

COVER PAGE

Institution: Indiana University Purdue University Columbus (IUPUC)
College: Indiana University School of Nursing
Department: Division of Nursing at IUPUC
Degree Program Title: Bachelors of Science in Nursing
For of Recognition to be Awarded/
Degree Code: Bachelors of Science in Nursing
Suggested CIP Code:
Location of Program / Campus: Columbus at IUPUC
Projected Date of Implementation: Fall Semester 2009

Date Proposal was Approved by
Institutional Board of Trustees:

Signature of Authorizing Institutional Officer

Date

Date Received by Commission for Higher Education

Commission Action

Date

A. Abstract

Bachelors of Science in Nursing (Traditional 4 yr Program)
to be offered at Indiana University Purdue University Columbus (IUPUC) On-Campus

Objectives: The purpose of the proposed offering of the BSN nursing program at IUPUC is to increase the number of Bachelors of Science in Nursing (BSN) educated nurses in South Central Indiana and to meet the region's need for baccalaureate prepared nurses in hospital, community and other health care settings. The BSN degree prepares graduates for generalist nursing practice. The Indiana University School of Nursing located at IUPUI, IUB and IUPUC has been designated as an Indiana University core school. As such, the IUPUC proposed BSN program will adhere to the curriculum and program policies previously established for the IUPUI and IUB BSN programs.

Clientele to be Served: IUPUC serves students in a 10-county area which includes: Bartholomew, Brown, Decatur, Jackson, Jefferson Jennings, Johnson, Ripley and Shelby and Switzerland Counties. Clientele to be served by the BSN program at IUPUC will include high school graduates seeking a first college degree and other students who wish to become registered nurses. Licensed practical nurses who desire a BSN will also be admitted.

Curriculum: The curriculum of the BSN program at IUPUC will follow the same BSN curriculum plan offered on the Indianapolis and Bloomington campuses. The BSN curriculum requires a minimum of 125 credit hours and consists of two components:

- 53-55 credit hours of general education course work organized in “clusters” and based upon the Principles of Undergraduate Learning as established on the IUPUI campus;
- 70-72 credit hours of nursing courses that stress critical thinking, communication, and collaboration skills

<p>BSN Courses: Freshman ENG-W131 English Composition (3) PSY-B104 or B105 Intro Psychology (3) Critical / Analyt. / Science Choice (3-4) Communication Cluster choice (3) Cultural Diversity Cluster choice (3) BIOL-N261 Human Anatomy (5) MATH 118 Finite Math (3) SOC-R100 Introductory Sociology (3) Human. Appreciation Cluster choice (3)</p> <p>BSN Courses: Sophomore BIOL-N 217 Human Physiology (5) NURS-B 244 Comprehensive Health Assessment (2) NURS-B 245 Comprehensive Health Assessment Practicum (2) NURS-B 231 Communication Skills for Health Professionals (3) NURS-B 232 Intro to Discipline of Nursing (3) BIOL-N 251 Microbiology (3-4) NURS-B 233 Health and Wellness (4) NURS-B 230 Development Issues in Health (4) NURS-B 248 Science & Technology of Nursing (2) NURS-B 249 Science & Technology of Nursing Practicum (2)</p>	<p>BSN Courses: Junior Cultural Diversity Cluster choice (3) NURS-H 351 Alteration in Neuropsychological Health (3) NURS-H 352 Alteration in Neuropsychological Health Practicum (2) NURS-H 353 Alterations in Health I (3) NURS-H 354 Alterations in Health I Practicum (2) NURS-H 355 Data Analysis in Clinical Practice (3) Social Competence Cluster choice (3) NURS-H 361 Alterations in Health II (3) NURS-H 362 Alterations in Health II Practicum (2) NURS-H 363 The Developing Family and Child (4) NURS-H 364 The Developing Family and Child Practicum (3) NURS-H 365 The Research Process (3)</p> <p>BSN Courses: Senior NURS-S 470 Restorative Health: Multi-System Failures (3) NURS-S 471 Restorative Health: Multi-System Failures Practicum (2) NURS-S 472 Approach to the Health of the Community (3) NURS-S 471 Approach to the Health of the Community Practicum (2) NURS-S 474 Applied Health Care Ethics NURS-S 481 Nursing Management (2) NURS-S 482 Nursing Management Practicum (3) NURS-S 483 Clinical Nursing Practice Capstone (3) NURS-S 484 Research Utilization (1) NURS-S 485 Professional Growth & Empowerment (3) Electives (6)</p>
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The curriculum also provides a foundation for graduate study and leadership positions, as graduates will possess a broad knowledge of the humanities, biological and social sciences, and nursing.

Employment Possibilities: Nursing is one of the most dynamic, challenging, and rewarding career options available to men and women. Today, there are many different opportunities for nurses that did not exist a decade ago, such as research, administration, business, corporate wellness, community programs, and policy making—in addition to traditional patient care – that require, at a minimum a baccalaureate degree. As a BSN graduate, students will have the problem-solving skills necessary to practice nursing in a competent and responsible fashion. Graduates will be able to assist individuals, families, and communities with their health goals and help design and develop more efficient, effective approaches to the delivery of health care services. Graduates can function as practitioners in a variety of settings, including: acute and long-term care settings; community settings and home care and other nontraditional settings.

Graduates of the BSN program will have opportunities for employment in regional health care agencies. According to the Indiana Hospital and Health Association Workforce Benchmarking Report (4th quarter, 2006), Indiana had a 6.58% RN vacancy rate state-wide. Vacancy rates varied 4.37 to 7.13% based on geographic location. In the southern region in which IUPUC is located and serves students, the RN vacancy rate was 5.30%. As of September, 2008, the projected RN need for the southern region of Indiana was 150 additional hospital jobs (*Indiana Workforce Development, Region 9 Publications, 2008-2010 ed*) Employment of registered nurses is expected to grow 23% from 2006 to 2016, much faster than the average for all occupations (*Occupational Outlook Handbook, 2008-2009 ed, Bureau of Labor Statistics*).

B. Program Description

1. Proposed program and state its objectives

Baccalaureate nursing education provides a broad foundation in the sciences and liberal arts necessary for preparing professional nurses who are capable of practicing in a competent and responsible fashion as informed citizens in a dynamic and diverse society. Graduates of the proposed IUPUC Bachelor of Science in Nursing (BSN) degree are expected to demonstrate competencies consistent with being a critical thinker; a culturally competent person; a knowledgeable coordinator of community resources; a politically aware professional; a beginning practitioner whose actions are consistent with professional legal and ethical standards; an effective communicator; a competent provider of health care; and a person who exemplifies a positive public image. These competencies are consistent with the 2008 American Association of Colleges of Nursing “Essentials of Baccalaureate Education for Professional Nursing Practice and the American Nurses’ Association’s 1989 “Standards of Nursing Practice” and the ANA 2001 Code of Ethics.

