have the NURN student applying nursing concepts to health promotion/disease prevention in populations. NURN students participate by developing and implementing a theory-based and population focused health promotion project. For example, in NURS 475 the NURN student worked with a patient diagnosed with Lyme disease. The student researched the disease, provided the client with education about medication treatment and available community resources, and developed a presentation for other nurses. The goal of the presentation for the nurses was to improve their understanding of the disease and the local population incidence, share recent evidence in the literature about the illness, and recommend advocacy efforts related to Lyme disease prevention (See example in the Resource Room). The capstone experience is designed by the NURN student to meet individual professional goals and is a culmination of the learning experiences within the NURN option. A [Preceptor Approval Form](#) and an [Agency Letter of Agreement](#) are required by the clinical site and must be submitted prior to the start of clinical experiences.

Clinical experiences for GNURS and SCND students are designed to progress from simple to complex and reinforce the theoretical content of the course. All BSN pre-licensure students have simulation experiences which augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse. Simulation activities take place in the simulation laboratory located at each campus. Simulation laboratories are equipped with a variety of simulation resources including task trainer models and medium- and high-fidelity manikins. The [Simulation Blueprint](#) aligns with the curriculum and designates a minimum number of scenarios that reinforce important course concepts. The simulation laboratory provides a safe environment where students learn and demonstrate required course-specific skills; participate in scenarios of low incidence hospital occurrences; and ultimately develop their critical thinking and clinical judgement. Simulation is recognized as a valuable element of clinical preparation. The CON maintains extensive direct client care hours augmented by quality simulation experiences.

All prelicensure students complete a capstone clinical course (NURS 450B), which provides a clinical immersion experience designed to support transition to the professional nursing role. This experience provides opportunities that build clinical judgment and decision-making, patient care management, and evaluation skills. During the experience students integrate previous learning and more fully develop their role as a baccalaureate prepared nurse. Students in the SCND option complete a NURS 495 Clinical Independent Study in addition to NURS 450B, which supports the full synthesis of knowledge obtained across the accelerated program. These clinical immersive experiences provide the opportunities that facilitate full integration of the concepts of professional nursing and enhance socialization to the professional role. The clinical preceptor plays a pivotal role in supporting the student's development. The clinical agency and course coordinator work collaboratively to assign a clinical preceptor to each student. All clinical preceptors are vetted by the course coordinator using the [Preceptor Approval Form](#), which is completed by the preceptor and submitted to the course coordinator.

Faculty use a variety of teaching strategies to connect theoretical concepts with practice. These methods may include discussion, laboratory skill demonstration and practice, simulation and virtual technologies, interprofessional education (IPE), direct client care, gaming, research presentations, poster development, unfolding case studies, clinical preparation documents, and pre- and post-clinical conferences. The [course plans](#) provide the instructional methods used and delineates the clinical experiences associated with the learning outcomes.

All clinical courses include learning objectives related to interprofessional communication and practice. [IPE](#) activities have been integrated extensively on some campuses with a plan in place to expand these activities to all campuses. Efforts are currently underway to provide faculty development in IPE to support the expansion.

MS, MSN, and Post-Graduate APRN Certificate Programs

MS students complete a practicum experience within NURS 596 (independent study). The experience is individualized to match the population focus of the student. For example, a student who plans to develop a research project related to palliative care may have an experience with an interdisciplinary palliative care team. The student, in collaboration with the course faculty, will develop objectives for the experience, including evaluative criteria. The course faculty are responsible for evaluating the student.

Nurse educator and nurse administrator students complete a capstone practicum experience. In collaboration with the course faculty and preceptor, students create a practicum plan to outline planned activities for the semester. Journals are submitted describing the activities and are evaluated by faculty based on the course objectives. All students develop a project that is based on the needs of the setting in which they are completing the practicum. In addition, nurse educator students engage in direct-care activities, for example, developing and delivering an intervention that will enhance the well-being of a patient or family (e.g. heart failure management education) or direct care delivery to develop expertise and advanced nursing knowledge and skills in a specific area of practice.

For the MSN and post-graduate APRN students, direct patient care clinical hours are required in each clinical course (NURS 872, NURS 873, NURS 874, NURS 875, NURS 876, NURS 872A, NURS 873A, NURS 874A, NURS 862, NURS 863, NURS 864). The credit to clinical ratio is 1:3 for the 15-week semester (1 credit=45 hours). The F/INP option requires a minimum of 675 hours of supervised primary care of which 40 hours are in women's health and 90 hours are pediatric. The AGPCNP option is 630 hours of supervised clinical experience in primary care including women's health, adolescents, adult, and geriatric patients. The AGACNP option requires a minimum of 630 hours of supervised acute care clinical experiences. The AGPCNP and ACACNP students do not take pediatrics therefore, they have less clinical hours than the F/INP students. Post-graduate APRN certificate students must engage in at least 500 hours of supervised clinical hours in their specialty area.

The CON faculty course coordinator approves clinical sites and preceptors. Clinical experiences are supervised by qualified preceptors who are licensed and credentialed as advanced practice nurses and physicians (MD or DO). Interprofessional collaborative practice is evidenced within the clinical settings, and opportunities for interprofessional educational experiences are provided. Clinical sites and preceptors are added or subtracted every semester based on evaluations from faculty, students, and preceptors themselves as to adequacy of patient volume, age range, and complexity of patients for NPs.

Faculty are responsible for evaluating student performance and ultimately grading the student. Faculty are in regular contact with the preceptor. Students may have more than one site each semester to ensure the proper mix of patients and experiences. The CON faculty also evaluate the clinical site and preceptor and use a collaborative approach to mentoring the student with the preceptor. Preceptors are also encouraged to initiate contact with faculty as needed. If a student has difficulties, or a preceptor/student conflict exists, additional contact is made with the preceptor, and the student may be placed with a different preceptor or site.

The DNP curriculum includes clinical practicum experiences that support the integration of new knowledge and demonstrate attainment of program outcomes. The *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) guide clinical site selection to foster student leadership development and application of evidence-based practice as they plan and complete their DNP projects. Proposed sites and mentors are aligned with students' practicum goals, objectives, and geographical location. Faculty review site and mentor CVs to ensure the appropriateness for the clinical education of the DNP student. All DNP students complete a minimum of 450 hours in the program or more if they completed fewer than 550 hours in their master's program with practicum hours (1 credit=75 hours) included in four courses (NURS 832, NURS 833, NURS 834, NURS 835). Practicum experiences in NURS 834: Clinical Practicum and NURS 835: DNP Project courses require a mentor at the practicum site, and projects are planned between faculty and student. Students develop practicum hour plans that include goals, objectives, and proposed activities, and they maintain a journal throughout the course. In all courses requiring practicum hours, students submit periodic and final self-evaluations. In courses requiring a mentor, the faculty seek

the mentor's input to further guide the student's development. Although mentors may provide input, faculty are responsible for the final evaluation of students and course grades.

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

Elaboration: Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where preceptors facilitate students' clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.

**Program Response:
Baccalaureate Program**

End of program outcomes, professional standards, and competencies are reflected in course objectives, learning activities, and all evaluative measures in the classroom and clinical practicum. CON grade requirements, grading scale, academic progression, and course evaluation requirements are clearly identified on each course syllabus, reviewed at the beginning of each course, and available in [student handbooks](#). The grade requirement and grading scale are applied consistently across all nursing courses and program options. For didactic courses, student evaluation methods are the faculty member's prerogative, and although consistent for all students within a course, may vary between courses and may include a variety of the following: objective testing, written assignments, presentations, discussion board posts, research critiques, simulation laboratory experiences and passing the course's clinical component. The [Student Clinical Performance Evaluation](#) provides the rubric for clinical evaluation based on clinical objectives in which a student may earn a pass (P), needs improvement (NI), or failure (F) at mid-course and a P or F at final evaluation. In order to pass the course's clinical component, students must earn a P on all criteria. Students receive faculty feedback on assignments via written comments on papers, discussion boards, assignment rubrics, email, video, simulation debriefing, or telephone communication ([course plans](#)).

The [Student Clinical Performance Evaluation](#) tool is organized to reflect application of nursing process and professional role development specific to each clinical course level throughout the curriculum. The GNURS and SCND options have 200-, 300-, and 400-level clinical practicum student evaluation tools that accompany the increasing complexity expected as the student progresses through the program. In the NURN option, specific clinical evaluation tools are used in each clinical course. All clinical practicum student evaluation tools and methods used for evaluation of student achievement are provided to the students in the course syllabi and reviewed at the beginning of each course. Evaluation methods, tools, and remediation plans are available in the [student handbooks](#). Guidelines and evaluation criteria are clearly stated on each clinical evaluation tool and specify how the clinical grade (P/F) is determined. Faculty are required to provide students with clinical evaluation feedback at mid-course and end of course and are encouraged to provide feedback as needed throughout the clinical practicum. A passing evaluation must be achieved for all clinical objectives at the final evaluation to receive a passing clinical grade, which is required to obtain an overall passing course grade.

A remediation plan is required for students in all options who are unsatisfactory at mid-course on any objective and can be developed at the clinical faculty's discretion at any point during the semester. The clinical nursing faculty member identifies the area needing improvement, develops the remediation plan jointly with the student, provides suggestions for resources, identifies measurable behaviors that the student must demonstrate to receive a passing grade, and both faculty and student sign the remediation plan. Completed remediation plans are available for review in the Resource Room.

The CON [Academic Success Program](#) (ASP) is designed to support GNURS and SCND student academic achievement, whether for theory or clinical. The Academic Success Team consists of the student, course coordinator, clinical faculty, Academic Success Coach, and professionals from a variety of campus resources (e.g. librarian, learning resource center, writing center). An Academic Success Plan can be initiated by the course

coordinator, clinical faculty, or the student, in conjunction with the Academic Success Coach for an exam grade <77%, clinical skill performance, or any other academic performance issues. The Academic Success Plan differs based on the reason for the referral. Participation in the Academic Success Program is voluntary; students who participate are responsible for follow through and completion of the Academic Success Plan.

A complete assessment testing plan (Assessment Technologies Institute – [ATI](#)) has been incorporated across the curriculum for GNURS ([ATI Placement in the GNURS BSN Curriculum](#)) and SCND ([ATI Placement in the SCND BSN Curriculum](#)) students. Each standardized assessment provides feedback to students as they progress in the program and prepare for NCLEX. A portion of the student's course grade is based on the proficiency level obtained in the assessment testing, which acts as an incentive and is clearly described in course evaluation requirements.

Remediation is available and provides an opportunity to improve the grade. End-of-program Comprehensive RN Predictor Assessment results are reviewed with the student, and suggestions for content areas needing improvement are provided (e.g. review courses, NCLEX practice questions, ATI resources, and specific course review). In addition, assessment testing aggregate data are used in the curriculum evaluation, and individualized results are entered into the pre-licensure tracking database, along with NCLEX results, to evaluate the effectiveness of the assessment examination as a predictor of NCLEX success. ATI Information is available in the [Faculty Resource Guide](#) on the CON website.

Evaluation of the student in a preceptor-monitored experience across all options involves communication by the faculty, evaluation of the site and preceptor, and a collaborative approach to mentoring the student with the preceptor. The final grade for a precepted clinical experience is the responsibility of the CON faculty member, who grades written assignments associated with the experience and obtains evaluative feedback from the clinical preceptor to determine the student's achievement of objectives and learning outcomes.

Program Response:

Graduate Programs

[Graduate Course Syllabi](#) for the MS, MSN, DNP, and Post-graduate APRN Certificate program clearly communicate the course-student outcomes, course content, evaluation methods, and grading policy. The CON grade requirement and grading scale are consistent across all graduate program courses, documented on all syllabi, in the learning management system, and in the MS, MSN, DNP [student handbooks](#). For didactic courses, evaluation is the faculty member's prerogative, and although consistent for all students within a course, may vary between courses and include a variety of assessment approaches, such as written assignments, objective tests, discussion board posts and participation, presentations, and simulation. Students receive feedback on assignments via written comments on papers, discussion boards, assignment rubrics, email, video, or telephone communication.

Clinical performance is evaluated on a pass/fail basis. The final determination of the grade for a clinical experience is the responsibility of the CON faculty member who grades written assignments associated with the experience, reviews clinical logs, and obtains evaluative written feedback from the clinical preceptor to determine the student's achievement of objectives and learning outcomes.

The clinical evaluation tools for the MSN and Post-graduate certificate APRN students measure student competence development across the curriculum and culminate in the capstone experience. Students document their learning experiences in an [electronic clinical log](#) supported by the TYPHON© Group. NP options faculty monitor students' ongoing achievement regularly by accessing the electronic clinical logs. In addition, clinical courses include regular clinical conferences to provide students with the opportunity to discuss clinical experiences and achievement, and to problem solve under the skillful guidance of experienced faculty. Beyond these student reports, faculty regularly communicate with clinical preceptors regarding student progress (including on-site visits). Preceptors provide a written formative and summative evaluation of the student's clinical performance based on clinical objectives.

Progression in all programs is based on satisfactory grades in pre-requisite courses. The Graduate School policy states that one or more failing grades or a cumulative grade-point average below 3.0 for any semester or combination of semesters may be considered as evidence of failure to maintain satisfactory scholarship. Students are expected to achieve a quality grade of "B" or higher in required core courses. The academic adviser or the program director counsels students who fail to meet the Graduate School's GPA requirements or achieve a quality grade of "B-" or lower in any nursing course, and a remediation plan is developed with guidance of the Graduate Admissions

and Standards Committee. Methods of evaluation for each course are provided in each syllabus, and policies for progression and graduation are readily available in the Student Handbooks. A student who may be in academic jeopardy at mid-semester receives communication from the Graduate Admissions and Standards committee. Students are encouraged to contact the course faculty and their adviser for guidance.

Guidelines delineating the academic standards for students admitted to the graduate Nursing program and requirements necessary for progression in the Nursing program can be found in the relevant graduate [student handbooks](#). Formal processes are in place to address student concerns related to grading. Policies and procedures for resolution of student problems were developed by the Faculty Senate and are found in the [Graduate Degree Programs Bulletin](#).

In accordance with the University Graduate Council Policy, DNP students are required to successfully complete a series of examinations in order to progress in the program. The examinations serve as benchmarks and include a qualifying examination, comprehensive examination (both oral and written components, which is the DNP project proposal), and the final oral DNP project presentation. Course sequence tables, found in the DNP Handbook ([student handbooks](#)) show the timing of the examinations within the program of study. A description of examination requirements, benchmark evaluation criteria, and procedures when a student is unsuccessful in completing an examination are found in the DNP Handbook.

All DNP students complete an annual Individual Development Plan based on the *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). The evaluation process includes the student's self-evaluation, followed by the advising team evaluation. The student and the advising team meet via distance technology to discuss the evaluation, the advising team makes recommendations to aid the student in achieving goals. Examples of benchmarks and student work are located in Resource Room.

III-J. The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.

Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. The curriculum is regularly evaluated by faculty and revised as appropriate.

Program Response: Baccalaureate Program

The curriculum review for the BSN Program (GNURS, SCND and NURN options) is ongoing with formal reviews occurring every five (5) years as defined in the CON SEP. The SCND curriculum review is encompassed in the GNURS option because the NURS courses are identical. Faculty review courses for consistency, redundancy, currency, and sequencing. Resources used to provide feedback and enhance curricular evaluation and revision include: faculty, employers, alumni and student feedback, student end-of-program evaluations, aggregate assessment data (e.g. ATI data), current NCLEX blueprint and NCSBN report analysis, professional standards, scope of practice for specialties, and exemplar curricular models. The reviews are coordinated through the Councils (Faculty, BSN, RN to BSN), which meet regularly and serve as a forum to discuss curriculum and other faculty and student issues or concerns. The Councils are responsible for decision-making and monitoring of the program's curriculum. Minor changes are addressed immediately through the appropriate Council, forwarded to the Undergraduate Affairs Committee for approval, and then implemented.

Ad Hoc committee suggestions for changes and/or revisions to the curriculum are subsequently presented to the appropriate Council, voted on, and forwarded to Undergraduate Affairs for approval. Major curricular revisions (e.g., program credit changes) are sent to the full Faculty Council (all full-time faculty) for review, discussion, and a final vote. After full faculty approval, substantive curricular revisions (e.g., title or credit changes, implementation changes that impact multiple campuses, course elimination or addition) are sent to the University Faculty Senate Committee of Curricular Affairs for approval, and then to the University Senate as an informational item. Major curricular changes are also sent to the PASBN for review and approval and to the CCNE accreditation body as a substantive curricular change. [BSN curriculum revision documents](#) are available and provide an example of the process and its thoroughness.

Teaching-learning strategies are clearly identified on each course syllabus and course plan and are consistent with the desired student outcomes. Evaluation of the teaching and learning strategies occurs through faculty self-evaluation, faculty peer evaluation, and student evaluations. Faculty have the option to obtain a mid-course evaluation through the Schreyer's Institute of Teaching Excellence. In addition, faculty [peer reviews](#) provide an opportunity to obtain constructive feedback about teaching-learning strategies. Students evaluate the strategies used in each course at the end of the semester (Student Rating of Teaching Effectiveness [[SRTE](#)] and Student Rating of Clinical Teaching Effectiveness [[SRCTE](#)]) and at the end of the program ([End of Program Survey](#)). Faculty members use student and peer feedback to make informed decisions for revisions that foster ongoing course and clinical improvement.

Program Response:**Graduate Programs**

Curricular review for the MS, MSN, and DNP Programs is ongoing with major reviews occurring every three years according to the SEP Courses are reviewed for consistency, redundancy, currency, and sequencing. Reviews are completed within program specific councils/faculty (MS/PhD Council, DNP Council, NP Options Sub Council) and coordinated by the Graduate Affairs Committee, which meets monthly and serves as a forum to discuss curriculum and other faculty and student issues or concerns (see [Graduate Affairs Committee Meeting Minutes](#)). NP options faculty meet regularly and make curricular recommendations to the Graduate Affairs Committee for consideration. The evidence and criteria for evaluation of NP options are found in Appendix H and Appendix I. Graduate Affairs is responsible for decision-making and monitoring of the program's curriculum. Annual NP options faculty retreats are used to review the prior year's program offering and specific courses are targeted for review each year ([NP Options Faculty Retreat Meeting Minutes - Fall 2019](#)). A full faculty DNP retreat was held in May 2018 with recommendations for program improvements, complete details are addressed in Standard IV.

STANDARD IV: PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES

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

IV-A. A systematic process is used to determine program effectiveness.

Elaboration: The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) uses a systematic process to obtain relevant data to determine program effectiveness. The process:

- *is written, is ongoing, and exists to determine achievement of program outcomes;*
- *is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; faculty outcomes; and other program outcomes);*
- *identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes;*
- *includes timelines for data collection, review of expected and actual outcomes, and analysis; and*
- *is periodically reviewed and revised as appropriate.*

Program Response:

Continuous quality improvement of the CON and its programs to achieve and/or maintain its mission is recognized and regularly assessed through program outcome evaluation, including stakeholder satisfaction. The following key indicators for assessing overall performance and achievement of program outcomes in the BSN, MS, MSN, DNP, and APRN certificate programs include: a) completion rates, b) NCLEX-RN first-time pass rates by BSN graduates, c) certification examination pass rates by Master's graduates, advanced practice nursing graduates, and students who completed the post-graduate MS APRN certificate programs, d) employment rates, and e) program satisfaction data collected from students, graduates, and alumni. Aggregate data are compared to prior year and three-year trended data, selected established benchmarks, and when available, state and national standards or norms.

The CON [Systematic Evaluation Plan](#) (SEP) organizes the evaluation of program outcomes and processes that support and contribute to achievement of a high-quality nursing program. The SEP includes benchmarks for student, program, and faculty outcomes. The CON's Assessment Committee, with representatives from all programs, oversees the collection, analysis, and reporting of data and the tracking of actions taken as a result of the evaluation process. Program outcomes are evaluated through a regular schedule of assessing, analyzing, and distributing actual program outcome results to Councils and Committees for review, actions, and feedback to the Assessment Committee. The SEP was reviewed and revised in April 2019 ([Assessment Committee Meeting Minutes - April 22, 2019](#)) to be congruent with the current CCNE standards. The most current version of the SEP is available in the Resource Room.

SEP utilizes both qualitative and quantitative data. For example, qualitative data in the form of open-ended questions are included as part of the end-of-program survey along with quantitative data. Quantitative data in the form of percentages and averages are used in comparisons with benchmarks; inconsistencies and deficiencies are noted, and areas of excellence are identified. Aggregate data are provided to each Council for evaluation annually using the [Continuous Improvement Progress Report](#). The CON's data analyst is a full-time staff person who supports the work of the Assessment Committee.

In order to ensure that faculty are informed of program outcome data and council/committee decisions, the Assessment Committee developed a new outcome data report, The CON Annual Continuous Improvement Report, in fall 2019. This report contains the program outcome data, aligned with the SEP, for both graduate and undergraduate programs. Each council or committee will review the data, provide an action plan, and submit a final report in the spring of each academic year to the Assessment Committee.

All students complete the [SRTE](#) and, as applicable, the [SRCTE](#) at the end of each course. Upon program completion, all graduating students are asked to complete an [End of Program Survey](#), which assesses program satisfaction. Alumni are surveyed at six-month and one-year intervals to assess program satisfaction and employment status.

IV-B. Program completion rates demonstrate program effectiveness.

This key element is not applicable to a degree or certificate program that does not yet have individuals who have completed the program.

Elaboration: The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) demonstrates achievement of required program outcomes regarding completion in any one of the following ways:

- *the completion rate for the most recent calendar year (January 1 through December 31) is 70% or higher;*
- *the completion rate is 70% or higher over the three most recent calendar years;*
- *the completion rate is 70% or higher for the most recent calendar year when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education; or*
- *the completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.*

The program identifies the cohort(s), specifies the entry point, and defines the time period to completion, each of which may vary by track; however, the program provides the completion rate for the overall degree/certificate program. The program describes the formula it uses to calculate the completion rate. The program identifies the factors used and the number of students excluded if some students are excluded from the calculation.

Program Response:

The baccalaureate, master's, DNP, and post-graduate APRN certificate programs all exceed the established benchmark for completion rates of 70% or higher, as set by CCNE standards and the CON SEP, demonstrating program effectiveness. The SEP defines expected level of achievement for completion rates for undergraduate programs as 70% of students admitted to the program complete the program within 150% of the program length of time for full-time students.

Graduate program completion benchmarks have been set at 70% of students admitted to the master's-level program complete within three years of admittance and for the DNP program 70% complete within 5 years of admittance.

The baccalaureate program (GNURS, SCND, and NURN) identifies entry at the time of admission to the major. At UP, students are first year admissions only, and at the Commonwealth campuses, there are two entry points: first-year admission and an Entrance to Major (ETM) review process that facilitates major entry at the sophomore level. This ETM at all campuses allows both internal and external transfers to enter the baccalaureate program. The calculation of completion rate for the GNURS is determined from the point that students are enrolled in NURS 251, the first nursing course, with the recommended program length being three years. The 150% of the recommended program length is 4.5 years. Calculation of the completion rate for the SCND also is also determined from the point that the students are enrolled in NURS 251, with the recommended program length being 1.5 years. The 150% of the recommended program completion rate is 2.25 years. Completion rates for NURN are calculated from enrollment in their first nursing course and based on the student's Suggested Academic Plan.

The graduate program entry point is admission to the major. The CON is demonstrating achievement of this key element with completion rates for the most recent calendar year at 70% or higher. Table IV-B.1 demonstrates completion rate per program.

Table IV-B.1: Program Completion Rates (Calendar Year January 1, 2018 - December 31, 2018)

2018 Completion Rates (Cohorts Requiring Completion by 12/31/2018)					
Program	Cohort	# Admitted	# Excluded	# Completing	% Completing
BSN		467	0	415	89%
GNURS	NURS 251 2014	138	0	126	91%
SCND	NURS 251 2016	62	0	53	85%
NURN (1)	2015	267	0	236	88%
MS	2015	2	1 (2)	1	100%
MSN	2015	73	0	66	90%
APRN CERT	2015	7	1 (3)	6	100%
DNP	NA (4)				

Note 1: NURN only includes full-time students. Status is determined as of admit year.

Note 2: 1 MS student was excluded because completed MSN instead of MS.

Note 3: 1 APRN CERT student switched to the DNP program.

Note 4: First DNP class was 2014; completion rate will be calculated based on 2019 data available in resource room

IV-C. Licensure pass rates demonstrate program effectiveness.

This key element is not applicable to a program that does not prepare individuals for licensure examinations or does not yet have individuals who have taken licensure examinations.

Elaboration: Programs with a pre-licensure track demonstrate achievement of required program outcomes regarding licensure. The program demonstrates that it meets the licensure pass rate of 80% in any one of the following ways:

- the NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31);*
- the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year;*
- the pass rate for each campus/site and track is 80% or higher for all first-time takers over the three most recent calendar years; or*
- the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.*

For each campus/site and track, identify which of the above options was used to calculate the pass rate.

Program Response:

Overall pass rates exceed the benchmark of 80%, which indicate achievement of program outcomes. The CON SEP defines the benchmark as the pass rate for first-time test takers on the NCLEX-RN at 80% or above for each campus, option, and aggregate. Licensure pass rates were calculated for the calendar year (January 1 through December 31, 2018) based on complete data available. The 2019 data are available in the Resource Room. Aggregate data for GNURS and SCND exceed the 80% benchmark. SCND pass rates exceed the 80% benchmark at each campus. GNURS pass rates for 2018 exceed the benchmark at all campuses (Table IV-C.1); however, early review of 2019 pass rates detected an issue with the Fayette campus. Pass rates at the Fayette campus were discussed at the BSN council meeting of September 9, 2019, and an action plan for future academic and NCLEX success was developed (Resource Room). Data for 2019 are available in the Resource Room (See [BSN Council Meeting Minutes - September 9, 2019](#)). The following are a few of the best practices identified and implemented in Fall 2019.

- Schedule a “Good Thinking Workshop” for all nursing students
- Expand ATI resources throughout the curriculum
- Assess all exams for reliability and identify the level of difficulty of questions

- Identify higher level questions in ExamSoft test bank
- Add clinical judgment activities to all clinical courses

Table IV-C.1: NCLEX-RN First-Time Pass Rates (January 1, to December 31, 2018)

	Aggregate		GNURS		SCND	
	# of Students Taking Exam	Pass Rate	# of Students Taking Exam	Pass Rate	# of Students Taking Exam	Pass Rate
Univ. Park	106	97%	106	97%		
Behrend	29	97%	29	97%		
Fayette	17	88%	17	88%		
Mont Alto	16	81%	16	81%		
Scranton	17	100%	17	100%		
Altoona	51	96%	20	90%	31	100.00%
Harrisburg	29	100%			29	100.00%
Total	265	96%	205	95%	60	100.00%

IV-D. Certification pass rates demonstrate program effectiveness.

This key element is not applicable to a degree or certificate program that does not prepare individuals for certification examinations or does not yet have individuals who have taken certification examinations.

Elaboration: The master's, DNP, and post-graduate APRN certificate programs demonstrate achievement of required program outcomes regarding certification. For programs that prepare students for certification, certification pass rates are obtained and reported for those completers taking each examination, even when national certification is not required to practice in a particular state.

For programs that prepare students for certification, data are provided regarding the number of completers taking each certification examination and the number that passed. A program is required to provide these data regardless of the number of test takers.

A program that prepares students for certification demonstrates that it meets the certification pass rate of 80%, for each examination, in any one of the following ways:

- *the pass rate for each certification examination is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31);*
- *the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year;*
- *the pass rate for each certification examination is 80% or higher for all first-time takers over the three most recent calendar years; or*
- *the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.*

The program identifies which of the above options was used to calculate the pass rate. The program provides certification pass rate data for each examination but, when calculating the pass rate described above, may combine certification pass rate data for multiple examinations relating to the same role and population.

Program Response:

The certification rates exceed the benchmark of 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31,) and demonstrate program effectiveness. Certification pass rates were calculated for the 2018 calendar year. Table IV-D.1 displays the Certification pass rates for first-time test takers for January 1 through December 31, 2018. FNP and AGPCNP students take the American Academy of Nurse Practitioners or the American Nurses Credentialing Center exam. AGACNP students can take the American Nurses Credentialing Center or the American Association of Critical-Care Nurses Credentialing Center exam. For the last year, all primary care students have taken the certification examinations given by the American Academy of Nurse

Practitioner Certification Program. AGACNP students have all taken the American Nurses Credentialing Center examination. See Table IV-D.1 for the 2018 Certification Pass Rates.

Table IV-D.1 Certification Pass Rates (2018 first-time)

Program – Certification	# of Students Taking Exam*	Pass Rate
MSN – FNP	22	95%
MSN – AGNP	7	100%
MSN – AGACNP	6	100%
APRN Cert – FNP	3	100%
APRN Cert – AGNP	0	NA
APRN Cert - AGACNP	0	NA

*Note: Table represents 2018 graduates taking exam

IV-E. Employment rates demonstrate program effectiveness.

This key element is not applicable to a degree or certificate program that does not yet have individuals who have completed the program.

Elaboration: The program demonstrates achievement of required outcomes regarding employment rates.

- The employment rate is provided separately for each degree program (baccalaureate, master's, and DNP) and the post-graduate APRN certificate program.
- Data are collected within 12 months of program completion. Specifically, employment data are collected at the time of program completion or at any time within 12 months of program completion.
- The employment rate is 70% or higher. However, if the employment rate is less than 70%, the employment rate is 70% or higher when excluding graduates who have elected not to be employed.

Program Response:

The employment rate for baccalaureate and graduate students in all options exceeds the benchmark of 70% employment rate within twelve months of graduation based on the most recent calendar year, January 1 through December 31, 2018. Employment data are collected and reported on at the six-month survey following graduation. The CON attempts to verify employment status for the Graduate program through internet searches and information volunteered through surveys.

The Assessment Committee has implemented strategies to improve the response rates for the alumni surveys by initiating a Student Contact Form that is completed prior to graduation. This form identifies a permanent email address for the graduate that is not a Penn State user access account. An email database for CON graduates is now available for contacting alumni post-graduation.

Table IV-E.1: Graduate Employment Rate by Graduation Calendar Year

	Employment Rate			% Employment Status Verified* (# Graduated)		
	2016	2017	2018	2016	2017	2018
BSN	98%	97%	96%	15% (780)	16% (691)	22% (649)
MSN	100%	82%	86%	89% (54)	95% (60)	93% (55)
APRN Cert	100%	100%	100%	100% (3)	100% (1)	100% (3)
DNP	100%	100%	92%	100% (3)	100% (5)	100% (13)

*For BSN, based on information volunteered in 6-month survey. For graduate programs, based on information volunteered in surveys and internet searches.

IV-F. Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.

This key element is applicable if one or more of the following key elements is applicable: Key Element IV-B (completion), Key Element IV-C (licensure), Key Element IV-D (certification), and Key Element IV-E (employment).

Elaboration: The program uses outcome data (completion, licensure, certification, and employment) for improvement.

- *Discrepancies between actual and CCNE expected outcomes (program completion rates 70%, licensure pass rates 80%, certification pass rates 80%, employment rates 70%) inform areas for improvement.*
- *Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

Program Response:

Each fall semester, the Assessment Committee provides each council and committee with data regarding completion, licensure, certification, and employment rates by program and campus for review, discussion, and development of action plans. Unmet benchmark data are critically reviewed, followed by development of action plan for improvement. Faculty are engaged in the improvement process through the council or committee process. Examples of the expected outcome review are found in council and committee [meeting minutes and annual reports](#) throughout the Self-Study.

Completion, Licensure and Certification Pass Rates

Undergraduate

Several initiatives have been pursued to support completion, licensure, and certification pass rates.

Completion rates aggregated for all BSN options (GNURS includes UP only) for January 1, 2018 to December 31, 2018 were above the benchmark. The 2019 completion rates for all options (all GNURS campuses) will be available in the Resource Room at the time of the site visit. A preliminary review of the data currently available was compiled and reviewed fall 2019. Individual campus analysis indicated that the completion rate for two GNURS campuses was below the benchmark (Altoona – 56% and Mont Alto – 65%). Data were presented to the BSN Council September 9, 2019 and an action plan is being developed ([BSN Council Meeting Minutes - September 9, 2019](#)). Discussions with all campus locations began in fall 2019 to determine the feasibility of tracking more specific reasons for not completing the program. For example, students who are not completing because of family obligations, geographic relocation, financial barriers, changed majors, or transferred to another institution may have been excluded from the completion rate calculation.

Licensure pass rates (aggregate and individual campuses) for GNURS and SCND for the calendar year January 1 to December 31, 2019 were compiled and reviewed by administration and faculty councils in fall 2019.

In summer 2018, the Associate Dean for Undergraduate Education charged a taskforce made up of all the campus coordinators to develop a process that would facilitate early identification of campus locations with students at-risk of not achieving academic and NCLEX success. This would specifically address at or below benchmark NCLEX pass rates to identify strategies that would support student success for NCLEX and support overall GNURS/SCND program quality and outcomes. The taskforce's charge was to identify a pass rate benchmark that would initiate the process; identify program and faculty best practices; develop mechanisms that support faculty; and provide recommended resources for any campus not meeting the benchmark. The taskforce specifically suggested a benchmark higher (90%) than the SEP benchmark (80%) to act as an early indicator of at-risk campuses and allow time to initiate a proactive plan of action. This was presented to BSN Council in February 2019 with approval of the benchmark and several recommendations. A program self-assessment instrument was created and piloted in spring 2019 ([BSN Council Meeting Minutes - February 11, 2019](#)). Results of this self-assessment and review of the task force's report were reviewed by the Associate Dean for Undergraduate Education and the Assistant Dean for Undergraduate Nursing Education at the Commonwealth Campuses. Recommendations to develop a formal policy, a more extensive assessment instrument, an action plan template and a timeline projection for improvement was

presented to the BSN Council by the Associate Dean ([BSN Council Meeting Minutes - September 9, 2019](#)). The [Program Success Process](#) was presented to the BSN Council at the [November 11, 2019](#) meeting.

One campus did not meet the benchmark (see Key Element IV-C) and developed an action plan with the intent to revise as needed. The Program Success Procedure is focused on early identification and the development of a proactive action plan. All strategies/best practices can be implemented at all campuses to ensure a quality program that consistently meets the SEP benchmark. The policy, best practices/strategies, action plan template and an example of the action plan can be found in the Resource Room.

Another initiative is the Academic Success Program (ASP) developed in 2014 and designed to support students. The ASP has been implemented at all pre-licensure campuses with a designated faculty assigned as an Academic Success Coach. The coaches comprise the ASP Subcommittee of the BSN Council ([2019-2020 BSN Council Meeting Minutes](#)). This subcommittee meets as a group to discuss issues and implementation of best practices. Each coach collaborates with the data analyst who created an ASP dashboard that tracks information on referrals, student utilization of the ASP, resource usage, and common issues related to academic success ([ASP Dashboard Spring 2019](#)). Data are collected each semester and provided to the Academic Success Coaches, campus coordinators, and BSN Council who discuss and implement changes. The ASP subcommittee noted that some students who were referred did not follow through on meeting with the ASP Coach or course coordinator, which prompted several changes. Currently, all ASP coaches meet with all students on their campus to introduce themselves and provide an overview of the ASP during the fall semester. Also, students who are referred to the ASP are required to meet with the course coordinator to discuss their academic performance in that course. In addition, ASP coaches send emails to all referred students encouraging them to follow-up. Since the establishment of the ASP, there has been a steady increase in the number of students who have self-referred at the beginning of the semester. The number of ASP referrals increased from 249 in 2017-2018 to 296 in 2018-2019. These students have various concerns related to their academic success and are taking a proactive approach to avoid academic difficulties and learn additional strategies that support academic success. ASP coaches have received inquiries from other colleges interested in developing their own ASP after the CON model.

Assessment Technology Incorporated (ATI) testing is standardized across the curriculum and all campuses. ATI includes a live NCLEX-RN review course that is customized based on the campus cohort analysis of the NCLEX predictor. Students also receive an individualized study plan based on the student's proctored NCLEX predictor. An NCLEX preparation elective (NURS 480) for senior GNURS students was developed in 2017 and is offered at all campuses.

The GNURS option was extended to other campuses, and a focus group for each curricular level was established with the roll-out of courses at the campuses. The 200-level course focus groups were established in 2014, followed by the 300-level course focus groups in 2015, and the 400-level course focus groups in 2016. These groups continue to work on updating and refining detailed course plans (five-column outlines) for each course and unit level objectives. Teaching strategies and evaluation methods are also identified. A Simulation Blueprint was completed in 2017 and established required simulation scenarios specific to each clinical course. Each simulation scenario incorporates simulation objectives, which support the course objectives and QSEN competencies of the course. These scenarios are detailed on a CON Simulation Template to ensure consistent implementation. The Simulation Committee and course focus groups approved the simulations. The Simulation Blueprint will be reviewed and revised during the 2019-2020 academic year. The blueprint and simulation templates for the blueprint simulations are available in the Resource Room.

A list of courses and certificates available at each campus is compiled, discussed and shared in the RN to BSN Council meetings to assist with the NURN option student's program completion. This allows campus coordinators and faculty advisers to have access to all course information and provides flexibility for students to complete required courses in a timely manner. In March 2019, the academic advisers initiated a monthly advising informational session focused on advising issues specific to the NURN faculty (and their support of students). Other initiatives that have enhanced NURN student engagement include the establishment of a Facebook page and a newsletter sent by email (Examples available in the Resource Room).

Graduate

Several initiatives have been pursued to support completion, licensure, and certification pass rates.

Completion rates

Preliminary review of DNP program completion rate for 2018 is 82%. Faculty advisers work closely with students toward the successful completion of their DNP project and the program. A full faculty DNP retreat was held in May 2018 with recommendations for program improvement. Improvements discussed ranged from advising model changes, addition of more peer review within courses, improvement to candidacy and comprehensive examination preparation information for students, use of rubrics, dissemination expectations, and curriculum changes ([DNP Retreat Minutes, May 11, 2018](#)). Since that time, the courses during which students develop their DNP project have been revised with the addition of NURS 837 for project development and realignment of practicum hours to enhance spread of the hours across the curriculum. Faculty are currently engaged in the program improvement process to evaluate the flow of content across the DNP specific courses.

Certification rates

The faculty in the NP Options Sub Council implemented changes to improve certification pass rates after review of the 2017 results for the F/INP. The 2017 rates were below the 80% SEP expected outcomes for the F/INP. The F/INP pass rate improved from 78% (first pass) in 2017 to 95% percent (first pass 95 % and first pass rate F/INP certificate students 100%) in 2018.

The NP Options Sub Council reviewed the results, and discussed and implemented programmatic changes (NP Options Sub Council Meeting Minutes – [March 26, 2018](#); [July 5, 2018 Retreat](#); [October 29, 2018](#)). The changes that were implemented in 2018 included: the students use of the Advanced Practice Education Associates ([APEA in Canvas](#)) review program in their final clinical course; mandatory completion of clinical hours throughout the semester; Observed Structured Clinical Examinations (OSCE) were introduced; a decrease in the number of specialty clinical hours in their final clinical course from 135 hours to 90 hours therefore increasing the number of hours in a primary care setting ([NURS 872 and NURS 872A Syllabus - Spring 2019](#); [MSN Student Handbook](#)). These measures were instituted for the class that graduated in 2018, which had improved F/INP certification pass rates to 95%.

Employment rates

Employment rates exceeded the benchmark for all degree programs. Alumni response rates remain a challenge, so the CON has taken the following actions to improve response rate for each of the programs. All programs now have a post-graduate contact form that is completed upon graduation. This form collects non-PSU email addresses to assist the CON in the ability to contact graduates at intervals beyond graduation. Reminder emails are also sent thorough the survey system (Qualtrics) to enhance the response rate. The Assessment Committee reviews and has incorporated the response rate in the program council reports and asked each council to address ways to improve response rates.

IV-G. Aggregate faculty outcomes demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of expected faculty outcomes. In order to demonstrate program effectiveness, outcomes are consistent with and contribute to achievement of the program's mission and goals and are congruent with institution and program expectations. Expected faculty outcomes:

- *are identified for the faculty as a group;*
- *specify expected levels of achievement for the faculty as a group; and*
- *reflect expectations of faculty in their roles.*

Actual faculty outcomes are compared to expected levels of achievement. Actual faculty outcomes are presented in the aggregate. If expected faculty outcomes vary for different groups of faculty (full-time, part-time, adjunct, tenured, non-tenured, or other), actual faculty outcomes may be presented separately for each different group of faculty.

Program Response:

Faculty outcomes are included in the SEP and address expertise in teaching, scholarship, and service, with six specific benchmarks tracked annually. According to the SEP, the CON Dean and Associate Deans are responsible

for collecting and evaluating data regarding faculty outcomes. The University provides the online software tool, AI, for faculty members to collect, organize, and display their data for their annual activity reports. The data analyst uses AI to collect faculty data related to aggregate faculty outcomes. Annually, faculty report a summary of their teaching, scholarship, and service activities. Although Student Rating of Teaching Effectiveness (SRTE) summary results are self-populated, the majority of information related to faculty development, involvement in the profession through membership in nursing organizations, grants, research, publications, and presentations are entered by the faculty member. The FAAR is completed for each calendar year. Narratives in each section summarize the faculty member's accomplishments. Established goal statements are evaluated and revised for the next calendar year. CON and campus leadership review the FAAR and provide the faculty member's annual evaluation. The CON and the university provide faculty with ongoing training on AI to ensure that the faculty member's professional development and scholarly activity are accurately captured.

Teaching

The SEP has established the benchmark as 80% of faculty will have a 5.0 or greater on the SRTE, on a 1.0 to 7.0 scale. SRTE results exceed the 5.0 benchmark and have increased annually with averages above the 6.0 mark. Both aggregate and individual SRTE results are regularly reviewed by the Dean, Associate Deans, campus leadership, and individual faculty. Aggregate SRTE data are presented below in Table IV-G.1. Students rate faculty on many variables using a seven-point Likert scale using a scale of one to seven with seven being the best rating. The two questions that the University has identified as the most relevant are 1) the quality of the course and 2) the quality of the instructor. Each SRTE evaluation consists of an average course rating and an average instructor rating for the course section.

Table IV-G.1: Teaching

Teaching – SRTE Course Rating by Calendar Year (NURS Courses)			
	2016	2017	2018
Number of Faculty with Rating	100	105	110
Percent meeting benchmark	95%	94%	93%
Mean Rating All Faculty	6.00	6.06	6.14

Teaching – SRTE Instructor Rating by Calendar Year (NURS Courses)			
	2016	2017	2018
Number of Faculty with Rating	100	105	110
Percent meeting benchmark	94%	93%	92%
Mean Rating All Faculty	6.18	6.25	6.31

Note: Based on a 1 to 7 scale

Scholarship

CON faculty meet the benchmarks of 80% with a terminal degree or demonstrated progress in a doctoral program, and 80% engaged in scholarship. Scholarship encompasses professional development, and CON faculty demonstrate a high level of achievement. Professional development includes papers, presentations, attendance at seminars and workshops specific to the faculty area of expertise, and publications. This list includes grant activity, publications, and presentations of faculty and will be compiled annually to highlight and review faculty accomplishments. Selected faculty accomplishments are reported annually in the CON Magazine, which is distributed to friends and alumni of the CON and shared publicly (Available in the Resource Room). The Dean has a compiled list of Faculty Scholarship and Accomplishments, titled [Penn State CON Faculty Activity Report Fall 2019](#), established in fall 2019, and has plans to update two times per year (Resource Room). This provides the Dean, Associate Deans, and the DADC with a dashboard of faculty accomplishments. The CON has made increasing the proportion of full-time faculty with terminal degrees a priority. The percent of faculty with doctoral degrees or enrolled in doctoral programs has increased annually since the original impetus in 2014. Table IV-G.2 presents benchmark achievement for scholarship.

Table IV-G.2: Scholarship

Scholarship – Terminal Degrees by Calendar Year			
	2016	2017	2018
Number of Faculty	112	113	116
Doctorate	50	60	73
Pursuing Doctorate	39	35	26
Percent	79%	84%	86%

Scholarship – Professional Development* by Calendar Year			
	2016	2017	2018
Number of Faculty	112	113	116
Percent Meeting Benchmark	84%	88%	97%

*Note: Publications, papers, presentations, seminars, and workshops are included with professional development.

Service

Faculty consistently exceeded the benchmark of 80% participation in service, both internal and external to Penn State (Table IV-G.3). Examples of internal service include committee membership at the University, CON, and campus level. Faculty members also participate actively in special projects, initiatives, recruitment, and retention events as well as external service to professional and community organizations ([CON Faculty Organization Committees and Councils](#)).

Table IV-G.3: Service

Service – Internal by Calendar Year			
	2016	2017	2018
Number of Faculty	112	113	116
Percent Meeting Benchmark	91%	91%	91%

Service – External by Calendar Year			
	2016	2017	2018
Number of Faculty	112	113	116
Percent Meeting Benchmark	84%	83%	83%

IV-H. Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.

Elaboration: The program uses faculty outcome data for improvement.

- Faculty outcome data are used to promote ongoing program improvement.
- Discrepancies between actual and expected outcomes inform areas for improvement.
- Changes to foster achievement of faculty outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.
- Faculty are engaged in the program improvement process.

Program Response:

Faculty are meeting all benchmarks. The Assessment Committee provides the Dean, Associate Deans, and faculty council with data regarding aggregate faculty outcomes including the FAAR, continuing education participation by faculty, proportion of faculty who have completed the Schreyer Institute for Teaching Excellence Course on College Teaching, number of faculty authored grants, aggregate Student Rating of Teaching Effectiveness (SRTE), aggregate number of awards and publications, and proportion of faculty who have achieved a terminal degree or are actively enrolled in a doctoral program ([Faculty Council Meeting Minutes, April 8, 2019](#)). The Assessment Committee identified a need for faculty to have guidance for entering data into AI for documentation of their accomplishments and development of an effective FAAR. AI Guidelines were developed in fall 2018 to support entry of data that captures the full scope of the faculty member's achievements.

