Kansas Board of Nursing
Education Committee Agenda
June 15, 2021

NOTE: The meeting will be held via Zoom. Link to access meeting to follow agenda.

Time: 8:30 a.m. – 12:00 p.m.

Committee Members:
Patsy Zeller, MSN, APRN, NP-C, Chair
Carol Bragdon, PhD, APRN, Vice-Chair
Gita Noble, Public Member
Christina Rudacille, MSN, RNC
Karen Kidder, DNP, RN, CNE
Dee Bohnenblust, EdD, MSN, APRN, RN
Amy Hite, DNP, EdS, APRN, FNP

Staff:
Janelle Martin, MHSA, RN – Nursing Education Compliance Officer
Carol Moreland, MSN, RN – Executive Administrator
Chelsey Stephenson, Education Specialist, CNE

I. Call to Order

II. Review of On-Site Packet

III. Additions/Revisions to the Agenda

IV. Announcements

V. Approval of Minutes – March 23, 2021

VI. Nursing Education Compliance Officer Report

Executive Session for Education Committee members if needed

VII. Site Visit Reports
   A. Colby Community College – ADN program
   B. Salina Area Technical College – ADN program
   C. WSU Tech – PN program
   D. Pratt Community College – ADN program

VIII. New Business
   A. Major Curriculum Change Request
      a. Salina Area Tech College – PN program

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b. Johnson County Community College – PN program
c. Cloud County Community College – ADN program
d. Hesston College – BSN program
e. University of Kansas SON – Graduate program
f. Neosho County Community College – 1st level (PN) program

IX. Unfinished Business
   A. Site Visit Taskforce – Follow-Up Report / Algorithms
   B. Fall 2021 Site visits – virtual or in-person
   C. 2021/22 Nursing & MHT Program Site Visit Schedules

X. Petitions
   A. Petition for Permission to Test/Retest Summary 2/19/2021 – 5/14/2021

XI. Agenda for September 2021

XII. Adjourn

Please note: Additional items which have come to the attention of the Board or Committee will be handled as time permits. Agenda is subject to change based upon items to come before the Board. Handouts or copies of materials brought to the Board or Committee for discussion by Committee Members or visitors must be submitted to staff 30 calendar days prior to start of the meeting. Any items received after the 30th calendar day may be addressed at the meeting at the discretion of the President of the Board or Chairperson of the Committee.

Please click the link below to join the webinar:
https://us02web.zoom.us/j/83262687747?pwd=cHVlL1hGNTQyREl0UHlJRE92QnpnQT09
Passcode: KsbnEDComm
Or One tap mobile :
   US: +12532158782,,83262687747#,,,,*0705417283# or +13462487799,,83262687747#,,,,*0705417283#
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   Dial(for higher quality, dial a number based on your current location):
      US: +1 253 215 8782 or +1 346 248 7799 or +1 669 900 6833 or +1 301 715 8592 or +1 312 626 6799 or +1 646 876 9923
Webinar ID: 832 6268 7747
Passcode: 0705417283
   International numbers available: https://us02web.zoom.us/u/kejhXfkJ9T

Or watch via YouTube at: https://www.youtube.com/user/ksnursing

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Education Report

June 2021

Janelle B. Martin, MHSA, RN

Nursing Program Updates:

- **Rasmussen University** will be transitioning to new ownership in August 2021 with American Public Education, Inc. (APEI). The transaction will not significantly impact the educational processes, name, mission, brand, leadership team, and day-to-day operations. There will be no changes to the nursing leadership, programs and curriculum, faculty, staff, or the operation of campuses as a result of this change in ownership.

- **Colby Community College** announced a transition in nursing program administrators. Michaelle Bliss, MSN/Ed, RN has been named the new Director of Nursing for the Colby nursing programs. Ms. Bliss has been with Colby CC since 2015 and has served with both the PN and ADN faculty.

- **Manhattan Area Technical College** has a new Interim Nursing Program Administrator. Kimberly Davis, MSN/Ed, RN will resign teaching duties effective 5/20/2021 to take over the administration of the PN and ADN programs. Kim replaces Deirdre Greeley who has served as Interim Director since November 2020.

- **Kansas Nurse Educator Conference & Clinical Teaching Institute – July 28, 29 & 30, 2021**
  This conference is designed to promote the professional development of the nurse educator.
  - The **Clinical Teaching Institute** (July 28)) will focus on the nurse educator's role in program evaluation, student engagement and accountability in the classroom, measuring clinical thinking and clinical judgement in the clinical setting and first aid for faculty and students.
  - **July 29** - QSEN focused with the latest resources and ideas for application in nursing education.
  - **July 30** - focus on program evaluation. Throughout the conference educators will work with colleagues discussing latest evidence-based practices in nursing education.
  - www.eeds.com/live/289295 for more information or call KU AHEC Statewide Office at 620/235-4040.

Site Visits: Board decided at March 2021 meeting to hold on a decision for Fall visits until the June 2021 meeting. One virtual site visit done after the March meeting. Virtual resource room (VRR) set up with access to site visitors done in advance of site visit dates. File reviews were managed by Zoom or with VRR.

- Pratt Community College, ADN program reapproval visit – 3/31-4/1/2021

Education Activities / Projects

- **LMHT Exam** – gave one retake of the MHT exam on April 2 for two graduates (1 LSH, 1 OSH) – both passed the exam on this retake.
- Assisted in ensuring applicants meet educational requirements for licensure:
  - Reviewed 8 transcripts from out of state schools / military programs
  - Reviewed 15 CGFNS reports for internationally educated nurses
    - India – 3
    - Philippines – 2
    - Kenya – 2
    - Jamaica – 2
    - Nigeria – 2
    - 1 each from Guyana, Ghana, West Africa and United Kingdom
  - 1 TOEFL was required

- *FQRs* – Faculty Qualification Reports moved to an all-electronic process via the website on June 30, 2020. Though incomplete submissions have been the main issue to present, there were no incomplete FQRs submitted this quarter. FQR activity this quarter:
  - 18 FQRs submitted this quarter (9 from BSN programs, 6 ADN, 3 PN)
    - 8 were Initial requests
    - 10 were updates to previous FQRs
    - 4 for Full-time positions, 14 Adjuncts
  - 5 submitted with Degree plans (3 for BSN programs, 2 ADN)
  - 9 submitted with Hire Exceptions (3 for BSN programs, 5 ADN, 1 PN)
  - 2 updated FQRs submitted for completion of Degree plans

- *Minor Curriculum changes* – 3 reviewed and approved requests

- **Responded** to 12 potential petitioners regarding KS requirements for NCLEX exam and licensing. Four of the twelve were past their "five-years from graduation" mark. Two (2) petitioners completed the conditions of their petition and were made eligible to test. Currently have 31 active petitioners.

- Responded to 12 requests from higher education entities or potential students regarding Kansas approval for / educational requirements for prelicensure undergraduate and advanced practice nursing programs. A requirement from the Department of Education has all schools with distance learning programs or hybrid programs researching requirements for all states from which they could accept students.

- The new Kansas Education Annual Report survey template was launched April 22 for all KS nursing programs. There are three sections to the survey: 1) the Core data survey questions that NCSBN is collecting which will be used for aggregate reporting; 2) the KS required data for

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undergraduate programs, and 3) Graduate survey section. The Core data is only for the undergraduate pre-licensure program and will only be reported on for undergraduate programs. KSBN will be responsible for the aggregate annual reporting for all non-Core required data.

- Other Information:

    o NCSBN – a new report is available from the Tri-Council that was formed to look at the impact of COVID-19 on nursing education, practice and regulation: *Transforming Together: Implications and Opportunities from the COVID-19 Pandemic for Nursing Education, Practice, and Regulation*

Documentation for Re-Approval of RN Nursing Programs in Kansas
60-2-102 through 60-2-107

Program: _____Colby Community College – ADN program_____ **Date(s):** ___Feb. 15-18, 2021___

Last KSBN Visit: ___Oct. 27-28, 20202 (focus visit)_____**Accrediting Agency & Date of Last Visit:** __in conjunction w/ ACEN__

Visitors: ___Patricia Zeller, MSN, APRN, NP - KSBN Board member; Carol Moreland, MSN, APRN, CNS - KSBN Executive Administrator; Janelle Martin, MHSA, RN – KSBN Education Compliance Officer___

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	X		ACEN Self Study, pg. 5 1255 S. Range, Colby, KS
	Names of primary administrative officials	Self-Study	X		ACEN SS, pg. 5 Seth Carter, EdD – President Nikol Nolan, MLS – VP Student Affrs Tiffany Evans, PhD – VPAA Justin Villmer, MSA – VP Business
	Organizational chart for the institution	Self-Study	X		ACEN SS, Exhibit 1.2 org chart
	Current contact information	Self-Study	X		ACEN SS, pg. 5
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	VRR	X		Reviewed
	Copy of school's current catalog	Self-Study VRR		X	Academic Catalog (AC) on website: https://www.colbycc.edu/academics/academic-catalog/ **AC 20-21 pg. 76 states "The Practical Nursing Program is accredited by the Kansas State Board of Nursing (KSBN). The Associate

			Met	Not Met	
					Degree Nursing Program is accredited by the Kansas State Board of Nursing (KSBN) and the Accreditation Commission for Education in Nursing (ACEN)." KSBN approval is required to conduct nrsg programs in KS. Accreditation is a voluntary process. Catalog should say approval for KSBN and also needs to say ADN "conditionally approved by KSBN"
Description of nursing program		Self-Study	X		ACEN SS, Exhibit 1.2
	Organizational chart for nursing program				
	Number of faculty	Self-Study	X		2 FT, 2 PT/Adjunct – 2 other clinical Adjuncts have been hired since SS written
	Number of non-teaching staff	Self-Study	X		1 FT Adm Asst. for all Health Sciences dept. – reports to nursing director; AA is also the student health center nurse! ACEN SS pg. 19, 27
	Number of students admitted per year	Self-Study	X		Approved for 50 FT Admitted 25 in Fall 2020 – only 20 started (18 LPN to RN and 2 MICT to RN)

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Nursing Program Administrator, Faculty & Preceptors 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	X		ACEN SS, pg. 5, 18 Rikki Wait, MSN, RN
	Qualifications	Self-Study	X		ACEN SS, pg. 5, 18 MSN- Education; teaching experience
	Responsibilities	Self-Study	X		ACEN SS, Exhibit 1.9 Nursing Program Director Job description
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		Master contract & faculty notebook
	Faculty job description	Self-Study	X		SS, pg. 21 Exhibit 2.1 (FT) and 2.2 (PT)
	Faculty selection process	Self-Study	X		SS, pg. 20: Exhibit 1.10 - CCC Master Agreement, CCC Faculty P&P Manual, Dept. of Nursing Faculty Notebook w/ rules & regs for nursing faculty
	Faculty orientation plan	Self-Study	X		SS pg. 24; Exhibit 2.8 – faculty oriented by Director on hire – assigned a non-nursing mentor as well as a nursing faculty mentor (started 2019)
	Faculty handbook	VRR	X		reviewed

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	General faculty meeting minutes for last 3 years	VRR	X		Reviewed
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		SS pg. 60-64, Appendix B Faculty table
	FT or PT(use FTE)	Self-Study	X		SS pg. 60-64, Appendix B Faculty table
	Academic Credentials	Self-Study	X		SS pg. 60-64, Appendix B Faculty table
	Institution granting degree	Self-Study		X	
	Area of clinical expertise	Self-Study	X		SS Appendix B, pg. 66-71 – not on table but in separate listing
	Area(s) of assignment	Self-Study	X		SS pg. 60-64, Appendix B Faculty table
	Licensure	Self-Study	X		SS pg. 60-64, Appendix B Faculty table
	Indicate degree plan and progress towards degree if applicable	Self-Study	n/a		
	List all faculty hire exceptions including course hired to teach	Self-Study		X	SS pg. 21 ***statement not accurate regarding requirements for ADN faculty – states "The requirements are that ADN faculty must hold at least a bachelor of science in nursing (BSN) with either a hire exception or a degree plan (Exhibit 2.2 Kansas Nurse Practice Act, pp. 19-20). The regulations say that [RN] faculty assigned responsibility of a course SHALL hold a graduate degree…if hired after 7/1/2001 must have graduate degree in nursing." "faculty responsible for clinical instruction shall possess a graduate degree or provide the board a faculty degree plan". There is provision for a one year faculty hire exception IF there are no qualified faculty (per this criteria) available. Hire exception for A. Lambert not listed – SS noted that she meets requirements for ADN faculty, but she does not – did find on review that she has BSN w/ a hire exception which meets regulation for current year.
	Faculty file review	Per Zoom	X		2 FT, 4 PT/Adjuncts reviewed – required info in files. R. Wait pulled need information from the files and held up to the camera for verification.
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	X		ACEN SS pg. 20 – criteria states that they are "chosen" based on experience (2 yrs) at learning site. CMCI states that "all RNs are oriented as preceptors because the students "arrange" to come when it works

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					for them and we never know who will be available".
	Preceptor job description	Self-Study		X	Is "assessment" appropriate in lieu of feedback; evaluation was taken off of new form, but evaluation is still written in some of the documentation. Student assessment form states that preceptor will review with student, but nowhere does it mention to review w/ faculty. Faculty does evaluation and needs to have interaction with the preceptor for complete eval.
	Identified roles of preceptors, faculty, and students	Self-Study VRR		X	Nursing Student Handbook (NSHB) pg. 34 states student role in preceptor experience but does not have anything regarding communication expectations, not clear what courses have precepted experiences, not clear how student provides feedback to preceptor or the experience back to faculty VRR – preceptor documents: 1) Preceptor Role – defined for all 3 but uses the word "evaluation" in preceptor roles – not clearly defined for faculty, 2) Preceptor Training Info doc – has defined list of activities for preceptor and student but faculty not mentioned at all.
	Preceptor orientation materials	Self-Study VRR	X		ACEN SS pg. 20 – states they receive orientation materials. Preceptor checklist, contract, selection and use policy, list of procedures for student and student assessment form in VRR
	Preceptor signatures showing date orientation completed	Self-Study/VRR	X		Current list w/ orientation acknowledgement signed – not sure if this was al preceptors? DON at CMCI stated that all RNs at facility are preceptors?
	Name of preceptor and course with Prefix& number (NURS 1011)	Self-Study		X	Contract does not have course info
	Preceptor State of license &License number	Self-Study	X		On each preceptor contract
	Methods of contact between faculty & preceptor	Self-Study		X	Only thing I saw was that the student assessment form was sent to the faculty member and that faculty/preceptor "could" have informal communication by email or text NSHB pg. 34
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
Students 60-2-102 & 60-2-107					

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Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study	X		ACEN SS pg. 25-28 referenced policies in general Academic catalog (AC) pg. 12-15 (general); pg. 76-77 nursing Admission policy (VRR) – revised 2019 and 2020 Nursing admission packet
	Degree plan for each degree being granted	Self-Study	X		AC pg. 76-77 NSHB pg. 19-20 (LPN to ADN, 69 credit hrs and MICT/RRT to ADN, 62 credit hrs)
	Oral and written English proficiency	Self-Study	X		AC pg. 12 Website: https://www.colbycc.edu/Assets/Documents/Academics/Calendars-Schedules/2020-21/academic-calendar21.pdf
	Readmission	Self-Study	X		NSHB pg. 33 ('20-'21) – also in Admission policy
	Progression	Self-Study	X		NSHB pg. 32
	Counseling &guidance	Self-Study	X		ACEN SS pg. 28 AC pg. 57 Counselor manages Early Alert system; can refer to crisis services if needed
	Student role versus employee role	Self-Study	X		2019-20 NSHB pg. 46
	Representation on faculty governance	Self-Study	X		ACEN SS pg. 17 19-20 NSHB pg. 56 – states that students will be appointed by faculty to attend faculty meetings
	Graduation	Self-Study	X		ACEN SS pg. 17 AC pg. 30 19-20 NSHB pg. 49
	Refund policies governing all fees and tuition paid by students	Self-Study	X		AC pg. 19-20
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		AC pg. 7 NSHB pg. 45
	Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	VRR Website	X		1) NSHB pg. 8 – available on website anytime starting 20-21 AY 2) On nursing program application
	Student Handbook	self-study VRR Website	X		ACEN SS pg.25 Exhibit 3.1 (CCC Student Handbook) VRR – NSHB 2019-20 – asked for 20-21 and it was put in VRR also Nursing Handbook 2020-21 | Colby CC
Student support services	Description of student safety measures	Self-Study	X		AC pg. 59 – Campus Security info
	Description of student health services (available on-site or students have knowledge of	Self-Study	X		ACEN SS pg. 27 AC pg. 56 – Student Health Services – also have telehealth services

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	available health services)				
Student records	Review student files	Zoom	X		Review completed
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	VRR	X		Concept maps-burns, med cards, active listening cards, APA paper on preceptor experiences in L&D Viewed CET's in ClinPrep w. faculty

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum **60-2-102, 60-2-104, & 60-2-105**					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	X		AC pg. 76-77; NSHB pg. 20
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X		ACEN SS pg. 72-89 (Appendix C) – abbrev syllabi for all ADN nursing courses SS Pg. 37-40 Clinical facilities list for all clinical courses
	Credit hours for each non-nursing course	Self-Study	X		AC pg. 76-77; NSHB pg. 20
	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	Self-study VRR	X		ACEN SS pg. 72-89 (Appendix C) – credit hours – clock hours were figured based on listing in syllabi NS210 MH–3 credit hours / 80 clock (32D, 48C) **Fall 2020 all Mental Health clinical hours were simulation (lab and virtual) Total = 16 credit hours / 448 clock hrs -160 clock hrs didactic -288 clock hrs clinical -28 credit hrs prior experience (PN program)= 44 nursing credit hours for ADN program
	Identify clinical hours for combined nursing didactic and clinical courses	VRR	X		ACEN SS pg. 72-89 (Appendix C) – abbrev. syllabi NS200 ACIII – 4 cr hrs -2 D/ 2 C NS210 MH – 3 cr hrs – 2 D / 1C NS220 MC – 3 cr hrs – 2 D / 1 C NS235 ACIV – 4 cr hrs – 2 D / 2 C
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and	Self-Study	X		ACEN SS pg. 72-89 (appendix C) – abbrev. syllabi Education 17

	Supporting Information	Location	Met	Not Met	Comments
	objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)				NS210 MH – 48 clinical contact hrs – 5 obs hrs = 10% **all clinical hrs for Fall 2020 were simulation hrs (ACEN SS pg. 36) NS220 MC – 48 clinical contact hrs – 5 obs hrs = 10% NS235 ACIV – 96 clin contact hrs – 7 obs hrs = 7%
	List all preceptor hours for each relevant course. (cannot exceed 20% excluding capstone of total clinical hours/nursing program – does not apply to capstone course)	Self-Study	X		ACEN SS pg. 72-89 Appendix C – calculated from syllabi NS200 ACIII – 96 clock hrs – 12 prec. hrs NS220 MC – 48 clock hrs – 7 prec. hrs NS235 ACIV – 96 clock hrs / 12 prec. Hrs Total = 31 preceptor hours / 288 clinical contact hrs = 11%
	Testing process with test analysis and the written test procedure	Self-Study	X		ACEN SS pg. 41 – use Respondus lockdown browser on all nursing tests for proctoring NSHB – pg. 24-26: Exam Review policy, policy for Documenting an Exam, ATI Exam policy
	Number of students per class	Self-Study	X		ACEN SS pg. 22-23 Clinical ratio 1:10 or less
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	X		prereqs
	Art and science of nursing	Self-Study	X		
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study	X		NS200, NS210, NS215, NS220, NS235, NS245
	Health promotion and maintenance, including growth and development through the life span and prevention	Self-Study	X		NS200, NS210, NS220, NS235

	and early detection of disease				
For Registered Nurse (professional) Program:	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		NS200, NS210, NS220, NS235
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		NS200, NS220, NS235
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	X		ACEN SS Appendix D – SEP – includes alignment outcomes NSHB pg. 12 list ADN outcomes
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	X		ACEN SS pg.13-14 New ATI Exam policy Revised Readmission Policy Revised Student Success policy based on 2019-20 outcomes
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	VRR	X		Virtual tour in RR – pictures of classrooms, labs, sim equipment, conference room
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	VRR	X		Virtual tour – pictures of faculty offices (private for FT) and have conf room for use with students as well
	Secure space for student records	VRR Self-study	X		ACEN SS pg. 28 Virtual tour – saw locked cabinets inside locked room
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	Self-Study & VRR	X		ACEN SS pg. 28 AC pg 59-60 IT resources LMS – Canvas – have had 4-5 years Evolve is main textbook resource - have Evolve liaison for help ATI Complete pkg – have ATI liaison for help w/ faculty and students; provides faculty CNE ClinPrep -online clinical tool for documentation – clinical evals also done here ShadowHealth – 2020 for virtual simulation during COVID
	Satellite program facilities		n/a		Norton campus is still available but is not currently used
	Other points of interest	Virtual Tour interviews	X		Acquired an Apollo high-fidelity mannequin for simulation
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & VRR	X		VRR – library video about resources and tutoring Online resources available to students 24/7

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Clinical Resources 60-2-105					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	VRR Self-study	X		ACEN SS pg. 37-40, Exhibit 4.1 Facilities list by nursing course
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	Self-Study & On-site	X		
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Self-Study & On-Site	X		
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	Zoom	X		No clinical tours due to COVID but did meet w/ clinical site representatives
Administrative Policies & Procedures **60-2-102, 60-2-103, &60-2-104**					
Program NCLEX pass rates	NCLEX RN or PN Pass rates for the last 5 years (first time candidates)	Self-Study		X	ACEN SS pg. 94 2020 (not in SS but now confirmed) – 77.78% 2019 – 83.33% 2018 – 72.73% 2017 – 62.16% 2016 – 72.97% 2015 – 66.67%
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		Reviewed
	Budget procedures		X		ACEN SS pg. 19-20 Interviews w/ CEO, CFO, DON
Advisory Committee	Review Advisory Committee minutes	VRR	X		AC meets biannually – they help evaluate and recommend students for admission
	Administration	Zoom	X		See list below

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Meet with the following members of the educational institution to determine adequate support for nursing program	General education and required support course faculty	Zoom	X		Included with Support Services group
	Support services	Zoom	X		See list
	Students	Zoom	X		Met w/ 20 ADN students

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	Zoom	X		Part of Zoom call w/ 3 clinical site reps
	Staff RN's	Zoom	X		One of clinical adjuncts is also a staff nurse at CMCI – did speak w/her
	Preceptors	Zoom		n/a	Not doing preceptor experience at this time
	Individuals conducting observational experiences	Zoom		n/a	
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ On-site	X		ACEN SS, Appendix D pg. 90 - 101 – includes only student learning outcomes for ACEN Standard VI. Only saw data for student outcomes – what about the rest of the program areas – did ask and entire PEP put in VRR
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		A little vague on how each EOPSLO is being analyzed and then all data brought back together to determine if changes need to be made.

Interviews conducted on-site:

Administration:
- Seth Carter, EdD, President
- Tiffany Evan, PhD, Vice President of Academic Affairs
- Justin Villmer, MSA, Vice President of Business Affairs
- Nikol Nolan, MLS, Vice President of Student Affairs
- Rikki Wait, MSN, RN, Director of Associate Degree Nursing Program

Support Staff:
- Jenny Hurtt, MBA – Director of Admissions & Outreach
- Linda Nelson, BA, MLS – Director of Advising
- Lisa Stithem, MLS – Director of Student Support Services
- Chrissy Summers, APRN, CNM – Student Health Nurse
- Kathy Ramsey, BS, MAEd – Director of Financial Aid
- Debra Bear, AAS – Campus Bookstore Manager
- Brooke Jones, LPC – Counselor / Psychology Instruc

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- Tara Schroer, MLS – Library Director and General Education faculty
- Megan Kistler, AA – Reference Librarian /Test Coordinator

Nursing Faculty:
- Marilyn Sidebottom, MSN, RN, Associate Degree Nursing Program Instructor
- Michaelle Bliss, MSN, RN,, Associate Degree Nursing Program Instructor, ATI Champion

General Education Faculty:
- Brooke Jones, AA, BS, MA, Counselor/General Psychology Instructor, Psychology Department

Classroom Observation:
- Michaelle Bliss, MSN, RN – FT instructor - NS235 Nursing Care of Adults IV
  - Topic: Pre-Op Care – 20 min lecture recorded on Zoom – lecture w/ generic book PP's
- Marilyn Sidebottom MSN, RN – FT Instructor - NS220 Maternal -Child Nursing
  - Topic: Reproductive System Issues – 10 min recorded lecture w/ generic PPs
- Tara Powell, APRN, NP - NS220 Maternal-Child Nursing –
  - Topic: Reproductive System Issues – Infertility – 15 min recording of class – presented a case study and then asked multiple questions about details of the case (no PP's) – students engaged and answering questions – students also shared own stories and instructor used them for learning purposes

ADN Nursing Students: 20 students
- 18 Second semester LPN to ADN
- 2 Second semester MICT/RRT to ADN

Clinical Site Representatives - CMCI: (no tours due to COVID-19)
- Jenny Niblock, APRN-C, MSN – CNO, Citizen's Health (CMCI)
- Monique Cheatum, BSN, RN – Quality Control, IC, Education, CMCI

Public Meeting/Advisory Council members: 2 Advisory Council members attended

Strengths identified:

1. Administration support for the nursing program and President Carter's knowledge of grant writing
2. Ability of the administration and leadership to focus on the priorities and make tough decisions to meet the priorities (stop the satellite and part-time programs and admit less students to be able to focus on one thing at a time)
3. Support from the college for professional development for faculty
4. Many revisions and improvements have been made in the program

5. Systematic evaluation plan has improved
6. Subject matter experts from Citizens Medical Center to assist with didactic content for students (guest lecturers)

Opportunities for Improvement:

1. Communication:
   a. Citizens Medical Center: they are the biggest employer of the graduates; however, staff are unaware at times when students come for clinical what the objectives and expectations are for the student. The staff have to ask the student for the information instead of having the information before the student arrives. There needs to be better partnership and collaboration between the nursing program and the biggest clinical site for your nursing program.
   b. Students: better communication with students so they are aware of the expectations of the program and how they are doing in the program
2. Simulation center: you have purchased a lot of equipment and mannequins for the simulation lab; however, it is used very little for simulation. Last semester it was only used for skills check off.
3. Graduates: employers report graduates are not as strong in application and critical thinking. Graduates of this program are not as prepared as another ADN program.
4. Preceptors evaluate students utilizing the Preceptor Assessment Form. The Preceptor Role document still states that the preceptor will evaluate the student. The Nurse Practice Act states in KAR 60-2-105 that the faculty of each nursing education program shall be responsible for student learning and evaluation in the clinical area. Role for Faculty in preceptor experiences not well defined and not connected to preceptor except by one end of experience form. Orientation checklists were missing for some of the preceptors.
5. Nursing program doesn't ask the clinical site or employer for feedback/evaluation of the program. I was told there was a Clinical Facility/Employer Feedback Form, however I did not see it.
6. It is reported most of the lectures are from Elsevier PowerPoints and may not be as effective as if the faculty member created their own PowerPoints or used other methods to teach.
7. Students report they feel they teach themselves in the program, instead of learning from the faculty most of the time.
8. Review job descriptions and faculty onboarding process to make sure KSBN required documents are completed and that faculty who don't meet required qualifications have hire exceptions approved in a timely manner.
9. Systematic Evaluation Plan – opportunity to include how each End-of-Program Student Learning Outcome is being achieved. Make sure students have opportunity to evaluate preceptors, clinical sites, curriculum (all aspects of the program).
10. NCLEX pass rates:
    a. 2015: 66,67%
    b. 2016: 72.97%
    c. 2017: 62.16%
    d. 2018: 72.73%
    e. 2019: 83,33%
    f. 2020: 77.78% (NCLEX report for 2020 came out   : self-study report received)   Education 23

Recommendations:
1. Review and revise NCLEX Improvement plan as needed to maintain NCLEX first time pass rates for at least 3 years above the regulatory standard (currently 75%). Submit updates for plan every 6 months until recommendation met. Next report due 9/30/2021.
2. Revise preceptor documents to remove "evaluation" from the preceptor role and responsibilities. Strengthen Faculty Role description in Preceptor documentation. Submit to KSBN Education Compliance Officer by 9/30/2021.
3. Process to ensure all hire exceptions are current and done on an annual basis for faculty that do not meet requirements. Submit to ECO by 9/30/2021.
4. Recommend ADN program remain on conditional approval until NCLEX first time pass rate is above regulatory standard for at least three consecutive years. Will re-evaluate approval status March 2022 when NCLEX rates for 2021 are approved by KSBN.
5. Next site visit at time of national accreditation if no further issues arise.