Program Outcomes:

The program outcomes for the proposed IUPUC BSN program are the same outcomes that the BSN programs at IUPUI and IU Bloomington currently have in place. At the completion of the BSN program, the graduate must demonstrate the following outcomes:

- 1:** A critical thinker who demonstrates intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems.
- 2:** A culturally competent person who provides holistic nursing care to a variety of individuals, families, and communities.
- 3.** A knowledgeable care coordinator who facilitates access to resources necessary to meet health care needs of individuals’, families’ and communities.

- 4:** An individual who understands the political dynamics in various settings and participates in the change process to shape health care policy.
- 5:** An individual who practices within an ethical and legal framework for the nursing profession.
- 6:** An effective communicator who is able to share accurate information.
- 7:** A competent provider of nursing care who functions in various professional nurse roles in structured or semi-structured health care settings.
- 8:** A professional role model who promotes a positive public image of nursing.
- 9:** A responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes.

BSN program outcomes are consistent with professional standards, professional performance expectations, and expert opinion from our community practice partners. The BSN program outcomes are also consistent with the IUPUI Principles of Undergraduate Learning. The BSN program outcomes complement one another and reflect increasing complexity of knowledge and skills consistent with level of program, level of learner, and level of practice. Faculty who teach in the BSN program have further defined student-learning expectations through the development of program, level, and course competencies. Competencies delineate the behaviors students need to achieve at course and year-end, and specify the level at which the student must demonstrate achievement. Competencies are the basis for the assessment of student learning at the end of each course and at the completion of the program. These professional outcomes and competencies have been adopted by the IUSON faculty as reflecting current practice of nursing.

2. Admission requirements, anticipated student clientele, and student financial support.

a. Admission requirements for the IUPUC BSN program will be the same admission requirements that are in place on the other core school campuses of IUPUI and IU Bloomington. The admission requirements are:

- Be admitted to Indiana University as a degree-seeking student.
- Maintain a minimum Indiana University cumulative grade point average (GPA) of 2.5 on a 4.0 scale (does not include transfer or FX courses).
- Complete general education courses required for admission on the campus to which the student applies. (Note: Each applicant must have completed finite mathematics (MATH118) or its equivalent with a grade of C (2.0) or higher).
- Minimum pre-nursing admission grade point average (GPA) of 2.7 on a 4.0 scale for all completed course work required for admission. The nursing grade point average is calculated on all completed courses required for the BSN degree. Grades earned in transfer courses accepted and applied to required general education credit hours will count in the calculation of the admission GPA (FX'd grades will not be counted).
- Designate which courses will meet the cluster requirements where course choice is an option. Courses designated for the nursing major may be repeated only one time. Students must successfully complete all courses for the degree with a grade of C (2.0) or better by the second completed attempt.
- Complete all required course work by established deadline date. This includes independent studies, correspondence course work, and courses for which students have received an incomplete (I). Students wishing to transfer required course work from a university other than Indiana University must be in good academic standing in that university and have achieved a grade of C (2.0) or higher in courses for which transfer is being requested.

- Repeat no more than three required cluster courses required for BSN degree. Of the three courses, only two failures will be allowed in science course work. (One science course and corresponding lab are considered one course.) A student must achieve a grade of C (2.0) or higher in all program requirements. This criterion also applies to any student wishing to transfer required cluster courses from a university other than Indiana University.
- Submit official transcripts to the university undergraduate admissions office, for all work being transferred from a university other than Indiana University.
- Submit program application and the ‘Student Disclosure of Criminal Convictions, Pending Criminal Charges and Certain Disqualifications’ form by published date. Admission is provisional until the successful candidate completes the National Criminal Background Check to confirm the disclosure form.
- Admission Application Criteria:
 - Nursing GPA (weighted 30 percent)***
 - Anatomy (BIOL N261)
 - Finite Math (Math M118)
 - Critical / analytical / science courses
 - English Composition (ENG W131 or W140)
 - Introduction to Psychology (PSY B104 or B105)
 - Introduction to Sociology (SOC R100)
 - Remaining courses selected from the following clusters to total 29-31 credits:
 - Communication cluster (one course maximum)
 - Social competency cluster (one course maximum)
 - Cultural diversity cluster (two courses maximum)
 - Humanistic appreciation cluster (one course maximum)
 - Critical / Analytical / Science GPA (weighted 30 percent)***
 - Anatomy (BIOL N261)
 - Finite Math (Math M118)
 - Critical / analytical / science course
 - Interview (weighted 30 percent)***
 - The applicant interviews with a panel of faculty, alumni, and community nursing partners. A written essay (500 words maximum) is also required and will be discussed during the interview.
 - Service Experience (weighted 10 percent)***
 - This requirement may be met through work experiences, volunteer experiences, completion of pre-nursing course NURS B104, service learning associated with scholarship based programs.
 - Chemistry Competency***
 - The chemistry requirement may be met with two semesters of high school chemistry (grade C or better) or one college level chemistry course.

b. Pre-requisite Coursework

There are 29 to 31 required pre-requisite credit hours that students must take prior to application to the BSN program as indicated in the following table:

Course requirements for Application		Cr. Hrs.
English	ENG-W 131	3
Psychology	PSY-B 104 or B 105	3
Sociology	SOC-R 100	3
• Anatomy	BIOL-N 261	5
• Finite Math	Math-118	3
• Crit./Analy./Science selection		3-5
• Communication selection (1 max.)		
• Cultural Diversity Selection (2 max.)		
• Social Competence selection (1 max.)		
• Human Apprec. Selection (1 max.)		

In addition to the above 29 to 31 credit hours of pre-requisites, a student must either take two semesters of high school Chemistry with “C” or higher or take a College Chemistry course with “C” or higher which can also count as Critical/Analytical/Science Cluster selection as indicated in the above table.

c. Anticipated Student Clientele

IUPUC is proposing to admit a cohort of 20 students for full-time study in the BSN program on an annual basis. The student population would target any unlicensed person seeking the BSN such as traditional students (high school graduates immediately after graduation) and non-traditional students seeking a career move into the nursing profession.

d. Enrollment restrictions

IUPUC has adequate resources and nursing faculty to accommodate 20 students per annual cohort for the traditional BSN program. Student eligibility for admission into the IUSON BSN program is outlined under ‘a’ above.

e. Student Financial Support

To qualify for financial, aid a student must enroll in a degree program and be in good academic standing. While there is no minimum required credit enrollment to receive a Pell Grant, the federal government

requires a student to enroll in at least six credit hours as an undergraduate student each fall and spring semester to be eligible for student loans or work-study employment. The State Student Assistance Commission of Indiana (SSACI) requires eligible students to be enrolled in at least 12 credit hours each fall and spring semester and to review their FAFSA each year by March 10 to receive these funds. Students enrolled in the IUPUC program will be eligible for state and federal financial aid and will be assigned a financial aid counselor to assist them with their financial support needs.