Teaching

Resources are available to support faculty to maintain a high level of instructional quality. For the undergraduate faculty, a three-year faculty development outline was established in 2015 for new hires. This plan includes a self-assessment, a course on college teaching for nursing provided by the Schreyer Institute for Teaching Excellence, a Nursing Faculty Development Simulation Education Course, and assignment to an individual mentor. Each year of the plan suggest milestone goals for the year. The faculty development outline and documents will be available in the Resource Room. The use of ongoing course-specific focus groups fosters consistent excellence in instruction through ongoing communication among faculty teaching the same courses.

In anticipation of the Next Generation NCLEX, faculty identified a need to evaluate clinical teaching practices as they may impact students' clinical judgment and decision-making. In spring 2019, Linda Caputi presented a workshop on teaching clinical judgment and decision-making for all undergraduate faculty. Workshops focusing on item writing, item analysis, and utilizing item analysis to guide teaching and evaluation practices were provided to all faculty in fall 2019 (Workshop materials available in the Resource Room). A faculty workshop on developing teaching and evaluation methods to prepare students for success on the Next Generation NCLEX will be held in May 2020. The graduate programs are utilizing [Quality Matters](#) to ensure their online courses meet instructional design standards as it represents a standard measure of best practices in online education.

Scholarship

The Center for Nursing Research (CNR) provides support for faculty in grant writing, publications, and development of posters for presentations. The Center for Nursing Research (CNR) provides support for faculty (research, teaching, clinical) at all CON campuses in grant writing, publications, and development of posters for presentations. All grants, whether research or programmatic, are reviewed by the CNR staff prior to submission. The CNR provides aims reviews early in proposal development and mock reviews prior to proposal submission for research grants. In addition, the CNR co-sponsors an annual research conference with the Penn State Hershey Medical Center Research Center. The conference, titled *Translating Research to Innovations in Practice*, provides faculty and students with the opportunity to present their projects and is a venue for sharing best practices in education and clinical practice.

In 2016, the CON received a grant from the Patient-Centered Outcome Research Institute (PCORI) to create a Community-Based Research Network (CBRN). The CBRN was formed to identify, prioritize, and respond to community health needs in collaboration with faculty at the CON. Twenty-seven CON faculty from eight campuses ultimately committed to the Establishing Community-Based Research Networks project, and 25 remained engaged through the project's conclusion two years later. Over the course of the project, seven coalitions were formed based on community need and the research nurses' extensive clinical expertise: End of Life, Healthy Aging, Simulation, Healthcare Access for Underserved Populations, Mental Health, Chronic Illness, and the Opioid Epidemic. Over 100 community stakeholder organizations were represented within the Coalitions, including over 130 individual stakeholders; these represented over 1,100 individual contacts between stakeholders and research nurses over the course of the project. This [initiative](#) has created sustained scholarship activity, one of which was a research project examining the impact of a teaching intervention to enhance community members' knowledge of palliative care.

The Center of Geriatric Nursing Excellence (CGNE) and the CNR at the CON collaborate to produce a [Collaborative Seminar Series](#) each academic year. The purpose of the seminars is to promote and support scholarship of faculty and students as well as to advance the science of nursing and disseminate best practices. Topics are selected with input from stakeholders, with an emphasis on increasing knowledge about nursing practice, scientific research, health care, gerontology, leadership, and a variety of other important subjects. In spring 2019 the CON Dean issued a call for an internal grants program for CON non-tenure line faculty with doctoral degrees. The focus of this grant program is on innovative projects on community outreach. Information on the number of applications and grants awarded will be available in the Resource Room.

Service

The faculty exceed the benchmark for service, both internal and external to Penn State, and are strongly encouraged to participate in areas specific to their specialty, including regionally, nationally, and internationally. The [Penn State CON Faculty Activity Report Fall 2019](#) demonstrates exemplars of the breadth of services that faculty provide.

IV-I. Program outcomes demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure pass rates (Key Element IV-C), certification pass rates (Key Element IV-D), employment rates (Key Element IV-E), and faculty (Key Element IV-G).

Program outcomes are defined by the program and incorporate expected levels of achievement. The program describes how outcomes are measured. Actual levels of achievement, when compared to expected levels of achievement, demonstrate that the program, overall, is achieving its outcomes. Program outcomes are appropriate and relevant to the degree and certificate programs offered.

Program Response:

The CON meets and exceeds all program outcome benchmarks as defined by the SEP and presented in Table IV-I.1 through Table IV-I.4. The Assessment Committee provides each council and committee with data regarding employer satisfaction, alumni satisfaction, student satisfaction, and ATI predictor results by option and campus for review and discussion and development of an action plan each fall. The benchmark for satisfaction surveys is an aggregate score of >4.5 on a 7-point Likert scale. The benchmark for ATI predictor results is greater than the national mean. Faculty are engaged in the improvement process through committee or council work.

Table IV-I.1: Aggregate Employer Satisfaction Data 2019

Graduate Type	Mean Satisfaction	Number of Responses
Baccalaureate	6.22	18
Master's	7.00	2
Doctorate	7.00	1

Note: Based on a 7-point Likert scale

Table IV-I.2: Alumni Satisfaction Rate by Graduation Calendar Year

	Mean Satisfaction			Response Rate (#Surveyed)		
	2016	2017	2018	2016	2017	2018
BSN	6.00	5.62	5.92	35% (334)	37% (298)	21% (633)
MSN/APRN	6.11	6.22	5.75	28% (32)	14% (65)	26% (46)
DNP*	NA	NA	6.67	NA	NA	33% (9)

*Note: *DNP survey initiated in 2018; Based on a 7-point Likert scale*

Table IV-I.3: Student Satisfaction Rate by Graduation Calendar Year

	Mean Satisfaction			Response Rate (#Surveyed)		
	2016	2017	2018	2016	2017	2018
BSN	5.35	5.60	5.89	30% (658)	25% (693)	30% (656)
MSN/APRN	5.59	5.48	6.22	44% (50)	33% (63)	49% (47)
DNP*	NA	NA	6.33	NA	NA	60% (10)

*Note: *DNP survey initiated in 2018; Based on a 7-point Likert scale*

Table IV-I.4: Aggregate ATI NCLEX Predictor Scores with National Mean Comparison

Undergraduate Program	2017 CON mean	2017 National mean	2018 CON mean	2018 National mean	2019 CON mean	2019 National Group mean
GNURS	72.80%	71.60%	73.62%	71.60%	73.10%	71.60%
SCND	75.90%	71.60%	75.60%	71.60%	73.80%	71.60%
Aggregate	74.35%	71.60%	74.61%	71.60%	73.45%	71.60%

Note: Data will be available in the Resource Room

IV-J. Program outcome data are used, as appropriate, to foster ongoing program improvement.

Elaboration: For program outcomes defined by the program:

- *Actual program outcomes are used to promote program improvement.*
- *Discrepancies between actual and expected outcomes inform areas for improvement.*
- *Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

Program Response:

The CON SEP focuses on outcomes of graduate, alumni, and employer satisfaction, faculty excellence, and overall program quality, which are based on and consistent with professional standards and competencies and guidelines including CCNE standards and criteria. The Assessment Committee coordinates the program evaluation process and consists of full-time faculty members representing all programs. The data analyst is an integral part of the committee, compiling reports using assessment data for distribution according to the SEP in collaboration with the Assessment Committee. The committee meets monthly and as needed, often holds two to three workshops yearly that provide extended time for in-depth review and revisions of the SEP. Members utilize the meetings as a collaborative forum to modify the SEP based on data analyses, with the goal of ensuring attainment of programmatic benchmarks set by faculty and to measure achievement of the CON mission ([Assessment Committee Meeting Minutes](#)).

Reports created by the data analyst are provided to the appropriate committees and councils in all programs. These data are compared with expected outcomes that may lead to proposed changes and develop improvements in the programs. At the fall faculty meeting each year, the Assessment Committee provides an overview of the program evaluation process and highlights improvement activities to be implemented in the current academic year. (Minutes of [Faculty Organization](#) and [Faculty Council](#) meetings).

Undergraduate Program

The undergraduate program coordinators and councils review program outcome data annually to ensure continued quality, relevance, and congruence with professional standards. Based on review of these data, the following changes have been addressed in the curriculum.

The ATI NCLEX predictor scores remain above the national average; however, the ATI proctored review process was revised in Spring 2018 based on student feedback that three hours in the focus assessment review was not deemed valuable. Revisions to the process were made in April 2018 ([BSN Council Meeting Minutes, April 9, 2018](#)) to provide faculty with flexibility to create a learning activity to enhance the student learning process, other than the three hours in focused review of ATI. Faculty and students identify areas of student weakness, and students use ATI resources to create flashcards and concept maps to improve content area understanding. The ATI subcommittee, along with BSN Council, continue to monitor student performance on ATI testing (Table IV-I.4). Additional recommendations for maintaining high levels of student results and success will be added to the current strategies. Another change implemented, based on focus group review of three-column course outlines, resulted in the development of a five-column course plan. These plans provide faculty the ability to link unit-level objectives to course-level objectives and better delineate teaching, learning, and assessment strategies. This program change was implemented in Fall 2018. Examples of course plans are available in the Resource Room.

Graduate Program

The graduate program directors review program outcome data annually to ensure continued quality, relevance, and congruence with professional standards. Based on review of these data, changes to the practicum course in the Nurse Educator MSN program were made. A change was made in credit and hour requirements for the course from 4 credits (180 hours) to 6 credits (270 hours) to more clearly align practicum experience with Nurse Educator competencies and the *Essentials of Master's Education in Nursing* (2011). This included adding a course objective "Demonstrate direct-care role through sustained clinical experiences designed to strengthen patient care delivery skills." This change also includes more direct evidence of hours and assessment activities to demonstrate the direct care role through sustained clinical experiences ([Graduate Affairs Meeting Minutes - January 28, 2019](#)). This program change was approved by the Graduate School on September 9, 2019 for implementation in spring 2020.

Employer Satisfaction

Employer satisfaction of graduates exceed the established benchmark in all programs. The Assessment Committee has worked on increasing employer responses since 2017 when it was noted that we had a very low response rate. During the 2016-2017 academic year, the Employer Survey was revised with a plan to work with each campus location for identification of specific contact persons for each employer. During fall 2017, a revision of the list of employers was completed and a new process for distribution was implemented. The employer survey has a Qualtrics link sent to all campus coordinators so that they may forward it to employers of CON graduates. Results reviewed in September 2018 continue to present a low response rate. Therefore, the process was refined in spring 2019 and each campus coordinator was provided with a letter and suggested email content when contacting employers of their graduates. Employers were surveyed in spring 2019 with an increase in response rate from three responses in 2018 to 18 responses in 2019 (Table IV-I.1).

Alumni Satisfaction

Alumni satisfaction scores have been consistently above the benchmark of 4.5 for all programs (Table IV-I.2). Response rates have been low and during the fall of 2019, the Assessment Committee developed a plan to improve response rates at all campuses. The survey will be reviewed and revised in spring 2020 to identify the campus from which the alumni graduated in order to provide an individual campus data. ([Assessment Committee Meeting Minutes - August 22, 2019](#)).

Student Satisfaction

Student satisfaction scores have been consistently above the benchmark of 4.5 on a 7-point Likert scale for all programs. Table IV-J.1 demonstrates the trended increases over the past three years.

Table IV-J.1: Student Satisfaction Three-Year Trend

Student Satisfaction Rate by Graduation Calendar Year						
	Mean Satisfaction			Response Rate (#Surveyed)		
	2016	2017	2018	2016	2017	2018
BSN	5.35	5.60	5.89	30% (658)	25% (693)	30% (656)
GNURS	5.03	5.47	5.65	45% (142)	44% (129)	40% (210)
SCND	5.50	5.19	5.77	40% (55)	50% (62)	52% (42)
NURN	5.49	5.83	6.13	25% (461)	17% (502)	22% (404)
MSN/APRN	5.59	5.48	6.22	44% (50)	33% (63)	49% (47)
DNP*	NA	NA	6.33	NA	NA	60% (10)

Note: DNP survey initiated in 2018; Based on a 7-point Likert scale

The CON has implemented changes to address continued student satisfaction. Financial aid satisfaction for the undergraduate program was below the benchmark, as reported and addressed in Standard II-B, with strategic priority set to increase the number of scholarships available for students. Advising scores are above the benchmark. The CON recognizes the need for continuous improvement and has implemented a four-year academic adviser model, as addressed in Standard II-C. This change will also address satisfaction with career placement (satisfaction score 4.66) with the provision of a faculty adviser for junior and senior year students and UP and HY campuses. Students will be able to address career and professional goals with nursing professionals.

APPENDICES

2020



PennState
College of Nursing

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**THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF NURSING
SYSTEMATIC EVALUATION PLAN (SEP)
MASTER PLAN FOR EVALUATION of BSN, MS, MSN, PhD, DNP DEGREES and POST GRADUATE APRN CERTIFICATE PROGRAMS
2016-2021**

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

KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
I-A: The mission goals, and expected program outcomes are: <ul style="list-style-type: none"> congruent with those of the parent institution; and reviewed periodically and revised as appropriate (CCNE I-A) 	CON Mission, Vision, and Core Value statements	Review of CON Mission, Vision and Core Value statements by faculty and staff.	Every 5 years and as needed	Dean appointed ad hoc committee for review	All faculty and staff	Revisions from ad hoc committee presented to Faculty Organization for review and approval	2015	2020	Office of the Dean and Assessment and Accreditation Website
	University and CON websites	Review of website content	Annually and as needed	Designated Councils / campuses	Marketing and Creative Services	Update changes on CON website	2019	2020	CON website
	Student handbooks	Review of student handbooks	Annually and as needed	Designated Councils	Undergraduate and Graduate Affairs	Undergraduate Councils and Graduate Committees discuss and document in their minutes any changes required to handbooks. Immediate changes are addressed with faculty and students informed. Annual reviews prior to each academic year are made for additions or deletions	2019	2020	CON website
	Recruitment materials	Review of recruitment materials	Annually	Designated Councils	Associate Deans, Assistant Dean for Online Education and Outreach; Marketing and Creative Services	Update changes in marketing materials	2019	2020	Marketing and Creative Services
	University Strategic Plan and College of Nursing Strategic Plan	Review of Strategic and Assessment plans	Every 5 years	Designated Councils and Academic Leadership	Designated Councils	Revisions presented and questions answered at Faculty/Staff organization meeting	Current 2014-2019	2019/20	Penn State website (psu.edu), CON website and CON Faculty Organization folder
I-B: The mission, goals, and expected program outcomes are	University and CON websites	Review of website content	Annually	Designated Councils / campuses	Marketing and Creative Services	Update changes on CON website	2019	2020	www.psu.edu www.nursing.psu.edu

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

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consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals. (CCNE I-B)	Student handbooks	Review of student handbooks	Annually	Designated Councils	Undergraduate and Graduate Affairs	Refer to I-A	2019	2020	CON website
	Core Values	Review of CON Mission, Vision and Core Value statements by faculty and staff.	Every 5 years and as needed	Dean appointed ad hoc committee for review	All faculty and staff	Revisions from ad hoc committee presented to Faculty Organization for review and approval	2015	2020	Office of the Dean and Assessment and Accreditation Website
	Program alignment with professional standards and guidelines	Program Crosswalks and Maps	Every 5 years	Associate Deans, Council Chairs, Graduate program directors, and Campus Coordinators	Faculty	Found on the CON Assessment and Accreditation website	2019	2024	CON website
I-C: The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest. (CCNE I-C)	Strategic Evaluation Plan	Master plan for evaluation and strategic plan goals	Every 5 years and as needed	Academic Leadership	Distributed to Faculty members	Revisions presented and questions answered at Faculty/Staff organization meeting	Current 2014/15 to 2018-19	2019/20	Assessment and Accreditation website
	Student handbooks	CON website	Annually and as needed	Designated Councils	Undergraduate and Graduate Affairs	Refer to I-A	2019	2020	CON website
	Dean's Advisory and Development Council	Review advisory summary	Annually and as needed	Designated Academic Campus Leadership	Individual Councils and Faculty	Campus Coordinators will address at a campus sub council meeting and add to minutes	2019	2020	Office of the Dean
	Diversity Enhancement Committee	Diversity enhancement assessment tool and essential grids	Annually and as needed	Diversity Enhancement Committee	Each Council and Faculty member	Campus Coordinators will address at a campus sub council meeting and add to minutes	2019	2020	CON Faculty Organization folder
	Employers	Employer survey	Annually and as needed	Assessment Committee	Designated Councils	Campus Coordinators will address at a campus sub council meeting and add to minutes	2019	Under review	Assessment and Accreditation website
	Student needs	SRTEs/SRCTEs Clinical Agency Evaluations Preceptor Evaluations Student Surveys	Annually and as needed	Academic Leadership	Academic Leadership	Distributed to appropriate Councils for review. Feedback	2019	2020	Assessment and Accreditation website

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

KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
						used for course and program revisions.			
I-D: The nursing unit’s expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations (CCNE I-D)	Faculty Resource Guide	Dean and Associate Deans	Annually and as needed	Designated Councils	Faculty	Reviewed annually and update as needed	2019	ongoing	CON website
	Penn State Faculty Handbook	Dean and Associate Deans	Annually	Designated Councils	Faculty	Handbook available online for reference	Currently under review	N/A	Penn State website (psu.edu)
	Bylaws and Constitution	Dean and Associate Deans	Annually	Designated Councils	Faculty	Available online for reference	Currently under review		CON Faculty Organization folder
	Non-Tenure Promotion, and Promotion and Tenure guidelines	Dean and Associate Deans	As needed	Promotion and Tenure Committee and Non-Tenure Promotion Committee	Faculty	Available for faculty reference and changes noted	Currently under review		Faculty Resource Guide
	Employment contracts	Dean and Associate Deans	As needed	Human Resources representative	Faculty	Filed for reference	Individual Basis	Individual Basis	Office of the Dean
	Faculty Activity Annual Report	Activity Insight	Annually	Dean and Associate Deans’ Administrative Staff	Faculty	Filed for reference	ongoing	ongoing	Office of the Dean
I-E: Faculty and students participate in program governance. (CCNE I-E)	College of Nursing Governance and Bylaws	Review of Bylaws and Committee Membership List (CML)	5 years and as needed	Faculty Council and Administrative Staff	Faculty	Available online for reference	Bylaws 6/16/2016	Under review	CON Faculty Organization folder
	Organizational charts – CON and Faculty Council Constitution	Review of organizational charts and constitution	5 years	Academic Leadership; Faculty Council	Faculty and Staff	Dean’s office retains copy	2019	2024	CON website
	Student handbooks	Review of student handbooks	Annually	Councils and Committees	Students	Refer to I-A	2019	2020	CON website
	Faculty Resource Guide	Review of Faculty Resource Guide	Annually	Academic Leadership	Faculty	Reviewed annually and update as needed	2019	ongoing	CON website
I-F: Academic policies of the parent institution and the nursing program are congruent and support	Student handbooks	Review of Student handbooks	Annually and as needed	Academic Leadership; Advising Office	Designated Councils	Refer to I-A	2019	2020	CON website

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

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achievement of the mission, goals, and expected program outcomes. These policies are: <ul style="list-style-type: none"> • fair and equitable; • published and accessible; and • reviewed and revised as necessary to foster program improvement. (CCNE I-F)	CON website	Review of CON website	Annually and as needed	Designated Councils	Associate Deans	Update changes in marketing materials	ongoing	ongoing	CNO Website
	Student representation	Meeting minutes	Annually	Councils and Undergraduate Affairs and Graduate Affairs	Associate Deans	Associate Deans update in meeting minutes	ongoing		CON Faculty Organization folder
I-G: The program defines and reviews formal complaints according to established policies (CCNE I-G)	Formal Complaints	Number of student formal complaints	Annually	Dean	Dean and Associate Deans	Review and develop action plan as necessary	annually	ongoing	Office of the Dean
I-H: Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications. (CCNE I-H)	CON website	Review CON website	Annually and as needed	Designated Councils / campuses	Marketing and Creative Services	Update changes on CON website	ongoing	ongoing	www.nursing.psu.edu
	Student handbooks	Review of Student handbooks	Annually and as needed	Academic Leadership	Designated Councils	Refer to I-A	2019	2020	CON website
	Marketing literature and recruitment material	Review materials	Annually and as needed	Academic Leadership	Designated Councils, Marketing and Creative Services	Update changes in marketing materials	2019	2020	Marketing and Creative Services

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

KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
II-A: Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and	Annual budget for each administrative area	Individual administrative budgets	Annually	Dean with input from Academic Leadership	Associate Deans and Faculty	Annual resource and facilities requests	ongoing	ongoing	Office of the Dean

CCNE Standard II: Program Quality: Institutional Commitment and Resources. The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.									
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expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed. (CCNE II-A)				of campuses and their budgets					
	Adequacy of Budget	Individual administrative budgets	Annually	Dean and Finance Administration	Individual administration of budgets	Review of both resources and Faculty requests	ongoing	ongoing	Office of the Dean
II-B: Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed. (CCNE II-B)	Simulation/Skills laboratories	End of Program surveys	Annually and mid-program	Assessment Committee	Associate Deans, Council Chairs, Graduate program directors, and Campus Coordinators	Review and develop action plan as necessary	ongoing	ongoing	Assessment and Accreditation website
	Simulation equipment	End of Program surveys	Annually and mid-program	Assessment Committee	Associate Deans, Council Chairs, Graduate Program Directors, and Campus Coordinators	Review and develop action plan as necessary	ongoing	ongoing	Assessment and Accreditation website
	Clinical Sites	End of Program surveys	Annually and mid-program	Assessment Committee and Academic Leadership at each campus	Associate Deans, Council Chairs, Graduate Program Directors, and Campus Coordinators	Review and develop action plan as necessary	ongoing	ongoing	Assessment and Accreditation website
	Physical spaces (offices, LRC, classrooms, student lounges, libraries resources)	End of program surveys	Annually	Assessment Committee	Associate Deans and Campus Coordinators	Annual resource and facilities requests	ongoing	ongoing	Assessment and Accreditation website
II-C: Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis. (CCNE II-C)	Learning Resource Center	End of Program surveys	Annually	Assessment Committee	Associate Deans, Council Chairs, Graduate Program Directors and Campus Coordinators	Review and develop action plan as necessary	ongoing	ongoing	Assessment and Accreditation website
	Library services	End of Program surveys	Annually	Assessment Committee	Associate Deans, Council Chairs, Graduate Program	Review and develop action plan as necessary	ongoing	ongoing	Assessment and Accreditation website

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

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					Directors and Campus Coordinators				
	University services	End of Program surveys	Annually	Assessment Committee	Associate Deans, Council Chairs, Graduate Program Directors and Campus Coordinators	Review and develop action plan as necessary	ongoing	ongoing	Assessment and Accreditation website
	Academic and Faculty Advisers	End of Program surveys	Annually	Assessment Committee	Associate Deans, Council Chairs, Graduate Program Directors and Campus Coordinators	Review and develop action plan as necessary	ongoing	ongoing	Assessment and Accreditation website
	Academic Success Program	End of Program surveys	Annually	Assessment Committee	Associate Deans, Council Chairs, Graduate Program Directors and Campus Coordinators	Review and develop action plan as necessary	ongoing	ongoing	Assessment and Accreditation website
	IT, Creative Services and Marketing support services	End of Program surveys	Annually	Assessment Committee	Associate Deans, Council Chairs, Graduate Program Directors and Campus Coordinators	Review and develop action plan as necessary	ongoing	ongoing	Assessment and Accreditation website
	Online services	End of Program surveys	Annually	Assessment Committee	Associate Deans, Council Chairs, Graduate Program Directors and Campus Coordinators	Review and develop action plan as necessary	ongoing	ongoing	Assessment and Accreditation website
	Tutoring services	End of Program surveys	Annually	Assessment Committee	Associate Deans, Council Chairs, Graduate Program Directors and Campus Coordinators	Review and develop action plan as necessary	ongoing	ongoing	Assessment and Accreditation website

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	Student Disability Resources	End of Program surveys	Annually	Assessment Committee	Associate Deans, Council Chairs, Graduate Program Directors and Campus Coordinators	Review and develop action plan as necessary	ongoing	ongoing	Assessment and Accreditation website
	Simulation learning laboratories	End of Program surveys	Annually	Assessment Committee	Associate Deans, Council Chairs, Graduate Program Directors and Campus Coordinators	Review and develop action plan as necessary	ongoing	ongoing	Assessment and Accreditation website
	Student orientations	End of Program surveys	Annually	Assessment Committee	Associate Deans, Council Chairs, Graduate Program Directors and Campus Coordinators	Review and develop action plan as necessary	ongoing	ongoing	Assessment and Accreditation website
	Learning management system and resources	End of Program surveys	Annually	Assessment Committee	Associate Deans, Council Chairs, Graduate Program Directors and Campus Coordinators	Review and develop action plan as necessary	ongoing	ongoing	Assessment and Accreditation website
II-D: The chief nurse administrator of the nursing unit: <ul style="list-style-type: none">• is a registered nurse (RN);• holds a graduate degree in nursing;• holds a doctoral degree if the nursing unit offers a graduate program in nursing;• is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and	Dean CV	Review CV	Annually	Dean	File	Dated CV in File	2019	2020	Office of the Dean
	Annual evaluation	Evaluation form	Annually	Review by Provost	Reviewed and filed	Review is filed	2019	2020	Office of the Dean
	PSU policy AC14 Academic Administrative Evaluation	PSU policy AC14	Every 5 years	AC14 Committee	Review summary to Faculty and Staff from University Provost	Review summary filed	TBD	TBD	Provost’s Office

CCNE Standard II: Program Quality: Institutional Commitment and Resources. The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.									
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<ul style="list-style-type: none"> provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes. (CCNE II-D)									
II-E: Faculty are: <ul style="list-style-type: none"> sufficient in number to accomplish the mission, goals, and expected program outcomes; academically prepared for the areas in which they teach; and experientially prepared for the areas in which they teach. (CCNE II-E)	Professional Vitae	Faculty personnel file and Activity Insight	Annually	Academic Leadership	PASBON, AACN/CCNE	Changes noted, dated, and distributed	ongoing	ongoing	Office of the Dean
	Transcripts	Faculty personnel file	Annually	Academic Leadership	PASBON, AACN/CCNE	Changes noted, dated, and distributed	ongoing	ongoing	Office of the Dean
	Licensure	Faculty personnel file	Annually	Academic Leadership	PASBON, AACN/CCNE	Changes noted, dated, and distributed	ongoing	ongoing	Office of the Dean
	Certifications	Faculty personnel file Activity Insight	Annually	Academic Leadership	PASBON, AACN/CCNE	Changes noted, dated, and distributed	ongoing	ongoing	Office of the Dean
	Faculty Teaching Assignments	Review teaching assignments Activity Insight	Annually	Associate Dean	Campus Coordinator	Changes noted, dated, and distributed	ongoing	ongoing	Associate Deans' Office
	Faculty personnel file	Review of Faculty personnel file	Annually	Academic Leadership	PASBON, AACN/CCNE	Changes noted, dated, and distributed	ongoing	ongoing	Office of the Dean
II-F: Preceptors (e.g. mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role. (CCNE II-F)	Preceptor handbook; NP Resources	Review of preceptor handbook	Annually	Academic Leadership. Graduate Program Directors	Faculty	Changes noted, dated, and distributed	Under Review	ongoing	CON website
	Student evaluation of preceptors	Student surveys	Each semester	Academic Leadership, Associate Deans, Graduate Program Directors and Course Coordinator; Assessment Committee	Dean, Academic Leadership at each location, Campus Coordinators and Course Coordinators	Review and develop action plan as necessary	ongoing	ongoing	Assessment and Accreditation website
	Preceptor forms and agreement statement	Preceptor qualifications	Each semester	Graduate Program Directors and Course Coordinator	Graduate Program Directors and Campus Coordinators	Review and document changes	ongoing	ongoing	CON website
II-G: The parent institution and program provide and support an environment that encourages faculty teaching, scholarship,	Faculty Teaching: course and instructor ratings on the SRTE above 5.0	Activity Insight; Assessment Committee	Annually	Academic Leadership	Faculty	Annually reviewed and discussed at Councils and Committees	ongoing	ongoing	Assessment and Accreditation website

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

KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
service, and practice in keeping with the mission, goals, and expected faculty outcomes. (CCNE II-G)	Scholarship – participation in professional development activities	Activity Insight; Assessment Committee	Annually	Academic Leadership, Graduate Program Directors and Campus Coordinators	Faculty	Annually reviewed and discussed at Councils and Committees	ongoing	ongoing	Assessment and Accreditation website
	Service internal to Penn State and external to Penn State	CV’s and Activity Insight; Assessment Committee	Annually	Academic Leadership, Graduate Program Directors and Campus Coordinators	Dean and Associate Deans	Annually reviewed and discussed at Councils and Committees	ongoing	ongoing	Assessment and Accreditation website
	Faculty development	Professional Development Opportunities; Assessment Committee	Annually	Academic Leadership, Graduate Program Directors and Campus Coordinators	Dean and Associate Deans	Annually reviewed and discussed at Councils and Committees	ongoing	ongoing	Assessment and Accreditation website

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

KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
III-A: The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that: <ul style="list-style-type: none">are congruent with the programs’ mission and goalsare congruent with the roles for which the program is preparing its graduates; andconsider the needs of the program-identified community of interest (CCNE III-A)	Syllabi	Syllabi and course objectives	Every 5 years and as needed	BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils, Graduate Affairs Committee	BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils, Graduate Affairs Committee	Council minutes and dated syllabi and available online	BSN – 2014 MSN – 2017 DNP – 2018 APRN Cert -2017	BSN – 2018-19 MSN – 2022 DNP – 2022-23 APRN Cert -2022	CON organization folder
	End of program and course and clinical objectives	Alignment of end of program outcomes, and course clinical objectives	Every 5 years and as needed	BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils, Graduate Affairs Committee	BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils,	Action plan initiated as needed and added to the minutes	BSN – 2014 MSN – 2017 DNP – 2018	BSN – 2018-19 MSN – 2022 DNP – 2022-23	CON website

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KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
					Graduate Affairs Committee		APRN Cert -2017	APRN Cert -2022	
	Student handbooks	Student handbooks	Annually and as needed	BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils, Graduate Affairs Committee	BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils, Graduate Affairs Committee	Undergraduate Councils and Graduate Committees discuss and document in their minutes any changes required to handbooks. Immediate changes are addressed with faculty and students informed. Annual reviews prior to each academic year are made for additions or deletions	2019	2020	CON website
III-B: Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN 2008) (CCNE III-B)	Syllabi and Faculty input	Syllabi	Annually and as needed	BSN, RN to BSN Councils, Undergraduate Affairs Committee	BSN, RN to BSN Councils, Undergraduate Affairs Committee	Revisions noted and added to committee minutes	Ongoing	Ongoing	CON website
	Curriculum crosswalks	Crosswalks	Every 5 years and as needed	BSN, RN to BSN Councils, Undergraduate Affairs Committee	BSN, RN to BSN Councils, Undergraduate Affairs Committee	Revisions noted and added to committee minutes	2014	2019-20	CON website
	Individual course mapping and Essentials	Course maps	Every 5 years and as needed	BSN, RN to BSN Councils, Undergraduate Affairs Committee	BSN, RN to BSN Councils, Undergraduate Affairs Committee	Revisions noted and added to committee minutes	2014	2019-20	CON website
III-C: Master’s curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly	Syllabi and Faculty input	Syllabi	Annually and as needed	MSN, PhD/MS Councils, Graduate Affairs Committee, MSN NP Faculty meetings	MSN, DNP, PhD/MS Councils, Graduate Affairs Committee,	Revisions noted and added to committee minutes	Ongoing	Ongoing	CON website

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

KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
evident within the curriculum and within the expected student outcomes (individual and aggregate).	Curriculum crosswalks	Crosswalks	Every 5 years and as needed	MSN, PhD/MS Councils, Graduate Affairs Committee	MSN, DNP, PhD/MS Councils, Graduate Affairs Committee	Revisions noted and added to committee minutes	2017	2022	CON website
<ul style="list-style-type: none">Master’s program curricula incorporate professional standards and guidelines as appropriate.<ul style="list-style-type: none">All master’s degree programs incorporate <i>The Essentials of Master’s Education in Nursing</i> (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.All master’s degree programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2016).Graduate-entry master’s program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008) and appropriate graduate program standards and guidelines. (CCNE III-C)	Individual course mapping and Essentials	Course maps	Every 5 years and as needed	MSN, PhD/MS Councils, Graduate Affairs Committee, MSN NP Faculty meetings	MSN, DNP, PhD/MS Councils, Graduate Affairs Committee	Revisions noted and added to committee minutes	2017	2022	CON website
III-D: DNP curricula are developed, implemented, and revised to reflect relevant	Syllabi and Faculty input	Syllabi	Annually and as needed	DNP Council, Graduate Affairs Committee	DNP Council, Graduate Affairs Committee	Revisions noted and added to committee minutes	Ongoing	Ongoing	CON website

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

KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). <ul style="list-style-type: none">DNP program curricula incorporate professional standards and guidelines as appropriate.<ul style="list-style-type: none">All DNP programs incorporate <i>The Essentials of Doctoral Education for Advanced Nursing Practice</i> (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.All DNP programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2016).Graduate-entry DNP program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008) and appropriate graduate program standards and guidelines. (CCNE III-D)	Curriculum crosswalks	Crosswalks	Every 5 years and as needed	DNP Council, Graduate Affairs Committee	DNP Council, Graduate Affairs Committee	Revisions noted and added to committee minutes	2018	2022-23	CON website
	Individual course mapping and Essentials	Course maps	Every 5 years and as needed	DNP Council, Graduate Affairs Committee	DNP Council, Graduate Affairs Committee	Revisions noted and added to committee minutes	2018	2022-23	CON website

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

KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
III-E: Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2016). (CCNE III-E)	Syllabi and Faculty input	Syllabi	Annually and as needed	MSN Council Graduate Affairs Committee	MSN Council. Graduate Affairs Committee	Revisions noted and added to committee minutes	Ongoing	Ongoing	CON website
	Curriculum crosswalks	Crosswalks	Every 5 years and as needed	MSN Council, Graduate Affairs Committee	NP Faculty Meeting, MSN Council Graduate Affairs Committee	Revisions noted and added to committee minutes	2017	2022	CON website
	Individual course mapping	Course maps	Every 5 years and as needed	MSN Council, Graduate Affairs Committee	MSN Council, Graduate Affairs Committee	Revisions noted and added to committee minutes	2017	2022	CON website
III-F: The curriculum is logically structured to achieve expected student outcomes. <ul style="list-style-type: none">Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.Master’s curricula build on a foundation comparable to baccalaureate-level nursing knowledge.DNP curricula build on a baccalaureate and/or master’s foundation, depending on the level of entry of the student.Post-graduate APRN certificate programs build on graduate level nursing competencies and knowledge base. (CCNE III-F)	Suggested academic plan	Suggested academic plan	Annually or as needed	BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils, Graduate Affairs Committee	BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils, Graduate Affairs Committee	Revisions noted and added to committee minutes	Ongoing	Ongoing	CON website
	Student handbooks	Student handbooks	Annually or as needed	BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils, Graduate Affairs Committee	BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils, Graduate Affairs Committee; Students	Revisions noted and added to committee and council minute	Ongoing	Ongoing	CON website
	Syllabi	Syllabi	Every 5 years and as needed	BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN,	BSN, RN to BSN Councils, Undergraduate Affairs Committee;	Revisions noted and added to committee minutes	See III B,C,D, & E	See III B,C,D, & E	CON Faculty Organization Folder

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

KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
				DNP, PhD/MS Councils, Graduate Affairs Committee	MSN, DNP, PhD/MS Councils, Graduate Affairs Committee				
	Student Orientation	Orientation Agenda Graduate Online orientation site	Annually	BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils, Graduate Affairs Committee	BS, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils, Graduate Affairs Committee; Students	Revisions noted and added to committee minutes	Ongoing	Ongoing	CON Faculty Organization Folder
	University Assessment (For programs not currently under CCNE accreditation)	Student learning outcome measurements submitted in annual report to University Assessment	Annually	Assessment Committee	Dean, Associate Deans and Faculty	Review and develop action plan as necessary for programs not currently under CCNE accreditation	Ongoing	Ongoing	CON University Assessment Folder
III-G: Teaching-learning practices: <ul style="list-style-type: none">support the achievement of expected student outcomes.consider the needs and expectations of the identified community of interest; andexpose students to individuals with diverse life experiences, perspectives, and backgrounds. (CCNE III-G)	Students outcomes for each program	Student handbooks and CON website	Annually and as needed	BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS, , Graduate Affairs Committee	Faculty; Academic Advisers; Students	Refer to III-A	2019	2020	CON website
	Academic Success Program(ASP)	ASP dashboard	Annually	Data Analyst; ASP coaches	Faculty	Revisions noted and added to Council minutes	2019	Sept 2020	Council minutes
	Curriculum crosswalks and individual course mapping	Crosswalks and maps	Every 5 years and as needed	BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils, Graduate Affairs Committee	Faculty; Academic Advisers	Revisions noted and added to committee minutes	See III B,C,D, & E	See III B,C,D, & E	CON Faculty Organization folder

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

KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
	Five-column Course Plan	Individual course plans	Annually	Assistant Dean for Undergraduate Nursing Education at the Commonwealth Campuses	BSN and RN to BSN Councils	Revisions noted and added to council minutes	May 2019	May 2020	CON organization folder
	Individual course student learning outcomes	Student learning outcomes	Annually and as needed	BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils, Graduate Affairs Committee	Faculty; Academic Advisers	Revisions noted and added to committee minutes	Ongoing	Ongoing	Assessment & Accreditation Website
	Clinical/Practicum affiliations	List of clinical/practicum affiliations	Annually and as needed	CON Compliance Office; BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils, Graduate Affairs Committee	Faculty	Files maintained in Compliance Specialists office; faculty notified via email of finalized and fully executed agreements	Ongoing	Ongoing	Compliance Office; CON website (clinical partnerships)
	Clinical/Practicum preceptors	List of clinical/practicum preceptors	Annually and as needed	BSN and RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils, Graduate Affairs Committee	Faculty	Revisions noted and added to committee minutes	Ongoing	Ongoing	Program specific folder
	Distance learning experiences (MS, MSN, APRN certificate, DNP))	Student end of program survey	Approximately one month prior to graduation	Assessment Committee	Undergraduate and Graduate Affairs Committees	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
	Course specific simulation experiences	Student evaluation of student simulation experiences	Every semester	Individual course Faculty	Graduate Program Directors, Campus Coordinators and Simulation Committee	Review and develop action plan as necessary	Ongoing	Ongoing	CON organization folder

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

KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
	Student evaluation of the simulation experience	Student end of program survey	Annually at program completion	Assessment Committee	Graduate Program Directors, Campus Coordinators and Simulation Committee	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
	Student learning activities	Exemplars of student learning experience	Annually	Undergraduate Course Coordinators; Graduate Program Directors	Undergraduate and Graduate Affairs Committees	Review and develop action plan as necessary	Ongoing	Ongoing	CON organization folder
	Employer feedback	Employer of Penn State Nursing Satisfaction Survey	Annually	Assessment Committee	Designated Councils	Review and develop action plan as necessary	Ongoing	Ongoing	CON organization folder
	Course evaluations	Review of SRTE/SRCTE evaluation of course	Every semester	Schreyer Institute for Teaching Excellence	Individual Faculty; Undergraduate and Graduate Affairs Committees; Dean, Associate Deans	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
III-H: The curriculum includes planned clinical practice experiences that: <ul style="list-style-type: none">enable students to integrate new knowledge and demonstrate attainment of program outcomes;foster interprofessional collaborative practice; andare evaluated by faculty. (CCNE III-H)	Clinical/Practicum affiliations	List of clinical/practicum affiliations	Annually and as needed	CON Compliance Office; BSN, RN to BSN Councils, Undergraduate Affairs Committee; MSN, DNP, PhD/MS Councils, Graduate Affairs Committee	Faculty	Files maintained in Compliance Specialists office; faculty notified via email of finalized and fully executed agreements	Ongoing	Ongoing	Compliance Office; CON website (clinical partnerships)
	Student & Faculty evaluation of clinical agency	Survey	Every semester	Assessment Committee	Campus Coordinators; Graduate Program Directors	Action plan necessary if score is below a 4.5	Ongoing	Ongoing	Assessment & Accreditation Website
	Student evaluation of preceptors and Clinical Site (NP)	Student survey	Every semester/expe rience	Course Coordinators	Campus Coordinators; Graduate Program Directors	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
	Faculty evaluation of preceptors and Clinical Site (NP)	Faculty clinical/practicum affiliation survey	Every semester	Assessment Committee	Campus Coordinators; Graduate Program Directors	Action plan necessary if score is below a 4.5	Ongoing	Ongoing	Assessment & Accreditation Website

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

KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
	Student rating of Clinical Effectiveness (SRCTE)	SRCTE survey	Every semester	Schreyer Institute for Teaching Excellence	Dean; Associate Deans	Review results with Faculty as needed	Ongoing	Ongoing	Assessment & Accreditation Website
	Clinical practicum experience hours	Hours documented (NP- Typhon Electronic Program)	Every semester	Individual course Faculty	Individual Faculty; Course Coordinators; Graduate Program Directors	Update individual student files	Ongoing	Ongoing	CON organization folder
	Simulation blueprint (plan)	End of program survey; Simulation – Evaluation of Simulation Effectiveness survey	Annually – EOP; every semester – Sim Effectiveness	Simulation Committee & Faculty	Faculty	Update blueprint as needed	Ongoing	Ongoing	CON organization folder
III-I: Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied. (CCNE III-I)	Suggested academic plans - undergraduate and graduate	Suggested academic plans of study	Every 5 years and as needed	Undergraduate and Graduate Affairs Committees	Students; Faculty; Academic Advisers	Review and develop action plan as necessary	BSN – 2014 MSN – 2017 DNP – 2018 APRN Cert -2017	BSN – 2018-19 MSN – 2022 DNP – 2022-23 APRN Cert -2022	CON website
	Student handbooks	Academic progression policy	Annually and as needed	Undergraduate and Graduate Affairs Committees	Students; Faculty; Academic Advisers	Review and develop action plan as necessary	Ongoing	Ongoing	CON website
	Syllabi and evaluation methods to include didactic and clinical grade scales	Course specific assignments and rubrics	Annually and as needed	Undergraduate and Graduate Affairs Committees	Students; Faculty; Academic Advisers	Review and develop action plan as necessary	Ongoing	Ongoing	CON website
	Student clinical performance evaluation tool	Review graded student evaluations	Each semester and as needed	Undergraduate and Graduate Affairs Committees	Students; Faculty; Academic Advisers	Review and develop action plan as necessary	Ongoing	Ongoing	CON website
	Assessment Technology Institute (ATI)	Individual standardized tests	Annually and as needed	ATI Committee	Faculty; Course focus groups	Review and develop action plan as necessary; Recommendations to BSN Council	Fall 2019	Fall 2020	BSN Council meeting minutes
	Individual Student progressive GPA at program minimum standard	Student GPA scores	Annually or as needed	Undergraduate and Graduate Affairs Committees	Students; Faculty; Academic Advisers	Review and develop action plan as necessary	Ongoing	Ongoing	Office of Associate Dean for Undergraduate

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

KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
									Education and Graduate Education
III-J: Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement. (CCNE III-J)	Student Rating of Teaching Effectiveness (SRTE)/Student Rating of Clinical Effectiveness (SRCTE)	Review aggregate SRTE/SRCTE data	Every semester	Assessment Committee	Dean and Associate Deans; SRTE data for Adjunct Faculty reviewed by Campus Coordinators	Review and develop action plan as necessary	2019	2020	CON Annual Continuous Improvement Process Report
	Student evaluation of preceptor experience	Student survey	Every semester	Faculty	Undergraduate Course Coordinators; Graduate Program Directors	Review and develop action plan as necessary	Ongoing	Ongoing	CON website
	Faculty peer review process	Faculty peer review form	Per Faculty peer Review Policy	Per Faculty Peer Review Policy	Per Faculty Review Policy	Per Faculty Review Policy	Ongoing	Ongoing	Office of the Dean
	Curriculum evaluation	Full curriculum review	Every 5 years	Faculty by option/degree or specialty groups; Undergraduate focus groups	Individual Faculty; Undergraduate and Graduate Affairs Committees; Associate Deans	Review and develop action plan as necessary	BSN – 2014 MSN – 2017 DNP – 2018 APRN Cert -2017	BSN – 2018-19 MSN – 2022 DNP – 2022-23 APRN Cert -2022	CON website
	Course assessment	Individual course plans assessment for currency, content, consistency, and sequencing	Every semester	Faculty by option/degree or specialty groups; Undergraduate focus groups	Individual Faculty; Undergraduate and Graduate Affairs Committees; Associate Deans	Review and develop action plan as necessary	Ongoing	Ongoing	CON website

CCNE Standard IV: Program Effectiveness: Assessment and Achievement of Program Outcomes. The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.									
KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
IV-A: A systematic process is used to determine program effectiveness. (CCNE IV-A)	The systematic evaluation plan (SEP)	Review master systematic evaluation plan	5 years and as needed	Assessment Committee	Dean and Faculty	Reviewed, revised and distributed to Faculty	2016 (April 2019 realigned to 2018 CCNE Standards)	2021	Assessment & Accreditation Website
	CCNE Accreditation	Program Evaluation & Self-Study	10 years	Assessment Committee	Dean, Faculty & Community of Interest	Submission to CCNE	2010	2020	Assessment & Accreditation Website
	CCNE Continuous Improvement Process Report (CIPR)	Program Evaluation & CIPR report	5 years	Assessment Committee	Dean, Faculty & Community of Interest	Submission to CCNE	2015	2025	Assessment & Accreditation Website
IV-B: Program completion rates demonstrate program effectiveness. (CCNE IV-B)	Review completion rates	<p>Expected level of achievement: 70% of students admitted to the program complete the program.</p> <p>Undergraduate: within 150% of the program length of time for full-time students in the undergraduate programs according to the suggested academic plan beginning with their first nursing course</p> <p>Master’s Program (MSN, NP, APRN Certificate) all coursework must be complete within 3 years of admission.</p> <p>DNP all coursework completed within 5 years of admission</p>	Annually	Assessment Committee	Designated Councils	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website