Documentation for Re-Approval of RN Nursing
Programs in Kansas
60-2-102 through 60-2-107

Program: _____ Salina Area Technical College – ADN Program _____ **Date(s):** _____ February 24-25, 2021 _____

Last KSBN Visit: _ July 24, 2018 (initial visit) ___ **Accrediting Agency& Date of Last Visit:** _ Bd approved only _

Visitors: _____ Christina Rudacille, MSN, RN- KSBN Education Committee member; Janelle Martin, MHSA, RN – KSBN Nursing Education Compliance Officer _____

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	X		SS pg. 3 Salina Area Technical College 2562 Centennial Road Salina, KS 67401
	Names of primary administrative officials	Self-Study	X		President: Gregory Nichols VP Instruction: Stanton Gartin VP Business: Jamie Palenske VP Student Services: Jennifer Callis
	Organizational chart for the institution	Self-Study	X		SS, Appendix A, pg. 14
	Current contact information	Self-Study	X		SS pg. 3 785-309-3100 (main number) Toll Free: 1-800-466-7989 Lori Faerber Director of Nursing & AH Email: lori.faerber@salinatech.edu 785-309-3109
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	mailed	X		Reviewed
	Copy of school's current catalog	Self-Study Website	X		SS, Appendix B, pg. 15 (link)
Description of nursing program	Organizational chart for nursing program	Self-Study	X		SS, Appendix C, pg. 16
	Number of faculty	Self-Study	X		SS pg. 4 2 FT, 1 PT sim lab Coordinator 25

	Number of non-teaching staff	Self-Study	X		SS pg. 4 1 FT Admin Asst., 1 FT Enrollment Specialist
	Number of students admitted per year	Self-Study	X		Approved for 32 /year 8/2019 – admitted 16 8/2020 – admitted 20 (due to COVID19 imposed clinical restrictions)

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Nursing Program Administrator, Faculty & Preceptors 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	X		SS pg. 4 Lori Faerber, MSN, RN
	Qualifications	Self-Study	X		SS pg. 17, Appendix D – CV
	Responsibilities	Self-Study	X		SS pg. 18, Appendix E – Program Director job description
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		SS pg. 19, Appendix F – Faculty Handbook (FHB) pg. 21
	Faculty job description	Self-Study	X		SS pg. 20, Appendix G
	Faculty selection process	Self-Study	X		SS pg. 4
	Faculty orientation plan	Self-Study	X		SS pg. 4 FHB pg. 67; checklist, signature and date; has general SATC info and then nursing specific section
	Faculty handbook	VRR Self-study	X		SS, Appendix H pg. 22
	General faculty meeting minutes for last 3 years	VRR	X		Appears student reps not attending. Somewhat vague on outcomes data discussion
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		
	FT or PT (use FTE)	Self-Study	X		
	Academic Credentials	Self-Study	X		
	Institution granting degree	Self-Study	X		
	Area of clinical expertise	Self-Study	X		
	Area(s) of assignment	Self-Study	X		
	Licensure	Self-Study	X		
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		1 FT faculty on DP – proposed grad date is May 2021
	List all faculty hire exceptions including course hired to teach	Self-Study	n/a		

			Met	Not Met	
	Faculty file review	Zoom	X		
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	X		SS pg. 6; NFHB, Appendix V – Preceptors, pg. 33
	Preceptor job description	Self-Study		X	
	Identified roles of preceptors, faculty, and students	Self-Study		X	
	Preceptor orientation materials	Self-Study		X	Policy – needs to refer to student feedback form (not evaluation)
	Preceptor signatures showing date orientation completed	Self-Study/ VRR	X		
	Name of preceptor and coursewith Prefix& number (NURS 1011)	Self-Study	X		
	Preceptor State of license &License number	Self-Study	X		
	Methods of contact between faculty & preceptor	Self-Study	X		Contact numbers given to preceptor for faculty and DON Preceptor gives feedback on student and has form to complete

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study	X		SS pg. 7, Appendix I Nursing Student Handbook (NSHB) pg. 14
	Degree plan for each degree being granted	Self-Study	X		SS pg. 7; NSHB pg. 7
	Oral and written English proficiency	Self-Study	X		SS pg. 7 NSHB pg. 29-30
	Readmission	Self-Study	X		SS pg. 7 NSHB pg. 15
	Progression	Self-Study	X		SS pg. 7 NSHB pg. 16
	Counseling &guidance	Self-Study	X		SS pg. 7 NSHB pg. 28-29
	Student role versus employee role	Self-Study	X		SS pg. 7 NSHB pg. 30
	Representation on faculty governance	Self-Study	X		SS pg. 7 NSHB pg. 31
	Graduation	Self-Study	X		SS pg. 7 NSHB pg. 28
	Refund policiesgoverning all fees and tuition paid bystudents	Self-Study	X		SS pg. 7; Academic Catalog (AC) pg. 25 Student Services policy – App J

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	Ethical practices including recruitment, admission, andadvertising	Self-Study	X		SATC Ethics policy – App K AC - Pg 24
	Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study	X		SS pg. 7 NSHB pg. 30 (available on website for anyone looking at the program) On website with nursing program application
	Student Handbook	VRR Self-study	X		SS Appendix L – Nrsg Student Handbook (SATC student HB online)
Student support services	Description of student safety measures	Self-Study	X		SS pg. 7 AC pg. 15-17
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		No onsite HC services List of providers is available to students NSHB pg. 24
Student records	Review student files	Zoom VRR	X		Files not always consistent with what information is contained on each student (DON did say that it may depend on whether the student came from the PN program or was new to the school
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	VRR	X		Journals for observation experience Papers written in NS210 MH Drug cards for NS220 Leadership intern experience paper

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum **60-2-102, 60-2-104, & 60-2-105**					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	X		SS pg. 8 17 credit hours: College Algebra – 3 cr hr Microbiology w/ lab – 5 cr hrs General Psych – 3 cr hrs English Comp – 3 cr hrs Interpersonal Communication-3 cr (+8 cr hrs from PN level: A&P, Human G&D)
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X		SS pg. 8 - list of courses VRR – course syllabi
	Credit hours for each non-nursing course	Self-Study	X		SS pg. 8 – see above – total 25 credit hours non-nursing pre-reqs

	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	Self-Study	X		LPN to RN Transition – 1 cr / 15 clock Health Assessment /Adv Nursing Skills – 3 cr hrs Complex Care Needs of the MH and MatChild Populations – 8 cr hrs Complex Care Needs of the Adult – 10 cr hrs Nursing Ldrshp&Mngmnt – 2 cr hrs Total - 24 cr hrs + 17 cr hrs granted from PN level for degree = **41 nrsg credit hours**
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		On syllabi: also NSHB pg.12 NUR 205 – 0.5 cr hr/ 22.5 clock NUR 210 – 2 cr hr/ 90 clock NUR 220 – 3 cr hr / 135 clock Total = 247.5 clinical hrs
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	X		No planned observation hrs (did have 5-8 hrs obs in a course when clinical site closed abruptly – less than 10% of clinical course hrs)
	List all preceptor hours for each relevant course. (cannot exceed 20% excluding capstone of total clinical hours/nursing program – does not apply to capstone course)	Self-Study		X	(Not on syllabi or on clinical calendar as precepted experience) Mental Health and ER in Abilene facility are preceptor led 16-24 hrs (8-12 hr day X 2 days) – per interview
	Testing process with test analysis and the written test procedure	Self-Study	X		SS Appendix L, pg. 19 FHB Appendix VI
	Number of students per class	Self-Study	X		SS pg. 9 for didactic courses: 2019/20 – 17 per class 20/21 – 20 per class Clinical groups are 7-10 students per group
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		SS – Appendix M
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	X		SS pg. 10-11
	Art and science of nursing	Self-Study	X		
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study	X		SS pg. 10 NUR 200, 205, 210, 220, 230
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		NUR 200, 205, 210, 220, 230
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		NUR 205, 210, 220
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		NUR 205, 210, 220
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	X		
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	n/a		No changes in curriculum since start

Educational Facilities 60-2-106

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & VRR	X		SS pg. 11 Braddick Building (1st & 2nd floors) on SRHC campus is home for ADN program Classrooms installed w/ microphones throughout to help w/ projection. Testing lab w/ computers Lab w/ 4 pt rooms w/ beds Sim lab at Main SATC campus dedicated to nursing – 6 beds w/ 2 med fidelity, 2 high-fidelity, 1 birthing, and 2 high-fidelity peds mannequins. Adjacent sim lab can be used but is

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					shared w/ another program.
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & VRR	X		Virtual tour Private offices for faculty and staff Private meeting areas available
	Secure space for student records	Self-Study & VRR	X		Records are electronic and password protected Paper records retained are stored in locked cabinet on Braddick campus.
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	Self-Study & VRR	X		Computer stations available at Braddick, the Learning Resource Center on main campus and LL at SATC for testing – all testing is done in the labs Canvas LMS
	Satellite program facilities		n/a		
	Other points of interest		n/a		
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		SS pg. 11 No central library Databases from the KS library site and KSU Polytechnic are available ATI resources Online book resources Current nursing journals available in study areas – encouraged to use nursingcenter.com for full text copies of most nursing practice journals

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments

Clinical Resources 60-2-105

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	Zoom VRR	X		
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	Self-Study & On-site	X		SS pg. 12 12 clinical sites utilized
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Self-Study & On-Site	X		Main clinical site, SRHCm uses a computerized scheduling system SATC gets priority behind the 2 BSN programs (KWU, KU)

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	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & VRR	X		All clinical contract include language to support this
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	Virtual tour Zoom w/ staff	X		

Administrative Policies & Procedures
60-2-102, 60-2-103, &60-2-104

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Program NCLEX pass rates	NCLEX RN or PN Pass rates for the last 5 years (first time candidates)	Self-Study	X		-13/17 students completed first year of program -11/13 passed on 1st NCLEX attempt -2020 – 84.6%
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study VRR	X		Reviewed
	Budget procedures		X		SS pg. 13
Advisory Committee	Review Advisory Committee minutes	VRR	X		
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	Zoom	X		See interview list
	General education and required support course faculty	Zoom	X		See interview list
	Support services	Zoom	X		See interview list
	Students	Zoom	X		

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	Zoom			
	Staff RN's	Zoom	n/a		
	Preceptors	Zoom	n/a		
	Individuals conducting observational experiences	Zoom	n/a		
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ On-site		X	SS pg. 13 Program level course evaluations done each semester Planning done by Assessment committee FHB pg. 18-19 has plan for evaluation with a schedule but no data yet

	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	n/a		Just completed first year of program Feedback from students and on surveys used to make adjustments but no changes made to date

Interviews conducted during site visit:

<u>Administration:</u>

Gregory Nichols, President
Stanton Gartin, VP Instruction
Jennifer Callis, VP Student Services
Jamie Palenske, VP Administrative Services
Lori Faerber, MSN, RN, Director of Nursing

<u>Support Personnel/Student Services:</u>

Bekki Ringle, Health Occupations Administrative Assistant- does PN/AD students – gets a lot of questions about online and part-time options
Cierra Haith, Nursing, Admin. Assistant
Paige Johnson, Registrar – degree audits
Rachael Galvan, Financial Aid Specialist/VA – military scholarships
Preston Gapter, Enrollment Specialist
Alisha Jester, Instructional Coordinator – onboard new faculty- tech support

<u>Nursing Faculty:</u>

Markie Townsend, MSN, RN
Cassie Tilton, BSN, RN
Polly Howell, Simulation Coordinator

<u>Library and LRC Staff:</u>

Lara Duran, Educational Services Coordinator

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Program Advisory Council:

Kris Erickson, CEO, Bethany Home Association
Luanne Smith, CNO, Salina Regional Health Center
Lisa Larson, Director, KU SON, Salina campus
Naomi Tatro, RN. Allied Health Director, Salina Area Technical College
Stephanie Goetz, DON, Salina Presbyterian Manor
Kathy Pike, Director Organizational Development, Salina Regional Health Center
Larry Pankratz, Business Development Manager, 24/7 Travel Store, Salina Area Tech Board Member

ADN Students: met with 6 current ADN students

General Education Faculty:
James Knapp, Mathematics Instructor
Lara Duran, Psychology Instructor

Classroom Observation – NUR220 Complex Needs of Adults Topic: Fluid & Electrolytes
        Instructor: Cassie Tilton, MSN-FNP, APRN – faculty very interactive with class – most were in classroom but had one on Zoom.
            Working on activity using "clues to get to the next "key". Some working in groups, others on their own. Class room looks
            Nice and has great audio. May feel small if class sizes get much bigger!

Clinical Observation – Simulation w/ ADN students
        Instructor: Polly Howell, MSN, RN, CHSE

Strengths Identified:

1. Great community and clinical facilities support – able to continue clinicals in facilities very soon after COVID shut down (not on COVID units)
2. Early Alert system for students – committee will reach out to student
3. Have nursing specific tutors with tutor.com (virtual)
4. Nice learning resource center and testing area
5. FT faculty for ADN are supportive and available – students complimentary and feel teachers "want them to succeed"; they feel "prepared"
6. Faculty have good teamwork – focused on "immediate" needs and the different learning styles of students (plan variety in teaching/learning experiences); faculty presence and involvement with students at clinical
7. Have a certified simulation person on faculty!
8. Administration is supporting additional work days for faculty to assist with planning and faculty workload
9. Have received several grants to assist with costs – ADN not eligible for Perkins money yet but have other funds that have helped - Dane Hansen scholarships, KBOR scholarships, SRHC assists students who are also employees
10. Nursing Directors for programs in Salina working/talking together for good of the students and success for all (KWU, KU, SATC)

Opportunities for Improvement Identified:

1. Formal process for students to evaluate clinical sites
2. Faculty evaluation of clinical sites (formal) each semester to evaluate for continued use (meeting objectives)
3. Clinical site feedback to program (formal/written)
4. Preceptors in program – policy could include roles for preceptor, student and faculty; need to be clear in policy, materials and orientation that faculty provides the final evaluation of student (not preceptor) and that preceptor "feedback" will be utilized by faculty to make final determination
5. Preceptor hours noted on syllabi where applicable (differentiate clinical hours by direct clinical experience hours, lab hours, simulation hours, observation hours and preceptor hours
6. Admission process – make sure your student files reflect use of the Admission criteria and process
7. Systematic evaluation plan – Faculty handbook shows a plan for this but not seeing data for program being discussed during faculty meetings – NCLEX rates? Evals by students, clinical sites? Are students meeting course and end-of-program objectives? How are you evaluating? Process for documenting how outcomes are being assessed, and how often? Process for including SEP information in faculty discussion and follow-up.

Recommendations:

1. Review and revise preceptor policy to include the roles of preceptor, students and faculty. Make sure preceptors not "evaluating" students. Updated policy to KSBN Compliance Officer by 9/30/21.
2. Update Systematic Evaluation Plan with data from first year of program and include how EOPSLO's are being assessed and documented, how often you are reviewing measures and what you are using to assess. Updated plan to KSBN Compliance Officer by 12/31/21.
3. Continued approval of the ADN program with the next site visit in 5 years.

Documentation for Re-Approval of Practical Nursing Programs in Kansas
60-2-102 through 60-2-107

Program: ___WSU, Applied Sciences & Technology – PN program___ **Date(s):** ___March 2-3, 2021___ **(virtual)**

Last KSBN Visit: ___3/23-24/2016___ ___Accrediting Agency& Date of Last Visit:___ ___KSBN approved only___

Visitors: ___Janelle Martin, MHSA, RN, KSBN Nursing Education Compliance Officer; Karen Kidder, DNP, RN, CNE, KSBN Education Committee Board member___

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	x		4004 N. Webb Rd., Wichita, KS 67206
	Names of primary administrative officials	Self-Study	x		Sheree Utash, EdD, President Lynn Loveland, Dean, Health Sciences Sarah Leftwich, VP, Health Sciences Patricia Plank, MSN, Assoc Dean, Nsg
	Organizational chart for the institution	Self-Study	x		SS, p 18
	Current contact information	Self-Study	x		Nursing unit: 213 N. Mead, Wichita, KS 67202 316.677.1097 pplank@wsutech.edu
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	Self-study VRR	x		TEAMS Linked Documents, WSU Tech 2020 Financial
	Copy of school's current catalog	Self-Study	x		2020-2021_Course_Catalog.pdf (wsutech.edu)
Description of nursing program	Organizational chart for nursing program	Self-Study	x		SS, p 22 Assoc. Dean for Nursing reports to Dean, Health Sciences
	Number of faculty	Self-Study	x		FT-10, PT/adjunct-10

	Number of non-teaching staff	Self-Study	x		1 academic coordinator
	Number of students admitted per year	Self-Study	x		SS, p 7 Day students, 60 2x/year Evening students, 20 2x/year KSBN approved for 160 admits/yr

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Nursing Program Administrator, Faculty & Preceptors 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	x		SS, p 4
	Qualifications	Self-Study	x		SS, p 24
	Responsibilities	Self-Study	x		SS, p 19
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	x		TEAMS
	Faculty job description	Self-Study	x		SS, p 24
	Faculty selection process	Self-Study	x		SS, p 6
	Faculty orientation plan	Self-Study	x		SS, p 5 & 6 orientation to WSU Tech on hire, then LMS system (done by IT), then program level for nursing. Adjuncts often assigned informal mentor as well
	Faculty handbook	Self-study VRR	x		TEAMS – Linked documents - PN Faculty Handbook
	General faculty meeting minutes for last 3 years	VRR	x		TEAMS
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		Faculty table, SS, p 23-24
	FT or PT(use FTE)	Self-Study	x		"
	Academic Credentials	Self-Study	x		"
	Institution granting degree	Self-Study	x		"
	Area of clinical expertise	Self-Study	x		"
	Area(s) of assignment	Self-Study	x		"
	Licensure	Self-Study	x		"
	Indicate degree plan and progress towards degree if applicable	Self-Study	n/a		2 FT faculty are completing MSN-Ed degrees (not required for PN faculty)

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			Met	Not Met	
	List all faculty hire exceptions including course hired to teach	Self-Study	n/a		None at present
	Faculty file review	VRR		x	TEAMS -Several FQRs not up to date in terms of degree and/or employment status -Megan Bayer is Director of simulation but was not on faculty list (she is support faculty for all sims in PN) Transcripts not always present for initial licensure
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	x		SS, p 7
	Preceptor job description	Self-Study		x	SS, p 7 (supervise the students and complete feedback form)
	Identified roles of preceptors, faculty, and students	Self-Study		x	SS, p 7 – preceptor role described in SS but not supported in documentation
	Preceptor orientation materials	Self-Study		x	TEAMS, preceptor orientation forms. "Handbook provided and acknowledged" but did not see what materials are
	Preceptor signatures showing date orientation completed	Self-Study/VRR	x		MS Teams Preceptor orientation documents
	Name of preceptor and course with Prefix& number (NURS 1011)	Self-Study	x		SS, p 7, and chart, p 34 SS says all in NC of Adults II but it is not in documentation
	Preceptor State of license &License number	Self-Study	x		SS, p 34

			Met	Not Met	
	Methods of contact between faculty & preceptor	Self-Study		x	SS, p 7 – described in SS but not in documentation

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study	x		SS, p 9 – 10, p 38 Checklist, SS, p 46, p
	Degree plan for each degree being granted	Self-Study	x		SS, p 48-50 PN student HB, p 21

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	Oral and written English proficiency	Self-Study	x		SS, p 10
	Readmission	Self-Study	x		SS, p 9
	Progression	Self-Study	x		SS, p 45-
	Counseling &guidance	Self-Study	x		SS, p 10
	Student role versus employee role	Self-Study	x		TEAMS, Student HB, p 9.
	Representation on faculty governance	Self-Study	x		SS, p 11
	Graduation	Self-Study	x		WATC PURCHASING POLICIES AND PROCEDURES (wsutech.edu)
	Refund policies governing all fees and tuition paid by students	Self-Study	x		Student Services - WSU Tech
	Ethical practices including recruitment, admission, and advertising	Self-Study	x		2020-2021_Course_Catalog.pdf (wsutech.edu)
	Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study	x		TEAMS PN Student HB p 41 Discusses in catalog that felony or crimes against person preclude admission
	Student Handbook	Self-study VRR	x		TEAMS site
Student support services	Description of student safety measures	Self-Study	x		Campus Safety - WSU Tech
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	x		Mental health services discussed on website SS, p 12. Option to "opt-in" to the fee for WSU health and mental health Nursing Faculty does tutoring for nrsg students
Student records	Review student files	VRR	x		Electronic, except for improvement plans.
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	VRR	x		TEAMS

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum **60-2-102, 60-2-104, & 60-2-105**					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	x		Health Sciences Checklist (wsutech.edu) SS pg. 9 – A&P (5), Nutrition (3), General Psych (3), Dev. Psych (3), Transitions to Nursing (2)
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study VRR	x		Syllabi provided List provided but not part of syllabus
	Credit hours for each non-nursing course	Self-Study	x		SS pg. 5; NSHB pg. 21; 16 cr hrs Nutrition – 3, A&P – 5, Gen Psych -3, Dev Psych – 3, Transitions - 2
	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	Self-Study	x		SS pg. 5, 48 – 2 semesters (day cohort), 3 sems (evening) 48 credit hrs for program; 32 credit hrs are nursing 441 clock hrs – theory 382 clock hrs – clinical
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	n/a		No combined courses
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study		x	SS, p 51. PNR 139 NC Adults II (wound, OR, clinic, ED) objectives. Not listed in syllabus Verbal report of eight hours in OR, for VA students.
	List all preceptor hours for each relevant course. (cannot exceed 20% excluding capstone of total clinical hours/nursing program – does not apply to capstone course)	Self-Study		x	Verbal report of eight hours of NC Adult II for some students (those that don't go to VA). Friday – post-conf for all those who had precepted experience Not in syllabus.
	Testing process with test analysis and the written test procedure	Self-Study	x		SS, p 54-57

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	Number of students per class	Self-Study	x		SS pg. 7 1:20 day theory class; 1:30 evening theory; no more than 1:10 all clinical
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	x		SS, p 66 Simulation mostly done in pairs (3-4 for mock code sim); did sims that went through all Student Learning Outcomes for Adult Care I. "Low-stake" sims – driven by participation – CET done for al sims
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	x		Health Sciences Checklist (wsutech.edu) Pre-req include psych, dev psych, A&P, Nutrition, Transitions
	Art and science of nursing	Self-Study	x		SS, p 13 Henderson's Theory of Nursing – 14 components of nursing that reflect basic nursing care by PN's
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	x		SS, p 13

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Practical Nurse Program	Aspects of a safe, effective care environment, including coordination of care, safety, and infection control	Self-Study	x		SS, p 13-14; Curriculum table pg. 64 PNR120, 121 Foundations,
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	x		SS, p 13-14; Curriculum table pg. 64 PNR130 Mat/Child, PNR141 Aging Adults, PNR166 Leadership R&I
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	x		SS, p 13-14; Curriculum table pg. 64 PNR135 Mental Health

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	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	x		SS, p 13-14; Curriculum table pg. 64 PNR128, 129, 138, 139 - Nursing Care of Adults I & II, theory and clinical PNR119 Pharmacology & Safe Med Adm
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	x		SS, p 13 – most recent changes have been due to pandemic issues
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	x		SS pg. 14 - 5 classrooms (20-60 students); skills lab w/ 10 beds & 10 LF manns w/ sim pads; 4-room sim hospital w/ 6 beds Fall 2020 – new P Appear adequate per virtual tour at WSU Old Town (matterport.com) Cannot determine nursing office space; surgical tech faculty share offices.
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	x		WSU Old Town (matterport.com) SS pg. 14 Cubicles for faculty, but conference and meeting rooms available for confidential meeting with students.
	Secure space for student records	Self-Study & On-Site	x		SS, p 14
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	Self-Study & On-Site	x		Faculty support detailed SS, p 16. Students – SS, p 14
	Satellite program facilities		n/a		N/A
	Other points of interest				none

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	x		SS, p 14 Nursing has new test prep collection and new reference resources Former students can access library after graduation Created Nursing Student Guide within the online Library Guides available!

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Clinical Resources 60-2-105					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	VRR		X	SS pg. 14-15/ VRR: Ascension MG Catholic Care – only HIPAA doc – not a contract Comfort Care, Family H&R, Guadalupe, KS Masonic, Larksfield Place, ManorCare Patterson HC, Reeds Cove, Regent Park, Dole VA
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	Self-Study & VRR	x		SS, p 14-15 9 sites listed for clinical – 5 of 9 not open during COVID – have increased simulation and VA opened add'l opportunities/experiences for PN
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Self-Study & VRR Interviews	x		SS, p 14-15 Clinical Coordinator handles all schedules and works w/ each site to assure no other school onsite on same day

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	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments.	Self-study & VRR		X	Ascension – No Catholic Care – only HIPAA contract Comfort Care -ok Family H&R-ok Guadalupe-ok KS Masonic – ok Larksfield Place – ok ManorCare – ok Patterson HC – ok Reeds Cove – ok Regent Park – ok Dole VA – no
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	Interviews			Unable to visit due to Covid – spoke w/ clinical managers on Advisory
Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104					
Program NCLEX pass rates	NCLEX RN or PN Pass rates for the last 5 years (first time candidates)	Self-Study	x		**SS, p 64 & 83** 2016-83.05% 2017-78.69% 2018-83.50% 2019-80.67% 2020-82.26%
Advisory Committee	Review Advisory Committee minutes	VRR			SS pg. 16 IAT (Industry Advisory Team) – meets 2-4x/year; very organized w/ agenda and information; really engage the IAT members; very responsive to community; grads often have trouble finding an ADN option once they graduate 15-20 members – some are from WSU Tech
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	x		Reviewed Education 45

	Budget procedures	Self-study Interviews	x		SS, p 6 NPA develops budget w/ faculty input; then meets w/ VP, HS about needs; quarterly meetings w/ finance looking at spending & projections
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	Zoom	x		Lynn Loveland, Dean of Health Sciences; Sarah Leftwich, VP of Health Sciences; Sheree Utash, President WSU Tech
	General education and required support course faculty	Zoom	x		Pam Layman, Math and mentoring; Shelby Lowen, Director of Academic Transitions Math, English, and mentoring COVID caused "increase in non-persistence for students" and increased the # students w/ needs – the Learning Services dept.(general program for orientation /academic success) saw needs > 1) focus on pre-nrsg students and A&P, Transitions; PN program – focus on Foundations /Pharm – all students rec'd "toolkit for success" in Fndtions course-more mentoring
	Support services	Zoom	x		Justin Pfeifer, VP Student Svcs; Lacey Ledwich, Financial Aid; Kelley Klecker, academic advisor
	Students	Zoom	x		Via Zoom
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	Zoom	x		Jeremy Posey, Dole VA Medical Center
	Staff RN's				Not available due to Covid
	Preceptors				Not available due to Covid
	Individuals conducting observational experiences				Not available due to Covid

Program Evaluation		Self-study/ On-site	x		SS, p. 67 – 87 Tab 1 is specific student outcomes; Tab 2 is overall evaluation plan
	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken				
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	x		SS, p 67 - 87

Interviews conducted during site visit:

Administration:
Sarah Leftwich, VP of Health Sciences and oversees grants dept.
Lynn Loveland, Dean of Health Sciences
Patricia Plank, Associate Dean, Nursing
Sheree Utash, President WSU Tech

Nursing Faculty:
- Sheila Adams, MSN, APRN
- Megan Bayer, MSN Simulation Coordinator
- Katy Carmichael, BSN, RN
- Kailyn Carter, HST tech
- Linda Gimler, MSN, RN
- Terry Hudgens, BSN, RN
- Denice Klassen, BSN, RN - FT clinical coordinator
- Ume Kulsumbai Kapacee MSN, RN
- Seneca Porter BSN, RN
- Penny Sederis MSN, RN
- Kelly Klecker, Nursing Academic Advisor

Classroom observation:
   Course: Adult Health I;   Faculty: Penny Sederis w/ 26 students
   Topic: Perioperative Care

Clinical (sim) observation: Simulation (hypoglycemia escape room) with 3 students – very creative; students very engaged

Students:
31 total students, mixture of day and evening, and first and second semester.