Admission-based scholarships are awarded in recognition of the academic achievements of graduating high school seniors. By rewarding excellence through scholarships, we hope to encourage students to continue their education at IUPUC. The following scholarships are available on the IUPUC to eligible nursing students:

IUPUC Available Scholarships:

Hoosier Presidential Scholars (*\$9,000 annually for four years*)

Indiana University's Hoosier Presidential Scholars Program offers Indiana's top high school graduates four-year renewable scholarships to attend one of IU's campuses throughout the state. Eligible applicants should have a minimum SAT score of 1250 or ACT score of 27, be in the top 10% of their high school class with emphasis being placed on well-rounded students, excelling not only in academics but also in extracurricular activities, leadership abilities, and community service. IUPUC campus awards one recipient annually. To be considered for renewal, students must attend full time, maintain at least a 3.3 cumulative GPA, and volunteer at one campus event per academic year.

Valedictorian and Salutatorian Scholarships (*\$5,000 annually for four years*)

Incoming freshmen who are ranked first or second in their high school class may qualify for this scholarship. To be considered for renewal, student must attend full time, maintain at least a 3.0 cumulative GPA, and volunteer at one campus event per academic year.

Academic Excellence Scholarships (*\$2,500 annually for four years*)

Incoming freshmen who have a cumulative high school GPA of 3.75 or higher and a 1200 SAT or 25 ACT score may be eligible for this scholarship. To be considered for renewal, student must attend full time, maintain at least a 3.0 cumulative GPA, and volunteer at one campus event per academic year.

Dean of the Faculties Scholarships (*\$2,000 annually for four years*)

Incoming freshman who have a cumulative high school GPA of 3.5 or higher and an 1100 SAT or 24 ACT may be eligible for this scholarship. To be considered for renewal, student must enroll full time, maintain at least a 2.75 cumulative GPA, and volunteer at one campus event per academic year.

First Generation Scholarship (*\$1,250 annually for four years*)

Incoming freshmen who will be the first in their family of origin (mother, father, siblings) to graduate from an accredited college (Associate's or Bachelor's degree) may be eligible for this scholarship. Students who have a cumulative high school GPA of 3.0 or higher and a 1000 SAT or 21 ACT score may be eligible. To be considered for renewal, student must enroll full time, maintain at least a 2.50 cumulative GPA, and volunteer at one campus event per academic year.

IUPUC Connection Scholarship (*\$1,000 annually for four years*)

Incoming freshmen who are in the top 25% of their graduating class and have a 1000 SAT or 21 ACT score may be eligible to receive this scholarship. To be considered for renewal, student must enroll full time, maintain at least a 2.50 cumulative GPA, and volunteer at one campus event per academic year.

IUPUC Nursing Scholarship (*up to \$1,000 annually for four years*)

Nursing students seeking a BSN degree who have a cumulative high school GPA of 3.0 or higher or a cumulative ASN (RN) program GPA of 3.0 or higher may be eligible. Scholarships are disbursed by number of credit hours being taken per semester. To be considered for renewal, students must maintain at least a 2.50 cumulative GPA, and volunteer at one campus nursing event per academic year.

IUPUC High School Counselor's Pursuit of Excellence Scholarship (*\$3,750 annually for four years*)

Students, who have been recognized for their academic achievements in high school, may qualify for this scholarship. Students who have a cumulative high school GPA of 3.75 or higher and have a 1200 SAT or 26 ACT score may be eligible. The recipient of this scholarship must be recommended or nominated by the student's school counselor. To be considered for renewal, student must enroll full time, maintain at least a 3.0 cumulative GPA, and volunteer at one campus event per academic year.

IUPUC High School Counselor's Scholars Award (*\$2,500 annually for four years*)

Students, who have been recognized for their academic achievements in high school, may qualify for this scholarship. Students who have a cumulative high school GPA of 3.5 or higher and have a 1100 SAT or 24 ACT score may be eligible. The recipient of this scholarship must be recommended or nominated by the student's school counselor. To be considered for renewal, student must enroll full time, maintain at least a 3.0 cumulative GPA, and volunteer at one campus event per academic year.

3. Proposed Curriculum

a . Requirements involving credit hours, credit hour distribution, field experiences, etc.

The traditional BSN program requires a total of 125-126 credit hours for graduation. Typical program length for full time students is two semesters for pre-requisite course work followed by six semesters of nursing courses including practicum experiences.

b. Sample Traditional BSN Curriculum Plan of Study:

FRESHMAN YEAR			
Semester one	Credits	Semester two	Credits
ENG-W 131 English Composition	3	BIOL-N 261 Human Anatomy	5
PSY-B 104 or B 105 Intro. Psychology	3	MATH 118 Finite Math	3
Critical/Analyt./Science choice**	3-4	SOC-R 100 Introductory Sociology	3
Communication Cluster choice	3	Human. Appreciation Cluster choice	3
Cultural Diversity Cluster choice	3		
TOTAL	15-16	TOTAL	14-15
SOPHOMORE YEAR (BSN MAJOR BEGINS)			
Semester three	Credits	Semester four	Credits
BIOL-N 217 Human Physiology	5	BIOL-N 251 (Micr-J 210) Microbiology 3-4	
NURS-B 244/B 245 Comprehensive Health Assessment/Practicum	4	NURS-B 233 Health & Wellness	4
NURS-B 231 Communication Skills for Health Professionals	3	NURS-B 230 Develop. Issues in Health	4
NURS-B 232 Intro. to Discipline of Nursing	3	NURS-B 248/B 249 Science & Technology of Nursing/Practicum	4
TOTAL	15	TOTAL	16
JUNIOR YEAR			
Semester five	Credits	Semester six	Credits
Cultural Diversity Cluster choice	3	Social Competence Cluster choice	3
NURS-H 351/H 352 Alternation in Neuropsychological Health/Practicum	5	NURS-H 361/H 362 Alterations in Health II /Practicum	5
NURS-H 353/H 354 Alterations in Health I/Practicum	5	NURS-H 363/H 364 The Developing Family & Child /Practicum	7
NURS-H 355 Data Analysis in Clinical Practice	3	NURS-H 365 The Research Process	3
TOTAL	16	TOTAL	18
SENIOR YEAR			
Semester seven	Credits	Semester eight	Credits
NURS-S 470/S 471 Restorative Health – Multi-System Failures/ Practicum	5	NURS-S 481/S 482 Nursing Management/Practicum	5
NURS-S 472/S 473 A Multi-System Approach to the Health of the Community/Practicum	5	NURS-S 483/S 484 Clinical Nursing Practice Capstone/Research Utilization	4
NURS-S 474 Applied Health Care Ethics	3	NURS-S 485 Professional Growth & Empowerment	3
Elective	3	Elective	3
TOTAL	16	TOTAL	15

c. Existing Courses

General Education Courses:

Required Courses		
Prefix/Number/Hours	Title	Number of Times Offered in Past 3 Years
ENG-W 131 3 hours	English Composition	6
PSY-B 104 3 hours	Introduction to Psychology	6
BIOL-N 261 5 hours	Human Anatomy	6
MATH 118 3 hours	Finite Math	6
SOC-R 100 3 hours	Introductory Sociology	6
BIOL-N 217 5 hours	Human Physiology	6
BIOL-N 251 3 hours	Microbiology	6
Cluster Courses:		
Critical/Analyt/Science	3 hours	6
Cultural Diversity	6 hours	6
Communication	3 hours	6
Human. Appreciation	3 hours	6
Social Competence	3 hours	6
Electives	6 hours	6
	(Note: students may choose 'Cluster Courses' from a variety of offered options)	

Nursing Courses:

Required Courses		
Prefix/Number/Hours	Title	Number of Times Offered in Past 3 Years
NURS-B 244 2 hours	Comprehensive Health Assessment	3
NURS-B 245 2 hours	Comprehensive Health Assessment Practicum	3
NURS-B 231 3 hours	Communication Skills for Health Professionals	3
NURS-H 355 3 hours	Data Analysis in Clinical Practice	3
NURS-H 365 3 hours	The Research Process	3
NURS-S 472 3 hours	Approach to the Health of the Community	3
NURS-S 473 2 hours	Approach to the Health of the Community Practicum	3
NURS-S 474 3 hours	Applied Health Care Ethic	4
NURS-S 481 2 hours	Nursing Management	3
NURS-S 482 3 hours	Nursing Management Practicum	3
NURS-S 483 3 hours	Clinical Nursing Practice Capstone	3
NURS-S 484 1 hour	Research Utilization	3
NURS-S 485 3 hours	Professional Growth & Empowerment	3

d. New Courses

All new courses have been approved by IU SON and already exist at IUPUI.

Prefix/Number/Hours	Title
NURS-B 232 3 hours	Intro to Discipline of Nursing
NURS-B 233 4 hours	Health and Wellness
NURS-B 230 4 hours	Development Issues in Health
NURS-B 248 2 hours	Science & Technology of Nursing
NURS-B 249 2 hours	Science & Technology of Nursing Practicum
NURS-H 351 3 hours	Alteration in Neuropsychological Health
NURS-H 352 2 hours	Alteration in Neuropsychological Health Practicum
NURS-H 353 3 hours	Alterations in Health I
NURS-H 354 2 hours	Alterations in Health I Practicum
NURS-H 361 3 hours	Alterations in Health II
NURS-H 362 2 hours	Alterations in Health II Practicum
NURS-H 363 4 hours	The Developing Family and Child
NURS-H 364 3 hours	The Developing Family and Child Practicum
NURS-S 470 3 hours	Restorative Health: Multi-System Failures
NURS-S 471 2 hours	Restorative Health: Multi-System Failures Practicum

e. Required courses delivered by another institution – not applicable.

4. Describe form of recognition.

a. Type of Degree to be Awarded

Students completing the program will be awarded a Bachelor of Science in Nursing (BSN) degree. Upon completion of the BSN, students will be eligible to sit for the National Council Licensing Examination for Registered Nurses (NCLEX).

b. Suggested CIP code for the IUPUC BSN program: _____

c. Program, Organizational, and Site Information that will Appear on the Student's Diploma

While the BSN program is taught at IUPUC, the degree is awarded from IUSON at IUPUI. The diploma would read: Bachelors of Science in Nursing, Indiana University-Purdue University, Indianapolis, Indiana.

5. List program faculty and administrators.

a. Current Nursing Faculty at IUPUC:

Full-time:

Debra Harmon, RN, MSN, CCRN, Clinical Assistant Professor, Division Head of Nursing at IUPUC
Specialization: Adult Med-Surg, Critical Care, Emergency Medicine
(enrolled in doctoral education with anticipated completion by 2012)

Rebecca Bartlett, RN, MSN, Clinical Assistant Professor
Specialization: Adult Med-Surg, Critical Care, Research
(enrolled in doctoral education with anticipated completion by 2012)

Ramona Henderson, RN, MSN, Clinical Assistant Professor
Specialization: Pediatrics, Ethics

Ann Styron, RN, MSN, Clinical Assistant Professor
Specialization: Public Health, Maternal / Child
(enrolled in doctoral education with anticipated completion by 2012)

Part-time / Adjunct:

Margie Campbell, RNC, MSN, CNS, Adjunct Faculty
Specialization: Maternal / Child

Brooke Huber, RN, MSN, CNS, Adjunct Faculty
Specialization: Mental Health

Julie Snyder, RN, MSN – NP, Adjunct Faculty
Specialization: Family Nurse Practitioner

b. New Faculty Positions Required to Implement the Program

2.0 FTE nursing faculty will be hired over the next three years to accommodate the addition of the 4-year BSN program at IUPUC. The new nursing faculty will have a minimum of a master's degree in nursing with a preference to doctorally prepared faculty. All newly hired masters prepared nursing faculty will either be enrolled in doctoral education at the time of hire or begin doctoral education within two years of hire. One of the two faculty hired will have experience in teaching in the area of adult medical – surgical nursing. The other faculty hired will have experience in maternal – child nursing and/or mental health nursing. An additional two to four adjunct / part-time faculty will be needed by the third year of enrollment of 20 students per cohort.

6. Learning Resources

a. Scope and quality of available learning resources

University Library at Columbus

The learning resources required for implementation of the traditional BSN program at IUPUC already exist. The University Library at Columbus is a full service academic library offering the same services available at Indianapolis, Bloomington and West Lafayette campuses. It is first and foremost a teaching library.

The library's collection contains approximately 50,000 print resources and several thousand electronic resources, including online reference sources, journal indexes and full text journals. The library's

catalogue, Indycat, and many of its electronic resources can be accessed from home via the library web page: <http://www.columbus.iupui.edu/library>. The web page is updated regularly.

The total number of catalogued books at the IUPUC library is 25,550. The total number of learning resource items (such as books, journals, CD-ROMs and magazines) in the library is approximately 50,000. The total number of nursing-related books is 1,001. The total number of nursing-related journals is 50. The total number of nursing-related CD-ROMs is 25.

IUPUC Nursing Learning Lab

The Division of Nursing has learning resources in the IUPUC Nursing Learning Lab. The Nursing Lab is a 1085 square foot area that houses a classroom for 20 students, a separate computer lab with 10 desktop computers, and a three bed skills area with manikins. The lab also houses more than 100 video tapes and CD ROMs that students can utilize covering physical assessment skills, communication skills, and specific body system content topics relevant to nursing care. The information technology department at IUPUC provides support for the computers, printer, and software in the nursing lab. The nursing staff and faculty maintain the skills area.