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

KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
IV-C: Licensure pass rates demonstrate program effectiveness. (CCNE IV-C)	Undergraduate program NCLEX scores, Graduate program FNP, AGPCNP, and AGACNP scores	Expected level of achievement: First time test takers will receive 80% or above, aggregated by calendar year; and program will be at or above the national mean	Annually	Assessment Committee	Academic Leadership, designated Councils, and Campus Coordinators	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
IV-D: Certification pass rates demonstrate program effectiveness. (CCNE IV-D)	Graduate program FNP, AGPCNP, and AGACNP certification scores	Expected level of achievement: First time test takers will receive 80% or above, aggregated by calendar year; and program will be at or above the national mean	Annually	Assessment Committee	Academic Leadership, designated Councils, and Campus Coordinators	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
IV-E: Employment rates demonstrate program effectiveness. (CCNE IV-E)	Alumni 6-month surveys	Expected level of achievement: 70% of survey responders will be employed within six months of graduation and within their field of study	Annually and as needed	Assessment Committee	Designated Councils	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
IV-F: Data-regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement. (CCNE IV-F)	Discussion of licensure, certification, and employment rates by appropriate committees and Councils with documented action plans for any rates that do not meet established standard.	Meeting minutes reviewing licensure, certification, and employment rates in appropriate committees and Councils.	Annually or more often if needed.	Assessment Committee	Academic Leadership, designated Councils, and Campus Coordinators	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
IV-G: Aggregate faculty outcomes demonstrates program effectiveness. (CCNE IV-G)	Aggregate faculty data in Activity Insight in teaching, scholarship, and service.	Activity Insight	Annually	Assessment Committee	All faculty and staff	Review and develop action plan as necessary.	Ongoing	Ongoing	Assessment & Accreditation Website

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

KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
	Teaching – SRTE scores course rating	Expected level of achievement: 80% of faculty will have a course rating of 5.0 or higher on the SRTE	Annually	Assessment Committee	Aggregate distributed to Dean, Associate Deans, designated Councils, and Campus Coordinators	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
	Teaching – SRTE scores – instructor rating	Expected level of achievement: 80% of faculty will have an instructor rating of 5.0 or higher on the SRTE	Annually	Assessment Committee	Aggregate distributed to Dean, Associate Deans, designated Councils, and Campus Coordinators	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
	Scholarship – participation in professional development activities (publications, papers, presentations, seminars, and workshops)	Expected level of achievement: 80% of full-time faculty participate in professional development activities	Annually	Assessment Committee	Aggregate distributed to Dean, Associate Deans, designated Councils, and Campus Coordinators	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
	Scholarship – terminal degree	Expected level of achievement: 80% of full-time faculty will hold or be actively pursuing a terminal degree	Annually	Assessment Committee	Aggregate distributed to Dean, Associate Deans, designated Councils, and Campus Coordinators	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
	Service – participation in service internal to Penn State	Expected level of achievement: 80% of full-time faculty will participate in service internal to Penn State	Annually	Assessment Committee	Aggregate distributed to Dean, Associate Deans, designated Councils, and Campus Coordinators	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
	Service – participation in service external to Penn State	Expected level of achievement: 80% of full-time faculty will participate	Annually	Assessment Committee	Aggregate distributed to Dean, Associate Deans, designated	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website

CCNE Standard IV: Program Effectiveness: Assessment and Achievement of Program Outcomes. The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.									
KEY ELEMENTS	EVIDENCE	SOURCE OF EVIDENCE COLLECTED	TIME FRAME	DATA COLLECTION, ANALYSIS, AND DOCUMENTATION BY	DISTRIBUTION TO	ACTIONS TAKEN	LAST REVIEW DATE	NEXT REVIEW DATE	LOCATION OF DOCUMENTATION
		in service external to Penn State			Councils, and Campus Coordinators				
IV-H: Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement. (CCNE IV-H)	Discussion of faculty outcomes (teaching, scholarship, and service) by appropriate committees and Councils with documented action plans for any rates that do not meet established standard.	Meeting minutes reviewing faculty outcomes in appropriate committees and Councils.	Annually or more often if needed	Assessment Committee	Academic Leadership, designated Councils, and Campus Coordinators	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
IV-I: Program outcomes demonstrate program effectiveness. (CCNE IV-I)	Employer satisfaction	Expected level of achievement: Employer survey aggregate score ≥ 4.5	Annually	Assessment Committee	Dean, Associate Deans, and designated Councils	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
	Alumni satisfaction	Expected level of achievement: Alumni survey aggregate ≥ 4.5	Annually	Assessment Committee	Dean, Associate Deans, and designated Councils	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
	Student satisfaction	Expected level of achievement: Student end of program survey aggregate ≥ 4.5	Annually	Assessment Committee	Dean, Associate Deans, and designated Councils	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
	ATI standardized testing	NCLEX predictor results (Score higher than national mean)	Annually	Assessment Committee	Dean, Associate Deans, and designated Councils	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website
IV-J: Program outcome data are used, as appropriate, to foster ongoing program improvement. (CCNE IV-J)	Discussion of program outcomes by appropriate committees and Councils with documented action plans for any rates that do not meet established expected level of achievement.	Meeting minutes reviewing faculty outcomes in appropriate committees and Councils.	Annually or more often if needed	Assessment Committee	Academic Leadership, designated Councils, and Campus Coordinators	Review and develop action plan as necessary	Ongoing	Ongoing	Assessment & Accreditation Website

Penn State College of Nursing Committees:

- College of Nursing Executive Committee
- Graduate Affairs Committee
- Graduate Admissions and Standards Committees
 - PhD Admissions and Standards Committee
 - DNP Admissions and Standards Committee
 - MSN Admissions and Standards Committee
- Undergraduate Affairs Committee
- Undergraduate Admissions and Standards Committees
 - Undergraduate Admissions and Standards (BSN and Second Degree BSN) Committee
 - Undergraduate Admissions and Standards (RN to BSN) Committee
- Awards/Scholarship Committee
- Assessment Committee
- Diversity Enhancement Committee
- Promotion and Tenure Committee
- Non-Tenure Review Committee
- Nominating Committee
- Tenure Line Search Committee
- Fixed Term Search Committee
- Academic Integrity Committee
- Simulation Lab Committee
- Faculty Council Executive Committee
- Faculty Affairs Committee

Program Councils:

- MSN Council
- DNP Council
- PhD/MS Council
- BSN Council
- RN to BSN Council
- Campus Sub-Councils
- Staff Assistant Council

Ombudsperson:

Dr. Jennifer Barton, Ombudsperson Representative

REVIEWS/REVISIONS/UPDATES

- Initiated 1999;
- Revised 2004
- Editorial changes for clarity: 2007; September 2009; January 2010; November 2010;
- Revised May 2013
- Editorial changes for clarity: April 2014
- Revised November 2014
- Editorial changes for clarity: November 2015
- Revised August 2016
- Editorial changes for clarity April 2017
- Addendums for survey schedule and dates table added September 2017
- Revised to align with revisions to CCNE Standards for Accreditation 2018 – February 2019
- Revised May 20, 2019
- Revised September 2019
- Revised October 2019
- Revised January 27, 2020

APPENDIX B: College of Nursing By-Laws

The Pennsylvania State University College of Nursing Faculty Organization By-Laws

I. Title

The name of this organization shall be the Faculty Organization of The Pennsylvania State University, College of Nursing (CON). Meetings of the Organization shall be known as Faculty Meetings.

II. Purpose of the Organization - The purpose of this Organization shall be to:

- A. Facilitate attainment of the missions of the College of Nursing which are research, education, and service/outreach.
- B. With the Faculty Council, provide a mechanism for participatory governance by faculty.
- C. Facilitate communication between faculty and administration.

III. Membership of the Organization

- A. Voting Members—Members with voice and vote shall be:
 1. Professors, associate professors, assistant professors, and instructors holding full-time faculty appointments on the clinical, teaching, research and tenure lines in the College of Nursing.
 2. Students can vote on committees on which they hold membership.
- B. Non-voting Members:
 1. Guests at meetings.
 2. Faculty members with less than full-time positions in the College of Nursing.
 3. Staff holding appointments in the College of Nursing.

IV. Officers of the Organization

- A. Presiding Officer - The Dean shall serve as presiding officer and shall appoint a presiding officer pro tem as necessary. The presiding officer shall:
 1. Chair selected meetings of the Organization.
 2. Prepare the agenda for selected meetings.
 3. Notify members in advance regarding date for selected meetings.
 4. Facilitate the calling of committees for their first meeting.
 5. Handle all notification of special deadlines and dates.
- B. Recording Secretary--The Dean's Executive Assistant shall serve as the recording secretary of the Organization's official general business meetings, hereafter known as Faculty Meetings. The staff member records the minutes according to format stipulated by Robert's Rules of Order. Recording Secretary shall:
 1. Distribute minutes to all members.
 2. File one hard copy of the official minutes in the Dean's office and place an electronic copy in the CON Faculty Organization BOX.
 3. Enter any corrections approved by the members in the file.

4. Provide the presiding officer or the assembly with the exact wording of a pending motion or of one previously acted on.
5. Prepare a list of members and call the roll when directed by the presiding officer.
6. Read all papers, documents, or communications as directed by the presiding officer during the meeting.
7. Handle all official correspondence.
8. Provide the chair of each standing committee with a copy of all proposals referred to it, instructions, or material that may be useful.
9. Bring to each meeting: the minutes file, a copy of the rules and policies, a list of the members, and a list of standing and special committees.
10. Search the minutes for information requested by officers or members during the meeting.
11. Enter new/revised policies in policy books/online and distribute to all faculty.
12. Assist the presiding officer before each meeting in preparing a detailed agenda.
13. Preserve all records, reports, and official documents of the Faculty Organization except those specifically assigned to the custody of others.
14. Prepare and enter the official minutes in the official file.

V. Meetings of the Faculty Organization

- A. Regular Faculty Organization Meetings: The presiding officer shall call a regular faculty meeting at least two times per academic year.
- B. Additional Meetings: Additional meetings may be called by the presiding officer or on petition of five (5) or more members who are eligible to vote. This petition shall include the purposes and the rationale for the meeting.
- C. Quorum for Faculty Organization Meetings: Two-thirds of voting members must be present to constitute a quorum. A simple majority of votes cast will rule.
- D. Electronic voting shall be permitted in conjunction with any and all meetings of the Faculty Organization. A simple majority of votes cast will rule.

VI. Structure of the Organization

- A. Dean: The Dean of the CON will have responsibility, authority, and accountability as the chief executive officer of the College and will report directly to the Executive Vice President and Provost of the University.
- B. Associate Deans: Appointed by the Dean. The time allotment for administration is mutually determined by the Associate Dean and the Dean and is based on program needs. Associate Deans may be involved in teaching, scholarship and service. Associate Deans report to and are evaluated annually by the Dean with input from the faculty for whom they are responsible. Associate Deans undergo a more comprehensive academic administrative evaluation every five years.
- C. Assistant Deans: Appointed by the Dean as needed. The time allotment for administration is mutually determined by the relevant Associate Dean in collaboration with the Dean. The Assistant Dean may be involved in teaching, scholarship and service and will work with the Associate Dean on administration of the relevant academic program(s). Assistant Deans report to and are evaluated annually by the relevant Associate Dean with input

from the faculty for whom they are responsible. Assistant Deans undergo a more comprehensive academic administrative evaluation every five years.

- D. Directors: Appointed by the relevant Associate Dean as needed. The time allotment for administration is mutually determined by the Associate Dean and Dean. Directors are also involved in teaching, scholarship and service and will work with the Associate Dean on administration of the relevant academic program(s). Directors report to and are evaluated by the relevant Associate Dean with input from constituents.
- E. Campus Coordinators: Appointed by the Associate Dean for Undergraduate Education in consultation with the Dean. For coordinators at sites other than University Park and Hershey, the appointment is done jointly by the Campus Chancellor and the Dean. The time allotment for administration is based upon program needs and is mutually determined by the Campus Coordinator, Associate Dean and, if needed, the Dean. Campus Coordinators are involved in teaching, scholarship and service and work with the Associate and Assistant Dean on the administration of relevant academic program(s). Campus Coordinators at University Park and Hershey report to and are evaluated by the Associate Dean with input from constituents. Campus Coordinators at other campuses, report to and are evaluated by the Campus Academic Officer and Associate Dean through the annual review process.

VII. Functions of the Faculty Organization

The business of the Faculty Organization of the College of Nursing shall be conducted through the Councils, Sub Councils, Standing Committees, and/or Subcommittees. In general, the Faculty Organization shall be responsible for the following:

- A. Act upon policies and recommendations on matters provided for in the By-Laws
- B. Participate, with the Faculty Council, in the academic decision-making processes related to developing the College's statement of philosophy, objectives and all major curriculum changes, including initiation of new educational programs.
- C. Provide a forum for discussions and determine appropriate actions on any matter of concern to the membership of the organization.
- D. Elect members of Standing Committees as indicated by the By-Laws.
- E. Appoint special committees to study problems of concern to the College and define the tasks of these committees.
- F. Receive information of general interest pertaining to the faculty and/or College of Nursing.
- G. Maintain on file an official record of meetings held and business transacted.
- H. Participate in program evaluation and utilize results for productive change.

VIII. Committees of the Organization

- A. Committee Structure: The business of Faculty Organization is managed through ten Standing Committees (i.e., Graduate Affairs; Undergraduate Affairs; Nominating; Diversity Enhancement; Promotion and Tenure; Non-Tenure Review; Awards and Scholarships; Assessment; Simulation; and Academic Integrity). Committees deliberate on recommendations and process decisions on matters within the purview of the committee. Program Councils provide a forum for discussion and the formulation of recommendations pertaining to program offerings. Sub-committees fulfill a particular

function relevant to a particular committee or council and are smaller discussion forums affiliated with the larger council. In addition to standing committees, Ad Hoc Committees may be created to fulfill special issues or functions of the organization.

- B. Meetings: The schedule for committee/council meetings will be determined by the members of that committee/council at the end of the spring semester or at the first committee/council meeting of the academic year.
- C. Voting privileges: All standing, elected, and appointed committee /council members have voting privileges. Ex-officio members do not have voting privileges. Two-thirds of voting members must be present to constitute a quorum. A simple majority of votes cast will rule.
- D. Terms of service: The standard term of service shall be three years, unless specified.
- E. Reports:
 - 1. The staff representative on each committee shall file an electronic copy of agendas, minutes and annual reports of all standing committees under the appropriate committee folder in the College's Faculty Organization folder on the University's secure file storage and collaboration platform.
 - 2. Each standing committee shall submit an electronic annual report to the Dean for review at the end of the spring semester.
 - 3. Committee recommendations related to the College's philosophy, program objectives and all major curriculum changes, including initiation of new educational programs, shall be referred to the Faculty Council for deliberation and approval.
- F. Staff Support: Each council, sub council, standing committee, subcommittee and ad hoc committee will have a staff assistant assigned for administrative support. Under supervision of the chair, staff will have responsibilities for:
 - 1. Preparing and distributing the agenda
 - 2. Recording, distributing, filing, and maintaining agendas, minutes, and annual reports.
 - 3. Preparing approved policies for the inclusion in student and faculty handbooks.
 - 4. Other committee specific duties.
- G. Organizational Structure: Standing committees and related councils/sub-councils include:
 - 1. Standing Committee: Graduate Affairs Committee**

Description: The Graduate Affairs Committee is a forum for information sharing and decision making for graduate program issues, problem solving for faculty concerns and student issues, and refinement/evaluation of the graduate curriculum. Graduate Councils (i.e., MSN; DNP; MS/PhD Councils) and related Sub-Councils (i.e., NP Options) refer recommendations to the Graduate Affairs Committee for deliberation and decision-making. Recommendations related to the College's philosophy, program objectives and all major curriculum changes, including initiation of new educational programs, must be referred to the Faculty Council for deliberation and final approval. Ad hoc committees may be appointed as necessary. The Graduate Affairs Committee shall have Graduate Admissions and Standards as a committee of the Faculty Council (see Faculty Council Constitution).

Membership:

Standing Members:

a. All graduate faculty with appointments in the College of Nursing.
Appointed by the Associate Dean for Graduate Education and Research:

- b. One MSN student representing World Campus programs
- c. One MSN student representing resident instruction programs
- d. One PhD doctoral student organization officer
- e. One DNP doctoral student organization officer

Chair: Associate Dean for Graduate Education and Research.

Meetings: Four times per semester and as needed.

Functions:

- a. Develop, review, and revise, policies relating to the Graduate Program which are different from and/or additional to those specified by University Graduate Council.
- b. Review, evaluate, and refine the philosophy, curriculum design, courses, and guidelines for the Graduate Program.
- c. Approve the development of new courses or substantive changes in courses.
- d. Monitor activities of the graduate admissions and standards subcommittee.
- e. Review and revise admission standards and policies as appropriate.
- f. Receive and review recommendations from Councils.
- g. Collaborate with University Graduate Council.
- h. Orient new faculty regarding graduate curriculum.
- i. Evaluate academic advising policies and procedures.
- j. Review program evaluations and recommend changes based on the evaluations.

Councils Affiliated with the Graduate Affairs Committee:

Master of Science in Nursing (MSN) Council

Description: Responsible for monitoring the MSN program. Reviews curricular changes before advancing recommendations to the Graduate Affairs Committee. Develops policies that impact all MSN students (e.g., writing policies; grading rubrics; and use of Turnitin).

Membership:

Standing Members:

- a. All faculty teaching the MSN core courses and MSN Option Directors.

Appointed by the Associate Dean for Graduate Education and Research:

- a. One MSN student representing World Campus programs
- b. One MSN student representing resident instruction programs

Ex-Officio Members:

- a. Assistant Dean for Online Education and Outreach

b. Director, NP Program
Chair: Associate Dean for Graduate Education & Research

Meetings: Twice per semester and as needed.

NP Options Sub Council

Description: Develop curriculum and make recommendations to MSN Council or Graduate Affairs Committee as appropriate.

Membership:

Standing Members:

All faculty who teach in the NP options

Appointed by the Associate Dean for Graduate Education and Research:

Two NP student representatives

Chair: Director of the NP program.

Meetings: Twice per semester and as needed.

Doctor of Nursing Practice (DNP) Council

Description: Responsible for monitoring of the DNP program. Reviews curricular changes before advancing recommendations to the Graduate Affairs Committee. Develops and reviews policies that impact all DNP students. Conducts the end-of-year DNP student review. Admits students to candidacy. Makes recommendations to the Associate Dean for Graduate Education and Research for scholarships or student funding.

Membership:

Standing Members:

All graduate faculty with teaching and/or advising responsibilities in the DNP degree program

Appointed by the Associate Dean for Graduate Education and Research:

One DNP student representative serving as an officer in the DNP doctoral student organization

Chair: Director of the DNP Program.

Meetings: At least twice per semester; following candidacy exam; and as needed.

DNP Candidacy Sub-Committee

Description: Conducts and evaluates candidacy examinations for doctoral students. Makes recommendations regarding student outcomes to the DNP Council for final decision-making.

Membership: Three faculty members are appointed by the Associate Dean for Graduate Education for a two year term of service. One member is appointed chair by the Associate Dean for Graduate Education annually.

Meetings: As needed.

Doctor of Philosophy (PhD) /Master of Science (nursing) (MS) Council

Description: Responsible for monitoring of the MS and PhD program. Reviews curricular changes before advancing recommendations to the Graduate Affairs Committee. Develops policies that impact all MS and PhD students. Conducts the end-of-year MS and PhD student reviews. Admits PhD students to candidacy. Review policies affecting the MS and PhD programs. Makes recommendations to the Associate Dean for Graduate Education and Research for scholarships or student funding

Membership:

Standing Members:

All tenured and tenure track faculty with CON appointments and R-Level graduate faculty.

Appointed by the Associate Dean for Graduate Education and Research:

Two MS/PhD student representatives serving as officers in the MS/PhD doctoral student organization

Chair: Director of the PhD Program.

Meetings: At least twice per semester; following candidacy exam; at the end of the year for MS /Ph.D. student reviews; and as needed.

PhD Candidacy Sub Committee

Description: Conducts and evaluates candidacy examinations for PhD students. Makes recommendations regarding student outcomes to the PhD Council for final decision-making.

Membership: Three faculty members are appointed by the Associate Dean for Graduate Education for a two year term of service. One member is appointed chair by the Associate Dean for Graduate Education annually.

Meetings: As needed

2. Standing Committee: Undergraduate Affairs Committee

Description The Undergraduate Affairs Committee is a forum for information sharing and decision making for the undergraduate program (GNURS, SCND, NURN) as a whole; problem solving for faculty concerns and student issues; and refinement/evaluation of the undergraduate curriculum. Undergraduate Councils (i.e., BSN and RN to BSN Councils) and related Sub-Councils (i.e., Campus Sub-Councils) refer recommendations to the Undergraduate Affairs Committee for deliberation and decision-making when applicable to all undergraduate programs. Recommendations related to the College's philosophy, program objectives and all

major curriculum changes, including initiation of new educational programs, must be referred to the Faculty Council for deliberation and final approval. Ad hoc committees may be appointed as necessary. The Undergraduate Affairs Committee shall have Undergraduate Admissions and Standards as a committee of the Faculty Council (see Faculty Council Constitution).

Membership:

Standing Members:

Chair of the BSN Council.

Chair of the RN to BSN Council.

Appointed by Associate Dean for Undergraduate Education:

One undergraduate student representative from each program (GNURS, SCND, NURN)

Elected:

Three GNURS faculty members-at-large (one from University Park, Hershey, and another campus).

One RN to BSN faculty member-at-large.

One Second Degree faculty member-at-large.

Ex-Officio:

Assistant Dean for Commonwealth Campuses

Chair: Associate Dean for Undergraduate Education.

Meetings: Monthly. In addition, the chair calls meetings of the total Undergraduate program faculty as needed.

Functions:

- a. Maintain open channels of communication with faculty and students regarding the nursing program curricula.
- b. Review recommendations and make decisions regarding GNURS, SCND and NURN curricula that require Senate approval.
- c. Review and approve new courses and substantive changes to existing courses.
- d. Orient new faculty members regarding the undergraduate curricula.
- e. Oversee general faculty development and faculty peer review process.
- f. Receive and review recommendations from the Councils that impact undergraduate education.
- g. Review Assessment reports from the councils that impact undergraduate education as needed.
- h. Evaluate academic advising policies and procedures.
- i. Make recommendations for library resources via the library liaison.
- j. Appoint undergraduate ad hoc committees as needed.
- k. Submit an annual report to the Dean's office, which includes major action items with reference to the minutes during which actions were decided/initiated.

Councils Affiliated with the Undergraduate Affairs Committee:

Bachelor of Science in Nursing Degree (BSN) Council

Description: Responsible for monitoring the BSN program, which includes GNURS and SCND. Reviews curriculum, academic policies, procedures and program resources and approves policies that impact only BSN programs and sends recommendations that impact all Undergraduate programs to Undergraduate Affairs for approval forwards recommendations to Undergraduate Affairs Committee. Serves as a forum to address faculty/student concerns and recommendations. Refers problems and issues that affect the entire undergraduate program to the Undergraduate Affairs Committee.

Membership: Standing members are responsible for communicating changes or action items to faculty in the GNURS and SCND programs.

Standing Members:

Campus Coordinators from all sites offering the BSN (GNURS and SCND) program.

Appointed by Associate Dean for Undergraduate Education:

Two BSN (GNURS/SCND) undergraduate student representatives

Elected:

Three BSN-GNURS faculty members-at-large.

One BSN- SCND faculty member-at-large.

Ex-Officio Members:

Assistant Dean for Commonwealth Campuses and Associate Dean for Undergraduate Education.

Chair: A BSN Campus Coordinator, appointed to a three year term by the Associate Dean for Undergraduate Education.

Meetings: Monthly. In addition, the chair calls meetings of the total program's faculty as needed.

Functions:

- a. Responsible for monitoring the BSN program (GNURS and SCND options).
- b. Reviews and updates curriculum according to the Systematic Evaluation Plan
- c. Sends curricular changes that require Senate approval to Undergraduate Affairs for final approval.
- d. Serves as a forum to discuss and address faculty and student concerns.
- e. Reviews BSN handbook annually
- f. Develop/revise/approve policies that impact GNURS and SCND option and/or students.
- g. Refers problems and issues that affect the entire undergraduate program to the Undergraduate Affairs Committee.
- h. Appoint subcommittees to address specific topics:
 - 1.Receives recommendations from subcommittee

2. Sends recommendations that impact all Undergraduate options (GNURS, SCND, NURN) to Undergraduate Affairs for final approval.
3. Implements recommendations that affect only GNURS/SCND option
 - i. Submits an annual report which includes major action items with reference to the minutes during which actions were decided/initiated to Undergraduate Affairs Committee

Registered Nurse to Bachelor of Science in Nursing Degree (RN to BSN) Council

Description: Responsible for monitoring the RN to BSN Program. Reviews curriculum, academic policies, procedures and program resources and approves policies that impact only the RN to BSN program and sends recommendations that impact all Undergraduate programs to Undergraduate Affairs for approval. Serves as a forum to address faculty/student concerns and recommendations. Refers problems and issues that affect the entire undergraduate program to the Undergraduate Affairs Committee.

Membership: Standing members are responsible for communicating changes or action items to faculty in the RN to BSN program.

Standing Members:

Campus Coordinators from all sites offering the RN to BSN program (including world Campus)

Appointed by the Associate Dean for Undergraduate Education:

Two RN to BSN undergraduate student representatives (one must be a World Campus student)

Elected:

Two RN to BSN faculty members-at-large

Ex-Officio Members:

Assistant Dean for Commonwealth Campuses

Assistant Dean for Online Education and Outreach

Associate Dean for Undergraduate Education

Chair: An RN to BSN Campus Coordinator, appointed to a three-year term by the Associate Dean for Undergraduate Education

Meetings: Monthly. In addition, the chair calls meetings of the total program's faculty as needed

Functions:

- a. Responsible for monitoring the RN to BSN program.
- b. Reviews and updates curriculum according to the Systematic Evaluation Plan
- c. Sends curricular changes that require Senate approval to Undergraduate Affairs for final approval
- d. Serves as a forum to discuss and address faculty and student concerns
- e. Reviews RN to BSN handbook annually

- f. Develop/revise/approve policies that impact NURN option and/or students
- g. Appoints subcommittees to address specific topics
 - 1. Receives recommendations
 - 2. Sends recommendations that impact all Undergraduate options (GNURS, SCND, NURN) to undergraduate affairs for final approval.
 - 3. Implement recommendations that affect only the NURN option.
 - 4. Refers problems and issues that affect the entire undergraduate program to the Undergraduate Affairs Committee.
- h. Submits an annual report which includes major action items with reference to the minutes during which actions were decided/initiated to Undergraduate Affairs Committee

Campus Sub-Councils

Description: Each campus has a sub council to oversee the delivery of curricula offered at their respective location. These sub-councils are responsible for decisions related to the operation and delivery of the curriculum at the local campus site. Refers problems and issues affecting the whole program to appropriate Program Council(s).

Membership:

Campus Coordinator and all faculty teaching at the respective campus.
Chair: Campus Coordinator or designee

Meetings: Monthly or as determined at the local campus

3. Standing Committee: Nominating Committee

Description: The Nominating Committee is responsible for establishing the ballot of candidates for open elected membership positions on all councils and committees of the Faculty Organization.

Membership:

Standing Members:

Dean, College of Nursing
Chair of the Faculty Council

Meetings: Annually or as needed

Election Process:

- a. During the spring semester, volunteers for upcoming vacant offices are solicited
- b. The Nominating Committee meets to prepare the final slate of candidates
- c. The slate is issued for voting and results are based on a simple majority of votes cast
- d. Election results and a final membership roster with terms of service for members on all committees is disseminated to faculty

- e. The appointed staff member files the ballot and the completed membership roster in the secure file storage folder

4. Standing Committee: Diversity Enhancement Committee

Description: The Diversity Enhancement Committee is a freestanding committee that reports directly to the Dean.

Membership:

Standing Members:

- Director of Diversity and Inclusion Initiatives
- Human Resources representative

Appointed by the Dean:

- Student representatives from each of the following programs:
 - Two BSN representatives
 - One RN to BSN representative
 - One Graduate Program representative
 - One staff representative

Elected Members:

- Four BSN faculty members-at-large
- One RN to BSN faculty member-at-large
- One Graduate Program faculty member-at-large

Chair: Appointed annually by the Dean from among those faculty elected to serve on the committee.

Functions:

- a. Develop and review on a regular basis the College's strategic plan for diversity
- b. Recommend actions to the Dean, which will enhance climate and programming in the College related to issues of diversity
- c. Monitor and assess diversity activities throughout the College
- d. Complete an annual report of strategic initiatives/events related to diversity enhancement

5. Standing Committee: Promotion and Tenure Committee

Description: The Promotion and Tenure Committee is responsible for required unit-based reviews of tenure line faculty and functions in accordance with Administrative Guidelines for Promotion and Tenure AC-23

Membership:

The pool for elected membership in the Promotion and Tenure Committee consists of all tenured faculty whose tenure home is the College of Nursing

Three members, who are tenured and whose tenure home is the College of Nursing, shall be elected for a two year term by tenured and tenure-track faculty in the College of Nursing

One of the elected members will be appointed by the Dean to serve as chairperson for a one year term

For *promotion* only, the Committee will consist of at least three members from the existing Promotion and Tenure Committee membership at a

higher rank than the individual being reviewed. In the event that there are fewer than three members on the Promotion and Tenure Committee at a rank higher than the faculty member being reviewed, the Dean of the College of Nursing will appoint the needed committee members with a preference for College of Nursing faculty.

The committee is to be fully constituted by the end of May of each academic year for the next review cycle and shall.

Functions

- a. Review and make recommendations regarding College of Nursing faculty candidates for promotion and tenure in terms of the general criteria stated in “Promotion and Tenure Procedures and Regulations,” The Pennsylvania State University Policy Manual, AC-23 and current College guidelines.
- b. Develop and recommend to tenured/tenure-track faculty detailed review procedures supplemental to and consonant with general University procedures and College guidelines; review and propose revisions as pertinent to changes in University policy.
- c. Orient new faculty to promotion and tenure policies and procedures.
- d. Compile the student comments that will be included in the dossier of candidates for promotion and/or tenure.

6. Standing Committee: Non-Tenure Review Committee

Membership:

The pool for membership on the Non-Tenure Review Committee consists of all full-time fixed term faculty affiliated with the College of Nursing.

Elected members (an odd number will be maintained):

Three members from the University Park/Hershey campus.

Two members from University College campuses (e.g., Fayette, Mont Alto, New Kensington, Schuylkill, Shenango, Scranton).

Two members from other campuses offering nursing programs (e.g., Abington, Altoona, Erie, Harrisburg).

One of the elected members will be appointed by the Dean to serve as chairperson for a one-year term of service

Functions:

- a. Assist the Dean in orienting new faculty members to the promotion process.
- b. Review dossiers and supplemental supporting material in accordance with University guidelines provided in AC-21 (Definition of Academic Ranks) and the College of Nursing Non-Tenure Appointment and Promotion Guidelines.
- c. Provide formal summary and recommendations regarding the promotion of faculty being reviewed and forward to the Dean.
- d. Work cooperatively with the Dean to provide the faculty member with feedback regarding the summary and recommendations.

7. Standing Committee: Awards and Scholarships Committee

Description: The Awards and Scholarships Committee reviews all scholarships/awards offered by the College of Nursing, as well other organizations and agencies to determine eligibility requirements for students. The Committee determines appropriate awardees for all identified scholarships and awards in the College of Nursing.

Membership:

Standing Member:

Development/Alumni Relations Office designee

Elected members:

Two representatives from the BSN Faculty (one each from UP and Hershey).

Ex-Officio members:

Associate Dean for Undergraduate Education

Assistant Dean for Commonwealth Campuses

Chair:

The Chair for the upcoming academic year will be elected from the continuing members at the final meeting of the academic year.

8. Standing Committee: Assessment Committee

Description: The Assessment Committee is responsible for refining and operationalizing the Systematic Evaluation Plan.

Membership:

Standing Members:

Chair, BSN Council

Chair, RN to BSN Council

Director, NP Program

Director, PhD Program

Director, DNP Program

Data Analyst

Ex-officio Members:

Associate Dean for Undergraduate Education

Associate Dean for Graduate Education and Research

Assistant Dean for Commonwealth Campuses

Assistant Dean for Online Education and Outreach

Chair: The Chair and Vice Chair will be appointed by the Dean for a five-year term.

Additional members:

Additional members will be appointed for a 5-year term of service by the Dean in consultation with the Chair/Standing members as needed to meet objectives

Functions:

- a. Develop and review effective and efficient data collection, analysis, and dissemination strategies for all programs at all campuses as defined by the Systematic Evaluation Plan (SEP).

- b. Coordinate annual data collection and analysis and the dissemination of outcome assessment reports for the CON.
- c. Identify stakeholders and benchmarks for outcomes assessment.
- d. Develop and regularly evaluate methods and instruments for outcomes assessment.
- e. Maintain and communicate current regulatory requirements to all CON programs.
- f. Regularly review and revise the College of Nursing SEP.

9. Standing Committee: Simulation Committee

Description: The Simulation Committee is responsible for the coordination and advancement of simulation learning in relevant programs offered by the College.

Membership:

Standing Members:

One representative responsible for simulation lab coordination from each BSN campus

Appointed Members:

Additional members may be appointed by the Associate Dean for Undergraduate Education (e.g., co-coordinators or sim tech's)

Ex-Officio Members:

Associate for Undergraduate Education *or* Assistant Dean for Commonwealth Campuses

One representative from the NP program (assigned by the Director of NP Programs)

Representatives of the Hershey Simulation Center (Non-Voting))

Chair: Elected by committee during the last meeting of each academic year for a three-year term

Functions:

- a. Promote standards for simulation education and applications within the College.
- b. Foster development of simulation-based programs throughout the College.
- c. Advance a network of simulation educators within the College.
- d. Integrate standards of simulation-based practice, education, and research into the nursing curriculum.
- e. Provide for continuing professional development of through simulation-based education, research, and development.
- f. Serve as a forum for discussing nursing simulation concerns.

10. Standing Committee: Academic Integrity Committee

Description: The Academic Integrity Committee serves as liaison to the Office of Student Conduct.

Membership: All members are appointed by the Dean

One Academic Integrity Coordinator

Three faculty members

One undergraduate student representative

One graduate student representative
The chair shall be appointed by the Dean from one of the above

Functions:

- a. Promote expectations for academic integrity consistent with the definition in the College's Academic Integrity Policy.
- b. Ensure fairness and consistency in processes and outcomes.
- c. Review and settle all contested cases in which academic sanctions are applied.
- d. Refer cases to Office of Student Conduct for disciplinary action.
- e. Forward all case documentation to the Office of Student Conduct.

11. Ad hoc Committees

Description: Ad Hoc Committees may be created to fulfill special issues or functions of the organization. Typically, members and the chair are appointed, and the committee charge is given by the Dean. On the campuses, ad hoc committees may be appointed and charged by the Campus Coordinator. Ad hoc committees are dissolved when the activities of the committee are accomplished.

Ad Hoc Search Committees

Functions:

- a. Conduct searches for qualified candidates to fill tenured, tenure-track, and fixed term faculty positions in the College
- b. Screen and review all applications for positions
- c. Campus Coordinators are required to submit the short list of candidates for open positions to the Associate Dean for Undergraduate Education for feedback and approval
- d. Arrange itineraries for visiting candidates, as appropriate
- e. Review and summarize faculty recommendations regarding hire
- f. Make recommendations for hire to the appropriate administrative officer (i.e., Dean or Associate Dean/Chancellor)
- g. Facilitate faculty diversity

12. Staff Assistant Council

Description: Serves as an open forum for staff members in the College to exchange information, make suggestions, discuss concerns and make recommendations to the Dean.

Membership:

All full-time College of Nursing staff at University Park, Hershey, and the campuses.

Chair: Executive Assistant to the Dean

Meetings: Once a year and as needed

Functions: The council will be responsible for evaluating best practices for procedures, staff professional development, and work flow issues within the College of Nursing.

Initial Approval: 9/14/1998

Revised: 9/19/2005; 9/25/2006, 4/2/2007, 7/1/2008, 9/15/2008, 8/11/2009, 9/21/2009, 8/30/10, 9/10/10, 1/25/11, 10/1/13, 4/13/15, 8/26/16, 5/8/18

APPENDIX C: College of Nursing Faculty Council Constitution

THE PENNSYLVANIA STATE UNIVERSITY College of Nursing Faculty Council Constitution

Article I. Title

The name of this organization is the College of Nursing Faculty Council of The Pennsylvania State University (aka CON Faculty Council).

Article II. Purpose of the Organization

The purpose of the Faculty Council is to serve as a forum for the exchange of ideas among members of the College of Nursing Faculty. The primary function of such exchange is to facilitate attainment of the missions of the College of Nursing which are research and scholarship, education, and service/outreach; provide a mechanism for participatory governance by faculty; and facilitate communication between faculty and administration.

The Academic Policy Plan of July, 1972, states: "Faculty participation in decision-making and academic policy formulation is of major importance in shaping and assuring quality programs of instruction, research, and public service."

In this spirit, the Faculty Council will act as an advisory and consultative body to the Dean on any matter that may affect the attainment of the educational objectives of the College.

The Council has legislative authority, delegated by the University Faculty Senate, over certain areas of academic affairs, subject to revision or rulings of the University Faculty Senate or the President of the University or a designated representative.

Article III. Functions of the Organization

Section 1. Legislative Function

The Council serves as the sole legislative body representing the College of Nursing Faculty as a whole. The council's actions are authoritative on all matters that pertain to educational concerns, subject to the revision and all orders of the University Faculty Senate under whose aegis this body has been authorized, and the President of the University or his designated representative. Among the matters within the legislative jurisdiction of the Council are the following:

- a. Instructional program
- b. Courses and programs of study
- c. Academic admissions and standards
- d. Graduation requirements

Section 2. Elective Function

The Faculty Council elects the Ombudsman and University Faculty Senator/s (NOTE: Only UP associated faculty are eligible to serve as University Faculty Senate Representatives for the CON as all others are members of a different academic voting unit as defined by the Guidelines for Faculty Organizations)

Section 3. Advisory and Consultative Function

The CON Faculty Council acts as an advisory and consultative body to the Dean on any matter that may affect the attainment of the educational objectives of the College including but not limited to:

- a. Establishment, reorganization, or discontinuation of organizational units and areas of instruction
- b. Participation in the academic decision making processes related to developing the College's statement of philosophy and objectives and all major curriculum changes including initiation of new educational programs by making recommendations to the various program councils (BSN, RN to BSN, MS, MSN, PhD and DNP)
- c. Provide opportunities for discussions and take appropriate actions on any matter of concern to the membership of the organization
- d. Policies concerning the planning of physical facilities when these may affect the attainment of the educational objectives of the College
- e. Policies affecting College's development and utilization of resources
- f. Matters pertaining to the general welfare of the College
- g. Overall educational policy and planning
- h. Faculty affairs including academic personnel
- i. Student programs and services
- j. General admissions policy

Section 4. Forensic Function

The CON Faculty Council serves as a forum for the exchange of ideas among the members of the College of Nursing Faculty.

Article IV. Membership of the Organization

Section 1. Membership consists of the following:

- a. Faculty members in all ranks of the tenure and non-tenure (i.e., teaching and research) lines holding full-time faculty appointments with the College of Nursing are members
- b. holding full-time faculty appointments with the College of Nursing
- c. The Dean and Associate Deans are ex-officio

Section 2. All of the above members have full voting privileges. Note: any member may call for a vote by secret ballot on any issue where a public vote may expose members to undue scrutiny

Article V. Officers of the Organization

Section 1. Officers are full-time faculty members and consist of a Chair, Chair Elect, and Secretary

Section 2. The duties of the Chair are to:

- a. Preside over Faculty Council meetings
- b. Distribute the agenda at least 2 days prior to Council meetings
- c. Execute the will of the faculty
- d. Invite persons other than the teaching faculty as guests at faculty meetings
- e. Serve as liaison between the faculty and other organizations whenever necessary

Section 3. The duties of the Chair Elect are to:

- a. Perform the duties of the Chair in the absence of the Chair
- b. Perform other duties deemed necessary by the membership

Section 4. The duties of the Secretary are to:

- a. Record, distribute and serve as custodian of the meeting minutes

Section 5. Elections:

- a. The Officers are elected for the coming academic years no later than the last day of classes of the Spring Semester every other year
- b. The Chair conducts the elections
- c. Contested elections will be conducted by secret ballot

Section 6. The Officers' terms span two years from fall semester of the first year through summer semester of the second year

- a. The two-year term of Chair will consist of one year as Chair elect and 1 year as Chair
- b. The office of Secretary consists of two academic years

Section 7. In the event that the Chair is unable to complete the term of office, the Chair Elect will assume those responsibilities for the remainder of the term and continue for his or her full year.

A new election for Chair Elect will be held.

In the event that either the Chair Elect or the Secretary is unable to complete the term of office, a new election will be held to fill the position for the remaining term.

Section 8. Any Officer may be removed from office by a two-thirds vote of the entire Faculty Council Membership

Article VI. Meetings of the Organization

Section 1. The CON Faculty Council meets face to face at least two times per academic year during the CON Fall and Spring faculty meetings.