General Education Faculty:
Pam Layman, Math and mentoring
Shelby Lowen, Director of Academic Transitions Math, English, and mentoring

Student Services:
Kelley Klecker, academic advisor
Britten Kuckleman, librarian
Lacey Ledwich, Financial Aid
Justin Pfeifer, VP for Student Services

Advisory Committee: (Industry Advocate Team) meet quarterly
Jill Dalrymple, KETCH (developmental disabilities)
Robert Miller, Comfort Care Homes
Jeremy Posey, Dole VA Medical Center

Strengths:

1. Support of nursing program by administration
2. Leadership feels that the nursing program very supportive of 2nd career students, students' w/ challenges in the past; very student-centered – have both day and evening programs
3. Strong, enthusiastic nursing faculty
4. Amazing Simulation Hospital, well supported by the college and by the program; have a Director for Simulation, assist from the Clinical Coordinator, and a Simulation Tech (former WSU Tech student); students engaged and helps them feel "more confident" in learning

5. Faculty say, "We truly change lives here."
6. Faculty feel there is great support for students as well as faculty (professional development opportunities).
7. Library very student focused.
8. Strong Learning Services support available for all students, including nursing students.
9. Academic coordinator keeps very thorough electronic records, including tracking tutoring experiences.
10. Dedicated nursing advisor and academic coordinator to help students through the admission process.
11. Strong clinical coordinator

Opportunities:

1. Clarify the preceptor orientation materials to include defining faculty, student, and preceptor roles, preceptor job description that identifies criteria (regs), outlines contact between preceptor and faculty for feedback to occur.
2. Clarify exam review policy to ensure consistency in all documents. If class review is at instructor discretion how does a student request a review?
3. Ensure that all clinical contracts have language addressing that staffing is independent of students (WSU Tech contracts have this, others do not. One agency has a HIPAA agreement but not a contract.)
4. There is opportunity to improve communication with, and feedback to students regarding process for complaints/issues and how to resolve..
5. Clarify student rep responsibilities so that all students are aware of what is appropriate for this avenue of communication. Consider possibility of more than one rep per class so not a burden.
6. Provide scheduled times for class to meet with student reps.
7. Include at direct clinical hours in MCH course.

Recommendations:

1. Add observation and preceptor hours to course syllabi where appropriate. Send updated document to KSBN Education Compliance Officer by 9/30/21 with hours added and experiences defined.
2. Include clock hours of didactic and clinical in syllabi with clinical delineating direct clinical time, simulation, lab, observation and preceptor hours.
3. Review and strengthen process to keep faculty files updated with KSBN required documentation. Send copy of updated process to KSBN Education Compliance Officer by 9/30/21.
4. Ensure that all current clinical contracts have language addressing that staffing is independent of students, roles and responsibilities of agency and school, and that all contract are current and signed by appropriate parties.
5. Recommend reapproval for 5 years if all Recommendations completed by dates assigned.

Documentation for Re-Approval of RN Nursing
Programs in Kansas
60-2-102 through 60-2-107

Program: __Pratt Community College ADN program__   **Date(s):** __March 31-Apr 1, 2021__

Last KSBN Visit: __Feb. 2018__   Accrediting Agency& Date of Last Visit: __KSBN approved only__

Visitors: __Patsy Zeller, MSN, APRN, NP-C – KSBN Board member; Carol Moreland, MSN, RN – KSBN Executive Administrator; Janelle Martin, MHSA, RN – KSBN Education Compliance Officer__

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	X		Self Study Report (SSR) pg. 14: 348 North East State Rd 61, Pratt, KS 67124 www.pratt.edu
	Names of primary administrative officials	Self-Study	X		SSR, pg. 16; Dr. Michael Calvert, President; Monette DePew, VP of Instruction; Lisa Perez Miller, VP of Students & Enrollment Management; Kent Adams, VP of Finance & Ops
	Organizational chart for the institution	Self-Study	X		SSR pg. 17
	Current contact information	Self-Study	X		SSR pg.18
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	VRR	X		Reviewed
	Copy of school's current catalog	Self-Study Website	X		SSR pg. 19 (link) http://prattcc.edu/about-pcc/college-catalog
Description of nursing program	Organizational chart for nursing program	Self-Study	X		SSR pg. 26

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	Number of faculty	Self-Study	X		SSR pg. 25: 3 FT; 2 PT – entire SS references both PN and ADN -Faculty table shows 2 FT and 1 PT faculty for ADN- has a PT faculty for the ADN program that is not referenced in SSR). 1 FT ADN faculty is new to ADN curriculum (was teaching PN). -NPA taught 5 courses and clinical in first year w/ the program (2019) – still doing some teaching though load has eased
	Number of non-teaching staff	Self-Study	X		SSR pg. 25: 1 FT Director, 1 FT secretary, 1 FT Student Success Specialist, 1 FT Coordinator Special Program Admissions
	Number of students admitted per year	Self-Study	X		SSR pg. 28 – current enrollment 25 ADN students. States current capacity for 30 ADN students. (KSBN approved 180 annually for ADN – decline in capacity is school-driven)

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Nursing Program Administrator, Faculty, Preceptors 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	X		SSR pg. 30: Diana Mitzner, MSN-Ed, RN – NPA since 7/22/19
	Qualifications	Self-Study	X		SSR pg. 30; CV on pg. 122 Appendix B
	Responsibilities	Self-Study	X		SSR pg. 31-32; DON job description on pg. 125, App C
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		SSR pg. 33; pg. 128 Appendix D
	Faculty job description	Self-Study	X		SSR pg. 33; pg. 130 Appendix E – has correct KSBN requirements
	Faculty selection process	Self-Study	X		SSR pg. 35-38; PCC Admin policy #300-20 (http://prattcc.edu/about-pcc/requirements-professional-employees)
	Faculty orientation plan	Self-Study	X		SSR pg. 38 – all PCC faculty/staff plan

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					pg. 141, App E - nursing specific plan also. Nursing has mentoring plan as well.
	Faculty handbook	VRR	X		1) PCC Faculty HB – all faculty policies, regulations, practices and expectations of PCC 2) Nursing Faculty HB (NFHB) – program specific tools and guidelines. Includes requirements from clinical agencies for clinical agreements
	General faculty meeting minutes for last 3 years	VRR		X	Student attendance poor Not seeing follow through on agenda items Meetings on calendar in Canvas
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		SSR pg. 41-42
	FT or PT(use FTE)	Self-Study	X		
	Academic Credentials	Self-Study		X	Only most recent degree in table
	Institution granting degree	Self-Study		X	Only most recent – not original licensure program
	Area of clinical expertise	Self-Study	X		
	Area(s) of assignment	Self-Study	X		Lists course number but not content area
	Licensure	Self-Study		X	No date of expiration
	Indicate degree plan and progress towards degree if applicable	Self-Study		X	Shows 3 on DPs but grad dates were all 2020. No updated FQR or transcripts to KSBN
	List all faculty hire exceptions including course hired to teach	Self-Study	n/a		
	Faculty file review	Virtual		X	No all required KSBN information was in faculty files
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	X		SSR states that no preceptors utilized for nursing programs at this time Curriculum and degree plan say that the capstone course is a preceptor experience. After asking, Student and Preceptor guidelines for the NUR239 Capstone course were made available in the VRR
	Preceptor job description	Self-Study VRR	X		Nothing listed in SSR but Appendix K has a Capstone Clinical for 1 credit hr that is with a preceptor. Found preceptor guidelines and description.

			Met	Not Met	
	Identified roles of preceptors, faculty, and students	Self-Study		X	KAR 60-2-105 – faculty is responsible for student learning and evaluation – says in preceptor guidelines that "preceptor evaluates the student"
	Preceptor orientation materials	Self-Study	X		
	Preceptor signatures showing date orientation completed	Self-Study/On-site	X		
	Name of preceptor and course with Prefix& number (NURS 1011)	Self-Study	X		
	Preceptor State of license &License number	Self-Study	X		
	Methods of contact between faculty & preceptor	Self-Study		X	States they will be "in communication"; joint conference "as needed." Needs to be clearer communication between faculty and preceptor for appropriate evaluation of student to occur.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study	X		SSR, pg. College catalog
	Degree plan for each degree being granted	Self-Study	X		SSR pg. 47-49 ADN – 71 credit hours - AAS
	Oral and written English proficiency	Self-Study	X		SSR pg. 50 / Nrsg Student Handbook (NSHB) pg. 24
	Readmission	Self-Study		X	SSR pg. 50 – vague/ not clear
	Progression	Self-Study		X	SSR pg. 51 – refers to NSHB for requirements but vague in actual progression requirements
	Counseling &guidance	Self-Study	X		SSR pg. 51 – Student Success Center – all students – academic and personal counseling available; PCC Student Handbook
	Student role versus employee role	Self-Study	X		SSR pg. 52; NSBH pg. 41 - may need add'l clarification for students - SOP vs. work SOP depending on position
	Representation on faculty governance	Self-Study	X		SSR pg. 52 NSHB pg. 30
	Graduation	Self-Study	X		SSR pg. 53-55 -general reqs

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Refund policies governing all fees and tuition paid by students	Self-Study	X		SSR pg. 56-57 Website @ http://prattcc.edu/node/1984
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		SSR pg. 57 http://www.aacrao.org/home/about/ethics-and-practice
	Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study	X		SSR pg. 58-67 information is located on the PCC website and can be seen prior to admission http://prattcc.edu/sites/default/files/pdfs/legal-qualifications.pdf (this link works from the website – got error msg from link in the SSR) SSR pg. 154-160 Appendix J – Student Orientation packet – does not contain specifics on 65-1120
	Student Handbook	VRR	X		VRR – Exhibit 6 Website link: http://prattcc.edu/sites/default/files/pdfs/20202021-pcc-nursing-student-handbook.pdf
Student support services	Description of student safety measures	Self-Study	X		SSR pg. 70-73 Nursing specific on pg. 73
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		SSR pg. 68 – College Health Services available to all FT and PT students Pg. 74 – in student conference center; appts w/ NP are free for students for basic services; some services carry a nominal fee. Will also refer to local physician/clinician. http://prattcc.edu/department/college-health
Student records	Review student files	VRR	X		Reviewed Tour – showed locked file cabinets where student records kept for nursing – cabinets behind locked door
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	VRR		X	Mostly typed assignments from Keith RN resource

Curriculum
60-2-102, 60-2-104, & 60-2-105

Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	X		SSR pg. 48-49, 76-77 - degree plans are slightly different? One has Dev. Psych as Recommended and not required for PN – NSHB says required ADN – 19 cr hrs required (includes 14 from PN) English Comp I (3), A&P (5), General Psych (3), Dev. Psych (3) – from PN Microbiology w/ lab (5) SNHB pg. 24-25 College catalog pg.
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X		SSR pg. 76-77 courses; pg. 191-231 Appendix K – has descriptions, objs, content outlines and evaluation. No clinical facilities listed
	Credit hours for each non-nursing course	Self-Study	X		SSR pg. 76-77 9 (see above) – 19 cr hrs
	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	Self-Study		X	SSR pg. 78-79 – ADN has 24 credit hours and 600 clock hours for the program Appendix K (pg. 191-231) has credit hours but not clock hours and no differentiation for clinical in terms of direct care, lab, observation, preceptor exp, simulation
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	n/a		
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study		X	SSR pg. 70 - ADN has 24 hrs observation in NUR221 Nursing IV (App K shows NUR237 Collaborative Clinical as 3 cr hrs – 135 clock hours – obs would be 18%
	List all preceptor hours for each relevant course. (cannot exceed 20% excluding capstone of total clinical hours/nursing program – does not apply to capstone course)	Self-Study		X	Nothing listed in SSR but Appendix K has a NUR239 Capstone Clinical for 1 credit hr that is with a preceptor. Capstone not included in 20% limit but should be included as preceptor experience with hours
	Testing process with test analysis and the written test procedure	Self-Study	X		SSR pg. 79-84
	Number of students per class	Self-Study	X		SSR pg. 85 – states current is 25 ADN students w/ 2 FT faculty – okay for theory but not clinical

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			Met	Not Met	
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		SSR pg. 88-90 and 93-95
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	X		SSR pg. 96-100
	Art and science of nursing	Self-Study	X		SSR pg. 97-100
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study		X	SSR pg. 101 – points to a detailed crosswalk – VRR Exhibit 10 – need to review. Cross walk includes only didactic courses

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study	X		NUR232, NUR234, NUR236, NUR238, NUR239, NUR240
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		NUR232, NUR234, NUR236, NUR239, NUR240
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		NUR232, NUR234, NUR236, NUR238
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		NUR232, NUR234, NUR236, NUR238
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if Applicable	Self-Study	X		SSR pg. 97-100
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	n/a		Nothing listed in report
					Educational Facilities 60-2-106
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & VRR - Tour	X		SSR pg. 103 Pratt 40 seat classroom (w/o SD); 2 computer labs (18 and 40 compu...

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					Winfield has 30 seat classroom; 8 station computer lab
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & VRR - Tour	X		SSR pg. 103 Video tour in VRR
	Secure space for student records	Self-Study & On-Site	X		SSR pg. 105 – ND maintains information on current and past students for 5 years.
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	Self-Study & VRR	X		SSR pg. 105 – states use of Elsevier, Kaplan and an LMS. Pratt IT supports students for LMS and access to resources No mention of Kaplan anywhere else in report or in SPE – ATI is included as the main resource in the pass rate improvement plan?? When did ATI start?
	Satellite program facilities	VRR	X		Winfield campus was difficult to see offices or rooms well on video
	Other points of interest		n/a		
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & VRR	X		SSR pg.106 – Pratt campus library open M-F. Library Director does online surveys of students and faculty each semester – has made many changes based on feedback from surveys. Access to online databases MEDLINE, ProQuest and Consumer Health Complete. Has free laptop checkout for students. Winfield campus can access libraries at Southwestern College or Cowley CCC

Clinical Resources 60-2-105

			X		
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	VRR	X		SSR pg. 108 - Current ADN clinical contracts: Pratt Regional MC Hutchinson Regional MC Larned State Hospital South Central KS MC (Exhibit 13 in VRR has contracts)
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	Self-Study &	X		SSR pg. 109 -110 "Winfield identified potential concerns with the LTC facilities clinical?? Is LTC being utilized w/ ADN program?
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Self-Study &	X		SSR pg. 109 Pratt CC students are the only students in each clinical facility on their assigned days
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & VRR	X		SSR pg. 111 clinical agreements list agency responsibilities in Section K – language to support staffing independent of students
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	VRR	X		Video tours of agencies

Administrative Policies & Procedures
60-2-102, 60-2-103, &60-2-104

Program NCLEX pass rates	NCLEX RN or PN Pass rates for the last 5 years (first time candidates)	Self-Study		X (see timeline below)	SSR pg. 113 2020 - 64.71 2019 – 70.83 2018 – no data (no admits this AY) 2017 – 83.33 (10/12) – one was 2015 grad that passed 2016 – 31.25
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study VRR	X		SSR pg. 114 Exhibit 3 in VRR Reviewed

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Clinical Resources 60-2-105

Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	VRR	X		SSR pg. 108 - Current ADN clinical contracts: Pratt Regional MC Hutchinson Regional MC Larned State Hospital South Central KS MC (Exhibit 13 in VRR has contracts)
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	Self-Study &	X		SSR pg. 109 -110 "Winfield identified potential concerns with the LTC facilities clinical?? Is LTC being utilized w/ ADN program?
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Self-Study &	X		SSR pg. 109 Pratt CC students are the only students in each clinical facility on their assigned days
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & VRR	X		SSR pg. 111 clinical agreements list agency responsibilities in Section K – language to support staffing independent of students
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	VRR	X		Video tours of agencies

Administrative Policies & Procedures
60-2-102, 60-2-103, &60-2-104

Program NCLEX pass rates	NCLEX RN or PN Pass rates for the last 5 years (first time candidates)	Self-Study		X (see timeline below)	SSR pg. 113 2020 - 64.71 2019 – 70.83 2018 – no data (no admits this AY) 2017 – 83.33 (10/12) – one was 2015 grad that passed 2016 – 31.25
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study VRR	X		SSR pg. 114 Exhibit 3 in VRR Reviewed

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			Met	Not Met	
	Budget procedures	Self-Study	X		SSR pg. 113 – strengths and limitations of program and learning resources evaluated by Director, faculty and students via end-of-semester evals and are reviewed during Program Evaluation Days (May & Dec.) – Exhibit 14 in VRR
Advisory Committee	Review Advisory Committee minutes	VRR	X		Reviewed
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	Zoom	X		See interview list below
	General education and required support course faculty	Zoom	X		
	Support services	Zoom	X		
	Students	Zoom	X		

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	Zoom	X		PRMC – they have assigned a liaison nurse to PCC nursing instructors. Liaison makes all clinical assignments for PCC ADN students.
	Staff RN's	Zoom	X		Virtual visit to clinical site in Hutchinson w/ Flora Diaz, faculty.
	Preceptors		n/a		
	Individuals conducting observational experiences		n/a		
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/On-site		X	Not finding data for last 2 years Limited measures for student learning outcomes
	Use of program evaluation data for ongoing program improvement	Self-study/On-site		X	Limited data to review

Interviews Conducted via Zoom:

Administration:

- Dr. Michael Calvert, President
- Monette DePew, VP of Instruction
- Kent Adams, VP of Finance
- Lisa Perez-Miller, VP of Students and Enrollment Management
- Diana Mitzner, Director of Nursing
- Board Members
  - Mike Koler (Vice Chair)
  - Ed Barrett
  - Michelle Hamm

Support Personnel:
- Amy Jackson, Student Services (supervisor for Cindy Lambert, Nursing Student Advisor)
- Martha Cortes, Registrar
- Rose Frame, Financial Aid
- Elyse Birdsong, Associate Director, Special Program Admissions (nursing)
- Jessica Cook, Nursing Dept. secretary
- Nathan Buchmueller, Computer Specialist (system/network)
- Caitlinn Miller, Director of Admissions

General Education faculty:
- Sarah Jackson, Mathematics
- Stephanie Wiese, English
- Jason Ghumm, Microbiology
- Carmen Forest, PE/Wellness/Nutrition
- Jerry Thompson, Psychology

Library: Frank Stahl, Library Director

Advisory Council:
- Tammy Smith, RN – VP and CNO Pratt Regional Medical Center
- Annette Adelhardt, former instructor, graduate of PCC and currently a NP in Pratt
- Jan Blasi, Former instructor, Pratt
- Melanie Burnett RN – Clinical Educator /Trauma Program Manager – William Newton Memorial Hospital, Winfield, KS

Nursing Service Representatives: none of the invitees for this meeting attended the Zoom meeting

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Nursing Faculty:
- Anna Reid – BSN, RN - FT ADN (Pratt)
- Flora Diaz – PT ADN, PT PN
- Christina Watters, MSN, RN – FT ADN (Winfield)
- Amy Giefer – PN program
- Amy Winter – PN program

Students: Met with 11 current ADN students from all 3 cohorts (Pratt, Winfield, online) present

Classroom Observation: was not set up during site visit time frame.
- 4/6/21 Anna Reid – faculty – 13 ADN students (from all 3 campuses) – taught via Zoom (instructor and students) – students not all on video w/ Zoom (required?)
  - Course: Mental Health
  - Topic: Mania

- 4/20/21 Christina Watters – faculty; Instructor showing PP on screen so was not visible to students; 3 students on Zoom w/ video – 4 others online but not on video (what are expectations for Zoom?)
  - Course: NUR240 Leadership & Management
  - Topic: Leadership and Staffing

Clinical site visit: (virtual):
- 4/12/21 Hutchinson Regional Medical Center – 6 ADN students from online cohort; Faculty: Flora Diaz
  - Course: Mental Health – all direct clinical done at this site; have done V-Sim and in-person sim (more skills check off than a sim); online travel from all over the state – like having clinicals here. Schedule set at beginning of semester and has not changed. Students assigned to areas across hospital – work w/ staff nurses and faculty rotates to all areas.

Timeline for ADN program:

- 10/2012 – Reapproval visit with KSBN and NLNAC (former ACEN)
  - PCC President – Dr. Wm Wojciechowski
  - Dean of Nursing – Dr. Gail Withers
  - DON (Nursing Program Director) – Brenda Naasz, MSN,RN
- 1/2013 – 2012 NCLEX 1st time pass rate – 72.54%
- 3/2013 – ACEN placed PCC on Warning Status
- 1/2014 – 2013 NCLEX 1st time pass rate – 56.16%
- 3/2014 – KSBN Board action - Letter of concern sent to PCC for 2 years low pass rates – pass rate improvement plan requested
- 1/2015 – 2014 NCLEX 1st time pass rate – 52.14%
  - New DON hired – Kay Watkins, MSN, RN
- 3/2015 – KSBN site visit with ACEN (Focus visit for concerns/ low pass rates)
  - PCC President – Dr. Mike Calvert
  - VPI – Joe Varrientos
  - Dean of Nursing – Dr. Gail Withers
  - DON/NPA – Kay Watkins, MSN, RN
- 6/2015 – KSBN Board – approved site visit report and placed ADN program on Conditional Approval status
- 9/2015 – ACEN decision – PCC loses accreditation for ADN program
- 1/2016 – 2015 NCLEX 1st time pass rate – 66.94%
- 3/2016 – KSBN Board action – request for focus site visit due to 3 years with low pass rates
- 8/2016 – new DON hired – Kim Hanson, MSN, RN
- 11/2016 – KSBN Focus visit for low NCLEX pass rates
  - PCC President – Dr. Mike Calvert
  - VPI – Michael Fitzpatrick
  - DON – Kim Hanson (Dean of Nursing position eliminated with DON reporting directly to VPI)
- 1/2017 – 2016 NCLEX 1st time pass rate – 31.25% (5th year below regulation of 75%)
- 3/2017 – PCC requests to cease admissions for one year and rebuild curriculum – Board approves with next site visit scheduled for Fall 2017
- 8/2017 – no ADN students admitted to PCC program
- 11/2017 – KSBN consultation visit (per PCC request and reapproval visit moved to Spring 2018)
- 1/2018 – 2017 NCLEX 1st time pass rate – 83.3% (12 graduates)
- 2/2018 – KSBN reapproval site visit (no ADN students at time of visit) – stay on conditional approval until pass rates above 75% for 3 years
  - PCC President – Dr. Mike Calvert
  - VPI – Michael Fitzpatrick
  - DON – Kim Hanson, MSN,RN
- 1/2019 – no 2018 grads
  - 7/2019 – new DON hired – Diana Mitzner, MSN,RN

- 1/2020 – 2019 NCLEX 1st time pass rate – 70.83% (29 started > 13 completed)
- 11/2020 – KSBN moves reapproval site visit to Spring 2021 (want final 2020 pass rates)
- 1/2021 – 2020 NCLEX 1st time pass rates – 64.71%
- 3/2021 – KSBN Reapproval site visit
  - PCC President – Dr. Mike Calvert
  - VPI – Monette DePew
  - DON – Diana Mitzner, MSN, RN

Strengths:

1. Clinical site representatives very supportive of the student engagement and preparedness they are seeing with current group
2. Board of Trustees has remained engaged and have continued to advocate for the ADN program
3. Simulation facility on Pratt campus and simulation resources are good
4. Students reported they feel faculty are available and supportive of their learning
5. Dedicated nursing admissions person
6. Plans to move advising for nursing students back to nursing faculty (stronger relationship with students)
7. Faculty support of program

Opportunities for Improvement: (items in bold in list have been cited on one or more previous site visits)

1. Confusing to have PN information in with ADN self-study report
   a. Made some things unclear about which program was being referred to
   b. Several incorrect or conflicting references in documentation
2. Self-study does not match what is being done with preceptors in the ADN program
3. Preceptors role and responsibility (preceptor guidelines document) says they "evaluate" students; KNPA is clear that faculty are responsible for student learning outcomes and evaluation in the clinical area.
4. Preceptor experience for Capstone – online students report that Pratt students not always accepted at local hospitals and so may end up driving longer distances or doing capstone outside of the hospital (does this meet learning objectives?). State other Capstone courses are already set before Pratt students' are aware they will be responsible for securing a preceptor and scheduling the days for capstone experience.
5. **Faculty concerns: (Initial cite 11/2012; subsequent 3/2015, 11/2016, 11/2017, 2/2018, 3/2021)**
   a. **There is a defined testing process (policy) – not clear how well it is being utilized/ followed**
   b. **Faculty not able to speak to evaluation process for the program. Appears that program changes are not data driven.**
   c. **Faculty workload – instructors teaching ALL content in the program. Hired a second FT ADN faculty but both instructors are still teaching all content! Not leaning on areas of expertise or providing focus on content development.**

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    d. **Faculty development - effective/active online learning environment. Also test construction, test item writing.**

6. **Opportunity for improved communication with students about expectations**, scheduling and necessary change that occur in the course of a program. **(Initial cite, 11/2012; subsequent issues 3/2015, 2/2018, 3/2021)**

7. Student concerns:
    a. Students feel program not very organized and that communication needs help – feel there is a lot of "miscommunication" between student cohorts, faculty and Director. Need more planning ahead for things like capstone and exit interviews – need to be on calendar and discussed early in the program.
    b. Students not aware of course and end of program learning outcomes and how those are measured/evaluated.
    c. Not able to verbalize process for complaints /concerns and don't follow chain-of-command; stated that "Director does not feel approachable" for concerns
    d. Not doing evaluations for courses, faculty or facilities
    e. Concern that they "really weren't in clinical much" in Fall 2020 semester
    f. Unclear about faculty involvement during clinical "faculty takes us to the units and we "get a nurse" and follow them for the day. Then we do post-conference with faculty."

8. **Need to clarify process to evaluate curriculum (Initial cite, 11/2016; subsequent cites 11/2017, 2/2018, 3/2021):** data is needed for evaluation and to determine how well outcomes are being met and not seeing much data for last 2 years

9. **Need a process for ensuring al KSBN required information is in faculty files. (Initial cite 11/2012; subsequent cites, 3/2015, 3/2021)**

10. **Consistent simulation experiences for all ADN cohorts. Simulation in lieu of clinical hours has been relied upon heavily during the pandemic; not clear what faculty involvement is with virtual simulation process, and not clear that in-person simulation is truly a simulation teaching process (lacks critical thinking and clinical judgment – focused on tasks). Need clarification of how simulation is used, what simulation is, what are expectations of faculty and students in a sim process with clear outcomes for student learning. (Initial 3/2015; subsequent 11/2017, 3/2021)**

11. **Inconsistencies between cohorts – online has different assignments and not required to attend lecture in-person. Students often feel program is disorganized. (Initial 11/12; subsequent 3/2015, 11/2017, 3/2021)**

12. **Test remediation should be the same for all cohorts. (Initial 3/2015; subsequent 11/2016, 3/2021)**

Major Curriculum Change Request
Kansas State Board of Nursing
60-2-104 (g) (1) (2) (3) - Prelicensure
Must be received by KSBN at least 30 days before the board meeting

Date: April 30, 2021

Name of Program: Salina Area Technical College Practical Nursing

Program Administrator
including credentials: Lori Faerber MSN, RN

Parent Institution: Salina Area Technical College

Address of Institution: 2562 Centennial Road

Salina, KS 67401

785-309-3138

Level of the Program
for which the change
Is being requested: Practical Nursing

Briefly describe the
Change being requested: Adoption of the IV Therapy for LPN'S within the present

core curriculum. Material will be embedded in the first and

second semester course with no additional credit hours necessary.

Action Taken

Education Committee Review _____
                                          Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
                                          Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

_____
Nursing Education Compliance Officer

_____
Date

SALINA TECH

April 27, 2021

Ms. Janelle Martin
Nursing Education Compliance Officer
Kansas State Board of Nursing
Landon State Office Building
900 SW Jackson Suite 1051
Topeka, Kansas 66612-1230

Ms. Martin,

I am writing to inform you that we are planning to implement the Practical Nursing IV Therapy within the PN Core Curriculum starting in August 2021. The nursing faculty has spent a great deal of time reviewing the IV content. We have decided to incorporate the practical nursing IV content throughout the core courses to optimize the student's ability to comprehend and master the material.

I have included the request for approval of a major curriculum change along with the supporting documents.

Thank you,

Lori Faerber MSN, RN
Director of Nursing

Salina Area Technical College
2562 Centennial Road
Salina, Kansas 67401
(785) 309-3138

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⬛ SALINA TECH

Practical Nursing Program
Prelicensure Major Curriculum Change Request
60-2-104 (g) (1) (2) (3)

X (2) Any change in content requiring a change of clock–hours or credit hours in nursing courses.

1. Rationale for Change
   o The rationale for the change is the adoption of the IV therapy for the practical nursing student to align with the core curriculum changes.