Clinical Facilities

Clinical facilities are available in Columbus and the surrounding demographic area. Acute care facilities that provide clinical opportunities for IUPUC are Columbus Regional Hospital in Columbus, IN, Schneck Medical Center in Seymour, IN, and St. Francis Hospital in Indianapolis, IN. Other agencies such as local health departments, schools, and long-term care facilities are available for student clinical experiences. Clinical agency agreements are obtained for each clinical site through IU School of Nursing at IUPUI.

b. Need for Additional Resources

All learning resources required to offer the traditional BSN program at IUPUC are in place. The Division of Nursing faculty offices were just renovated during the summer of 2008. The IUPUC Nursing Learning Lab is being renovated now with projected completion date of August, 1, 2009.

7. Other Program Strengths

a. Special and Distinctive Features

The community of Columbus in Bartholomew County is supportive of improving educational degree levels. This is evident in the recent grant received from the Lilly Foundation called Eco 15. The grant focuses on improving educational opportunities in advanced manufacturing, nursing, and tourism for region 9. Providing the traditional BSN program in region 9 would highlight several of the nursing goals of this grant and provide the only 4 year BSN program in region 9.

b. Collaborative Arrangements with other Parties

The clinical partner relationships that have been established with IUPUC Nursing provide supportive environments for student practicum needs. The clinical resources are adequate to meet student learning

needs and sufficient to support the number of nursing students anticipated for the traditional BSN program. Clinical partners at Columbus Regional Hospital in Columbus, IN, Schneck Medical Center in Seymour, IN, and St. Francis Hospital in Indianapolis, IN provide a diversity of practice settings that are available for a range of student learning experiences. These sites have been utilized for the IUPUC LPN to ASN program and RN to BSN program. Several nurses at Columbus Regional Hospital and St. Francis Hospital function as adjunct faculty for the current programs at IUPUC. They not only share their practice expertise in their respective patient care setting, but also interact with students in the classroom and through other special assignments. The three clinical partners mentioned above have provided letters of support for implementation of the traditional BSN program at IUPUC. See Appendix A for letters of support.

C. Program Rationale

1. Institutional Factors

a. Proposed Program’s Compatibility with the Institution’s Mission

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

Comparison of IUPUC and IUSON Mission Statements	
IUPUC Mission Statement	IUSON Mission Statement
The mission of Indiana University-Purdue University Columbus is to provide the educational leadership and the resources for teaching and learning, research and creative activity, and service and civic engagement needed to enrich the intellectual and cultural environment, enhance the economic opportunities, and improve the quality of life of the diverse citizens and communities in south central Indiana.	Lead the “knowledge work” of nurses of today and tomorrow to positively influence the health of communities served by: inspiring learning through excellence in teaching; creating and advancing knowledge through science and research; shaping care through practice innovations and partnerships.

In order to facilitate meeting the school’s mission and purposes, the SON is organizationally structured into three faculty departments: Adult Health Nursing, Family Health Nursing, and Environments for Health. All faculty on the Indianapolis, Bloomington, and Columbus campuses are placed in one of these

three departments based on their area of practice expertise, research interests and ability to contribute to the department's teaching mission.

b. Planning Process

IUPUC serves Workforce Region 9, an educationally underserved area of the state of Indiana. Since the addition of state appropriation funding late in 2007, expanded opportunities for growth at IUPUC have occurred. For example all of IUPUC, including the nursing division, has experienced growth in student numbers in the degree programs. The RN to BSN program has grown over 300% this fall compared to the fall of 2007.

The focus of BSN education at IUPUC is very appropriate for Workforce Region 9 of Central, Southeastern Indiana which includes the following 10 counties: Bartholomew, Dearborn, Decatur, Franklin, Jackson, Jefferson, Jennings, Ohio, Ripley, and Switzerland. Currently, Region 9 does not offer a 4 year traditional BSN program to students. Potential students must either travel to Indianapolis, Muncie, or New Albany to find a traditional BSN program or stair-step their nursing education by obtaining an ASN from a community college and then continuing with a RN to BSN program to finish the BSN.

In keeping with legislative direction to support two-year degrees within the community college system, IUPUC suspended the highly successful LPN to ASN program effective February 2008 and will graduate the last cohort of students in May, 2009. With the suspension of the LPN-ASN program, IUPUC can now redirect existing resources toward producing BSN prepared nurses.

IUPUC proposes to offer admission to the first cohort of traditional BSN students fall of 2009. The timing for the fall of 2009 is ideal as the final IUPUC ASN cohort will graduate in May of 2009. The suspension of the LPN to ASN program affords the opportunity to redirect resources to the traditional BSN program.

c. Impact of Proposed Program on other Instructional, Research, or Service Programs

The campuses of the IUSON core school have more qualified applicants than available placement spots in the baccalaureate nursing program. Allowing the Columbus campus to offer 20 more placement opportunities for qualified applicants would increase the number of BSN graduates produced in south central Indiana.

d. How Proposed Program will More Fully Utilize Existing Resources

Resources from the suspended LPN to ASN program will be redirected toward the proposed BSN program.

2. Student Demand

a. Enrollment Projections

A needs assessment was conducted in 2007 surrounding the feasibility for a traditional BSN program in region 9. Thirty-five high school counselors from twenty-four high schools in south central Indiana

responded to questions regarding student interest in nursing and college accessibility to obtain a nursing degree. From that survey results, the study showed over 271 students (7.7% of the graduating seniors) are interested in pursuing a career in nursing. It is noteworthy that 142 (52% of those interested in a career in nursing would be interested in pursuing a Bachelor of Nursing program at the Columbus campus.

Currently, there are 73 students taking pre-requisite nursing courses on the Columbus campus (IUPUC) in preparation for application to the traditional BSN program at either IU Bloomington or IUPUI. Over the past 2 years there have been approximately 13-15 IUPUC students apply to IUSON each semester with 5-7 being offered admission. Sometimes, if applicants are not offered admission they will seek admission in a Health Administration major or other major at IUPUI. The addition of a traditional BSN program at IUPUC would offer high school graduates the option to obtain a bachelors degree in nursing. The option of a traditional BSN program at IUPUC would add new students, provide a means of retention of students and would ultimately lead to improved graduation rates of students.

b. Enrollment and Completion Data

See Table 1: Enrollment and Completion Data

3. Transferability

General education pre-requisites for the BSN as well as other general education courses are transferable to IUPUC. Appropriate course information and transferability of general education courses within Indiana's Universities is provided at the following web site: <http://transfer.in.net> .

Nursing course transferability is possible within any of the BSN nursing programs existing on IU campuses across the state. One constraint that may affect transferability is space availability, as all Indiana University undergraduate nursing programs are at capacity with student enrollment. If space is available, students may request a transfer to another campus at the end of the academic year.

4. Access to graduate and professional programs

Completion of the BSN prepares the student for pursuit of graduate nursing education if desired. .

5. Demand and Employment Factors.

1. Geographic Region to be Served

IUPUC serves students in a 10-county area which includes: Bartholomew, Brown, Decatur, Jackson, Jefferson Jennings, Johnson, Ripley and Shelby and Switzerland Counties. Clientele to be served by the BSN program at IUPUC will include high school graduates seeking a first college degree and other students who wish to become registered nurses.