Section 2. The functions of the Council are carried out in committee meetings primarily using distance technology to minimize travel

Section 3. Additional full Council meetings may be called by the Chair or on petition of ten percent or more members who are eligible to vote, or on petition of a committee (the petition must include the purpose and the rationale for the meeting)

Section 4. Two-thirds of voting members of the Council must be present to constitute a quorum and a simple majority of votes cast will rule

Article VII. Committees of the Organization

Section 1. The day-to-day function of the Council is conducted by Committees

Section 2. Committees:

- a. Membership is determined by taking member preference into account whenever possible
- b. Terms of service are two years
- c. Committees are to be populated at the end of the spring semester, every other year
- d. Committees may vary in size according to need
- e. The Council may decide to expand a Committee's membership to include appropriate non-Council members
- f. Each Committee is led by a Chair
- g. Committees are encouraged to meet regularly, with frequency determined by the business of the committee

Section 3. The following are standing Committees of the CON Faculty Council:

Executive Committee

Membership: The Executive Committee consists of the officers of the CON Faculty Council with the Council Chair serving as chair of the executive committee

Functions:

- a. Call for items and set the agenda for the CON Faculty Council meetings
- b. Receive requests for Council business and delegate such business to the appropriate committee during the academic year
- c. Communicate formal Council actions to the CON administration
- d. Consult with the CON administration as necessary

Graduate Admissions and Standards Committee

Membership: The Graduate Admissions and Standards Subcommittee includes the following:

- a. Elected members are at least two (2) graduate faculty members. In the event that the two elected members are not members of the PhD Council, two members of PhD Council will be appointed to assist with the review of PhD applicants
- b. The chairperson is to be appointed by the Associate Dean for Graduate Education and Research
- c. Ex-officio members include the Director of the NP program, the CNS option coordinator, the DNP and PhD Program Coordinators, and the Associate Dean for Graduate Education and Research (the latter of whom is non-voting, except for PhD applicants and tie-breaking)

Functions:

- a. Recommend policies related to admission, progression, and graduate standards and policies to the MS Council, PhD council or Graduate Affairs Committee, as appropriate
- b. Review all applications for admission to the graduate program and make appropriate recommendations to the Associate Dean for Graduate Education
- c. Identify and review graduate students in academic jeopardy
- d. Provide counsel to students in academic jeopardy in conjunction with faculty advisor
- e. Review and make recommendations on transfer nursing courses
- f. Review requests for option changes

Undergraduate Admissions and Standards Committees

Membership: There are separate Undergraduate Admissions and Standards Committees for each of the three undergraduate program councils (BSN Council and RN to BSN Council) and includes the following

- a. Elected members for each committee are: Four (4) members elected by the faculty of each program (BSN, and RN to BSN)
- b. The chairperson is elected by the members of the committee from among the four
(4) elected members
- c. A staff representative without voting privileges to record minutes
- d. The Associate Dean for Undergraduate Programs and Undergraduate Academic Advisor(s), are ex-officio

Functions:

- a. Monitor the academic progression of nursing students
- b. Identify and review nursing students in academic jeopardy
- c. In conjunction with the faculty advisor, provide counsel to students in academic jeopardy
- d. Review and make recommendations on transfer nursing course substitution petitions
- e. Review and make recommendations on awarding NURS 496 credit for life experience portfolio (e.g. special certifications, military medic training courses)
- f. Review and Update Admissions Criteria

- g. Review student grievances according to established procedures and make recommendations for resolution

Faculty Affairs Committee

Membership: The Faculty Affairs Committee includes:

- a. Seven elected members—two from each of the programs—BSN, RN to BSN and one from MS Council and one from PhD Council faculty, and one- faculty member-at-large
- b. The chairperson and recording secretary will be elected from among the members
- c. The first member on an alphabetical list will convene the first meeting

Functions:

- a. To make recommendations to the College of Nursing Faculty Council on matters concerning the cultural, social, and material welfare of the faculty, including adjunct faculty members who may bring issues to the attention of the Chair of the CON Council
- b. To make recommendations concerning the educational and professional environment in which the faculty works
- c. To make recommendations on faculty rights and responsibilities such as advising, ethics, academic freedom, academic dishonesty, faculty course issues, and faculty work loads
- d. Encourage teaching, service, research and scholarly activities of the faculty

Article VIII. Amendments

Section 1. Amendments must be presented in writing to the Council no fewer than 30 days prior to an adoption vote

Section 2. Amendments to the Constitution shall be adopted at any meeting of the Council by a two-thirds vote of those present, if attendance constitutes a quorum

Section 3. Amendments are subject to approval by the University Faculty Senate

Approved: 9/10/12

Revised: 11/19/13

Updated: 4/1/15

Revised: 10/14

APPENDIX D: College of Nursing Faculty Organization Committees and Councils

Faculty Organization

(Rules addressed in Faculty Organization Bylaws)

Faculty Organization:

Laurie Badzek (Chair)	Dean	
Professors, associate professors, assistant professors and instructors holding Full-time appointments on the clinical, teaching, research and tenure lines in the College of Nursing		Standing*
Guests, faculty members not holding full-time appointments, staff		Invited**
Amy Forsythe	Executive Assistant to the Dean/Recording Secretary	
*Voting members		
**Non-voting members		

COMMITTEES AND COUNCILS

Graduate Affairs Committee:

Judith Hupcey (Chair)	Associate Dean for Research and Innovation	
All Members of Graduate Faculty		Standing
Mari Stein/Amy Kehs	MSN Graduate Student Co-Representative (World Campus)	2019-2020
Kristen Connolly/Shannon Nicosia	MSN Graduate Student Co-Representative (RI)	2019-2020
Emily Whitaker/Elizabeth Thiede	PhD Student, DSO Co-Officer	2019-2020
Mary Davis/Jennifer Wissemann	DNP Student, DSO Co-Officer	2019-2020
Xiao Sheng	Staff Support	
Khushi Patel	Staff Support	

MSN Council:

Madeline Mattern/Kelly Wolgast (Co-Chair)	Director, NP Options/Assistant Dean for Online Education & Outreach	
All Faculty teaching the MSN core courses and MSN option Directors		Standing
Mari Stein/Amy Kehs	MSN Graduate Student Co-Representative (World Campus)	2019-2020
Christine Connolly/Shannon Nicosia	MSN – Graduate Student Co-Representative (RI)	2019-2020
Kelly Wolgast	Assist. Dean for Online Education and Outreach	<i>Ex-officio</i> ‡
Madeline Mattern	Director, NP Options	<i>Ex-officio</i> ‡
Xiao Sheng	Staff Support	
Khushi Patel	Staff Support	
‡ Non-voting members		

NP Options Sub Council:

Madeline Mattern (Chair)	Director, NP Options	
All Faculty who teach in the NP program		Standing
TBD	NP Graduate Student Representative	2019-2020
TBD	NP Graduate Student Representative	2019-2020
Xiao Sheng	Staff Support	
Khushi Patel	Staff Support	

DNP Council:

Barbara Birriel (Chair)	Interim Director, DNP Program	
Graduate Faculty with teaching and/or advising responsibilities in the DNP program		Standing
Jennifer Wissemann /Mary Davis	DNP Student, DSO Co-Officer	2019-2020
Xiao Sheng	Staff Support	
Khushi Patel	Staff Support	

Qualifying Exam Committee: (Appointed by Associate Dean for Grad Education)

Sandra Halbruner	Faculty member (Chair)	2018-2020
Donna Fick	Faculty member	2018-2020
Lorraine Bock	Faculty member	2018-2020

PhD/MS Council:

Lisa Kitko (Chair)	Associate Dean for Graduate Education	
All tenured and tenured track faculty with CON appointments		Standing
R-Level graduate faculty		Standing
Elizabeth Thiede	MS/PhD Student, DSO Officer	2019-2020
Emily Whitaker	MS/PhD Student, DSO Officer	2019-2020
Xiao Sheng	Staff Support	
Khushi Patel	Staff Support	

Undergraduate Affairs Committee:

Raymonde Brown (Chair)	Associate Dean for Undergraduate Education	
Jenn Barton	Chair of BSN Council	Standing
Mary Alyce Nelson	Chair of RN to BSN Council	Standing
Jalen Fowler	GNURS Undergraduate Student Representative	2019-2020
TBD	SCND Undergraduate Student Rep.	2019-2020
TBD	RN to BSN Undergraduate Student Rep.	2019-2020
Darlene Clark	GNURS Faculty Representative, UP campus	2018-2021
Lucina Vender	GNURS Faculty Representative, HY campus	2019-2021
Elizabeth Gatchell	GNURS Faculty Representative, Non-UP/HY campus	2019-2022
Janet Ritenour	RN to BSN Faculty Member-at-Large	2018-2020
Jill Kargo	Second Degree Faculty Member-at-Large	2018-2021
Michael Evans	Assistant Dean for Commonwealth Campuses	<i>Ex-officio</i> ‡
Leslie Hutchins	Staff Support	

‡ *Non-voting member***BSN Council:**

Jenn Barton (Chair)	BSN Campus Coordinator (appointed by Assoc. Dean UG Education)	2018-2021
Campus Coordinators from all sites offering BSN (GNURS and SCND) program		Standing
Ava Kreiser	BSN (GNURS/SCND) Undergraduate Student	2019-2020
Hilary Burns	BSN (GNURS/SCND) Undergraduate Student	2019-2020
Joan Krug	BSN-GNURS Faculty Member-at-Large	2018-2021
Janet Ritenour	BSN-GNURS Faculty Member-at-Large	2018-2021
Karen Peachey	BSN-GNURS Faculty Member-at-Large	2019-2022
Tamara Burket	BSN-SCND Faculty Member-at-Large	2019-2022
Michael Evans	Assistant Dean for Commonwealth Campuses	<i>Ex-officio</i> ‡
Raymonde Brown	Associate Dean for Undergraduate Education	<i>Ex-officio</i> ‡
Tracy Hass	Staff Support	

‡ *Non-voting members*

RN to BSN Council: (Chair, RN to BSN Coord; 3 year term)

Mary Alyce Nelson	(Chair) Coordinator of the World Campus, RN to BSN Program	
RN to BSN Campus Coordinators (all campuses, including WC)		Standing
TBD	RN to BSN Student Representative	2019-2020
TBD	RN to BSN WC Student Representative	2019-2020
Elizabeth Cutezo	RN to BSN Faculty Member-at-Large	2019-2022
Maureen Dunn	RN to BSN Faculty Member-at-Large	2018-2021
Michael Evans	Assistant Dean for Commonwealth Campuses	<i>Ex-officio</i> †
Kelly Wolgast	Assistant Dean for Online Ed. And Outreach	<i>Ex-officio</i> †
Raymonde Brown	Associate Dean for Undergraduate Education	<i>Ex-officio</i> †
Cody Hoffman	Staff Support	

† *Non-voting members***Campus Sub-Councils (All campuses):**

Campus Coordinator/Designee (Chair)

All nursing faculty at the campus

Standing

Nominating Committee:

Laurie Badzek	(Chair) Dean	
Patty Fitzgerald	Chair, Faculty Council	Standing
Kori Johnsonbaugh	Staff Support	

Diversity Enhancement Committee: (Chair; appointed by Dean; only elected faculty members)

TBD	Director of Diversity and Inclusion Initiatives	Standing
Megan Houser	Human Resources Representative	Standing
TBD	BSN Student Representative	2019-2020
TBD	BSN Student Representative	2019-2020
TBD	RN to BSN Student Representative	2019-2020
TBD	Graduate Student Representative	2019-2020
Leslie Womeldorf	BSN Faculty Member-at-Large	2019-2022
Linda Govere	BSN Faculty Member-at-Large	2019-2022
Whitney Nevins	BSN Faculty Member-at-Large	2018-2021
Erin Kitt-Lewis	(Chair) BSN Faculty Member-at-Large	2018-2021
Stephanie Unger	RN to BSN Faculty Member-at-Large	2018-2021
Ying-Ling Jao	Graduate Faculty Member-at-Large	2018-2021
Heather Christian	Staff Support	

Promotion and Tenure Committee:

Donna Fick	Tenured faculty member	2019-2021
Marie Boltz	(Chair) Tenured faculty member	2019-2021
Kimberly Van Haitsma	Tenured faculty member	2018-2020
Lori Propst	Human Resources Consultant	

Non-Tenure Review Committee:

Sandra Halbruner	UP/HY Member Faculty Representative	2019-2020
Chris Garrison	UP/HY Member Faculty Representative	2019-2021
Beth Ann White	UP/HY Member Faculty Representative	2019-2022
Melissa Miner	(Chair) FE, MA, NK, SL, SH, WS Faculty Representative	2018-2021
Marianne Adam	FE, MA, NK, SL, SH, WS Faculty Representative	2018-2020
Carolyn Masters	AB, AA, ER, HB Faculty Representative	2019-2022
Sharon Lacue	AB, AA, ER, HB Faculty Representative	2018-2020

Megan Houser	Human Resources Consultant
Lynda Bennett	Staff Support

Awards/Scholarship Committee: (Chair elected each year)

Tatum Risch	Development/Alumni Relations Office designee	Standing
Lucina Vender	BSN Faculty Representative, HY campus	2018-2021
Mary Alyce Nelson	BSN Faculty Representative, UP campus	2019-2022
Raymonde Brown (Chair)	Associate Dean for Undergraduate Education	<i>Ex-officio</i> ‡
Michael Evans	Assistant Dean for Commonwealth Campuses	<i>Ex-officio</i> ‡

‡ *Non-voting members*

Assessment Committee (5 year terms of service):

Jennifer Barton	Chair of the BSN Council	Standing
Mary Alyce Nelson	Chair of the RN to BSN Council	Standing
Madeline Mattern	Director, NP Options	<i>Ex-officio</i> ‡
Lisa Kitko (Co-Chair 5/yr)	Associate Dean for Graduate Education	Standing
Barbara Birriel	Interim Director, DNP Program	Standing
Sheri Matter	DNP Program Representative	Standing
Caroline Pierce	Data Analyst	Standing
Raymonde Brown	Associate Dean for Undergraduate Education	<i>Ex-officio</i> ‡
Judith Hupcey	Associate Dean for Research and Innovation	<i>Ex-officio</i> ‡
Michael Evans	Assistant Dean for Commonwealth Campuses	<i>Ex-officio</i> ‡
Kelly Wolgast	Assistant Dean for Online Education and Outreach	<i>Ex-officio</i> ‡

Additional members (appointed for a 5-year term by the Dean):

Sharon Lacue (Chair)	RN to BSN Faculty Member	2018-2025
Christopher Garrison	BSN Faculty Member-at-Large	2017-2019
Cathy Dillen	SCND Faculty Member-at-Large	2017-2019
Lynda Bennett	Staff Support	

‡ *Non-voting members*

Simulation Lab Committee:

One Sim Lab coordinator/faculty member from each BSN campus		Standing
Christopher Garrison	UP Director of Simulation	Standing
Kristal Hockenberry	UP SIM Lab Coordinator	Standing
Sharon Lacue	AL SIM Lab Coordinator	Standing
Chris Wyas	AL SIM Technician	Standing
Patrizia Fitzgerald (Chair)	HB SIM Lab Coordinator	Standing
Annette Blasi-Strubeck	WS SIM Lab Representative	Standing
Valerie Vanderhoff	FE SIM Lab Representative	Standing
Debbie Loop	ER SIM Lab Representative	Standing
Susan Wells	MA SIM Lab Representative	Standing
Christina Lightner	HY SIM Lab Coordinator	Standing
Michael Evans	Associate Dean for Undergraduate Education <i>or</i> Assistant Dean for Commonwealth Campuses	<i>Ex-officio</i> ‡
Shari Hrabovsky	NP Program Representative	<i>Ex-officio</i> ‡
Heather Christian	Staff Support	

‡ *Non-voting members*

Academic Integrity Committee: (All members and chair appointed by the Dean)

Steve Koths	Academic Integrity Coordinator	
Marcia Satryan	Faculty Member	2018-2021
Ann Swartz	Faculty Member	2018-2021
Beth Ann White (Chair)	Faculty Member	2018-2021
TBD	Grad Student Representative	2019-2020
TBD	UG Student Representative	2019-2020

AD-HOC COMMITTEES: Appointed by the Dean or Campus Coordinator, as needed

Tenure/Tenure Line Search Committees:

Ad Hoc Members (appointed by the Dean)

Amy Forsythe Staff Support

Fixed Term Search Committee:

Ad Hoc Members

TBD Staff Support

Staff Assistant Council:

All full-time College of Nursing Staff at University Park, Hershey and the Campuses Standing

Amy Forsythe (**Chair**) Executive Assistant to the Dean

Faculty Council

(Rules addressed in Faculty Council Constitution)

Faculty Council:

Patty Fitzgerald (Chair)	Council Chair	2018-2021†
Faculty members in all ranks of the tenure and non-tenure lines holding full-time faculty appointment with the College of Nursing		Standing†
Laurie Badzek	Dean	Ex-Officio†
Judith Hupcey	Associate Dean for Research and Innovation	Ex-Officio†
Raymonde Brown	Associate Dean for Undergraduate Education	Ex-Officio†
Suzanne Kuhn	Council Secretary	2019-2021
Kim Hodges	Staff Support	

†*Voting members per Faculty Council constitution*

Ombudsperson: (Elected)

Jennifer Barton	Ombudsperson Representative	2019-2020
Marcia Satryan	Alternate	

Faculty Senators: (UP only; special election)

Andrea Sillner	Curricular Affairs	2017-2021
Lisa Kitko	Faculty Affairs	2018-2022

Faculty Council Executive Committee:

Patty Fitzgerald	Council Chair	2018-2021
Elaine McKenna	Council Immediate Past Chair	2017-2020
Barbara Birriel	Council Chair Elect	2019-2022
Suzanne Kuhn	Council Secretary	2019-2021
Kim Hodges	Staff Support	

MSN Admissions and Standards Committee (Chair appointed by Assoc. Dean Grad/ Research):

Andrea Sillner	Graduate Faculty Member-at-Large	2018-2021
Madeline Mattern	Director, NP Options	Ex-Officio†
Barbara Birriel	Interim Director, DNP Program	Ex-Officio†
Lisa Kitko	Associate Dean for Graduate Education	Ex-Officio†
Kelly Wolgast	Assist. Dean for Online Education and Outreach	Ex-Officio†
Judith Hupcey	Associate Dean for Research and Innovation	Ex-Officio*

†*Voting members per Faculty Council constitution***Non-voting except for PhD applicants and tie-breaking***MS/PhD Admissions and Standards Committee:**

Nikki Hill	PhD faculty Council Member	2018-2021
Susan Loeb (Chair)	Director, PhD Program	Ex-Officio†
Judith Hupcey	Associate Dean for Research and Innovation	Ex-Officio†

†*Voting members per Faculty Council constitution***DNP Admissions and Standards Committee** (Chair appointed by Assoc. Dean Grad/ Research):

Winnie Adebayo	Graduate Faculty Member-at-Large	2018-2021
Barbara Birriel	Interim Director, DNP Program	Ex-Officio†
Judith Hupcey	Associate Dean for Research and Innovation	Ex-Officio†

†*Voting members per Faculty Council constitution***Undergraduate Admissions and Standards (BSN Council):** (Comm. Elects Chair)

Mary Anne Ventura (Chair)	BSN/SCND Faculty Representative	2018-2021
Maggie Layman	BSN/SCND Faculty Representative	2018-2022
Stephanie Unger	BSN/SCND Faculty Representative	2018-2020
Cindy Bowman	BSN/SCND Faculty Representative	2019-2023
Raymonde Brown	Associate Dean for Undergraduate Education	Ex-officio†
Kris Conn	Undergraduate Advisor	Ex-officio†
Kim Hodges	Staff Support	

†*Voting members per Faculty Council constitution***Undergraduate Admissions and Standards (RN to BSN Council):** (Comm. Elects Chair)

Brenda Holtzer	RN to BSN Faculty Representative	2018-2021
Janet Knott	RN to BSN Faculty Representative	2018-2021
Kerrie Coleman	RN to BSN Faculty Representative	2019-2023
Beth Ann Reedy	RN to BSN Faculty Representative	2019-2020
Raymonde Brown	Associate Dean for Undergraduate Education	Ex-officio†
Kris Conn	Undergraduate Advisor	Ex-officio†
Cody Hoffman	Staff Support	

†*Voting members per Faculty Council constitution*

Faculty Affairs Committee: (Chair and Secretary elected by committee)

Melissa Miner	BSN Faculty Representative	2019-2022
Jill Kargo (Secretary)	BSN Faculty Representative	2018-2021
Marianne Adam	RN to BSN Faculty Representative	2018-2021
Kerrie Coleman	RN to BSN Faculty Representative	2019-2022
Andrea Sillner (Chair)	MSN Council Representative	2018-2021
Kelly Wolgast	DNP Council Representative	2018-2021
Marie Boltz	PhD Council Representative	2019-2022
Dan Eaton	Faculty Member-at-Large	2018-2021
Kim Hodges	Staff Support	

Updated: February 3, 2020

APPENDIX E: Curriculum Vita – Badzek, Laurie

Laurie A. Badzek, LLM, JD, MS, RN, FNAP, FAAN Curriculum Vitae Short Version

Business Address: Penn State University
College of Nursing
201 Nursing Sciences Building
University Park, PA 16802
lbadzek@psu.edu

Telephone:
(814) 863-0245 (Office)

Home Address: Port Matilda, PA

Birthplace: Baltimore, MD

Citizenship: U.S.A.

EDUCATION

Post Graduate

1993	DePaul University College of Law 25 E. Jackson Blvd Chicago, IL 60614-8145	LLM	Health Law Focus Policy & Ethics
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Graduate

1990	West Virginia University College of Law Morgantown, WV 26506	JD	General Law
1993	DePaul University Department of Nursing 2323 N. Seminary Avenue Chicago, IL 60614-3298	MS	Nursing

Undergraduate

1979	West Virginia University School of Nursing Morgantown, WV 26506-9600	BSN	Nursing
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LICENSURE AND CERTIFICATION

1990-present	WV State Bar active
1995-present	US Supreme Court Bar Admission 6/19/95
1979-2015	West Virginia Nursing License (inactive 2015)
1991-1992	IL Nursing License (inactive 1992)
2014- 2018	Florida Nursing License active (inactive 2018)
2015-2019	North Carolina Nursing License (inactive 2019)
2018-present	Pennsylvania Nursing License active

ADMINISTRATIVE APPOINTMENTS with Descriptions

Academic

7/2018 Pennsylvania State University
Dean, Professor (tenured)
College of Nursing

Description:

Beginning July 1, 2018, Chief academic officer for the College of Nursing that includes the campus at University Park and 13 other campus programs across Pennsylvania. Position reports to the University Provost.

3/2018-6/2018 Pennsylvania State University Leadership
Consultant/CON

7/2015-6/2018 University of North Carolina Wilmington
Director, Professor (tenured)

Description:

Chief academic officer for the School of Nursing within the College of Health and Human Services.

1/2015-6/2015 University of North Carolina Wilmington Leadership
Consultant/SON

2015-present West Virginia University (WVU) Professor Emeritus

2009-2012 West Virginia University Appalachian Quality Director
of Life Institute

2003-2018 American Nurses Association (ANA) Center for Ethics Director
& Human Rights

ADDITIONAL ACADEMIC POSITIONS AND APPOINTMENTS

2003-2014 West Virginia University Professor (tenured 1998)
Graduate Faculty

1998-1999 ANA Center for Ethics & Human Rights Director

1996-1998 West Virginia University School of Pharmacy Adjunct Professor

1995-2015 West Virginia University Center for Health Associate
Ethics & Law

1995-1996 West Virginia University Center for Health Assistant Director
Ethics & Law

1998-2003 West Virginia University Associate Professor (tenured)
Graduate Faculty

1993-1998 West Virginia University Assistant Professor

1992 West Virginia University Instructor

Non-Academic

1990	Steptoe & Johnson Law Offices	Associate Attorney
1983	West Virginia University Outpatient Services	Staff Nurse, Preceptor Interim Assistant Nurse Manager
1981	West Virginia University Hospital	Charge Nurse, Staff Nurse
1980	WV Department of Welfare Division of Handicapped Children Services	Community Health Nurse
1979	Monongalia General Hospital	Charge Nurse, Staff Nurse

RESEARCH and SCHOLARY PROJECTS**Funded last 10 years**

“An international meeting of nursing and genomics to further the work of the G2NA in accelerating the integration of genomics into everyday health practice. Submitted by Emma Tonkin on behalf of the G2NA Steering Group (see g2na.org). Funded 2019/2020.

“A global genomics nursing alliance (G2NA) to accelerate integration of genomics into everyday health professional practice” Principal Investigator, Maggie Kirk. Co Investigators: Laurie Badzek, Caroline Benjamin, Kathleen Calzone, Jean Jenkins, Anna Middleton, Emma Tonkin. Original project submission to US funder with Badzek lead was not funded. Resubmission with UK lead Kirk funded by Wellcome Trust in the form of meeting space, travel and meeting support Funded. Additional funding by Health Education England for meeting and post meeting support. NHGRI, University of Wales and UNCW in kind and financial support. Funded 2016/2017.

“Expanding RN Scope of Practice: Sustainability and Dissemination” Principal Investigator, Laurie Badzek. Co-Investigators: Jean Jenkins, Kathy Calzone, and Stacy Culp. Original project submitted to NCSBN was not funded in April 2014. Funding for Expanding Scope of Practice (MINC project) as it relates to the development of the Public-facing Toolkit, Experts Network and Branding portion of the project was awarded to Jean Jenkins as a separate application to the National Institutes of Health, National Human Genome Research Institute, Division of Policy, Communications, and Education, Genomic Healthcare Branch, Bethesda, MD; personnel costs from the grant on this portion of the project were not included. Participation by L. Badzek is in kind unfunded cost. Funded June 2014. Resulted in 2107 launch of www.genomicsintegration.net.

“Nursing Practice and Genetics” **Principal Investigator, Laurie Badzek.** Consultants/Co-Investigators: Jean Jenkins and Kathy Calzone. NCI funding from similar project and support from NCI for data analysis and support. Survey support and advertising costs provided by ANA. Statistical Analysis and research assistant support from WVUSON (2009/2010).

“Expanding RN Scope of Practice: A Method for Introducing a New Competency into Nursing Practice” **Principal Investigator Laurie Badzek.** Co Investigators: Stacey Culp, Jean Jenkins, and Kathy Calzone. NCSBN Funded 2011-2014.

HONORS/AWARDS

- 2018 NCNA Southeast Region 2018 Nurse Honoree
- 2017 ASBH Cornerstone Award for the ANA Center for Ethics and Human Rights
- 2017 AACN Wharton Executive Leadership Fellow
- 2016 ISONG International Genomics Nursing Research Award
- 2016 ASAE Silver Award for "ANA Year of Ethics 2015"
- 2015 West Virginia University Professor Emeritus

- 2011 West Virginia University Convocation Invited Speaker
- 2011 Induction as Fellow in Academy of Nursing (FAAN)
- 2010 WVUSON Golden Graduate Recognition
- 2009 WVU Full Professor Salary Enhancement Achievement
- 2007 AACN Leadership for Academic Nursing Fellow (LANP)
- 2006 Inducted into the National Academies of Practice (FNAP)
- 2006 WVUSON Recognition during Honors Weekend
- 2005 American Association of Nurse Attorneys Outstanding Education Section Member Award
- 2003 WVU School of Nursing Innovative Teaching Award

- 2001 Nephrology Nursing Journal Writing Award for Research
- 1999 American Nephrology Nurses Association Research Abstract Award
- 1998 American Nephrology Nurse Researcher Award
- 1998 Who's Who in American Law
- 1997 American Nephrology Nurses Association Established Investigator Research Award
- 1997 American Nephrology Nurses Association Research Abstract Award
- 1997 Nominated West Virginia University Best Classroom Faculty
- 1997 Eastern Speech Communication Association Outstanding Paper Award
- 1997 Top three paper in Health Communication by Speech Communication Association
- 1994 AARP Recognition for Outstanding Contributions to Improving the Quality of Life for Older Americans
- 1993 DePaul University Clark-Fila Award for Outstanding Achievement in Nursing
- 1991 Who's Who Among American Universities and Colleges
- 1990 Order of the Barristers
- 1990 Order of the Coif
- 1990 Steptoe & Johnson Scholarship
- 1988 West Virginia College of Law Moot Court Board
- 1979 West Virginia Student Nurse of the Year

PUBLICATIONS

Refereed Articles (*peer-reviewed; peer-reviewed published abstracts omitted)

- *Calzone, K., Jenkins, J., Culp, S., & **Badzek, L.** (2018). Hospital nursing leadership led interventions increased genomic awareness and educational intent in Magnet® settings. *Nursing Outlook*, 66, 244-263.
- *Calzone, K., Kirk, M., Tonkin, E., **Badzek, L.**, Benjamin, C., and Middleton, A. (2018). Increasing Nursing Genomic Literacy: Overview of existing global genomic resources. *Nursing Education Today*, 69, 53-59.
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SELECTED INVITED & REFEREED* PRESENTATIONS

International-selected representation

05/2019	Speaker	G2NA and Nurse Competency	CUHK	Hong Kong, China
07/2018*	Speaker	IPE and Research	STTI	Melbourne, Australia
09/2017*	Speaker	2015 US Code for Nurses	Nursing Ethics	Leuven, Belgium
08/2016	Invited	The G2NA Project	ISONG	Dublin, Ireland
11/2013*	Speaker	Nursing and Genomics	STTI	Indianapolis, IN
05/2009	Invited	Nursing Ethics & Law	Guam Nurses Assoc.	Guam
09/2004*	Speaker	Rural Pediatric Palliative Care	Children's Hospice	Edinburg, Scotland
06/2001*	Speaker	Advance Care Planning Study	ICN	Copenhagen, Denmark

National-selected representation

10/2016	Invited	Ethics Panel Moderator	ASBH-AGN	Washington, DC
04/2016	Invited	Ethics and Leadership	NC-ONE	Greensboro, NC
10/2015*	Speaker	Ethics and Magnet	Acan Magnet	Atlanta, GA
09/2015	Invited	Genomics Medicine	Sanford Health	Sioux Falls, SD
06/2015	Invited	Membership Assembly	ANA	Washington, DC
04/2014	Speaker	2014 Research Symposia	NCSBN	Arlington, VA
10/2013*	Speaker	2013 ANCC Magnet	Magnet Conference	Orlando, FL
10/2013	Participant	2013 NHGRI Strategic Plan	Invitational Meeting	Washington, DC
10/2013	Invited	2013 NINR Genomic Blueprint	Invitational Meeting	Washington, DC
03/2013	Speaker	2013 National Nursing Ethics	Ethics of Caring/ANA	LA, CA
03/2011	Speaker	2011 National Nursing Ethics	Ethics of Caring/ANA	LA, CA
04/2008	Invited	Nursing Ethics & Cannabis	Medical Cannabis	Santa Barbara, CA

MEMBERSHIP IN PROFESSIONAL AND SCIENTIFIC SOCIETIES

1989-2017	The American Association of Nurse Attorneys 1989-99: President of WV Organizing Chapter 1995-2000: Vice Chair Education Section 2000-2012; Chair, 1999-2012: Vice President WV Organizing Chapter 2000/2001: National Program Committee
1990-present	Sigma Theta Tau International Alpha Rho Chapter, 1992-94 Vice President, Program Chair 1994-1998 Nominating Committee 2000-present Research Committee 2000-2012 Research Programs Nu Omega Chapter 2015-present
1990-present	West Virginia Bar Association, Member
1995-present	American Nurses Association, Member 1996 West Virginia Board of Nursing Nominee 1996 1996 WV State nominee 1996 for National Task Force to revise the <i>ANA Code for Nurses</i> 1997 WV representative to the Task Force on ethics and human rights
1998-present	American Society of Bioethicists and Humanitarians, Member 2005 Nursing Affinity Group Preconference Co- Chair Meeting 2014-2016 AGN Board Director
1999-2018	Southern Nursing Research Society, Member
2018-present	Eastern Nursing Research Society, Member
2003-present	International Society of Nurses in Genetics, Member
2005-present	National Academies of Practice, Fellow Nursing Section
2011-present	American Academy of Nursing, Fellow Expert Panels: Genomics, Ethics
2015-present	American Colleges of Nursing Deans, Member
2019-present	American Organization of Nurse Executives, Member

SERVICE/PRACTICE

Manuscript Reviewer

Critical Care Nurse, Legal Peer Review Panel Member, September 1992-2003

American Journal of Nursing, Manuscript Review Panel Member, April 1995-present

ANNA Journal, Manuscript Review Panel Member, September 1997-present

The Journal of Nursing Law, July 1993-2012.

International Nursing Review, September 2007-present

Editorial Board

July 1993-2012 *The Journal of Nursing Law*, Editorial Board Member

International Professional Service/Consulting

2007-2015 ICN Ethics Experts Panel Member

National Professional Service/Consulting

2015-2018 North Carolina Future of Nursing Coalition Deans/Directors Rep

2004-present National Steering Committee on Genomic Core Competency Member

2000-2013 National Coalition of Health Professions Education in Genetics Membership Committee.

1997-2013 National Ethical Force Oversight Body Member

2003-2018 American Nurses Association Consultant/Director

1997-2015 NSO/ANO Specialty Group Defense Consultant

1994-2012 American Health Care Institute Consultant

West Virginia State Service

1989-2010 West Virginia Guardianship Commission Drafting Committee Recorder/Member

1996-2015 West Virginia Department of Health & Human Resources
Consultant/Member
Ethics Consult Committee Office of Social Services

1999-2003 West Virginia Catastrophic Illness Commission Member
(Appointment by Governor Underwood)

Professional Service/Consulting/ Regional/Local

1995-2010 WV University Hospitals Consultant/Ethics

2002-2014 West Virginia Center for Ethics/End of Life Care Consultant/Nurse Educator

Community Activities

1995-2010 Ruby Memorial Hospital Ethics Committee Member/Consult Service

Abbreviated Version February 2019

APPENDIX F: Full-Time Faculty Table

Full-time Faculty Table Fall 2019/Spring 2020

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
Adam, Marianne Associate Teaching Professor / Campus Coordinator	PHD, 2012, Nursing MS, 1984, Nursing Service Administration BS, 1982, Nursing	Registered Nurse, Pennsylvania (1986) Certified Registered Nurse Practitioner- Family Health, Pennsylvania (2000) Certified Registered Nurse Practitioner- Family Health, American Association of Nurse Practitioners (2000) Certified Nurse Educator, National League for Nursing (2019)	NURS 200W Principles of Nursing Research and Evidence- Based Practice NURS 390 Transition and the Professional Nursing Role NURS 417 Family and Community Health Concepts NURS 431 Data Management for Nurse Managers NURS 499 Nurse Foreign Study NURS 840 Nursing Education Theories and Strategies	CON Penn State Full-time Faculty, 2014 - Present Family Nurse Practitioner PRN, Healthy House Calls Program, Examination Management Services, Inc., July 2015 - 2018 Family Nurse Practitioner per diem and PRN, Berks Family Physicians, November 2015 - 2017 Family Nurse Practitioner per diem and PRN, Blandon Medical Group, November 2008 - 2016 Assistant Professor, Moravian College, 1999 - 2013 Family Nurse Practitioner per diem and PRN, Kutztown Family Medicine, January 2001 - January 2010
Adebayo, O. Winifred Assistant Professor	PHD, 2017, Nursing BSN, 2013	Registered Nurse, Florida (2014) Registered Nurse, Pennsylvania (2018)	NURS 602 Supervised Experience in College Teaching NURS 830 Evidence-Based Practice I: Inquiry and Research Methods	CON Penn State Full-time Faculty, 2018 - Present Teaching Assistant, University of Miami, 2016 - 2017 Research Assistant, University of Miami, 2014 - 2017

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
				Registered Nurse, University of Miami Hospital, 2014 - 2015 Registered Nurse, Regional Medical Center, 2013 - 2014 Student Nurse Technician, Providence Hospital, 2012 - 2013
Allen, Rachel Assistant Research Professor	PHD, 2018, Nursing MSN, 2009, Psychiatric-Mental Health Nurse Practitioner BSN, 2006	Registered Nurse, Massachusetts (2006) Registered Nurse, Pennsylvania (2008) Registered Nurse, Rhode Island (2011) Certified Registered Nurse Practitioner – Psychiatric/mental health, Rhode Island (2015)	NURS 200W Principles of Nursing Research and Evidence-Based Practice NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B NURS 420 Mental Health Nursing NURS 597 Special Topics NURS 841 Assessment and Evaluation in Nursing Education NURS 843 Synthesis and Application of the Nurse Educator Role	CON Penn State Full-time Faculty, 2018 - Present Assistant Research Professor, Pennsylvania State University Hershey, 2018 – Present Preceptor, Thundermist Health Center, 2017 – Present Guest Lecturer, Saint Anslem College, 2016 CRNP, Integrated Psychiatry, 2015 – Present Co-course Instructor, University of Rhode Island, 2015 CRNP, Thundermist Health Center, 2011 – 2015 CRNP, The Center for Neurological and Neuro Development Health, 2010 – 2011 CRNP, The Children's Home, 2010 – 2011

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
				<p>Clinical Instructor, Thomas Jefferson University, 2009 – 2010</p> <p>Clinical Instructor, University of Pennsylvania, 2009</p> <p>RN, Thomas Jefferson University, 2009 – 2010</p>
Ambrose, Megan Instructor	<p>MSN, 2013, Nursing Education</p> <p>BSN, 2006</p>	Registered Nurse, Pennsylvania (2006)	<p>NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention</p> <p>NURS 306 Nursing Care of Children and Adolescents</p>	<p>CON Penn State Full-time Faculty, 2018 – Present</p> <p>Clinical Instructor, Pennsylvania State University, 2014 – Present</p> <p>Clinical Manager, Bayada Home Health Care, 2011 – Present</p> <p>RN, Children's Hospital of Philadelphia, 2006 – 2011</p>
Anderson, Jocelyn Assistant Professor	<p>PHD, 2016, Nursing</p> <p>MSN, 2010, Clinical Nurse Specialist - Forensic Nursing</p> <p>BSN, 2008</p>	<p>Registered Nurse, Maryland (2008)</p> <p>Certified Neuroscience Registered Nurse, American Board of Neuroscience Nursing (2010)</p> <p>Forensic Nurse Examiner - Adult/Adolescent, Maryland (2014)</p> <p>Registered Nurse, Pennsylvania (2016)</p>	<p>NUR 409 Introduction to Forensic Nursing</p> <p>NURS 496 Independent Studies</p> <p>NURS 513 Evidence-Based Practice in Professional Nursing</p>	<p>CON Penn State Full-time Faculty, 2018 - Present</p> <p>Telehealth Sexual Assault Nurse Examiner, Pennsylvania State University, January 2018 - Present</p> <p>Adjunct Faculty, Johns Hopkins University School of Nursing, 2016 - Present</p> <p>Registered Nurse - Auberle 412 YouthZone, Children's Hospital of Pittsburgh of UPMC, 2017 - 2018</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
				Registered Nurse - Sexual Assault Nurse Examiner, UPMC Mercy, 2017 - 2018 Forensic Nurse Examiner, Mercy Medical Center, 2014 - 2018 Per Diem Informatics Support, Johns Hopkins Medical Institutions, 2014 - 2016 Per Diem Nurse Clinician, Johns Hopkins Hospital, 2013 - 2016 Nurse Clinician IM, Johns Hopkins Hospital, 2008 - 2013 Forensic Intern, Johns Hopkins University School of Nursing, 2009 - 2010
Badzek, Laurie Dean	LLM, 1993, Health Law; Policy & Ethics MS, 1993, Nursing JD, 1990, General Law BSN, 1979	West Virginia State Bar (1990) Registered Nurse, Pennsylvania (2018)		Dean, Penn State CON, 2018 – Present Professor Emeritus, West Virginia University, 2015 - Present Leadership Consultant/CON, Penn State University, 2018 Director, Professor (tenured), University of North Carolina Wilmington, 2015 - 2018 Director, American Nurses Association (ANA) Center for Ethics & Human Rights, 2003 - 2018

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
				<p>Leadership Consultant/SON, University of North Carolina Wilmington, 2015</p> <p>Associate, West Virginia University Center of Health Ethics & Law, 1995 - 2015</p> <p>Professor (tenured 1998), Graduate Faculty, West Virginia University, 2003 - 2014</p> <p>Director, West Virginia University Appalachian Quality of Life Institute, 2009 - 2012</p>
Baker, Theresa Instructor	MS, 2014, Nursing Education BS, 1981, Nursing	Registered Nurse, Pennsylvania (1983)	<p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 305 Introduction to Pharmacological Concepts</p> <p>NURS 306 Nursing Care of Children and Adolescents</p> <p>NURS 352 Advanced Health Assessment for the Registered Nurse</p> <p>NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A</p>	<p>CON Penn State Full-time Faculty, 2015 – Present</p> <p>Adjunct Faculty, Pennsylvania State University Scranton, 2009 – Present</p> <p>RN Manager, Moses Taylor Hospital, 2003 – 2003</p> <p>Patient Education Manager, Moses Taylor Hospital, 1996 – 2013</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			NURS 466 Systems and Community Responses	
Barkdoll, Carranda Assistant Teaching Professor / Campus Coordinator	DNP, 2017, Leadership MS, 2001, Nursing/FNP BS, 1998, Nursing	Registered Nurse, Pennsylvania (1985) Certified Registered Nurse Practitioner – Family Health, Pennsylvania (2001) Certification Emergency Nursing, Emergency Nurses Association (2013) Family Nurse Practitioner Board Certified, American Nurses Credentialing Center (2017)	NURS 306 Nursing Care of Children and Adolescents NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A NURS 450A Professional Role Development III: Leadership and Management NURS 452 Women's Health Issues NURS 802B Physical Assessment Through The Lifespan NURS 874A Adult Gerontology Primary Care Nurse Practitioner Integrative Practicum NURS 876 Family Nurse Practitioner Practicum with Pediatric Populations	CON Penn State Full-time Faculty, 2003 - Present Penn State MA Advisory Board, February 2018 - Present Member of the Council, Penn State Alumni Council, January 2018 - Present President of Alumni Society, Penn State Alumni Society, September 2017 - September 2019
Barton, Jennifer Assistant Teaching Professor / Campus Coordinator	DNP, 2016, Leadership MSN, 2002, Healthcare of Women BSN, 1998	Registered Nurse, Pennsylvania (1998) Women's Health Care Nurse Practitioner Board Certified, National Certification Corporation (2002)	NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention	CON Penn State Full-time Faculty, 2013 - Present Instructor, Lancaster General College of Health Sciences, August 2007 - April 2013

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
		<p>Certified Registered Nurse Practitioner – Obstetric/Gynecology, Pennsylvania (2002)</p> <p>Certified Nurse Educator, National League for Nursing (2020)</p>	<p>NURS 306 Nursing Care of Children and Adolescents</p> <p>NURS 320 Nursing Care of the Childbearing Family and Gynecological Client</p> <p>NURS 450A Professional Role Development III: Leadership and Management</p> <p>NURS 450B Professional Role Development III: Clinical Capstone</p> <p>NURS 452 Women's Health Issues</p> <p>NURS 496 Independent Studies</p> <p>NURS 497 Special Topics</p>	
Berish, Diane Assistant Research Professor	<p>PHD, 2018, Gerontology</p> <p>MA, 2003, Psychology</p> <p>BA, 2001, Psychology</p>	Not a Nurse	<p>NURS 586 Quantitative Methods in Health Research</p> <p>NURS 851 General Linear Modeling in Health Research</p>	<p>CON Penn State Full-time Faculty, 2018 - Present</p> <p>Graduate Assistant, Miami University, August 2014 - August 2018</p> <p>Graduate Instructor, Miami University, 2015 - 2017</p> <p>Adjunct Instructor, Tiffin University, 2007 - 2015</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
				<p>Activities Director, Glen Meadows Nursing Home, May 2010 - May 2014</p> <p>Adjunct Instructor, Assistant Registrar, Member Faculty Senate, Dept Chair Human Services, Chatfield College, 2007 - 2013</p> <p>Adjunct Instructor, Wilmington College, January 2011 - May 2011</p> <p>Activity Coordinator, Social Services Assistant, Sunrise Manor Convalescent Center, June 2008 - April 2010</p>
Birriel, Barbara Assistant Research Professor	<p>PHD, 2017, Nursing and Bioethics</p> <p>MS, 1993, Nursing, Critical Care/Trauma</p> <p>BS, 1981, Nursing</p>	<p>Registered Nurse, Pennsylvania (1981)</p> <p>Acute Care Nurse Practitioner Board Certified, American Nurses Credentialing Center (1997)</p> <p>Certified Registered Nurse Practitioner, Commonwealth of Pennsylvania (1997)</p>	<p>NURS 494 Honors Thesis</p> <p>NURS 802 Advanced Health Assessment of Adult Populations</p> <p>NURS 824 Primary Palliative Care: An Interdisciplinary Approach</p> <p>NURS 825 Primary Palliative Care: Interdisciplinary Management of Advanced Serious Illness</p> <p>NURS 843 Synthesis and Application of the Nurse Educator Role</p>	<p>CON Penn State Full-time Faculty, 2011 - Present</p> <p>Nurse Practitioner, Penn State Hershey Medical Center, October 1, 2011 - Present</p> <p>Nurse Practitioner, Heritage Cardiology Associates, February 2004 - June 2011</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 860 Adult Gerontology Acute Care Nurse Practitioner Role I</p> <p>NURS 861 Adult Gerontology Acute Care Nurse Practitioner Role II</p> <p>NURS 862 Adult Gerontology Acute Care Nurse Practitioner Practicum I</p> <p>NURS 863 Adult Gerontology Acute Care Nurse Practitioner Practicum II</p> <p>NURS 864 Adult Gerontology Acute Care Nurse Practitioner Integrative Practicum</p> <p>NURS 865 Pharmacology for Acute Care Nurse Practitioners</p> <p>NURS 866 Health Assessment of the Adult Gerontology Population in Acute Care</p>	
Blasi-Strubeck, Annette Instructor	MSN, 2009, Nursing Administration BSN, 1983	Registered Nurse, Pennsylvania (1983) Critical Care Registered Nurse, American Association for Critical- Care Nurses (2011)	<p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings</p> <p>NURS 350 Professional Role</p>	CON Penn State Full-time Faculty, 2012 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>Development II: Ethics, Legal and Genetic Issues</p> <p>NURS 390 Transition and the Professional Nursing Role</p> <p>NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B</p> <p>NURS 415 Community and Family Health Nursing</p> <p>NURS 464 Dying and Death</p> <p>NURS 465 Health Concepts for Adults with Complex Health Care Needs</p>	
Bock, Lorraine Assistant Teaching Professor	<p>DNP, 2014, Executive & Education Tracks</p> <p>MSN, 1994, Primary Care Nurse Practitioner - Adult</p> <p>BSN, 1992</p>	<p>Registered Nurse, Pennsylvania (1983)</p> <p>Certified Registered Nurse Practitioner - Family, Pennsylvania (1995)</p> <p>Family Nurse Practitioner, American Nurses Credentialing Center (1995)</p>	<p>NURS 588 Healthcare Policy for Nurse and Healthcare Scholars</p> <p>NURS 802A Advanced Health Assessment of Pediatric Populations</p> <p>NURS 803 Pathophysiology</p> <p>NURS 872 Family Nurse Practitioner Practicum</p> <p>NURS 872A Adult Gerontology Primary</p>	<p>CON Penn State Full-time Faculty, 2018 – Present</p> <p>Adjunct Professor, Misericordia University, 2017 – Present</p> <p>Associate Professor, Robert Morris University, 2016 – Present</p> <p>Assistant Teaching Professor, Pinnacle Health System, 2015 – Present</p> <p>Director of Legislative Health and CRNP, Pennsylvania</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			Care Nurse Practitioner Practicum I NURS 873 Family Nurse Practitioner Practicum II NURS 874 Family Nurse Practitioner Integrative Practicum	House of Representatives, 2011 – 2015 CRNP, Holy Spirit Hospital, 2009 – 2017 Adjunct Professor and Clinical Faculty, York College, 2003 – Present Adjunct Faculty, Millersville University, 2000 – Present CRNP and CEO, Bock CRNP Services, 1999 – Present Adjunct Faculty, Widener University, 1996 – Present Adjunct Faculty, Harrisburg Area Community College, 1990 – Present
Boltz, Marie Professor	PHD, 2007, Nursing and Theory Development MS, 1984, Gerontological Nursing BS, 1982, Nursing	Registered Nurse, Pennsylvania (1977) Gerontological Nurse Practitioner, American Nurses Credentialing Center (1985) Nursing Home Administrator, Pennsylvania (1988) Certified Registered Nurse Practitioner – Gerontology, Pennsylvania (1991) Registered Nurse, Massachusetts (2014)	NURS 200W Principles of Nursing Research and Evidence-Based Practice NURS 522 Comprehensive Assessment of the Older Adult NURS 580 Epistemology of Nursing Science NURS 596 Individual Studies NURS 600 Thesis Research	CON Penn State Full-time Faculty, 2016 - Present Professor, Elouise Ross Eberly and Robert Eberly Endowed Chair, Penn State College of Nursing, August 2018 - Present Senior Nurse Scientist, Munn Center for Nursing Research, Massachusetts General Hospital and the Hospital of the University of Pennsylvania, 2014 - Present President, ElderCare MB Consulting, 1999 - Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
		Certified Registered Nurse Practitioner, Massachusetts (2014)	NURS 601 Ph.D. Dissertation Full-Time NURS 602 Supervised Experience in College Teaching NURS 611 Ph.D. Dissertation Part-Time	Associate Professor with tenure, Boston College, September 3, 2014 - June 30, 2016 Associate Director - Research, NICHE (Nurses Improving Care for Health System Elders), New York University College of Nursing, 2012 - 2014 Assistant Professor, New York University College of Nursing, September 1, 2007 - June 30, 2014 Director of Practice, Hartford Institute for Geriatric Nursing at NYU, September 1, 2003 - June 30, 2014 Associate Director for Practice, Hartford Institute for Geriatric Nursing, NICHE Practice Director, New York University College of Nursing, 2003 - 2012
Bowman, Cynthia Instructor	MS, 1995, Nursing BSN, 1990	Registered Nurse, Pennsylvania (1981) Inpatient Obstetric Nurse, National Certification Corporation (1991) Certified Nurse Educator, National League for Nursing (2008)	NURS 230 Introduction to the Fundamentals of Nursing NURS 301 Nursing Care of the Adult Client Requiring Medical- Surgical Intervention NURS 310 Therapeutic Nursing Care of	CON Penn State Full-time Faculty, 1998 - Present Casual RN/Staff Nurse, Altoona Hospital, November 2004 - November 2010