2. Faculty and other Supporting Involvement
   o Practical nursing faculty have met multiple times in the past year and participated in the planning, formatting, and the final decision to establish the content in a manner that supports student learning and success in meeting the objectives for the IV Therapy as established by KSBN. The nursing faculty reviewed several textbooks and as a group, decided on the final choice for adoption. Textbook: Hadaway, L. (2018). Infusion Therapy Made Incredibly Easy (5th ed.). Philadelphia: Wolters Kluwer.

   o The Nursing Advisory Committee received all the IV Therapy information, core curriculum update, and the group provided guidance and direction, with unanimous approval given for the proposed plan of instruction and textbook that will be utilized for the course.

   o The Vice-President of Instruction, Stanton Garton, was involved in the process per SATC institutional policy for course content changes and gave full approval of the changes, format, and textbook.

3. Table with Differences in the Curriculum; Sequencing and Content
   o The objectives for the IV Therapy content will be included in the corresponding course's syllabus as listed on the table (Addendum A and B)

4. Clinical Facilities for Practicum
   o Lab components will be conducted in the two nursing labs at Salina Technical College. The nursing lab presently has (6) new IV therapy arms and all supporting supplies for students in the course. Clinical contracts presently are in place for Salina Regional Health Center and

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Salina Surgical.   Ratio of 1:10 faculty to student will always be maintained in the clinical setting.

5. Course Evaluation

o   Student evaluation will consist of written and performance exams that will include content specific to the objectives that will demonstrate course mastery according to the role. The final written competency examination shall be constructed from the board-approved pool of test questions and shall be based up on the board-approved test plan. KAR 60-16-103b(6).

o   The final clinical competency examination will require successful completion of the procedures on the board-approved competency checklist KAR 60-16-104h(2).

Thank you,

Lori Faerber MSN, RN

Director of Nursing and Allied Health
2562 Centennial Road
Salina, KS 67401
lori.faerber@salinatech.edu
785-309-3138

Prelicensure Major Curriculum Change Request
60-2-104 (g) (1) (2) (3)

☐ **(1)** Any change in the plan of nursing curriculum organization involving:

    ☐ Philosophy

    ☐ Number of semesters of study

    ☐ Delivery method of nursing courses

(This includes things such as sequencing, learning methods, content areas, and resources.)

Provide:
- Written documentation that includes a comparison of old to new, this may be in the form of a table
- Address any changes needed in resources and the adequacy of resources, if resources are involved in the change

X(2) Any change in content requiring a change of clock–hours or credit hours innursing courses

Provide:
- Rationale for the change
- Show faculty involvement in process –may use statements of support from faculty and/or evidence of understanding of the change
- A table that shows the differences between the old and new curriculum.
- Include single page course descriptions. **Do Not submit entire course syllabus**

☐ **(3)** Any change in the number of students to be admitted to the nursing education program

Provide:
- Statements of explanation from the program
- Facility letters which must include that they are aware of changes and the effect if any the change will have on the facility and the patients/clients and facility staff
- Reaffirm 1:10 clinical ratio by providing a working model of the clinical schedule
- Information that resources such as library, AV materials and equipment, laboratory, faculty, and support services are adequate

In making decisions concerning curriculum change requests, the Board of Nursing asks if the changes made are consistent with sound educational principles.

🕸 SALINA TECH

Major Curriculum Change Proposal
Practical Nursing IV Therapy

Course Content	Instruction Time		Course Total Hours
NUR 100 KSPN Foundations of Nursing	Classroom	Lab	Didactic/Lab
Rights of medication	30 minutes		
Discuss IV therapy and purpose	30 minutes		
Head to Toe assessment and environmental survey of IV	15 minutes	30 minutes	
Intro to Fluids, electrolytes, and acid base balance	30 minutes		
	30 minutes		
Documentation	30 minutes	30 minutes	
Discontinuing an IV			
	2.75 hours	1 hour	**2.75/1**
NUR 104 KSPN Fundamentals of Pharmacology and Safe Medication Administration			
Role of the PN in caring for a patient with IV therapy. • PN scope of practice • Legal definition	90 minutes		
Safety instruction related to IV therapy; sterile technique, infection prevention, and patient education.	60 minutes	60 minutes	
	2.5 hours	1 hour	**5.25/2**

Course Content	Instruction Time		Course Total Hours
NUR 112 KSPN Nursing Care of Adults I	Classroom	Lab	Didactic/Lab
Fluids, electrolytes, and acid base balance	120 minutes		
Medication Administration • IV Piggyback • IV Push	60 minutes		
Fluids/parental nutrition	60 minutes	30 minutes	
Drug calculations/IV flow rates	60 minutes		
	5 hours	.5 hours	**10.25/2.5**
NUR 132 KSPN Nursing Care of Adults II	Classroom	Lab	
IV Instruction Day 1 **Administration of Intravenous Fluid Therapy** • Patient care prior to infusion • Equipment preparation for IV therapy • Short peripheral vascular access placement • Care of the patient post IV therapy initiation	240 minutes		
Principles of Intravenous Therapy Maintenance • Changing an IV fluid • Changing administrative set tubing for peripheral line • Changing administrative set on tubing for central line • Changing a peripheral IV site dressing and care of infusion site	240 minutes		

Continued on next page.

Addendum A
SATC Major Curriculum Change
Proposed Practical Nursing IV Therapy

Course Content	Instruction Time		Course Total Hours
NUR 132 KSPN Nursing Care of Adults II	Classroom	Lab	Didactic/Lab
IV Instruction Day 2 **Principles of Intravenous Therapy Maintenance** • Changing central venous site dressing and care of infusion site	120 minutes		
• Pharmacological Considerations for Intravenous Medication	80 minutes		
• Administration of parenteral medication and solution	80 minutes		
• Administering IV push medications	80 minutes		
• Preparing immediate use parenteral medication	60 minutes		
• Calculating and applying accurate dosage and infusion/drip rates	240 minutes		
On Campus IV Lab • Practice IV Skills		480 minutes	
Off Campus IV Lab • IV check off		480 minutes	
	19 hours	16 hours	**29.25/18.5**

Course Content	Instruction Time		Course Total Hours
NUR 126 KSPN Maternal Child Nursing	Classroom	Lab	Didactic/Lab
• IV Therapy and the laboring patient	60 minutes		
• Fluid considerations in infants and children	30 minutes		
NUR 120 KSPN Care of Aging Adults			
• Fluid considerations in the aging population	30 minutes		
	2 hours		**31.25/18.5**
Final Totals:			**Didactic: 31.25 hours Lab: 18.5 hours**

SALINA TECH

Salina Area Technical College
Practical Nursing IV Therapy

Requirement (K.A.R 60-16-104) and Course Content Location

Required Item	Course	
1. Definition of intravenous fluid therapy and indications specified in K.A.R 60-16-01 *Core Unit Obj #1*	NUR 112 KSPN Nursing Care of Adults I (Review will continue in all courses as applicable)	
2. Scope of practice as specified in K. A. R. 60-16-102 *Core Unit Obj #2*	NUR 104 KSPN Fundamentals of Pharmacology and Safe Medication Administration	
3. Types of vascular-access delivery devices *Core Unit Obj #3*	NUR 100 KSPN Foundations of Nursing NUR 112 KSPN Nursing Care of Adults I NUR 132 KSPN Nursing Care of Adults II	
4. Age-related considerations *Core Unit Obj #4*	NUR 112 KSPN Nursing Care of Adults I NUR 132 KSPN Nursing Care of Adults II NUR 120 KSPN Care of Aging Adults NUR 15 KSPN Maternal Child Nursing	
5. Legal implications for IV therapy *Core Unit Obj #5*	NUR 112 KSPN Nursing Care of Adults I	
6. Anatomy and physiology *Core Unit Obj #6, 20*	NUR 100 KSPN Foundations of Nursing NUR 112 KSPN Nursing Care of Adults I NUR 132 KSPN Nursing Care of Adults II NUR 15 KSPN Maternal Child Nursing	
7. Fluid and electrolyte balance *Core Unit Obj #7*	NUR 100 KSPN Foundations of Nursing NUR 112 KSPN Nursing Care of Adults I NUR 132 KSPN Nursing Care of Adults II NUR 15 KSPN Maternal Child Nursing	
8. Infusion equipment utilized in IV therapy *Core Unit Obj #8*	NUR 100 KSPN Foundations of Nursing NUR 104 KSPN Fundamentals of Pharmacology and Safe Medication Administration NUR 112 KSPN Nursing Care of Adults I NUR 132 KSPN Nursing Care of Adults II	
9. Patient Care *Core Unit Obj #9, 20*	NUR 100 KSPN Foundations of Nursing NUR 104 KSPN Fundamentals of Pharmacology and Safe Medication Administration NUR 112 KSPN Nursing Care of Adults I NUR 132 KSPN Nursing Care of Adults II	
10. Infusion therapies *Core Unit Obj #10*	NUR 104 KSPN Fundamentals of Pharmacology and Safe Medication Administration NUR 112 KSPN Nursing Care of Adults I NUR 132 KSPN Nursing Care of Adults II NUR 15 KSPN Maternal Child Nursing	

Addendum B

Requirement (K.A.R 60-16-104) and Course Content Location

Required Item	Course
11. Parenteral solutions and indications *Core Unit Obj #11	NUR 104 KSPN Fundamentals of Pharmacology and Safe Medication Administration NUR 112 KSPN Nursing Care of Adults I NUR 132 KSPN Nursing Care of Adults II
12. Infection control and safety *Core Unit Obj #12	NUR 100 KSPN Foundations of Nursing NUR 104 KSPN Fundamentals of Pharmacology and Safe Medication Administration NUR 112 KSPN Nursing Care of Adults I NUR 132 KSPN Nursing Care of Adults II
13. Site care and maintenance *Core Unit Obj #9 *Core Unit Obj #13 *Core Unit Obj #20	NUR 100 Foundations of Nursing NUR 104 KSPN Fundamentals of Pharmacology and Safe Medication Administration NUR 112 KSPN Nursing Care of Adults I NUR 132 KSPN Nursing Care of Adults II
14. Vascular-access device selection and placement *Core Unit Obj #6, 14, 20	NUR 132 KSPN Nursing Care of Adults II
15. Insertion of peripheral short catheters *Core Unit Obj #15, 20, 21	NUR 132 KSPN Nursing Care of Adults II
16. Administration, maintenance, and monitoring of peripheral intravenous fluid therapy *Core Unit Obj #13, 20, 21	NUR 112 KSPN Nursing Care of Adults I NUR 132 KSPN Nursing Care of Adults II
17. Infusion related complications and nursing implications *Core Unit Obj #9, 12, 13	NUR 104 KSPN Fundamentals of Pharmacology and Safe Medication Administration NUR 112 KSPN Nursing Care of Adults I NUR 132 KSPN Nursing Care of Adults II
18. Central and peripheral vascular access devices *Core Unit Obj #16, 20	NUR 132 KSPN Nursing Care of Adults II
19. Administration, maintenance, and monitoring of central intravenous fluid therapy *Core Unit Obj #17, 20	NUR 132 KSPN Nursing Care of Adults II
20. Documentation *Core Unit Obj #18, 20, 21	NUR 100 Foundations of Nursing NUR 112 KSPN Nursing Care of Adults I NUR 132 KSPN Nursing Care of Adults II
21. Patient Education *Core Unit Obj #19, 20, 21	NUR 104 KSPN Fundamentals of Pharmacology and Safe Medication Administration NUR 132 KSPN Nursing Care of Adults II

22. Testing component and student competency *Core Unit Obj #20, 21*	NUR 132 KSPN Nursing Care of Adults II
23. Verification of successful completion of IV therapy content *Core Unit Obj #20, 21*	KSBN Forms: Final IV therapy clinical competency checklist and exam.

*All lab and clinical components will be completed in the correlating clinical section of each course as listed in the Major Curriculum Change Proposal Table for Practical Nursing IV Therapy. *Course objectives will be reflected in each corresponding syllabus where the content is presented.*

Core Curriculum IV Therapy Unit Objectives:
1. Define intravenous fluid therapy (see definition in KAR 60-16-101)
2. Outline the scope of practice of PNs (see description in KAR 60-16-102)
3. Identify the different types of vascular access delivery devices.
4. Discuss age-related considerations.
5. Review the legal implications for intravenous fluid therapy.
6. Review the anatomy and physiology of common sites used for intravenous fluid therapy
7. Review fluid and electrolyte balance considerations that relate to intravenous fluid therapy.
8. Identify infusion equipment used in intravenous fluid therapy.
9. Review client care necessary to maintain patency of established intravenous lines.
10. Review various types of infusion therapies and selection criteria for their use.***
11. Contrast the various types of parenteral solutions and indications for each.
12. Describe infection control and safety measures to be taken to prevent infection and infiltration.
13. Describe site care and maintenance of various type of intravenous therapies.
14. Describe the process for determining vascular access device selection and placement.
15. Discuss the indications for the insertion of peripheral short catheters.
16. Differentiate between central and peripheral vascular devices and their care.
17. Discuss administration, maintenance, and monitoring of existing central intravenous fluid therapy.
18. Articulate documentation needed in relation to intravenous fluid therapy
19. Provide client education related to need for intravenous fluid therapy and client's role in maintaining patency and preventing infection.

IV Therapy Unit Objectives (Clinical):
20. Demonstrate proper techniques for medication administration, maintenance, and monitoring of peripheral intravenous fluid therapy.
21. Demonstrate documentation related to intravenous fluid therapy

Major Curriculum Change Request
Kansas State Board of Nursing
60-2-104 (g) (1) (2) (3) - Prelicensure
Must be received by KSBN at least 30 days before the board meeting

Date: **May 4, 2021**

Name of Program: **JCCC - Practical Nursing**

Program Administrator including credentials: **Christina Rudacille, MSN RN**

Parent Institution: **JCCC**

Address of Institution: **21201 W 152nd Street**

Olathe, KS 66061

Level of the Program for which the change Is being requested **First year**

Briefly describe the Change being requested: Fundamentals of Pharmacology and Safe Medication Administration to be offered either Hybrid or Face to Face

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Action Taken

Education Committee Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

_____   _____
Nursing Education Compliance Officer   Date

11/04; Rev. 5/28/2009, 3/11, 6/16, 8/17, 10/17   1   Education 77

Prelicensure Major Curriculum Change Request
60-2-104 (g) (1) (2) (3)

■ (1) Any change in the plan of nursing curriculum organization involving:

    ☐ Philosophy

    ☐ Number of semesters of study

    ■ Delivery method of nursing courses

(This includes things such as sequencing, learning methods, content areas, and resources.)

Provide:
- Written documentation that includes a comparison of old to new, this may be in the form of a table
- Address any changes needed in resources and the adequacy of resources, if resources are involved in the change

☐ (2) Any change in content requiring a change of clock–hours or credit hours in nursing courses

Provide:
- Rationale for the change
- Show faculty involvement in process –may use statements of support from faculty and/or evidence of understanding of the change
- A table that shows the differences between the old and new curriculum.
- Include single page course descriptions. **Do Not submit entire course syllabus**

☐ (3) Any change in the number of students to be admitted to the nursing education program

Provide:
- Statements of explanation from the program
- Facility letters which must include that they are aware of changes and the effect if any the change will have on the facility and the patients/clients and facility staff
- Reaffirm 1:10 clinical ratio by providing a working model of the clinical schedule
- Information that resources such as library, AV materials and equipment, laboratory, faculty, and support services are adequate

In making decisions concerning curriculum change requests, the Board of Nursing asks if the changes made are consistent with sound educational principles.

12345 College Blvd. • Overland Park, KS • 66210-1299

Christina Rudacille, MSN RN
21201 W 152nd Street
Olathe, KS 66061
May 4, 2021

Janelle Martin, MHSA, RN
Nursing Education Compliance Officer
Kansas State Board of Nursing
900 SW Jackson St., Suite 1051
Topeka, KS 66612-1230

Dear Janelle,

The nursing faculty at Johnson County Community College – Practical Nursing is respectfully asking to have approval to teach the KSPN Fundamentals of Pharmacology and Safe Medication Administration in either a face to face or hybrid format. This will allow the students to have their didactic portion online while the lab will be face to face. Changing this will allow for schedule variances in our full time and part time program, while ensuring that all students are receiving the same content and lab opportunities. This will not change credit hours or any content within the course.

The nursing faculty and I appreciate having the opportunity to present these changes to the KSBN Education Committee during the June 2021 meeting. If approved the changes would take effect in August 2021 for the part time and full time program.

Sincerely,

Christina Rudacille

Christina Rudacille, MSN RN

Director – Practical Nursing and Health Occupations

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Part time Current Schedule		Credit Hours
	Summer	
PN 125	KSPN Foundations of Nursing	4
PN 126	KSPN Foundations of Nursing Clinical	2
	Fall	
PN 130	KSPN Nursing Care of Adults I	4
PN 132	KSPN Nursing Care of Adults I Clinical	2
PN 136	KSPN Fundamentals of Pharmacology and Safe Medication Administration	2
	Spring	
PN 140	KSPN Maternal Child Nursing	2
PN 141	KSPN Maternal Child Nursing Clinical	1
PN 150	KSPN Nursing Care of Adults II	4
PN 152	KSPN Nursing Care of Adults II Clinical	2
	Summer	
PN 145	KSPN Mental Health Nursing	2
PN 155	KSPN Care of Aging Adults	2
PN 175	KSPN Leadership Roles and Issues	1

Full time Current Schedule		Credit Hours
	Fall	
PN 125	KSPN Foundations of Nursing	4
PN 126	KSPN Foundations of Nursing Clinical	2
PN 140	KSPN Maternal Child Nursing	2
PN 141	KSPN Maternal Child Nursing Clinical	1
PN 136	KSPN Fundamentals of Pharmacology and Safe Medication Administration	2
PN 145	KSPN Mental Health Nursing	2
	Spring	
PN 130	KSPN Nursing Care of Adults I	4
PN 132	KSPN Nursing Care of Adults I Clinical	2
PN 150	KSPN Nursing Care of Adults II	4
PN 152	KSPN Nursing Care of Adults II Clinical	2
PN 155	KSPN Care of Aging Adults	2
PN 175	KSPN Leadership Roles and Issues	1

Subject: RE: Curriculum Change

Date: Tuesday, May 4, 2021 at 11:40:16 AM Central Daylight Time

From: Rhonda Rettig

To: Christina Rudacille

Attachments: 5F8D8A3B71504EBD930DB773B982F51A.jpg, F4A4BCD2ABA1436F8BFFCD2CE5A121F9.png

May 4, 2021

KSPN 136
Fundamentals of Pharmacology
KSPN 136 is a complicated course that has both clinical and didactic components and will best be taught in a hybrid or face to face environment. Some material is best given virtually so that students can repetitively watch and absorb the material at a pace that works for them. Other material, like hands on clinical skills, is best given in a face to face environment. The weekly content will dictate whether the cohort of students meets once or twice a week, or only via zoom. The Practical nursing program has two cohorts of students (full time day and part time evening weekend) and a hybrid schedule may also assist with time constraints for both. This flexibility of face to face or hybrid will allow the practical nursing program to contribute to the success of our students.

Rhonda Rettig, MSN, RN
Assistant Professor
Practical Nursing Program
Johnson County Community College
21201 W. 152nd Street
Olathe, KS 66061
913-469-8500 x 4713

Sent from Mail for Windows 10

From: Christina Rudacille
Sent: Tuesday, May 4, 2021 10:48 AM
To: David Luoma; Debby Pockrandt; Tammy Shults; Tammy Greathouse; Helina Kebede; Rhonda Rettig
Cc: Jacquelyn Price; Stephanie Belford
Subject: Curriculum Change

I am finalizing the Major Curriculum Change for the Pharm class to be taught either hybrid or face-to-face. Could you please email me a letter of support stating that you support this change.

Christina Rudacille, MSN RN   (she/her)
Director – Practical Nursing and Health Occupations
Johnson County Community College
21201 W. 152nd Street
Olathe, KS 66061
913-469-2383

Subject: KSPN 136 Curriculum Change Support
Date: Tuesday, May 4, 2021 at 11:11:26 AM Central Daylight Time
From: Tammy Shults
To: Christina Rudacille
Attachments: image003.jpg

KSPN 136

KSPN 136 will best be taught with the flexibility to be either face to face or hybrid as it is a complicated course with both clinical and complex didactic components. The needs of each student cohort will dictate whether curriculum is best taught face to face or via hybrid. For instance, some of the material is best given to the students in a virtual format so that they can watch repeatedly and absorb the material at the pace needed for each student. We are blessed with a rich, diverse population and pharmacological terms are difficult to comprehend in a fast moving face to face environment. Therefore, some key information can be administered via hybrid which then allows students to repetitively go over the ppts and then come to class or clinical prepared with a better understanding. Whether the cohort needs to meet once or twice a week or only via zoom will be dependent on the content discussed that week and whether the clinical component is part of that week's curriculum. The practical nursing program is very complex with different cohorts of students (full time day program and part-time evening/weekend program) and the restraints of time may also contribute to the need of utilizing a more hybrid schedule.

I have taught similar pharmacology courses and changed a second level pharmacology course to a hybrid format with great success. Students appreciated the ability to learn the material at their own pace and then come face to face to ensure they were understanding the more difficulty topics. The "flipped classroom" concept works well with difficult to understand curriculum such as pharmacology.

The flexibility of the course being either Face to Face or hybrid allows the Practical Nursing program to determine what is working best for each cohort of students and which method will contribute to the success of the students.

Tamela Shults, MSN, RN, CNE
Associate Professor
Simulation Education Specialist, Practical Nursing
Johnson County Community College
21201 W. 152nd Street
Olathe, KS 66061
913-469-8500, ext. 3359

From: Christina Rudacille <crudacil@jccc.edu>
Sent: Tuesday, May 4, 2021 10:49 AM
To: David Luoma <eluoma@jccc.edu>; Debby Pockrandt <dpockra1@jccc.edu>; Tammy Shults <tshults@jccc.edu>; Tammy Greathouse <tgreat01@jccc.edu>; Helina Kebede <hkebede@jccc.edu>; Rhonda Rettig <rrettig@jccc.edu>
Cc: Jacquelyn Price <jprice59@jccc.edu>; Stephanie Belford <sbelford@jccc.edu>
Subject: Curriculum Change

I support the idea that PN 136, KSPN Fundamentals of Pharmacology and Safe Medication Administration, be taught as either a hybrid or face-to-face course.

David Luoma

Major Curriculum Change Request
Kansas State Board of Nursing
60-2-104 (g) (1) (2) (3) - Prelicensure
Must be received by KSBN at least 30 days before the board meeting

Date: April 28 2021

Name of Program: Cloud County Community College ADN Program

Program Administrator   Stefanie N. Perret MSN, RN
including credentials:

Parent Institution: Cloud County Community College

Address of Institution: 2221 Campus Drive

                                 Concordia, KS 66901

Level of the Program
for which the change
Is being requested   Associate Degree

Briefly describe the
Change being requested: Request approval for a satellite location at the CCCC
Geary County Campus. Initial enrollment of 18 students
for the 2021-22 academic year; admitting students in
the spring semester.

Action Taken

Education Committee Review   _____
                                           Date

Action Taken: ☐   Approved   ☐   Not Approved   ☐   Deferred

Board of Nursing Review   _____
                                           Date

Action Taken: ☐   Approved   ☐   Not Approved   ☐   Deferred

_____   _____
Nursing Education Compliance Officer   Date

Prelicensure Major Curriculum Change Request
60-2-104 (g) (1) (2) (3)

☐ **(1)** Any change in the plan of nursing curriculum organization involving:

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- Information that resources such as library, AV materials and equipment, laboratory, faculty, and support services are adequate

In making decisions concerning curriculum change requests, the Board of Nursing asks if the changes made are consistent with sound educational principles.

CLOUD COUNTY COMMUNITY COLLEGE

Concordia Campus	**Geary County Campus**	**Online & Outreach**
P.O. Box 1002	631 Caroline Avenue	1.800.729.5101
2221 Campus Drive	Junction City, KS 66441	www.cloud.edu
Concordia, KS 66901	785.238.8010	
785.243.1435	Fax: 785.238.2898	
Fax: 785.243.1043		

Janelle Martin, MHSA, BSN, RN   April 28, 2021
Nursing Education Compliance Officer
Landon State Office Building
900 SW Jackson Street
Suite 1051
Topeka, Kansas 66612-1230

Dear Ms. Martin,

The enclosed documentation from Cloud County community College is to request a Major Curriculum Change for the Associate Degree Nursing Program. We seek approval to establish a satellite location on the Geary County Campus in Junction City, Kansas.

The CCCC ADN Program requests approval to increase the number of students admitted to its Associate Degree Program by 18 students each year at a satellite location on the Geary County Campus. The first cohort is planned to be admitted in spring 2022 with a maximum of 36 students enrolled at this location. The faculty of the ADN program recommended, contributed to, and have approved this request.

Supporting documentation is included in the attached packet. Thank you for your review and consideration of this request. We request permission to present these changes to the Education Committee at the June 2021 meeting for implementation in spring 2022.

Respectfully,

Stefanie Perret MSN, RN
Cloud County Community College
Director of Nursing & Allied Health
2221 Campus Drive
Concordia, KS 66901

Sara Beikman MSN, RN
Cloud County Community College
Nursing Faculty Member
2221 Campus Drive
Concordia, KS 66901

Angela Murray MSN, RN
Cloud County Community College
Nursing Faculty Member
2221 Campus Drive
Concordia, KS 66901

Kristin Kruse MSN, RN
Cloud County Community College
Nursing Faculty Member
2221 Campus Drive
Concordia, KS 66901

Kim Smith BSN, RN
Cloud County Community College
Nursing Faculty Member
2221 Campus Drive
Concordia, KS 66901

Enc: Major Curriculum Change request

Cloud County Community College prepares students to lead successful lives and enhances the vitality of our communities.

Application for Approval of a Major Curriculum Change

Submitted to the Kansas State Board of Nursing

April 28, 2021

By

Cloud County Community College

Associate Degree Nursing Program

Statement of Explanation

Nursing is the fifth most common profession in the United States and one of the fastest-growing, according to the Bureau of Labor Statistics (BLS). Yet the shortage of registered nurses (RNs) in Kansas and the nation is evident and forecast to get much worse. This shortage was supported Geary County Community Health Needs Assessment (2017) and the CTE Comprehensive Kansas Regional Needs Assessment (2020).
https://www.kansasregents.org/resources/PDF/Military_Alignment/Manhattan_Region_Needs_Assessment.pdf

The need for nursing education has been identified by the Career & Academic Partnership Committee which brings together various stakeholders from the area including the USD, CCCC, Military, Geary Community Hospital, and the Chamber of Commerce.

The Nursing Program at Cloud County Community College (CCCC) strives to support the needs of the communities and students we serve. Currently the ADN program is only offered face-to-face on the Concordia Campus. The Concordia Campus is located 90 miles from the Geary County Campus. In the past five years CCCC has had an increased number of students apply to the Nursing Program from the Geary County Campus service area. Information is included in Table 1: Applications and Admissions.

Table 1: Applications and Admissions

Year	2017	2018	2019	2020	2021
Completed application process	69	67	55	48	63
Admission offer accepted GTO	17	18	19	19	24
Admission offer accepted Adv. Standing LPN-ADN	33	33	23	24	22
Applied from GCC service area - GTO	1	5	6	7	14
Admitted from GCC service area - GTO	1	2	5	5	10
Applied from GCC service area – Adv. Standing LPN-ADN	4	4	3	2	5
Admitted from GCC service area – Adv. Standing LPN-ADN	3	3	3	2	3

Faculty and Administrative Support

There are currently four full-time faculty (9 month contract), six clinical adjunct faculty, one 12 month director of nursing who has a teaching load of 20%, and a shared division secretary on the Concordia campus. See faculty profile table **Appendix A.**

To support the satellite location the request has been made and supported by administration for the following. Reduce teaching load to <5% for the current director. Director will be shared between Concordia & Geary Co campuses. A 12 month Support Staff member shared between both campuses to provide administrative support. Three additional full-time faculty (2 for Geary Co and 1 for Concordia) to start in academic year 2021-22. With plans to add two additional full-time faculty at the Geary Co campus in spring 2023. See Memorandum of Support Appendix F.

Clinical adjunct faculty will continue to be hired to help fulfill clinical requirements. Kansas State Board of Nursing requires that there be a maximum student to faculty ratio of ten to one in all clinical course work. However, CCCC utilizes some clinical locations (critical access hospitals) which request to only have six students at one time. Both full-time and adjunct faculty support students during clinical time.

Clinical adjunct faculty are paid per student contact hour. MOUs are in place with select clinical sites to support the faculty salary while at their location.

This proposal was submitted by faculty and approved by the Department, Division, Academic Affairs, Cabinet, and CCCC Board of Trustees. Minutes from the BOT meeting are included in letters of support.

Clinical Sites

Clinical agencies near both locations have committed their support to accommodate additional CCCC nursing student clinical needs. Letters have been provided to substantiate their support and provide slots for clinical learning opportunities for CCCC ADN students. See Appendix F. Letters of support from agencies geographically near the Concordia campus are also included since students from this campus will be placed more frequently at these locations.

See **Appendix B** for clinical site contact information. **Appendix F** contains letter of support.

Proposed Clinical Map for ADN Program

NR 111	NR 112	NR 211	NR 212
Skills Lab/Simulation	Clay County Medical Center – acute care	Geary Community Hospital	Salina Regional Health Center / Geary Community Hospital
Long Term Care – Linn Community Nursing Home	Geary Community Hospital – acute care	Manhattan Surgical Hospital	Mental Health – Larned State Hospital
Abilene – Memorial Healthcare (acute & skilled)	Community Memorial Healthcare – acute care	Community – Salina Rescue Mission, Konza Prairie	Preceptorship
Geary Community Hospital – acute care			Simulation
3 groups of 6	3 groups of 6	3 groups of 6	2 groups of 9

Educational Facilities:

CCCC will use current space and renovate existing space on its Geary Co campus to provide accommodations for classroom, a traditional lab, simulation lab, common space, storage space, and faculty offices. Existing classrooms and rooms will be utilized to accommodate other nursing program needs such as computer lab, breakroom facilities and meeting space. The nursing main classroom, traditional skills lab, simulation lab, and faculty offices will be located in Building B. There is approximately 4,500 square feet available to accommodate the needs of the department. Rooms B1, B2, B3, and B4 have been identified for these purposes. Additional space is available for faculty offices in Building C if needed. See the Building B floor plan in **Appendix C**. Discussions have been held with Administration regarding space needs. Included in this packet (**Appendix F**) are statements regarding support for required space and equipment from:

Amber Knoettgen – President
Dr. Kimberly Zant – Vice President for Academic Affairs
Jennifer Zabokrtsky – Geary County Campus Director

Classrooms

Classrooms listed are centrally located and supported by technology. The available classrooms are large enough to accommodate the requested number of nursing students. Classrooms are scheduled through the campus scheduling process, and all classrooms are available for scheduling across the entire campus. Classroom B3 will be first scheduled with nursing classes and then may be available to other departments or utilized for meeting space. The classrooms are equipped with shared multimedia access to resources for teaching (SMART) technologies. The classroom contains a smart board; dry erase board, desktop computer with monitor for instruction, projector, poster hangers, tables, and chairs.

Computer lab

There are approximately 20 computers that are centrally-supported and available to students. This computer lab A-1 is located in Building A. This lab is currently utilized for nursing student testing on Fridays by the Concordia campus. There are also laptops available for student checkout. Technical support is provided by the IT Department on the main Concordia campus. CCCC employs 4 full time computer technicians who are responsible for the maintenance and upkeep of all computers on both campuses. IT staff spend at least one day per week on the Geary Co campus. All requests for maintenance and upkeep of labs, printing, etc. are made through this department.

Student lounge

The T-Bird nest lounge is located in Building A. This area provides a common space for all students on campus. It is available from approximately 8am-9pm Mon-Thurs and 8am-5pm Fri. There are also quiet study locations available across the campus.

Additional student space is available in the Student Success Center (SSC). The SSC is open for studying and computer use (10 computers) Mon-Thurs 8am-9pm and Fri 8am-5pm.

Nursing labs

Equipment will be purchased, reallocated, or shared for the Geary Co satellite location, and will contain all of the technology and equipment currently in use in the skills and simulation clinical on the CCCC main Concordia campus location.

The human simulation Center (Sim Center) is a state-of-the-art center, providing for all levels of skills practice, peer check-offs, return demonstrations, remediation, simulations, and clinical performance evaluations (utilizing patient simulators as well as standardized patients), and other learning events. The Sim Center contains patient care areas and equipment utilized for clinical experiences. The center includes hand washing facilities, linen storage, nurse's station with medication preparation area, and small conference area. The Sim Center is divided into patient care areas; a pediatric simulator; adult high- fidelity simulators; infant simulator; and mid-fidelity birthing simulator with birthing bed. Each acute care bay area consists of patient bed, mid- or high fidelity patient simulator, bedside table, single or multi-channel IV controller/pump and audio-visual capabilities for remote observation and recording. Area includes portable headwall with functional air and suction outlets and one area includes a patient

telemetry monitor, crash cart with defibrillator, and isolation cart. The nurse's station consists of medication cart, med prep area, and central supply area. These simulators are equipped with a wide variety of programmed patient care scenarios.

Library & Learning Resources

Acquisition of learning resources is determined by faculty with input from information technology department, librarian, grant facilitators, and administration. Learning resources impacting all nursing courses are selected and evaluated for currency and comprehensiveness by the faculty.

Faculty and students can request books/journals from the Cloud Library. The "Libguide," a department-specific web page with linked resources, is maintained by the library and updated as new literature is received for the nursing department. The web page has links to the online databases, eBooks, professional associations, and APA formatting guidelines.

Some hard copy current nursing textbooks are available in the library, although the usage by students is minimal. All hard copy texts are available for student check out on either the Concordia or Geary Co campus. If requested by the Geary Co campus the text is taken by courier to that location. Textbooks are required for purchase by all students. For students having financial difficulty in purchasing these books, may be referred by the Director to the Cloud County Community College Foundation for emergency funds.

The library is located within the main building on the Concordia campus and provides the students with access to textbooks, magazines, and other resource materials. These resource materials are kept current within the last five years. Additionally there are computers available for student use. Several data bases are available to students from home or any off campus site, with the use of their student ID as a password. Faculty encourage the use of CINAHL with Full Text, Proquest Nursing, Health Source: Nursing/Academic Edition, MEDLINE, Consumer Health Complete and Health Source- Consumer Edtion in the support of evidence based practice. A coffee shop is also available within the Library.

Canvas, Cloud County Community College's current Learning Management System (LMS). Faculty members are provided training as part of college wide faculty orientation. Students have access to the course websites at the start of each semester. Canvas has met the needs of students and faculty alike, for student communications, syllabi, assignments, announcements, calendar events, due dates, and grade updates. Web learning resources are accessible to students and faculty. All enrolled students and faculty have access to their appropriate course. All faculty members have internet access in their offices. The LMS system is maintained through the information technology department as well as the online director.

Learning resources available to students and faculty within the Department of Nursing are evaluated annually in the spring for currency and comprehensiveness. Computer programs and audiovisual resources are reviewed by course faculty. Faculty review lessons annually for improvements and accuracy relating to best practice, professional standards, guidelines, and competencies. Other resources available to faculty or students (for example, textbooks kept in the Sim Center) are reviewed for relevance and currency.

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Student and Program Outcomes

CCCC NCLEX-RN Pass Rate

CCCC NCLEX-RN Pass Rate					
Expected Level of Achievement	Year	Program Option	Disaggregated by cohort: First-Time	Aggregated by class: First-Time	Overall Aggregated pass rate regardless of attempts
Annual licensure examination pass rate is a least 80% for all first-time test takers during the same 12-month period.	2015	LPN-ADN	92.86%	92.86%	96.4%
	2016	LPN-ADN	82.76%	82.76%	93.3%
	2017	LPN-ADN	83.87%	83.87%	96.7%
	2018	LPN-ADN	100%	100%	100%
	2019	Generic Traditional Option	100%	82.14%	100%
		LPN-ADN	73.6%		
	2020	GTO	84.6%	87.10%	96.77%
		LPN-ADN	88.89%		

CCCC Nursing Program Completion

CCCC Nursing Program Completion Rates			
Year	Cohort	Completion Rate	Aggregated Completion Rate
2014 - 2015	LPN-ADN	78%	78%
2015 - 2016	LPN-ADN	88%	88%
2016 - 2017	LPN-ADN	88.5%	88.5%
2017 - 2018	LPN-ADN	81.8%	81.8%
2018 - 2019	Generic Traditional	58.8	64.4%
	LPN-ADN	67.8	
2019 - 2020	Generic Traditional	72.2	70.45
	LPN-ADN	69.2	

CCCC Job Placement Rates

CCCC Job Placement Rate			
	Generic Traditional Option	LPN to ADN Option	All Students
Spring 2016	N/A	100%	100%
Spring 2017	N/A	90.3% *	90.3% *
Spring 2018	N/A	100%	100%*
Spring 2019	100%	94.44%	96.55%*
Spring 2020	84.6%**	94.44%**	93.54%* ^^

* In 2017 Job Placement data changed for CCCC from graduates employed in the nursing profession to graduates employed as a Registered Nurse within 6 months of graduation.

** as of 10/20/20

^^ as of 03/01/21 job placement rate as an RN was 96.77% for this class.

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Appendix A:

Faculty Profile Table
Qualifications of Full-Time Faculty Exclusive to Nursing Program

LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBLITY	
Beikman, Sara	July 2017 (CCCC part-time clinical instructor from 2006 to 2009)	BSN- April 1996 University of Texas School of Nursing MSN – January 2019 Master of Science in Nursing Education- Grand Canyon University Faculty Qualification Report/ Degree Plan on file with KSBN.	Kansas License #14-79986 Expires: 03/31/2022 BLS- expires 8/2022 Certified in fetal Monitoring Certified Breast Feeding Educator AWHONN Fetal Monitoring Instructor	All Lifespan courses are team taught. Didactic and clinical instruction for the following courses: NR 110 NR 111 NR 112 NR 210 NR 211 NR 212	International Student Association Assists administrator to maintain files for immunization, physicals, and CPR requirements. Advising D-25 Proposed Policy on Assessment.
Kruse, Kristin	July 2018 (CCCC part-time contract April 2018 to July 2018)	ADN – May 2014 Cloud County Community College BSN – September 2016 MidAmerican Nazarene University MSN – September 2020 Master of Science in Nursing Education – Western Governor's University Faculty Degree Plan on file with KSBN.	Kansas License #13-127493 Expires: 07/31/2021 BLS Expires: 05/2023	All Lifespan courses are team taught. Didactic and clinical instruction for the following courses: NR 110 NR 111 NR 112 NR 210 NR 211 NR 212	ATI Testing Evaluation Form Revision Committee STEM Day Committee

Murray, Angela	August 2018	ADN – December 2007 Hutchinson Community College BSN- June 2018 Oklahoma Wesleyan University MSN – February 2020 Master of Science in Nursing Education – Western Governor's University	Kansas License #13-103319 Expires: 09/30/2021 BLS- expires 06/2022 BLS Instructor expires 6/22 ACLS - expires 3/2020 TNCC – expires 04/2021 MICT – expires 12/21	All Lifespan courses are team taught. Didactic and clinical instruction for the following courses: NR 110 NR 111 NR 112 NR 210 NR 211 NR 212	Assist with student background check and security clearances for clinical. Emergency Preparedness Committee
Smith, Kimberly Ann	August 2019	ADN – May 2016 Cloud County Community College BSN – January 2020 Ottawa University Currently enrolled in Master of Science in Nursing Education-projected date of completion is December 2021. Ottawa University Faculty Degree Plan on file with KSBN.	Kansas License #13-135692 Expires: 12/32/2022 BLS- expires 08/2021 ACLS - expires 05/2022 PALS – expires 01/2022	All Lifespan courses are team taught. Didactic and clinical instruction for the following courses: NR 110 NR 111 NR 112 NR 210 NR 211 NR 212	Credit for Prior Learning Committee Assist Administrator with Preceptorship and Clinical Partnership.

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Faculty Profile Table
Qualifications of Part-Time Faculty Exclusive to Nursing Program

LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBLITY	
Elsasser, Alison	January 2018	ADN – December 2009 Brown Mackie College BSN – December 2016 Fort Hays State University Faculty Hire Exception on file with KSBN.	Kansas License # 13-110384 Expires 5/31/2021 BLS – expires 9/21 ACLS- expires 9/21 TNCC- expires 5/21 PALS- expires 6/21	All Lifespan courses are team taught. Clinical instruction for the following courses: NR 111 NR 112 NR 211 NR 212	(None)
Fischer, Andrea	February 2020	ADN – May 1994 Cloud County Community College BSN – December 2012 Fort Hays State University Faculty Hire Exception on file with KSBN.	Kansas License # 13-70371 Expires 01/31/2022 BLS – expires 1/23 ACLS – expires 3/22	All Lifespan courses are team taught. Clinical instruction for the following courses: NR 111 NR 112 NR 211 NR 212	(None)
Hamm, Anita	January 2018	ADN – May 2015 Cloud County Community College BSN – December 2017 Wichita State University Faculty Hire Exception on file with KSBN.	Kansas License # 13-131479 Expires 10/31/2021 BLS – expires 3/22 ACLS- expires 3/22 TCRN-expires 01/26 ONC –expires 6/23 TNCC Instructor	All Lifespan courses are team taught. Clinical instruction for the following courses: NR 111 NR 112 NR 211 NR 212	(None)

Hansen, Merry Jo	January 2018	ADN – May 1993 Cloud County Community College BSN – May 1999 Fort Hays State University MSN – June 2010 Norwich University Faculty Qualification Report on file with KSBN.	Kansas License # 13-68691 Expires 12/31/2021 BLS – expires 05/22	All Lifespan courses are team taught. Clinical instruction for the following courses: NR 111 NR 112 NR 211 NR 212	(None)
Mehl, Rhonda	September 2019	ADN – May 1988 Cloud County Community College BSN – May 2002 Fort Hays State University Faculty Hire Exception on file with KSBN.	Kansas License # 13-58905 Expires 07/31/2021 BLS – expires 08/22 ACLS- expires 14/23 PALS- expires 12/23 CAPPA Instructor 2026	All Lifespan courses are team taught. Clinical instruction for the following courses: NR 111 NR 112 NR 211 NR 212	(None)
Parker, James	January 2021	ADN – March 2016 Brown Mackie College BSN – March 2019 Capella University Faculty Hire Exception on file with KSBN.	Kansas License # 13-135129 Expires 03/31/2023 BLS – expires 04/23 ACLS- expires 04/23 PALS- expires 11/21 NRP – expires 03/23 TNCC-expires 07/23 TNCC Instructor	All Lifespan courses are team taught. Clinical instruction for the following courses: NR 111 NR 112 NR 211 NR 212	(None)

Appendix B: Clinical site contact information.

CCCC Clinical Sites

Facility	Contact Name	Accreditation, approval, or oversight.	Meets clinical site guidelines contract on file
Belleville Medical Clinic 2337 G Street Belleville, KS 66935	Linda Holl 785-527-5524 rcfp@nckcn.com	Licensed by Kansas Department of Health and Environment	Yes
Brodstone Memorial Hospital 520 E 10th St Superior, NE 68978	Kori Field, RN Director of Nursing 402-879-3281	Critical Access Hospital CMS Certification Nebraska Department of Health and Human Services	Yes
Clay County Hospital 617 Liberty Clay Center, KS 67432	Penny Johnson, MSN, RN Director of Nursing 785-632-2144 Ext 3544 Jbadske@ccmcks.org	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Yes
Cloud County Health Center 1100 Highland Dr. Concordia, KS 66901	Della Strait, MSN, RN Director of Nursing 785-243-1234 dstrait@cchc.com	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Yes
Cloud County Health Department 910 W 11th Street Concordia, KS 66901	Brandi Bray, RN Administrator 785-243-8140 bbray@cloudcountyks.org	Licensed by Kansas Department of Health and Environment	Yes
Community Memorial Hospital 798 N. 18th St. Marysville, KS 66508	Diane Luebcke, BSN, RN Director of Nursing 785- 562-2311 ddluebcke@cmhcare.com	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Yes
Fresenius Medical Care At CCHC 1100 Highland Drive Concordia, KS 66901	Sue Brayton, RN Administrator 785-243-1234 Sue.brayton@fmcna.com	End Stage Renal Disease Licensed by Kansas Department of Health and Environment	Yes
Geary Community Hospital 1102 St Marys Rd Junction, City KS 66441	Kaye Marantette, MSN, RN Chief Nursing Officer 785-238-4131 kmarantette@gchks.org	Accredited Long-Term Care Hospital Accreditation – The Joint Commission Licensed by Kansas Department of Health and Environment	Yes
Irwin Army Community Hospital 650 Huebner Road Fort Riley, KS 66442-4030	Donna Medek Agreements Manager 405-362-0021 Donna.j.medek.civ@mail.mil	Army medical facility	Yes

Jewell County Hospital 100 Crestvue Ave Mankato, KS 66956	Carole Simon, RN Director of Nursing 785-378-3137	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Yes
Larned State Hospital 1301 Kansas 264 Larned, KS 67550	Jayci Wyant, RN 620-285-4569 Jayci.Wyant@LSH.KS.GOV	Accreditation – The Joint Commission	Yes
Lincoln County Hospital 624 N 2nd St Lincoln, KS 67455	Director of Nursing 785-524-4403	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Yes
Linn Community Nursing Home 612 3rd St Linn, KS 66953	Sarena Rosebaugh, RN Director of Nursing 785-348-5551 don@linncomm.org	Long term care facility Licensed by Kansas Department of Health and Environment	Yes
Manhattan Surgical Hospital 1829 College Ave Manhattan, KS 66502	Cindy Sias BSN, RN Director of Infection Prevention and Education 785-776-2571	Non-Accredited Long-Term Care Hospital Licensed by Kansas Department of Health and Environment	In Process
Memorial Health System 511 NE 10th St Abilene, KS 67410	Erica Forbes BSN, RN Nurse Manager 785-263-6646 eforbes@mhsks.org	Critical Access Hospital Licensed by Kansas Department of Health and Environment	In Process
Mitchell County Hospital Health Systems 400 W 8th Beloit, KS 67420	Jan Kemmerer, RN Director of Nursing 785-738-2266 jkemmerer@mchks.com Pamela Hollerich Director of RCC 785-738-9590 pholerich@mchks.com	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Yes
Mount Joseph Senior Village 1110 West 11th Concordia, KS 66901	Director of Nursing 785-243-1347	Long term care facility Licensed by Kansas Department of Health and Environment	Yes
Pawnee Mental Health 210 W 21st. St. Concordia, KS	Marie Cairns, RN 785-243-8900 Marie.cairns@pawnee.org	Community Mental Health License -Licensed by Kansas Department of Social and Rehabilitation Services (SRS) Also licensed by the Kansas Department of Addiction and Prevention Services	Yes

Republic County Health Department and Home Health 2316 G St, Belleville, KS 66935	Danielle Swanson, RN Administrator 785-527-5671 rchdhha@nckcn.com	Licensed by Kansas Department of Health and Environment	Yes
Republic County Hospital 2420 G Street Belleville, KS 66935	Kelli Devine Director of Acute Nursing 785-527-2254 kdevine@rphospital.org	Critical Access Hospital Accreditation – The Joint Commission Licensed by Kansas Department of Health and Environment	Yes
Salina Regional Healthcare Center 400 S Santa Fe Ave. Salina, KS 67401	Kathy Pike, MSN, RN Director of Education 785-452-7000 kpike@srhc.com	Accredited Long-Term Care Hospital Accreditation – HFAP Licensed by Kansas Department of Health and Environment	Yes
Salina Rescue Mission 1716 Summers Rd PO Box 1667 Salina, KS 67401	Chad Young Executive Director 785- 823-2610 chad@salinarescuemission.com	Not for Profit 501 (c) Organization – Reports to a volunteer Board of Directors	Yes
Smith County Memorial Hospital 921 E Hwy 36 Smith Center, KS 66967	Sarah Ragsdale Director of Nursing 785-282-6845 Sarah.ragsdale@scmhks.org	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Yes
Sunset Home 620 2nd Ave Concordia, KS 66901	Director of Nursing 785-243-2720 Ext 123 tshippy@sunsethomeinc.com	Long term care facility Licensed by Kansas Department of Health and Environment	Yes
Washington County Hospital 304 E 3rd St Washington, KS 66968	Kelly Ottot, RN Director of Nursing kotott@bluevalley.net	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Yes
Observational Sites			
CCCC Children's Center 2221 Campus Drive Concordia, KS 66901	Michelle Charbonneau Director 785-243-1435 x 755	Licensed by Kansas Department of Health and Environment	Yes
Public School System #333 217 West 7th Street Concordia, KS 66901	Quentin Breese Superintendent 785-243-3518	Overseen by KDHE	Yes
Local AA/NA Groups			

Appendix C: Building B floor plan

CAROLINE AVENUE

Exit

Classroom Storage
B1

Closet

Classroom
B1
Skills Lab

Door

Closet

Custodial Closet

Exit

Classroom
Potential Sim B2
Set up like hospital room

O   O

Zoom Room or offices
6-12   Classroom
B4

Lecture
24

Classroom
B3

Exit   Exit

Room B2

N

vanity

One way mirror

Door to lab

Med station   Door to hallway   One way mirror

Curtain

One way mirror
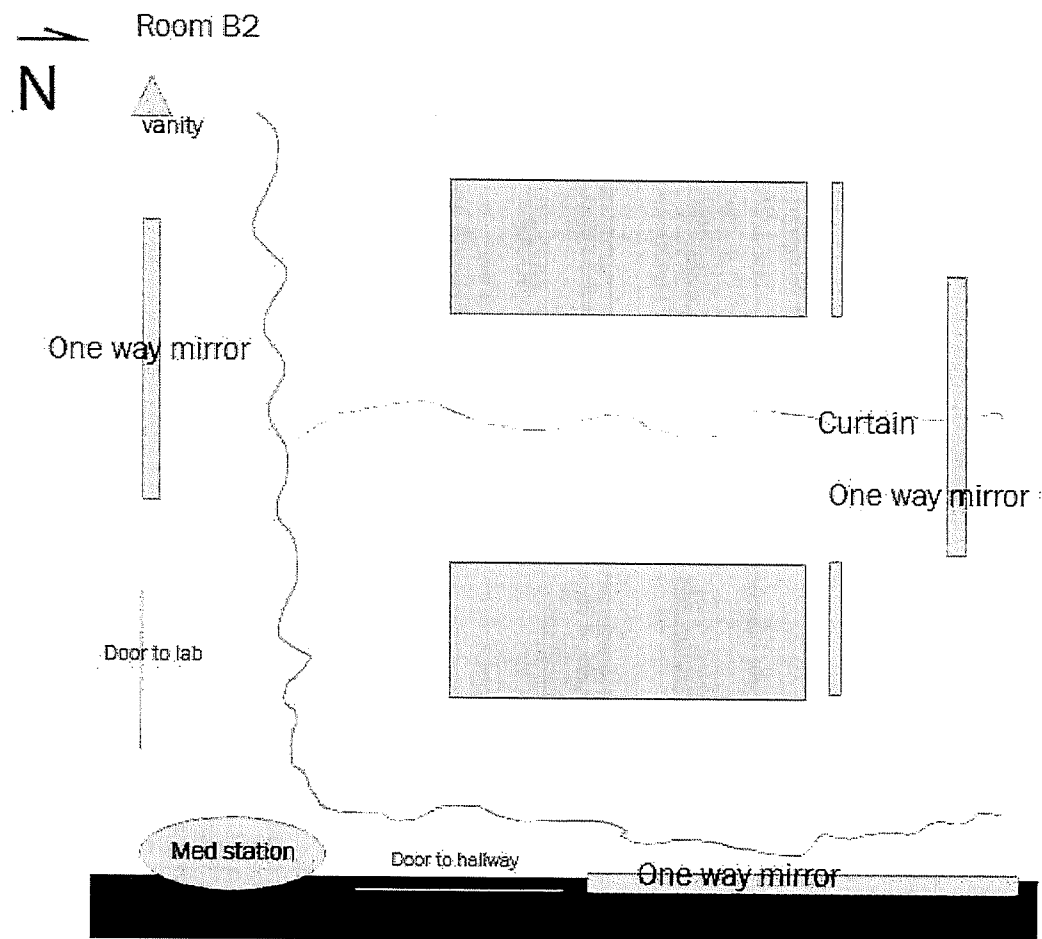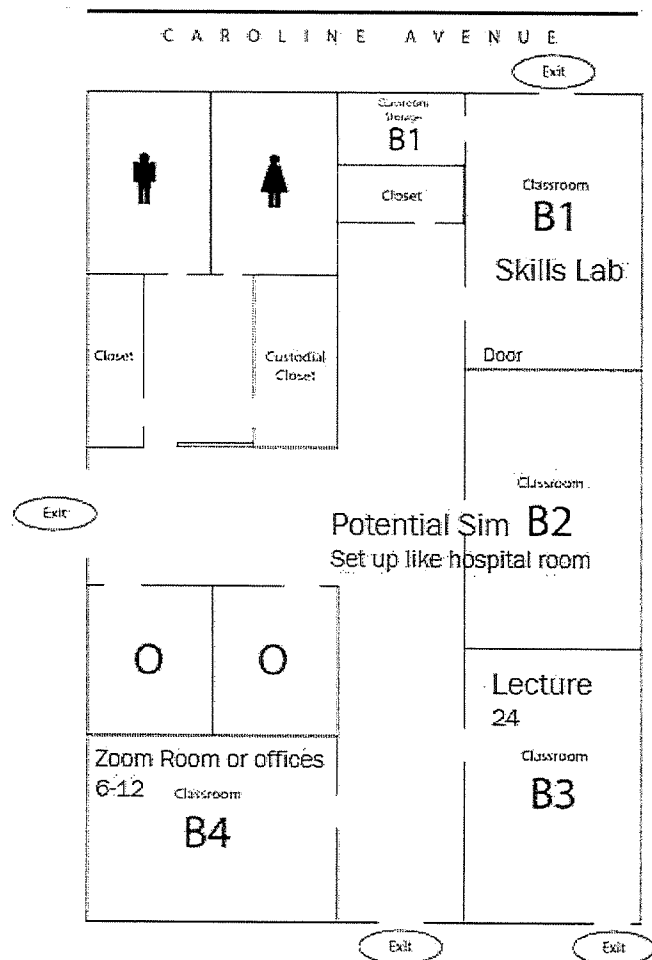
Appendix D: Plan of Study

Course	Course Name	Cr. Hr.				
	Pre-requisites					
SS 101	General Psychology	3				
SS 105	Human Growth and Development	3				
MA 110	Intermediate Algebra	3				
SC 126	Anatomy & Physiology w/lab *or*	5				
	SC120 A&P 1 and SC121 A&P 2	*8*				
CNA Certification						
		14				

	1st year Spring			**1st year Summer**		
NR 111	Lifespan Nursing I	6		NR 112	Lifespan Nursing II	9
NR 110	Health Assessment for Nurses	3		NR 114	Pharmacology II	2
SC 128	Pathophysiology	4		CM 101	English Composition I	3
		13				**14**
	2nd year Fall			**2nd year Spring**		
NR 211	Lifespan Nursing III	9		NR 212	Lifespan Nursing IV	9
NR 115	Pharmacology III	2		XXXX	Humanities	3
CM 240 (or) CM 115	Interpersonal Communication (or) Public Speaking	3				
		14				**12**

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Appendix E: Draft Schedule

First Year spring Draft Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
0600					
0700		Clinical			
0800					
0900	NR 111 Lifespan Nursing I		NR 110 Health Assessment for Nurses		
1000					
1100					
1200					NR110 NR111 Exams
1300					
1400					
1500					
1600					
1700					

First Year Summer Draft Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
0600					
0700		Clinical			
0800					
0900	NR 112 Lifespan Nursing II		NR 112 Lifespan Nursing II		
1000					
1100					
1200				NR112 NR114	
	NR 114				

Time					
1300	Pharm II			Exams	
1400					
1500					
1600					
1700					

Second Year fall Draft Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
0600					
0700	Clinical		Clinical		
0800	Will be placed in a Mon or Wed clinical group		Will be placed in a Mon or Wed clinical group		
0900		NR211 Lifespan Nursing III		NR211 Lifespan Nursing III	NR211 NR115 Exams
1000					
1100					
1200					
1300		NR115 Pharm III			
1400					
1500					
1600					
1700					

Second Year spring Draft Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
0600					
0700	Clinical		Clinical		
0800	Will be placed in a Mon or		Will be placed in a Mon or		
0900	Wed clinical	NR212 Lifespan	Wed clinical group	NR212 Lifespan	NR212
1000	group	Nursing IV		Nursing IV	Exams
1100					
1200					
1300					
1400					
1500					
1600					
1700					

Appendix F: Letters of support

To: Kansas State Board of Nursing

From: Amber Knoettgen, President

Date: April 19, 2021

RE: Off Campus Instructional Site-Geary County Campus Support

Cloud County Community College's (CCCC) mission is to prepare students to lead successful lives and enhance the vitality of our communities. In alignment with our mission, I am pleased to offer this letter of support and commitment for the proposed expansion of our Nursing Program to the Off Campus Instructional Site-Geary County Campus of CCCC. This expansion supports documented demand for the program in the Junction City area. CCCC is completely committed to supporting faculty, students, additional space, and equipment needs for the expansion of the A.D.N. program at our Geary County Campus.