A needs assessment was conducted in 2007 surrounding the feasibility for a traditional BSN program in region 9. Thirty-five high school counselors from twenty-four high schools in south central Indiana responded to questions regarding student interest in nursing and college accessibility to obtain a nursing degree. From those survey results, the study showed over 271 students (7.7% of the graduating seniors) are interested in pursuing a career in nursing. It is

noteworthy that 142 (52% of those interested in a career in nursing) would be interested in pursuing a Bachelor of Nursing program at the Columbus campus.

2. Review of Literature

The US nursing shortage has been well documented for nearly ten years. In July, 2001, a national report was issued titled '**Emerging Nurse Shortages Due to Multiple Factors**'. The report identified a number of factors for the US nursing shortage which included: 1) A growing, aging population that is in need of health care and 2) A supply and demand imbalance of RNs. "Employment of RNs will grow faster than the average for all occupations in the US; by 2020, the RN supply will be 20% below requirements" (*The Report of the Indiana Nursing Workforce Development Steering Group, 2002, p. 6*)

The nursing shortage in Indiana was also addressed by The Nursing Workforce Summit in 2001. The summit was attended by multiple healthcare organizations across Indiana including the Indiana State Board of Nursing (ISBN). The top two priorities that emerged from the Summit included: 1) make the nursing shortage a workforce economic development issue for Indiana and 2) make nursing a career of choice for college-bound and second-degree audiences. (*The Report of the Indiana Nursing Workforce Development Steering Group, 2002, p. 4*)

The Summit addressed the outlook for Indiana RN employment in clinical agencies with 53% of the total number of RNs employed by acute care hospitals by 2008. Home health agencies and long term care facilities were projected to have new nurse jobs with a 82.2% and 41.9% increase respectfully by 2008 (*p. 9*).

From The 2001 Nursing Workforce Summit emerged the Indiana Nursing Workforce Development organization and an Indiana educational organization call Nursing 2000. These groups are visible and active in Indiana. They collect nursing employment data and share with government agencies as well as openly support the growth of nursing education for Indiana.

The Indiana Department of Workforce Development (IDWD) collected data listing the 2009 Hoosier Hot 50 Jobs which is based on high wage growth occupations in Indiana and ranked according to occupational measures of growth and opportunity for Hoosier workers now and into the future. RNs are ranked as the sixth 'Hottest Job' in the state of Indiana. However, the IDWD breaks down the data into the specific regions within Indiana which is called Regional Hoosier Top 50 Jobs. Region 9, which is the region that IUPUC serves students, ranks RNS as the number one 'Hottest Job'. Furthermore, the projection for new RN jobs in Region 9 between 2004 and 2014 is 32.4% (*Indiana Workforce Development, Region 9 Publications, 2008-2010 ed*).

The 2007 Indiana Economic Analysis Report concurs with the IDWD data. The report that was published in September, 2008 projects that the RN need between 2006 and 2016 is 26%. Employment of registered nurses is expected to grow 23% from 2006 to 2016, much faster than the average for all occupations (*Occupational Outlook Handbook, 2008-2009 ed, Bureau of Labor Statistics*).

Nursing is one of the most dynamic, challenging, and rewarding career options available to men and women. While there are many different opportunities for nurses that did not exist a decade ago, such as research, administration, business, corporate wellness, community programs, and policy making as well as traditional patient care, the healthcare environment has become complex and demanding that requires at a minimum a baccalaureate degree. As a BSN graduate, students will have the problem-solving skills necessary to practice nursing in a competent and responsible fashion. Graduates will be able to assist individuals, families, and communities with their health goals and help design and develop more efficient, effective approaches to the delivery of health care services. Graduates can function as practitioners in a variety of settings, including: acute and long-term care settings; community settings and home care and other nontraditional settings.

3. Potential Employers

The Southeast Indiana Healthcare Consortium which includes hospitals, long-term care facilities, and community health employers in Workforce Development Region 9 states that there is a continuing and growing demand for nurses with a bachelor's degree in particular to face the complexities of the aging population in need of healthcare services.

The hospitals located in Region 9 where graduates can seek employment are:

Columbus Regional Hospital in Columbus, Indiana
Dearborn County Hospital in Lawrenceburg, Indiana
Decatur County Memorial Hospital in Greensburg, Indiana
King's Daughter's Hospital in Madison, Indiana
Margaret Mary Community Hospital in Batesville, Indiana
Schneck Medical Center in Seymour, Indiana
St. Vincent's Jennings Hospital in North Vernon, Indiana

4. Independent Needs Analysis

An independent needs analysis of supply and demand was not conducted. However, the Indiana Workforce Development Region Nine Occupations Projections for 2006 to 2016 released in September, 2008 indicates a need / demand for registered nurses to be 600. Of the 600 registered nurses projected for the region, at least 50% will need to be bachelors prepared (or BSNs) to meet the clinical agencies requirements for accreditation and Magnet Recognition certification.

In addition to the projections for bachelor's prepared registered nurses, Region Nine needs a four-year college to be available for all students in the region to experience a quality BSN education. At this time, Region Nine does not offer a four-year college experience for students seeking the BSN.

5. Program Experience

Indiana University School of Nursing (IUSON) began awarding the Bachelor of Science in Nursing Degree in 1950 on the Indianapolis campus and received initial National League of Nursing (NLN) accreditation in 1961. NLNAC accreditation has continued without interruption since that time with the program currently accredited through 2016. The BSN program is also

accredited by the Commission on Collegiate Nursing Education, also a professional nursing accrediting body through 2010 with a visit for continuing accreditation scheduled for spring 2010.

IUSON adheres to the rules and regulations of the Indiana State Board of Nursing (ISBN) which stipulate the legal requirements for registered nurse and advanced practice nursing practice. The professional standards reflected in the B.S.N. program are the American Nurses Association's Scope and Standards of Nursing Practice, the Code of Ethics and the American Association of Colleges of Nursing's Essentials of Baccalaureate Education (1998).

The IUPUC Nursing Division is part of the IUSON core school. As an Indiana University designated core school, the nursing programs located on the Indianapolis, Bloomington and Columbus campuses share mission and goals that are congruent with the parent institution (IU) and are derived from the IUPUI mission and goal statements. IU Nursing faculty utilize a variety of teaching/learning strategies, and the SON core school was designated as a NLN Center of Excellence (2006-2009) recognizing the pedagogical expertise of faculty.

6. Expert Opinion

The Southeast Indiana Healthcare Consortium has been working on healthcare service issues such as higher education for some time. Higher education institutions such as IUPUC have been working together with the Community Education Coalition (CEC) in Columbus to develop programs and explore options to address the health industry's needs. The goal is to increase dramatically the number of BSN graduates from 15 (this number reflects BSN graduates from the RN to BSN mobility option program at IUPUC) in 2007 to 40 per year within three years. Yet much more needs to be accomplished to ensure sufficient healthcare professionals are graduating and available for work in Southeast Indiana especially bachelor prepared nurses.