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>the Older Adult Client in a Variety of Settings</p> <p>NURS 320 Nursing Care of the Childbearing Family and Gynecological Client</p> <p>NURS 401 Concepts of Health</p> <p>NURS405A Nursing Care of the Adult Client with Complex Health Problems: Part A</p> <p>NURS 452 Women's Health Issues</p>	
Bransby, Kristin (Formerly Altdoerffer) Associate Teaching Professor	<p>DNP, 2015, Nursing Practice Primary Care</p> <p>MSN, 2009, Pediatric Nurse Practitioner- Primary Care</p> <p>BS, 2006, Nursing</p>	<p>Registered Nurse, Pennsylvania (2017)</p> <p>Certified Registered Nurse Practitioner - Pediatric Primary Care, Pennsylvania (2017)</p> <p>Certified Pediatric Nurse Practitioner - Primary Care, Pediatric Nursing Certification Board (2017)</p> <p>Pediatric Mental Health Specialist, Pediatric Nursing Certification Board (2018)</p>	<p>NURS 306 Nursing Care of Children and Adolescents</p> <p>NURS 320 Nursing Care of the Childbearing Family and Gynecological Client</p> <p>NURS 802A Advanced Health Assessment of Pediatric Populations</p> <p>NURS 830 Evidence-Based Practice I: Inquiry and Research Methods</p> <p>NURS 835 Doctor of Nursing Practice Project</p>	<p>CON Penn State Full-time Faculty, 2017 - Present</p> <p>Pediatric Nurse Practitioner, Eden Park Pediatrics, September 2017 - Present</p> <p>Pediatric Nurse Practitioner, Advocare Newborn Network, June 2016 - October 2017</p> <p>Assistant Clinical Professor, Drexel University, June 2013 - August 2017</p> <p>APN Team Lead & Front-Line Ordering Clinician, The Children's Hospital of Philadelphia, June 2014 - June 2017</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 875 Nurse Practitioner Role with Children and Families</p> <p>NURS 876 Family Nurse Practitioner Practicum with Pediatric Populations</p>	Clinical Instructor, University of Maryland Baltimore, June 2012 - June 2013
Brown, Raymonde Teaching Professor / Associate Dean Undergraduate Education	<p>PHD, 1999, Nursing</p> <p>MS, 1989, Nursing</p> <p>BSN, 1981</p>	<p>Registered Nurse, Pennsylvania (1968)</p> <p>Certified Nurse Educator, National League for Nursing (2006)</p>	<p>NURS 100 First Year Seminar in Nursing</p> <p>NURS 297 Special Topics</p> <p>NURS 499 Nurse Foreign Study</p>	<p>CON Penn State Full-time Faculty, 1988 - Present</p> <p>Teaching Professor and Associate Dean Undergraduate Education, Penn State University-College of Nursing, 2017 - Present</p> <p>Associate Dean of Undergraduate Programs and Outreach, Penn State University-School of Nursing, 2008 - 2017</p>
Burket, Tamara Assistant Teaching Professor	<p>DNP, 2017, Nursing Leadership & Exec Mngmt</p> <p>MS, 2004, Adult Health Nursing</p> <p>BS, 1997, Nursing</p>	<p>Registered Nurse, Pennsylvania (1982)</p> <p>Critical Care Registered Nurse-K, American Association of Critical Care Nurses (1987)</p> <p>Adult Health, Clinical Nurse Specialist, American Nurses Credentialing Center (1997)</p> <p>Gerontological Nursing, Clinical Nurse Specialist, American Nurses Credentialing Center (1998)</p>	<p>NURS 200W Principles of Nursing Research and Evidence-Based Practice</p> <p>NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention</p> <p>NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings</p>	CON Penn State Full-time Faculty, 2015 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
		Clinical Nurse Specialist – Adult Health, Pennsylvania (1998) Clinical Nurse Specialist – Gerontology, Pennsylvania (1998)	NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A NURS 417 Family and Community Health Concepts NURS 420 Mental Health Nursing NURS 450B Professional Role Development III: Clinical Capstone	
Cernuska, Glenna Instructor	MS, 2015, Nursing BS, 2013, Nursing	Registered Nurse, Pennsylvania (1987) Registered Nurse, West Virginia (1990)	NURS 230 Introduction to the Fundamentals of Nursing NURS 250 Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention NURS 306 Nursing Care of Children and Adolescents	CON Penn State Full-time Faculty, 2016 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings	
Clark, Ashley Assistant Teaching Professor	DNP, 2018 MS, 2012, Nursing BS, 2007, Nursing	Registered Nurse, Pennsylvania (2006)	NURS 230 Introduction to the Fundamentals of Nursing NURS 251 Health Assessment NURS 301 Nursing Care of the Adult Client Requiring Medical- Surgical Intervention NURS 352 Advanced Health Assessment for the Registered Nurse NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B NURS 450B Professional Role Development III: Clinical Capstone NURS 475 Integrated Concepts in Nursing Practice NURS 496 Independent Studies	CON Penn State Full-time Faculty, 2013 – Present
Clark, Darlene Assistant Teaching Professor	MS, 1992, Nursing BS, 1988, Nursing	Registered Nurse, Pennsylvania (1975)	NURS 100 First Year Seminar in Nursing	CON Penn State Full-time Faculty, 1992 - Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 251 Health Assessment</p> <p>NURS 297 Special Topics</p> <p>NURS 350 Professional Role Development II: Ethics, Legal and Genetic Issues</p> <p>NURS 357 Introduction to Nursing Informatics</p> <p>NURS 450B Professional Role Development III: Clinical Capstone</p>	<p>Instructor, The Pennsylvania State University, Continuing Education, 1992 - Present</p> <p>Charge Nurse, Skilled Nursing/Health Office, Foxdale Village Retirement Center, State College, PA, 1990 – Present</p> <p>Adjunct Clinical Assistant Professor, University of Arizona, 2007 - 2009</p> <p>Instructor, The Pennsylvania State University, School of Workforce Education, 1993 - 2009</p>
<p>Coleman, Kerrie Assistant Teaching Professor</p>	<p>DNP, 2017</p> <p>MSN, 2014, Nursing Education</p> <p>BS, 1997, Nursing</p>	<p>Registered Nurse, Pennsylvania (1997)</p>	<p>NURS 200W Principles of Nursing Research and Evidence-Based Practice</p> <p>NURS 357 Introduction to Nursing Informatics</p> <p>NURS 390 Transition and the Professional Nursing Role</p> <p>NURS 417 Family and Community Health Concepts</p>	<p>CON Penn State Full-time Faculty, 2018 – Present</p> <p>School of Nursing Program Coordinator, Pittsburgh Technical College, 2017 – Present</p> <p>Nursing Instructor, Pittsburgh Technical College, 2014 – Present</p> <p>Lab Instructor, Community College of Allegheny County, 2012 – 2014</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 430 Organization and Administration for the Nurse Manager</p> <p>NURS 465 Health Concepts for Adults with Complex Health Care Needs</p> <p>NURS 468 Client Education Strategies for Nurses and Other Health Care Providers</p>	
<p>Cutezo, Elizabeth Assistant Teaching Professor</p>	<p>MS, 1981, Nursing Family and Adult Health</p> <p>BS, 1977, Nursing</p>	<p>Registered Nurse, Pennsylvania (1978)</p> <p>Certified Nurse Educator, National League for Nursing (2013)</p>	<p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 407 Drugs of Abuse and Mental Health Issues</p> <p>NURS 415 Community and Family Health Nursing</p> <p>NURS 417 Family and Community Health Concepts</p>	<p>CON Penn State Full-time Faculty, 1981 - Present</p> <p>School Nurse, State College School District, State College, PA, 1996 - 2009</p>
<p>Daughenbaugh, Ashley Instructor</p>	<p>MSN, 2001, FNP</p> <p>BS, 1989, Nursing</p>	<p>Registered Nurse, Pennsylvania (1987)</p> <p>Certified Nurse Practitioner – Family Health, Pennsylvania (2001)</p> <p>Nurse Practitioner, American Association of Nurse Practitioners (2001)</p>	<p>NURS 306 Nursing Care of Children and Adolescents</p>	<p>CON Penn State Full-time Faculty, 2019 – Present</p> <p>CRNP, Children's Community Pediatrics Express Care, 2015 – 2016</p> <p>CRNP, Erie Retinal Surgery, 2013 – Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
				CRNP, Your Pediatric Connection, 2002 – 2013
Decker, Julie Assistant Teaching Professor	DNP, 2015 MS, 2009, Nursing BS, 2007, Nursing	Registered Nurse, Pennsylvania (1985)	NURS 200W Principles of Nursing Research and Evidence-Based Practice NURS 230 Introduction to the Fundamentals of Nursing NURS 251 Health Assessment NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention NURS 305 Introduction to Pharmacological Concepts NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B	CON Penn State Full-time Faculty, 2010 - Present National Advisory Board Member for the "Have You Ever Served? Initiative, American Academy of Nursing, December 2016 – October 2018 Admissions Liasion, Healthsouth Rehabilitation Hospital of Altoona, April 2002 – June 2010

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 407 Drugs of Abuse and Mental Health Issues</p> <p>NURS 441 Nursing Care of America's Veterans: An Introduction Into the Care of Military Veterans</p> <p>NURS 497 Special Topics</p>	
Devney, Anne Assistant Teaching Professor	<p>MS, 2010, Nursing Education</p> <p>EDD, 1994, Adult Continuing Education</p> <p>MA, 1985, Education Administration & Supervision</p> <p>MS, 1981, Curriculum and Instruction</p> <p>BS, 1978, Nurse Anesthesia</p> <p>BS, 1970, Nursing</p>	<p>Registered Nurse, Pennsylvania (2007)</p> <p>Certified Nurse Educator, National League for Nursing (2018)</p>	<p>NURS 100 First Year Seminar in Nursing</p> <p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings</p> <p>NURS 390 Transition and the Professional Nursing Role</p> <p>NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A</p> <p>NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B</p> <p>NURS 420 Mental Health Nursing</p>	CON Penn State Full-time Faculty, 2013 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			NURS 441 Nursing Care of America's Veterans: An Introduction Into the Care of Military Veterans	
Dillen, Cathleen Assistant Teaching Professor	DNP, 2018 MS, 2008, Nursing Clinical Nurse Specialist BSN, 1998	Registered Nurse, Pennsylvania (1988) Oncology Certified Nurse Specialist, Oncology Nursing Society (2005) Medical-Surgical Registered Nurse Board Certified, American Nurses Credentialing Association (2008) Advanced Oncology Clinical Nurse Specialist, Oncology Nursing Society (2009) Clinical Nurse Specialist in Adult Health, American Nurses Credentialing Center (2010) Chemotherapy Biotherapy Competency Certification, Oncology Nursing Certification Corporation (2015) Certified Nurse Educator, National League for Nursing (2019)	NURS 214 Nursing Care of Clients with Psychiatric/Mental Health Disorders NURS 216 Clinical Immersion II: Introduction to Concepts of Leadership NURS 230 Introduction to the Fundamentals of Nursing NURS 251 Health Assessment NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B NURS 407 Drugs of Abuse and Mental Health Issues	CON Penn State Full-time Faculty, 2010 - Present Staff Nurse Per diem, UPMC Altoona, January 1, 2013 – Present Staff Nurse per diem, Altoona Regional Health System, January 2010 – December 2012 Staff Nurse, Cancer Community Liaison, Altoona Regional Health System, May 1988 – January 2010

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 420 Mental Health Nursing</p> <p>NURS 480 NCLEX Prep</p>	
Doerfler, Robert Associate Teaching Professor	<p>PHD, 2010, Nursing</p> <p>MSN, 1996, Nurse Practitioner</p> <p>BS, 1995, Nursing</p>	<p>Registered Nurse, Pennsylvania (1987)</p> <p>Certified Registered Nurse Practitioner – Adult Health, Pennsylvania (1996)</p> <p>Adult Nurse Practitioner Board Certified, American Nurses Credentialing Center (1996)</p>	<p>NURS 200W Principles of Nursing Research and Evidence- Based Practice</p> <p>NURS 251 Health Assessment</p> <p>NURS 301 Nursing Care of the Adult Client Requiring Medical- Surgical Intervention</p> <p>NURS 305 Introduction to Pharmacological Concepts</p> <p>NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings</p> <p>NURS 407 Drugs of Abuse and Mental Health Issues</p> <p>NURS 415 Community and Family Health Nursing</p> <p>NURS 465 Health Concepts for Adults with Complex Health Care Needs</p>	<p>CON Penn State Full-time Faculty, 2006 - Present</p> <p>Clinician, Private Practice, 1996 – Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 475 Integrated Concepts in Nursing Practice</p> <p>NURS 480 NCLEX Prep</p> <p>NURS 495 Nursing Study in Specialized Setting</p>	
Dorn, Lorah Professor	<p>PHD, 1989, Human Development and Family Studies</p> <p>MS, 1982, Nursing/Pediatric Nurse Practitioner Program</p> <p>BSN, 1977</p>	<p>Registered Nurse, Pennsylvania (1985)</p> <p>Certified Registered Nurse Practitioner – Pediatric, Pennsylvania (1986)</p>	<p>NURS 494 Honors Thesis</p> <p>NURS 513 Evidence-Based Practice in Professional Nursing</p>	<p>CON Penn State Full-time Faculty, 2013 - Present</p> <p>Professor with tenure and Research Director, Cincinnati Children's Hospital Medical Center, University of Cincinnati College of Medicine, Division of Adolescent Medicine, 2003 – April 2013</p> <p>Adjunct Assistant Professor, The Pennsylvania State University, Graduate School Faculty, Biobehavioral Health Program, April 1997 – 2010</p>
Dunn, Maureen Assistant Teaching Professor	<p>DNP, 2018, Leadership Role in Evidence Based Advanced Practice</p> <p>MS, 2006, Nursing Education</p> <p>BS, 1995, Nursing</p> <p>BS, 1988, Elementary Education</p>	<p>Registered Nurse, Pennsylvania (1993)</p>	<p>NURS 251 Health Assessment</p> <p>NURS 357 Introduction to Nursing Informatics</p> <p>NURS 390 Transition and the Professional Nursing Role</p> <p>NURS 401 Concepts of Health</p>	<p>CON Penn State Full-time Faculty, 2006 – Present</p> <p>Instructor, Sharon Regional Health System School of Nursing, August 2013 – May 2014</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 417 Family and Community Health Concepts</p> <p>NURS 458 Ethical Challenges in Healthcare Informatics</p> <p>NURS 460 Advanced Concepts in Clinical Nursing Informatics</p> <p>NURS 465 Health Concepts for Adults with Complex Health Care Needs</p> <p>NURS 475 Integrated Concepts in Nursing Practice</p>	
Eaton, Daniel Assistant Teaching Professor	<p>DNP, 2018, Nursing Practice/Leadership</p> <p>MSN, 2012, Leadership & Management</p> <p>BSN, 2008</p>	Registered Nurse, Pennsylvania (2008)	<p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 251 Health Assessment</p> <p>NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention</p> <p>NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings</p>	<p>CON Penn State Full-time Faculty, 2015 – Present</p> <p>Board Member, McKean Township Planning Commission, June 1, 2017 – Present</p> <p>Safety Advisory Board Member and quality assurance community member, Presbyterian senior care network, February 1, 2016 – Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 357 Introduction to Nursing Informatics</p> <p>NURS 420 Mental Health Nursing</p> <p>NURS 492 Emergency Care and Safety</p>	
Edgar, Wendy Instructor	MSN, 1998, FNP BS, 1992, Nursing	<p>Family Nurse Practitioner, American Nurses Credentialing Center (2014)</p> <p>Certified Registered Nurse Practitioner – Family Health, Pennsylvania (1998)</p> <p>Registered Nurse, Pennsylvania (1992)</p>	<p>NURS 225 Pathophysiology</p> <p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 251 Health Assessment</p> <p>NURS 301 Nursing Care of the Adult Client Requiring Medical- Surgical Intervention</p> <p>NURS 350 Professional Role Development II: Ethics, Legal and Genetic Issues</p> <p>NURS 475 Integrated Concepts in Nursing Practice</p> <p>NURS 802 Advanced Health Assessment of Adult Populations</p> <p>NURS 802A Advanced Health Assessment of Pediatric Populations</p>	<p>CON Penn State Full-time Faculty, 2019 – Present</p> <p>CRNP, Children's Express Care, 2014 – Present</p> <p>Substitute School Nurse, Peters Township School District, 2014 – Present</p> <p>CRNP, Thomas Jefferson Hospital, 2005 – Present</p> <p>Part-time Nursing Faculty, Waynesburg University, 1999 – Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 873 Family Nurse Practitioner Practicum II</p> <p>NURS 874 Family Nurse Practitioner Integrative Practicum</p>	
Evans, Michael Associate Teaching Professor / Assistant Dean Undergraduate Education at the Commonwealth Campuses	PHD, 2016, Nursing MED, 2012, Education MSN, 2008, Adult Health BSN, 2003	Registered Nurse, Pennsylvania, (2002) Certified Medical Surgical Registered Nurse, Academy of Medical Surgical Nurses (2006) Certified Nurse Educator, National League for Nursing (2011)	<p>NURS 115 Medications and the Elderly Client</p> <p>NURS 197 Special Topics</p> <p>NURS 200W Principles of Nursing Research and Evidence- Based Practice</p> <p>NURS 216 Clinical Immersion II: Introduction to Concepts of Leadership</p> <p>NURS 352 Advanced Health Assessment for the Registered Nurse</p> <p>NURS 415 Community and Family Health Nursing</p> <p>NURS 420 Mental Health Nursing</p> <p>NURS 464 Dying and Death</p>	<p>CON Penn State Full-time Faculty, 2008 - Present</p> <p>Staff RN, Visiting Nurses Association, November 2015 – Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 496 Independent Studies</p> <p>NURS 841 Assessment and Evaluation in Nursing Education</p>	
Evans, Milton Associate Teaching Professor / Campus Coordinator	<p>PHD, 2011, Rural Nursing</p> <p>MS, 2005, Nursing</p> <p>BS, 1990, Nursing</p>	Registered Nurse, Pennsylvania (1981)	<p>NURS 200W Principles of Nursing Research and Evidence- Based Practice</p> <p>NURS 251 Health Assessment</p> <p>NURS 480 NCLEX Prep</p>	CON Penn State Full-time Faculty, 2006 – Present
Exten, Cara (Formerly Rice) Assistant Professor	<p>PHD, 2001, Epidemiology</p> <p>MPH, 2005, Epidemiology</p> <p>BS, 2001, Biology & Psychology</p>	Not a Nurse	<p>NURS 496 Independent Studies</p> <p>NURS 808 Population Health Perspectives</p>	<p>CON Penn State Full-time Faculty 2019 – Present</p> <p>Assistant Research Professor, Pennsylvania State University, 2017 – 2019</p> <p>Post-doctoral Research Associate, Pennsylvania State University, 2015 – 2017</p> <p>Adjunct Faculty, Toccoa Falls College, 2015</p> <p>Adjunct Faculty, University of Findlay, 2012 – 2013</p> <p>Graduate Teaching Assistant, Ohio State University, 2010 – 2012</p> <p>Research Fellow, Health Policy Institute of Ohio, 2008 – 2010</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
Ferguson, Justina Assistant Teaching Professor	DNP, 2018 MSN, 2010, Nursing Administration BSN, 2006	Registered Nurse, Pennsylvania (2006)	NURS 230 Introduction to the Fundamentals of Nursing NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention NURS 350 Professional Role Development II: Ethics, Legal and Genetic Issues NURS 357 Introduction to Nursing Informatics NURS 390 Transition and the Professional Nursing Role NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B NURS 415 Community and Family Health Nursing NURS 417 Family and Community Health Concepts NURS 475 Integrated Concepts in Nursing Practice	CON Penn State Full-time Faculty, 2012 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
Fick, Donna Professor	PHD, 1997, Nursing MSN, 1990, Gerontological Nursing BS, 1986, Nursing Science	Registered Nurse, Pennsylvania (2004) Clinical Specialist in Gerontological Nursing, American Nurses Credentialing Center (1990)	NURS 501 Issues in Nursing and Health Care NURS 522 Comprehensive Assessment of the Older Adult NURS 596 Individual Studies NURS 600 Thesis Research NURS 601 Ph.D. Dissertation Full-Time NURS 602 Supervised Experience in College Teaching	CON Penn State Full-time Faculty, 2004 - Present Elouise Ross Eberly Endowed Professor of Nursing, Penn State University, College of Nursing, 2016 – Present Distinguished Professor, Penn State University, College of Nursing, 2013 – Present Professor, Penn State University, School of Medicine, Department of Psychiatry, 2010 – Present Professor, Penn State University, School of Nursing, College of Health and Human Development, 2010 – 2013 Associate Professor, Penn State University, School of Medicine, Department of Psychiatry, 2004 - 2009 Associate Professor (tenured), Penn State University, School of Nursing, College of Health and Human Development, 2004 - 2009
Fitzgerald, Patrizia Assistant Teaching Professor	DNP, 2018, Nursing Education MS, 2012, Nursing Education BS, 1985, Nursing Education	Registered Nurse, Pennsylvania (1985) Certified Healthcare Simulation Educator, Society in Simulation for Healthcare (2016)	NURS 230 Introduction to the Fundamentals of Nursing NURS 306 Nursing Care of Children and Adolescents	CON Penn State Full-time Faculty, 2013 - Present Simulation Lab Coordinator & Instructor of Nursing Full Time, Penn State Harrisburg, January 1, 2013 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
		Certified Nurse Educator, National League for Nursing (2019)	<p>NURS 415 Community and Family Health Nursing</p> <p>NURS 450A Professional Role Development III: Leadership and Management</p> <p>NURS 465 Health Concepts for Adults with Complex Health Care Needs</p>	<p>Contributor and Reviewer - Freelance, Wolters Kluwer Health , Lippincott Williams & Wilkins, March 1, 2013 – September 1, 2014</p> <p>Adjunct Clinical and Lab Faculty, Harrisburg Area Community College, August 1, 2005 – August 1, 2014</p> <p>Consultant & Clinical Trials Manager, Regional Gastroenterology Associates of Lancaster, February 10, 2011 – May 30, 2011</p>
Garrison, Christopher Associate Teaching Professor / SIM Lab Director	<p>PHD, 2014, Nursing Education</p> <p>MSN, 2001, Nurse Practitioner</p> <p>BS, 1987, Individual and Family Studies</p>	<p>Registered Nurse, Florida (2004)</p> <p>Certified Registered Nurse Practitioner, Florida (2004)</p> <p>Certified Nurse Educator, National League for Nursing (2007)</p> <p>Registered Nurse, Pennsylvania (2013)</p> <p>Certified Healthcare Simulation Educator, Society for Simulation in Healthcare (2018)</p>	<p>NURS 225 Pathophysiology</p> <p>NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A</p> <p>NURS 480 NCLEX Prep</p> <p>NURS 496 Independent Studies</p> <p>NURS 497 Special Topics</p>	<p>CON Penn State Full-time Faculty, 2013 - Present</p> <p>Instructor, St. Petersburg College, August 12, 2011 – July 27, 2013</p> <p>Instructor, University of South Florida, May 1, 2005 – August 1, 2011</p>
Gatchell, Elizabeth Assistant Teaching Professor	<p>DNP, 2015, Clinical Nurse Specialist</p> <p>BS, 2010, Nursing</p>	<p>Registered Nurse, Pennsylvania (2013)</p>	<p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 251 Health Assessment</p>	<p>CON Penn State Full-time Faculty, 2015 – Present</p> <p>Staff RN, Casual, UPMC Altoona, August 7, 2017 – October 1, 2018</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention</p> <p>NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings</p> <p>NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A</p> <p>NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B</p> <p>NURS 420 Mental Health Nursing</p>	<p>Teaching Fellow, University of Pittsburgh, January 2013 – May 2015</p> <p>Professional Staff Nurse, UPMC Mercy, November 2014 – April 2015</p> <p>Professional Staff Nurse, UPMC Presbyterian, August 2012 – September 2014</p> <p>Staff Nurse, Rhode Island Hospital, March 2011 – June 2012</p>
Govere, Linda Assistant Teaching Professor	<p>DNP, 2015, Nursing Med/Surg</p> <p>MS, 2011, Nursing</p> <p>BS, 2009, Nursing</p>	<p>Practical Nurse, Pennsylvania (2005)</p> <p>Registered Nurse, Pennsylvania (2008)</p> <p>Medical-Surgical Nursing, American Nurses Credentialing Center (2015)</p> <p>Medical-Surgical Registered Nurse Board Certified, Medical-Surgical Nursing Certification Board (2016)</p>	<p>NURS 200W Principles of Nursing Research and Evidence-Based Practice</p> <p>NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention</p> <p>NURS 306 Nursing Care of Children and Adolescents</p> <p>NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings</p>	<p>CON Penn State Full-time Faculty, 2016 – Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 320 Nursing Care of the Childbearing Family and Gynecological Client</p> <p>NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A</p>	
Hackenberger, Abbygale Instructor	<p>MSN, 2017, Nursing Education</p> <p>BSN, 2014</p>	<p>Registered Nurse, Pennsylvania (2010)</p> <p>Critical Care Registered Nurse, American Association of Critical- Care Nurses (2011)</p>	<p>NURS 301 Nursing Care of the Adult Client Requiring Medical- Surgical Intervention</p> <p>NURS 352 Advanced Health Assessment for the Registered Nurse</p> <p>NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B</p> <p>NURS 440 Trauma/Critical Care Nursing</p> <p>NURS 480 NCLEX Prep</p>	<p>CON Penn State Full-time Faculty, 2018 – Present</p> <p>RN, Staff Nurse, Charge Nurse, NPDS, CES, Pinnacle Health, April 2008 – Present</p> <p>Adjunct Clinical Instructor, Harrisburg Area Community College, August 2015 – July 2017</p>
Halbruner, Sandra Assistant Teaching Professor	<p>DNP, 2012</p> <p>MS, 1999, Nursing</p> <p>BSN, 1996</p> <p>BS, 1992, Biology with Music Minor</p>	<p>Registered Nurse, Pennsylvania (1996)</p> <p>Certified Registered Nurse Practitioner – Family Health, Pennsylvania (1999)</p> <p>Family Nurse Practitioner Board Certified, American Nurse Credentialing Center (2005)</p>	<p>NURS 802 Advanced Health Assessment of Adult Populations</p> <p>NURS 804 Pharmacologic Therapy</p> <p>NURS 836 Healthcare Informatics</p>	<p>CON Penn State Full-time Faculty, 2015 – Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 870 Nurse Practitioner Role with Healthy Individuals and Families</p> <p>NURS 873 Family Nurse Practitioner Practicum II</p> <p>NURS 873A Adult Gerontology Primary Care Nurse Practitioner Practicum II</p> <p>NURS 874 Family Nurse Practitioner Integrative Practicum</p> <p>NURS 874A Adult Gerontology Primary Care Nurse Practitioner Integrative Practicum</p> <p>NURS 876 Family Nurse Practitioner Practicum with Pediatric Populations</p>	
Hawk, Alison (formerly Sakaguchi) Instructor	MSN/MHA, 2012 BS, 2003, Nursing	Registered Nurse, Pennsylvania (1995) Registered Nurse, West Virginia (1996)	<p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 251 Health Assessment</p> <p>NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings</p> <p>NURS 390</p>	<p>CON Penn State Full-time Faculty, 2019 – Present</p> <p>Manager of Denials and Revenue Integrity, West Virginia University Medicine, 2016 – Present</p> <p>Director of Case Management and Medical Records, Highlands Hospital, 2015 – 2016</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			Transition and the Professional Nursing Role NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A NURS 417 Family and Community Health Concepts	RN, West Virginia University Hospital, 2011 – 2012 Clinical Care Coordinator, West Virginia University Hospital, 2002 – 2012 Surgical Outcomes Manager, West Virginia University Hospital, 2009 – 2012
Hill, Nikki Assistant Professor	PHD, 2013, Nursing MS, 2009, Nursing BS, 2007, Nursing BS, 2000, Biology	Registered Nurse, Pennsylvania (2007)	NURS 596 Individual Studies NURS 494 Honors Thesis NURS 496 Independent Studies NURS 512 Nursing Research NURS 582 Review and Analysis of the Literature for Nursing Science NURS 596 Individual Studies NURS 602 Supervised Experience in College Teaching	CON Penn State Full-time Faculty, 2015 - Present Guest Lecturer, Penn State University, 2010 – 2015 Clinical Instructor, Penn State University, 2009
Hockenberry, Kristal Instructor / SIM Lab Coordinator	MSN, 2018, Nurse Educator BSN, 1998	Registered Nurse, Pennsylvania (1998) Certified Nurse Educator, National League for Nursing (2020)	NURS 203 First Aid and CPR	CON Penn State Full-time Faculty, 2017 - Present Simulation Lab Coordinator, Nursing Instructor, The

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
				<p>Pennsylvania State University, College of Nursing, 2017 - Present</p> <p>Simulation Lab Assistant, Research Technologist 3, The Pennsylvania State University, College of Nursing, 2014 - 2017</p> <p>Simulation Lab Assistant, Research Technologist 1, The Pennsylvania State University, College of Nursing, 2013 - 2014</p> <p>School Health Room Nurse, State College Area School District, 2010 - 2013</p> <p>Substitute School Nurse, State College Area School District, 2008 - 2013</p> <p>Nurse Examiner, Examination Management Services Inc., 2009 - 2010</p> <p>Registered Nurse, The Pennsylvania State University, Department of Nutritional Sciences, 2009 - 2010</p> <p>Nurse Examiner, Portamedic Hooper Holmes Paramedics, 2005 - 2010</p>
Holderman, G. Instructor	MS, 1990, Nursing Community Health BS, 1984, Nursing	Registered Nurse, Pennsylvania (1985)	NURS 251 Health Assessment	CON Penn State Full-time Faculty, 2003 - Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 320 Nursing Care of the Childbearing Family and Gynecological Client</p> <p>NURS 452 Women's Health Issues</p> <p>NURS 496 Independent Studies</p>	
<p>Holtzer, Brenda Associate Teaching Professor / Campus Coordinator</p>	<p>PHD, 2005, Nursing and Health Policy</p> <p>MS, 1986, Nursing of Children</p> <p>BS, 1982, Nursing</p>	<p>Registered Nurse, Pennsylvania (1975)</p>	<p>NURS 200W Principles of Nursing Research and Evidence- Based Practice</p> <p>NURS 245 Violence and the Impact on Society</p> <p>NURS 352 Advanced Health Assessment for the Registered Nurse</p> <p>NURS 357 Introduction to Nursing Informatics</p> <p>NURS 409 Introduction to Forensic Nursing</p> <p>NURS 465 Health Concepts for Adults with Complex Health Care Needs</p> <p>NURS 475 Integrated Concepts in Nursing Practice</p>	<p>CON Penn State Full-time Faculty, 2011 - Present</p> <p>Clinical Nurse Specialist, Children's Hospital of Philadelphia, May 20, 2006 – October 30, 2011</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			NURS 496 Independent Studies	
Hrabovsky, Sharilee Assistant Research Professor	DED, 2018, Adult Education Life Long Learning MSN, 1994 BSN, 1986	Registered Nurse, Pennsylvania (1983) Family Nurse Practitioner, American Nurses Credentialing Center (1996) Certified Registered Nurse Practitioner – Family Health, Pennsylvania (1996)	NURS 494 Honors Thesis NURS 802B Physical Assessment Through The Lifespan NURS 840 Nursing Education Theories and Strategies NURS 842 Curriculum and Program Development in Nursing Education NURS 872 Family Nurse Practitioner Practicum NURS 872A Adult Gerontology Primary Care Nurse Practitioner Practicum I NURS 874A Adult Gerontology Primary Care Nurse Practitioner Integrative Practicum	CON Penn State Full-time Faculty, 2018 - Present Advanced Practice Nurse, CRNP, Pennsylvania State University College of Medicine, January 1, 2012 – Present Advanced Practice Nurse, CRNP, Hershey Medical Center, February 2005 – December 2011
Humphrey, Joan Assistant Teaching Professor / Campus Coordinator	DNP, 2013 MPH, 2004 BS, 1999, Health Education	Registered Nurse, Pennsylvania (1995) Registered Nurse, Ohio (2001) Certified Registered Nurse Practitioner, Pennsylvania (2016)	NURS 200W Principles of Nursing Research and Evidence- Based Practice NURS 251 Health Assessment	CON Penn State Full-time Faculty, 2014 – Present President, Board of Directors, Community Food Warehouse, January 1, 2018 – Present Advisory Board, Sharon Regional Medical Center

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 357 Introduction to Nursing Informatics</p> <p>NURS 390 Transition and the Professional Nursing Role</p> <p>NURS 407 Drugs of Abuse and Mental Health Issues</p> <p>NURS 452 Women's Health Issues</p> <p>NURS 458 Ethical Challenges in Healthcare Informatics</p> <p>NURS 460 Advanced Concepts in Clinical Nursing Informatics</p> <p>NURS 465 Health Concepts for Adults with Complex Health Care Needs</p> <p>NURS 496 Independent Studies</p>	<p>School of Nursing, January 1, 2018 – Present</p> <p>Advisory Board, UPMC Jameson School of Nursing, January 1, 2018 – Present</p>
<p>Hupcey, Judith Professor / Associate Dean Graduate Education & Research (Starting Spring 2020 – Professor / Associate Dean Graduate Research)</p>	<p>EDD, 1988, Nursing Education</p> <p>EDM, 1985, Nursing Education</p> <p>MS, 1981, Adult Nurse Practitioner</p> <p>BS, 1977, Nursing</p>	<p>Registered Nurse, Pennsylvania (1988)</p> <p>Certified Registered Nurse Practitioner, Pennsylvania (1989)</p> <p>Certified Nurse Educator, National League for Nursing (2014)</p>	<p>NURS 583 Advanced Seminar in Nursing Science</p> <p>NURS 590 Colloquium</p> <p>NURS 596 Individual Studies</p>	<p>CON Penn State Full-time Faculty, 1988 - Present</p> <p>Professor and Associate Dean for Graduate Education & Research, The Pennsylvania State University, College of Nursing, July 1, 2015 – Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 600 Thesis Research</p> <p>NURS 601 Ph.D. Dissertation Full-Time</p> <p>NURS 611 Ph.D. Dissertation Part-Time</p>	<p>Professor, The Pennsylvania State University, Bioethics, July 2013 – Present</p> <p>Professor, The Pennsylvania State University, College of Medicine, July 2013 – Present</p> <p>Professor, The Pennsylvania State University, College of Nursing, July 2013 – Present</p> <p>Faculty Affiliate, The Pennsylvania State University, Center for Health Aging, 2010 – Present</p> <p>Associate Dean for Graduate Education, The Pennsylvania State University, College of Nursing, September 2013 – June 2015</p> <p>Associate Professor, The Pennsylvania State University, Bioethics, 2010 – 2013</p> <p>Associate Dean for Graduate Education, The Pennsylvania State University, School of Nursing, February 2011 – September 2013</p> <p>Associate Professor of Medicine, The Pennsylvania State University, College of Medicine, April 2010 – June 2013</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
				<p>Associate Professor (tenured), The Pennsylvania State University, School of Nursing, July 2004 – June 2013</p> <p>Professor-in-Charge, Graduate Program, The Pennsylvania State University, School of Nursing, July 2009 – 2010</p> <p>Coordinator, Clinical Nurse Specialist Option, The Pennsylvania State University, School of Nursing, 2004 – 2010</p> <p>Faculty Affiliate, The Pennsylvania State University, Gerontology Center, September 2003 – 2010</p> <p>Associate Professor of Humanities, The Pennsylvania State University, College of Medicine, July 2004 – March 2010</p>
Jao, Ying-Ling Assistant Professor	<p>PHD, 2014, Nursing in Aging</p> <p>MSN, 2009, Adult and Gerontological Nurse Practitioner</p> <p>BSN, 2003</p>	Registered Nurse License, Pennsylvania (2014)	<p>NURS 200M Principles of Nursing Research and Evidence-Based Practice-Honors</p> <p>NURS 200W Principles of Nursing Research and Evidence-Based Practice</p> <p>NURS 494 Honors Thesis</p>	<p>CON Penn State Full-time Faculty, 2014 – Present</p> <p>Adjunct Assistant Professor, University of Iowa, 2018 - Present</p> <p>Research Associate, University of Iowa, Iowa City, IA, June 2014 – Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 496 Independent Studies</p> <p>NURS 512 Nursing Research</p> <p>NURS 523 Interventions for Common Health Issues in Older Adults</p> <p>NURS 596 Individual Studies</p> <p>NURS 830 Evidence-Based Practice I: Inquiry and Research Methods</p>	<p>Graduate Research Assistant, University of Iowa, Iowa City, IA, January 2008 – May 2014</p> <p>Guest Lecturer, University of Iowa, Iowa City, IA, September 16, 2013</p> <p>Adjunct Lecturer, University of Iowa, Iowa City, IA, January 2013 – May 2013</p>
Kargo, Jill Associate Teaching Professor	<p>DNP, 2018</p> <p>MSN, 2003</p> <p>BSN, 1998</p>	<p>Registered Nurse, Pennsylvania (1998)</p> <p>Certified Nursing Educator, National League for Nursing (2009)</p>	<p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 250 Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics</p> <p>NURS 251 Health Assessment</p> <p>NURS 301 Nursing Care of the Adult Client Requiring Medical- Surgical Intervention</p> <p>NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings</p>	<p>CON Penn State Full-time Faculty, 2007 - Present</p> <p>RN-PRN, Home Nursing Agency, August 2018 – Present</p> <p>RN-PRN, Home Nursing Agency, May 2012 – July 2015</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 352 Advanced Health Assessment for the Registered Nurse</p> <p>NURS 357 Introduction to Nursing Informatics</p> <p>NURS 390 Transition and the Professional Nursing Role</p> <p>NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A</p> <p>NURS 417 Family and Community Health Concepts</p> <p>NURS 450B Professional Role Development III: Clinical Capstone</p> <p>NURS 466 Systems and Community Responses</p> <p>NURS 468 Client Education Strategies for Nurses and Other Health Care Providers</p> <p>NURS 475 Integrated Concepts in Nursing Practice</p>	

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			NURS 495 Nursing Study in Specialized Setting	
Kertis, Margaret Assistant Clinical Professor	MSN, 2004, Nursing Education BSN, 1974	Registered Nurse, Pennsylvania (1974) Registered Nurse Certification in Inpatient Obstetrical Nursing, National Certification Corporation (1991) Certified Nurse Educator, National League for Nursing (2009) Certified Healthcare Simulation Educator, Society for Simulation in Healthcare (2015)	NURS 250 Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics NURS 320 Nursing Care of the Childbearing Family and Gynecological Client NURS 452 Women's Health Issues	CON Penn State Full-time Faculty, 2007 - Present
Kitko, Lisa Associate Professor (Starting Spring 2020 – Associate Professor / Associate Dean Graduate Programs)	PHD, 2010, Nursing MS, 2001, Nursing BS, 1990, Nursing	Registered Nurse, Pennsylvania (1990) Adult Critical Care Nursing Alumnus Status, American Association of Critical Care Nurses (2014)	NURS 300 Honors Seminar NURS 494 Honors Thesis NURS 510 Theoretical and Scientific Foundations of Advanced Nursing Practice NURS 513 Evidence-Based Practice in Professional Nursing NURS 585 Qualitative Methods in Health Research NURS 596 Individual Studies	CON Penn State Full-time Faculty, 1999 - Present Assistant Professor, The Pennsylvania State University, College of Nursing, July 1, 2011 – Present Adjunct Faculty, The University of Minnesota, October 23, 2015 – October 23, 2018 Coordinator of the Clinical Nurse Specialist Option, The Pennsylvania State University, School of Nursing, September 2010 – 2014 University Park Campus Coordinator, The Pennsylvania State University,

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 600 Thesis Research</p> <p>NURS 601 Ph.D. Dissertation Full-Time</p> <p>NURS 602 Supervised Experience in College Teaching</p> <p>NURS 825 Primary Palliative Care: Interdisciplinary Management of Advanced Serious Illness</p> <p>NURS 826 Interdisciplinary Practicum of the Primary Palliative Care Role</p>	<p>School of Nursing, September 2008 – June 2011</p> <p>Instructor, The Pennsylvania State University, School of Nursing, May 2002 – June 2011</p>
Kitt-Lewis, Erin Assistant Research Professor	<p>PHD, 2017, Nursing with Gerontology Minor</p> <p>MS, 2005, Community Health</p> <p>BS, 1998, Nursing</p>	Registered Nurse, Pennsylvania (1999)	<p>NURS 100 First Year Seminar in Nursing</p> <p>NURS 200W Principles of Nursing Research and Evidence- Based Practice</p> <p>NURS 251 Health Assessment</p> <p>NURS 404 Cardiac Dysrhythmias: Interpretation, Treatment, and Nursing Management</p> <p>NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A</p>	<p>CON Penn State Full-time Faculty, 2012 - Present</p> <p>Per Diem/On Call, SouthernCare, July 2015 – Present</p> <p>Instructor, The Pennsylvania State University, School of Nursing, August 2005 – 2012</p> <p>Staff RN, UPMC Talent Acquisition and Workforce, May 2013 – August 2016</p> <p>RN – Weekend, Evening, Per Diem, Aseracare Hospice, August 2010 – December 2015</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B</p> <p>NURS 499 Nurse Foreign Study</p>	<p>Research Assistant, The Pennsylvania State University, School of Nursing, January 2011 – August 1, 2012</p> <p>RN Per Diem, Home Nursing Agency, August 2009 – August 2010</p> <p>Co-coordinator of the Minority Advanced Careers in Nursing, Pennsylvania State University, School of Nursing, May 2010 – July 2010</p> <p>Clinical Coordinator, RNAC, and Educator, The Village at Morrison's Cove Home, August 2005 - April 2009</p>
Knott, Janet Assistant Teaching Professor / Campus Coordinator	<p>DNP, 2012, Leadership</p> <p>MSN, 1999, Education</p> <p>BSN, 1995, Nursing</p>	<p>Registered Nurse, Pennsylvania (1989)</p> <p>Certified Nurse Educator, National League for Nursing (2007)</p>	<p>NURS 200W Principles of Nursing Research and Evidence-Based Practice</p> <p>NURS 251 Health Assessment</p> <p>NURS 357 Introduction to Nursing Informatics</p> <p>NURS 390 Transition and the Professional Nursing Role</p> <p>NURS 417 Family and Community Health Concepts</p>	<p>CON Penn State Full-time Faculty, 1999 - Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 452 Women's Health Issues</p> <p>NURS 465 Health Concepts for Adults with Complex Health Care Needs</p> <p>NURS 475 Integrated Concepts in Nursing Practice</p> <p>NURS 496 Independent Studies</p>	
Kolanowski, Ann Professor (Retired from CON end of Fall 2019)	<p>PHD, 1989, Nursing Research & Theory Development</p> <p>MS, 1980, Adult Health & Aging</p> <p>BS, 1970, Nursing</p>	Registered Nurse, Pennsylvania (1970)	<p>NURS 601 Ph.D. Dissertation Full-Time</p> <p>NURS 610 Thesis Research Off Campus</p>	<p>CON Penn State Full-time Faculty, 2001 - 2019</p> <p>Adjunct Professor, University of Pennsylvania, School of Nursing, 2008 – Present</p> <p>Faculty/Professor, tenured, Penn State University, 2006 – Present</p> <p>Faculty Affiliate, The Gerontology Center, Penn State University, 2001 – Present</p>
Krug, Joan Instructor	<p>MS, 2008, Nursing</p> <p>BS, 2006, Nursing</p>	<p>Registered Nurse, Pennsylvania (2005)</p> <p>Certified Critical Care Nurse, American Association of Critical- Care Nurses (2012)</p> <p>Certified Nurse Educator, National League for Nursing (2018)</p>	<p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 251 Health Assessment</p> <p>NURS 301 Nursing Care of the Adult Client Requiring Medical- Surgical Intervention</p>	CON Penn State Full-time Faculty, 2017 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings</p> <p>NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A</p> <p>NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B</p> <p>NURS 420 Mental Health Nursing</p> <p>NURS 450A Professional Role Development III: Leadership and Management</p> <p>NURS 480 NCLEX Prep</p>	
Kuhn, Suzanne Associate Teaching Professor / Campus Coordinator	<p>PHD, 2008, Nursing</p> <p>MS, 1988, Nursing</p> <p>BS, 1985, Nursing</p>	<p>Registered Nurse, Pennsylvania (1986)</p> <p>Certified Nurse Educator, National League for Nursing (2005)</p> <p>Certified Clinical Nurse Educator, National League for Nursing (2018)</p>	<p>NURS 350 Professional Role Development II: Ethics, Legal and Genetic Issues</p> <p>NURS 390 Transition and the Professional Nursing Role</p> <p>NURS 450A Professional Role Development III: Leadership and Management</p>	<p>CON Penn State Full-time Faculty, 1995 - Present</p> <p>Registered Nurse Per Diem, Home Nursing Agency (UPMC), September 2001 – Present</p> <p>Campus Coordinator for Nursing Programs, Penn State Altoona, July 1995 – Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 450B Professional Role Development III: Clinical Capstone</p> <p>NURS 464 Dying and Death</p> <p>NURS 495 Nursing Study in Specialized Setting</p> <p>NURS 496 Independent Studies</p>	
Kustenbauder, Paula Instructor	MS, 2008, Nursing Education BS, 1991, Nursing	<p>Registered Nurse, Pennsylvania (1992)</p> <p>Certified Critical Care Nurse, American Association of Critical Care Nurses (2014)</p> <p>Certified NIHSS User, American Academy of CME (2015)</p> <p>Certified Nurse Educator, National League of Nurses (2019)</p>	<p>NURS 213 Pathophysiology III - Nursing Interventions</p> <p>NURS 216 Clinical Immersion II: Introduction to Concepts of Leadership</p> <p>NURS 251 Health Assessment</p> <p>NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention</p> <p>NURS 350 Professional Role Development II: Ethics, Legal and Genetic Issues</p> <p>NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A</p>	<p>CON Penn State Full-time Faculty, 2009 – Present</p> <p>Secretary, Doctorate in Nursing Student Organization, September 2018 – Present</p> <p>Committee member, ATI Committee Member, August 2017 – Present</p> <p>Facilitator for NURS405B, 400 Level Focus Group Facilitator, September 1, 2016 – Present</p> <p>Member/ Faculty Member at Large (chair), Faculty Affairs Committee, September 1, 2016 – Present</p> <p>Member, Academic Success Committee, September 1, 2015 – Present</p> <p>Faculty Senate Member, Penn State Altoona Faculty Senate,</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B	September 2018 – September 2019 Member, Early Alert Committee, September 1, 2014 – September 1, 2018 faculty member, Academic Affairs Committee, August 2013 – August 2014
Lacue, Sharon Associate Teaching Professor	DNP, 2017, Nursing Practice MSN, 1990, Nursing Education and Nursing Administration BSN, 1981	Registered Nurse, Pennsylvania State Board of Nursing (1981) Certified Nurse Educator, National League for Nursing (2017) Dementia Live Coach, AgeUcate Training Institute (2018) Certified Healthcare Simulation Educator, Society for Simulation in Healthcare (2018)	NURS 200W Principles of Nursing Research and Evidence- Based Practice NURS 251 Health Assessment NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings	CON Penn State Full-time Faculty, 1995 - Present
LeSuer, Amy Instructor	DNP (Pending 2019) MS, 2010, Nursing BSN, 2004	Registered Nurse, Pennsylvania (2005)	NURS 230 Introduction to the Fundamentals of Nursing NURS 251 Health Assessment NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A NURS 409 Introduction to Forensic Nursing	CON Penn State Full-time Faculty, 2015 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			NURS 464 Dying and Death	
Lightner, Christina Instructor	MSN, 2012, Women's Health BSN, 2010	Registered Nurse, Pennsylvania (2008)	NURS 301 Nursing Care of the Adult Client Requiring Medical- Surgical Intervention NURS 320 Nursing Care of the Childbearing Family and Gynecological Client NURS 450B Professional Role Development III: Clinical Capstone	CON Penn State Full-time Faculty, 2017 – Present
Loeb, Susan Associate Professor	PHD, 2002, Nursing MS, 1992, Nursing BS, 1988, Nursing	Registered Nurse, Pennsylvania (1988)	NURS 200M Principles of Nursing Research and Evidence- Based Practice-Honors NURS 200W Principles of Nursing Research and Evidence- Based Practice NURS 300 Honors Seminar NURS 494 Honors Thesis NURS 501 Issues in Nursing and Health Care NURS 583 Advanced Seminar in Nursing Science	CON Penn State Full-time Faculty, 2000 - Present Faculty Affiliate, Center for Healthy Aging and The Bioethics Program, Penn State University, July 1, 2010 – Present Associate Professor, Penn State College of Medicine, Department of Medicine, July 1, 2010 – Present Associate Professor, Penn State University, College of Nursing (previously School of Nursing), July 1, 2010 – Present Associate Professor, Penn State University, School of Nursing, July 1, 2010 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 596 Individual Studies</p> <p>NURS 600 Thesis Research</p> <p>NURS 601 Ph.D. Dissertation Full-Time</p> <p>NURS 602 Supervised Experience in College Teaching</p> <p>NURS 610 Thesis Research Off Campus</p> <p>NURS 824 Primary Palliative Care: An Interdisciplinary Approach</p>	<p>Interim Coordinator PhD Program, Penn State College of Nursing, July 1, 2014 – June 30, 2015</p> <p>Assistant Professor School of Nursing, The Pennsylvania State University, August 24, 2004 – July 1, 2010</p>
Logan, Paul Instructor (Starting Spring 2020 semester – Assistant Research Professor)	<p>PHD, 2019, Nursing</p> <p>MSN, 1994, Acute Care Nurse Practitioner</p> <p>BSN, 1991</p>	<p>Registered Nurse, Pennsylvania (1991)</p> <p>Certified Registered Nurse Practitioner, Pennsylvania (1994)</p> <p>Registered Nurse, Maryland (2015)</p> <p>Certified Registered Nurse Practitioner – Acute Care, Maryland (2015)</p> <p>Acute Care Nurse Practitioner Board Certified, American Nurse Credentialing Center (1995)</p>	<p>NURS 305 Introduction to Pharmacological Concepts</p> <p>NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A</p> <p>NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B</p> <p>NURS 440 Trauma/Critical Care Nursing</p> <p>NURS 496 Independent Studies</p>	<p>CON Penn State Full-time Faculty, 2014 – Present</p> <p>Cardiovascular Nurse Practitioner, WellSpan Cardiology, July 2017 – Present</p> <p>Nurse Practitioner, Barton Associates, May 2016 – September 2016</p> <p>Cardiovascular Nurse Practitioner, Cardiology Consultants Philadelphia, April 2015 – December 2017</p> <p>Co-founder and CEO, Nurse Recommended, September 2013 – December 2016</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			NURS 803 Pathophysiology	Founder and CEO, Logan Practice Solutions LLC, September 2003 - Present
Loop, Debra Instructor	MS, 1987, Medical/Surgical Nursing BSN, 1986	Registered Nurse, Pennsylvania (1984) Certified Nurse Educator, National League for Nursing (2012) Certified Healthcare Simulation Educator, The Society for Simulation in Healthcare (2015)	NURS 251 Health Assessment NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings NURS 480 NCLEX Prep	CON Penn State Full-time Faculty, 2018 - Present Instructor & Simulation Coordinator, Penn State University, The Behrend College, August 10, 2018 – Present
Madden Layman, Margery Instructor	MSN, 2014 BSN, 1985	Clinical Nurse Specialist, Ohio (2015) Adult Gerontology Clinical Nurse Specialist Board Certified, American Nurses Credentialing Center (2015) Registered Nurse, Pennsylvania (2016) Clinical Nurse Specialist, Pennsylvania (2016) Registered Nurse, Ohio (2017)	NURS 230 Introduction to the Fundamentals of Nursing NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention NURS 450A Professional Role Development III: Leadership and Management	CON Penn State Full-time Faculty, 2016 – Present
Masters, Carolynn Associate Teaching Professor	PHD, 2000, Nursing Research MSN, 1991, Nursing Administration BSN, 1981	Registered Nurse, Pennsylvania (1982)	NURS 200W Principles of Nursing Research and Evidence-Based Practice NURS 225 Pathophysiology NURS 230 Introduction to the Fundamentals of Nursing	CON Penn State Full-time Faculty, 2017 – Present Provost/Vice President of Academic Affairs, Gannon University, January 2013 – January 2017 Dean/Associate Professor, Gannon University, July 2006 – January 2013