CCCC's guiding values are success, excellence, service, integrity, diversity, accessibility, and sustainability. The delivery of the A.D.N program at our Geary County Campus supports these guiding values and will allow us to continue providing nursing educational opportunities to meet the needs the Junction City area. Our current campus at the Geary County Campus provides an ideal learning space to house the proposed expansion. CCCC is dedicated to meeting the employment needs of the area and has established strong community relationships that support us offering the A.D.N. program at the Geary County Campus. We look forward to being able to expand our nursing program to better serve our constituents.

Please let me know of any other expansion needs or questions that arise as CCCC progresses towards offering our Nursing Program to the Off Campus Instructional Site-Geary County Campus of Cloud County Community College.

Amber Knoettgen
President
CLOUD COUNTY COMMUNITY COLLEGE
785.243.1435, ext. 249 | www.cloud.edu

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COMMUNITY COLLEGE
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Cloud County Community College prepares students to lead successful lives and
enhances the vitality of our communities.

Concordia Campus
P.O. Box 1002
2221 Campus Drive
Concordia, KS 66901
785.243.1435
Fax: 785.243.1043

Geary County Campus
631 Caroline Avenue
Junction City, KS 66441
785.238.8010
Fax: 785.238.2898

Online & Outreach
1.800.729.5101
www.cloud.edu

April 16, 2021

RE: Off Campus Instructional Site-Geary Campus

To Whom It May Concern:

As the Vice President for Academic Affairs of Cloud County Community College, I am pleased to offer this letter of support and commitment for the proposed expansion of our Nursing Program to the Off Campus Instructional Site- Geary Campus of Cloud County Community College. The Off Campus Instructional Site-Geary Campus will allow the A.D.N. program to be offered in the Junction City, Kansas area. Demand for the program has been documented and shared with our internal constituents, and the expansion is supported college wide.

Cloud County Community College's mission is to prepare students to lead successful lives and to enchance the vitality of our communities. The delivery of said program at our Geary County Campus will allow us to continue to meet our institutional mission. Our Geary County Campus' present teaching and learning space can house the proposed expansion. As the VPAA, I support the credentialed and qualified full-time faculty members that will be needed to provide quality instruction, as well as the resources and equipment required by the proposed expansion. We look forward to being able to expand our nursing program to better serve our constituents.

Please let me know if you have any questions regarding the proposed expansion of our Nursing Program to the Off Campus Instructional Site-Geary Campus of Cloud County Community College.

Kimberly Zant

Dr. Kimberly Zant
Vice President for Academic Affairs
CLOUD COUNTY COMMUNITY COLLEGE
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CLOUD COUNTY COMMUNITY COLLEGE

Concordia Campus
P.O. Box 1002
2221 Campus Drive
Concordia, KS 66901
785.243.1435
Fax: 785.243.1043

Geary County Campus
631 Caroline Avenue
Junction City, KS 66441
785.238.8010
Fax: 785.238.2898

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1.800.729.5101
www.cloud.edu

To: Stefanie Perret, Director of Nursing and Allied Health
From: Jennifer Zabokrtsky, Geary County Campus Director
Date: April 16, 2021
RE: Support for Nursing Program Expansion

Cloud County Community College's Nursing Program has been a flagship program for the college for decades and I am thrilled at the prospect of expanding this very successful program to the Geary County Campus (GCC) in Junction City. As a former advisor, Coordinator of Student Services, and now Director of the Geary County Campus, I have worked with many pre-Nursing majors on this campus who wished they could complete a Nursing degree at Cloud's GCC. Since the addition of the Generic Track AAS Nursing Program in 2017, a good number of students from the Geary County area have been accepted to the program on the Concordia Campus (9 students for Fall 2021). Nursing faculty have worked to place GCC students in clinical locations near Junction City and offered testing at GCC to accommodate this pool of students who have been commuting to Concordia. By expanding the program to the GCC, Cloud will open the program to more individuals in this region and increase the skilled workforce in our region.

As the Director of the Geary County Campus, I am wholly committed to provide support for this program expansion and future students. Stefanie and I have identified the best classroom, lab, and office spaces for the program.

We have offered nursing pre-requisite and general education courses for Pre-Nursing students for over 20 years, preparing our students for acceptance into other college's nursing programs and most recently, Cloud's Generic Track AAS Program in Concordia. I am already working closely with Stefanie to provide those general education and pre-requisite courses at the best times to meet the needs of expanding this program to our campus.

The GCC already has student support services in place that will be available to students accepted into the nursing program, including tutoring, advising, proctoring, computer labs, and library resources. The faculty and staff on the GCC are excited about this opportunity for students and our community. They see the need for skilled nurses in our area and know that we have Pre-Nursing students who will benefit from this expansion.

As other needs arise, I will work closely with the Nursing Department to provide the support and resources necessary to offer Cloud's high quality Generic Track AAS Nursing degree on the Geary County Campus.

Jennifer Zabokrtsky

Brodstone

MEMORIAL HOSPITAL

520 East 10th • P.O. Box 187 • Superior, NE 68978

Stefanie Perret MSN, RN
Director of Nursing and Allied Health
2221 Campus Drive
Concordia, KS 66901

April 12, 2021

To whom it may concern:

Brodstone Memorial Hospital supports the expansion of the Cloud County Community College nursing program to the Geary County satellite campus. *Brodstone Memorial Hospital* will make every effort to provide clinical support for Associate Degree Nursing students. We have considered the effects of greater numbers of students for clinical placements and will always consider these requests, accommodating as many students as our capacity allows at the requested time.

Regards,

Kori Field RN/CNO

Kori Field RN, BSN
Chief Nursing Officer

Brodstone
Email: kfield@brodstone.org
Direct Line: 402-207-1519
Phone : 402-879-4432 | Ext : 5255
Fax : 402-879-4924

520 East 10th Street, P.O Box 187
Superior, Nebraska 68978

Education 108

Stefanie Perret MSN, RN
Director of Nursing and Allied Health
2221 Campus Drive
Concordia, KS 66901

April 14th, 2021

To whom it may concern:

Cloud County Health Center supports the expansion of the Cloud County Community College nursing program to the Geary County satellite campus. Cloud County Health Center will make every effort to provide clinical support for Associate Degree Nursing students. We have considered the effects of greater numbers of students for clinical placements and will always consider these requests, accommodating as many students as our capacity allows at the requested time.

Della Strait

Director of Nursing

CLAY COUNTY
MEDICAL CENTER
One Family Caring for Yours

Penny Johnson MSN, RN
Director of Nursing
Clay County Medical Center
617 Liberty Street
Clay Center, KS 67432

April 16, 2021

To whom it may concern:

Clay County Medical Center supports the expansion of the Cloud County Community College nursing program to the Geary County satellite campus. Clay County Medical Center will make every effort to provide clinical support for the Associate Degree Nursing Students. We have considered the effects of greater number of students for clinical placements and will always consider these requests, accommodating as many students as our capacity allows at the requested time.

Penny Johnson, RN, MSN/Ed, CNOR

pjohnson@ccmcks.org
Phone: (785) 632-2144 Ext. 3544

Geary
Community
Hospital

Stefanie Perret MSN, RN
Director of Nursing and Allied Health
2221 Campus Drive
Concordia, KS 66901

April 20, 2021

To whom it may concern:

Geary Community Hospital supports the expansion of the Cloud County Community
College nursing program to the Geary County satellite campus. Geary Community
Hospital will make every effort to provide clinical support for Associate Degree Nursing
students.

We look forward to working closely with Cloud County Community College on this
project.

Sincerely,

Kaye Marantette, MSN, RN
Chief Nursing Officer
Geary Community Hospital
P.O. Box 490
1102 St. Mary's Road
Junction City, KS 66441
785-210-3304

MCHHS
MITCHELL COUNTY HOSPITAL
▪ HEALTH SYSTEMS ▪

Stefanie Perret MSN, RN
Director of Nursing and Allied Health
2221 Campus Drive
Concordia, KS 66901

4/14/2021

To whom it may concern:

Mitchell County Hospital Health Systems supports the expansion of the Cloud County Community College nursing program to the Geary County satellite campus. *Mitchell County Hospital Health Systems* will make every effort to provide clinical support for Associate Degree Nursing students. We have considered the effects of greater numbers of students for clinical placements and will always consider these requests, accommodating as many students as our capacity allows at the requested time.

Best Regards

Jan Kemmerer BSN RN DON

400 W. 8th ▪ *P.O. Box 399* ▪ *Beloit, Kansas 67420*
PH: 785-738-2266 ▪ *FX: 785-738-9503* ▪ *E-MAIL: mchospital@nckcn.com* ▪ *www.mchks.com* Education 112

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SMITH COUNTY
MEMORIAL HOSPITAL

Stefanie Perret MSN, RN
Director of Nursing and Allied Health
2221 Campus Drive
Concordia, KS 66901

April 13, 2021

To whom it may concern:
Smith County Memorial Hospital supports the expansion of the Cloud County Community
College nursing program to the Geary County satellite campus. Smith County Memorial Hospital
will make every effort to provide clinical support for Associate Degree Nursing students. We
have considered the effects of greater numbers of students for clinical placements and will
always consider these requests, accommodating as many students as our capacity allows at the
requested time.

Respectfully-

Sarah Ragsdale, RN, BSN, COO

Sarah Ragsdale, RN, BSN, COO

HOSPITAL: (785) 282-6845
FAX: (785) 282-6391
www.scmhks.org

921 E. Hwy 36 | PO Box 349
Smith Center, KS 66967

-113-

Ms. Stefanie Perrett, MSN.RN
Director of Nursing and Allied Health
Cloud County Community College
Geary County Campus
631 Caroline Avenue
Junction City, KS 66441

Ms. Stefanie Perret,

On behalf of Geary County USD 475 and Junction City High School (JCHS), it is my honor to submit this Letter of Support for the expansion of the Cloud County Community College (CCCC) Associate Degree Nursing (ADN) program. As Principal of Junction City High School, I could not be happier to have this opportunity available for the students and the Geary County community.

Cloud County Community College remains a long-term partner of Junction City High School and plays an integral role in our rigorous academic program of study. The historical nature of this relationship makes the ADN satellite program for Geary County a natural fit for our school community. In fact, three of the five pre-requisite courses found in the ADN satellite proposal and English Composition I are just a few of the courses currently taught at JCHS in conjunction with Cloud County. The expansion of the ADN program will allow our school to align our shared ambitious goal of providing relevant contexts for learning that will lead to postsecondary opportunities for success. Through this expansion and the courses that we can provide at the high school level, our students will have postsecondary options that can lift them out of generational poverty and change the trajectory of their lives.

The Geary County community embraces the collaborative work of increasing student success between Junction City High School and Cloud County Community College. The ADN program's potential to expand opportunities for students transitioning from high school into postsecondary education and later into high-skilled, high-demand and high-paying careers is supported. Please do not hesitate to contact me at merrierjackson@usd475.org or (785) 717-4200 ext. 4220 if I can be of further assistance.

Sincerely,

Merrier A. Jackson

Mrs. Merrier A. Jackson
Principal, Junction City High School

/maj
C: Reginald Eggleston
        Lacee Sell
        Amber Knoettgen
        Kimberly Zant

900 N. Eisenhower
Junction City KS 66441
785.717.4200
Preparing Today's Students for Tomorrow's World

USD 475
GEARY COUNTY SCHOOLS
−114−

Education 114

Concordia Campus
P.O. Box 1002
2221 Campus Drive
Concordia, KS 66901
785.243.1435
Fax: 785.243.1043

Geary County Campus
631 Caroline Avenue
Junction City, KS 66441
785.238.8010
Fax: 785.238.2898

Online & Outreach
1.800.729.5101
www.cloud.edu

Memorandum

To: Stefanie Perret
        Director of Nursing & Allied Health

From: Dr. Patricia Macfarlane
        CCCC Board of Trustee member

Date: April 13, 2021

Re: Support for satellite face-to-face instructional site at the Geary County Campus

Cloud County Community College is dedicated to delivering high quality, innovative, affordable, and accessible educational opportunities. Cloud prepare a diverse population to be critical thinkers and lifelong learners who can meet the challenges of an ever-changing global community. In keeping with this mission, I am fully supportive of the proposal to teach the Associate Degree Nursing program on both campuses.

As a member of the Cloud County Community College Board of Trustees I am committed to support the needs for physical space, equipment needs, and faculty expansion. Space has been identified at the Geary County location and will be renovated to meet the needs of the program. Necessary equipment will be purchased or reallocated during the 2021-22 fiscal year.

As a community college, we strive to meet the needs of the area we serve. Nursing is a large component of our service area's employment needs. By having a satellite campus CCCC will be able to serve both student and community needs.

Please email me at patricia.macfarlane.md@gmail.com for any questions.

Best regards,

Patricia Macfarlane, M.D.

Cloud County Community College prepares students to lead successful lives and enhances the vitality of our communities.
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Board of Trustees

Cloud County Community College

April 27, 2021

MISSION

Cloud County Community College prepares students to lead successful lives and enhances the vitality of our communities.

Cloud County Community College
Board of Trustees
April 27, 2021

ITEM NO: **1**

AGENDA ITEM: Call to Order – 5:00 pm

ITEM TYPE:

COMMENT:

ITEM NO.   **2**

AGENDA ITEM: Pledge of Allegiance

ITEM TYPE:

COMMENT:

ITEM NO.   **3**

AGENDA ITEM: Adopt Agenda

ITEM TYPE: Decision

COMMENT:

Parliamentary rules recommend the adoption of the Agenda.

RECOMMENDED ACTION:

Adopt the Agenda for the **April 27, 2021** Board of Trustees meeting.

Cloud County Community College
Board of Trustees
April 27, 2021

ITEM NO.   **4**

AGENDA ITEM: Guests' Comments

ITEM TYPE:

COMMENT:

ITEM NO: **5**

AGENDA ITEM: Introductions and Highlights

ITEM TYPE:

COMMENT:

Amended Page
Cloud County Community College
Board of Trustees
April 27, 2021

ITEM NO: **6**

AGENDA ITEM: Consent Agenda

ITEM TYPE: Decision

<u>COMMENT:</u>

A.   **Approval of Minutes of the March 23, 2021.** The minutes of the regular meeting of **March 23, 2021** are enclosed.

B.   **Approval of Minutes of the April 23, 2021.** The minutes of the special meeting of **April 23, 2021** are enclosed.

C.   **Treasurer's Report.** The Treasurer's Report as of **March 31, 2021** shows a balance of **$12,241.480.01** at Central National Bank.

D.   **Purchasing and Payment of Claims.** The purchase orders are enclosed or are available from the Clerk of the Board.
      1)   The A List
      2)   The B List

E.   **Personnel**
      1) Contract Renewal Recommendations for Faculty – 2021-2022
      2) Instructor in Science
      3) Request for Early Retirement
      4) Approval for Vice President for Administrative Services
      5) Director of Workforce Development and Outreach

RECOMMENDED ACTION:
Approve the items included in the Consent Agenda as presented.

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Cloud County Community College
Board of Trustees
April 27, 2021

ITEM NO.   **7**

AGENDA ITEM: Reports

ITEM TYPE: Information

<u>COMMENT:</u>

A.   **President's Message**

B.   **Vice President for Academic Affairs**

C.   **Vice President for Administrative Services**

D.   **Dean of Student Affairs**

E.   **Meetings Trustees Attended**

ITEM NO: **8**

AGENDA ITEM: Discussion Items

ITEM TYPE: Discussion

<u>COMMENT:</u>

> **A. Board of Trustees Award Committee.** A committee of two needs to be appointed by the Chair to review the nominations for the Board of Trustees Award for College and Student Service. These awards will be presented at the Employee Appreciation Luncheon on Thursday, May 13th.

Cloud County Community College
Board of Trustees
April 27, 2021

ITEM NO: **9**

AGENDA ITEM: Action Items

ITEM TYPE: Decision

COMMENT:

A. **Expansion of the Associate Degree in Nursing (A.D.N.) Program to the Geary County Campus.** The A.D.N. program at Cloud County Community College prepares graduates to practice as registered nurses upon successful completion of the National Council Licensure Examination (NCLEX-RN). The A.D.N. program will be expanded to the Geary County Campus beginning January 2022. Once approved, the proposal will go before the Kansas State Board of Nursing.

   RECOMMENDED ACTION: Approve the expansion of the A.D.N. Program to the Geary County Campus.

B. **T-Bird Village Building 9 and 10 Renovation.** Cloud County Community College intends to renovate buildings 9 and 10 at the T-bird Village residence halls that are approximately 2,400 square feet/per building. The primary purpose of this remodel will be to provide update spaces in buildings 9 and 10 that includes new dry wall, improved bedroom closets, new doors, install new kitchen countertops including hardware, install new carpet and vinyl floors, repair ceilings, new paint and color schemes, and to upgrade technology infrastructure.

   The bid was advertised on the college website, the _Advertiser_, and in the _Blade-Empire_.

   Sealed bids will be opened at 2:30 p.m. on April 26, 2021.

   RECOMMENDED ACTION: A recommendation will be brought to the board meeting since the bid opening is the day before. The project will be paid out of Fund 85: Campus Housing.

Education 121

Cloud County Community College
Board of Trustees
April 27, 2021

ITEM NO: **10**

AGENDA ITEM: Other

ITEM TYPE:

COMMENT:

    A.   Schedule President's Evaluation for May 2021

    B.   Schedule Board of Trustees Retreat & Budget Study Session for June 2021

ITEM NO: **11**

AGENDA ITEM: Executive Session

ITEM TYPE: Executive Session

COMMENT:

    A.   Non-Elected Personnel

    B.   Attorney/Client Privilege

Cloud County Community College
Board of Trustees
April 27, 2021

(A) LIST

APPROVAL OF EXPENDITURES OR TRANSFERS OF COLLEGE FUNDS OVER $25,000.

This list contains requests for approval of expenditures or transfers of College funds over $25,000. For some of the items listed, checks will be released prior to the next Board meeting and approval of this list by the Board at this meeting will also authorize release of the checks. The other items, orders will be prepared and the payment of claims will be approved at the next Board meeting.

Vendor	Description	Amount
Consolidated Management	Board Charges Feb 25 – Mar 3	$16,285.50
	Board Charges Mar 4 – Mar 10	$4,653.00
	Board Charges Mar 11 – Mar 17	$7,010.52
	Board Charges Mar 18 – Mar 24	$16,285.50
	(01-85-9100-741)	$44,234.52
Geary County Clerk	Building D Bond & Interest Payment	$69,170.00
	(01-65-6200-679)	
USD 333 – Concordia High School	Annual Payment CHS Track/Field	$50,000.00
	(01-63-6300-664)	
IT Outlet, Inc.	Cisco SmartNet Renewal (01-73-7303-799)	$14,870.00
Consolidated Management	Early Move in Meals for Spring Jan 7 – Jan 13	$14,425.60
	(01-27-2010-734)	
Consolidated Management	Early Move in Meals for Spring Jan 14 - Jan 18	$10,304.00
	(01-27-2010-734)	
Snyder Dozing	Dirt Work	$12,450.00
	(01-63-6300-882)	

Cloud County Community College
Board of Trustees
April 27, 2021

(B) LIST

APPROVAL TO PAY CLAIMS

This list contains those check/claims that have had Board approval and/or met the requirements of State law and have been written.

RECOMMENDED ACTION: Approve the payment of these claims.

Major Curriculum Change Request
Kansas State Board of Nursing
60-2-104 (g) (1) (2) (3) - Prelicensure
Must be received by KSBN at least 30 days before the board meeting

Date: May 5, 2021

Name of Program: Hesston College BSN

Program Administrator including credentials: Becky Bartell, MSN, RN, CNE

Parent Institution: Hesston College

Address of Institution: 301 S. Main St., Hesston, KS 67062

Level of the Program for which the change Is being requested BSN Senior Spring Semester

Briefly describe the Change being requested: The request is to change the delivery method of 3 courses (NURS 406, 408, and 490) offered in the spring semester of the senior year from face-to-face to hybrid.

Action Taken

Education Committee Review _____
                                              Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
                                           Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

_____   _____
Nursing Education Compliance Officer   Date

Prelicensure Major Curriculum Change Request
60-2-104 (g) (1) (2) (3)

☑ **(1)** Any change in the plan of nursing curriculum organization involving:

    ☐ Philosophy

    ☐ Number of semesters of study

    ☑ Delivery method of nursing courses

(This includes things such as sequencing, learning methods, content areas, and resources.)

Provide:
- Written documentation that includes a comparison of old to new, this may be in the form of a table
- Address any changes needed in resources and the adequacy of resources, if resources are involved in the change

☐ **(2)** Any change in content requiring a change of clock–hours or credit hours in nursing courses

Provide:
- Rationale for the change
- Show faculty involvement in process –may use statements of support from faculty and/or evidence of understanding of the change
- A table that shows the differences between the old and new curriculum.
- Include single page course descriptions. **Do Not submit entire course syllabus**

☐ **(3)** Any change in the number of students to be admitted to the nursing education program

Provide:
- Statements of explanation from the program
- Facility letters which must include that they are aware of changes and the effect if any the change will have on the facility and the patients/clients and facility staff
- Reaffirm 1:10 clinical ratio by providing a working model of the clinical schedule
- Information that resources such as library, AV materials and equipment, laboratory, faculty, and support services are adequate

In making decisions concerning curriculum change requests, the Board of Nursing asks if the changes made are consistent with sound educational principles.

Rationale

The Hesston College BSN program is requesting three courses offered in the spring senior semester to be offered in a hybrid format instead of face to face. The three nursing courses are NURS 406 – Healthcare Informatics, Quality and Safety; NURS 408 – Nursing M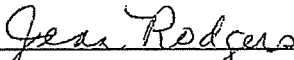anagement and Leadership; and NURS 490 – Integration Seminar. The students are concurrently enrolled in NURS 402 – Acute Care Nursing II for 9 credit hours and there is no proposed delivery method change to this course.

Due to the COVID-19 pandemic and classroom space on campus, these courses were offered in a hybrid format for the 2020-2021 academic year. The faculty felt positive about these changes and surveyed students for feedback. Student survey results were also positive with over 75% of the respondents agreeing or strongly agreeing that the hybrid format worked well for these courses. The hybrid format for these courses gave students more flexibility with studying and completing course assignments. The internal process for the nursing department carrying out this change included a proposal from the Nursing Department Curriculum Committee that was approved by the Nursing Department faculty.

The courses are managed through our college learning management software (Moodle). In addition, the college hired a Visiting Coordinator of Online Learning for the 2020-2021 academic year and this individual will be continuing in this role to support faculty for the 2021-2022 academic year. The Coordinator for Online Learning has worked closely with our nursing faculty to ensure best practices are used in our hybrid format courses.

The overall credit hours, course descriptions and course objectives are not changing for these courses. These three courses would be the only courses in the entire nursing curriculum that will be delivered in hybrid method.

The table below indicates the credit hour allocation for each course and the breakdown of credit hours delivered in online and face to face.

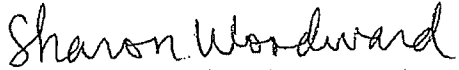| Course	Total Credit Hours	Online Credit Hours	Face to Face Credit Hours
NURS 406 – Healthcare Informatics, Quality and Safety	2	1	1
NURS 408 – Nursing Management and Leadership	3	2	1
NURS 490 – Integration Seminar	3	2	1

May 5, 2021

The Hesston College nursing faculty support the proposed Major Curriculum Change:
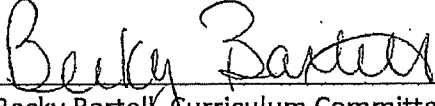
- The Nursing Curriculum Committee processed the change thoroughly and reviewed feedback from students and faculty regarding the hybrid delivery mode of these courses.

- The lead faculty for each of these courses sought information from enrolled students regarding the effectiveness of hybrid delivery. Data support this mode, and the lead faculty are pleased with the course outcomes.

- The entire nursing faculty at Hesston College discussed the change in delivery mode and approved (by unanimous vote on April 21, 2021) the Curriculum Committee's motion to present this curriculum change to KSBN.

Signatures of the following nursing faculty signify their involvement in the curriculum development process and approval of the changes being presented to the KSBN Education Committee by Hesston College at the June 2021 meeting.
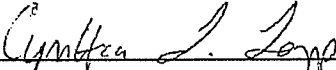
Rita Peters, Chair, Curriculum Committee
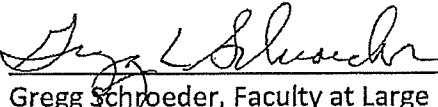
Jean Rodgers, Curriculum Committee
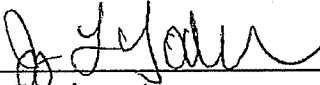
Sharon Woodward, Curriculum Committee
NURS 408 Lead Faculty

Becky Bartell, Curriculum Committee
Director of Nursing Education

Marcy Renollet, NURS 406 Lead Faculty

Cindy Lapp, NURS 490 Lead Faculty

Gregg Schroeder, Faculty at Large

Joy Yoder, Faculty at Large

Graduate Program Major Curriculum Change Request
Kansas State Board of Nursing
60-17-105 (d) (2) (A) (B) – Graduate
Must be received by KSBN at least 30 days before the board meeting.

Date: _ May 3, 2021_____

Name of Program: _KU School of Nursing_____

ProgramAdministrator including credentials: _Sally L. Maliski, PhD, RN, FAAN; Cynthia Teel, PhD, RN, FAAN_

Parent Institution: _University of Kansas_____

Address of Institution: _3901 Rainbow Blvd. MS 4043_____

_Kansas City, Kansas 66160_____

Level of the Program for which the change Is being requested: _Graduate Program_____

Briefly describe the Change being requested: NRSG 811: Principles of Clinical Epidemiology - New course to replace an epidemiology course (i.e., PRVM 826: Epidemiology for Advanced Nursing Practice) that SON graduate students had been taking. This new course will meet epidemiology requirements for all DNP specialty areas. Content includes hospital system/patient care and population-specific epidemiology components.

Action Taken

Education Committee Review _____
Date

Action Taken: ☐   Approved ☐   Not Approved ☐   Deferred

Board of Nursing Review _____
Date

Action Taken: ☐   Approved ☐   Not Approved ☐   Deferred

_____   _____
Nursing Education Compliance Officer   Date

11/04, Rev 3/11, 6/16, 10/17

Education 129

The University of Kansas
School of Nursing

COURSE NAME: NRSG 811: Principles of Clinical Epidemiology

CREDIT HOURS: 3

PREREQUISITES: NRSG 754 or consent of instructor
COREQUISITES: NA

FACULTY:

COURSE DESCRIPTION:
Principles of Clinical Epidemiology introduces the basic concepts of epidemiology with meaningful clinical and translational applications to healthcare. This course is designed to equip graduate students to make informed high-quality evidence-based decisions in clinical care and to develop answerable research questions regarding structural, social, and health conditions impacting the population. Students will be able to efficiently and effectively search the literature for high quality evidence and make responsible clinical decisions when there is weak evidence to balance clinical knowledge, experience, and research. This course will introduce epidemiological concepts and definitions by beginning with a historical overview of epidemics to public health surveillance of interventions for pandemics.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Ask answerable clinical questions and formulate testable hypotheses
2. Determine appropriate study design and statistical tests
3. Determine trade-offs between different types of bias, validity, reliability, resources, ethical considerations, and study design.
4. Describe populations and samples.
5. Apply key epidemiological concepts to clinical scenarios and translational interpretations.

