

Agency Mission: To assure the citizens of Kansas safe and competent practice by nurses and mental health technicians.

**Kansas Board of Nursing
Education Committee Agenda
June 28, 2022**

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, FNP, Chair
Julianna Rieschick, RN, MSN, NEA-BC, Vice-Chair
Andrea Watson, RN, BSN, OCN, CCRP
Christina Rudacille, MSN, RN
Dee Bohnenblust, EdD, MSN, APRN, RN
Amy Hite, DNP, EdS, APRN, FNP
Michelle Birdashaw, DNP, APRN, FNP-C, ENP-C, CCRN

Staff: Janelle Martin, MHSA, RN – Nursing Edu. Compliance Officer
Carol Moreland, MSN, RN – Executive Administrator
Michelle Brown, Senior Administrative Assistant

- I. Call to Order
- II. Review of On-Site Packet
- III. Additions/Revisions to the Agenda
- IV. Announcements
- V. Approval of Minutes – March 29, 2022
- VI. Nursing Education Compliance Officer Report

Executive Session for Education Committee members if needed

- VII. Site Visit Reports
 - A. Barton Community College ADN program
 - B. Barton Community College PN program
 - C. Barton Community College – Initial visit ADN satellite campus at Pratt CC
 - D. Rasmussen University ADN program
 - E. MidAmerica Nazarene University BSN program
 - F. Highland Community College PN program
 - G. Barclay College – Initial visit BSN program
 - H. Follow-up to Colby ADN site visit of Feb. 2021

VIII. New Business

- A. Major Curriculum Change Request
 - a. Barton Community College ADN program
 - b. Benedictine College – BSN program – 2 requests
 - c. Bethel College - BSN program – 2 requests
 - d. Washburn University – Graduate program (PMHNP)
 - e. Washburn University – all nursing programs
 - f. Baker University – BSN program
 - g. University of Kansas – BSN program
 - h. University of Kansas – BSN program
 - i. Pittsburg State University – BSN program – 4 requests
 - j. Neosho County Community College – PN level
 - k. Neosho County Community College – ADN level
 - l. University of St. Mary – Graduate
 - m. University of St. Mary – Graduate
 - n. Washburn Institute of Technology – PN program

IX. Unfinished Business

- A. Annual Report Update - NCSBN Annual Report of Core Data Survey - Pilot summary report
- B. English Proficiency Exam – IELTS as option
- C. Legal Interpretation of PN Regulations for Faculty /Preceptor Qualifications
- D. 2022 Nursing & MHT Program Site Visit Schedules

X. Petitions

- A. Petition for Permission to Test/Retest Summary 3/1/2022 – 5/27/2022

XI. Agenda for September 2022

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/81370999528?pwd=eEcxcmVkNEgrTEVrWUlmRFFZcG5nOT09>

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Education Report

June 2022

Janelle B. Martin, MHSA, RN

Nursing Program Updates:

- **North Central Kansas Technical College - Hays** announced that on April 18, 2022, Sheri Stone, MSN, APRN-AGCNS, CCRN was named as Full-time Director of Nursing for the school's nursing programs. She had been serving as Interim DON since 7/1/2021.
- **Salina Area Technical College** announced that effective July 1, 2022, Randi Kirk MSN, RN has been named the new Director of Nursing and Allied Health for the college.
- **Butler Community College** announced that effective May 1, 2022, Janet Schueller MSN, RN, CCNE has been named the new Associate Dean of Health, Education and Public Services and will serve as the Nurse Administrator for the Nursing and Allied Health departments at Butler.

Site Visits:

Four site visits were completed April 1st through June 3rd which brought the total to 10 site visits for Spring 2022! Of the four completed since the last board meeting, two were reapproval visits and two were initial visits for new programs or new sites for existing programs. Board has continued to support schools in the choice regarding onsite or virtual site visits for this spring. All initial visits were done onsite per regulation and guidelines. National accreditation teams are still a mix of onsite and virtual visits. The visit scheduled with MidAmerica Nazarene University was scheduled as a virtual visit by the CCNE team assigned to the visit about a month prior to the visit. KSBN accommodated the request for the virtual visit. Visits completed were:

- MidAmerica Nazarene University - reapproval visit for BSN program (virtual w/ CCNE)
- Highland Community College – reapproval visit for PN program (onsite)
- Barton Community College - initial visit for a satellite campus for the ADN program on the campus Pratt Community College (onsite)
- Barclay College - initial visit for proposed BSN program (onsite)

Education Activities / Projects

- ♦ Assisted in ensuring applicants meet educational requirements for licensure:
 - Reviewed 6 transcripts from out of state schools / military programs
 - Reviewed 22 CGFNS reports and 2 TOEFL reports for internationally educated nurses
 - Philippines – 10
 - Kenya – 5
 - 1 each from Canada, Ethiopia, Ghana, India, Lebanon, Nepal, and Nigeria
- ♦ **FQRs** – Faculty Qualification Reports moved to an all-electronic process via the website in June 2020. FQR activity this quarter:
 - 51 FQRs submitted this quarter (26 from BSN programs, 19 ADN, 4 PN, 2 APRN)
 - 30 were Initial requests
 - 21 were updates to previous FQRs
 - 36/51 were for Adjunct positions
 - 9 submitted with Degree plans
 - 13 submitted with Hire Exceptions
 - 2 updated FQRs submitted for completion of Degree plans
 - 4 submitted FQRs were incomplete
 - 2 due to transcript issues – missing, not official copies, wrong transcript
 - 2 FQRs submitted without a degree plan or hire exception for faculty without required degree.
- ♦ *Minor Curriculum changes* – Minor curriculum change requests were slated to change to an electronic submission process but has been delayed due to potential changes in the use of the current system for data submission. We continue to manage this process by mail or email. If the complete request with documentation is greater than 10 pages, request should be printed and sent by regular mail. Three schools submitted requests for minor curriculum changes this quarter. All requests were reviewed and approved.
 - *KU SON* – Undergrad program
 - *Colby Community College* – PN program
 - *Dodge City Community College* – ADN program
- ♦ **Petitioners:** revised website documents for petitioners. Attempted to clarify the process, expectations and follow up steps for petitioners. I also responded to several potential petitioners regarding KS requirements for NCLEX exam and licensing.
 - **One** petitioner completed the conditions of their petition this quarter and was made eligible to test.
 - **Seven (7)** previous completers tested this quarter

- **Three (3)** passed the NCLEX
- **Four (4) failed NCLEX with one now being past the 5 year mark and will need to retake a nursing program to retest.**
 - Currently have 20 active petitioners with two completed petitions still in the process of completing testing.
- ♦ 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 nursing programs researching requirements for all states from which they could accept students.
- ♦ **KSBN/NCSBN Core Data and Annual Report survey** was revised and distributed to program administrators on 4/14/22. An orientation session was provided via Zoom on April 18, 2022 and the slide deck placed on the website under “Administrator Resources” for use. Annual report survey is planned to remain open until June 30 for Kansas programs. Midway reminders have been sent to all programs from Qiana McIntosh at NCSBN.
- ♦ NCSBN continues in the process of compiling the core data from the nine pilot states who completed the surveys in their state. Analysis of the COVID-19 data collected was done first and a report was recently published with that data. A comparative report of Kansas to other pilot states is still in process and a copy will be provided to Kansas when complete.

Reminders:

- Annual reports due by **June 30th** at midnight!
- Tentatively planning to the due the Program Administrator Orientation and Update on **September 12** in Topeka if the Board meetings are in person.
- Kansas Nurse Educator Conference for 2022 is planned for July 21-22 on the campus of Newman University. The Clinical Teaching Institute will be on Day 1 with Day 2 focusing on topics of resilience and the potential to build and cultivate it within the nursing education setting, Day 3 on use of Socratic questioning to build critical thinking skills. Networking opportunities will be available throughout the conference.
- 2022 Virtual NCLEX Conference will be Thursday, September 22, 2022. Register now to attend! <https://www.ncsbn.org/2022-NCLEX-Conference-Agenda.pdf>

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

Program: Barton Community College - ADN **Date(s):** Feb. 28 – Mar. 1, 2022

Last KSBN Visit: November 2016 **Accrediting Agency& Date of Last Visit:** ACEN / Feb. 22-24, 2022

Visitors: Patricia Zeller, MSN, APRN, FNP – KSBN Board member; 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		SSR pg. 5 245 NE 30 Rd, Great Bend, KS 67530
	Names of primary administrative officials	Self-Study	X		SSR pg. 5 Dr. Carl Heilman, President Elaine Simmons, VP of Instruction & Student Services Dr. Kathy Kottas, Dean Workforce Training & Community Education Chris Baker, Ex. Director of Healthcare & Public Service Education
	Organizational chart for the institution	Self-Study	X		SSR – Appendix A, pg. 21-23 Website
	Current contact information	Self-Study	X		SSR pg. 5
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	X		BCC website: “Financial Reporting” Reviewed
	Copy of school’s current catalog	Self-Study	X		SSR pg. 5 Website: “Barton College Catalog”
Description of nursing program	Organizational chart for nursing program	Self-Study	X		SSR pg. 6 Nursing Faculty Handbook (NFHB), pg. 21-22
	Number of faculty	Self-Study	X		SSR pg. 6; Appendix C Faculty table pg. 25-26 7 FT faculty (2 ADN, 3 PN, 2 shared) 2 adjunct clinical faculty

		Self-Study	X		SSR pg. 5: 4 FT non-teaching staff: 1 FT secretary (nursing/EMS), 1 FT Dir. Of Nursing Education, 1 FT Simulation Coordinator
	Number of non-teaching staff				
		Self-Study	X		SSR pg. 6 Approved for 50 students each fall 36 admitted for AY 21-22
	Number of students admitted per year				
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		Renae Skelton, MSN, RN
	Qualifications	Self-Study	X		SSR pg. 7 – MSN in nursing education, 30 years nursing experience, 7 yrs nursing education App D – Skelton vitae
	Responsibilities	Self-Study	X		SSR pg. 7; Appendix E – DONE Job Description
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		SSR pg. 7 NFHB pg. 52-53
	Faculty job description	Self-Study	X		SSR App E pg. 42-46 NFHB pg. 37
	Faculty selection process	Self-Study	X		SSR pg. 8 NFHB pg. 55
	Faculty orientation plan	Self-Study	X		SSR pg. 8 NFHB pg. 61-64 – includes BCC general faculty orientation and nursing specific orientation
	Faculty handbook	On-site	X		SSR pg. 8 Exhibit 4 in Canvas - reviewed
	General faculty meeting minutes for last 3 years	On-site Canvas	X		Exhibit 6 - reviewed
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		SSR pg. 9 App C pg. 26-33 faculty table
	FT or PT(use FTE)	Self-Study	X		FT – Kendra Barker, Kara Brauer PT (shared) – Brittany Fanshier, Jill Lawson
	Academic Credentials	Self-Study	X		In faculty table
	Institution granting degree	Self-Study	X		Not in table – on transcripts in files
	Area of clinical expertise	Self-Study	X		Not in table – did ascertain information during faculty interview
	Area(s) of assignment	Self-Study	X		SSR pg. 28-29
	Licensure	Self-Study	X		In table
	Indicate degree plan and progress towards degree if applicable	Self-Study	n/a		

Preceptor qualifications and information (for current semester)	List all faculty hire exceptions including course hired to teach	Self-Study	n/a		
	Faculty file review	On-site	X		Files present – original transcripts in HR
	Preceptor criteria & selection	Self-Study	X		SSR pg. 9; Nrsrg Faculty HB pg. 76
	Preceptor job description	Self-Study	X		NFHB pg. 76
	Identified roles of preceptors, faculty, and students	Self-Study	X		NFHB policy pg. 83; Rules & Regs pg. 84-85; preceptor completes eval tool
	Preceptor orientation materials	Self-Study	X		NFHB pg. 77-79
	Preceptor signatures showing date orientation completed	Self-Study/On-site	X		Preceptor form in NFHB pg. 79; completed forms kept in notebook in DON office.
	Name of preceptor and course with Prefix & number (NURS 1011)	Self-Study	X		NFHB pg. 79
	Preceptor State of license & License number	Self-Study	X		NFHB pg. 80, 82
	Methods of contact between faculty & preceptor	Self-Study	X		NFHB pg. 84-85
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. 10 NSHB pg. 19-21
	Degree plan for each degree being granted	Self-Study	X		SSR Appendix G pg. 57-60 ADN – 70 CH degree / 48 CH nursing
	Oral and written English proficiency	Self-Study	X		NSHB pg. 20, 23
	Readmission	Self-Study	X		NSHB pg. 22-23
	Progression	Self-Study	X		NSHB pg. 35; Theory/clinical grade combined – theory need 80% and a satisfactory in clinical to progress
	Counseling & guidance	Self-Study	X		NSHB pg. 46; college counselor available on campus; referrals to local MH providers as needed
	Student role versus employee role	Self-Study	X		NSHB pg. 43
	Representation on faculty governance	Self-Study	X		NSHB pg. 44 NFHB pg. 53 By-laws
	Graduation	Self-Study	X		College catalog NSHB pg. 41-42
	Refund policies governing all fees and tuition paid by students	Self-Study	X		SSR pg. 10 Exhibit 8 – Canvas BCC Student HB pg. 12

	Ethical practices including recruitment, admission, and advertising	Self-Study	X		BCC NSHB pg. 19-21 Faculty HB pg. 5; website
	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		NSHB pg. 20 #8
	Student Handbook	On-site	X		Reviewed in Canvas Hard copy also provided w/ self study
Student support services	Description of student safety measures	Self-Study	X		SSR pg. 11 BCC Student HB pg. 36-38
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		SSR pg. 11 BCC Student HB pg. 33 Student Health Services in Student Union – hrs 7:30a-4:30p, M-F – staffed by RN Aug – May After hours phone # available
Student records	Review student files	On-site	X		Reviewed – found no issues w/ files
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	On-Site Canvas	X		Reviewed several types of student work from class and clinical.
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		SSR pg. 12 NSHB pg. 17 Microbiology – 5; A&P – 4-5 cr hrs; Gen Psych – 3; Dev Psych – 3; Eng Comp I – 3; Public speaking - 3
	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. 12 NSHB pg. 17 course list App H, pg. 62-100; MS III, MH, Mat-Child II, MS IV, RN Leadership, ADN Transition
	Credit hours for each non-nursing course	Self-Study	X		SSR pg. 12 – 21-22 CH (16-17 pre-req and 5 co-req)

	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		App H, pg. 62 – 150 theory hrs / 371 clinical hrs; 1 CH theory = 12.5 clock hrs; 1 CH clinical = 45 clock hrs CH: MS III 3 did/ 3 clin; MH 2 did/2 clin; Mat-Child II 2 did/1 clin; MS IV 3 did/2 clin; RN Leadership 1 did; ADN Transition 1 did = 20 CH (plus 28 CH from PN level) = 48 nrsg CH for ADN
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		App H pg. 62 didactic CH/clinical hrs; MSIII 3/3; Mental Health 2/2; Mat-Child 2/1; MS IV 3/2
	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		Not on syllabi – information obtained in separate document during onsite. MS IV - 3 hrs obs / 90 = 3% MH II – 5 hrs obs / 90 = 5.5%
	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 – information obtained in separate document during onsite. MS III – 29 hrs / 135 MS IV - 13 hrs / 90 MH II – 10 hrs / 90 MC II – 16 hrs / 45 hrs Total precepted hrs = 68/360 = 18.8%
	List all simulation hours for each relevant course. (cannot exceed 50% of total clinical hours/course)	Self-Study	X		Not on syllabi – information obtained in separate document during onsite. MS III – 16.25 hrs / 135 = 12% MS IV - 8 hrs / 90 = 9% MH II – 15 hrs / 90 = 16.6% MC II – 8 hrs / 45 hrs = 18%
	Testing process with test analysis and the written test procedure	Self-Study	X		NFHB pg. 67-68 NSHB pg. 35-36
	Number of students per class	Self-Study	X		SSR pg.14
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		SSR App I – has generic schedule in report; actual clinical schedules in Canvas - reviewed
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		Curriculum table – App J pg. 102

	Art and science of nursing	Self-Study	X		SSR pg. 17
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		SSR App J, pg. 102-103
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		App J pg. 103-107 <ul style="list-style-type: none"> • NURS 1222 ADN Transition • NURS 1264 RN Leadership & Mgmt • NURS 1259 MatChild II • NURS 1257 MedSurg III • NURS 1261 MedSurg IV • NURS 1208 Mental Health
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		App J pg. 108-120 <ul style="list-style-type: none"> • NURS 1222 ADN Transition • NURS 1264 RN Leadership & Mgmt • NURS 1257 MedSurg III • NURS 1261 MedSurg IV • NURS 1208 Mental Health
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		App J pg. 120-123 <ul style="list-style-type: none"> • NURS 1222 ADN Transition • NURS 1264 RN Leadership & Mgmt • NURS 1259 MatChild II • NURS 1257 MedSurg III • NURS 1261 MedSurg IV • NURS 1208 Mental Health
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		App J pg. 111-114 <ul style="list-style-type: none"> • NURS 1222 ADN Transition • NURS 1264 RN Leadership & Mgmt • NURS 1259 MatChild II • NURS 1257 MedSurg III • NURS 1261 MedSurg IV • NURS 1208 Mental Health
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	X		NSHB pg. 11
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	X		SSR pg. 14

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		SSR pg. 14-15 Technical Building – T140 & T97 classrooms (holds 50) 2 labs T98-99 – simulated hospital rooms w/ manikins
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		SSR pg. 15-16 West Office complex in Tech Bldg – private faculty offices, small conf room, student study area
	Secure space for student records	Self-Study & On-Site	X		SSR pg. 16 locked file cabinet in nursing office – student transcripts are in software app w/ security passcode
	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		SSR pg. 16-17 HelpDesk 24/7 – fully staffed IT during business hours LMS support (CANVAS) – done thru LMS provider 24/7 – has some BCC support
	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		Large online library w/ library support staff; also have on campus library w/ print materials and reserve section.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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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	On-site	X		Reviewed 12 current contracts – no issues
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		Variety of 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		Work w/ facility coordinators to ensure availability
	Each affiliating agency used for clinical instruction shall be staffed	Self-study & On-Site		X	“staffed independently of student assignment language is present in all but 1 contract – AVC contract also does not

	independently of student assignments				have language for "facility maintains responsibility for patient care"
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		<ul style="list-style-type: none"> 2 contracts have language that states facility staff "evaluate student performance" University of KS Health System, Great Bend
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		2021 – 82.6 2020 – 100 2019 – 92.31 2018 – 80.77 2017 – 88.89
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		Reviewed – no issues
	Budget procedures	Self-Study	X		Budget process starts w. prev year budget – faculty works w/ DONE and DONE works with dept. administration, up to BOT. DONE admin. Budget for nursing dept.
Advisory Committee	Review Advisory Committee minutes	On-Site	X		Meet 2 times a year
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See interview list
	General education and required support course faculty	On-Site	X		
	Support services	On-Site	X		
	Students	On-Site	X		25 RN students present
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	On-Site	n/a		Not available
	Staff RN's	On-Site	X		
	Preceptors	On-Site	n/a		
	Individuals conducting observational experiences	On-Site	n/a		No observation during site visit

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		SSR pg. 19
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		Reviewed and updated 2x/year. Data used to determine program changes as evidenced in faculty minutes

Interview List:

Administration:

- Dr. Carl Heilman, BCC President
- Elaine Simmons, VP of Instruction
- Dr. Kathleen Kottas, Dean of Workforce Training & Community Education
- Chris Baker, Executive Director of Healthcare & Public Service Education
- Mark Dean, VP Administration
- Angela Maddy, VP of Student Services
- Michell Kaiser, Chief Information Officer

Support Services Personnel:

- Jakki Maser, Mental Health Counselor
- Myrna Perkins, Chief Accreditation Officer / Financial Aid
- Lori Crowther, Registrar
- Rita Thurber, Director of Student Support Services / tutoring lab
- Wendy Miller, pre-nursing advisor
- Sarah Hoff, Advisor (nursing)/ Remediator

Library Services:

- Darren Ivey, Director of Library & College Archives

Advisory Committee:

- Cindy Burton, RN – DON Pawnee Valley Community Hospital, Larned
- Jenifer Periano, RN – Education Specialist, Hays Medical Center
- Stephanie Oglesbee, RN – Educational Specialist, University of KS HS, Great Bend
- Joyce Mattison, RN – Director of IP Services, Hays Medical Center
- Melissa Jensen, RN – CNO, University of KS HS, Great Bend
- Hannah Rios, RN – Med/Surg Unit Nurse Manager, UKHS Great Bend
- Paulette Soupiset, RN – CNO, Clara Barton Hospital, Hoisington

ADN Faculty:

- Kara Brauer, RN – FT exclusive
- Kendra Smith, RN – FT exclusive
- Jill Lawson, RN – FT shared faculty
- Brittany Fanshier, RN – FT shared faculty

ADN Classroom Observation: simulation experience for Med-Surg IV class; Instructor, Kara Brauer

General Education faculty:

- Jaime Abel, English / Education faculty
- Peter Solie, Public Speaking / Interpersonal Communications / US Govt / Mass Communications

Strengths:

1. Strong support of nursing program from top administration down to support departments at Barton Community College.
2. Faculty work as a team and are very supportive of each other and the students.
3. Faculty feel very encouraged and supported in their teaching roles and the availability of resources.
4. New onboarding process for faculty at Barton CC that was majorly influenced by the nursing dept. onboarding process.
5. Strong clinical site support for ADN program
6. Strong mentoring of nursing faculty and nursing program director as well as support for professional development.
7. Students would highly recommend the Barton ADN program and say that faculty are the greatest strength of the program.
8. Solid curriculum with good NCLEX pass rates

Opportunities:

1. Clarify language in AVC contract to make sure regulatory standard is addressed. Facility needs to retain responsibility for patient care and “staff independently of student assignments.”
2. Clarify the 2 contracts that currently state, “facility staff evaluate student performance”. Faculty is responsible for evaluation and grade assignment. Facility staff and preceptors can give feedback on student performance.
3. Syllabi currently state credit hours for the course but do not breakdown theory and clinical hours in the combined courses. Syllabi should state theory credit hours and clinical credit and clock hours. Clinical hours should also identify observation hours, simulation hours and precepted hours.

Recommendations:

1. Review and update the three clinical contracts that do not fully meet regulation. If language is in contract, highlight and send to Education Compliance Officer by 9/30/22. If appropriate language is not there, revise contract and send update/addendum to Education Compliance Officer by 9/30/22.
2. Recommend reapproval of the ADN program for the time period of national accreditation.

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

Program: Barton Community College - PN **Date(s):** Feb. 28-Mar. 1, 2022

Last KSBN Visit: Nov. 2016 **Accrediting Agency& Date of Last Visit:** KSBN approved only

Visitors: Patricia Zeller, MSN, APRN, FNP – KSBN Board member; 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		SSR pg. 5 245 NE 30 Rd, Great Bend, KS 67530
	Names of primary administrative officials	Self-Study	X		SSR pg. 5 Dr. Carl Heilman, President Elaine Simmons, VP of Instruction & Student Services Dr. Kathy Kottas, Dean Workforce Training & Community Education Chris Baker, Ex. Director of Healthcare & Public Service Education
	Organizational chart for the institution	Self-Study	X		SSR – Appendix A, pg. 21-23 Website
	Current contact information	Self-Study	X		SSR pg. 5
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	X		BCC website: "Financial Reporting" Reviewed
	Copy of school's current catalog	Self-Study	X		SSR pg. 5 Website: "Barton College Catalog"

Description of nursing program	Organizational chart for nursing program	Self-Study	X		SSR pg. 6 Nursing Faculty Handbook (NFHB), pg. 21-22
	Number of faculty	Self-Study	X		SSR pg. 6 3 FT exclusive PN; 2 FT shared faculty
	Number of non-teaching staff	Self-Study	X		SSR pg. 6 4 FT non-teaching staff – Ex Director of HC & Public Safety (DONE reports to this person), Director of Nursing Education, 1 FT secretary, 1 FT simulation coordinator
	Number of students admitted per year	Self-Study	X		SSR pg. 6 Approved for 55 admits/ year (fall) 2021 – admitted 43 students
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		Renae Skelton, MSN, RN
	Qualifications	Self-Study	X		SSR pg. 7 – MSN in nursing education, 30 years nursing experience, 7 yrs nursing education App D – Skelton vitae
	Responsibilities	Self-Study	X		SSR pg. 7; Appendix E pg. 40 – DONE Job Description
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		SSR pg. 7 NFHB pg. 52-53
	Faculty job description	Self-Study	X		SSR App E pg. 42-46 NFHB pg. 37
	Faculty selection process	Self-Study	X		SSR pg. 8 NFHB pg. 55
	Faculty orientation plan	Self-Study	X		SSR pg. 8 NFHB pg. 61-64 – includes BCC general faculty orientation and nursing specific orientation
	Faculty handbook	On-site	X		SSR pg. 8 Exhibit 4 in Canvas - reviewed
	General faculty meeting minutes for last 3 years	On-site	X		Exhibit 6 - reviewed
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		SSR pg. 9 App C pg. 26-33 faculty table

	FT or PT (use FTE)	Self-Study	X		FT – Dianna Holguin BSN, Diane McReynolds RN, BSN (DP), Malia Sullivan RN (HE/DP) PT (shared) – Brittany Fanshier MSN, Jill Lawson MSN, APRN
	Academic Credentials	Self-Study	X		In faculty table
	Institution granting degree	Self-Study	X		Not in table – on transcripts in files
	Area of clinical expertise	Self-Study		X	Not in table – did ascertain information during faculty interview
	Area(s) of assignment	Self-Study	X		SSR pg. 28-29
	Licensure	Self-Study	X		In table
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		2 on Degree plans: 1) Diane McReynolds RN, BSN (DP for MSN/Ed) – plans to complete summer 2022 2) Malia Sullivan RN, ADN (HE/DP for RN to MSN/Ed) – complete Fall 2022
	List all faculty hire exceptions including course hired to teach	Self-Study	X		Hire exceptions submitted for both faculty on degree plans as they are FT and teaching both didactic and clinical
Preceptor qualifications and information (for current semester) *No current regs for preceptors in PN program. Regs have been submitted to legal for review. Current practice follows RN reg for preceptors.	Faculty file review	On-site	X		Files present – original transcripts in HR
	Preceptor criteria & selection	Self-Study	X	*	SSR pg. 9; Nrsg Faculty HB pg. 76
	Preceptor job description	Self-Study	X	*	NFHB pg. 76
	Identified roles of preceptors, faculty, and students	Self-Study	X	*	NFHB policy pg. 83; Rules & Regs pg. 84-85; preceptor completes eval tool
	Preceptor orientation materials	Self-Study	X		NFHB pg. 77-79
	Preceptor signatures showing date orientation completed	Self-Study/On-site	X		Preceptor form in NFHB pg. 79; completed forms in preceptor notebooks
	Name of preceptor and course with Prefix& number (NURS 1011)	Self-Study	X		NFHB pg. 79
	Preceptor State of license & License number	Self-Study	X		NFHB pg. 80, 82
	Methods of contact between faculty & preceptor	Self-Study	X		NFHB pg. 84-85
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. 10 NSHB pg. 18-21
	Degree plan for each degree being granted	Self-Study	X		SSR, Appendix G pg. 61-62
	Oral and written English proficiency	Self-Study	X		SSR pg. 10 (Canvas, Exh 7) NSHB pg. 23
	Readmission	Self-Study	X		SSR pg. 10 NSHB pg. 22-23
	Progression	Self-Study	X		SSR pg. 10 NSHB pg. 35
	Counseling & guidance	Self-Study	X		CANVAS – Exhibit 7 NSHB pg. 46 BCC Student HB pg. 4, 34
	Student role versus employee role	Self-Study	X		SSR pg. 10 NSHB pg. 43
	Representation on faculty governance	Self-Study	X		SSR pg. 10 NSBH pg. 43 NFHB By-Laws pg. 53
	Graduation	Self-Study	X		SSR pg. 10 NSHB pg. 41-42 BCC Student HB pg. 62
	Refund policies governing all fees and tuition paid by students	Self-Study	X		SSR pg. 10 BCC SHB pg. 12 CANVAS – Exh 8
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		SSR pg. 10 – Exhibit 7 - BCC NSHB pg. 20-23 CANVAS, Exh 9 - BCC Policies on internal webpage
	Information to any student who may be subject to licensure disqualification under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study	X		SSR pg. 10 NSHB pg. 43 Nursing program Application packet Exh 11 – Nursing 101 course in CANVAS is the orientation for all incoming nursing students
	Student Handbook	On-site	X		Reviewed
Student support services	Description of student safety measures	Self-Study	X		SSR pg. 11 BCC Student HB pg. 36-38
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		SSR pg. 11 BCC SHB pg. 33 / NSHB pg. 45 Student Health Services – staffed by an RN with after hours # available for students. Bulletin boards in Tech building also have resources for students.

Student records	Review student files	On-site	X		Reviewed 10% of current student files and 5% of previous year. No issues.
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	On-Site	X		Samples of clinical and theory work in CANVAS - reviewed
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		SSR pg. 12 NSHB pg. 17 – Public speaking (3), English Comp I (3), Psychology (3), A&P (5), and Dev Psych (3) = 17 CH (will accept 4 CH A&P course for transfer in most cases)
	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, Appendix H, pg. 63
	Credit hours for each non-nursing course	Self-Study	X		NSHB pg. 17 - 17 CH
	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for RN programs)	Self-Study	X		SSR, Appendix G, pg. 62 – 28 CH for nursing courses • 250 clock hrs – theory • 360 clinical clock hrs
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		Fundamentals NURS 1206 – 5 CH (3D/2C) MS I NURS 1255 – 5 CH (3D/2C) MatChild NURS 1258 – 3 CH (2D/1C) MS II NURS 1256 – 6 CH (3D/3C)
	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		MatChild NURS 1258 - 6hrs obs 6/45 = 13%

	List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours/course).	Self-Study	X		All courses with simulation less than 50% of clinical hours: MS I = 24 / 90 hrs 26.6% MS II = 40 / 135 hrs 29.6% MatChild = 8 / 45 hrs 17.7%
	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		MS I – 12 hrs MS II – 41 hrs MatChild – 8 hrs 61/360 = 16.9%
	Testing process with test analysis and the written test procedure	Self-Study	X		SSR pg.12 NSHB pg. 35-36 NFHB pg. 67-68
	Number of students per class	Self-Study	X		SSR pg. 12
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		SSR pg. 12 Appendix I
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, Appendix G pg. 61-62
	Art and science of nursing	Self-Study	X		SSR pg. 13
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		SSR, Appendix H pg. 63-149
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		SSR, Appendix J, pg. 153-54 NURS 1206 – Fundamentals NURS 1225 – Pharmacology NURS 1265 – PN Transition to Nursing Practice NURS 1256 – Med-Surg II NURS 1210 – Gerontological Nrsrg NURS 1258 – Mat-Child Nrsrg
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		SSR, Appendix J, pg. 153-54 NURS 1206 – Fundamentals NURS 1255 – Med-Surg I NURS 1256 – Med-Surg II NURS 1210 – Gerontological Nrsrg NURS 1258 – Mat-Child Nrsrg
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		SSR, Appendix J, pg. 153-54 NURS 1206 – Fundamentals NURS 1207 – Mental Health Nrsrg J

					NURS 1255 – Med-Surg I NURS 1256 – Med-Surg II NURS 1210 – Gerontological Nrsg NURS 1258 – Mat-Child Nrsg NURS 1265 – PN Transition to Nursing Practice
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		SSR, Appendix J, pg. 153-54 NURS 1206 – Fundamentals NURS 1225 – Pharmacology NURS 1255 – Med-Surg I NURS 1256 – Med-Surg II NURS 1210 – Gerontological Nrsg NURS 1258 – Mat-Child Nrsg
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	X		SSR pg. 13 -Added QSEN competencies to evaluation tools -Interpersonal Communication will be accepted to meet the communication requirement
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		SSR pg. 14-15 Technical Building – T140 & T97 classrooms (holds 50) 2 labs T98-99 – simulated hospital rooms w/ manikins
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		SSR pg. 15-16 West Office complex in Tech Bldg – private faculty offices, small conf room, student study area
	Secure space for student records	Self-Study & On-Site	X		SSR pg. 16 locked file cabinet in nursing office – student transcripts are in software app w/ security passcode
	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		SSR pg. 16-17 HelpDesk 24/7 – fully staffed IT during business hours LMS support (CANVAS) – done thru LMS provider 24/7 – has some BCC support
	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		SSR pg. 16-17 Large online library w/ library support staff; also have on campus library w/ print materials and

					reserve section.
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	On-site	X		SSR pg. 17 Reviewed 12 current contracts *2 contracts have language that states facility staff "evaluate student performance"
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		Variety of 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		Work w/ facility coordinators to ensure availability
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		Contracts for PN program are compliant
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		University of KS Health System, Great Bend
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	XX		2021 – 100% 2020 – 100% 2019 – 100% 2018 – 100% 2017 – 100%
Advisory Committee	Review Advisory Committee minutes	On-site	X		SSR pg. 18 Meet 2 times / year Minutes reviewed
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		Reviewed – no issues

	Budget procedures		X		SSR pg. 19 – process starts each Jan. and begins w/ previous year budget. Reviewed by dept mbrs and recommendations made for upcoming year. College working on a 3-yr fiscal strategic plan
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See interview list
	General education and required support course faculty	On-Site	X		See interview list
	Support services	On-Site	X		See interview list
	Students	On-Site	X		40 PN students attended meeting
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	n/a		Not available during tour
	Staff RN's	On-Site	X		
	Preceptors	On-Site	n/a		No preceptors in current schedule
	Individuals conducting observational experiences	On-Site	n/a		Not an available experience
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		SSR pg. 19
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		Reviewed and updated 2x/year. Data used to determine program changes as evidenced in faculty minutes

Interview List:

Administration:

- Dr. Carl Heilman, BCC President
- Elaine Simmons, VP of Instruction
- Dr. Kathleen Kottas, Dean of Workforce Training & Community Education
- Chris Baker, Executive Director of Healthcare & Public Service Education

Support Services Personnel:

- Jakki Maser, Mental Health Counselor
- Myrna Perkins, Chief Accreditation Officer / Financial Aid
- Lori Crowther, Registrar
- Rita Thurber, Director of Student Support Services / tutoring lab
- Wendy Miller, pre-nursing advisor
- Sarah Hoff, Advisor (nursing)/ Remediator

Library Services:

- Darren Ivey, Director of Library & College Archives

PN Classroom Observation: Med-Surg II, Instructor – Diane Reynolds

Advisory Committee:

- Cindy Burton, RN – DON Pawnee Valley Community Hospital, Larned
- Jenifer Periano, RN – Education Specialist, Hays Medical Center
- Stephanie Oglesbee, RN – Educational Specialist, University of KS HS, Great Bend
- Joyce Mattison, RN – Director of IP Services, Hays Medical Center
- Melissa Jensen, RN – CNO, University of KS HS, Great Bend
- Hannah Rios, RN – Med/Surg Unit Nurse Manager, UKHS Great Bend
- Paulette Soupiset, RN – CNO, Clara Barton Hospital, Hoisington

PN Faculty:

- Diane Holguin, RN – FT exclusive
- Malia Sullivan, RN – FT exclusive
- Diane McReynolds, RN – FT exclusive
- Jill Lawson, RN – FT shared faculty
- Brittany Fanshier, RN – FT shared faculty

General Education faculty:

- Jaime Abel, English / Education faculty
- Peter Solie, Public Speaking / Interpersonal Communications / US Govt / Mass Communications

Strengths:

1. Strong support of nursing program from top administration down to support departments at Barton Community College.
2. Faculty work as a team and are very supportive of each other and the students.
3. Faculty feel very encouraged and supported in their teaching roles and the availability of resources.
4. New onboarding process for faculty at Barton CC that was majorly influenced by the nursing dept. onboarding process.
5. Strong clinical site support for PN program
6. Strong mentoring of nursing faculty and nursing program director as well as support for professional development.
7. Students would highly recommend the Barton PN program and say that faculty are the greatest strength of the program.
8. Solid curriculum with strong NCLEX pass rates

Opportunities:

1. Clarify the 2 contracts that currently state, "facility staff evaluate student performance". Faculty is responsible for evaluation and grade assignment. Facility staff and preceptors can give feedback on student performance.
2. Syllabi currently state credit hours for the course but do not breakdown theory and clinical hours in the combined courses. Syllabi should state theory credit hours and clinical credit and clock hours. Clinical hours should also identify observation hours, simulation hours and precepted hours.

Recommendations:

1. Review the two clinical contracts that do not fully meet regulatory language and send update/addendum to Education Compliance Officer by 9/30/22.
2. Recommend reapproval of the PN program for a period of five years.

Requirements for Approval of Registered Nursing Programs

60-2-101 – Requirements for initial approval

Kansas State Board of Nursing

Name of Institution: Barton Community College - ADN Date: April 27, 2022

Type of Program: Satellite campus for ADN program at Pratt CC campus, Pratt, KS

Visitors: Rebecca Sander, MSN, RN – KSBN Board member; Janelle Martin, MHSA, RN – KSBN Nursing Education Compliance Officer

Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Administration & Organization 60-2-101 (a) (1) 60-2-101 (b) (4-7)	• Name of controlling body	MCCR documentation	X		Barton Community College
	• Name & title of administrator of same	MCCR update	X		Dr. Carl Heilman, President
	• Relevant contact information	MCCR	X		College - 620-792-2710 Dir of Nursing Education - 620-792-9355 Nursing Office - 620-792-9357
	• Description of legal body responsible for general policy and provides for financial support of nursing education program (includes all sources of financial support)	MCCR	X		Barton Community College w/ six-member Board of Trustees BCC is accredited by the Higher Learning Commission since 1974.
	• Copy of current school bulletin or catalog		X		Reviewed BCC online catalog Nursing section of website reviewed also
60-2-101 (a) (2)	• Name of administrator of nursing education program	MCCR update	X		Renae Skelton, MSN, RN
	• Title of administrator	MCCR	X		Director of Nursing Education
	• Credentials of administrator	MCCR	X		MSN, RN
	• Authority and responsibility for administering nursing education program is vested in the nurse administrator	MCCR	X		In job description (Appendix D, satellite campus report)

Accreditation 60-2-101 (a)(3)	Program shall be accredited, be part of an institution that is accredited, or be in the process of being accredited by an agency that is approved by the United States Department of Education.	MCCR	X		Barton Community College ADN program is currently approved by the Kansas Board of Nursing. The program is accredited by the Accreditation Commission for Education in Nursing (ACEN) since 1981.
Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Nursing Program 60-2-101 (b)	The following shall be included in the application:	Report	X		No changes to currently approved Barton CC ADN curriculum.
	<ul style="list-style-type: none"> Course of study (1) 	Report	X		The Associate Degree in Nursing requires a total of 70 credit hours of coursework. The prerequisites are 22 credit hours and professional courses are 48 credit hours.
	<ul style="list-style-type: none"> Credential to be conferred (1) 	Report	X		Associate of Applied Science in Nursing
	<ul style="list-style-type: none"> Proposed curriculum with total number of hours of both theory and clinical instruction. Give clock to credit hour ratio (include clock and credit hours for each course) (8) 	Report	X		currently approved – no changes
60-2-104 (c) (1-4) (d) (1-4)	Develop a table and identify the primary courses that will meet each category Instruction and clinical experience in – For RN program	Report (table)	n/a		
	<ul style="list-style-type: none"> Aspects of safe, effective care environment, including the management of 		X		

	care, safety, and infection control				
	<ul style="list-style-type: none"> Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease 		X		
	<ul style="list-style-type: none"> Psychosocial integrity, including coping, adaptation, and psychosocial adaptation and 		X		
	<ul style="list-style-type: none"> Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction or risk potential, and physiological adaptation 		X		
Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Faculty 60-2-101 (b) (9)	Number, qualifications, and assignments of faculty members (include academic credentials, area of clinical expertise) (9)	MCCR	X		Will utilize the current faculty (2 FT and 2 FT shared for ADN) and hire 1 additional FT faculty for Pratt campus (hired but not on contract until July 1). Will also hire one add'l clinical faculty when needed.
Clinical Resources 60-2-101 (b) (15-16)	<ul style="list-style-type: none"> Name of each hospital and affiliating agency providing facilities for clinical experience must be licensed or approved by appropriate entities 	MCCR	X		Pratt County Health Dept. Pratt Regional Medical Center Kiowa County Memorial Hospital - Greensburg Larned State Hospital St. Francis Ministries, Salina Ascension Via Christi – St. Francis, Wichita

	<ul style="list-style-type: none"> signed contracts or letters from clinical facilities stating they will provide clinical experiences for students 	MCCR	X		Contracts are currently in place for all the above facilities. Two other sites are being pursued.
Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Initial Survey - for Approval of satellite campus 60-2-101 (c) (1)	The following shall be available: <ul style="list-style-type: none"> minutes of faculty meetings 	Exhibit Document Room	X		ADN satellite campus discussed with nursing faculty as noted in meeting minutes.
	<ul style="list-style-type: none"> admissions material 		X		Reviewed. Current Admission process will be utilized for Pratt campus. Articulation and transfer admission processes will also apply. Admission application will ask for site preference.
	<ul style="list-style-type: none"> describe any admission testing 		X		ATI TEAS test is required. Must score 58.7 or higher for the individual adjusted score.
	<ul style="list-style-type: none"> faculty and student handbooks 		X		Reviewed.
	<ul style="list-style-type: none"> policies and procedures 		X		Handbooks reviewed.
	<ul style="list-style-type: none"> curriculum materials 		X		Utilizing current BCC approved program
	<ul style="list-style-type: none"> copy of the nursing education program's budget 		X		Available in Documents room, program is fully supported
	<ul style="list-style-type: none"> affiliating agency contractual agreements 		X		Ascension Via Christi-St. Francis, Wichita; Pratt Regional Medical Center; Kiowa County Memorial Hospital; Pratt County Health Dept.; Larned State Hospital
60-2-101 (C)(2)	Inspect the following: for satellite campus <ul style="list-style-type: none"> nursing education facilities including class rooms, laboratory, offices, student record storage; faculty offices 	Tour	X		Classroom with technology for IVT classroom, lab, simulation hospital with viewing room, supplies, faculty offices, reception area, student records will be in program director office in locked cabinet.

	<ul style="list-style-type: none"> library facilities 	On- site interview	X		Interview w/ Barton CC librarian. All library resources will be available online and books etc. can be requested through Carvas and will be delivered to Pratt campus as needed.
	<ul style="list-style-type: none"> satellite program – support services 	On- site interview	X		All support services will be offered through Barton CC.

Interviews:

Leadership for Barton CC:

- Dr. Carl Heilman, President, BCC
- Elaine Simmons, VP of Instruction
- Mark Dean, VP of Administration
- Angela Maddy, VP of Student Services
- Dr. Kathy Kottas, Dean of Workforce Training and Community Education
- Chris Baker, Executive Director of Healthcare and Public Service Education
- Michelle Kaiser, Chief Information Officer

Nurse Administrator:

- Renae Skelton, DONE, Barton Community College

Support Personnel:

- Jakki Maser, Counselor (Great Bend campus)
- Myrna Perkins, Chief Accreditation Officer /Financial Aid
- Wendy Miller, Academic Advisor for Nursing
- Lori Crowther, Registrar

Librarian:

- Darren Ivey - Director of Library & College Archives

Students – met with 5 prospective students; 4 are current Pratt PN students and one is an LPN from OK.

Nursing Service Representatives: (all have current contracts with Barton CC)ZXW

- Darcie Van Der Vyver, RN – Pratt County Health Dept.
- Michelle Johnson, RN – Kiowa County Memorial Hospital
- Tammy Smith, RN – Pratt Regional Medical Center, VP/Chief Nursing Officer

BCC Nursing Faculty / Prospective Faculty:

Current faculty:

- Kara Brauer MSN, RN – FT exclusive ADN faculty
- Kendra Barker MSN, RN – FT exclusive ADN faculty
- Jill Lawson MSN, APRN-FNP – shared PN/ADN faculty
- Brittany Fanshier MSN, RN – shared PN/ADN faculty

Prospective faculty:

- Heidi McKennon, BSN, RN (prospective faculty for Pratt campus)

Strengths:

1. Very strong support from Administration and good collaboration with Pratt CC administration and staff
2. Extensive experience with online and satellite programs /education
3. Strong communication between nursing program and support services for program
4. Clinical sites available and excited to offer clinical to the BCC satellite program; BCC DONE has had contact with all clinical sites with current Pratt contracts and has also visited new sites with two new contracts
5. Have hired a FT faculty for the Pratt campus (to start in July)
6. Strong faculty support from BCC current nursing faculty – very involved in planning and implementation for satellite campus
7. Already have strong online library resources for other satellite programs – will add nursing resources that aren't currently available
8. Nursing advisor from BCC has already done outreach to all current Pratt PN students who have interest in ADN program and to all current inquiries regarding new satellite program.
9. Pratt campus simulation / lab facilities: simulation hospital set-up, two new simulators for use, extensive supplies; current BCC simulation faculty already working with facility

Opportunities:

1. Opportunity for collaboration between librarians to understand resources available on both sides and if there will be any collaboration if determined to be of value

Recommendations:

1. Recommend approval of satellite campus for Barton Community College ADN nursing program with permission to admit up to 30 students annually in the Fall of each year beginning in 2022.
2. Follow up visit for satellite campus to occur with next planned site visit for the current BCC ADN nursing program.

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

Program: Rasmussen University – ADN program **Date(s):** March 8-10, 2022

Last KSBN Visit: September 2016 **Accrediting Agency& Date of Last Visit:** ACEN, Initial Accred. March 2017

Visitors: Christina Rudacille, MSN, RN – KSBN Education Committee Member; Michelle Birdashaw, DNP, APRN, FNP-C, ENP-C, CCRN - KSBN Education Committee member; Janelle Martin, MCHSA, 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		Self-Study	X		ACEN report pg. 6 Governing organization: Rasmussen University, Bloomington, MN KS Nursing Education Unit: 11600 College Blvd, OP, KS 66210 Off Campus Instructional site: 620 SW Governor View, Topeka, KS 66606
	Address of the institution				
	Names of primary administrative officials	Self-Study	X		ACEN SS, pg. 6
	Organizational chart for the institution	Self-Study	X		KSBN Add'l info, pg. 33-35
	Current contact information	Self-Study	X		ACEN report, pg. 6-7
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	Virtual Resource Room (VRR)	X		ACEN SS, pg. 263 Reviewed
	Copy of school's current catalog	Self-Study VRR	X		Reviewed
Description of nursing program	Organizational chart for nursing program	Self-Study	X		ACEN report, pg. 240 Exhibit 3
	Number of faculty	Self-Study	X		ACEN rpt, pg. 9 7 FT exclusive local faculty

					15 PT exclusive local faculty 6 FT shared faculty (RU org-wide) 2 PT shared faculty
	Number of non-teaching staff	Self-Study	X		ACEN rpt, pg. 43-45 2 Support Specialists 3 campus Advisors Clinical Coordinator (supports two NEU's and assists the Deans of Nursing in building clinical relationships, collects and maintains required student program documentation and assists students regarding clinical attendance requirements.) Resides in KS.
	Number of students admitted per year	Self-Study	X		Approved for 64 students / qtr between the OP and Topeka sites (256 / annually) Currently have 349 students in the ADN program (251 at OP campus and 98 at Topeka site)
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 report, pg. 7 Sharon White-Lewis PhD, RN
	Qualifications	Self-Study	X		KSBN report, pg. 22-24
	Responsibilities	Self-Study		X	ACEN report, pg. 242 Dean job description – does not include any specific language for budget responsibility. This was verbalized during interview with sr. administration
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		ACEN report, pg. 246 KSBN SS, Exhibit 5
	Faculty job description	Self-Study	X		ACEN report, pg. 250
	Faculty selection process	Self-Study	X		KSBN SS, pg. 9
	Faculty orientation plan	Self-Study	X		ACEN report, pg. 45-46 KSBN SS pg. 9-10
	Faculty handbook	VRR	X		Present - reviewed
	General faculty meeting minutes for last 3 years	VRR	X		Present in VRR - reviewed
ACEN Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		Faculty table in ACEN report shows 7 FT an 15 PT exclusive faculty as well as 4 FT an 2 PT shared faculty.
	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	X	Not listed in table – some found in files
	Area(s) of assignment	Self-Study	X		
	Licensure	Self-Study	X		
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		KSBN SS indicates 2 on degree plan but at time of visit only one of those still on faculty
	List all faculty hire exceptions including course hired to teach	Self-Study		X	4 Hire exceptions on current faculty – 1 FQR not submitted until 1/22 and hire date was 2019
	Faculty file review	VRR	X		
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	n/a		Preceptors not utilized for ADN
	Preceptor job description	Self-Study			
	Identified roles of preceptors, faculty, and students	Self-Study			
	Preceptor orientation materials	Self-Study			
	Preceptor signatures showing date orientation completed	Self-Study/On-site			
	Name of preceptor and course with Prefix & number (NURS 1011)	Self-Study			
	Preceptor State of license & License number	Self-Study			
	Methods of contact between faculty & preceptor	Self-Study			

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		KSBN SS pg. 9-10 Exhibit 2 – university catalog pg. 64
	Degree plan for each degree being granted	Self-Study	X		ACEN report, pg. 88-91 AND – 102 quarter credits (68 semester credits)
	Oral and written English proficiency	Self-Study	X		KSBN SS pg. 12 University catalog – Exhibit 2
	Readmission	Self-Study	X		KSBN SS pg. 14 NSHB pg. 13
	Progression	Self-Study	X		KSBN SS pg. 15-16 NSHB pg. 12
	Counseling & guidance	Self-Study	X		KSBN SS pg. 19 NSHB pg. 35
	Student role versus employee role	Self-Study	X		NSHB pg. 35 KSBN SS pg. 19

	Representation on faculty governance	Self-Study	X		NSHB pg. 18
	Graduation	Self-Study	X		University catalog pg. 152 – must complete at least 33% of program reqs @Rasmussen NSHB KSBN SS pg. 19
	Refund policies governing all fees and tuition paid by students	Self-Study	X		KSBN SS pg. 20 University catalog pg. 142
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		ACEN report pg. 55 – Criterion 3.2
	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		KSBN SS pg. 23 Rasmussen – Nursing Professional Licensure & certification disclosure – part of Admission packet
	Student Handbook	VRR	X		Part if document repository - reviewed
Student support services	Description of student safety measures	Self-Study	X		KSBN SS pg. 25 NSHB
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		KSBN SS pg. 26 No walk-in services on campus 24/7 wellness resource -launched Nov. 2020 “Togetherall” – no cost Medical resources document available on each campus for local resources.
Student records	Review student files	VRR	X		Reviewed
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	VRR			Reviewed
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		ACEN report pg. 90 English Comp, Algebra, A&P, chemistry, nutrition, microbiology, Human G&D, gen psych, pathophysiology, Humanities elective University catalog, pg. 68
	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 report, pg. 260-261 Appendix A – abbr. syllabi

Credit hours for each non-nursing course	Self-Study	X		University catalog pg. 68 ACEN report pg. 90 – 42 qrtr credit 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		University catalog pg. 66 KSBN report pg. 90-91 – AND is 40 (semester) credit hrs (60 qrtr credits)
Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		KSBN SS pg. 90-91 NUR2214 Nrsrg Care of the Older Adult NUR2356 MDC I NUR2392 MDC II NUR2459 Mental & Behav Health NUR2502 MDC III NUR2513 Mat-Child Nrsrg NUR2755 MDC IV NUR2832 Leadership Also on syllabi
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	Syllabi does not differentiate clinical /lab/ simulation hrs Program director reports obs hrs in MDC IV but not syllabi – hrs listed on clinical rotation schedule
List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours per course).	Self-Study		X	ACEN report, pg. 94 - simulation hours show one at 50% and the rest below. Clinical rotation schedules show more simulation and in 2 courses they are more than 50% - PD states more sim "due to COVID"; however, clinical sites are open
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	n/a		Preceptors not utilized
Testing process with test analysis and the written test procedure	Self-Study		X	KSBN SS pg. 26-27 – process outlined in report but there is no written procedure for faculty. Faculty able to verbalize process for the most part. Slide presentation during orientation on part of process. Much of the process includes regional and national nursing groups. -Have a student challenge form for test Questions -Rasmussen offers item writing development for faculty
Number of students per class	Self-Study	X		KSBN SS pg. 27-29
Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X	X	Exhibit 7 – KSBN Repository – current rotation schedules does show GI lab and OR but does not identify as observation – not all get each experience? Lab hours – identified separately – all lab is 1:15 faculty to student ratio

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		KSBN SS pg. 29 – A&P, human G&D, gen psych, microbiology, nutrition, algebra
	Art and science of nursing	Self-Study	X		KSBN SS pg. 29-30 NUR1055 Intro to Nursing
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		KSBN SS pg. 260-61 Exhibit 5
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
<p>Curriculum Table:</p> <p>Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes:</p> <p>For Registered Nurse (professional) Program:</p>	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study	X		KSBN SS pg. 260-61 curriculum table: NUR1055 Intro to Nursing NUR2180 Physical Assessment NUR2214 Nrsrg Care of the Older Adult NUR2243 Prof Nrsrg Skills I NUR2356 MDC I NUR2392 MDC II NUR2459 Mental & Behav Health Nrsrg NUR2502 MDC III NUR2513 Mat-Child Nrsrg NUR2648 PNS II NUR2755 MDC IV NUR2832 Leadership NUR2989 ADN Capstone
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		KSBN SS pg. 260-61 curriculum table: NUR1055 Intro to Nursing NUR2180 Physical Assessment NUR2214 Nrsrg Care of the Older Adult NUR2356 MDC I NUR2392 MDC II NUR2459 Mental & Behav Health Nrsrg NUR2502 MDC III NUR2513 Mat-Child Nrsrg NUR2755 MDC IV
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		KSBN SS pg. 260-61 curriculum table: NUR1055 Intro to Nursing NUR2214 Nrsrg Care of the Older Adult NUR2513 Mat-Child Nrsrg NUR2755 MDC IV NUR2989 ADN Capstone
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		KSBN SS pg. 260-61 curriculum table: NUR2063 Essentials of Pathophys NUR2180 Physical Assessment NUR2214 Nrsrg Care of the Older Adult NUR2243 Prof Nrsrg Skills I NUR2356 MDC I NUR2392 MDC II

					NUR2502 MDC III NUR2513 Mat-Child Nrsng NUR2648 PNS II NUR2755 MDC IV NUR2989 ADN Capstone
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	n/a		
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	n/a		
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	X		Video tour of both campuses ACEN pg. 109 (5.2)
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		Video tour of both campuses ACEN pg. 109 (5.2)
	Secure space for student records	Self-Study & On-Site	X		ACEN report – criterion 3.5
	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		Video tour of both campuses ACEN pg. 109 (5.3)
	Satellite program facilities		X		ACEN report pg. 109 (5.2) Topeka campus is the remote instructional site
	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		ACEN report, pg; 117 (5.3) All library resources are electronic Library web pages are extensive and readily 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		12 contracts reviewed
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		ACEN report pg. 92 (4.9)

	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	X		Program director attends clinical placement meetings w/ area institutions to work on schedules for sites outside MO-KAN. Mo-Kan used for KC area
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & VRR	X		ACEN report pg. 92 (4.9) Contracts have appropriate language
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	Onsite	X		Topeka – University of Kansas Health System, St. Francis campus MDC IV – Telemetry unit – faculty Jada Coffey
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	2021 – 68.22 – not listed in report – from NCSBN website 2020 – 73.77 2019 – 76.82 2018 – 100% 2017 – 90.63
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		KSBN SS – Exhibit 9 – reviewed with no sig. findings
	Budget procedures	Self-Study	X		ACEN report, pg. 28, 105 (crit. 1.9, 5.1)
Advisory Committee	Review Advisory Committee minutes	VRR	X		Meets once a year
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	Zoom	X		Interview list
	General education and required support course faculty	Zoom	X		Interview list
	Support services	Zoom	X		Interview list
	Students	Zoom	X		16 students from OP campus 5 Topeka 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	On-Site	X		CNO not available Met Nurse manager for Telemetry Unit
	Staff RN's	On-Site	X		2 staff RN's from Telemetry Unit
	Preceptors	On-Site	n/a		
	Individuals conducting observational experiences	On-Site	X		1 individual in GI Lab w/ RN – doing observation for 4 hrs

Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/VRR	X		ACEN report – Standard 6, pg. 123-139
	Use of program evaluation data for ongoing program improvement	Self-study/VRR	X		ACEN report – Standard 6, pg. 123-139

Interview List:

Administration:

Tom Slagle, BS, Chief Executive Officer

John Smith-Coppes, EdD, Executive Director and Vice President, School of Nursing

Joan Rich, DNP, RN, PHN, FCN, Vice President, School of Nursing

Sharon White-Lewis, PhD, RN, Dean of Nursing/Nurse Administrator

Administrative Personnel:

Etta Steed, DM, MBA, Academic Dean

Jamie Magana, MSN, Associate Dean of Nursing, Kansas

Jay Buchholz, MBA, Campus Director

Jason Allen, BA, Director of Admissions

Public meeting / Advisory Committee:

Kelley Tuel, HS teacher Blue Valley school district – Advisory

Kristin Abrams, Associate Director, Clinical trials for Merck - Advisory

Mitzie Eddins, Director of ER, AdventHealth – Ottawa, KS – Advisory

Dante Cliniecki, City of Independence Emergency Manager / Kansas Medical Reserve Corp - Advisory

Clinical Agency Representatives:

Melody Van Pelt, RN – Education Coordinator, Kindred Hospital Northland (LTAC)

Morgan Thompson RN – KNI, Director of Information Management

JJ Swindale, RN, BA (business) – KNI Director of HealthCare Services

Library/Library Services:

Jewel Mende – Learning Services Specialist for SON – provides all non-library support (tutoring, hire/train peer tutors for nursing)

James Nalen – SON Librarian

Nursing Faculty:

Serena Robbins, MSN, CNM (PT) – teaches MDC I, Mat-Child Nursing

Anne Naulty MSN, RN, PCCN (FT) – teach variety of Mental health clinicals, MDC II clinical; faculty advisor for Student Nurse's Association

Annith Waggoner MSN, RN (FT) – public health, clinical and lab; simulation

Cynthia Lancaster MSN, MBA, RN (FT) – Assoc. Professor for Pharm, Intro to Nursing

Katie Dodson MSN, RN (FT shared) – Mat-Child simulation and clinicalm PN Skill II, and ATI champion

Ruth Borthwick MSN, RN (FT) – MDC III

Susan Parker EdS, MSN, MA, RN (FT) – Intro to Nursing, Nursing Care of Older Adult, clinical for MDC I-IV

Shari Nelson MSN, RN (FT shared) – pathophysiology, Older Adult, PNS I, MDC I

Shellie Colby MSN, RN (FT) – teaches MDC I, Physical Assessment I (course coordinator for KS)

Jason Jonas MSN, RN, CEN, CNML (FT) – MDC IV, ER staff coordinator

Jada England MSN, RN (FT shared) – MDC II, MDC IV clinical, PNS II, Mental health

Support Personnel:

Angel Wilson, MBA, Admissions Advisor, SON

Samantha Hayes, MA, Advising Manager

Tracy Cheng, Sr. Advisor

Shenise Phelps, BA, Support Specialist, Topeka campus

Rachel Shaw, Clinical Coordinator

Maureen Weber, MA, Career Services Advisor

Rob Graham, BA, Manager of Financial Aid Advising and Outreach

Kyle Carr, IT Specialist – also works in IT Support Center

Michelle H – National Simulation Director

General Education faculty:

Benjamin Fienberg, MS – Math (100% online)

Debra Gotay, MD – A&P (100% online)

Tonja Cox, MA – English Comp I (100% online)

Strengths:

1. Strong and passionate faculty
2. Dedicated clinical sites in Topeka and KC
3. Strong support for students, faculty, and administration
4. Dedicated clinical coordinator
5. Extensive library resources – students feel resources are “amazing”
6. Tutors on site- both peer to peer and professional
7. Togetherall - 24/7 mental health/wellness services
8. Students feel faculty are very available and supportive of student success
9. Students feel that program does a “good job” of getting clinical experiences
10. Nursing Resource Guide is great resource for students

Opportunities:

1. More direct clinical time – simulation hours are high. Students like the “hands on” experiences rather than online/virtual.
2. Differentiate clinical hours between simulation/lab/observation on syllabi and on clinical schedules
3. Lab ratio currently 1:16 faculty to student ratio
4. Nursing Advisory Council could be really rich resource – possibly meet more than annually and add members from strong clinical sites
5. Include General education faculty in discussion with nursing faculty to understand needs of nursing students better
6. Tracking for tutoring to assure students are getting help when they reach out
7. Test process and policy is verbalized but not written or part of nursing faculty handbook
8. NCLEX pass rate below KS standard for past two years- consider analysis and improvement

Recommendations:

1. Develop an NCLEX Improvement plan as needed to maintain NCLEX first time pass rates above the regulatory standard (standard will be 80% beginning with 2022 rates). Submit plan to KSBN Education Compliance Officer by 9/30/22.
2. Process to ensure all KSBN required documents including are submitted timely and kept current . Hire Exceptions must be done on an annual basis for faculty that do not meet requirements. Submit process documentation to ECO by 9/30/2022.
3. Develop a written test process and policy for the nursing faculty handbook. Submit to ECO by 9/30/22.
4. Recommend reapproval of ADN program for time period of national accreditation if all recommendations are completed in given time frames.

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

Program: MidAmerica Nazarene University – BSN (virtual) **Date(s):** April 6-8, 2022 w/ CCNE

Last KSBN Visit: April 2012 **Accrediting Agency& Date of Last Visit:** CCNE - April 2012

Visitors: Amy Hite, DNP, EdS, APRN, FNP - KSBN Education Committee member; 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		CCNE report pg. 3 2030 E. College Way, Olathe, KS 66062
	Names of primary administrative officials	Self-Study	X		KSBN add'l report, pg. 1 Dr. David Spittal – President Dr. Nancy Damron, CAO & VPAA
	Organizational chart for the institution	Self-Study	X		KSBN Add'l info, pg. 1
	Current contact information	Self-Study Website	X		KSBN Add'l info, pg. 1 Website: 913/782-3750 or 800-800-8887 SON Dean – 913/971-3838
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	Virtual Resource Room (VRR)	X		Reviewed, no issues
	Copy of school's current catalog	Self-Study VRR	X		Reviewed Link: https://www.mnu.edu/registrar-office-transcripts/academic-catalogs/
Description of nursing program	Organizational chart for nursing program	Self-Study VRR	X		KSBN doc, pg. 2 SON Faculty HB, pg. 8 1) Dean, SON & Chair Graduate Nursing Education – Dr. Sarah Miller a) Dept. Chair, Pre-Licensure Nursing Education - Dr. Tia Strait b) Program Coordinator, Accelerated RN-BSN Studies – Susannah Hart, MSN, RN

	Number of faculty	Self-Study VRR	X		KSBN rpt, pg. 2 - 8 FT pre-licensure faculty CCNE report, App II-E: 8 FT (5 MSN, 2 PhD, 1 DNP) and 35 Adjunct (20 BSN, 11 MSN, 3 DNP, 1 DMin – 33 are clinical adjunct with 2 non-clinical) prelicensure faculty
	Number of non-teaching staff	Self-Study KSBN Document	X		4 non-teaching staff: 3 Compliance Coordinators, 1 Simulation Specialist
	Number of students admitted per year	KSBN Doc Self-Study	X		Approved for 180 admissions /annually for the ABSN and TBSN -Admitted 163 in 2019 (112 A, 51 T) -Admitted 168 in 2020 (113 A, 55 T) -Admitted 154 in 2021 (113 A, 41 T) -Admitted 44 ABSN for Spring '22 Currently have 87 TBSN students (Jr/Sr level) and 99 ABSN students

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		CCNE report, App II-D pg. 77 Sarah Miller EdD, DNP, APRN, FNP-C
	Qualifications	Self-Study	X		CCNE report, App II-D pg. 77
	Responsibilities	Self-Study	X		MNU Faculty HB, pg. 24-25 Dean job description
KSBN Faculty Qualifications Table	Faculty organizational by-laws	Self-Study	X		SON Faculty HB, pg. 4-11
	Faculty job description	Self-Study	X		MNU Faculty HB, pg. 40-41
	Faculty selection process	Self-Study	X		MNU Faculty HB, pg. 41-46
	Faculty orientation plan	Self-Study	X		SON Faculty HB, pg. 15-16
	Faculty handbook	VRR	X		Present - reviewed – MNU Faculty HB and SON Faculty HB
	General faculty meeting minutes for last 3 years	VRR	X		Present in VRR - reviewed
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study VRR	X		KSBN Faculty Qualifications Table
	FT or PT(use FTE)	Self-Study	X		KSBN Faculty Qualifications Table
	Academic Credentials	Self-Study	X		KSBN Faculty Qualifications Table
	Institution granting degree	Self-Study	X		KSBN Faculty Qualifications Table
	Area of clinical expertise	Self-Study	X		KSBN Faculty Qualifications Table
	Area(s) of assignment	Self-Study	X		KSBN Faculty Qualifications Table

	Licensure	Self-Study	X		KSBN Faculty Qualifications Table
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		KSBN Faculty Qualifications Table 9 Clinical Adjuncts on Degree plans
	List all faculty hire exceptions including course hired to teach	Self-Study	X		KSBN Faculty Qualifications Table 13 Clinical Adjuncts with Hire Exceptions
	Faculty file review	VRR	X		Files well organized with all appropriate documentation
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study		X	Preceptors utilized for 2 BSN courses (NURS 4513 and 4383) plus a capstone course. Process is well laid out in the CCNE self-study but it is not found in any policy or process documentation for the program. Information included in the Prelicensure Adjunct Faculty Handbook pg14-15. Not found in the MNU SON Faculty Handbook. Preceptors are mentioned in the ABSN/TBSN Student Handbooks, only general information.
	Preceptor job description	Self-Study		X	Process is well laid out in the CCNE self-study but it is not found in any policy or process documentation for the program. Outline of responsibilities included for NURS 4584.
	Identified roles of preceptors, faculty, and students	Self-Study	X		Process is well laid out in the CCNE self-study but it is not found in any policy or process documentation for the program. Information provided for NURS 4584
	Preceptor orientation materials	Self-Study		X	There is a preceptor sheet for several preceptors in the VRR that shows preceptor contact info with licensure info but no reference to orientation except to ask about Preceptor Academy which is not an MNU program. Orientation by Clinical site Nurse Educator. MNU faculty and students provide clinical documents to preceptors.
	Preceptor signatures showing date orientation completed	Self-Study/On-site		X	Preceptor sheet is signed but not related to orientation
	Name of preceptor and course with Prefix& number (NURS 1011)	Self-Study	X		Course is not listed on preceptor sheet. Added to form for NURS 4584. Assume this is added to all courses using preceptors.
	Preceptor State of license & License number	Self-Study	X		This information is documented on a signed Preceptor agreement
	Methods of contact between faculty & preceptor	Self-Study	X		On Preceptor sheet signed by preceptor MNU Faculty Clinical Liaison 3 site visits for NURS 4584 and 1 site visit for NURS 4383. Faculty Liaison is available 24/7 for the student and preceptor. Preceptor completes the Feedback/Goal Tool at the end of each shift.

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		Nrsg Student Handbook, pg. 23
	Degree plan for each degree being granted	Self-Study	X		SSR, Appendix for CCNE Standard III TBSN program of study document – 120 CH ABSN program of study document – 120 CH
	Oral and written English proficiency	Self-Study	X		TBSN HB pg. 46; ABSN HB pg. 45
	Readmission	Self-Study	X		ABSN Handbook, pp. 34-35; TBSN Handbook, p. 35
	Progression	Self-Study	X		ABSN Handbook, p. 30; TBSN Handbook, p. 30
	Counseling & guidance	Self-Study	X		ABSN Handbook, p. 51, TBSN Handbook, p. 53
	Student role versus employee role	Self-Study	X		ABSN Handbook, p. 44, TBSN Handbook, p. 45
	Representation on faculty governance	Self-Study	X		CCNE Standard I supporting documentation NFHB
	Graduation	Self-Study	X		ABSN Handbook p. 58, TBSN Handbook p. 59
	Refund policies governing all fees and tuition paid by students	Self-Study	X		ABSN Handbook p. 53, TBSN Handbook p. 54; MNU Catalog
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		Website Admission documents
	Information to any student who may be subject to licensure disqualification under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study Website	X		ABSN Handbook p. 48, TBSN Handbook p. 49 MNU Website under “Eligibility for a Professional Nursing License in Kansas”: https://www.mnu.edu/academic-departments/school-of-nursing/school-of-nursing-programs-outcomes/
	Student Handbook	VRR	X		Reviewed
Student support services	Description of student safety measures	Self-Study	X		ABSN Handbook p.p. 44-45; TBSN Handbook pp. 45-46; MNU Student Handbook, pp. 34-35
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		ABSN Handbook, p. 51; TBSN Handbook, p. 53

Student records	Review student files	VRR	X		Reviewed
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		Reviewed
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		TBSN HB pg. 19-20 Minimum 54 CH required for MNU students coming in as freshmen prior to starting nursing program as Jrs.
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X		Syllabi in VRR
	Credit hours for each non-nursing course	Self-Study	X		Plan of study – 54 CH for TBSN
	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		TBSN – 60 nursing CH ABSN – 73 nursing CH
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		Health Restoration I (5T / 3C) – 8 CH Health Restoration II (5T / 3C) – 8 CH Pediatrics (2T / 1C) = 3 CH Population Based Health (2T / 1C) = 3 CH Maternal & Women's Health (2T / 1C) = 3 CH
	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 for all students. One of the clinical sites does have opportunities for observation that can be used when available. Never more than 4-6 hours which is about 5% of clinical hours.
	List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours per course).	Self-Study	X		Simulation is less than 50% per course where utilized: ABSN: (sim hrs/total hrs) NURS 3182 2/62 hrs = 3% NURS 3068 5/112 hrs = 4.5% NURS 3178 5/112 hrs = 4.5% NURS 4313 4.5 /42 hrs = 11% NURS 4113 2.5 /42 hrs = 6% TBSN: (sim hrs/total hrs) NURS 2285 2/84 hrs = 2% NURS 3088 5/168 hrs = 3% NURS 3188 5/168 hrs = 3% NURS 3783 4.5 /42 hrs = 11% NURS 4383 2.5 /42 hrs = 6%

	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		NURS 4383 Comm Health – 42 hrs NURS 4513 Population-Based Health – 42 hrs
	Testing process with test analysis and the written test procedure	Self-Study	X		Test item analysis guideline, reviewed during new faculty orientation. Item 24 on Checklist for Orientation and video available to review at any time. Testing policies for students.
	Number of students per class	Self-Study	X		
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study VRR	X		Course schedules show 1:10 (or less) clinical faculty to student ratios for both ABSN and TBSN
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		
	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: For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study	X		KSBN Document pg. 3-4
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		KSBN Document pg. 3-4
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		KSBN Document pg. 3-4
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		KSBN Document pg. 3-4
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	n/a		
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	n/a		

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	X		Video tour of campus and nursing building CCNE SS
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & VRR	X		Video tour of campus and nursing building CCNE SS
	Secure space for student records	Self-Study & VRR	X		KSBN Document – pg. 5 Electronic and printed records are password protected and locked in office cabinet, respectively
	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		Video tour of campus and nursing building CCNE SS
	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 & VRR	X		
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		12 current contracts reviewed – all are compliant
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		
	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	X		Program director attends clinical placement meetings w/ area institutions to work on schedules for sites outside MO-KAN. Mo-Kan used for KC area
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & VRR	X		Contracts have appropriate language

	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	Interviews w/ clinical agency reps	X		Cottonwood Hospital Advent Health – Shawnee University Health (Truman)
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		2021 – 83.33 2020 – 88 2019 – 93.33 2018 – 95.68 2017 – 92.62
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 w/ no significant findings
	Budget procedures	Self-Study	X		CCNE SS
Advisory Committee	Review Advisory Committee minutes	VRR	X		Meets twice a year
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	Zoom	X		Interview list
	General education and required support course faculty	Zoom	X		Interview list
	Support services	Zoom	X		Interview list
	Students	Zoom	X		21 ABSN students 2 TBSN 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	n/a		
	Staff RN's	Zoom	X		
	Preceptors	Zoom	X		
	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/ VRR	X		
	Use of program evaluation data for ongoing program improvement	Self-study/ VRR	X		

Interview List:

Administration:

- Dr. David Spittal, President MNU
- Dr. Nancy Damron, VP Academic Affairs & Chief Academic Officer
- Dr. Jon North, VP for University Advancement
- Darrel Anderson, VP for Finance
- Dr. Sarah Miller, Dean, School of Nursing & Chair, Graduate Nursing Education
- Dr. Tia Strait, Dept. Chair, Pre-Licensure Nursing Education

Administrative Personnel:

- Dr. Yorton Clark, School of Professional & Graduate Studies (covering for Dr. Mark Ford, VP for Strategic Expansion)
- Lisa Hood, Director of Business Partnerships & Community Relations
- Stacey Eisele, Director of Marketing & Communications
- Lisa Gaiche, Director of Enrollment, School of Prof & Graduate Studies
- Dr. Jordan Mantha – Director of Institutional Effectiveness

Nursing Faculty:

- Amanda Addis, Pre-Licensure
- Dr. Tish Conejo, RN-BSN
- Dr. Jennifer Ferguson, Pre-Licensure
- Susannah Hart, RN-BSN Program Coordinator
- Dr. Victoria Haynes, AGPCNP
- Lauren Loyd, RN-BSN
- Dr. Brooke Lutz, AGPCNP Adjunct
- Anne Mercer, Pre-Licensure
- Stacy Smith, Pre-Licensure
- Danielle Traudt, Pre-Licensure
- Dr. Gwen Wagner, AGPCNP Program Director
- Dr. Karen Wiegman, Pre-Licensure

Community of Interest / Advisory Committee:

- Brie Cantrell, Children's Mercy Hospital
- Susan Anderson, Kansas City Kansas Community College
- Michele Noble, Advent Health
- Merlynn Niebaum, Clinical Instructor (also MSN graduate)
- Brigid Toyne-Barfoot, University Health Kansas City

- Alison Clark, Clinical Instructor (also current MSN student – nurse educator track)
- Karen LaMartina, Johnson County Community College

Clinical Agency Representatives/ Preceptors:

- Lana Taylor, RN – School Nurse, Olathe Public Schools
- Andrea Shavnore, RN – Perioperative Educator, North Kansas City Hospital / Clinical Adjunct for 3 nursing programs in KC area
- Kaitlyn Sadler, RN – Nurse Manager, Cottonwood Hospital (psych)

Academic Support Services:

- Dr. Mark Hayse – Director of Library Services
- Lon Dagley – Asst. Library Director & IT Resource
- Brandon Kohls – Director of Student Financial Aid Services
- Rhonda Riley – University Registrar
- Gieselle Taylor – Director of Persistence
- Mark Leinweitter – Director of Dept of Information Technology
- Dr. Marty Crossland – AVP of Instructional Technology & Online
- Beth Ashley – Director of Student Success for the School of Prof & Graduate Studies

General Education faculty:

- Dr. Natalie Eick – General Psych
- Dr. Rick Hanson – Lifespan
- Dr. Abby Hodges – Intro to Chemistry (Co-Chair, General Education Committee)
- Jim Leininger – Probability & Statistics
- Aaron Bohn – Public Speaking
- Dr. Josh Richards – English Comp I & II (Lead English faculty)
- Dr. Alan Young – Sociology
- Dr. Scott Dermer – Religious courses

Areas of Strength:

1. Consistent recognition by University departments and community of the capabilities of the graduates which meets/exceeds community standard
2. Recognition of high level of achievement in meeting program outcomes
3. Dedicated to university and program mission
4. Library nursing resources
5. Excellent reputation with leading hospitals in Kansas city metro area, which leads to increased clinical access for students
6. General Education faculty very aware of nursing program and give kudos for high retention rates and persistence of students in the nursing program
7. Dedicated student support for technology
8. Strong NCLEX pass rates with high retention of accepted students.
9. Nursing faculty are active on university committees (3 MNU SON faculty serve on Academic Affairs Cabinet), eager to use new technologies, implement course design strategies on Moodle, SON faculty participate in book study, departments and faculty involved in Strategic Plan, and nursing faculty well respected on MNU campus by administration and other faculty. Very committed to helping students succeed.

Opportunities/Challenges:

1. Test process and policy part of nursing faculty handbook, recommend adding information about test development and item writing.
2. Syllabi are not always uniform in the information presented – not clear for combined courses what the hours are for didactic vs. clinical time. Every syllabus should have the Credit hours, for combined courses the breakdown for Theory and Clinical. Clinical syllabi were not available to review for TBSN. Clinical schedule reviewed for 2 TBSN courses.
3. Preceptors need orientation to specific courses they precept. Need to show understanding of preceptor, student and faculty expectations with a signed document stating this has been done. Also need course name and number of preceptor info sheets.

Recommendations:

1. Written plan that includes the method of selection for obtaining preceptors, a preceptor job description, has the roles of preceptors, students and faculty outlined, along with methods of contact between faculty and preceptors during the preceptorship. Should also include an orientation plan for the preceptor with information about factors that influence the student-preceptor relationship and has course information. Written acknowledgement /signature from preceptor regarding orientation along with information about the preceptor (course title and number they are preceptors for, license information and areas of expertise). Submit to Education Compliance Officer by 9/30/2022. (KAR 60-2-103(a)(2))
2. Recommend reapproval of the Traditional BSN and Accelerated BSN programs for time period of national accreditation (10 years)

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

Program: Highland Community College Tech Center – PN program **Date(s):** April 12-13, 2022

Last KSBN Visit: April 2017 **Accrediting Agency& Date of Last Visit:** KSBN Approved Only

Visitors: Michelle Birdashaw, DNP, APRN, FNP-C, ENP-C, CCRN – Member, KSBN Education Committee;
Janelle Martin, MHSA, RN – KSBN Nursing Education Compliance Office

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study (SS)	X		SS, pg. 4-5 Nursing program @ Atchison campus – 1501 West Riley St., Atchison 66002
	Names of primary administrative officials	Self-Study	X		Self -Study p. 4 Deborah Fox, MS – President Highland CC Dr. Eric Ingmire – VP Student Services Sharon Kibbe, MSM – Dean of Instruction Lucas Hunzinger - Dean of Technical Education
	Organizational chart for the institution	Self-Study	X		SS, p. 6; Student Handbook p. 11
	Current contact information	Self-Study	X		SS, p. 5 Nursing office 785-442-6217 hcchc@highlandcc.edu
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	X		SS, Appendix C1- FY 2020; Appendix C2- FY 2021 Reviewed, no issues
	Copy of school's current catalog	Self-Study Website	X		SS, Appendix A with combined years 2021-2023

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Description of nursing program	Organizational chart for nursing program	Self-Study	X		SS, p. 9-10; Student Handbook p. 11
	Number of faculty	Self-Study	X		SS p. 10; Two full-time and one adjunct faculty for PN. One (1) FT shared faculty for clinical simulation.
	Number of non-teaching staff	Self-Study	X		Self-Study p. 10 – no admin help in the nursing/AH area.
	Number of students admitted per year	Self-Study	X		Self-Study p. 11 – Approved for 40 students annually. Admitted 19 this year; to date, three have dropped from program - One for personal reasons, two for academic. Unable to accept more students mainly due to lack of faculty.
Nursing Program Administrator, Faculty & Preceptors 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	X		SS, p. 12; Student Handbook p. 11 Anna Fowler, MSN, RN
	Qualifications	Self-Study	X		SS, pg. 12 – MSN, BSN, AND -
	Responsibilities	Self-Study	X		SS p. 12 – 14 – job description for NPA Also has responsibility for oversight of the Medical Office Assistant and Allied Health programs (CNA, CMA, HHA, and EMT-A, EMT-B) at HCCTC. Also has teaching responsibility as needed.
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		Self-Study p. 14 HCC Nursing Faculty Handbook p.16
	Faculty job description	Self-Study	X		Self-Study p. 16-17; Simulation Specialist, pg. 17-19
	Faculty selection process	Self-Study	X		Self-Study p. 19
	Faculty orientation plan	Self-Study	X		Self-Study p. 20 Orientation checklist, pg. 21
	Faculty handbook	On-site	X		Reviewed, no issues
	General faculty meeting minutes for last 3 years	On-site	X		Reviewed, no issues

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		Self-Study – Faculty table, p. 22
	FT or PT(use FTE)	Self-Study	X		Self-Study p. 22
	Academic Credentials	Self-Study	X		Self-Study p. 22
	Institution granting degree	Self-Study	X		Self-Study p. 22
	Area of clinical expertise	Self-Study	X		Self-Study p. 22
	Area(s) of assignment	Self-Study	X		Self-Study p. 22
	Licensure	Self-Study	X		Self-Study p. 22
	Indicate degree plan and progress towards degree if applicable	Self-Study	n/a		Self-Study p. 22 ;
	List all faculty hire exceptions including course hired to teach	Self-Study	X		Self-Study p.22 – one HE for simulation specialist – has BSN and does sim for both PN and ADN
	Faculty file review	On-site	X		Reviewed, all required documentation present
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	n/a		Self-Study p.23 - Currently does not use preceptors.
	Preceptor job description	Self-Study			
	Identified roles of preceptors, faculty, and students	Self-Study			
	Preceptor orientation materials	Self-Study			
	Preceptor signatures showing date orientation completed	Self-Study/On-site			
	Name of preceptor and course with Prefix& number (NURS 1011)	Self-Study			
	Preceptor State of license &License number	Self-Study			
	Methods of contact between faculty & preceptor	Self-Study	↓		↓
Students 60-2-102 & 60-2-107					
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Student policies: Provide written evidence of	Admission of generic, transfer, and articulation students	Self-Study	X		SS pg. 24; PN Student Guidelines p. 44,46; HCC catalog p. 6-10; HCC website

the following All student policies addressed on pg. 24 of the self-study.	Degree plan for each degree being granted	Self-Study	X		SS pg. 24; PN Student Guidelines p.7; HCC website; application packet; HCC College Catalog p.38
	Oral and written English proficiency	Self-Study	X		SS pg. 24; HCC College Catalog p.6; Application Packet
	Readmission	Self-Study	X		SS p. 24; PN Student Guidelines p.43
	Progression	Self-Study Website	X		SS pg. 24; PN Student Guidelines p. 35; HCC handbook/planner p.13
	Counseling & guidance	Self-Study	X		PN Student Guidelines p. 21
	Student role versus employee role	Self-Study	X		PN Student Guidelines p. 22
	Representation on faculty governance	Self-Study	X		PN Student Guidelines p. 13 and in Faculty By-Laws
	Graduation	Self-Study	X		PN Student Guidelines p. 45; HCC College Catalog p. 21-22
	Refund policies governing all fees and tuition paid by students	Self-Study Website	X		HCC College Catalog p.16
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		PN Student Guidelines p.25; HCC College Catalog p.23; HCC Handbook/planner p.2
	Information to any student who may be subject to licensure disqualification under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study	X		PN Student Guidelines p. 47-50; **Application packet
	Student Handbook	On-site	X		Reviewed
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Student support services	Description of student safety measures	Self-Study Website	X		Self-Study P. 25; Rave Alert which is a platform for texts to send student alerts; https://highlandcc.edu/pages/health-and-safety
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		Self-Study pg. 25-26; PN Student Guidelines p. 17 – list of local providers. No onsite health services at HCCTC
Student records	Review student files	On-site	X		Reviewed 10% of current student files w/ no issues found.

Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	On-Site	X		Reviewed, no issues. Work included clinical paperwork, class assignments, journal entries
Curriculum 60-2-102, 60-2-104, & 60-2-105					
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	X		PN Student Guidelines p. 27 – 14 CH at HCCTC: Comp I – 3 CH Growth & Development – 3CH A&P – 4 CH each = 8 CH (min 4 ch w/ lab accepted in transfer)
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X		Self-Study p. 27, Appendix B1 & B2 PN Student Guidelines p. 8-10
	Credit hours for each non-nursing course	Self-Study	X		PN Student Guidelines p. 7
	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. 33; PN Student Guidelines p. 7 24.5 CH / 367.5 clock hours – didactic 7.5 CH / 337.5 clock hours – clinical/lab 32 CH / 705 clock hours = nursing courses
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		PN Student Guidelines p. 7: NUR 109 KSPN Fundamentals of Pharmacology 1.5 CH theory / 0.5 CH lab
	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	n/a		Self-Study p. 29 No scheduled observation hours.
	List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours per course) and objectives for clinical simulation experiences should reflect simulation expectations for learning in nursing activities)	Self-Study		X	SS, Appendix B2 – spring courses: Need breakdown of Simulation as part of clinical hours. Clinical hours are on the lower end of options for Core curriculum so need to make sure they are within parameters. NUR 122, KSPN Adult Care I (2 CH) - syllabus showed break down for simulation, 22.5/90 hrs simulation time. Need a break

					<p>down for all clinical courses.</p> <p>NUR 126, KSPN Foundations of Nursing - 1 CH in lab and 1 CH in clinical. (in SS but not in syllabus)</p> <p>NUR 168 Maternal/Child Clinical – 1 CH.</p> <p>This clinical course will be completed in the simulation lab, skills lab, and if available in the local daycare centers. – NO direct clinical hours – this does not meet regulation.</p>
	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	n/a		Do not use preceptors in PN program
	Testing process with test analysis and the written test procedure	Self-Study	X		SS pg. 29-31 Nrsg Faculty Handbook, pg. 21-23 PN Student Guidelines p. 29
	Number of students per class	Self-Study	X		Currently 16 in the class; maintain clinical ratio at less than 1:10 – current rotations are 1:8 or less
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		Self-Study p. 28-29 No observation hours
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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		Self-Study p. 32 PN Guidelines pg. 7 – show non-nursing content in all aspects along with core curriculum nursing courses
	Art and science of nursing	Self-Study	X		SS pg. 31-32
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		SS pg. 32
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 coordination of care, safety, and infection control	Self-Study	X		Curriculum table Self-Study p. 32

For Practical Nurse Program	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		Curriculum table Self-Study p. 32
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		Curriculum table Self-Study p. 32
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		Curriculum table Self-Study p. 32
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	X		Self-Study p.33 – no changes
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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		Self-Study p. 34-36
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		Reviewed, no concerns
	Secure space for student records	Self-Study & On-Site	X		Stored in a locked file in nursing director's secure office.
	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		Reviewed, adequate. Students had concerns about WiFi, especially in the concrete basement area. All agreed that IT was very responsive in addressing concerns.
	Satellite program facilities		n/a		NA
	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. 34 – main library is on the Highland CC campus – most nursing resources are online and available 24/7 with support during day and some evening hours. Inter-library loans are also possible. Small resource library in the nursing building on the Atchison campus with PN period

					textbooks, and references. Student Handbook p. 27
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	On-site	X		Reviewed Spring 2022 contracts for: Mosaic Life Care Amberwell Health - Atchison
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		Limited if 40 students are admitted. Some sites haven't been utilized in 2 years, however they are able to return if they had adjuncts available and student need.
	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		Reviewed, no concerns with contracts. Students mentioned that "other programs get first pick and so we only have a couple of places to go". Number of contracts do not support that statement. It currently is a lack of clinical adjuncts for clinical that limit where students go.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		Reviewed, contract language is sufficient
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Toured Amberwell Health (CAH) in Atchison – students currently use med-surg unit, ER, and rehab. Can sometimes get pre-op and post-op experience as well as OR observation if schedule allows.
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		Self-Study p.40 2021 – 90% 2018 – 88.89 2020 – 94.12 2017 – 100% 2019 – 94.12
Advisory Committee	Review Advisory Committee minutes	On-site	X		Reviewed, no concerns

					Very supportive, meets twice a year. Able to provide feedback to program. Students are involved in the meetings.
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		SS, Appendix C Reviewed, no concerns
	Budget procedures		X		Self-Study p.40 – faculty involved each year – program director discusses budget with Dir. of Technical Education which then goes to HCCTC Administration. Program Director responsible for managing the budget.
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		Met -See interview schedule
	General education and required support course faculty	On-Site	X		Met -See interview schedule
	Support services	On-Site	X		Met -See interview schedule
	Students	On-Site	X		Met with 16 PN students – mentioned concern for Wifi connectivity . Wifi drops frequently especially in simulation area. Thought PN Success class should be done online or F2F prior to beginning of fall classes (1 CH courses)
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	n/a		Not available
	Staff RN's	On-Site	X		Met -See interview schedule
	Preceptors	On-Site	n/a		NA- Does not use preceptors
	Individuals conducting observational experiences	On-Site	X		NA- no scheduled observation experiences; did get to speak with OR nurse manager and found that PN students are sometimes allowed in the surgical areas to do pre- and post-op care and some are allowed to do short observation in surgery if available.

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		Self –Study p.41 Reviewed SEP 2019-2020
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		Reviewed

Interviews while onsite:

Administration

- Deborah Fox – HCC President
- Randy Willy – VP & Chief Financial Officer
- Eric Ingmire – VP Student Services
- Lucas Hunzinger – Dean of Technical Education
- Sharon Kibbe – Dean of Instruction
- Marc Jean – Head of IT / Technology Services

Support Services

- Allison Johnson – Admissions
- Vanessa Chavez – Counseling / Student Success Center
- Alice Hamilton – Registrar
- Marc Jean – IT Support
- Michael Clark – Safety /Security Officer
- Cindy Davis – Library Director

Nursing Faculty

- Jenna Penning, BSN, RN – FT faculty
- Amy Hall, BSN, RN – FT faculty
- Matt Davis, BSN, RN – FT Simulation/clinical faculty

General Education Faculty

- Mary Bryant – English
- Matt McElroy – A & P
- Eric Ketchum – psychology, Growth & Development

PN Classroom Observation: NUR 163 KSPN Leadership, Roles and Issues / Faculty: Jenna Penning, BSN, RN

Advisory Committee / Agency Representatives

- Amy Folsom RN – ER Manager at Amberwell Hospital, Atchison
- Allison Brenner RN – Education Coordinator for Amberwell Hospital – Atchison and Hiawatha
- Chelsie Moore RN – Highland CC alumni
- Krista Eylar RN – DON, Holton Community Hospital
- Nichole Chamley RN – DON Amberwell Hospital, Hiawatha

Strengths:

- Supportive faculty and engaged Program Director
- Students felt faculty were available and very supportive. They feel like they have 1:1 time with faculty and like the small class sizes.
- Students felt like the admission process was straight forward, all questions were answered and they liked the affordability of the program.
- Engaged Community advisory committee
- IT is supportive to students, will even navigate personal laptop issues with student.

Opportunities:

- Direct clinical hours, simulation, lab, observational experience hours should all be broken down in the syllabi.
- Recruiting Qualified faculty
- Work on WiFi connectivity for students.
- Consider administrative support for the Program Director. If she had more support she may be able to recruit faculty and more students.
- Faculty meeting minutes-would like to see follow up on action items clearly articulated in the faculty meeting minutes. Would like to see program evaluation plan items correlated into faculty meeting minutes. Currently it is not clear how the use of program evaluation data is being used for ongoing program improvement. There is a program evaluation plan with evidence that faculty are engaged in the process.

Recommendation:

1. Direct clinical hours, simulation, lab, observational experience hours should all be broken down and shown in the syllabi. Send evidence of changes to syllabi to Education Compliance Officer by 9/30/22.
2. Need to have scheduled Maternal Child Clinical time in NUR 168 (reminder, no more than 50% simulation). Please submit evidence of clinical rotation calendar for next PN class to Education Compliance Officer by 12/31/22.
3. Recommend approval of the PN program for five years.

Requirements for Approval of Registered Nursing Programs

60-2-101 – Requirements for initial approval

Kansas State Board of Nursing

Name of Institution: Barclay College Date: June 2-3, 2022

Type of Program: BSN Name of Program: _____

Visitors: Rebecca Sander MSN, RN – KSBN Board member; Janelle Martin MHSA, RN – KSBN Education Compliance Officer

Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Administration & Organization 60-1-102 60-2-101 (a) (1) 60-2-101 (b) (4-7)	<ul style="list-style-type: none"> Payment of \$1,000.00 application fee 		X		Done
	<ul style="list-style-type: none"> Name of controlling body 	Report College Catalog (send catalog with report)	X		Barclay College (college catalog sent w/ application)
	<ul style="list-style-type: none"> Name & title of administrator of same 		X		Royce Frazier, PhD – President
	<ul style="list-style-type: none"> Relevant contact information 		X		620-862-5252
	<ul style="list-style-type: none"> Description of legal body responsible for general policy and provides for financial support of nursing education program (includes all sources of financial support) 		X		Barclay College is an evangelical Friends school. BOT exercise full control and authority over Barclay. <ul style="list-style-type: none"> 28 mbr BOT Financial support for SON has been done with a focused fundraising effort which is ongoing. Along with funds raised, program will be supported with tuition and student fees.
	<ul style="list-style-type: none"> Detailed, proposed three-year budget 		X		Initial app – pg. 9-11
	<ul style="list-style-type: none"> Copy of current school bulletin or catalog 		X		Received

60-2-101 (a) (2)	<ul style="list-style-type: none"> Name of administrator of nursing education program 	Report	X		Kim Hansen, MSN/Ed, RN
	<ul style="list-style-type: none"> Title of administrator 	Report	X		Dean, School of Nursing
	<ul style="list-style-type: none"> Credentials of administrator 	Report	X		MSN/Ed, BSN, RN
	<ul style="list-style-type: none"> Authority and responsibility for administering nursing education program is vested in the nurse administrator 	Job Description	X		IA, pg. 5-7 Graduate degree in nursing required; authority to administer budget and oversee all aspects of the nursing program.
Accreditation 60-2-101 (a)(3)	Program shall be accredited, be part of an institution that is accredited, or be in the process of being accredited by an agency that is approved by the United States Department of Education.	Report Exhibit Copy of accreditation verification	X		Barclay College is accredited by the Higher Learning Commission and the ABHE (Assoc. for Biblical Higher Education).
Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Nursing Program 60-2-101 (b)	The following shall be included in the application:	Report			Asking for admission of 18 students per AY starting Fall 2023 for traditional BSN program
	<ul style="list-style-type: none"> Course of study (1) 		X		Bachelor of Science in Nursing
	<ul style="list-style-type: none"> Credential to be conferred (1) 		X		Dual degree – BSN/BBS
	<ul style="list-style-type: none"> Proposed curriculum with total number of hours of both theory and clinical instruction. Give clock to credit hour ratio (include clock and credit hours for each course) 		X		Degree program – 134 credit hours <ul style="list-style-type: none"> 60 CH nursing (45 theory; 675 clock hrs / 15 clinical; 675 clock hrs) Credit : clock hours ratio is 1:15 for theory and 1:45 for clinical
60-2-104 (c) (1-4) (d) (1-4)	Develop a table and identify the primary courses that will meet each category Instruction and clinical experience in - For RN program	Report	X		Initial app, pg. 32-34

	<ul style="list-style-type: none"> Aspects of safe, effective care environment, including the management of care, safety, and infection control 		X		Clinical Pharmacology Fundamentals of Nursing Care /FNC Clinical Health Assessment for BSN Practice/Clinical Nursing Care of Older Adult/Clinical Nursing Care of the Adult/ Clinical Complex Care of the Adult/Clinical Mental Health Nursing Care/Clinical MatChild Nursing Care/Clinical Populations/Global Health in Prof Nrsg Practice/ Clinical Evidence-Based Prof Nursing Practice Informatics & Healthcare Technologies Ethics in Prof Nursing Practice Quality Improvement & Safety in PNP Leadership & Management in PNP
	<ul style="list-style-type: none"> Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease 		X		Developmental Psych Nutrition Pathophysiology Clinical Pharmacology Fundamentals of Nursing Care /FNC Clinical Health Assessment for BSN Practice/Clinical Nursing Care of Older Adult/Clinical Nursing Care of the Adult/ Clinical Complex Care of the Adult/Clinical Mental Health Nursing Care/Clinical MatChild Nursing Care/Clinical Populations/Global Health in Prof Nrsg Practice/ Clinical Evidence-Based Prof Nursing Practice Informatics & Healthcare Technologies Ethics in Prof Nursing Practice Quality Improvement & Safety in PNP Leadership & Management in PNP PNP Capstone
	<ul style="list-style-type: none"> Psychosocial integrity, including coping, adaptation, and psychosocial adaptation and 		X		General Psych Fundamentals of Nursing Care /FNC Clinical Health Assessment for BSN Practice/Clinical Nursing Care of Older Adult/Clinical Nursing Care of the Adult/ Clinical

					Complex Care of the Adult/Clinical Mental Health Nursing Care/Clinical MatChild Nursing Care/Clinical Populations/Global Health in Prof Nrsg Practice/ Clinical PNP Capstone
	<ul style="list-style-type: none"> Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential and physiological adaptation 		X		Nutrition Pathophysiology Clinical Pharmacology Fundamentals of Nursing Care /FNC Clinical Health Assessment for BSN Practice/Clinical Nursing Care of Older Adult/Clinical Nursing Care of the Adult/ Clinical Complex Care of the Adult/Clinical Mental Health Nursing Care/Clinical MatChild Nursing Care/Clinical Populations/Global Health in Prof Nrsg Practice/ Clinical Evidence-Based Prof Nursing Practice Informatics & Healthcare Technologies Ethics in Prof Nursing Practice Quality Improvement & Safety in PNP Leadership & Management in PNP PNP Capstone
Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Faculty 60-2-101 (b) (7)	Number, qualifications, and assignments of faculty members (include academic credentials, area of clinical expertise) (9)	Report (table)	X		Initial App, pg. 42-45 has plan for hiring faculty on timeline. 1 FT (Dean, SON) – MSN, RN 1 PT faculty – MSN, RN
Clinical Resources 60-2-101 (b) (15-16)	<ul style="list-style-type: none"> Name of each hospital and affiliating agency providing facilities for clinical experience must be licensed or approved by appropriate entities 	List in Report	X		Initial app, pg. 35 – all are licensed state facilities 5 current letters of support for program: Pratt RMC Ascension Via Christi St Francis AVC St. Joseph Kiowa County Memorial Hospital Pratt Health & Rehab Larned State Hospital

	<ul style="list-style-type: none"> signed contracts or letters from clinical facilities stating they will provide clinical experiences for students 		X		See above
Initial Survey - Application for Approval 60-2-101 (c) (1)	The following shall be available: <ul style="list-style-type: none"> Interviews with administrators, prospective faculty, prospective students, clinical facility representatives, support services personnel to discuss the prospective nursing program 	Onsite	X		See Interview List below
	<ul style="list-style-type: none"> admissions material 	Exhibit	X		
	<ul style="list-style-type: none"> minutes of faculty meetings 	Exhibit	X		Very informative; excellent template used for documentation
	<ul style="list-style-type: none"> describe any admission testing 	Exhibit	X		Report pg. 12 – TEAS test – need minimum score within the Proficient Range (58.7-77.3%)
	<ul style="list-style-type: none"> faculty and student handbooks 	Exhibit	X		reviewed
	<ul style="list-style-type: none"> policies and procedures 	Exhibit	X		reviewed
	<ul style="list-style-type: none"> curriculum materials 	Exhibit	X		Complete; well put together with student learning outcomes documented
	<ul style="list-style-type: none"> copy of the nursing education program's budget 	Exhibit	X		Report, pg. 9-11
	<ul style="list-style-type: none"> affiliating agency contractual agreements (signed) 	Exhibit	X		Reviewed. Check w/ Via Christi regarding contract language on facility responsibility for pt. care.
Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
60-2-101 (C)(2)	Inspect the following: <ul style="list-style-type: none"> nursing education facilities including class rooms, laboratory, offices, student record storage 	Tour	X		2 Classrooms - will fit 20 students each. New skills lab area with 6 hospital beds with mannequins (3 Hi-fidelity). Simulation hospital on lower level with 3 beds and cameras for recording sims.

					Current student records stored in a secure space in Admission Office. Records storage room (locked) for past students and faculty.
	<ul style="list-style-type: none"> library facilities 		X		<p>Worden Memorial Library houses the library collection, student computer lab, faculty offices, instructional media center, and 3 classrooms. The Barclay College Tutoring Center and the Barclay College Writing center are situated in the Library also and the first year of an Academic Success services program was just completed.</p> <p>Planning for hard copy reserve for nursing books. Many online databases already available to the student population. Will monitor use to see if add'l resources are needed.</p>
	<ul style="list-style-type: none"> Satellite program facilities 		n/a		

Interviews:

Administration:

- Royce Frazier, Ph.D., President
- Derek Brown, Ph.D., Vice President for Academic Services
- Lee Anders, MBA, Vice President for Business Services
- Mark Miller, MM, Vice President for Institutional Advancement via Zoom
- Ryan Haase, MA, Vice President for Student Services
- Brockie Follette, MA, Chaplain

Library:

- Jeannie Ross, MLIS, Associate VP for Academic Success; Director of Library Services

Nursing Service Representatives /Clinical Affiliates:

- Tiffany Poyner, Coordinator-Market Program | Clinical Professional Development (CPD), Ascension Via Christi
- Megan Page, CPD Director, Ascension Via Christi
- Trisha Hageman, CPD Manager, Ascension Via Christi
- Polly Taylor, RN, Director of Nursing, Pratt Health and Rehab
- Jodi Tedder, Director of Nursing, Kiowa County Memorial Hospital
- Tammy Smith RN, MSN, MBA, NE-BC, Vice President and Chief Nursing Officer, Pratt Regional Medical Center

Nursing Faculty / Prospective Nursing Faculty:

- Sherry Ward, MSN, APRN-CNS, Affiliate Professor of Nursing
- Kelsey Brownlee, MSN
- Chantel Cherney, BSN (Graduates with MSN Fall 2022)
- Christa Titus, BSN (Graduates with DNP Fall 2024)

Support Personnel:

- Aaron Stokes, MA, Registrar
- Jessica Brown, Director, Financial Aid
- Justin Kendall, BS, Director of Enrollment Services
- Barry Anders, BS, Director of Technology
- Tim Hawkins, MFA, Institutional/Academic Assessment
- Sarah Easterwood, Campus Admissions, Director of Food Services
- Elyse Birdsong, BS, Nursing Recruiter
- Linda Snyder-Patterson, MA, Student Counselor

Prospective Students: 3 prospective students for BSN nursing program – all very excited about a BSN program being offered in this area of Kansas. One is a traditional (just graduated HS) student, one already has a BS degree in another area but wants nursing, and another non-traditional student who lives in a community near-by.

Strengths:

- President very involved and supportive of the nursing program
- Two-three years of program budget already paid for by fundraising efforts which is ongoing
- Great response on clinical partnerships with facilities committed (already contracted) to support the program
- Very thorough and thoughtful research process to build a strong curriculum and overall program.
- Faculty minutes – uses a strong template with well documented research and decisions
- Strong support for the nursing program from Barclay Administration. VP for Academic Services very involved and working closely with the current SON Dean and faculty.
- Closest BSN program is 90 miles away - Barclay fills a void in the current demographic
- Strategic plan includes new facility that would house nursing in a new space with expanded lab and simulation opportunity

Opportunities:

- Put breakdown of clock hours on clinical syllabi identifying observation hours, simulation hours, and precepted hours as well as total credit and clock hours for clinical courses.
- Review contract language on VC contract for appropriate language for facility retaining responsibility for patient care and being “staffed independently of student assignments.”
- Continue to look for opportunities for mental health clinical outside of Larned State Hospital observation
- Clarify student testing policies to be clear on rounding issue, how final grades calculated (must have 80% average on all unit tests before assignment grades factored in for final grade), and grading scale.
- Identify opportunities for Population Health clinical experiences that meet objectives

Recommendations:

- Recommend approval for initial admission of 18 students per AY to the BSN program at Barclay College
- Follow-up site visit after first graduation

Martin, Janelle [KSBN]

From: Michaelle Bliss <michaelle.bliss@colbycc.edu>
Sent: Wednesday, March 30, 2022 4:10 PM
To: Martin, Janelle [KSBN]
Subject: ADN report
Attachments: Spring 2022 (March) KSBN ADN Update Report.pdf; Spring 2022 (March) KSBN ADN Update Report- appendix.pdf

Follow Up Flag: Follow up
Flag Status: Flagged

EXTERNAL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Janelle,

Here is the March 2022 follow up report for Colby Community College ADN program. At this time we are requesting that our approval status be reevaluated at the next KSBN meeting. As reflected in the report, our pass rates have been over the required standard for the past 3 year.

Please let me know if you have any questions, or if there is more information that you need.

Thank you for your time.

Michaelle Bliss, MSN, RN
Director of Nursing and Allied Health
Colby Community College
1255 S. Range Colby Kansas 67701
785-460-5442 (Office)
785-743-8365 (cell)
785-460-4788 (fax)

**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, 2020 (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

- 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
- 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 after self-study report received)

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.

**National Council Licensure Examination for Registered Nurses
Program Summary - All First Time Registered Nurse Candidates Educated in Kansas
through December 31, 2021**

	Program Type	2017	2018	2019	2020	2021
Program		% Pass	% Pass	% Pass	% Pass	% Pass
Baker University	BSN	93.15	97.14	97.40	92.22	95.71
Barton County Community College	ADN	88.89	80.77	92.31	100.00	83.33
Benedictine College	BSN	100.00	88.00	100.00	93.33	96.88
Bethel College	BSN	80.00	85.71	89.66	86.36	83.33
Brown Mackie College - Kansas City	ADN	43.33	closed	closed	closed	closed
Brown Mackie College - Salina	ADN	37.04	closed	closed	closed	closed
Butler Community College	ADN	88.98	92.66	87.30	87.40	79.00
Cloud County Community College	ADN	83.87	100.00	82.14	87.10	72.22
Coffeyville Community College	ADN	91.67	100.00	90.00	85.00	73.68
Colby Community College	ADN	62.16	72.73	83.33	77.78	85.00
Dodge City Community College	ADN	95.83	88.89	92.31	93.33	77.78
Donnelly College	ADN		New	60.00	77.78	no data
Emporia State University	BSN	96.15	89.13	97.44	93.02	84.78
Fort Hays State University	BSN	89.13	83.72	82.35	89.19	95.35
Fort Scott Community College	ADN	78.95	100.00	70.00	77.78	62.86
Garden City Community College	ADN	87.50	91.30	74.19	84.21	95.45
Hesston College	ADN	86.49	closed	closed	closed	closed
Iesston College	BSN	88.24	80.85	74.36	90.91	89.13
Highland Comm College Technical Center	ADN	100.00	100.00	66.67	75.00	88.46
Hutchinson Community College	ADN	85.33	88.75	83.08	85.00	84.06
Johnson County Community College	ADN	78.57	84.38	98.00	94.23	91.30
Kansas City Kansas Community College	ADN	73.75	77.50	79.79	85.07	78.38
Kansas Wesleyan University	BSN	0.00	75.00	100.00	100.00	80.00
Labette Community College	ADN	92.59	100.00	100.00	89.66	90.00
Manhattan Area Technical College	ADN	100.00	100.00	90.24	93.33	96.15
Mid America Nazarene University	BSN	92.62	95.68	93.33	88.00	83.11
National American University (OP)	BSN	75.00	73.33	81.48	closed	closed
National American University (Wichita)	BSN	75.00	71.43	2019 grads combined w/	closed	closed
Neosho County Community College	ADN	77.78	74.80	68.00	82.83	83.15
Newman University	BSN	100.00	86.00	86.84	78.38	70.73
North Central Kansas Technical College - Hays	ADN	79.31	84.62	96.43	81.48	79.31
Pittsburg State University	BSN	94.29	98.68	91.03	92.94	82.56
Pratt Community College	ADN	83.33	no data	70.83	64.71	86.96
Rasmussen College	ADN	90.63	100.00	76.83	73.77	66.88
Rasmussen College	BSN	New	no data	93.75	77.78	86.36
Salina Area Technical College	ADN			New	84.62	11/01/01/01/01
Seward County Community College	ADN	73.33	73.33	74.07	52.63	87.10
University of Kansas Medical Center	BSN	93.14	97.00	83.74	88.03	92.48
University of St. Mary	BSN	91.80	95.65	92.98	96.67	94.83
Vashburn University	BSN	85.38	90.70	89.78	86.89	83.22

	Program Type	2017	2018	2019	2020	2021
Program		% Pass	% Pass	% Pass	% Pass	% Pass
Wichita State University	BSN	86.73	94.29	87.77	86.43	80.92
Kansas Pass Rate (RN)	-----	82.10	88.90	86.6^	86.18^	84.58^
National Pass Rate (U.S. Educated)	-----	87.11	88.29	88.18**	86.57**	82.48**

* NCLEX-RN Passing Standard last increased 2013; 4/2019 remains same for next 3 years. Pass Rates obtained from NCS Pearson, Inc. &

National Council of State Boards of Nursing 1/6/2022. Regulatory 1st time pass rate minimum for Kansas is 75% for 2021.

^ADN pass rate - 83.86; BSN pass rate - 86.63 **ADN pass rate -78.78; BSN pass rate - 86.06

Denotes above Nat'l Average

Programs at 100%

National Council Licensure Examination for Practical Nurses

Program		2017	2018	2019	2020	2021
Barton County Community College	PN	100.00	100.00	100.00	100.00	100.00
Brown Mackie College - Kansas City (closed)	PN	30.77	66.67	closed	closed	closed
Brown Mackie College - Salina (closed)	PN	58.33	50.00	100.00	closed	closed
Butler Community College	PN	100.00	95.38	100.00	95.83	70.59
Coffeyville Community College	PN	100.00	100.00	100.00	92.86	83.33
Colby Community College	PN	81.82	90.91	96.43	89.19	87.10
Dodge City Community College	PN	100.00	no data	no data	100.00	no data
Donnelly College	PN	52.00	75.00	87.50	77.50	80.00
Flint Hills Area Technical College	PN	78.95	70.27	86.11	84.62	95.00
Garden City Community College	PN	100.00	100.00	96.67	100.00	91.67
Highland Community College Technical	PN	100.00	88.89	94.12	94.12	90.00
Hutchinson Community College	PN	84.48	82.26	90.91	83.67	82.00
Johnson County Community College	PN	93.88	97.62	95.83	88.89	91.30
Kansas City Kansas Community College	PN	92.00	90.38	91.49	82.46	71.79
Labette Community College	PN	100.00	100.00	100.00	78.95	100.00
Manhattan Area Technical College	PN	87.50	100.00	100.00	86.21	92.59
Neosho County Community College	PN	92.86	87.21	93.42	94.12	96.67
North Central Kansas Technical College - Beloit	PN	100.00	100.00	100.00	93.33	100.00
North Central Kansas Technical College - Hays	PN	96.88	94.44	92.31	96.97	75.68
Pratt Community College	PN	90.91	85.00	90.00	90.91	83.33
Salina Area Technical College	PN		New	80.00	74.07	100.00
Seward County Community College	PN	100.00	86.96	100.00	92.86	87.50
Washburn Institute of Technology	PN	94.03	98.28	87.88	93.33	83.87
WATC / WSU Tech	PN	78.69	83.50	80.67	82.26	78.72
Kansas Pass Rate (PN)		87.53	88.31	93.79	89.64	87.20
National Pass Rate (U.S. Educated)		83.85	85.91	86.18	83.08	79.60

Passing Standard Increased April 2014; no change 2017; slight increase April 2020

Passing rates obtained from NCS Pearson, Inc. & National Council of State Boards of Nursing 1/6/2022

Denotes above Nat'l Average

Programs at 100%

RECEIVED

APR 29 2022

**Major Curriculum Change Request
Kansas State Board of Nursing
60-2-104 (g) (1) (2) (3) - Prelicensure**

KSBN EDUCATION

Must be received by KSBN at least 30 days before the board meeting

Date:

April 26, 2022

Name of Program:

Barton Associate Degree Program

Program Administrator
including credentials:

Renae Skelton MSN, RN

Parent Institution:

Barton Community College

Address of Institution:

245 NE 30 Road
Great Bend, KS 67530

Level of the Program
for which the change
is being requested

Associate Degree

Briefly describe the

Change being requested:

Barton Nursing requests to move
Nurse 1264 (RN Leadership/Management)
from face-to-face to an online format.

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

Education 94

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.

Current RN Leadership & Management	Proposed RN Leadership & Management
Delivery Format: Face to Face	Delivery Format: Barton Online
Course Outcomes (see syllabus)	Course Outcomes unchanged
Course Orientation: Provided on campus during first lecture	Course Orientation: Orientation module following Barton Online template/requirements
<p>Course Content:</p> <ol style="list-style-type: none"> 1. Success in Nursing <ol style="list-style-type: none"> 1.1. Study Tips 1.2. Test taking strategies 1.3. Managing stress 2. Ethical Issues in Nursing 3. Nursing Law and Liability 4. Research & EBP 5. Delegation 6. Nursing Informatics 7. Leadership, Followership, and Management 8. Communication & Conflict Resolution 9. Ensuring Quality Care 10. Healthcare Systems & Issues 11. Spirituality, Culture & Diversity/Barriers to Healthcare 	<p>Course Content:</p> <ol style="list-style-type: none"> 1. Orientation/Success in nursing 2. Prioritization 3. Delegation & Supervision 4. Leadership & Management 5. Quality Improvement 6. Research & EBP 7. Burnout & Selfcare 8. Collaborative Practice (Communication) 9. Collaborative Practice (Teamwork) 10. Collaborative Practice (Conflict Resolution) 11. Legal Implications 12. Ethical Practice <p>Informatics and Spirituality, Culture & Diversity content is incorporated into other lectures. Additional spirituality, culture, & diversity lecture occurs in Mental Health Nursing II (Spring semester)</p>
Textbook: FA Davis: "Nursing Now" print book (approximately \$75)	Textbook: WTCS Pressbooks: "Nursing Management & Professional Concepts" (no cost)
<p>Grading/Weighting:</p> <ol style="list-style-type: none"> 1. 5% from Assignments: <ol style="list-style-type: none"> 2% - Quality Assignment 3% - Delegation Assignment 2. 95% from Exams: <ol style="list-style-type: none"> 4 unit exams 1 final exam 	<p>Grading/Weighting:</p> <ol style="list-style-type: none"> 1. 80 % Weekly Assignments, Discussion boards, and short quizzes (See RN LM Course Map) 2. 20% Exams <ol style="list-style-type: none"> 10% Midterm exam in week 8 10% Final exam in week 16
<p>Faculty availability:</p> <ul style="list-style-type: none"> • Office hours weekly – phone or face to face by appointment • Faculty-student communication – by phone, email, or informally before and after class 	<p>Faculty availability:</p> <ul style="list-style-type: none"> • Office hours weekly – phone or face to face by appointment • Faculty-student communication – by phone, email, or informally before and after Med Surg III face to face class.

BARTON COMMUNITY COLLEGE COURSE SYLLABUS

I. GENERAL COURSE INFORMATION

Course Number: NURS 1264
Course Title: RN Leadership & Management
Credit Hours: 2 cr. hr (Theory – 2 cr hr = 25 contact hours)
Prerequisites: Completion of Practical Nursing Program with current Kansas licensure and admission to the Associate Degree Nursing Program
Division/Discipline: Workforce Training and Community Education/ Nursing
Course Description: This course facilitates the transition of the student to the role of a professional nurse in diverse health care organizations. Course content includes the leadership and management concepts of communication, team building, delegation, prioritization, and decision making. Legal and ethical concepts of safe nursing practice, patient advocacy, and patient rights are analyzed. The concepts of quality and safety within organizational systems are examined. Emphasis is placed on the role of the nurse in coordinating care and protecting the client and healthcare personnel through evidence-based practice.

II. INSTRUCTOR INFORMATION

III. COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoid instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College's educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. [Most up-to-date documents are available on the College webpage.]

Any student seeking an accommodation under the provisions of the Americans with Disabilities Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu.

IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM

RN Leadership & Management is designed to partially fulfill the curriculum approved by the Kansas State Board of Nursing for completion of the Associate Degree in Nursing.

The transferability of all courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

V. ASSESSMENT OF STUDENT LEARNING

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

ADN Alignment Program Outcomes/Barton Student Learning Outcomes (SLO)

1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population.
2. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.
3. Collaborate with clients and members of the interprofessional health care team to optimize client outcomes.
4. Formulate safe and effective clinical judgments guided by nursing process, clinical reasoning, and Evidence-Based Practice.
5. Manage care and provide leadership to meet client needs using available resources and current technology.
6. Generate teaching and learning processes to promote and maintain health and to reduce risks for a global population.
7. Demonstrate effective communication methods to manage client needs and to interact with other health care team members.

Quality and Safety Education for Nurses (QSEN)

1. Patient-Centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
2. Teamwork and Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

3. Evidence-Based Practice (EBP): Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
4. Quality Improvement (QI): Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
5. Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.
6. Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Course Outcomes and Competencies

- A. Analyze current legal and ethical concepts impacting patients and healthcare. (SLO 2, 5, QSEN 1)
 1. Explain the application of regulations, policies, and standards of nursing practice.
 2. Describe various types of law and its application to nursing practice.
 3. Define important concepts related to ethical decision making within healthcare.
 4. Apply common ethical decision-making systems to current ethical issues.
- B. Analyze the role of the professional nurse as a manager/leader within the interprofessional healthcare team. (SLO 1, 3, 5, 7, QSEN 1, 2)
 1. Differentiate between management, leadership, and followership.
 2. Describe professional and effective methods of communication that improve the workplace environment and maximize patient outcomes.
 3. Explain methods used to resolve conflict among individuals, groups, and organizations.
 4. Examine the safety and legal implications of delegation and assignment within healthcare organizations.
 5. Examine how nurses provide patient-centered care with respect for patient preferences, values, and beliefs.
 6. Describe the role of the nurse in identifying resources to assist the client in achieving and maintaining desired health outcome.
- C. Examine the role of the professional nurse in promoting quality and safety within organizational systems. (SLO 2, 3, 4, 5, 7, QSEN 3, 4, 5, 6)
 1. Describe the application of nursing research utilization and evidence-based practice in promoting quality care.
 2. Identify how national and global standards are utilized to promote safe, quality patient care.
 3. Evaluate tools and strategies used to improve systems and processes that impact quality of care.
 4. Describe the use of information technology to promote safe, quality patient care.

- VI. INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS**
- VII. TEXTBOOKS AND OTHER REQUIRED MATERIALS**
- VIII. REFERENCES**
- IX. METHODS OF INSTRUCTION AND EVALUATION**
- X. ATTENDANCE REQUIREMENTS**
- XI. COURSE OUTLINE**

Course Lesson Plan and Map

RN L&M	Topics:	Reading and resources:	Learning activities:	Evaluation methods:	SLOs:	NCLEX:
Introduction/ Orientation (Week 1) Brauer	Orientation and introduction	<ul style="list-style-type: none"> BCC website Academic Development Center book (or distribute in MS III) 	<ul style="list-style-type: none"> Write a letter to support people. Small study group activity Students look up counselor, tutor, library services. Take grammar exam Set up personal calendar with study schedule and due dates Overview of Kaplan 	<ul style="list-style-type: none"> Evaluate grammar exam (that it is completed) Participation (20 points) Pretest for Online learning (10 points) 	<ul style="list-style-type: none"> None directly 	<ul style="list-style-type: none"> None directly
Week 2 Brauer	Prioritization	<ul style="list-style-type: none"> Nursing MPC: Chapter 2 	<ul style="list-style-type: none"> Voice over PPT for unit (30 min) Develop or find brain sheet to prioritize patient responsibilities 	Provide students with a scenario of multiple patients and students need to prioritize using models and data cues described in the textbook. Respond to discussion board with their decisions and respond to classmates. Instructor will provide personalized feedback in discussion board and will grade per rubric. (50 points)	SLO 4, 5	Management of care
Week 3 Brauer	Delegation and Supervision	Nurse MPC: Chapter 3 KNPA Ks Aging & Disabilities (CNA scope)	Look up statute- duties and responsibilities of RN in delegation. NearPod activity Graded Delegation assignment	Quiz – (5 points) open ended questions about scope and responsibilities Graded Delegation assignment (scope and responsibility) (45 points)	SLO 3, 5, 7	Management of Care

Course Lesson Plan and Map

Week 4 Brauer	Delegation and Supervision	Nurse MPC: Chapter 3 ANA/Joint commission delegation guidelines	Voice over PPT (30 min) Continue last week's assignment or create a new one focusing on supervision.	Graded assignment (50 points)	SLO 3, 5, 7 CO: B 4	Management of Care
Week 5 Smith	Leadership Management	Nurse MPC: Chapter 4 Saunders: Chapter 7	Voice over PPT Discussion Board: Describe and discuss a leader they have worked with (in any setting) <ul style="list-style-type: none"> • Benefits and setting where/when the style is most appropriate. • What style do you strive to achieve and why • Implications of each style for patient safety 	Graded discussion board (40 points) Quiz (10 points)	SLO: 5, 7	NCLEX: Management of Care
Week 6 Smith	Quality Improvement	Nurse MPC: Chapter 9 CMS guidelines for RCA	Watch RCA on Jefferson Memorial Voice over PPT (lecture and directions for RCA assignment) Graded assignment (4 scenarios that resulted in patient harm)	Graded assignment – post to discussion board: (50 points) Response to discussion board (10 points)	SLO: 5	NCLEX: Management of Care
Week 7 Brauer	EBP	Nurse MPC: Chapter 9 Saunders: Chapter 7	Voice over PPT lecture Look up EBP and complete worksheet Discussion board – benefits and goals of EBP	Worksheet and discussion board (40 pts) Kaplan quiz? (10 points)	SLO: 4	NCLEX: Management of Care
Week 8	Mid-Term Exam	Blueprint (distribute 2 weeks earlier)	Zoom meeting and review test blueprint (Monday)	Exam (60 questions/ 100 points)		
Week 9 Brauer	Burnout & Self- care	Nurse MPC: Chapter 12	Voice over PPT Complete activities from wellness toolkit	Quiz (10 points) Journal or worksheet (20 points)	SLO 2	Management of Care

Course Lesson Plan and Map

		Nursing Club Canvas Shell: Wellness Toolkit Module	Possible guest lecturer (Kristin Steele)			
Week 10 Smith	Collaborative Practice (Communication)	Nurse MPC: Chapter 7 IPEC competencies Saunders: Chapter 7	Recorded lecture and assignment instructions Assign patient scenarios in EHR tutor. Students will record handoff reports and post to discussion board.	Graded discussion post (grade the quality of their handoff report) (50 points)		
Week 11 Smith	Collaborative Practice (Team and teamwork)	Nurse MPC: Chapter 7.6 Saunders: Chapter 7	Recorded lecture over teams, etc. Students respond to classmates' video handoff report.	Graded discussion board (40 points)		
Week 12 Smith	Collaborative Practice (Conflict Resolution)	Nurse MPC: Chapter 7.7 Saunders: Chapter 7	Recorded lecture Scenario in discussion board. Students will respond to the questions referring to the scenario and respond to classmates.	Assignment or Graded discussion board (40 points) Quiz (10 points)		
Week 13 Brauer	Legal Implications	Nurse MPC: Chapter 5 KNPA	Recorded lecture Watch video from textbook and discuss via discussion board Advanced Directives case studies Organ transplantation HIPAA EMTALA	Graded Discussion board or Graded Assignment (50 points)	SLO 2	Management of Care
Week 14	Thanksgiving Break					
Week 15 Brauer	Ethical Practice	Nurse MPC: Chapter 6	Voice over PPT Discussion board Update old assignment re. Ethical Dilemmas	Assignment or Graded discussion board (50 points)	SLO 2	Management of Care

Course Lesson Plan and Map

Week 16	Final Exam	Blueprint	Zoom Question & Answer	60 questions/100 points		
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BARTON

NURSING

April 25, 2022

Janelle Martin, MSHA, RN
Kansas State Board of Nursing
Landon State Office Building
900 SW Jackson Street
Topeka, KS 66612-1230

Dear Janelle,

Barton Community College Nursing Program is seeking approval for a Major Curriculum change to be discussed at the June KSBN Board meeting. We hope to implement this change in the fall 2022 semester.

Our major curriculum change would move NURS 1264 RN Leadership and Management to an on-line format. This course is a 2 credit hour course offered in the fall semester of the Associate Degree Program. There would be no changes to the credit hours or to the course outcomes.

Mrs. Brauer and Ms. Smith have completed the BCC education modules to be certified to teach in the on-line format. The course is being evaluated by the Barton Instructional Design team and is on target to complete our internal approval processes by May 31, 2022.

For your review, we have included a table that compares the current course with the proposed course. We have also included the course syllabus and RN L & M course map.

If you have any questions or need additional information, please don't hesitate to reach out. As always, I appreciate working with you to meet the educational needs of our students.

Sincerely,



Renae Skelton, MSN, RN
Director of Nursing Education
Barton Community College

RECEIVED

APR 28 2022

**Major Curriculum Change Request
Kansas State Board of Nursing
60-2-104 (g) (1) (2) (3) - Prelicensure**

KSBN EDUCATION

Must be received by KSBN at least 30 days before the board meeting

Date: 4/27/2022

Name of Program: Benedictine College Nursing Dept.

Program Administrator including credentials: Jackie Harris, DNP, APRN

Parent Institution: Benedictine College

Address of Institution: 1020 N. 2nd St.
Atchison, KS 66002

Level of the Program for which the change is being requested: BSN (first semester)

Briefly describe the Change being requested: Decrease credit hours for NURS 3210
Foundations of Nursing Practice: Clinical

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 _____

Education 106

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.

The Benedictine College Nursing faculty have started a curriculum revision of the entire nursing program to reflect changes in professional nursing and the new AACN Essentials. The nursing faculty have been very involved in this process; students and community advising committee has provided input to these decisions. It has been difficult to fill the clinical hours for NURS 3210 and faculty and students feel overwhelmed by the number of clinical hours for this first semester class. The faculty plans to add a medical-surgical clinical class into the curriculum for the third semester. The nursing faculty agreed to the proposed decrease of 157.5 clinical hours to 135 clinical hours at the faculty meeting on April 21, 2022.

NURS-3210 Foundations of Nursing Practice: Clinical Laboratory

The concepts acquired in NURS-3200 will be demonstrated in a clinical laboratory setting and in a clinical simulation setting as appropriate. Students will develop beginning level skills in applying the nursing process and planning for the care of patients and families in settings such as nursing homes, medical-surgical units, multi-specialty units, and in ambulatory care settings. *Prerequisite: Admission to the nursing major. Corequisite: NURS-3200.*

	Current	Proposed
Credit hour conversion	3.5 hours of clinical per credit hour each week	3 hours of clinical per credit hour each week
Clinical hours	157.5 hours	135 hours

RECEIVED

APR 28 2022

KSBN EDUCATION

**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: 4/27/2022

Name of Program: Benedictine College Nursing Dept.

Program Administrator
including credentials: Jackie Harris, DNP, APRN

Parent Institution: Benedictine College

Address of Institution: 1020 N. 2nd St
Atchison, KS 66002

Level of the Program
for which the change
is being requested: BSN (throughout program)

Briefly describe the
Change being requested: revised program philosophy

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

Education 109

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.

The Benedictine College nursing faculty have revised the philosophy of the nursing department to reflect changes in professional nursing and the new AACN Essentials. We are in the process of revising our entire curriculum and this is one of the first steps in the curriculum revision process.

No changes in resources will be involved in this change.

The nursing faculty have been very involved in this process. The nursing faculty discussed this revision starting at our summer retreat in June 2021. The philosophy revision was discussed several times at our nursing faculty meetings. The nursing faculty approved the revised philosophy at the April 21, 2022, meeting.

Current Philosophy Statement

The Department of Nursing at Benedictine College supports and is consistent with the values and principles, goals, and objectives of the college community. These include excellence in teaching and learning, the Catholic identity of the college, respecting the dignity of the person throughout the lifespan, diversity and its expression, commitment to continual growth, hospitality, and service to others. We believe that nursing is a service to the common good. St. Benedict proclaimed, "The care of the sick must rank above and before all."

The professional nurse is educated through a four-year degree at a college with a major in nursing. This educational process includes preparation in the liberal arts: behavioral, biological, and natural sciences; communication; and higher-level thinking abilities. The department adheres to state regulatory and accreditation standards and strives to meet and exceed them. The program prepares the graduate at the entry level into professional nursing practice and facilitates the acquisition of competencies as clinician, advocate, educator, leader, manager, and colleague. To best meet these role expectations, the professional nurse values caring and respecting the varied responses to life experiences of people influenced by age, gender, culture, socio-economic, and spiritual beliefs. The professional nurse respects individual differences and works with each patient to help achieve health in all aspects of life.

Patients can include individuals, families, and communities with varying types and degrees of health needs. The faculty supports the self-determination of individuals, families, and communities. Health is viewed holistically involving all aspects of the patient's life including the biological, psychological, social, and spiritual dimensions. Health encompasses the promotion of wellness and prevention of illness, as well as the care of the sick and injured.

Through teaching and learning strategies, nursing instructors help students make connections among the liberal arts, sciences, technology, and nursing practice. These connections build a solid foundation supporting life-long learning. Effective learning occurs best when high standards are maintained in a supportive environment. Educational strategies facilitate active learning that is collaborative in nature. Learning is evidenced through the student's increasing knowledge base, clinical competency, and in both personal and professional development. Ultimate responsibility for learning is a student responsibility with active assisting and coaching from instructors who provide appropriate learning opportunities. Learning requires self-motivation, active engagement with new knowledge and skills, use of effective communication and critical thinking that leads to appropriate professional decision-making. Evaluation of learning is directed toward achievement of higher-level thinking skills

and role development; outcome assessment of the curriculum and student satisfaction guides the curriculum decisions.

Proposed Department of Nursing Philosophy

The philosophy of the nursing department arises from the Benedictine College mission, values, and philosophy and the American Association of Colleges on Collegiate Education's, *The Essentials: Core Competencies for Professional Nursing Education*. The faculty value the education of men and women within a community of faith and scholarship. St. Benedict proclaimed, "Care of the sick must rank above and before all else, so that they may truly be served as Christ" (Ch 36)

- The faculty believe that a liberal art education provides a foundation for students' intellectual and practical abilities for nursing practice and bridges the gap between education and practice by promoting ethical decision making, and clinical reasoning.
- The faculty believe that safe and effective care is core to nursing practice.
- The faculty believe in educating students to provide person-centered care. Person-centered care is holistic and focuses on caring for the "whole" person including physical, mental, emotional, social, intellectual and spiritual. Students must be able to demonstrate compassionate care to the person.
- The faculty believe in fostering students to be life-long learners.
- The faculty encourage scholarship and participation in independent research and the dissemination of nursing's current body of evidence as an essential component of nursing practice.
- The faculty believe professional nursing identity includes incorporating equity, diversity, and inclusion as a core competency to identity development.
- The faculty encourage students to become leaders who will advocate for their patients and nursing practice.
- The faculty believe nurses must collaborate across professions and care team members, patients, families, and communities to promote optimal outcomes and improve the healthcare experience.

**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, 2022

Name of Program: Bethel College Department of Nursing

Program Administrator including credentials: Sarah Masem, DNP, RN, CNE

Parent Institution: Bethel College

Address of Institution: 300 East 27th St.
North Newton Kansas, 67117

Level of the Program
for which the change
Is being requested BSN

Briefly describe the
Change being requested: Add a new 1 credit hour Nursing Dosage Calculations
course to be taken in the first semester of nursing
coursework.

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.

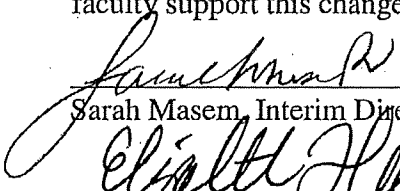
Rationale

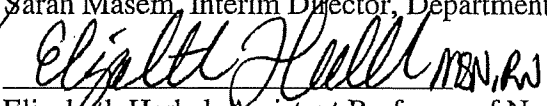
Dosage calculations in the current nursing curriculum are taught in the clinical courses each semester. This method lends itself to dosage calculation instructions and lessons being rushed so that students can complete their three attempts on the dosage calculation exam before providing patient care in the clinical setting. Given this rushed approach, students are not given adequate time to learn, study, and practice the dosage calculations taught each semester. Adding a one-credit-hour dosage calculations course would provide time for adequate learning and understanding of dosage calculations and help lead students to mastery.

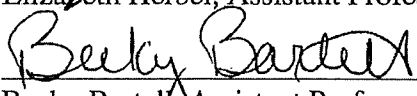
In addition to the time for teaching and learning that will be enhanced. This will eliminate high-stakes dosage calculation tests throughout the curriculum. The current practice per the Bethel College Nursing student handbook is to allow for three attempts each semester on the dosage calculation exams. Juniors must pass with a score of 90% or better and seniors with 100% to continue in the program. This potentially means that a nursing student could get all the way to the fourth semester and fail out of the program due to dosage calculations. The current approach is producing extreme anxiety and is not reflective of current nursing practice. Moving dosage calculations to a stand-alone course taught over a full semester will allow students to complete all of the minimum nursing math requirements in the first semester and eliminate the need for high-stakes dosage calculation testing throughout the curriculum.

Letter of Support

The Bethel College Nursing faculty support the curriculum change of adding a 1-credit-hour Dosage Calculations course to the first-semester plan of study. This proposal was brought to the nursing curriculum committee by the Clinical Practicum I faculty and processed by the nursing curriculum committee and the full nursing faculty. The curriculum change has also been approved by all of the appropriate Bethel College committees and faculty. All full-time nursing faculty support this change.


Sarah Masem, Interim Director, Department of Nursing and Professor of Nursing


Elizabeth Herbel, Assistant Professor of Nursing


Becky Bartel, Assistant Professor of Nursing

Bethel College Department of Nursing
Nursing Dosage Calculations
Course Descriptions, Objectives, and Evaluation

NSG 310. Nursing Dosage Calculations

1 hour

This course will focus on a review of essential math concepts for dosage calculation including fractions, percentages, ratios, measurements and conversions. Practice and assessment tests will include problems featuring medication administration, including oral, intravenous and parenteral routes. **Fall. Prerequisites: Admission to the nursing program.**

Course Objectives

1. Utilize essential math concepts for dosage calculation
2. Interpret medication orders
3. Apply dosage calculation across the lifespan
4. Critically review calculations to determine accuracy for safe administration of medications
5. Describe safety measures to prevent medication errors

Content Outline

- I. Basic Math Review
- II. Systems, Conversion, and Methods of Drug Calculation
- III. Calculations for Oral, Injectable, and Intravenous Drugs
- IV. Calculations for Specialty Areas

Course Evaluation

1. Dosage Calculation Assignments
2. Quizzes
3. Exams

**Bethel College Department of Nursing
Curriculum Comparison Table**

Current Pre-Licensure Curriculum	
Nursing Fall Semester Year 3	Credit Hours
NSG300 Foundations of Nursing	3
NSG311 Health Assessment	2
NSG312 Nursing Care of the Adult I	4
NSG314 Nursing Pharmacology I	1
NSG320 Clinical Practicum I	3
IDS300N Convocation (GE)	0.25
TOTAL	13.25
Nursing Spring Semester Year 3	
NSG327 Mental Health Nursing	3
NSG329 Nursing Care of the Adult II	4
NSG335 Clinical Practicum II	3
NSG336 Nursing Pharmacology II	1
NSG340 Evidence Based Practice	2
IDS300N Convocation (GE)	0.25
TOTAL	13.25
May Term Year 3	
BRL457 BIFL (BRL GE)	
TOTAL	4
Nursing Fall Semester Year 4	
NSG401 Maternal Child	3
NSG402 Child and Family	3
NSG403 Community Health (CCL GE)	3
NSG408 Nursing Pharmacology III	1
NSG410 Clinical Practicum III	3
IDS300 Convocation (GE)	0.25
TOTAL	13.25
Nursing Spring Semester Year 4	
NSG416 Complex Nursing Care of the Adult	2
NSG417 Leadership & Mgmt (PJCS GE)	3
NSG425 Clinical Practicum IV	2
NSG426 Bethel Capstone	3
NSG430 Synthesis	3
IDS300 Convocation (GE)	0.25
TOTAL	13.25
TOTAL BSN/GE/Elective hours	52/5/0
TOTAL for Graduation	120

Proposed Pre-Licensure Curriculum	
Nursing Fall Semester Year 3	Credit Hours
NSG300 Foundations of Nursing	3
NSG311 Health Assessment	2
NSG312 Nursing Care of the Adult I	4
NSG310 Nursing Dosage Calculations	1
NSG314 Nursing Pharmacology I	1
NSG320 Clinical Practicum I	3
IDS300N Convocation (GE)	0.25
TOTAL	13.25
Nursing Spring Semester Year 3	
NSG327 Mental Health Nursing	3
NSG329 Nursing Care of the Adult II	4
NSG335 Clinical Practicum II	3
NSG336 Nursing Pharmacology II	1
NSG330 Basic Nursing Pharmacology	2
NSG340 Evidence Based Practice	2
IDS300N Convocation (GE)	0.25
TOTAL	13.2514.25
May Term Year 3	
BRL457 BIFL (BRL GE)	
TOTAL	4
Nursing Fall Semester Year 4	
NSG401 Maternal Child	3
NSG402 Child and Family	3
NSG403 Community Health (CCL GE)	3
NSG408 Nursing Pharmacology III	1
NSG408 Complex Nursing Pharmacology	2
NSG410 Clinical Practicum III	3
IDS300 Convocation (GE)	0.25
TOTAL	13.2514.25
Nursing Spring Semester Year 4	
NSG416 Complex Nursing Care of the Adult	2
NSG417 Leadership & Mgmt (PJCS GE)	3
NSG425 Clinical Practicum IV	2
NSG426 Bethel Capstone	3
NSG430 Synthesis	3
IDS300 Convocation (GE)	0.25
TOTAL	13.25
TOTAL BSN/GE/Elective hours	5254/5/0
TOTAL for Graduation	120

**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, 2022

Name of Program: Bethel College Department of Nursing

Program Administrator
including credentials: Sarah Masem, DNP, RN, CNE

Parent Institution: Bethel College

Address of Institution: 300 East 27th St.
North Newton Kansas, 67117

Level of the Program
for which the change
Is being requested BSN

Briefly describe the
Change being requested: The proposed changes replaces the current Pharmacology
I, II, and III courses (1 credit hour each) with two 2-credit
hour Pharmacology courses.

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

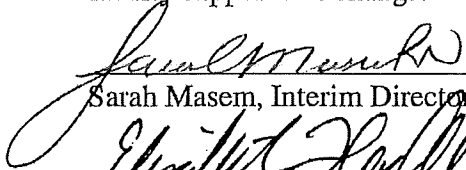
Rationale


The current pharmacology courses are one credit hour courses taught in the first three semesters of the nursing curriculum. One challenge this presents is the difficulty in completing testing in the 50-minute courses allowing 1.5 minutes per question. By switching pharmacology to two 2-credit hour courses, adequate time for testing can be provided.

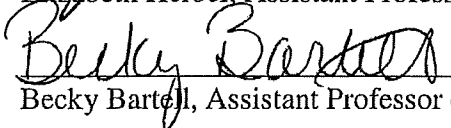
In addition, faculty are finding it increasingly difficult to cover the content needed for pharmacology in three one-hour courses. Moving pharmacology from a total of 3-credit hours to 4-credit hours throughout the entire curriculum will enhance the time students spend on pharmacology content. Due to the fact that the pharmacology comprises 15% of the NCLEX-RN exam, the faculty feel that increasing the credit hours (total) from 3-credit hours to 4-credit hours within the nursing curriculum increases student pharmacology knowledge. In addition, students will be better prepared for the NCLEX-RN exam and for providing safe patient care.

Letter of Support

The Bethel College Nursing faculty support the curriculum change of adding a 1-credit-hour Dosage Calculations course to the first-semester plan of study. This proposal was brought to the nursing curriculum committee by the Clinical Practicum I faculty and processed by the nursing curriculum committee and the full nursing faculty. The curriculum change has also been approved by all of the appropriate Bethel College committees and faculty. All full-time nursing faculty support this change.


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Elizabeth Herbel, Assistant Professor of Nursing and Pharmacology Professor


Becky Bartell, Assistant Professor of Nursing

**Bethel College Department of Nursing
Curriculum Comparison Table**

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NSG327 Mental Health Nursing	3
NSG329 Nursing Care of the Adult II	4
NSG335 Clinical Practicum II	3
NSG336 Nursing Pharmacology II	1
NSG340 Evidence Based Practice	2
IDS300N Convocation (GE)	0.25
TOTAL	13.25
May Term Year 3	
BRL457 BIFL (BRL GE)	
TOTAL	4
Nursing Fall Semester Year 4	
NSG401 Maternal Child	3
NSG402 Child and Family	3
NSG403 Community Health (CCL GE)	3
NSG408 Nursing Pharmacology III	1
NSG410 Clinical Practicum III	3
IDS300 Convocation (GE)	0.25
TOTAL	13.25
Nursing Spring Semester Year 4	
NSG416 Complex Nursing Care of the Adult	2
NSG417 Leadership & Mgmt (PJCS GE)	3
NSG425 Clinical Practicum IV	2
NSG426 Bethel Capstone	3
NSG430 Synthesis	3
IDS300 Convocation (GE)	0.25
TOTAL	13.25
TOTAL BSN/GE/Elective hours	52/5/0
TOTAL for Graduation	120

Proposed Pre-Licensure Curriculum	
Nursing Fall Semester Year 3	Credit Hours
NSG300 Foundations of Nursing	3
NSG311 Health Assessment	2
NSG312 Nursing Care of the Adult I	4
NSG310 Nursing Dosage Calculations	1
NSG314 Nursing Pharmacology I	1
NSG320 Clinical Practicum I	3
IDS300N Convocation (GE)	0.25
TOTAL	13.25
Nursing Spring Semester Year 3	
NSG327 Mental Health Nursing	3
NSG329 Nursing Care of the Adult II	4
NSG335 Clinical Practicum II	3
NSG336 Nursing Pharmacology II	1
NSG330 Basic Nursing Pharmacology	2
NSG340 Evidence Based Practice	2
IDS300N Convocation (GE)	0.25
TOTAL	13.25
May Term Year 3	
BRL457 BIFL (BRL GE)	
TOTAL	4
Nursing Fall Semester Year 4	
NSG401 Maternal Child	3
NSG402 Child and Family	3
NSG403 Community Health (CCL GE)	3
NSG408 Nursing Pharmacology III	1
NSG408 Complex Nursing Pharmacology	2
NSG410 Clinical Practicum III	3
IDS300 Convocation (GE)	0.25
TOTAL	13.25
Nursing Spring Semester Year 4	
NSG416 Complex Nursing Care of the Adult	2
NSG417 Leadership & Mgmt (PJCS GE)	3
NSG425 Clinical Practicum IV	2
NSG426 Bethel Capstone	3
NSG430 Synthesis	3
IDS300 Convocation (GE)	0.25
TOTAL	13.25
TOTAL BSN/GE/Elective hours	52/5/0
TOTAL for Graduation	120

Existing and Proposed Pharmacology Courses Comparison Table

Existing Course	Proposed Course
Course Name: NSG314 Pharmacology I	Course Name: NSG330 Basic Nursing Pharmacology
Credit Hours: 1	Credit Hours: 2
Course Description: This course focuses on the role and scope of practice of the baccalaureate nurse as it relates to legal, ethical, and professional issues related to safe medication administration. In addition, exploration of the science of pharmacology including medication absorption, effects, metabolism, and excretion through the human body will occur.	Course Description: This course focuses on the role and scope of practice of the baccalaureate nurse as it relates to legal, ethical, and professional issues related to safe medication administration. In addition, exploration of the science of pharmacology including medication absorption, effects, metabolism, and excretion through the human body will occur. Medication and the administration process will be explored by drug class and body systems.
COURSE NAME: NSG336 Pharmacology II	
Credit Hours: 1	
Course Description: This course focuses on the role and scope of practice of the baccalaureate nurse as it relates to legal, ethical, and professional issues related to safe medication administration. In addition, exploration of the science of pharmacology including medication absorption, effects, metabolism, and excretion through the human body will occur.	
Course Objectives Pharmacology I: Upon completion of this course, the student will be able to: <ol style="list-style-type: none"> 1. Utilize knowledge, values, and behaviors from the liberal arts and sciences to provide nursing care to patients in a multicultural society. 2. Identify the regulatory bodies responsible for medication safety and reporting. 3. Discuss ethical issues and professional standards related to over-the-counter and prescription medications, dispensing, and administration of medications within the role of the registered nurse. 4. Define terminology associated with basic pharmacology. 5. Demonstrate the understanding of the 	Course Objectives: Upon completion of this course, the student will be able to: <ol style="list-style-type: none"> 1. Utilize knowledge, values, and behaviors from the liberal arts and sciences to provide nursing care to patients in a multicultural society. 2. Identify the regulatory bodies responsible for medication safety and reporting. 3. Define terminology associated with basic pharmacology and demonstrate the understanding of the use of drug references to obtain information on prescription medications and the understanding of pharmacology including: drug classifications,

use of drug references to obtain information on prescription medications and the understanding of pharmacology including: drug classifications, nursing care, and patient teaching.

6. Interpret medication orders and calculate drug dosages correctly.
7. Discuss the different types of medication administration routes.
8. Compare and contrast the mechanism of action, indications for, side effects of various selected drug agents classified by body systems and/or drug function.
9. Apply the nursing process to assess, plan, intervene, and evaluate the effects of medications on specific patients or populations.

Course Objectives Pharmacology II:

Upon completion of this course, the student will be able to:

1. Utilize knowledge, values, and behaviors from the liberal arts and sciences to provide nursing care to patients in a multicultural society.
2. Examine ethical issues and professional standards related to over the counter and prescription medications, dispensing, and administration of medications within the role of the registered nurse.
3. Demonstrate understanding of pharmacology including: drug classifications, nursing care, and patient teaching.
4. Compare and contrast the mechanism of action, indications for, side effects of various selected drug agents classified by body systems and/or drug function.
5. Apply the nursing process to assess, plan, intervene, and evaluate the effects of medications on specific patients or populations.
6. Demonstrate understanding of the facts, principles, and concepts of intravenous therapy as it relates to providing safe patient care.

nursing care, and patient teaching

4. Examine ethical issues and professional standards related to over the counter and prescription medications, dispensing, and administration of medications within the role of the registered nurse.
5. Demonstrate understanding of pharmacology including: drug classifications, nursing care, and patient teaching.
6. Compare and contrast the mechanism of action, indications for, side effects of various selected drug agents classified by body systems and/or drug function.
7. Apply the nursing process to assess, plan, intervene, and evaluate the effects of medications on specific patients or populations.
8. Demonstrate understanding of the facts, principles, and concepts of intravenous therapy as it relates to providing safe patient care.

Existing Course	Proposed Course
Course Name: NSG408 Pharmacology III	Course Name: NSG409 Complex Nursing Pharmacology
Credit Hours: 1	Credit Hours: 2
Catalog Description: Nursing Pharmacology III builds on the concepts presented in Nursing Pharmacology I and II and focuses on the role and scope of practice of the baccalaureate nurse in providing safe patient care as it relates to medication administration of more complex drugs and more sophisticated routes of administration in caring for complex patients and populations. Alternative and complimentary therapies are also discussed.	Catalog Description: Complex Nursing Pharmacology builds on the concepts presented in Basic Nursing Pharmacology and focuses on the role and scope of practice of the baccalaureate nurse in providing safe patient care as it relates to medication administration of more complex drugs and more sophisticated routes of administration in caring for complex patients and populations. Alternative and complimentary therapies are also discussed.
<p>Upon completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Utilize knowledge, values, and behaviors from the liberal arts and sciences to provide nursing care to patients in a multicultural society. 2. Evaluate ethical, legal, and professional implications in nursing actions involving multiple medication therapies in providing care for patients with complex healthcare needs. 3. Evaluate understanding of pharmacology to include: drug classifications, nursing care, and patient teaching. 4. Formulate the nursing process to assess, plan, intervene, and evaluate the effects of multiple medication therapies on patients or populations. 5. Appraise safety regulations regarding administration of multiple medication therapies with the complex patient. 6. Determine the role of complementary and alternative therapies and lifestyles in providing holistic care to patients that promote, restore, and maintain health. 	<p>Upon completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Utilize knowledge, values, and behaviors from the liberal arts and sciences to provide nursing care to patients in a multicultural society. 2. Evaluate ethical, legal, and professional implications in nursing actions involving multiple medication therapies in providing care for patients with complex healthcare needs. 3. Evaluate understanding of pharmacology to include: drug classifications, nursing care, and patient teaching. 4. Formulate the nursing process to assess, plan, intervene, and evaluate the effects of multiple medication therapies on patients or populations. 5. Appraise safety regulations regarding administration of multiple medication therapies with the complex patient. 6. Determine the role of complementary and alternative therapies and lifestyles in providing holistic care to patients that promote, restore, and maintain health.

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: 4/19/22

Name of Program: Washburn University School of Nursing

Program Administrator including credentials: Jane Carpenter, PhD, MSN, RN

Parent Institution: Washburn University

Address of Institution: 1700 SW College Ave.

Topeka, KS 66621

Jane Carpenter
Dean, School of Nursing

Level of the Program for which the change is being requested: Graduate

Briefly describe the Change being requested: Request to change psychiatric-mental health nurse practitioner (PMHNP) clinical courses to a variable credit hour structure with new course numbers and updates to course titles, course descriptions and course outcomes; update PMHNP-Certificate program outcomes

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 _____

Graduate Program Major Curriculum Change Request
60-17-105 (d)(2) (A)(B)

The following shall be considered major revisions to the curriculum:

- ☒ Any significant change in the plan of curriculum organization

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

- ☒ any change in content

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**

Instructions:

1. Submit any major revision to the curriculum of advanced nursing courses for board approval at least 30 days before a board meeting.
2. **Submit 1 paper copy of the request form and all addenda on white paper, loose leaf and single-sided pages.**
3. 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.
4. Following the Education Committee and Board Review and action, a copy of the form will be returned to you indicating Board action.
5. The program must receive board approval before implementation
6. Notify Education Specialist to request Word document version of this form to complete electronically, print and mail to KSBN with requested information, if desired.

Proposed Changes to the APRN PMHNP Program Curriculum (PMHNP Certificate)

Description of Change: This major curriculum change proposal includes updates to the program outcomes to align with American Association of Colleges of Nursing. (2021). *The Essentials: Core Competencies for Professional Nursing Education* <https://www.aacnnursing.org/AACN-Essentials>

Post Graduate PMHNP Certificate Program Outcomes		
Current	Proposed	Essentials
1.Integrate knowledge and theory into evidence-based advanced psychiatric mental health nursing practice.	1. Integrate nursing knowledge and theory with the natural, social, and organizational sciences to support evidence-based advanced psychiatric mental health nursing practice.	1, 7
2.Collaborate with interdisciplinary groups within the role and scope of advanced psychiatric mental health nursing practice.	2. Collaborate with intraprofessional and interdisciplinary teams within systems of health care to deliver safe and equitable population-based care.	6
3.Demonstrate sound critical thinking and clinical decision-making.	3. Utilize judicious critical thinking and clinical reasoning within the scope of advanced psychiatric mental health nursing practice.	1
4.Provide holistic care that is culturally proficient with diverse groups and communities.	4. Formulate holistic person-centered care that is culturally proficient with diverse individuals, groups, and communities.	2
5.Incorporate ethical and legal principles in advanced psychiatric mental health nursing practice.	5. Demonstrate ethical and legal principles in advanced psychiatric mental health nursing practice.	3, 5
6.Integrate effective communication in the advanced psychiatric mental health nursing role.	6.Model personal, professional and leadership skills for reflection, self-care, and lifelong learning within the advanced psychiatric mental health nursing role.	9, 4, 10
7.Build on graduate level nursing education to acquire competencies for advanced psychiatric mental health nursing practice.	7. Integrate healthcare technologies and informatics with advanced nursing practice to improve the quality and accessibility of care.	8
	8. Evaluate interventions aimed to promote health and prevent disease.	3

The curriculum change was developed by the PMHNP faculty team, presented to graduate faculty at multiple GEC meetings for review and feedback. The final document was voted on and approved by the full Graduate Education Committee on 4/4/2022.

Proposed Changes to the APRN PMHNP Program Curriculum (PMHNP Certificate and DNP Programs)

Title of Proposed Courses and Number of Credit Hours:

NU857 Advanced Practice Psychiatric Mental Health Nursing Practicum 1 to 4 credit hours (for a total of 6 credits)

NU859 Advanced Practice Psychiatric Specialty Focus Practicum 1 to 3 credit hours (for a total of 3 credits)

Description of Change: This major curriculum change proposal includes changes to the title, description, course outcomes for the following courses NU 852 Advanced Practice Mental Health Nursing I Practicum (2 credit hours) and NU856 Advanced Practice Mental Health Nursing II Practicum (3 credit hours). This proposal will merge the two courses into one course (NU857) that can be offered as a repeatable 1 to 4 variable credit hour course to a total of 6 credit hours. The NU858 Advanced Practice Psychiatric Specialty Focus Practicum that is currently 4 credit hours will be changed to a repeatable 1 to 3 variable credit course for a total of 3 credit hours. This proposal increases the flexibility of when practicum courses are offered in the curriculum sequence but does not change the total number of course credit hours (9) or practicum hours (540). This curriculum change also adjusts the prerequisites for courses to ensure appropriate sequencing and progression through the program. Changes affect students in the PMHNP Certificate program and PMHNP specialty tract students in the DNP program.

Current Courses and Credit Hours:	Proposed Courses and Credit Hours (variable credit hours):
<p>NU 852 Advanced Practice MH Nursing Practicum I</p> <ul style="list-style-type: none"> • 2 credits (1:4 clock hours = 120 hours) <p>NU856 Advanced Practice MH Nursing Practicum II.</p> <ul style="list-style-type: none"> • 3 credits (1:4 clock hours = 180 hours) <p>NU858 Advanced Practice Psychiatric Specialty Focus Practicum</p> <ul style="list-style-type: none"> • 4 credits (1:4 clock hours = 240 hours) 	<p>NU857 Advanced Practice Psychiatric Mental Health Nursing Practicum</p> <ul style="list-style-type: none"> • 1 to 4 variable credit hours that can be repeated until completed. (for a total of 6 credit hours. 1:4 clock hours = 360 hours) <p>NU859 Advanced Practice Psychiatric Specialty Focus Practicum</p> <ul style="list-style-type: none"> • 1 to 3 variable credit hours that can be repeated until completed. (for a total of 3 credit hours. 1:4 clock hours = 180 hours)

Rationale for Changes: Provides course sequencing flexibility to meet the diverse needs of working professional post graduate nursing students.

Course Descriptions	
Current	Proposed
<p>NU852 Advanced Practice Psychiatric Mental Health Nursing I Practicum</p> <p>Direct practice experiences with individuals, families, and groups provide opportunities for application of assessment, diagnosis, and psychotherapeutic skills in working with individuals experiencing short-term and commonly occurring psychiatric illnesses. 2 Credit Hours (Clinical hours are at a 1 to 4 clock hour ratio for a total of 120 hours.)</p>	<p>NU857 Advanced Practice Psychiatric Mental Health Nursing Practicum</p> <p>Provides opportunities for direct practice experiences with individuals, families, and groups and role development of the advanced practice psychiatric nurse. Students engage in activities involving assessment, diagnosis, and interventions including psychopharmacologic and psychotherapeutic skills in working with individuals experiencing short-term, commonly occurring, complex, chronic psychiatric illnesses, and addictions. 1 to 4 Credit Hours (Clinical hours are at a 1:4 clock hour ratio for a total of 360 hours)</p>
<p>NU856 Advanced Practice Psychiatric Mental Health Nursing II Practicum</p> <p>Provides opportunity for role development of the advanced practice psychiatric nurse in working with individuals, families and groups experiencing complex and chronic mental illnesses and addictions. 3 - 4 credit hours (Clinical hours are at a 1 to 4 clock hour ratio for a total of 180 hours for 3 credit hours and 240 clock hours for 4 credit hours.)</p>	
<p>NU858 Advanced Practice Psychiatric Specialty Focus Practicum</p> <p>In this final practicum, students function in the role of the Advanced Psychiatric Mental Health Nurse Practitioner providing psychopharmacological and psychotherapy interventions. This practicum provides opportunity for the student to focus on skill building in a particular practice setting or client population of interest as well as the synthesis of knowledge into this advanced practice role. (Clinical hours are at a 1 to 4 clock hour ratio for a total of 240 clock hours for 4 credit hours.)</p>	<p>NU859 Advanced Practice Psychiatric Specialty Focus Practicum</p> <p>Provides opportunities for the student to focus on skill building in a particular practice setting or client population of interest as well as the synthesis of knowledge into this advanced practice role. In this final practicum, students function in the role of the advanced psychiatric mental health nurse practitioner providing psychopharmacological and psychotherapy interventions. 1 to 3 credit hours (Clinical hours are at a 1:4 clock hour ratio for a total of 180 hours).</p>

Course Objectives	
Current	Proposed
<p>NU852 Advanced Practice Psychiatric Mental Health Nursing I Practicum</p> <p>C1. Demonstrate competency in the use of clinical interviewing skills to elicit the client's narrative about health and mental health. (PMHNP* 3,6; DNP** 1)</p> <p>C2. Apply evidence-based psychopharmacological and non-psychopharmacological interventions in the management of individuals experiencing short-term and diagnostically less complex commonly occurring psychiatric illnesses across the lifespan. (PMHNP* 1,3,4,6,7; DNP** 3, 8)</p> <p>C3. Integrate social, cultural, and spiritual components in patient-centered plans of care for patients and families. (PMHNP* 3, 4; DNP** 8)</p>	<p>See NU857 Advanced Practice Psychiatric Mental Health Nursing Practicum</p> <p>C1: Demonstrate competency in the use of clinical interviewing skills to elicit the client's narrative about health and mental health. [Program Outcome: 3, 4] [Essential: 1, 2]</p> <p>C2: Apply evidence-based psychopharmacological and psychotherapeutic interventions in the management of commonly occurring psychiatric disorders in individuals and families across the lifespan. [PO 1, 3] [E: 1, 7]</p> <p>C3: Develop collaborative, age-appropriate behavioral health treatment plans based on biopsychosocial theories, evidence-based standards of care and practice guidelines. [PO: 3, 8] [E: 1, 3]</p> <p>C4: Integrate knowledge of ethical and legal principles in clinical decision making. [PO: 5] [E: 3, 5]</p>
<p>NU856 Current Advanced Practice Psychiatric Mental Health Nursing II Practicum</p> <p>C1. Demonstrate competency in diagnosing individuals with complex and chronic psychiatric disorders.</p> <p>C2. Apply evidence-based psychopharmacological and non-psychopharmacological interventions in the management of individuals and families experiencing chronic and diagnostically complex, psychiatric illnesses across the lifespan.</p> <p>C3. Implements role of advanced practice psychiatric nurse providing individual, family and group psychotherapy.</p> <p>C4. Evaluate outcomes of interventions and treatment provided.</p>	

NU858 Advanced Practice Psychiatric Specialty Focus Practicum

C1. Integrate knowledge from all postmasters' Psychiatric Mental Health courses in implementing the competencies of an Advanced Practice Psychiatric Mental Health nurse. (PMHNP* 1, 2, 3, 4,5, 6, 7. DNP** 8)

C2. Evaluate efficacy in meeting client outcomes. (PMHNP* 3. DNP** 8)

C3. Collaborate as a member of an interdisciplinary health care team. (PMHNP* 2. DNP** 6)

NU859 Advanced Practice Psychiatric Specialty Focus Practicum

C1: Implement the role of the advanced practice psychiatric mental health nurse practitioner in providing services for health promotion, disease prevention, anticipatory, guidance, counseling, and disease management. [PO: 8] [E: 3]

C2: Collaborate with interprofessional colleagues and caregivers to provide holistic interventions and evaluate outcomes of treatment. [PO: 4, 2] [E: 2, 6]

C3: Incorporate healthcare technologies and informatics with advanced nursing practice to competently document assessment and treatment, and to improve the quality and accessibility of care. [PO: 7] [E: 8]

C4: Integrate social determinants of health, including cultural, and spiritual components in person-centered plans of care for individuals and families across the lifespan. [PO: 2, 4] [E: 6, 2]

C5: Demonstrate professionalism and ownership of professional growth and learning. [PO: 6] [E: 4, 9, 10]

Course Prerequisites	
Current	Proposed
NU852 Advanced Practice Psychiatric Mental Health Nursing I Practicum NU826 Advanced Psychiatric Diagnostic Interviewing and Differential Diagnosis NU828 Advanced Psychopharmacology and Neurobiology NU850 Advanced Practice Psychiatric Mental Health Nursing I (corequisite)	NU857 Advanced Practice Psychiatric Mental Health Nursing Practicum Admission to PMHNP certificate or DNP – PMHNP program NU826 Advanced Psychiatric Diagnostic Interviewing and Differential Diagnosis NU828 Advanced Psychopharmacology and Neurobiology And either NU850 Advanced Practice Psychiatric Mental Health Nursing I (corequisite) or NU854 Advanced Practice Psychiatric Mental Health Nursing II (corequisite) and permission from instructor
NU856 Advanced Practice Psychiatric Mental Health Nursing II Practicum NU850 Advanced Practice Psychiatric Mental Health Nursing I NU852 Advanced Practice Psychiatric Mental Health Nursing I Practicum	
NU858 Advanced Practice Psychiatric Specialty Focus Practicum NU854 Advanced Practice Psychiatric Mental Health Nursing II NU856 Advanced Practice Psychiatric Mental Health Nursing II Practicum	NU859 Advanced Practice Psychiatric Specialty Focus Practicum Admission to PMHNP certificate or DNP – PMHNP program 6 credit hours of NU857 = 360 clock hours NU850 Advanced Practice Psychiatric Mental Health Nursing I NU854 Advanced Practice Psychiatric Mental Health Nursing II and permission from instructor
NU850 Advanced Practice Psychiatric Mental Health Nursing I NU826 Advanced Psychiatric Diagnostic Interviewing and Differential Diagnosis NU828 Advanced Psychopharmacology and Neurobiology NU852 Adv. Practice Psychiatric Mental Health Nursing I Practicum (corequisite)	NU850 Advanced Practice Psychiatric Mental Health Nursing I Admission to PMHNP certificate or DNP – PMHNP program NU826 Advanced Psychiatric Diagnostic Interviewing and Differential Diagnosis NU828 Advanced Psychopharmacology and Neurobiology
NU854 Advanced Practice Psychiatric Mental Health Nursing II NU826 Advanced Psychiatric Diagnostic Interviewing and Differential Diagnosis	NU854 Advanced Practice Psychiatric Mental Health Nursing II NU826 Advanced Psychiatric Diagnostic Interviewing and Differential Diagnosis

NU828 Advanced Psychopharmacology and Neurobiology NU850 Advanced Practice Psychiatric Mental Health Nursing I NU852 Advanced Practice Psychiatric Mental Health Nursing II Practicum	NU828 Advanced Psychopharmacology and Neurobiology
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Approved GEC 4/4/22

RECEIVED

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By Education Department at 9:09 am, May 06, 2022

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, 2022

Name of Program: Washburn University School of Nursing

Program Administrator including credentials: Jane Carpenter PhD, MSN, RN (Dean, School of Nursing) *JMC*

Parent Institution: Washburn University

Address of Institution: 1700 SW College Ave, Topeka, KS 66621

Level of the Program for which the change is being requested: All programs

Briefly describe the Change being requested: The School of Nursing is adopting a new mission statement as part of our curriculum revision process.

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~~ (Mission Statment)

☐ 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.

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.

Rationale for Change: The Washburn University School of Nursing is currently working on curriculum revisions based on the new AACN Essentials document; as part of this discussion faculty choose to update the mission statement. A preliminary mission statement was developed by the school's Essential's Taskforce and then reviewed and discussed at several meetings of both the Graduate Education Committee and Undergraduate Education Committee. A final electronic faculty vote was taken by the School of Nursing Governance Committee on November 29, 2021. The new mission statement was approved unanimously.

	Current Mission Statement	Proposed Mission Statement
Mission Statement	To transform the professional nursing workforce, to improve health, enhance the experience of care and maximize the value of health services to a diverse population.	To prepare professional nurse leaders to provide person-centered care and enhance the quality of health across diverse populations in a dynamic global environment.

RECEIVED

MAY 2 2022

**Major Curriculum Change Request
Kansas State Board of Nursing
60-2-104 (g) (1) (2) (3) - Prelicensure**

KSBN EDUCATION

Must be received by KSBN at least 30 days before the board meeting

Date: May 2, 2022

Name of Program: Baker University School of Nursing

Program Administrator including credentials: Libby Rosen, PhD, RN, Dean and Professor

Parent Institution: Baker University

Address of Institution: 1500 SW 10th Street
Topeka, Kansas 66604

Level of the Program for which the change is being requested Pre-licensure BSN Program- 2nd Semester

Briefly describe the Change being requested:

- 1.) Reduce the hours from 1.5 to 1 in NU 393L Nursing of Persons with Mental Health Alterations Clinical Course. The reduction in time from 67.5 to 45 hours will still allow for the completion of the course outcomes.
- 2.) There was downtime and duplication of experiences in the old curriculum and the new one lowers the hours by 22.5 still meeting the goals. (see table in attachment) comparing the old and new.

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

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

Provide:

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

☐ (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.

Appendix A



Tammy Heine, Program Manager BSON provided the following description of the change process:

Baker University School of Nursing (BSON) has been working hard to decrease the credit hours in the nursing curriculum to align with other BSN programs while still meeting our high standards. In this effort, we are continuously looking at ways to accomplish this decrease in hours and still be able to meet the learning outcomes of the nursing students. One course investigated was mental health clinical. We researched mental health course clinical hours for the schools in our region. We found that almost all schools were at one credit hour of clinical (or less) for specific mental health experiences. The faculty overseeing the mental health curriculum looked over the clinical experiences and found that students would still be able to effectively meet the outcomes for this area of nursing within the one credit hour and eliminate redundancy identified. The table presented for this curriculum change illustrates the reduction of hours. It includes how we still can meet the outcomes at a high standard, within the reduced credit hours.

After the research was completed, the faculty for the Mental Health Course (NU393L) took the information and requested the decrease in credit hours by .5 hours to the Committee on Educational Programs & Curriculum (EPC) BSON at their February 28, 2022 meeting. After discussion within the committee, a unanimous vote to approve the request occurred. EPC took the approved motion to the full BSON Faculty Senate at the March 7, 2022 meeting for a vote. Again, it passed unanimously. The curriculum change was presented on March 24, 2022 to the University Academic Curriculum committee (UAC), at Baker University. It unanimously passed. Our final step is to receive approval from the Kansas Board of Nursing.

Tammy Heine MSN, RN, CNE

Appendix B

Table and Syllabus

BAKER UNIVERSITY SCHOOL OF NURSING
BSN PROGRAM
NU 393L Nursing of Persons with Mental
Health Alterations Clinical Course
SPRING 2022 SYLLABUS

Spring 2022

Course Number: NU 393L

Course Name: Nursing of Persons with Mental Health Alterations-Clinical

Credit Hours: 1.5 Credit Hours – Proposing to change to 1 Credit Hour

Placement: Second Level

Prerequisites: Successful completion of first semester required courses

Faculty: Brittany Horn, DNP, APRN
 Cell: 620-228-1279
 Email: Brittany.Horn@stormontvail.org

Course Location:

Stormont Vail West
 3707 SW 6th Ave.
 Topeka, KS 66604

Breakthrough House
 1201 SW Van Buren St
 Topeka, KS 66612

Valeo Behavioral Health Care
 300 SW Oakley Ave
 Topeka, KS 66606 (Go in East Entrance)

Cottonwood Springs
 13351 S. Arapaho Drive
 Olathe, KS 66062

Course Description: This course provides students with clinical experiences in which to practice and hone effective communication skills, observe a variety of mental health settings and roles of the professional mental health nurse, and examine interventions, which are ethically sound, individualized and culturally sensitive and promote recovery and stabilization.

Baker University is committed to providing "reasonable accommodations" in keeping with Section 504 of the Rehabilitation Act and the Americans with Disability Act of 1992. Access Services coordinates accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted Access Services, please do so as soon as possible. Access Services is located on the Baldwin City campus in the Office of Student Academic Success (in Collins Library (lower level); 785-594-8352; sas@bakeru.edu). Information about Access Services can also be found on the Baker web site at www.bakeru.edu/sas.

If accommodations have been approved by Access Services, please communicate with your instructor(s) regarding your accommodations to coordinate services.

The following table shows the difference between the old and the new curriculum.

Course Outcomes: At the end of this course the successful student will be able to:

Current Outcomes Aligned with Clinical Experiences @ 1.5 credit hours	Proposed Clinical Outcome Alignment with Experiences @ 1 credit hour with explanation of how clinical hour decrease will still meet these outcomes.
<p>1.Participate in the providing of care within a supported mental health setting context. (PO 1) (Essentials VII, IX)</p> <p>Clinical Experiences and hours: Cottonwood Springs 12 hours x 2 days Stormont-Vail West 8 hours x 1 day</p>	<p>Clinical Experiences and hours: Cottonwood Springs 9 hours x 2 days Stormont-Vail West 8 hours x 1 day</p> <p>Explanation of how course outcomes will still be met with decrease in credit hours: <u>Cottonwood Springs</u> meets this goal in allowing students to take vital signs, interact with patients utilizing therapeutic communication, and observing medication pass by a facility RN. Students also attend groups at this facility seeing how this therapy benefits the clients participating. This provides experience with adults clients ranging from 18 years old and beyond. <u>Stormont-Vail West</u> meets this criteria through the same types of care listed above but has the focus of the adolescent population.</p>
<p>2. Make critical clinical judgments based on assessment data, evidence based care, and DSM 5 criteria. (PO 2) (Essentials I, II, III, IV)</p> <p>Clinical Experiences and hours: Swift River (online simulation) 6 hours x 1 day Simulation day 6 hours x 1 day</p>	<p>Clinical Experiences and hours: Swift River (simulation) 4 hours x 1 day Simulation day 6 hours x 1 day</p> <p>Explanation of how course outcomes will still be met with decrease in credit hours: Students gain exposure to this in <u>Swift River</u>, forming a diagnosis of a patient based on assessment data given for an assigned mental illness within the scenarios made available through this learning resource and all post-clinical paperwork for above inpatient units.</p> <p>Students also gain exposure for this outcome during their one 6-hour <u>simulation</u> experience while analyzing movie characters that exhibit multiple mental illnesses.</p>
<p>3. Demonstrate interpersonal skills using therapeutic communication skills to achieve mental health outcomes (PO 3) (Essentials I, VI)</p> <p>Clinical Experiences and hours: All clinical experiences allow for demonstration of communication and interpersonal skills.</p>	<p>Clinical Experiences and hours: Same</p> <p>Explanation of how course outcomes will still be met with decrease in credit hours: All clinical experiences allow for demonstration of communication and interpersonal skills.</p>
<p>4. Identify and effectively communicate safety and/or quality issues related to care of the mental health patient. (PO 4) (Essentials II, IV, V, VII)</p> <p>Clinical Experiences and hours: Breakthrough House 4 hours x 1 day</p>	<p>Clinical Experiences and hours: Breakthrough House 4 hours x 1 day</p> <p>Explanation of how course outcomes will still be met with decrease in credit hours: This is demonstrated through completion of a</p>

	teaching plan while at <u>Breakthrough House</u> utilizing quality improvement methods to teach the consumers there.
<p>5. Apply professional values in providing legal, ethical and individualized mental health care. (PO 7) (Essentials III)</p> <p>Clinical Experiences and hours: All clinical experiences allow for meeting this outcome.</p>	<p>Clinical Experiences and hours: All clinical experiences allow for meeting this outcome.</p> <p>Explanation of how course outcomes will still be met with decrease in credit hours: This is seen in all clinical rotations by students interacting with patients in a professional manner and doing no harm, mentally or physically to the patients. Students also maintain HIPPA when working with mental health clients to ensure all PHI is secure.</p>
<p>6. Identify opportunities for education, crisis intervention, and/or relapse prevention of the mental health patient. (PO 6) (Essentials VI, VIII)</p> <p>Clinical Experiences and hours: Valeo Community Behavioral Health Program 4 hours x 1 day Outpatient Experience @ SVW – 4 hours x 1 day</p>	<p>Clinical Experiences and hours: Valeo Community Behavioral Health Program 4 hours x 1 day</p> <p>Explanation of how course outcomes will still be met with decrease in credit hours: The one 4 hour clinical day at <u>Valeo</u> provides great relapse prevention education as they are allowed to participate in group therapy with the clients and see how participating in group is a big part of recovery and stabilization.</p> <p><u>Cottonwood Springs</u> does a great job of fulfilling this outcome by allowing us to observe in the intake setting and observe their acute crisis stabilization unit.</p> <p><u>BTH</u> also provides structure for the consumers and this is also great for the students to see, how chronically mentally ill patients can maintain stability.</p>
<p>7. Utilize the electronic patient record as a means to provide quality patient care to the mental health patient (PO 5)</p> <p>Clinical Experiences and hours: Outcome met at days at SVW, Swift River day and 5 North. 5N – 10 hour clinical day x 1 day</p>	<p>Clinical Experiences and hours: Outcome met at days at SVW and Swift River day.</p> <p>Explanation of how course outcomes will still be met with decrease in credit hours: Students are allowed access to patient records at <u>SVW</u> as well as document vital signs during this experience. The <u>Swift River</u> experience also includes a portion where students are to do a chart audit of a particular unit to analyze the chart of a patient with a given MH diagnosis.</p>
<p>Current Total Clinical Hours: Cottonwood Springs – 12 hours x 2 days Stormont Vail West (SVW) – 8 hours x 1 day Valeo – 4 hours x 1 day Breakthrough House – 4 hours x 1 day Simulation – 6 hours x 1 day</p>	<p>Proposed Total Clinical Hours: Cottonwood Springs- 9 hours x 2 days Stormont-Vail West- 8 hours x 1 day Valeo- 4 hours x 1 day Breakthrough House- 4 hours x 1 day Simulation- 6 hours x 1 day</p>

Swift River – 6 hours x 1 day 5 North – 10 hours x 1 day Outpatient Experience @ SVW – 4 hours x 1 day Orientation – 1.5 hours x 1 day Total = 67.5 hours	Swift River- 4 hours x 1 day Orientation – 1 hours x 1 day Total hours: 45
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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 16, 2022

Name of Program: KU School of Nursing

Program Administrator 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 Undergraduate Program

<p>Briefly describe the Change being requested:</p>	<p>Change to program objective #4: replace “clinical reasoning” with “clinical judgment.” This change will align the program objectives with the concept change to clinical judgement, as well as the national move toward clinical judgment in the NCLEX. This objective change will apply to the Traditional BSN, RN to BSN, and Community College Nursing Partnership (CCNP) programs.</p>
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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 _____

**UNIVERSITY OF KANSAS
SCHOOL OF NURSING**

CURRENT PROGRAM OBJECTIVES	NEW PROGRAM OBJECTIVES
<p>BSN PROGRAM OBJECTIVES:</p> <p>OBJECTIVE 1: Effectively communicate with all members of the health care team, including patients and their support system.</p> <p>OBJECTIVE 2: Use clinical reasoning <u>clinical judgment</u> to design quality, safe, evidence-based patient care.</p> <p>OBJECTIVE 3: Deliver safe, compassionate, culturally competent, patient-centered nursing care across the lifespan.</p> <p>OBJECTIVE 4: Use healthcare resources to effectively deliver high quality, cost-effective patient care.</p> <p>OBJECTIVE 5: Demonstrate leadership in the evaluation of outcomes, improvement of care, and advancement of nursing practice.</p> <p>OBJECTIVE 6: Provide health promotion, disease prevention, end-of-life care, and/or palliative care to individuals and populations in a variety of settings.</p> <p>OBJECTIVE 7: Examine the micro- and macro-systems that influence health care delivery to achieve quality patient care within economic boundaries.</p> <p>OBJECTIVE 8: Contribute the unique nursing perspective with the interdisciplinary health care team to achieve optimal health care outcomes.</p> <p>OBJECTIVE 9: Demonstrate professionalism in attitudes and behaviors.</p>	<p>PROGRAM OBJECTIVES:</p> <p>OBJECTIVE 1: Effectively communicate with all members of the health care team, including patients and their support system.</p> <p>OBJECTIVE 2: Use clinical judgment to design quality, safe, evidence-based patient care.</p> <p>OBJECTIVE 3: Deliver safe, compassionate, culturally competent, patient-centered nursing care across the lifespan.</p> <p>OBJECTIVE 4: Use healthcare resources to effectively deliver high quality, cost-effective patient care.</p> <p>OBJECTIVE 5: Demonstrate leadership in the evaluation of outcomes, improvement of care, and advancement of nursing practice.</p> <p>OBJECTIVE 6: Provide health promotion, disease prevention, end-of-life care, and/or palliative care to individuals and populations in a variety of settings.</p> <p>OBJECTIVE 7: Examine the micro- and macro-systems that influence health care delivery to achieve quality patient care within economic boundaries.</p> <p>OBJECTIVE 8: Contribute the unique nursing perspective with the interdisciplinary health care team to achieve optimal health care outcomes.</p> <p>OBJECTIVE 9: Demonstrate professionalism in attitudes and behaviors.</p>

Rationale: This change will align the program objectives with the concept change from clinical reasoning to clinical judgment as well as the national move toward clinical judgment in NCLEX. This program objective change will be applied to all three UG programs (Traditional BSN, Partnership program, and RN to BSN).

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Major Curriculum Change Request
Kansas State Board of Nursing
60-2-104 (g) (1) (2) (3) - Prelicensure

Briefly describe the
Change being requested:

NURS 331: Basic Assessment and Clinical Skills - Course credit hours remain the same, i.e., 3 credit hours. However, within the 3 course credit hours, change is from 2 credit hours of didactic and 1 credit hour of lab (32 hours), to 1 credit hour didactic and 2 credit hours of lab (64 lab hours). Additional time is needed in lab, to provide individual supervision for students as they are learning new clinical assessment skills.

**UNIVERSITY OF KANSAS
SCHOOL OF NURSING**

CURRENT COURSE DESCRIPTION	NEW COURSE DESCRIPTION
<p>COURSE NAME: NURS 331: Basic Assessment and Clinical Skills</p> <p>CREDIT HOURS: 3 (<u>1</u>2 didactic, <u>2</u>+ lab)</p> <p>PREREQUISITES: Admission to the School of Nursing or consent of instructor.</p> <p>COREQUISITES: NURS 327, NURS 328, NURS 329, NURS 330 or consent of instructor</p> <p>COURSE DESCRIPTION: Skills necessary to perform basic patient assessment and clinical skills are discussed and demonstrated. Opportunities are provided in a laboratory setting for students to demonstrate cognitive and psychomotor competencies of therapeutic interventions and assessment of the individual patient across the life span, the emphasis is on interviewing techniques, physical examination, and psychomotor skills. Developmental factors and risk factors, including genetic and environmental, that affect the patient's health will be explored.</p> <p>COURSE OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Conduct a basic health history including a multi-generational family health history. 2. Conduct a basic assessment and focused physical, behavioral, psychological, and determinants of health assessments using developmentally and culturally appropriate approaches 3. Document health history and assessment findings in the health record 4. Identify variations from normal developmental, environmental, and physical findings. 5. Demonstrate clinical skills that contribute to safe and high-quality patient outcomes. 	<p>COURSE NAME: NURS 331: Basic Assessment and Clinical Skills</p> <p>CREDIT HOURS: 3 (1 didactic, 2 lab)</p> <p>PREREQUISITES: Admission to the School of Nursing or consent of instructor.</p> <p>COREQUISITES: NURS 327, NURS 328, NURS 329, NURS 330 or consent of instructor</p> <p>COURSE DESCRIPTION: Skills necessary to perform basic patient assessment and clinical skills are discussed and demonstrated. Opportunities are provided in a laboratory setting for students to demonstrate cognitive and psychomotor competencies of therapeutic interventions and assessment of the individual patient across the life span, the emphasis is on interviewing techniques, physical examination, and psychomotor skills. Developmental factors and risk factors, including genetic and environmental, that affect the patient's health will be explored.</p> <p>COURSE OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Conduct a basic health history including a multi-generational family health history. 2. Conduct a basic assessment and focused physical, behavioral, psychological, and determinants of health assessments using developmentally and culturally appropriate approaches 3. Document health history and assessment findings in the health record 4. Identify variations from normal developmental, environmental, and physical findings. 5. Demonstrate clinical skills that contribute to safe and high-quality patient outcomes.

Rationale: In 2019-2021 we ran a full semester course meeting 2 hours a week in classroom and having 32 lab hours. We have realized there is not enough content for the classroom time, and it would be better to move one credit hour from didactic (2 currently) to lab (1 currently). In 2022 – 1 didactic credit hour (meet for 1 hour per week for whole semester), 2 lab credits (64 lab hours).

RECEIVED

By Education Department at 1:42 pm, May 20, 2022

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: 5/20/2022

Name of Program: Irene Ransom Bradley School of Nursing

Program Administrator
including credentials: Cheryl Giefer, PhD, APRN, FNP

Parent Institution: Pittsburg State University

Address of Institution: 1701 S Broadway St., Pittsburg, KS 66762

Level of the Program
for which the change
is being requested Undergraduate (BSN)

Briefly describe the
Change being requested: NURS 390 is a 3-credit hour face to face course, Pathophysiologic
Bases of Nursing. For Fall 2022, the School of Nursing is requesting to
change the delivery of the course to a 3-credit hour hybrid course.

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

Education 153

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.

Pittsburg State University
Irene Ransom Bradley School of Nursing
Major Curriculum Change Request Rationale

The course, NURS 399 (Pathophysiologic Bases of Nursing) will be taught using the same content as the face-to-face course, with the same assignments. All testing will occur in a computer lab, face-to-face, using Respondus Lockdown Browser.

The catalogue description is as follows: Study of disruptions of physiology in the human organism. Previously acquired knowledge of behavioral and physiologic sciences will be related to selected pathological conditions. Prerequisites: Admission to the Irene Ransom Bradley School of Nursing Pre-Licensure BSN Program, BIOL 257/258 Anatomy and Physiology/Laboratory, BIOL 371/372 General Microbiology/Laboratory and CHEM 105/106 Introductory Chemistry/Laboratory or permission of instructor.

**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: 5/20/2022

Name of Program: Irene Ransom Bradley School of Nursing

Program Administrator
including credentials: Cheryl Giefer, PhD, APRN, FNP

Parent Institution: Pittsburg State University

Address of Institution: 1701 S Broadway St., Pittsburg, KS 66762

Level of the Program
for which the change
is being requested Undergraduate (BSN)

Briefly describe the
Change being requested: NURS 482 is a 2-credit hour face to face course, Evidence-Based Practice and Research.
For Fall 2022, the School of Nursing is requesting to change the delivery of the course to a
2-credit hour hybrid course.

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

Education 156

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.

Pittsburg State University
Irene Ransom Bradley School of Nursing
Major Curriculum Change Request Rationale

The course, NURS 482 (Evidence-Based Practice and Research) will be taught using the same content as the face-to-face course, with the same assignments. All testing will occur in a computer lab, face-to-face, using Respondus Lockdown Browser.

The catalogue description is as follows: Introduction to research methods and evidence-based practice as a basis for providing high quality nursing care. Basic steps of the research process and factors in critical evaluation of research studies will be included.

**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: 5/20/2022

Name of Program: Irene Ransom Bradley School of Nursing

Program Administrator including credentials: Cheryl Giefer, PhD, APRN, FNP

Parent Institution: Pittsburg State University

Address of Institution: 1701 S Broadway St., Pittsburg, KS 66762

Level of the Program for which the change is being requested: Undergraduate (BSN)

Briefly describe the Change being requested: NURS 265 is a 2-credit hour face to face course, Health Promotion and Disease Prevention. For Fall 2022, the School of Nursing is requesting to change the delivery of the course to a 2-credit hour hybrid course.

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

Education 159

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.

Pittsburg State University
Irene Ransom Bradley School of Nursing
Major Curriculum Change Request Rationale

The course, NURS 265 (Health Promotion and Disease Prevention) will be taught using the same content as the face-to-face course, with the same assignments.

The catalogue description is as follows: Concepts essential for health promotion and disease prevention across the lifespan. Emphasis is placed on levels of prevention, wellness, and teaching methods and planning. Open to all majors.

**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: 5/20/2022

Name of Program: Irene Ransom Bradley School of Nursing

Program Administrator
including credentials: Cheryl Giefer, PhD, APRN, FNP

Parent Institution: Pittsburg State University

Address of Institution: 1701 S Broadway St., Pittsburg, KS 66762

Level of the Program
for which the change
is being requested Undergraduate (BSN)

Briefly describe the
Change being requested: NURS 470 is a 4-credit hour face-to-face course, Nursing the Psychiatric/Mental
Health Client. For Fall 2022, the School of Nursing is requesting to change the delivery
of the course to a 4-credit hour hybrid course.

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

Education 162

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.

Pittsburg State University
Irene Ransom Bradley School of Nursing
Major Curriculum Change Request Rationale

The course, NURS 470 (Nursing the Psychiatric/Mental Health Client) will be taught using the same content as the face-to-face course, with the same assignments. All testing will occur in a computer lab, face-to-face, using Respondus Lockdown Browser. Supplemental class material will be provided online, with no more than 30% of content delivered online, and at least 70% of content delivered in-person.

The catalogue description is as follows: Three credit hours of theory and one credit hour of clinical. Clinical contact is figured on a 3:1 ratio. Therefore, an equivalent of 3 hours of clinical per week in a 16-week semester with a total of 48 hours is required. The study of promoting mental health throughout the lifespan. Synthesizes social and psychological evidence-based research in hospital and community settings.

MAY 25 2022

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60-2-104 (g) (1) (2) (3) - Prelicensure

KSBN EDUCATION

Must be received by KSBK at least 30 days before the board meeting

Date: 05/25/2022

Name of Program: Mary Grimes School of Nursing _____

Program Administrator: Pam Covault, MSN, RN CNE

Parent Institution: Neosho County Community College

Address of Institution: 800 West 14th

Chanute, KS 66720

Level of the Program
for which the change
Is being requested Level 1 _____

Briefly describe the
Change being requested: NURS 115 Professional Nursing Concepts I (2)
NURS 125 Professional Nursing Concepts II (1)
are being merged into
NURS 127 Professional Nursing Concepts Level I (3)
to be offered in the third semester of the nursing curriculum.

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 _____

Education 165

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.

**Mary Grimes School of Nursing
NURS 127 Professional Nursing Concepts
Level I**

The rationale for the change:

The nursing faculty implemented the concept-based curriculum in 2016. Nursing faculty recognized the need to begin a regular review of the new curriculum and the nursing curriculum committee began the process of curriculum review. The committee initially decided to review the Professional Nursing Concept (PNC) courses as there were some indications that a revision was in order.

Nursing faculty voiced concern with the PNC courses layout within the curriculum. Because the PNC courses were 1 and 2 credit hours and the courses were scheduled over a full semester, students would not have enough content to test until late in the first half of the semester. If the student performed poorly, it was possible that they would look at the poor performance score for an extended period of time until the next exam. This led to the students developing a negative outlook, wondering if they could pass the course. Exam one in the course could be a couple of weeks into the course with exam 2 around midterm or later. Nursing faculty noticed that this was affecting student morale and observed that many students were not being successful in the PNC course largely because of the morale issue.

The faculty discussed the option of merging NURS 115 PNCI, and NURS 125 PNCII. The faculty felt that it would be beneficial to combine the courses into NURS 127 Professional Nursing Concepts Level I and offer the course in the third semester of the first year. Placement of the course in the third semester would allow the incoming students to get acclimated to the nursing program with fewer classes in the second semester of the program and distributes the credit hours a little more evenly between semesters. (See program sheet). NURS 127 would be a semester-long class, meeting weekly instead of every other week starting fall of 2022.

Faculty Involvement:

The nursing curriculum committee proposed the recommended changes to the full faculty and received unanimous support from the remaining nursing faculty in the February faculty meeting. The changes were taken to the NCCC college curriculum committee and approved in the April committee meeting.

Neosho County Community College




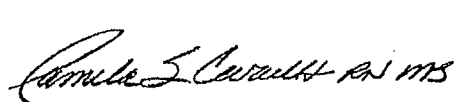
May 17, 2022

To whom it may Concern:

Mary Grimes School of Nursing faculty has been reviewing curriculum and student performance. The faculty have made the decision to combine NURS 115 Professional Nursing Concepts I and NURS 125 Professional Nursing Concepts II into one course. In addition, the faculty made the decision to combine NURS 235 Professional Nursing Concepts III and NURS 245 Professional Nurse Concepts IV into a single course. Faculty believe that this change will benefit the students in that it will balance the credit hours to ease the second and fourth semesters.

We the undersigned acknowledge that we have been involved in the decision to merge the Professional Nursing Concepts courses.

Respectfully,

Mary Grimes School of Nursing
NURS 127 Professional Nursing Concepts
Level 1
Old and New Curriculum Table

Course Title	(Old) NURS 115 Professional Nursing Concepts I	(Old) NURS 125 Professional Nursing Concepts II	(New) NURS 127 Professional Nursing Concepts Level I
Credit Hours	2	1	3
Course Description	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 health care profession. Students will explore how their life experiences, beliefs and values will impact their philosophy of professional nursing practice.	This course will build on concepts in Professional Nursing Concepts 1. 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.	Students will explore professional concepts of nursing as they relate to the individual, the unit of care and the healthcare 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 identify how their life experiences, beliefs and values will impact their philosophy of professional nursing practice. The student will use these concepts to interpret and draw conclusions about patient needs, concerns or health problems to improve patient response.
Minimum Requirements/Prerequisites and/or Co-requisites	Admission to the college and the nursing program. Co-requisites: NURS 113 Nursing Assessment, NURS 114 Patient-Centered Care 1, NURS 115 Professional Nursing Concepts 1 NURS 116 Practicum 1	Admission to the college and the nursing program. Co-requisites: NURS 124 Patient-Centered Care 1, NURS 125 Professional Nursing Concepts 1 NURS 126 Practicum 1 NURS 122 Pharmacology	Admission to the college and the nursing program. Co-requisites: NURS 124 Patient-Centered Care II NURS 126 Practicum II. NURS 122 Pharmacology for Nursing must be taken and passed prior to or in the same semester as Professional Nursing Concepts Level 1, Patient-Centered Care II and Practicum II in order to progress in the nursing program.
Course Outcomes	1. Examine leadership roles, and the legal and ethical aspects of professional nursing practice. 2. Develop professional	1. Identify resources and support strategies for caregivers in diverse populations 2. Plan patient education	1. Examine leadership roles, and the legal and ethical aspects of professional nursing practice. Education 169 2. Develop professional,

	<p>empathetic and therapeutic communication skills across the lifespan and in diverse populations</p> <p>3. Identify strategies to promote health in culturally diverse populations, addressing safety and caring across the lifespan.</p>	<p>which maintains, promotes and manages health with diverse populations.</p> <p>3. Demonstrate safe and effective clinical judgments using the nursing process, evidence and clinical reasoning.</p> <p>4. 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.</p>	<p>empathetic and therapeutic communication skills across the lifespan and in diverse populations.</p> <p>3. Identify strategies to promote health in culturally diverse populations, addressing safety and caring across the lifespan.</p> <p>4. Identify resources and support strategies for caregivers in diverse populations</p> <p>5. Plan patient education that maintains, promotes and manages health with diverse populations.</p> <p>6. Demonstrate safe and effective clinical judgments using the nursing process, evidence and clinical reasoning.</p> <p>7. 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</p>
Course Content	<p>Concepts of Communication and Caring in Nursing</p> <p>Concepts of Professionalism</p> <p>Concepts of Ethics and Law in Nursing</p> <p>Concepts of Leadership</p> <p>Concepts of Safety and Health Promotion</p>	<p>Concepts of Clinical judgment</p> <p>Concepts of Patient Education</p> <p>Concept of Care Coordination and Collaboration</p> <p>Concept of Care Giving</p> <p>Concept of Palliation</p>	<p>Concepts of Communication and Caring in Nursing</p> <p>Concepts of Professionalism</p> <p>Concepts of Ethics and Law in Nursing</p> <p>Concepts of Leadership</p> <p>Concepts of Safety and Health Promotion</p> <p>Concepts of Clinical Judgment</p> <p>Concepts of Patient Education</p>

			<p>Concepts of Care Coordination and Collaborations</p> <p>Concept of Care Giving</p> <p>Concept of Palliation</p>
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Neosho County Community College Master Course Syllabus Template

Course Code & Number: NURS 127

Course Title: Professional Nursing Concepts – Level I

Credit Hours: 3

Effective Date: Summer 2022

Kansas Regents Shared Number (KRSN): [NA]



Course Description

Students will explore professional concepts of nursing as they relate to the individual, the unit of care and the healthcare 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 identify how their life experiences, beliefs and values will impact their philosophy of professional nursing practice. The student will use these concepts to interpret and draw conclusions about patient needs, concerns or health problems to improve patient response.