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 407 Drugs of Abuse and Mental Health Issues</p> <p>NURS 415 Community and Family Health Nursing</p> <p>NURS 450B Professional Role Development III: Clinical Capstone</p> <p>NURS 496 Independent Studies</p> <p>NURS 499 Nurse Foreign Study</p>	
Matter, Sheri Assistant Teaching Professor	<p>MSN, 2018</p> <p>PHD, 2015, Leadership and Administration</p> <p>MBA, 2008</p> <p>MS, 1990, Health Administration</p> <p>BSN, 1983</p>	<p>Registered Nurse, Pennsylvania (1983)</p> <p>Registered Nurse, Maryland (2015)</p> <p>Nurse Executive Advanced Board Certified, American Nurses Credentialing Center (2011)</p>	<p>NURS 200W Principles of Nursing Research and Evidence-Based Practice</p> <p>NURS 832 Doctor of Nursing Practice: Leadership</p> <p>NURS 834 Doctor of Nursing Practice Clinical Practicum</p> <p>NURS 845 Healthcare Economics and Policy for Nurse Administrators</p> <p>NURS 846 Leadership Concepts and Theories for Nurse Administrators</p>	<p>CON Penn State Full-time Faculty, 2018 – Present</p> <p>Vice President of Nursing, Chief Nursing Officer (CNO), Peninsula Regional Medical Center, November 1, 2015 - July 30, 2018</p> <p>Director of Outpatient Oncology, WellSpan Health, October 1, 2014 - October 30, 2015</p> <p>Vice President of Nursing, Chief Nursing Officer (CNO), Pinnacle Health System., July 30, 2003 - May 30, 2014</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 848 Synthesis and Application of the Nurse Administrator Role</p> <p>NURS 848A Synthesis and Application of the Nurse Administrator Role</p>	
<p>Mattern, Madeline Assistant Teaching Professor / Director of NP Program</p>	<p>DNP, 2015</p> <p>MS, 1994, Nursing</p> <p>BS, 1986, Nursing</p>	<p>Registered Nurse, Pennsylvania (1978)</p> <p>Certified Registered Nurse Practitioner, Pennsylvania (2002)</p> <p>Family Nurse Practitioner, American Academy of Nurse Practitioners (2004)</p> <p>Certified Nurse Educator, National League for Nursing (2013)</p>	<p>NURS 596 Individual Studies</p> <p>NURS 802 Advanced Health Assessment of Adult Populations</p> <p>NURS 804 Pharmacologic Therapy</p> <p>NURS 872 Family Nurse Practitioner Practicum</p> <p>NURS 872A Adult Gerontology Primary Care Nurse Practitioner Practicum I</p> <p>NURS 873 Family Nurse Practitioner Practicum II</p> <p>NURS 873A Adult Gerontology Primary Care Nurse Practitioner Practicum II</p> <p>NURS 874 Family Nurse Practitioner Integrative Practicum</p>	<p>CON Penn State Full-time Faculty, 1994 - Present</p> <p>Director, NP Options, PSU College of Nursing, August 24, 2015 – Present</p> <p>NP-C, Centre Volunteers in Medicine, 2010 – Present</p> <p>Instructor, The Pennsylvania State University, School of Nursing, University Park, PA, 1995 – Present</p> <p>Interim Director NP Programs, PSU College of Nursing, August 15, 2014 – August 24, 2015</p> <p>Coordinator, RN to BS Online Option, The Pennsylvania State University, School of Nursing, University Park, PA, 2007 – August 24, 2015</p> <p>Coordinator, Outreach Programs, The Pennsylvania State University, School of Nursing, University Park, PA, 2006 – August 24, 2015</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 875 Nurse Practitioner Role with Children and Families</p> <p>NURS 876 Family Nurse Practitioner Practicum with Pediatric Populations</p>	NP, Part-time, The Pennsylvania State University Occupational Medicine, University Park, PA, 2007 – 2010
McCombie, Christine Instructor	MS, 2002, Nursing BSN, 1996	Registered Nurse, Pennsylvania (1996) Certified Nurse Educator, National League for Nursing (2008)	<p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 251 Health Assessment</p> <p>NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention</p> <p>NURS 468 Client Education Strategies for Nurses and Other Health Care Providers</p>	CON Penn State Full-time Faculty, 2002 – Present
McCreary, Delores Associate Teaching Professor	DNP, 2018, Leadership/Nursing MS, 1992, Nursing/Community Health/Administration BS, 1983, Nursing	Registered Nurse, Pennsylvania (1984) Certified Nurse Educator, National League for Nursing (2005)	<p>NURS 357 Introduction to Nursing Informatics</p> <p>NURS 415 Community and Family Health Nursing</p> <p>NURS 450A Professional Role Development III: Leadership and Management</p> <p>NURS 458 Ethical Challenges in Healthcare Informatics</p>	<p>CON Penn State Full-time Faculty, 1995 - Present</p> <p>PRN Visiting Nurse, Home Nursing Agency, December 2010 - July 2019</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 465 Health Concepts for Adults with Complex Health Care Needs</p> <p>NURS 475 Integrated Concepts in Nursing Practice</p> <p>NURS 499 Nurse Foreign Study</p>	
McKenna, Elaine Instructor	<p>MSN, 1987, Mental Health Nursing</p> <p>BSN, 1981</p>	<p>Registered Nurse, Pennsylvania (1974)</p> <p>Psychiatric Mental Health Clinical Nurse Specialist Board Certified, American Nurse Credentialing Center (1987)</p> <p>Certified Nurse Educator, National League for Nursing (2014)</p>	<p>NURS 420 Mental Health Nursing</p>	<p>CON Penn State Full-time Faculty, 2005 - Present</p> <p>Clinical Nurse Specialist, Winding Creek Counseling Services, July 1, 2013 – Present</p> <p>Clinical Nurse Specialist, Beacon Psychological Services, LLC, July 1, 2012 – June 30, 2013</p> <p>Director, Employee Assistance Services, Guidance Associates of Pennsylvania, Camp Hill, PA, 1992 – September 1, 2012</p> <p>Clinical Nurse Specialist, Guidance Associates of Pennsylvania, Camp Hill, PA, 1992 – September 2011</p>
Mecca, Mary Beth Instructor	<p>MSN, 2014, Adult Gerontology Primary Care Nurse Practitioner</p> <p>BSN, 1998</p>	<p>Registered Nurse, Pennsylvania (1993)</p>	<p>NURS 225 Pathophysiology</p>	<p>CON Penn State Full-time Faculty, 2017 – Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
		<p>Certified Registered Nurse Practitioner – Adult Health, Pennsylvania (2014)</p> <p>Adult Health Nurse Practitioner, American Academy of Nurse Practitioners (2014)</p>	<p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 250 Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics</p> <p>NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention</p> <p>NURS 450A Professional Role Development III: Leadership and Management</p> <p>NURS 450B Professional Role Development III: Clinical Capstone</p>	
<p>Miner, Melissa Associate Teaching Professor / Campus Coordinator</p>	<p>DNP, 2017, Leadership</p> <p>MSN, 1993, Nursing Education</p> <p>BS, 1987, Nursing</p>	<p>Registered Nurse, Pennsylvania (1987)</p> <p>Certified Nurse Educator, National League for Nursing (2007)</p>	<p>NURS 200W Principles of Nursing Research and Evidence-Based Practice</p> <p>NURS 251 Health Assessment</p> <p>NURS 296 Independent Studies</p> <p>NURS 352 Advanced Health Assessment for the Registered Nurse</p>	<p>CON Penn State Full-time Faculty, 1993 – Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 415 Community and Family Health Nursing</p> <p>NURS 465 Health Concepts for Adults with Complex Health Care Needs</p> <p>NURS 475 Integrated Concepts in Nursing Practice</p>	
<p>Miyamoto, Sheridan Assistant Professor</p>	<p>PHD, 2014, Nursing Science and Health Care Leadership</p> <p>MS, 1996, Nursing</p> <p>BA, 1994, Psychology</p>	<p>Registered Nurse, Pennsylvania (2015)</p> <p>Certified Registered Nurse Practitioner – Family Health, Pennsylvania (2016)</p>	<p>NURS 466 Systems and Community Responses</p> <p>NURS 494 Honors Thesis</p> <p>NURS 496 Independent Studies</p> <p>NURS 596 Individual Studies</p>	<p>CON Penn State Full-time Faculty, 2015 – Present</p> <p>Clinical and Translational Science Institute Translational Science Fellows Course, Team Leader. UP/Hershey</p> <p>Associate Director, University of California Davis Health System, July 2012 - July 2015</p> <p>Grant Project Manager, Research Nurse, Betty Irene Moore School of Nursing, University of California Davis Health System, November 2009 - 2012</p> <p>Clearance Exam Program Coordinator, Nurse Practitioner III, Child and Adolescent Resource and Evaluation Diagnostic & Treatment Center, University of California Davis Medical Center, September 2000 - October 2009</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
				Child Sexual Assault Examiner, CAARE Diagnostic & Treatment Center, University of California Davis Medical Center, November 1997 - October 2009
Murtha, Mary Anne Instructor (Left end of Fall 2019)	MSN, 1992, Medical Surgical Nursing BS, 1988, Nursing	Registered Nurse, Pennsylvania (1986) Certified Academic Clinical Nurse Education, National League of Nursing (2019)	NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B NURS 450B Professional Role Development III: Clinical Capstone	CON Penn State Full-time Faculty, 2011 – Present
Nelson, Mary Alyce Assistant Teaching Professor / Campus Coordinator and Online RN to BSN Program Coordinator	DNP, 2019 MSN, 1993 BSN, 1986	Registered Nurse, Pennsylvania (1986)	NURS 245 Violence and the Impact on Society NURS 251 Health Assessment NURS 357 Introduction to Nursing Informatics NURS 407 Drugs of Abuse and Mental Health Issues NURS 420 Mental Health Nursing NURS 432	CON Penn State Full-time Faculty, 2015 – 2019 Registered Nurse, Geisinger Lewistown Hospital, April 16, 2016 - Present Assistant Professor, The Pennsylvania State College of Nursing, August 16, 2015 - Present Director of Nursing/Assistant Clinical Director, Penn State University Health Services, August 28, 2011 - August 15, 2015

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			Nursing Management of Human Resources NURS 458 Ethical Challenges in Healthcare Informatics NURS 475 Integrated Concepts in Nursing Practice NURS 495 Nursing Study in Specialized Setting NURS 499 Nurse Foreign Study	Director/ School of Nursing, Lewistown Hospital, August 2004 - August 2011
Nevins, Whitney Instructor	MSN, 2017, Nurse Educator BSN, 2001	Registered Nurse, Pennsylvania (2003)	NURS 230 Introduction to the Fundamentals of Nursing NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention NURS 306 Nursing Care of Children and Adolescents NURS 320 Nursing Care of the Childbearing Family and Gynecological Client NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A	CON Penn State Full-time Faculty, 2017 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
Nieves, Evelyn Instructor	MS, 2011, Nursing Education	Registered Nurse, Pennsylvania (2001)	<p>NURS 225 Pathophysiology</p> <p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 251 Health Assessment</p> <p>NURS 301 Nursing Care of the Adult Client Requiring Medical- Surgical Intervention</p> <p>NURS 350 Professional Role Development II: Ethics, Legal and Genetic Issues</p> <p>NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A</p> <p>NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B</p> <p>NURS 440 Trauma/Critical Care Nursing</p> <p>NURS 450B Professional Role Development III: Clinical Capstone</p>	CON Penn State Full-time Faculty, 2014 – Present
Orndorf, Lois Assistant Teaching Professor	DNP, 2017	Registered Nurse, Pennsylvania (1981)	NURS 225 Pathophysiology	CON Penn State Full-time Faculty, 2003 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
	MSN, 1997, Family Nurse Practitioner BSN, 1981	Certified Registered Nurse Practitioner – Family Health, Pennsylvania (1997) Family Nurse Practitioner, American Nurses Credentialing Center (1997) Certified Nurse Educator, National League for Nursing (2010)	NURS 230 Introduction to the Fundamentals of Nursing NURS 250 Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics NURS 251 Health Assessment NURS 320 Nursing Care of the Childbearing Family and Gynecological Client NURS 480 NCLEX Prep NURS 872 Family Nurse Practitioner Practicum NURS 872A Adult Gerontology Primary Care Nurse Practitioner Practicum I NURS 873 Family Nurse Practitioner Practicum II NURS 873A Adult Gerontology Primary Care Nurse Practitioner Practicum II	Nurse Practitioner, Primary Medical Care Associates, July 2004 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 874 Family Nurse Practitioner Integrative Practicum</p> <p>NURS 874A Adult Gerontology Primary Care Nurse Practitioner Integrative Practicum</p>	
<p>Patton, Tiffany Instructor</p>	<p>MSN, 2010, Nursing/Education and Administration</p> <p>BS, 1998, Nursing</p>	<p>Registered Nurse, Pennsylvania (1999)</p>	<p>NURS 306 Nursing Care of Children and Adolescents</p> <p>NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings</p> <p>NURS 350 Professional Role Development II: Ethics, Legal and Genetic Issues</p> <p>NURS 390 Transition and the Professional Nursing Role</p> <p>NURS 404 Cardiac Dysrhythmias: Interpretation, Treatment, and Nursing Management</p> <p>NURS 408 Clinical Application of Pharmacological Concepts</p> <p>NURS 417 Family and Community Health Concepts</p>	<p>CON Penn State Full-time Faculty, 2011 - Present</p> <p>Member of SERVPA, SERVPA, April 2010 – Present</p> <p>House Supervisor, Penn State Milton S. Hershey Medical Center, Hershey, PA, February 2008 – Present</p> <p>member, PSNA Government Committee, January 1, 2018 – December 31, 2018</p> <p>vice president, PSNA, September 2010 – September 2013</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 420 Mental Health Nursing</p> <p>NURS 431 Data Management for Nurse Managers</p> <p>NURS 432 Nursing Management of Human Resources</p> <p>NURS 496 Independent Studies</p>	
Peachey, Brandi Instructor	<p>MSN, 2008, Family Nurse Practitioner</p> <p>BSN, 2004</p>	<p>Registered Nurse, Pennsylvania (2004)</p> <p>Certified Registered Nurse Practitioner, Pennsylvania (2008)</p> <p>Family Nurse Practitioner Board Certified, American Nurses Credentialing Center (2008)</p>	<p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 251 Health Assessment</p> <p>NURS 306 Nursing Care of Children and Adolescents</p> <p>NURS 320 Nursing Care of the Childbearing Family and Gynecological Client</p> <p>NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A</p> <p>NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B</p> <p>NURS 496</p>	<p>CON Penn State Full-time Faculty, 2018 – Present</p> <p>RN, Mount Nittany Medical Center, 2016 – Present</p> <p>Clinical Supervisor, Mount Nittany Medical Center, 2007 – 2016</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			Independent Studies	
Peachey, Karen Instructor	MS, 2017, Mental Health MSN, 2015, Nursing Education BSN, 2013	Registered Nurse, Pennsylvania (2004)	NURS 203 First Aid and CPR NURS 350 Professional Role Development II: Ethics, Legal and Genetic Issues NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B NURS 407 Drugs of Abuse and Mental Health Issues NURS 420 Mental Health Nursing	CON Penn State Full-time Faculty, 2017 – Present
Peterman, Danielle Instructor	MSN, 2013, Nursing Education BS, 1999, Nursing	Registered Nurse, Pennsylvania (1999) Certified Nurse Educator, National League for Nursing (2019)	NURS 250 Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics NURS 251 Health Assessment NURS 301 Nursing Care of the Adult Client Requiring Medical- Surgical Intervention	CON Penn State Full-time Faculty, 2014 - Present UPMC Altoona, June 1999 – August 2014

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 306 Nursing Care of Children and Adolescents</p> <p>NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings</p>	
Raines, Kim Assistant Teaching Professor	DNP, 2018 BSN, 2011	<p>Registered Nurse, Pennsylvania (1991)</p> <p>Critical Care Registered Nurse certification, American Association of Critical-Care Nurses (2003)</p> <p>Certified Registered Nurse Practitioner – Adult Gerontology, Pennsylvania (2018)</p> <p>Adult Gerontology Acute Care Board Certified, American Nurses Credentialing Center (2018)</p>	<p>NURS 251 Health Assessment</p> <p>NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention</p> <p>NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A</p> <p>NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B</p> <p>NURS 450B Professional Role Development III: Clinical Capstone</p>	<p>CON Penn State Full-time Faculty, 2018 - Present</p> <p>Critical Care Nurse Practitioner, St. Vincent, February 4, 2019 – Present</p>
Reedy, Elizabeth Associate Teaching Professor	<p>PHD, 2000, Nursing</p> <p>MS, 1990, Nursing of Children</p> <p>BA, 1986, Sociology</p> <p>BS, 1981, Nursing</p>	Registered Nurse, Pennsylvania (1979)	<p>NURS 200W Principles of Nursing Research and Evidence-Based Practice</p> <p>NURS 390 Transition and the Professional Nursing Role</p>	<p>CON Penn State Full-time Faculty, 2012 – Present</p> <p>Editor of Newsletter 2008-2012, American Association for the History of Nursing, January 2008 – November 2012</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 475 Integrated Concepts in Nursing Practice</p> <p>NURS 496 Independent Studies</p>	
Risco, Kerry Assistant Teaching Professor	<p>PHD, 2009, Nursing</p> <p>MSN, 1991, Primary Health Care Nursing</p> <p>BSN, 1987</p>	<p>Registered Nurse, Pennsylvania (1984)</p> <p>Certified Registered Nurse Practitioner, Pennsylvania (1991)</p> <p>Family Nurse Practitioner, American Association of Nurse Practitioners (2003)</p> <p>Wound Care Certified (WCC), National Alliance of Wound Care and Ostomy (2007)</p> <p>National Registry of Certified Medical Examiners, U.S. Department of Transportation – Federal Motor Carriers Safety Administration (2015)</p> <p>Certified Nurse Educator, National League for Nursing (2018)</p>	<p>NURS 200W Principles of Nursing Research and Evidence-Based Practice</p> <p>NURS 251 Health Assessment</p> <p>NURS 352 Advanced Health Assessment for the Registered Nurse</p> <p>NURS 390 Transition and the Professional Nursing Role</p> <p>NURS 401 Concepts of Health</p> <p>NURS 458 Ethical Challenges in Healthcare Informatics</p> <p>NURS 465 Health Concepts for Adults with Complex Health Care Needs</p> <p>NURS 802 Advanced Health Assessment of Adult Populations</p>	<p>CON Penn State Full-time Faculty, 2018 – Present</p> <p>Assistant Professor, Slippery Rock University, 1995 – 2018</p> <p>CRNP, Meadville Emergency Physicians, 2012 – 2018</p> <p>CRNP, Medical Group of Corry, 2006 – 2012</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 802A Advanced Health Assessment of Pediatric Populations</p> <p>NURS 872 Family Nurse Practitioner Practicum</p> <p>NURS 873 Family Nurse Practitioner Practicum II</p> <p>NURS 874 Family Nurse Practitioner Integrative Practicum</p> <p>NURS 876 Family Nurse Practitioner Practicum with Pediatric Populations</p>	
Ritenour, Janet Instructor	MSN, 1984, Obstetrics and Gynecology BSN, 1982	Registered Nurse, Pennsylvania (2018)	<p>NURS 200W Principles of Nursing Research and Evidence- Based Practice</p> <p>NURS 320 Nursing Care of the Childbearing Family and Gynecological Client</p> <p>NURS 357 Introduction to Nursing Informatics</p> <p>NURS 401 Concepts of Health</p> <p>NURS 409 Introduction to Forensic Nursing</p>	CON Penn State Full-time Faculty, 1994 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 430 Organization and Administration for the Nurse Manager</p> <p>NURS 450A Professional Role Development III: Leadership and Management</p> <p>NURS 450B Professional Role Development III: Clinical Capstone</p> <p>NURS 452 Women's Health Issues</p> <p>NURS 464 Dying and Death</p>	
Satryan, Marcia Associate Teaching Professor	<p>DNP, 2017</p> <p>MSN, 1994, Med-Surg Nursing</p> <p>BSN, 1982</p>	Registered Nurse, Pennsylvania (1982)	<p>NURS 225 Pathophysiology</p> <p>NURS 251 Health Assessment</p> <p>NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention</p> <p>NURS 405 Nursing Care of the Adult Client with Complex Health Problems: Part A</p> <p>NURS 497 Special Topics</p>	<p>CON Penn State Full-time Faculty, 2009 - Present</p> <p>Nursing Consultant, Satryan Consulting, May 2001 - December 2015</p> <p>Adjunct Clinical Faculty, Penn State Altoona, August 1999 - July 2009</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
Sillner, Andrea Yevchak Assistant Research Professor	PHD, 2013, Nursing MS, 2007, Nursing BS, 2005, Nursing	Registered Nurse, Pennsylvania (2005) Clinical Nurse Specialist in Gerontology, American Nurses Credentialing Center (2013)	NURS 200W Principles of Nursing Research and Evidence-Based Practice NURS 300 Honors Seminar NURS 501 Issues in Nursing and Health Care NURS 510 Theoretical and Scientific Foundations of Advanced Nursing Practice NURS 602 Supervised Experience in College Teaching NURS 842 Curriculum and Program Development in Nursing Education NURS 848 Synthesis and Application of the Nurse Administrator Role NURS 848A Synthesis and Application of the Nurse Administrator Role	CON Penn State Full-time Faculty, 2015 - Present Registered Nurse, Mount Nittany Medical Center - Medical/Surgical/Orthopedic Unit (per diem status), June 2005 - November 2016 Assistant Professor of Nursing, Duquesne University School of Nursing, August 2013 - May 2015 Instructor; Nursing 512-Online, The Pennsylvania State University College of Nursing, August 2014 - December 2014 Instructor; Nursing 523-Online, The Pennsylvania State University College of Nursing, January 2014 - May 2014 Instructor; Nursing 522-Online, The Pennsylvania State University College of Nursing, August 2013 - December 2013 Research Assistant, National Institute of Health, August 2011 - August 2013 Research Assistant, National Institute of Health, The Pennsylvania State University, June 2010 - August 2013 Teaching Assistant; Nursing 522: Gerontological Nursing

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
				<p>Assessment, The Pennsylvania State University College of Nursing, August 2010 - December 2010</p> <p>Clinical Instructor; Nursing 230: Fundamentals of Nursing Science, The Pennsylvania State University College of Nursing, January 2010 - May 2010</p>
Singla, Shaweta (formerly Gupta) Assistant Research Professor (Left CON Jan 2020)	PHD, 2012, Biophysics MA, 2005, Biochemistry	Not a Nurse	NURS 597 Special Topics	<p>CON Penn State Full-time Faculty, 2017 - Present</p> <p>Scientific Workforce Specialist, University at Buffalo, November 12, 2015 - June 30, 2017</p> <p>Research Associate, University at Buffalo, May 1, 2014 - October 30, 2015</p> <p>Research Instructor, University at Buffalo, January 1, 2013 - April 30, 2014</p> <p>Postdoctoral Research Associate, University at Buffalo, August 1, 2012 - December 31, 2013</p>
Smelko, Alaina Instructor	MSN, 2016, Nurse Education BSN, 2010	Registered Nurse, Pennsylvania (2010)	NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention NURS 306 Nursing Care of Children and Adolescents	<p>CON Penn State Full-time Faculty, 2019 – Present</p> <p>Instructor, Wilson College, 2017 – Present</p> <p>RN, Chambersburg Hospital, 2017 – Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
				<p>Instructor, Bloomsburg University, 2016 – 2017</p> <p>Adjunct Professor, York College, 2014 – 2017</p> <p>RN, Geisinger Medical Center, 2013 – 2017</p> <p>RN, Valley's Children, 2013</p> <p>RN, Geisinger Medical Center, 2010 – 2012</p>
Stoy, Deborah Instructor	MSN, 2014, Education BSN, 1996	Registered Nurse, Pennsylvania (1994) Registered Nurse, West Virginia (2016)	<p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention</p> <p>NURS 305 Introduction to Pharmacological Concepts</p> <p>NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings</p> <p>NURS 320 Nursing Care of the Childbearing Family and Gynecological Client</p> <p>NURS 407 Drugs of Abuse and Mental Health Issues</p>	<p>CON Penn State Full-time Faculty, 2018 – Present</p> <p>Education Specialist, Uniontown Hospital, 2014 – Present</p> <p>Clinical Adjunct, Pennsylvania State University, 2017</p> <p>Adjunct Faculty, Community College of Allegheny County, 2017</p> <p>Adjunct Instructor, Westmoreland County Community College, 2015</p> <p>Clinical Adjunct Faculty, West Virginia Junior College, 2016</p> <p>Adjunct Instructor, Pennsylvania State University, 2015 – 2016</p> <p>RN, Uniontown Hospital, 1994 – Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 430 Organization and Administration for the Nurse Manager</p> <p>NURS 431 Data Management for Nurse Managers</p> <p>NURS 464 Dying and Death</p> <p>NURS 465 Health Concepts for Adults with Complex Health Care Needs</p> <p>NURS 480 NCLEX Prep</p>	
Streiff, Kimberly Assistant Teaching Professor / Campus Coordinator	DED, 2019, Leadership and Administration MSN, 1991, Nursing/Business Administration BSN, 1982	Registered Nurse, Pennsylvania (1982) Certified Registered Nurse Practitioner – Family Health, Pennsylvania (2012)	<p>NURS 212 Pathophysiology/Nursing Interventions II</p> <p>NURS 214 Nursing Care of Clients with Psychiatric/Mental Health Disorders</p> <p>NURS 251 Health Assessment</p> <p>NURS 305 Introduction to Pharmacological Concepts</p> <p>NURS 350 Professional Role Development II: Ethics, Legal and Genetic Issues</p>	CON Penn State Full-time Faculty, 2015 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 407 Drugs of Abuse and Mental Health Issues</p> <p>NURS 440 Trauma/Critical Care Nursing</p> <p>NURS 450A Professional Role Development III: Leadership and Management</p> <p>NURS 450B Professional Role Development III: Clinical Capstone</p> <p>NURS 495 Nursing Study in Specialized Setting</p> <p>NURS 496 Independent Studies</p>	
Swartz, Ann Associate Teaching Professor / Campus Coordinator	DED, 2009, Adult Education MSN, 1984, Psychiatric / Mental Health Nursing BSN, 1976, Nursing	Registered Nurse, Pennsylvania (1995) Adult Psychiatric and Mental Health Clinical Specialist Board Certified, American Nurses Credentialing Center (1988) Certified Registered Nurse Practitioner – Specialty Family Health, Pennsylvania (1999) Certified Nurse Educator, National League of Nursing (2019)	<p>NURS 200W Principles of Nursing Research and Evidence-Based Practice</p> <p>NURS 250 Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics</p> <p>NURS 415 Community and Family Health Nursing</p> <p>NURS 420 Mental Health Nursing</p>	CON Penn State Full-time Faculty, 2000 - Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 496 Independent Studies</p> <p>NURS 499 Nurse Foreign Study</p>	
<p>Taylor, Joyce Associate Teaching Professor</p>	<p>PHD, 2017, Nursing Education</p> <p>MS, 2012, Nursing Education</p> <p>BS, 1995, Nursing</p>	<p>Registered Nurse, Pennsylvania (1985)</p> <p>Certified Critical Care Registered Nurse, American Association of Critical-Care Nurses (1991)</p>	<p>NURS 200W Principles of Nursing Research and Evidence- Based Practice</p> <p>NURS 245 Violence and the Impact on Society</p> <p>NURS 357 Introduction to Nursing Informatics</p> <p>NURS 390 Transition and the Professional Nursing Role</p> <p>NURS 417 Family and Community Health Concepts</p> <p>NURS 441 Nursing Care of America's Veterans: An Introduction Into the Care of Military Veterans</p> <p>NURS 465 Health Concepts for Adults with Complex Health Care Needs</p> <p>NURS 475 Integrated Concepts in Nursing Practice</p>	<p>CON Penn State Full-time Faculty, 2017 - Present</p> <p>Assistant Professor, LASALLE UNIVERSITY, August 1, 2016 – June 25, 2017</p> <p>Interim Nursing Program Director, Lincoln University, February 1, 2014 – July 31, 2016</p> <p>Assistant Professor, Lincoln University, June 15, 2013 – July 31, 2016</p> <p>Adjunct Instructor, Immaculata University, August 1, 2012 – June 15, 2015</p> <p>Critical care/trauma staff RN, Main Line Health Medical Center, February 1, 2006 – February 16, 2014</p> <p>Community Nursing and Home IV Infusion Therapy RN, Royal Quality Nursing Services, June 1, 2007 - October 1, 2009</p> <p>Primary Care RN, Critical Care, Chester County Hospital, October 1, 2004 - April 15, 2009</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			NURS 496 Independent Studies	
Tomczyk, Allison Instructor	MS, 2016, Nursing Education BS, 2002, Nursing	Registered Nurse, Pennsylvania (2002) Registered Nurse Certification in Obstetrics, National Certification Corporation (2017)	NURS 251 Health Assessment NURS 320 Nursing Care of the Childbearing Family and Gynecological Client NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A NURS 466 Systems and Community Responses	CON Penn State Full-time Faculty, 2018 – Present RN, Geisinger Wyoming Valley Medical Center, 2012 – Present Adjunct Faculty, Mizen Consta University, 2011 – Present Adjunct Faculty, Wilkes University, 2011 – Present RN, Wilkes Barre Hospital, 2002 – 2012
Unger, Sonthaya Assistant Teaching Professor	DNS, 2001 MSN, 1990, Acute Care Nursing BSN, 1984	Registered Nurse, Pennsylvania (2005)	NURS 100 First Year Seminar in Nursing NURS 200W Principles of Nursing Research and Evidence-Based Practice NURS 230 Introduction to the Fundamentals of Nursing NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention NURS 350 Professional Role	CON Penn State Full-time Faculty, 2005 - Present Registered Nurse, Waynesboro Hospital, 2005 - 2009

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>Development II: Ethics, Legal and Genetic Issues</p> <p>NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B</p> <p>NURS 415 Community and Family Health Nursing</p> <p>NURS 475 Integrated Concepts in Nursing Practice</p>	
Van Haitsma, Kimberly Associate Professor	<p>PHD, 1994, Clinical Psychology</p> <p>MA, 1988, Clinical Psychology</p> <p>BA, 1984, Psychology</p>	<p>Not a Nurse</p> <p>Licensed Psychologist, Pennsylvania (1994)</p>	<p>NURS 587 Research Ethics</p> <p>NURS 596 Individual Studies</p> <p>NURS 600 Thesis Research</p> <p>NURS 601 Ph.D. Dissertation Full-Time</p> <p>NURS 610 Thesis Research Off Campus</p> <p>NURS 828 Person-Centered Care: Emerging Interdisciplinary Approaches for Older Adults</p>	<p>CON Penn State Full-time Faculty, 2014 - Present</p> <p>Adjunct Senior Research Scientist, Polisher Research Institute of the Madlyn and Leonard Abramson Center for Jewish Life, 2014 – Present</p> <p>Adjunct Faculty, Department of Human Development and Family Studies, Pennsylvania State University, 2013 – Present</p> <p>Senior Research Scientist, Polisher Research Institute of the Madlyn and Leonard Abramson Center for Jewish Life, 1996 – Present</p> <p>GeroPsychologist, Ambramson Center for Jewish Life (formerly Philedelphia</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
				<p>Geriatric Center), 1992 – Present</p> <p>Adjunct Associate Professor of Nursing in the Associated Faculty of the School of Nursing, University of Pennsylvania, School of Nursing, 2002 – 2020</p> <p>Adjunct Faculty, Center for Integrative Science in Aging, School of Nursing – University of Pennsylvania, 2002 – 2015</p> <p>Director, Polisher Research Institute of the Madlyn and Leonard Abramson Center for Jewish Life, 2010 – 2014</p> <p>Health Science Specialist (appointment without compensation), Department of Veteran Affairs, New Jersey Health Care System-East Orange, 2009 – 2014</p> <p>Director, Harry Stern Family Center for Innovations in Alzheimer's Care of the Polisher Research Institute, 1998 – 2014</p> <p>Staff Trainer, Abramson Center for Jewish Life (formerly Philadelphia Geriatric Center), 1995 – 2014</p> <p>Associate Director, Polisher Research Institute of the</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
				Madlyn and Leonard Abramson Center for Jewish Life, 2004 – 2010
Vanderhoff, Valerie Assistant Teaching Professor	DNP, 2011, Education MS, 2007, Nursing Education BS, 1992, Nursing	Registered Nurse, Pennsylvania (1992) Trauma Nursing Core Course, Emergency Nurses Association (2018)	NURS 230 Introduction to the Fundamentals of Nursing NURS 251 Health Assessment NURS 301 Nursing Care of the Adult Client Requiring Medical- Surgical Intervention NURS 390 Transition and the Professional Nursing Role NURS 401 Concepts of Health NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B NURS 417 Family and Community Health Concepts NURS 475 Integrated Concepts in Nursing Practice	CON Penn State Full-time Faculty, 2016 – Present SuperUser, Examsoft/CON Rep, April 2018 – Present 400 Level Coordinator, College of Nursing, August 2017 – Present Simulation Lab Coordinator, Penn State University-The Eberly Campus, August 1, 2017 – December 31, 2018

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
Vender, Lucina Assistant Teaching Professor	DNP, 2018, Nursing MS, 2011, Clinical Nurse Specialist BSN, 1979	Registered Nurse, Pennsylvania (2006) Clinical Nurse Specialist, Pennsylvania (2013) Adult Health Clinical Nurse Specialist, American Nurses Credentialing Center (2012)	NURS 357 Introduction to Nursing Informatics NURS 404 Cardiac Dysrhythmias: Interpretation, Treatment, and Nursing Management NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B NURS 408 Clinical Application of Pharmacological Concepts NURS 415 Community and Family Health Nursing	CON Penn State Full-time Faculty, 2014 – Present
Ventura, Mary Anne Instructor	MS, 2008, Family Nurse Practitioner program MA, 1983, Education BSN, 1981, Nursing	Registered Nurse, New Jersey (1982) Registered Nurse, Pennsylvania (2003)	NURS 203 First Aid and CPR NURS 230 Introduction to the Fundamentals of Nursing NURS 250 Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics	CON Penn State Full-time Faculty, 2004 - Present Instructor and Simulation Lab Coordinator, The Pennsylvania State University, School of Nursing, University Park, PA, August 2004 – Present Instructor, Kaplan Test Prep/Educational Center, State College, PA, May 2003 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention NURS 408 Clinical Application of Pharmacological Concepts NURS 496 Independent Studies	
Voller, Carolyn Instructor	MS, 2009, Nursing Education MS, 2003, Early Childhood Education BS, 1989, Nursing	Registered Nurse, Pennsylvania (2005)	NURS 230 Introduction to the Fundamentals of Nursing NURS 250 Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention NURS 306 Nursing Care of Children and Adolescents NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings NURS 401 Concepts of Health NURS 464 Dying and Death	CON Penn State Full-time Faculty, 2010 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
Ward, Lisa Instructor	MSN, 2006 BSN, 1991	Registered Nurse, Pennsylvania (1985)	NURS 230 Introduction to the Fundamentals of Nursing NURS 301 Nursing Care of the Adult Client Requiring Medical- Surgical Intervention NURS 320 Nursing Care of the Childbearing Family and Gynecological Client NURS 350 Professional Role Development II: Ethics, Legal and Genetic Issues NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B NURS 420 Mental Health Nursing NURS 450A Professional Role Development III: Leadership and Management	CON Penn State Full-time Faculty, 2008 – Present Academic Success Coach, Mont Alto Nursing Program, September 1, 2016 – Present
Wardecker, Britney Assistant Professor	PHD, 2016, Psychology MS, 2013, Psychology BS, 2009, Psychology	Not a Nurse	NURS 494 Honors Thesis NURS 497 Special Topics NURS 513 Evidence-Based Practice in Professional Nursing	CON Penn State Full-time Faculty, 2018 - Present Faculty Affiliate, Center for Geriatric Nursing Excellence, The Pennsylvania State University, October 2018 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			NURS 602 Supervised Experience in College Teaching	Faculty Affiliate, Center for Healthy Aging, The Pennsylvania State University, July 2018 – Present Postdoctoral Fellow, Center for Healthy Aging, The Pennsylvania State University, July 2016 – July 2018
Wells, Susan Assistant Teaching Professor	DNP, 2019 MS, 2012, Nursing Informatics BS, 2009, Nursing	Registered Nurse, Maryland (1988) Registered Nurse, Pennsylvania (2004)	NURS 230 Introduction to the Fundamentals of Nursing NURS 301 Nursing Care of the Adult Client Requiring Medical- Surgical Intervention NURS 305 Introduction to Pharmacological Concepts NURS 306 Nursing Care of Children and Adolescents NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings NURS 320 Nursing Care of the Childbearing Family and Gynecological Client NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A	CON Penn State Full-time Faculty, 2015 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B</p> <p>NURS 415 Community and Family Health Nursing</p> <p>NURS 420 Mental Health Nursing</p>	
White, Beth Assistant Teaching Professor	<p>DNP, 2018</p> <p>MS, 2009, Nursing with Adult Nurse Practitioner Option</p> <p>BSN, 1998</p>	<p>Registered Nurse, Pennsylvania (1991)</p> <p>Certified Registered Nurse Practitioner, Pennsylvania (2009)</p>	<p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 251 Health Assessment</p> <p>NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention</p> <p>NURS 305 Introduction to Pharmacological Concepts</p> <p>NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A</p> <p>NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B</p> <p>NURS 465</p>	<p>CON Penn State Full-time Faculty, 2017 - Present</p> <p>CRNP Hospitalist, Geisinger Lewistown Hospital, September 2017 – Present</p> <p>CRNP, Geisinger, September 2009 – August 2017</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			Health Concepts for Adults with Complex Health Care Needs NURS 495 Nursing Study in Specialized Setting NURS 496 Independent Studies	
Wolgast, Kelly Associate Teaching Professor / Assistant Dean Online Education	DNP, 2012, Executive Nurse Leadership MSS, 2005, Masters of Strategic Studies MSN, 1993, Administration BS, 1985, Nursing	Registered Nurse, Pennsylvania (2016) Registered Nurse, Minnesota (2017) Registered Nurse, Washington (2017)	NURS 808 Population Health Perspectives NURS 831 Evidence-Based Practice II: Translating Inquiry into Practice NURS 833 Doctor of Nursing Practice: Leadership II NURS 834 Doctor of Nursing Practice Clinical Practicum NURS 835 Doctor of Nursing Practice Project NURS 837 Evidence-Based Practice III: Project Development NURS 847 Human Resource and Work Force Issues for Nurse Administrators	CON Penn State Full-time Faculty, 2016 - Present Assistant Dean for Online Education and Outreach; Associate Teaching Professor, The Pennsylvania State University, August 12, 2016 - Present Assistant Professor; Director, Healthcare Leadership Program, Vanderbilt University, August 2011 - July 2016 Colonel, US Army, May 1985 - September 2011

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
Womeldorf, Leslie Instructor (Starting Spring 2020 semester – Assistant Teaching Professor)	DED, 2019, Adult Education MSN, 2011, Nursing Education BS, 1997, Nursing MED, 1992, Physical Education BS, 1991, Exercise Science	Health Fitness Specialist, ACSM (1991) Registered Nurse, Pennsylvania (1998) Certified Nurse Educator, National League for Nursing (2018)	NURS 200W Principles of Nursing Research and Evidence-Based Practice NURS 415 Community and Family Health Nursing	CON Penn State Full-time Faculty, 2013 - Present Adjunct Nursing Faculty-Simulation, Clinical, Classroom, Harrisburg Area Community College – Lancaster Campus, December 2006 - July 2013
Woodley, Jeanette Instructor	MSN, 2017, Nurse Educator BSN, 2012	Registered Nurse, Pennsylvania (2020)	NURS 230 Introduction to the Fundamentals of Nursing NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A	CON Penn State Full-time Faculty, 2019 – Present Adjunct Clinical Instructor, Pennsylvania State University Harrisburg, 2017 – Present Substitute School Nurse, Palmyra Area School District, 2016 – Present Adjunct Clinical Instructor, Harrisburg Area Community College, 2013 – Present RN, Pinnacle Health System UPMC, 2012 – 2014 RN, Penn State Health Hershey Medical Center, 2010 – 2011
Worozbyt, Kelly Instructor	MS, 2017, Nursing BS, 2014, Nursing	Registered Nurse, Pennsylvania (2013) Psychiatric Mental Health Registered Nurse Board Certified, American Nurses Credentialing Center (2018)	NURS 230 Introduction to the Fundamentals of Nursing NURS 250 Professional Role Dev I: Intro to Professional Issues in	CON Penn State Full-time Faculty, 2017 - Present RN, Geisinger CMC, June 2013 - Present