METHODOLOGY:
Sessions will use the following teaching strategies:
1. Asynchronous/synchronous online activities.
2. On-line lecture notes, PowerPoint, and/or voice over PowerPoint
3. Assigned readings from textbooks and select other references
4. Outlined review of information with polls
5. Case study discussion topics
6. Web links to additional resources by topic

1

Education 130

EVALUATION/GRADING:
90-100% = A
80-89% = B
70-79% = C
60-69% = D
< 60% = F

BRIEF CONTENT OUTLINE:
1. Introduction to Population Health
2. Frameworks and Models in Epidemiology
3. Social Epidemiology and Determinants of Health
4. Health Disparities, Health Literacy, and Cultural Differences
5. Underserved Populations
6. Analytic Epidemiology: Observational Studies
7. Analytic Epidemiology: Advanced Designs
8. Health Systems and Electronic Health Records (EHR)
9. Outbreak Investigations and Pandemics
10. Implications for Advanced Nursing Practice

2

Education 131

Major Curriculum Change Request
Kansas State Board of Nursing
60-2-104 (g) (1) (2) (3) - Prelicensure
Must be received by KSBN at least 30 days before the board meeting

Date: May 13, 2021

Name of Program: Mary Grimes School of Nursing

Program Administrator including credentials: Pam Covault, MSN, RN, CNE

Parent Institution: Neosho County Community College

Address of Institution: 800 West 14th St.

Chanute, KS

66720

Level of the Program for which the change Is being requested

1st level of Bi-Level ADN

Briefly describe the Change being requested:

In order to add IV therapy to the first level of the program, beginning in fall of 2021, the credit hours, course outcomes, outlines and content for the following courses are being revised: NURS 113 Nursing Assessment, NURS 114 Patient-Centered Care I, NURS 115

Professional Nursing Concepts 1, NURS 116 Practicum 1, NURS 122 Nursing Pharmacology, NURS 124 Patient-Centered Care 2, and NURS 126 Practicum 2.

Action Taken

Education Committee Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

_____   _____
Nursing Education Compliance Officer   Date

Prelicensure Major Curriculum Change Request
60-2-104 (g) (1) (2) (3)

☐ **(1)** Any change in the plan of nursing curriculum organization involving:

       ☐ Philosophy

       ☐ Number of semesters of study

       ☐ Delivery method of nursing courses

       (This includes things such as sequencing, learning methods, content areas, and resources.)

Provide:
- Written documentation that includes a comparison of old to new, this may be in the form of a table
- Address any changes needed in resources and the adequacy of resources, if resources are involved in the change

X (2) Any change in content requiring a change of clock–hours or credit hours in nursing courses

Provide:
- Rationale for the change
- Show faculty involvement in process –may use statements of support from faculty and/or evidence of understanding of the change
- A table that shows the differences between the old and new curriculum.
- Include single page course descriptions. **Do Not submit entire course syllabus**

☐ **(3)** Any change in the number of students to be admitted to the nursing education program

Provide:
- Statements of explanation from the program
- Facility letters which must include that they are aware of changes and the effect if any the change will have on the facility and the patients/clients and facility staff
- Reaffirm 1:10 clinical ratio by providing a working model of the clinical schedule
- Information that resources such as library, AV materials and equipment, laboratory, faculty, and support services are adequate

In making decisions concerning curriculum change requests, the Board of Nursing asks if the changes made are consistent with sound educational principles.

Rationale for the change:

In preparation for adding the IV therapy content to the 1st level of the program, 1st level courses were reviewed and changes were made to credit hours, course outcomes, course outlines and course content.

Faculty involvement: The NCCC nursing faculty curriculum committee was charged to review the 1st level curriculum in preparation for adding the IV therapy content. This committee of three nursing faculty and the Assistant Director of Nursing formulated a plan which was then brought to general nursing faculty meeting, reviewed and adopted by the faculty as a whole. Faculty voted on the curriculum changes as presented by the Nursing Curriculum committee. The approved changes were then presented to College Curriculum Committee and approved at the college level prior to submitting to the Kansas State Board of Nursing.

Credit hour changes:

Current Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
NURS 113 Assessment	3	NURS 113 Assessment	3
NURS 114 Patient-Centered Care 1	2	NURS 114 Patient-Centered Care 1	4
NURS 115 Professional Nursing Concepts 1	2	NURS 115 Professional Nursing Concepts 1	2
NURS 116 Practicum 1	4	NURS 116 Practicum 1	4
NURS 122 Pharmacology	3	NURS 122 Pharmacology	3
NURS 124 Patient-Centered Care 2	5	NURS 124 Patient-Centered Care 2	4
NURS 125 Professional Nursing Concepts 2	2	NURS 125 Professional Nursing Concepts 2	1
NURS 126 Practicum 2	4	NURS 126 Practicum 2	4
NURS 230 Pathophysiology	3	NURS 230 Pathophysiology	3
NURS 234 Patient-Centered Care 3	3	NURS 234 Patient-Centered Care 3	3
NURS 235 Professional Nursing Concepts 3	1	NURS 235 Professional Nursing Concepts 3	1
NURS 236 Practicum 3	3	NURS 236 Practicum 3	3
NURS 244 Patient-Centered Care 4	3	NURS 244 Patient-Centered Care 4	3
NURS 245 Professional Nursing Concepts	1	NURS 245 Professional Nursing Concepts	1
NURS 246 Practicum 4	3	NURS 246 Practicum 4	3

Highlighted credit hours are the changes

Course Description		
Course	Current Curriculum	Proposed Curriculum
NURS 113 Assessment	This course provides a foundation in health assessment needed to care for diverse populations across the lifespan. Students will be able to demonstrate a comprehensive, holistic assessment. Using an organized approach, including technology and informatics, students will apply assessment skills, identify alterations in health, document and communicate findings appropriately.	No change
NURS 114 Patient-Centered Care 1	This course provides the student with insight into the basic psychosocial realms of the individual across the lifespan. The emphasis is placed on the individual as the central member of the health care team with an introduction to the wellness/illness and sociocultural concepts. Attention will be given to the individual as a member of the family, peer group and/or community.	No change
NURS 115 Professional Nursing Concepts 1	Students are introduced to professional concepts of nursing as they relate to the individual, the unit of care and the health organization. These concepts represent the attributes and describe professional nursing practice as a component in the identification of nursing as a healthcare profession. Students will explore how their life experiences, beliefs and values will impact their philosophy of professional nursing practice.	No change
NURS 116 Practicum 1	This course will include basic therapeutic interventions and give the student the opportunity to apply concepts learned in the co-requisite courses. Emphasis is placed on the concepts of Evidence, Technology & Informatics and Healthcare Quality. Evidence-based caring is applied in the care of individuals in diverse populations to ensure safe and effective clinical judgments and quality outcomes. Tools of communication and technology are used in the delivery and documentation of care. The student is exposed to the role of the nurse within the interdisciplinary team.	This course will include basic therapeutic interventions and give the student the opportunity to apply concepts learned in the co-requisite courses. Emphasis is placed on the concepts of Evidence, and Technology & Informatics. Evidence-based caring is applied in the care of individuals in diverse populations to ensure safe and effective clinical judgments and quality outcomes. Tools of communication and technology are used in the delivery and documentation of care. The student is exposed to the role of the nurse within the interdisciplinary team.

NURS 122 Pharmacology	This course is designed to establish a solid base of knowledge in nursing pharmacology. Clinical judgment and nursing concepts will be utilized in discussing basic pharmacology to reduce risk and promote safe patient centered care, throughout the lifespan.	No change
NURS 124 Patient-Centered Care 2	This course provides the student with insight into the foundation of wellness/illness concepts. Emphasis is placed on implementing the care of individuals experiencing acute and chronic illnesses and promoting health across the lifespan. Strategies to empower and engage individuals/designees in all aspects of the healthcare process are examined.	No change
NURS 125 Professional Nursing Concepts 2	This course will build on concepts introduced in Professional Nursing I. The student is exposed to additional professional concepts of nursing as they relate to the individual and the student's role of delivering patient-centered care. The student will use these concepts to interpret and draw conclusions about patient needs, concerns or health problems to improve patient response.	No change
NURS 126 Practicum 2	This course builds upon the basic concepts learned in pre-requisite courses while adding more complex concepts from co-requisite courses. Evidence-based practice is applied in the care of individuals in diverse populations to make safe and effective clinical judgments and promote quality outcomes. The student is exposed to the role of the nurse as it applies to patient education and care coordination.	No change

	Course Outcomes		
Course	Current Outcomes	Proposed Outcomes
NURS 113 Assessment	Conduct comprehensive and focused assessments (physical, psychosocial, spiritual, developmental, socioeconomic, and environmental) of individuals.	No change
	Complete a health history that assesses protective and predictive factors, including lifestyle, genetic, genomic, and environmental risks, to identify current and potential health problems and promote health across the lifespan.	No change
	Perform a complete review of systems and physical assessment, discriminating between normal and abnormal findings, and using developmentally and culturally appropriate approaches.	No change
	Integrate technology and informatics as it is related to the documentation of assessment in the health care industry and patient care.	Use the electronic health record to document assessment findings in a clear, concise, professional manner.
NURS 114 Patient-Centered Care 1	Use therapeutic communication to assist the patient to cope, adapt and resolve issues along the wellness-illness continuum.	Identify how biological, psychosocial and cultural needs can affect care of patients related to the concepts and exemplars across the lifespan.
	Plan patient-centered care with sensitivity and respect for the diversity of the individual.	Determine patient centered care strategies related to select concepts and exemplars in a safe, caring, culturally diverse environment across the life span.
	Illustrate nursing care related to the concepts of cognition, nutrition, metabolism and mobility.	Identify strategies for safe and effective care guided by the nursing process and clinical judgment for improved patient outcomes.
NURS 115 Professional Nursing Concepts 1	Identify professional, ethical, and legal responsibilities in nursing.	Examine leadership roles, and the legal and ethical aspects of professional nursing practice.
	Identify effective skills to build collaboration and professional attributes	Develop professional, empathetic and therapeutic communication skills across the lifespan and in diverse populations.

	Identify safety procedures to protect health care workers and patients	Identify strategies to promote health in culturally diverse populations, addressing safety and caring across the lifespan
	Examine health promotion practices within diverse populations.	Incorporated into other courses
	Discriminate between therapeutic and non-therapeutic communication.	Incorporated into other courses
	Identify caring behaviors when providing for the needs of diverse populations.	Incorporated into other courses
	Identify roles and accountability of leadership in nursing	Incorporated into other courses
NURS 116 Practicum 1	Develop a health promotion action plan for patients in the practicum setting.	Identify health promotion needs for patients in the practicum setting.
	Use nursing process in developing care for diverse populations	Provide basic safe, effective care guided by the nursing process, clinical judgment and evidence to care for patients across the life span and improve patient outcomes.
	Implement therapeutic communication while caring for patients.	Demonstrate skills in therapeutic communication across the lifespan and with diverse populations in the practicum settings (lab, simulation and practicum).
.	Obtain health information and document assessment in	Provide basic safe, effective care guided by the nursing process, clinical judgment and evidence to care for patients across the life span and improve patient outcomes.
	Demonstrate professional, ethical and legal knowledge in the practicum setting.	Demonstrate appropriate nursing care within the scope of legal and ethical practice of a novice nursing student
	Identify Health care quality issues and evidence to promote needed change.	Deleted in this course – moved content to another semester.
	Identify strategies to reduce risk of harm to patient, self and others.	Incorporated into one above.
	Demonstrate clear concise documentation of patient cares.	Formulate skills for clear concise documentation of patient cares.
	Identify caring behaviors in practicum settings.	Establish an effective caring relationship with the patient, patient's family and health care team.

	Identify collaboration and leadership behaviors of team members.	Identify leadership behaviors of team members.
	Demonstrate ability to solve medication calculations	Demonstrate ability to safely calculate medication dosages
NURS 122 Pharmacology For Nursing	Determine relevant safe, legal and ethical standards of medication administration.	No changes
	Evaluate the impact of developmental and cultural aspects related to the use of medications.	No changes
	Incorporate clinical judgement to make evidence-based decisions regarding use of medications.	No changes
NURS 124 Patient-Centered Care 2	Examine the impact of the concepts of Fluid and Electrolytes , Acid-Base Balance, Gas Exchange, Perfusion, and Clotting on patient responses and nursing care.	Identify how biological, psychosocial, and cultural needs, can effect care of patients related to the concepts and exemplars across the life span.
	Construct a plan of care for patients experiencing alterations in Glucose Regulation, Intracranial Regulation and Thermoregulation.	Develop patient-centered care strategies related to selected concepts and exemplars to provide effective care guided by the nursing process, clinical judgment and evidence for patients in culturally diverse environments and across the lifespan.
	Apply concepts of Immunity, Inflammation and Infection to patient care.	Apply basic concepts of safety, patient education, and therapeutic communication in relationship to patient outcomes.
	Identify how Self-Management (Motivation), Adherence and Anxiety impact the patient and nursing care.	Incorporated into other courses
	Explain the influence of Tissue Integrity, Elimination and Sensory Perception on nursing care	Incorporated into other courses
	Identify normal Reproduction across the life span.	Incorporated into other courses
NURS 125 Professional Nursing Concepts 2	Collaborate with health care providers, caregivers and patients to provide nursing care.	Identify resources and support strategies for caregivers in diverse populations.

	Develop support strategies for caregivers in diverse populations	Plan patient education, which maintains promotes and manages health with diverse populations.
	Plan patient education which maintains, promotes and manages health with diverse populations.	Demonstrate safe and effective clinical judgments using the nursing process, evidence and clinical reasoning.
	Demonstrate safe and effective clinical judgments using the nursing process, evidence and clinical reasoning.	Explain the role of the nurse in care coordination and collaboration related to the patient, health care team and enhancement of patient outcomes across the lifespan.
NURS 126 Practicum 2	Interpret patient responses to communication techniques.	Analyze effective use of strategies to reduce risk of harm to self or others.
	Reflect on assessment skills in developing care for diverse populations.	Plan safe and skillful care guided by nursing process, clinical judgment and therapeutic communication.
	Identify community resources while collaborating as a team member to promote care giving.	Demonstrate nursing responsibilities of collaboration within the healthcare system and community.
	Analyze effective use of strategies to reduce risk of harm to self or others.	Identify patient responses to treatment, including education, using clinical judgment and nursing process with diverse populations.
	Develop teaching plan that assists patients and their families to meet their needs for health maintenance, promotion, and/or restoration.	Demonstrate appropriate nursing care within the scope of legal and ethical practice for a novice nursing student.
	Model appropriate nurse-patient relationships exemplifying the attributes of nurturing and professionalism.	Apply skills in therapeutic communication within the healthcare team and with diverse patient populations in the practicum settings (lab, simulation and clinical).
	Use clinical judgment in practicum setting.	Establish an effective, caring relationship with the patient, patient's family and health care team to promote quality outcomes.
	Integrate caring behaviors while interacting with individuals in practicum setting.	Demonstrate clear, concise documentation of patient care electronically

		Calculate medication dosages proficiently, administering and documenting medications in a safe and timely manner.

The nursing faculty discovered that the IV therapy content is easily integrated into a number of concepts that already exist in the first level of the curriculum. The course outcomes do not directly reflect the integration of the IV therapy as they are more concept specific. The unit outlines have been modified to better reflect the integration of the IV therapy content. A new unit 10 was developed for NURS 122 Pharmacology for Nursing to integrate the content needed for IV therapy. This was the only entirely new unit developed. Faculty developed new outlines for NURS 116 Practicum I and NURS 126 Practicum II for the integration of the IV therapy but also to guide students in the learning lab portion of the practicum courses in level one. The outlines that follow will demonstrate the student learning outcomes (SLO's) that were added (see highlighted in yellow) and the IV content that will be integrated into the concept as noted at the bottom of the outline. Those unit outlines are incorporated as follows:

Education 142

NURS 113 Nursing Assessment	Unit 2	Complete vs Focused Assessments

Exercise: Head-to-toe assessment, Focused assessments

SLO#	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT
1	Define health assessment.	Think like a nurse. Ch. 10, p. 171-177	Exam 1
2	Demonstrate the ability to gather data and assess the patient based on patient presentation.		
3	Identify patient safety and preparation needs for assessment.	Health Assessment In Nursing, 6th edition,	Anatomy and Physiology Pre-Test
4	Identify positions and equipment needs when assessing different areas of the body.	Newborn pg. 722-760 Children pg. 761-811	Anatomy and Physiology Post-Test
5	Discuss the purposes of conducting a physical assessment.	Older adults pg. 813-850 Pg. 431-49; Perfusion	
6	Discuss how culture/ethnicity impacts approaches to assessment.	Pg. 381-408 Gas Exchange Pg. 492-507, 519-527 Elimination	
7	Distinguish between focused vs comprehensive assessments	Pg. 247-279 Tissue Integrity Pg. 567-604 Neurosensory	
8	Differentiate how assessment techniques of children and adults vary.	Pg. 816-823 Functional Ability Pg. 541-559 Mobility	
9	Examine specific health assessment needs with each stage of the lifespan.	Pg. 154-159 Pain	
10	Differentiate between normal and abnormal assessment findings in all areas.	Fundamentals of Nursing, 9th ed. Pg. 1041-1128 Tissue Integrity	
11	Draw conclusions about patient needs from assessment data.	Pg. 1130-1141 Functional Ability Pg. 1141-1197 Mobility	
12	Discuss documentation for various types of assessment.	Pg. 1341-1478 Elimination Pg. 1480-1551 Perfusion, Gas Exchange	
13	Discuss assessment need (focused, complete, follow-up, emergency) based on patient presentation.	Pg. 1717-1746 Neurosensory	
14	Demonstrate assessments of the following focused areas: perfusion, gas exchange, elimination, tissue integrity, neurosensory, functional ability, mobility, pain	Phillips: Chapter 6 Power point Unit 2	
15	Discuss appropriate assessments of intravenous therapies.		

Anatomy and Physiology as Applied to Intravenous Therapy
A. Skin
  1. Functions of the skin.
  2. Structures of the skin
B. The Circulatory System
  1. Differentiate between arteries, arterioles, veins, venules, and capillaries
  2. Structural components of veins and arteries.
  3. Vasoconstriction and vasodilation
C. The Cardiopulmonary System
  1. Anatomical structures and functions of the heart
D. The Pulmonary System
  1. Function of the pulmonary system
  2. Trace the circulation of blood through the cardiopulmonary system.
D. Hematology
  1. Define Hematology, anemia and plasma
  2. Blood Components
  3. Blood clotting & clotting process
	Pre-concept information	

NURS 114-Patient Centered Care I	Unit	Concept: Fluid & Electrolyies
Exemplars: Dehydration, Renal Failure and Diuretic Therapy		

SLO#	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT
1	Define the concept of Fluid & Electrolytes.	Readings:	Exam 5
2	Differentiate between commonly occurring Fluid & Electrolytes imbalances.	Giddens, Concepts for Nursing Practice 3rd ed., Concept 6, pg. 60-72	
3	Examine the populations at risk for Fluid & Electrolyte imbalances and consequences.		
4	Demonstrate clinical reasoning in providing culturally competent nursing care across the life span for individuals with common alterations in Fluid & Electrolytes balance.	Rischer, Think Like a Nurse 2nd ed. Chapter 6, pg. 99-109	
5	Compare infusion therapies – types, modes, impact on homeostasis and imbalances.	Taylor, Lynn, & Bartlett, Fundamentals of Nursing, 9th ed., Chapter 40, pg.1554-1627	
	Interrelated Concepts: Acid-Base Balance, Perfusion, Nutrition, Elimination, Cognition, Gas Exchange, Infection, Inflammation, Collaboration, Clinical Judgment, Tissue Integrity, Adherence, Self-Management, Mobility and Safety.	Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 14th ed., Chapter 13, 54

Karch's Focus on Nursing Pharmacology, 8th ed., Ch. 51

Phillips: Chapter 3, 8,

Power point Unit 2 | |
| | 1. Homeostasis
  a.) Define fluid compartments within the body
  b.) Functions of Water in Body
  c.) Composition of Body Fluid
  d.) Osmosis, active and passive transport of fluid throughout the body
2. Fluid and Electrolyte Imbalances
  a) Fluid volume excess
  b) Fluid volume deficit
  c) Signs and symptoms of excess and deficit
  d) What patients are at risk for imbalances | Preconcept information

In concept information | |

3. Body systems assessed for fluid volume disturbances
4. Hypotonic, hypertonic and isotonic solutions
5. 7 Major electrolytes in the body
   a.) Identify functions of electrolytes
   b.) Identify roles of electrolytes
   e) Identify signs and symptoms of excess or deficit of major electrolytes
6. Fluid Movement in Capillary Bed
   a.   Parental solution administration
        i. Objectives of parenteral Fluid Administration
        ii. Assessment of Patient Receiving parenteral Fluid Therapy
        iii. Official Requirements of Intravenous Fluids
        iv. Tonicity of Parenteral Fluids
            1. Hypertonic
            2. Hypotonic
            3. Isotonic
        v. Types of Parenteral Fluids
            1. Indications for Use
            2. Administration
            3. Precautions
        Volume Expanders

NURS 114-Patient Centered Care I	Unit	Concept: Gas Exchange
Exemplars: Chronic Obstructive Pulmonary Disease (COPD), iron deficiency anemia, and (Peripheral Artery Disease) PAD/ Peripheral Vascular Disease (PVD)			

SLO#	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT
1	Define the concept of Gas Exchange.	Readings:	Exam 5
2	Relate the consequences of impaired gas exchange to the physiological process.	Giddens, Concepts for Nursing Practice 3rd ed., Concept 19, pg. 179-188	
3	Assess risk factors during history, physical examination and diagnostic test review.	Rischer, Think Like a Nurse, 2nd ed., pg. 115-118	
4	Provide appropriate nursing care based on assessment findings for prevention, screening and management of impaired gas exchange.	Taylor, Lynn, & Bartlett, Fundamentals of Nursing, 9th ed., 39, pg. 1480-1552	
5	Discuss the impact of fluid imbalances and treatment on gas exchange.	https://www.nhlbi.nih.gov/health/health-topics/topics/pad	
	Interrelated Concepts: Intracranial Regulation, Perfusion, Care Giving, Patient Education, Clotting, Inflammation, Infection, Immunity, Care Coordination, Clinical Judgment, Tissue Integrity, Sensory Perception, Anxiety, Stress and Coping, Adherence, Self-Management, Pain, Safety, Communication, Caring, Health Promotion	http://www.mayoclinic.org/diseases-conditions/peripheral-artery-disease/home/ovc-20167418 Phillips: Chapter 3, 8, 11 Power point Unit 2	
	The Pulmonary System 　　3.　Function of the pulmonary system 　　4.　IV therapy-related factors that affect the respiratory rate 　　5.　Trace the circulation of blood through the cardiopulmonary system. Hematology 　　4.　Define Hematology, anemia and plasma 　　5.　Blood Components	Pre-concept information In concept information	

NURS 114 Patient Centered Care I	Unit 3	Nutrition

Exemplars: Obesity, Malnutrition, Hyperlipidemia

SLO:	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT
1	Define the concept of nutrition.	**Required:**	Exam
2	Discuss the major methods of nutritional assessment across the lifespan.	Giddens, 3rd ed., Concept 16 Nutrition, pgs. 143-153	
3	Identify common alterations in nutrition and related therapies.	Brunner & Suddarth's 14th ed., pg. 1358-1375.	
4	Explain the variance in nutritional requirements for proper growth and development throughout the lifespan.	Fundamentals of Nursing 9th ed., pg. 1279-1339,	
5	Explain the role of nutritional health in the prevention of illness.	Maternity and Pediatric Nursing 3rd ed., pgs. 37-40.	
6	Develop client teaching on special diets based on client diagnosis/nutritional needs, socioeconomic status and cultural considerations.	Health Assessment in Nursing 6th ed., pgs. 217-244.	
7	Discuss Parenteral Nutrition Therapy including indications for, types, nursing role and risks to patients.	Phillips: Chapter 12	
	Interrelated Concepts- Family Dynamics, Sexuality, Ethics, Diversity, Interpersonal Violence, Development, Caring, Communication, Environment/Genetics, Stress, Coping, Collaboration, Pain, Spirituality, Culture, Glucose Regulation, Immunity, Tissue Integrity, Thermoregulation, Clotting	Suggested Reading: Maternity and Pediatric Nursing 3rd ed., pgs. 977-982, 1090-1092.	

	Total parenteral-nutrition
	  ◦ Roles of the LPN in parenteral Nutrition Therapy
	  ◦ Definition of Total parenteral Nutrition
	  ◦ Indications for the use of TPN
	  ◦ Parenteral Nutrition Solutions
	  ◦ Guidelines for the safe handling of TPN
	  ◦ Nursing considerations relative to TPN flow rate
	  ◦ TPN associated potential complications
	  ◦ TPN related sepsis.		

	• Contraindications related to TPN infusion		

NURS 115 Professional Nursing Concepts		Unit 3	Health Care Law

Exemplars: -federal statutes, HIPAA, EMTALA, Patient Protection and Affordable Health Act, licensing of professional (PN), -elements of consent -elements of malpractice -use of restraints

SLO#	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT
1	Describe the Concept of Health Care Law	Giddens, Concepts for Nursing Practice 3rd ed., Concept 57, pg. 522-533	Exam 2
2	Discuss situations leading to litigation and strategies that may assist in avoiding malpractice.		Legal, ethical, professional assignment.
3	Analyze health care laws for specific attributes. (ie. Advance directives, DPOA, confidentiality, access to client records, AMA, refusing treatment, safe harbor)	Kansas Nurse Practice Act https://ksbn.kansas.gov/npa/	
4	Contrast different types of situations in which informed consent is applied.	Marquis & Huston, Leadership Roles and Management Functions in Nursing, 9th ed., pgs., 109-125, 510-513, 631-635 and 692-703	
5	Discuss mandatory reporting requirements. (ie. incident reports, unsafe practitioners, abuse, gunshot)		
6	Examine evidence based strategies for defensive documentation. (ie. restraints, unused meds, narcotics, response to interventions, and Intravenous therapy)	Taylor, Lynn, & Bartlett, Fundamentals of Nursing, 9th edition, Chapter 7, pg. 118-145	
7	Summarize the impact of health care law on the practice of the student nurse.	Phillips's Chapter 1	
8	Identify duties and functions of the LPN in performing therapeutic skills, (ie. IV therapy, Foley catheterization) identified by Nurse Practice Act and Standards of Practice.		

	Topics to cover for IV:
	  • Legal/regulatory
	    o Scope of Practice
	    o Evidence based practice
	    o Quality improvement
	    o Policy and procedures and practice
	    o NPA
	    o Litigation
	    o Consent
	  • Documentation of IV
	    o Use of abbreviations
	    o Errors of documentation
	    o Documentation of unusual occurrences and sentinel events
	    o Documentation standard
		In concept information	

NURS 116-Practicum I	Learning Lab	Concept: Therapeutic Skills

Skills: Complete assessment, Vital Signs, IV therapy, PPE, Handwashing, Enema, Hygiene/Oral care, O2 set up, CPR in bed

SLO#	Student Learning Outcomes (Didactic and Clinical)	LEARNING LAB ACTIVITIES	ASSESSMENT
1	Demonstrate competency in initiation of therapeutic procedures: patient preparation, orders, consents, site selection, site preparation, equipment and supply selection, patient positioning and safety needs.	Reading:	All skills will be practiced. Not all skills will have a graded check off.
2	Identify various types of equipment needed for therapeutic skills, why and how equipment is used, how to monitor equipment for defects or malfunction.	Audio/visuals:	Pre/Post quizzes Parenteral therapy worksheet
3	Use evidenced based practice, safety guidelines, and quality measurements when determining IV equipment to use for infusion therapy, selection of appropriate equipment for vital signs and assessments.		Skills Check-off (minimum) • Assessment • VS • IV therapy
4	Apply the nursing process in meeting the physiological needs of patients receiving therapeutic skills.		
5	Apply the psychosocial health patterns in the care of patients receiving therapeutic skills.		

Topics to include:
I. Patient Preparation
   A. Goals of Patient Preparation
   B. Assessment of Patient
   C. Education of Patient
   D. Factors Influencing Patient Anxiety
   E. Approaches for Emotional Support
   F. The uncooperative Confused Patient

II. Identifying IV Therapy Infusion Equipment

   G. Types of Peripheral IV catheters
   H. Central Venous Access Device
   I. PICC lines
   J. Implanted Catheters
   K. Administration Sets
   L. Intravenous Site Dressings
   M. Electronic Infusion Devices
   N. Add-on Devices

O. Needleless connectors
P. Filters, flow-control devices
Q. Tourniquets

III. Vascular access site preparation and placement
   A. Site Selection
   B. Sites to avoid when selecting a vein
   C. Identify equipment needed for vascular access and initiation
   D. Selecting the vascular access device
   E. Steps for Inserting an over-the needle Catheter
   F. Blood Barrier Precautions
   G. Site Preparation
   H. Precautions for Inserting ONC Catheters
   I. Local anesthesia for IV start
   J. Stabilization of cannula
   K. Application of Dressing/Site protection
   L. Joint stabilization/Arm boards and Restraints
   M. Documentation
   N. Patient Teaching

IV. Site care and Maintenance
   R. Monitoring IV therapy patient
   S. Cannula Site Assessment
   T. Flow Rate Assessment.
   U. Appropriate actions to be taken if IV cannula occlusion occurs.
   V. Principles for rotating peripheral cannula site
   W. Factors necessitating a change in the IV system.
   X. Documentation related to site care and maintenance

V. Introduction to Intravenous Drug Administration
   Y. Objectives of IV drug administration
   Z. Advantages and Disadvantages of IV drug administration
   AA. Factors that affect responses to IV drugs
   BB. 3 Types of Drug Incompatibilities
   CC.   Prevention of Incompatibilities
   DD.   Factors affecting stability or PH
   EE. Modes of IV Drug Administration
   FF. IV Push versus IV bolus
   GG.   IV Piggyback Drug Administration

HH. Therapeutic Drug Monitoring: Peak and Trough II. Drug Bill of Rights/6 rights for accurate medication passage JJ. Documentation of medication		

Topics: Sensory Perception, Pain

SLO#	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT
1	Plan care for patients receiving medications for pain. 1. Opioids 2. Nonopioids	Karch: Focus on Nursing Pharmacology 8th Edition 1.pg 441—463 2.pg 1054-1064 pg 1070-1076 3 pg 969-70 pg 535-36 pg 540-553- pg 1064 pg 485 pg 750 pg 900-901 pg 892-903 pg 557-59 pg 557 pg 1062-66	• PrepU assignments • Exam 2 *Be sure to go through the Nursing Practice Applications Information at the end of the chapters for extra information.*
2	Evaluate natural alternatives to pharmacologic management of sensory perception disorders and pain. 1. Capsaicin 2. Glucosamine		
3	Plan care for patients receiving medications for sensory perception 1. Sympathomimetics 2. Beta-adrenergic blockers 3. Cholinergic agonists/Miotics a. Cholinesterase inhibitors 4. Alpha2-adrenergic agents 5. Carbonic anhydrase inhibitors 6. Osmotic diuretics 7. Mydriatics 8. Cycloplegics 9. Lubricants		
4	Identify scope of practice and plan of care of patients receiving IV analgesia and moderate sedation		
	Topics to include: 1.Patient-controlled Analgesia • LPN's scope of Responsibility related to Patient-controlled Analgesia (PCA pump) • PCA knowledge • Patient Teaching 2. Moderate Sedation/Analgesia using intravenous infusion • LPN's scope of Responsibility related to Moderate Sedation/Analgesia		

	• Nurse knowledge • Patient Teaching • Setting and equipment related to moderate sedation		

NURS 122 Nursing Pharmacology	Unit 10	Antineoplastic Therapy and parenteral investigational therapy

Exemplars:

SLO#	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT

1	Determine the nursing implications and important adverse effects of the following:
	   a. Antineoplastic drugs
	   b. Parenteral investigational drugs
		Required:
		
		Phillips: Chapter 4, 10,11
		Power point Unit 6
			• Exam

	Topics to cover: **Antineoplastic Therapy** i. LPN's scope of responsibility related to Antineoplastic therapy. ii. Indicate the actions of cytotoxic drugs iii. Goals of chemotherapy iv. Chemotherapy side effects or toxicities v. Nursing considerations applicable to the LPN caring for an oncology patient vi. Biohazard safety precautions applicable to chemotherapy **Administration of parenteral investigational drugs** i. LPN's scope of Responsibility related to investigational drugs ii. Nurse Knowledge iii. Patient Teaching		

NURS 124-Patient Centered Care II	Unit 1	Concept: Acid-Base Balance

Exemplars: hyperventilation, intractable vomiting

SLO#	Student Learning Outcomes	LEARNING ACTIVITIES	ASSESSMENT
1	Define the concept of Acid-Base Balance.	Readings:	Exam 5
2	Identify populations at risk for acid-base imbalance.	Brunner & Suddarth's, Textbook of Medical-Surgical Nursing, 14th ed., pg. 283-289	
3	Differentiate common alterations in acid-base balance.		
4	Differentiate assessment findings for metabolic versus respiratory imbalances.	Giddens, Concepts for Nursing Practice 3rd ed., Concept 9, pg 73-83	
5	Demonstrate clinical reasoning in providing culturally competent and caring interventions across the life span for individuals with common alterations in acid base balance.	Taylor, Lynn, & Bartlett, Fundamentals of Nursing, 9th ed., Chapter 40, pg. 1562-1574, Table 40-6	
6	Discuss the relationship between intravenous therapy administration and acid-base balance.	Phillips: Chapter 3	
	Interrelated Concepts: Perfusion, Nutrition, Elimination, Fluid & Electrolytes, Cognition, Gas Exchange, Infection, Inflammation, Collaboration, Clinical Judgment, Tissue Integrity, Adherence, Self-Management and Safety.		

	The Acid –Base Scale
	    a.) Identify regulatory organs of acid-base balance
	    b.) Normal ph of body fluids
	    c.) Chemical Buffering Mechanisms
	    d.) Metabolic acidosis and alkalosis
	    e.) Respiratory acidosis and alkalosis
		Pre-concept information
		
		In concept information	

NURS 124-Patient Centered Care II	Unit-1	Clotting
Exemplars: thrombosis, thrombocytopenia		

SLO #	STUDENT LEARNING OUTCOME	LEARNING ACTIVITIES	ASSESSMENT
1	Define the concept of Clotting.	Readings: Giddens 3rd ed. p. 176	Exam 4
2	Demonstrate clinical reasoning in providing culturally competent care across the life span for individuals with alterations in clotting.	Hinkle and Cheever 14th ed. 473, 835-836, 868-873, 1142-1146, 1152, 1156, 1979. Platelets- 907, 951-952	
3	Develop a health promotion plan for risks associated with alterations in clotting.		
4	Discuss intravenous infusion in the management of clotting imbalances.	Ricci, Kyle, Carman 3rd ed. 850-852	
	Inter-related concepts: Mobility, Pain, Inflammation, Safety, Clinical Judgment, Health Promotion, Tissue Integrity and Patient Education.	Phillips: Chapter 9,11	
	Hematology 1. Blood clotting & clotting process 2. Clotting associated with IV therapy	Pre-concept information In concept information	

NURS 124 Patient Centered Care II	Unit 4	Concept: Infection

Exemplars: Pneumonia, MRSA, STIs

SLO:	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	ASSESSMENT
1	Define the concept of infection.	Readings: Giddens, Concepts for Nursing Practice 3rd ed., Concept 24, pg. 230-239	Exam 3 Asepsis Pre and Post-Test (homework)
2	Identify populations at risk and individual risk factors for infection.		
3	Explain management of immune health and prevention of infection.		
4	Plan care to minimize consequences of the infectious process across the lifespan.	Rischer, Think Like a Nurse 2nd ed., pg. 120-125	ATI Skills Module : Infection Control ATI Nurse Logic: Nursing Concept: Safety ATI Nurse Logic: Priority Setting: Safety and Risk Reduction
5	Plan care to minimize risk of infection from procedures/therapies including intravenous therapy.	Taylor, Lynn, & Bartlett, Fundamentals of Nursing, 9th ed., pg. 595-639	
	Interrelated Concepts- Family Dynamics, Sexuality, Ethics, Diversity, Interpersonal Violence, Development, Caring, Communication, Environment/Genetics, Stress, Coping, Collaboration, Pain, Spirituality, Culture, Glucose Regulation, Immunity, Tissue Integrity, Thermoregulation, Clotting	Phillips: Chapter 2,9 Power point Unit 4	
	A. Infection Prevention B. Identify the main sources of bacteria responsible for IV-Associated infections C. Extrinsic and intrinsic sources of contamination of an intravenous infusion system. D. Factors contributing to IV therapy-related contamination/infection. E. Transmission-based precautions	In concept information	

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NURS 126-Practicum II	Learning Lab	Concept: Therapeutic Skills

Exemplars: *surgical scrub, suctioning (oral/NP), tracheostomy care, NG placement/feeding, ostomy care, sterile dressing, Foley insertion, assessment – newborn, postpartum, IV therapy – secondary lines, IV push meds, transfusion monitoring, central line care*

SLO#	Student Learning Outcomes (Didactic and Clinical)	LEARNING LAB ACTIVITIES	ASSESSMENT
1	Demonstrate competency in initiation of therapeutic procedures: patient preparation, orders, consents, site selection, site preparation, equipment and supply selection, patient positioning and safety needs.	Reading: Phillips: Chapter 5, 6. 8 Power point Unit 3	All skills will be practiced. Not all skills will have a graded check off.
2	Identify various types of equipment needed for therapeutic skills, why and how equipment is used, how to monitor equipment for defects or malfunction.	Audio/visuals:	Pre/post quizzes Parenteral therapy worksheet
3	Use evidenced based practice, safety guidelines, and quality measurements when determining equipment to use for infusion/transfusion therapy, selection of appropriate equipment for suctioning, Foley and assessments, etc.		Skills Check-off
4	Apply the nursing process in meeting the physiological needs of patients receiving therapeutic skills.		
5	Apply the psychosocial health patterns in the care of patients receiving therapeutic skills.		

Topics to cover:
1. Calculation of Infusion Flow Rates
    i. Principles of parenteral Infusion Flow Rate
    ii. Physicians Order
    iii. Calculate flow rate of IV drugs administered by gravity flow infusion.
    iv. Regulating Flow Rate
    v. Potential Consequences of Inaccurate Flow Rate
    vi. Factors Affecting Flow Rates
2. Calculations for Intravenous Drug Administrations
    vii. Identify various units of measure for conversion
    viii. Calculate dosage based on microgram/kilogram of weight
    ix. Calculate dosage based on milligram/kilogram of weight
    x. Employ dimensional analysis to determine IV drug dosing

xi. Determine drug concentration in fluid
xii. Determine drug dosage based on microgram/kilogram/minute
xiii. Determine heparin infusion rate based on units/hour
xiv. Verification of mathematical calculations
3.Manual IV Push Drug Administration
    xv. Identify modes of direct injection of IV drugs
    xvi. Identify principles of direct injection of intravenous drugs
    xvii. Correct procedure, steps, timing of direct injection of intravenous drugs.
    b. Intravenous Piggyback (IVPG) Drug
      i. Use of secondary Administration set to administer an IVPB without an Intermittent Infusion Device (IV pump)
      ii. Use of Secondary Administration set to administer an IVPG with an Intermittent Infusion device.
    c. Untoward Reponses to Intravenous Drug Administration
      i. Determining Allergy History
      ii. Nursing responsibility related to IV drug administration
      iii. Consequences of adverse drug reactions
      iv. Types of untoward responses
      v. Common causes of anaphylaxis-associated death
      vi. Signs and symptoms of anaphylaxis
      vii. Treatment of anaphylaxis
      viii. Anaphylaxes documentation
      ix. Drug Errors
Monitor blood transfusions as allowed by Kansas State Board of Nursing		

* This outline spans over the lifetime.

Neosho County Community College

May 13, 2021

Janelle Martin MHSA, RN
Nursing Education Compliance Officer
Kansas State Board of Nursing
900 SW Jackson, Suite 1051
Topeka, KS 66612

Dear Janelle,

We are writing this letter as the Neosho County Community College nursing faculty in support of the curriculum changes associated with the integration of IV therapy and the updates in course outcomes.

The nursing faculty has a curriculum committee of three nursing faculty that meet together, reviews the curriculum as part of the Program Evaluation Plan and proposes changes to the curriculum when the need arises. This committee has worked toward the integration of IV therapy into the first level of the NCCC curriculum. The committee has also reviewed the concept based curriculum, now in its fifth year of implementation, and recommended the revisions to course outcomes and movement of content within the program as proposed. All curriculum changes proposed by this committee have been reviewed during the monthly nursing faculty meetings and voted upon favorably by a quorum of the nursing faculty, as outlined in the nursing faculty bylaws.

We the undersigned acknowledge that we have been involved in the process of making the proposed changes to the curriculum.

Respectfully,

800 West 14th Street
Chanute, KS 66720
620.431.2820

Online Campus
www.neosho.edu
800.729.6222

900 East Logan Street
Ottawa, KS 66067
785.242.2067

The Mission of Neosho County Community College is to Enrich Our Communities and Students' Lives

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Instructions

1. Complete page one. Pay particular attention to the section describing the change. This is usually used for the motion and should be written carefully.

2. On Page 2 indicate the revision requested.

3. If this change involves a new course, complete the curriculum revision or a course revision, including the following items:
   - Course title
   - Course objectives/outcomes
   - Sequence of the course
   - Major content outline
   - Clinical facility(ies) to be used
   - Course evaluation

4. **Submit 1 paper copy of the request form and all addenda on white paper, loose leaf and single-sided pages.**

5. Major Curriculum Change Requests are reviewed by the Education Committee and Board of Nursing at their scheduled meetings. The request will be approved/not approved/deferred.

6. Following the Education Committee and Board review and action, a copy of the form will be returned to you indicating Board action.

7. The program must receive board approval before implementation.

8. Notify the Nursing Education Compliance Officer to request Word document version of this form to complete electronically, print and mail to KSBN with the requested information, if desired.

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DRAFT

Initial Approval Algorithm

Purpose: *to determine if they can start a new nursing education program KSA 65-119 and KAR 60-1-104 and 60-2-101*

Approval means the status granted to a program that provides evidence of both of the following: 1) the program is operating on a sound educational basis that is consistent with the board's education requirements as set forth in the nurse practice act (NPA) and 2) the program has no deficiences. *KAR 60-1-104 (b) (1 - 2)*
Initial approval means the approval period from the first admission of nursing students to the program through the first full implementation of the curriculum and graduation *KAR 60-1-104 (p)*

Findings from the Site Visit:

Program demonstrates compliance with all nursing education statutes and regulations as per NPA	Program does not demonstrate compliance with all nursing education statutes and regulations as per NPA
↓	↓

Outcome

No recommendations on the site visit report	Possible recommendations developed in consultation with site visitors, Nursing Education Compliance Officer, Education Committee chair and Executive Administrator
Site visit report to the Education Committee and Board	If recommendations, then action steps with time frames for submission
Initial Approval of the program granted	Site visit report to the Education Committee & Board with deficiences and possible recommendations listed
Allowed to admit students with expectation to submit a progress report on application information and plan for on-site visit after first graduation class	May be granted approval to admit students and start program after deficiences are resolved and board approval

Approval Date:

DRAFT

Site Visit After 1st Graduation Algorithm

Purpose: *to determine if they can get full approval status*	
Site visit to be conducted after the first cohort graduates from the program and have taken the NCLEX for the first time	
Findings from the Site Visit:	
Program demonstrates compliance with all nursing eeducation statutes and regulations as per NPA	Program does not demonstrate compliance with all nursing education statutes and regulations as per NPA
↓	↓
Outcome	
No recommendations on the site visit report	Possible recommendations developed in consultation with site visitors, Nursing Education Compliance Officer, Education Committee chair and Executive Administrator
Site visit report to the Education Committee and Board	If recommendations, then action steps with time frames for submission
Full approval of the program to continue to enroll students	Site visit report to the Education Committee & Board with deficiences and possible recommendations listed
Re-approval site visit will occur in five years for a non-accredited nursing program and up to ten years maximum if nationally accredited nursing program KAR 60-2-102 (b)	The board may place the nursing education program on "conditional approval", which is a limited time status that the board imposes on a program if the board finds evidence that an approved nursing education program has failed to comply with educational requirements as set forth in the NPA. Whe placed on conditional approval status, the program may be directed by the board to cease admissions KAR 60-1--104 (g)
	If the nursing program fails to meet the requirements of the board within a designated period of time, the program shall be notified by the board's designee of the board's intent to deny approval KAR 60-2-101 (e)

Approval Date:

Re-approval Site Visit Algorithm

Purpose: *to determine continued nursing education program compliance with Kansas statutes and regulations KSA 65-1119 and KAR 60-2-102 (b)*

Approval means the status granted to a program that provides evidence of both of the following: the program is operating on a sound educational basis that is consistent with the board's educational requirements as set forth in the nurse practice act (NPA) and the program has no deficiences *KAR 60-1-104 (b) (1 - 2)*

Findings from the Site Visit:

Official first-time NCLEX pass rates will be utilized when evaluating NCLEX pass rates, not pending NCLEX pass rates.

Program demonstrates compliance with all nursing education statutes and regulations as per NPA	Program does not demonstrate compliance with all nursing education statutes and regulations as per NPA
↓	↓

Outcome

No recommendations on the site visit report	Possible recommendations developed in consultation with site visitors, Nursing Education Compliance Officer, Education Committee Chair and Executive Administrator
Site visit report to the Education Committee and Board	If recommendations, then action steps with time frames for submission
Continued approval granted for the nursing education program	Site visit report to the Education Committee & Board with deficiences and possible recommendations listed
Next re-approval site visit will occur in five years for a non-accredted nursing program and 10 years maximum if nationally accredited nursing program *KAR 60-2-102 (b)*	The board may place the nursing education program on "conditional approval", which is a limited time status that the board imposes on a program if the board finds evidence that an approved nursing education program has failed to comply with educational requirements as set forth in the NPA. When placed on conditional approval status, the program may be directed by the board to cease admissions *KAR 60-1-104 (g)*
	If the nursing education program fails to meet the requirements of the board within a designated period of time, the program shall be notified by the board's designee of the board's intent to deny reapproval *KAR 60-2-102 (m)*

Approval Date:

Education 166

Conditional Approval Algorithm

Purpose: *to determine the process when a nursing program has deficiencies in compliance with Kansas statutes and regulations*
Conditional approval means the limited time status that the board imposes on a program if the board finds evidence that an approved nursing education program has failed to comply with education requirements as set forth in the Nurse Practice Act *KAR 60-1-104 (g)*

Findings from the Unannounced Site Visit:

Program does not demonstrate compliance with the requirements for NCLEX pass rates in the regulations. NCLEX pass rates mean the official first-time NCLEX pass rates obtained from NCSBN for a nursing program for a calendar year as reported to the nursing program by the Kansas State Board of Nursing, not pending NCLEX pass rates.	Program does not demonstrate compliance with all nursing education statutes and regulations or unsatisfactory progress on their improvement plan. Deficiencies could include the following situations: 1) any nursing program which is placed on accreditation warning or has accreditation withdrawn, 2) failure to meet Kansas nursing education statute and regulation and 3) multiple and serious complaints to KSBN involving Kansas nursing education statutes and regulations *KAR 60-1-102 (c -h)*
↓	↓

Outcome

If the nursing program has an annual pass rate of less than 75% for three consecutive years, the program will be placed on conditional approval after the site visit for evaluation and recommendation occurs.	Possible recommendation for conditional approval developed in consultation with site visitors, Nursing Education Compliance Officer, Education Committee Chair and Executive Administrator
The program will remain on conditional approval until the NCLEX pass rates are 75% or above for three consecutive years.	If recommendations, then action steps with time frames for submission
	Site visit report to the Education Committee & Board with deficiences and possible recommendations listed
	The board may place the nursing education program on "conditional approval", which is a limited time status that the board imposes on a program if the board finds evidence that an approved nursing education program has failed to comply with educational requirements as set forth in the NPA. When placed on conditional approval status, the program may be directed by the board to cease admissions *KAR 60-1-104 (g)*
	The nursing program will remian on conditional approval status until the deficiences are resolved as evidenced by a follow-up site visit after the program has had adequate time to correct the deficiences and board approval to change to full approval, not conditional approval
	If the nursing education program fails to meet the requirements of the board within a designated period of time, the program shall be notified by the board's designee of the board's intent to deny reapproval *KAR 60-2-102 (m)*

Approval Date:

Unannounced (Unscheduled) Site Visit Algorithm

Purpose: an unannounced or unscheduled site visit may be conducted at any time if KSBN determines there is "consistent evidence reflecting deficiency" or a program is on "conditional" approval. KSA 65-119 and KAR 60-2-102

Deficiences could include the following situations: 1) annual official NCLEX first time pass rate of less than regulation requires for three (3) consecutive years. This is a "focus visit" for the evaluation and recommendation(s) to the program for pass rate improvement plans, 2) any nursing program which is placed on accreditation warning or has accreditation withdrawn, 3) failure to meet Kansas nursing education statute and regulation and 4) multiple and serious complaints to KSBN involving Kansas nursing education statutes and regulations *KAR 60-2-102 (c - f)*

Findings from the Site Visit:

Official first-time NCLEX pass rates will be utilized when evaluating NCLEX pass rates, not pending NCLEX pass rates.

Program demonstrates compliance with all nursing eeducation statutes and regulations as per NPA.	Program does not demonstrate compliance with all nursing education statutes and regulations as per NPA
↓	↓

Outcome

No recommendations on the site visit report	Possible recommendations developed in consultation with site visitors, Nursing Education Compliance Officer, Education Committee Chair and Executive Administrator
Site visit report to the Education Committee and Board	If recommendations, then action steps with time frames for submission
Continued approval granted for the nursing education program until the program has official NCLEX pass rates for three (3) consecutive years at or above level required by regulations	Site visit report to the Education Committee & Board with deficiences and any possible recommendations listed
Next re-approval site visit will occur in five years for a non-accredted nursing program and 10 years maximum if nationally accredted nursing program *KAR 60-2-102 (b)*	The board may place the nursing education program on "conditional approval", which is a limited time status that the board imposes on a program if the board finds evidence that an approved nursing education program has failed to comply with educational requirements as set forth in the NPA. When placed on coditional approval status, the program may be directed by the board to cease admissions *KAR 60-1-104 (g)*
	If the nursing education program fails to meet the requirements of the board within a designated period of time, the program shall be notified by the board's designee of the board's intent to deny reapproval *KAR 60-2-102 (m)*

Approval Date:

Education 168

NCLEX Pass Rates Algorithm

Purpose: *to determine process in handling NCLEX pass rates as per the requirements in regulations*

NCLEX pass rates mean the official first-time NCLEX pass rates obtained from NCSBN for a nursing program for a calendar year as reported to the nursing program by the Kansas State Board of Nursing, not pending NCLEX pass rates

NCLEX Pass Rates

Program demonstrates compliance with the requirements in the regulations	Program does not demonstrate compliance with the requirements in the regulations
↓	↓

Outcome

Prior calendar year NCLEX pass rates are reported to the Education Committee and Board at the March Education Committee and Board meetings	Prior calendar year NCLEX pass rates are reported to the Education Committee and Board at the March Education Committee and Board meetings
After review by the Education Committee and Board, the NCLEX pass rates are posted on KSBN website	If the first-time candidates in the nursing education program have an annual pass rate on the licensure examination of less than 75% for two consecutive years, the program shall receive a written notice of concern from the board *KAR 60-2-102 (e)(1)*
	The nursing education program whall have three months after the date of the written notice of concern to submit a written report analyzing all aspects of the education program, identifying areas contributing to the pass rate and the program's plan of action to improve the pass rate. The program shall have one year after the date of the written notice to demonstrate evidence of implementing strategies to correct deficiencies to bring the pass rate up to at leave the 75% criterion *KAR 60-2-102 (e)(2)*
	If the nursing education program has an annual pass rate of less than 75% for three consecutive years, the program may receive a site visit for evaluation and recommendation. The nurse administrator of the program shall appear before the board and present an analysis of the measures taken and an analysis of the reasons for the program's pass rates below 75% *KAR 60-2-102 (e)(3)*
	If the nursing program has an annual pass rate of less than 75% for three conseuctive years, the program will be placed on conditional approval after the site visit for evaluation and recommendation occurs. The program will remain on conditional approval until the NCLEX pass rates are 75% or above for three consecutive years.

Approval Date:

Education 169

Satellite Program Approval Algorithm

Purpose: *to determine if the nursing program can start a new satellite program for their approved nursing program*

Approval means the approval period upon approval until the next scheduled nursing program re-approval period *KAR 60-1-104 (b)* **Satellite program** means an existing, approved nursing education program that agrees to provide the resources that are lacking at a location geogrphically separate from the parent program. The students may spend a portion or all of their time at the satellite location. The curricula in all locations shall be the same, and the credential shall be given by the parent institution *KAR 60-1-104 (x)*

Findings from the Site Visit:

Program demonstrates compliance with all nursing eeducation statutes and regulations as per NPA	Program does not demonstrate compliance with all nursing education statutes and regulations as per NPA
↓	↓

Outcome

No recommendations on the site visit report	Possible recommendations developed in consultation with site visitors, Nursing Education Compliance Officer, Education Committee chair and Executive Administrator
Site visit report to the Education Committee and Board	If recommendations, then action steps with time frames for submission
Initial Approval of the satellite program granted	Site visit report to the Education Committee & Board with deficiences and possible recommendations listed
Allowed to admit students. Satellite program will be included in next re-approval site visit *KAR 60-2-102 (k)*	Approval to admist students is not granted and start satellite program until deficiences identified are resolved or board approval

Approval Date:

2021 Nursing & MHT Program Site Visits

Spring 2021	School	Level	Visitors	Comments
Jan. 26-27	Johnson CCC	PN	Janelle Martin Rebecca Sander	Reapproval visit (virtual)
Feb. 15-18	Colby CC	ADN	Janelle Martin Patsy Zeller Carol Moreland	w/ ACEN visit (virtual)
Feb. 17-19	Baker University	BSN	Janelle Martin Karen Kidder	w/ CCNE (virtual)
Feb. 24-25	Salina ATC	ADN	Janelle Martin Christina Rudacille	F/U after 1st graduation (virtual)
March 2-3	WSU Tech	PN	Janelle Martin Karen Kidder Amy Hite (O)	Reapproval visit (virtual)
March 31 – Apr 1	Pratt CC	ADN	Janelle Martin Patsy Zeller Carol Moreland	Cond. Approval Follow-up visit
July (virtual)	Osawatomie – Larned campus	LMHT	Janelle Martin Carol Moreland	After 1st graduation
Fall 2021	**School**	**Level**	**Visitors**	**Comments**
Sept. 7-8, 2020	Garden City CC	PN ADN	Janelle Martin Karen Kidder	Reapproval prior to ACEN
Sept. 13-15	KSBN Board meetings			
Sept. 21-23	KCKCC	ADN PN	Janelle Martin Karen Kidder	w/ ACEN
Sept. 29-30	Washburn Tech	PN	Janelle Martin Christina Rudacille	Reapproval visit
Oct. 6-8	Hesston College	BSN	Janelle Martin Amy Hite	w/ CCNE
Oct. 20-22	Seward CCC	ADN	Janelle Martin Dee Bohnenblust	w/ ACEN (focus visit for pass rates and reapproval)
Oct. 25-27	NCKT-Hays	ADN PN	Janelle Martin Christina Rudacille	w/ ACEN?
Fall 2021 COA schedule	Newman	RNA	Janelle Martin Amy Hite	w/COA
Nov.	Colby CC	PN	Janelle Martin Rebecca Sander	

Education 171

2022 Nursing & MHT Program Site Visits

Spring 2022	School	Level	Visitors	Comments	Checked
Feb. 22-24, 2022	Barton CC	ADN PN	Janelle Martin Rebecca Sander? Patsy Zeller?	w/ ACEN	X
March 8-10	Rasmussen	ADN	Janelle Martin D. Bohnenblust	w/ ACEN	X
April 6-8, 2022	MNU	BSN	Janelle Martin Amy Hite	w/ accred	X
April	Highland CC	PN	Janelle Martin C. Rudacille		
June	OSH	MHT	Janelle Martin Carol Moreland?	Reapproval – 2 campuses	
Fall 2022	**School**	**Level**	**Visitors**	**Comments**	
Aug-Sept	Coffeyville CC	ADN & PN	Janelle Martin Christina Rudacille		
Aug-Sept.	Donnelly College	ADN	Janelle Martin	f/u after 1st grad	
October	Univ of Kansas	BSN, DNP	Janelle Martin Amy Hite	w/accreditation	
October	MATC	ADN	Janelle Martin Rebecca Sander	w/ ACEN	
November	Wichita State University	BSN, DNP	Janelle Martin D. Bohnenblust	w/ accreditation	

Petition for Permission to Test/Retest NCLEX Summary
2/19/2021 to 5/14/2021

Petitioner Name	NCLEX Test	Repeat	Conditions applied to approval
Hana Girmo Eriso	RN	No	1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score
A_nieszka Dowzenko	RN	No	1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class(es) in all unsuccessful areas
Montoya, Sandra	PN	Yes	1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class(es) in all unsuccessful areas