THE PENNSYLVANIA ARTICULATION MODEL

Developed by the
Nursing Articulation Task Force of the
Pennsylvania Higher Education Schools of Nursing, Inc.
for
The Coalition for Nursing Education

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THE PENNSYLVANIA NURSING ARTICULATION MODEL

Introduction

In response to a social mandate for efficiency in facilitating nursing education in Pennsylvania, the Pennsylvania Coalition for Nursing Education developed a white paper calling for state-wide participation in the development of a nursing articulation model for the Commonwealth. The Pennsylvania Higher Education nursing Schools Association, Inc. (PHENSA) then commissioned a Task Force composed of educators representing baccalaureate, associate, diploma and practical programs to develop a state-wide nursing articulation model.

The Task Force accepted Colorado’s Nursing Articulation Model as a starting point in their deliberations. Modification of Colorado’s Model and all subsequent decisions of the Task Force that produced the Pennsylvania Nursing Articulation Model were made by group consensus. The goal of the Pennsylvania Nursing Articulation Model is to facilitate educational mobility for practical and registered nurses in the Commonwealth. Recognizing prior learning and shared educational experiences, the Pennsylvania model combines that which already exists in Pennsylvania with elements from the Colorado model to form an approach to educational mobility for nurses.

Pennsylvania is unique in the number and variety of nursing education programs available. Each program has its own objectives, admission criteria and progression requirements. The Pennsylvania articulation model provides a framework for nursing programs to maintain their autonomy while facilitating educational progress for students without repetition or testing.
Goldberg, 1990; McHugh, 1991) and LPN AND programs (McCluskey, 1981). Because Pennsylvania has so different nursing schools, it is important to examine each program’s curriculum. All programs, however, are reviewed, approved and/or accredited by state and national agencies whose evaluations are accepted as valid indicators that a common core of nursing knowledge exists.

The following statements support the need for an articulation model in Pennsylvania.

* There is a variety of entry level nursing education programs in Pennsylvania; there are 51 practical, 29 diploma, 26 associate degree and 39 baccalaureate degree nursing programs in Pennsylvania.

* Approximately 30% of the nation’s nurses are educated in Pennsylvania.

* Program admission, progression, and transfer criteria vary with no uniform approach to articulation.

* Content overlap within and between educational programs is costly and time-consuming.

**Assumptions of the Model**

1. Each educational institution has the prerogative of establishing its unique mission, goals, and standards for admission, progression, and graduation.

2. Articulation is the process through which nursing programs cooperate to facilitate educational progress of students without repetition.

3. State approval and NLN accreditation validate curriculum content.
* be a graduate of a Pennsylvania or an out-of-state National League for Nursing accredited program.

* hold a Pennsylvania RN or PN license to practice nursing

* meet program admission requirements.
Validation Testing

Validation of nursing knowledge to receive nursing credits must occur when the individual has

1. graduated from any nursing program more than 10 years prior to applying to the next nursing program

2. graduated from a non accredited nursing program. Students requiring validation of nursing knowledge must complete standardized tests. The selection of specific standardized tests, passing scores, credits awarded, and time limits are determined by the individual school.

Transfer Nursing Credits

The exact number of nursing credits and content for direct transfer is determined by the admitting school

Nursing Practice

Nursing practice is not required for direct articulation if the applicant graduated within three years of applying to the participating school. The nurse graduating 3 and 10 years prior to application must have one thousand (1,000) hours of nursing practice within the last three years

Periodic Review Statement

Following implementation, there will be a review of the articulation plan in one year, then as designated by PHENSA. There will be an ad hoc committee to conduct a periodic review. This committee shall be comprised of representatives from each type of nursing program who are using the model
References


McHugh, M.L. (1991) Direct articulation of AD nursing students into an RN-BSN completion program; A research study. J. Nursing Education. September 30. 293-296