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>Nursing Practice and Nursing Informatics</p> <p>NURS 251 Health Assessment</p> <p>NURS 352 Advanced Health Assessment for the Registered Nurse</p> <p>NURS 357 Introduction to Nursing Informatics</p> <p>NURS 401 Concepts of Health</p> <p>NURS 407 Drugs of Abuse and Mental Health Issues</p> <p>NURS 415 Community and Family Health Nursing</p> <p>NURS 420 Mental Health Nursing</p>	
Yoder, Maria Instructor	<p>MSN, 2015, Nursing Education</p> <p>BSN, 1999</p>	<p>Registered Nurse, Pennsylvania (2007)</p> <p>Certified Nurse Educator, National League for Nursing (2016)</p>	<p>NURS 100 First Year Seminar in Nursing</p> <p>NURS 230 Introduction to the Fundamentals of Nursing</p> <p>NURS 251 Health Assessment</p> <p>NURS 297 Special Topics</p>	<p>CON Penn State Full-time Faculty, 2016 – Present</p> <p>Clinical Instructor, Geisinger Lewistown Hospital School of Nursing, March 2014 - August 2016</p> <p>Adjunct Clinical Instructor, Penn State University, August 2015 - May 2016</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			<p>NURS 306 Nursing Care of Children and Adolescents</p> <p>NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings</p> <p>NURS 496 Independent Studies</p>	Registered Nurse, Geisinger Lewistown Hospital, November 2007 - December 2015
Yohn, Sheila Assistant Teaching Professor	DNP, 2019 MSN, 1996, Family Practice BS, 1993, Nursing	Registered Nurse, Pennsylvania (1978) Certified Registered Nurse Practitioner, Pennsylvania (1996)	<p>NURS 802 Advanced Health Assessment of Adult Populations</p> <p>NURS 802A Advanced Health Assessment of Pediatric Populations</p> <p>NURS 871 Nurse Practitioner Role with Individuals and Families with Complex and/or Chronic Health Problems</p> <p>NURS 872 Family Nurse Practitioner Practicum</p> <p>NURS 872A Adult Gerontology Primary Care Nurse Practitioner Practicum I</p> <p>NURS 873 Family Nurse Practitioner Practicum II</p> <p>NURS 873A</p>	<p>CON Penn State Full-time Faculty, 2019 – Present</p> <p>Clinical Instructor, Pennsylvania State University Hershey, 2012 – 2019</p> <p>CRNP, Penn State Hershey Medical Group State College, 2011 – Present</p> <p>CRNP, Family Health Associates, 1996 – 2011</p>

Name & Title	Degrees Earned	Licensures and Certifications	Teaching Responsibilities (Past 3 years)	Professional Positions (Past 10 years)
			Adult Gerontology Primary Care Nurse Practitioner Practicum II NURS 874 Family Nurse Practitioner Integrative Practicum NURS 874A Adult Gerontology Primary Care Nurse Practitioner Integrative Practicum NURS 876 Family Nurse Practitioner Practicum with Pediatric Populations	
Yonushonis, Mary Ellen Assistant Teaching Professor	MS, 1982, Nursing (Family and Older Adults) BSN, 1976	Registered Nurse, Pennsylvania (1976) Certified Nurse Educator, National League for Nursing (2008)	NURS 100 First Year Seminar in Nursing NURS 230 Introduction to the Fundamentals of Nursing NURS 297 Special Topics NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings NURS 464 Dying and Death NURS 496 Independent Studies	CON Penn State Full-time Faculty, 2001 - Present

APPENDIX G: Adjunct Faculty

Table Adjunct Faculty Table
Fall 2019

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
Amacher, Brenda Rae	MSN, 2012 BSN, 2009	RN, PA (2009)	NURS 405A “Nursing Care of the Adult Client with Complex Health Problems” Campus: ER Program: GNUR Component: Clinical	Adjunct Instructor, Penn State CON, 2014 - Present RN, Saint Vincent Health System, 2012 – Present Clinical Instructor, Mercyhurst College, 2012 – 2013 RN, Alleghany General Hospital, 2009 – 2012
Atkinson, Lisa	MSN, 2017 BSN, 2010 BS - Education, 1996	RN, PA (2007) CHSE, Society of Simulation in Healthcare (2019)	NURS 465 “Health Concepts for Adults with Complex Healthcare Needs” Campus: FE Program: NURN Component: Lecture/Clinical	Adjunct Instructor, Penn State CON, 2017 – Present Nurse Educator, Monongahela Valley Hospital, 2011 – Present Registered Nurse, Monongahela Valley Hospital, 2007 – 2011
Austin, Kerri	MSN, 2009 BSN, 1996	RN, PA (1995)	NURS 352 “Advanced Health Assessment for the Registered Nurse” Campus: AB Program: NURN Component: Lecture/Clinical	Adjunct Instructor, Penn State CON, 2019 - present Full-time Faculty, Roxborough MHSO, 2018 – present Staff Nurse, Bayado Staffing, 2018 – present Adjunct Faculty, Holy Family University, 2013 – present ATI Virtual Coach, ATI, 2017 – 2018

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
				Adjunct Faculty Drexel University, 2017 – 2019 Full-time Faculty, Aria Health SON, 2007 – 2017 Adjunct Faculty, Devry University, 2007 - 2014
Bele, Emily	MSN, 2013 BSN, 2007	RN, PA (2007) CRNP, PA (2013) NP-C, American Academy of Nurse Practitioners (2013)	NURS 405A “Nursing Care of the Adult Client with Complex Health Problems” Campus: FE Program: GNUR Component: Clinical	Adjunct Instructor, Penn State CON, 2018 - present CRNP, Excelsa Health, 2013 – Present RN, Excelsa Health, 2007 – 2013
Bendinsky, Melanie	MSN, 2005 BSN, 1992	RN, PA (2010)	NURS 357 “Introduction to Nursing Informatics” NURS 417 Family and Community Health Concepts Campus: SL Program: NURN Component: Lecture/Clinical	Adjunct Instructor, Penn State CON, 2006 - present Faculty, Joseph F. McCloskey School of Nursing (Lehigh Valley Health Network), 2006 – Present
Bijelic, Darko	MSN, 2014 BSN, 2005	RN, PA (2000) CRNP – Adult Gero Acute Care, PA (2014) AGACNP-BC, American Nurses Credentialing Center (2014)	NURS 230 “Introduction to the Fundamentals of Nursing” Campus: HB Program: SCND Component: Clinical	Adjunct Instructor, Penn State CON, 2019 - present CRNP, Penn Medicine Lancaster General Hospital, 2019 – Present CRNP, Penn State Health Hershey Medical Center, 2014 – 2018 RN, York Memorial Hospital, 2009 – 2013

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
Bresenhan, Melissa	MSN, 2017 BA – Social Sciences, 2003	RN, PA (2006) CRNP, PA (2018) BCEN, Board of Certification for Emergency Nursing (2016) FNP, American Association of Nurse Practitioners (2018)	NURS 802 “Advanced Health Assessment of Adult Populations” NURS 802A “Advanced Health Assessment of Pediatric Populations” Campus: SL Program: MSN-NP Clinical	Adjunct Instructor, Penn State CON, 2019 - present CRNP, Geisinger Medical Group, 2018 – Present RN, Geisinger Medical Center, 2006 – 2018
Clark, Deborah	MS – Health Education 2004 BSN, 1994	RN, PA (1977)	NURS 245 “Violence and the Impact on Society” Campus: WC Program: NURN Component: Lecture	Adjunct Instructor, Penn State CON, 2012 - present Trauma Education/Outreach Coordinator, Geisinger Community Medical Center, 2011 – Present Nurse Manager, Geisinger Medical Center, 2007 – 2011
Conley-Fox, Lisa	MSN, 2018 BSN, 2016	RN, PA (1992)	NURS 230 “Introduction to the Fundamentals of Nursing” Campus: AL Program: SCND Component: Clinical	Adjunct Instructor, Penn State CON, 2019 - present Administrator on Duty, University of Pittsburgh Medical Center Altoona, 2006 – Present RN, University of Pittsburgh Medical Center Altoona, 2003 – Present Adjunct Instructor, Mount Aloysius College, 2015 – 2017
Conroy, Patricia	MSN, 1995 BSN, 1976	RN, PA (1968)	NURS 420 “Mental Health Nursing” Campus: UP Program: GNUR	Adjunct Instructor, Penn State CON, 2014 - present

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
			Component: Clinical	Instructor, Bloomsburg University, 2012 – 2016 Health Outcome Liaison, Eli Lilly and Company, 2007 – 2010
Dolan, Cherie	MSN, 2001 BSN, 1998	RN, PA (1997) CRNP – Family Health, PA (2001)	NURS 873 “Family Nurse Practitioner Practicum II” NURS 873A “Adult Gerontology Primary Care Nurse Practitioner Practicum II” Campus: UP Program: MSN-NP Component: Clinical	Adjunct Instructor, Penn State CON, 2014 - present FNP, Fayette Physician Network, 2005 – Present
Fabrizio, Karen P.	DNP, 2015 MSN, 1991 BSN, 1983	RN, PA (1980) CRNP – Family Health, PA (2001)	NURS 430 “Organization and Administration for the Nurse Manager” NURS 431 “Data Management for Nurse Managers” NURS 468 “Client Education Strategies for Nurses and Other Health Care Providers” Campus: SL Program: NURN Component: Lecture	Adjunct Instructor, Penn State CON, 2009 - present Integrated Medical Group, 2010 – present CRNP, Good Samaritans Veterans Clinic/Schuylkill Health System, 2001 – 2009 Nurse Educator/Education Specialist, Good Samaritan Regional Medical Center, 1994 – 2009 Guest Lecturer, Reading Area Community College, 1992 – 2010

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
Firestine, Lisa	MSN, 1995 BSN, 1990	RN, PA (1995) RN, MI (2005) RN, NE (2016)	NURS 352 “Advanced Health Assessment for the Registered Nurse” Campus: WC Program: NURN Component: Lecture/Clinical	Adjunct Instructor, Penn State CON, 2009 - present Instructor, University of Nebraska Medical Center, 2016 – Present Guest Lecturer, Wayne State University, 2013 – 2016
Flanigan, Kelly	MSN, 2011 BSN, 2005	RN, PA (2005)	NURS 417 “Family and Community Health Concepts” NURS 475 “Integrated Concepts in Nursing Practice” Campus: AB Program: NURN Component: Lecture/Clinical	Adjunct Instructor, Penn State CON, 2013 - present Evaluator, Western Governors University, 2017 – present Nursing Faculty, La Salle University, 2010 – present Nursing Faculty, Aria Health School of Nursing
Flickinger, Kara	MSN, 2012 BSN, 2009	RN, PA (2004) CRNP – Family Health, PA (2012)	NURS 465 “Health Concepts for Adults with Complex Health Care Needs” Campus: MA Program: NURN Component: Lecture/Clinical	Adjunct Instructor, Penn State CON, 2012 - present Nursing Administration Supervisor, WellSpan Gettysburg Hospital, 2009 – Present Charge Nurse, WellSpan Gettysburg Hospital, 2008 – 2009 RN, WellSpan Gettysburg Hospital, 2007 – 2009
Geister, Johanna	MSN, 2015 BSN, 1994	RN, PA (1994)	NURS 415 “Community and Family Health Nursing” Campus: UP Program: GNUR Component: Clinical	Adjunct Instructor, Penn State CON, 2015 – present Clinical Adjunct Nursing Faculty, York College of Pennsylvania, 2016 – present

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
				Adjunct Nursing Faculty, Harrisburg Area Community College, 2007 – 2015 RN, Pinnacle Health Hospital, 2014 – 2015
Hagerty, Aimee	MSN, 2010 BSN, 1993	RN, PA (1994)	NURS 417 “Family and Community Health Concepts” Campus: WC Program: NURN Component: Lecture/Clinical	Adjunct Instructor, Penn State CON, 2014 - present Director of Education and Transplant Administrator, UPMC Hamot, 2014 - present Clinical Nurse Educator, UPMC Hamot, 2009 – 2012 Vascular Access Nurse, UPMC Hamot, 2008 - 2009
Higgins, Amy	MSN, 2016 BSN, 1999	RN, PA (1994) PHRN, PA (2018)	NURS 357 “Introduction to Nursing Informatics” NURS 464 “Dying and Death” Campus: SH Program: NURN Component: Lecture	Adjunct Instructor, Penn State CON, 2017 - present Faculty, Penn State Shenango, 2016 - present Clinical Education Specialist, UPMC Horizon/AHA Training Center Coordinator, 2002 – Present
Hill, Elizabeth	PHD - Gerontology, 2002 MSN, 1994 BSN, 1991	RN, PA (1991)	NURS 310 “Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings” Campus: UP Program: GNUR Component: Clinical	Adjunct Instructor, Penn State CON, 2015 - present Sole Proprietor, Hill Nurse Consulting, 2010 – Present Member, American Association of Legal Nurse Consultants, 2009 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
				Registered Nurse, Northwest Hospital Center, 2010 – 2015 Clinical Nurse Faculty, Towson University, 2012 – 2015 Clinical Faculty, Johns Hopkins University School of Nursing, 2010 - 2011
Hollars (Weaver), M. Ellen	MSN, 2008 BSN, 2004	RN, PA (1983)	NURS 430 “Organization and Administration for the Nurse Manager” Campus: WC Program: NURN Component: Lecture	Adjunct Instructor, Penn State CON, 2009 - present Chief Operating Officer, VNA Health System, 2005 – 2013
Jones, Lynnette	BSN, 2014 BA – Management/Marketing 1998	RN, PA (2014)	NURS 405A “Nursing Care of the Adult Client with Complex Health Problems” Campus: UP Program: GNUR Component: Clinical	Adjunct Instructor, Penn State CON, 2019 - present RN, Penn State Health Hershey Medical Center, 2017 – Present RN, Geisinger Holy Spirit, 2014 – 2017
Kephart, Tracy	MSN, 2019 BSN, 2015	RN, PA (2008) NIHSSI, National Institute of Health (2019)	NURS 405A “Nursing Care of the Adult Client with Complex Health Problems” Campus: UP Program: GNUR Component: Clinical	Adjunct Instructor, Penn State CON, 2019 - present Administrator On Duty, University of Pittsburgh Medical Center Altoona, 2016 – Present RN, University of Pittsburgh Medical Center Altoona, 2008 – 2016

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
Kline, Noel	MSN, 2005	RN, PA (1995)	NURS 230 "Introduction to the Fundamentals of Nursing" Campus: HB Program: SCND Component: Clinical	Adjunct Instructor, Penn State CON, 2017 - present Adjunct Faculty, Harrisburg Area Community College, 2010 – 2012, 2015 - present RN, Spiritrust Lutheran, 2009 – 2015 RN, Medical Staffing Network, 2008 – 2010 RN, Cross Keys Village, 2008 – 2010
Levesque, Karolina	MSN, 1998 BSN, 1984	RN, PA (1994) CRNP – Family Health, PA (2010) FNP-BC, American Nurses Credentialing Center (2015)	NURS 873 "Family Nurse Practitioner Practicum II" Campus: UP Program: MSN-NP Component: Clinical	Adjunct Instructor, Penn State CON, 2013 – present FNP, MedExpress Urgent Care, 2018 – present FNP, Lehigh Valley Health System, 2016 – present Subclinical Researcher, Eye Care Specialists, 2016 – present Adjunct Faculty NP Program, Wilkes University, 2014 – present FNP, Family Medicine Private Practice, 2011 - present
Lewis, Deborah	MSN, 1999 BSN, 1995	RN, PA (1976)	NURS 301 "Nursing Care of the Adult Client Requiring Medical-Surgical Intervention" Campus: WS Program: GNUR	Adjunct Instructor, Penn State CON, 2009 - present Nursing Supervisor, Regional Hospital of Scranton, 2016 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
			Component: Clinical	<p>Nurse Manager, Post-Acute Medical Specialty Hospital Scranton, 2014 – 2016</p> <p>Unit Manager, Geisinger Medical Center, 2011 – 2014</p> <p>Unit Manager, Community Medical Center, 2006 - 2011</p>
Manchio-Golobek, Mary Ann	<p>PHD – Health Administration, 2000</p> <p>MSN, 1984</p> <p>BSN, 1982</p>	<p>RN, PA (1977)</p> <p>CNE, National League of Nursing (2015)</p>	<p>NURS 465 “Health Concepts for Adults with Complex Health Care Needs” Campus: AB Program: NURN Component: Lecture/Clinical</p>	<p>Adjunct Instructor, Penn State CON, 2016 - present</p> <p>Instructor, ARIA – Jefferson Health, 2011 – Present</p> <p>Supplemental Faculty, St. Francis School of Nursing, 2011</p> <p>Student Mentor, Jacksonville University, 2007 – 2009</p> <p>Instructor, Capital Health School of Nursing, 2004 – 2011</p>
Maserati, Megan	<p>MSN, 2014, Nursing</p> <p>BSN, 2011, Nursing</p> <p>BS - Chemistry, 2002</p>	<p>RN, PA (2006)</p> <p>CRNP – Acute Care, PA (2014)</p>	<p>NURS 251 “Health Assessment”</p> <p>NURS 301 “Nursing Care of the Adult Client Requiring Medical-Surgical Intervention”</p> <p>Campus: AL Program: SCND, GNUR Component: Clinical</p>	<p>Adjunct Instructor, Penn State CON, 2018 - present</p> <p>CRNP, Physical Rehabilitation Industrial and Sports Medicine, 2015 – Present</p> <p>Research Coordinator, Neurotrauma Clinical Trials Center, 2010 – 2012</p> <p>RN, University of Pittsburgh Medical Center Presbyterian Hospital, 2009 – 2010</p>

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
				RN, Children's Hospital of Pittsburgh, 2008 – 2009
McAnuff, Petra	MSN, 2013 MSN, 2012 BSN, 2004	RN, PA (2003)	NURS 405A “Nursing Care of the Adult Client with Complex Health Problems” Campus: UP Program: GNUR Component: Clinical NURS 230 “Introduction to the Fundamentals of Nursing” Campus: AL Program: SCND Component: Clinical	Adjunct Instructor, Penn State CON, 2017 - present RN, Mount Nittany Medical Center, 2009 – Present Travel RN, Medical Staffing Network, 2007 – 2009
McDermott, Donna	MS – Nursing Administration 1991 BSN, 1998	RN, PA (1982)	NURS 420 “Mental Health Nursing” Campus: UP Program: GNUR Component: Clinical	Adjunct Instructor, Penn State CON, 1994 – present Director of Care Management, Community Care Behavior Health Organization, 2016 – present Associate Regional Director, Community Care Behavioral Health Organization, 2011 – 2016 Associate Clinical Manager, Community Care Behavioral Health Organization, 2007 - 2011
Meinert, Pamela	PHD, 2008 MSN, 1989 BSN, 1981	RN, PA (1981) CRNP – Family Health, PA (2002)	NURS 497 “Special Topics 1-9” Campus: UP Program: GNUR Component: Lecture	Adjunct Instructor, Penn State CON, 2019 - present

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
		NP-C, American Association of Nurse Practitioners (2006)		Academic Liaison, Penn State Health Hershey Medical Center, 2012 – Present Director, Nursing Education and Professional Development, 2008 – 2012
Mekis, Ashley	MSN, 2018 BSN, 2008	RN, PA (2006) OCN, Oncology Nursing Certification Corporation (2018) NEA-BC, American Nurses Credentialing Center (2019)	NURS 405A “Nursing Care of the Adult Client with Complex Health Problems” Campus: UP Program: GNUR Component: Clinical	Adjunct Instructor, Penn State CON, 2019 - present Clinical Instructor, Lock Haven University, 2018 – 2019 Clinical Supervisor, Mount Nittany Medical Center, 2017 – Present RN, Mount Nittany Medical Center 2008 – 20017
Michael, Misti	MSN, 2016 BSN, 2009	RN, PA (2015)	NURS 405A “Nursing Care of the Adult Client with Complex Health Problems” Campus: MA Program: GNUR Component: Clinical	Adjunct Instructor, Penn State CON, 2017 - present RN, Chambersburg Hospital, 2015 – Present RN, Point of Rocks Surgery Center, August 2015 - Present RN, Shady Grove Adventist Medical Center, 2013 – 2015 RN, Integrated Health Care Agency, 2012 – 2013 RN, City Hospital, 2011 – 2012 RN, Washington County Hospital, 2009 – 2011

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
Miehl, Nickolaus J.	PHD - Nursing and Health Innovation, 2018 MSN, 2004 BSN, 2000	RN, PA (2000) RN, OR (2012) RN, WA (2015)	NURS 411 "Seminar in Forensic Nursing" Campus: WC Program: NURN Component: Lecture	Adjunct Instructor, Penn State CON, 2014 - present Assistant Professor, Oregon Health and Science University, 2018 – Present Faculty Simulation Coordinator, Oregon Health and Science University, 2013 – Present Clinical Instructor, Oregon Health and Science University, 2012 - 2018 Lecturer in Nursing, Simulation Center Coordinator/Accelerated RN-BS Adviser, Penn State Behrend, 2007 – 2012 RN, St. Vincent Health Center, 2000 - 2010
Myers, Rhianna	MSN, 2007 BSN, 2004	RN, PA (2002)	NURS 357 "Introduction to Nursing Informatics" Campus: WC Program: NURN Component: Lecture	Adjunct Instructor, Penn State CON, 2015 – present RN, Summit Health Waynesboro Hospital, 2002 – Present Clinical Educator, Summit Health Chambersburg Hospital, 2015 – 2019 Training Center Coordinator, American Heart Association, 2015 – 2018

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
				Clinical Examiner, Excelsior College, 2012 – 2017 Program Coordinator, PA Institute of Applied Health Sciences, 2006 – 2010
Neubauer, Kelly	MSN, 2015 BSN, 2014	RN, PA (2005)	NURS 405A “Nursing Care of the Adult Client with Complex Health Problems” Campus: FE Program: GNUR Component: Clinical	Adjunct Instructor, Penn State CON, 2019 – present Emergency Department Manager, Excelsa Health, 2016 – present RN, Excelsa Health, 2011 – present
Oyler, Jane	MSN, 1994 BSN, 1973	RN, PA (1974)	NURS 475 “Integrated Concepts in Nursing Practice” Campus: MA Program: NURN Component: Lecture/Clinical	Adjunct Instructor, Penn State CON, 2007 - present Director Professional Development, WellSpan Health Gettysburg Hospital, 2006 - present
Packer, Ashley	MSN, 2016 BSN, 2015	RN, PA (2008)	NURS 405A “Nursing Care of the Adult Client with Complex Health Problems” Campus: UP Program: GNUR Component: Clinical	Adjunct Instructor, Penn State CON, 2018 - present RN, Mount Nittany Hospital, 2008 – Present
Richwine, Susan	MSN, 2018 BSN, 2012	RN, PA (1993) CCRN-K, American Association of Critical-Care Nurses (2017) NE-BC, American Nurses Credentialing Center (2017)	NURS 301 “Nursing Care of the Adult Client Requiring Medical-Surgical Intervention” Campus: UP Program: GNUR Component: Clinical	Adjunct Instructor, Penn State CON, 2019 - present Full-time Clinical Nurse Educator, Penn State Health Hershey Medical Center, 2019 – Present Nurse Resource Coordinator – PRN, Penn State Health

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
				<p>Hershey Medical Center, 2018 - Present</p> <p>Nurse Supervisor, Masonic Villages, 2018 – 2019</p> <p>RN, Gentell Wound Care Concepts, 2017 – 2018</p> <p>Chief Nursing Officer, Select Specialty, 2017</p> <p>Administrative Nursing Supervisor, Geisinger Hospital, 2016 – 2017</p> <p>Trauma Coordinator, Geisinger Hospital, 2015 – 2016</p> <p>RN Manager, Wellspan York Hospital, 2014</p> <p>RN Resource Manager, Holy Spirit Hospital, 2009 – 2014</p> <p>Clinical Wound Care Specialist, American Medical Technologies, 2008 – 2010</p> <p>RN, Holy Spirit Hospital, 2008 – 2009</p>
Sanders, Maureen	<p>MSN, 2004</p> <p>BA – Biology, 1980</p>	<p>RN, PA (2004)</p> <p>CRNP – Family Health, PA (2004)</p>	<p>NURS 251 “Health Assessment”</p> <p>NURS 465 “Health Concepts for Adults with Complex Health Care Needs”</p>	<p>Adjunct Instructor, Penn State CON, 2009 - present</p> <p>Faculty, Joseph F. McCloskey School of Nursing at Schuylkill Health, 2012 – Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
			Campus: SL Program: NURN Component: Lecture/Clinical	Staff Development Educator, Schuylkill Health, 2008 – 2012
Sayers, Mary	BSN, 2014	RN, PA (2014) CCRN, American Association of Critical-Care Nurses (2017)	NURS 405A “Nursing Care of the Adult Client with Complex Health Problems” Campus: MA Program: GNUR Component: Clinical	Adjunct Instructor, Penn State CON, 2019 – present RN, Chambersburg Hospital, 2014 – Present Assistant Teacher, Medical Missions Trip, 2015 Volunteer Medical Staff. Medical Missions Trip, 2013 Nurse Internship, Chambersburg Hospital, 2012 – 2014
Schoonover, Amy	MSN, 2004 BSN, 2003 MS – Microbiology, 2000 BS – Biology, 1994	RN, PA (2003) CRNP, PA (2004)	NURS 802 “Advanced Health Assessment of Adult Populations” NURS 802A “Advanced Health Assessment of Pediatric Populations” Campus: UP Program: MSN-NP Component: Clinical	Adjunct Instructor, Penn State CON, 2014 - present CRNP, Scranton Primary Health Care Center, 2013 – Present CRNP, Whites Crossing Medical Group, 2010 – 2012 CRNP, Infertility Solutions, 2009 – 2010
Schotting, Deborah	MSN, 2006 BSN, 1991	RN, PA (1981) CIC, Certification Board of Infection Control and Epidemiology (2015)	NURS 405A “Nursing Care of the Adult Client with Complex Health Problems” Campus: FE Program: GNUR Component: Clinical	Adjunct Instructor, Penn State CON, 2019 – present Infection Control Practitioner, Excela Health, 2008 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
Simmons, Tara	MSN, 2014 BS – English Education, 1993	RN, PA (2011)	NURS 405A “Nursing Care of the Adult Client with Complex Health Problems” Campus: UP Program: GNUR Component: Clinical	Adjunct Instructor, Penn State CON, 2019 - present RN, Pennsylvania Psychiatric Institute, 2018 – Present Instructor, Pennsylvania College of Health Sciences, 2016 – 2018 Clinical Educator, Spring Creek Rehabilitation and Health Care, 2015 – 2016 Instructor, Harrisburg Area Community College, 2014 – 2015 RN, Community General Hospital, 2013 – 2015 RN, Helen M. Simpson Rehabilitation Hospital, 2011 – 2013
Sunderland, Nicole	MSN, 2014, BSN, 2008 BA - Philosophy 2006	RN, PA (2009)	NURS 405A “Nursing Care of the Adult Client with Complex Health Problems” Campus: UP Program: GNUR Component: Clinical	Adjunct Instructor, Penn State CON, 2016 - present RN, Pennsylvania State Hershey Medical Center, 2010 – Present RN, University of Pittsburgh Medical Center Mercy Hospital, 2009 – 2010
Taylor, Rebecca	MSN, 2016 BSN, 2014	RN, PA (1991)	NURS 251 “Health Assessment” NURS 405A	Adjunct Instructor, Penn State CON, 2017 - present Clinical Faculty, Mifflin County School District – The Academy LPN Program, 2016 – Present

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
			<p>"Nursing Care of the Adult Client with Complex Health Problems"</p> <p>Campus: UP Program: GNUR Component: Clinical</p> <p>NURS 405A "Nursing Care of the Adult Client with Complex Health Problems" Campus: AL Program: GNUR Component: Clinical</p>	
Terry-Manchester, Brenda	MSN, 1994 BSN, 1990	RN, PA (1979)	<p>NURS 465 "Health Concepts for Adults with Complex Health Care Needs" Campus: WC Program: NURN Component: Lecture/Clinical</p>	<p>Adjunct Instructor, Penn State CON, 2009 - present</p> <p>Administrative Director, University of Pittsburgh Medical Center, 2015 – present</p> <p>Private Counselor, Vital Signs, 2003 – 2019</p> <p>RN, Susquehanna Health, 2002 – 2015</p>
Thomas, Sherrie	MSN, 2014 BSN, 2011	<p>RN, PA (1989)</p> <p>CRNP – Family Health, PA (2014)</p>	<p>NURS 230 "Introduction to the Fundamentals of Nursing" Campus: AL Program: SCND Component: Clinical</p>	<p>Adjunct Instructor, Penn State CON, 2019 - present</p> <p>NP, Broad Top Area Medical Center, 2014 – present</p>
Toothaker, Rebecca	<p>PHD - Nursing, 2014</p> <p>MSN, 2006</p> <p>BSN, 1997</p>	RN, PA (1996)	<p>NURS 433 "Seminar for Nurse Managers" Campus: WC Program: NURN Component: Clinical</p>	<p>Adjunct Instructor, Penn State CON, 2009 - present</p> <p>Assistant Professor, Bloomsburg University, 2015 – Present</p>

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
				<p>Full-time Faculty, Schuylkill Health School of Nursing, 2007 – 2015</p> <p>Part-time Faculty, Pennsylvania State University, 2007 – 2015</p> <p>Part-time Faculty, University of Phoenix, 2007 – 2013</p> <p>RN, Schuylkill Health, 2002 – 2013</p>
Whitsel, Amy	<p>MSN, 2011</p> <p>BSN, 2008</p>	<p>RN, PA (2000)</p> <p>CRNP, PA (2012)</p> <p>NP-C, American Association of Nurse Practitioners (2012)</p>	<p>NURS 310 “Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings” Campus: UP Program: GNUR Component: Clinical</p>	<p>Adjunct Instructor, Penn State CON, 2019 - present</p> <p>CRNP, UPMC at Arista Care at Huntingdon Hills, 2017 – Present</p> <p>CRNP Emergency Room and Express Care, Fulton County Medical Center, 2012 – present</p> <p>CRNP Walk in/Urgent Care, JC Blair Memorial Hospital, 2015 – present</p> <p>CRNP, Carlisle Regional Medical Center Emergency Room, 2016 – 2017</p> <p>CRNP Long Term Care, JC Blair Memorial Hospital, 2012 – 2016</p>

Name & Title	Degrees Earned	Licensures and Certifications	Fall 2019 Teaching Responsibilities	Professional Positions (Past 10 years)
				<p>Emergency Room Staff RN, Fulton County Medical Center, 2011 – 2012</p> <p>RN Supervisor, Westminster Woods Retirement Center, 2010 – 2012</p> <p>Medical Surgical Staff RN, Carlisle Regional Medical Center, 2010 – 2011</p> <p>Home Health and Hospice RN, Home Nursing Agency Hospice, 2008 – 2011</p>

APPENDIX H: Criteria for Evaluation of Nurse Practitioner Programs – NTF - Requirements

CRITERIA FOR EVALUATION OF NURSE PRACTITIONER PROGRAMS NTF - Requirements

Criterion I.A: The director/coordinator of the NP program is nationally *certified* as a nurse practitioner and has the responsibility of overall leadership for the nurse practitioner program.

Required Evidence of Meeting Criterion:

X Curricula vitae – In Faculty File (201D Nursing Sciences Building)

X Documentation of credentialing as an NP in the state (or territory) of practice. – In Faculty File (201D Nursing Sciences Building)

X Proof of national certification as an NP in at least one population-focused area. – In Faculty File (201D Nursing Sciences Building)

X A statement describing the program director's responsibilities to the program.

Criterion I.B: The faculty member who provides direct oversight for the nurse practitioner educational component or track is nationally *certified* in the same population-focused area of practice.

Required Evidence of Meeting Criterion:

X Curricula vitae of NP faculty who provide oversight for each population-focused track. – In Faculty File (201D Nursing Sciences Building)

X Documentation of credentialing as an NP in the state (or territory) of practice. – In Faculty File (201D Nursing Sciences Building)

X Proof of national certification as an NP in the population-focused area and in primary or acute care, as appropriate. – In Faculty File (201D Nursing Sciences Building)

X A statement describing the lead NP faculty member's responsibilities to the program.

Criterion I.C: Institutional support ensures that NP faculty teaching in clinical courses maintain currency in clinical practice.

Required Evidence of Meeting Criterion:

X (1) A copy of institutional policies or guidelines that support or document NP faculty's ability to practice – [AD77](#) Engaging in Outside Professional Activities (Conflict of Commitment)

Criterion II.A: Any admission criteria specific to the NP program/track reflect ongoing involvement by NP faculty.

Required Evidence of Meeting Criterion:

X A copy of admission materials with admission criteria clearly highlighted. If criteria for the NP program/track do not differ from the criteria of the overall graduate degree program, identify program criteria. – Graduate admission policies are also determined by the Penn State Graduate School and can be found at [Requirements for Graduate Admission](#) and CON Admission requirements can be found at [CON Admission Requirements](#).

X Examples of documents that demonstrate NP faculty are providing input into admission criteria specific to the NP program/track. – NP Options Sub Council Meeting Minutes – [March 26, 2018](#) and [April 25, 2016](#).

Criterion II.B: Any progression and completion criteria specific to the NP program/track reflect ongoing involvement by NP faculty.

Required Evidence of Meeting Criterion:

X Student progression and graduation criteria, including any unique to the NP program/track. If criteria for the NP program/track do not differ from the overall criteria of the graduate program, identify the graduate program criteria. Document the criteria for full-time, part-time, and post-graduate study. – [MSN Handbook](#) and [CON Website](#)

X Examples of documents that demonstrate NP faculty are providing input into progression and graduation criteria specific to the NP program/track. – [NP Options Sub-Committee Meeting Minutes](#) and [Graduate Affairs Committee Meeting Minutes](#)

X A copy of the program of study for full and part-time study, including didactic and clinical progression, sequencing of courses, and the mechanism and process for students needing remediation in order to progress. – [Graduate Course Syllabi](#); [Plans of Study Advising Forms](#); [Post-Graduate NP Gap Analysis Template](#); [MSN Handbook](#) (pp 33-53)

Criterion III.A: NP faculty members provide ongoing input into the development, evaluation, and revision of the NP curriculum.

Required Evidence of Meeting Criterion:

X Examples of curriculum committee minutes documenting that NP faculty members are developing, evaluating, and revising the curriculum. – NP Options Sub Council Meeting Minutes – [October 21, 2019](#) , [September 24, 2018](#), [March 26, 2018](#), [January 22, 2018](#), and [June 16, 2017](#).

Criterion III.B: The curriculum is congruent with national standards for graduate level and advanced practice registered nursing (APRN) education and is consistent with nationally recognized core role and population-focused NP competencies and educational standards.

Required Evidence of Meeting Criterion:

X The nationally recognized standards and competencies used for developing curriculum for graduate, APRN, and NP role/population-focused content. – [MSN Handbook](#) (specifically pp 9-10)

X The program of study for the graduate and/or post-graduate (full and part-time) including courses, course sequence, number of credit hours, number of clinical hours per course, as appropriate – [Graduate Course Syllabi](#); [Plans of Study Advising Forms](#); [Post-Graduate NP Gap Analysis Template](#); [MSN Handbook](#) (pp 33-53)

X A brief overview, including course description and objectives for each course, identifying where nationally recognized graduate core, APRN core, and NP role/population-focused core competencies are included. – CCNE Self Study, Standard III

Tables listed below of Crosswalks for comparison of courses to the nationally recognized standards and competencies of AACN, NONPF, and NTF.

Table III-C.2: Master's Essentials in Relation to MS Program Outcomes and Courses

Table III-C.3: Master's Essentials in Relation to MSN Program Outcome and Courses

Table III-C.6: F/INP and AGPCNP Core Competencies (NONPF 2017; F/INP: NONPF, 2013; AGPCNP: NONPF/AACN, 2016)

Table III-C.7: AGACNP Core Competencies (NONPF/AACN, 2016; NONPF, 2017)
 Table III-F.2. Post-Graduate APRN Course Objectives Building on MSN End of Program Outcomes
 Table III-F.3: MS in Nursing Plan of Study
 Table III-F.7: Family/Individual Across the Lifespan Nurse Practitioner Option Plan of Study
 Table III-F.8: Adult Gerontology Primary Care Nurse Practitioner Option Plan of Study
 Table III-F.9: Adult Gerontology Acute Care Nurse Practitioner Option Plan of Study
 Table III-F.10: Post-Graduate APRN Family/Individual Across the Lifespan NP Plan of Study
 Table III-F.11: Post-Graduate APRN AGPCNP Plan of Study
 Table III-F.12: Post-Graduate APRN AGACNP Plan of Study

Criterion III.C.1: The NP program prepares graduates to meet educational eligibility requirements to sit for a national NP certification that corresponds with the role and population focus of the NP program.

Required Evidence of Meeting Criterion:

X Written statement provided to students identifying the role and population-focused certification for which they are prepared to meet educational eligibility requirements to apply upon successful completion of the program. – [MSN Handbook](#) (specifically pp 9-10)
X Documentation demonstrating that a program prepares graduates to meet educational eligibility requirements for the national certification exam(s) for each NP track. – [Nurse Practitioner Program](#)

Criterion III.C.2: Official documentation states the NP role and population focus of educational preparation.

Required Evidence of Meeting Criterion

X A sample transcript for a NP graduate showing educational preparation for the NP role and at least one (1) population focus – [Graduate Transcript](#)
and/or
☐ A sample of an official letter with institutional seal used to specify the educational preparation for the NP role and at least (1) population focus.

Criterion III.D: The curriculum plan demonstrates appropriate course sequencing.

Required Evidence of Meeting Criterion:

☐ The program of study for graduate degree and post-graduate (full and part-time), including pre-requisites. – [Graduate Course Syllabi](#); [Plans of Study Advising Forms](#); [Post-Graduate NP Gap Analysis Template](#); [MSN Handbook](#) (pp 33-53) and CCNE Self Study, Standard III. Table III.C.6 shows the F/INP and AGPCNP core competencies and the corresponding APRN course objectives. Table III.C.7 illustrates the AGACNP core competencies and the corresponding APRN course objectives.

Criterion III.E: The NP program/track has a minimum of 500 supervised direct patient care clinical hours overall. Clinical hours are distributed to support competency development that represents the population needs.

Required Evidence of Meeting Criterion:

X Documentation of the process used to verify student learning experiences and clinical hours. – [Typhon Examples](#)

X An overview of the curriculum. [MSN Handbook](#)

X An overview of the number of required clinical/preceptor hours – [Graduate Course Syllabi](#); [Plans of Study Advising Forms](#); [Post-Graduate NP Gap Analysis Template](#); [MSN Handbook](#) (pp 33-53)

X A description of types of clinical experiences, including patient populations, types of practices, or settings each student is expected to receive – [Typhon Examples](#); [Clinical Facilities](#)

Criterion III.F: Post-graduate students successfully complete graduate didactic and clinical requirements of an academic graduate NP program through a formal graduate-level certificate or degree-granting graduate level NP program in the desired area of practice. Post-graduate students are expected to master the same outcome criteria as graduate degree granting program NP students. Post-graduate certificate students who are not already NPs are required to complete a minimum of 500 supervised direct patient care clinical hours.

Required Evidence of Meeting Criterion:

X A completed gap analysis for each post-graduate certificate candidate who was granted waivers or exceptions – [Post-Graduate NP Gap Analysis Template](#)

X Documentation of the process for evaluation of student demonstrating national clinical competencies to grant credit for prior clinical experience – [MSN Handbook](#) (p. 51)

X A sample certificate of completion or a transcript for a post-graduate certificate NP graduate showing educational preparation for the NP role and at least one (1) population focus and completion of the APRN core courses (advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology). – [Post-Graduate Transcript](#)

IV: RESOURCES, FACILITIES, and SERVICES Criterion

IV. A: Institutional resources, facilities, and services support the development, management, and evaluation of the NP program/track.

Required Evidence of Meeting Criterion:

- Description of student and faculty numbers and the teaching resources, facilities, and services of the institution that relate to the specific needs of the NP program/track. –Self Study, Appendices, [full-time faculty](#), [adjunct faculty](#)
- Evidence of student evaluation of the teaching resources, facilities, and services of the institution that relate to the specific needs of the NP program/track.

[SRTE](#), [SRCTE](#)

Criterion IV.B: Clinical resources support NP educational experiences.

Required Evidence of Meeting Criterion:

- A list of clinical facilities used specifically for the NP program/ track and site-based clinical preceptors (type, degree, and certification), including the name of the site, type of site (e.g., community health, private practice, rural clinic), and client characteristics. (See Sample Forms A and B.) – [Clinical Facilities](#)
- A sample of a contractual agreement, including a statement on liability coverage. – [CON Standard Agreement Template](#); [Fully Executed Agreement](#)

- *A copy of the policy covering student rotations at clinical sites.* – [MSN Handbook](#), Student Personal Liability Insurance, CastleBranch, [CON Standard Agreement Template](#); [Fully Executed Agreement](#)

Criterion IV.B.1: A sufficient number of faculty is available to ensure quality clinical experiences for NP students. NP faculty have academic responsibility for the supervision and evaluation of NP students and for oversight of the clinical learning experience. The faculty/student ratio is sufficient to ensure adequate supervision and evaluation.

Required Evidence of Meeting Criterion:

- *Documentation of the institution/program policy or process used for assigning faculty to ensure adequate teaching time for NP students.* – [Faculty assignment guidelines](#); [Faculty Resource Guide](#)
- *Documentation and rationale of the faculty/student ratio for direct and indirect faculty supervision of the program.* – Administrative assignments for each semester – [Faculty assignment guidelines](#); [Faculty Resource Guide](#), [LionPATH - Clinical Assignments Example - 1:6 Faculty to Student Ratio](#)
- *Documentation of the method and criteria for student evaluation including intensives or clinical site evaluations (e.g., face-to-face and technology-supported visits) made by NP program faculty during an academic term.* – [Faculty Evaluations of Student Clinical Performance](#); [Instructions for Preceptor and Faculty Evaluation](#); [Instructions for Faculty Evaluation on Student Clinical Performance - Typhon](#)
- *Evidence of faculty and student assessment of the clinical experience to meet learning objectives.* – [SRCTE](#), [Clinical Experience Survey](#); NP Options Sub Council Meeting Minutes – [September 24, 2018](#) and [October 21, 2019](#)
- *Documentation of faculty oversight of the clinical learning experience, including vetting, planning, implementation, and evaluation.* – [MSN Handbook](#) (p. 53) [Instructions for Preceptor and Faculty Evaluation](#); [Instructions for Faculty Evaluation on Student Clinical Performance - Typhon](#)

Criterion IV.B.2: Clinical settings are diverse and sufficient in number to ensure that the student will meet core curriculum guidelines and program/track goals.

Required Evidence of Meeting Criterion:

- *Records for the process used to document student learning experiences and clinical hours.* – [Typhon Examples](#)
- *Copies of policies relevant to clinical placement.* – [MSN Handbook](#) (p. 53); [Canvas Learning Management System](#) – online; [Student Preceptor Information Form](#); [Preceptor Letter Examples](#); [Student, Preceptor and Faculty Responsibilities](#)

Criterion IV.B.3: NP faculty may share the clinical teaching of students with qualified preceptors.

Required Evidence of Meeting Criterion:

- *Preceptor profiles, including title, discipline, credentials, evidence of licensure/approval/recognition, education, years in role, site (e.g., pediatrics, family, adult, or women's health), types of patients (acute, chronic, in-hospital, etc.), type of clinical supervision, and number of students supervised concurrently. (See Sample Form B.)* – [Typhon Examples](#);

[Preceptor Toolkit NONPF 2012](#); [New Preceptor Information 2015 NONPF](#); [Preceptor Agreement Form Example - NURS 872](#)

Criterion IV.B.3.a: A preceptor has authorization by the appropriate state licensing entity to practice in his/her population-focused and/or specialty area.

Required Evidence of Meeting Criterion:

- (1) A copy of each preceptor's current state authorization to practice and national certification, as appropriate; or (2) Documentation of the method for verifying that preceptor licenses are current and available at the clinical facility if not submitted directly to the program.
- [Typhon Examples](#); [Preceptor Agreement Form Example - NURS 872](#)

Criterion IV.B.3.b: A preceptor has educational preparation appropriate to his/her area(s) of supervisory responsibility and at least one year of clinical experience.

Required Evidence of Meeting Criterion:

- Preceptor profiles, including title, discipline, credentials, evidence of licensure/approval/recognition, education, years in role, site (e.g., pediatrics, family, adult, or women's health), types of patients (acute, chronic, in-hospital, etc.), type of clinical supervision, and number of students supervised concurrently. (See Sample Form B.) – [Typhon Examples](#); [Preceptor Agreement Form Example - NURS 872](#)

Criterion IV.B.3.c: Preceptors are oriented to program/track requirements and expectations for oversight and evaluation of NP students.

Required Evidence of Meeting Criterion:

- A copy of preceptor orientation information. – [Student, Preceptor and Faculty Responsibilities](#); [Preceptor Agreement Form](#); [Preceptor Letter Examples](#); [Graduate Course Syllabi](#), [Preceptor Orientation Information](#)

V: FACULTY Criterion

V.A.1: NP programs/tracks have sufficient faculty with the preparation and current expertise to adequately support the professional role development and clinical management courses for NP practice.

Required Evidence of Meeting Criterion:

- Copies of faculty profiles including credentials, licensure/approval/recognition, clinical and didactic teaching responsibilities, and other faculty responsibilities.
- An evaluation process that includes student, preceptor, and faculty appraisals encompassing elements determined by the program that may include, but are not limited to, evidence of:
- Assignment of faculty with the appropriate expertise to teach theoretical and clinical courses;
- Faculty knowledgeable and prepared to integrate meaningful use of technology in course and clinical assignments;
- Faculty workload assignments that provide adequate time for course preparation, oversight, delivery, timely and adequate feedback to students on assignments, and integration of course evaluations into a continual quality improvement process; and/or

- *Faculty development in effective teaching pedagogies, information technology, and advances in the healthcare delivery environment affecting NP practice.*

[Faculty assignment guidelines](#)

[Faculty Resource Guide](#)

[Penn State Faculty Handbook](#) and the [ancillary handbook](#)

[Schreyer Institute for Teaching Excellence](#)

[World Campus Online Faculty Development](#)

[Peer Review Evaluation Form for Classroom - Part 1](#)

[Peer Review Evaluation Form for Classroom and Online - Part 2](#)

[Teaching Evaluation Procedures for Non-Tenure Track Teaching and Research-Line Faculty and Part-Time Instructors in the Graduate Program](#)

Self Study, Appendices, PA SBON CRNP Faculty Qualifications Forms – In Faculty File (201D Nursing Sciences Building); [full-time faculty](#), [adjunct faculty](#)

Criterion V.A.2: NP program faculty who teach the clinical components of the program/track maintain current licensure and national certification.