Two hospitals in Region 9, Columbus Regional Hospital and Schneck Medical Center, are designated and credentialed as Magnet Hospitals. The Magnet Recognition Program was developed by the American Nurses Credentialing Center (ANCC) to recognize health care organizations that provide nursing excellence. The program also provides a vehicle for disseminating successful nursing practices and strategies. The Magnet Recognition Program is based on quality indicators and standards of nursing practice as defined in the American Nurses Association's Scope and Standards for Nurse Administrators (2004). The Scope and Standards for Nurse Administrators and other "foundational documents" form the base upon which the Magnet environment is built. A specific piece of the Magnet Recognition Program criteria is educational requirements. To maintain Magnet Recognition, healthcare facilities nurse managers must possess a BSN by January 1, 2011. The Magnet Program also encourages that at least 50% of the designated healthcare facilities registered nurses be bachelor's prepared. Such credentialing requirements for Magnet Recognition create an increased demand for baccalaureate prepared nurses in Region 9. Letters of support from Columbus Regional Hospital, Schneck Medical Center, and the Community Education Coalition of Columbus are included in Appendix A: Letters of Support.

6. Regional, state, and national factors

a. Comparable Programs in the Region or State.

As stated earlier in this proposal, students living in Workforce Region 9 do not have regional access to the 4 year traditional BSN program. Potential students must either travel to Indianapolis, Muncie, or New Albany to find a traditional BSN program or stair-step their nursing education by obtaining an ASN from a community college and then continuing with a RN to BSN program to finish the BSN which adds both cost and length of time to achieving their educational goals.

Other 4-year BSN Programs in Indiana include:

Anderson University in Anderson, Indiana
Ball State University in Muncie, Indiana
Bethel College in Mishawaka, Indiana
Goshen College in Goshen, Indiana
Huntington University in Huntington, Indiana
Indiana State University in Terre Haute, Indiana
Indiana University – Bloomington in Bloomington, Indiana
Indiana University – East in Richmond, Indiana
Indiana University at IUPUI in Indianapolis, Indiana
Indiana University – Kokomo in Kokomo, Indiana
Indiana University – Northwest in Gary, Indiana
Indiana University – South Bend in South Bend, Indiana
Indiana University – Southeast in New Albany, Indiana
Indiana Wesleyan University in Marion, Indiana
Marian College in Indianapolis, Indiana
Purdue University in West Lafayette, Indiana
Purdue University Calumet in Hammond, Indiana
Purdue University North Central in Westville, Indiana
St. Mary’s College in Notre Dame, Indiana
University of Evansville in Evansville, Indiana

University of Indianapolis in Indianapolis, Indiana
University of Southern Indiana in Evansville, Indiana
University of St. Francis in Fort Wayne, Indiana
Valparaiso University in Valparaiso, Indiana

b. External Agencies

The ‘Core’ of IUSON, which includes IUPUI, IU Bloomington, and IUPUC, is accredited by two nursing professional accrediting bodies: the National League for Nursing Accrediting Commission (NLNAC) and the Commission on Collegiate Nursing Education (CCNE). All undergraduate nursing programs at IUSON are recognized by the Indiana State Board of Nursing (ISBN) which stipulates the legal requirements for registered nurses.

D. Program Implementation and Evaluation

Implementation

The BSN program at IUPUC will be marketed through local media and brochures specific to the program at IUPUC. Information regarding the program will be dispersed to the seven hospitals that are located in Workforce Region 9. The IUPUC Nursing web site and IUPUI Nursing web site will be updated to provide information to potential students. It is anticipated that the first cohort of students will be admitted and start the program in fall of 2009. Twenty students will be admitted annually. Increases beyond this number of annual admissions will be dependent on funding for additional faculty and resources.

Nursing faculty and the academic advisor at IUPUC will work collaboratively with IUPUI and IU Bloomington administrators and academic advisors to maintain a consistent admission process within the core school. The curriculum for the program will follow the curriculum already approved by the core school nursing faculty. IUPUC nursing faculty are already fully participating members of the monthly meetings of the IUSON Undergraduate Curriculum Committee.

Evaluation

IU School of Nursing's BSN program has extensive evaluation procedures in place that have been reviewed and approved by the NLNAC and the CCNE. Since the BSN program proposed at IUPUC will be an extension of the program at IUPUI, the same program evaluation procedures that are in place within the core school will be implemented for the IUPUC BSN program. Evaluation procedures include: a) course evaluations, b) faculty classroom teaching and clinical teaching evaluations, c) student evaluations of clinical agencies and preceptors, d) clinical faculty evaluations of clinical agencies and preceptors, e) exit (graduation) surveys, and f) employer surveys. Student retention and graduation rates are compiled and analyzed annually.

Assessment data is compiled that evaluates the BSN program outcomes which include demonstration of competencies consistent with being a critical thinker; a culturally competent person; a knowledgeable coordinator of community resources; a politically aware professional; a beginning practitioner whose actions are consistent with professional legal and ethical standards; an effective communicator; a competent provider of health care; and a person who exemplifies a positive public image. These competencies are consistent with the 2008 American Association of Colleges of Nursing "Essentials of Baccalaureate Education for Professional Nursing Practice and the American Nurses' Association's 1989 "Standards of Nursing Practice" and the ANA 2001 Code of Ethics.

All of these evaluation procedures provide extensive quantitative and qualitative data which permit ongoing evaluation of curriculum, course delivery format, students, faculty, clinical agencies and preceptors, learning resources, graduate satisfaction with program, and employer satisfaction with graduates as employees. IUSON has a systematic evaluation plan that outlines timelines and responsible faculty/committees for each evaluation component. Individual faculty and committees analyze the data and submit reports and recommendations for changes determined by these evaluations.

The Office of Evaluation at IUSON at IUPUI is charged with the responsibility for fostering systematic investigations of the effectiveness of our abilities to meet the mission and goals of the core School of

Nursing as well as the standards and criteria for continuing accreditation by the Indiana State Board of Nursing and the National League for Nursing Accreditation Commission. The nursing program at IUPUC, as part of the core school of nursing, will be included in any data that is collected and analyzed by the Office of Evaluation.

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

E. Tabular Information

Table 1: Enrollment and Completion Data – see pages 16 – 17 for narrative and page 23 for table titled: Program Enrollments and Completion

Tables 2A and 2B: Cost and Revenue Data – see pages 24 and 25 for these tables titled: Table 2A: Total Direct Program Costs and Sources of Program Revenues and Table 2B: Detail on Incremental or Out-of-Pocket Direct Program Costs.

Table 3: New Program Proposal Summary – see page 26 for this table.