Minimum Requirements / Prerequisites / Corequisites:

Admission to the college and the nursing program. Pre-requisites: NURS 113 Nursing Assessment, NURS 114 Patient-Centered Care I, and NURS 116 Practicum I.

Co-requisites: NURS 124 Patient-Centered Care II and NURS 126 Practicum II. NURS 122 Pharmacology for Nursing must be taken and passed prior to or in the same semester as NURS 127 Professional Nursing Concepts Level I, NURS 124 Patient-Centered Care II and NURS 126 Practicum II in order to progress in the nursing program.



Outcomes

Course Outcomes / Competencies

At the completion of the Professional Nursing Concepts Level I, the student will:

1. Examine leadership roles, and the legal and ethical aspects of professional nursing practice.
2. Develop professional, empathetic and therapeutic communication skills across the lifespan and in diverse populations.
3. Identify strategies to promote health in culturally diverse populations, addressing safety and caring across the lifespan.
4. Identify resources and support strategies for caregivers in diverse populations
5. Plan patient education that maintains, promotes and manages health with diverse populations.
6. Demonstrate safe and effective clinical judgments using the nursing process, evidence and clinical reasoning.
7. 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.

Current Curriculum		Cr Hrs.	Proposed Curriculum		Cr Hrs.
Level I			Level I		
Prerequisite Courses (represents 1 semester)			Prerequisite Courses (represents 1 semester)		
BIOL 257	Human Anatomy and Physiology	3	BIOL 257	Human Anatomy and Physiology	3
BIOL 258	Human Anatomy/Physiology Lab	2	BIOL 258	Human Anatomy/Physiology Lab	2
PSYC 155	General Psychology	3	PSYC 155	General Psychology	3
ENGL 101	English Composition I	3	ENGL 101	English Composition I	3
TOTAL		11	TOTAL		11
(Fall) Semester II			(Fall) Semester II		
NURS 113	Nursing Assessment	3	NURS 113	Nursing Assessment	3
NURS 114	Patient-Centered Care I	4	NURS 114	Patient-Centered Care I	4
NURS 115	Professional Nursing Concepts I	2	NURS 116	Practicum I	4
NURS 116	Practicum I	4	PSYC 263	Developmental Psychology	3
PSYC 263	Developmental Psychology	3	TOTAL		14
TOTAL		16			
(Spring) Semester III			(Spring) Semester III		
NURS 122	Pharmacology for Nursing	3	NURS 122	Pharmacology for Nursing	3
NURS 124	Patient-Centered Care II	4	NURS 124	Patient-Centered Care II	4
NURS 125	Professional Nursing Concepts II	1	NURS 127	Professional Nursing Concepts Level I	3
NURS 126	Practicum II	4	NURS 126	Practicum II	4
TOTAL		12	TOTAL		14
Total PN Level I Credits		39	Total PN Level I Credits		39
Level II			Level II		
(Fall) Semester IV			(Fall) Semester IV		
NURS 230	Pathophysiology	3	NURS 230	Pathophysiology	3
NURS 234	Patient-Centered Care III	3	NURS 234	Patient-Centered Care III	3
NURS 235	Professional Nursing Concepts III	1	NURS 236	Practicum III	3
NURS 236	Practicum III	3	BIOL 271	Microbiology	3
BIOL 271	Microbiology	3	BIOL 272	Microbiology Lab	2
BIOL 272	Microbiology Lab	2	TOTAL		14
TOTAL		15			
(Spring) Semester V			(Spring) Semester V		
NURS 244	Patient-Centered Care IV	3	NURS 244	Patient-Centered Care IV	3
NURS 245	Professional Nursing Concepts IV	1	NURS 247	Professional Nursing Concepts Level II	2
NURS 246	Practicum IV	3	NURS 246	Practicum IV	3
ENGL 289	English Composition II	3	ENGL 289	English Composition II	3
	Computer Literacy Test Out	0		Computer Literacy Test Out	0
TOTAL		10	TOTAL		11
Total RN Level II Credits		25	Total RN Level II Credits		25
Total Program Credits for AAS Degree		64	Total Program Credits for AAS Degree		64

MAY 25 2022

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KSBN EDUCATION

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.

Mary Grimes School of Nursing
NURS 247 Professional Nursing Concepts
Level II

The rationale for the change:

The nursing faculty implemented the concept-based curriculum in 2016. Nursing faculty recognized the need to begin a regular review of the new curriculum and the nursing curriculum committee began the process of curriculum review. The committee initially decided to review the Professional Nursing Concept (PNC) courses as there were some indications that a revision was in order.

Nursing faculty voiced concern with the PNC courses layout within the curriculum. Because the PNC courses were 1 credit hour and the courses were scheduled over a full semester, students would not have enough content to test until late in the first half of the semester. If the student performed poorly, it was possible that they would look at the poor performance score for an extended period of time until the next exam. This led to the students developing a negative outlook, wondering if they could pass the course. Exam one in the course could be a couple of weeks into the course with exam 2 around midterm or later. Nursing faculty noticed that this was affecting student morale and observed that many students were not being successful in the PNC course largely because of the morale issue.

The faculty discussed the option of merging NURS 235 PNCIII, and NURS 245 PNCIV. The faculty felt that it would be beneficial to combine the courses into NURS 247 Professional Nursing Concepts Level II and offer the course in the fifth semester of the second year. Placement of the course in the fifth semester would allow students to be acclimated to the second year of the nursing program with fewer classes in the fourth semester of the program and distributes the credit hours a little more evenly between semesters. (See program sheet). This also allows for less credit hours in fourth semester due to the requirement of Nursing Pathophysiology, which faculty have noticed students struggle in. NURS 247 would be a semester-long class, meeting weekly instead of every other week and would start in fall of 2023. This allows the cohorts that are in the program to complete curriculum in the current format.

Faculty Involvement:

The nursing curriculum committee proposed the recommended changes to the full faculty and received unanimous support from the remaining nursing faculty in the February faculty meeting. The changes were taken to the NCCC college curriculum committee and approved in the April committee meeting.

Neosho County Community College



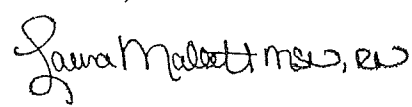

May 17, 2022

To whom it may Concern:

Mary Grimes School of Nursing faculty has been reviewing curriculum and student performance. The faculty have made the decision to combine NURS 115 Professional Nursing Concepts I and NURS 125 Professional Nursing Concepts II into one course. In addition, the faculty made the decision to combine NURS 235 Professional Nursing Concepts III and NURS 245 Professional Nurse Concepts IV into a single course. Faculty believe that this change will benefit the students in that it will balance the credit hours to ease the second and fourth semesters.

We the undersigned acknowledge that we have been involved in the decision to merge the Professional Nursing Concepts courses.

Respectfully,

800 West 14th Street
Chanute, KS 66720
620.431.2820

Online Campus
www.neosho.edu
800.729.6222

900 East Street
Ottawa, KS 66067
785.242.2067

The Mission of Neosho County Community College is to Enrich Our Communities and Students' Lives ^{Education 177}

Mary Grimes School of Nursing
NURS 247 Professional Nursing Concepts
Level II
Old and New Curriculum Table

Credit Hours	1	1	2
Course Description	This course provides the student with opportunities to analyze professional nursing concepts in population with complex health conditions across the life span. The student will use these concepts to interpret, draw conclusions and evaluate patient needs concerns or health problem to improve patient response.	The course provides the student with opportunities to evaluate healthcare delivery organizations as it applies to the professional nursing concepts. The student will apply these concepts to interpret, draw conclusions and evaluate health care delivery.	This course provides the student with opportunities to analyze professional nursing concepts in populations with complex health conditions across the life span. The student will use these concepts to interpret, draw conclusions, and evaluate patient needs, concerns or health problems to improve patient response. The student will analyze their role as it applies to healthcare delivery systems.
Minimum Requirements/Prerequisites and/or Co-requisites	Completion of Level one nursing program and/or NURS 201 Introduction to Professional Nursing. Co-requisites: NURS 234 Patient-Centered Care III, NURS 230 Pathophysiology and NURS 236 Practicum III.	Completion of level one nursing courses, NURS 234 Patient Centered Care III, NURS 235 Professional Nursing Concepts III, NURS 236 Practicum III, NURS 230 Pathophysiology and/or NURS 201 Introduction of Professional Nursing. Co-requisites: NURS 244 Patient-Centered IV, and NURS 246 Practicum IV	Completion of level one nursing course, NURS 235 Patient-Centered Care III, NURS 236 Practicum III, NURS 230 Pathophysiology and/or NURS 201 Introduction of Professional Nursing. Co-requisites: NURS 244 Patient-Centered Care IV and NURS 246 Practicum IV
Course Outcomes	1. Integrate the concepts and exemplars related to patient-centered situations. 2. Identify regulatory frameworks that affect	1. Analyze professional attributes in all aspects of nursing 2. Integrate the concepts and exemplars related to patient-	1. Integrate the concepts and exemplars related to patient-care situations. 2. Identify regulatory frameworks that affect quality patient health

	quality patient health care.	centered care situations 3. Analyze the ethical and legal responsibilities of professional nursing leadership.	care. 3. Analyze professional attributes in all aspects of nursing. 4. Analyze the ethical and legal responsibilities of professional nursing leadership.
Course Content	<p>Concepts of Clinical Judgment</p> <p>Concepts of Evidence</p> <p>Concepts of Health Care Quality</p> <p>Concepts of Health Care Economics</p> <p>Concepts of Health Care Organizations</p> <p>Concepts of Health Care Policy</p>	<p>Concepts of Leadership</p> <p>Concepts of Professionalism</p> <p>Concept of Health Care Law</p> <p>Concept of Ethics</p> <p>Concept of Care Coordination</p>	<p>Concepts of Clinical Judgment</p> <p>Concepts of Evidence</p> <p>Concepts of Health Care Quality</p> <p>Concepts of Health Care Economics</p> <p>Concepts of Health Care Organization</p> <p>Concepts of Health Care Policy</p> <p>Concepts of Communication</p> <p>Concept of Leadership</p> <p>Concept of Professionalism</p> <p>Concepts of Health Care Law</p> <p>Concept of Ethics</p> <p>Concept of Care Coordination</p>



Neosho County Community College Master Course Syllabus Template

Course Code & Number: NURS 247

Course Title: Professional Nursing Concepts – Level II

Credit Hours: 2

Effective Date: Summer 2022

Kansas Regents Shared Number (KRSN): [NA]



Course Description

This course provides the student with opportunities to analyze professional nursing concepts in populations with complex health conditions across the life span. The student will use these concepts to interpret, draw conclusions, and evaluate patient needs, concerns or health problems to improve patient response. The student will analyze their role as it applies to healthcare delivery systems.

Minimum Requirements / Prerequisites / Corequisites:

Completion of level one nursing courses, NURS 234 Patient Centered Care III, NURS 236 Practicum III, NURS 230 Pathophysiology and/or NURS 201 Introduction of Professional Nursing.

Corequisites: NURS 244 Patient-Centered Care IV and NURS 246 Practicum IV.



Outcomes

Course Outcomes / Competencies

At the completion of the Professional Nursing Concepts Level II, the student will:

1. Integrate the concepts and exemplars related to patient-care situations.
2. Identify regulatory frameworks that affect quality patient health care.
3. Analyze professional attributes in all aspects of nursing.
4. Analyze the ethical and legal responsibilities of professional nursing leadership.

Current Curriculum		Cr. Hrs.	Proposed Curriculum		Cr. Hrs.
Level I			Level I		
Prerequisite Courses (represents 1 semester)			Prerequisite Courses (represents 1 semester)		
BIOL 257	Human Anatomy and Physiology	3	BIOL 257	Human Anatomy and Physiology	3
BIOL 258	Human Anatomy/Physiology Lab	2	BIOL 258	Human Anatomy/Physiology Lab	2
PSYC 155	General Psychology	3	PSYC 155	General Psychology	3
ENGL 101	English Composition I	3	ENGL 101	English Composition I	3
TOTAL		11	TOTAL		11
(Fall) Semester II			(Fall) Semester II		
NURS 113	Nursing Assessment	3	NURS 113	Nursing Assessment	3
NURS 114	Patient-Centered Care I	4	NURS 114	Patient-Centered Care I	4
NURS 115	Professional Nursing Concepts I	2	NURS 116	Practicum I	4
NURS 116	Practicum I	4	PSYC 263	Developmental Psychology	3
PSYC 263	Developmental Psychology	3	TOTAL		14
TOTAL		16			
(Spring) Semester III			(Spring) Semester III		
NURS 122	Pharmacology for Nursing	3	NURS 122	Pharmacology for Nursing	3
NURS 124	Patient-Centered Care II	4	NURS 124	Patient-Centered Care II	4
NURS 125	Professional Nursing Concepts II	1	NURS 127	Professional Nursing Concepts Level I	3
NURS 126	Practicum II	4	NURS 126	Practicum II	4
TOTAL		12	TOTAL		14
Total PN Level I Credits		39	Total PN Level I Credits		39
Level II			Level II		
(Fall) Semester IV			(Fall) Semester IV		
NURS 230	Pathophysiology	3	NURS 230	Pathophysiology	3
NURS 234	Patient-Centered Care III	3	NURS 234	Patient-Centered Care III	3
NURS 235	Professional Nursing Concepts III	1	NURS 236	Practicum III	3
NURS 236	Practicum III	3	BIOL 271	Microbiology	3
BIOL 271	Microbiology	3	BIOL 272	Microbiology Lab	2
BIOL 272	Microbiology Lab	2	TOTAL		14
TOTAL		15			
(Spring) Semester V			(Spring) Semester V		
NURS 244	Patient-Centered Care IV	3	NURS 244	Patient-Centered Care IV	3
NURS 245	Professional Nursing Concepts IV	1	NURS 247	Professional Nursing Concepts Level II	2
NURS 246	Practicum IV	3	NURS 246	Practicum IV	3
ENGL 289	English Composition II	3	ENGL 289	English Composition II	3
Computer Literacy Test Out		0	Computer Literacy Test Out		0
TOTAL		10	TOTAL		11
Total RN Level II Credits		25	Total RN Level II Credits		25
Total Program Credits for AAS Degree		64	Total Program Credits for AAS Degree		64

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: _____ 05/10/2022 _____

Name of Program: _____ University of Saint Mary MSN-Family Nurse Practitioner
Program _____

Program Administrator _____ Michelle Birdashaw, DNP, APRN, FNP-C, ENP-C,
including credentials: CCRN _____

Parent Institution: _____ University of Saint Mary _____

Address of Institution: _____ 4100 S. 4th Street _____

_____ Leavenworth, Kansas 66048 _____

Level of the Program for
which the change
Is being requested _____ MSN FNP Program _____

Briefly describe the
Change being requested: _____ We will move our theory courses for our face to face
on-ground MSN-FNP students to the online platform _____

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

Graduate Program Major Curriculum Change Request
60-17-105 (d)(2) (A)(B)

The following shall be considered major revisions to the curriculum:

☐ Any significant change in the plan of curriculum organization

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

☐ any change in content

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**

Instructions:

1. Submit any major revision to the curriculum of advanced nursing courses for board approval at least 30 days before a board meeting.

Education 183

University of Saint Mary MSN-FNP Program Change Request

Change Requested:

To move the MSN-FNP foundational courses (listed below) to the online platform for our face to face on-ground FNP program students. The remainder of their courses will stay face to face on-ground.

Rationale:

Due to the challenges of COVID, the university had to move course learning on-line for a time. Through that experience and based on feedback from students during and after that time, it was discovered that theory courses work very nicely in an on-line platform and provide an opportunity to combine the FNP cohort with other MSN cohorts in the education and administration tracks. This helps improve collaboration and professional relationship between the FNP and MSN students as well as improve the Division of Nursing (DON) budget by running the theory courses together with higher enrolled rosters. The course material and content are the same as when the courses run on ground.

With this feedback and positive experience students have had in the on-line platform for the theory courses, the DON has decided to move the below courses to the on-line platform:

NU(FP) 701 Foundations of Advanced Nursing Practice (3 credits)
NU(FP) 641 Statistics for Health Care (1 credit)
NU(FP) 611 Informatics in Nursing (2 credits)
NU(FP) 703 Analysis and Utilization of Research (3 credits)
NU(FP) 705 Health Care Policy and Ethics (3 credits)

Resources:

This change does not require additional resources nor take any resources away from students. Current faculty will continue to teach these courses. Faculty have discussed the change and rationale and are supportive of this on-line option for students.

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: 05/25/2022

Name of Program: University of Saint Mary's MSN-FNP Program

Program Administrator including credentials: Michelle Birdashaw, DNP, , APRN, FNP-C, ENP-C, CCRN

Parent Institution: University of Saint Mary

Address of Institution: 4100 S. 4th Street
Leavenworth, KS 66048

Level of the Program for which the change is being requested: Graduate — MSN-FNP Program

Briefly describe the Change being requested: Expanding our current on-ground MSN-FNP program to an online option
with a start date of Fall 2023.

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

Graduate Program Major Curriculum Change Request

Request:

To expand our current on-ground MSN-FNP program to include a fully online MSN-FNP option.

Rationale:

Online learning is becoming more popular with the graduate student population. Being able to take courses online provides flexibility for many of our working adult learners. We anticipate that having an online program will also increase our admission numbers and student interest as through informal discussions and some potential student inquiries many students have noted that online learning is their preferred method of continued education. The University of Saint Mary has a robust and successful on-ground MSN-FNP Program, and this online option would provide the same courses, faculty, and learning objectives just in an online platform.

Supporting Information:

Discussions with graduate faculty and the division of nursing have supported the idea of expanding our on-ground MSN-FNP program to the online platform. Graduate faculty have voted and approved the addition to our offerings.

Financial Impact:

We anticipate that expanding our on-ground program to the online platform will increase our revenue without increasing our costs at this time. The courses are already built and students already use an online learning platform (Engage). The transition to online learning will utilize content that is already in the courses and faculty that already are familiar with courses.

Faculty Impact:

Initially lead course faculty will be managing both the online and on-ground learning options for students, but we will maintain appropriate section size based on our currently approved student to faculty ratios. Once enrollment increases to require additional sections, additional faculty will be utilized.

Curriculum:

We will be using the same courses as we currently have, so no changes in curriculum will be necessary at this time.

Graduate Program Major Curriculum Change Request
60-17-105 (d)(2) (A)(B)

The following shall be considered major revisions to the curriculum:

- ☐ Any significant change in the plan of curriculum organization

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

- ☐ any change in content

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**

Instructions:

1. Submit any major revision to the curriculum of advanced nursing courses for board approval at least 30 days before a board meeting.
2. **Submit 1 paper copy of the request form and all addenda on white paper, loose leaf and single-sided pages.**
3. 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.
4. Following the Education Committee and Board Review and action, a copy of the form will be returned to you indicating Board action.
5. The program must receive board approval before implementation
6. Notify Education Specialist to request Word document version of this form to complete electronically, print and mail to KSBN with requested information, if desired.

89
MAY 27 2022

RECEIVED

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:

5-27-2022

Name of Program:

Washburn Institute of Technology Practical.
NursingProgram Administrator
including credentials:

Pamela J. Masters, MSN RN CNL

Parent Institution:

Washburn University

Address of Institution:

5724 SW Huntoon St.
Topeka, KS 66604

Level of the Program
 for which the change
 is being requested

Practical Nursing

Briefly describe the
 Change being requested:

Our request is to change didactic courses
 PNS 121, PNS 145, PNS 232 and PNS 235
 from in-person to hybrid delivery modality.

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.

Revision Requested:

Washburn University Institute of Technology Practical Nursing Program is requesting that our didactic only courses have the option of being taught hybrid rather than solely in an in-person delivery modality.

These courses include:

Course Number	Course Name	Credit Hours
PNS 121	Strategies of Success	2
PNS 145	Fundamentals of Pharmacology and Safe Medication Administration	2
PNS 232	Care of Aging Adults	2
PNS 235	Mental Health	2

Course objectives, outcomes, and content for these courses would not change. We currently use the Desire to Learn (D2L) Learning Management System, which would be utilized more robustly to deliver the online content. We would also utilize PlayPosit, a platform that allows us to transform passive video and audio into interactive experiences. PlayPosit is already available to our faculty at Washburn Tech.

Thank you for your consideration.

IELTS - International English Language Testing System

60-3-106 (b) As part of the application process, each individual applying for original licensure in Kansas who is a graduate of a foreign nursing school in which instruction was not in English may be granted a license if they can show proof of proficiency in English by passing the test of English as a foreign language and the test of spoken English, or similar exams, as approved by the board

Currently, the board has only approved the TOEFL test for English proficiency if the nursing program was not taught in English with English textbooks. **The table below looks at the current TOEFL cuts for each section and then compares the IELTS band that relates to each.**

Comparison of TOEFL and IELTS

Information	TOEFL Score	IELTS Band
Overall Scores:	0-31	0-4
	32-34	4.5
• TOEFL scores range from 0-30 for each section (reading, writing, speaking, and listening). These are "High-Intermediate" scores for individual sections. Overall scores could range from 0 – 120.	35-45	5.0
	46-59	5.5
	60-78	6.0
	79-93 (KSBN range)	6.5
	94-101	7.0
	102-109	7.5
	110-114	8.0
	115-117	8.5
• IELTS bands go from 0 – 9 for each of the four sections and for the overall score.	118-120	9.0
Current KSBN requirements are by section and not overall score.		
• Reading – 19	13-18	6.0
	19-23	6.5
	24-26	7.0
• Writing - 20	18-20	5.5
	21-23	6.0
	24-26	6.5
• Speaking - 20	20-22	6.5
	23	7.0
	24-25	7.5
• Listening - 20	20-23	6.5
	24-26	7.0

When reviewing the section on how IELTS scores are set and how other professional and educational organizations have set scores, the following facts were noted:

- Over 11,000 organizations recognize the IELTS (similar to TOEFL)
 - Over 3000 U.S. educational institutions
 - 280 professional organizations including 29 state nursing boards
 - **Most common set scores for IELTS is 6.5 overall with a minimum speaking score of 7.0 and no sub score below 6.0**
 - 24 state boards use 6.5 as a minimum overall score (equivalent to a 79-83 total score on the TOEFL)
 - 10 use 6.5 with a minimum Speaking score of 7.0
 - 9 use 6.5 with no sub score below 6.0
 - 3 use 6.5 overall, min. of 7 for Speaking and no sub score below 6.5
 - 2 use 6.5 overall with no sub score requirement
 - 4 say to “contact organization for passing scores” and scores not available on website
 - Ten other professional nursing organizations reviewed with the following results:
 - 3 use overall 7.0 score with no sub score below 6.5
 - 2 use 6.5 overall with no sub score below 6.0
 - 2 use 7.0 overall with no sub score requirements
 - 1 uses 6.5 overall with no sub score below 6.5
 - 1 uses 6.5 overall with min. Speaking score of 7.0

U.S. Boards of Nursing that utilize IELTS:	Canadian Boards (part of NCSBN) that utilize IELTS:
Alabama	College of LPNs – Alberta
Alaska	College of LPNs - Manitoba
Arkansas	College of Nurses – Ontario
Arizona	College of Registered Nurses – Manitoba
California RN	College of Registered Nurses – Alberta
Colorado	Nursing Board of Victoria
District of Columbia BON	
Florida	
Illinois	
Iowa	
Kentucky	
Louisiana	
Maine	
Maryland	
Massachusetts RN	
Minnesota	
Missouri	
Nevada	
New Hampshire	
New Jersey	
New Mexico	
North Carolina	
Ohio	
Oklahoma	
Oregon	
Pennsylvania	
Texas	
Washington	
Wisconsin	

2022 Nursing & MHT Program Site Visits

Spring 2022	School	Level	Visitors	Comments	Checked
Feb. 2-3	WSU Tech	Initial visit-ADN	Janelle Martin Christina Rudacille		X
Feb. 8	WSU satellite campus at KSU	BSN	Janelle Martin Christina Rudacille	Prior to admission of students	X
Feb. 16-17	NCKTC-Beloit	Initial visit – ADN	Janelle Martin Rebecca Sander		X
Feb. 28-Mar. 1	Barton CC	ADN PN	Janelle Martin Patsy Zeller	ACEN visit Feb. 22-24	X
March 3-4	Mid-America Nursing & Allied Health Institute	PN – Initial	Janelle Martin D. Bohnenblust		X
March 8-10	Rasmussen University	ADN	Janelle Martin Christina Rudacille Michelle Birdashaw (O)	w/ ACEN (virtual)	X
April 6-8	MNU	BSN	Janelle Martin Amy Hite	w/ CCNE (virtual)	X
April 12-13	Highland CC	PN	Janelle Martin Michelle Birdashaw		X
April 27	Barton CC – Pratt satellite	ADN	Janelle Martin Rebecca Sander	Initial approval for satellite	X
July ?	OSH	MHT	Janelle Martin Carol Moreland	Reapproval – 2 campuses	
Fall 2022	School	Level	Visitors	Comments	
Sept. 12-14	KSBN Board meetings				
Sept. 20-21	Donnelly College	ADN	Janelle Martin Amy Hite	f/u after 1 st grad after restart	X
October 5-7	MATC	ADN	Janelle Martin Rebecca Sander	w/ ACEN	X
Oct. 12-14	Wichita State University	BSN, DNP	Janelle Martin M. Birdashaw	w/ CCNE	
Oct. 27-28	KCADNE Fall Forum				
Nov. 2-3	Coffeyville CC	ADN & PN	Janelle Martin D. Bohnenblust		X
Nov. 7-9	Univ of Kansas	BSN, DNP	Janelle Martin Amy Hite	w/accreditation	X

(O) – designates a first orientation visit for new committee members

2023 Nursing & MHT Program Site Visits

Spring 2023	School	Level	Visitors	Comments
Feb?	Butler CC	PN	Janelle Martin	
	Pratt	PN		No students admitted for 22-23 AY
Feb-March	Neosho CCC	PN		
March 20-22, 2023	Kansas Wesleyan	BSN	Janelle Martin	w/ CCNE
March 27-29, 2023	KSBN Board meeting			
Per ACEN schedule	Dodge City CC	ADN	Janelle Martin	w/ ACEN
Fall 2023	School	Level	Visitors	Comments
Sept?	Seward CCC	PN		
Oct ?	NCKTC-Beloit	PN		
Oct?	JCCC	ADN		w/ ACEN
Nov?	MANU	MSN-NP		After 1 st grad? Admit start 1/1/20

Petition for Permission to Test/Retest NCLEX Summary
3/1/2022 to 5/27/2022

Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Jamie Layne	RN	Yes	May-18	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) to review all unsuccessful areas	4/29/2022
Sarena Johnson	RN	No	May-18	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) to review all unsuccessful areas	4/29/2022
Gabriela Torres	RN	Yes	Aug-17	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) to review all unsuccessful areas	5/13/2022
Lauren Harrinton	RN	No	Dec-19	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	5/20/2022
Karina Vazquez	RN	No	May-20	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	5/27/2022

Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Morgan Cossairt	RN	No	May-18	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) to review all unsuccessful areas	5/27/2022