Required Evidence of Meeting Criterion:

- *Evidence of or documentation that copies of each faculty member's state license/approval/ recognition and national certification are maintained in a file, as appropriate.* – PA SBON CRNP Faculty Qualifications Forms – In Faculty File (201D Nursing Sciences Building)

Criterion V.A.3: NP faculty demonstrate competence in clinical practice and teaching through a planned, ongoing faculty development program designed to meet the needs of new and continuing faculty.

Required Evidence of Meeting Criterion:

- *A copy of the faculty development plan for the school/ program.*

Self Study

Individual FAAR – Digital measures (201D NSB)

[Peer Review Evaluation Form for Classroom - Part 1](#)

[Peer Review Evaluation Form for Classroom and Online - Part 2](#)

[Teaching Evaluation Procedures for Non-Tenure Track Teaching and Research-Line Faculty and Part-Time Instructors in the Graduate Program](#)

Criterion V.B: Non-NP faculty members have expertise in the area in which they are teaching.

Required Evidence of Meeting Criterion:

- ☐ *An overview of non-NP faculty detailing their credentials, position, population-focus or specialty, area of content responsibility, and teaching responsibilities. (See Sample Form D.)*

Self Study; [full-time faculty](#), [adjunct faculty](#)

VI: EVALUATION Criterion

VI.A: There is an evaluation plan for the NP program/ track.

Required Evidence of Meeting Criterion:

- *A copy of the evaluation plan used for the NP program/track, including evaluation forms, feedback mechanism for change, documentation via minutes, and process of integration.*

Self Study

[NP Options Sub-Committee Meeting Minutes](#)

Criterion VI.A.1: Evaluate courses at regularly scheduled intervals.

Required Evidence of Meeting Criterion:

- *Documentation of the current course evaluation process and review schedule.*

[SRTE](#), [SRCTE](#), Self Study

Criterion VI.A.2: Evaluate NP program faculty competence at regularly scheduled intervals.

Required Evidence of Meeting Criterion:

- *Documentation of mechanisms or processes and the schedule for review used to evaluate NP program faculty (e.g., current list of certifications, student evaluations, or peer review).*

Self Study

Individual FAAR – Digital measures and annual evaluations of faculty (201D NSB)

Criterion VI.A.3: Evaluate student progress through didactic and clinical components of NP program/track each semester/ quarter/term.

Required Evidence of Meeting Criterion:

- *Documentation of frequency and methods used to evaluate aggregate and individual students' progression throughout the program.*

- *Copies of evaluation forms used.* – NP Options Sub Council Meeting Minutes – [March 25, 2019](#); [March 27, 2017](#); [Preceptor Evaluation of Student Clinical Performance](#)

Criterion VI.A.4: Evaluate students' attainment of competencies throughout the program.

Required Evidence of Meeting Criterion:

- *Documentation of methods used to evaluate students' attainment of competencies throughout the program (e.g., use of performance evaluation, case studies, etc.)*

[Instructions for Faculty Evaluation on Student Clinical Performance - Typhon](#); [Preceptor Evaluation of Student Clinical Performance](#)

Criterion VI.A.5: Evaluate students cumulatively based on clinical observation of student competence and performance by NP faculty and/or preceptor assessment.

Required Evidence of Meeting Criterion:

- *Copies of the forms used for preceptor and NP faculty evaluation of the student's clinical performance.*

- *Documentation of the availability of completed evaluations.*

- *Documentation of the frequency and process used for evaluation of the student's clinical performance.*

[Preceptor Evaluation of Student Clinical Performance](#)

Criterion VI.A.6: Evaluate clinical sites at regularly scheduled intervals.

Required Evidence of Meeting Criterion:

- *Documentation of how clinical sites are evaluated.* – [Clinical Experience Survey](#)

Criterion VI.A.7: Evaluate preceptors at regularly scheduled intervals.

Required Evidence of Meeting Criterion:

- *Documentation of how preceptors are evaluated to include faculty and student evaluations.* – [Clinical Experience Survey](#); NP Options Sub Council Meeting Minutes – [September 24, 2018](#) and [October 21, 2019](#)

Criterion VI.B: Formal NP curriculum evaluation occurs every five (5) years or sooner.

Required Evidence of Meeting Criterion:

- *Documentation of frequency of curriculum evaluation.* Graduate Affairs meetings
- *Documentation of curricular decisions based upon evaluation.* – NP Options Sub Council Meeting Minutes – [September 24, 2018](#), [January 22, 2018](#), [March 26, 2018](#), [June 16, 2017](#)

Criterion VI.C: There is an evaluation plan to measure outcomes of graduates.

Required Evidence of Meeting Criterion:

- *Documentation of the frequency of evaluation and methods/ measures used for the evaluation. Outcome measures should include, at a minimum, certification pass rates, practice/ position in area of specialty, employer/practice satisfaction, and graduate satisfaction with NP preparation. Other measures may be used to further support the outcomes of the program.* – [Systematic Evaluation Plan](#); NP Options Sub Council Meeting Minutes – [January 28, 2019](#), [March 26, 2018](#), [April 25, 2016](#)

APPENDIX I: Criteria for Evaluation of Nurse Practitioner Programs – NTF - Evidence

CRITERIA FOR EVALUATION OF NURSE PRACTITIONER PROGRAMS (NTF, 2016) - Evidence

CRITERION I: ORGANIZATION AND ADMINISTRATION

Criterion I.A: The director/coordinator of the NP program is nationally *certified* as a nurse practitioner and has the responsibility of overall leadership for the nurse practitioner program.

The Director of the NP Options is Madeline F. Mattern. She holds a Doctor of Nursing Practice with a focus on leadership, a Master's of Science, major in Nursing with a focus on education, and a Post Master's Certification for F/INP. She holds a Family/Individual Across the Lifespan AANPBC Certification that will expire in 2024 and current CRNP from the PA SBN. Dr. Mattern practices at a primary care site, Centre Volunteers in Medicine, as a primary care provider. Her position as Director of the NP options has PASBN approval.

The director exercises oversight of program administration of the NP Options, chairs NP Options Faculty Council meetings, and completes PASBN Annual Reports and PASBN Compliance Reports. She reports to the Associate Dean for Graduate Education.

The director provides oversight and leadership in the management of the NP Options: Family and Individuals across the Lifespan (FNP); Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP); Adult-Gerontology Acute Care Nurse Practitioner (AGACNP).

This position is responsible for directing the work of the faculty which includes hiring, training, and mentoring faculty; administering policies and procedures for the office; applying for grants and participating in current College of Nursing grants; chairing the NP Options Faculty Committee; and participating in College of Nursing councils.

Teaching responsibilities are included, along with the expectation of knowledge of adult learning theory and best practices. Other duties are active participation in student recruitment and retention efforts along with coordinating successful implementation of the delivery of resident and distance learning courses; assisting in transition of students to appropriate clinical sites; acting as liaison with clinical agencies and campuses; and coordinating curriculum revisions and continual implementation of all accreditation and NONPF standards.

Required qualifications for the position include: Licensure as a Pennsylvania registered nurse; national certification as NP, preferably FNP; an earned doctorate in nursing or a related health field; and evidence of a commitment to work respectfully with individuals of diverse backgrounds and points of view. This position requires demonstrated leadership skills in a nursing or health-related discipline; skills in diplomacy, negotiation, and conflict resolution; and a high level of accountability and self-management.

Criterion I.B: The faculty member who provides direct oversight for the nurse practitioner educational component or track is nationally *certified* in the same population-focused area of practice.

The Director of the NP Options is Madeline F. Mattern, DNP, CRNP, FNP-C, CNE.

The director exercises oversight of program administration of the NP Options, chairs NP Options Faculty Council meetings, and completes PASBN Annual Reports and PASBN Compliance Reports. She reports to the Associate Dean for Graduate Education.

Dr. Mattern, who is nationally certified as a Family Nurse Practitioner, is the Director of the NP Options as well as the Lead Faculty for the curriculum oversight of the F/INP and AGPCNP Options. She practices as a Primary Care provider at a local volunteer medical clinic. Barbara Birriel, PhD, ACNP-BC, FCCM, is a board certified ACNP by the ANCC and ANCC certifying bodies. Dr. Birriel is the Coordinator of the AGACNP Option for curriculum oversight of the AGACNP Option and maintains a clinical practice at Penn State Hershey Medical Center as an ACNP in the Heart & Vascular ICU. She reports to the Director of the NP Options.

Criterion I.C: Institutional support ensures that NP faculty teaching in clinical courses maintain currency in clinical practice.

NP faculty members, full-time and part-time, who teach the NP specialty courses are nationally certified, maintain clinical practices, and complete required continuing education units as demonstrated by current PA RN license, current PA CRNP certification, and current NP certification in their role and population focus. There is administrative support for faculty to practice by allowing time for practice per university guidelines. Most of the CON FT faculty are on 36-week appointments, providing a block of time in which they can actively engage in practice, i.e., summer and semester breaks. The University process for approval and oversight of outside activities allows up to an equivalent of four (4) days per month, for a maximum of forty (40) hours per month, during the duration of his/her appointment period per Penn State Policy AD77 Engaging in Outside Professional Activities (Conflict of Commitment).

CRITERION II: STUDENTS

Criterion II.A: Any admission criteria specific to the NP program/track reflect ongoing involvement by NP faculty.

The Graduate Admissions and Standards Committee includes the Director of the NP Options and elected NP faculty. The Graduate Admissions and Standards Committee, the NP Options Sub Council, and the Graduate Affairs Committee, which includes all those teaching in graduate courses, have had input on establishing NP Options admissions criteria that either differ or are not required by the Penn State Graduate School. These include a 3.3 GPA, a grade of “B” in BS science courses (e.g., Chemistry and Statistics), PA RN active license, two references, personal goal statement, and TOEFL/IELTs. The Adult Gerontology Acute Care Nurse Practitioner option requires two years of acute care hospital experience.

During recent NP Options Sub Council meetings, discussion included admission criteria focused on whether or not RNs should have experience before being admitted to the F/INP and AGPCNP

Options and a recommendation that NP students should not work while enrolled. Neither of these two discussions were brought for a vote.

Criterion II.B: Any progression and completion criteria specific to the NP program/track reflect ongoing involvement by NP faculty.

The NP faculty meet in the NP Options Sub Council, a sub council of the Graduate Affairs Committee, every other month, plus at an annual NP faculty retreat. NP faculty provide input on curriculum, clinicals, admissions, and any other aspects related to the successful implementation of a quality program. Proposed changes are voted on and implemented if passed. Major curricular revisions or issues that affect the overall MSN programs are then addressed at the MSN Council and the Graduate Affairs Committee. Approved criteria are then included in the MSN Handbook for the upcoming year. The MSN Handbook is updated every summer. Graduation criteria, plans of study, and progression policies are found in the MSN Handbook.

CRITERION III: CURRICULUM

Criterion III.A: NP faculty members provide ongoing input into the development, evaluation, and revision of the NP curriculum.

The NP faculty meet in the NP Options Sub Council under the direction of the Director, Dr. Mattern, as Chair. Meetings are every other month, or more frequently if needed, plus an annual NP faculty retreat. The annual retreat is for education of faculty on new teaching methods and programmatic issues. The curricular issues, course content, common student issues, clinical issues, e.g., implementation of Observed Structured Clinical Examinations (OSCEs), are examples of NP faculty guiding the program. An example of faculty input into curriculum improvement is evidenced by the discussions and action through the NP Options Sub Council to implement review materials and examinations in the capstone clinical courses (N864, N874, N874A).

Graduate faculty meet monthly in the Graduate Affairs Committee to review graduate policies and potential policy changes, course content issues, and receive updates on the Penn State Graduate School and Faculty Senate information.

Formal curriculum review and modifications of the NP Options occurred in 2011 and 2012 and again in 2017–2018 with the revision to the NP Options regarding the updated NONPF role and population focus curriculum. The Faculty Evaluation Form and Preceptor Evaluation Form were finalized and instituted in spring semester, 2019. Implementation was a lengthy process as several versions of the evaluation forms were trialed. This highlights a process issue that the NP Options Sup Council is working on for the future.

Other recent updates of the curriculum were in 2017-2018. The two research courses, N512 and N513, were changed to one Evidenced Based Course, N830, and an elective course for the NP students, allowing them the choice of what best suits their individual needs.

Criterion III.B: The curriculum is congruent with national standards for graduate level and advanced practice registered nursing (APRN) education and is consistent with nationally recognized core role and population-focused NP competencies and educational standards.

The NP Options consist of two population-focused tracks: Family/Individuals Across the Lifespan (F/INP) and Adult/Gerontology with two NP roles – Primary Care: F/INP and Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP); and the Acute Care role: Adult/Gerontology Acute Care Nurse Practitioner (AGACNP). The curriculum plan (both didactic and clinical) is based upon American Association of Colleges of Nursing (AACN) guidelines for graduate education and for the advanced practice Nurse Practitioner. Specialty roles are based on MSN degree curriculum standards in Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016) and national guidelines/competencies for the NP Role and specific population: Nurse Practitioner Core Competencies (NONPF, 2017), Family/Across the Lifespan Competencies (NONPF, 2013), Adult-Gerontology Acute Care and Primary Care NP Competencies (NONPF/AACN, 2016).

Students must successfully complete the APRN core courses to be eligible for the population-focused courses. Specialized role and population-focus APRN courses include the acute care didactic courses, for example, additional acute care pharmacology and physical assessment, N865 and N866, respectively. The F/INP students take Pediatrics specialty health assessment, theory, and clinical course, N802A, N875, N876, respectively. The NP didactic courses include: AGACNP N860, N871; with Primary care didactic courses N870 and N871. Clinical courses are in three consecutive semesters based upon population and role focus, requiring more than 500 hours: F/INP clinical = 675/ AGPCNP = 630/ AGACNP = 630.

Post-graduate certificate students have individualized plans as described below in Criterion III.F but may need to take MS core courses if they do not have these courses in their prior graduate program from an accredited university of higher education. The current competencies for role and population include material that is covered in the MSN courses; therefore, the Gap Analysis and a review of syllabi from the previous graduate program are examined by the Director of NP Options to make sure that the student has received education in all the core competencies. If not, the post-graduate student will need to take the appropriate MSN course(s). All students must take the NP courses.

Criterion III.C.1: The NP program prepares graduates to meet educational eligibility requirements to sit for a national NP certification that corresponds with the role and population focus of the NP program.

The didactic and clinical experiences are appropriate to allow students to gain the necessary proficiency in each population-focused area of practice and role so that graduates meet the criteria for sitting for national certification in each program/track. National certifications that students are prepared for include AANPBC, ANCC, AACN. Students of the F/INP and AGPCNP are prepared for the AANPBC and ANCC in their appropriate population-focus and role. The AGACNP students can select the ANCC or AANC examinations.

As stated on the CON website, graduates are eligible for national certification and state licensure as a family nurse practitioner, adult gerontology primary care nurse practitioner, or adult gerontology acute care nurse practitioner.

Criterion III.C.2: Official documentation states the NP role and population focus of educational preparation.

The official transcript includes the institutional seal listing completion of the Master of Science in Nursing (MSN), program focus, Nurse Practitioner, and population focus.

Post-graduate students are registered as non-degree students per university regulation for all majors in all colleges. Thus, for post-graduate Certificate students, the NP Director, the NP Acute Care Options coordinator or the Associate Dean for Graduate Education are responsible for validating completion of the NP role/population-focus completed by the student.

Criterion III.D: The curriculum plan demonstrates appropriate course sequencing.

The course sequencing and prerequisites are designed to promote development of competencies. Progression in the program towards successful completion requires evidence of the student's ability to apply increasingly complex knowledge and processes to the diagnoses and resolution of complex health care problems and issues in individuals, family, and health care systems. The sequencing of the specialty courses builds toward competency in the final integrative practicum courses (N864, N874, or N874A). The progression is as follows. Students complete APRN core coursework, advanced pharmacology, advanced health assessment, and advanced pathophysiology for all options, and in addition, the F/INP take Pediatric health assessment, and the AGACNP take one credit specialization courses: acute care health assessment and pharmacology. All are successfully completed ("B" or better) prior to NP core courses and clinical course work. The MS core courses are taken concurrently with the APRN or NP core courses. There is a part-time plan of study for all options as well as full-time plan of study, which are described in the MSN Handbook.

The NP curriculum plan logically sequences courses to allow students to build on prior learning. The didactic NP courses, taken after successful completion of the APRN core courses, begin Spring semester with N870 for the F/INP and AGPCNP or N860 for the AGACNP students with corresponding clinical courses: F/INP clinical N872; AGPCNP clinical N872A; AGACNP clinical N860 within the same semester. The F/INP students also take N875, the child health didactic course, during this first semester of NP courses. The child health clinical, N876, can be completed concurrent with N875 or the following semester in the summer. The following fall semester, students take the second NP didactic course, N871, for the F/INP and AGPCNP, or N861 for the AGACNP students, with corresponding clinical courses: F/INP clinical N873; AGPCNP clinical N873A; and AGACNP clinical N863. Both N873 and N873A include 40 hours of women's health. The final clinical course is one of the following dependent upon role and population focus: F/INP clinical N874; AGPCNP clinical N874A; AGACNP clinical N864, and are integrative practicum courses, allowing students to holistically integrate their learning to embrace the NP role. This provides an opportunity to evaluate role synthesis for all graduates at the end of their program of study.

Criterion III.E: The NP program/track has a minimum of 500 supervised direct patient care clinical hours overall. Clinical hours are distributed to support competency development that represents the population needs.

Direct patient care clinical hours are required in each clinical course with the College of Nursing (CON) credit to clinical ratio of 1:3. The F/INP options require a minimum of 675 hours of direct patient care provided to individuals and families in primary care. The AGPCNP requires a minimum of 630 hours in primary care of adults and gerontology clients. The AGACNP has 630 minimum required hours in acute care (adults and gerontology clients).

These hours do not include skill lab hours for physical assessment practice sessions, or any projects that do not include the provision of direct care or conferences or workshops. Students can complete extra hours that are non-clinical hours following a special process for requesting and completing non-clinical hours. These are not added into the required clinical hours.

Clinicals are approved by faculty to ensure varied experiences in the role and population according to the student's NP option.

Post-graduate students must engage in at least 500 clinical hours in the appropriate track. Work hours as an NP are not eligible for required hours.

Student logs are documented in Typhon electronic system to gather multiple factors related to patient care visits, including but not limited to hours, demographics, diagnoses, level of visit, student involvement, type of visit, prescriptions, health teaching, etc. Clinical preceptors and agencies are also recorded in Typhon.

Criterion III.F: Post-graduate students successfully complete graduate didactic and clinical requirements of an academic graduate NP program through a formal graduate-level certificate or degree-granting graduate level NP program in the desired area of practice. Post-graduate students are expected to master the same outcome criteria as graduate degree granting program NP students. Post-graduate certificate students who are not already NPs are required to complete a minimum of 500 supervised direct patient care clinical hours.

The post-graduate NP certificate program serves students who (1) have a master's degree in nursing from an accredited institution, and (2) seek additional certification as a F/INP, AGPCNP, or AGACNP. The program of study is individualized and is highly variable, dependent on the qualifications and academic credentials of the applicant. Applications for the post-master's Nurse Practitioner certificate program are reviewed annually in the spring.

Prior to admission, the student's transcripts and two online references are evaluated by the director of the NP Options in collaboration with the Graduate Admissions Committee to ascertain the successful completion of undergraduate courses in chemistry and statistics, correlating M.S.N. program core courses (including N501, Issues in Nursing and Health Care; N510 Theoretical and Scientific Foundations of Advanced Nursing Practice; and N830, Evidence-Based Practice I: Theory and Research Methods), and APRN core courses (N802,

N802A – if F/INP, N803, and N804; for AGACNP N865 and N866 are 1 credit acute care specific courses). The course work for Pharmacology must be 45 hours and completed within 5 years of when the applicant would apply for prescriptive authority from the PASBN (assumed to be the year of graduation); if not within that time frame, the student must retake the Pharmacology course (See: [PA Code and Bulletin](#)).

Applicants must complete a graduate certificate application through the Graduate School at Penn State. Scanned copies of official transcripts (both sides) of all previous course work from all postsecondary institutions are required with the application and submission of official transcripts upon admission.

Gap Analyses are used to document needed courses, didactic and clinical. The post-graduate certificate students who are NPs in another specialty obtain the 500 required clinical hours including engagement in the integrative practicum clinical course (N874, F/INP Integrative Practicum, N874A, AGPCNP Integrative Practicum; or N864, AGACNP Integrative Practicum). Those post-graduate certificate students who are not NPs meet the same clinical hours as other students. All post-graduate students are monitored by the NP faculty to ensure they have achieved the program outcomes to become clinically competent as a family nurse practitioner, adult gerontology primary care nurse practitioner, or adult gerontology acute care nurse practitioner.

A recommendation regarding admission and the program of study is formulated and discussed with the Associate Dean for Graduate Education in the College of Nursing prior to making an offer of admission.

IV: CRITERION: RESOURCES, FACILITIES, & SERVICES

IV. A: Institutional resources, facilities, and services support the development, management, and evaluation of the NP program/track.

There are adequate resources for the program. The CON has dedicated resources to the NP Options at the campuses that have NP students. Adequate faculty are employed to meet program needs. Didactic faculty have balanced assignments to meet the program course requirements. Specific Master's courses (N830, N870, N871, N875) and an APRN core course (N803) are delivered by synchronous videoconferencing with other courses delivered online. The CON IT, Marketing and Creative Services (IT) department and Instructional Design (ID) department assist faculty with appropriate resources for the individual courses and the program. Technology classrooms exist with support on all campuses with the NP program for successful delivery of the synchronous videoconferencing. Videoconference courses are delivered from either University Park campus or Hershey campus to the other campuses. The AGACNP didactic courses (N860, N861) are taught on the Hershey campus, the only site for this option.

There are infrequent connection issues, but the IT personnel at the CON and the Commonwealth campuses coordinate efforts to ensure successful connections. The CON IT department has grown which helped with technology connection issues. The PSU Help Center is available 24/7 for persons experiencing any technical difficulties. The IT team supports all graduate faculty to

assist in creative learning activities in the classroom or online. All campuses have computer labs on campus and online library services, plus onsite libraries. The CON shares in the abundant resources of Penn State. Instructional aides, technology, software and hardware, and technical support are available to adequately support program objectives and instructor support at all campuses where nursing programs are taught. The Penn State Library system is accessible to all students via online searches, including more than CINAHL, Medline, and many other data bases. Students and faculty may order articles in the databases or through interlibrary loan, in addition to articles within the courses in the course management system.

Skills laboratories are available on each campus (Fayette, Hershey, Scranton, Shenango, University Park, and Schuylkill campus) to meet the needs of the NP program. Supplies are purchased as needed for these labs for use by the faculty for teaching. Recent examples are the purchase of suture supplies and artificial skins that are delivered to each campus for use in the suture workshop and GYN manikins and supplies.

The course management system is Canvas. Faculty have had training opportunities, plus IT support, for using this course platform. The World Campus Faculty Development courses regarding online teaching and using Canvas are online and available to all faculty. NP faculty have access to office space, staff support, and computers with internet access. There is a graduate staff support person at Hershey and at University Park. Other staff assist when necessary. There are undergraduate support staff at the campuses who help as needed with NP course delivery. Doctoral prepared graduate faculty and MSN faculty, all with appropriate professional clinical experiences, teach core APRN and NP courses. Non-NP and NP doctoral prepared Graduate Faculty teach NP students in didactic MSN non-NP courses.

Criterion IV.B: Clinical resources support NP educational experiences.

NP faculty must approve NP preceptors and clinical sites as appropriate to meet students' learning needs in the population focus and role. NP faculty at Hershey assist students in finding preceptors within the Hershey Medical Center for AGACNP students and the Penn State Health Primary Care offices for the F/INP and AGPCNP students. The students are encouraged to begin to make connections for finding preceptors in their local areas when they begin the program. Faculty are actively involved to assist students as needed to not only find preceptors but also to navigate the requirements of the agencies. Although finding preceptors may be challenging at times, there are sufficient numbers and varying experiences afforded for clinical educational experiences. Students have not had delays in their program due to not having a preceptor.

The Typhon electronic management system is used for student input of clinical hours and logs and records preceptors and agencies used for clinicals. Faculty monitor student input and follow up if insufficient hours or experiences are noted.

The CON Compliance Specialist coordinates and maintains all CON affiliation agreements and is the liaison with the Penn State legal department. All contracts are designed to appropriately protect the University, clinical site, educational program, faculty, preceptors, and students.

The Preceptor Agreement Form is placed in each clinical course as a link for electronic and paper forms. The NP program has instituted an electronic form via Typhon, and the paper form is used as the backup. All clinical students are sent the link to the electronic form with instructions. Students obtain the needed information, approval and signature from their clinical faculty or the course coordinator and then obtain signatures from their preceptors. This is done with the Typhon system for clinicals in Spring, 2020. Prior to that, the Qualtrics electronic form was used, and coordinators obtained a report from Qualtrics, or the paper form was used and uploaded into the course via Canvas. All are maintained in a BOX folder as a historical record.

The graduate staff assistant at Hershey monitors students' clinical compliances (via CastleBranch) and alerts the program director if students will be out of compliance. Also, the students receive notices from CastleBranch and the program director with reminders to stay in compliance. When a student does not renew or update a compliance, they cannot attend clinical until requirements are met.

Criterion IV.B.1: A sufficient number of faculty is available to ensure quality clinical experiences for NP students. NP faculty have academic responsibility for the supervision and evaluation of NP students and for oversight of the clinical learning experience. The faculty/student ratio is sufficient to ensure adequate supervision and evaluation.

Nationally certified NP faculty teach the didactic and clinical sections. University Park has two full-time NP faculty. The Hershey site has five full-time NP faculty. Part-time NP clinical faculty are hired as needed.

The Dean and Associate Dean for Graduate Education designate faculty assignments with input from the NP Director, taking into consideration the number of students at each location. Clinical faculty to student ratio is maintained at 1:6 except in rare circumstances where there may be a seventh student. Students are divided among the appropriate faculty at the campuses. The total number of students is divided by the number of clinical faculty allowing for appropriate numbers in each clinical section. For example, University Park had one section of 8 students, but the clinical faculty was assisted by the Director. The Director had responsibility for two students.

NP faculty maintain responsibility for the supervision and evaluation of NP students and for oversight of the clinical learning experience by following the processes that are in place for the clinical courses. Once the preceptor is accepted and the semester begins, other actions take place to ensure a strong connection between the clinical faculty, preceptor and the program. Students give the preceptors a course introductory letter with faculty information and an explanation of the student's current level and experience (previous student clinical experience), course syllabi with course clinical objectives, and the list of responsibilities of students, preceptors, and faculty. These are in each clinical course in the course management system, Canvas. Clinical faculty individualize letters to the preceptors by adding the clinical faculty member's name and contact information; thereby, the preceptor has contact information for the College of Nursing, the course coordinator, and clinical faculty. Email and/or phone contact often occurs periodically within the semester. Two NP faculty clinical site visits are expected each semester depending on the course, student and preceptor. If a student has difficulties or a preceptor/student conflict

exists, NP faculty make additional site visits, reassign the student, or become the student's preceptor to facilitate the learning process.

Preceptors give feedback toward the student's overall evaluation, via a Preceptor Evaluation Form, with the final responsibility for student learning and evaluation done by the NP faculty member. The Faculty Evaluation is now electronic via Typhon. The evaluation of OSCEs is dependent upon the objectives of the OSCE. The mid-semester Faculty Evaluation Form was used for N872 and N872A clinical students for the initial standardized OSCE using Standardized Patients (SPs) Spring, 2019 and was well received by faculty and students.

If the student is not meeting objectives, a Remediation Plan is initiated by the clinical faculty member to guide the student in meeting course objectives and clinical competencies. A meeting with the student, clinical faculty and usually the course coordinator or Director occurs to review the remediation plan. This form is maintained within the course records in BOX.

Criterion IV.B.2: Clinical settings are diverse and sufficient in number to ensure that the student will meet core curriculum guidelines and program/track goals.

NP clinical sites and preceptors for NP students include small, rural primary care practices, federally qualified health centers, hospital or health organization based primary care clinics, private physician practices, community women's health centers, family practice clinics, facilities for Programs of All-Inclusive Care for the Elderly (PACE), pediatric clinics, community hospitals, and a major medical center as appropriate for population and role. Clinical sites and preceptors are added or subtracted every semester based on evaluations from faculty, students, and preceptors themselves as to adequacy or patient volume, age range, and complexity of patients. Clinical sites must be approved by NP faculty. NP faculty connect with each new clinical site and potential preceptors, estimate total number of patients, patient visit volume, age range of patients, and a variety of patient conditions to be sure the site will provide sufficient experience in family or adult/gerontology practice. Students are responsible to document their patient contacts with an electronic clinical log managed by Typhon. Faculty may access the logs at any time by computer and track the clinical visits by patient age, sex, and type of visit, etc.

Criterion IV.B.3: NP faculty may share the clinical teaching of students with qualified preceptors.

NP preceptors may be MDs, DOs, and/or NPs as appropriate for NP students and clinical objectives. An effort is made to find A/G NP preceptors for A/G NP students; however, in rural areas, most NPs are F/INPs. If an AGNP student is with an F/INP preceptor, the student's patient experiences include adolescent to gerontological ages. The F/INP students may be placed with a pediatrician, family physician, F/INP or Pediatric NP for their child health clinical practicum. Both AGPCNP & F/INP students are placed with adult, family or women's health NPs, usually at women's health clinics for their women's health clinical time. In the AG or F/INP integrative practicum students may spend limited time with physicians, DOs, or NPs in specialty areas with the understanding that these experiences will enhance their primary care skills. The AGACNP students' experiences include care of adults and gerontological patients in

hospital settings. Students are to have approximately 50% of their total clinical experiences with NPs.

Criterion IV.B.3.a: A preceptor has authorization by the appropriate state licensing entity to practice in his/her population-focused and/or specialty area.

All preceptors must complete our Preceptor Agreement Form. These forms are in every clinical course in the course management system (Canvas). Preceptors are asked to record the state/states in which they are licensed, their license number, years in practice, population focused area, and any specialty areas. These forms are reviewed and signed by the NP clinical faculty and reviewed by the course coordinator.

Criterion IV.B.3.b: A preceptor has educational preparation appropriate to his/her area(s) of supervisory responsibility and at least one year of clinical experience.

All preceptors must complete our Preceptor Agreement Form. Preceptors are asked to record the state/states in which they are licensed, their license number, years in practice, population focused area, and any specialty areas. These forms are reviewed and signed by the NP clinical faculty and reviewed by the course coordinator. For Spring, 2020, the Typhon electronic system is being trialed. Previously, the student used a Qualtrics electronic form or uploaded the paper form into the course via the course management system (Canvas), which is then maintained in BOX.

Criterion IV.B.3.c: Preceptors are oriented to program/track requirements and expectations for oversight and evaluation of NP students.

New preceptors are oriented individually by NP faculty through various means. New preceptors are given more information from the NONPF website on preceptor information. This is an area where a true preceptor handbook is being considered with or without online modules regarding precepting. External HRSA Grants have been written to enhance preceptor training via an online portal that would be offered by the CON but currently not funded.

Every semester, specific preceptor information is either emailed by clinical faculty or given to the preceptor by the student, which includes an introductory letter, responsibilities of faculty, student, preceptor, the course syllabus with the objectives, and Preceptor Evaluation Form for feedback on student's meeting of competencies, with instructions on the form. NP faculty communicate that evaluation of the student is ultimately the responsibility of the clinical NP faculty with input from preceptors. Students and preceptors arrange weekly time schedules, but preceptors are not responsible for tracking students' required hours; NP clinical faculty do this by checking the students Typhon log entries.

V: CRITERION V: FACULTY AND FACULTY ORGANIZATION

V.A.1: NP programs/tracks have sufficient faculty with the preparation and current expertise to adequately support the professional role development and clinical management courses for NP practice.

The CON has made an effort to hire more full-time NP faculty, and the CON now has seven full-time doctoral prepared NP faculty who teach and/or coordinate didactic and clinical NP courses. Part-time NP faculty at the campuses are MSN F/INP prepared and expert practitioners. All faculty teaching in NP courses maintain appropriate clinical practice. Faculty credentials of education, licenses, certifications, and population focus are documented on the PASBN CRNP Faculty Qualifications Forms as well as maintained in the CON main office.

We have sufficient numbers of NP faculty to maintain the ratio of one faculty per six students to teach NP clinical sections, support the students' transition to the NP role, and ensure monitoring of clinical competencies of NP students. As the program has increased enrollment, clinical NP faculty have been hired to maintain this ratio. A faculty member has the responsibility to establish the OSCEs with SPs to coordinate these across the campuses. Advising, teaching responsibilities, and committee memberships are spread appropriately among faculty.

Faculty are oriented by the director and given an orientation handbook. Mentors are assigned to new faculty. Peer evaluations are done according to the CON policy, Teaching Evaluation Procedures for Non-Tenure Track Teaching-Research-Line Faculty and Part-Time Instructors in the Graduate Program.

Criterion V.A.2: NP program faculty who teach the clinical components of the program/track maintain current licensure and national certification.

All NP faculty, including part-time clinical NP faculty, maintain current licensure as RNs and CRNPs in Pennsylvania and are nationally certified in their area of practice plus maintain current practice. All NP clinical faculty must complete and sign the PA State Board of Nursing CRNP Nursing Education Program Faculty Qualifications Form. The NP Director completes the PASBN Annual Report which includes faculty documentation. RN licenses & CRNP renewals are updated by administrative staff.

Criterion V.A.3: NP faculty demonstrate competence in clinical practice and teaching through a planned, ongoing faculty development program designed to meet the needs of new and continuing faculty.

The CON provides NP faculty with funds to attend clinical education conferences in the population-focus and practice areas and research conferences and are encouraged to present at appropriate venues. Also, an annual NP faculty retreat was initiated in May 2015, which includes continuing education and is open to all NP faculty with travel reimbursement for NP faculty at the campuses. Continuing education is also delivered at one or two of the biannual CON faculty meetings.

The Schreyer Institute and the World Campus offer free webinars and online faculty development on best teaching practices. Websites are shared with faculty who are encouraged to take advantage of these University resources such as Penn State online continuing education as well as other online education available to faculty. The CON has been a member of NONPF since 1999, and faculty attend annual meetings. NONPF meetings provide contact with nationally known NP mentors, opportunities for networking, best practices discussions, updates

in practice and future education trends and recommendations as well as faculty development sessions.

NP faculty have academic appointments and maintain clinical practice hours required for national certification by practicing during a release day per week, if requested by the faculty, and/or during the semester breaks and the summer.

Mentors are assigned to new faculty. Also, the College's personnel who support the NP program, e.g., Instructional Designers, meet with new faculty and staff members. The director also travels to the campuses to continue mentoring the clinical faculty at those sites even though they are not newly hired.

Faculty development plans are on the faculty member's individual Faculty Activity and Accomplishment Report (FAAR) via Digital Measures, and each faculty has personal goals and a list of resources to meet those goals which are reviewed at their annual meeting with the Associate Dean for Graduate Education.

Criterion V.B: Non-NP faculty have expertise in the area in which they are teaching.

Non-NP faculty are qualified to teach master's core courses of N501, N510, N830, and the electives. Doctoral prepared graduate faculty are educationally prepared and experienced in the area in which they teach. They are active in conducting research and are integral to graduate education.

CRITERION VI: EVALUATION

VI.A: There is an evaluation plan for the NP program/ track.

The CON Systematic Evaluation Plan (SEP) is used to evaluate all programs in the College. The SEP includes the program parameter to be evaluated, names of the evaluation tools, persons or committees responsible, and time of evaluative data collection. Input is received from the Director of the NP program, the Associate Dean, and other representatives of the College, most of whom serve on the Assessment Committee. The SEP provides outcome data for evaluative use and program changes as necessary.

Criterion VI.A.1: Evaluate courses at regularly scheduled intervals.

Students anonymously evaluate the courses by uniform university required forms at the end of the semester: Student Rating of Teaching Effectiveness (SRTE) and the Student Rating of Clinical Teaching Effectiveness (SRCTE). The University sends the information to students, plus a link for each course. These results are discussed as part of the faculty's annual review. Both forms contain questions on the quality of the course, as well as the instructor, plus multiple other questions and a comments section. After the semester is over and grades are recorded, the evaluations are open to the individual faculty and to the Associate Dean for review. These are used by faculty as feedback to guide revisions and updates to courses, as appropriate.

Criterion VI.A.2: Evaluate NP program faculty competence at regularly scheduled intervals.

Results are included in the written annual faculty evaluation (FAAR) conducted by the Associate Dean. The FAAR includes not only the SRTE/SRCTEs, but also accomplishments of publishing, presentations, grant writing, teaching assignments, professional activities, public service, goals and resources needed to meet goals. Each faculty's FAAR is reviewed by the Associate Dean. The Associate Dean prepares an annual summary evaluation for each faculty based on the FAAR and then meets with each faculty to discuss the summary and FAAR. NP faculty are required to be nationally certified by the PASBN in their role/population areas to maintain CRNP. Peer evaluations are also conducted for all faculty teaching in the graduate program during their first year of employment and in at least one course every three years.

Criterion VI.A.3: Evaluate student progress through didactic and clinical components of NP program/track each semester/ quarter/term.

Evaluations of students occur separately between didactic courses and clinical courses. Didactic courses use evaluative tools including but not limited to quizzes; examinations; presentations; written assignments; Subjective, Objective, Assessment, Plan (SOAP) notes and case studies. The CON's grading scale is the same for all courses and is included on all syllabi. Syllabi are reviewed at the beginning of each course, including objectives and content, assignments and percentages of grade, evaluations with grading criteria, rubrics as indicated, an outline and other instructor course information and CON and University policies. This information is posted within the course on the course management system, Canvas.

Clinical courses also have syllabi and course/instructor information posted in the course on Canvas. Evaluations in each course include, but are not limited to, presentations, written SOAP notes, case studies and a midsemester and final evaluation at the clinical site by the clinical faculty with feedback from the preceptors. Clinical faculty member makes at least two visits to evaluate the student if objectives are minimally being met.

Aggregate evaluation of students occurs as the program uses the Barkley 3Ps after students complete the core NP courses – Pathophysiology, Pharmacology and Physical Assessment. Capstone courses use Advanced Practice Education Associates (APEA) (N874 and N874A) or Barkley program (N864) to obtain objective data. Outcomes of aggregated data are discussed in the NP Options Sub Council meetings.

As part of their course requirements, NP students document their clinical time and experiences with an electronic clinical log contracted through Typhon. Students enter data on type of patient population, diagnoses, and skills learned. Faculty may view students' logs at any time by computer to efficiently track students' clinical hours and learning experiences. All NP students are mentored by NP faculty to meet specific learning needs to be successful in the NP options of the MSN program.

Criterion VI.A.4: Evaluate students' attainment of competencies throughout the program.

Attainment of competencies is documented on the evaluation tools and by meeting course objectives. Faculty and preceptor clinical evaluation tools were developed using the domain and core competencies of NP practice: Population-Focused NP Competencies, NONPF, 2013; Nurse Practitioner Core Competencies Content, NONPF, 2016.

Course and clinical objectives were developed to enhance progression through the competencies and to ensure that all competencies are met by the end of the program. Clinical evaluations progress from the beginning clinical expectation of meeting competencies with "moderate supervision" to the final semester, Level IV, "Meets expectations with minimal supervision to independently" (per Faculty Evaluation Form).

The students must meet rigorous criteria. The didactic courses have various learning modalities with formative and summative evaluations. In order to support students, a mid-semester academic jeopardy letter is sent to those not meeting passing standards using the grading scale from the College. Assignments in courses, both clinical and didactic, show a progression from basic SOAP notes and case studies in N802 and N804 through complex SOAP notes and case studies in the last courses (N864, N874, N874A).

Criterion VI.A.5: Evaluate students cumulatively based on clinical observation of student competence and performance by NP faculty and/or preceptor assessment.

NP Faculty directly observe the clinical performance of NP students, and students receive input for this evaluation from preceptors. NP faculty make clinical site visits near mid-semester and at the end of the semester to cumulatively evaluate the students based on direct observation of student performance with patients. NP students must pass the end of semester clinical evaluation before they are permitted to go on to the next clinical course. NP faculty also meet with the preceptor to include the preceptor's assessment of the student besides having the Preceptor Evaluation Form for feedback. NP faculty directly observe students' clinical performance in clinical lab sessions in N802 Health Assessment and in clinical application workshops and OSCEs in clinical courses.

Criterion VI.A.6: Evaluate clinical sites at regularly scheduled intervals.

At the end of every clinical course, the students and faculty evaluate clinical sites and preceptors using the respective Evaluation of Site and Preceptor Form. The link to the form is in the course management system, Canvas. Faculty and students are asked multiple questions, but most importantly, if they would recommend the preceptor and clinical site for future students and the rationale for their answer.

Results of the students' and faculty's evaluation of preceptors and agencies are collated by the CON data analyst and then given to the Director of the NP program. Summaries are presented to the NP Options Sub Council, usually in the fall semester. NP faculty review the results and consider the ratings and comments in deciding future clinical and preceptor assignments. Overall, faculty and students have given very positive evaluations of their sites, preceptors, and

the quality of clinical experiences. A preceptor or site has not been continued if the findings were negative.

Faculty also evaluate the sites and preceptors when they make sites visits. Faculty assess the site regarding the ability of patient population, experiential opportunities, and environment to facilitate the students meeting MSN and NP learning objectives that the curriculum is built upon. The clinical site is reviewed for office space, clinical exam room space, variety of providers, type of patient population, and numbers of patients seen per day. More recently, sites are also assessed for potential for interprofessional experiences for the students. Not all sites meet all criteria, but mixing sites for students is encouraged so they receive a variety of experiences.

Criterion VI.A.7: Evaluate preceptors at regularly scheduled intervals.

At the end of every clinical course, the students and faculty evaluate clinical sites and preceptors using the Evaluation of Site and Preceptor Form. The link to the form is in the course management system, Canvas. Faculty and students are asked multiple questions, but most importantly, if they would recommend the preceptor and clinical site for future students and the rationale for their answer.

Results of the students' and faculty's evaluation of preceptors and agencies are collated by the CON data analyst and then given to the Director of the NP program. Summaries are presented at the NP Options Sub Council, usually in the fall semester. NP faculty review the results and consider the ratings and comments in deciding future clinical and preceptor assignments. Overall, faculty and students have given very positive evaluations of their sites, preceptors, and the quality of clinical experiences. A preceptor or site has not been continued if the findings were negative.

Faculty also evaluate the sites and preceptors when they make sites visits. Faculty assess the site regarding the ability of patient population, experiential opportunities, and environment to facilitate the students meeting MSN and NP learning objectives that the curriculum is built upon. The clinical site is reviewed for office space, clinical exam room space, variety of providers, type of patient population, and numbers of patients seen per day. More recently, sites are also assessed for potential for interprofessional experiences for the students. Not all sites meet all criteria, but the mixing sites for students is encouraged so they receive a variety of experiences.

Criterion VI.B: Formal NP curriculum evaluation occurs every five (5) years or sooner.

The faculty, students, and graduates annually evaluate the NP Option curriculum in terms of current standards of NP practice, current trends in education and health care, and the attainment of MSN program objectives. The NP faculty meet every other month to review courses and curriculum and at the annual retreat for NP faculty. Major changes are voted on and sent to the Graduate Affairs Committee, which consists of all CON graduate faculty and includes the NP faculty, who then discuss and vote on major changes.

Changes that evolved from NP faculty input include the Barkley review package for the acute care option (in January 2014) and the primary care options (in January 2015) within the final

clinical courses, but this was changed for the primary care options to the APEA preparation materials. Faculty incorporated simulation OSCEs with SPs beginning in the Fall of 2018.

Curricular review is ongoing with the most notable changes being the two research courses revised into one evidenced-base course (N830) and the revised evaluation forms. The forms had been worked on for several semesters and implemented Spring, 2019. These occurred in less than 5 years since the previous revisions. Future curriculum revisions will be needed soon.

VI.C: There is an evaluation plan to measure outcomes of graduates.

The CON Assessment Committee oversees the SEP as discussed in the CCNE Self-Study report under Standard IV. Evaluation data are reviewed by the CON Assessment Committee. Also, the specific evaluation data from the AANPBC on passing rate of graduates are reviewed annually at the NP Options Sub Council and presented at the Graduate Affairs meeting.

The faculty in the NP program implemented interventions to improve certification pass rates after review of the 2017 graduate survey results for the F/INP graduates. The F/INP pass rate improved in 2018 to 100% for percent passed (with percent 1st pass 95% and pass rate F/INP certificate students 100%) from the 2017 results of 91% (with percent 1st pass 78%). Even though these first pass rates in 2017 were below the 80% expected outcomes for the F/INP (others were 100% for AGPCNP and 86% for AGACNP in 2017), they were above national averages for 2017.

A review course was added to the final clinical courses (N874, N874A), specifically APEA. Policies were implemented regarding: the placement of clinical hours within the program so that students must complete hours throughout the semester, not frontloaded; placement with an NP preceptor for at least 50% of clinical time; and the introduction OSCEs. A policy was also implemented to decrease the number of specialty clinical hours from 135 hours to 90 hours in the last semester for the F/INP and the AGPCNP students, therefore increasing the number of hours in a primary care setting. These measures were instituted for the class that graduated in 2018, which had improved AANPBC certification pass rates.

Other evaluation benchmarks are above the expected outcomes and are discussed in Standard IV of the CCNE Self-Study. For example, the employment rate for graduate students in all options exceeds the benchmark of 70% employment rate within twelve months of graduation based on the most recent calendar year, January 1 through December 31, 2018.