Table 1: Program Enrollments and Completions
Annual Totals by Fiscal Year (Use SIS Definitions)

Campus: Indiana University-Purdue University Columbus

Program: Bachelor of Science in Nursing

Date: _____

	<u>Total</u> <u>Year 1 FY 2009-10</u>	<u>Total</u> <u>Year 2 FY 2010-11</u>	<u>Total</u> <u>Year 3 FY 2011-12</u>	<u>Total</u> <u>Year 4 FY 2012-13</u>	<u>Total</u> <u>Year 5 FY 2013-14</u>
A. PROGRAM CREDIT HOURS GENERATED					
1. Existing Courses	600	1220	1900	2520	2520
2. New Courses	0	0	0	0	0
TOTAL	600	1220	1900	2520	2520
B. FULL-TIME EQUIVALENTS (FTEs)					
1. FTEs generated by Full-time students	20	41	63	84	84
2. FTEs generated by Part-time students	0	0	0	0	0
TOTAL	20	41	63	84	84
3. On-Campus Transfer FTEs	10	20	20	20	20
4. New-to-Campus FTEs	10	20	43	64	64
C. PROGRAM MAJORS (HEADCOUNT)					
1. Full-time students	20	40	60	80	80
2. Part-time students	0	0	0	0	0
TOTAL	20	40	60	80	80
3. On-Campus Transfers	10	20	20	20	20
4. New-to-Campus Majors	10	20	40	60	60
5. In-State	20	40	60	80	80
6. Out-of-State	0	0	0	0	0
D. PROGRAM COMPLETIONS	0	0	0	20	20

* If necessary, specify additional years up to the point at which the program is projected to achieve steady state.

Table 2A: Total Direct Program Costs and Sources of Program Revenues

Campus: Indiana University-Purdue University Columbus

Program: Bachelor of Science in Nursing

Date: _____

	<u>Total</u> <u>Year 1 FY2009-10</u>		<u>Total</u> <u>Year 2 FY2010-11</u>		<u>Total</u> <u>Year 3 FY2011-12</u>		<u>Total</u> <u>Year 4 FY2012-13</u>		<u>Total</u> <u>Year 5 FY2013-14</u>	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
A. Total Direct Program Costs										
1. Existing Departmental Faculty Resources	2.1	\$ 179,000	4.2	\$ 357,000	4.2	\$ 357,000	4.2	\$ 357,000	4.2	\$ 357,000
2. Other Existing Resources		\$ 36,000		\$ 71,000		\$ 71,000		\$ 71,000		\$ 71,000
3. Incremental Resources (see Table 2B)		\$ 100,300		\$ 204,000		\$ 431,300		\$ 638,600		\$ 638,600
TOTAL		\$ 315,300		\$ 632,000		\$ 859,300		\$ 1,066,600		\$ 1,066,600
B. Sources of Program Revenues										
1. Reallocation		\$ 215,000		\$ 428,000		\$ 428,000		\$ 428,000		\$ 428,000
2. New-to-Campus Student Fees		\$ 65,300		\$ 132,800		\$ 280,800		\$ 415,800		\$ 415,800
3. Other (Non-State)		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____
4. New State Appropriations										
a. Enrollment Change Funding		\$ 35,000		\$ 71,200		\$ 150,500		\$ 222,800		\$ 222,800
b. Other State Funds		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
TOTAL		\$ 315,300		\$ 632,000		\$ 859,300		\$ 1,066,600		\$ 1,066,600

* If necessary, specify additional years up to the point at which the program is projected to achieve steady state.

Table 2B: Detail on Incremental or Out-of-Pocket Direct Program Costs

Campus: Indiana University-Purdue University Columbus

Program: Bachelor of Science in Nursing

Date: _____

	Total		Total		Total		Total		Total	
	Year 1	FY2009-10	Year 2	FY2010-11	Year 3	FY2011-12	Year 4	FY2012-13	Year 5	FY2-13-14
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
1. PERSONAL SERVICES										
a. Faculty	1.0	\$ 89,000	2.0	\$ 178,000	4.0	\$ 356,000	6.0	\$ 534,000	6.0	\$ 534,000
b. Support Staff	0.0	\$ 0	0.5	\$ 19,500	1.5	\$ 58,500	2.0	\$ 78,000	2.0	\$ 78,000
c. Graduate Teaching Assistants	0.0	\$ 0	0.0	\$ 0	0.0	\$ 0	0.0	\$ 0	0.0	\$ 0
TOTAL		\$ 89,000		\$ 197,500		\$ 414,500		\$ 612,000		\$ 612,000
2. SUPPLIES AND EXPENSES										
a. General Supplies/Expenses		\$ 2,900		\$ 2,900		\$ 10,000		\$ 15,000		\$ 15,000
b. Recruiting		\$ 2,000		\$ 2,000		\$ 2,000		\$ 2,000		\$ 2,000
c. Travel		\$ 1,600		\$ 1,600		\$ 3,200		\$ 4,800		\$ 4,800
d. Library Acquisitions		\$ 1,800		\$ 0		\$ 1,600		\$ 3,300		\$ 3,300
TOTAL		\$ 8,300		\$ 6,500		\$ 16,800		\$ 25,100		\$ 25,100
3. EQUIPMENT										
a. New Equipment Necessary for Program		\$ 3,000								
b. Routine Replacement							\$ 1,500		\$ 1,500	
TOTAL		\$ 3,000		\$ 0		\$ 0	\$ 1,500		\$ 1,500	
4. FACILITIES		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
5. STUDENT ASSISTANCE										
a. Graduate Fee Scholarships		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
b. Fellowships		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
TOTAL		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
SUM OF ALL INCREMENTAL DIRECT COSTS		\$ 100,300		\$ 204,000		\$ 431,300		\$ 638,600		\$ 638,600

* If necessary, please specify additional years up to the point at which the program is projected to achieve steady state.

Table 3: New Program Proposal Summary
Date: _____

I. Prepared by Institution

Institution/Location: Indiana University-Purdue University Columbus
 Program: Bachelor of Science in Nursing
 Proposed CIP Code: 511601
 Base Budget Year: 2008-09

	<u>Year 1</u> <u>FY2009-10</u>	<u>Year 2</u> <u>FY2010-11</u>	<u>Year 3</u> <u>FY2011-12</u>	<u>Year 4</u> <u>FY2012-13</u>	<u>Year 5</u> <u>FY2013-14</u>
Enrollment Projections (Headcount)					
Full-Time	20	40	60	80	80
Part-Time	0	0	0	0	0
Total	20	40	60	80	84
Enrollment Projections (FTE)					
Full-Time	20	41	63	84	84
Part-Time	0	0	0	0	0
Total	20	41	63	84	84
Degree Completion Projections	0	0	0	20	20
New State Funds Requested (Actual)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
New State Funds Requested (Increases)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

II. Prepared by CHE

New State Funds to be Considered for Recommendation (Actual)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
New State Funds to be Considered for Recommendation (Increases)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

CHE Code:
Campus Code:
County Code:
Degree Level:
CIP Code:

Comment: