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

Kansas Board of Nursing
Landon State Office Building, Room 509
Education Committee Agenda
December 13, 2022

NOTE: The audience may attend in person or via Zoom. Link to access meeting to follow agenda.

Time: **8:30 a.m. – 12:00 p.m.**

Committee Members:
Julianna Rieschick, RN, MSN, NEA-BC, Chair
Rebecca Sander, MSN, RN, V-Chair
Andrea Watson, RN, BSN, OCN, CCRP
Dee Bohnenblust, EdD, MSN, APRN, RN, CNE
Amy Hite, EdD(c), DNP, EdS, APRN, FNP-BC
Michelle Birdashaw, DNP, APRN, FNP-C, ENP-C, CCRN
Patty Palmietto, DNP(c), MSN, RN

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 – September 13, 2022

VI. Nursing Education Compliance Officer Report

Executive Session for Education Committee members if needed

VII. Site Visit Reports

A. Manhattan Area Technical College – ADN program
B. Wichita State University – BSN program
C. Wichita State University – DNP program
D. Donnelly College – ADN program
E. Coffeyville Community College – ADN program
F. Coffeyville Community College – PN program
G. Barton Community College – PN satellite at Pratt CC

H. University of Kansas – BSN program
I. University of Kansas – DNP programs

VIII. New Business

A. Major Curriculum Change Requests
   a. Fort Hays State University – BSN
   b. KU SON – Graduate (2)
   c. Washburn University – Graduate
   d. WSU Tech – ADN program
   e. Donnelly College – ADN program
   f. Garden City Community College – ADN (Zoom)
   g. Washburn Tech – PN program

B. Galen College – Initial application - BSN program
C. Galen College – Initial application – ADN program
D. Camber Children's Mental Health/KVCHS – Initial application – LMHT program
E. Annual Education Report for KS Nursing Programs
   a. NCSBN Core Data Survey
   b. KSBN Education report
F. Annual Reapproval of Nursing Programs

IX. Unfinished Business

A. NCSBN Annual Report Update – Annual Report of Core Data Survey – Pilot Summary report
B. 2023 Nursing & MHT Program Site Visit Schedule

X. Petitions

A. Petition for Permission to Test/Retest Summary 8/13/2022 – 11/12/2022

XI. Agenda for March 2023

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/82692539380?pwd=MjRGakMrekJ0MDViQW5Yc3Ezb0Y5QT09
Passcode: KsbnEDComm
Or One tap mobile :
US: +13462487799,,82692539380#,,,,*4340114970# or +16694449171,,82692539380#,,,,*4340114970#
Or Telephone:
Dial(for higher quality, dial a number based on your current location):
US: +1 346 248 7799 or +1 669 444 9171 or +1 669 900 6833 or +1 719 359 4580 or +1 253 205 0468 or +1 253 215 8782 or +1 301 715 8592 or +1 305 224 1968 or +1 309 205 3325 or +1 312 626 6799 or +1 360 209 5623 or +1 386 347 5053 or +1 507 473 4847 or +1 564 217 2000 or +1 646 876 9923 or +1 646 931 3860 or +1 689 278 1000
Webinar ID: 826 9253 9380

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Education Report

December 2022

Janelle B. Martin, MHSA, RN

Nursing Program Updates:

- **Rasmussen University, Overland Park**, with a satellite in Topeka, announced a change in leadership for the nursing department. Effective August 22, 2022, Jamie Magana, FNP, MSN, RN assumed the role of Dean of Nursing / Nurse Administrator. Jamie started as an instructor with Rasmussen in 2015 and was promoted to Assistant Dean at Rasmussen in March 2020.

- **North Central Kansas Tech College – Beloit** announced a nursing director change. Melissa Crump, MSN, RN will be leaving her position 11/30/22. At the time of this report, an Interim director had not been named.

Site Visits: Seven onsite visits were completed September through November. One more site visit is planned for the Osawatomie State Hospital LMHT program on 12/6/22. Of the seven visits completed since the last board meeting, five were reapproval visits, one was an initial visit for a new PN satellite program, and one was a follow up after graduation visit for an existing program. All visits were done in person this fall. National accreditation teams are mostly in person this fall and KSBN did four of the visits with accreditation teams from ACEN and CCNE. Visits completed were:

- Manhattan Area Technical College - reapproval visit for ADN program (w/ ACEN)
- Wichita State University – reapproval visit for BSN and APRN programs (w/ CCNE)
- Donnelly College – follow up after graduation for ADN program
- Coffeyville Community College – reapproval visits for ADN and PN programs
- Barton Community College - initial visit for a satellite campus for the PN program on the campus at Pratt Community College
- University of Kansas SON – reapproval visits for BSN and APRN programs (w/ CCNE)
- Fort Hays State University – reapproval visit for DNP program (w/ CCNE)

Education Activities / Projects

- Assisted in ensuring applicants meet educational requirements for licensure:
  - Reviewed 12 transcripts from out of state schools / military programs
  - Reviewed 13 CGFNS reports this quarter (total of 75 for 2022) and 4 TOEFL/ IELTS reports for internationally educated nurses
    - *Reviewed this quarter*:
      - Philippines – 5
      - Kenya – 4
      - 1 each from Zambia, Israel, Nepal and Turkey
    - *Total reviewed for 2022*: 75 reports
      - Philippines – 37
      - Kenya – 14
      - Nigeria – 5
      - Nepal – 3
      - Ethiopia – 2
      - Canada, Ghana, India, Israel, Jamaica, Lebanon, Puerto Rico, South Korea, Turkey, Ukraine, Zambia, Zimbabwe

- ***FQRs*** – Faculty Qualification Reports moved to an all-electronic process via the website in June 2020. FQR activity this quarter:

  - **145 FQRs submitted this quarter** (53 from BSN programs, 46 ADN, 30 PN, and 16 APRN)
    - 96 were Initial requests
    - 49 were updates to previous FQRs
      - 52 for Full-time positions
      - 15 for Part-time positions
      - 78 for Adjunct positions
    - 24 submitted with Degree plans
    - 44 submitted with Hire Exceptions
    - 9 updated FQRs submitted for <u>completion</u> of Degree plans

  - 25 submitted FQRs were *incomplete:*
    - 13 due to transcript issues – missing, not official copies, wrong transcript (do not submit FQRs until an official copy of the transcripts are available with a degree date and conferred date on the transcript)
    - 8 FQRs submitted without a degree plan or hire exception for faculty without required degree. *Reminder: degree plan should be submitted with an actual plan that shows all course in the plan of study and when those courses are proposed to be taken. It is not enough to submit online degree*

plan with just an enroll date and a proposed completion date. It needs to show some verification that the faculty member is enrolled in the program. An update FQR should be submitted any time that degree plan changes for any reason and should be submitted with a new plan for completion.

- 2 had incorrect information in the FQR
- 2 had no FQR with a Hire Exception (all Hire Exceptions and Degree Plans must be accompanied by and initial or update FQR)

- *Minor Curriculum changes* – Minor curriculum change requests were slated to change to an electronic submission process but has been delayed due to priority needs in the IT department. We continue to manage this process by mail or email. Three schools submitted requests for minor curriculum changes this quarter. All requests were reviewed and approved.
  - *KCADNE* – submitted Minor CCR for all current (22) ADN programs to update the wording in ADN Objective #5.
  - *Johnson County Community College* – ADN program
  - *University of Kansas SON* – BSN program

- **Petitioners:** responded to several potential petitioners regarding KS requirements for NCLEX exam and licensing.
  - Currently have 23 active petitioners
  - **One** petitioner completed the conditions of their petition this quarter
  - **3 expired** this quarter
  - **1 tested and failed** (will have to retake nursing program as is now past 5 year time frame since graduation)

- 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** - Annual report to the board was delayed to December meeting due to the delay in receiving data files. Reports were received from NCSBN in October and are included on the December agenda.

- NCSBN delivered the **National Nursing Education Report for 2020-2021** with aggregate data from 20 NRBs (843 nursing programs included). The intention of the NCSBN Annual Report Program is to assist NRBs in data collection and to create the first-ever nursing education database for the nursing community. There is a group of core evidence-based questions for all NRBs that will be the basis for the nursing education database. All

participating NRBs are also allowed to ask additional questions based on state reporting requirements.

- Attended System Automation User conference on September 19-21, 2022 with four other KSBN staff. System Automation is the vendor we use for licensing and investigative software programs. The conference provided an opportunity to network with other SA user's and to see and hear about upcoming advances and changes in the SA platform.

- Attended the virtual NCLEX conference on September 22, 2022. The conference was primarily focused on the coming NextGen NCLEX test which is scheduled to begin April 1, 2023 for both PN and RN exams.

Reminders:

- Information from the September 12 Program Administrator meeting was posted to the website in October. Just a reminder that the live event was not recorded this year but the recording from last year is still available for new administrators.

- Annual reports for the 2022 NCLEX will be available after January 15, 2023. Year-end reports are slightly delayed due to the holidays and updating of the NCSBN Administration system.

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

Program: Manhattan Area Technical College ADN program **Date(s):** October 5-7, 2022

Last KSBN Visit: April 16-17, 2014 **Accrediting Agency& Date of Last Visit:** ACEN April 2014

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

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	X		KSBN SS pg. 6 3136 Dickens Ave, Manhattan, KS 66503
	Names of primary administrative officials	Self-Study	X		SS pg. 6 – Ex. Admin Team: Pres/CEO – Dr. James Genandt VPSS/CAO – Sarah Phillips CFO – Kerri Bellamy
	Organizational chart for the institution	Self-Study	X		SS pg. 9
	Current contact information	Self-Study	X		SS pg 6-7 785/587-2800 main # 785/320-4500 Pres. Office 785/320-4543 Nursing office 785/587-2804 Nursing dept FAX
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site VRR	X		In Virtual Resource Room (VRR) – documents reviewed – no significant findings
	Copy of school's current catalog6	Self-Study VRR	X		In VRR and available on website Reviewed

Description of nursing program	Organizational chart for nursing program	Self-Study	X		SS pg. 12 Nursing first approved by KSBN in April 1999 / NLNAC approved in 2001
	Number of faculty	Self-Study	X		SS pg. 10 4 FT faculty; 1 Adjunct (1 Adj position is unfilled)
	Number of non-teaching staff	Self-Study	X		SS pg. 10 1 FT Dean/Program Administrator 1 FT Admin Asst to Dean of Nursing
	Number of students admitted per year	Self-Study	X		SS pg. 10 Approved for 48 students per year (24 Fall / 24 Spring)
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
Nursing Program Administrator, Faculty & Preceptors 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	X		SS pg. 7, 10-13 Kimberly Davis, MSN, RN – hired May 2021 as Interim Director of Nursing; named Dean of Nursing Education & Health Programs 10/1/2021
	Qualifications	Self-Study	X		SS pg. 12-13 30 years nursing exp w/ leadership, education and management exp; ADN faculty since 2010
	Responsibilities	Self-Study	X		SS pg. 11-13 no teaching duties assigned Job description – App B, pg. 80-82 KSBN compliant
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		SS pg. 14 – App B pg. 85-86 – last revised Aug 2022
	Faculty job description	Self-Study	X		SS pg. 14 – App B pg. 83-85 KSBN compliant (must have MSN and have current KS recognized license)
	Faculty selection process	Self-Study	X		SS pg. 14 follows college-wide process – see Faculty Handbook (FHB)

	Faculty orientation plan	Self-Study	X		SS pg. 14-15 / college orientation and nursing dept specific – checklist used (see App A, pg. 73-75)
	Faculty handbook	On-site VRR	X		Reviewed
	General faculty meeting minutes for last 3 years	On-site VRR	X		Reviewed
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		SS pg. 17-18 Faculty table – has all required data – very well organized and put together
	FT or PT(use FTE)	Self-Study	X		
	Academic Credentials	Self-Study	X		
	Institution granting degree	Self-Study	X		
	Area of clinical expertise	Self-Study	X		
	Area(s) of assignment	Self-Study	X		
	Licensure	Self-Study	X		
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		1 FT on DP
	List all faculty hire exceptions including course hired to teach	Self-Study	X		1 Adjunct clinical faculty with HE – has over 20 years exp in Med-Surg and public health
	Faculty file review	**On-site**			
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	n/a		Preceptors are not currently utilized in the ADN program
	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 (ex: 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 Abbreviation used: NAP = nursing admission packet NSHB = nursing student handbook NFHB = nursing faculty handbook CC=College catalog SHB = MATC student handbook FHB =MATC faculty handbook P&P =Policy& Procedure Manual for nursing	Admission of generic, transfer, and articulation students	Self-Study	X		SS pg. 20 description SS pg.10 – link to nursing application packet for students and identifies admission process for all types (NAP pg. 5)
	Degree plan for each degree being granted	Self-Study	X		SS pg. 20 Associate of Applied Science in nursing degree SS pg. 10 – 62 cr hrs for degree
	Oral and written English proficiency	Self-Study	X		SS pg. 20 policies table NSHB pg. 10 / NAP pg. 5
	Readmission	Self-Study	X		SS pg. 20 NSHB pg. 20 / P&P pg. 26
	Progression	Self-Study	X		SS pg. 20 NSHB pg. 76 (must have 78% in each nursing class to progress – no rounding) SHB pg. 27-29, 33
	Counseling &guidance	Self-Study	X		SS pg. 21 NSHB pg.5 / CC pg. 22/SHB pg. 15 Counselor available onsite Also have agreement w/ community MH provider for student referrals. Jan. 2020 – hired a Behavioral Science Coord/Counselor June 2020 – added WellConnect (student assistance program) – comprehensive wellness for students and families w/ 24 hr tele support from LMH providers (5 free sessions of short-term consults) – can be accessed through the LMS (Canvas)
	Student role versus employee role	Self-Study	X		SS pg.20-21 NSHB pg. 10 under Attendance – clearly stated expectations
	Representation on faculty governance	Self-Study	X		SS pg. 20 Faculty By-laws pg. 86 (in App B) NSHB pg. 11
	Graduation	Self-Study	X		SS pg. 20 link to website NSHB pg. 16 / SHB pg. 20, 29 / CC pg. 35
	Refund policies governing all fees and tuition paid by students	Self-Study	X		SS pg. 20 links SHB pg. 33-35 Not in NSHB
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		SS pg. 20 links SHB pg. 9 / CC pg. 15-16

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	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 VRR Website	X		SS pg. 19 NSHB pg. 11 Prior to admission – info cited in the NAP (link is on pg. 6 of SS) Student must sign they have read the NAP as part of the admission process
	Student Handbook	On-site VRR	X		Reviewed SHB and NSHB
Student support services	Description of student safety measures	Self-Study	X		SS pg. 23 – LMS has student course on campus safety information Pg. 24 Safe Defend system in place across campus. Text alert system for emergency situations (students can opt out but otherwise are in). Emergency procedures posted in each classroom and lab. ER exits in both classrooms.
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		No on campus services SS pg. 24-25 refer to own physician for health concerns; for those without a provider, there is a list of local HCPs available that provide free or low cost care – this is also posted on MATC nursing home page. Students required to maintain health insurance during the nursing program.
Student records	Review student files	On-site VRR	X		20% (8) student files reviewed – no issues noted.
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		
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
Curriculum 60-2-102, 60-2-104, & 60-2-105					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	X		SS pg. 27 – A&P, Intermediate Algebra, Nutrition, Human G&D, Public Speaking, English Comp I, Gen Psych, microbiology w/ lab

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	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X		SS pg. 28-38 SS pg. 55 list of clinical facilities – currently use 5 sites
	Credit hours for each non-nursing course	Self-Study	X		SS pg. 27 28 CH non-nursing – 14 CH required for PN and an add'l 14 CH prior to ADN level; PN: A&P w/ lab – 5 CH; Intermed. Algebra – 3 CH; Nutrition – 3 CH; Human G&D – 3 CH; ADN: Public Speaking/Interpersonal Comm – 3 CH; Eng Comp I – 3 CH; Gen Psych – 3 CH; microbiology w/ lab – 5 CH
	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. 28-30 – 24 CH for ADN level w/ 10 CH = 34 CH nursing courses NUR201 – 2 CH RN Transition (1.5/0.5 CH; 22.5/11.25 clock hrs - didactic/lab) NUR 220 – 10 CH – Nursing Across the Lifespan (7D; 3C CH; 105/135 clock hrs) NUR 230 – 12 CH – Management of Patient Care (8D; 4C CH; 120/180 clock hrs)
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		NUR201 – 2 CH RN Transition - 11.25 clock hrs lab NUR 220 – 10 CH – Nursing Across the Lifespan (7D; 3C CH) – 135 clock hrs NUR 230 – 12 CH – Management of Patient Care (8D; 4C) – 180 clock hrs
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	X		SS pg. 27 NUR 220 – 135 clock hrs clinicial / 6 hrs observation = 4.4% NUR 230 – 180 clock hrs / 8 hrs obs = 4.4%

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	List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours per course).	Self-Study	X		SS pg. 27 NUR 220 – 135 clock hrs clinicial / 47.5 hrs sim = 35% NUR 230 – 180 clock hrs / 40 hrs obs = 22%
	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		n/a
	Testing process with test analysis and the written test procedure	Self-Study	X		SS pg. 39; App A, pg. 69-72 Test P&P Exam Soft used for exams; test analysis done after each exam No exam question "leveling" in policy (O)
	Number of students per class	Self-Study	X		SS pg. 11 Currently 2:24 F:S ratio for classroom; 1:8 F/S ratio clinical
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study VRR	X		SS pg. 40 Clinical schedules on VRR support F/S clinical 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		SS pg. 27 List of
	Art and science of nursing	Self-Study	X		SS pg 41 – included in all nursing courses
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		SS pg. 41 – Table 5 Pg. 28-38 course outlines with objectives

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study	X		SS pg. 42 NUR 201 NUR 220 NUR 230
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		SS pg. 42 NUR 201 NUR 220 NUR 230

					Human G&D, A&P, Nutrition
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		SS pg. 42 NUR 201 NUR 220 NUR 230 Gen Psych, Human G&D
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		SS pg. 42 NUR 201 NUR 220 NUR 230 Nutrition, A&P, microbiology
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	X		SS pg. 42-45 curriculum map and program outcomes align w/ KBOR requirements
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	X		SS pg 45-46 Table 8
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	X		SS pg. 47-48 2 dedicated classrooms – nursing (max 30 seats each) 3 sim rooms (3-4 students each room) 4 lab areas (9-18 students) All facilities shared w/ PN program. Master lab schedule is used by all HC tech programs in addition to nursing SS pg. 50 student satisfaction survey w/ facilities
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		SS pg. 47-51 Office suite for Dean, Admin Asst., 4 FT faculty Private offices for student meetings if needed. Conference room in 104d.
	Secure space for student records	Self-Study & On-Site	X		SS pg. 51-52 student records on computer – password protected. Current students have files kept in nursing office behind AA in locked file cabinets. AA and Dean have keys. School is working toward all electronic files.
	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		SS pg. 52-53 Canvas used for LMS – have a contract w/ Canvas to provide 24/7 support for LMS to students. Students report they have used and they did get the help they needed.

					ExamSoft used for testing Smartboards in classrooms IT Dept. open during business hours and students/faculty report they are very responsive and feel they get adequate support.
	Satellite program facilities		n/a		n/a
	Other points of interest		n/a		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.53-54 virtual library; old library space now called the "Teaching & Learning Center" – has support services for students for accessing virtual library needs; small collection journals and AV resources; study room available; testing lab; peer tutoring Pg. 54 nursing dept. has budget for two add'l nursing journals

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 VRR	X		1) Ascension Via Christi – Manhattan 2/2022 2) Geary Community Hospital 4/2019 3) Manhattan Surgical Hospital 5/2021 4) Hospice House 4/2019 5) Accord Hospice 4/2019 All current contracts have been changed to "Evergreen" contracts. Date above is the most recent review date with signature and date signed.
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	Self-Study & On-site	X		SS pg. 55 Five agencies provide all clinical at this time.
	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		SS pg. 56 MATC nursing students are only nursing students onsite at facilities during their scheduled days/times Clinical reps indicate no issues w/ scheduling or other programs at this time.

	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		SS pg. 55 Contract language supports this
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		AVC – Manhattan – visited OB unit – NUR 220 students at clinical
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 - 96.15 2020 – 93.33 2019 – 90.24 2018 – 100 2017 – 100
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 significant findings
	Budget procedures		X		SS pg. 60-61 - Evaluation of facilities, labs, nursing environment done every semester. Input used by faculty to request to Dean. Dean manages nursing budget. Final approval by VPSS, CFO, and President.
Advisory Committee	Review Advisory Committee minutes	On-Site	X		SS pg. 61-62 meets 2x/year Provided program outcomes by programs / asked to provide feedback and EBP updates from industry/current practice. Surveys sent out to all represented sites after each meeting
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. Small faculty at MATC. Gen Ed very aware of nursing students and interact with nursing faculty on every school committee. Two nursing faculty on faculty Senate.
	Support services	On-Site	X		See interview list
	Students	On-Site	X		Met w/ 28 Fall entry ADN students and 8 January entry 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		Part of clinical rep meeting
	Staff RN's	On-Site	x		
	Preceptors	On-Site	n/a		Not utilized in program
	Individuals conducting observational experiences	On-Site	n/a		No experiences available while onsite
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/ VRR			SS pg. 64-68 TPE first developed 1999 and has been revised as needed to present. currently using 2017 ACEN standards & criteria.
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		SS pg. 65 calendar for criteria and outcome review by faculty/Dean. All standards reviewed on rotating schedule with EOPSLO's reviewed w/ each ADN cohort. Evidence in minutes of changes made to SLO's or program based on evaluation data.

On-Site Interviews:

Administration:

- Jim Genandt, PhD – President / CEO
- Sarah Phillips, MPA – Vice President of Student Success / Chief Administrative Officer
- Kerri Bellamy, MBA – Vice President of Finance / Chief Financial Officer
- Josh Gfeller - Chief Information Security Officer/Director of Facilities

ADN Faculty:

- Dorothy Ascher, MSN, RN
- Deirdre Greeley, MSN, RN
- Domonic Solari, MSN, FNP-C
- Easlyn Koch, BSN, RN (on Degree plan for MSN)

Student Support Personnel:

- Laura Weiss-Cook, MS – Director of Financial Aid
- Steve Davis, MBA - Registrar
- Neil Ross, MS – Dean of Student Services
- Michelle Mackeprang, BA – Assistant Director of Admissions
- Darren Ortega, BS – Director of Academic Resources and Testing / Accommodations Officer
- Aryn Hobson, BS – Academic Advisor

ADN Students: met with both ADN classes (18 fall and 8 spring starts)

Clinical Facility Representatives / Advisory Council:

- Lindsey Kannady, BSN, RN – DON, Manhattan Surgical Hospital
- Ashley King – Director of Communications, Geary Community Hospital
- Kourtney Brown, ADN, RN – Director of Medical Services, Geary Community Hospital
- Chandra Case, MSN, CNM – Director of Labor & Delivery, Ascension Via Christi-Manhattan
- Andrew Kvasnica, ThM, BS, ADN, RN – Manager, Perioperative Services, Ascension Via Christi-Manhattan
- Annette Conrow, BSN, RN – Manager, Medical Services, Ascension Via Christi-Manhattan

Classroom Observation:

1) NUR 220 Nursing Across the Lifespan; Deirdre Greeley, faculty – simulation experience

2) NUR 230 Management of Patient Care, Domonic Solari, faculty – Endocrine System

General Education faculty:

- Brian Koch, - Math, Algebra
- Matt Schacht, - Biology, A&P, microbiology

Strengths:

- Added student support services for health/mental health after COVID – WellConnect program is 24/7 assistance
- First-time NCLEX pass rates high (above 90% last 5 years); students come to MATC because of high pass rates
- Nursing P&P Manual has been the source of changes made for all MATC students
- Faculty involvement on nursing and college committees; team review and involvement with Total Program Evaluation plan
- MATC students are seen as well prepared in the clinical setting and faculty hold students accountable for safe patient care delivery; also sought after as employees after graduation
- Clinical site representatives complimentary of faculty; see them as responsive to students and facilities
- Advisory council members feel nursing program Dean and faculty are very transparent in keeping them well informed about the program and program outcomes; program consistently asking for feedback and input regarding changes in current practice and in EBP
- Dean of nursing program viewed as responsive, organized, and thoughtful in supporting positive changes in the nursing program
- Students complimentary of admission process, financial aid process and support of the faculty
- Teaching & Learning Center – highly supportive of students and faculty; newly remodeled with many changes being the result of a two-year survey process with students to identify needs/wants. Houses computers, study rooms, peer tutor, testing center, media library /journals

Opportunities:

- Solid testing policy with exception of process and guidance for "leveling" of test questions throughout the program.
- Absence / clinical make-up policy – students consider a "gray area"; opportunity to clarify and provide transparency to students about expectations and understand of "at faculty discretion"
- Consider alternate ELA's for EOP SLOs – current ELAs rely heavily on ATI measures/outcomes; measures that correlate MATC curriculum with outcomes
- Clarify clinical expectations and grading; show how summative evaluations during clinical factor into grading process. Be clear on pass / fail parameters for clinical portion of combined classes.

Recommendations:

- Recommend reapproval of the ADN program for a time period of national accreditation.

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

Program: Wichita State University – Tradition BSN and Accelerated BSN, satellite @ KSU **Date(s):** October 12-14, 2022

Last KSBN Visit: November 2012 **Accrediting Agency& Date of Last Visit:** CCNE – Nov. 2012

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

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	x		SS pg. 1 1845 Fairmount St. Wichita, KS 67260
	Names of primary administrative officials	Self-Study	x		SS pg. 4 Dr. Richard Muma (15th President, May 2021
	Organizational chart for the institution	Self-Study VRR	x		Faculty HB, Section 1.7
	Current contact information	Self-Study	x		SS pg 1 316-978-3610 – Debra Pile, Chair, SON
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	X		Reviewed – no significant findings
	Copy of school's current catalog	Self-Study VRR Online	X		Reviewed online
Description of nursing program	Organizational chart for nursing program	Self-Study VRR	x		On WSU nursing webpage Faculty Handbook
	Number of faculty	Self-Study	x		SS pg. 24-25 35 FT/PT and 10 Adjunct faculty for all WSU nursing programs. 20 Undergraduate / 8 Graduate/ 6 who teach at both levels.

	Number of non-teaching staff	Self-Study	x		SS pg. 5 1 FT Support staff for UG office 2 FT Admin Asst's and 1 PT AA for the SON. 1 FT Mgr Business & Fiscal Affairs 1 PT Student Asst.
	Number of students admitted per year	Self-Study	x		SS pg. 5; pg. 45 Table 4B1 Approved to admit 60 students/sem (currently 219 in the final 4 sem)– TBSN; 30 annually for ABSN (currently have 23 students); 20 per sem to WSU satellite at KSU (6 admitted to 1st cohort)

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Nursing Program Administrator, Faculty & Preceptors 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	x		SS pg. 23-24 Dr. Debra Pile, DNP, APRN, CNS-Peds
	Qualifications	Self-Study	x		CV in VRR
	Responsibilities	Self-Study	x		Dean, job description in VRR – has appropriate requirements for director; currently Dean is teaching all UG Peds this semester – have hired a new Peds instructor
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	x		SS pg. 13 VRR- link to By-laws
	Faculty job description	Self-Study VRR	x		VRR – in By-laws
	Faculty selection process	Self-Study	x		VRR – in By-laws
	Faculty orientation plan	Self-Study	x		VRR – in By-laws
	Faculty handbook	On-site VRR	x		Reviewed – FHB is for all WSU faculty – nursing dept. has P&P manual that is specific to dept. differences related to faculty
	General faculty meeting minutes for last 3 years	On-site	x		Reviewed
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study VRR	x		Faculty table has all FT and PT faculty but does not list adjuncts. Obtained separate list that does include adjuncts

	FT or PT (use FTE)	Self-Study	x		Ok
	Academic Credentials	Self-Study	X		Only has highest degree; able to see all degrees in faculty files
	Institution granting degree	Self-Study	X		ok
	Area of clinical expertise	Self-Study VRR	X		Not on faculty table; listed on document w/ courses and credit hours
	Area(s) of assignment	Self-Study	X		Course list w/ faculty and course leads and hours
	Licensure	Self-Study	X		ok
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		1 clinical Adjunct on DP
	List all faculty hire exceptions including course hired to teach	Self-Study	X		2 Hire exceptions – both clinical adjuncts
	Faculty file review	On-site		X	10 faculty files reviewed; 1 FQR not submitted, 4 FQR approvals not in files; 2 licensure verifications were expired
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	X		SS pg. 26-27 – recommendations made by clinical agencies; capstone director reviews all – must have one year experience on the units where they work; only those who complete the online orientation and sign the preceptor form and submit demographics
	Preceptor job description	Self-Study	X		SS pg. 26
	Identified roles of preceptors, faculty, and students	Self-Study VRR	X		Roles clearly defined
	Preceptor orientation materials	Self-Study	X		Materials sent electronically with follow up by the course lead to answer questions
	Preceptor signatures showing date orientation completed	Self-Study/On-site	X		Form submitted in Qualtrix and signed electronically
	Name of preceptor and course with Prefix& number (NURS 1011)	Self-Study	X		On Qualtrix form – only one course (capstone) uses preceptors
	Preceptor State of license &License number	Self-Study	X		On Qualtrix form

	Methods of contact between faculty & preceptor	Self-Study	X		In preceptor handbook
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 VRR	x		https://www.wichita.edu/academics/health_professions/nursing/undergraduate/bsn.php
	Degree plan for each degree being granted	Self-Study	x		https://www.wichita.edu/academics/health_professions/nursing/
	Oral and written English proficiency	Self-Study	x		SS pg. 38
	Readmission	Self-Study	x		SS pg. 37
	Progression	Self-Study	x		SS pg. 37
	Counseling &guidance	Self-Study	x		SS pg. 36
	Student role versus employee role	Self-Study	x		NSHB pg. 32 speaks to not wearing uniform and badge outside of WSU clinical activities – does not speak specifically to not using skills from WSU program activities while working at personal job sites – clarify this section in student HB
	Representation on faculty governance	Self-Study	x		SS pg. 9, 13-14 Active SNO; student reps invited to serve on all SON committees – Zoom option for satellite at KSU
	Graduation	Self-Study	x		NSHB pg. 41
	Refund policies governing all fees and tuition paid by students	Self-Study	x		http://catalog.wichita.edu/graduate/enrollment/special-fees-refund-policies/
	Ethical practices including recruitment, admission, and advertising	Self-Study	x		WSU homepage - http://catalog.wichita.edu/undergraduate/university-policies-procedures Nursing handbook, pg. 9
	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		On nursing home page under > Practicum requirements > Background Checks: License > KS Board of Nursing
	Student Handbook	On-site VRR	x		SS pg. 14 Reviewed – students notified of changes to HB via email and by

					faculty if during the school year
Student support services	Description of student safety measures	Self-Study	x		http://catalog.wichita.edu/undergraduate/university-policies-procedures/injury-accident/
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	x		https://www.wichita.edu/student_life/wellness.php Student health services: https://www.wichita.edu/services/studenthealth/index.php
Student records	Review student files	On-site	x		Student files moving to primarily electronic. Most admission information in spreadsheet based on the Qualtrix applications. All scoring and admission information kept in spreadsheet.
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 VRR	X		Many samples of student work in VRR for each course. Projects, papers, reflections, clinical paperwork, assessments, dosage calc, adult interviews.
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
Curriculum 60-2-102, 60-2-104, & 60-2-105					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	x		SS pg. 75-76; website–BSN/ABSN: English I and II - 6 Public Speaking - 3 College Algebra - 3 Introduction to Philosophy - 3 Introduction to Sociology -3 General Psychology -3 Developmental Psychology - 3 Chemistry with Lab – 5 A&P with Lab - 5 Microbiology with Lab - 4 Statistics - 3 Nutrition - 3 Introduction to Pathophysiology-4 Pharmacology - 3 Medical Terminology 1-3 = 52-54
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if	Self-Study	x		Standard III - exhibits – all syllabi w/ appropriate information except breakdown of clinical hours on clinical syllabi (these were on a separate document)

	applicable)				
	Credit hours for each non-nursing course	Self-Study	x		See above - 52-54 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		54 credit hours nursing: 36 CH didactic = 540 clock hrs 5 CH lab = 150 clock hrs 13 CH clinical = 585 clock hrs
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	n/a		No combined courses
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	x		NURS343 Mental Health Practicum – 8 hrs obs/orient – 15% NURS361 – Care of Adults I – 8 hrs – 8.9% NURS 412 – 8 hrs obs – 8.9%
	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		SS pg. 27 Capstone – 5 week clinical experience (90 clock hrs) is only preceptor course)
	List all clinical simulation hours for each relevant course (cannot exceed 50% of the total clinical hours for each course) and objectives for clinical simulation experiences	Self-Study		x	NURS 312 Fundamentals of Nrsg Lab – 6 hrs (10%) NURS 343 – MH – 4.5 hrs NURS 361-CoA I – 4.5 hrs NURS 381 – Mat/NB – 4 hrs NURS 412 CoA II – 4.5 hrs NURS 432 – Peds – 7 hrs NURS 471 – Complex Care – 6 hrs NURS 497 – Capstone – 9 hrs *All courses are under the 50% max but hours are counted 2:1 for clock hours (not KSBN policy – should be 1:1 for sim hours)
	Testing process with test analysis and the written test procedure	Self-Study Onsite	x		Nursing faculty use Test Guidelines for creating exams, giving exams, test analysis and test review. All guidelines are based on best practice.
	Number of students per class	Self-Study	x		SS pg. 25 Fac:Student ratio Max 1:10 for clinical Max 60:1 didactic
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study VRR	x		ABSN and TBSN FALL22 clinical rotation schedules in VRR. All are 1:10 or less
Nursing Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study VRR	x		BSN pre-reqs feed into nursing courses to provide a basis for understanding the nursing content

	Art and science of nursing	Self-Study VRR	x		
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study VRR	x		All syllabi show objectives and outcomes with outline, assignments, clinical and tests to connect to outcomes
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study	x		SS pg. 76-77 curriculum table
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	x		SS pg. 76-77
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	x		SS pg. 76-77
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	x		SS pg. 76-77
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	n/a		N/A
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	x		SS pg. 14 No major or minor curriculum changes have been implemented since the annual report
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	x		SS pg. 20-21
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	x		SS pg. 20-21

	Secure space for student records	Self-Study & On-Site	x		Student records behind two locked doors. Student records are moving to a primarily online format. Electronic records are kept on a shared drive with limited access and password protected.
	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		SS pg. 22 very responsive Media Resource Center and IT support services.
	Satellite program facilities	Self Study Zoom	x		New satellite site on campus of KSU. Admitted first cohort Fall22 – no clinicals yet. Met w. faculty and students. Site was reviewed Spring 22.
	Other points of interest		na		
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	x		SS pg. 21-22 Library resources are robust and most are online. Library director has set up easy access for nursing students to find needed resources.

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 EXXAT program	x		Reviewed 3 largest contracts: 1) AVC-Wichita – needs language that states facility retains responsibility for patient care and staffing and not using students in lieu of facility staff. 2)Wesley Medical Center -ok 3) Stormont Vail Health Center – ok
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		WSU has established several units at two large Wichita sites. They are adequate to meet clinical objectives.
	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		SS pg. 21 While no formal group exists to discuss clinical affiliations, each facility has a designated person to work with WSU and reserve clinical sites. No issues noted.

	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	x		AVC is only contract that needs addendum to include required statements of facility responsibility.
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	x		Toured Ascension Via Chrisit-St. Francis. Met with several staff and managers that work with WSU students during clinical. Also able to interview 2 students.
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 – 80.92 2020 – 86.43 2019 – 87.77 2018 – 94.29 2017 – 86.73
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	x		Reviewed
	Budget procedures		x		SS pg. 19 funding from two major categories 1) general funds (tax revenues and tuition, and 2) restricted funds. Budget is a year long process that includes information from the state about budget for schools/universities
Advisory Committee	Review Advisory Committee minutes	On-Site	x		Advisory committee meets once a semester - have
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		Spoke w/ 3 WSU-KSU students, 2 TBSN students, 19 ABSN 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	Chief Nursing Officer	On-Site	n/a		Not available
	Staff RN's	On-Site	x		Met w/ 7 staff an managers as well as several CNOs on the Advisory Committee

to meet expected program outcomes	Preceptors	On-Site	n/a		Not in Capstone course yet
	Individuals conducting observational experiences	On-Site	n/a		No observation available
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		Academic affairs committee take lead in evaluation. No concerns.
	Use of program evaluation data for ongoing program improvement	Self-study/ VRR	x		SEP – by-laws have committee structures of how data is collected and analyzed. Minutes speak to use of data to make changes as need is perceived.

Onsite Interview List:

Administration:

- President WSU - Dr. Rick Muma, P.A.,
- Executive Vice President/ Provost – Dr. Shirley Lefever
- Assoc. Vice President, Academic Affairs – Dr. GlenMaye
- Assoc. Vice President, Institutional Effectiveness – Dr. Jack
- Dean of College of Health Programs – Dr. Greg Hand
- Associate Dean of CHP – Dr. Voncella McCleary-Jones

Administrative Personnel/Support Services:

- Dean, Graduate – Dr. Pugh
- Exec Director, Financial Aid – Dr. Surender
- Assistant VP Strategic Enrollment Management – Dr. Gandu
- Executive Director, Media Resource Center – John Jones
- Director, Student Success – Kim Sandlin
- Associate Dean, Liberal Arts & Sciences | Professor – Dr. Brian Bolin

Advisory Council / Clinical Agency Representatives:

- Megan Page, MSN, APRN-CNS, NPD-BC, ACCNS-AG - KS Regional Market Director, Ascension Via Christi (Wichita)
- Tiffany Poyner – Coordinator-Market Program / Clinical Professional Development, AVC (Wichita)
- Shane Cash BSN, RN – Market Director Clinical Education – Wesley Healthcare (Wichita)
- David Leslie MBA, BSN, RN – Chief Nursing Officer, Wesley Healthcare (Wichita)
- Janet Schueller, MSN, RN – Butler Community College, Associate Dean of Health, Education, and Public Services / Director of Nursing Programs (El Dorado)
- Carol Perry, MSN, BSN, RN – Sr. VP / CNO, Stormont Vail Hospital (Topeka)
- Julie Elder, DO – Chief Medical Officer, GraceMed Health Clinic (Wichita)
- Carol O'Mara MSN, APRN-FNP – Vituity Ascension Via Christi (Wichita)
- Jennifer Magill, MSN, RN – Associate Chief Nursing Officer, Robert J. Dole VA Medical Center (Wichita)

Library/Library Services: Librarian & Assoc. Professor – Aaron Bowen

Classroom Observation: NURS341 - Mental Health Nursing Care | Faculty – Laura Sooby, MSN, RN; class very interactive with a lot of "prompting" questions. Faculty very knowledgeable.

Nursing Faculty:

- Carol Bett, PhD, APRN – UG & Graduate faculty
- Theresa Cooper, DNP, RN – UG faculty
- Teri Core MSN, APRN – UG faculty
- Jolynn Dowling, MSN, APRN – UG faculty
- Maryon Habtemariam, DNP, APRN – UG faculty
- Veronica Ramos-Blanford MSN, APRN – UG faculty
- Donna Robinson DNP, APRN – UG faculty
- Angela Storrer MSN, APRN – UG & Grad faculty
- Rhonda Williams MSN, RN – UG faculty
- Janell Mayer, PharmD – UG & Grad faculty
- Margaret Ward DNP, APRN – UG & Grad faculty
- Jennifer Thornberry DNP, APRN – Graduate faculty
- Sara Flora DNP, APRN – UG faculty
- Mary Beth Fund DNP, APRN – UG faculty (KSU campus)
- Christina Glennen MSN, RN – UG faculty

General Education faculty:

- Joe Shellhammer, PhD – Associate Teaching Professor, Biological Sciences
- Stephen Brady, PhD – Associate Professor, College Algebra Program Director and UG Coordinator
- Mark Arrasmith – Sr. Educator & Asst. to Chair (Calculus, statistics)

DRAFT

Strengths:

1. Strong, collegial, and passionate faculty
2. Strong support of the nursing program by faculty, staff and administration
3. Dedicated clinical coordinator
4. Extensive library resources – students feel resources are "amazing"
5. Students feel faculty are very helpful and are available when they need help
6. WSU nursing education very affordable and accessible
7. University and nursing school very involved in community and work to be responsive to needs of the community; nursing faculty give students volunteer opportunities in the community as part of the service they do
8. Developing a downtown Health Science Center - site for health programs from WSU, KU, private DO school and WSU Tech
9. Nursing faculty very involved in the COVID response at WSU – worked with a committee that met weekly during the state of emergency and helped decide on and implement needed steps
10. Very robust student support services
11. Student Success Partners – new program Fall22 – new task force – nursing faculty meet with students who meet certain criteria

Opportunities:

1. Differentiate clinical hours on syllabi for all clinical hours – direct /simulation/lab/observation/ preceptor and on clinical schedules
2. Clarify Student vs. Employee role in nursing student handbook – needs to be clear that new skills acquired in clinical are not in scope during employed work hours.
3. Course list with didactic and clinical hours does not clearly match clinical rotation schedule for orientation and observation; also designates that simulation hours are counted as "2:1" for clinical hours. KSBN regulation / policy does not recognize the 2:1 ratio for simulation. All simulation hours should be 1:1 just like observation, direct clinical time and lab.
4. Include General education faculty in discussion with nursing faculty to understand needs of nursing students better. General Ed faculty stated they had asked for feedback (not recent) and did not get a response.

Recommendations:

1. Process to ensure all KSBN required documents are submitted timely and kept current in faculty files. Submit documented process to Education Compliance Officer by 3/31/2023.

2. Simulation hours should be counted 1:1 with clock hrs. Clinical hours on rotation calendars and in syllabi should reflect the 1:1 ratio in future schedules and syllabi. Send new course outline with updated simulation hours count for spring 2023 by 3/31/23 to ECO.

3. Recommend reapproval of the Traditional BSN and Accelerated BSN programs for the time period of national accreditation.

Documentation for Re-Approval of
Advanced Nursing Programs in Kansas
60-17-103 through 60-17-108

Program: Wichita State University – DNP program **Date(s):** Oct. 12-14, 2022

Last KSBN Visit: November 2012 **Accrediting Agency& Date of Last Visit:** CCNE Nov. 2012

Visitors: Michelle Birdashaw, DNP, APRN-FNP-C, ENP-C, CCRN – 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 60-17-103					
Description of legal body responsible for establishing program policies and for support of the program	Address of the institution	Self-Study	x		SS pg. 1 1845 Fairmount, Wichita, KS 67270
	Names of primary administrative officials	Self-Study	x		SS pg. 4-5 Dr. Richard Muma – President WSU
	Organizational chart for the institution	Self-Study	x		SS – link to VRR Also in faculty handbook
	Current contact information	Self-Study	x		SS pg. 1 Dr. Debra Pile, Chair SON, Associate Dean of Nursing Practice
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	x		VRR under KSBN requirements Dean /Chair as well as faculty have input into budget. University on track to be largest research funded school in KS.
	Copy of school's current catalog	Self-Study VRR	x		SS link, VRR - Reviewed
Description of nursing program	Organizational chart for nursing program	Self-Study	x		SS – link to Faculty handbook Faculty handbook
	Number of faculty	Self-Study	x		SS pg. 23-25 35 FT and PT faculty – 14 are graduate faculty (8) or UG/grad faculty (6) - 9 FT, 3 PT, 2 Adj
	Number of non-teaching staff	Self-Study	x		SS pg. 23 SON employs one full-time support staff in the graduate office and one full-time support staff in the undergraduate office.

					In addition, two full-time administrative assistants and one part-time student assistant are assigned to the SON. There is one full-time manager of business and fiscal affairs for the SON. Support assistance is also available through two full-time staff members in the CHP Dean's office.
	Number of students	Self-Study	x		SS pg. 5 – Currently have 14 FNP and 5 AGNP students

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Nursing Program Administrator, Faculty & Preceptors 60-17-103 & 60-17-104					
Nursing Program Administrator	Name and credentials	Self-Study	x		SS pg. 22-23 Dr. Debra Pile, DNP, APRN, CNS-Peds
	Qualifications	Self-Study	x		SS pg. 24 CV in VRR
	Responsibilities	Self-Study	x		SS pg. 22-23 – Job description in VRR – appropriate credentials
Faculty selection and input into program (*each nurse faculty member who is assigned the responsibility of a course shall hold a graduate degree. Each faculty responsible for coordinating clinical instruction shall possess a license as a APRN in the role for which clinical instruction is provided and have a graduate degree.*	Faculty organizational by-laws	Self-Study	x		SS, VRR – link to Faculty by-laws
	Faculty responsibilities	Self-Study	x		SS, VRR – link to Faculty by-laws
	Faculty selection process	Self-Study	x		SS, VRR – link to Faculty by-laws
	Faculty orientation plan	Self-Study	x		SS, VRR – link to Faculty by-laws
	Faculty handbook	On-site	x		VRR – link to handbook Reviewed – no issues
	General faculty meeting minutes for last 3 years	On-site VRR	x		Reviewed – no concerns
Faculty qualifications Enclose a table that displays the following information: *(each nurse faculty member who is assigned the responsibility of a course shall hold a graduate degree. Each faculty responsible for coordinating clinical instruction shall possess a license as a APRN in the role for which clinical instruction is*	Name of faculty	Self-Study	x		Faculty table in VRR
	FTor PT(use FTE)	Self-Study	x		Faculty table in VRR
	Academic Credentials	Self-Study	x		Faculty table in VRR
	Institution granting degree	Self-Study	x		Faculty table in VRR
	Area of clinical expertise	Self-Study	x		Not on original table but added onsite
	Area(s) of assignment	Self-Study	x		Faculty table in VRR
	Licensure	Self-Study	x		Faculty table in VRR
	Indicate degree plan and progress towards degree if applicable	Self-Study	n/a		

provided and have a graduate degree. Non nursing faculty shall have graduate degrees in the area of expertise)	Faculty file review	On-site		x	10 faculty files reviewed; 1 FQR not submitted, 4 FQR approvals not in files; 2 licensure verifications were expired
Preceptor qualifications and information (for current semester) *(Each preceptor or adjunct faculty shall be licensed as an APRN or be licensed as a physician in the state in which the individual is currently practicing)*	Preceptor criteria & selection	Self-Study	x		SS pg. 25-26
	Preceptor responsibilities	Self-Study	x		SS pg. 25-26 Preceptor handbook
	Identified roles of preceptors, faculty, and students	Self-Study	x		MSN-DNP handbook, pg. 38
	Preceptor orientation materials (*includes information about pedagogical aspects of the student-preceptor relationship)*	Self-Study	x		Clinical lead sends email to preceptors for orientation purposes and preceptors provide letter of understanding w/ signature
	Preceptor signatures showing date orientation completed	Self-Study/On-site	x		VRR, NP preceptor manuals Letter of understanding signed
	Name of preceptor and course with Prefix& number	Self-Study	x		VRR list
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
	Preceptor State of license &License number	Self-Study	x		Missing from Excel sheet – added onsite
	Methods of contact between faculty & preceptor	Self-Study			VRR – preceptor handbook
Students 60-17-103 & 60-17-108					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students (*requirement that each student must have a current license to practice as a registered professional nursing gin the US or any of its territories)*	Self-Study	x		VRR – link to Grad admission requirements
	Oral and written English proficiency	Self-Study	x		Pg 168 Grad catalog SS pg. 37
	Readmission	Self-Study	x		SS pg. 13-16, 37
	Progression criteria	Self-Study	x		SS pg. 13-16, 37
	Counseling &guidance	Self-Study	x		SS pg. 36 – numerous resources for students
	Student role versus employee role	Self-Study	x		Preceptor handbooks. No concern
	Representation on faculty governance	Self-Study	x		SS pg. 13-14; Faculty by-laws
	Graduation	Self-Study	x		SS pg. 13-16; 46-47
	Refund policies governing all fees and tuition paid by students	Self-Study	x		SS pg. 13-16; on webpage with college catalog – on Grad student HB

	Ethical practices including recruitment, admission, andadvertising	Self-Study	x		SS pg.24-25 MSN-DNP student HB pg. 39
	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		MSN-DNP HB speaks to licensure as well as background checks – link to KSBN website and KSA 65-1120 information
	Student Handbook	On-site	x		Reviewed in VRR
Student records	Review student files	On-site	x		Online review including Typhon, No concerns
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		Review of clinical course – FNP practicum. No concerns.
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
Curriculum 60-17-105					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	x		SS Appendix, pg. 75-76 MSN-DNP HB, pg. 13-15
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	x		SS Appendix pg. 76-78
	Credit hours for each non-nursing course	Self-Study	x		SS Appendix, pg. 75-76 MSN-DNP HB, pg. 13-15
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	n/a		No combined courses
	Consist of at least 45 semester credit hours or the academic equivalent	Self-Study	x		SS Appendix, pg. 75-76 MSN-DNP HB, pg. 13-15
	Clinical component shall consist of at least 500 hours of clinical learning in each clinical track, or the program shall provide documentation of the overlap if any clinical track consists of less than 500 clinical hours	Self-Study	x		Syllabi have credit hours for each course 17 credit hours of practicum = 1020 clock hours each track
Curriculum includes the following:	Role alignment related to the distinction between practice as a registered professional nurse and the advanced role of an advanced practice registered nurse as specified in K.A.R. 60-11-101	Self-Study	x		DNP handbook pg. 13 – language will need update for revised regs

	Theoretical instruction in the role or roles of advanced nursing practice for which the program provides instruction	Self-Study	x		VRR – Standard III F documents
	The health care delivery system	Self-Study	x		VRR – Standard III H documents
	The ethical and legal implications of advanced nursing practice	VRR	x		MSN-DNP handbooks pg.21
	Three college hours in advanced pharmacology or the equivalent		x		SS pg. 75-76 MSN-DNP handbook pg. 14-15
	Three college hours in advanced pathophysiology or its equivalent		x		SS pg. 75-76 MSN-DNP handbook pg. 14-15
	Three college hours in advanced health assessment or its equivalent		x		SS pg. 75-76 MSN-DNP handbook pg. 14-15
Clinical instruction in the area of specialization, which includes the following:	Performance of or ordering diagnostic procedures		x		SS pg. 75-76 Syllabi review
	Evaluation of diagnostic and assessment findings		x		SS pg. 75-76 Syllabi review
	Prescription of medication and other treatment modalities for client conditions		x		SS pg. 75-76 Syllabi review
The faculty in each advanced nursing education program shall fulfill these requirements:	Identify the competencies of the graduate for each role of advanced nursing practice for which the program provides instruction		x		SS pg. 76-80 No concerns
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
	Determine the approach and content for learning experiences	VRR	x		Practice and curriculum committees. By-laws
	Direct clinical instruction as an integral part of the program		x		SS pg. 75-76
	Provide for learning experiences of the depth and scope needed to fulfill the objectives or outcomes of advanced nursing courses		x		SS pg. 75-76
Educational Facilities 60-17-107					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type according to the number of students and the educational purposes for which the rooms are to be used	Self-Study & On-Site	x		Most didactic classes are online. Classrooms are adequate in size and technology for use by grad students. LMS is Blackboard for didactic courses.
	A physical facility that is safe and conducive to learning	Self-Study & On-Site	x		Facilities are safe, clean. Security is available. No concerns
	Secure space for nursing student records	Self-Study & On-Site	x		Student files locked in nursing office. Electronic files are password protected.
	Student support services for distance learning if distance learning is provided	Self-Study & On-Site	x		SS pg. 21 – Blackboard is the ELS and there is Zoom capability. Good IT support.

	Satellite program facilities		n/a		
Library resources and tour	Library holdings, instructional media, and materials shall be of sufficient recency, pertinence, level of content, and quantity as indicated by the curriculum to meet the needs of nursing students and faculty and shall be available to distance learning students	Self-Study & On-Site	x		SS pg.21 Holding are adequate. Many online resources available with good tech support services
Clinical Resources 60-17-106					
Clinical resources	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site	x		Affiliation agreements kept with administration. View agreements for FNP program. No concerns.
	Clinical learning experiences and sites are selected to provide learning opportunities necessary to achieve the advanced nursing education program objectives or outcomes	Self-Study & On-site	x		VRR preceptor handbooks VRR – Excel sheet w/ preceptors and areas of practice and experience
	Faculty shall facilitate and evaluate student learning experiences in the clinical area	Self-Study & On-Site	x		Preceptor handbooks Faculty clinical lead makes site visits once a semester. Available by phone and email if concerns.
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
	Preceptors shall be responsible for assessing performance in the clinical setting	Self-study & On-Site	x		VRR – preceptor handbooks Complete evaluation. Students have points in clinical course associated with having their evaluations returned.
	The advanced nursing education program shall provide verification that each agency used for clinical instruction has clinical facilities that are adequate for the number of students served in terms of space, equipment, and other necessary resources, including an adequate number of patients or clients necessary to meet the program objectives or outcomes	Self-study & On-site	x		Clinical site visit once a semester. Student evals in clinical setting. No concerns.
	The advanced nursing education program contracts with an adequate number of appropriate affiliating agencies so there will be appropriate clinical experiences to meet curriculum objectives or outcomes		x		Completed for each clinical agency. Affiliations are kept with the administration office. Affiliations agreements shared among colleges for all clinical programs.

	The faculty provides the affiliating agency staff with the organizing curriculum framework and either the objectives or outcomes for the clinical learning experiences		x		Preceptor handbook No concerns
	A sufficient number and variety of patients representing appropriate age groups shall be available to provide learning experiences to meet curriculum objectives or outcomes		x		Clinical time is tracked in Typhon. MSN-DNP Handbook, pg. 49
	If more than one advanced nursing education program uses the same affiliating agency, each advanced nursing education program shall document the availability of appropriate learning experiences for all of its students.		x		Typhon is used to track learning experiences. Type of patients evaluated, procedures, ICD-10 codes are all tracked. *Consider investigating if Typhon has other services that could be built on such as Student portfolios, preceptor evals and keeping track (list) of preceptors.
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	x		Met with preceptors Ashley Graf and Dr. Sebes
Administrative Policies & Procedures 60-17-103 & 60-17-105					
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	x		No concerns. Resources are adequate.
	Budget procedures		x		Dean has input into budget and works with Provost to approve final budget and funding needs. Faculty gives input to Dean.
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	x		See interview list
	Support services	On-Site	x		See interview list
	Students	On-Site	x		Complimentary of WSU faculty. No concerns.
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		Several CNOs part of Advisory Council. WSU and clinical practice partners work well to meet needs of the community.
	Staff RN's	On-Site	n/a		
	Preceptors	On-Site	x		Feel supported by WSU faculty. Feel students are well prepared.
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		Academic affairs committee take lead in evaluation. No concerns.

	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	x		SEP – by-laws have committee structures of how data is collected and analyzed. Minutes speak to use of data to make changes as need is perceived.

Onsite Interview List:

Administration:

President WSU - Dr. Rick Muma, P.A.,
Executive Vice President/ Provost – Dr. Shirley Lefever
Assoc. Vice President, Academic Affairs – Dr. GlenMaye
Assoc. Vice President, Institutional Effectiveness – Dr. Jack
Dean of College of Health Programs – Dr. Greg Hand
Associate Dean of CHP – Dr. Voncella McCleary-Jones

Administrative Personnel/Support Services:

Dean, Graduate – Dr. Pugh
Exec Director, Financial Aid – Dr. Surender
Assistant VP Strategic Enrollment Management – Dr. Gandu
Executive Director, Media Resource Center – John Jones
Director, Student Success – Kim Sandlin
Associate Dean, Liberal Arts & Sciences | Professor – Dr. Brian Bolin

Advisory Council / Clinical Agency Representatives:

Megan Page, MSN, APRN-CNS, NPD-BC, ACCNS-AG - KS Regional Market Director, Ascension Via Christi (Wichita)
Tiffany Poyner – Coordinator-Market Program / Clinical Professional Development, AVC (Wichita)
Shane Cash BSN, RN – Market Director Clinical Education – Wesley Healthcare (Wichita)
David Leslie MBA, BSN, RN – Chief Nursing Officer, Wesley Healthcare (Wichita)
Janet Schueller, MSN, RN – Butler Community College, Associate Dean of Health, Education, and Public Services /Director of Nursing Programs (El Dorado)
Carol Perry, MSN, BSN, RN – Sr. VP / CNO, Stormont Vail Hospital (Topeka)
Julie Elder, DO – Chief Medical Officer, GraceMed Health Clinic (Wichita)
Carol O'Mara MSN, APRN-FNP – Vituity Ascension Via Christi (Wichita)
Jennifer Magill, MSN, RN – Associate Chief Nursing Officer, Robert J. Dole VA Medical Center (Wichita)

DRAFT

Library/Library Services: Librarian & Assoc. Professor – Aaron Bowen

Nursing Faculty:

Carol Bett, PhD, APRN – UG & Graduate faculty
Theresa Cooper, DNP, RN – UG faculty
Teri Core MSN, APRN – UG faculty
Jolynn Dowling, MSN, APRN – UG faculty
Maryon Habtemariam, DNP, APRN – UG faculty
Veronica Ramos-Blanford MSN, APRN – UG faculty
Donna Robinson DNP, APRN – UG faculty
Angela Storrer MSN, APRN – UG & Grad faculty
Rhonda Williams MSN, RN – UG faculty
Janell Mayer, PharmD – UG & Grad faculty
Margaret Ward DNP, APRN – UG & Grad faculty
Jennifer Thornberry DNP, APRN – Graduate faculty
Sara Flora DNP, APRN – UG faculty
Mary Beth Fund DNP, APRN – UG faculty (KSU campus)
Christina Glennen MSN, RN – UG faculty

DRAFT

Strengths:

1. Strong, collegial, and passionate faculty
2. Strong support of the nursing program by faculty, staff and administration
3. Extensive library resources and support to use them
4. University and nursing school very involved in community and work to be responsive to needs of the community; nursing faculty give students volunteer opportunities in the community as part of the service they do
5. Developing a downtown Health Science Center - site for health programs from WSU, KU, private DO school and WSU Tech
6. Nursing faculty very involved in the COVID response at WSU – worked with a committee that met weekly during the state of emergency and helped decide on and implement needed steps
7. Very robust student support services and student success department.
8. All new faculty are provided with new faculty orientation.
9. Faculty are provided support through Instructional resources department. There are weekly open door sessions to support all faculty.
10. Consistent pass rates above the national average for board certification. In 2019 and 2020 the pass rates were 100% for those that sat for national certification.
11. Incorporate trained Standardized Patient Experiences into simulation experiences.
12. Utilizing simulation in the advanced practice programs.
13. Clinical course leads are assisting students with clinical placements.
14. Students continue to have an on-ground presence once a week for lecture and/or standardized patient experiences.
15. Post Masters DNP continues to have strong applicants and strong candidates. Thirty two applied this past semester, 20 accepted.

Opportunities:

1. Update handbooks to reflect revisions in APRN regulations KAR 60-11-101 and 103.
2. Preceptor orientation – process and documentation of the process could be more clarified. The program does require a signed letter of understanding from preceptors, but this does not reflect a signature acknowledgement of preceptor training and responsibilities. Currently the program holds a subscription to NONPF which does have preceptor training videos which may be helpful in expanding the preceptor training that is offered (currently process is not standardized and is completed by clinical faculty). May consider tracking evaluations through Tyhpon and expanding upon use of the system. Currently students only input data from their clinical day. The program could hold all preceptor information including licensure and areas of clinical specialty. This may help in establishing clinical agreements. Curriculum mapping and student portfolios can be housed in Typhon.

Recommendations:

1. Process to ensure all faculty files have KSBN required documentation. Send copy of process documentation to Education Compliance Officer by 3/31/23,
2. Recommend reapproval of the advanced practice programs at WSU for a time period of national accreditation.

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

Program: Donnelly College ADN Program **Date(s):** Oct. 18-19, 2022

Last KSBN Visit: Sept. 24-25, 2019 **Accrediting Agency& Date of Last Visit:** KSBN approved only

Visitors: Amy Hite, EdD(c), DNP, APRN, FNP – KSBN Education Committee member; Janelle Martin, MHSA, RN – Nursing Education Compliance Officer

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	X		608 N. 18th St., KC, KS 66102
	Names of primary administrative officials	Self-Study	X		Msgr Stuart Swetland, President Lisa Stoothoff, COO/Dean
	Organizational chart for the institution	Self-Study	X		SS, Exhibit A
	Current contact information	Self-Study	X		Patty Palmietto, DNP(c), MSN, RN ppalmietto@donnelly.edu 913-621-8771
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	Self-Study	X		SS, Exhibit B Reports reviewed – several risks identified related to accounting principles. Search for new CFO in progress at DC.
	Copy of school's current catalog	Self-Study	X		Online-www.donnelly.edu/SS exhibit
Description of nursing program	Organizational chart for nursing program	Self-Study	X		SS, Exhibit C
	Number of faculty	Self-Study	X		SS pg. 10 – 1 FT Director, 5 full time faculty, 3 adjunct faculty
	Number of non-teaching staff	Self-Study	X		SS pg. 10 1 FT Intake Coordinator and 1 FT ADN Specialist (Title V grant funded position)
	Number of students admitted per year	Self-Study	X		SS pg. 10 – Approved for 15 admits annually – currently have 14 in the program

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Nursing Program Administrator, Faculty & Preceptors 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	X		SS pg. 11 - Patty Palmietto, DNP(c), MSN, RN
	Qualifications	Self-Study	X		SS pg. 11and Exhibit D (CV); Nursing Faculty Orientation Handbook Pg. 22.
	Responsibilities	Self-Study	X		SS pg. 11 - Exhibit D, Pg. 13; Nursing Faculty Orientation Handbook Pg. 22.
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		Attached Exhibit D, Pg. 13
	Faculty job description	Self-Study	X		Nursing Faculty Orientation Handbook Pg. 23-24.
	Faculty selection process	Self-Study	X		Attached Exhibit D, Pg. 30
	Faculty orientation plan	Self-Study	X		Attached Exhibit D, Pg 41. Discussed with faculty 10/19/22. DC orientation each semester and specific orientation for nursing with faculty mentor and director. Monthly Check In.
	Faculty handbook	On-site/Electronic	X		Nursing Faculty Orientation Handbook
	General faculty meeting minutes for last 3 years	On-site	X		Reviewed minutes.
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		Attached Exhibit E on Table
	FT or PT(use FTE)	Self-Study	X		Exhibit E on Table
	Academic Credentials	Self-Study	X		Exhibit E on Table; Faculty Files
	Institution granting degree	Self-Study	X		Exhibit E on Table; Faculty Files
	Area of clinical expertise	Self-Study	X		Exhibit E on Table; Faculty Files and Faculty Meeting.
	Area(s) of assignment	Self-Study	X		Exhibit E on Table
	Licensure	Self-Study	X		Exhibit E on Table; Faculty Files
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		Exhibit E on Table; 2 DNP students and 1 MSN Student.
	List all faculty hire exceptions including course hired to teach	Self-Study	X		Exhibit E on Table; 1 HE (adjunct)
	Faculty file review	On-site	X		Files adequate with appropriate documents.
Preceptor qualifications and information (for current	Preceptor criteria & selection	Self-Study	N/A		Currently no preceptors.
	Preceptor job description	Self-Study	N/A		Currently no preceptors.

semester)	Identified roles of preceptors, faculty, and students	Self-Study	N/A		Currently no preceptors.
	Preceptor orientation materials	Self-Study	N/A		Currently no preceptors.
	Preceptor signatures showing date orientation completed	Self-Study/On-site	N/A		Currently no preceptors.
	Name of preceptor and course with Prefix& number (NURS 1011)	Self-Study	N/A		Currently no preceptors.
	Preceptor State of license &License number	Self-Study	N/A		Currently no preceptors.
	Methods of contact between faculty & preceptor	Self-Study	N/A		Currently no preceptors.

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		Exhibit G, Pg 7; Self Study pg 12; Nursing Student Handbook and Prospective RN Student Packet Pg 11.
	Degree plan for each degree being granted	Self-Study	X		Exhibit G, Pg 26 Nursing Student Handbook Pg 6-7
	Oral and written English proficiency	Self-Study	X		Nursing Faculty Orientation Handbook, Pg 48; DC Catalogue Pg 5 (Accuplacer for English progression policy, prior to starting RN Courses required).
	Readmission	Self-Study	X		Exhibit F, Nursing Faculty Orientation Handbook, Pg 18-19
	Progression	Self-Study	X		Exhibit F Nursing Faculty Orientation Handbook, Pg 7,11. Progression Committee Minutes.
	Counseling &guidance	Self-Study	X		Exhibit F, Pg 12 Exhibit G, Pg 13
	Student role versus employee role	Self-Study	X		Exhibit F, Pg 15
	Representation on faculty governance	Self-Study	X		Nursing Student Handbook, Pg 14
	Graduation	Self-Study	X		Exhibit F, Pg 18 Exhibit G, Pg 23
	Refund policies governing all fees and tuition paid by students	Self-Study	X		Exhibit G Pg 22-23
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		Nursing Student Handbook Pg 2 and DC 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		Exhibit F, Pg 17-19 Exhibit H
	Student Handbook	On-site/Electronic	X		Exhibit F
Student support services	Description of student safety measures	Self-Study	X		Exhibit G, Pg 13
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study/Onsite	X		No onsite services but DC Catalogue Pg 15, 16; and Nursing Student Handbook Pg 8, 9,
Student records	Review student files	On-site	X		Reviewed onsite, all required documents present.
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 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		Student Nursing Handbook and Admission Packet. LPN License Nutrition (3); Comp I and II (6); Gen Psych (3); Pathophysiology (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		Student Nursing Handbook Pg. 7-8, 12.
	Credit hours for each non-nursing course	Self-Study	X		15 credit hours Pre-Reqs, see above
	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		Student Nursing Handbook, Pg 7 30 nursing credit hours (24 didactic and 6 clinical)
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	N/A		No combined didactic and clinical courses.
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	N/A		No observational clinical hours.

	List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours per course).	Self-Study	N/A		No simulation counted for clinical hours. Used in skills and didactic teaching.
	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		No precepted clinical experiences.
	Testing process with test analysis and the written test procedure	Self-Study	X		Nursing Faculty Orientation Handbook, Pg. 41-48; Student Nursing Handbook Pg.12 Testing Policy for Students
	Number of students per class	Self-Study	X		15 admitted every January
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		Fall 2022 Clinical Schedule
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		Student Nursing Handbook, Pg 7; Reviewed General Education Requirements; provides foundation for safe and effective nursing practice.
	Art and science of nursing	Self-Study	X		Student Nursing Handbook Pg. 7
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		Student Nursing Handbook Pg. 7; Curriculum Table

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		Curriculum Table; met through multiple courses
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		Curriculum Table; met through multiple courses
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		Curriculum Table; met through multiple courses
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological	Self-Study	X		Curriculum Table; met through multiple courses

	adaptation				
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	X		Student Nursing Handbook Pg 7
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	N/A		No curriculum changes since last report.
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	X		Facility adequate for student learning (classrooms, student lounge, labs, simulation rooms)
	Faculty offices are adequate in size, number, and type to provide the faculty with privacy in counseling students	Self-Study & On-Site	X		Each faculty member has private office, adequate chairs and space for student meetings.
	Secure space for student records	Self-Study & On-Site	X		Student records in locked file room, in locked Director's 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		Theory and clinical technology sufficient. Medium and High Fidelity simulators. Computers available for students. Technology adequate in classrooms.
	Satellite program facilities		N/A		No Satellite program
	Other points of interest		X		Campus tour provided
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		Located in both buildings due to COVID-19. Library in new building; 2 new online databases for students.

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		Clinical Contract Binder Onsite; reviewed contracts for University of Kansas and St. Joseph Hospitals.
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		Meet curriculum objectives.
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of	Self-Study & On-Site	X		Facilities are large enough to accommodate

	appropriate learning experiences for all students				
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		Reviewed contracts for University of Kansas and St. Joseph Hospitals.
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		KU Med, Cardio-Thoracic Surgery unit. Meets students and program/course objectives. Staff nurses eager to work with students. Nurse manager impressed with DC RN students.
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		2019 60% 2020 77.78% 2021 no graduates 2022 Admitted class in Jan. 2021 - Dec. 2021. All testing has been done in 2022 and no official NCLEX reports for 2022. Improvement plan in place for conditional approval. Significant number of first-generation college students, minority and disadvantaged student population, and ELL. Program started in 2018.
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		Reviewed last 2 fiscal reports. DC Audit Report 2020 and 2021; 2022-2023 Budget Template
	Budget procedures	Self-Study	X		Exhibit K; Discussed with Administration. All program directors meet yearly with Administration in the fall to discuss budget planning for the next FY. Faculty are involved at the Department level.
Advisory Committee	Review Advisory Committee minutes	On-Site	X		Met twice yearly prior to spring 2020; met once in 2021 and 2022. Plan to resume twice yearly meetings.
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		Met with Msgr Stuart Swetland and Dean Lisa Stoothoff
	General education and required support course faculty	On-Site	X		Will need list from Patty;
	Support services	On-Site	X		Met with Emily Buckley, VP of Advancement, and Mary Plfanz, AVP Student Affairs

	Students	On-Site	X		Met with students 10/19/22; shared clinical experiences from KU and St. Joe.
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		
	Staff RN's	On-Site	X		KU Med, CTS Dept Manager and staff nurses.
	Preceptors	On-Site	N/A		Do not use preceptors
	Individuals conducting observational experiences	On-Site	N/A		No observational experiences
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	On-site	X		Reviewed RN Nursing Systematic Plan of Evaluation (SPE) 2020 and 2022. Faculty are involved in the evaluation and actions determined by the yearly review.
	Use of program evaluation data for ongoing program improvement	On-site	X		RN Nursing Systematic Plan of Evaluation (2020 and 2022) reviewed. Discussion with Director and Faculty stressed that evaluation plan is utilized for ongoing program improvements.

Onsite Interviews:

Administration:

- Msgr. Stuart W. Swetland, S.T.D., President
- Patty Palmietto, DNP(c), MSN, RN - Director of Nursing
- Lisa Stoothoff, VP of Academic Affairs, Dean of the College
- Emily Buckley, VP of Advancement

Support Services

- Rachel Guay, Nursing Admission Counselor
- Emily Maddis, Director Title V
- Santina Brown, ADN Specialist
- Financial Aid and Registrar, unavailable

DC Board of Trustees: 10/18/2022 (via Zoom):

- Father Riley
- Sister Esther
- Bob Bartunek
- Herb Sizemore
- Bill Dunn
- Karen Jones
- Maurice Moss

Experienced Board with 17 years to 2 months of service; previous President of DC; Chair of Board.

Advisory Board - No meeting, membership changing and none of the members were available due to conflicts.

General Education Faculty:

- Ana Maradiaga, STEM Director
- Patrick Owens, English
- Dhuha Shareef, Mathematics & Physics Asst. Professor
- Mary Pflanz, Student Support Services Director
- Gretchen Meinhardt, Asst. Professor – Director, Success First program
- Paula Console-Soican- English
- Joe Multhauf, A & P
- Madison Clay, English, Adjunct

Nursing Faculty:

- Cecilia Kroen, MHSA, BSN, RN – FT Asst. DON (hired May 2019)
- Jamie Broski, BSN, RN (MSN Student, full time)
- Megan Kelly, DNP, MSN, RN
- Russel Robinson, DNP(c), MSN, BSN, RN

Students: Met with 13/14 ADN students (1 absent) – about 40% indicated they had received their PN from Donnelly College, majority working full time while attending ADN Program.

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Strengths:

- Resources for ADN program are strong – increased number of computers and have 2 computer labs, Simulator for maternity simulation and birthing bed plus other enhancements to the simulation lab, and they have remodeled current building in which nursing program is located with the second floor dedicated for the ADN program. New campus building is open and houses the Library and Academic Resource Center, provides extra computer labs utilized for the nursing program. The Nursing department is the sole occupants of the 4-story renovated Marian Building.
- Director of Nursing is a strong leader for the nursing program and for Donnelly College - Administration, Board of Trustees, Support Services, and General Education Faculty complimentary of the Nursing Director, Faculty and ADN Students. Patty Palmietto, Director well respected at DC. Board of Trustees reported her impressive leadership with students and faculty; she assists the students to persevere and overcome various challenges; the program is "popular" because of Patty; builds a culture of engagement with students and the community to create outreach partnerships; she attends all Board Meetings; and Patty is dedicated and committed to DC and the students.
- Director of Nursing serving as Faculty Senate President; PN Faculty serving as Faculty Senate Secretary. Nursing faculty are integrated into the college community.
- General Education faculty will tutor students in preparation for TEAS testing. Large number of pre-nursing students in general education classes; will correlate course content for future nurses.
- Nursing program adapted through COVID with distance learning; provided audio-video equipment to continue student learning for faculty and students. Resumed face to face student learning fall 2020; student cohorts separated by floors, non-nursing students not allowed in Marian Building, classrooms and facility cleaned thoroughly each day (Director arrives at 4:00 am, UV light cleaning for each room daily).
- Student opportunities for grants and scholarships to support first-generation college students (78% of DC students).
- Board of Trustees and Administration attend pinning; inspired to support and grow the nursing program based on student testimonials.
- Director and Faculty well supported in professional development. Recently, all attended the NLN Conference. 3 new programs for students as a result (Safe Medicate; Simclex; and EHR Go).
- Title V Funding: opportunities for programmatic assistance to nursing, Nursing Admission Counselor and ADN Specialist, funds for resource center and nursing tutors, and matching endowed scholarships.
- Program Evaluation Committee: evaluated by Director and Faculty. Program changes are implemented based on this data. Task Stream used by DC for evaluations and linked to budget.
- Majority of full-time faculty were hired in the last 18 months, but there is excellent leadership and stability for the ADN Program within this group. Also, there is more diversity in the faculty which provides more representation of the student and community population.
- Location of the nursing program – serves a much-needed area of the city and has strong Mission & Vision for success, aligns with the DC Mission and Vision.
- Students have a strong interest in the nursing program and there are more than enough qualified candidates for the approved enrollment numbers. Students feel supported by the Director and Faculty, quick replies from Director, tutoring provided by faculty, Student Nurse Association with President on faculty committees, easy transition from other LPN programs to DC, feel comfortable to meet with most faculty if concerns in class or learning activities, feel clinical provides opportunities to apply didactic knowledge, and appreciate the diversity of their peers.

Opportunities:

- Advisory Board Minutes: for attendees, list names and organization they represent. Include DC administration, faculty, and staff attendees, but list their role/department.
- Continue to monitor NCLEX pass rates and follow up with improvement plan.
- Continue supporting professional development and competitive salaries to retain/recruit nursing faculty.
- Evaluate length of time from graduation to NCLEX test dates, approximately 6 weeks. Are there opportunities to test sooner, have transcripts sent from Registrar quicker?
- All RN faculty hired between 2019-2022, supportive retention strategies for continuity of education and improvement in program successes. Continue with professional development opportunities and open communication with faculty.
- All ADN students advised by Director (LPN students advised by Director and Asst Director). Consider shared advising by nursing faculty and support staff, especially as programs grow in numbers.
- Explore ACEN for Accreditation of nursing programs. Consider articulation agreement for RN to BSN program with established programs in KS, until you can explore starting BSN program at DC.

Recommendations:

- Recommend to approve for 5 years but to continue on conditional approval with a re-assessment of approval status in March 2023 upon review of official 2022 NCLEX pass rates.
- Update ADN Improvement Plan with evaluation of initial pass rates analyzing all aspects of the ADN program and a plan of action to improve the pass rate to KSBN Education Compliance Officer by 6/15/23.

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

Program: Coffeyville Community College Nursing Program **Date(s):** November 2-3, 2022

Last KSBN Visit: August 30-31, 2017 **Accrediting Agency& Date of Last Visit:** KSBN Approved Only

Visitors: Dr. DeLyna Bohnenblust, EdD, MSN, RN, APRN-CNS, CNE – 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 SSR, p.6	X		400 W. 11th Street, Coffeyville 67337
	Names of primary administrative officials	SSR, p.6	X		Dr. Marlon Thornburg, President Heather Pollet, Dean, Career & Tech Education
	Organizational chart for the institution	SSR, p.11	X		
	Current contact information	SSR, p.6	X		620-252-7505 (NPD)
	An audited fiscal report covering the previous twoyears, including a statement of income and expenditures	On Site SSR, Exhibit 8	X		Statement of Revenue, Expenses & Changes in Position Reviewed – no significant findings
	Copy of school's current catalog	Exhibit 1	X		Reviewed
Description of nursing program	Organizational chart for nursing program	SSR, p.12	X		President > Dean, C&TE > NPD > Nrsg Faculty
	Number of faculty	SSR, p.7-8, 13	X		1 FT, 1 PT and 2 clinical adjunct faculty for both levels of the nursing program

	Number of non-teaching staff	SSR, p.8	X		1 FT Nursing Program Director, 1 PT Admin. Asst. (works for all Career/Tech Ed programs)
	Number of students admitted per year	SSR, p.7	X		24 approved / annually for ADN Currently 22 students (Fall22 start)

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	SSR, p.8, 13	X		Anastasia O'Connell MSN, RN
	Qualifications	SSR, p.13	X		MSN, Med/Surg / Leadership
	Teaching Load	SSR, pg. 13	X		No assigned teaching load – fills in as needed
	Responsibilities	SSR, p.13 Exhibit 2	X		Job description meets regulation
Faculty selection and input into program NFHB=Nursing Faculty Handbook	Faculty organizational by-laws	SSR, Exhibit 3	X		NFHB, pg. 3-9
	Faculty job description	SSR, Exhibit 2	X		Advise students, current licensure, serve on college committees, input to budget – meets regulation Adjunct job description – states KS or OK MSL – could it not be any MSL?
	Faculty selection process	SSR, p.14-17 Exhibit 2	X		Non-discrimination language in process
	Faculty orientation plan	SSR, p.18-21	X		SSR pg. 18-20 CCC orientation Pg. 21 – nursing program specific orientation
	Faculty handbook	SSR, Exhibit 3	X		Reviewed
	General faculty meeting minutes for last 3 years	On-site	X		Minutes reviewed for last 3 years. Student participation in student-faculty forum has been mostly non-existent since COVID.
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	SSR, p.13	X		Faculty table
	FTor PT(use FTE)	SSR, p.13	X		Faculty table
	Academic Credentials	SSR, p.13	X		Only listed most recent credential for those that had higher level degrees – credentials are in faculty files
	Institution granting degree	SSR, p.13	X		Only most recent credential with institution in table – info in faculty

					files
	Area of clinicalexpertise	SSR, p.13	X		Faculty table
	Area(s) of assignment	SSR, p.13	X		Faculty table
	Licensure	SSR, p.13	X		Faculty table
	Indicate degree plan and progress towards degree if applicable	SSR, p.13	X		1 PT faculty on degree plan for MSN – grad planned for 2024
	List all faculty hire exceptions including course hired to teach	SSR, p.13	X		2 PT clinical faculty on Hire Exceptions – both have ADN degrees
	Faculty file review	On-site	X		Files contained required documentation
Preceptor qualifications and information (for current semester) RN only	Preceptor criteria & selection	N/A	n/a		Preceptors not used in program
	Preceptor job description	N/A			
	Identified roles of preceptors, faculty, and students	N/A			
	Preceptor orientation materials	N/A			
	Preceptor signatures showing date orientation completed	N/A			
	Name of preceptor and course with Prefix& number (ex: NURS 1011)	N/A			
	Preceptor State of license &License number	N/A			
	Methods of contact between faculty & preceptor	N/A			

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following **NSHB = Nursing Student Handbook** **NFHB = Nursing Faculty Handbook**	Admission of generic, transfer, and articulation students	SSR, Exh 1-college catalog Exhibit 4 - NSHB	X		SSR, pg. 23 – must be an LPN or licensed Paramedic to apply to the RN program Exh 1 – pg. 10 - Open Door admissions (general); pg. 33 transfer, articulation NSHB – pg. 14 and pg. 3 of Nrsg application -admission criteria
	Degree plan for each degree being granted	SSR, p.22	X		Catalog – AAS in Nursing pg. 40 25 CH pre-reqs 26 CH in ADN level (also get 15 CH credit from PN program levcel

	Oral and written English proficiency	SSR, Exhibit 4		X	Pg. 2 of nursing application – uses KSBN TOEFL reqs – Opp: wording needs clarification regarding KSBN requirement vs. school requirement
	Readmission	SSR, Exhibit 4	X		Pg. 6 nursing application NSHB pg. 13
	Progression	SSR, Exhibit 4	X		NSHB pg. 13
	Counseling &guidance	SSR, Exhibits 1, 4	X		Catalog pg. 9, Student Services; p. 12 - Success Center; p. 22 – no counselor on campus – Opp: handbooks vague on what counseling services are and how they are accessed. There are mental health resources listed with the student health information.
	Student role versus employee role	SSR, Exhibit 4	X		NSHB pg. 24-25 **Opportunity to clarify language to include not wearing student scrubs or badge when at work and to stay in role/scope of practice as employee. Students able to verbalize this but it is not clarified in the NSHB.
	Representation on faculty governance	SSR, Exhibit 4	X		Pg.27 Student-Faculty Forum with every nursing faculty meeting – no assigned reps as anyone can attend. Most students were either not aware of the meetings or if aware, not sure how they get notified. There is a SNO on campus but they did not state an association with thee forums as part of representation on faculty governance. Opp: clarify what the forum is intended to do and possible alternatives for having student involvement.
	Graduation	SSR, Exhibits 1, 4	X		Catalog pg. 9 CCC graduation NSHB pg. 13; also on pg. 6 of nursing application
	Refund policiesgoverning all fees and tuition paid bystudents	SSR, Exhibit 1	X		Catalog pg. 25-26
	Ethical practices including recruitment, admission, andadvertising	SSR, Exhibit 1	X		Catalog pg. 3 NSHB pg. 34 Nursing application, pg. 10

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	Information to any student who may be subject to licensure disqualification under K.S.A. 65-1120. (Must be provided prior to program admission)	SSR, Exhibit 4	X		Nursing application pg. 8-9 Opp: substitute disqualification language for denial language in information
	Student Handbook	SSR, Exhibit 4	X		Reviewed
Student support services	Description of student safety measures	SSR, p.7 Exhibit 1 & 4	X		Safety information posted in each classroom in the building and at all exits.
	Description of student health services (available on-site or students have knowledge of available health services)	SSR, p.7 Exhibit 1 & 4	X		Catalog pg. 11 NSHB pg. 33 provider list School nurse – office in Student Union (M-F 9a-1p) – does TB screenings and flu shots Safety & Health Committee – reviews all health and safety concerns (chaired by Sr. Director Student Affairs)
Student records	Review student files	On-site	X		Appropriate documentation in files (per P&Ps)
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		Calculation exams, clinical paperwork, student evals of clinicals and courses, HESI exams and remediations
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	SSR, p.22-29	X		RN pre-reqs include all PN pre-reqs (A&P, gen psych, dev psych, Int Algebra, Eng Comp I, Pub Spkg/IP Comm) plus: Microbiology – 5CH (co-req)
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	SSR, p.32-37 Exhibit 1	X		Catalog pg. 108-111 course descriptions Exh 5 – syllabi for all nursing courses Exh 6 – list of clinical facilities
	Credit hours for each non-nursing course	SSR, p.22-29	X		See above – total of 25 CH pre/ co-reqs

	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	SSR, p.22-29 Exhibit 4	X		Credit hours: 26 (plus 15 CH from PN program applied) – 41 CH 11 classes: 8 didactic, 3 clinical Credit hrs: 21 didactic, 5 clinical Clock hrs: 315 didactic, 225 clinical
	Identify clinical hours for combined nursing didactic and clinical courses	N/A	n/a		No combined courses
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	SSR, p.34-40	n/a		No observation listed on clinical rotation calendars
	List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours per course).	SSR, p.34-40	X		Adv Nrsg I – 10 sim/ 90 hrs = 11% Mat/Child II – 18 / 45 = 40%
	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)	SSR, p.34-40	n/a		No preceptor hours listed
	Testing process with test analysis and the written test procedure	SSR, Exhibit 3 & 4	X		NFBH pg. 7-8 HESI Standardized exams for each course thru both levels; test blueprints; question leveling w/ each semester; CCC uses a rounding policy for exams; use LMS (Moodle) for testing; exam review for all unit exams; item analysis for each exam. Remediation required on all exams w/ score <80% - put on academic advisement plan – placed in file NSHB –pg. 17-19- same test policy
	Number of students per class	SSR, p.7	X		22 students / theory class 22 students / 3 clinical faculty
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	SSR, p.34-38	X		Clinical rotation schedules all show less than 1:10 F:S ratios
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	SSR, p.42 Exhibit 5	X		Pre-reqs – Microbiology, A&P, gen psych, dev psych, algebra, public speaking or IP comm all contribute to foundation for safe nursing
	Art and science of nursing	SSR, p.42 Exhibit 5	X		Exhibit 4 (NSHB), pg. 6
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	SSR, p.42 Exhibit 5	X		Clinical and didactic objectives are aligned w/ program outcomes

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	SSR, p.42	X		NSRN 200 Bridge Course NSRN 205 Health Assessment NSRN 222/224 Mat-Child Nrsg II/Clin. NSRN 235/237 Adv Nursing I/Clinical NSRN 241 Mental Health Nursing II NSRN 246/248 Adv Nursing II/Clinical NSRN 260 Ldership & Mngmt in Nrsg NSRN 250 NCLEX-RN Review Course
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	SSR, p.42	X		NSRN 205 Health Assessment NSRN 222/224 Mat-Child Nrsg II/Clin. NSRN 235/237 Adv Nursing I/Clinical NSRN 241 Mental Health Nursing II NSRN 246/248 Adv Nursing II/Clinical NSRN 250 NCLEX-RN Review Course
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	SSR, p.42	X		NSRN 222/224 Mat-Child Nrsg II/Clin. NSRN 235/237 Adv Nursing I/Clinical NSRN 241 Mental Health Nursing II NSRN 246/248 Adv Nursing II/Clinical NSRN 250 NCLEX-RN Review Course
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	SSR, p.42	X		NSRN 200 Bridge Course NSRN 205 Health Assessment NSRN 222/224 Mat-Child Nrsg II/Clin. NSRN 235/237 Adv Nursing I/Clinical NSRN 241 Mental Health Nursing II NSRN 246/248 Adv Nursing II/Clinical NSRN 260 L&M in Nursing NSRN 250 NCLEX-RN Review Course
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	SSR, Exhibit 4	X		NSHB, pg. 11
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	SSR, p.43	X		-Cumulative grade needed to pass nursing courses increased to 78% -HESI passing score increased from 800 to 850 to receive points – anything below is 0% (HESI remediation can be completed by

					faculty set date to receive HESI conversion score for credit) -change in remediation requirement for HESI exams -Using HESI Compass in last semester
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.	SSR, p.9 & On-Site	X		Nursing program is on the Tech campus at CCC: PN classroom -210 (2 days/wk) – also nursing library and can be used for private study – holds 24 RN classroom - 209 – holds 24 Rm 211 – Sim / Skills lab – 3 high fidelity simulators, SimBaby, nurses station, Med Dispense system, birthing bed, fetal monitors. Rm 212 – theory or skills lab – also used by Allied Health
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	SSR, p.9 & On-Site	X		Near classrooms Private offices for student counseling
	Secure space for student records	SSR, p.9 & On-Site	X		In NPD office in Main Administration building – in locked cabinets – student and faculty files
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	SSR, p.9 & On-Site	X		Classrooms have whiteboards and Smart Touch Interactive for audio/video presentation Laptop cabinet w/ 26 student laptops HF simulators Tech campus has IT instructor available to help during work hours. Moodle support on main campus – not 24/7
	Satellite program facilities	N/A	n/a		
	Other points of interest	On-Site	n/a		
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	SSR, p.9, 44-49 & On-Site		X	Graham Library is on Main campus – has book and electronic references; online research databases. All online resources accessible from the Tech campus. Library has a culling policy (every 5 yrs) but it

					has not been followed. Many resources were very dated and not marked as historical. Tech campus also has small nursing library (Rm 210). Set up several years ago to offer free resources and resource information on campus. Books have not been culled. The provided list of nursing titles only have 6 that are in the last 5 years.
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	SSR, Exhibit 6	X X X X	 X X	1) Coffeyville Regional Medical Center 2) OSU Medical Center (Tulsa) 3) CHCSEK 4) USD 445 – outdated (remove?) 5) Montgomery Co Health Dept 6) Coffeyville CC Student Health All had begin date and were signed. All are auto renew contracts.
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	SSR, p. 39-40; Exhibit 6 & On-Site	X		6 facilities for 23 students (divided into 3 clinical groups)
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Exhibit 6 & On-Site	X		Participate in a bidding process at OSUMC so spaces they get are only for CCC nursing students for that
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Exhibit 6 & On-Site		X	All good except OSUMC – no language that speaks to staffing independently of students or retaining responsibility for pt care
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Tour of CRMC – both programs utilize several units at this site

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)	SSR, p.10 Exhibit 7	X		2021- 73.68% 2020 – 85% 2019 – 90% 2018 – 100% 2017 – 91.67%
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	SSR, p.6 Exhibit 8	X		Statement of Revenue, Expenses and Changes in Position for college – does not break out nursing budget. NPD printed current and past year nursing program budget for review. No issues
	Budget procedures	SSR, p.6	X		NPD works with Dean and faculty to set yearly budget.
Advisory Committee	Review Advisory Committee minutes	On-Site	X		Advisory minutes reviewed – no issues
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		Met w/ 21 / 22 ADN students and 12/13 PN 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		Met with CNO and several nurse managers while onsite at CRMC. Very complementary of faculty, staff and students from Coffeyville.
	Staff RN's	On-Site	X		Spoke w/ nurses on units where students were working (ADN level onsite)
	Preceptors	N/A	n/a		
	Individuals conducting observational experiences	On-Site	n/a		
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Exhibit 9/ On-site	X		PEP in place with current data for outcome measures

	Use of program evaluation data for ongoing program improvement	Exhibit 9/ On-site	X		Evidence of eval data in faculty and advisory minutes and in actions listed.

Onsite Interviews:

Administration:

- Dr. Marlon Thornburg, EdD – President
- Heather Pollet, APRN, MSN – Dean, Career and Technical Education
- Dr. Aron Potter, EdD – VP for Academic Services
- Jeff Morris, BS – VP Operations/ Finance
- Yvonne Hull, BS – Sr. Director of College Relations and Student Services
- Kelli Bauer, BS – Director of Human Resources

Support Services:

- Kristin Horner – Registrar
- Susan Reardon, BS Accounting – Coordinator of Business Services
- Pam Feerer, BS – Sr. Director of Admissions, Advising, & Student Success
- Robin Adamson, BBA Accounting – Director or Financial Aid

Nursing Faculty:

- Brooka Thomsen-Martin, MSN, RN – FT faculty
- Sunne Groth, BSN, RN – PT faculty

General Education faculty:

- Jill Wood, MS Business Administration – Adjunct Instructor – does math prep class
- Ryan Butcher, MA – English Instructor
- Mike Arpin, MS Psychology
- David Beck, MA, English Lit – English Instructor
- Salina Meek, MS Education & Communication
- Melissa Gonby, MA, English Comp & MS Disability Services
- Dirk Andrews, MS Communications – Communications and Humanities Instructor

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Clinical / Agency Representatives (CRMC):

- Jamie Vail, BSN, RN – Acute Care Director, CRMC
- Charlene Paolini, MSN, RN – Utilization Review Director
- Marc Slavin, BSN, RN – Surgical Services Director
- Dawn Wright, RN – Education / Quality
- Pilar Davis, MSN, RN – Sr. Director of QI/RM
- Vicky Portwood, MSN, RN – Oncology Director
- Jennifer Wintjen, BSN, RN – OB Director
- Sarah Hoy, BSN, RN – Chief Nursing Officer

Library Director and Director of Institutional Effectiveness – Marty Evensvold – interview and library tour

Classroom observation: NSRN 235 - Advanced Nursing II, Brooka Thomsen-Martin, Faculty

Advisory Committee:

- Gina Brown, RN – Montgomery County Health Dept. / Public Health nurse
- Charlene Paolini, MSN, RN – UR Director, CRMC
- Vicky Portwood, MSN, RN – Oncology Director, CRMC
- Marc Slavin, BSN, RN – Surgical Services Director, CRMC
- Monte Coffman, Executive Director, Health Management of KS

Strengths:

- Community support for program
- CRMC is a tremendous resource for CCC nursing clinical – many and varied opportunities with supportive nursing staff working with students
- Advisory Committee complimentary of nursing leadership and the communication they provide
- Stability and longevity of Full-time faculty /staff including Dean of Career & Tech Ed and the Nursing Program Director
- Students are complimentary of "personalization" of nursing program and how knowledge the NPD and FT faculty are.
- Support of nursing program by CCC administration and staff – professional development, equipment for program, grants
- Many scholarships available for nursing students
- Shared CCC committee experience for nursing faculty with rest of CCC faculty

Opportunities:

- Clarify Counseling Services in catalog and student handbooks regarding what is available and how to access
- Clarify language in Nursing Student Handbook on Student vs. Employee roles
- Student policy on clinical rules regarding safety and not working night before a clinical day
- Clarify if school clinic hours are direct experience or observation. Make sure objectives for clinical are clear and clarify if there is an option for observation at certain clinical sites and what objectives apply if it is observation.
- Availability of information regarding KSA 65-1120 prior to admission – clarify that they are subject to licensure disqualification (instead of denial language)
- Clarify if school clinic hours are direct experience or observation

Recommendations:

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- Library – need to update culling process for resources available and make sure there are current references and resources available for nursing pre-req courses and nursing courses. Need to update written resources to be in the last 5 years and to eliminate the rest. Indicate if main library policy will apply to the resources on the Tech campus or if a different policy will apply. Submit updates /evidence to Education Compliance Officer by 3/31/23.
- Need to update OSUMC contract to include appropriate language for patient responsibility of facility and staffing independent of student assignments. Provide evidence of update to Education Compliance Officer by 3/31/23.
- Clinical evaluation tool – clinical faculty involved in process of student evaluation and add signature to the eval tool to show involvement. Submit revision of policy / tool to ECO by 3/31/23.
- Recommend reapproval of the ADN program for five years.

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

Program: Coffeyville Community College PN Program **Date(s):** November 2-3, 2022

Last KSBN Visit: August 30-31, 2017 **Accrediting Agency& Date of Last Visit:** KSBN Approved Only

Visitors: Dr. DeLyna Bohnenblust, EdD, MSN, RN, APRN-CNS, CNE – 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 **SSR = Self-study report**	Address of the institution	Self-study Report, p.1	X		400 W. 11th Street, Coffeyville 67337
	Names of primary administrative officials	SSR, p.1	X		Dr. Marlon Thornburg, EdD - President Heather Pollet, Dean, Career & Tech Ed Aron Potter, EdD – VP Academic Affairs Yvonne Hull, BS – Sr. Director, Student Services Jeff Morris, BS – Finance Director
	Organizational chart for the institution	SSR, p.11	X		
	Current contact information	SSR, p.1	X		620-252-7505 (NPD) - Nursing Program Director
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site SSR, Exh 8	X		Statement of Revenue, Expenses & Changes in Position Reviewed – no significant findings
	Copy of school's current catalog	SSR, Exh 1	X		Reviewed
Description of nursing program	Organizational chart for nursing program	SSR, p.12	X		President > Dean, C&TE > NPD > Nrsg Faculty

	Number of faculty	SSR, p. 2-3,	X		1 FT, 1 PT and 2 clinical adjunct faculty for both levels of the nursing program
	Number of non-teaching staff	SSR, p. 2-3	X		1 FT Nursing Program Director, 1 PT Admin. Asst. (position is a FT Admin for all Career/Tech Ed programs and nursing is one of several programs)
	Number of students admitted per year	SSR, p. 2	X		24 approved / annually for PN Currently 13 students (Fall22 start)
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	SSR, p.3,13	X		Anastasia O'Connell MSN, RN
	Qualifications	SSR, p.13	X		MSN, Med/Surg / Leadership
	Teaching load	SSR, p.13	X		No assigned teaching load – fills in as needed
	Responsibilities	SSR, p.13 Exhibit 2	X		Job description meets regulation
Faculty selection and input into program NFHB=Nursing Faculty Handbook	Faculty organizational by-laws	SSR, Exh 3	X		NFHB, pg. 3-9
	Faculty job description	SSR, Exh 2	X		Advise students, current licensure, serve on college committees, input to budget – meets regulation Adjunct job description – states KS or OK MSL
	Faculty selection process	SSR, p.14-17 Exhibit 2	X		Non-discrimination language present
	Faculty orientation plan	SSR, p.18-21	X		SSR pg. 18-20 CCC orientation Pg. 21 – nursing program specific orientation
	Faculty handbook	SSR, Exh 3	X		Reviewed
	General faculty meeting minutes for last 3 years	On-site	X		Minutes reviewed for last 3 years. Student participation in student-faculty forum has been mostly non-existent since COVID.
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	SSR, p.13	X		Faculty table
	FT or PT (use FTE)	SSR, p.13	X		Faculty table
	Academic Credentials	SSR, p.13	X		Only listed most recent credential for those that had higher level degrees. Information was found in faculty files

	Institution granting degree	SSR, p.13	X		Only most recent credential with institution
	Area of clinical expertise	SSR, p.13	X		Faculty table
	Area(s) of assignment	SSR, p.13	X		Faculty table
	Licensure	SSR, p.13	X		Faculty table and in faculty file
	Indicate degree plan and progress towards degree if applicable	SSR, p.13	X		1 PT faculty on degree plan for MSN – grad planned for 2024
	List all faculty hire exceptions including course hired to teach	SSR, p.13	X		2 PT clinical faculty on Hire Exceptions – both have ADN degrees
	Faculty file review	On-site	X		Files contained required documentation – information housed between HR and NPD
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	N/A			Preceptors not currently used
	Preceptor job description	N/A			
	Identified roles of preceptors, faculty, and students	N/A			
	Preceptor orientation materials	N/A			
	Preceptor signatures showing date orientation completed	N/A			
	Name of preceptor and course with Prefix& number (NURS 1011)	N/A			
	Preceptor State of license &License number	N/A			
	Methods of contact between faculty & preceptor	N/A			
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following **NSHB = Nursing Student Handbook** **NFHB = Nursing Faculty Handbook**	Admission of generic, transfer, and articulation students	SSR, Exh 1, Exh 4	X		SSR, pg. 23 – active CNA license to apply Exh 1 – pg. 10 Open Door admissions (general); pg. 33 transfer, articulation Exh 4 – pg. 3 of Nrsg app -adm criteria
	Degree plan for each degree being granted	SSR, p.22 Catalog, p. 40	X		20 CH pre-reqs 28 CH for PN level
	Oral and written English proficiency	SSR, Exh 4	X	X	Pg. 2 of nursing application – uses KSBN TOEFL reqs – Opp: wording

					needs clarification regarding KSBN requirement vs. school requirement
	Readmission	SSR, Exh 4	X		Pg. 6 nursing application NSHB pg. 13
	Progression	SSR, Exh 4	X		NSHB pg. 13
	Counseling &guidance	SSR Exhibits 1, 4	X		Catalog pg. 9, Student Services; p. 12 - Success Center; p. 22 – no counselor on campus – Opp: handbooks vague on what counseling services are and how they are accessed. There are mental health resources listed with the student health information.
	Student role versus employee role	SSR, Exh 4	X		NSHB pg. 24-25 **Opportunity to clarify language to include not wearing student scrubs or badge when at work and to stay in role/scope of practice as employee. Students able to verbalize this but it is not clarified in the NSHB.
	Representation on faculty governance	SSR, Exh 4	X		Pg.27 Student-Faculty Forum with every nursing faculty meeting – no assigned reps as anyone can attend. Most students were either not aware of the meetings or if aware, not sure how they get notified. There is a SNO on campus but they did not state an association with thee forums as part of representation on faculty governance. Opp: clarify what the forum is intended to do and possible alternatives for having student involvement.
	Graduation	SSR, Exh 1, 4	X		Catalog pg. 9 CCC graduation NSHB pg. 13; also on pg. 6 of nursing application
	Refund policies governing all fees and tuition paid by students	SSR, Exh 1	X		Catalog pg. 25-26
	Ethical practices including recruitment, admission, and advertising	SSR, Exh 1	X		Catalog pg. 3 NSHB pg. 34 Nursing application, pg. 10

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	Information to any student who may be subject to possible licensure disqualification under K.S.A. 65-1120. (Must be provided prior to program admission)	SSR, Exh 4	X		Nursing application pg. 8-9 Opp: substitute disqualification language for denial language in information
	Student Handbook	SSR, Exhibit 4	X		Reviewed
Student support services	Description of student safety measures	SSR, p.2 Exhibits 1 & 4	X		Safety information posted in each classroom in the building and at all exits.
	Description of student health services (available on-site or students have knowledge of available health services)	SSR, p.2 Exhibit 1 & 4	X		Catalog pg. 11 NSHB pg. 33 provider list School nurse – office in Student Union (M-F 9a-1p) – does TB screenings and flu shots Safety & Health Committee – reviews all health and safety concerns (chaired by Sr. Director Student Affairs)
Student records	Review student files	On-site	X		Appropriate documentation in files (per P&Ps)
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		Calculation exams, clinical paperwork, student evals of clinicals and courses, HESI exams and remediations
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	SSR, p.22-29	X		A&P – 5 ch (in last 5 yrs) Intermediate Algebra-3; Gen Psych – 3; Dev Psych – 3 Eng Comp I - 3 Public Speaking or IP/Group Comm – 3
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if appl)	SSR, p.23-27 Exhibit 1, 5, 6	X		Catalog pg. 108-111 course descriptions Exh 5 – syllabi for all nursing courses Exh 6 – list of clinical facilities
	Credit hours for each non-nursing course	SSR, p.22-29	X		See above – total 20 CH for pre-requisites for PN program

	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)	SSR, p.22-29 Exhibit 4 - NSHB	X		12 classes: 8 didactic, 4 clinical Credit hrs: 22 didactic, 6 clinical Clock hrs: 330 didactic, 270 clinical
	Identify clinical hours for combined nursing didactic and clinical courses	N/A	n/a		no combined courses
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	SSR, p.30-33; 39-40	X		Clinical rotation calendars show no observation hours – however some clinical time indicate working with school nurse (at school clinic) in which nurse states students can do observation only. Opp: Clarify with clinic nurses what expectation is and if there are observation hours to make sure that is included as a possibility on the syllabus. Determine if this needs to be a precepted experience if regs are updated to include this at PN level.
	List all simulation hours for each relevant course (cannot exceed 50% of total clinical hours /course) and objectives for simulation experiences.	SSR, p.30-33; 39-40	X		Foundations-22.5 sim/ 45 hrs= 50% NCA I – 24 sim / 90 hrs = 27% NCA II – 12.5 / 90 = 14% Mat/Child – 16 / 45 = 35%
	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)	N/A	n/a		
	Testing process with test analysis and the written test procedure	SSR, Exhibit 3 & 4	X		NFBH pg. 7-8 HESI Standardized exams for each course thru both levels; test blueprints; question leveling w/ each semester; CCC uses a rounding policy for exams; use LMS (Moodle) for testing; exam review for all unit exams; item analysis for each exam. Remediation required on all exams w/ score <80% - put on academic advisement plan – placed in file NSHB – also has test policy
	Number of students per class	SSR, p.2	X		13 students per didactic course Clinicals have <1:10 ratio
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	SSR, p.30-33	X		All rotation calendars included

Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	SSR, p.41 Exhibit 5	X		Pre-reqs – A&P, gen psych, dev psych, algebra, public speaking or IP comm all contribute to foundation for safe nursing
	Art and science of nursing	SSR, p.41 Exhibit 5	X		Exhibit 4 (NSHB), pg. 6
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	SSR, p.41 Exhibit 5	X		Clinical and didactic objectives are aligned w/ program outcomes. Consider how pre-reqs fit into outcomes for 4 outcome areas.
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	Report, p.41	X		NSPN 101/106 Foundations of Nrsg/Clin NSPN 121/126 NC of Adults I /Clinical NSPN 131 Fundamentals of Pharm NSPN 141/146 NCA II /Clinical NSPN 151/156 Mat-Child Nursing/Clin NSPN 161 Care of Aging Adults NSPN 171 Mental Health Nursing NSPN 180 Leadership, Roles and Issues
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	SSR, p.41	X		NSPN 101/106 FoN /Clinical NSPN 121/126 NCA I /Clinical NSPN 131 Fundamentals of Pharm NSPN 141/146 NCA II /Clinical NSPN 151/156 Mat-Child Nrsing/Clinical NSPN 161 Care of Aging Adults NSPN 171 Mental Health Nursing NSPN 180 Leadership, Roles and Issues
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	SSR, p.41	X		NSPN 101/106 FoN /Clinical NSPN 121/126 NCA I /Clinical NSPN 141/146 NCA II /Clinical NSPN 151/156 Mat-Child Nrsg/Clinical NSPN 161 Care of Aging Adults NSPN 171 Mental Health Nursing
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	SSR, p.41	X		NSPN 101/106 FoN /Clinical NSPN 121/126 NCA I /Clinical NSPN 131 Fundamentals of Pharm NSPN 141/146 NCA II /Clinical NSPN 151/156 Mat-Child Nrsing /Clinical NSPN 161 Care of Aging Adults NSPN 171 Mental Health Nursing NSPN 180 Leadership, Roles and Issues
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	SSR, p.43	X		-Cumulative grade needed to pass nursing courses increased to 78% -HESI passing score increased from

					800 to 850 to receive points – anything below is 0% (HESI remediation can be completed by faculty set date to receive HESI conversion score for partial credit)
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.	SSR, p.4 & On-Site	X		Nursing program is on the Tech campus at CCC: PN classroom -210 (2 days/wk) – also nursing library and can be used for private study – holds 24 209 – also a classroom; holds 24 Rm 211 – Sim / Skills lab – 3 high fidelity simulators, SimBaby, nurses station, Med Dispense system, birthing bed, fetal monitors. Rm 212 – theory or skills lab – also used by Allied Health
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	SSR, p.4 & On-Site	X		Near classrooms Private offices for student counseling
	Secure space for student records	SSR, p.4 & On-Site	X		In NPD office in Main Administration building – in locked cabinets – student and faculty files
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	SSR, p.4 & On-Site	X		Classrooms have whiteboards and Smart Touch Interactive for audio/video presentation Laptop cabinet w/ 26 student laptops HF simulators Tech campus has IT instructor available to help during work hours. Moodle support on main campus – not 24/7
	Satellite program facilities	N/A	n/a		
	Other points of interest	Onsite	n/a		
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	SSR, p.4, 44-49 On-Site		X	Graham Library is on Main campus – has book and electronic references; online research databases. All online resources accessible from the Tech campus. Library has a culling policy (every 5 yrs) but it has not been followed. Many resources were very dated and not marked as

					historical. Tech campus also has small nursing library (Rm 210). Set up several years ago to offer free resources and resource information on campus. Books have not been culled. The provided list of nursing titles only have 6 that are in the last 5 years.
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	SSR, Exhibit 6	X		1) Coffeyville Regional Medical Center 2) CHCSEK 3) USD 445 – remove? Outdated contract 4) Montgomery Co Health Dept 5) Coffeyville CC Student Health All had begin date and were signed. All are auto renew contracts.
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	SSR, p.39-40; Exhibit 6 & On-site	X		5 facilities / 13 students
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Exhibit 6 & On-Site	X		No issues noted.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Exhibit 6 & On-Site		X	OSUMC contract does not have required language. USD 445 contract outdated and not pertinent to clinical assignments at present. Retire?
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Tour of Coffeyville Regional Medical Center
Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104					
Program NCLEX pass rates	NCLEX PN Pass rates for the last 5 years (first time candidates)	SSR, p.5 Exhibit 7	X		2021 – 83.33 2020 – 92.86 2019 – 100

					2018 – 100 2017 – 100
Advisory Committee	Review Advisory Committee minutes	On-site	X		Advisory minutes reviewed – no issues
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	SSR, p.1 Exhibit 8	X		General budget – does not show how nursing is supported in budget. NPD printed current and past year nursing program budget for review. No issues.
	Budget procedures	SSR, p.1	X		NPD works with Dean and faculty to set yearly budget. NPD has responsibility for budget.
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		Met w/ 12/13 PN students and 21/22 ADN students – one 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	X		Met with CNO and several nurse managers while onsite at CRMC. Very complementary of faculty, staff and students from Coffeyville.
	Staff RN's	On-Site	X		Spoke w/ nurses on units where students were working (ADN level onsite)
	Individuals conducting observational experiences	On-Site	n/a		No observation experiences at this site
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	SSR, Exhibit 9/ On-site	X		PEP in place with current data for outcome measures.
	Use of program evaluation data for ongoing program improvement	Exhibit 9/ On-site	X		Evidence of eval data in faculty and advisory minutes and in actions listed.

Onsite Interviews:

Administration:

- Dr. Marlon Thornburg, EdD – President
- Heather Pollet, APRN, MSN – Dean, Career and Technical Education
- Dr. Aron Potter, EdD – VP for Academic Services
- Jeff Morris, BS – VP Operations/ Finance
- Yvonne Hull, BS – Sr. Director of College Relations and Student Services
- Kelli Bauer, BS – Director of Human Resources

Support Services:

- Kristin Horner – Registrar
- Susan Reardon, BS Accounting – Coordinator of Business Services
- Pam Feerer, BS – Sr. Director of Admissions, Advising, & Student Success
- Robin Adamson, BBA Accounting – Director or Financial Aid

Nursing Faculty:

- Brooka Thomsen-Martin, MSN, RN – FT faculty
- Sunne Groth, BSN, RN – PT faculty

Classroom observation: no PN classes during site visit

General Education faculty:

- Jill Wood, MS Business Administration – Adjunct Instructor – does math prep class
- Ryan Butcher, MA – English Instructor
- Mike Arpin, MS Psychology
- David Beck, MA, English Lit – English Instructor
- Salina Meek, MS Education & Communication
- Melissa Gonby, MA, English Comp & MS Disability Services
- Dirk Andrews, MS Communications – Communications and Humanities Instructor

Clinical / Agency Representatives (CRMC):

- Jamie Vail, BSN, RN – Acute Care Director, CRMC
- Charlene Paolini, MSN, RN – Utilization Review Director
- Marc Slavin, BSN, RN – Surgical Services Director
- Dawn Wright, RN – Education / Quality
- Pilar Davis, MSN, RN – Sr. Director of QI/RM
- Vicky Portwood, MSN, RN – Oncology Director
- Jennifer Wintjen, BSN, RN – OB Director
- Sarah Hoy, BSN, RN – Chief Nursing Officer

Library Director and Director of Institutional Effectiveness – Marty Evensvold – interview and library tour

Advisory Committee:

- Gina Brown, RN – Montgomery County Health Dept. / Public Health nurse
- Charlene Paolini, MSN, RN – UR Director, CRMC
- Vicky Portwood, MSN, RN – Oncology Director, CRMC
- Marc Slavin, BSN, RN – Surgical Services Director, CRMC
- Monte Coffman, Executive Director, Health Management of KS

Strengths:

- Community support for program
- CRMC is a tremendous resource for CCC nursing clinical – many and varied opportunities with supportive nursing staff working with students
- Advisory Committee complimentary of nursing leadership and the communication they provide
- Stability and longevity of Full-time faculty /staff including Dean of Career & Tech Ed and the Nursing Program Director
- Students are complimentary of "personalization" of nursing program and how knowledge the NPD and FT faculty are.
- Support of nursing program by CCC administration and staff – professional development, equipment for program, grants
- Many scholarships available for nursing students
- Shared CCC committee experience for nursing faculty with rest of CCC faculty

Opportunities:

- Clarify Counseling Services in catalog and student handbooks regarding what is available and how to access
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- Need to update OSUMC contract to include appropriate language for patient responsibility of facility and staffing independent of student assignments. Provide evidence of update to Education Compliance Officer by 3/31/23.
- Clinical evaluation tool – clinical faculty involved in process of student evaluation and add signature to the eval tool to show involvement. Submit revision of policy / tool to ECO by 3/31/23.
- Recommend reapproval of the PN program for five years.

Requirements for Approval of Practical Nursing Programs

60-2-101 – Requirements for initial approval
Kansas State Board of Nursing

Name of Institution: Barton Community College - PN **Date:** October 21, 2022

Type of Program: Satellite campus for PN 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 PN program is currently approved by the Kansas Board of Nursing.
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 PN curriculum.
	• Course of study (1)	Report	X		The Practical Nursing program requires a total of 45 credit hours of coursework. .
	• Credential to be conferred (1)	Report	X		Certificate in Practical Nursing 45 credit hours for program 17 cr hrs pre-reqs 28 cr hrs nursing courses
	• 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		
	• Aspects of safe, effective care environment, including the management of care, safety, and infection control		X		

	• Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease		X		
	• Psychosocial integrity, including coping, adaptation, and psychosocial adaptation and		X		
	• 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 (3 FT and 2 FT shared with ADN) and hire 2 additional FT PN faculty for Pratt campus. Will also hire add'l clinical faculty as needed.
Clinical Resources 60-2-101 (b) (15-16)	• 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 Medicine Lodge Memorial Hospital
	• 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: • minutes of faculty meetings	Exhibit Document Room	X		PN satellite campus discussed with nursing faculty as noted in meeting minutes.
	• 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.
	• describe any admission testing		X		ATI TEAS test is required. Must score 58.7 or higher for the individual adjusted score.
	• faculty and student handbooks		X		Reviewed.
	• policies and procedures		X		Handbooks reviewed.
	• curriculum materials		X		Utilizing current BCC approved program
	• copy of the nursing education program's budget		X		Available in Major CC request from program - program is fully supported
	• affiliating agency contractual agreements		X		Pratt Regional Medical Center; Kiowa County Memorial Hospital; Pratt County Health Dept.; Larned State Hospital; Medicine Lodge Memorial Hospital Stafford Hospital (CAH) Haviland Care Center
60-2-101 (C)(2)	Inspect the following: for satellite campus • 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.

	• 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 Canvas and will be delivered to Pratt campus as needed.
	• satellite program – support services	On- site interview	X		All support services will be offered through Barton CC.

Onsite 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

Nurse Administrator:

- Renae Skelton, DONE, Barton Community College

Support Personnel:

- Renee Demel, IT
- Myrna Perkins, Chief Accreditation Officer /Financial Aid
- Lori Crowther, Registrar
- Rita Thurber, Student Support Services/ Disability Services

Librarian:

- Darren Ivey - Director of Library & College Archives

Students – met with 3 prospective students

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

- 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/Acting CEO
- Chris Blanton, MSN, RN – Pratt Regional Medical Center, Nurse Manager

- Crystal Freeman, RN – Pratt Co Health Department, staff nurse
- Kari Osner, RN – Pratt Co Health Department, staff nurse
- Denise Marsh, RN – DON, MedicineLodge Memorial Hospital
- Lori Eshelman, RN – ADON, MedicineLodge Memorial Hospital

BCC Nursing Faculty / Prospective Faculty:

Current faculty:

- Diane McReynolds, FT PN faculty, Great Bend
- Diana Holguin, FT PN faculty, Great Bend
- Malia Sullivan, FT PN faculty, Great Bend
- Jill Lawson MSN, APRN-FNP – shared PN/ADN faculty
- Brittany Fanshier MSN, RN – shared PN/ADN faculty

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 one current FT faculty on the Pratt campus for ADN to help with PN start
6. Strong faculty support from BCC 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. Pratt campus simulation / lab facilities: simulation hospital set-up, two new simulators for use, extensive supplies; current BCC simulation faculty already working with facility

Recommendations:

1. Recommend approval of satellite campus for Barton Community College PN nursing program with permission to admit up to 30 students annually in the Fall of each year beginning in 2023.
2. Follow up visit for satellite campus to occur with next planned site visit for the current BCC PN nursing program.

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

Program: University of Kansas, School of Nursing – BSN program **Date(s):** November 7-9, 2022

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

Visitors: Dr. Amy Hite, EdD(c), DNP, FNP-BC, ONC – KSBN Education Committee member; Janelle B 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 CCNE Self-Study report = CSSR	Address of the institution	Self-Study	X		CCNE Program Info page: Main campus: 3901 Rainbow Blvd, Mailstop 4043, Kansas City, KS 66160 SON website: https://www.kumc.edu/school-of-nursing.html SON, Salina website: https://www.kumc.edu/school-of-nursing/about/campuses/salina/about-ku-son-salina.html Salina campus: 138 N Santa Fe Ave., Salina, KS 67401
	Names of primary administrative officials	Self-Study	X		CCNE Self-study intro: Dr. Doug Girod – KU Chancellor Dr. Robert Simari – KUMC EVC
	Organizational chart for the institution	Self-Study	X		CSSR, Appendix 1-A.2
	Current contact information	Self-Study	X		913-588-1619 | TTY 711 soninfo@kumc.edu www.kumc.edu/nursing
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site VRR	X		CSSR, Standard II-A.1 (VRR) Reviewed

	Copy of school's current catalog	Self-Study VRR	X		https://catalog.ku.edu/nursing/ (link) Reviewed
Description of nursing program	Organizational chart for nursing program	Self-Study	X		CSSR Appendix I-A.3
	Number of faculty	Self-Study VRR	X		CSSR App for Standard II-E VRR: KSBN BSN RN Program Re-approval>BSN RN Faculty Qual Report
	Number of non-teaching staff	Self-Study	X		CSSR, Standard II-A VRR: CCNE Standard II-A.2
	Number of students admitted per year	Self-Study	X		CSSR Introduction VRR: General SON Program Info Form pg. 4 Approved for 150 admits annually with an additional 25 admits/yr approved for Salina campus. Currently have 273 TBSN students enrolled – 235 on KC campus / 38 on Salina campus
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		Sally Maliski, PhD, RN, FAAN – Dean CSSR, Standard II-D
	Qualifications	Self-Study	X		CSSR, Standard II-D
	Responsibilities	Self-Study	X		CSSR, Standard II-D and I-E Job description w/ appropriate language
	Teaching responsibilities	Self-study	X		No teaching load – Admin and Research
Faculty selection and input into program	Faculty organizational by-laws	Self-Study VRR	X		CSSR pg. 8 Faculty Handbook VRR SI-E.1
	Faculty job description	Self-Study	X		VRR: CCNE Standard I-D.1 (pg. 21-31) – reviewed has appropriate language
	Faculty selection process	Self-Study	X		VRR: CCNE Standard I-D.1 (pg 3-4) and Standard I-D.3 (pg. 19-28)

	Faculty orientation plan	Self-Study	X		VRR: KSBN General > New Employee Orientation Checklist and KUSON Onboarding Guide
	Faculty handbook	Onsite or VRR	X		KUMC Faculty Handbook – reviewed online https://www.kumc.edu/documents/acadaffairs/KUMC%20Handbook%20for%20Faculty.pdf
	General faculty meeting minutes for last 3 years	On-site or VRR	X		VRR – minutes reviewed
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		CSSR, Appendix pg. 53-61
	FT or PT (use FTE)	Self-Study	X		
	Academic Credentials	Self-Study	X		
	Institution granting degree	Self-Study	X		
	Area of clinical expertise	Self-Study	X		
	Area(s) of assignment	Self-Study	X		
	Licensure	Self-Study	X		
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		13 BSN Adjuncts on Degree plans (5 DNP and 8 MSN)
	List all faculty hire exceptions including course hired to teach	Self-Study	X		2 BSN clinical Adjuncts on Hire exceptions – 1 was for Spr22 semester only
	Faculty file review	On-site or VRR	X		Faculty file review complete – all required information was present
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	X		CSSR, Standard II-F Website w/ all Preceptor info, orientation, form for info and signature form for orientation.
	Preceptor job description	Self-Study	X		Preceptor website: https://www.kumc.edu/school-of-nursing/academics/clinical-education/preceptors/bachelor-of-science-in-nursing-preceptor.html
	Identified roles of preceptors, faculty, and students	Self-Study	X		Roles clearly outlined for preceptors, students and faculty https://www.kumc.edu/school-of-nursing/academics/clinical-education/preceptors/bachelor-of-science-in-nursing-preceptor.html

	Preceptor orientation materials	Self-Study	X		BSN Capstone preceptor orientation: https://www.kumc.edu/school-of-nursing/academics/clinical-education/preceptors/bachelor-of-science-in-nursing-preceptor/capstone-orientation-and-training.html BSN Population Health preceptor orientation: https://www.kumc.edu/school-of-nursing/academics/clinical-education/preceptors/bachelor-of-science-in-nursing-preceptor/population-health-practicum-orientation-and-training.html
	Preceptor signatures showing date orientation completed	Self-Study/On-site	X		VRR – KSBN folder for BSN selected preceptors for 2021-22
	Name of preceptor and course with Prefix& number (ex: NURS 1011)	Self-Study	X		VRR – KSBN folder for BSN selected preceptors for 21-22
	Preceptor State of license &License number	Self-Study	X		VRR – KSBN folder for BSN selected preceptors for 21-22
	Methods of contact between faculty & preceptor	Self-Study	X		CSSR, Standard II-F Preceptor website > Faculty Responsibilities
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		CSSR, Standard I-F KUSON website, https://www.kumc.edu/school-of-nursing/academics/degree-programs/bachelor-of-science-in-nursing/admissions.html
	Degree plan for each degree being granted	Self-Study	X		CSSR, Standard III-A.1 (VRR) BSN Program Plans of Study https://catalog.ku.edu/nursing/bs/#requirementstext
	Oral and written English proficiency	Self-Study	X		Website – Admissions – states that English proficiency required and that must take TOEFL or IELTS to show proficiency. Opportunity to link nursing page info to primary English proficiency information at:

					https://www.kumc.edu/academic-and-student-affairs/departments/office-of-international-programs/inbound-programs/information-for-students/academic-english-requirements.html
	Readmission	Self-Study	X		CSSR, Standard I-F, Table I-F.1 Link to website information: https://www.kumc.edu/school-of-nursing/academics/student-handbook.html#REACTIVATION
	Progression	Self-Study	X		CSSR, Table I-F.1 KUSON Student HB - https://www.kumc.edu/school-of-nursing/academics/student-handbook.html#ACCEPTABLEGRADES May repeat a single course once to get to an acceptable grade. This process is allowed one time for a single course in the nursing curriculum. Failure to achieve a "C" or "S" in two nursing courses, or the repeated nursing course, will result in dismissal from the School of Nursing at semester's end.
	Counseling &guidance	Self-Study	X		CSSR, Standard II-C VRR: KUSON Student Handbook: sections VI, VII, VIII https://www.kumc.edu/school-of-nursing/academics/student-handbook.html
	Student role versus employee role	Self-Study	X		VRR: KSBN Supplemental Report, pg. 1 KUSON Student Handbook, Clinical Relationships: https://www.kumc.edu/school-of-nursing/academics/student-handbook.html#SONCLINRELATIONSHIPS
	Representation on faculty governance	Self-Study	X		CSSR p. 11-12 BSN reps from KC and Salina serve on standing committees (must be in good academic standing to participate) KU SON by-laws specify student reps be invited to attend regularly and are encouraged to participate

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	Graduation	Self-Study	X		https://www.kumc.edu/school-of-nursing/academics/student-handbook.html#GRADUATION
	Refund policies governing all fees and tuition paid by students	Self-Study	X		CSSR, Standard 1-F KUMC Registrar policy - website https://policy.ku.edu/registrar/tuition-fee-refund Fall22 Academic calendar giving refund dates and reminders https://registrar.ku.edu/fall-2022-academic-calendar
	Ethical practices including recruitment, admission, and advertising	Self-Study Website	X		CSSR, Standard II-C Admissions information: https://www.kumc.edu/school-of-nursing/academics/admissions-and-aid.html
	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 VRR	X		Nursing Student Handbook: (handbook available to any person looking for admission requirements to the KU SON. https://www.kumc.edu/school-of-nursing/academics/student-handbook.html#KANSASNURSEPRACTICEACT
	Student Handbook	On-site or VRR	X		Reviewed online https://www.kumc.edu/school-of-nursing/academics/student-handbook.html
Student support services	Description of student safety measures	Self-Study	X		CSSR, Standard II-C VRR: KSBN 2021-22 Annual report
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		CSSR, Standard II-B, II-C Information on Student Health Services - website https://www.kumc.edu/academic-and-student-affairs/departments/student-health-services.html
Student records	Review student files	On-site or VRR	X		Office of Student Affairs and Enrollment Management has student records – kept electronically on secure site with limited access internally
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 or VRR	X		VRR: KSBN BSN RN Program Re-approval > BSN Samples of Student Work

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 VRR	X		CSSR, Standard III-A VRR: BSN Program Plans of Study 2021 CCNE Standard III-A.2 – course syllabi
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study VRR	X		VRR: CCNE Standard III-A.2 > Course Syllabi > Undergraduate Course Syllabi Syllabi reviewed
	Credit hours for each non-nursing course	Self-Study	X		VRR: BSN program – plans of study 2021: 58 prereq credit hrs required 2 cr hrs elective during nrsg program
	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		60 credit hours / 1488 clock hrs for nursing courses: 48 didactic hrs / 720 clock hrs (1 CH:15 clock hrs) 12 clinical hrs / 768 clock hrs (1 CH:64 clock hrs)
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	n/a		No combined courses
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	X		NURS 339 Practicum II – 8 hrs/192 = 4%
	List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours per course).	Self-Study	X		NURS 333 Practicum I – 18/64 = 28% NURS 339 Practicum II – 80/192 =42% NURS 475 Practicum III 60/192 =31% NURS 480 Practicum IV 32/128 = 25% NURS 477 Practicum V – 72/192 =37.5%
	List all preceptor hours for each relevant course. (cannot exceed 20% of total clinical hours/nursing program excluding capstone course)	Self-Study	X		Total preceptor hrs = 96 / 576 = 16.6% NURS 480 Practicum IV Population Health – 96 hrs w/ preceptor NURS 477 Practicum V Capstone – 120 hrs w/ preceptor (not counted in 20% limit)
	Testing process with test analysis and the written test procedure	Self-Study	X		CSSR, Standard III-G 2022 KSBN Supplemental Rpt-describes process for test development and analysis but no policy indicated?? NSHB – testing policy pg. 20-24

	Number of students per class	Self-Study	X		VRR – General Program Info form KC – max of 114 admits per class Salina – max 24 admits per class
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		Clinical schedules all show appropriate student: faculty ratios
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 Supplement, pg. 1 – Prereqs in humanities, social sciences, and natural sciences.
	Art and science of nursing	Self-Study	X		KSBN Supplement, pg. 2 – nursing courses include communication, professional development, ethics, diversity, culture, patient-centered care, equity and inclusion, and therapeutic communication
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		Reviewed syllabi for didactic and clinical courses
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study	X		KSBN Supplement, pg. 2-3 Curriculum table reviewed and in compliance
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		
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	X		CSSR, Standard III-B VRR: CCNE Standard III-B.1
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		CSSR, pg. v – new Health Education Building opened in 2017 for nursing, SOM, and health professions. Two floors of simulation rooms, lab/skills areas, and large classrooms to accommodate the 120 nursing students per class.
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		Most faculty have private offices and there are conference rooms also available if needed.
	Secure space for student records	Self-Study & On-Site	X		KSBN Supplement, pg. 3-4 Electronic student records since 2021 – on protected drives. Files for 2013-2020 are in locked storage drawers in SON basement and are saved for 7 years and then shredded.
	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		Many tech resources available with IT support 24/7 through LMS
	Satellite program facilities		X		CSSR pg. v – The satellite KU SON campus is located 175 miles west of Kansas City in Salina, KS. The Salina campus combines KU's rich history of quality education with an emphasis in rural healthcare. On the Salina campus, the Health Education Center (HEC) opened in 2018 in a newly renovated building. The state-of-the-art facility includes video conferencing classrooms, simulation labs, individual and small group study rooms, and an onsite fitness center. The Salina campus houses both the KU SON and the School of Medicine satellite campus. Each year, up to 24 nursing and 8 medical students are admitted in Salina. The small class size gives students an opportunity for close-knit learning groups and one-on-one interaction with faculty. Nursing and medical students share learning spaces, in addition to sharing simulation and other community spaces. These shared physical spaces foster interprofessional relationships between medical and nursing students and faculty.

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	Other points of interest	Self-Study	X		In 2015, the KU SON developed the Community College Nursing Partnership (CCNP), a collaborative partnership with several accredited Kansas Community Colleges (currently 8 schools). In the CCNP program, eligible ADN students concurrently earn ADN and BSN degrees and then sit for the national licensing examination, which is counted in the ADN program's pass rate. This partnership has attracted national attention as an emerging model for academic progression.
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		The A.R. Dykes Library collection is always available electronically to authorized KUMC current faculty, staff, and students. As of Fall 2021, total holdings of the A.R. Dykes Library consist of 22,504 online journal titles, 20,040 monograph titles, and 15,599 physical volumes. There are 3,479 books and 652 journals that have Nurse or Nursing in the title and represent resources in support of the KU SON.
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 or VRR	X		10 KC area facility contracts and 3 Salina facility contracts reviewed. All were current and signed.
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		Clinical learning specialist works with facilities to ensure clinical spaces are available. The University of Kansas Health System is a primary site for Jr level nursing students.
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Self-Study & On-Site	X		
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		Contracts with appropriate language

	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Toured medical floor at KU Hospital. Large, 32 bed unit with all private rooms, Jr. level students on the unit. Spoke with student, faculty, clinical learning specialist and staff nurse.
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		CSSR, Table IV-C.1, pg. 85 2021 – 92.4 2020 – 88.03 2019 – 83.74 2018 – 97 2017 – 93.14
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 significant findings
	Budget procedures		X		CSSR, Standard II – budgets – Budget process well defined from faculty level up to Dean for SON
Advisory Committee	Review Advisory Committee minutes	On-Site or VRR	X		Active Advisory group – meet 4 times per 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	n/a		No Gen Ed faculty on KUMC campus
	Support services	On-Site	X		See interview list
	Students	On-Site	X		See interview list
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		Present at clinical rep meeting
	Staff RN's	On-Site	X		
	Preceptors	On-Site	n/a		No preceptors in current clinical rotations
	Individuals conducting observational experiences	On-Site	n/a		No observation in current clinical rotations
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		CSSR Appendix I.A.5 Detailed process for evaluation of individual courses, student eval of clinical sites and experience, outcomes, curriculum, policies and

					org'l mission.
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		Active use of data in SON committees and informally among faculty. Plan is actively used and continuous improvement is a goal.

On-Site Interviews:

Administration: KU and KUMC Executive Leadership

- Dr. Robert Simari, Executive Vice Chancellor, KUMC
- Dr. Ryan Spaulding, Vice Chancellor, Institute for Community Engagement
- Dr. Robert Klein, Vice Chancellor Academic and Student Affairs
- David Vranicar, Vice Chancellor and Chief Financial Officer

KU School of Nursing Leadership:

- Dr. Sally Maliski, Dean, School of Nursing
- Dr. Cynthia Teel, Associate Dean, Academic & Faculty Affairs
- Dr. Barb Polivka, Associate Dean, Research
- Dr. Lisa Larson, Dean, Salina Campus, SON
- Dr. Nelda Godfrey, Associate Dean, Innovative Partnership and Practice
- Dr. Teri Kennedy, Associate Dean Interprofessional Education, Practice & Research
- Dr. Dawn Shew, Assistant Dean Student Affairs
- Anna Nguyen, Assistant Dean, Business, Finance, and Marketing
- Ellen Bietz, Executive Assistant to the Dean

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Advisory & Alumni Board:

- Dr. Rachel Pepper, Chief Nursing Officer, University of Kansas Hospital
- Brie Cantrell, Children's Mercy Hospital Clinical Coordinator and MOKAN Coordinator
- Cathy Harding, Wyandotte Health Foundation / KU Advisory Board Chair
- Dr. Shawna Wright, Director, KU Center for Telemedicine & Telehealth / KU Advisory Board
- Terry Siek, CNO – Hays Medical Center / KU Advisory Board
- Dr. DeLyna Bohnenblust, EdD, MSN, APRN-CNS, CNE – Labette Community College Nursing Program Director / KU Advisory Board
- Doug Hohulin, XR-Metaverse / KU Advisory Board / KC Digital Drive

Office of Academic and Faculty Affairs:

- Dr. Cynthia Teel, Associate Dean, Academic & Faculty Affairs
- Carmen Carter, Clinical Coordinator, Graduate Programs
- Laura Crystal, Education Coordinator
- Katie Garrity, Curriculum Coordinator
- Mary Icenogle, BSN Programs Coordinator
- Ashley Mason, Graduate Programs Coordinator
- Kayla Williams, Manager, Faculty Relations
- Jill Weber, Administrative Assistant, Salina campus

Nursing Faculty:

- Ashley Vail, MSN, RN
- Delois Laverentz, MN, RN, CCRN-K
- Erin Keith-Chancy, MSN, RN, CCRN-NIC
- Gina Johnson, MS, RN
- Kim Cornwell, MS, APRN, FNP-BC
- Nate Mattson, MSN-NE, RN, CNEcl, CPN
- Kendra Ford, MS, RN
- Sarah Agee, DNP, RN
- Julie Banninger, MSN, RN
- Chito Belchez, DNP, RN, NPD-BC
- Ericka Sanner-Stiehr, PhD, RN
- George Tarwater, MSN, RN
- Jessica Brunsman, DNP, RN, CPN
- Laura Klenke-Borgmann, PhD, RN, CHSE
- Kathy Guilkey, MSN, RN
- Megan Turner, MSN, RN, CNEn
- Jessica Gay, MSN, RNC-MNN, CNE

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Simulation Education /Virtual Reality / IPE / Standardized Patients: (UG & Grad)

- Dr. Kesa Herlihy, Simulation Education Programs Director
- Megan Turner, Simulations Faculty and VA Partnership
- Dr. Moya Peterson, FNP Simulation Education
- Dr. Krysta Ramirez Henry, Nurse-Midwife Simulation Education
- Ashley Vail, Simulation Education, Salina Campus
- Graduate Teaching Assistants: McKenzie Viets, Anna Crawford and Jessica Loucks

Students:

- Met with 18 BSN students
  - 5 Junior TBSN students
  - 11 Senior TBSN students (3 from Salina)
  - 2 Senior CCNP students (JCCC partner program)

BSN Clinical Site Visit: N3 (Junior) students on unit at KU Medical Center – KUH HC8; Clinical Faculty, John Holloway

Classroom Visit: BSN program – NURS 472 Evidence-Based Practice (N4 course) – Dr. Lisa Larson, faculty (Salina); Dr. Ericka Sanner-Stiehr and Kristi L'Ecuyer, KC faculty

Clinical Placements:

- Alyson Luckenbach, BSN Program Director & Clinical Learning Specialist
- Dr. Lisa Larson, Salina Nursing Campus Dean
- Deana Wilhoite, RN-BSN and CCNP Program Director

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Student Support Services:

- Dr. Isaac Opole, Associate Vice Chancellor for Student Affairs
- Dr. Larry Long, Asst. Vice Chancellor for Student Affairs
- Jen Dolson, Asst. Director, Office of Student Affairs
- Crystal Cameron-Vedros, Director of Dykes Library
- Carrie Scala, Campus Registrar
- Scott Sponholtz, Student Financial Aid Director
- Cyndie Majher, UG Programs Consultant & Advisor
- Deb Stratton, Graduate Programs Consultant & Advisor
- Jill Weishaubt, RN-BSN & Community College Nursing Partnership (CCNP) Programs Advisor
- Kyle McGee, UG Recruiter
- Terri Van Slyke, Recruiter and Rural Pathways Coordinator
- Dr. Dawn Shew, Asst. Dean, Student Affairs
- Anne Viera, Office of Student Affairs and Enrollment Management

Library Services and Virtual Tour:

- Crystal Cameron-Vedros, Director of Dykes Library
- Peter Johnson, MLIS – A.R. Dykes Library, Health Sciences Liaison, SOM
- Position for Health Sciences Liaison for the SON was recently vacated and is actively being recruited

Technical Support and Online Teaching & Learning:

- Tim Doughty, Manager, Testing Services
- Nellie Modaress, Asst. Director of Online Learning
- Ryan Wickstrom, TLT Media Manager
- Mike Kolhoff, Learning Specialist (Salina)
- Steve Selaya, Associate Vice Chancellor, and Deputy Chief Information Officer
- Jon Huber, Information Resource Specialist

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Strengths:

- Dean Maliski recognized as a leader in nursing, well respected,
- School of Nursing well respected with School of Medicine and School of Health Professionals at KU Medical Center.
- Budget process transparent, opportunity for faculty input to Associate Deans and Finance.
- Partnerships with community colleges across KS and Community Partners.
- Expanded capacity in nursing program with options for different nursing opportunities (Salina Campus / Rural Pathways program).
- Program has continued to operate and expand even through challenging environment.
- Administration supportive and recognize the leadership of Dr. Maliski and associate/assistant deans.
- Advancements with technology (simulation, VR, online teaching, Meta-University, oculus headsets, EHR, Second Life)
- Technology support services for faculty, staff, and students. Synchronous program with Salina.
- Faculty and students represented on Councils and Assembly.
- Centralized advising-continuity of student advisors and plans of study.
- Active and supportive advisory board (meets quarterly), engaged and dedicated to successes of SON. Recognized SON for building leaders from their students.
- Awareness of community and state healthcare needs and addressing those needs in the nursing program
- Students desire to be the best, inspired by faculty.
- Diverse faculty with varied clinical and educational experiences.
- Nursing courses include interprofessional learning (RT, pharmacy and other allied health professionals in courses).
- Faculty have input in requesting workload. TAMS system allows the input to what they want to teach
- Successful, consistent NCLEX pass rates

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Opportunities:

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- Clarify English language proficiency requirements on the nursing website. Main Admission webpage refers to the international student requirements. If you use the same standards for the nursing program it would be good to connect the two places on the website for clarification of the specific standards required in testing
- Clarify language regarding "precepted" clinical time. Regulations are clear regarding Preceptor time (KAR 60-1-104) and clinical time should be broken down by simulation, lab, observation and preceptor hours; the rest is considered direct clinical time (with faculty)
- KNPA does not recognize simulation time differently from other clinical time and should be counted the same (1:1 in clock hrs)~~hours).~~
- Clarify expectations (rubric) for admission to the nursing program. There is a list of what is reviewed but it is not clear how the line is drawn for admission

Recommendations:

1. Clarify Simulation hours as part of the overall clinical hours. Simulation hours should count that same as all other clinical hours and not as 3:1. Clarify clinical syllabi and account for simulation time as 1:1 (1 sim hour=1 clock hour) on clinical rotation calendars. Clarify and send updated syllabi to Education Compliance Officer by March 31, 2023.
2. Recommend reapproval of the BSN program for the time period of national nursing accreditation.

Documentation for Re-Approval of Advanced Nursing Programs in Kansas 60-17-103 through 60-17-108

Program: University of Kansas School of Nursing APRN Programs **Date(s):** November 7-9, 2022

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

Visitors: Amy Hite, DNP, FNP-BC, ONC- KSBN Education Committee member; Janelle B. Martin, MHSA, RN - KSBN Nursing Education Compliance Officer

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-17-103					
Description of legal body responsible for establishing program policies and for support of the program	Address	SON website: https://www.kumc.edu/school-of-nursing.html **Kansas City Campus** 3901 Rainbow Blvd. Kansas City, KS. 66160 SON, Salina website: https://www.kumc.edu/school-of-nursing/about/campuses/salina/about-ku-son-salina.html **Salina Campus** 138 N Santa Fe Ave. Salina, KS. 67401	X		Website and Self Study (SS) documents. KU SON Program Information
	Names of primary administrative officials	Self-Study, Introduction Dr. Doug Girod – KU Chancellor Dr. Robert Simari – KUMC EVC	X		SS and KU SON Program Information

	Organizational chart for the institution	Self-Study, Appendix I-A.2	X		SS Appendices page 3
	Current contact information	913-588-1619 | TTY 711 soninfo@kumc.edu; www.kumc.edu/nursing	X		Website and Self Study (SS) documents. KU SON Program Information
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	Self-Study, Standard II-A Virtual Resource Room (VRR): CCNE Standard II-A.1	X		SS pgs. 16-19
	Copy of school's current catalog	KU Academic Catalog	X		Online Academic Catalog
Description of nursing program	Organizational chart for nursing program	Self-Study, Appendix I-A.3 KU SON Website	X		SS Appendices page 5
	Number of faculty	Self-Study, Standard II-E VRR: KSBN APRN Program Re-approval > APRN Faculty Qualification Report	X		SS pgs 36-40; VRR APRN Faculty Qualification Report
	Number of non-teaching staff	Self-Study Standard II-A VRR: CCNE Standard II-A.2	X		SS pgs 16-19
	Number of students	Self-Study, Introduction VRR: General, Program Information Form (pg. 4) KSBN Supplemental report (pg. 3)	X		Website and Self Study (SS) documents. KU SON Program Information pg 4; and KSBN Supplemental report pg. 3

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Nursing Program Administrator, Faculty & Preceptors 60-17-103 & 60-17-104					
Nursing Program Administrator	Name and credentials	Self-Study, Standard II-D	X		SS pgs. 10-11; 35-36 Sally L. Maliski, PhD, RN, FAAN – Dean
	Qualifications	Self-Study, Standard II-D	X		SS pgs. 10-11; 35-36
	Responsibilities	Self-Study, Standard I-E Self-Study, Standard II-D	X		SS pgs. 10-11; 35-36
Faculty selection and input into program (*each nurse faculty member who is assigned the responsibility of a course shall hold a graduate degree. Each faculty responsible for coordinating clinical instruction shall possess a license as a APRN in the role for which clinical instruction is provided and have a graduate degree.*	Faculty Organizational Bylaws	Self-Study, Standard I-E VRR: CCNE Standard I-E.1	X		SS pgs. 10-11; SS Appendices; VRR I-E.1 KU School of Nursing By-Laws.
	Faculty responsibilities	Self-Study, Standard I-D, I-E VRR: CCNE Standard I-D.1 (pg. 21-31)	X		SS pgs 7-12; VRR I-D.1 pgs 21-31.
	Faculty selection process	Self-Study, Standard I-D VRR: CCNE Standard I-D.1 (pg. 3-4) VRR: CCNE Standard I-D.3 (pg. 19-28)	X		SS pgs 7-8; VRR I-D.1 pgs 3-4; I-D.3 pgs 19-28
	Faculty orientation plan	VRR: KSBN General > KU SON New Employee Orientation Checklist VRR: KSBN General > KU SON Faculty Onboarding Guide	X		VRR KU SON New Employee Orientation Checklist and Onboarding Guide; VRR KUMC Handbook for Faculty (I-D.3) Online KUMC Faculty Handbook

	Faculty handbook	VRR: CCNE Standard I-D.3 KUMC Faculty Handbook	X		VRR KUMC Handbook for Faculty (I-D.3) Online KUMC Faculty Handbook
	General faculty meeting minutes for last 3 years	VRR: KSBN General > Faculty Committee Bylaws and Assembly Minutes	X		VRR: minutes (2019-2020; 2020-2021; 2021-2022)
Faculty qualifications Enclose a table that displays the following information: *(each nurse faculty member who is assigned the responsibility of a course shall hold a graduate degree. Each faculty responsible for coordinating clinical instruction shall possess a license as a APRN in the role for which clinical instruction is provided and have a graduate degree. Non nursing faculty shall have graduate degrees in the area of expertise*)	Name of faculty	Self-Study, Standard II-E VRR: KSBN APRN Program Re-Approval > APRN Faculty Qualification Report	X		SS pgs 36-39; VRR APRN Faculty Qualification Report; Faculty Files
	FT or PT (use FTE)	Self-Study, Standard II-E VRR: KSBN APRN Program Re-Approval > APRN Faculty Qualification Report	X		SS pgs 36-39; VRR APRN Faculty Qualification Report
	Academic Credentials	Self-Study, Standard II-E VRR: KSBN APRN Program Re-Approval > APRN Faculty Qualification Report	X		SS pgs 36-39; VRR APRN Faculty Qualification Report; Faculty Files
	Institution granting degree	Self-Study, Standard II-E VRR: KSBN APRN Program Re-Approval > APRN Faculty Qualification Report	X		SS pgs 36-39; VRR APRN Faculty Qualification Report; Faculty Files

	Area of clinical expertise	Self-Study, Standard II-E VRR: KSBN APRN Program Re-Approval > APRN Faculty Qualification Report	X		SS pgs 36-39; VRR APRN Faculty Qualification Report; Faculty have extensive academic and clinical expertise.
	Area(s) of assignment	Self-Study, Standard II-E VRR: KSBN APRN Program Re-Approval > APRN Faculty Qualification Report	X		SS pgs 36-39; VRR APRN Faculty Qualification Report
	Licensure	Self-Study, Standard II-E VRR: KSBN APRN Program Re-Approval > APRN Faculty Qualification Report	X		SS pgs 36-39; VRR APRN Faculty Qualification Report; NURSYS report
	Indicate degree plan and progress towards degree if applicable	Self-Study, Standard II-E VRR: KSBN APRN Program Re-Approval > APRN Faculty Qualification Report	X		SS pgs 36-39; VRR APRN Faculty Qualification Report; Faculty File Review No Degree plans
	Faculty file review	VRR: KSBN APRN Program Re-Approval > APRN Faculty Qualification Report S:\SON\2022 CCNE and KSBN Site Visit\Faculty Files	X		VRR APRN Faculty Qualification Report; reviewed via secure S drive. Faculty File Reviewed
Preceptor qualifications and information (for current semester) *(Each preceptor or adjunct faculty shall be licensed as an APRN or be licensed as a physician in the state in which the individual is currently practicing)*	Preceptor criteria & selection	Self-Study, Standard II-F	X		SS pgs 39-41. VRR KSBN, APRN Fall 2022 Preceptors. Approved by course faculty; Files current and managed by Clinical Coordinator Graduate Program. Preceptor options provided to students in APRN Programs.
	Preceptor responsibilities	KU SON website: APRN Preceptors	X		APRN Preceptor website

	Identified roles of preceptors, faculty, and students.	KU SON website: APRN Preceptor Orientation and Training	X		Online Preceptor Orientation and Training
	Preceptor orientation materials (*includes information about pedagogical aspects of the student-preceptor relationship)*	KU SON website: APRN Preceptor Orientation and Training	X		Online Preceptor Orientation and Training; Preceptor File "Acknowledgement of Orientation"
	Preceptor signatures showing date orientation completed	VRR: KSBN APRN Program Re-approval > APRN Selected Preceptors 2022 KSBN Supplemental Report	X		VRR KSBN, APRN Fall 2022 Preceptors. Orientation and Acknowledgement, on each preceptor file
	Name of preceptor and course with Prefix & number	VRR: KSBN APRN Program Re-approval > APRN Selected Preceptors 2022 KSBN Supplemental Report	X		VRR, APRN Selected preceptors; KSBN Supplement report pg 3; Typhon
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
	Preceptor State of license & License Number	VRR: KSBN APRN Program Re-approval > APRN Selected Preceptors 2022 KSBN Supplemental Report	X		VRR, APRN Preceptor files
	Methods of contact between faculty & preceptor	Self-Study, Standard II-F APRN Preceptors	X		SS pg. 39-41; APRN Preceptors website.
Students 60-17-103 & 60-17-108					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study, Standard I-F KU SON website, How to apply	X		SS pgs 12-13

	Oral and written English proficiency	KU SON website, Eligibility and Requirements	X		KU SON Website; Student Eligibility and Requirements. https://www.kumc.edu/academic-and-student-affairs/departments/office-of-international-programs/inbound-programs/information-for-students/academic-english-requirements.html
	Readmission	Self-Study, Standard I-F, Table I-F.1 KU SON Student Handbook, Readmission	X		SS pgs 12-13; Appendices I-F.1; Online Student Handbook Re-admission (XI Graduate Program Protocols)
	Progression criteria	Self-Study, Standard I-F, Table I-F.1 KU SON Student Handbook, Progression	X		SS pgs 12-13; Appendices I-F.1; Online Student Handbook, Progression (XI Graduate Program Protocols)
	Counseling & guidance	Self-Study, Standard II-C VRR CCNE Standard I-F.5 (pg. 18-19) KU SON Student Handbook, Graduate Program Protocols	X		SS pgs. 31-34; VRR Appendices I-F.5; Online Student Handbook
	Student role versus employee role:	KU SON Student Handbook, Clinical Relationships	X		Online Student Handbook; Clinical student vs employee
	Representation on faculty governance:	Self-Study, Standard I-E KU SON Student Handbook, Student Representation on Faculty and Student Committees	X		Assembly Minutes; Online Student Handbook
	Graduation	KU SON Student Handbook, Graduation and Events Registrar's Office Graduation Information	X		Online Student Handbook; Registrar information
	Refund policies governing all fees and tuition paid by students	Self-Study, Standard 1-F Academic Calendar	X		SS pgs 12-13; Online KUMC Academic Calendar

	Ethical practices including recruitment, admission, and advertising	Self-Study, Standard II-C KACRAO Guidelines Admissions & Aid	X		SS pgs 31-34; Online KACRAO
	Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	KU SON Student Handbook, Law regarding licensure denial KU SON Nursing licensure information	X		Online Student Handbook
	Student Handbook	Self-Study, Standard I-F KU SON Student Handbook	X		SS pgs 12-13; Online Student Handbook
Student records	Review student files	On-site, Office of Student Affairs and Enrollment Management	X		Reviewed onsite, secure SON drive.
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	VRR: KSBN APRN Program Re-approval > APRN Samples of Student Work	X		Blackboard; VRR APRN Samples of Student Work (NRSG 911; 948; 980)
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
Curriculum **60-17-105**					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study, Standard III-A, Standard III-D, Standard III-E VRR: CCNE Standard III-A.1	X		SS pgs 46-48; 52-54; 54-56; VRR III-A.1

	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study Standard III.A, Standard III-D, Standard III-E VRR: CCNE Standard III-A.2 VRR: KSBN APRN Program Re-approval > APRN Selected Clinical Contracts	X		SS pgs 46-48; 52-54; 54-56; VRR III-A.2 VRR APRN clinical contract; course and clinical evaluations
	Credit hours for each non-nursing course	Self-Study Standard III-A, Standard III-D, Standard III-E VRR CCNE Standard III-A.1	X		SS pgs 46-48; 52-54; 54-56; VRR III-A.1
	Identify clinical hours for combined nursing didactic and clinical courses	N/A 2022 KSBN Supplemental Report	N/A		No combined didactic/clinic in APRN programs.
	Consist of at least 45 semester credit hours or the academic equivalent	VRR CCNE Standard III-A.1	X		VRR III.A.1 All programs meet requirements
	Clinical component shall consist of at least 500 hours of clinical learning in each clinical track, or the program shall provide documentation of the overlap if any clinical track consists of less than 500 clinical hours	2022 KSBN Supplemental Report	X		KSBN Supplemental pgs 4-5 All programs meet requirements
Curriculum includes the following:	Role alignment related to the distinction between practice as a registered professional nurse and the advanced role of an advanced practice registered nurse as specified in K.A.R. 60-11-101	VRR CCNE Standard III-A.2 > Course Syllabi > Graduate Course Syllabi > > NRSG 755	X		VRR Graduate Syllabi

	Theoretical instruction in the role or roles of advanced nursing practice for which the program provides instruction	Self-Study, Standard III-A VRR CCNE Standard III-A.2 > Course Syllabi > Graduate Course Syllabi > NRSG 748, NRSG 755, NRSG 911, NRSG 980	X		VRR Graduate Syllabi
	The health care delivery system	VRR CCNE Standard III-A.2 > Course Syllabi > Graduate Course Syllabi > NRSG 755, NRSG 808, NRSG 948	X		VRR Graduate Syllabi
	The ethical and legal implications of advanced nursing practice	Self-Study, Standard III-A, Standard III-D, Standard III-E VRR CCNE Standard III-A.2 > Course Syllabi > Graduate Course Syllabi > NRSG 755	X		SS pgs 46-48; 52-54; 54-56; VRR Graduate Syllabi
	Three college hours in advanced pharmacology or the equivalent	Self-Study, Standard III-A, Standard III-D, Standard III-E VRR CCNE Standard III-A.2 > Course Syllabi > Graduate Course Syllabi > NRSG 813	X		SS pgs 46-48; 52-54; 54-56; VRR Graduate Syllabi
	Three college hours in advanced pathophysiology or its equivalent	Self-Study, Standard III-A, Standard III-D, Standard III-E VRR CCNE Standard III-A.2 > Course Syllabi > Graduate Course Syllabi > NRSG 812	X		SS pgs 46-48; 52-54; 54-56; VRR Graduate Syllabi
	Three college hours in advanced health assessment or its equivalent	Self-Study, Standard III-A, Standard III-D, Standard III-E VRR CCNE Standard III-A.2 > Course Syllabi > Graduate Course Syllabi > NRSG 801	X		SS pgs 46-48; 52-54; 54-56; VRR Graduate Syllabi

Clinical instruction in the area of specialization, which includes the following:	Performance of or ordering diagnostic procedures	Self-Study, Standard III-A, Standard III-D, Standard III-E VRR CCNE Standard III-A.2 > Course Syllabi > Graduate Course Syllabi >	X		SS pgs 46-48; 52-54; 54-56; VRR Graduate Syllabi NRSG 801 NRSG 903, 904, 905 (AGPCNP) NRSG 916, 917, 918 (FNP) NRSG 925, 926, 927, 928 (NM) NRSG 931, 932, 933 (PMHNP)
	Evaluation of diagnostic and assessment findings	Self-Study, Standard III-A, Standard III-D, Standard III-E VRR CCNE Standard III-A.2 > Course Syllabi > Graduate Course Syllabi >	X		SS pgs 46-48; 52-54; 54-56; VRR Graduate Syllabi NRSG 801 NRSG 903, 904, 905 (AGPCNP) NRSG 916, 917, 918 (FNP) NRSG 925, 926, 927, 928 (NM) NRSG 931, 932, 933 (PMHNP)
	Prescription of medication and other treatment modalities for client conditions	Self-Study, Standard III-A, Standard III-D, Standard III-E VRR CCNE Standard III-A.2 > Course Syllabi > Graduate Course Syllabi >	X		SS pgs 46-48; 52-54; 54-56; VRR Graduate Syllabi NRSG 813; NRSG 851 NRSG 903, 904, 905 (AGPCNP) NRSG 916, 917, 918 (FNP) NRSG 925, 926, 927, 928 (NM) NRSG 931, 932, 933 (PMHNP)

The faculty in each advanced nursing education program shall fulfill these requirements:	Identify the competencies of the graduate for each role of advanced nursing practice for which the program provides instruction	Self-Study, Standard III-D, Standard III-E	X		SS pgs 52-54; 54-56

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Determine the approach and content for learning experiences	Self-Study, Standard III-D, Standard III-E	X		SS pgs 52-54; 54-56
	Direct clinical instruction as an integral part of the program	Self-Study, Standard III-D, Standard III-E	X		SS pgs 52-54; 54-56
	Provide for learning experiences of the depth and scope needed to fulfill the objectives or outcomes of advanced nursing courses	Self-Study, Standard III-D, Standard III-E	X		SS pgs 52-54; 54-56
Educational Facilities 60-17-107					
Description of facilities and tour	Classrooms, laboratories, and conference rooms adequate in size, number, and type according to the number of students and the educational purposes for which the rooms are to be used	Self-Study, Standard II-B On-Site	X		SS pgs 20-26; Tour of classrooms, laboratories, and simulation provided; and classroom observation provided.
	A physical facility that is safe and conducive to learning	Self-Study, Standard II-B On-Site	X		SS pgs. 20-26
	Secure space for nursing student records	Self-Study, Standard II-B On-Site	X		SS pgs 20-26; Saved to secure SON website drive.
	Student support services for distance learning if distance learning is provided	Self-Study, Standard II-B On-Site	X		SS pgs 20-26; Saved to secure SON website drive.

	Satellite program facilities	Self-Study, Standard II-B	X		SS pgs 20-26
Library resources and tour	Library holdings, instructional media, and materials shall be of sufficient recency, pertinence, level of content, and quantity as indicated by the curriculum to meet the needs of nursing students and faculty and shall be available to distance learning students	Self-Study, Standard II-C On-Site	X		SS pgs 26-34; On Site demonstration of library services.
Clinical Resources 60-17-106					
Clinical resources	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	Self-Study, Standard II-B VRR KSBN APRN Program Re-approval > APRN Selected Clinical Contracts	X		SS pgs20-24; VRR APRN Clinical Contracts
	Clinical learning experiences and sites are selected to provide learning opportunities necessary to achieve the advanced nursing education program objectives or outcomes	Self-Study, Standard II-B On-Site	X		SS pgs 20-26; Zoom visit with CNM student and preceptor; live clinical visit with NP Preceptor KU Internal Medicine
	Faculty shall facilitate and evaluate student learning experiences in the clinical area	Self-Study, Standard III-G, Standard III-H	X		SS pgs 59-71

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Preceptors shall be responsible for assessing performance in the clinical setting	Self-Study, Standard II-F APRN Preceptors APRN Preceptor Training	X		SS pgs 39-41: Website APRN Preceptors and Training
	The advanced nursing education program shall provide verification that each agency used for clinical instruction has clinical facilities that are adequate for the number of students served in terms of space, equipment, and other necessary resources, including an adequate number of patients or clients necessary to meet the program objectives or outcomes	Self-Study, Standard II-B	X		SS pgs 20-26
	The advanced nursing education program contracts with an adequate number of appropriate affiliating agencies so there will be appropriate clinical experiences to meet curriculum objectives or outcomes	Self-Study, Standard II-B	X		SS pgs 20-26
	The faculty provides the affiliating agency staff with the organizing curriculum framework and either the objectives or outcomes for the clinical learning experiences	Self-Study, Standard II-F	X		SS pgs 39-41

	A sufficient number and variety of patients representing appropriate age groups shall be available to provide learning experiences to meet curriculum objectives or outcomes	Self-Study ,Standard II-B VRR: KSBN APRN Program Re-approval > AP Example Typhon Log	X		SS pgs 20-26; VRR Typhon log sample
	If more than one advanced nursing education program uses the same affiliating agency, each advanced nursing education program shall document the availability of appropriate learning experiences for all of its students.	Self-Study, Standard II-B	X		SS pgs 20-26
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Visit to KU Internal Medicine, Dr. Wang-Weinman, preceptor for NP students.
Administrative Policies & Procedures 60-17-103 & 60-17-105					
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study, Standard II-A, Table II-A.2 VRR CCNE Standard II-A.1	X		SS pgs 16-20; VRR II-A.2
	Budget procedures	Self-Study, Standard II-A	X		SS pgs 16-20; Transparent processes from faculty to administration.
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See list below of meetings and attendees
	Support services	On-Site	X		See list below of meetings and attendees
	Students	On-Site	X		See list below of meetings and attendees

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		See list below of meetings and attendees
	Staff RN's	On-Site	X		See list below of meetings and attendees
	Preceptors	On-Site	X		CNM and NP Preceptor meetings.
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-Study, Appendix I-A.1, Appendix I-A.5 Self-Study, Standard I-A, Standard IV-A	X		SS Appendices I-A.1 and I-A.5 KU SON Evaluation Plan 2022 (SS Appendices pgs 9-50)
	Use of program evaluation data for ongoing program improvement	Self-Study, Standard I-A, III-A, III-J, IV-I VRR: CCNE Standard IV-I.1, IV-I.2, and IV-I.3 2022 KSBN Supplemental Report	X		SS pgs 1-3; 46-48; 73-79; 94-98; VRR Appendices IV-I.1-3; KSBN Supplemental report pgs 5-6. KU SON Evaluation Plan 2022 (SS Appendices pgs 9-50)

Interviews conducted during site visit:

KU School of Nursing Leadership

- Dr. Sally Maliski, Dean, School of Nursing
- Anna Nguyen, Assistant Dean, Business, Finance, and Marketing
- Ellen Bietz, Executive Assistant to the Dean
- Dr. Cindy Teel, Associate Dean Academic & Faculty Affairs
- Dr. Barb Polivka, Associate Dean Research
- Dr. Lisa Larson, Campus Dean, Salina
- Dr. Dawn Shew, Assistant Dean Student Affairs
- Dr. Nelda Godfrey, Associate Dean Innovative Partnership and Practice
- Dr. Teri Kennedy, Associate Dean Interprofessional Education, Practice, and Research

KU and KUMC Executive Leadership

- Dr. Robert Simari, Executive Vice Chancellor
- Dr. Ryan Spaulding, Vice Chancellor, Institute for Community Engagement
- Dr. Robert Klein, Vice Chancellor Academic and Student Affairs
- David Vranicar, Vice Chancellor, and Chief Financial Officer

Office of Academic Affairs and Faculty Affairs: Graduate

- Carmen Carter, Clinical Coordinator Graduate Programs
- Ashley Mason, Graduate Programs Coordinator
- Katie Garrity, Curriculum Coordinator

Alumni Board and Advisory Board Members

- Dr. Rachel Pepper, Chief Nursing Officer, University of Kansas Hospital
- Luanne Smith, VP of Patient Care/CNO Salina Regional Health Center
- Brie Cantrell, Children's Mercy Hospital
- Mary Hunkeler, KUSON Advisory Board Member
- Judi Roling, RN, MSN, APRN, KUSON Advisory Board Member
- Cathy Harding, Wyandotte Health Foundation and KUSON Advisory Board Chair
- Dr. Shawna Wright, Director, KU Center for Telemedicine & Telehealth and KUSON Advisory Board Member
- Terry Siek, CNO Hays Medical Center and KUSON Advisory Board Member
- Dr. Dee Bohnenblust, Ed.D, MSN, RN, APRN-CNS, CNE Labette Community College and KUSON Advisory Board Member
- Doug Hohulin, XR-Metaverse and KUSON Advisory Board Member, KC Digital Drive
- Fred Neis, MS'97, BSN'93, FACHE, FAEN, KU Alumni Board President-Elect

Program Directors Graduate Programs

- Dr. Heather Nelson-Brantley, MS/DNP Leadership
- Dr. Cara Busenhart, DNP Nurse-Midwifery
- Dr. Colleen Paramesh, DNP Nurse Practitioner

Technical Support and Online Teaching & Learning

- Tim Doughty, Manager, Testing Services
- Phill Wilhauk, Director of Teaching and Learning Technology
- Nellie Modaress, Assistant Director of Online Learning
- Ryan Wickstrom, TLT Media Manage

APRN Site Visits

1. Tracey Arwood, CNM, APRN (CNM Preceptor, Sedalia, MO)
2. Cassandra Caedo, NM Student
3. Ting Wang-Weinman, M.D. (NP Preceptor, KU Internal Medicine)

Graduate Students

14 students attended live and 8 zoom: MSN to DNP; BSN to DNP; MSN, and post master's certificate represented for advanced practice, organizational leadership, education, and population health.

Graduate Faculty

- Amy Garcia, DNP, RN, FAAN
- Angie Smith, DNP, RN, NE-BC
- Carli Zegers, PhD, MBA, APRN, FNP-BC
- Carol Buller, DNP, APRN
- Christy Evers, DNP, APRN, CNM
- Cindy Whitney, DNP, APRN, PMHNP
- Diane Mahoney, PhD, DNP, APRN, FNP-BC, WHNP-BC
- Jamie Myers, PhD, RN, AOCNS, FAAN
- Janet Pierce, PhD, APRN, CCRN, FAAN
- Jill Peltzer, PhD, APRN-CNS
- Kelly Bosak, PhD, APRN, ANP-BC
- Kristi Williams, PhD, RN, FNP-BC, FGSA, FAAN
- Krysta Ramirez Henry, DNP, APRN, CNM, PMH-C, FACNM
- Michelle Cochran, DNP, RN
- Moya Peterson, PhD, RN, APRN, FNP-BC
- Qiuhua Shen, PhD, APRN, RN
- Shin Hye Park, PhD, RN

Student Support Services

- Dr. Isaac Opole, Associate Vice Chancellor for Student Affairs
- Ryan Gove, Director Student Life Larry Long, Assistant Vice Chancellor for Student Affairs
- Jen Dolson, Assistant Director, Office of Student Affairs
- Crystal Cameron-Vedros, Director of Dykes Library Carrie Scala, Campus Registrar
- Scott Sponholtz, Student Financial Aid Director
- Cyndie Majher, UG Programs Consultant & Advisor
- Deb Stratton, Graduate Programs Consultant and Advisor
- Jill Weishaubt, RN-BSN & CC Partnership Programs Advisor
- Kyle McGee, Undergraduate Recruiter
- Terri Van Slyke, Recruiter and Rural Pathways Coordinator
- Dr. Dawn Shew, Assistant Dean, KU SON Student Affairs

Simulation Education, Virtual Reality, IPE, and Standardized Patients

- Dr. Kesa Herlihy, Simulation Education Programs Director
- Megan Turner, Simulation Faculty and VA Partnership
- Dr. Moya Peterson, FNP Simulation Education
- Dr. Krysta Ramirez Henry, Nurse-Midwife Simulation Education
- Ashley Vail, Simulation Education, Salina Campus Graduate Teaching Assistants
- 3 GTAs (Jessica Loucks, McKenzie Viets, and Anna Crawford)

Librarian and Tour Virtual Library Offerings

- Crystal Cameron-Vedros, Director of Dykes Library
- Peter Johnson

Strengths:

- Dean Maliski's recognized as a leader in nursing, well respected
- Low faculty attrition
- School of Nursing well respected with School of Medicine and School of Health Professionals at KU Medical Center.
- Budget process transparent, opportunity for faculty input to Associate Deans and Finance.
- Administration supportive and recognize the leadership of Dr. Maliski and associate/assistant deans.
- Advancements with technology (simulation, VR, online teaching, Meta-University, oculus headsets, EHR, Second Life)
- Technology support services for faculty, staff, and students.
- Centralized processes for Graduate Preceptors (contracted preceptors provided for CNM and NP students)
- Faculty and students represented on Councils and Assembly.
- Centralized advising-continuity of student advisors and plans of study.
- Active and supportive advisory board (meets quarterly), engaged and dedicated to successes of SON. Recognized SON for building leaders from their students.
- Awareness of community and state healthcare needs.
- Students desire to be the best, inspired by faculty.
- MSN and DNP students complete research or quality improvement projects for healthcare systems, direct benefit identified. Healthcare leaders are excited to attend public presentations.
- Diverse faculty with varied clinical and educational experiences. Clinical faculty have clinical appointments and are current with healthcare; Research faculty are leading research initiatives, include students in research, and have national funding.
- Majority of Graduate courses include interprofessional learning (OT, PT, and other allied health professionals in courses).
- Faculty have input in requesting workload. Research faculty, on tenure track have 50% research time. Appreciate the TAMS system.

- Successful completion rates of graduate students (> 70% in 7 years for MS; >70% for DNP in 8 years).
- Successful Graduate Certification Pass Rates (>90% pass rate within 1 year).
- APRN faculty demonstrate expertise in practice and education, variety of PhD and DNP prepared faculty; students view them as excellent educator and clinical mentors. APRN Preceptors are impressed with knowledge and clinical application of KU APRN students. Students appreciate advanced dates for on-campus class dates. APRN faculty are available by email/cell phone to APRN students in clinicals or the preceptors. Course work for APRN students appropriate for their education and applicable EBR for practice. Graduate faculty involved in APRN simulations and standardized patients.
- APRN Faculty provide career opportunity postings to students and offer to serve as references. Class day to work on CV/Resume for APRN Applications.
- Graduate students invested in their education; appreciative of KU SON administration and faculty; appreciate Rural, Suburban, and Urban clinical opportunities; multiple grants/scholarships to assist students with tuition and expenses; expectations are clearly stated in the Graduate Student Manuals, Intensive is beneficial in preparing students for success.
- Centralized Graduate preceptor is well organized and streamlined for students and clinical faculty (Carmen).
- Students like coming to campus and working with the faculty, dates are provided in advance.
- Graduate student symposium and oral presentations: recognized faculty attendance and support. Dr. Teel went to each student's poster and discussed a strength of their project.
- Through COVID, faculty communicated and supported graduate students. "Even through chaos they produced learning."
- Nursing leadership open to faculty ideas and suggestions for new courses, initiatives, or partnerships. Faculty feel open to make suggestions and often approved.
- Team teaching is great model for student learning and faculty to share expertise. New faculty can learn the culture of KU SON from senior faculty. Collective intelligence, collaboration, and constructive collegiality. Truly "psychologically safe" to have open conversations with colleagues.
- Graduate faculty feel professional development is priority, funded for travel, presentations, conferences, and research. Emergency funds available, when necessary for safety, disasters, or clinical/lab situations (freezer with lab samples).
- Library services available to graduate students and faculty; online for off campus students; significant number of nursing references or inter-library loans, free. Library staff provided training during Graduate student Intensives. Online support or by appointments.

Opportunities:

- Continue increased marketing strategies for low enrollment programs with high potential.
- Place the link for the English Proficiency Policy on the KU SON website, student Handbook, and graduate student Applications.
- Increase publication opportunities with graduate students and faculty.
- Assure all students in graduate programs are able to finish courses prior to pausing programs (Acute Care Gero NP).

Recommendations:

- Recommend reapproval of the APRN programs for time period of national accreditation (10 years).

Undergraduate Program 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: 10/12/22

Name of Program: Nursing Department

Program Administrator including credentials: Jenny Manry DNP, APRN, FNP-BC

Parent Institution: Fort Hays State University

Address of Institution: 600 Park St.

Hays, KS 67601

Level of the Program for which the change Is being requested: BSN (pre-licensure)

Briefly describe the **Change being requested:** The Department of Nursing is seeking a curriculum change for the Bachelor's of Science in Nursing pre-licensure Program. The proposed change results in a reduction of total program hours and redistribution of content within the BSN curriculum. The current program is 126 hours. With the general education program reduction, the BSN curriculum was better able to utilize credit hours within nursing courses resulting in a program of 120 hours as recommended by KBOR. The final 60 hours of the BSN program are NURS courses. Some content was reorganized within the curriculum to better serve student learning. Most of the changes involved increasing the number of hours to teach the current nursing content. The major curriculum change and course revisions have been approved by Fort Hays State University.

Action Taken

Education Committee Review _____

Date

Action Taken: □ Approved □ Not Approved □ Deferred

Board of Nursing Review _____

Date

Action Taken: □ Approved □ Not Approved □ Deferred

_____ _____

FORT HAYS STATE UNIVERSITY

Forward thinking. World ready.

NURSING

October 20, 2022

Janelle Martin, MHSA, RN
Education Specialist
Education Committee Members
Kansas State Board of Nursing (KSBN)
Landon State Office Building
900 SW Jackson St., Suite 1051
Topeka, KS 66612-1230

Dear Ms. Martin Education Committee, and the KSBN Committee members:

This major curriculum change request from the Department of Nursing, Fort Hays State University (FHSU) in the Bachelor's of Science in Nursing (BSN) program.

Enclosed please find the following documents:

- Section I. Faculty support.
- Section II. Table showing the current curriculum and proposed curriculum.
- Section III. Tables showing course changes and rationale.

If there are any further documents needed or if you have any questions, please let me know.

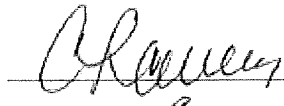
Sincerely,

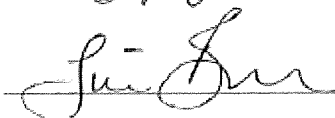
Jenny Manry, DNP, APRN, FNP-BC
Chair of the Nursing Department, FHSU
Associate Professor of Nursing,
Office: 785-628-4511

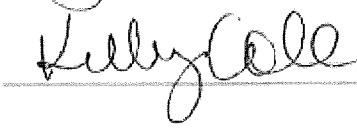
Section I: Faculty Support

Undergraduate Faculty Support for BSN Major Curriculum Changes 2022:

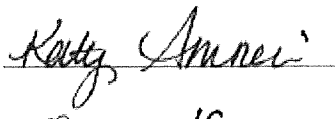
Jordan Petz

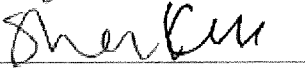
Christina Lawver 

Lisa Brening 

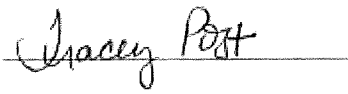
Kelly Cole 

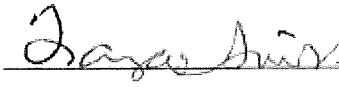
Karla Johnston

Katy Amrein 

Shauna Keil 

Christine Hober

Tracey Post 

Tanya Smith 

Section II. Table showing the original course identification numbers with credit hours and the new requested course identification numbers with credit hours for the BSN program. Changes are highlighted.

Current Curriculum (126 credit hours)				Proposed Curriculum (120 credit hours)		
Bolded = Pre-req for BSN program; Other Gen Ed course				**Bolded = Pre-req for BSN program;** Other Gen Ed course		
Course ID	**Course Name**	**Credit Hrs**		**Course ID**	**Course Name**	**Credit Hrs**
BIOL 100	Human Biology	3		BIOL 100	Human Biology (NPS)	3
PSY 100	**General Psychology**	3		PSY 100	**General Psychology (SBS 1)**	3
ENG 101	**English Comp I**	3		ENG 101	**English Comp I**	3
TEEL 231	**Human Growth & Development**	3		TEEL 231	**Human Growth & Development**	3
IDS 101	Freshman Seminar	1		IDS 101	Freshman Seminar	1
ENG 102	**English Comp II**	3		ENG 102	**English Comp II**	3
COMM 100	**Oral Communication**	3		COMM 100	**Oral Communication**	3
BIOL 240	**Microbiology**	3		BIOL 240	**Microbiology**	3
BIOL 240L	**Microbiology Lab**	1		BIOL 240L	**Microbiology Lab**	1
MATH 110	**College Algebra**	3		MATH 110	**College Algebra**	3
HHP 200	Personal Wellness	3		MATH 240	**Elements of Statistics**	3
BIOL 230	**Human Anatomy & Phys I**	3		BIOL 230	**Human Anatomy & Phys I**	3
BIOL 230L	**Human Anatomy & Phys I lab**	1		BIOL 230L	**Human Anatomy & Phys I lab**	1
INF 101	Intro to Computer Info Systems	3		INF 101	**Intro to Computer Info Systems**	3
	Humanities	3			Arts/Humanities 1	3
MATH 240	**Elements of Statistics**	3		BIOL 231	**Human Anatomy & Phys II**	3
BIOL 245	**Medical Terminology**	2		BIOL 231L	**Human Anatomy & Phys II lab (NPS)**	1
BIOL 231	**Human Anatomy & Phys II**	3			Arts/Humanities 2	3
BIOL 231L	**Human Anatomy & Phys II lab**	1		HHP 230	**Principles of Nutrition (IDA 1)**	3
	Humanities	3			IDA 2	3
HHP 230	**Principles of Nutrition**	3			Social Behavioral Science 2	3
	International Studies	3		IDS 400	**Bioethics**	3
	International Studies	3		CHEM 100	**Molecules & Society**	2
	Social Behavioral Science	3				
IDS 400	**Bioethics (program req)**	3				
CHEM 100	**Molecules & Society (program req)**	2				
	Humanities	3				
	Social Behavioral Science	3				
Current Program Course Sequence				**Proposed Program Course Sequence**		
NURS 282	Foundations of Nursing Care	3		NURS 282	Foundations of Nursing Care	2
NURS 282L	Foundations of Nursing Care Practicum	1		NURS 282L	Foundations of Nursing Care Practicum	1
NURS 313	Nursing Professional Development	3		NURS 313	Nursing Professional Development	2
NURS 303	Health Assessment	2		NURS 303	Health Assessment	3
NURS 303L	Health Assessment Lab	1		NURS 303L	Health Assessment Lab	1
NURS 310L	Nursing Skills Lab	2		NURS 310L	Nursing Skills Lab	2
NURS 306	Pathophysiology	3		NURS 306	Pathophysiology	3
				NURS 290	Math Calculations for Medication Adm.	2
NURS 311	Acute Nursing Care	3		NURS 311	Acute Nursing Care	4
NURS 311L	Acute Nursing Care Practicum	2		NURS 311L	Acute Nursing Care Practicum	2
NURS 330	Chronic Nursing Care	3		NURS 330	Chronic Nursing Care	4
NURS 330L	Chronic Nursing Care Practicum	2		NURS 330L	Chronic Nursing Care Practicum	2
NURS 340	Pharmacology 1	2		NURS 340	Pharmacology 1	3
NURS 430	Complex Nursing Care	3		NURS 430	Complex Nursing Care	4
NURS 430L	Complex Nursing Care Practicum	2		NURS 430L	Complex Nursing Care Practicum	2

NURS 420	Maternal, Infant & Pediatric Nursing Care	3		NURS 420	Maternal, Infant & Pediatric Nursing Care	3
NURS 420L	Maternal, Infant & Pediatric Nursing Care Practicum	2		NURS 420L	Maternal, Infant & Pediatric Nursing Care Practicum	2
NURS 341	Pharmacology 2	1		NURS 341	Pharmacology 2	2
NURS 322	Evidence Based Practice	2		NURS 322	Evidence Based Practice	2
NURS 429	Community Nursing Care	3		NURS 429	Community Nursing Care	3
NURS 429L	Community Nursing Care Practicum	1		NURS 429L	Community Nursing Care Practicum	1
NURS 431	Nursing Management in Healthcare	3		NURS 431V	Nursing Management in Healthcare	3
NURS 413	Transition to Practice	2		NURS 413	Transition to Practice	3
NURS 431L	Capstone	3		NURS 431L	Capstone	4
	Lab hours 1:2 Practicum hours 1:3				*Lab hours 1:2 Practicum hours 1:3*	

Section III: Course changes for the BSN program. Current courses compared to revised courses.

NURS 290	Old	New
		Rationale for change: Add basic pharmacology principles to the Math Calculations course.
Number/Title/Credit hours	NURS 290: Math Calculations for Drug Administration 1 undergraduate credit hours	Same 2 credit hours
Course Description	This course will assist the student to attain a level of proficiency in calculating medication dosages.	This course will assist the student to attain a level of proficiency in calculating medication dosages as well as develop foundational principles of medications, medication classifications, pharmacokinetics and pharmacodynamics with an overall goal of developing safe medication administration practice.
Course Outcomes	1. calculate drug dosages correctly. 2. label dosages accurately. 3. use medical terminology.	1. calculate drug dosages correctly; 2. label dosages accurately; 3. use medical terminology, including general concepts of pharmacokinetic and pharmacodynamic process and

	4. convert among various unit systems.	their application in drug therapy; 4. convert among various unit systems; 5. understand the nurse's role in medication administration; 6. identify methods to ensure safe medication administration and avoid medication errors.

NURS 313	Old	New
		Rationale for change: Condensing the delivery of the same content. Did not require as much in class time to deliver the content.
Number/Title/Credit hours	NURS 313: Nursing Professional Development 3 undergraduate credit hours	Same 2 credit hours
Course Description	Students in this course will explore the history and philosophy of nursing. Students will be introduced to the roles and ethical/legal responsibilities of a professional nurse. This course also provides background for nursing informatics and professionalism.	Same
Course Outcomes	1. Examine the history and philosophy of nursing development. 2. Discuss legal and ethical issues as they pertain to nursing practice. 3. Develop an understanding of the role of informatics in nursing. 4. Discuss professionalism in nursing through delegation,	Same

	teamwork, and inter-professional collaboration. 5. Examine the importance of providing culturally competent nursing care	

NURS 303	Old	New
		Rationale for change: Added additional credit hour to allow more time to deliver the same content. Previous amount of time was not sufficient.
Number/Title/Credit hours	NURS 303: Health Assessment 2 cr hours	NURS 303: Health Assessment 3 cr hours
Course Description	This course provides theory of the nurse's role in performing health assessment including interviewing, mental health status, health history, and physical examination techniques for clients.	Same
Course Outcomes (SLO)	1. Describe the professional nurse's role regarding health assessments in various clinical settings. 2. Identify health management concepts which affect their health potentials for individuals. 3. Utilize professional communication skills to obtain health history data. 4. Develop a systematic approach to communicate health assessment data. 5. Interpret health assessment findings of the individual client.	Same

NURS 282	Old	New
		Rationale for change: Removed the medication calculation and pharmacology content.

Number/Title/Credit hours	NURS 282 Foundations of Nursing 3 credit hours	NURS 282 Foundations of Nursing 2 credit hours
Course Description	This course discusses common health problems, safety, and decision making based on the nursing process for the care of the adult client. This course also explores medications, medication classification, pharmacokinetics and pharmacodynamics based on pathophysiology concepts.	This course discusses common health problems, safety, and decision making based on the nursing process and clinical judgment for the care of the adult client.
Course Outcomes (SLO)	1. Utilize appropriate interview techniques to obtain a health history. 2. Perform and document developmental and/or physical assessments on individuals across the lifespan. 3. Interpret and document findings of physical examination. 4. Utilize assessment findings as a basis for client education and promotion of personal wellness practices.	1. Identify common health problems associated with the adult client. 2. Discuss communication and safety techniques for the adult client. 3. Utilize the steps of the nursing process when making client-based decisions.

NURS 311	**Old**	**New**
		Rationale for change: Added additional credit hour to allow more time to deliver the same content. Previous amount of time was not sufficient.
Course number/Title/credit hours	NURS 311 Acute Nursing Care 3 credits	NURS 311 Acute Nursing Care 4 credits
Course description	This course introduces nursing care of diverse patient populations experiencing acute illness. Focus is on risk factors, signs and symptoms, nursing	Same

	assessments and interventions for selected acute conditions.	
Course Outcomes (SLO)	1. Relate knowledge from nursing and other scientific and humanistic disciplines to illness and promotion of wellness. 2. Integrate evidence-based research to provide safe, holistic, quality nursing care. 3. Discuss professional standards in caring for clients with acute conditions. 4. Apply the nursing care process to diverse populations to provide safe and culturally appropriate care. 5. Explain the etiology, pathology, risk factors, signs, symptoms, nursing assessments, diagnostic techniques, and nursing interventions for selected acute conditions.	Same

NURS 330	**Old**	**New**
		Rationale for Change: Added additional credit hour to allow more time to deliver the same content. Previous amount of time was not sufficient.
Number/Title/credit hour	NURS 330: Chronic Nursing Care 3 credit hours	NURS 330: Chronic Nursing Care 4 credit hours
Course Description	This course introduces nursing care of diverse patient populations experiencing chronic illnesses. Focus is on risk factors, signs and symptoms, nursing assessments and interventions for selected chronic conditions.	Same

Course Outcomes (SLO)	1. Relate knowledge from nursing and other scientific and humanistic disciplines to illness and promotion of wellness. 2. Integrate evidence-based research to provide safe, holistic, quality nursing care 3. Discuss professional standards in caring for clients with chronic conditions. 4. Apply the nursing care process to diverse populations to provide safe, and culturally appropriate care. 5. Explain the etiology, pathology, risk factors, signs, symptoms, nursing assessments, diagnostic techniques and nursing interventions for selected chronic conditions	Same

NURS 340	**Old**	**New**
		Rationale for change: Pharmacology content realigned to focus on medication therapy for acute and chronic conditions. Increased credit hours. Previous time was not sufficient to deliver the content.
Number/ Title/ Credit hours	NURS 340 Pharmacology I 2 credit hours	NURS 340 Pharmacology I 3 credit hours
Course Description	This course explores medications, medication classifications, pharmacokinetics and pharmacodynamics based on pathophysiology concepts with an overall goal of developing safe	This course explores medications, medication classifications, pharmacokinetics and pharmacodynamics based on pathophysiology concepts with an overall goal of developing

	medication administration practice. This course also explores the legal/ethical and professional parameters of medication therapy.	safe medication administration for acute and chronic nursing practice. This course also explores the legal/ethical and professional parameters of medication therapy.
Course Outcomes (SLO)	1. Understand the nurse's role in medication administration; 2. Describe the major classifications of pharmacologic agents used to treat common illnesses and conditions; 3. Apply general concepts of pharmacokinetic and pharmacodynamics processes and their application in drug therapy and the nursing process 4. Demonstrate accurate medication calculations, labeling, and administration to ensure safe medication administration and avoid medication errors. 5. Discuss legal, ethical and professional implications of drug therapy.	1. Understand the nurse's role in medication administration in acute and chronic disease processes. 2. Describe the major classifications of pharmacologic agents used to treat common illnesses and conditions learned in Acute Nursing Care and Chronic Nursing Care. ~~3.~~ Apply general concepts of pharmacokinetic and pharmacodynamics processes and their application in drug therapy and the nursing process 4. Demonstrate accurate medication calculations, labeling, and administration; 5. identify methods to ensure safe medication administration and avoid medication errors; 6. discuss legal, ethical and professional implications of drug therapy for acute and chronic disease processes.

NURS 430	**Old**	**New**
		Rationale for Change: Added additional credit hour to allow more time to deliver the same content. Previous amount of time was not sufficient.
Number/Title/credit hour	NURS 430: Complex Nursing Care 3 credit hours	NURS 430: Complex Nursing Care 4 credit hours

Course Description	This sequential course examines the complex nursing care of diverse patient populations. Focus is on risk factors, signs and symptoms, nursing assessments and interventions for selected conditions.	Same
Course Outcomes (SLO)	1. Integrate standards of nursing care as they relate to the complex illnesses of adult populations. 2. Analyze professional standards as related to the complex health issues of adult populations. 3. Appraise the integration of evidence-based practice as it relates to the care of adult populations. 4. Plan the nursing care process as it relates to the complex health and illness issues of adult populations, emphasizing promotion, maintenance and restoration of health.	Same

NURS 341	**Old**	**New**
		Rationale for change: Pharmacology content realigned to focus on medication therapy for complex, community health, mental health, men's health & women's health conditions. Increased credit hours. Previous time was not sufficient to deliver the content.
Number/ Title/ Credit hours	NURS 341 Pharmacology II 1 credit hours	NURS 341 Pharmacology II 2 credit hour
Course Description	This sequential course explores medications, medication classifications, pharmacokinetics	This course explores medications, medication classifications, pharmacokinetics

	and pharmacodynamics based on pathophysiology concepts with an overall goal of developing safe medication administration practice. This course also explores the legal/ethical and professional parameters of medication therapy.	and pharmacodynamics based on pathophysiology concepts with an overall goal of developing safe medication administration for complex nursing, community, mental health, and women's/men's health. This course also explores the legal/ethical and professional parameters of medication therapy.
Course Outcomes (SLO)	1. Understand the nurse's role in medication administration; 2. Describe the major classifications of pharmacologic agents used to treat common illnesses and conditions; ~~3.~~ Apply general concepts of pharmacokinetic and pharmacodynamics processes and their application in drug therapy and the nursing process; 4. Demonstrate accurate medication calculations, labeling, and administration to ensure safe medication practices; 5. Discuss legal, ethical and professional implications of drug therapy.	1. Understand the nurse's role in medication administration in complex disease processes, community health populations, mental health disease processes, and women's and men's health. 2. Describe the major classifications of pharmacologic agents used to treat common illnesses covered in complex disease processes, community health populations, mental health disease processes, and women's and men's health. 3. Apply general concepts of pharmacokinetic and pharmacodynamics processes and their application in drug therapy and the nursing process; 4. demonstrate accurate medication calculations, labeling, and administration to ensure safe medication practices; 5. discuss legal, ethical, and professional implications of drug therapy for complex, community, mental health, and women & men's health.

NURS 413	Old	New
		Rationale for Change: Added additional credit hour to allow more time to deliver the same content. Previous amount of time was not sufficient.
Number/Title/credit hour	NURS 413: Transition to Practice 2 undergraduate credit hour	NURS 413: Transition to Practice 3 undergraduate credit hour
Course Description	This course will allow students to review essential professional nursing content and practice test taking strategies to prepare the student for the NCLEX-RN examination.	Same
Course Outcomes (SLO)	1. Apply nursing knowledge in patient care scenarios. 2. Demonstrate test taking strategies essential for clinical judgment. 3. Successfully complete multiple preparation questions for nursing role application. 4. Review professional nurse concepts.	Same

NURS 431	Old	New
		Rationale for Change: Change to course delivery as online/virtual to allow the S2 students more days of the week to complete added internship hours. Students would attend classes on Tuesday instead of Monday and Tuesday.
Number/Title/credit hour	NURS 431: Leadership and Management in Healthcare 3 undergraduate credit hours	NURS 431V: Leadership and Management in Healthcare 3 undergraduate credit hours (virtual)
Course Description	This course will assist the student to synthesize key professional nursing concepts related to nursing leadership, clinical safety, change, policy, and personnel management	Same

	in health care organizations. Healthcare access, quality, and cost in local, national, and international populations will be examined.	
Course Outcomes (SLO)	1. Develop professional nurse attributes for career readiness. 2. Participate in quality improvement in healthcare. 3. Analyze personnel management and cost analysis issues in healthcare settings. 4. Compare and contrast healthcare policy, systems, and legal issues regarding nursing management in healthcare.	Same

NURS 431L	**Old**	**New**
		Rationale for change: Added additional credit hour to allow more time for rural internship experiences.
Course number/Title/credit hours	NURS 431L Capstone Internship 3 credits	NURS 431L Capstone Internship 4 credits
Course description	This Capstone internship practicum will provide the student with an in-depth precepted experience in focused areas of professional nursing practice. Students will provide and coordinate patient care in acute care and rural settings. Students will utilize clinical judgment skills and collaborate interprofessionally while integrating leadership principles with patient care.	Same

Course Outcomes (SLO)	1. Practice as a competent professional nurse generalist using a holistic approach. 2. Demonstrate evidence-based practice while providing interdisciplinary comprehensive patient care. 3. Demonstrate nursing professionalism through accountability and responsibility in healthcare settings. 4. Utilize leadership and management principles to assess quality outcomes in healthcare settings. 5. Make appropriate clinical judgments while providing safe and effective quality patient care.	Same but add General Education Outcomes as University requirement. **General Education Outcomes:** 1. Write a persuasive essay that includes the following: a clear and debatable thesis, fully developed and supported ideas, clear organizational structure, effective consideration of opposing arguments, use of credible sources, appropriate documentation of sources, consideration of a target audience, and conventional grammar and mechanics (written outcome 1.1A.1) 2. Produce a discipline-specific document judged proficient according to a department approved rubric in the student's major (written outcome 1.1A.2) 3. Produce a written document on a difficult question involving the disciplinary content of the student's major that subjects the student's reasoning to sustained, intelligent criticism according to the standards of that discipline (critical thinking outcome 1.5.3)

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

RECEIVED
By KSBN Education Department at 2:00 pm, Nov 04, 2022

Date: _ November 4, 2022_____

Name of Program: _KU School of Nursing_____

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

Parent Institution: _University of Kansas_____

Address of Institution: _3901 Rainbow Blvd. MS 4043_____

_Kansas City, Kansas 66160_____

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

Briefly describe the Change being requested: Suspension of admissions to the Adult/Gerontology Primary Care Nurse Practitioner specialty in the Doctor of Nursing Practice program due to low enrollment over recent years. Four students are currently enrolled in the specialty, and they will be able to complete their plans of study and graduate with a tentative graduation date of May 2025.

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

KU THE UNIVERSITY OF KANSAS
School of Nursing

November 4, 2022

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

Janelle Martin,

Enclosed please find graduate program changes at the University of Kansas School of Nursing.

Major Curriculum Changes

Number	Title	Change
Doctor of Nursing Practice (DNP) Program	Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP) Specialty	Suspension of admissions to the AGPCNP specialty in the DNP program due to low enrollment over recent years. Four students are currently enrolled in the specialty, and they will be able to complete their plans of study and graduate with a tentative graduation date of May 2025.
NRSG 941	Preparing for Doctoral Leadership	Change to course credit hours, 3 credit hours to 2 credit hours, description, and objectives to reflect elimination of practicum component. Revised language emphasizes emotional intelligence and communication skills in relation to development of personal leadership.

We would like to have these items reviewed during the KSBN Board Meeting in December 2022. Please feel free to contact me with any questions.

Sincerely,

Cynthia D. Teel

Cynthia Teel, PhD, RN, FAAN
Professor and Associate Dean, Academic & Faculty Affairs
University of Kansas School of Nursing

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: _ November 4, 2022_____

Name of Program: _KU School of Nursing_____

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

Parent Institution: _University of Kansas_____

Address of Institution: _3901 Rainbow Blvd. MS 4043_____

_Kansas City, Kansas 66160_____

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

Briefly describe the Change being requested: NRSG 941: Preparing for Doctoral Leadership - Change to course credit hours, 3 credit hours to 2 credit hours, description, and objectives to reflect elimination of practicum component. Revised language emphasizes emotional intelligence and communication skills in relation to development of personal leadership.

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

THE UNIVERSITY OF KANSAS
SCHOOL OF NURSING

CURRENT COURSE DESCRIPTION	PROPOSED COURSE DESCRIPTION
COURSE: NRSG 941: Preparing for Doctoral Leadership	COURSE: NRSG 941: Preparing for Doctoral Leadership
CREDIT HOURS: 2	CREDIT HOURS: 2
PREREQUISITE: Admission to a School of Nursing Doctoral Program or consent of instructor.	PREREQUISITE: Admission to a School of Nursing Doctoral Program or consent of instructor.
COURSE DESCRIPTION: Skills in leading, managing, and following as the doctoral graduate assumes critical roles within academia, the healthcare system, or other entities are developed and strengthened. Students prepare to lead teams and change in healthcare through developmental exercises, career trajectory planning, and critical appraisal and application of leadership and communication theories, and power and politics to promote equity.	COURSE DESCRIPTION: Skills in leading, managing, and following as the doctoral graduate assumes critical roles within academia, the healthcare system, or other entities are developed and strengthened. Students prepare to lead teams and change in healthcare through developmental exercises, career trajectory planning, and critical appraisal and application of leadership and communication theories, and power and politics to promote equity.
COURSE OBJECTIVES: Upon completion of this course, students will be able to: • Examine interpersonal characteristics and skills integral to leadership including emotional intelligence, ethics, and communication. • Appraise the roles of power and politics to promote equity. • Evaluate self-knowledge and capacity for leading teams and change in healthcare. • Develop a career trajectory plan for increasing leadership capacity.	COURSE OBJECTIVES: Upon completion of this course, students will be able to: • Examine interpersonal characteristics and skills integral to leadership including emotional intelligence, ethics, and communication. • Appraise the roles of power and politics to promote equity. • Evaluate self-knowledge and capacity for leading teams and change in healthcare. • Develop a career trajectory plan for increasing leadership capacity.

Deleted: 3 (2-didactic, 1-practicum)

Deleted: business

Deleted: Through developmental exercises, theoretical and practical explorations of organizational structures and settings, and career trajectory planning, the student is poised to optimize the doctoral experience to influence social change

Deleted: PRACTICE HOURS DESCRIPTION:¶
Practice experiences in leadership courses are designed to assimilate learning associated with coursework objectives, thereby facilitating program objectives. Practice hours may be acquired through a variety of activities such as: practice contact hours, immersion into real-word experiences through interviewing and other explorative means, completing or creating specified policies or processes, demonstrating competencies in experiential learning activities, or any combination of these components. All activities require supervised academic experience.¶

Deleted: Evaluate self-knowledge and capacity for leadership using a battery of instruments to guide the experience.¶
Examine requisite entry-level role expectations for nurses with doctorates.¶
Apply organizational and leadership theories to enhance professional mastery.¶
Analyze organizational capacity for doctoral-level performance, including political and social expectations.¶
Create the conditions necessary for social change, using principles of collaboration.

RECEIVED
By KSBN Education Department at 11:06 am, Nov 14, 2022

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: 11/7/22

Name of Program: Doctor of Nursing (DNP) Program

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

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: Graduate

Briefly describe the Change being requested: Request approval of interim changes in DNP program plans for students admitted in 2021 and 2022, resulting from consolidation of courses taught by the School of Business.

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.
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.

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

Rationale for Washburn Program Major Curriculum Changes

The American Association of Colleges of Nursing (AACN, 2021) and the National Organization of Nurse Practitioner Faculty (NONPF, 2022) have revised and updated documents that address nursing curriculum essentials and nurse practitioner competencies at the graduate level. Significant Washburn Doctor of Nursing Practice (DNP) program revision is warranted based on these documents, as well as experience with and consideration of future program needs. School of Nursing (SON) faculty seek to prepare a nurse practitioner workforce skilled in diagnostic reasoning and clinical decision-making, practice-ready upon program completion, and prepared to lead quality and safety initiatives in a variety of outpatient settings.

SON graduate faculty and program alumni were surveyed in late 2021 about their vision for the future and experience in the Washburn DNP program. Integration of traditional business courses is no longer identified as a priority for the program. The established program includes four foundational business courses taught by faculty from the School of Business (SOBu). The SOBu, in addressing changes needed for their programs, elected to consolidate the four business courses shared with the SON into two courses. The implementation of the SOBU curriculum changes has had an immediate effect on DNP program plans for students admitted in 2021 and in 2022, which this major curriculum change request addresses.

The proposed revised plans offered for these cohorts represents the work of SON graduate faculty in addressing the credit-hour gaps created by the SOBu course changes and provide an opportunity to better align program outcomes/competencies with the 2021 AACN Essentials and the 2022 NONPF Nurse Practitioner Role Competencies.

Five new courses have been developed to address current and future curriculum needs. Integration of the new courses into the proposed revised DNP program plans is guided by entry year (2021 or 2022) and entry educational level plus specialty track chosen. Course and credit hours changes are summarized in the tables below, followed by information about each proposed new course.

Proposed Cohort 2021 DNP Program Revision Summary

BSN-DNP Family NP Track Proposed DNP Curriculum Changes:	**Credit Hours Eliminated**	**Credit Hours Added**
Consolidation of BU 527 Marketing Concepts (3 CR) and BU 630 Entrepreneurship/Creativity (3 CR) into BU 630 Entrepreneurship/Creativity (3 CR) started in Academic Year 2022-23.	3	
Propose adding new NU 874 Applied Diagnostic Reasoning and Clinical Decision-Making (2 CR).		2
Propose adding new NU 980 Professional Role Development and Transition to Practice (1 CR).		1
Total Credit Hour Changes (no change)	**3**	**3**

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	75	1230	(45*)	1230
Proposed	75	1230	45	1275

*labeled incorrectly as lab hours in current program and not counted in total program clinical hours previously

BSN-DNP Psychiatric-Mental Health NP Track Proposed DNP Curriculum Changes:	**Credit Hours Eliminated**	**Credit Hours Added**

Consolidation of BU 527 Marketing Concepts (3 CR) and BU 630 Entrepreneurship/Creativity (3 CR) into BU 630 Entrepreneurship/Creativity (3 CR) started in Academic Year 2022-23.	3	
Propose adding new NU 874 Applied Diagnostic Reasoning and Clinical Decision-Making (2 CR).		2
Propose adding new NU 980 Professional Role Development and Transition to Practice (1 CR).		1
Total Credit Hour Changes (no change)	**3**	**3**

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	76	1020	(45*)	1020
Proposed	76	1020	45	1065

*labeled incorrectly as lab hours in current program and not counted in total program clinical hours previously

MSN-DNP (with NP) Generic Track Proposed DNP Curriculum Changes:	**Credit Hours Eliminated**	**Credit Hours Added**
Consolidation of BU 527 Marketing Concepts (3 CR) and BU 630 Entrepreneurship/Creativity (3 CR) into BU 630 Entrepreneurship/Creativity (3 CR) started in Academic Year 2022-23.	3	
Total Credit Hour Changes (net reduction of 3 credit hours)	**3**	

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	44	525		525
Proposed	41	525		525

MSN-DNP (with NP): FNP/ANP/AGNP/PNP to PMHNP Track Proposed DNP Curriculum Changes:	**Credit Hours Eliminated**	**Credit Hours Added**
Consolidation of BU 527 Marketing Concepts (3 CR) and BU 630 Entrepreneurship/Creativity (3 CR) into BU 630 Entrepreneurship/Creativity (3 CR) started in Academic Year 2022-23.	3	
Total Credit Hour Changes (net reduction of 3 credit hours)	**3**	

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	57	540		540
Proposed	54	540		540

MSN-DNP (without NP) FNP Track Proposed DNP Curriculum Changes:	**Credit Hours Eliminated**	**Credit Hours Added**

Consolidation of BU 527 Marketing Concepts (3 CR) and BU 630 Entrepreneurship/Creativity (3 CR) into BU 630 Entrepreneurship/Creativity (3 CR) started in Academic Year 2022-23.	3	
Propose adding new NU 874 Applied Diagnostic Reasoning and Clinical Decision-Making (2 CR).		2
Propose adding new NU 980 Professional Role Development and Transition to Practice (1 CR).		1
Total Credit Hour Changes (no change)	**3**	**3**

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	70	1230	(45*)	1230
Proposed	70	1230	45	1275

*labeled incorrectly as lab hours in current program and not counted in total program clinical hours previously

MSN-DNP (without NP) PMHNP Track Proposed DNP Curriculum Changes:	**Credit Hours Eliminated**	**Credit Hours Added**
Consolidation of BU 527 Marketing Concepts (3 CR) and BU 630 Entrepreneurship/Creativity (3 CR) into BU 630 Entrepreneurship/Creativity (3 CR) started in Academic Year 2022-23.	3	
Propose adding new NU 874 Applied Diagnostic Reasoning and Clinical Decision-Making (2 CR).		2
Propose adding new NU 980 Professional Role Development and Transition to Practice (1 CR).		1
Total Credit Hour Changes (no change)	**3**	**3**

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	72	1020	(45*)	1020
Proposed	72	1020	45	1065

*labeled incorrectly as lab hours in current program and not counted in total program clinical hours previously

MSN-DNP (with FNP/ANP/AGNP/PNP plus PMHNP Generic Track Proposed DNP Curriculum Changes:	**Credit Hours Eliminated**	**Credit Hours Added**
Consolidation of BU 527 Marketing Concepts (3 CR) and BU 630 Entrepreneurship/Creativity (3 CR) into BU 630 Entrepreneurship/Creativity (3 CR) started in Academic Year 2022-23.	3	
Total Credit Hour Changes (net reduction of 3 credit hours)	**3**	

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	39			150
Proposed	36			150

Proposed Cohort 2022 DNP Program Revision

BSN-DNP Family NP Track Proposed DNP Curriculum Changes:	Credit Hours Eliminated	Credit Hours Added
Consolidation of AC 524 Accounting Concepts (3 CR) and BU 526 Survey of Finance (3 CR) into one course BU 526 Accounting and Finance for Managers (3 CR), and consolidation of BU 527 Marketing Concepts (3 CR) and BU 630 Entrepreneurship/Creativity (3 CR) into BU 630 Entrepreneurship/Creativity (3 CR) started in Academic Year 2022-23.	6	
Propose adding new NU 843 Basic Office Procedures and Assessment (1 CR).		1
Propose adding new NU 870 Data Driven Practice (2 CR).		2
Propose adding new NU 874 Applied Diagnostic Reasoning and Clinical Decision-Making (2 CR).		2
Propose adding new NU 980 Professional Role Development and Transition to Practice (1 CR).		1
Transfer 2 clinical credit hours (150 clinical clock hours) from NU 904 FNP Residency to NU 876 Advanced Office Procedures.	2 (clinical credit hours)	
Propose adding new NU 876 Advanced Office Procedures (2 CR) as a clinical course that utilizes simulation for clinical experience.		2 (clinical credit hours)
Total Credit Hour Changes (no change)	**8**	**8**

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	75	1230	(45*)	1230
Proposed	75	1080	195	1275

*labeled incorrectly as lab hours in current program and not counted in total program clinical hours previously

BSN-DNP Psychiatric-Mental Health NP Track Proposed DNP Curriculum Changes:	Credit Hours Eliminated	Credit Hours Added
Consolidation of AC 524 Accounting (3 CR) and BU 526 Finance (3 CR) into one course BU 526 Accounting and Finance for Managers (3 CR), and consolidation of BU 527 Marketing (3 CR) and BU 630 Entrepreneurship (3 CR) into BU 630 Marketing/Entrepreneurship (3 CR) started in Academic Year 2022-23.	6	
Propose adding new NU 843 Basic Office Procedures and Assessment (1 CR).		1
Propose adding new NU 870 Data Driven Practice (2 CR).		2
Propose adding new NU 874 Applied Diagnostic Reasoning and Clinical Decision-Making (2 CR).		2
Propose adding new NU 980 Professional Role Development and Transition to Practice (1 CR).		1
Total Credit Hour Changes (no change)	**6**	**6**

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	76	1020	(45*)	1020
Proposed	76	1020	45	1065

*labeled incorrectly as lab hours in current program and not counted in total program clinical hours

MSN-DNP (with NP) Generic Track Proposed DNP Curriculum Changes:	**Credit Hours Eliminated**	**Credit Hours Added**
Consolidation of AC 524 Accounting (3 CR) and BU 526 Finance (3 CR) into one course BU 526 Accounting and Finance for Managers (3 CR), and consolidation of BU 527 Marketing (3 CR) and BU 630 Entrepreneurship (3 CR) into BU 630 Marketing/Entrepreneurship (3 CR) started in Academic Year 2022-23.	6	
Propose adding new NU 870 Data Driven Practice (2 CR).		2
Total Credit Hour Changes (net reduction of 4 credit hours)	**6**	**2**

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	44	525		525
Proposed	40	525		525

MSN-DNP (with NP): FNP/ANP/AGNP/PNP to PMHNP Track Proposed DNP Curriculum Changes:	**Credit Hours Eliminated**	**Credit Hours Added**
Consolidation of AC 524 Accounting (3 CR) and BU 526 Finance (3 CR) into one course BU 526 Accounting and Finance for Managers (3 CR), and consolidation of BU 527 Marketing (3 CR) and BU 630 Entrepreneurship (3 CR) into BU 630 Marketing/Entrepreneurship (3 CR) started in Academic Year 2022-23.	6	
Propose adding new NU 870 Data Driven Practice (2 CR).		2
Total Credit Hour Changes (net reduction of 4 credit hours)	**6**	**2**

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	57	540		540
Proposed	53	540		540

MSN-DNP (without NP) FNP Track Proposed DNP Curriculum Changes:	**Credit Hours Eliminated**	**Credit Hours Added**
Consolidation of AC 524 Accounting (3 CR) and BU 526 Finance (3 CR) into one course BU 526 Accounting and Finance for Managers (3 CR), and consolidation of BU 527 Marketing (3 CR) and BU 630 Entrepreneurship (3 CR) into BU 630 Marketing/Entrepreneurship (3 CR) started in Academic Year 2022-23.	6	

Propose adding new NU 843 Basic Office Procedures and Assessment (1 CR).		1
Propose adding new NU 870 Data Driven Practice (2 CR).		2
Propose adding new NU 874 Applied Diagnostic Reasoning and Clinical Decision-Making (2 CR).		2
Propose adding new NU 980 Professional Role Development and Transition to Practice (1 CR).		1
Transfer 2 clinical credit hours (150 clinical clock hours) from NU 904 FNP Residency to NU 876 Advanced Office Procedures.	2 (clinical credit hours)	
Propose adding new NU 876 Advanced Office Procedures (2 CR) as a clinical course that utilizes simulation for clinical experience.		2 (clinical credit hours)
Total Credit Hour Changes (no change)	**8**	**8**

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	70	1230	(45*)	1230
Proposed	71	1080	195	1275

*labeled incorrectly as lab hours in current program and not counted in total program clinical hours previously

MSN-DNP (without NP) PMHNP Track Proposed DNP Curriculum Changes:	**Credit Hours Eliminated**	**Credit Hours Added**
Consolidation of AC 524 Accounting (3 CR) and BU 526 Finance (3 CR) into one course BU 526 Accounting and Finance for Managers (3 CR), and consolidation of BU 527 Marketing (3 CR) and BU 630 Entrepreneurship (3 CR) into BU 630 Marketing/Entrepreneurship (3 CR) started in Academic Year 2022-23.	6	
Propose adding new NU 843 Basic Office Procedures and Assessment (1 CR).		1
Propose adding new NU 870 Data Driven Practice (2 CR).		2
Propose adding new NU 874 Applied Diagnostic Reasoning and Clinical Decision-Making (2 CR).		2
Propose adding new NU 980 Professional Role Development and Transition to Practice (1 CR).		1
Total Credit Hour Changes (no change)	**6**	**6**

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	72	1020	(45*)	1020
Proposed	72	1020	45	1065

*labeled incorrectly as lab hours in current program and not counted in total program clinical hours previously

MSN-DNP (with FNP/ANP/AGNP/PNP plus PMHNP Generic Track Proposed DNP Curriculum Changes:	Credit Hours Eliminated	Credit Hours Added
Consolidation of AC 524 Accounting (3 CR) and BU 526 Finance (3 CR) into one course BU 526 Accounting and Finance for Managers (3 CR), and consolidation of BU 527 Marketing (3 CR) and BU 630 Entrepreneurship (3 CR) into BU 630 Marketing/Entrepreneurship (3 CR) started in Academic Year 2022-23.	6	
Propose adding new NU 870 Data Driven Practice (2 CR).		2
Total Credit Hour Changes (net reduction of 4 credit hours)	**6**	**2**

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	39			150
Proposed	35			150

Approved by the Graduate Education Committee 11/7/2022

Washburn University School of Nursing
Doctor of Nursing Practice (DNP) Program
NU 843 – Basic Office Procedures and Assessment

Course Description

Develops foundational knowledge and skills to perform office procedures and advanced health assessments common to the primary care and behavioral health settings. Focuses on indications, contraindications, potential complications, and benefits of procedures or assessments. Introduces students to equipment and tools, patient education and preparation, proper procedural technique, and elements required for documentation, coding, and billing.

1 Credit Hour

Course Prerequisite(s) and Competencies:

Admission to the Doctor of Nursing Practice program and previous or concurrent enrollment in NU 824 Advanced Health Assessment and Differential Diagnosis (or equivalent transfer course).

Course Outcomes:

Upon completion of NU 843, the learner will be able to:

C1. Demonstrate knowledge of specific office-based procedures and advanced health assessment techniques including clinical indications, contraindications, and potential complications.

C2. Apply advanced communication skills in collaboration with patients, families, and interdisciplinary teams to provide education about select procedures and assessments.

C3. Discuss ethical and legal considerations associated with obtaining informed consent and patient rights.

C4. Describe and/or demonstrate correct technique for performing specific office-based procedures and/or advanced assessments in simulated situations.

C5. Display accurate knowledge concerning patient safety, pain management (anesthesia), and correct use of instruments/tools in a simulated patient situation.

C6. Demonstrate accurate documentation of procedures/assessments performed and appropriate use of diagnosis and procedure codes required for reimbursement.

Content Overview/Outline:

Module 1	Informed consent Commonly used instruments and equipment Documentation Principles Coding & Billing Considerations
Module 2	Dermatology Assessment & Documentation • Skin lesions • Abscesses & sebaceous cysts • Verrucae (warts) • Ingrown toenails • Paronychia • Lacerations

Module 3	Eyes, Ears, & Nose Exams, Procedures, & Documentation • Evaluation of the cornea using fluorescein stain & Wood's Lamp • Normal and abnormal findings from a corneal stain procedure • Documentation of corneal stain procedure • Foreign bodies in the eye • Cerumen removal • Removal of foreign bodies from the ear and nose
Module 4	Special Considerations related to Gender Affirming Care and Genital Exams • Use of chaperones and legal considerations (adolescents and consent) • Addressing and approaching sexual trauma victimization • Gender affirming care; overview of care of transitioning patients o Screening for mental health concerns related to gender identity o Male-to-female transitions o Female-to-male transitions
Module 5	Female Genital Exams & Documentation • Obtaining a sexual history • Chaperones and legal considerations • Addressing/approaching sexual trauma victimization • Assessment of the external and internal female genitalia & review of anatomy • Introduction to the vaginal speculum • Performing a pelvic exam • Collecting a Pap Smear • Collecting a wet mount slide • Collecting a specimen for sexually transmitted infection testing • Performing a bimanual exam • Breast exam • Rectal exam
Module 6	Male Genital Exams & Documentation • Assessment of the penis • Chaperones and legal considerations • Addressing/approaching sexual trauma victimization • Performing a testicular exam • Assessing inguinal hernias as part of a pre-participation exam • Rectal exam • Digital assessment of the prostate • Collecting a specimen for sexually transmitted infection testing
Module 7	Mental Health Screening & Documentation • Suicide risk screening • Depression screening • Anxiety screening • Mood disorders screening • Substance use disorders screening • Intimate partner violence screening • Screening for human trafficking • Social Determinants of Health screening • ADHD screening

	• Cognitive screening tools • Pediatric and adolescent considerations • Geriatric considerations

Washburn University School of Nursing
Doctor of Nursing Practice (DNP)
NU 870 – Data Driven Practice

Course Description

Challenges students to better understand systems thinking and its application to managing dynamic, uncertain, and complex problems in the healthcare environment. Through this lens, students will explore, apply, and integrate data collection and analysis methods and strategies to use as a basis for initiating system-level change to improve healthcare outcomes.

2 Credit Hours

Course Prerequisite(s) and Competencies:

NU-804 Emerging Concepts in Informatics, NU-807 Clinical Scholarship Evidence-Based Practice, and NU-812 Innovations in Quality Care; or permission of instructor

Course Outcomes:

Upon completion of the course NU-870, the learner will be able to:

C1. Apply systems thinking to optimize healthcare outcomes across populations.

C2. Establish data driven benchmarks to support patient care.

C3. Monitor aggregate data to determine healthcare outcomes.

C4. Analyze data to inform insights to improving healthcare outcomes.

C5. Synthesize results of data analysis to inform evidence-based practice, guidelines, and policies.

C6. Initiate system-level change to improve healthcare outcomes.

Content Overview/Outline:

Unit 1	Systems Thinking
Unit 2	Data Management • Clinical Data Management • Data Collection • Data Analysis • Data Interpretation • Data Visualization
Unit 3	Organizational Change

Washburn University School of Nursing
Doctor of Nursing Practice (DNP) Program
NU 874 – Applied Diagnostic Reasoning and Clinical Decision-Making

Course Description

Builds upon an understanding of diagnostic reasoning to generate actual and differential diagnoses for the treatment and management of selected acute and chronic conditions encountered during the lifespan. Integrates advanced pathophysiology, advanced health assessment, and advanced pharmacotherapy principles to inform diagnoses and clinical decision-making. Emphasis is placed on quality and safety in developing an evidence-based approach for the clinical application of drug therapy and other treatment modalities.

2 Credit Hours

Course Prerequisite(s) and Competencies:

NU 820 Advanced Pathophysiology, NU 822 Advanced Pharmacology, NU 824 Advanced Health Assessment and Differential Diagnosis; or equivalent transfer courses

Course Outcomes:

Upon completion of the course NU-874, the learner will be able to:

C.1 Demonstrate clinical judgment to inform and improve nurse practitioner practice based on foundational knowledge of advanced pathophysiology, advanced pharmacology, and advanced health assessment.

C.2 Utilize diagnostic reasoning to formulate actual and differential diagnoses for select acute and chronic health conditions across the lifespan.

C.3 Synthesize health data to develop an evidence-based and person-centered plan of care for a simulated patient.

C.4 Develop a therapeutic regimen through a simulated patient encounter that maximizes treatment effectiveness, reduces risk for adverse outcomes, and addresses patient education.

Content Overview/Outline:

Module 1	Foundations for Diagnostic Reasoning and Clinical Decision-Making ▪ Diagnostic Reasoning ▪ Pathophysiology ▪ Pharmacology ▪ Health Assessment ▪ Lifespan Considerations ▪ Quality & Safety
Module 2	Infectious Disease Exemplars
Module 3	Neuropharmacology: Peripheral (Autonomic) Nervous System Exemplars Affecting Cardiopulmonary Systems & Behavioral Health
Module 4	Endocrine System/Digestive System Exemplars
Module 5	Musculoskeletal System Exemplars
Module 6	Reproductive System: Pregnancy and Lactation Considerations

Washburn University School of Nursing
Doctor of Nursing Practice (DNP) Program
NU 876 - Advanced Office Procedures

Course Description

Builds on foundational knowledge and skills needed to perform office procedures commonly encountered in primary care and urgent/emergency care settings. Focuses on selection of appropriate equipment or tools, patient education and preparation, and correct procedural technique. Provides opportunities for application of knowledge and for proficiency demonstration of procedural skills in simulated clinical situations. Emphasizes accurate documentation to support coding and billing.

2 Credit Hours

Course Prerequisite(s) and Competencies:

Admission to the Doctor of Nursing Practice program and prior completion of NU 843 Basic Office Procedures and Assessment (or equivalent transfer course).

Course Outcomes:

Upon completion of NU 876, the learner will be able to:

C1. Demonstrate advanced knowledge of specific office-based procedures including clinical indications, contraindications, and potential complications.

C2. Apply advanced communication skills in collaboration with patients, families, and interdisciplinary teams to provide education about select procedures and assessments.

C3. Evaluate ethical and legal considerations associated with obtaining informed consent and patient rights.

C4. Demonstrate competency for performing specific advanced office-based procedures in simulated situations.

C5. Display advanced knowledge concerning patient safety, pain management (anesthesia), and correct use of instruments/tools in a simulated patient situation.

C6. Demonstrate accurate documentation of procedures/assessments performed and appropriate use of diagnosis and procedure codes required for reimbursement.

Demonstrated Competencies:

Demonstration and evaluation of skills is required at the conclusion of the course.

Content Overview/Outline:

Module 1	Informed consent Special Considerations in geriatric patients Approaching pediatric patients Commonly used instruments and equipment Coding & Billing Considerations
Module 2	Anesthesia • Local and topical anesthesia • Anesthesia types and selection

	• Peripheral nerve blocks and field blocks • Documentation & Billing Considerations
Module 3	Dermatology Procedures • Cryosurgery • Foreign body removal from skin and soft tissue • I&D of an abscess • Laceration and incision repair; sutures, staples, skin glue • Ingrown toenails • Nail removal • Ring removal • Skin biopsy • Subungual hematoma evacuation • Wart treatment • Sebaceous cysts • Paronychia • Documentation & Billing Considerations
Module 4	Orthopedics Procedures • Ankle and foot splinting and casting • Upper extremity splinting and casting • Evaluation for compartment syndrome • Fracture care • Joint injections • Joint aspirations • Documentation & Billing Considerations

Washburn University School of Nursing
Doctor of Nursing Practice Program
NU 980 - Professional Role Development and Transition to Practice

Course Description

Prepares students to transition to practice through self-assessment of nurse practitioner role competencies and evaluation of data from previous coursework and clinical experiences. Focuses on strategies to meet requirements for advanced practice licensure, certification, and employment. Key concepts related to practice philosophy, career goals, and ongoing professional role development are explored.

1 Credit Hour

Course Prerequisite(s) and Competencies:

Concurrent enrollment in NU 904 or NU 905 or permission of the instructor.

Course Outcomes:

Upon completion of NU 980, the learner will be able to:

C1. Demonstrate understanding of national standards for nurse practitioner core role competencies for the chosen specialty focus.

C2. Utilize program clinical databases to analyze end-of-program nurse practitioner core role experience and congruence with program outcomes.

C3. Evaluate personal readiness to meet requirements for state licensure and national board certification.

C4. Create a professional role development plan that includes personal career goals to promote lifelong learning and mentorship.

Content Overview/Outline:

Module 1	Specialty Focus Nurse Practitioner Core Role Competencies
Module 2	Preparing for Entry into Practice
Module 3	Board Certification for Your Specialty Focus
Module 4	State Licensing, DEA licensing, Professional Liability Insurance, NPI application
Module 5	Professional Role Development and Career Goals

RECEIVED

NOV 14 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: November 11, 2022

Name of Program: ADN Program

Program Administrator including credentials: Denice Klassen MSN, RN

Parent Institution: WSU Tech

Address of Institution: 4004 N. Webb Rd
Wichita, KS

Level of the Program for which the change Is being requested: ADN

Briefly describe the Change being requested: Requesting to admit 10 additional LPNs to ADN program starting in the fall 2023 semester and approval of an additional elective course - Concepts of Professional Nsg for these students

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.

November 11, 2002

Janelle Martin, MHSA, BSN, RN
Nursing Education Compliance Officer
Kansas State Board of Nursing
Landon State Office Building
900 SW Jackson St., Suite 1051
Topeka, KK 66612

Dear Ms. Martin,

Enclosed, please find documentation for the Major Curriculum Change Request for the WSU Tech ADN Nursing program. In March of 2022, we were granted permission to admit 20 students to our first cohort of ADN students for the fall 2022 semester. Our request is to add an additional ten students, all currently LPNs, to the third semester of the ADN program starting in the fall 2023 semester and approval of ADN 110 – Concepts of Professional Nursing: Transitioning from LPN to RN.

The additional students will currently hold an LPN license in the state of Kansas, be IV certified, have successfully completed the required pre-requisite courses for admission to the ADN program and have completed ADN 110 – Concepts of Professional Nursing: Transitioning from LPN to RN prior to starting the third semester of the ADN program. ADN 110 will be considered an elective course all will be completed prior to admission as a third semester student. By placing this course in the elective course block, the generic ADN students will not be required to take this course and it will not require an increase in the number of credits for a student to graduate from the ADN program.

The need for licensed professional nurses continues to outpace the number of graduates in our area and around the state. This request will help fill the need in our area and the surrounding communities. We would like to present this request to the Education Committee at the December 2022 meeting. Thank you for your time and consideration of this proposal.

Respectfully,

Denice Klassen

Denice Klassen, MSN, RN
Director of Nursing, WSU Tech
Old Town Campus
213 S Mead St
Wichita, KS 67202
316-677-1415
dklassen@wsutech.edu

ADN 110 – Concepts of Professional Nursing: Transitioning from LPN to RN

Total Credit: 3
Theory: 2.5
Clinical: 0.5

Total Contact: 60
Theory: 37.5
Clinical: 22.5

Course Sequence:
This course will be taken prior to admission to the third semester of the ADN program

Course Length:
8 weeks

Course Description:
This course focuses on the transition from a Licensed Practical Nurse (LPN) into the Associate Degree nursing program and introduces students to concepts under the categories of Client-Centered Care, Professional Nursing and Healthcare System. Students will be able to differentiate the scope of practice of the LPN from the RN. Emphasis is placed on concepts that are commonly used by professional nurses for the care of diverse clients, in a variety of settings, across the life span.

Prerequisites: Active unencumbered/unrestricted Kansas LPN license, IV Certification, Anatomy and Physiology, English 101 or English Composition, Pathophysiology, and General Psychology

Course Objectives

1. Discuss the role of the professional nurse and scope of practice related to established code of ethics, nurse practice act, and professional guidelines. (EPSLO 2a, 2b, 2c, 2d)
2. Recognize the importance of profession-related concepts as they pertain to "Quality and Safety Education for Nurses" or QSEN. (EPSLO 4a, 4c, 4d, 4f)
3. Examine the characteristics of professional nurses, including professional behaviors and professional identity. (EPSLO 1c, 2a, 2c, 5b)
4. Discuss the concepts integral to the provision of client-centered care: nursing process, clinical judgment, advocacy, cultural sensitivity, diversity, and communication. (EPSLO1b, 1c, 1e, 2d, 6b, 6c, 7a)
5. Identify the characteristics of effective leaders and leadership roles held by the professional nurse. (EPSLO1c, 2a, 2c, 2d, 5b, 5c, 5d)
6. Perform a basic health assessment of clients across the lifespan to identify deviations from normal. (EPSLO 1a, 4f)

Course Outline

1. Basic Math/Dose Calculation Review
2. The Profession & Discipline of Professional Nursing
3. Providing Client Care as a Professional Nurse
4. Leadership & Managing Client Care as a Professional Nurse
5. Health Assessment Across the Lifespan

Evaluation:

1. Case Studies
2. Quizzes
3. Exams
4. Reflection

Clinical Facilities:

1. Skills and Simulation Lab

Department of Veterans Affairs

Memorandum

Date: October 16, 2022

From: Julianna Cotton, ADPCS/Nurse Executive

Subj: Expansion of WSU Tech ADN Program

To: Denice Klassen, Program Director

I am writing this letter of support for the expansion of the ADN program at WSU Tech. I understand your intention is to add an additional 10 RN students in the Fall Cohort. I am supportive of this change. For our Veterans, it means more nursing staff available to them at a crucial time in healthcare. We anticipate a significant nursing shortage across the VA and the nation in the years to come. In the short term, we will be creative with how we accommodate our RN students for clinicals in our acute care and ambulatory areas. In the long term, this is a win for our community and the profession of nursing.

Thank you,

Julianna Cotton 946879

Digitally signed by Julianna Cotton 946879
Date: 2022.10.16 17:52:29 -05'00'

Julianna Cotton, DNP, RN, NEA-BC
Associate Director of Patient Care Services/ Nurse Executive
Robert J. Dole Medical Center

Kansas State Board of Nursing
Landon State Office Building
900 SW Jackson Street, Suite 1051
Topeka, KS 66612-1230

Dear Board Members,

My name is Megan Page, and I am the Director of Clinical Professional Development for Ascension Via Christi. I am writing to support Wichita Tech's proposed addition of 10 students to their LPN to RN bridge program in Wichita, Kansas.

The addition of these students may result in increased need of clinical opportunities for students in our facility. Evenings, nights and weekends could be considered for these placements.

Thank you for your time and please feel free to contact me with any questions.

Sincerely,

M. Page

Megan Page MSN, APRN-CNS, NPD-BC, ACCNS-AG
Kansas Market Director, Clinical Professional Development
Ascension Via Christi

CRAIG HomeCare

A DIVISION OF CRAIG RESOURCES, INC.

October 19, 2022

To Whom it May Concern,

I understand that the ADN Program at WSU Tech recently submitted a curriculum change for a subset of LPN students who would like to obtain their RN. The candidates would complete a bridge course as a prerequisite and then start their third semester.

We are aware of the requested change and are excited about the potential impact this will have on our practice. In the current state of nursing recruitment and retention, we are cautiously optimistic that this opportunity will help encourage LPNs to consider returning to school to obtain their RN, thus infusing more nurses into our communities.

Kudos to the ADN program for their proactive thinking and consideration.

Sincerely,

Christy L. Fell
Director of Operations
Craig HomeCare/Pediatric Home Service

Corporate Office ◦ PO Box 2241 ◦ Wichita, KS 67201 ◦ 888-260-9990 ◦ Fax 316-264-9998
Serving Kansas, Nebraska and Missouri – Please visit www.craighomecare.com for contact information.

WSU Tech ADN Program Clinical Chart

Fall 2023	Day	Instructor	Site	# in Clinical
ADN 05/25 Grad	Wed X9	A. Tener	Skills Lab & Center at Waterfront	10
ADN 05/25 Grad	Thur X9	A. Tener	Skills Lab & Center @ Waterfront	10
ADN 05/24 Grad	Fri X9	New FT Faculty	Ascension Via Christi St Joseph	10
ADN 05/24 Grad	Fri X9	M. Davis	Ascension Via Christi St. Francis	10
After Approval				
Fall 2023	**Day**	**Instructor**	**Site**	**# in Clinical**
ADN 05/25 Grad	Wed X9	A. Tener	Skills Lab & Center at Waterfront	10
ADN 05/25 Grad	Thur X9	A. Tener	Skills Lab & Center @ Waterfront	10
ADN 05/24 Grad	Fri X9	New FT Faculty	Ascension Via Christi St Joseph	10
ADN 05/24 Grad	Fri X9	M. Davis	Ascension Via Christi St. Francis	10
ADN 05/24 Grad	Fri X9	New Adjunct	NMC Health	10

WSU Tech Resources for South Campus

Classroom Space

Current ADN Classroom has seats for 30 students and is equipped with an overhead projector, room webcam, whiteboard, monitor screen and instructor lectern with a computer, two monitors and a web cam. A computer lab is available across from the current classroom and is equipped with overhead projector, monitor screen, two white boards and instructor lectern with a computer, two monitors and a web cam. See WSU Tech South Map for room and computer lab locations. See WSU Tech South Campus Map for classroom and computer lab location.

Skills/Simulation Lab

Current skills lab is equipped with four Hillrom electric hospital beds, one gurney, five horizontal recessed wall console units, five over the bed tables, two Nurse Anne Simulator Mannequins, two Nurse Anne Mannequins, two IV pumps, one Kangaroo pump, one electronic vital sign stand and one chest mannequin. The simulation lab is equipped with 1 clinical examination table, one wall ophthalmoscope/otoscope unit, one wall sphygmomanometer, one electronic floor scale, one goose neck lamp, one doctor's stool, one closed isolette, 1 crib, one birthing bed, two over-the-bed tables, four horizontal recessed wall console units, one Sim Baby, one SimJunior Simulator, one medication cart, one crash cart and one LEAP monitor. See WSU Tech South Campus Map for classroom and computer lab location.

Faculty Offices

The Nursing Department's office is adjacent to skills lab and is shared by the Assistant Director of Nursing and the full-time faculty member. Each employee has an individual cubicle that is furnished with a desk, filing drawers, shelves, lockable cabinet, docking station, college provided laptop and a wireless headphone set used for Zoom and Teams meetings, phone calls and video viewing. There is adequate office space for one-on-one meetings with students and faculty and several on-campus conference rooms that also can be utilized for meetings with students or faculty.

Library

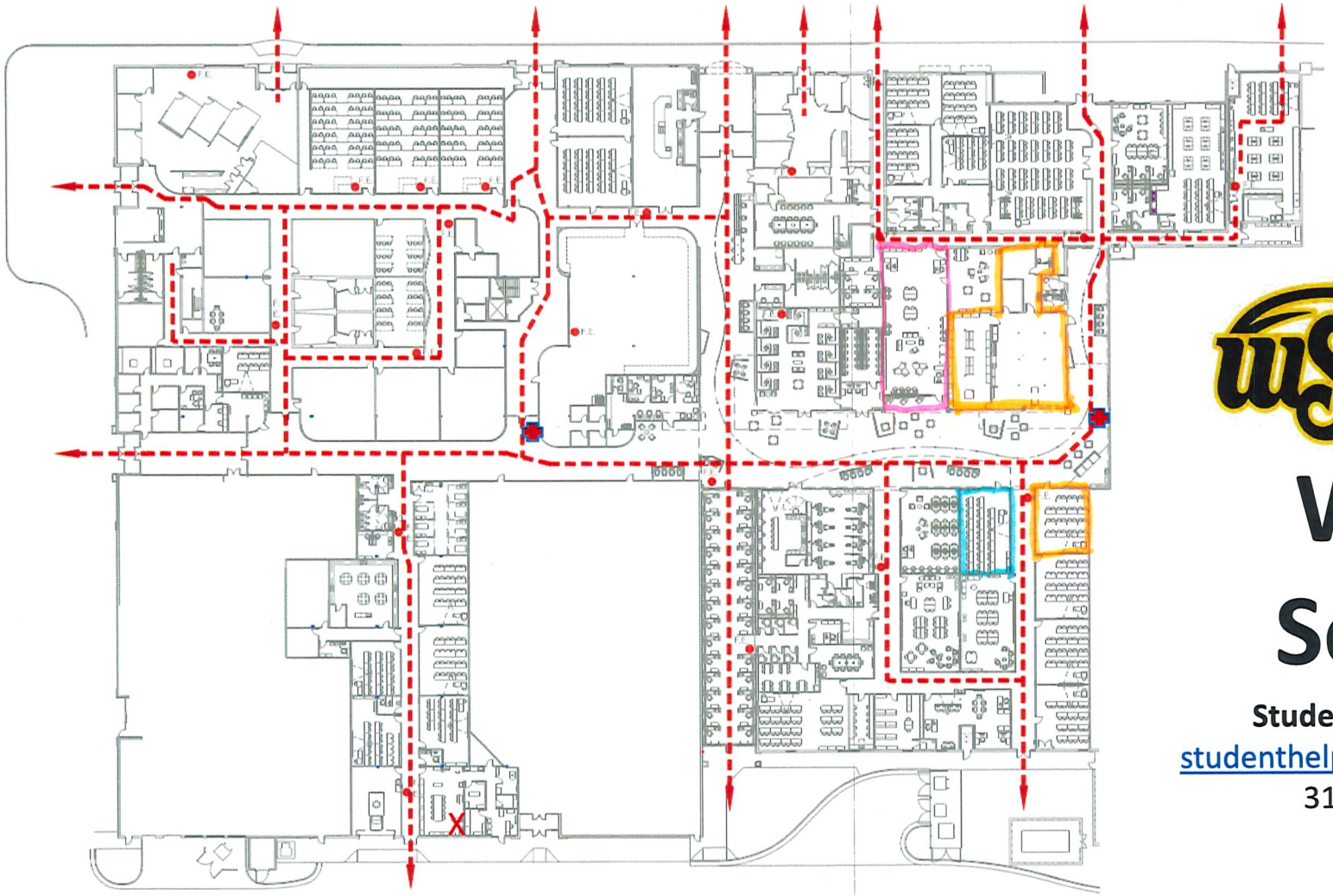
The college's main library is housed at the South Campus is adjacent to the ADN program's skills lab. See

Future Plans

The college is currently renovating space located on the second floor of the South Campus for the nursing program. The projected completion date is July 2023. This newly renovated space will be shared space with the PN program and will have one classroom that holds 64 students, one classroom that holds 30 students and 3 classrooms that hold 24 students each. Each classroom will be equipped with an overhead projector, room webcam, whiteboard, monitor screen and instructor lectern with a computer, two monitors and a web cam. It will also have three, 10-bed skills lab, a four-bed simulation lab with control room and three clinic exam rooms. Each exam room will be equipped with an exam table, wall mounted sphygmomanometers, ophthalmoscopes, and otoscopes, client scales, and goose neck lamps.

Administrative staff will each have an office and faculty will be assigned a cubicle. Each office and cubicle will be equipped with a desk, filing drawers, shelves, lockable cabinet, docking station, college

provided laptop and a wireless headphone set used for Zoom and Teams meetings, phone calls and video viewing. There are five storage rooms located throughout the second floor with restrooms and faculty/staff lounge. See WSU Tech Wichita Mall Preliminary Floor Plan.



YOU ARE HERE X
EVACUATION ROUTE
FIRE EXTINGUISHER
AED

EVACUATION MAP

N.T.S.

NORTH

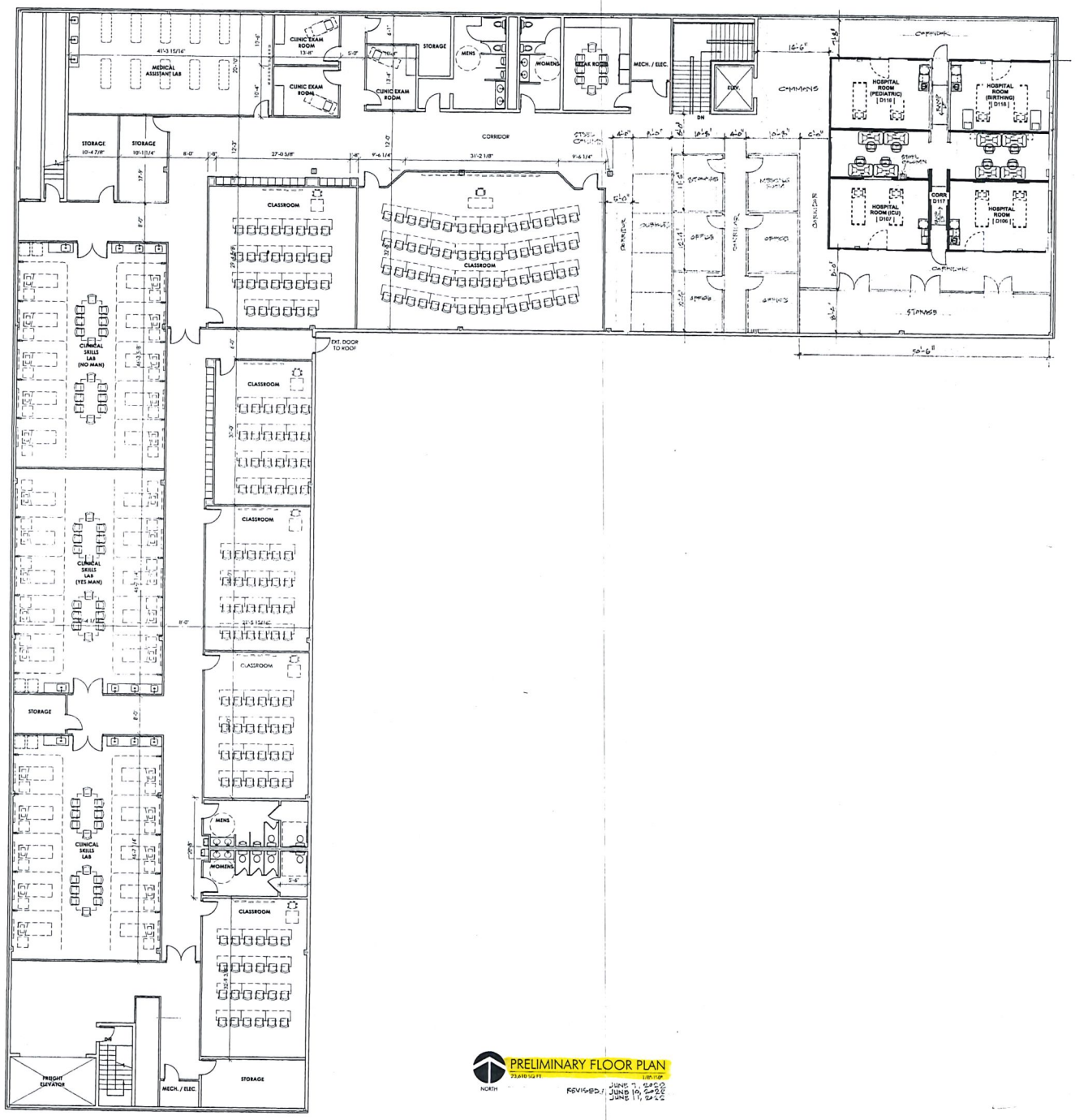
library
skills lab, classroom, office & Storage space
computer lab

WSU South

Student IT Help Desk
studenthelpdesk@wsutech.edu
316-677-9906

Security
316-285-2078
316-677-1911

Education 175



PRELIMINARY FLOOR PLAN

NORTH

REVISED: JUNE 7, 2022
JUNE 10, 2022
JUNE 11, 2022

DATE DRAWN
5-25-22
REVISIONS

PRINTS ISSUED
OWNER REVIEW 5-31-22
PLANNING MEETING 6-10-22
PLANNING REVISION 6-11-22

KREHBIEL ARCHITECTURE
1200 E Lewis
Wichita KS 67211
316.267.9333
316.267.9566 fax
krehbielarchitecture.com

SECOND FLOOR REMODEL FOR:
WSU TECH AT WICHITA MALL
WICHITA, KS

PROJECT NO.
2202I
SHEET TITLE
FLOOR PLAN

SHEET NO.
A1.2

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: 11/9/2022

Name of Program: Donnelly College Nursing Program

Program Administrator including credentials: Patty Palmietto, DNP(c), MSN, RN

Parent Institution: Donnelly College

Address of Institution: 608 N. 18th St.
Kansas City, KS 66102

Level of the Program for which the change Is being requested: LPN - RN ADN Bridge

Briefly describe the Change being requested: We are requesting 15 seats for an evening/weekend cohort to go along with our day cohort. We would be able to fill those seats immediately in Jan of 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

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.

Meadowbrook Rehabilitation Hospital

427 W. Main Street
Gardner Kansas 66030
913-369-4506

Patty Palmietto, DNP (c), MSN, RN
Director of Nursing
Donnelly College
608 N. 18th Street
Kansas City, KS 66102
(913) 621-8789
sbrown@donnelly.edu

Dear Patty Palmietto,

My name is Annette Ament and I am the Chief Nursing Officer for Meadowbrook Rehabilitation Hospital. Our experience at Meadowbrook Hospital has been outstanding. Our Director of Quality has expressed very positive accolades for the college and the quality of student that attends Donnelly. She went on to elaborate on how they are eager to learn, jump in and help as well as the professionalism in which the school conducted themselves.

My own experience with Donnelly has been exceptional. Having spent some time with the students, they ask appropriate questions and are quick to answer questions with well thought answers. I have seen the students jump in and learn as well as being well prepared. Students always look professional and are on time. I have been impressed with the level of excellence by each student on their clinical rotation.

From the first presentation with Donnelly College, I was impressed with their preparedness, communication and staff background. They have a wide variety of programs to choose from and a generous acceptance rate. The tuition which is around $25000.00 for an RN program is an excellent value.

Since Co-vid began in 2020, we as a nation was preparing for a slow but steady nursing decline and shortage. Today that decline has been a landfall and the shortage is very apparent. This is leaving the nurses still in the profession with 10 positions for every one nurse. We need to begin to fill our needs, and by doing that we need quality schools to be able to this. Donnelley is one of these schools. Furthermore, I intend to hire as many Donnelly nurses as I can, because of their level of education demonstrated. I highly recommend allowing Donnelly College 15 more seats. Please feel free to contact me 314-502-2721 or aament@meadowbrookrh.com if you have any questions or would like to discuss this further.

Annette Ament AGPCNP, RN
Chief Nursing Officer
Meadowbrook Rehabilitation Hospital
913-856-8747 (o) Ext 1744
314-502-2721 (c)
913-369-4506 (f)

THE UNIVERSITY OF KANSAS HEALTH SYSTEM

Kansas Nursing Board
900 SW Jackson St, Suite 1051
Topeka, KS 66612

November 9, 2023

To whom it may concern,

We are writing in support of Donnelly College Nursing Program increasing their number of incoming RN students. As the education coordinator for The University of Kansas Health System, we have loved having their students do their clinical rotations here. We think they are well prepared and eager to learn. With the nursing shortage, it would be an advantage to have more enrollments at Donnelly College. We appreciate you taking the time to read this. Please let us know if you have any questions.

Yours sincerely,
Tomii Fletcher, **M.S.Ed, BSN, RN**

St. Joseph
Medical Center

Your Health. Our Calling

November 8, 2022

To Whom It May Concern,

I am the Clinical Educator at St. Joseph Medical Center in Kansas City, Missouri. I am writing to offer my support with the expansion of the Registered Nurse program at Donnelly College.

St. Joseph Medical Center is currently a clinical site for nursing students from Donnelly. We have a good working relationship with Donnelly and enjoy providing the opportunity for their students to complete their clinical requirements. We enjoy having Donnelly students alongside our workforce and we strive to have a positive impact on their new nursing careers.

Nursing students are a critical need in our area. The nursing shortage has put an incredible strain on our current workforce and the ability to get more students through nursing school is a great need. More quality nurses will ensure better quality outcomes for our patients.

Please feel free to contact me for any further questions. I can be reached at 816-943-2486. Thank you for your consideration.

Sincerely,

Kayleen Huntsman, MSN, BSN, RN
Clinical Educator
St. Joseph Medical Center

To whom it may concern:

I am writing this letter in support of increasing our RN program to 15 students with an evening/weekend cohort. During the time I have been at Donnelly both with RN and PN students, we have seen how our diverse students have transformed themselves into qualified healthcare professionals. Their thirst for further education and further abilities to help people is truly inspiring.

I, and our faculty, are excited at the prospect of helping more students achieve their dreams by starting an evening cohort which allows them to still work and go to school.

Thank you for you time and consideration in our request.

Russell Robinson, DNP (c), MSN, RN
Donnelly College Nursing Department.

To whom it may concern:

My name is Megan Kelly, and I am an assistant professor of nursing at Donnelly College. I teach in our Associate's degree nursing program as well as our Practical nursing program. This letter is to convey my strong support for adding an evening cohort of students to the Associate's degree nursing program at Donnelly College.

The current Associate's degree of nursing program at Donnelly empowers licensed practical nurses to further refine their interpersonal skills, enhance their critical-thinking abilities, and motivate students to take on leadership roles which in turn allows for a stronger foundation in taking on more complex and critical patients. Continuing education is monumental to an individual's nursing career as well as to the overall nursing profession. The American Association of Colleges of Nursing (AACN) stresses the impact that higher education has for nurses and their patients. The concept of "lifelong learning" is incredibly important for the licensed nurse to continue to renew and develop certain competencies to allow for current evidence-based practice.

These concepts are brought forth and developed in the Associate's degree nursing program at Donnelly College. Adding an evening cohort of students to the program would allow additional licensed nurses the ability to foster leadership proficiencies, improve communication skills to better serve as core members of the interdisciplinary team, and to further the nursing profession as a whole. The evening cohort would also allow Donnelly to better serve the community by allowing for improved access for populations of nurses that may not be able to make the commitment of day courses due to family and/or occupational obligations. Nurses have a responsibility to explore all possibilities of the nursing profession, which includes higher education. Please consider the request to allow Donnelly College the opportunity to further impact additional licensed nurses in their nursing profession journey. Thank you for your time.

Sincerely,

Megan Kelly DNP, RN, PMHNP-BC

Donnelly Nursing RN Program Clinical chart if approved for Evening Weekend Cohort.

Clinicals Spring 23	Day	Evening/Weekend	Instructor	Site	# in group
No current eve/wknd cohort					
If approved by KSBN					
RN 12/23 eve/wknd cohort		SA/SU every other wknd X 6 wknd	R. Robinson	KU Med	5
RN 12/23 eve/wknd cohort		SA/SU every other wknd X 6 wknd	R. Robinson	Olathe Med	5
RN 12/23 eve/wknd cohort		SA/SU every other wknd X 6 wknd	C. Breiner	OP Regional	5

Donnelly College Nursing Building and Resources-Marian Hall 4 floors

First Floor:
2 classrooms that hold 25 students with projectors, screens, and whiteboards as well as 2 computer labs both with smart boards
Student Study Area and student conference room, Storage Room and Adjunct offices

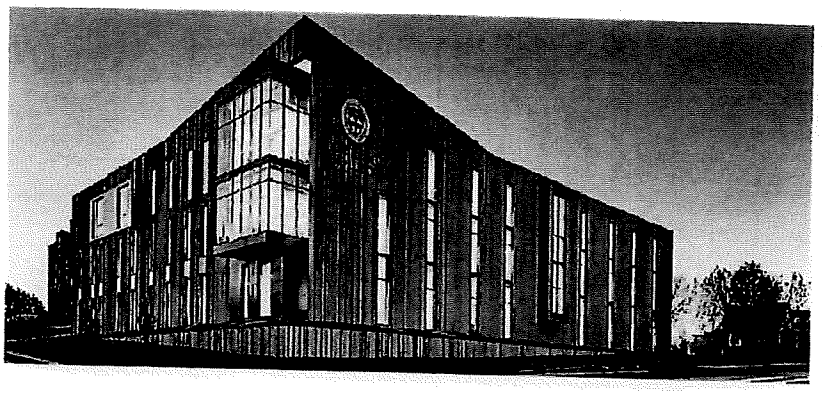
Second Floor:
CNA classroom/lab with projector and whiteboards
3 simulation labs with high fidelity mannequins (2 med surg and 1 maternal child), Central Supply room
Computer lab and student alcove for studying
Director of Nursing and 2 other offices

Third Floor:
4 classrooms (2 hold 25 students and 2 hold 35 students) and IV therapy lab all with smart boards and/or projectors
Student Resource Center (6 computers, resource materials, tables/chairs, refrigerator & microwave)
Student Practice lab (2 mid fidelity mannequins, 2 low fidelity mannequins, tables/chairs and study area)
2 faculty offices

Fourth Floor:
4 classrooms (all hold 25 students) 1 with smart board, all with projectors, screens & whiteboards, 1 RN computer lab
6 faculty offices and faculty/adjunct breakroom

Our Library is housed in the new main building (opened 08/2020)

Tutoring Center is located above library as well as the tutoring done in the nursing department



Currently there are 5 full time faculty, 5 adjunct/clinical adjunct faculty, 1 intake coordinator/assistant and Director
If 25 student daytime cohort in January allowed, another full-time faculty member will be hired.

DONNELLY COLLEGE

November 10, 2022

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

Dear Ms. Martin,

Please find attached the Major Curriculum Change request from Donnelly College LPN-RN ADN Bridge Nursing program. We are seeking to increase our RN numbers from 15 to 30 per academic year by adding an evening/weekend cohort to our bridge program. The program runs for 12 months from January until December.

The number of qualified applicants continues to grow and we would be able to fill another cohort immediately. Our waiting list continues to grow with every intake. With our LPN program now taking in 50 students every semester, we feel that having an evening cohort to match our daytime cohort would help to get more registered nurses into the workforce.

With the increase to our LPN cohort in January, we have already increased our full time faculty to 6 people for both LPN and RN, and we have recently increased our adjunct clinical faculty to 8 which will allow us to accommodate this new cohort if granted.

Thank you for your time and consideration.

Sincerely,

Patty Palmietto, DNP (c), MSN, RN
Director of Nursing, Donnelly College

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:	December 13, 2022
Name of Program:	Garden City Community College, ADN Program
Program Administrator including credentials:	Patricia Zeller, MSN, APRN, FNP
Parent Institution:	Garden City Community College
Address of Institution:	801 Campus Dr, Garden City, KS 67846
Level of the Program for which the change Is being requested	Associate Degree

Briefly describe the Change being requested:

The Garden City Community College ADN Program is requesting approval
of a new curricular framework and curriculum plan.
Changes include the following:

- NURS 205 Advanced Maternal Child for 2 credit hours (1 hour didactic and 1 hour clinical)
- NURS 206 Advanced Leadership 1 credit hour (new class)
- Movement of NURS 215 Advanced Mental Health from Fall delivery to Spring.
- NURS 216 Transition to Professional Practice 2 hours.
- ADN program will change from 18 credit hours to 21 credit hours with completion of AAS degree to cover 63 credit hours.
- Implementation scheduled to start 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

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

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

- ☐ Philosophy
- ☐ Number of semesters of study
- ☐ Delivery method of nursing courses

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.

Introduction/Rationale for Change:
The scheduled work of evaluating the current curriculum began in March 2022 and continued throughout the summer and fall of 2022. For the last year GCCC nursing administrator and faculty had noted that they believed it was time to determine where we were at curricularly and what changes would be needed to prepare nurses for practice in the next decade. We began with discussion of what was working well and what was not as well as identifying gaps and overlaps across the curriculum. A SWOT Analysis was completed to bring clarity to future directions. Internal and external forces (Strategic plans, regulatory compliance, QSEN, the KBOR ADN Alignment, the NCLEX Test Plan, the Institute of Medicine report - *THE FUTURE of NURSING: Leading Change, Advancing Health (2010)*, workforce data, global concerns, population demographics) influencing curriculum needs were carefully reviewed. Feedback from our Community of Interest, gathered in April 2022 was also considered (Appendix A).

From the above, several determinants were made.

- An increased emphasis on accountability, professionalism and understanding of the RN role/scope of practice was needed within the curriculum.
- Preparation for Transition to practice was identified as a need in the second semester.
- The leveling of concepts across the curriculum was in need of review for appropriateness and comprehensiveness.
- A broadening of leadership principles/skills was identified as needed within the curriculum with introduction earlier in the first semester.
- ADN appropriate clinical experiences both in the acute care and community setting were needed within the curriculum.
- The integration of additional simulation experiences would provide additional opportunities for developing clinical and communication skills.

Process of Curriculum Revision
The process/timeline for curriculum revision can be seen in the table below. The GCCC Faculty met 2-3 times/month with work groups continuing between meetings. Once each step was constructed and drafted, materials were reviewed by the faculty and Director and changes/additions made. Final materials were reviewed and approved the following month.

Table 1: GCCC AND Curriculum Revision Timeline

Date	Focus	Considerations
March April 2022	SWOT Analysis Identify Gaps/Overlaps Review Internal/external influences Community of Interest feedback (April)	Consideration of KBOR requirements Consideration of ACEN driven outcomes Community of Interest input? Best Practices identified Review of the Literature - Trends and future predictions Clinical Judgment Model (CJM) Integration Utilize current program outcome data Workforce data Population data Global trends
May 2022	Mission/Vision/Philosophy	College Mission/Vision/Values Faculty beliefs
June 2022	Program Outcomes Graduate Outcomes	KBOR ADN Program Alignment ACEN Standards NLN Competencies
July August September October 2022	Curricular Model Course development, sequencing and leveling begins - Clinical & Didactic Consider – QSEN competencies, IOM, NCSBN	Level courses Credit Hours Distribution/semester Identify concepts across the curriculum and by course – check leveling. Obtain new course numbers. Syllabi – Course outcomes and sub-outcomes. Clinical Evaluation Tools (CET) Psychomotor Skills Check lists

	Nursing Knowledge Survey – 2017, NCSBN 2017 Practice Analysis, NCLEX RN Test Plan, ANA Nursing Standards, NLN AD Competencies, ACEN Standards, NGN integration	Course Outcome Measurement Teaching Learning Strategies Role of Technology Clinical Experiences Role of Simulation

Proposed Changes

1. Pre-requisites Eliminated
    a. Interpersonal communications will be eliminated as an ADN prerequisite. This content is integrated across the nursing curriculum.
    b. The Wellness Course required for students will also be eliminated. Nursing students already acquire this information and beyond.
    c. Eliminate the Student Success for ADN students transferring to GCCC. ADN students as Licensed Practical Nurses have already proven the ability to be successful at the college level by successfully completing a Practical Nursing Program and completing the licensure exam.
2. A new mission, philosophy, Conceptual framework (Appendix B), and curriculum plan was developed. The existing framework was over 10 years old. It was faculty belief that it needed to be updated in a manner more meaningful to faculty and students.
3. New graduate/program outcomes were developed in alignment with the college and program missions as well as the KBOR ADN Alignment.
4. The total credit hours for the ADN degree will go from 18 to 20 credit hours in nursing, didactic hours from 135 to 180 and clinical hours from 405 to 450 hours (Appendix E).
5. An additional credit hour (clinical) will be added to the Advanced Maternal Child Course. Faculty have identified that having no clinical time in the current Maternal Child course for ADN level experiences was a weakness in the curriculum. The additional credit hour will provide for ADN appropriate Maternal Child clinical both in the acute care and community setting. Review of both ATI and Mountain Measurement data supported the need for additional pediatric emphasis.
6. Advanced Leadership will be moved to the first semester. Given that students are LPNs transitioning to the RN scope of practice necessitates increasing knowledge of leadership skills. Opportunities for incorporating these skills will be possible

in both 1st and 2nd semester clinical courses. Aspects of Quality improvement will be divided between the Leadership and Transition course.

7. Complex Mental Health Alterations will be moved to semester 2. In this semester more complex physical conditions are addressed, and mental health comorbidities will enrich the complexity.
8. A Transition to Professional Practice 1 hour course will be added to Semester 2. Based on the Community of Interest feedback and faculty SWOT Analysis additional content related to Legal, Accountability in the RN role, Licensure, Failure to Rescue, and Disaster Planning will be added.
9. New Course Descriptions and Outcomes were developed for all courses.
10. Following review of clinical courses and student evaluation methods the decision was made to convert clinical courses to Pass/Fail grading instead of graded. Course appropriate Clinical Evaluation Tools were designed for each to provide measurable clinical behaviors.
11. Following review of testing across the curriculum the decision was made to transfer exam testing to ExamSoft. This new platform will provide a database for test items, ensure secured testing, allow construction of items in Next Generation formats, provide rapid accurate and in-depth statistical analysis of tested items, and enable categories to be tagged to test items to provide additional data.

Curricular Framework

The existing curricular framework was over 10 years old. It was the faculty 's belief that it needed to be updated and shortened in a manner more meaningful to both faculty and students and aligned to future external and internal directions. The program Mission, Philosophy, Program (Terminal) Outcomes, and Curricular Model showcasing program concepts and threads were revised. Comparisons of the new proposed framework to the existing is seen in the tables to follow.

A Crosswalk demonstrating the relationship between the proposed new philosophy and the College Core Values can be found in Appendix B. Appendix C demonstrates the relationships between the proposed graduate outcomes and the KBOR ADN and the QSEN competencies.

Table 2: Mission

Current Nursing Program Mission	Revised Mission Statement
The mission of the Garden City Community College Nursing Program is to meet the need for nurses in the health care system and to provide the diverse community an opportunity for education in nursing. The nursing department provides a career ladder for individuals who choose nursing. Nursing education at Garden City Community College provides relevant knowledge and skills that enable the graduate to contribute to society as a nurse.	The mission of the nursing program is to prepare professional nurses to provide safe evidenced based care to a diverse population with increasingly complex conditions. The program provides the graduate a foundation for further education and the skill set necessary to contribute to the well-being of society.

Table 3: Philosophy

Current Philosophy	New Philosophy
Nursing is an art and science focused on assisting the client and significant support person(s) to achieve an optimal level of self-care, while protecting and promoting client dignity. The art of nursing is the interpersonal use of self through creativity, compassion and **caring** while providing holistic care. The science of nursing is a distinct, constantly evolving body of knowledge that encompasses rational and scientific principles upon which nursing interventions are based. Nurses utilize the **nursing process**, therapeutic **communication**, **critical thinking**,	**Overview:** The practice of nursing is both an art and a science applied under an umbrella of professional accountability. Program graduates are equipped with the K/S/As to meet the needs of the client and their support person(s) in a culturally competent manner promoting human dignity. Nurses provide care to meet safe patient outcomes through the processes of critical thinking/clinical judgment and interprofessional collaboration. **The Nursing Education Environment:** Nursing education occurs within an

cultural awareness, and evidenced based information while working **collaboratively** with members of the health-care team. Nurses function within recognized or defined standards of practice, demonstrating **safe**, **competent**, and/or ethical practice. Nurses assist clients to an optimal level of wellness by meeting the clients basic human needs. These needs are oxygenation, activity and exercise, fluids, food, sleep and rest, elimination, hygiene, and sexuality. **Man** is a unique, holistic person having value and worth and has the right to make decisions regarding his/her health care. Adapted from Maslow's hierarchy of needs, a person has five levels of human needs in the physiological, psychological, sociocultural and spiritual domains. **Health** is a homeostatic process and is dependent upon human needs being met. Each person has the ability to adapt to the environment and achieve an optimum level of health on a wellness-illness continuum. **Learning environment** is an active, dynamic, continuous process of attaining and sharing knowledge. Nursing education occurs within a system of higher education and is a planned approach to the acquisition of knowledge. Nursing education progresses from the simple to complex, facilitates the development of	open, respectful, and collaborative environment which encourages academic inquiry and scholarship. Faculty and students engage in a learning partnership founded on respect and trust. The academic environment is one that respects the uniqueness of each individual and welcomes diversity. The program provides a wide range of student experiences fostering the development of critical thinking/clinical judgment preparing graduates to provide care in a dynamic healthcare system. **Student Learning:** Student commitment and engagement within the academic environment is required to be successful. The student is accountable for active participation in the learning process. This is reflected by consistent preparation for class/clinical engagement and meaningful communication in all learning experiences. Engagement facilitates the transfer of skills and knowledge into the clinical setting and promotes the development of clinical judgment reflective of safe nursing practice. **The Faculty:** Nursing faculty are committed to student learning evidenced by ongoing development of current knowledge and teaching expertise designed to meet the needs of

cognitive, psychomotor and affective knowledge and provides for multiple points of entry into the profession. The outcome of nursing education, at all levels, is to prepare a graduate who accepts professional responsibility and accountability. The role of the student is to actively participate in classroom learning and translate that learning into nursing practice through critical thinking and reflective nursing practice. The role of the faculty is to guide, support, and facilitate learning, and model professional practice, while instilling commitment to lifelong learning. The nursing program recognizes and respects the unique differences among individuals who seek an education in nursing. **Associate Degree Nursing** advances the nursing process to implement nursing actions in varied complex settings and assist in meeting or maintaining self-care needs. The associate degree nurse collaborates with other members of the health care team to give direct care to clients, families and community groups. The associate degree nurse is also responsible for any nursing action delegated to other members of the health care team.	diverse learners. Faculty serve as respectful facilitators of learning and role models of professional practice demonstrating encouragement and support for student learning. Faculty are committed to maintaining an environment of civility, fairness, integrity and equity. A spirit of faculty collaboration promotes student success and achievement of program outcomes.

Table 4: Program Outcomes

Current Curriculum	New Curriculum
I. Provider of Care As a provider of care, the graduate applies nursing concepts individuals/groups with complex needs while respecting their choices and perceived level of wellness by: ➢ Applying critical thinking skills and the nursing process to analyze, plan, implement and evaluate nursing care. ➢ Demonstrating clear, accurate and objective documentation of patient status and nursing interventions. ➢ Employing interpersonal and therapeutic communication skills in working with clients, families, and members of the health care team. ➢ Practicing appropriate technical skills in administering safe nursing care ➢ Demonstrating caring behaviors and considering the uniqueness of the client by allowing participation in their plan of care, providing for privacy, and maintaining confidentiality in health care matters. ➢ Employing principles of teaching and learning in a collaborative approach to support the client, family, and significant others to maintain or reach an optimal level of functioning and to promote practices that foster health. ➢ Examining values, beliefs and practices of different cultures and subcultures in planning nursing care.	1. Provide holistic effective patient centered care to diverse populations across a wide variety of settings.
I. Manager of Care The graduate will function as manager of care by: ➢ Practicing managerial skills in prioritizing, administering and delegating nursing care. ➢ Demonstrating knowledge of roles and functions of	2. Demonstrate leadership and accountability in the practice of professional nursing mindful of ethical, legal and

members of the health care team in relation to their own role. ➢ Promoting and evaluating the use of cost efficiency measures implemented by team members.	regulatory frameworks and the need for lifelong learning.
II. Member within the Discipline of Nursing The graduate will function as a member within the discipline of nursing by: ➢ Administering nursing care in a manner, which demonstrates an awareness of legal/ethical responsibilities while adhering to the current standards of nursing practice. ➢ Recognizing and accepting responsibility for personal and professional behaviors and growth. ➢ Identifying the need for and promoting advocacy while respecting the client's dignity, choices and rights. ➢ Promoting the professional image of nursing and participating in the advancement of the profession.	3. Utilize therapeutic communication and collaborate with patients/families and the interprofessional health care team to optimally meet client outcomes.
	4. Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidence based practice.
	5. Manage patient care technologies and information systems integrating data into the plan of care and quality improvement initiatives.
	6. Implement the teaching learning

	process to promote client health and reduce health risks across the health care continuum.

Curriculum Plan Revisions

A comparison table of current and proposed curriculum can be found in Appendix E. This table compares the current and proposed curriculum in terms of credit hours and clock hours. Total program credit hours in the nursing curriculum went from 18 to 20.

Changes for pre-requisites will include:

- Add requirement of Intermediate Algebra
    - This is minimum requirement for General Education requirement for AAS
- Remove Interpersonal Communication as pre-requisites
- Addition of 1 credit hour added to Advanced Maternal Child to be used as clinical hours.
    - Plan will be to continue with acute care clinical rotation as well as school nurse observation. The additional clinical hours will be divided between the additional simulation experiences and utilizing clinical hours already in place with focused emphasis on pediatrics.

Course face sheets/syllabi can be found in Appendix F.

Resources

- The implementation of the new curriculum will begin for the ADN level semester 1, Fall 2023. If student is unsuccessful with fall 2022 current curriculum GCCC ADN program will work with students on an individual basis for transition into new curriculum success. Currently suggested curriculum success will be with new start for all of fall semester 2023 coursework.

- If student is unsuccessful with spring 2023 current curriculum GCCC ADN program will work with students on an individual basis for transition into new curriculum success. Proposed transition will include:
    - Enrollment into NURS 205 for fall 2023 to be ready for spring 2024.
    - Enrollment into NURS 206 for fall 2023 to be ready for spring 2024.
    - Complete enrollment with all classes for Spring 2024 ADN curriculum plan.

Garden City Community College

ADN Nursing

KANSAS STATE BOARD OF NURSING
December 2022

Appendix A
Garden City Community College Nursing Program
Community of Interest Meeting Compilation Action Plan
April 21, 2022

COI Themes	QSEN/KBOR- ADN/ NLN	Feedback	Action Plan
2. **Where do new grads excel** a. Interacting with patients and full of ideas. Eager to work on quality projects. b. Energy/enthusiasm, desire to learn c. Passion, excitement d. They truly care about the patients. I love the patient advocates that have been coming out of the program. It is truly a breath of fresh air to have staff in here that will speak up for the patients.			
5. **Next 10 years greatest challenge** a. staffing RNs. Need all the RNs we can get huge shortage looming b. Future pandemics c. Technology updates – changes d. Constant change, patient complexity e. quick fixes' - instant fix expectations f. The lack of nurses. I think team nursing with PN, and NA will be huge in the coming years because there just isn't going to be enough to go around and with the price they pay to travel it is hard to keep people locally. g. As far as from a lack of nurses, I am not sure with everything coming forward it will become more challenging to recruit to the field. Between WPV, the most recent cases, and lack of staff, pandemics, I think it is going to be increasing difficult to recruit.			
Accountability	QSEN: Patient Centered Care KBOR_ADN: Implement Professional Standards NLN: Professional Identity	Developing Work Ethic Growth in Accountability as a new grad Demands of high census increased needs for staffing, being overworked	Content integration in Transition to Professional Practice – Nurse Practice Act, Legal Aspects of Nursing Practice, Failure to Rescue
Communication	QSEN: Teamwork and Collaboration KBOR_ADN: Communicate with clients and members of the health care team NLN: Professional Identity	Communication in the workplace New grads need to express /input I think teaching relationship-based care is huge as well. This makes the patient feel connected to the nurse in some	Eliminate Interpersonal Communication as a prerequisite. This content is integrated across the nursing curriculum. Integration of

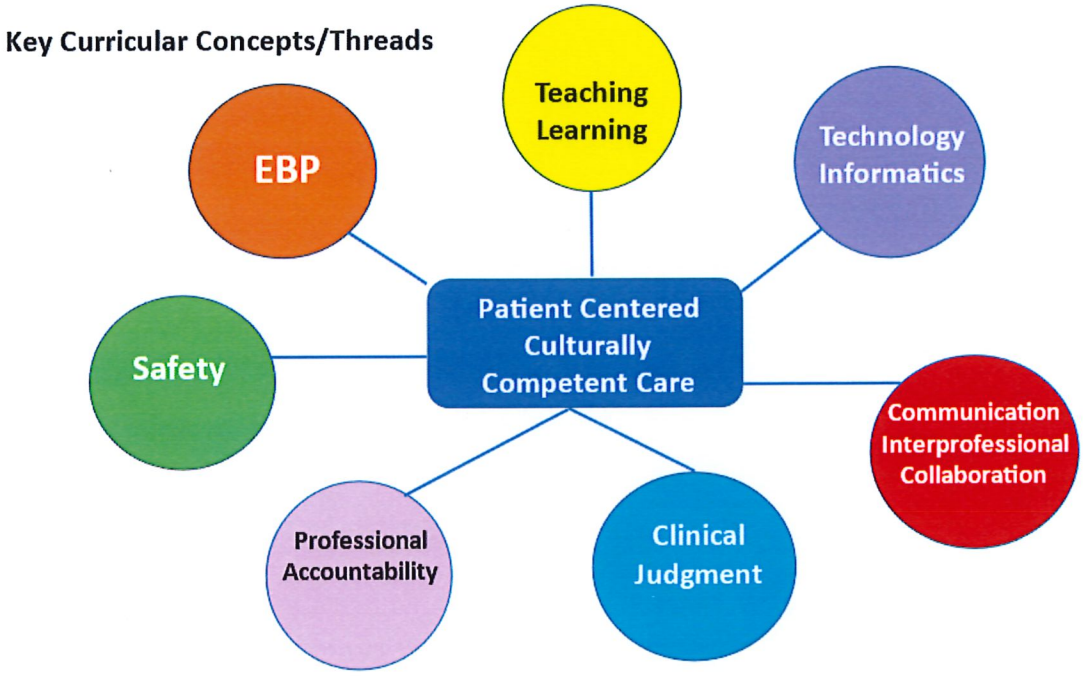
		way.	communication within simulation will occur.

COI Themes	QSEN/KBOR- ADN/ NLN	Feedback	Action Plan
Curricular	QSEN: EBP/Quality/Safety KBOR_ADN: Formulate safe and effective clinical judgements NLN: Nursing Judgment	• Drop in covid. Nurses and students all they saw were Covid specific patient and now adjusting to caring for non-covid patients. New grads struggling with the breadth of patient conditions. • Other programs for specialty areas • Understanding EBP • Ramp up clinical sim especially with delegation exercises. • Scenarios, case studies, simulation • Disaster, communicable pandemic potential issues • More Clinical exemplars • Textbook to reality – additional co-morbidities to understand and correlate • Complex patients pre –scenarios and case studies, simulation • I would like to see more nurse rotate through the OR. Most of the new grads I have tried to recruit have no idea what an OR nurse does. It is truly a special nurse that wants to work OR and they generally don't know that is what they want until they actually see what goes on in the OR.	Increased integration of EBP, Quality Improvement, Disaster response will occur in the additional hours added to the Leadership and Advanced Leadership Course.
Technology	QSEN: Informatics KBOR_ADN: Demonstrate effective communication NLN: Spirit of Inquiry	• IT /computer skills • Constant change in technology	The Quality Improvement content will emphasize the role of informatics in tracking and utilizing data for process/care improvement.

COI Themes	QSEN/KBOR- ADN/ NLN	Feedback	Action Plan
Prioritization/Clinical decision Making	QSEN: EBP KBOR-ADN: Formulate safe and effective clinical judgements NLN: Nursing Judgment	• Critical thinking but hard to teach without experience. • Critical thinking – whole picture – anticipating needs • Prioritization needs • Gap – Critical Thinking	By moving the Leadership course to semester 1, and developing the Transitions course this content can be taught earlier and utilized. Additional simulation will also incorporate some of these principles
Prioritization/Clinical decision Making	QSEN: EBP KBOR-ADN: Formulate safe and effective clinical judgements NLN: Nursing Judgment	• Critical thinking but hard to teach without experience. • Critical thinking – whole picture – anticipating needs • Prioritization needs • Gap – Critical Thinking	By moving the Leadership course to semester 1, and developing the Transitions course this content can be taught earlier and utilized. Additional simulation will also incorporate some of these principles
Professionalism/Transition adjustment/Professional Growth	QSEN: Teamwork and Collaboration KBOR-ADN: Implement professional standards NLN: Professional Identity	• Better equip to prep for challenges – patient-centered approaches	New course development – Transition to Professional Practice. Additional content to meet these needs will be added.
Organization/Time Management	QSEN: Safety KBOR_ADN: Formulate safe and effective clinical judgements NLN: Nursing Judgment	• Time management are learning with on-the-job training. • Time management and prioritizing patients/needs • Knowing what can wait and what can't and when they have time to do those minute details it is okay to go ahead and proceed • When they don't have time they should delegate the task. • Gap - Time management	By moving the Leadership course to semester 1, and developing the Transitions course this content can be taught earlier and utilized. Additional simulation will also incorporate some of these principles.

COI Themes	QSEN/KBOR- ADN/ NLN	Feedback	Action Plan
Leadership	QSEN: Teamwork & Collaboration	Leadership – may be in leadership positions earlier – without experience	Moving the leadership course to semester 1 will provide earlier exposure to the content. With the new Transition course new content will be added and redistributed between the 2 courses.
	KBOR_ADN: Manage Care and provide leadership		
	NLN: Human Flourishing		
7. How can we partner better? a. Need new grads all new grads. b. Educate students on importance of charting that families will see these notes real time.			

Appendix B: Curriculum Model Concepts/Threads



Appendix C: Crosswalk of Proposed Philosophy With GCCC Values
Garden City Community College
ADN Program

Concept	Proposed Program Philosophy Statement	GCCC Core Values
Overall	The practice of nursing is both an art and a science applied under an *umbrella of professional accountability*. Program graduates are equipped with the K/S/As to *meet the needs of the client and their support person(s) in a culturally competent manner promoting human dignity.* Nurses provide care to meet safe patient outcomes through the processes of critical thinking/clinical judgment and interprofessional collaboration.	Service & Collegiality Unwavering Integrity Trust, Transparency & Accountability Empowered
The Nursing Education Environment	Nursing education occurs within an *open, respectful, and collaborative environment which encourages academic inquiry and scholarship. Faculty and students engage in a learning partnership founded on respect and trust. The academic environment is one that respects the uniqueness of each individual and welcomes diversity.* The program provides a wide range of student experiences fostering the development of critical thinking/clinical judgment preparing graduates to provide care in a dynamic healthcare system.	Bold Innovation Trust, Transparency & Accountability Empowered Leadership Student Centered Focus Creativity & Academic Freedom Responsible
Student Learning	Student commitment and engagement within the academic environment is required to be successful. The student is accountable for active participation in the learning process. This is reflected by consistent preparation for class/clinical engagement and meaningful communication in all learning experiences. Engagement facilitates the transfer of skills and knowledge into the clinical setting and promotes the development of clinical judgment reflective of safe nursing practice.	Creativity & Academic Freedom Responsible Leadership Student -Centered Focus
The Faculty	Nursing faculty are committed to student learning evidenced by ongoing development of current knowledge and teaching expertise designed to meet the needs of diverse learners. Faculty serve as respectful facilitators of learning and role models of professional practice demonstrating encouragement and support for student learning. Faculty are committed to maintaining an environment of civility, fairness, integrity and equity. A spirit of faculty collaboration promotes student success and achievement of program outcomes.	Leadership Student -Centered Focus Service & Collegiality Unwavering Integrity

Appendix D: Crosswalk - Proposed ADN Terminal Outcomes With KBOR AND, KSBN ADN Program Outcomes and QSEN Competencies

GCCC Proposed Graduate Outcomes/ADN Competencies/QSEN Competencies			
KBOR ADN Competencies	**KSBN ADN Program Outcomes**	**Proposed Graduate Outcomes**	**QSEN Competencies**
		The GCCC ADN graduate will:	
1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population. 5. Provide leadership in the management of care to meet client needs using available resources and current technology.	4. Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation.	1. Provide holistic effective patient centered care to diverse populations across a wide variety of settings.	PATIENT-CENTERED CARE (PCC) * Definition: 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. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.	1. Aspects of a safe, effective care environment, including management of care, safety, and infection control.	2. Demonstrate leadership and accountability in the practice of professional nursing mindful of ethical, legal, and regulatory frameworks and the need for lifelong learning.	
3. Collaborate with clients and members of the inter-professional health care team to optimize client outcomes. 7. Demonstrate effective communication methods to manage client needs and to interact with other healthcare team members.	3. Psychosocial integrity, including coping, adaptation and psychosocial adaptation.	3. Utilize therapeutic communication and collaborate with patients/families and the interprofessional health care team to optimally meet client outcomes.	TEAMWORK & COLLABORATION (T&C) *Definition: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care

4. Formulate safe and effective clinical judgements guided by the nursing process, clinical reasoning, and evidence-based practice.	4. Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation. 1. Aspects of a safe, effective care environment, including management of care, safety, and infection control.	4. Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidence-based practice.	EVIDENCE-BASED PRACTICE (EBP) *Definition: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. SAFETY (S) *Definition: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

	GCCC Proposed Graduate Outcomes/AND Competencies/QSEN Competencies		
KBOR ADN Competencies	**KSBN ADN Program Outcomes**	**Proposed Graduate Outcomes**	**QSEN Competencies**
		The GCCC ADN graduate will:	
5. Provide leadership in the management of care to meet client needs using available resources and current technology.	1. Aspects of a safe, effective care environment, including management of care, safety, and infection control.	5. Manage patient care technologies and information systems integrating data into the plan of care and quality improvement initiatives.	INFORMATICS (I) *Definition: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making QUALITY IMPROVEMENT (QI) * Definition: 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.
6. Generate teaching and learning processes to promote and maintain health and reduce risks for a global population.	2. Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease.	6. Implement the teaching learning process to promote client health and reduce health risks across the health care continuum.	

Appendix E
GCCC ADN Program
Comparison of Old and New Curriculum By Credit and Clock Hours

	OLD CURRICULUM				NEW CURRICULUM		
Course #	**Course**	**Credit Hours**	**Clock Hrs**	**Course #**	**Course**	**Credit Hours**	**Clock Hrs**
Semester One							
NURS 200	Advanced Clinical Skills Clinical Course -3:1 ratio)	1	45	NURS 200	Advanced Clinical Skills (Clinical Course 3:1 ratio)	1	45
NURS 204	Health Alterations	3	45	NURS 204	Health Alterations	3	45
NURS 202	Health Alterations Clinical	3	135	NURS 202	Health Alterations Clinical	3	135
NURS 201	Maternal Child II	1	15	NURS 205	Advanced Maternal Child (Didactic 1hr/Clinical 1 hr)	2	15/45
NURS 203	Mental Health II	1	15	NURS 206	Advanced Leadership	1	15
Total Hrs		**9**	**255**			**10**	**315**
Semester 2							
NURS 214	Complex Health Alterations	3	45	NURS 214	Complex Health Alterations	3	45
NURS 212	Complex Health Alterations Clinical	5	225	NURS 212	Complex Health Alterations Clinical	5	225
NURS 213	Professional Practice	1	15	NURS 215	Advanced Mental Health	1	15
				NURS 216	Transition to Professional Practice	2	15
Total		**9**	**285**			**11**	**345**
Credit Hour Total	**Credit Hr Total: 18 Didactic Hr Total: 135 Clinical Hr Total: 405**				**Credit Hr Total: 21 Didactic Hr Total: 195 Clinical Hr Total: 450**		

Appendix F
Course Syllabi Face Sheets

Garden City Community College
Nursing Division
Associate Degree Program (ADN)

NURS 200 Advanced Clinical Skills **23Fall**

COURSE INFORMATION
NURS 200-01

Credit Hours: 1 credit hour (Clinical Course 3:1 ratio)

Course Description: This course focuses on the development of advanced clinical skills in the role of the professional nurse. Content includes initiation of peripheral IVs, advanced IV skills, maintenance of central IV lines, administration of blood products, chest tube drainage systems, airway management, interpretation of basic ECG's and in-depth focused assessments. Students are required to demonstrate safe, competent performance of skills presented in this course.

Course Outcomes:

1. Demonstrate the role of the professional nurse in the performance of advanced clinical skills. (PO1)
2. Articulate the legal/ethical issues encountered by the professional nurse in performance of advanced clinical skills. (PO2)
3. Utilize therapeutic communication with the patient and family while performing advanced clinical skills.(PO3)
4. Utilize frequent assessments to gather critical data and formulate evidence based clinical judgments while performing advanced clinical skills. (PO4)
5. Provide patient/family education as needed in the performance of advanced clinical skills. (PO6)

GARDEN CITY COMMUNITY COLLEGE
NURSING DIVISION
Associate Degree Nursing (ADN)

NURS 206 Advanced Leadership **23Fall**

COURSE INFORMATION
Course Number-Section: NURS 206-01

Credit Hours: *1 credit hour, 15 classroom hours*

Course Description: Advanced Leadership prepares the student to progress in the professional role of accountability based on appropriate scope of practice. This course focuses on nursing practice issues, legalities, civility, prioritization and delegation related to the role of the professional nurse. Identification of clinical priorities, the use of clinical judgment and collaboration will be used to safe patient and organizational outcomes.

Course Outcomes: AT the completion of this course the student will:
1. Apply leadership and management principles for the professional nurse. (PO2,4)
2. Explore the role and function of members of the healthcare team. (PO2)
3. Discuss prioritization, delegation and negotiation of client care. (PO4)
4. Demonstrate therapeutic communication in the patient care setting. (PO3)
5. Explore ethical and legal dilemmas in healthcare. (PO2)

GARDEN CITY COMMUNITY COLLEGE
NURSING DIVISION
Associate Degree Nursing (ADN)

NURS 204 Health Alterations **23Fall**

COURSE INFORMATION
Course Number-Section: NURS 204

Credit Hours: *3 credit hours, 45 classroom hours*

Course Description:
This course provides opportunities for first semester ADN level students to provide safe patient centered care to adult medical surgical patients. Students will formulate clinical judgments utilizing the nursing process, clinical reasoning and current evidence. Emphasis is on the professional nursing role and beginning leadership skills. Clinical experiences include the use of therapeutic communication and team collaboration as well as integration of basic patient care technologies and information management systems.

Course Outcomes:

1. Implement the role of the professional nurse in providing patient centered care to the adult medical surgical population. (PO1)
2. Demonstrate beginning leadership skills within the framework of professional nursing accountability and ethical/legal guidelines. (PO2)
3. Utilize therapeutic communication and collaboration with patients/families and the health care team.(PO3)
4. Formulate evidence based clinical judgments in the provision of safe patient care. (PO4)
5. Integrate data obtained from patient care technologies and information management systems into the plan of care. (PO5)
6. Provide patient/family education to promote wellness, reduce health risks and minimize complications. (PO6)

GARDEN CITY COMMUNITY COLLEGE
NURSING DIVISION
Associate Degree Nursing (ADN)

NURS 202 Health Alterations Clinical **23Fall**

COURSE INFORMATION
Course Number-Section: **NURS 202-01**

Credit Hours: *3 hours/ 135 clinical hours*

Course Description:
This course provides opportunities for first level ADN students to provide safe patient centered care to the adult medical surgical population. Students will formulate clinical judgments utilizing the nursing process, clinical reasoning and current evidence. Emphasis is on the professional nursing role and beginning leadership skills. Clinical experiences include the use of therapeutic communication and team collaboration as well as integration of basic patient care technologies and information management systems.

Course Outcomes: At the completion of this course the student will:

1. Implement the role of the professional nurse in providing patient centered care to the adult medical surgical population. (PO1)
2. Demonstrate beginning leadership skills within the framework of professional nursing accountability and ethical/legal guidelines. (PO2)
3. Utilize therapeutic communication and collaboration with patients/families and the health care team.(PO3)
4. Formulate evidence based clinical judgments in the provision of safe patient care. (PO4)
5. Integrate data obtained from patient care technologies and information management systems into the plan of care. (PO5)
6. Provide patient/family education to promote wellness, reduce health risks and minimize complications. (PO6)

GARDEN CITY COMMUNITY COLLEGE
NURSING DIVISION
Associate Degree Nursing (ADN)

NURS 205 Advanced Maternal Child **23Fall**

COURSE INFORMATION
Course Number-Section: NURS 205-01

Credit Hours: 2 credit hours; Didactic 1hr/Clinical 1 hr (45 hours)

Course Description:
This course will focus on the management of care for clients with high-risk perinatal conditions, high-risk newborns, the ill child and complex reproductive concepts. Synthesis and application of previously learned concepts will be integrated into the care of patients with critical and or life -threatening conditions. Clinical will include Maternal Child experiences in acute care, the community, and simulation.

Course Outcomes:

1. Implement the role of the professional nurse in providing care for maternal child patients. (PO1)
2. Identify ethical/legal issues and leadership skills encountered in caring for the maternal child patient and family. (PO2)
3. Utilize therapeutic communication and collaboration with the health care team in meeting the needs of maternal child patients. (PO3)
4. Formulate evidence based clinical judgments in the provision of safe patient care for maternal child patients. (PO4)
5. Integrate data obtained from patient care technologies and information management systems into the plan of care for the maternal child population. (PO5)
6. Provide developmentally appropriate education to maternal child patients, their family/caregivers and the community to promote wellness, reduce health risks and minimize complications. (PO6)

GARDEN CITY COMMUNITY COLLEGE
NURSING DIVISION
Associate Degree Nursing (ADN)

NURS 212 Complex Health Alterations Clinical **24 Spring**

COURSE INFORMATION

Course Number-Section: NURS 212-01

Credit hours: *5 credit hours/ 225 clinical hours*

Course Description:
This advanced clinical course requires the student to integrate concepts from all previous and concurrent courses in providing comprehensive holistic care to groups of patients experiencing complex health alterations. Students will utilize advanced skills demonstrating proficiency in formulating clinical judgments that contribute to safe patient outcomes. Clinical experiences will include synthesizing data from patient care technologies and information management systems and communicating/collaborating with the interprofessional team to meet patient needs. Experiences provide opportunity for demonstration of leadership skills in preparation for transition to professional nursing.

Course Outcomes: At the conclusion of this course the student will:

1. Assimilate the professional role of the nurse in providing comprehensive holistic patient centered care to diverse groups with complex health alterations. (PO1)
2. Demonstrate professional leadership skills within the framework of professional nursing accountability and ethical/legal guidelines. (PO2)
3. Communicate and collaborate with patients/families and the health care team to meet safe outcomes. (PO3)
4. Utilize comprehensive assessments and advanced skills to gather critical data and formulate evidence based clinical judgments across diverse populations. (PO4)
5. Utilize data obtained from patient care technologies and information management systems to plan and improve care. (PO5)
6. Provide patient/family education to promote wellness, reduce health risks and minimize complications. (PO6)

GARDEN CITY COMMUNITY COLLEGE
NURSING DIVISION
Associate Degree Nursing (ADN)

NURS 214 Complex Health Alterations **24 Spring**

COURSE INFORMATION

Course Number-Section: **NURS 214-01**

Credit Hours: *3 credit hours, 45 didactic hours*

Course Description:
This course focuses on the role of the professional nurse in providing care to patients with complex health conditions. The nursing process will be utilized to formulate clinical judgments that promote and restore health. Emphasis will be placed on utilization of evidence- based guidelines and integration of data obtained from patient care technologies/information management systems. Theoretical knowledge related to acute health conditions is utilized to develop teaching plans for patients, families and the community that promote wellness, reduce risk and minimize complications.

Course Outcomes: At the completion of this course the student will:
1. Implement the role of the professional nurse in providing patient centered care to patients with complex health conditions. (PO1)
2. Identify ethical/legal issues and advanced leadership skills encountered in caring for patients with complex health conditions. (PO2)
3. Utilize therapeutic communication and collaboration with the health care team in meeting the needs of patients with complex health conditions. (PO3)
4. Formulate evidence based clinical judgments in the provision of safe patient care for patients with complex health conditions. (PO4)
5. Integrate data obtained from patient care technologies and information management systems into the plan of care for patients with complex health conditions. (PO5)
6. Provide education to patients with complex health conditions and their family/caregivers and the community to promote wellness, reduce health risks and minimize complications. (PO6)

GARDEN CITY COMMUNITY COLLEGE
NURSING DIVISION
Associate Degree Nursing (ADN)

NURS 215 Advanced Mental Health **24 Spring**

COURSE INFORMATION
NURS 215-01

Credit hours: *1 credit hour, 15 didactic hours*

Course Description:
This course builds on previous foundational mental health knowledge and focuses on the role of the professional nurse in providing care to patients with complex mental health conditions. The nursing process will be utilized to formulate clinical judgments that promote and restore mental health. Emphasis will be placed on therapeutic communication and utilization of evidence- based guidelines and integration of data obtained from patient care technologies/information management systems. Theoretical knowledge related to acute and chronic mental health conditions is utilized to develop teaching plans for patients, families and the community that promote wellness, reduce risk and minimize complications.

Course Outcomes: At the completion of this curse the student will:

1. Implement the role of the professional nurse in providing patient centered care to patients with complex mental health conditions. (PO1)
2. Identify ethical/legal issues and advanced leadership skills encountered in caring for patients with complex mental health conditions. (PO2)
3. Utilize therapeutic communication and collaboration with the health care team in meeting the needs of patients with complex mental health conditions. (PO3)
4. Formulate evidence based clinical judgments in the provision of safe patient care for patients with complex mental health conditions. (PO4)
5. Integrate data obtained from patient care technologies and information management systems into the plan of care for patients with complex mental health conditions. (PO5)
6. Provide education to patients with complex mental health conditions and their family/caregivers and the community to promote wellness, reduce health risks and minimize complications. (PO6)

GARDEN CITY COMMUNITY COLLEGE
NURSING DIVISION
Associate Degree Nursing (ADN)

NURS 216 Transition to Practice **24 Spring**

COURSE INFORMATION
Course Number-Section: 216-01

Credit hours: *2 credit hours, 30 didactic hours*

Course Description:
This course is designed to facilitate the transition to the professional role of the registered nurse. Students will examine the process of licensure, preparation for the NCLEX exam, and the legal/regulatory guidelines laid out in the Kansas Nurse Practice Act. Professional practice issues such as failure to rescue, quality improvement, disaster preparedness, and advanced roles for the registered nurse will also be explored.

Course Outcomes: At the completion of this course the student will:

1. Discuss the scope of legal/ethical accountability for the Registered Nurse as outlined in the Kansas Nurse Practice Act. (PO2)
2. Demonstrate active engagement in preparation for the NCLEX licensure exam. (PO2)
3. Identify quality improvement models and their use in improving unit processes and patient care. (PO5)
4. Describe current data on failure to rescue (FTR), identify factors contributing to failure to rescue and list strategies for prevention. (PO4)
5. Discuss educational options and advanced roles for the Registered Nurse. (PO2)

NURS-205

REQUEST FOR COURSE APPROVAL

All requests for new courses and / or changes must be submitted to the Curriculum and Instruction Committee for approval **AFTER** receiving approval from the appropriate Administrator and Vice-President of Instruction/CAO. Attach a copy of the Master Course Syllabus.

Date of Submission: Oct.2022 **Proposed Course Initiation (Semester/Year):** Fall 2023

Course Title: NURS 201 Maternal Child II **Course #:** NURS ~~XXX~~ -205

Revised Course Title: Advanced Maternal Child

Prerequisite Courses: LPN licensure, C or higher in BIOL 212, CHEM 205/209

Brief description of course (or change) and its purpose:

Change from 1 credit hour to 2 credit hour to allow more peds content, clinical, sim and class.

This course will focus on the management of care for clients with high-risk perinatal conditions, high-risk newborns, the ill child and complex reproductive concepts. Synthesis and application of previously learned concepts will be integrated into the care of patients with critical and or life -threatening conditions.

Check all that apply:

Course Information: ☐ New Course ☑ Cr Hr Change ☑ Title Change ☐ Inactive → Active

Classification: ☑ Academic ☑ Vocational ☐ Remedial / Developmental

Program & CIP Code: Nursing

Credit Hours: 1 **Revised Credit Hours:** 2 **Contact Hours:** _____

Submitted by: Amy Waters (Printed Name) (Title) **Signature:** Amy Waters

Approvals below are required before submission to Curriculum and Instruction Committee.

Patricia C Pfeifer — Dean-Academics *OR* Dean-Technical Education — Date 10/4/22

_____ — Director-Enrollment Management — Date _____

System-Wide Transfer ☐ ***Yes*** / ***No*** ☑ ***KSRN #:*** _____

Mary Malone — Vice President-Instruction/CAO — Date 10/14/22

FOR CURRICULUM AND INSTRUCTIONAL COMMITTEE USE ONLY

☑ Approved ☐ Denied ☐ No Action

☐ Academic ☒ Vocational ☐ Remedial/Developmental

Comments:

Mary Malone — Chairperson-Curriculum & Instruction Committee — Date 10/18/22

Brandy Barrett — Director-Institutional Research/Research Analyst — Date 10/18/22

N/A — Vice President-Inst Effectiveness & Accountability — Date _____

Nancy Hinrichs — Registrar — Date 10/18/22

Revised: 05/10/19

NURS-206

REQUEST FOR COURSE APPROVAL

All requests for new courses and / or changes must be submitted to the Curriculum and Instruction Committee for approval **AFTER** receiving approval from the appropriate Administrator and Vice-President of Instruction/CAO. Attach a copy of the Master Course Syllabus.

Date of Submission: Oct. 2022 **Proposed Course Initiation (Semester/Year):** Fall 2023

Course Title: NURS 212 Leadership **Course #:** NURS ~~XXX~~-206

Revised Course Title: Advanced Leadership

Prerequisite Courses: LPN licensure

Brief description of course (or change) and its purpose:

Beginning RN year with emphasis on clinical legalities, civility, accountability.

Advanced Leadership prepares the student to progress in the professional role of accountability based on appropriate scope of practice. This course focuses on nursing practice issues, legalities, civility, prioritization and delegation related to the role of the professional nurse. Identification of clinical priorities, the use of clinical judgment and collaboration will be used to safe patient and organizational outcomes.

Check all that apply:

Course Information: ☑ New Course ☐ Cr Hr Change ☑ Title Change ☐ Inactive → Active

Classification: ☑ Academic ☑ Vocational ☐ Remedial / Developmental

Program & CIP Code: Nursing

Credit Hours: 1 **Revised Credit Hours:** _____ **Contact Hours:** 15

Submitted by: AMY WATERS (Printed Name) (Title) **Signature:** Amy Waters

Approvals below are required before submission to Curriculum and Instruction Committee.

Patrick C Pfeifer
Dean-Academics *OR* Dean-Technical Education — Date 10/4/22

Director-Enrollment Management — Date _____

System-Wide Transfer ☐ ***Yes / No*** ☐ ***KSRN #:*** _____

Mark Malone
Vice President-Instruction/CAO — Date 10/14/22

FOR CURRICULUM AND INSTRUCTIONAL COMMITTEE USE ONLY

☒ Approved ☐ Denied ☐ No Action

☐ Academic ☒ Vocational ☐ Remedial/Developmental

Comments:

Mark Malone
Chairperson-Curriculum & Instruction Committee — Date 10/18/22

Brenda Barrett
Director-Institutional Research/Research Analyst — Date 10/18/22

N/A
Vice President-Inst Effectiveness & Accountability — Date _____

Nancy Hamm
Registrar — Date 10/18/22

Revised: 05/10/19

NURS-215

REQUEST FOR COURSE APPROVAL

All requests for new courses and / or changes must be submitted to the Curriculum and Instruction Committee for approval **AFTER** receiving approval from the appropriate Administrator and Vice-President of Instruction/CAO. Attach a copy of the Master Course Syllabus.

Date of Submission: Oct 2022 **Proposed Course Initiation (Semester/Year):** Spring 2024

Course Title: NURS 203 Mental Health II **Course #:** NURS ~~xxx~~ - 215

Revised Course Title: Advanced Mental Health

Prerequisite Courses: NURS 200, 2xx, 202, 204, 2xx

Brief description of course (or change) and its purpose:

change from fall to spring with title change; update course # for stats purposes

This course builds on previous foundational mental health knowledge and focuses on the role of the professional nurse in providing care to patients with complex mental health conditions. The nursing process will be utilized to formulate clinical judgments that promote and restore mental health. Emphasis will be placed on therapeutic communication and utilization of evidence- based guidelines and integration of data obtained from patient care technologies/information management systems. Theoretical knowledge related to acute and chronic mental health conditions is utilized to develop teaching plans for patients, families and the community that promote wellness, reduce risk and minimize complications.

Check all that apply:

Course Information: ☐ New Course ☐ Cr Hr Change ☑ Title Change ☐ Inactive → Active

Classification: ☑ Academic ☑ Vocational ☐ Remedial / Developmental

Program & CIP Code: Nursing

Credit Hours: 1 **Revised Credit Hours:** 1 **Contact Hours:** 15

Submitted by: TRACY LAMB (Printed Name) (Title) **Signature:** Tracy Lamb

Approvals below are required before submission to Curriculum and Instruction Committee.

Patrick C Pfirrman — Dean-Academics ***OR*** Dean-Technical Education — Date 10/4/22

Director-Enrollment Management — Date

System-Wide Transfer ☐ ***Yes*** / ☒ ***No*** ***KSRN #:***

Mark Malone — Vice President-Instruction/CAO — Date 10/14/22

FOR CURRICULUM AND INSTRUCTIONAL COMMITTEE USE ONLY

☑ Approved ☐ Denied ☐ No Action

☐ Academic ☒ Vocational ☐ Remedial/Developmental

Comments:

Mark Malone — Chairperson-Curriculum & Instruction Committee — Date 10/18/22

Brenda Bartlett — Director-Institutional Research/Research Analyst — Date 10/18/22

N/A — Vice President-Inst Effectiveness & Accountability — Date

Nancy Stanwick — Registrar — Date 10/18/22

Revised: 05/10/19

NURS-216

REQUEST FOR COURSE APPROVAL

All requests for new courses and / or changes must be submitted to the Curriculum and Instruction Committee for approval **AFTER** receiving approval from the appropriate Administrator and Vice-President of Instruction/CAO. Attach a copy of the Master Course Syllabus.

Date of Submission: Oct 2022 **Proposed Course Initiation (Semester/Year):** Spring 2024

Course Title: _____ **Course #:** NURS ~~XXX~~ -216

Revised Course Title: Transition to Professional Practice

Prerequisite Courses: NURS 200, 2xx, 202, 204, 2xx

Brief description of course (or change) and its purpose:

This course is designed to facilitate the transition to the professional role of the registered nurse. Students will examine the process of licensure, preparation for the NCLEX exam, and the legal/regulatory guidelines laid out in the Kansas Nurse Practice Act. Professional practice issues such as failure to rescue, quality improvement, disaster preparedness, and advanced roles for the registered nurse will also be explored.

Check all that apply:

Course Information: ☑ New Course ☐ Cr Hr Change ☐ Title Change ☐ Inactive → Active

Classification: ☑ Academic ☑ Vocational ☐ Remedial / Developmental

Program & CIP Code: Nursing

Credit Hours: _____ **Revised Credit Hours:** 2 **Contact Hours:** 30

Submitted by: LARRY JENKINS (Printed Name) (Title) **Signature:** Larry Jenkins

Approvals below are required before submission to Curriculum and Instruction Committee.

Patrick C Rhea — Dean-Academics *OR* Dean-Technical Education — Date 10/4/22

_____ — Director-Enrollment Management — Date _____

System-Wide Transfer ☐ *Yes* / *No* ☒ ***KSRN #:*** _____

Mark Malone — Vice President-Instruction/CAO — Date 10/14/22

FOR CURRICULUM AND INSTRUCTIONAL COMMITTEE USE ONLY

☒ Approved ☐ Denied ☐ No Action

☐ Academic ☒ Vocational ☐ Remedial/Developmental

Comments:

Mark Malone — Chairperson-Curriculum & Instruction Committee — Date 10/18/22

Brenda Barnes — Director-Institutional Research/Research Analyst — Date 10/18/22

N/A — Vice President-Inst Effectiveness & Accountability — Date _____

Nancy Jenkins — Registrar — Date 10/18/22

Revised: 05/10/19

Curriculum and Instruction Committee
Meeting Agenda
October 18, 2022

Attendance

Voting Members:

A quorum requires ½ of voting members +1 voting member.

Present	*Absent*
Helen Weeks	Devin Wackerla
Nicole Dick	Bret Haire
Amy Waters	
Nancy Unruh	

Guests:

Jodie Tewell
Samantha Sanger (virtual)
Marc Malone - Chair
Yuriy Drubinskiy
Ben Gershon
Ron Carlson
Patsy Zeller
Tracy Lamb

Approval of Minutes - Motion to approve by Nicole, Second by Amy. Approved unanimously.

I. **Old Business: Discussion Topics**

a. New Program: Robotics – Yuriy Drubinskiy

i. Program is a blend of industry and college needs.
ii. Includes adding new classes and updating current classes.
iii. Students will have experience with coding, robotics, and design.
iv. 36-hour Cert B options and 65-hour AAS option. Future plans to develop transfer AS option as well.
v. Sam will work with Yuriy to set up curriculum map based on presented PLOs.
vi. For new courses..
    1. SLOs should be reworked to use a word other than understand.
    2. ROBT possible prefix for new courses. Numbers will be decided soon. Nancy will work with Yuriy to get these established.
    3. Syllabi include old Essential Skills wording not new General Education wording. Sam will work with Yuriy to get those fixed.
vii. Program to start Fall 2023. Aligns with Title III grant.
viii. Amy moves to approve program and courses with updates noted. Second by Helen. Motion passed unanimously.
    1. Next step, GCCC Board of Trustees in November. Then to KBOR after internal approval.

b. Program Approval—Computer Support Specialist Certificate B and AAS – Ron Carlson
    i. GCCC already has a Cert A in Computer Support Specialist (CSS). This program is an extension of what we already provide.
    ii. This is a KBOR aligned program
    iii. One course being reactivated to complete the program plan.
    iv. Program to start Fall 2023. Aligns with Title III grant.
    v. Nicole moves to approve program and courses with updates noted. Second by Amy. Motion passed unanimously.
        1. Future may add a Cert C.
        2. Next step, GCCC Board of Trustees in November. Then to KBOR after internal approval.

c. Course Reactivation—CSCI-152 Computer Networks – Ron Carlson
    i. Syllabi submitted has wrong title, Ron is already aware and will fix. Title should be Computer Networks (not Networking Essentials).
    ii. New SLOs presented in syllabi from last used.
    iii. See section I.b.v. above for motion and approval (with program).

d. Nursing Curriculum Changes – Amy Waters
    i. Working with an education expert to revise program and location points where students are having a difficult time with the program.
    ii. Recall, health, and wellness requirements for nursing students is waived. This frees up hours for students to take more Nursing-specific courses.
    iii. Interpersonal Communications prerequisite removal presented for some of courses.
    iv. These changes will lead to PLO changes.
        1. Lowering the number of PLOs from 14 to 6.
        2. Paper copy provided during meeting.
    v. NURS 212 Leadership (title change)
        1. Presented syllabus has incorrect name in header. Should be Advanced Leadership.
    vi. NURS 201 Maternal Child II (title change)
        1. Has been a low scoring area, giving more focus to this topic.
        2. Moving from one (1) to two (2) hours.
    vii. NURS ___ Transition to Professional Practice (new course)
        1. To help prepare students for testing.
    viii. NURS 203 Mental Health II (title change)

ix. Plan is to start Fall 2023.
    1. Curriculum maps and catalog will change then.
    2. More than 25% of the program will be changed, therefore will need to report to KBOR.
x. After C&I approval, would move on to KSBN in December. Course numbers needed before submission to KSBN. Discussion on maybe changing course numbers.
xi. Nursing syllabi all appear to be missing the General Education Outcomes section.
xii. Motion to approve title changes, credit hour change, new course (NURS 212, 201, _____, 203), presentation of remaining course changes seen in bullet below by Nicole. Second by Nancy. Item approved unanimously.
xiii. Return to C&I for future notification of remaining changes: Prerequisite changes for program (IPC), PLOs, and course semester sequence.
    1. C&I may need to update forms to allow for more flexibility on changes for programs.

e. New Course Request: College Algebra Companion – Ben Gershon
    i. The goal of the companion class is to help students with additional review and practice of needed concepts for success in College Algebra.
    ii. Corequisite reform. Hopefully remove the need for as many remedial classes in the future.
    iii. Request for 1 credit hour class for students with 2 hours load for instructors.
        1. Code class as a lab class to comply with credit hour compliance.
    iv. Motion by Nancy to approve adding a new class with lab amendment above. Second by Helen. Approved unanimously.

f. MATH 108-College Algebra prerequisite change – Nicole Dick
    i. May not be able to change prerequisites at section level. Might override requirements for Spring 23 pilot.
    ii. Motion by Nancy to table item for further research. Second by Helen. Approved unanimously with vote above I.g.iv.

II. Tabled Business – until next C&I Meeting – November 2022

a. Tabled to next meeting. Syllabus Master Template Updates (Vote Required)
    i. Delivery Modes Section
    ii. Academic Dishonesty and Appeal
    iii.

b. Tabled to next meeting. PHSC 110: Introduction to Meteorology: Approved for reactivation in May 2022, not in catalog. Add to and to general education distribution list in AS, AGS, AAS degree
    i. *Does this course transfer as a general education course to at least two Regent institutions in Kansas?*
c. Tabled to next meeting. Policy Review: Academic Ethics Policy Revision and Statement for Student Handbook-Veronica Goosey
d. Tabled to next meeting. Policy Review: Course Cancellation Policy-Veronica Goosey

Motion to adjoin. 1:14pm.

Students	Aug 31 & Sept 1	Sept 7 & 8	Sept 14 & 15	Sept 21 & 22	Sept 28 & 29	Oct 5 & 6	Oct 12 & 13
	2S- E (LJ)	2S (TL)	MC (SW 9/15)	Genesis/457	OP/BHS	2S-E(LJ)	2S (LJ)
	2S- E (LJ)	2S (TL)	2S-E (LJ)	OP/FCHD	457/Genesis	2S (TL)	MC (SW)
	2S-E (LJ)	MC (SW 9/8)	2S- E(LJ)	2S-E (LJ)	FCHD/Pre-op	Genesis/457	2S (LJ)
	OP/BHS	2S (TL)	Genesis/457	2S-E (LJ)	2S (TL)	2S-E(LJ)	MC (SW)
	2S-E (LJ)	MC (SW 9/8)	2S- E(LJ)	Pre-op/FCHD	2S (TL)	2S (TL)	Genesis/457
	2S-E (LJ)	2S (TL)	MC (SW 9/15)	Pre-op/BHS	2S (TL)	2S- E(LJ)	457/Genesis
	Pre-op/FCHD	2S (TL)	2S- E(LJ)	MC (AW)	457/Genesis	2S- E	2S (LJ)
	2S-E (LJ)	2S (TL)	2S (TL)	2S-E (LJ)	MC (AW)	457/Genesis	OP/BHS
	BHS/OP	457/Genesis	2S (TL)	2S-E (LJ)	2S- E(LJ)	MC (AW)	2S (LJ)
	2S-E (LJ)	2S (TL)	Genesis/457	BHS/OP	2S- E(LJ)	2S (TL)	MC (SW)
	Genesis/457	2S (TL)	2S-E (LJ)	MC (AW)	2S- E(LJ)	2S (TL)	BHS/Pre-op
	2S (TL)	2S- E (LJ)	MC (SW 9/15)	2S-E (LJ)	2S (TL)	BHS/Pre-op	457/Genesis
	2S (TL)	2S-E (LJ)	2S (TL)	MC (AW)	FCHD/Pre-op	2S- E(LJ)	MC (AW)
	MC (AW)	Pre-op/FCHD	2S (TL)	Genesis/457	2S- E(LJ)	2S- E(LJ)	WC
	MC (AW)	457/Genesis	2S (TL)	2S (TL)	2S-E (LJ)	OP/FCHD	BHS/Pre-op
	Genesis/457	2S-E	2S (TL)	2S- E (LJ)	2S (TL)	BHS/OP	MC (AW)
	2S (TL)	Genesis/457	Pre-op/FCHD	2S (TL)	2S-E(LJ)	2S- E(LJ)	OP/BHS
	2S (TL)	FCHD/OP(LJ)	457/Genesis	2S (TL)	MC (AW)	2S- E(LJ)	WC
	457/Genesis	2S-E (LJ)	2S (TL)	2S (TL)	MC (AW)	2S (TL)	2S (TL)
	2S (TL)	2S-E (LJ)	MC (SW 9/15)	2S (TL)	2S-E(LJ)	457/Genesis	2S (TL)
	Pre-op/BHS	Genesis/457	2S-E (LJ)	2S (TL)	2S (TL)	MC (AW)	2S (TL)
	2S (TL)	OP/BHS	2S-E (LJ)	457/Genesis	2S-E(LJ)	2S (TL)	2S (TL)
	2S (TL)	2S- E (LJ)	FCHD/OP	2S (TL)	2S (TL)	MC (AW)	2S (TL)
	2S (TL)	2S- E (LJ)	OP/FCHD	2S- E (LJ)	457/Genesis	MC (AW)	2S (TL)
	MC (AW)	2S- E (LJ)	BHS/Pre-op	2S- E (LJ)	2S (TL)	2S (TL)	2S (TL)
	2S-E (LJ)	MC (SW 9/8)	2S-E (LJ)	2S (TL)	Pre-op/FCHD	Genesis/457	OP/BHS

Tracy Lamb 620-640-0478
Larry Jenkins 620-290-2711
Amy Waters 620-770-0479

Oct 19 & 20	Nov 2 & 3 Make-ups	9-Nov	SIM
MC (AW)		exploration	Dates TBD
WC			GU
WC			Immune
BHS/Pre-op			GI
OP/BHS			Heme
MC (AW)			MNB
2S (TL)			Peds
2S (TL)			
2S (TL)			
2S (TL)			
2S (TL)			
2S (TL)			
457/Genesis			
2S (LJ)			
2S (LJ)			
MC (SW)			
MC (SW)			
2S (LJ)			
OP/BHS			
BHS/Pre-op			
2S (LJ)			
MC (SW)			
457/Genesis			
2S (LJ)			
457/Genesis			
2S (LJ)			

RECEIVED
By KSBN Education Department at 11:16 am, Nov 15, 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: 11-15-22

Name of Program: Washburn Institute of Technology Practical Nursing

Program Administrator including credentials: Pamela 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: We request to change didactic courses PNS 212, PNS 242, and PNS 245 from in-person only 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 three of our didactic courses have the option of being taught hybrid rather than solely in an in-person delivery modality. Some content would be delivered online and some would continue in the in-person modality. All lab content would continue to be offered in-person. No clinical hours are included in the courses we are requesting for hybrid. Any clinical components are offered as a separate course. We would continue to offer exams as in-person proctored exams.

These courses include:

Course Number	Course Name	Credit Hours
PNS 212	KSPN Nursing Care of Adults II	5
PNS 242	KSPN Leadership, Roles and Issues	2
PNS 245	KSPN NCLEX- PN	1

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.

GALEN
COLLEGE OF NURSING

Application for Initial Approval of a Nursing Program

Galen College of Nursing – Wichita, KS Campus
Baccalaureate Degree in Nursing Program

Submitted to the Kansas State Board of Nursing
August 26, 2022

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KSBON Checklist

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Shipped via UPS.	Application for approval – schools and programs of nursing is $1,000.00
5	Name of controlling institution
5	Name and title of administrator of controlling institution
8	Description of legal body responsible for general policy and provides financial support of nursing education program
5	Name, title, and credentials of the administrator of the nursing education program
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11	Course of study
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32	Proposed date of initial admissions of students to the program
34	Number of admissions each year and number of students per admission
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32-34; 130	Number, qualifications, and assignment of faculty members.

Introduction

Galen College of Nursing (Galen) plans to open a new 25,000 square foot, branch campus in Wichita, Kansas. The Wichita Campus will be located at 551 N. Hillside Street, Wichita, Kansas 67214 (Appendix A) and will offer the following programs using a combination of traditional classroom, asynchronous online, and synchronous virtual instruction to deliver didactic nursing content; hands-on instruction in the clinical learning laboratory to teach and assess nursing skills content, and the use of simulation and clinical instruction in the healthcare setting to provide clinical practice experiences:

Associate Degree in Nursing (ADN) Program, Two-year Option (Two-year Option)
Associate Degree in Nursing (ADN) Program, LPN/LVN to ADN Bridge Option (Bridge Option)
Baccalaureate Degree in Nursing (BSN), Prelicensure Program Option

This *Documentation of Intent* is submitted in support of our request to offer the Baccalaureate Degree in Nursing (BSN) Program. A copy of the curriculum plan can be found in (Appendix B).

The Wichita Campus is intended to be a branch campus under the direction and supervision of the Main Campus in Louisville, KY. Galen's Main Campus supervises branch campuses and off-campus instructional sites located in located in Cincinnati, OH; San Antonio, TX; Gainesville, FL; Tampa Bay, FL; Miami, FL; Myrtle Beach, SC; Nashville, TN; Asheville, NC; Richmond, VA; Austin, TX; and Sarasota, FL (Table 2a). Consistent with the College's organizational structure, the Wichita Campus will be similarly structured, supervised, and evaluated.

The BSN program that will be offered at the Wichita Campus is currently offered at other Galen campuses, has an existing faculty-developed, common curriculum, and is programmatically accredited at these locations. There are no differences in admissions criteria or graduation requirements for students enrolled at this new campus. All students attending Galen's Wichita Campus will be subject to the same policies as those at the Main Campus in Louisville, KY and branch campuses.

College History

Galen was established by Humana Health Institutes, Inc. (Humana) in 1989 with a sole focus on nursing education. At this time, Humana was positioned as one of the largest insurance providers and healthcare systems in the country and developed a practical/vocational nursing (PN/VN) program in response to a severe national nursing shortage. Initially offered in Louisville, Kentucky; San Antonio, Texas; and Tampa Bay, Florida, these programs continue to address the healthcare needs of the communities they serve and are exemplars of excellence in nursing education.

Galen officially became Galen College of Nursing in 2005, with the establishment of a prelicensure associate degree nursing (ADN) program at the Florida and Kentucky campuses. As part of Galen's evolution as a college came the decision to establish its first independent Board of Directors in 2006. In 2007, Galen established its first new campus in 17 years in Cincinnati, Ohio. The College received initial accreditation with SACSCOC in 2013 and became a Level II institution upon offering a baccalaureate degree in nursing in 2014. In 2016, Galen responded to a severe nursing shortage in rural Appalachia by offering the ADN program in Hazard, KY. In 2019, Galen became a Level III institution upon offering a master's degree in nursing. In 2020, HCA Healthcare, Inc., the nation's largest healthcare provider, acquired a majority ownership stake in the College's parent company in order to partner with the College in meeting its mission of expanding access to nursing education for diverse learners across the country. In 2021, Galen opened new campus locations in Miami, Florida; Austin, Texas; Nashville, Tennessee; and Myrtle Beach, South Carolina. In 2022, Galen opened new campus locations in Gainesville and Sarasota, Florida and Richmond, Virginia.

Galen has over 30 years of experience in delivering nursing education, and since 1989 has graduated over 31,000 nurses. Galen is one of the nation's largest educators of practical and registered nurses, a success we attribute in part to our committed, caring faculty and small class sizes, diverse clinical and field/preceptorship experiences, as well as our expertise in delivering quality on-ground and online nursing education programs.

With a sole-focus on nursing education, combined with our commitment and experience in delivering quality on-ground and online nursing education programs, Galen is well-positioned to offer a BSN program at our newest location in Wichita, KS in January 2023.

College Overview

Table 1: Main Campus (Controlling Institution) Profile

Legal Name and Address of Controlling Institution	Galen Health Institutes, Inc dba Galen College of Nursing 3050 Terra Crossing Boulevard Louisville, Kentucky 40245
Name and Title of Administrator of Controlling Institution	Mark A. Vogt, BS Chief Executive Officer
Name, Title, and Credentials of the Administrator of the Nursing Education Program	Audria Denker, DNP, RN, FAADN Executive Vice President of Nursing Interim Dean, Wichita Campus
Type of Institution	Private; Single-purpose; For-profit
Regional Accreditor	Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) (Appendix C)

Program Overview

As outlined by KS 65-1119, Galen is prepared to carry out the professional curriculum as prescribed in the rules and regulations of the board. Following approval, the College will maintain the standards and curriculum of the program (KAR 60-1-102).

Table 2: Program Information

Date Program Established	Galen's BSN program was developed by the faculty who leveraged their collective knowledge and expertise to create an engaging curriculum that aligns with professional nursing standards and guidelines. This program is programmatically accredited and has continuously demonstrated students' achievement of program student learning outcomes and program outcomes. The following table outlines the first cohort in which the College offered the BSN program at our existing locations.
Degree Conferred	The Wichita Campus will confer a Bachelor of Science in Nursing (BS) degree to students who successfully complete the BSN program. The BSN program is designed to prepare graduates to take the NCLEX-RN®. Students admitted into the BSN program are not required to complete any pre-requisite courses since all courses are included in the curriculum plans.

Table 2a: BSN Program Initial Offerings

Campus	Campus Type	First BSN Program Offering
Louisville, KY	Main	2017
San Antonio, TX	Branch	2017
Tampa Bay, FL	Branch	2018
Cincinnati, OH	Branch	2019
Miami, FL	Branch	2021
Austin, TX	Off-campus Instructional Site for San Antonio	2021
Nashville, TN	Branch	2022
Myrtle Beach, SC	Branch	2022
Sarasota, FL	Off-campus Instructional Site for Tampa Bay	2022
Gainesville, FL	Branch	2022
Asheville, NC	Branch	2022

Table 3: Program of Study

	BSN Program
Program of Study:	Full-time
Frequency of Admission:	Quarterly
Type of Academic Term:	Quarter
Number of Weeks in an Academic Term:	12
Total Number of Academic Terms:	12
Total Credit Hours Required:	160 Quarter Credit Hours
Total Nursing Credit Hours Required:	92 Quarter Credit Hours
Total Nursing Theory Credit Hours Required:	60 Quarter Credit Hours
Total Nursing Laboratory Credit Hours Required:	13 Quarter Credit Hours
Total Nursing Clinical Hours Required:	19 Quarter Credit Hours

Requirements for Initial Approval – Requirements of Approved Nursing Programs

60-2-101(a)(1)

Each institution wanting to offer a nursing program shall be a legally constituted body. The controlling body shall be responsible for general policy and shall provide for the financial support of the nursing program.

Program Response:

Galen Health Institutes, Inc., dba Galen College of Nursing (Galen) is institutionally accredited by SACSCOC as a Level III institution, offering associate, baccalaureate, and master's degrees (Appendix D). Galen is authorized by the Secretary of State to conduct business in Kansas (Appendix x) and is exempt from the Kansas Board of Regents given oversight of the Kansas Board of Nursing for all nursing education programs (Appendix X).

As outlined in Galen's Articles of Incorporation, the business and its affairs are managed or under the direction of the Board of Directors. Galen's Board of Directors consists of seven members who each bring valuable skills and who have impressive backgrounds in nursing, business, and higher education.

The Bylaws of the College (Section 3.18) clearly state the Board's responsibilities and powers, which include:

- Determining and reviewing Galen's mission;
- Serving as the active policy-making body for Galen;
- Enforcing the Board's conflict of interest policy;
- Selecting and evaluating the Chief Executive Officer;
- Overseeing and reviewing Galen's educational programs;
- Ensuring adequate financial resources to deliver a sound and quality educational program;
- Approving Galen's annual operating budget and its annual capital budget and business plan;
- Meeting and maintaining accreditation and regulatory requirements;
- Strategic planning; and
- All other activities necessary to maintain Galen and execute its responsibilities.

A profile for each independent member of the board can be found in Appendix G.

60-2-101(a)(2)

A nursing program administrator shall have oversight of the nursing program.

Program Response:

The Dean of the Wichita Campus will serve as the program administrator of the BSN program. As program administrator, the Dean will have oversight of the BSN program.

Appointment of Dean

Galen has appointed an interim Dean for the for the Wichita Campus, Audria Denker, DNP, RN, FAADN. Evidence of Dr. Denker's qualifications and licensure information can be found in her CV (Appendix H). Once the Wichita Campus has received approval from the Kansas Board of Nursing, a permanent Dean will be hired.

Dr. Denker holds a DNP from Bellarmine University, which is an accredited Nursing Education Program by the Commission on Collegiate Nursing Education (CCNE). Dr. Denker gained extensive clinical-practice knowledge and healthcare-management experience during 14 years as a pediatric-oncology nurse manager at Norton Children's Hospital, a part of Norton Healthcare, in Louisville, Kentucky, and an additional two years' human resources experience as Nurse retention manager for the Norton system. Additionally, Dr. Denker has over 10 years of nursing education teaching experience at the ADN Program level or higher.

Program Administrator Involvement in Governance Activities

As outlined in the Dean Position Description (Appendix I) and further supported by the Program Administrator Position Description Addendum (Appendix J), the Dean maintains the authority and responsibility for:

- Administration:
  - Assumes responsibility for the oversight of programmatic accreditation; is vested with the administrative authority to accomplish the program's mission, goals, and expected program outcomes; and provides effective supervision and leadership for the academic nursing unit to achieve its mission, goals, and expected program outcomes.
  - Ensures that faculty are academically prepared for the areas in which they teach, maintain expertise in their areas of responsibility, and that their performance reflects scholarship and evidence-based teaching and clinical practices. Ensures that faculty (full- and part-time) are oriented and mentored in their areas of responsibility.
  - Maintain a current faculty roster.
  - Responsible for submission of the Certified List of Graduates upon student completion of all requirements for a degree, diploma, or certificate, regardless of the state in which the graduate intends to seek licensure.
  - Maintains relationship with clinical agencies. Ensures all clinical agencies/sites have a current affiliation agreement on file, along with any required documentation as required by regulatory agencies.
  - Participates in governance activities; facilitates faculty and student representatives in their participation in governance activities.
  - Maintains authority and shared responsibility with the Dean or designee for the development and administration of the nursing program.
  - Directs, leads, and supervises all academic aspects of the campus.
  - Ensures that the number, utilization, and credentials of staff and non-nurse faculty are sufficient to achieve the program goals and outcomes.
  - Provides leadership to ensure that fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes.
  - Provides leadership to ensure that fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.
  - Conducts Professional Advisory Committee (PAC) Meetings according to the committee description outlined in the Faculty Handbook. Facilitates active participation from the committee members (students, graduates, professional nurses, mid-level and senior level nursing administrators.
- Planning:
  - Participates in the development of policies for nursing students, ensuring that they are congruent with the College, publicly accessible, and non-discriminatory.
  - Ensures that practice learning environments support the achievement of student learning outcomes and program outcomes.
  - To facilitate the development of long-range goals and objectives for the nursing program.
  - Participates in the preparation of program budget through recommendations and input. Administers program budget consistent with established policies of the College.
  - Creates and is accountable for the strategic direction and vision for the delivery of quality, responsive curriculum and programs.
  - Provides leadership to ensure that aggregated and trended evaluation findings are used to inform decision making for the maintenance and improvement of the student learning outcomes and program outcomes; shares these findings with communities of interest.
  - Ensures the availability of resources required for faculty (full and part-time) to maintain expertise in their areas of responsibility.
- Implementation:
  - Facilitates faculty in the development and implementation of program, curriculum, and systematic plan of evaluation.
  - Hires and evaluates qualified faculty. Recommends faculty for appointment, promotion, and retention.
  - Oversee the admission, academic progression, and graduation of students.
  - Ensures the implementation of policies and procedure that allows program complaints and grievances to receive due process and include evidence of resolution; implements strategies for continuous improvement based on the evaluation of complaints and grievances.
  - Ensures that orientation to technology is provided and technological support is available to students.
  - Ensures the availability of adequate resources to provide student services that are commensurate with the needs of students, including those receiving instruction using alternative methods of delivery.

- Facilitates the implementation of recommendations made by communities of interest regarding program processes and decision making.
- Provides leadership to ensure that the systematic plan for evaluation is implemented.
- Engages with members of the healthcare community to gain insight about emerging nursing education and workforce needs.
- Engages with community and nursing leaders to build collaborative relationships that help expand Galen's nursing programs.

- Evaluation:
  - Ensures that aggregated and trended evaluation findings are used to inform decision making for the maintenance and improvement of the student learning outcomes and program outcomes; shares these findings with communities of interest.
  - Oversees the systematic assessment of faculty (full- and part-time) performance; develops a plan with the faculty when areas for improvement are identified.
  - Creates and submits reports and documentation to appropriate regulatory agencies, accrediting bodies, and State Boards of Nursing.
  - Develops, maintains, and monitors fiscal resources and secures funding to support educational initiatives.
  - Provides leadership to ensure that the curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency; ensures that accreditation standards and criteria are used as they relate to curriculum.
  - Provides leadership to ensure that learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the student learning outcomes.

The Dean will be supported in their work by qualified individuals who fill specialized positions as presented in Table 4.

Table 4: Campus and College-wide Coordination and Support

Campus-level Coordination Support	
Audria Denker, DNP, RN, FAADN Once the Campus has received approval from the Board of Nursing, a permanent Dean will be hired.	Dean
To be hired: April 2023	Clinical Learning Laboratory Coordinator
To be hired: April 2023	Clinical Education Coordinator
College-wide Coordination Support	
Steve Hyndman, EdD	Executive Vice President and Provost
Audria Denker, DNP, RN, FAADN	Executive Vice President of Nursing
Tracy Ortelli, PhD, RN, CNE, ANEF, FAAN	Executive Vice President of Teaching and Learning Innovation
Tara Dailey, DNP, RN	Associate Vice President and Executive Dean
Steven Carniol, MA	Associate Vice President of Instructional Support and Student Experience
Erin Lentz, PhD	Associate Vice President, Learning and Professional Development
Lisa Hawthorne, PhD, RN, PHN, CNE	Regional Dean
Lisa Peak, DNP, RN, CNE	Regional Dean
Jennifer Holbrook Green, MBA	Senior Director of Accreditation, Compliance, and Regulatory Affairs
Dara Lanman, MSN, RN, CNE	Senior Director, Curriculum, and Instruction
Mollie Nordgren, PhD, RN, CNE	Senior Director of Prelicensure Program Quality
Janeen Berndt, DNP, CNE, CHSE	National Director of Clinical Innovation and Integration
Hope Jones, MSN, RN, CHSE	Regional Director of Clinical Learning Laboratories
Kimberly Scalise, DNP, MSN, RN, CHSE, CNE	Regional Director of Clinical Learning Laboratories
Robert Doran, MA	Director for Learning Media
Jennifer Meredith, EdD	Director of Program Quality
Karla Moore, PhD	Director of Institutional Effectiveness
Laura White, MS	Director of Student Experience
Mary Duffey-Sander, MBA, RN, PHR	College Director of Healthcare Initiatives
April Minster, EdD, MSN, MPH, RN	Associate Director, Curriculum, and Instruction
Mary Alice Tolbert, MSN, RN, CNE, OCN	Associate Director, Curriculum, and Instruction

Cassie Koester, DNP, MPH, RN	Associate Director, Curriculum, and Instruction
Megan Bracewell, M.Ed.	Associate Director of Instructional Design
Allene Frederick, MA	Instructional Technology Support Manager
Addalena Virtus, MS	Manager of Student Success
Claire Child, BA	Lead Academic Progress Coach
Deb Long, MSN, RN	Clinical Learning Lab Operations Manager
Jennifer Stewart, PhD	Dean, Arts & Sciences
Lacey Bass, DNP, MSN, RN, CNE	Faculty Resource Specialist
Katie Bradshaw, MSN, RN	Faculty Resource Specialist
Trina Campos, MSN, RN, CNE	Faculty Resource Specialist
Nicola Contreras, DNP, CHSE-A	Faculty Resource Specialist
Benita Smith, DNP, RN, CNE	Faculty Resource Specialist
Jennifer Lee, MS, BS	Faculty Development Coordinator
Megan McInnis, M.A.	Faculty Development Coordinator
Kristina McKinney, MSN, RN, CNE	Lead Test Development Specialist
Ashley Davis-Anthony, MS	Test Development Specialist
Scott Durling, MSN, RN	Test Development Specialist
Diane Friend, MSN, RN, CDONA/LTC	Test Development Specialist
Susan Griffitts, MSN, RN, FCD	Test Development Specialist
Kristin Singer, MSN, RN	Test Development Specialist
Khataza (Jessie) Wheatley, DHSc, MSN, RN	Test Development Specialist
Ismail Dilek, PhD	Psychometrician
Jamie Chaires, Ed.S.	Instructional Designer
Amy Kennedy, MS	Instructional Designer
Ashley Landry, M.Ed.	Instructional Technology Support Specialist
Chelsy Crews, MS	Instructional Technology Support Specialist
Ashley Delgado, BS	Instructional Technology Support Specialist
Denise Ruggio, MA	Senior Multimedia Specialist
Mason Gray, BFA	Multimedia Specialist
Karin Ching, MFA	Multimedia Specialist
Jessika Raisor, BFA	Multimedia Specialist

60-2-101(a)(3)

The nursing 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.

Program Response:

Galen's Main Campus (governing body) is located at 3050 Terra Crossing Boulevard, Louisville, Kentucky 40245. Galen is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees (Appendix C). SACSCOC is an agency that is approved by the United States Department of Education.

60-2-101(b)(1)

The course of study and credential to be conferred.

Program Response:

The Wichita Campus will confer a bachelor of science degree in nursing to students who successfully complete the BSN program. The BSN program is designed to prepare graduates to take the NCLEX-RN®. Students admitted into the BSN program are not required to complete any pre-requisite courses since all courses are included in the curriculum plans.

60-2-101(b)(2)

The name and title of the administrator of the nursing program.

Program Response:

Galen has appointed an interim Dean for the for the Wichita Campus, Audria Denker, DNP, RN, FAADN, who serves as the Executive Vice President of Nursing for the College. Evidence of Dr. Denker's qualifications, which are further outlined in Section 60-2-101(a)(2), can be found in her CV (Appendix H). Once the Wichita Campus has received approval from the Kansas Board of Nursing, a permanent Dean will be hired.

60-2-101(b)(3-4)

The name of the controlling body, and name and title of the administrator of the controlling body.

Program Response:

The controlling body of the college is Galen Health Institutes, Inc. dba Galen College of Nursing. Mark A. Vogt, BS has served as the Chief Executive Officer for Galen since 2004.

60-2-101(b)(5)

All sources of financial support.

Program Response:

Galen's campus operations are funded by tuition and fees. The College does not depend on federal or state appropriations (beyond Title IV Federal Student Aid programs), endowments, or contributions to fund its operations, thus avoiding fluctuations in these sources. Student enrollment at each Galen campus, combined with Galen's sound financial practices, has yielded positive, stable, and sufficient financial resources across the College. Fiscal equity among all of Galen's campuses is achieved by allocating resources based on student enrollments, which are sufficient to ensure the achievement of the program outcomes. As a result of establishing the budget based on student enrollments, the financial resources are commensurate with the resources of the governing organization (controlling body). In addition, the financial stability and health of the College makes it feasible to readily lend financial support to each Campus, on an as-needed basis.

The table below provides the revenue, net income, and earnings before interest, taxes, and depreciation (EBITDA) for the last three-year period, reflective of all student enrollments.

Table 5: Demonstrated Financial Stability 2018-2021

	2018 Actual	2019 Actual	2020 Actual	2021 Actual
Revenue	$86 million	$101 million	$124 million	$132 million

Financial Support

Galen has a consistent and sound financial base and a demonstrated history of stability to support the mission of the Institution and the scope of its programs and services. The College is well positioned financially as evidenced by its strong capital resources, a healthy amount of cash reserves, and short-term investments. The financial resources and budget are sufficient to ensure the achievement of the mission, program goals, and expected end-of-program student learning outcomes and program outcomes. The funding for the development, implementation and evaluation of this program and campus comes from Galen's operating budget.

Additionally, the stability of the institution's past, current, and future financial health is supported by many factors, including: key fiscal policy tenets; strong financial leadership; an independent audit; effective internal control measures; comprehensive budgeting and planning; and thorough financial reporting processes. These internal and external factors form our effective use of resources to fulfill the Galen mission and the scope of programs and services. Galen's positive financial operating results, strong balance sheet, expense management, limited debt, and ample equity base exemplify Galen's sound fiscal policies, which provide for financial stability to support Galen's mission and the scope of its programs and services.

The annual budgeting process begins in August and is completed prior to the beginning of the fiscal year on January 1. Faculty, staff, and campus leadership work closely together in providing input and prioritizing the allocation of resources to support Galen's mission.

The annual budget is prepared by management after collecting and analyzing all of the input gathered from faculty, staff, and College leaders, and submitted to the Board of Directors for final approval. In the middle of the following year, the College reviews actual year-to-date results and determines which assumptions used in the original budget need to be updated due to changing conditions. These assumption changes are discussed with executive leadership and the nursing program administrators for the campus. Based on the results of these discussions, a financial reforecast is prepared for the remainder of the year and is distributed and communicated with the Board of Directors, executive leaders, and the faculty and staff through town hall meetings. This process helps to better predict actual financial outcomes to ensure stability and appropriate resource allocation due to changing economic conditions until the next budget cycle begins. After the financial statements are closed, monthly conference calls occur with program leadership to discuss actual financial results as compared to budget, and to discuss budget variances. These calls facilitate greater understanding and active participation by program leadership in planning and discussing the budget with the faculty, which in turn contributes to responsible fiscal stewardship.

Galen's financial health is sound due to many factors: key fiscal policy tenets; strong financial leadership; an independent audit, effective internal control measures; comprehensive budgeting and planning; and thorough financial reporting processes. Galen's sole focus on nursing education, which prepares graduates to fill healthcare roles that are in great demand, and lack of dependence on state appropriation are factors that greatly contribute to the College's financial stability. The combination of these internal and external factors enables Galen to have a strong financial base and the ability to support the mission and scope of programs and services.

Galen's source of funding is based solely on tuition and fees and the College is well positioned financially as evidenced by its strong capital resources, a healthy amount of cash reserves, and short-term investments. The financial resources and budget are sufficient to ensure the achievement of the mission, program goals, and expected end-of-program student learning outcomes and program outcomes.

The Campus does not depend on federal or state appropriations (beyond Title IV Federal Student Aid programs), endowments, or contributions to fund its operations, thus avoiding fluctuations in these sources. Student enrollment at the campus, combined with Galen's sound financial practices, has yielded positive, stable, and sufficient financial resources. Fiscal equity among all of Galen's campuses is achieved by allocating resources based on student enrollments.

The fiscal resources of the Wichita Campus are based on student enrollments and are sufficient to ensure the achievement of the nursing education unit outcomes. As a result of establishing the budget based on student enrollments, the financial resources are commensurate with the resources of the governing organization. In addition, the financial stability and health of the College makes it feasible to readily lend financial support to the Campus, on an as-needed basis.

As a college devoted exclusively to nursing, Galen has over 30 years of experience in overseeing and delivering quality nursing education in multiple states. Consistent with its mission, the College is committed to expanding access to education in Wichita and preparing well-educated, competent nurses to join the workforce in this region. The financial health of the College is significant and long lasting, with ample reserves to allow for growth and maturation with all the requisite resources a new campus and existing campuses need. At Galen, the leadership team is a significant strength, with many of the top leaders having been a part of the College for more than a decade. The College's academic programs are well established and provide the ability to scale; Galen's services and management structure provide consolidated services for quality control across all campuses, as well as specific support for campus-based services.

Projected Budget

The projected three (3) year capital and operational budget for the Wichita Campus is outlined in Table 6 below. The figures for 2023 also include information related to start-up costs. A copy of the complete budget can be found in Appendix K.

Table 6: Projected Three-Year Budget 2023-2025

	2023	2024	2025
Revenue	1,888,955	6,378,655	9,789,494
Cost of Education	1,499,642	3,207,406	4,391,007
Admissions	840,585	1,095,215	1,385,213
Administrative	1,115,322	1,892,021	2,284,057
Operating Income	(1,566,594)	184,012	1,729,216
Income Tax	391,649	(46,003)	(432,304)
Net Income	(1,174,946)	138,010	1,296,912

Capital Costs

The budgeted capital costs will be cash financed as indicated in Appendix L.

60-2-101(b)(6); 60-2-104(a)

A proposed curriculum, as specified in K.A.R. 60-2-104, with the total number of hours of both theoretical and clinical instruction.

Curriculum requirements. (a) The faculty in each nursing program shall develop a curriculum to meet program and student learning outcomes and meet the following requirements:

(1) Identify the competencies of the graduate for the level of nursing practice;
(2) determine the approach and content for learning experiences;
(3) direct clinical instruction as an integral part of the program; and
(4) provide for learning experiences of the depth and scope needed to fulfill the objectives or student learning outcomes for nursing courses.

Program Response:

Galen faculty are the primary decision-makers for all curriculum development and improvement. The current curriculum was created by Galen faculty and approved by the Curriculum Council. Faculty who teach a course serve on a College-wide course committee where curriculum development is discussed and recommendations for improvements are made. These recommendations are forwarded to Curriculum Council for approval, which is a College-wide council consisting of voting members who are nursing and general education faculty. New program options and major curriculum changes that affect program outcomes, credit hours, course progression, etc., are then forwarded to the Academic Affairs Council for final approval. The Academic Affairs Council consists of the College's academic leadership as well as faculty representatives. Table 2a provides history of the implementation of the BSN program, which is offered at Galen's other campus locations.

The Curriculum Identifies the Competences of the Graduate for the Level of Nursing Practice

Seven end of program student learning outcomes (PSLOs) have been identified and defined by faculty which incorporate established professional standards, guidelines, and competencies. These seven end of program PSLOs were chosen by the faculty based on the belief that their achievement is essential in order to prepare graduates for competence as an entry-level registered nurse. These PSLOs, which are listed below, serve to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress. The PSLOs are published using uniform templates and formats to ensure consistent terminology and understanding. They are listed in the Galen *Student Catalog*, each course syllabi, and are prominently displayed in classrooms. During new student orientation, the Dean discusses what the PSLOs are and how they will be used to guide student learning.

The seven end of program PSLOs identified by faculty for the BSN program are:

1. Synthesize knowledge from the arts and sciences to form a foundation for the practice of professional nursing.
2. Provide holistic, culturally competent care for individuals, families, and populations through health promotion and disease prevention across the lifespan and healthcare continuum.
3. Integrate professional values and behaviors when delivering standards-based nursing care to diverse patients and populations.
4. Develop leadership skills to provide and continuously improve the delivery of safe, patient-centered quality healthcare.
5. Incorporate best practices and the most current evidence when using clinical reasoning to make practice decisions.
6. Incorporate the use of information systems and technology in order to communicate, manage knowledge, mitigate error, and support decision-making.
7. Integrate effective communication and collaboration skills to improve patient satisfaction and health outcomes.

The Curriculum Determines the Approach and Content for Learning Experiences and Provides for Learning Experience of the Depth and Scope Needed to Fulfill the Objectives or Student Learning Outcomes for Nursing Courses

The End-of-Program Student Learning Outcomes (PSLOs) are Used to Organize the Curriculum

The PSLOs provide a framework for the Course Student Learning Outcomes (CSLOs), which are leveled using the revised Bloom's Taxonomy (Anderson, et.al. 2001). The CSLOs have been specifically developed by faculty to show progression through the curriculum as achievement of each course's CSLOs leads to achievement of the PSLOs.

Table 7 provides an example of how the CSLOs are congruent with the PSLOs. Each CSLO is further broken down into Unit Student Learning Outcomes (USLOs), providing a structure that organizes the delivery of instruction, learning activities, and evaluation methods in relation to the established PSLOs.

Table 7: Alignment of Course Student Learning Outcomes to Program Student Learning Outcomes BSN Program

	NSG 3000 Foundations of Professional Nursing Practice	NSG 3100 Fundamental Concepts & Skills for Nursing Practice I	NSG 3130 Fundamental Concepts & Skills for Nursing Practice II	NSG 3160 Health Assessment	NSG 3180 Communication and Teamwork	NSG 3250 Nursing Practice – Adult Health I	NSG 3280 Pathophysiology for Nurses I	NSG 3400 Healthcare Policy and Finance	NSG 3450 Nursing Practice – Mental Health
PSLO 4: Develop leadership skills to provide and continuously improve the delivery of safe, patient-centered quality healthcare.	CSLO 4: Explain the structure of healthcare systems and the roles of various healthcare members. CSLO 6: Examine the concept of quality improvement and its effect on the healthcare systems and patient outcomes.	CSLO 3: Describe the leadership skills required to provide and continuously improve the delivery of safe, patient-centered quality healthcare to patients with health problems.	CSLO 3: Recognize the leadership skills required to provide and continuously improve the delivery of safe, patient-centered, quality healthcare to patients with health problems.	CSLO 6: Identify safe, patient-centered nursing care using evidence-based practice.	CSLO 2: Examine effective communication techniques required when interacting with patients, their support network, and members of the healthcare team.	CSLO 3: Demonstrate emerging leadership skills required to provide and continuously improve the delivery of safe, patient-centered, quality healthcare to patients experiencing common and less complex health problems, chronic healthcare conditions, and the effects of aging in relationship to these problems.	CSLO 3: Evaluate current evidence related to pathophysiological concepts of disease progression.	CSLO 2: Articulate the impact of socio-cultural, economic, legal, ethical, and political factors influencing healthcare delivery and practice. CSLO 3: Describe how healthcare is organized and financed, including the implications of relevant economic concepts such as resource scarcity and system cost factors.	CSLO 3: Explore the leadership skills required to provide and continuously improve the delivery of safe, patient-centered quality healthcare to patients with mental health disorders.

	NSG 3480 Nursing Practice – Community Health	NSG 3500 Nursing Practice – Maternal Health	NSG 3600 Nursing Practice – Children's Health	NSG 3800 Nursing Practice – Adult Health II	NSG 4100 Nursing Practice – Adult Health III	NSG 4500 Research for Evidence-Based Nursing Practice	NSG 4700 Leadership & Management in Nursing Practice	NSG 4800 Transition to Professional Nursing Practice
PSLO 4: Develop leadership skills to provide and continuously improve the delivery of safe, patient-centered quality healthcare.	CSLO 3: Integrate leadership skills required to provide and continuously improve the delivery of safe, population/ community-based healthcare.	CSLO 3: Integrate leadership skills required to provide and continuously improve the delivery of safe, population/ community-based healthcare.	CSLO 3: Explore leadership skills required to provide and continuously improve the delivery of safe, patient-centered quality healthcare to children and their families.	CSLO 3: Demonstrate leadership skills required to provide and continuously improve the delivery of safe, patient-centered, quality healthcare of adult patients experiencing common and less complex health problems, chronic healthcare conditions, and the effects of aging in relationship to these problems.	CSLO 3: Incorporate leadership skills required to provide and continuously improve the delivery of safe, patient-centered quality healthcare to patients experiencing complex, multi-system health problems.	CSLO 2: Investigate the nurse's role in the use of evidence in nursing practice and healthcare systems. CSLO 3: Evaluate evidence used to guide clinical decision making and organizational outcomes. CSLO 4: Apply the research process to a clinical issue for the purpose of improving clinical outcomes. CSLO 5: Disseminate evidence findings regarding a clinical issue for the purpose of improving patient outcomes.	CSLO 1: Analyze leadership and change theories commonly used in the healthcare environments. CSLO 2: Evaluate the leadership concepts, skills, and decision making required for delegation, supervision, healthcare team coordination, and accountability for care delivery in a variety of settings. CSLO 3: Apply concepts related to quality and safety, such as structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice. CSLO 4: Evaluate leadership skills required to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team. CSLO 5: Examine the organizational structures of various healthcare systems and nurses' role in ensuring fiscally responsible healthcare delivery.	CSLO 4: Develop leadership skills to provide and continuously improve the delivery of safe, patient-centered quality healthcare.

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The End-of-Program Student Learning Outcomes (PSLOs) Guide the Delivery of Instructions
As part of the course development process, course syllabi have been created to include the mapping of each CSLO, USLO, and evaluation method to the end-of-program PSLOs. This mapping helps ensure that the delivery of instruction support the expected student outcomes and demonstrates the intentional and strong relationships between teaching-learning practices, environments, and expected student learning outcomes. To meet the learning needs of diverse learners, faculty use a variety of strategies, as indicated in Table 8. Teaching strategies include, but are not limited to, engaged lectures, multimedia presentations, case studies, concept maps, small group activities, skills demonstrations, high-fidelity simulation activities, virtual simulation activities, and supervised clinical practice.

The End-of Program Student Learning Outcomes (PSLOs) Direct Learning Activities
Faculty use the CSLOs for each course, which are mapped to the PSLOs, as a framework for the development of learning activities. The topical outlines in the syllabi detail each learning unit and includes information that directly correlates to the CSLOs through the presentation of theory topics, theory learning activities, Clinical Learning Lab (CLL) learning activities, and required readings. All learning activities have been developed by faculty to provide progression through the course and are additionally leveled from course to course throughout the curriculum. CLL lesson plans, activities, scenarios, and instruction technique are chosen to reinforce theory content in preparation for clinical patient care assignments. Clinical learning activities are designed to engage students in increasingly complex patient care activities as the student progresses through the curriculum. Each Clinical Evaluation Tool is designed to directly link to CSLOs and expected differentiated learning competencies (DECs) to assess each student's formative and summative performance.

Learning activities for nursing courses, when delivered hybrid/online, are designed to take advantage of technology while meeting the same SLOs as the on-ground courses. Common syllabi are used for all courses regardless of delivery format, and any differences in learning activities for online courses are noted via the use of a clearly identified icon (🖱) within the syllabi. Students taking nursing courses online come to campus to complete the lab component and to the assigned clinical agency for the clinical component. All students come to campus to complete nursing course examinations, regardless of method of delivery.

Table 8 provides an example of two courses. The table provides an example of how the PSLO *Safe Patient-Centered Care* is embedded in each course of the BSN program, demonstrating how the PSLOs are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress. The table also identifies methods of instruction, learning activities, and evaluation methods used in the curriculum to illustrate the variety of methodologies used to ensure achievement and effective measurement of achievement of student learning outcomes. Course content, learning activities, and methods of assessment are identified and agreed upon by the course faculty during scheduled course curriculum committee meetings at the Campus and College levels, using the PSLOs and CSLOs as the framework.

Table 8: Example of How a PSLO is Embedded in a Course to Organize the Curriculum, Guide the Delivery of Instruction, Direct Learning Activities and Evaluate Student Progress

PSLO 5: Incorporate best practices and the most current evidence when using clinical reasoning to make practice decisions.				
Course	**CSLO**	**Delivery of Instruction**	**Learning Activities**	**Evaluation of Student Progress**
NSG 3100 Fundamental Concepts & Skills for Nursing Practice I	CSLO 4: Discuss how best practices and current evidence are used when providing care for patients with health problems.	Engaged Lecture Multimedia	Textbook Readings PowerPoint slides Pre/Post Content Quizzing Case studies	Multiple choice unit exams
		Skills Demonstration	Clinical Learning Laboratory (CLL) practice Supervised Clinical practice	Dosage Calculation test Clinical Performance Examination (CPE)
NSG 3250 Nursing Practice – Adult Health I	CSLO 4: Implement best practices and current evidence when caring for patients experiencing common and less complex health problems, chronic healthcare conditions, and the effects of aging in relationship to these problems.	Engaged Lecture Multimedia	Textbook Readings PowerPoint slides Pre/Post Content Quizzing Case studies	Multiple choice unit exams Threaded discussions (P/F) (OL) Content Mastery Exam
		Skills Demonstration	Clinical Learning Lab CLL practice	Competency Performance Examination (CPE)
		Faculty supervised clinical instruction	Supervised Clinical practice experience Clinical Packet Plan of Care	Mid-Term/Final clinical evaluation Evaluation of Plan of Care, Teaching Plans and Clinical packets via grading rubric

Course Sequencing Contribute to Student Learning and Attainment of End-of Program Student Learning Outcomes (PSLOs) and Program Outcomes

Galen provides a simple-to-complex curriculum as evidenced by the course outcomes which are leveled to Bloom's Taxonomy and increasing cognitive leveling. Faculty-created examinations are also mapped to Bloom's Taxonomy, course outcomes, and the NCLEX-RN® test plan and increase in cognitive leveling so that learners can demonstrate progression through the program. The curriculum plan (Appendix B) demonstrates course sequencing through prerequisites for each nursing course so that students can build upon previously learned knowledge and skills. PSLOs, which faculty consider to best represent the preparation of entry-level professional nurses, are the same for all courses regardless of delivery format.

Upon successful completion of the program, students are prepared for the licensure examination and employment as an entry-level registered nurse.

Table 9: Cognitive Leveling of BSN Nursing Exams

Nursing Course	Cognitive Level Percentages (%)		
	Remembering/Understanding	**Applying**	**Analyzing**
NSG 3100: Fundamental Concepts & Skills for Nursing Practice I	30-40% (15-20 items)	50-60% (25-30 items)	10% (5 items)
NSG 3130: Fundamental Concepts & Skills for Nursing Practice II	25-35% (13-18 items)	55-65% (27-32 items)	10% (5 items)
NSG 3160: Health Assessment	25-35% (13-18 items)	55-65% (27-32 items)	10% (5 items)
NSG 3180: Communication and Teamwork	25-35% (13-18 items)	55-65% (27-32 items)	10% (5 items)
NSG 3250: Nursing Practice - Adult Health I	25-35% (13-18 items)	45-55% (22-27 items)	20% (10 items)
NSG 3280: Pathophysiology for Nurses I	55-65% (28-33 items)	30-40% (15-20 items)	5% (2-3 items)
NSG 3450: Nursing Practice - Mental Health	15-25% (8-13 items)	45-55% (22-27 items)	30% (15 items)

NSG 3480: Nursing Practice - Community Health	35-45% (18-23 items)	45-55% (22-27 items)	10% (5 items)
NSG 3500: Nursing Practice - Maternal Health	15-25% (8-13 items)	45-55% (22-27 items)	30% (15 items)
NSG 3600: Nursing Practice - Children's Health	15-25% (8-13 items)	45-55% (22-27 items)	30% (15 items)
NSG 3800: Nursing Practice - Adult Health II	10-20% (5-10 items)	35-45% (17-22 items)	45% (22-23 items)
NSG 3850: Pathophysiology for Nurses II	25-35% (13-18 items)	55-65% (27-32 items)	10% (5 items)
NSG 4100: Nursing Practice - Adult Health III	5-15% (3-8 items)	35-45% (17-22 items)	50% (25 items)
NSG 4800: Transition to Professional Nursing Practice	0%	40-50% (20-25 items	50-60% (25-30 items)

The Curriculum Directs Clinical Instruction as an Integral Part of the Program

The clinical nursing courses are designed and planned by faculty to promote student success in meeting the CSLOs and the PSLOs. Pre- and post-conferences are a component of each clinical experience, which allow faculty to assess student learning and stimulate the students to engage and participate in a professional, problem-solving dialogue with their peers. Evidence of the achievement of the CSLOs within the clinical experience is captured using the clinical evaluation tools. All clinical evaluation tools include references to and utilize PSLOs, CSLOs, and DECs in the evaluation of student performance. The clinical evaluation tools are leveled across the BSN curriculum per Bloom's Taxonomy to assess a student's knowledge, skills, and ability to engage in increasingly complex performance expectations. Faculty supervise and evaluate students in all clinical experiences; preceptors are not used in the BSN program.

Students collaborate with nursing staff, apply established guidelines (Joint Commission Core Measures) for care and evaluate the effectiveness of care provided.

Clinical facilities are selected based upon factors such as type and quality of the clinical experience; availability of appropriate patients; location; ability to accommodate the number of students required; and experiences that align with the PSLOs and CSLOs. Faculty and the clinical education staff work to establish positive professional relationships with the clinical affiliates, whose resources support sufficient student numbers and a variety of experiences.

Student Clinical Experiences Support the Achievement of the End-of-Program Student Learning Outcomes

Student performance in the clinical environment is evaluated using the Clinical Evaluation Tool. This tool has been mapped to End of Program Student Learning Outcomes (PSLOs) and the Differentiated Essential Competencies (DECs) (Texas Board of Nursing, 2021).

Table 10: Example of Clinical Evaluation Tool Mapping: NSG 4100

Course Student Learning Outcome (CSLO)	DEC's	Clinical Objectives/ Clinical Evaluation Objectives	Assessment Method
Integrate information systems and technology in order to communicate, manage knowledge, mitigate error, and support decision-making to care for patients experiencing complex, multi-system health problems.	IVD. Communicate and manage information using technology to support decision-making to improve patient care and delivery systems.	Communicate information using technology to support decision making to improve patient care.	Clinical observation Clinical questioning
		Demonstrate skill using patient care technologies that support safe nursing practice.	Journal entry Reflection on clinical judgment Clinical observation Clinical questioning
		Evaluate data from all relevant sources, including technology, to inform the delivery of care.	Care Plan

		Protect patient privacy and confidentiality of patient records and other privileged communications.	Care Plan
		Respond appropriately to clinical decision-making supports and alerts (e.g. monitoring alarms and medication alerts).	Teaching Plan Reflection on clinical judgment
		Teach patients about prescribed healthcare technologies.	Teaching Plan

Simulated Clinical Experiences

Simulated clinical experiences are used in the BSN program. Simulation experiences are designed primarily in specialty areas where the availability of clinical experiences is limited while not exceeding 50% of the clinical hours in any clinical course specialty area. Simulated learning experiences are designed to allow students to develop effective clinical judgment, teamwork, and professionalism, as well as meet the CSLOs. All full- and part-time nursing faculty who oversee simulation experiences hold a current RN license and meet the educational and experiential qualifications required by the governing organization, the state boards of nursing, and its regional accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Faculty members are provided training on the Healthcare Simulation Standards of Best Practice (HSSOBP).

Simulation experiences are designed according to the HSSOBP for simulation design, prebriefing, facilitation and debriefing. Psychological safety of the learners is ensured during prebriefing. Debriefing after each simulation experience follows the Promoting Excellence and Reflective Learning in Simulation (PEARLS) blended approach to debriefing. Students complete an evaluation following each simulated clinical experience. The National Director of Clinical Innovation and Integration/Regional Director of Clinical Learning Laboratories and simulation faculty review and monitor student evaluations to ensure that simulation experiences continue to provide the appropriate practice learning environment for students to achieve CSLOs and PSLOs.

With the utilization of simulation, the BSN program is able to provide meaningful clinical situations that facilitate student learning and ensure CSLOs and PSLOs can be met.

Clinical Learning Laboratory (CLL) Experiences

Galen students participate in clinical learning laboratory experiences at the College. These experiences include students learning skills based upon National Patient Safety Goals and evidence-based practice. Galen College utilizes Lenburg (2009) Competency Performance Examination Assessment (COPA) for clinical learning skills assessment. Courses in the curriculum that contain Competency Performance Examinations (CPE) skills include NSG 3100. The faculty who participate in CPEs have been trained to the COPA model. CPE documentation contains well-defined roles and expectations for the students and the faculty. Each CPE skill has been mapped to end-of-program outcomes (PSLOs).

Table 11: Example of CPE Evaluation Tool Mapped to End of Program Outcomes

C. Communications: The use of verbal and nonverbal interactions and effective communication techniques with patients, significant others and other healthcare providers (PSLO #7; CSLO 6) Critical Elements
Communication with Patients: 1. Establish verbal communication with the patient or significant others at the beginning of the interaction by doing the following: a. introduce self b. explain actions to be taken, purpose of interaction, and relevant outcomes 2. Interact with the patient by using at least one the following methods: a. ask questions to determine patient's response to nursing actions or level of comfort

b. direct focus of communication toward patient-oriented interests
c. communicate verbal and non-verbal messages consistent with patient's needs or status(e.g., infant, child, or non-communicating adult)
3. Modify communication to be consistent with patient needs, cultural values and language

Communication with other healthcare providers:
1. Contact relevant care provider to report inconsistencies or specific changes in patient's status
2. Describe discrepancies or specific new physical or emotional findings that require guidance or further actions
3. Communicate new actions to other relevant providers and to patient or significant others, consistent with situation

60-2-101(b)(6); 60-2-104(b)(1-2)

A proposed curriculum, as specified in K.A.R. 60-2-104, with the total number of hours of both theoretical and clinical instruction.

Curriculum requirements. (b) The curriculum in each nursing program shall include the following:

(1) Content in the biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice;

(2) the art and science of nursing;

Program Response:

Galen believes the general education component of the degree program supports its mission by preparing students to act as thoughtful, informed and productive citizens and lifelong learners in the context of a complex and rapidly changing society. Galen's baccalaureate degree program enhances professional nursing knowledge and practice.

Galen's general education courses, in all programs, possess the same rigor as those of other institutions offering baccalaureate degree programs, and Galen ensures breadth of knowledge in the general education component in several ways. First, students are required to take courses from a range of academic disciplines, including humanities/fine arts; social/behavioral sciences; and natural science/mathematics. Second, the general education courses do not narrowly focus on the specific skills, techniques, or procedures specific to any one occupation or profession. In addition, the courses are not remedial in nature or design.

The courses included in the general education curriculum have been intentionally selected to best equip students in their process of becoming thoughtful, informed, and productive citizens and lifelong learners in the context of a complex and rapidly evolving society. Galen's identification and evaluation of collegiate level general education courses support that the general education curriculum is based on coherent rationale.

Approximately 40% of the credits required for the baccalaureate degree in nursing consist of general education requirements, including Anatomy and Physiology, English, Math, Psychology, Ethics, and Sociology. It is through teaching these relevant skills in constructing logical arguments, or thoroughly understanding the anatomy and life systems of the body, or even in being able to perform basic computations that will assist with dosage calculations in their profession as a nurse, that the student's professional nursing knowledge and practice is enhanced.

General Education Competencies

Six general education competencies (Table 12) were developed and adopted by the faculty, are the outcomes or behaviors that a graduate should possess when they complete the general education component of Galen's BSN program. Galen incorporates general education hours into the curriculum with courses drawn from each of the humanities/fine arts, social/behavioral sciences, natural sciences, and mathematics to ensure development of knowledge in the general education core. Science coursework comprises a significant part of the general education core as a direct reflection of the Institution's mission to prepare nurses for the communities we serve. However, all arts and science courses are general enough to be applied towards any degree or program of study and not specific to nursing.

The faculty believe that successful integration of knowledge in the areas of social competence, communication, critical thinking, information technology, quantitative literacy, and scientific literacy, combined with nursing education, provides graduates with the requisite foundation for the practice of professional nursing. To demonstrate alignment and incorporation of general education knowledge from the sciences and humanities, the GECs have been mapped to the program student learning outcomes. Achievement of the GECs is assessed annually, and the data is used for continuous quality improvement of the general education core.

The GECs are published in the *Student Catalog*, arts and science course syllabi, and in our physical classrooms.

Table 12: General Education Competencies

General Education Competency	Description
Social Competence	Learners will demonstrate an understanding of philosophies that represent the current social, emotional, and behavioral attributes of society and individuals.
Communication	Learners will demonstrate an understanding of the views of others and communicate in a professional manner.
Critical Thinking	Learners will demonstrate the ability to draw conclusions based on evidence and consider prior knowledge, context, and perspectives in predicting implications or consequences.
Information Literacy	Learners will demonstrate the ability to identify, evaluate, and apply information to accomplish a specific purpose.
Quantitative Literacy	Learners will demonstrate the ability to report, calculate, and analyze quantitative data.
Scientific Literacy	Learners will gain the ability to read with understanding scientific content and engage in a dialogue about scientific issues.

Required General Education Courses

The general education courses listed below are offered as part of Galen's BSN Program:

Table 13: Humanities Courses

Course Number	Course Title	Quarter Credits
PHL 2205	Applied Ethics	4
CLD 2105	Diversity, Equity, & Inclusion	4

Table 14: Communications Courses

Course Number	Course Title	Quarter Credits
COM 2105	Principles of Communication	4
ENG 1105	English Composition	4

Table 15: Natural Sciences/Mathematics Courses

Course Number	Course Title	Quarter Credits
BIO 1100	Human Anatomy & Physiology I - Theory	4
BIO 1150	Human Anatomy & Physiology I - Lab	1
BIO 1300	Human Anatomy & Physiology II - Theory	4
BIO 1350	Human Anatomy & Physiology II - Lab	1
BIO 2100	Microbiology for Health Professionals	4
MAT 1205	College Mathematics	4
STA 2015	Introduction to Applied Statistics	4

Table 16: Social/Behavioral Sciences

Course Number	Course Title	Quarter Credits
PSY 1205	Introduction to Psychology	4
PSY 2305	Developmental Psychology	4
SOC 1305	Introduction to Sociology	4

Table 17: Total General Education Semester Credits offered in the BSN Program

Content Area	Quarter Credits
Humanities	8
Communication	8
Natural Science/Mathematics	22
Social/Behavioral Sciences	12
Total	**50**

How General Education Courses Contribute to Nursing Knowledge and Practice

The six general education competencies of Social Competence, Communication, Critical Thinking, Information Technology, Quantitative Literacy, and Scientific Literacy are both broad enough to aptly contribute to the necessary foundational knowledge required for a baccalaureate degree and specific enough to serve as prerequisites for the nursing curriculum. The general education courses provide a solid foundation to assist students in meeting the Program Student Learning Outcomes (PSLOs), as well as the general knowledge base that will assist them in understanding and interacting with individuals and society. The table in Appendix M outlines how the General Education Competences are mapped to the BSN PSLOs.

To ensure that each general education course required in the nursing program contributes to nursing knowledge and practice, course outcomes are mapped to the GECs which are mapped to the end-of-program student outcomes (PSLOs). The general education syllabi also include unit level outcomes that tie directly to their course outcomes. An example of this mapping can be found in Table 18.

Table 18: Example of alignment of Course Outcomes, General Education Competencies, and End of Program Student Outcomes (PSLOs): English 1105

Course Student Learning Outcomes	General Education Competency	End-Of-Program PSLO
Compose academic essays utilizing the steps of the writing process.	Communication Critical Thinking	Communication Leadership
Apply critical thinking throughout the research and writing process.	Communication Critical Thinking	Communication Leadership
Utilize standard writing conventions and academic style in assigned essays.	Communication	Communication

60-2-101(b)(6); 60-2-104(b)(3)

A proposed curriculum, as specified in K.A.R. 60-2-104, with the total number of hours of both theoretical and clinical instruction.

Curriculum requirements. (b) The curriculum in each nursing program shall include the following:

(3) didactic content and clinical experience to meet the objectives or student learning outcomes specified in subsection (c) or (d).

(c) Each professional nursing program shall provide instruction and clinical learning experience in the following areas:

(1) The aspects of a safe, effective care environment, including the management of care, safety, and infection control;

(2) health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease;

(3) psychosocial integrity, including coping, adaptation, and psychosocial adaptation; and

(4) physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, and physiological adaptation.

(d) Each practical nursing program shall provide instruction and clinical learning experience in the following areas:

(1) The aspects of a safe, effective care environment, including the coordination of care, safety, and infection control;

(2) health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease;

(3) psychosocial integrity, including coping, adaptation, and psychosocial adaptation;

(4) physiological integrity, including basic care and comfort, pharmacology, reduction of risk potential, and physiological adaptation; and

(5) intravenous fluid therapy, including, at minimum, didactic, supervised laboratory or supervised clinical practice as specified in KAR 60-16-104.

Program Response:

Galen's BSN program has aligned End-of-Program Student Learning Outcomes with the NCLEX® Client Needs Categories. The NCLEX-RN® Examination Test Plan for the National Council Licensure Examination for Registered Nurses (NCSBN, 2019) provides a thorough and comprehensive listing of content outlined by client needs category and subcategory and is designed to reflect essential competencies fundamental to the practice of registered nursing. Content and behaviors identified in the NCLEX-RN® Test Plan provide a framework to guide nurse educators in the incorporation of concepts and processes essential to the entry-level registered nursing practice when meeting the needs of clients in the promotion, maintenance, and/or restoration of health. Galen faculty use this framework to develop course content and examinations to ensure students are demonstrating necessary knowledge and behaviors for entry-level nursing practice.

Table 19: Alignment of Curriculum Requirements and End of Program Student Outcomes (PSLOs)

Curriculum Requirement	End-of-Program Student Learning Outcomes
(1) The aspects of a safe, effective care environment, including the management of care, safety, and infection control; (2) health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease; (3) psychosocial integrity, including coping, adaptation, and psychosocial adaptation; and (4) physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, and physiological adaptation.	Synthesize knowledge from the arts and sciences to form a foundation for the practice of professional nursing.
(2) health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease; (3) psychosocial integrity, including coping, adaptation, and psychosocial adaptation; and (4) physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, and physiological adaptation.	Provide holistic, culturally competent care for individuals, families, and populations through health promotion and disease prevention across the lifespan and healthcare continuum.
(1) The aspects of a safe, effective care environment, including the management of care, safety, and infection control; (2) health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease; (3) psychosocial integrity, including coping, adaptation, and psychosocial adaptation; and (4) physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, and physiological adaptation.	Integrate professional values and behaviors when delivering standards-based nursing care to diverse patients and populations.
(1) The aspects of a safe, effective care environment, including the management of care, safety, and infection control; (2) health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease; (3) psychosocial integrity, including coping, adaptation, and psychosocial adaptation; and (4) physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, and physiological adaptation.	Develop leadership skills to provide and continuously improve the delivery of safe, patient-centered quality healthcare.

(1) The aspects of a safe, effective care environment, including the management of care, safety, and infection control; (2) health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease; (3) psychosocial integrity, including coping, adaptation, and psychosocial adaptation; and (4) physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, and physiological adaptation.	Incorporate best practices and the most current evidence when using clinical reasoning to make practice decisions.
(1) The aspects of a safe, effective care environment, including the management of care, safety, and infection control; (2) health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease; (3) psychosocial integrity, including coping, adaptation, and psychosocial adaptation; and (4) physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, and physiological adaptation.	Incorporate the use of information systems and technology in order to communicate, manage knowledge, mitigate error and support decision-making.

Table 20: Examples of Alignment of Curriculum Requirements and Content Areas

Incorporate best practices and the most current evidence when using clinical reasoning to make practice decisions				
Course	**CSLO**	**Delivery of Instruction**	**Learning Activities**	**Evaluation of Student Progress**
NSG 3000 ***Foundations of Professional Nursing Practice***	CSLO 3: Explore how evidence is used to guide nursing practice and clinical decision-making.	Assigned Readings PowerPoint Engaged Lecture	Group Activity – Research Article Review	Research Article Evaluation Group presentation AACN BSN Essentials Paper
NSG 3100 ***Fundamental Concepts & Skills for Nursing Practice I***	CSLO 4: Discuss how best practices and current evidence are used when providing care for patients with health problems.	Assigned Readings PowerPoint Engaged Lecture Skills Demonstration Faculty-led simulation	Group Activity: Case Studies to identify safety risks. Socratic Questioning Group Activity: Compare and Contrast Different Medication Routes Practice Quizzes Clinical Learning Laboratory (CLL) practice	Multiple choice unit examination Nursing Care plan activities Dosage Calculation Tests Competency Performance Examination (CPE) All Universal Competencies o Vital Signs o Sterile Procedures o Medication Administration
NSG 3130 ***Fundamental Concepts & Skills for Nursing Practice II***	CSLO 6: Identify safe patient-centered nursing care using evidence-based practice.	Assigned Readings PowerPoint Engaged Lecture Skills Demonstration Faculty-led simulation	Group activities Case studies Clinical Learning Laboratory (CLL) practice	Multiple choice unit examinations Dosage Calculation Tests Competency Performance Examination (CPE): Comprehensive Physical Assessment All Universal Competencies
NSG 3160 ***Health Assessment***	CSLO 6: Identify safe patient-centered nursing care using evidence-based practice.	Assigned Readings PowerPoint Engaged Lecture Skills Demonstration Faculty-led simulation	Group activities Case studies Clinical Learning Laboratory (CLL) practice	Multiple choice unit examinations Dosage Calculation Tests Competency Performance Examination (CPE): Comprehensive Physical Assessment All Universal Competencies

NSG 3250 ***Nursing Practice – Adult Health I***	CSLO 4: Implement best practices and current evidence when caring for patients experiencing common and less complex health problems, chronic healthcare conditions, and the effects of aging in relationship to these problems.	PowerPoint Engaged Lecture Skills Demonstration Faculty-led simulation Faculty supervised clinical instruction	Case Studies Group activities Clinical Learning Laboratory (CLL) practice Clinical practice experiences	Multiple choice unit examination Dosage Calculation Tests Competency Performance Examination (CPE) All Universal Competencies o NG Tube Insertion o IV Therapy Mid-Term/Final clinical evaluation Care Plan/Concept Map Clinical Packet Journal Entries Teaching Plans
NSG 3450 ***Nursing Practice – Mental Health***	CSLO 4: Use best practices and current evidence when caring for patients experiencing mental health problems.	Assigned Readings PowerPoint Engaged Lecture Faculty supervised clinical instruction	Mental health assessment Case Studies Pre/Post Unit Quizzes In-class Activities Simulation Clinical practice experiences	Multiple choice unit examinations Mid-Term/Final clinical evaluation Care Plan/Concept Map Clinical Packet Journal Entries
NSG 3480 ***Nursing Practice – Community Health***	CSLO 4: Incorporate best practices and current evidence when caring for populations/ communities.	Assigned Readings PowerPoint Engaged Lecture Faculty supervised clinical instruction	Group activities Case studies Clinical practice experiences	Multiple choice unit examinations Community Assessment Mid-Term/Final clinical evaluation Windshield survey Health Literacy Assessment
NSG 3500 ***Nursing Practice – Maternal Health***	CSLO 4: Use best practices and current evidence when caring for childbearing women and their families.	Assigned Readings PowerPoint Engaged Lecture Multimedia Skills Demonstration Faculty-led simulation Faculty supervised clinical instruction	Case studies In-class Activities Pre/Post Quizzes Clinical Learning Laboratory (CLL) practice Supervised Clinical practice Clinical practice experiences	Multiple choice unit examinations Competency Performance Examination (CPE) All Universal Competencies o Postpartum assessment o Newborn assessment Mid-Term/Final clinical evaluation Care Plan/Concept Map Clinical Packet Journal Entries
NSG 3600 ***Nursing Practice – Children's Health***	CSLO 4: Use best practices and current evidence to guide clinical decision making when caring for children and their families.	Assigned Readings PowerPoint Engaged Lecture Multimedia Skills Demonstration Faculty-led simulation Faculty supervised clinical instruction	Case studies In-class Activities Pre/Post Quizzes Clinical Learning Laboratory (CLL) practice Supervised Clinical practice Clinical practice experiences	Multiple choice unit examinations Dosage Calculation Tests Competency Performance Examination (CPE) All Universal Competencies o Pediatric Assessment o Pediatric Medication Administration Mid-Term/Final clinical evaluation Care Plan/Concept Map

NSG 3280 ***Pathophysiology for Nurses I***	CSLO 3: Evaluate current evidence related to pathophysiological concepts of disease progression. CSLO 4: Integrate clinical inferences related to pathophysiological simple to complex concepts of disease progression.	Assigned Readings PowerPoint Engaged Lecture	Case Study	Multiple choice unit examinations
NSG 3800 ***Nursing Practice – Adult Health II***	CSLO 4: Implement best practices and current evidence when caring for adult patients experiencing common and less complex health problems, chronic healthcare conditions, and the effects of aging in relationship to these problems.	PowerPoint Engaged Lecture Skills Demonstration Faculty-led simulation Faculty supervised clinical instruction	Case Studies Group activities Clinical Learning Laboratory (CLL) practice Supervised Clinical practice Clinical practice experiences	Multiple choice unit examination Dosage Calculation Tests Competency Performance Examination (CPE) All Universal Competencies o Tracheostomy Care/Suctioning Mid-Term/Final clinical evaluation Care Plan/Concept Map Clinical Packet Journal Entries
NSG 3850 ***Pathophysiology for Nurses II***	CSLO 3: Evaluate current evidence related to pathophysiological concepts of disease progression. CSLO 4: Integrate clinical inferences related to pathophysiological simple to complex concepts of disease progression.	Assigned Readings Power-Point Engaged Lecture	Case Study	Multiple choice unit examinations
NSG 4100 ***Nursing Practice – Adult Health III***	CSLO 4: Integrate best practices and current evidence when caring for patients experiencing complex, multi-system health problems.	Engaged Lecture Multimedia Skills Demonstration Faculty-led simulation Faculty supervised clinical instruction	In-class Activities Case Studies Skills Demonstration Clinical Learning Laboratory (CLL) Practice Supervised Clinical practice Clinical practice experiences	Multiple choice unit examinations Nationally normed examination Dosage Calculation Tests Competency Performance Examination (CPE) o IV/Central Lines All Universal Competencies Mid-Term/Final clinical evaluation Care Plan/Concept Map Clinical Packet Journal Entries

NSG 3850 ***Pathophysiology for Nurses II***	CSLO 3: Evaluate current evidence related to pathophysiological concepts of disease progression. CSLO 4: Integrate clinical inferences related to pathophysiological simple to complex concepts of disease progression.	Assigned Readings Power-Point Engaged Lecture	Case Study	Multiple choice unit examinations
NSG 4800 ***Transition to Professional Nursing Practice***	CSLO 5: Incorporate best practices and current evidence when using clinical reasoning to make practice.	Engaged Lecture Multimedia Small group activities Engaged Lecture Multimedia Small group activities Faculty supervised clinical instruction	Group activities Think-pair-share activities Case Studies Case Study Presentation Clinical practice experiences	Multiple choice unit examinations Nationally normed predictive examination Dosage Calculation Test Evidence-based Practice Group Presentation Mid-Term/Final clinical evaluation Care Plan/Concept Map Clinical Packet Journal Entries

60-2-101(b)(6); 60-2-104(e)

A proposed curriculum, as specified in K.A.R. 60-2-104, with the total number of hours of both theoretical and clinical instruction.

Curriculum requirements. (e) (1) Each practical nursing program shall have at least 15 credit hours in nursing courses or the equivalent in clock-hours; (2) Each professional nursing program shall have at least 30 credit hours in the nursing major.

Program Response:

Completion of the BSN program (professional nursing program) requires a total of 160 quarter credits, of which 60 quarter credits are general education courses and 92 quarter credits are nursing courses. Students can complete the BSN program in twelve quarters (36 months).

The following table demonstrates the number of nursing credits in the BSN program, which exceeds the 30-credit hour requirement.

Table 21: Program and Nursing Course Credit Hours

Total Credit Hours Required:	160 quarter credit hours
Total Nursing Credit Hours Required:	92 quarter credit hours

60-2-101(b)(6); 60-2-104(f)

A proposed curriculum, as specified in K.A.R. 60-2-104, with the total number of hours of both theoretical and clinical instruction.

Curriculum requirements. (f) The faculty in each nursing program shall develop and implement a program evaluation plan.

Program Response:

The BSN program has current systematic plan of evaluation (SPE) (Appendix N), which has been developed by the faculty, using CCNE's *2018 Standards for Accreditation of Baccalaureate and Graduate Nursing Programs*. The purpose of the SPE is to outline the planned and deliberate assessment and evaluation of students' achievement of the end-of-program student learning outcomes and program outcomes, which include the NCLEX-RN® pass rate, program completion rate, and job placement rate. As outlined in the *Bylaws of the Faculty*, the SPE is completed on an annual basis for the BSN program by faculty members of the Program Evaluation Committee (PEC). When developing the SPE, the faculty ensured that it was comprehensive and consisted of (a) specific measurable expected levels of achievement, (b) appropriate assessment methods, (c) regular intervals for assessment, (d) sufficient data to inform program decision making, (e) analysis of assessment data to inform program decision making (f) documentation demonstration the use of assessment data to inform decision making.

Use of the Systematic Plan of Evaluation

End-of Program Student Learning Outcomes

There are seven end-of-Program Student Learning Outcomes (PSLOs). The PSLOs are reviewed on an ongoing basis to ensure they reflect contemporary nursing practice and professional standards/guidelines for nursing practice. See Section 60-2-101(b)(6); 60-2-104(a) for the BSN program's PSLOs.

End-of-program student learning outcomes are measured by systematically evaluating each of the BSN program's PSLOs. To effectively measure student achievement of each PSLO, multiple methods of assessment, which include direct and indirect methods, are used. ELAs exist for each direct and indirect assessment method. The frequency of assessment to evaluate the achievement of each PSLO is done annually and is being reevaluated by the faculty.

Specifically, the faculty are considering whether to transition to a schedule that requires evaluation of each PSLO on a three-year basis and/or more frequently if needed. In addition, the Chairs of the Campus Program Evaluation Committee (CPEC) are currently working with the Institutional Effectiveness Council to identify additional course artifacts from across the curriculum that can be used to evaluate the achievement of student learning outcomes throughout the curriculum. See Table X for an overview of how each of the PSLOs are currently measured annually, as part of the SPE process. In addition, see the SPE for information on how the analysis and assessment of data will be used for program decision making (Appendix N).

Table 22: Overview of How Each Program Student Learning Outcomes (PSLOs) is Measured

Criteria	Expected Level of Achievement	Assessment Method(s)	Frequency of Assessment and Analysis
Program Student Learning Outcomes	The comprehensive aggregate score will be 76% or greater, for items related to PSLO 1-7, for each graduating cohort.	Results of Comprehensive Exam 1, 2, & 3 for items related to each PSLO (1-7); aggregated results obtained from Test Development Specialist.	**Collection**: Every Term. **Assessment and Analysis**: Every 3 Years* (May).
	100% of students will be rated at 'satisfactory' or greater on the application of the selected clinical competencies related to PSLO (1-7).	Results of identified clinical competencies related to PSLO 2-7 from the NSG 4800 Clinical Evaluation Tool; aggregated results obtained from IE (Data and Assessment Coordinator).	**Collection**: Every Term. **Assessment and Analysis**: Every 3 Years* (May).

	At least 75% of the students will indicate Agree/Strongly Agree that as a result of completing the program, they are able to demonstrate the KSAs outlined in each PSLO (1-7)	Results of Student End-of-Program Survey PSLO 1-7); aggregated results obtained from IE (Data and Assessment Coordinator).	**Collection**: Annually **Assessment and Analysis**: Every 3 Years* (May) *As outlined in the *Program Student Learning Outcome (PSLO) Review Schedule.*

Program Outcomes

In addition to the PSLOs, measures of program quality include the following program outcomes:

- Annual first time NCLEX-RN® pass rates of program graduates will meet or exceed 80%.
- At least 70% of all students will successfully complete the program within 150% of the stated length of the program from the time they begin their first nursing course. Galen additionally calculates completion based on 150% of the published program length as it more fully provides data related to student achievement for our student population. For this timeframe, at least 60% of all students will complete program within 150% of the stated program length, beginning with the first nursing course.
- At least 70% of graduates will be employed in a position for which the program prepared them, within 12 months of graduation.

60-2-101(b)(6); 60-2-104(g-i)

A proposed curriculum, as specified in K.A.R. 60-2-104, with the total number of hours of both theoretical and clinical instruction.

Curriculum requirements. (g) Each nursing program shall submit major curriculum revisions for approval by the board at least 30 days before the board meetings. The nursing program shall have received board approval before implementation. Major curriculum revisions shall include the following:

(1) Any change in the plan of nursing curriculum organization involving philosophy, number of semesters of study, or the delivery method of nursing courses;

(2) any change in content requiring a change of clock-hours or credit hours in nursing courses; and

(3) any change in the number of students to be admitted to the nursing program.

(h) Each nursing program shall submit other curriculum revisions of a course's content, title, objectives, or outcomes to the board's education specialist for approval. The nursing program shall not implement revisions before receiving approval from the board's education specialist. The information specified in this subsection shall be submitted in writing with the annual report.

(i) The nurse administrator shall submit to the board office each change under subsection (g) or (h).

Program Response:

Galen will comply with all requirements of 60-2-104(g-i) and submit major curriculum revisions for approval at least 30 days prior to the next board meeting.

60-2-101(b)(6); 60-2-104(j)

A proposed curriculum, as specified in K.A.R. 60-2-104, with the total number of hours of both theoretical and clinical instruction.

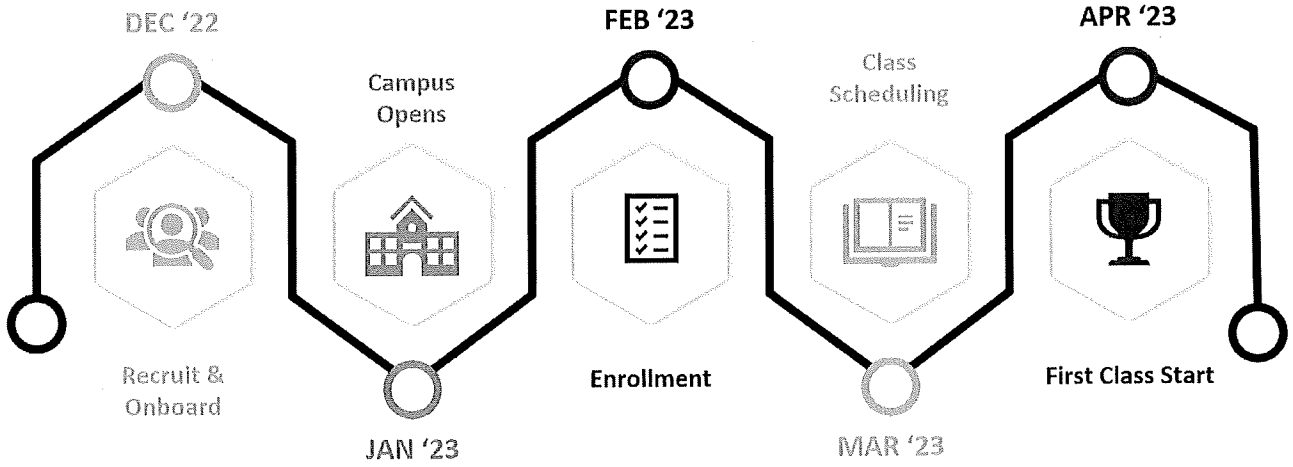
Curriculum requirements. (j) Each nursing program shall have an articulation plan.

Program Response:

Galen's policies allow for the transfer of select general education courses. Galen's transfer and residency policies are made available to students and the public in the *Student Catalog*.

60-2-101(b)(7)
The number, qualifications, and assignments of faculty members.

Program Response:
The intended date for the Wichita Campus opening is January 2023; with the start date for baccalaureate degree in nursing program in April 2023. Recruiting for campus, faculty, and students will begin approximately in December 2022, or upon receiving the necessary regulatory approvals. In December 2022, we will be recruiting and training staff on the Galen culture, on enrolling students, and creating the Galen campus feel. The campus building should open in January 2023, where the College will begin enrolling students for the initial cohorts. Qualified faculty will be selected, hired, mentored, and onboarded beginning in the Winter of 2022, or upon receiving the required regulatory approvals.



Galen will maintain a sufficient number of qualified faculty members to ensure that the end-of-program student learning outcomes and program outcomes are achieved. As the College begins recruiting faculty for the March 2023 term, the number of students enrolled, and the needs of the students, will determine the number of full- and part-time faculty that will be required for the program. It should be noted that nursing courses will not be offered until January 2024.

Recruitment of Faculty
Galen recruits qualified nursing faculty through various avenues, which includes posting information on the Careers page of the College's website. In addition, when an opening occurs, faculty are recruited by recommendations from other faculty and through the College Newton® online application system. Galen offers additional employment incentives such as a referral bonus.

The Dean will be responsible for hiring the faculty for the Wichita Campus. Galen 's commitment to academic excellence is integral to the mission and evidenced by its inclusion in the College's mission and goals. Galen actively recognizes the importance of facilitating the development of knowledge and critical thinking by recruiting and retaining dedicated, qualified educators. In support of this commitment, faculty credentials at Galen are carefully reviewed by the Dean before a faculty member is appointed to teach. Galen considers guidelines from accrediting agencies as paramount in determining the qualifications of faculty. Because of Galen's status as a multi-state campus focused solely on nursing, the institution also considers the requirements of the state boards of nursing and state boards of education in determining the qualifications of any particular faculty member in conjunction with their teaching assignments. All online nursing faculty meet the same requirements as on-campus faculty, as well as complete an extensive online faculty orientation and training in the Learning Management System.

The requirements and responsibilities of faculty are outlined in Appendix O. The College plans to begin recruiting faculty for the Wichita Campus in December 2022 or upon receiving the required regulatory approvals.

Faculty Requirements

All faculty will hold a graduate degree in nursing. Consistent with Galen's processes at our other campus locations, educational qualifications and licensure will be verified upon hire by the Human Resources Department and each faculty member's curriculum vitae and/or resume will be reviewed by the Dean to evaluate experiential qualifications. The faculty position description is included in Appendix O.

Determination of Faculty Teaching Assignments

Course assignments are designated each term for all faculty by the Dean with the assistance of other campus academic leadership. Assignments are designed to create transparency, establish equitable faculty responsibilities, and communicate professional expectations. Assignments are additionally established to ensure that those who are assigned to teach possess the requisite qualifications, including work experience, educational preparation, and participation in continuing education, create transparency, and communicate professional expectations.

Upon assignment to teach a course, all faculty submit a Qualified Faculty Determination Standards (QFDS) (Appendix P) form for each course they are qualified to teach. The QFDS form is used to demonstrate the necessary qualifications and evidence to support the teaching assignment. These forms are maintained in the Faculty Credentialing Center in the Institutional Effectiveness and Program Quality Department. Faculty qualifications to teach assigned courses are reviewed prior to initially assigning a faculty member to teach a course and monitored through annual evaluations with a review of the faculty member's updated curriculum vitae and discussion of the past year's development experiences.

In accordance with Galen policy, full-time faculty course assignments are calculated based on the number of contact hours/credits taught. Part-time faculty have a contractual relationship with the College each term and are paid for each course assignment. Faculty qualifications to teach assigned courses are monitored through annual evaluations with a review of the faculty member's updated curriculum vitae and discussion of the past year's development experiences.

Workload Policy and Non-Teaching Workload Expectations

As a single purpose nursing college, with a mission of preparing *diverse learners to demonstrate excellence and compassion in nursing through an educational approach immersed in innovation, technology, and student success*, Galen's full-time faculty focus 80% of their time on instruction and are also expected to engage in service (15%), and scholarship (5%). Expectations for the faculty are clearly communicated in the faculty position description (Appendix O). Full-time faculty members are responsible for assessing students' achievement of the Student Learning Outcomes (SLOs) for the course(s) in which they teach, end-of-program student learning outcomes, and program outcomes. Examples of service include serving on campus and College-wide committees, mentoring students, or new faculty members, advising students, remediation, and tutoring. Scholarship activities include professional development activities, exploration of evidence-based research/literature to improve pedagogy and sharing nursing and teaching expertise with other faculty and professionals at the regional and national levels.

In the BSN program, full-time (FT) nursing faculty are expected to teach 16 to 28 contact hours per term (quarter). A contact hour is equivalent to one hour (50 minutes) of face-to-face instruction time being equivalent to one contact hour. For example, FT faculty who only teach theory courses in a given term would be expected to teach 16 contact hours (equivalent to 16 credits), while FT faculty who only teach clinical courses in a given term would be expected to teach up to 28 contact hours (equivalent to 9 credits). The contact hours are added to preparation time, which is one hour of prep time for every contact hour of theory or 15 minutes of prep for every contact hour of lab or clinical, to reach a total of 32 workload hours. The full-time faculty workload policy is located in the *Faculty Handbook*.

Overload

On occasion, a faculty member may be asked or volunteer to perform additional responsibilities or teach an additional course. In this case, the faculty member and Dean mutually agree to any additional assignments. Faculty who are assigned to additional activities or course assignments will be compensated at the end of the term. Compensation for overload is calculated by taking the total number of face-to-face instructional hours plus the associated 'prep' time and subtracting 32 workload hours. The resulting number of hours is multiplied by 12 (which equals the number of weeks in the quarter), and the total number of hours is then multiplied by the faculty member's hourly wage. This overload compensation is provided in one (1) payment at the end of the quarter.

Faculty-to-Student Ratios

To ensure a sufficient number of qualified faculty, Galen has established maximum faculty to student ratios in each course component, which are indicated in the table below. The student-nurse faculty ratio in clinical training, including observational or other supervised learning experiences; equals at least one (1) faculty member for ten (10) students, patient safety is a priority and may mandate lower ratios as is appropriate. This ratio is also maintained when a clinical section is in the Simulation Center.

Table 23: Established Maximum Faculty to Student Ratios per Section*

Component	Ratio
Clinical	1:10**
Clinical Learning Laboratory	1:20
Laboratory	1:35
Theory On-ground/Virtual	1:48
Theory Online	1:25

**Established maximums may be modified with approval of the Program Administrator.*

***Or as determined by state board of nursing or clinical affiliate requirements.*

When determining sufficiency in number of full-time faculty, the program evaluates how many sections of a nursing course to offer. As indicated in Table 23, the number of students registered in one section is limited and varies by course component. Actual faculty-to-student ratios are determined by the total number of students enrolled in nursing course sections divided by the total number of full-time faculty teaching nurse course sections. In some cases, more than one full-time faculty member may be assigned to a course section.

Full-time faculty-to-student ratios do not reflect the additional support that full-time faculty receive from part-time faculty members, the campus, and the College. In addition to the Executive Vice President of Nursing, Associate Vice President and Executive Dean, Regional Dean, and Dean, full-time faculty are supported in their work by qualified individuals as presented in Table 4.

60-2-101(b)(8-10)

(8) The proposed date of initial admission of students to the nursing program; (9) the number times students are to be admitted each year and the proposed number of students per admission; and (10) the admission requirements.

Program Response:

The initial cohort enrolling in the BSN program at the Wichita Campus is projected to consist of 60 students; however, Galen can accommodate more students should the demand for either program increase in this area. Based on the space and resources available, the Wichita Campus can accommodate approximately 1,000 students in total. The College will be monitoring program demand and available resources closely and allocating needed resources accordingly. Galen admits students into the BSN program four times per year. Table 24 reflects the total projected enrollment for the BSN program at the Wichita Campus for the first three years.

Table 24: Projected Enrollment for BSN Program at the Wichita Campus*

	2023	2024	2025
New Students	180	264	422

**Actual program enrollment to correspond with the market demand. Faculty and clinical resources to be allocated accordingly.*

The applicant pool and target audience for the Wichita Campus consists primarily of the following groups of students:

1. Graduating high school students who wish to enter directly into a BSN program.
2. Transfer students who have taken coursework at another educational institution who wish to transfer into Galen's BSN program.
3. Students who have a degree in another field and wish to pursue a nursing degree.
4. Workforce initiatives designed to retrain qualified individuals to become registered nurses.

Admission Criteria

In order to be considered for admission, applicants must meet the following admission requirements (Table 25). Admission practices are based on stated criteria for the selection and admission of students as outlined in the *Student Catalog* and on the College website.

Table 25: BSN Program Admission Criteria

Requirements	BSN Program
General Admission Requirements	• Must be a high school graduate or possess a General Education Development (GED) diploma. • Must be able to communicate effectively in English.
TESTING REQUIREMENTS The Multilevel PAX is the College's official entrance examination. Applicants may be granted acceptance into the College based upon equivalent entrance test scores on other qualifying examinations, including the ACT, SAT, HESI A2, PAX-PN/RN, and TEAS, or evidence of a previously earned bachelor's degree or higher from an accredited institution. Admission test scores must have been earned within the last five years.	
ACT	20
SAT Exam taken on or after 03/05/16	1100
Multilevel PAX	101

Table 26 outlines the Galen's conditional acceptance policy.

Table 26: Conditional Acceptance

BSN Program, Prelicensure Option
Applicants may be granted conditional acceptance into the BSN Program, Prelicensure Option at the Program Administrator's discretion. Students admitted with a conditional status must maintain satisfactory standing (a grade of 'C' or above in each nursing, science, and math course, and a cumulative GPA of 2.0) or may be subject to dismissal. Students will gain full acceptance upon satisfactory completion of 28 quarter credit hours within the program.

Readmission

Former students may apply for readmission by submitting the *Request for Readmission Form* to the Office of Academic Records. The completed form and supporting documentation will be reviewed by the Readmission Committee, who will make a recommendation to the Dean, whose decision will be final. The student will be notified of the Dean's decision in writing within ten (10) business days of the Readmission Committee's meeting. Readmitted students who experience any break in service may be required to retake courses or demonstrate proficiency in competency requirements and are required to meet curriculum requirements in effect at the time of readmission. Students who are readmitted following a dismissal for unsatisfactory academic performance may be admitted in a conditional status and may be required to follow some remedial steps to help them be successful in their coursework.

60-2-101(b)(11; 13-14)

(11) A description of the clinical facilities; (13) the name of each hospital and affiliating agency providing facilities for clinical experience. Each hospital and affiliating agency shall be licensed, accredited, or approved by the appropriate licensing or certifying body; (14) a contractual agreement or letter from each clinical facility stating that the clinical facility will provide clinical experiences for the nursing program's students.

Program Response:

Clinical Affiliation Agreements (CAAs) are established with every facility used for student clinical rotations. CAAs are current and contain the general and specific responsibilities of each party to ensure 1) that students have clinical experiences that promote the attainment of course objectives and student learning outcomes and 2) the protection of students. Each CAA contains general provisions and responsibilities of both the College and the healthcare facility.

A list of the clinical affiliates for the Wichita Campus, which includes a description of the facility and licensing/accreditation/approval information, can be found in Appendix Q.

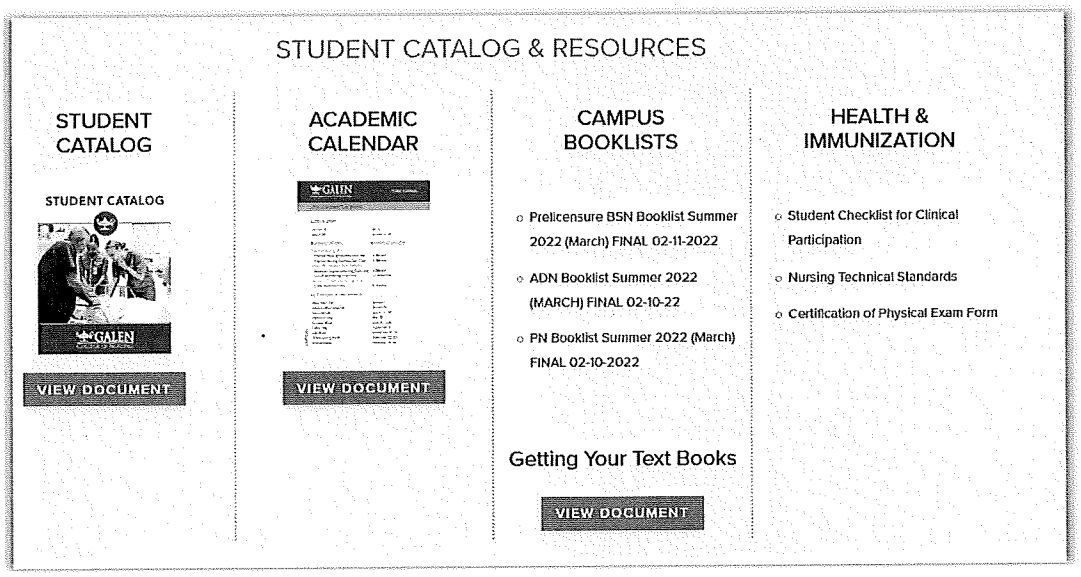
60-2-101(b)(12)

Copies of the current school bulletin or catalog.

Program Response:

Galen publishes an individual *Student Catalog* for each campus location. The *Student Catalog* contains all academic policies related to admission, readmission, progression, progression, and graduation. Policies are accurate, accessible to the public, non-discriminatory and consistently applied; differences are justified by the student learning outcomes and program outcomes.

The *Student Catalog* is made available to students, faculty, and other interested parties in electronic form via Galen's website (screenshot below) and Galen's student portal. The catalog is published at least annually, and new or revised policy updates are communicated to students via an electronic communication at the time of publication.



Consistent with Galen's other campuses, the Wichita Campus will have a *Student Catalog* dedicated to the individual campus. Once the necessary regulatory approvals are obtained, the Wichita *Student Catalog* will be uploaded to a dedicated campus webpage on the Galen webpage. A copy of the Main Campus *Student Catalog* is included with this application as an example.

60-2-101(b)(15)

For each applicant with any existing nursing programs: (A) The nursing program outcomes; and (B) any nursing program outcomes not meeting the stated benchmark. If any outcomes are not meeting the stated benchmark, a new nursing program shall not be approved.

Program Response:

Galen does not currently offer any prelicensure nursing programs in the State of Kansas.

Requirements for Initial Approval – Faculty and Preceptor Qualifications

60-2-103(a)(1)

Faculty and preceptor qualifications. (a) Professional nursing programs. (1) Each nurse faculty member shall be licensed as a registered professional nurse in Kansas.

Program Response:

As evidenced in the Nursing Faculty Position Description (Appendix O), all faculty teaching at the Wichita Campus are required to be licensed as a registered professional nurse in Kansas.

60-2-103(a)(2)

Faculty and preceptor qualifications. (2) Each preceptor shall meet the following requirements: (A) Be licensed as a registered professional nurse in the state in which the individual is currently practicing nursing; and (B) complete a preceptor orientation that includes information about the pedagogical aspects of the student-preceptor relationship and course information.

Program Response:

Not applicable. Galen does not utilize preceptors in the BSN program.

60-2-103(a)(3)

Faculty and preceptor qualifications. (3) Each nursing program shall have a written plan that includes the method of selection of preceptors, the roles of the faculty members and preceptors, and the methods of contact between faculty members and preceptors during the preceptorship.

Program Response:

Not applicable. Galen does not utilize preceptors in the BSN program.

60-2-103(a)(4)

(4) Each nurse faculty member shall have academic preparation and experience as follows:

(A) Each nurse faculty member who is assigned the responsibility of a course shall hold a graduate degree. Each person who is hired as a nurse faculty member shall have a graduate degree in nursing, preferably in the clinical area being taught, except for any person whose graduate degree was conferred before July 1, 2001.

(B) Each nurse faculty member responsible for clinical instruction shall possess a graduate degree or provide to the board a faculty degree plan that projects completion of a graduate degree. Each person who is hired as a nurse faculty member responsible for clinical instruction shall meet one of the following requirements:

(i) Have a graduate degree in nursing, preferably in the clinical area being taught, except for any person whose graduate degree was conferred on or before July 1, 2001; or (ii) provide to the board a faculty degree plan that projects completion of a graduate degree in nursing.

(b) Practical nursing programs. (1) Each nurse faculty member shall be licensed as a registered professional nurse in Kansas. (2) Each nurse faculty member shall have academic preparation and experience as follows:

(A) Each nurse faculty member who is assigned the responsibility of a course shall hold a baccalaureate degree. Each person who is hired as a nurse faculty member shall have a baccalaureate or higher degree in nursing, except for any person whose degree was conferred on or before July 1, 2001.

(B) Each nurse faculty member responsible for clinical instruction shall possess a baccalaureate degree or provide to the board a faculty degree plan that projects completion of a baccalaureate degree. Each person who is hired as a nurse faculty member responsible for clinical instruction shall meet one of the following requirements:

(i) Have a baccalaureate or higher degree in nursing, except for any person whose degree was conferred on or before July 1, 2001; or (ii) provide to the board a faculty degree plan that projects completion of a baccalaureate or higher degree in nursing.

(c)(1) For each nursing program, each nursing program administrator shall submit to the board the following:

(A) A faculty qualification report for each faculty member newly employed. Faculty with a continuing appointment shall have an appropriate degree;

(B) a faculty degree plan reflecting completion of the degree within six years for each instructor without the appropriate degree. Upon completion of the degree, a transcript showing completion of the nursing program shall be submitted to the board; and

(C) notification and a rationale for each faculty member who is not following the degree plan as submitted.

(2) The nursing program administrator may request a faculty hire exception to be approved by the board's professional staff, if faculty meeting the criteria specified in this regulation are not available, by providing documentation of the following:

(A) A lack of qualified applicants;

(B) a rationale for the need to hire the applicant;

(C) the applicant's qualifications; and

(D) a plan for faculty recruitment.

Program Response:

All Galen faculty are required to possess a graduate degree in nursing. Section 60-2-101(b)(7) outlines the process utilized by Galen to recruit faculty and to determine faculty teaching assignments.

Galen agrees to submit for each nursing program, as required:

A. A faculty qualification report for each faculty member newly employed. Faculty with a continuing appointment shall have an appropriate degree;
B. a faculty degree plan reflecting completion of the degree within six years for each instructor without the appropriate degree. Upon completion of the degree, a transcript showing completion of the nursing program shall be submitted to the board; and
C. notification and a rationale for each faculty member who is not following the degree plan as submitted.

Any faculty hire exception will be submitted to the Board in advance.

Galen does not utilize preceptors in the BSN program.

Requirements for Initial Approval – Clinical Resources

60-2-105(a)

Each contractual agreement shall be kept on file in the nursing program office.

Program Response:
Clinical Affiliation Agreements (CAAs) are established with every facility used for student clinical rotations. CAAs are current and contain the general and specific responsibilities of each party to ensure 1) that students have clinical experiences that promote the attainment of course objectives and student learning outcomes and 2) the protection of students. Each CAA contains general provisions and responsibilities of both the College and the healthcare facility.

Clinical affiliation agreements are maintained by the Office of Regulatory Affairs and Compliance and the Nursing Program. A list of the clinical affiliates for the Wichita Campus, which includes a description of the facility and licensing/accreditation/approval information, can be found in Appendix Q.

60-2-105(b)

Clinical learning experiences and sites shall be selected to provide learning opportunities necessary to achieve student learning outcomes.

Program Response:
Clinical facilities are selected based upon factors such as type and quality of the clinical experience; availability of appropriate patients; location; ability to accommodate the number of students required; and experiences that align with the PSLOs and CSLOs. Faculty and the clinical education staff work to establish positive professional relationships with the clinical affiliates, whose resources support sufficient student numbers and a variety of experiences.

Additional information regarding how the curriculum directs clinical instruction and experiences to support meeting the CSLOs and PSLOs can be found in Section 60-2-101(b)(6); 60-2-104(a).

60-2-105(c)

The faculty of each nursing program shall be responsible for student learning outcomes and evaluation in the clinical area.

Program Response:
As outlined in the Faculty Position Description, faculty are responsible for student learning outcomes and evaluation in the clinical area as excerpted below:

- Uses a variety of strategies to assess and evaluate student learning in all settings (classroom, lab, or clinical) and all domains (cognitive, psychomotor, and affective) of learning.
- Designs/uses tools for assessing clinical practice.

This responsibility is further emphasized in the Expectations of Faculty Teaching in the Clinical and Simulation Environments document published in the Faculty Handbook as excerpted below.

- Creates a clinical environment that facilitates students learning and achievement of desired student learning and program outcomes.
- Assures clinical assignments and experiences are appropriate for course level in meeting course student learning outcomes.
- Keeps student appraised of his/her clinical performance throughout the rotation/quarter.
- Observes and assesses students during skill performance on a patient.
- Assists students with medication administration and questions their knowledge of the medications.
- Assures safe application of clinical care.
- Provides timely written feedback to students throughout the clinical experience.
- Develops a written, systematic plan for student improvement, as appropriate.
- Documents inappropriate student behavior with corrective actions on college-approved form.

- Provides timely mid-term and final clinical evaluations to students.
- Maintains clinical practice knowledge and expertise in areas of responsibility needed to help students prepare for contemporary nursing practice.
- Seeks opportunities to maintain expertise in areas of responsibility and ensures that performance reflects scholarship and evidence-based clinical practice.

60-2-105(d)

The nursing program shall provide verification that each affiliating agency used for clinical instruction has clinical facilities that are adequate for the number of students served in terms of space, equipment, and other necessary resources, including an adequate number of patients or clients necessary to meet the nursing program objectives or outcomes.

Program Response:

At the end of each quarter, students are given the opportunity to evaluate the clinical faculty member and the clinical site to which they were assigned by completing the evaluation survey for the course. Specifically, students are asked to respond to the following survey question: *The clinical site provided sufficient opportunities to achieve the course objectives for clinical practice*. Additional survey questions gather data on students' evaluation of opportunities to: (1) apply the nursing process; (2) develop professional communication skills with patients, colleagues and members of the healthcare team; and (3) develop skill in the application of therapeutic techniques in a safe and effective manner.

The Campus's clinical agencies and clinical faculty members will also have the opportunity to evaluate the clinical experience through periodic written evaluations. The data collected is monitored by the Dean and clinical leaders, to ensure that the clinical agency continues to provide an appropriate practice environment for student learning and supports the achievement of CSLOs and PSLOs.

To obtain timely feedback, a Clinical Walk-Through Survey (*CWTS)* was developed with faculty with leadership input to allow for immediate documentation into a database and reporting of data. The *CWTS* is divided in three sections, which are the Faculty Section, Student Section, and Facility Section. Each section contains a unique set of questions to evaluate the clinical experience from all angles. A feedback section provided at the end of each set of questions to allow for an explanation for any response or other observation. The data collected will be monitored by the faculty and academic leadership to ensure that the clinical site continues to provide an appropriate practice environment for student learning and supports the achievement of CSLOs and PSLOs. Throughout the year, the clinical practice sites and experiences are evaluated at least annually by the clinical coordinator and DCE using the *CWTS.*

60-2-105(e)

A maximum of a 1:10 faculty-to-student ratio shall be maintained during the clinical learning experience and the clinical observational experience.

Program Response:

When building schedules for a given term, Galen ensures compliance with the board of nursing and clinical affiliate requirements. Galen will ensure that a maximum of a 1:10 faculty-to-student ratio is maintained during clinical learning and clinical observational experiences.

60-2-105(f)(1)

The objectives or student learning outcomes for each clinical observational experience shall reflect observation rather than participation in nursing interventions.

Program Response:

Galen will ensure that objectives or student learning outcomes for each clinical observational experience reflect observation rather than participation in nursing interventions. Clinical observational experiences are designed with specific objectives to align with the CLSOs. The clinical observational experiences are intentional planned to introduce students to patients and patient care areas where a complete clinical rotation is not completed. These observational experiences are noted as

observational only in the clinical assignments made by the clinical instructors. Students are required to complete a reflection assignment following any observational experience for inclusion in the clinical evaluation. Observational experiences do not constitute more than 15% of the total clinical hours per course.

60-2-105(f)(2)

Affiliating agencies in which clinical observational experiences take place shall not be required to be staffed by registered nurses.

Program Response:

Affiliating agencies in which clinical observational experiences take place are not required by Galen to be staffed by registered nurses.

60-2-105(f)(3-4)

(3) Clinical observational experiences shall constitute no more than 15 percent of the total hours for the clinical course.
(4) Simulation experiences shall constitute no more than 50 percent of the total hours for the clinical course.

Program Response:

Clinical Observations

Galen will ensure that no more that 15 percent of the total hours for the clinical course are spent participating in clinical observational experiences.

Simulation Experiences

The Wichita Campus plans to use simulated clinical experiences while not exceeding 50 percent of the total hours for each clinical course.

60-2-105(g)

Clinical learning experiences with preceptors shall be no more than 20 percent of the total clinical hours of the nursing program. This prohibition shall not apply to the capstone course.

Program Response:

Not applicable. Galen does not utilize preceptors in the BSN program.

60-2-105(h)

Each affiliating agency used for clinical instruction shall be staffed independently of student assignments.

Program Response:

As required, each affiliating agency used for clinical instruction shall be staffed independently of student assignments. Student assignments are made for the purpose of facilitating students' application of nursing knowledge in the healthcare setting. These assignments are independent of the responsibilities fulfilled by staff nurses for providing direct patient care.

60-2-105(i)

The number of affiliating agencies used for clinical learning experiences and clinical observational experiences shall be adequate for meeting curriculum objectives and student learning outcomes. The nursing program faculty shall provide the affiliating agency staff with the organizing curriculum framework and objectives and student learning outcomes for clinical learning experiences and clinical observational experiences used.

Program Response:

The Clinical Agency Roster in Appendix Q outlines the written agreements the College has with clinical facilities in the Wichita area indicates sufficient and adequate experiences for meeting curriculum objectives and student learning outcomes. Galen's clinical nursing faculty will be responsible for providing the affiliating agency staff with the organizing curriculum framework and objectives and student learning outcomes for clinical learning experiences and clinical observational experiences used.

60-2-105(j)

A sufficient number and variety of patients representing all age groups shall be utilized to provide clinical learning experiences that meet curriculum objectives or outcomes. If more than one nursing program uses the same affiliating agency, the nursing programs shall document the availability of appropriate clinical learning experiences for all students.

Program Response:

Sufficient Number of Clinical Learning Experiences

The Clinical Agency Roster in Appendix Q outlines the written agreements the College has with clinical facilities in the Wichita area and indicates sufficient availability and variety of patients representing all age groups to be utilized for providing clinical learning experiences that meet curriculum outcomes or objectives.

Patients Representing all Age Groups

Galen's curriculum is a simple to complex curriculum. Students begin their clinical rotations by providing care to one client. As the curriculum advances, students address additional clients, family, and social needs. Clinical and simulation environments allow students to engage with patients across the lifespan such as placement at pediatric, adult, and geriatric clinical sites and simulations that reinforce these clinical concepts. Table 27 outlines the required site features for each course in the program.

Table 27: Required Site Features

Course	Required Site Features
NSG 3130 Fundamental concepts & Skills for Nursing Practice	Adult populations with low acuity or chronic health conditions. Appropriate sites include long-term care, sub-acute care, rehabilitation, low acuity medical-surgical, and some community health sites. Sites should provide students with the opportunity to practice psychomotor skills as well as introductory nursing interventions.
NSG 3250 Nursing Practice-Adult Health I	Adult populations with low acuity or chronic health conditions. Appropriate sites include long-term care with skilled nursing, sub-acute care, inpatient rehabilitation, low to intermediate acuity medical-surgical, and some community health sites. Sites should provide students with the opportunity to practice psychomotor skills as well as medical-surgical nursing interventions.
NSG 3450 Nursing Practice-Mental Health	Populations with altered mental health. Appropriate sites are widely varied across the mental health wellness-illness continuum. Appropriate sites include community-based facilities that promote mental wellness, psycho-social services, transitional living, and many other sites. Sites should provide students with the opportunity to apply holistic nursing care to individuals at various levels of mental wellness both chronic and acute.
NSG3 480 Nursing Practice – Community Health	Populations and communities. Appropriate sites include community-based care services as well as population health provider. Examples of appropriate sites include public health offices, community services, community-health centers, home health, home-based hospice care, and so on. Sites should provide students with the opportunity to apply community nursing care concepts in a variety of settings.

NSG 3500 Nursing Practice – Maternal Health	Obstetrical and family-care populations. Appropriate sites include hospital-based obstetrical, labor and delivery, post-partum, nursery. Community health services for these populations are also appropriate. Sites should provide students with the opportunity to practice the provision of holistic family nursing care including acute and chronic care.
NSG 3600 Nursing Practice – Children's Health	Pediatric and family-care populations. Appropriate sites include hospital-based NICU and pediatric units as well as schools. Community health services for these populations are also appropriate including pediatric chronic- and home-care services as well as provider offices. Sites should provide students with the opportunity to practice the provision of holistic family nursing care including acute and chronic care.
NSG 3800 Nursing Practice - Adult Health II	Adult populations with various levels of acuity including chronic health conditions. Appropriate sites include intermediate to high acuity medical-surgical units and facilities. Sites should provide students with the opportunity to practice advanced psychomotor skills and complex nursing interventions.
NSG 4100 Nursing Practice Adult Health III	Adult populations with various levels of acuity including chronic health conditions. Appropriate sites include high acuity medical-surgical, intensive, cardiac, and critical care units and facilities. Sites should provide students with the opportunity to practice and complex nursing care including transitions of care when possible.
NSG 4800 Transition to Professional Nursing Practice	Populations with various levels of acuity including chronic health conditions. Appropriate sites include intermediate to high acuity medical-surgical, intensive, cardiac, and critical care units and facilities. Sites should provide students with the opportunity to apply complex nursing interventions, practice care coordination, and manage time and priorities as well as care for multiple patients when possible.

Requirements for Initial Approval – Educational Facilities

60-2-106(a-b)

(a) Classrooms, laboratories, and conference rooms shall be available when needed and shall be adequate in size, number, and type according to the number of students and the educational purposes for which the rooms are to be used.

(b) Each nursing program shall provide the following:

(1) A physical facility that is safe and is conducive to learning;

(2) space for counseling students in private that is available and adequate in size and number;

(3) secure space for nursing student records; and

(4) current technological resources and student support services for online or distance learning if online or distance learning is provided.

Program Response:

Classrooms, laboratories, and conference rooms shall be available when needed and shall be adequate in size, number, and type according to the number of students and the educational purposes for which the rooms are to be used. The physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes, and to meet the needs of faculty, staff, and students.

Design of Physical Campus and Resources

All Galen campuses were designed with these five components in mind: classrooms, clinical learning and simulation laboratories, student support services, and administrative support services. Each facility has sprinkler systems, fire extinguishers, evacuation routes, and emergency lighting placed according to local building codes. Each campus maintains appropriate access in compliance with the Americans with Disabilities Act (ADA).

Prior to construction or improvements, architects are consulted to ensure that Galen's facilities are in compliance with federal and state codes. All facilities hold Certificates of Occupancy, which are only obtained by meeting government safety guidelines. Additionally, all campuses adhere to fire code regulations, with strategically placed extinguishers that are tested annually. Students are made aware of emergency exits and procedures at orientation. A fire and evacuation plan is posted in each classroom, library, and laboratory, as well as being outlined in the *Student Catalog*, which is available on the College's website. Classroom and clinical learning laboratory safety policy complies with the Occupational Safety Health Administration (OSHA) guidelines and Americans with Disabilities Act (ADA) guidelines.

Clinical Learning and Simulation Laboratories

Galen provides at least one Clinical Learning Laboratory for each campus and extended classroom. Clinical Learning Laboratories follow the Healthcare Simulation Standards of Best Practice (HSSOBP): Operations. Each laboratory facility contains multiple fully functional hospital beds separated by privacy curtains, and other equipment such as simulated oxygen delivery and suction systems. Tables and seating are provided in the laboratories for students to use during instruction.

Technology used in the clinical learning laboratories includes low, medium, or high-fidelity simulators. Low fidelity simulators in the clinical learning laboratories include static manikins and task trainers such as simulated IV-arms and wound care models. Medium fidelity manikins are used throughout the clinical learning laboratories and features increased realism with audible physiologic sounds and other features.

In addition, the simulation laboratories contain simulated patient care rooms with a high-fidelity patient simulator. There are debriefing rooms where non-participating students may observe a simulation in progress and discuss the simulations with their faculty. Each simulated hospital room contains a fully functional hospital bed, simulated patient monitors, and a high-fidelity human patient simulation. Various high-fidelity human patient simulators are used with various patient physiologic processes such as labor and childbirth. Simulation scenarios are controlled from a laptop containing the scenario software via wireless connection to the mannequin. During each session, closed-circuit monitors provide real-time video to faculty members in the control room and to students in the adjacent debriefing rooms. Videos are often recorded for viewing during debriefing.

The simulation and clinical learning laboratories follow manufacturers' guidelines and the HSSOBP: Operations for cleaning and maintenance of simulators and mannequins, supplies, equipment, and the premises to ensure a clean, comfortable, and

safe environment for faculty, staff, student learners and visitors. Any requests for repairs are submitted to the Accounting Department for immediate review.

Testing Rooms

Galen complies with all state and federal laws concerning individuals with disabilities and provides reasonable accommodations to individuals with disabilities in accordance with applicable laws. Any applicant or student who wishes to request an accommodation may do so by contacting the Section 504/Title IX Coordinator for their campus, published in the campus *Student Catalog* and on the Galen website. Individual exams are proctored for students who have documented eligibility for disability accommodations, such as isolated testing or extended testing time. Special isolation testing rooms that address size of the testing area, height of the separators, sunlight, lighting, and room color were designed and installed at all campuses to facilitate testing of students requiring special accommodations.

Workspaces

Full-time staff and faculty on each campus have a dedicated workspace with a computer or laptop with printing and scanning connections and telephone. Part-time/adjunct faculty have access to workspaces while on campus with all the same capabilities as a full-time employee.

Sufficiency of Physical Resources

Galen has adequate physical facilities and resources that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. Galen is committed to providing quality physical resources to support its mission, programs, and services by maintaining a wide variety of physical and technological resources in order to provide an environment conducive to teaching and learning for faculty and students. The institution's strategic goal of *Resource Allocation* focuses on enhancing the learning environment for the courses offered.

Investment in Physical Resources

The College makes significant investments in the physical infrastructure and associated resources in order to enhance learning and facilitate the achievement of program and student learning outcomes. Investments are made in capital items, physical campus infrastructure, and contemporary learning environments (Table 28).

Table 28: Recently Completed Capital Investments

Category of Investment	Investment (Amounts in Millions)
Campus Physical Facility Investments	$19,706,000
Traditional Maintenance Capital Investments	$1,112,000
Student Information System Investment	$1,500,000
Total	**$22,318,000**

The College has budgeted over $11 million for recent physical facility investments.

Annually, a capital budget is prepared for the subsequent calendar year and is presented at the December Board of Directors meeting for approval. Capital requests to be considered for approval in the capital budget are submitted by the campus and program leadership along with justifications for the requests to the VP of Finance for evaluation prior to being presented to the Board of Directors. Capital expenditure requests are submitted to accounting for approval/denial of the purchase, based on planned calendar year budget expenses. Items that are emergency repair or replacements are categorized as such and then the approval can be expedited.

Physical Campus Improvements

Since 2017, the College has continued to undergo physical expansion at all locations to further support current or anticipated program maturation and growth. The College offers an ACEN-accredited ADN Program and a CCNE-accredited prelicensure BSN option at each physical campus location, allowing Galen to leverage existing physical, fiscal, and clinical resources, and make significant financial investments in the physical campus facilities. Table 29 outlines the progressive enhancement of physical resources to support the program.

Table 29: Square Footage Expansion and Enhancement of Physical Resources

	2017	2018	2019	2020	2021
Total Square Footage	237,000	277,000	323,000	377,234	479,431

These numbers are reflective of the College completing or currently undertaking numerous physical expansions based on student enrollment and needs. In 2021, the physical footprint of the College to support the nursing programs expanded to over 475,000 square feet.

Contemporary Learning Environments

Galen maintains a contemporary learning environment at all campus locations, where all students are welcome to learn, study, engage in research, collaborate with peers, and seek guidance and support, regardless of program modality. The following pictures provide a visual of the types of spaces available on campus.

Student Success Center

The student success center is designed with collaboration in mind. As the College's Quality Enhancement Plan focuses critically on ensuring students have the tools they need to become successful students and eventually successful nurses, Galen has learned that the staff who work directly with students need to be directly accessible to them in the areas in which they congregate. In addition, the space for students to study and focus while on campus is something that we have heard clearly from our students and that we have intentionally focused on.

Welcome Center

The welcome center is a great place for potential students to come in and learn more about the College and prepare for their campus tour. Prospective as well as current students can conveniently meet with admissions, financial aid, and registrar staff in order to ensure they are well prepared to start classes at Galen, and the area serves as a comfortable one-stop shop for students who need assistance with administrative matters prior to and during their time as a student at the College.

Many resources are available to enhance the online programs, services, and mission from a physical perspective, but there are also a variety of support services and technology infrastructure that lends itself to supporting virtual learning in the BSN program as well, including virtual tours for each campus location.

Physical Resources

The physical resources of the Wichita Campus are presented in Table 30.

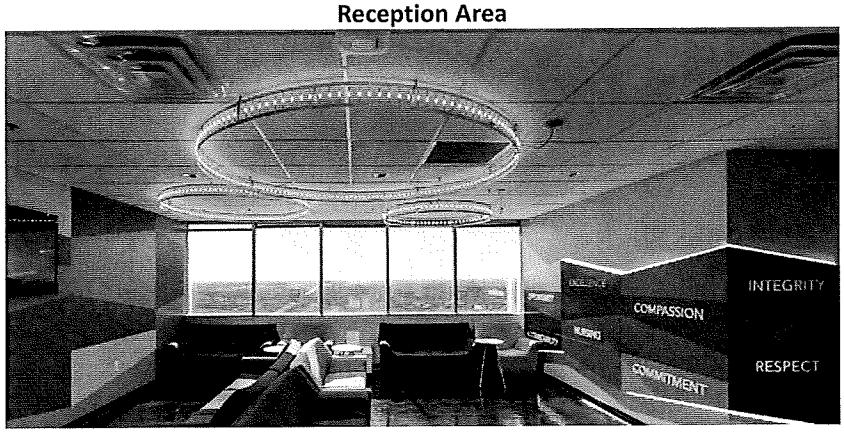
Table 30: Physical Resources of the Wichita Campus

Category	Number
Square Footage	25,000
Classrooms	3
Clinical Learning Laboratories	4
Simulation Center	
Simulation hospital rooms	3
Debriefing rooms	2
Simulation Storage Rooms	1
Student Resource Center	1
Enrollment Center	1
Campus Store	1
Student Lounge	2
Conference Rooms	2
Student Group Study Rooms	14
Faculty/Staff Break Rooms	1
Faculty Workroom/Copy/Mail	1
Other Campus Storage	2
Other Campus Storage	

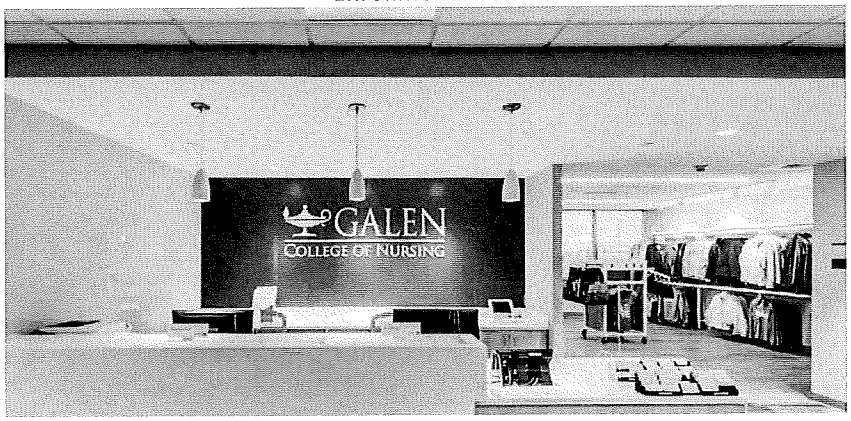
Full-time faculty are provided individual workspaces equipped with desks and access to computers, a telephone, and office supplies. Part-time faculty have access to shared workspace. Each faculty computer is equipped with hardwired network access and power outlets. Each faculty laptop is standardized with Microsoft® Office Suite®. All faculty and staff computers are pre-mapped to Campus printers and the Campus shared drive. Private conference room space is also available to faculty members so that they may have private conversations with students.

Private offices are provided for academic and operational leadership. An administrative assistant will be accessible to faculty and staff. The faculty and administrative office area will include printers, copy machines, and storage cabinets with supplies and forms for faculty and staff use. Student records are securely maintained electronically.

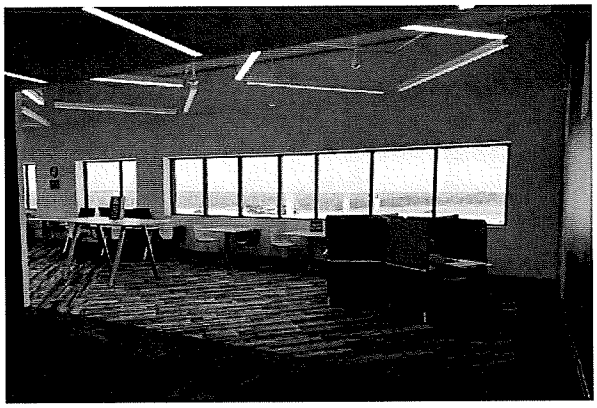
Reception Area



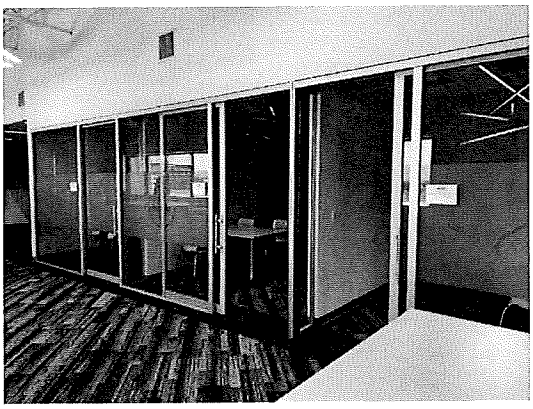
Enrollment Area

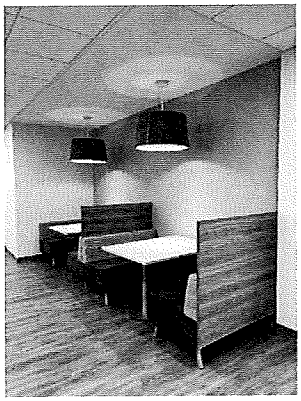


Student Resource Center

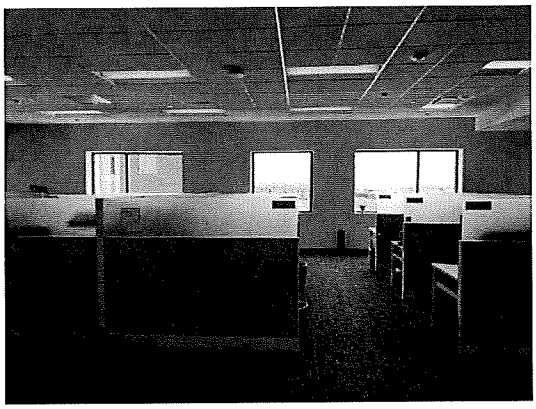


Study Spaces





Staff and Faculty Workspaces



As evidenced through the resources described above, the College provides appropriate physical resources appropriate for the programs and services offered, as well as in complement to the mission through offering students consistent support and contemporary learning centers at each campus location.

Evaluation of Adequacy of Physical Resources

The College utilizes multiple measures to evaluate the adequacy of its physical resources, including survey results and classroom utilization data. Student responses on the Graduating Student (Exit) Survey question "the facilities are clean and well maintained" consistently rated above the expected level of achievement (3 out of 4) at each campus.

The 2021 College Operations & Facilities Institutional Effectiveness Plan (IEP) reflects that the College accomplishes its goals by the abbreviated results below:

- Provide a safe and secure facility
    - Fire drills at all campuses
    - Emergency response and active shooter training at all campuses
    - Each campus scored above 3.0 on Graduating Student (Exit) Survey for campus safety
- Present an environment conducive to learning
    - Most classrooms at all campuses reflect utilization of less than 60% per room, which is our benchmark for monitoring

Recent classroom utilization data continues to reflect the adequacy of Galen's physical resources across existing campuses. Additionally, the College regularly conducts focus groups with students and faculty and staff to ascertain satisfaction with their learning environment as well as garner ideas for new elements to consider in campus renovation and construction.

As the College leases all buildings, deferred maintenance is not a budget consideration and the College can rely on professional property managers, as well as in house facilities staff, to make regular improvements to ensure an adequate physical learning environment.

In summary, the College provides appropriate physical resources appropriate for the programs and services offered, as well as in complement to the mission through offering students consistent support and contemporary learning centers at each campus location

Secure Space for Student Records

Through precautions and procedural guidelines, Galen maintains the security and confidentiality of files and records containing personally identifiable information. Colleague® serves as Galen's student information system and is the primary storage method for all student data. The system requires individual password-protected logins and roles-based security to provide secure, encrypted, and authenticated access only to information appropriate to the employee's role, position, and status. Likewise, students are given access to their records at any time through the student portal, a self-service student portal where they can view their own attendance, schedule, and grades. Roles-based permissions and access for Colleague® are controlled and managed at the Main Campus.

In addition to Colleague, the College utilizes an outside monitoring service, CastleBranch, to ensure compliance with background and immunization requirements of the Institution and our clinical affiliates. In an online platform, CastleBranch receives information from students, which includes items such as immunization records and certifications. The information and documents provided are evaluated by CastleBranch staff, who then works on a proactive basis to follow-up with students on any items that may expire to see that the student remains compliant. All documents are available to Galen's Office of Academic Records at all times.

Galen's Student Records Policy

Galen's Student Records Policy states that electronic student records shall be maintained in the student information system, and that all records shall be retained for five years after graduation or withdrawal. The Office of Academic Records oversees adherence to these rules and determines the appropriateness of requests for access to student records. Galen's policies meet state and federal guidelines on record retention.

Student Support Services

Galen will provide the following services to support students at the Wichita Campus:

Academic Advisement

In order to be available to assist and advise students, regular, full-time faculty members are required to publish a minimum of three hours per week of office hours in their course syllabi or in Canvas™. Faculty members are flexible and often make alternative arrangements outside of the posted times in order to assist students as needed. Students may schedule appointments with faculty members for assistance with study skills, scheduling, course content, or other academic needs. Faculty members will be assigned as advisors to students to assist them with evaluation of transfer credit and subsequent planning of course schedules. Nursing students will also be assigned an Academic Progress Coach and faculty advisor who have had faculty development related to advising students.

Student Services

Galen's student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery. Galen recognizes the importance of providing appropriate academic support services and is committed to providing these essential resources to our diverse student population. Galen's extensive academic resources and programs have been designed to support student achievement of the student learning outcomes, as well as promote the development of professional knowledge.

Student Services Personnel

Galen provides a sufficient number of qualified student services to accomplish the mission of the institution. Appropriate personnel will be hired and trained to assist the students at the Wichita Campus with any student service-related issues. Personnel that are part of the hiring plan for the first two years for the Wichita Campus include job titles such as Admissions Representative, Financial Aid Advisor, Registrar, Academic Progress Coach, Campus Engagement Specialist, and Content

Enrichment Specialist.

The College has the following academic support resources to foster student success:

- Academic Success
- Admissions
- Disability and Counseling Services
- Student Portal
- Orientation
- Financial Aid Services
- Student Resource Center

Academic Success
The Academic Progress Coach will be available at the Wichita Campus to provide academic support services, community resource referrals, and other related services to support student retention and success in the nursing program. This individual understands the diverse academic, socioeconomic, cultural, and ethnic backgrounds of the students and provides services accordingly. For students needing specialized academic assistance, a team of content enrichment specialists provides group tutoring (enrichment) and individual assistance with course content. In many of our campus communities, we have at least one individual in this position who is a registered nurse. Should a student need resources beyond what Galen offers internally, Community Resource Specialists, who are social workers, are also available to assist students with referrals to resources in the community.

Admissions
The Admissions Representative is Galen's first point of contact for a prospective student. Potential students are provided a thorough explanation of the school and its programs either in-person, on the phone or by e-mail. These roles are customer-service oriented, and individuals undergo a training process on how to assist students through the enrollment process. On-going training consists of meetings that cover the role of the enrollment counselor as well as Galen history and compliance. New staff are required to shadow other admissions/enrollment staff on phone calls and during information sessions.

Disability and Counseling Services
The College complies with all state and federal laws concerning individuals with disabilities and provides reasonable accommodations to individuals with disabilities in accordance with applicable laws. Any applicant or student who wishes to request an accommodation may do so by contacting the Section 504 Coordinator/Title IX Coordinator, as outlined in the *Student Catalog* published on the Galen website. Galen provides testing accommodations for students who have a documented eligibility for disability accommodations, such as isolated testing or extended testing time.

Galen is committed to helping students progress successfully through the academic challenges in its nursing programs. A professional, licensed counselor is available to students, at no personal cost, to provide confidential guidance for a wide variety of personal issues, such as test anxiety, learning styles, and reading comprehension. Counselors are available to assist remotely by phone or video.

Student Portal
The student portal, which is available to prospective, current, and graduated students, provides real-time information to registered users. Students can electronically access their mid-term and final course grades, unofficial transcripts, attendance records, and schedules. Students can also contact faculty members, make tuition payments, and receive financial aid information, along with a variety of other functions. The portal enhances communication between students and the College.

Orientation
An orientation program is held to familiarize students, including online students, with the programs and services provided by Galen. Students are greeted in orientation by a Galen representative, and have an opportunity to meet academic leaders, faculty, and staff, including members of the Student Success Department and Operations Team. Various school policies and procedures are covered, including but not limited to: General Attendance Policies, Resolution of Grievances Policy and Procedure, Dress Code, and the Student Code of Conduct. Student success representatives also provide information about academic, community, and 504/Title IX resources.

Financial Aid Services

Galen is in compliance with all program responsibilities under Title IV of the 1998 Higher Education Amendments and subsequent Higher Education Reauthorization Acts. Galen demonstrates compliance through evidence of our most recent Program Participation Agreement (PPA) from the United States Department of Education, our Eligibility and Certification Approval Report (ECAR); and through the results of our 2021 audit, which identified no material deficiencies. Galen adheres to all federal regulations as set forth in the *Federal Student Aid Handbook*.

Financial aid information will be available to all eligible students. Programs will be available to assist students with college expenses including grants, scholarships, and loans. Information and direction about appropriate financial assistance can be obtained by all students from the Enrollment Counselor or by viewing the *Student Catalog*.

An enrollment counselor will be available on-site to assist students in obtaining financial assistance information. In order to obtain direct loans through the Department of Education, students are required to complete a Master Promissory Note and mandatory entrance counseling prior to enrollment at Galen. Galen utilizes the Department of Education's website, StudentLoans.gov, for all student loan counseling to ensure regulatory compliance. Upon the awarding of financial aid, each student will receive an award letter, which explains the responsibilities of the student in order to remain eligible for Title IV financial aid. Staff will conduct an enrollment meeting with every incoming student to create a customized financial plan. At the conclusion of each meeting, the student is given a copy of "Funding Your Education," which is published by the Department of Education and provides extensive and insightful information on all federal student aid programs and the student's responsibilities for loan repayment. Students must participate in exit counseling in order to satisfy mandatory graduation requirements, as published in the *Student Catalog,* and are provided specific information regarding their student loan obligation upon graduation.

Student Resource Center

Physical Resource Center

Galen has made a significant commitment to enhancing computer technologies and making these services user-friendly for students as part of our mission. Student study areas, worktables, and computer resources are available on all campuses for student use. In addition to computer terminals, printing and copying resources are also available. Group collaboration, tutoring, or individual study are facilitated in bright, comfortable environments.

Online Resource Center

The Student Resource Center is a collection of online sites for Galen students. It includes tutorials, contact information for sites and support, and links and guides for student success. The tutorials section has information about using Canvas™ LMS, Microsoft Office Training, the Student Portal, Galen email, and the Rave emergency alert system. The Student Success section includes a Career Resource Center, Library, and contact information for staff who can provide assistance with study skills, test -taking strategies, and social-related concerns such as financial, community resource recommendations, and campus counselors.

Technological Resources

Galen provides comprehensive, current, and accessible learning resources and technology to students and faculty in order to facilitate and enhance the learning experience. Faculty have input into the selection and evaluation of technology through the annual technology survey and by directly bringing ideas forward to the Dean and the Online Technology and Instructional Design department.

The role of faculty is to draw upon their unique and individualized areas of expertise to ensure that proposed resources are academically sound, current, relevant, and pertinent to the learning of the student. Faculty provide input into the selection and evaluation of technology and resources via committees. After evaluation and review, faculty are encouraged to make recommendations for new resource materials, including technology-based materials, to the respective campus curriculum committee. Faculty also review resources (such as a new/revised textbook or skills manual) prior to it being implemented into a course.

Technology

Canvas™ is the online learning management system (LMS) that is used for all programs at the College. Canvas™ is one of the newest, most robust platforms, which allows the College to take full advantage of the latest Web 2.0 interactive technologies.

Through Canvas™, faculty and students can view multimedia and video presentations, retrieve documents such as syllabi, handouts, PowerPoints, and supplemental lesson presentations, and be directed to specific Internet sites that will provide students with additional resources. Canvas™ also provides students with access to threaded discussion forums, synchronous web conferencing, chat features, online quizzes, assignment submission, faculty feedback, which may include video from the faculty and detailed rubric feedback, and course grades.

The Canvas™ platform also includes Native Canvas™ Accessibility, which has built-in accessibility components. Galen complies with all state and federal laws concerning individuals with disabilities and provides reasonable accommodations to individuals with disabilities in accordance with applicable laws. Any applicant or student who wishes to request an accommodation may do so by contacting the Section 504/Title IX Coordinator at their campus. Contact information is published in the campus *Student Catalog* under *Equal Opportunity, Discrimination and Harassment* and on the Galen website.

Galen provides students and faculty with custom-built orientations that are specific to their use. Additionally, all Galen faculty complete a training program before being assigned an online teaching assignment and mentorship during their first-course assignment and as needed.

Technical Support
Faculty and students have access to 24/7 technical support directly with Canvas™ via chat or a toll-free phone call. Additionally, faculty and students can open support tickets with Galen's internal support team by emailing: support@galencollege.edu or by opening a ticket at https://support.galencollege.edu/. Access to Canvas™ support is integrated directly into Canvas™ via a Help button. Additionally, access to all technical support resources, including the learning resources listed in Table 31, are listed under "Student Resources" on the Galen website at: https://galencollege.edu/current-student. Campus-based technical support is available Monday through Friday from 8:30 am – 4:30 pm eastern time by telephone or support ticket. Self-help resources are available on the Galen website 24 hours a day, 7 days a week.

60-2-106(c)
The library resources, instructional media, and materials shall be of sufficient recency, pertinence, level of content, and quantity as indicated by the curriculum to meet the needs of nursing students and faculty and shall be available to online or distance learning students.

Program Response:
Galen's library resources, instructional media, and materials are of sufficient recency, pertinence, level of content, and quantity as indicated by the curriculum to meet the needs of nursing students and faculty and is available to both online and distance learning students.

Learning Resources
Students have access to a librarian, as well as free access to a variety of online learning resources that are available on-demand, 24 hours a day, seven days a week. As previously mentioned, faculty have multiple ways to provide input into the selection and deselection of learning resources. Table 31 outlines the online learning resources available to all students in the BSN program.

Table 31: Available Online Learning Resources for BSN Students

Resource	Description
Academic Writer	A cloud-based instructional resource, which can be accessed through Canvas™, supports students in their efforts to compose research papers, structure and format papers, think and write proficiently, master application of APA Style®. Students can access a robust digital library of videos, quizzes, samples, and more to supplement course content. Technical Support is available via Email or the "Get Assistance" link directly on the Academic Writer homepage. Training tutorial videos and other support options are available in the "Get Assistance" portal.

Grammarly Premium®	A web-based application that checks a user's grammar, spelling, punctuation, sentence structure, and writing style. It also has a built-in plagiarism detection tool that will search the internet for directly copied content. Students, faculty, and staff can sign up for Grammarly® by visiting: www.grammarly.com/edu/signup and registering with their Galen email address. Grammarly® will automatically associate a user's Galen email address with our premium account.
Microsoft Office 365	Faculty and Students are provided with a Galen email address and the full Office 365 suite of software. This includes both the cloud version and installable version of Word, Excel, OneNote, Outlook, Teams, Sway, Forms, and OneDrive could storage. Students and Faculty access their accounts by logging in with their Galen provided email address at www.office.com or by clicking the link provided in the "Current Students" and "Faculty and Staff" sections of the Galen College website.
ReadSpeaker	A third-party, web-based, Canvas™-integrated, screen reader that Galen has licensed. This resource supports students who request accommodations. Readspeaker is integrated directly into Canvas™.
Screencast- O-Matic (SOM)	The Team Premier version used for creating course media, lecture capture, and video presentations. Galen faculty chose SOM because of its cross-platform compatibility (Mac and PC), available mobile apps (IOS and Android), advanced editing capabilities, individual and sharable cloud libraries, and an easy-to-use interface. SOM integrates directly with Canvas™ and provides detailed training videos. Additionally, Galen maintains its own repository of training content explicitly geared towards Galen's best practices. SOM is accessible by visiting https://screencast-o-matic.com/galencollege or by clicking the link provided in the "Current Faculty" section of the Galen College website. It is also accessible via the HTML editor in Canvas™.
Equipment	The College also provides computer resources available for students on campus. All full-time faculty are provided a laptop computer, and workstations are available for adjunct faculty. The college also offers copying resources and full wireless access for personal device use by both learners and faculty.

Online Library Resources

The College's core institutional online library collection consists of electronic books, databases of professional and academic literature, and vetted and categorized information resources available through the internet. Online resources are available continuously from any location and device that provides internet access. Continuous access to online library resources is integrated into Canvas™ and is accessible via a library resource tab located in each course. The library is also a member of the DOCLINE resource-sharing consortium available through the National Network of Libraries of Medicine® (NN/LM®).

Additional resources freely available online are linked from Galen's library website which is accessed using Canvas™. Linked sites are vetted and approved by faculty members and/or librarians. Many of the links provide access to government or consumer-health information and are categorized to create Subject Guides supporting Galen curricula, covering topics including manuscript and citation style, professional nursing organizations, and topics such as leadership and management, ethics, nursing theory, evidence-based practice, and informatics. A summary of the online library resources available to the BSN students is provided, including the existing electronic subscriptions in Table 32.

The librarians support the faculty in reviewing content to ensure that resources are current and relevant. Faculty are supported in comparing curriculum content with current library resources in order to identify areas of opportunity. Faculty are also supported in contacting text publishers to determine whether more updated resources are available. This is outlined in the Library Collection Development Policy in the College Policy and Procedure Manual. The College librarians regularly review and edit the collection to remove materials which are outdated. The librarians also work with faculty to identify the need for new materials. This process for suggesting new resource recommendations is to ensure currency. Finally, librarians may review outdated material without faculty input if a more updated version of the same resource is available.

Table 32: Summary of Existing Electronic Subscriptions Relevant for BSN Degree Offering

Resource	Description
Academic Search Elite- EBSCO	Current full-text access to more than 1200 peer-reviewed journals, including hundreds of journals indexed in Scopus and Web of Science.
CINAHL Complete- EBSCO	Current full-text access to approximately 400 peer-reviewed journals on subjects that include nursing, education, biomedical sciences, and allied health.
MEDLINE with Full Text- EBSCO	Current full-text access to more than 800 peer-reviewed journals in health, biomedical sciences, and health education.
Psychology & Behavioral Collection- EBSCO	Over 300 peer-reviewed journals that offers strong coverage in child and adolescent psychology and various areas of counseling.
Nursing Reference Center Plus- EBSCO	Encyclopedic reference including overviews on diseases, conditions, drugs, skills, and cultural competencies. Also included: care sheets, patient-education handouts, and continuing education modules. This resource is designed to promote evidence-based medicine and best practices in nursing.
EBSCO eBooks	Approximately 200 titles on subjects in nursing and/or nursing education.
Scientific and Medical ART (SMART) Imagebase- EBSCO	Comprehensive collection of downloadable high-quality illustrations and animations that includes 24,000 medical illustrations, 1,200 medical animations, 250 monographs and interactives 43 human body lesson plans.
Nursing@Ovid Full Text	Current full-text access to more than 70 peer-reviewed journals, including *Nursing Made Incredibly Easy! American Journal of Nursing,* and *Nursing Critical Care.*
NMIE! Ebook Collection LWW Health Library	30 colorfully illustrated, enjoyably written titles that help boost understanding and retention of core nursing concepts and practices. A perennial favorite student resource.
Nursing Education in Video- ProQuest	Nursing Education in Video- 3rd edition is a collection of more than 400 nursing-related videos that help students improve their clinical skills.
GenderWatch - ProQuest	145 peer-reviewed full-text journals from an array of presses covering topics such as sexuality, societal roles, eating disorders, and the workplace.
Nursing & Allied Health Database- ProQuest	700 current, peer reviewed journals covering the latest and most important ideas in nursing and allied health scholarship.
Ebook Central- ProQuest	Access to over 18,000 titles in the ProQuest Diversity, Equality, & Inclusion (DEI) Collection and five selected nursing titles from the publisher F.A. Davis.
Science Direct	Current full-text access to *Nursing Outlook, Nurse Education Today, Journal of Professional Nursing, Journal of Nursing Regulation, Clinical Simulation in Nursing,* and *Teaching and Learning in Nursing, Nurse Education in Practice, and Nurse Leader.*

Library Services

The mission of the Galen Library is to support access to high-quality education resources which support academic excellence and achievement for Galen's students. The Galen Library accomplishes this mission by providing students and faculty with relevant and current information resources, including the services of professional librarians. Resources are available to students, faculty members, and staff members. Also, access to the online library resources is integrated into Canvas, providing users a simple and convenient connection between their courses and the supporting library materials. Instruction in the use of library resources is offered to students and is built into the online learning management system (LMS).

Standard course resources in the LMS include links to the library's subscription electronic databases and to a video about configuring browser software for optimal compatibility with those resources. Embedded within the individual subscription databases are links to commercially prepared tutorials and videos on using the tools effectively. Database tutorials and other information about utilizing library resources is also available in the "Modules" area of Canvas.

Reference services, as well as orientation and training, are provided by trained librarians. Reference services are available to assist users with all services: searching databases, assistance in identifying and using specific research materials, structuring research projects, offering individual and group instruction, and offering general advice in using the library. In addition, research help is made available in Canvas in the Library Resource Center. This online center contains tips, strategies, and database tutorials. Students who need additional assistance may contact a librarian by emailing library@galencollege.edu, scheduling a one-on-one appointment through Calendly, or by using the online chat service. Trained librarians are available to

assist students through these avenues during regular business hours in real time. All Galen students, in both the online and the traditional classroom programs, are welcome and encouraged to seek the assistance of the library staff.

Students have access to a librarian, as well as free access to a variety of online learning resources that are available on-demand, 24 hours a day, seven days a week. As previously mentioned, faculty have multiple ways to provide input into the selection and deselection of learning resources. Table 33 outlines the online learning resources available to students in the BSN program.

Table 33: Available Online Learning Resources for BSN Students

Resource	Description
Academic Writer	A cloud-based instructional resource, which can be accessed through Canvas™, supports students in their efforts to compose research papers, structure and format papers, think and write proficiently, master application of APA Style®. Students can access a robust digital library of videos, quizzes, samples, and more to supplement course content. Technical Support is available via Email or the "Get Assistance" link directly on the Academic Writer homepage. Training tutorial videos and other support options are available in the "Get Assistance" portal.
Grammarly Premium®	A web-based application that checks a user's grammar, spelling, punctuation, sentence structure, and writing style. It also has a built-in plagiarism detection tool that will search the internet for directly copied content. Students, faculty, and staff can sign up for Grammarly® by visiting: www.grammarly.com/edu/signup and registering with their Galen email address. Grammarly® will automatically associate a user's Galen email address with our premium account.
Microsoft Office 365	Faculty and Students are provided with a Galen email address and the full Office 365 suite of software. This includes both the cloud version and installable version of Word, Excel, OneNote, Outlook, Teams, Sway, Forms, and OneDrive could storage. Students and Faculty access their accounts by logging in with their Galen provided email address at www.office.com or by clicking the link provided in the "Current Students" and "Faculty and Staff" sections of the Galen College website.
ReadSpeaker	A third-party, web-based, Canvas™-integrated, screen reader that Galen has licensed. This resource supports students who request accommodations. Readspeaker is integrated directly into Canvas™.
Screencast- O-Matic (SOM)	The Team Premier version used for creating course media, lecture capture, and video presentations. Galen faculty chose SOM because of its cross-platform compatibility (Mac and PC), available mobile apps (IOS and Android), advanced editing capabilities, individual and sharable cloud libraries, and an easy-to-use interface. SOM integrates directly with Canvas™ and provides detailed training videos. Additionally, Galen maintains its own repository of training content explicitly geared towards Galen's best practices. SOM is accessible by visiting https://screencast-o-matic.com/galencollege or by clicking the link provided in the "Current Faculty" section of the Galen College website. It is also accessible via the HTML editor in Canvas™.
Equipment	The College also provides computer resources available for students on campus. All full-time faculty are provided a laptop computer, and workstations are available for adjunct faculty. The college also offers copying resources and full wireless access for personal device use by both learners and faculty.

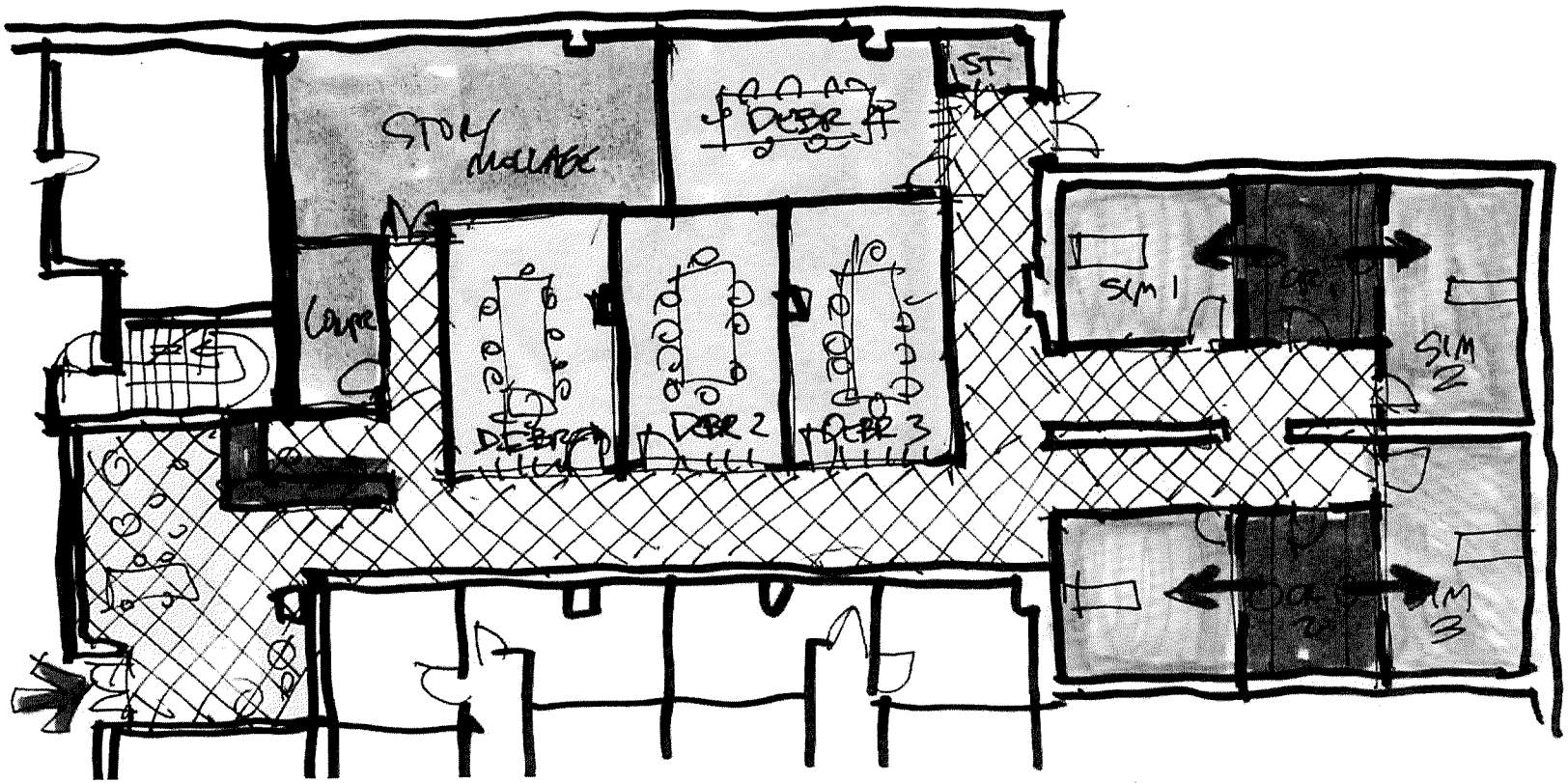
Instructional Materials

All of Galen's on-ground courses are web-enhanced. These courses are held on campus and use technology to augment the course. Web-enhanced courses and virtual classrooms are synchronous courses. Galen uses the learning management system Canvas, which allows students the ability to retrieve or view documents such as syllabi, handouts, PowerPoints, supplemental lesson presentations, etc., as well as be directed to specific Internet sites that will provide students with additional course content. Web-enhanced courses may also utilize the online gradebook, online testing, and online assignment submission. Students will automatically be enrolled in a web-enhanced course and will typically not receive paper copies of syllabi, handouts, PowerPoints, etc.

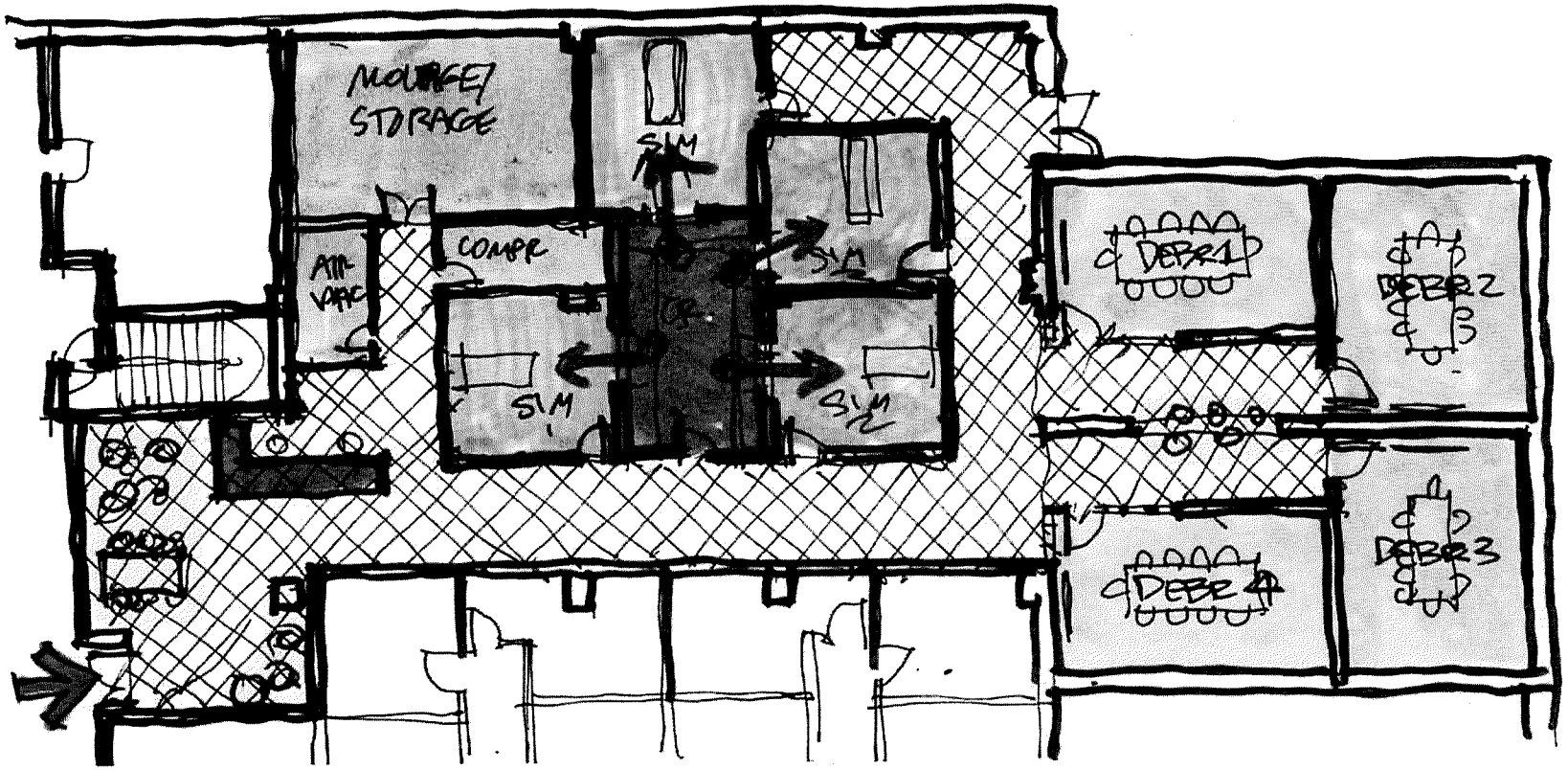
The BSN program includes face-to-face meetings for laboratory and clinical. Content is posted online through Canvas. Technical requirements can be found on the Galen website. All course evaluations are provided electronically. At approximately week eight of the quarter, students are notified via email that course evaluations for courses in their schedule are available for completion. Evaluation data is reviewed by faculty and the Dean.

Appendix A: Wichita Campus Floor Plan

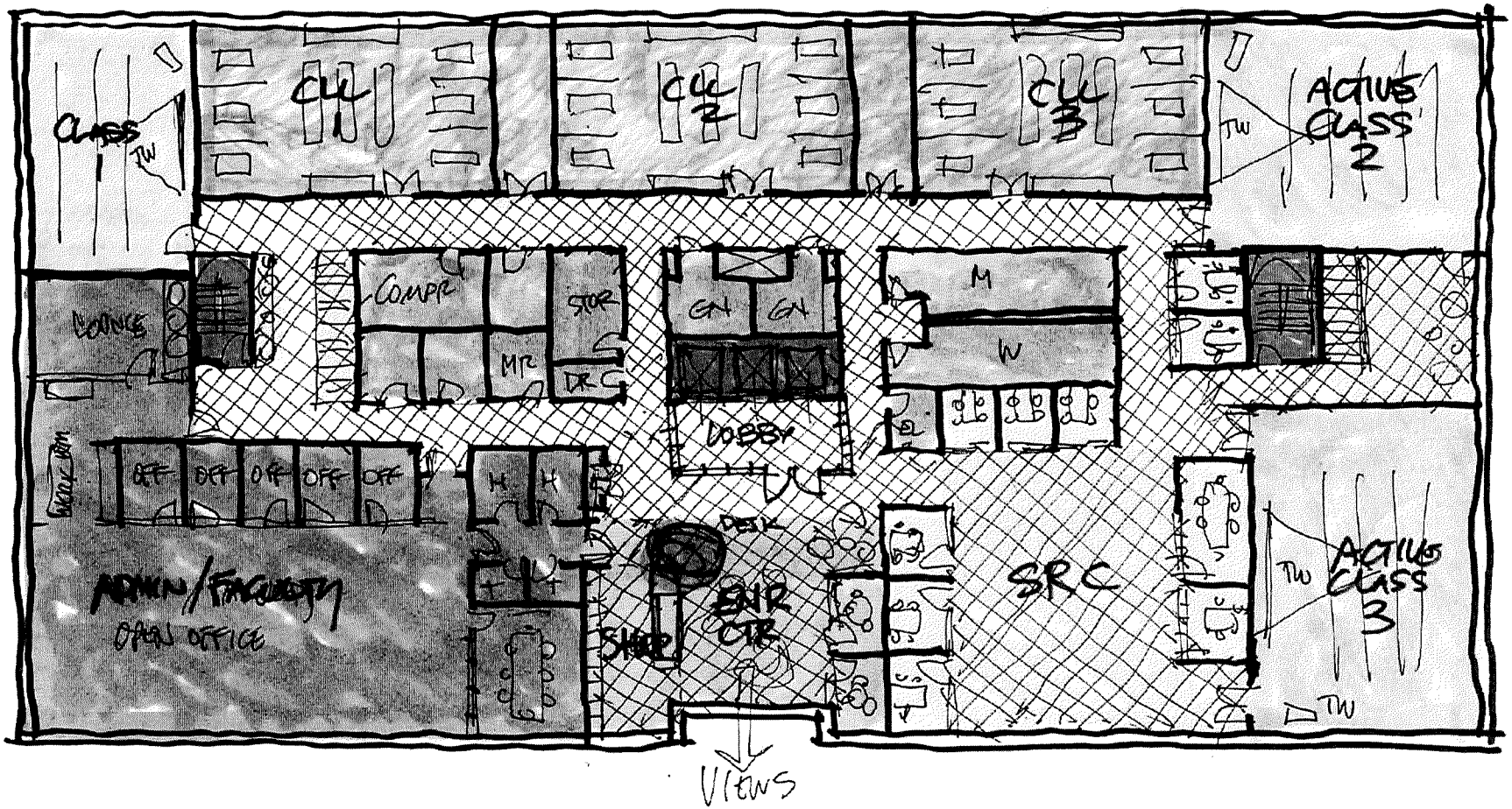
TEST-FIT PLAN | FIRST LEVEL | OPTION 1



TEST-FIT PLAN | FIRST LEVEL | OPTION 2



TEST-FIT PLAN | FOURTH LEVEL



Appendix B: Curriculum Plan

Course Number	Course Title	Theory	Lab	Clinical	Total Quarter Credits
		Total contact hours appear in parentheses.			
Quarter 1					
GPS 1200	Galen Pathway to Success	2 (24)			2 (24)
BIO 1100	Human Anatomy & Physiology I - Theory	4 (48)			4 (48)
BIO 1150	Human Anatomy & Physiology I - Laboratory		1 (24)		1 (24)
ENG 1105	English Composition	4 (48)			4 (48)
MAT 1205	College Mathematics	4 (48)			4 (48)
					15 (192)
Quarter 2					
BIO 1300	Human Anatomy & Physiology II – Theory	4 (48)			4 (48)
BIO 1350	Human Anatomy & Physiology II – Laboratory		1 (24)		1 (24)
PSY 1205	Introduction to Psychology	4 (48)			4 (48)
SOC 1305	Introduction to Sociology	4 (48)			4 (48)
					13 (168)
Quarter 3					
PSY 2305	Developmental Psychology	4 (48)			4 (48)
CLD 2105	Diversity, Equity, & Inclusion	4 (48)			4 (48)
BIO 2100	Microbiology for Health Professionals	4 (48)			4 (48)
					12 (144)
Quarter 4					
COM 2105	Principles of Communication	4 (48)			4 (48)
BIO 2500	Fundamentals of Nutrition	4 (48)			4 (48)
PHL 2205	Applied Ethics	4 (48)			4 (48)
					12 (144)
Quarter 5					
PHM 2500	Introduction to Pharmacology	4 (48)			4 (48)
NSG 3000	Foundations of Professional Nursing Practice	4 (48)			4 (48)
NSG 3100	Fundamental Concepts & Skills for Nursing Practice I	3 (36)	3 (72)		6 (108)
					14 (204)
Quarter 6					
NSG 3130	Fundamental Concepts & Skills for Nursing Practice II	2 (24)		2 (72)	4 (96)
NSG 3160	Health Assessment	2 (24)	2 (48)		4 (72)
NSG 3180	Communication and Teamwork	2 (24)			2 (24)
Elective	Elective Course 1	4 (48)			4 (48)
					14 (240)
Quarter 7					
NSG 3250	Nursing Practice - Adult Health I	4 (48)	2 (48)	3 (108)	9 (204)
NSG 3280	Pathophysiology for Nurses I	3 (36)			3 (36)
					12 (240)

Curriculum plan continued on next page.

Legend:
BIO designates a Science Course
COM designates a Communications Course
CLD designates a Cultural Diversity Course
ENG designates an English Course
MAT designates a Math Course
PHM designates a Pharmacology Course
PSY designates a Psychology Course
NSG designates a Nursing Course
STA designates a Statistics Course
PHL designates a Philosophy Course

Course Number	Course Title	Theory	Lab	Clinical	Total Quarter Credits
		Total contact hours appear in parentheses.			
Quarter 8					
NSG 3400	Healthcare Policy and Finance	4 (48)			4 (48)
NSG 3450	Nursing Practice - Mental Health	4 (48)		1 (36)	5 (84)
NSG 3480	Nursing Practice - Community Health	4 (48)		1 (36)	5 (84)
					14 (216)
Quarter 9					
Elective	Elective Course 2	4 (48)			4 (48)
NSG 3500	Nursing Practice - Maternal Health	3 (36)	1 (24)	1 (36)	5 (96)
NSG 3600	Nursing Practice - Children's Health	3 (36)	1 (24)	1 (36)	5 (96)
					14 (240)
Quarter 10					
STA 2015	Introduction to Applied Statistics	4 (48)			4 (48)
NSG 3800	Nursing Practice - Adult Health II	4 (48)	2 (48)	3 (108)	9 (204)
NSG 3850	Pathophysiology for Nurses II	3 (36)			3 (36)
					16 (288)
Quarter 11					
NSG 4100	Nursing Practice - Adult Health III	4 (48)	1 (24)	3 (108)	8 (180)
NSG 4500	Research for Evidence-Based Nursing Practice	4 (48)			4 (48)
					12 (228)
Quarter 12					
NSG 4700	Leadership & Management in Nursing Practice	4 (48)			4 (48)
NSG 4800	Transition to Professional Nursing Practice	3 (36)	1 (24)	4 (144)	8 (204)
					12 (252)
	Total Quarter Credits Required	**126 (1512)**	**15 (360)**	**19 (684)**	**160 (2556)**

Electives

Course Number	Course Title	Total Quarter Credits
LDR 4405	Disney Leadership Strategies	4
NSG 3495	Foundations of Oncology Nursing Practice	4
NSG 4415	Transcultural Nursing	4

Legend:
BIO designates a Science Course
COM designates a Communications Course
CLD designates a Cultural Diversity Course
ENG designates an English Course
LDR designates a Leadership Course
MAT designates a Math Course
PHL designates a Philosophy Course
PHM designates a Pharmacology Course
PSY designates a Psychology Course
NSG designates a Nursing Course
STA designates a Statistics Course

Appendix C: SACSCOC Institutional Accreditation

July 3, 2018

Mr. Mark A. Vogt
Chief Executive Officer Galen
College of Nursing 1031 Zorn
Avenue, Suite 400
Louisville, KY 40207

Dear Mr. Vogt:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) during its meeting held on June 14, 2018:

> The SACSCOC Board of Trustees reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in 2028 unless otherwise notified.

Please submit to your Commission staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **August 15, 2018,** and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to SACSCOC's website as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date. Directions for completion of the report will be included with the notification.

We appreciate your continued support of SACSCOC's activities and work. If you have questions, please contact the SACSCOC staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:ch

cc: Dr. Mary P. Kirk, Vice President, SACSCOC

Appendix D: SACSCOC Level III Approval

January 14, 2020

Mr. Mark A. Vogt President
Galen College of Nursing
1031 Zorn Avenue
Louisville, KY 40207

Dear President Vogt:

The following action regarding your institution was taken by the Board of Trustees of the Southern Assoc iation of Colleges and Schools Commission on Colleges (SACSCOC) during its meeting held on December 8, 2019:

> The SACSCOC Board of Trustees continued accreditation following review of membership at Level III to offer the Master of Science in Nursing degree (approved December 2018). No additional report was requested.

We appreciate your continued support of SACSCOC's activities and work. If you have questions, please contact the SACSCOC staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:lbw

cc: Dr. Mary P. Kirk, Vice President, SACSCOC

STATE OF KANSAS
OFFICE OF
SECRETARY OF STATE
SCOTT SCHWAB

I, SCOTT SCHWAB, Secretary of State of the state of Kansas, do hereby certify, that according to the records of this office.

Business Entity ID Number: 5488697

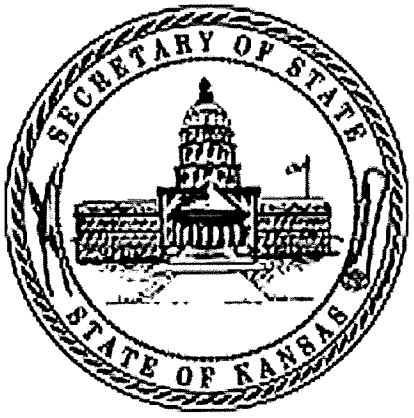
Entity Name: GALEN HEALTH INSTITUTES, INC.

Entity Type: FOREIGN FOR PROFIT

State of Organization: DE

was filed in this office on October 18, 2021, and is in good standing, having fully complied with all requirements of this office.

No information is available from this office regarding the financial condition, business activity or practices of this entity.



In testimony whereof I execute this certificate and affix the seal of the Secretary of State of the state of Kansas on this day of August 23, 2022

Scott Schwab

SCOTT SCHWAB
SECRETARY OF STATE

Certificate ID: 1232952 - To verify the validity of this certificate please visit https://www.kansas.gov/bess/flow/validate and enter the certificate ID number.

Appendix F: Kansas Board of Regents Exemption

From: Ediger, Sally <sediger@ksbor.org>
Sent: Monday, June 6, 2022 1:21 PM
To: Sarah Ortkiese
Cc: Jennifer Green
Subject: {EXTERNAL} Re: Initial Inquiry-Kansas Board of Regents

Hi Sarah,

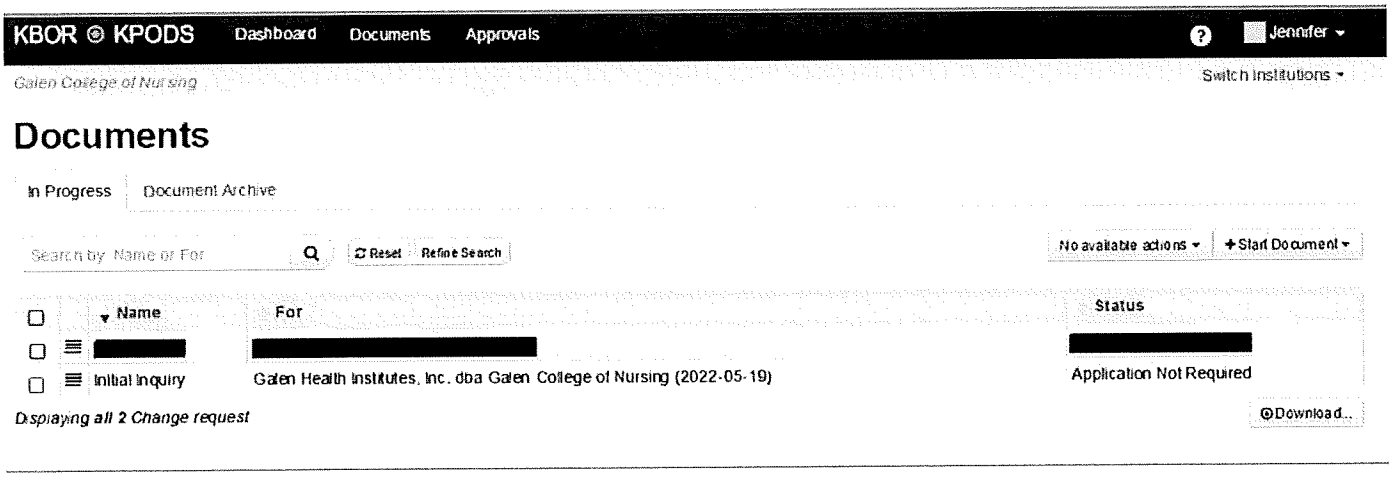
It appears that you do not need to apply the with the Kansas Board of Regents.

However, you will need to have approval by KSBN. I have provided their contact information.

Janelle B. Martin MHSA, RN
Nursing Education Compliance Officer
Kansas State Board of Nursing
(785) 296-5036
Janelle.martin@ks.gov
www.ksbn.kansas.gov

Sincerely,

Sally Ediger
Kansas Board of Regents
PPS/Office Associate



Appendix G: Board of Directors Profile

Board Member, Ex-officio
Mark Vogt
Chief Executive Officer
Galen College of Nursing

Education:

- BA, Bellarmine University

Career:

- CEO, Galen College of Nursing
- COO, Private investment group (education)
- SVP and CFO, Republic Bancorp
- CPA, "Big Four" public accounting group
- Current member, NLN Board of Governors; NLN Foundation Board; NLN Public Policy and Finance Committees
- Current member, Louisville Healthcare CEO Council
- Current member, Health Enterprises Network of Kentucky

Board Chair
Dr. Fran Roberts, PHD, RN, FAAN
Executive Leader
Fran Roberts Group

Education:

- PhD in Nursing, University of Colorado Health Sciences Center
- MS in Community Mental Health/Psychiatric Nursing, Arizona State University
- BSN and BS in Psychology, Elmhurst College

Career:

- Psychiatric Nurse Practitioner
- Visiting Professor in Integrated Care, University of Arizona College of Medicine – Phoenix
- VP for Strategic Alliances, DeVry Healthcare Group
- VP of Strategic Business Alliances for the College of Nursing and Health Sciences; Dean of the College of Nursing, Grand Canyon University
- VP of Professional Services, Arizona Hospital and Healthcare Association
- Senior VP, Phoenix Memorial Hospital
- Director of the Center on Aging, St. Luke's Medical Center
- Executive Director, Arizona State Board of Nursing
- Board of Directors, Health Record Banking Alliance National Advisory Board
- Chair, Presbyterian Central New Mexico Health Services Board
- Board Member, Carondelet Health Network; Mercy Care Board; Chair of the Arizona Nurses Association Foundation of Trustees
- President, Alumni Board of the Robert Wood Johnson Foundation's Executive Nurse Fellows Program
- Inductee as Fellow, American Academy of Nursing

Publications:

Dealing with stress in nursing school
Nurses saving more than lives in this economy

Board Member

Kathryn M. Mershon, MSN, RN, CNAA, ANEF, FAAN

Co-Founder, Galen College of Nursing

Galen College of Nursing

Education:

- MSN, St. Louis University
- BSN, Spalding University College of Nursing
- St. Francis Xavier School of Nursing

Career:

- Founder and former President, Galen Health Institutes
- Vice President; Chief Nursing Officer, Humana Inc.
- Associate Executive Director of Nursing; Clinical Nursing Specialist, St. Joseph Infirmary
- Clinical Instructor; Staff Nurse, St. Francis Xavier Hospital School of Nursing
- Current Member, Quality and Safety Committee of Kentucky One Health
- Member, Medicare Prospective Payment Assessment Commission
- Current Member, Board of The Friedell Committee
- Advisory Board, University of Louisville School of Nursing
- Chair, NLN Foundation for Nursing Education
- Board Member, NLN (3 occasions); Alegent Health; the Louisville Chamber of Commerce; Trinity High School, Hosparus
- Member, Health Professions Review Group
- Board of Governors, Federation of American Health Systems
- Member, Founding Board of Stewardship Trustees of Catholic Health Initiatives (Denver)

Publications:

- David Jones Sr.'s legacy includes Galen College, the largest nursing educator in Kentucky
- Hospital Impact: In uncertain times, healthcare boards have even more reason to embrace nurse leaders

Board Member

Dr. Janice Brewington, PHD, RN, FAAN

Chief Program Officer

National League for Nursing

Education:

- PhD in Health Policy and Administration, School of Public Health; minor in Organizational Behavior, School of Business at North Carolina at Chapel Hill
- MSN, Emory University
- BSN, NC A&T State University
- Certificate, Management and Leadership Institute at Harvard University

Career:

- Chief Program Officer and Director for the Center for Transformational Leadership, NLN
- Senior Director for Research and Professional Development, NLN
- Provost and Vice Chancellor for Academic Affairs, North Carolina A&T State University
- Manager for University Relations in Talent Acquisition, Human Resources, Global Shared Services (North America), Gillette Company; served on "Executive Loan" while at NC A&T
- Board of Trustees, Guilford Technical Community College

Publications:

- *Roving Leadership: Breaking Through the Boundaries (NLN),* Author
- *Achieving Distinction in Nursing Education,* Contributor
- Collaboration and Engagement at the NLN: Co-creating a Positive Organizational Culture

Board Member

Dr. Sammie Mosier, DHA, MA, BSN, NE-BC

Senior VP and Chief Nursing Executive

HCA Healthcare

Education:

- DHA, McKendree University
- MBA, Management and Leadership, Webster University
- BSN, McKendree University

Career

- Board-certified Nurse Executive, American Nurse Credentialing Center
- Chief Executive Officer; VP of Group Clinical Operations; Assistant VP of Nursing Practice, HCA Healthcare National Group
- VP; Assistant Chief Nurse Executive, Legacy Clinical Service Group
- Chief Nursing Officer; Medical-surgical bedside nurse, Frankfort Regional Medical Center

Publications:

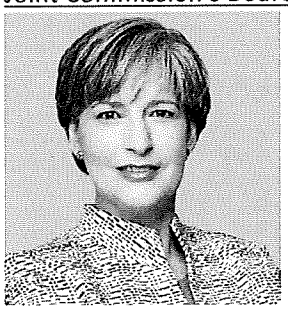
- Investing in the Front Line: Preparing the Best Nursing Leaders for the Next Generation
- The First Step Toward Reducing Documentation

Board Member

Dr. Jane Englebright, PHD, RN, CENP, FAAN

At-Large Nursing Representative

Joint Commission's Board of Commissioners



Education:

- PhD in Nursing, Texas Women's University
- Bachelor's degree, Western Kentucky University
- Bachelor's degree, University of Kentucky

Career:

- Certified in Executive Nursing Practice (CENP), American Organization of Nurse Executives
- Adjunct faculty member, Vanderbilt University School of Nursing and the University of Tennessee
- Former Chief Executive; Senior VP, HCA Healthcare
- Fellow, American Academy of Nursing
- Chief Nurse Executive, Quality Department; HCA Healthcare
- Chief Nursing Officer, San Antonio Community Hospital
- Critical Care Nurse, Lewisville Medical Center
- Past Chair Expert Panel on Informatics and Technology, American Academy of Nursing

Publications:

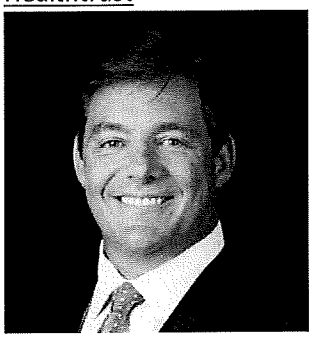
- HCA Healthcare Today
- The First Step Toward Reducing Documentation

Board Member

Ed Jones

President and CEO

Healthtrust



Education:

- BS in Business Administration Management, Finance, Virginia Commonwealth University

Career:

- Chief Operating Officer, HCA Healthcare
- Vice President Supply Chain, HCA Healthcare
- Board Member, Health Sector Supply Chain Research Consortium
- Member, Federation of American Hospitals
- Past Chair, Healthcare Supply Chain Association Board

Publications:

- Reflecting on 20 years of foundational history and business growth

Board Member

Sherri L. Neal

Chief Diversity Officer

HCA Healthcare

Education:

- MS in Sustainable Management, University of Wisconsin (Superior)
- BA, University of Wisconsin

Career:

- Chief Operating Officer, New Directions Management Services, Inc.
- Senior VP of Membership, Girl Scout Council of Middle Tennessee
- Assistant to the Director, Kelly Miller Smith Institute at Vanderbilt University Divinity School
- Board Member, Boys and Girls Club of Middle Tennessee; Conexión Americas, National Museum of African American Music; OZ Arts; Thistle Farms; and American Baptist College

Publications:

- HCA Healthcare Today

Appendix H: Audria Denker's Curriculum Vitae

Audria Denker, DNP, RN
2707 Grinstead Drive
Louisville, KY 40206
502-544-6601
docdenker@gmail.com

Education

Bellarmine University, Louisville, KY -December 2014
Doctor of Nursing Practice
Bellarmine University, Louisville, KY - May 2009
Master of Science in Nursing
Pikeville College, Pikeville, KY - May 1988
Associate Degree in Nursing

Certificates and Licensures

Registered Nurse, State of Ohio (RN358921)
Registered Nurse, State of Indiana (expired)
Registered Nurse, State of Kentucky (1060666)
Registered Nurse, State of Florida (expired)
Certified Pediatric Oncology Nurse, 2002 to 2010
Chemotherapy Certification (ONS), 2002 to 2006

Awards

Bellarmine University, Leadership Award, 2009
Leukemia and Lymphoma Society Woman of the Year, 2005
Business First 40 under 40 Award, Louisville KY, 2004
Bell Award for Volunteerism, Louisville, KY, 2003
Nurse of the Year, Norton Healthcare, 1996

Appointments/Boards/Memberships

National Council of State Boards of Nursing (NCSBN)
NCLEX Examination Committee- 2021 to 2024

Kentucky Board of Nursing, 2018 to 2022
Vice-President-2021 to 2022
Treasurer-2018-2019
Chair of Governance Committee-2020-2021

State of Kentucky Hemophilia Advisory Board, 2003 to present
Chair – 2009 to present
Vice Chair – 2006 to 2009

River City Chapter of Kentucky Nurses Association
President-2018-2019
Immediate Past President-2020-2021

Hosparus of Louisville
Quality Committee-2017-present

Health Care Collaborative of Greater Louisville (HCCGL) Board Member
Member, 2008-present
Board member, 2018-2022

Center for Courageous Kids
Board member, 2018 to 2022

Healing the Children
Louisville Metro Chapter Board of Directors, 2006 to present

Association of Pediatric Hematology Oncology Nurses
National-member 1991-2010
Local-President 1995-2004

Organization for Associate Degree Nursing
Member-2008-present

Kentucky Nurses Association
Member 2013-present

American Nurses Association
Member 2013-present

American Organization of Nurse Leaders
Member 2010-present

Kentucky Organization of Nurse Leaders
Member 2010-present

National League of Nursing
Member 2005-present

Sigma Theta Tau
Member 2006-present

Academic Experience

Galen College of Nursing, Louisville, KY

Executive Vice President of Nursing, November 2020 to present

Academic leader responsible for the supervision of nursing programs. Liaison between key healthcare partners on new initiatives and the opening of new locations. Serves as a member of the CEO's Cabinet, which is the decision-making body of the organization for strategic planning and execution.

Executive Vice President of Prelicensure Nursing, June 2015 to October 2020
Academic leader responsible for the supervision and maintenance of day-to-day operations, workload, staffing, clinical operations, simulation and student support services of the College's prelicensure programs.

Senior Vice President of Strategic Relationships, December 2013 to May 2015
College leader responsible for developing local, regional, and national partnership to expand the branding and business of the College.

Vice President, Chief People Officer, March 2010 to November 2013
Managed all aspects of Galen College of Nursing, including Human Resources, employee relations, and organizational culture. Operated as the Campus President for the San Antonio Campus during this time.

Vice President of Student Affairs & Human Resources, March 2010 to November 2013
Oversight of all College campuses and overall student experience, including student satisfaction and student records.

Vice President of Academic Operations, January 2008 to February 2010
Develop processes to enhance the student experience for the College from admission to graduation.

Director of Healthcare Initiatives, March 2006 to January 2008
Responsible for creating and maintaining business relationships with the College and healthcare partners. Taught classes in the prelicensure programs (PN and ADN).

Faculty, PN and ADN Programs, September 2005 to February 2006
Responsible for engaging in the full scope of the academic nurse educator role including learner development, assessment and evaluation strategies, and curriculum development. Emphasis in Fundamentals, Pediatrics, Oncology, Renal and Transplant

National American University, Rapid City, SD

Adjunct Nursing Faculty, September 2015 to March 2020
Prelicensure and graduate nursing programs (Fundamentals, Oncology, Pediatrics, Leadership, and Education). Developed Leadership Curriculum for MSN program.

Courses taught and developed:
NS 3320D Pathophysiologic Concepts I-Fall 2016
NS 6215 Nursing Curriculum and Program Design, Instructional Methods, and Strategies- Summer 2018, Winter 2018
NS 6230 Assessment and Evaluation in Nursing Education-Spring 2018
NS 6231 Concepts and Theory of Nursing Administration- Summer 2017, Fall 2016 (Developed Course in Summer 2016, Revised in Fall 2017)
NS 6232 Specialty in Practice-Nursing Administration-Summer 2018, Spring 2017 (Developed Course in Spring 2017)
NS 6233 Resource Design and Utilization-Nursing Administration-Fall 2017, Spring 2017 (Developed Course in Fall 2016)
NS 6234 Outcomes Evaluation-Nursing Administration-Fall 2019, Winter 2018, Summer 2017 (Developed Course in Spring of 2017)
NS 6240 Nurse Educator Roles-Summer 2016
NS 6245 Evidence-Based Teaching Interventions-Fall 2017
NS 6251 Nursing Capstone Project Planning- Winter 2019, Fall 2018 NS 6261 Nursing Capstone Practicum-Winter 2019, Fall, 2018

Clinical Experience

Norton Healthcare, Louisville, KY

Nurse Retention Manager, May 2004 to March 2006
Developed and implemented retention strategies with savings of $4 million. Assisted Human Resources in improving recruitment and retention strategies of new graduate nurses.

Kosair Children's Hospital, Louisville, KY,

Clinical Manager, Pediatric Oncology, Renal, Transplant and Apheresis, April 1994 to April 2004
Managed 130 employees, responsible for all aspects and outcomes related to patient care in four areas.

Charge Nurse – Pediatric Oncology, Renal, and Transplant, February 1992 to March 1994
Shift responsibility for all staff and patient care.

Staff Nurse – Pediatric Oncology, Renal, and Transplant, August 1990 to January 1992

Our Lady of Peace, Louisville, KY

Staff Nurse – Adolescent Admitting and Acute Care, August 1989 to August 1990

Methodist Hospital of Pikeville, Pikeville, KY

Staff Nurse – Pediatrics, June 1988 to July 1989

Presentations

Implications for Nursing Programs in the Age of Coronavirus

2020 Organization for Associate Degree Nursing 2020 Virtual Convention, November 5-December 4, 2020

Vaccination of Food Service Workers: A Novel Approach to a Community Outbreak of Hepatitis A in Louisville, Kentucky.

National Foundation for Infectious Diseases (NFID) Clinical Vaccinology Course. Washington DC, November 16-17, 2019
Dawn Balcom DNP APRN1, Brigid Connelly BS1, Terrel Young MPH1, Audria Denker DNP2,3, Delanor Manson MSN3, Ruth Carrico PhD DNP 1,3
1Global Health Center International Travel Clinic, Division of Infectious Diseases, University of Louisville, 2Galen College of Nursing, Louisville KY; 3Kentucky Nurses Association, Louisville KY

Leading Education Excellence in Appalachia to Reverse Nursing Shortages

2019 Organization for Associate Degree Nursing Convention, November 8-10, 2019.
AONE 2019: Inspiring Leaders Annual Conference, April 10-13, 2019.

Applying Disney® Organizational Principles to Transform a College Culture

2018 NLN Summit, September 13-14, 2018-Poster Presentation

Generations at Work – 2004 to 2009

Norton Navigators, Louisville, KY - 15 Presentations
Consortium for Healthcare Professionals, Louisville, KY – Four Presentations Clark Memorial Hospital, Jeffersonville, IN – Five Presentations

Communication – 2007 to 2009

Clark Memorial Hospital, Jeffersonville, IN – Five Presentations

Predictive Index and Mentoring – 2007 to 2009
Clark Memorial Hospital, Jeffersonville, IN – Five Presentations

Mentoring New Graduate Nurses – 2007 to 2008
Clark Memorial Hospital, Jeffersonville, IN – Five Presentations

Caring for Pediatric Patient Receiving Biologics – 2008
2008 INS Conference, Phoenix, AZ – One Presentation

Unique Characteristics in Caring for the Pediatric Infusion – 2008 2008
INS Conference, Phoenix AZ – One Presentations

Working with Generational Diverse Students – 2008
2008 Kentucky Nursing Education Summit, Bowling Green, KY – One Presentation

Nursing Retention in the Era of a Nursing Shortage: Norton Navigators – 2005
American Society for Healthcare Human Resources Administration, Orlando, FL

Diversity at Work – 2004 to 2005
Norton Healthcare Corporate Orientation, Louisville, KY – 40 Presentations

Publications

Carrico, R., Balcom, D., Denker, A., Manson, D., Holland, A., Buckner, K., Trail, W., & Furmanek, S. (2019). Multistate Hepatitis A Outbreak: Vaccination of Food Service Workers as Part of the Kentucky Outbreak Response. Journal of Refugee & Global Health, 2(1), 1-5.

Raj, A., Bertolone, S., Bond, S., Burnett, D., & Denker, A. (2005). Cathlink® 20: A subcutaneous implanted central venous access device used in children with sickle cell disease on long- term erythrocytapheresis – a report of low complication rates. Pediatric Blood and Cancer, 44(7), 669-672.

Zucker, B., Goss, C., Williams, D., Bloodsworth L., Lynn, M., Denker, A., & Gibbs, J. (2006). Nursing retention is the era of a nursing shortage: Norton navigators. Journal for Nurses in Staff Development, 22(6), 302-306.

Appendix I: Dean Position Description

Position Description

Dean

Supervisor: ☐ Executive Vice President of Nursing ☐ Executive Dean
☐ Executive Vice President of Teaching & Learning Innovation
Department: Campus Academics Staff

Status: Full-time

FLSA: Exempt

Position Goal: To provide accountable leadership for the academic programs, community and hospital partnerships, and serves as an integral member of the College and Campus management team. This position will also ensure teaching excellence, faculty and student engagement, and student success in accordance with established regulations, accreditation standards, and the mission of Galen College of Nursing.

Position Responsibilities

Program Administrator

1. May be designated as nursing program administrator role for regulatory agencies, state boards of nursing, and programmatic accreditors (see addendum).

Outcomes

1. Directs, leads, and supervises all academic aspects of the campus.
2. Creates and is accountable for the strategic direction and vision for the delivery of quality, responsive curriculum and programs.
3. Develops, maintains, and monitors fiscal resources and secures funding to support educational initiatives.
4. Provides leadership to ensure that students and graduates achieve the student learning outcomes, program outcomes, and role-specific graduate competencies.
5. Provides leadership to ensure that the systematic plan for evaluation is implemented.
6. Provides leadership to ensure that aggregated and trended evaluation findings are used to inform decision making for the maintenance and improvement of the student learning outcomes and program outcomes; shares these findings with communities of interest.

Faculty

1. Provides leadership to ensure that the number of full-time faculty is sufficient to ensure that the student learning outcomes and program outcomes are achieved within budgetary guidelines.
2. Ensures the availability of resources required for faculty (full and part-time) to maintain expertise in their areas of responsibility.
3. Provides leadership to the program director(s) to ensure that faculty maintains expertise in their areas of responsibility and performance reflects scholarship and evidence-based teaching and clinical practices.
4. Ensures that the number, utilization, and credentials of staff and non-nurse faculty are sufficient to achieve the program goals and outcomes.
5. Ensures the availability of adequate resources to orient and mentor faculty (full and part-time) in their areas of responsibility.
6. Ensures the timely and systematic assessment of faculty (full- and part-time) performance; offers

guidance to program director(s) when faculty performance requires improvement.
7. Collaborates with online leadership to ensure the availability of adequate resources for faculty (full- and part-time) to engage in ongoing development and receive support for instructional and distance technologies.

Students

1. Provides leadership in the development of policies for students, ensuring that they are congruent with the College, publicly accessible, and non-discriminatory.
2. Ensures the appropriate application of student policies and the correct implementation of related procedures by program directors, faculty, and staff.
3. Ensures the availability of adequate resources to provide student services that are commensurate with the needs of students, including those receiving instruction using alternative methods of delivery.
4. Provides leadership to ensure the implementation of policies and procedure that allows program complaints and grievances to receive due process and include evidence of resolution.
5. Ensures that orientation to technology is provided and technological support is available to students.

Curriculum

1. Provides leadership to ensure that the curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency; ensures that accreditation standards and criteria are used as they relate to curriculum.
2. Provides leadership to ensure that practice learning environments support the achievement of student learning outcomes and program outcomes.
3. Provides leadership to ensure that learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the student learning outcomes.

Resources

1. Provides leadership to ensure that fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes.
2. Provides leadership to ensure that fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.

Governance

1. Participates in governance activities; ensures the availability of representation by the program director(s) and faculty in governance activities; ensures opportunities for student representation in governance activities.
2. Ensures that communities of interest have input into the program processes and decision making; facilitates the implementation of recommendations and input as appropriate.
3. Works collaboratively to establish and maintain partnerships that promote excellence in education, enhance the profession, and benefit the community.
4. Orients and mentors the program director(s) to the role.
5. Provides leadership to the program director(s) and has shared responsibility for the development and administration of the program; ensures that the program director(s) has adequate time and resources to fulfill the role responsibilities.
6. Provides leadership to the program director(s) in the preparation and administration of the program budget; ensures faculty input.
7. Provides leadership in the development of policies for faculty and staff to ensure that they are comprehensive and provide for the welfare of faculty and staff.
8. Ensures the timely submission of reports and documentation appropriate regulatory agencies, accrediting bodies, and/or State Board(s) of Nursing.

Community Outreach

1. Conducts Professional Advisory Committee (PAC) Meetings according to the committee description outlined in the *Faculty Handbook*. Facilitates active participation from the committee members (students, graduates, professional nurses, mid-level and senior level nursing administrators.
2. Engages with members of the healthcare community to gain insight about emerging nursing education and workforce needs.
3. Engages with community and nursing leaders to build collaborative relationships that help expand Galen's nursing programs.

Position Requirements

Education: (see table on next page)

Education 309

Program	PN/VN*	ADN*	BSN	Special Qualifications	Licensure
Colorado	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Colorado Statute 3 CCR 716-1 https://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=9323&fileName=3%20CCR%20716-1#page=14	Applicable state as a Registered Nurse.
Florida	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Florida Statute 464.019 http://www.flsenate.gov/laws/statutes/2011/464.019	Applicable state as a Registered Nurse.
Kentucky	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Kentucky Administrative Regulation 201 KAR 20:310 https://apps.legislature.ky.gov/law/kar/TITLE201.HTM	Applicable state as a Registered Nurse.
Ohio	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing **and** a Doctoral Degree required	Ohio Administrative Code Chapter 4723-5-10 http://codes.ohio.gov/oac/4723-5	Applicable state as a Registered Nurse.
North Carolina	Graduate Degree in Nursing, Doctorate Preferred				Applicable state as a Registered Nurse.
South Carolina	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	South Carolina Code 91-11(C)	Applicable state as a Registered Nurse.
Tennessee	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Tennessee Rules of the Board of Nursing 1000-01-.07 https://publications.tnsosfiles.com/rules/1000/1000-01.20190805.pdf	Applicable state as a Registered Nurse.
Texas	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing **and** a Doctoral Degree required	Texas Administrative Code §215.6 http://www.bon.texas.gov/rr_current/215-6.asp and http://www.http://www.bon.texas.gov/rr_current/214-6.aspbon.texas.gov/rr_current/214-6.asp	Applicable state as a Registered Nurse.
Virginia	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing **and** a Doctoral Degree required	Virginia Regulations for Nursing Education Programs 18VAC90-27-40(C)	Applicable state as a Registered Nurse.

Graduate	Graduate Degree in Nursing **and** a Doctoral Degree required	Kentucky Administrative Regulation 201 KAR 20:310 http://www.lrc.state.ky.us/kar/TITLE201.htm#chp020	Applicable state as a Registered Nurse.

Other Requirements: Five (5) years of senior level experience in higher education and possesses a distinguished record of excellence in teaching and nursing; clinical practice in Nursing as noted in CV. Demonstrated success in development of community relationships; experience in planning and budgeting; excellent communication and interpersonal skills and a record of professional involvement as evidenced in CV.

Licensure & Special Qualifications (where applicable): Per State Board of Nursing Requirements.

Physical/Mental Demands and Work Environment: Position requires critical thinking, reading, planning, preparing, evaluating, and decision making. Physical demands in classroom and office are minimal and considered sedentary work with occasional lifting and/or carrying such articles as records, files, and books (10 pounds maximum). Operation of standard office equipment such as phone, computer, classroom projector, Scantron, and printer/scanner, occurs on a frequent basis. Physical demands in the clinical area may include lifting, pulling, pushing, kneeling, stooping, crouching and bending or any other related activity. Travel may be required.

Degree of Supervision: Minimal.

By signing this position description, I understand that I am responsible for meeting all position requirements and follow the principles and policies outlined in the *Employee Handbook, Faculty Handbook,* and *College Policy & Procedure Manual.*

_____ _____

Dean Signature Date

_____ _____

Human Resources Manager/Supervisor Signature Date

_____ _____

Academic President Signature Date

_____ _____

Executive Vice President & Provost Signature Date

Appendix J: Program Administrator Position Description Addendum

Position Description Addendum

Program Administrator

Position Goal: To provide engaged leadership with the development, implementation, evaluation, and continuous quality improvement of the educational program in accordance with the laws and rules of all applicable state and federal regulatory and accrediting bodies in response to identified industry and community needs.

Position Responsibilities

1. Outcomes
   a. Facilitates faculty in the development and implementation of program, curriculum, and systematic plan of evaluation.
   b. Ensures that aggregated and trended evaluation findings are used to inform decision making for the maintenance and improvement of the student learning outcomes and program outcomes; shares these findings with communities of interest.
   c. Assumes responsibility for the oversight of programmatic accreditation; is vested with the administrative authority to accomplish the program's mission, goals, and expected program outcomes; and provides effective supervision and leadership for the academic nursing unit to achieve its mission, goals, and expected program outcomes.

2. Faculty
   a. Hires and evaluates qualified faculty. Recommends faculty for appointment, promotion, and retention.
   b. Ensures that faculty are academically prepared for the areas in which they teach, maintain expertise in their areas of responsibility, and that their performance reflects scholarship and evidence-based teaching and clinical practices. Ensures that faculty (full- and part-time) are oriented and mentored in their areas of responsibility.
   c. Oversees the systematic assessment of faculty (full- and part-time) performance; develops a plan with the faculty when areas for improvement are identified.
   d. Maintain a current faculty roster.

3. Students
   a. Oversee the admission, academic progression, and graduation of students.
   b. Participates in the development of policies for nursing students, ensuring that they are congruent with the College, publicly accessible, and non-discriminatory.
   c. Ensures the implementation of policies and procedure that allows program complaints and grievances to receive due process and include evidence of resolution; implements strategies for continuous improvement based on the evaluation of complaints and grievances.
   d. Responsible for submission of the Certified List of Graduates upon student completion of all requirements for a degree, diploma, or certificate, regardless of the state in which the graduate intends to seek licensure.

4. Curriculum
   a. Ensures that practice learning environments support the achievement of student learning outcomes and program outcomes.
   b. Maintains relationship with clinical agencies. Ensures all clinical agencies/sites have a current affiliation agreement on file, along with any required documentation as required by regulatory agencies.

5. Governance
   a. To facilitate the development of long-range goals and objectives for the nursing program.

b. Participates in the preparation of program budget through recommendations and input. Administers program budget consistent with established policies of the College.
c. Participates in governance activities; facilitates faculty and student representatives in their participation in governance activities.
d. Facilitates the implementation of recommendations made by communities of interest regarding program processes and decision making.
e. Maintains authority and shared responsibility with the Dean or designee for the development and administration of the nursing program.
f. Creates and submits reports and documentation to appropriate regulatory agencies, accrediting bodies, and State Boards of Nursing.

Position Requirements

Must meet state and programmatic accreditation requirements to be designated as program administrator.

By signing this position addendum, I understand that I am responsible for meeting all position requirements and following the principles and policies outlined in the *Employee Handbook, Faculty Handbook, and College Policy & Procedure Manual*.

_____ _____

Employee Signature Date

_____ _____

Human Resources Manager/Supervisor Signature Date

Appendix K: Wichita Campus Budget

Galen at Wichita Summary Wichita		BUDGET 2022 TOTAL	% of Total Revenue	BUDGET 2023 TOTAL	% of Total Revenue	BUDGET 2024 TOTAL	% of Total Revenue
REVENUE							
Tuition & fees							
	Tuition			1,718,955		5,878,655	
	Fees	5,000		170,000	9.89%	500,000	8.51%
	Other	-		-		-	
		5,000		1,888,955		6,378,655	
OPERATING EXPENSES							
Cost of Education							
	Salaries	67,500	1350.00%	755,582	40.00%	1,913,597	30.00%
	Faculty Incentive	-		-	0.00%	-	0.00%
	Payroll Taxes	5,164	103.28%	57,802	3.06%	146,390	2.30%
	Bad Debt Expense	100	2.00%	28,334	1.50%	63,787	1.00%
	Supplies and Equipment	10,000	200.00%	37,779	2.00%	127,573	2.00%
	Educational Materials	10,000	200.00%	85,003	4.50%	159,466	2.50%
	Outside Services	10,000	200.00%	56,669	3.00%	127,573	2.00%
	Faculty Development	2,000	40.00%	5,667	0.30%	9,568	0.15%
	Student Activities	1,500	30.00%	6,611	0.35%	22,325	0.35%
	Facilities		0.00%	456,750	24.18%	621,180	9.74%
	Other	1,000	20.00%	9,445	0.50%	15,947	0.25%
		107,264	2145.28%	1,499,642	79.39%	3,207,406	50.28%
Admissions							
	Salaries	25,000	500.00%	75,558	4.00%	127,573	2.00%
	Advertising	400,000	8000.00%	755,582	40.00%	956,798	15.00%
	Promotional Materials	5,000	100.00%	9,445	0.50%	10,844	0.17%
		430,000	8600.00%	840,585	44.50%	1,095,215	17.17%

General & Administrative							
	Salaries	56,667	1133.33%	170,006	9.00%	382,719	6.00%
	Incentive Plan	-	0.00%	-	0.00%	-	0.00%
	Payroll Taxes	6,248	0.92%	18,786	0.99%	39,037	0.61%
	Benefits	25,358	7.24%	170,195	9.01%	412,061	6.46%
	Facility Cost		0.00%	195,750	10.36%	266,220	4.17%
	Supplies & Equipment	7,500	150.00%	18,890	1.00%	63,787	1.00%
	Equipment Rental	3,000	60.00%	10,389	0.55%	12,757	0.20%
	Professional Fees	-		-	0.00%	-	0.00%
	Travel & Entertainment	20,000	400.00%	23,612	1.25%	25,515	0.40%
	Outside Services	7,500	150.00%	37,779	2.00%	63,787	1.00%
	Repairs and Maintenance	3,000	60.00%	3,778	0.20%	12,757	0.20%
	Phone/Data	6,000	120.00%	18,890	1.00%	28,704	0.45%
	Insurance	500	10.00%	1,133	0.06%	3,827	0.06%
	Management Reserve	-		-	0.00%	-	0.00%
	Staff Development	1,000	20.00%	2,267	0.12%	3,827	0.06%
	Personnel Recruitment	2,500	50.00%	3,778	0.20%	9,568	0.15%
	Other	2,500	50.00%	5,289	0.28%	17,860	0.28%
	Depreciation		0.00%	385,714	20.42%	514,286	8.06%
	Deferred Rent		0.00%	40,000	2.12%	20,000	0.31%
	Taxes, Licenses and Fees	1,000	20.00%	9,067	0.48%	15,309	0.24%
	Overhead Allocation	-		-	0.00%	-	0.00%
		142,773	2855.45%	1,115,322	59.04%	1,892,021	29.66%
Total operating expenses	-	680,036	13600.73%	3,455,549	182.93%	6,194,642	97.12%
Income (loss) before other income/expense		(675,036)	-13500.73%	(1,566,594)	-82.93%	184,013	2.88%
Other Income / Expense							
	Interest Expense	-	0.00%	-	0.00%	-	0.00%

	Management Fee	-	0.00%	-	0.00%	-	0.00%
	Income Taxes	168,759	3375.18%	391,649	20.73%	(46,003)	-0.72%
	Management Fee	-	0.00%	-	0.00%	-	0.00%
	Total other income	168,759	3375.18%	391,649	20.73%	(46,003)	-0.72%
NET INCOME		**(506,277)**	10125.54%	**(1,174,946)**	-62.20%	**138,010**	2.16%
	EBITDA	*(675,036)*	13500.73%	*(1,140,880)*	-60.40%	*718,299*	11.26%

Appendix L: Wichita Campus Capital Budget

Project Location: *Wichita* | Project Name | BHDP # | Date: *03/11/22*

#	TYPE	Area of Renovation	30,000	SF		SUBTOTAL	Estimate	Actual
1	Construction					$ 1,200,000		
	Interior Renovation		30,000	SF	$50		$ 1,500,000	
	Add for MEP, FP & IT Modifications		30,000	SF	$40		$ 1,200,000	
	Deduct T&I		30,000	SF	$50		$ (1,500,000)	
2	Contingency					$ 1,200,000		
	Percentage of Construction Budget			10.00%			$ 120,000	$ -
3	Furniture					$ 371,000		
	Classroom Tables & Chairs		170	Seats	$600		$ 102,000	$ 82,222
	Office Workstations		40	Each	$3,150		$ 126,000	
	Retail Store		500	SF	$10.00		$ 5,000	
	Ancillary Furniture per Seat		125	Seats	$1,100		$ 137,500	
4	Information Technology					$ 393,000		
	Audiovisual (class/lab, zoom, signage)						$ 110,000	$ -
	Computers (testing, staff, faculty, scantron) & tech Documents						$ 90,000	
	Infrastructure (MDF, cabling, Wifi)						$ 138,500	
	Telecom (PBX, phones)						$ 22,000	
	Security (HID, sound mask, CCTV, MDF scan)						$ 32,000	$ -
5	Graphics & Signage					$ 92,000		
	Typical Room Signs		30,000	SF	$0.40		$ 12,000	$ -
	Exteirior Signage Allowance		1	Lump			$ 35,000	
	Graphics, Including Design		30,000	SF	$1.50		$ 45,000	$ -
	Allowance for			Lump			$ -	
6	Design & Fees					$ 158,000		
	Conceptual Design & Plannnig			Lump			$ 158,000	
	Concept Design, finishes, 3d Views						$ -	
	Engineering Documents						$ -	
	FFE							
	Technology Documents						$ -	
	EGD Design							

7	Owner Provided Equipment				$ 652,000			
	Learning Labs (per bed cost)	16	Each	$20,000		$ 320,000	$ -	
	Sim Center per bed cost)	2	Each	$122,500		$ 245,000		
	Compressor	1	Each			$ 30,000		
	Owner Provided Equipment Contingency	0	10.00%			$ 56,500		
8	Project Administration Costs				$ -			
	Moving Expenses		Lump			$ -		
	Allowance for		Lump			$ -		
				TOTALS	$ 4,066,000	$ 2,984,500	$ 82,222	

Appendix M: General Education Competences Mapped to BSN PSLOs

	GECs Mapped to pBSN PSLOs					
	Social Competence	**Communication**	**Critical Thinking**	**Information Literacy**	**Quantitative Literacy**	**Scientific Literacy**
Program Student Learning Outcomes (PSLOs)	Learners will demonstrate an understanding of philosophies that represent the current, social, emotional, and behavioral attributes of society and individuals.	Learners will demonstrate an understanding of the views of others and communicate in a professional manner.	Learners will demonstrate the ability to draw conclusions based on evidence and consider prior knowledge, content, and perspectives in predicting implications or consequences.	Learners will demonstrate the ability to identify, evaluate, and apply information to accomplish a specific purpose.	Learners will demonstrate the ability to report, calculate, and analyze quantitative data.	Learners will gain the ability to read with understanding scientific content and engage in a dialog about specific issues.
PSLO 1: Synthesize knowledge from the arts and sciences to form a foundation for the practice of professional nursing.	X	X	X	X	X	X
PSLO 2: Provide holistic, culturally competent care for individuals, families, and populations through health promotion and disease prevention across the lifespan and healthcare continuum.	X	X				
PSLO 3: Integrate professional values and behaviors when delivering standards-based nursing care to diverse patients and populations.	X	X	X			

PSLO 4: Develop leadership skills to provide and continuously improve the delivery of safe, patient-centered quality healthcare.		X	X			
PSLO 5: Incorporate best practices and the most current evidence when using clinical reasoning to make practice decisions.			X	X	X	X
PSLO 6: Incorporate the use of information systems and technology in order to communicate, manage knowledge, mitigate error and support decision-making.		X	X	X		
PSLO 7: Integrate effective communication and collaboration skills to improve patient satisfaction and health outcomes.		X				

Appendix N: BSN Program Systematic Plan of Evaluation

Galen College of Nursing BSN Program
Systematic Plan of Evaluation
STANDARD I: PROGRAM QUALITY: MISSION AND GOVERNANCE

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

Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
I-A. The mission, goals, and expected program outcomes are: • **congruent with those of the parent institution; and reviewed periodically and revised as appropriate.**	1. The mission and goals for the BSN program are consistent with Galen College of Nursing's mission and goals, and outcomes are written and accessible to prospective students, faculty, and other constituents.	• Mission, Vision, and Values Statement (Available on ERC) • Employee Handbook • *Student Catalog*	November	Faculty/Program Evaluation Committee		**Analysis** **Action**
	2. The program outcomes for the BSN program are consistent with Galen College of Nursing's mission, goals, and expected outcomes and are written and accessible to prospective students, faculty, and other constituents.	• Review and compare mission, goals and expected program outcomes in the *Student Catalog*	November	Faculty/Program Evaluation Committee		**Analysis** **Action**
I-B. The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	1. The BSN program has identified the professional nursing standards and guidelines utilized in the program.	• Program Evaluation Committee Meeting Minutes • *Student Catalog* • Website • Course Outcome Mapping	November	Faculty/Program Evaluation Committee		**Analysis** **Action**
	2. Program mission, goals, and PSLOs reflect professional nursing standards and guidelines, including The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).	• Program Evaluation Committee Minutes • Faculty meeting minutes • Curriculum Council meeting minutes • PAC Meeting Minutes	November	Faculty/Program Evaluation Committee		**Analysis** **Action**
	3. The BSN program integrates and maintains currency with professional nursing standards and guidelines utilized in the program.	• Course Outcome Mapping • Course Deep Dive Process as outlined in the CDIE policy	November	Faculty/Program Evaluation Committee		**Analysis** **Action**
I-C. The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.	1. There is a process for periodic review and revision of the BSN program mission, goals, and PSLOs.	• Program Evaluation Committee Minutes • Faculty Committee meeting minutes • Curriculum Council Meeting Minutes • Course Deep Dive Process as outlined in the CDIE policy • Professional Advisory Committee Meeting Minutes	November	Faculty/Program Evaluation Committee		**Analysis** **Action**
	2. The BSN Program community of interest has been identified by the College.	• Professional Advisory Committee Meeting Minutes	November	Faculty/Program Evaluation Committee		**Analysis** **Action**

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Galen College of Nursing BSN Program Systematic Plan of Evaluation STANDARD I: PROGRAM QUALITY: MISSION AND GOVERNANCE						
The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.						
Plan					**Implementation**	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
	3. The needs and expectations of the community of interest are reflected in the mission, goals, and PSLOs.	• *Student Catalog* • *Faculty Handbook* • Mission, Goals, Values on ERC	November	Faculty/Program Evaluation Committee		**Analysis** **Action**
	4. Input from the community of interest is used to foster program improvement.	• Program Evaluation Committee Minutes • Continuous Improvement Progress (CIP) Report • Faculty Committee meeting minutes • Professional Advisory Committee Meeting Minutes	November	Faculty/Program Evaluation Committee		**Analysis** **Action**
I-D. The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.	1. BSN faculty expectations and policies including teaching, scholarship, service, practice are defined and congruent with College policies and expectations.	• Faculty Handbook • Employee Handbook • Rank and Promotion Policy • Course Assignment Policy • Faculty Evaluation Policy	December	Faculty/Program Evaluation Committee		**Analysis** **Action**
I-E. Faculty and students participate in program governance.	1. Roles of the faculty and students in program governance are clearly defined and promote participation.	• Faculty meeting minutes • Student representative meeting minutes • Online Quarterly Meeting minutes	December	Faculty/Program Evaluation Committee		**Analysis** **Action**
	2. Nursing faculty are involved in the development, review, and revision of academic program policies.	• Faculty meeting minutes • Online Quarterly Meeting minutes • Committee meeting minutes (Curriculum Council, Faculty committees, Academic Affairs Council, Institutional Effectiveness Council, etc.)	December	Faculty/Program Evaluation Committee		**Analysis** **Action**
	3. BSN students have input into program governance.	• Faculty meeting minutes • Student representative meeting minutes (Prelicensure) • Student Advisory Council • *Student Catalog* (communication to students regarding how to participate)	December	Faculty/Program Evaluation Committee		**Analysis** **Action**

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Galen College of Nursing BSN Program
Systematic Plan of Evaluation
STANDARD I: PROGRAM QUALITY: MISSION AND GOVERNANCE

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

Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. **These policies are:** **• fair and equitable;** **• published and accessible; and** **reviewed and revised as necessary to foster program improvement.**	1. All academic policies, including (but not limited to) student recruitment, admission, retention, and progression, of Galen College of Nursing and the BSN program are congruent and support achievement of the mission, goals, and PSLOs.	• Faculty Handbook • Employee Handbook • *Student Catalog*	December	Faculty/Program Evaluation Committee		**Analysis** **Action**
	2. The policies are: • fair, equitable, and implemented consistently; • written, published, and accessible to relevant constituencies; and, • reviewed and revised as necessary to foster program improvement.	• *Student Catalog* • *Faculty Handbook* • *Employee Handbook* • *Policy and Procedure Manual* • Committee meeting minutes (Curriculum Council, Faculty Committees, Academic Affairs Council, Institutional Effectiveness Council, etc.) as applicable	December	Faculty/Program Evaluation Committee		**Analysis** **Action**
I-G. The program defines and reviews formal complaints according to established policies.	1. Formal complaints are reviewed and processed in accordance to established policies.	• *Student Catalog*: Student grievance (policy, process, procedure) • Record of formal complaints • Annual Grievance Summary	December	Compliance Department		**Analysis** **Action**
	2. The definition of a formal complaint and the procedures for filing a complaint are communicated to students.	• *Student Catalog*: Student grievance (policy, process, procedure) • Record of formal complaints • Annual Grievance Summary	December	Compliance Department		**Analysis** **Action**
	3. A process for review of formal student complaints is established and implemented.	• *Student Catalog*: Student grievance (policy, process, procedure) • Record of formal complaints • Annual Grievance Summary	December	Compliance Department		**Analysis** **Action**

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Galen College of Nursing BSN Program Systematic Plan of Evaluation STANDARD II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES						
Galen College of Nursing demonstrates ongoing commitment to and support for the RN to BSN program. Galen makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enable the achievement of the mission, goals, and expected program outcomes.						
Plan					**Implementation**	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection and Analysis** *Including actual levels of achievement*	**Actions** *For program development, maintenance, or revision*
II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. **Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.**	1. The budget enables achievement of the BSN's mission, goals, and expected outcomes.	• The budget is reviewed by the dean and/or program administrator in preparation for fiscal year budget	August	Program Administrator		**Analysis** **Action**
	2. The budget supports the development, implementation, and evaluation of the BSN program.	• Faculty meeting minutes as evidence of faculty input into the budget.	August	Faculty/Program Evaluation Committee		**Analysis** **Action**
II-B. Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. **Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.**	1. Physical space and resources are adequate to support student learning outcomes and retention of qualified faculty and staff.	**All Programs:** • Floor plans • Technology survey **Prelicensure Only:** • Faculty Evaluation of the Clinical Site • Student evaluation course survey (evaluates lab, theory, clinical) • Room utilization report • Technology Survey	August	Program Administrator		**Analysis** **Action**
	2. Resources to support the online environment are reviewed periodically and are modified as needed to enable the program to achieve its mission, goals, and expected outcomes.	• Technology Survey	August	Faculty/Program Evaluation Committee		**Analysis** **Action**

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Galen College of Nursing BSN Program
Systematic Plan of Evaluation
STANDARD II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

Galen College of Nursing demonstrates ongoing commitment to and support for the RN to BSN program. Galen makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enable the achievement of the mission, goals, and expected program outcomes.

Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection and Analysis** *Including actual levels of achievement*	**Actions** *For program development, maintenance, or revision*
II-C. Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.	1. There is a regular review of the adequacy of the program's academic support services	• Anonymous suggestion box	September	Faculty/Program Evaluation Committee		**Analysis** **Action**
	2. Academic support services (e.g., library, technology, distance education support, research support, and admission) are adequate for students and faculty to meet program requirements and to achieve the mission, goals, and expected program outcomes.	• Student services survey • Retention Committee meeting minutes • Mid Program Survey Results • Exit Survey Results	September	Faculty/Program Evaluation Committee		**Analysis** **Action**
II-D. The chief nurse administrator of the nursing unit: **is a registered nurse (RN);** **holds a graduate degree in nursing;** **holds a doctoral degree if the nursing unit offers a graduate program in nursing;** **is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.**	1. The Chief Nurse Administrator of the BSN program: • is a registered nurse; • holds a graduate degree in nursing; • is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes; • is vested with the administrative authority to accomplish the mission, goals, and expected outcomes; and provides effective leadership to the BSN program in the achievement of its mission, goals, and expected program outcomes.	• Transcripts • Curriculum vitae • Position description	July	Executive Dean		**Analysis** **Action**
	1. All program faculty meet SACSCOC accreditation standards and any applicable state regulatory and/or accreditation requirements.	• Faculty Credentialing Center Report (pre and postlicensure) • Review applicable state boards of nursing regulations and accreditation requirements (prelicensure and postlicensure)	July	Program Administrator		**Analysis** **Action**

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Galen College of Nursing BSN Program Systematic Plan of Evaluation STANDARD II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES						
Galen College of Nursing demonstrates ongoing commitment to and support for the RN to BSN program. Galen makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enable the achievement of the mission, goals, and expected program outcomes.						
Plan					**Implementation**	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection and Analysis** *Including actual levels of achievement*	**Actions** *For program development, maintenance, or revision*
II-E. Faculty are: sufficient in number to accomplish the mission, goals, and expected program outcomes; academically prepared for the areas in which they teach; and, experientially prepared for the areas in which they teach.	2. Nursing faculty are registered nurses, have a graduate degree in nursing, and are academically and experientially prepared for the areas in which they teach. The program provides a justification for the use of any faculty who do not have a graduate degree.	• Faculty Credentialing Center Report	July	Program Administrator		**Analysis** **Action**
	3. General education faculty hold a graduate degree and are academically and experientially qualified in the area in which they teach.	• Faculty Credentialing Center Report	July	Program Administrator		**Analysis** **Action**
	4. The overall number of full-time equivalency (FTE) of nursing faculty is sufficient in number and qualifications to ensure achievement of expected program outcomes.	• Faculty Credentialing Center Report, SACSCOC 2.8 Aggregate Data % of Full Time Faculty Teaching Report; Aggregate Ratio of Faculty to students	July	Program Administrator		**Analysis** **Action**
II-F. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.	1. The roles of preceptors with respect to teaching, supervision, and student evaluation are: • clearly defined and communicated to the preceptors; • congruent with the mission, goals, and expected student outcomes; • congruent with relevant professional nursing standards and guidelines; and reviewed periodically and revised as appropriate.	• **Postlicensure only** - Preceptor Packet - Preceptor qualifications (NSG 4850P)	January	Faculty/Program Evaluation Committee		**Analysis** **Action**
	2. Preceptors have the expertise to support student achievement of PSLOs.	• **Postlicensure only** - Preceptor Packet - Preceptor qualifications (NSG 4850P)	January	Faculty/Program Evaluation Committee		**Analysis** **Action**
	3. The program ensures preceptor performance meets expectations	• **Postlicensure only** - Preceptor Packet (Student Evaluation of Preceptor NSG 4850)	January	Faculty/Program Evaluation Committee		**Analysis** **Action**

Galen College of Nursing BSN Program Systematic Plan of Evaluation STANDARD II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES						
Galen College of Nursing demonstrates ongoing commitment to and support for the RN to BSN program. Galen makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enable the achievement of the mission, goals, and expected program outcomes.						
Plan					**Implementation**	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection and Analysis** *Including actual levels of achievement*	**Actions** *For program development, maintenance, or revision*
II-G. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.	1. Faculty have opportunities for ongoing development in teaching and scholarship.	• Faculty development offerings Funding for Faculty Development (i.e. tuition reimbursement, CNE reimbursement, professional development workshops provided, External resources, and Internal Resources)	June	Faculty/Program Evaluation Committee		**Analysis** **Action**
	2. Faculty service has been clearly defined.	• Faculty Handbook	June	Faculty/Program Evaluation Committee		**Analysis** **Action**
	3. Faculty course assignment policy addresses workload for teaching, scholarship, and service.	• Faculty Course Assignment Policy	June	Faculty/Program Evaluation Committee		**Analysis** **Action**
	4. Institutional support ensures that currency in clinical practice is maintained for faculty in roles that require it.	• Faculty development offerings • NLN Membership through the institution	June	Program Administrator		**Analysis** **Action**

Galen College of Nursing BSN Program Systematic Plan of Evaluation STANDARD III: PROGRAM QUALITY, CURRICULUM, AND TEACHING-LEARNING PRACTICES						
The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.						
Plan					**Implementation**	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection and Analysis** *Including actual levels of achievement*	**Actions** *For program development, maintenance, or revision*
III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that: **are congruent with the program's mission and goals;** **are congruent with the roles for which the program is preparing its graduates; and,** **consider the needs of the program–identified community of interest.**	1. The BSN program's curriculum is congruent with the mission and goals of the College.	• Curriculum Council Minutes • Course Outcomes Map Document for each course	March	Faculty/Program Evaluation Committee		**Analysis** **Action**
	2. Unit and course outcomes are written clearly and are relate to program student learning outcomes (PSLOs).	• Course Outcomes Map Document for each course • Course Syllabi • Exit Survey Results	March	Faculty/Program Evaluation Committee		**Analysis** **Action**
	3. Unit, course, and program's student learning outcomes relate to the roles that BSN prepared nurses are expected to fill.	• Course Syllabi • Exit Survey Results • Course Meeting Minutes • Course Outcomes Map Document for each course	March	Faculty/Program Evaluation Committee		**Analysis** **Action**
III-B. The Baccalaureate curricula are developed, implemented, and revised to reflect professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected individual and aggregate student outcomes. Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).	1. The BSN curriculum incorporates The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)	• Course Deep Dive Process as outlined in the CDIE policy • BSN Program Evaluation Committee minutes (individual campus and college wide) • Faculty meeting minutes • Curriculum Committee minutes • Course Outcomes Mapping Document	March	Faculty/Program Evaluation Committee		**Analysis** **Action**
	2. Additional professional nursing standards and guidelines relevant to the role of the BSN prepared nurse are identified and incorporated into the curriculum by the faculty.	• Course Deep Dive Process as outlined in the CDIE policy • BSN Program Evaluation Committee minutes (individual campus and college wide) • Faculty meeting minutes • Curriculum Committee minutes • Course Outcomes Mapping Document	March	Faculty/Program Evaluation Committee		**Analysis** **Action**

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Galen College of Nursing BSN Program
Systematic Plan of Evaluation
STANDARD III: PROGRAM QUALITY, CURRICULUM, AND TEACHING-LEARNING PRACTICES

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

Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection and Analysis** *Including actual levels of achievement*	**Actions** *For program development, maintenance, or revision*
	3. There is clear demonstration of where and how the content, knowledge, and skills required by the identified sets of national standards and guidelines are incorporated into the curriculum.	• Course Deep Dive Process as outlined in the CDIE policy • BSN Program Evaluation Committee minutes (individual campus and college wide) • Faculty meeting minutes • Curriculum Committee minutes	March	Faculty/Program Evaluation Committee		**Analysis** **Action**
III-F. The curriculum is logically structured to achieve expected student outcomes. **Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.**	1. The BSN curriculum is built upon a foundation of the arts, sciences, and humanities.	• BSN Program Evaluation Committee minutes (individual campus and college wide) and/or Curriculum Committee Minutes and/or Faculty Meeting minutes	March	Faculty/Program Evaluation Committee		**Analysis** **Action**
	2. The BSN program faculty and students are able to articulate how knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice **(postlicensure only).**	• BSN Program Evaluation Committee Minutes (individual campus and college wide) and/or Curriculum Committee Minutes and/or Faculty Meeting minutes • Arts and Sciences reflection form Postlicensure only via ePortfolio Review	March	Faculty/Program Evaluation Committee		**Analysis** **Action**
	3. General Education Competencies are met throughout program.	• Course Mapping Outcome Documents • Course Syllabi	March	Faculty/Program Evaluation Committee		**Analysis** **Action**
	1. Teaching and learning practices and environments in the classroom and in clinical practice experiences support achievement of unit, course and program SLOs.	• Student Course Evaluations • Faculty Clinical Site Survey • Faculty Walk through evaluation • Student satisfaction surveys • End of term Course evaluations • Graduate Exit Surveys • Faculty Evaluation of Simulation	April	Faculty/Program Evaluation Committee		**Analysis** **Action**
	2. The curriculum and teaching-learning practices are identified for the community of interest.	• Faculty meeting minutes • Professional advisory committee minutes • Student advisory committee/student representative minutes	April	Faculty/Program Evaluation Committee		**Analysis** **Action**

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Galen College of Nursing BSN Program Systematic Plan of Evaluation STANDARD III: PROGRAM QUALITY, CURRICULUM, AND TEACHING-LEARNING PRACTICES						
The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.						
Plan					**Implementation**	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection and Analysis** *Including actual levels of achievement*	**Actions** *For program development, maintenance, or revision*
III-G. Teaching-learning practices: **support the achievement of expected student outcomes;** **consider the needs and expectations of the identified community of interest; and** **expose students to individuals with diverse life experiences, perspectives, and backgrounds.**	3. There is evidence of stakeholder feedback (including alumni, students, and the professional advisory committees) in the curriculum and the teaching-learning practices in the BSN program.	• Faculty meeting minutes • Professional advisory committee minutes • Student advisory committee/student representative minutes	April	Faculty/Program Evaluation Committee		**Analysis** **Action**
III-H. The curriculum includes planned clinical practice experiences that: **enable students to integrate new knowledge and demonstrate attainment of program outcomes; foster interprofessional collaborative practice; and are evaluated by faculty.**	1. Clinical practice experiences provide students with the opportunity to develop professional competencies consistent with BSN education **(prelicensure only).**	• Faculty Evaluation of the Clinical Site • Student Course Surveys • Exit Survey • End of term Course Evaluation • Midterm and final clinical evaluation tool	April (prelicensure only)	Faculty/Program Evaluation Committee		**Analysis** **Action**
	2. Clinical practice experiences involve activities designed to ensure that students are competent for role expectation of BSN prepared nurses **(prelicensure only).**	• Faculty Evaluation of the Clinical Site • End of term student Course Evaluations • Midterm and final clinical evaluation tool • Student Course evaluations Exit Survey	April	Faculty/Program Evaluation Committee		**Analysis** **Action**
	3. The design, implementation, and evaluation of clinical practice experiences are aligned to student and program outcomes **(prelicensure only).**	• Clinical Evaluation Tools • End of term student Course Evaluations • Faculty Evaluation of the Clinical Site	April	Faculty/Program Evaluation Committee		**Analysis** **Action**

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Galen College of Nursing BSN Program
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STANDARD III: PROGRAM QUALITY, CURRICULUM, AND TEACHING-LEARNING PRACTICES

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

Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection and Analysis** *Including actual levels of achievement*	**Actions** *For program development, maintenance, or revision*
III-I. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	1. Evaluation of individual student performance is completed by faculty and reflects achievement of PSLOs.	• Faculty Handbook • Academic e-Portfolio Review (postlicensure) • Course syllabi • End of Course Faculty evaluations • PSLO Document	May	Faculty/Program Evaluation Committee		**Analysis** **Action**
	2. Grading criteria are clearly defined for each course, are communicated to students, and are consistently applied.	• Course syllabi • *Student Catalog*	May	Faculty/Program Evaluation Committee		**Analysis** **Action**
	3. When preceptors are used to facilitate students' clinical practice experiences, there is evidence that faculty has sought input about student performance from the preceptor and that the faculty member was ultimately responsible for the evaluation of individual student outcomes in the course **(postlicensure only).**	• Preceptor Packet **(postlicensure only)**	May	Faculty/Program Evaluation Committee		**Analysis** **Action**
III-J. The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.	1. Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes.	• End of term student Course Evaluations • End of Course Faculty evaluations • BSN Program Evaluation Committee Minutes (individual campus and college wide), BSN Faculty meeting minutes	August	Faculty/Program Evaluation Committee		**Analysis** **Action**
	2. The curriculum is regularly evaluated by faculty and other communities of interest as appropriate.	• Curriculum Council Minutes • BSN Faculty meeting minutes Committee Minutes • BSN Program Evaluation Committee Minutes	August	Faculty/Program Evaluation Committee		**Analysis** **Action**

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Galen College of Nursing BSN Program Systematic Plan of Evaluation STANDARD III: PROGRAM QUALITY, CURRICULUM, AND TEACHING-LEARNING PRACTICES						
The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.						
Plan					**Implementation**	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection and Analysis** *Including actual levels of achievement*	**Actions** *For program development, maintenance, or revision*
	3. Data from the evaluation of curriculum and teaching-learning practices are used to foster program improvement.	• End of term student Course Evaluations • End of Course Faculty evaluations • Curriculum Council meeting Minutes	August	Faculty/Program Evaluation Committee		**Analysis** **Action**

Galen College of Nursing BSN Program
Systematic Plan of Evaluation
STANDARD IV: PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM STUDENT LEARNING OUTCOMES

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

Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
IV-A. A systematic assessment process is used to determine program effectiveness.	The program uses a systematic plan of evaluation (SPE) to obtain relevant data to determine program effectiveness. The SPE: • is written, ongoing, and is utilized to determine achievement of program outcomes; • is comprehensive and includes all relevant program outcomes, including those required by the state boards of nursing; • identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes; • includes timelines for collection, review of expected and actual outcomes, and analysis of data; and • is periodically reviewed and revised as appropriate.	• BSN SPE • BSN Annual Report • BSN Program Evaluation Committee Minutes • BSN Faculty Meeting Minutes • Institutional Effectiveness Council Meeting Minutes	February	Program Evaluation Committee (PEC)		**Analysis** **Action**
IV-B. Program completion rates demonstrate program effectiveness.	The completion rate* is 70% or higher for the most recent calendar year when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education. *As stated in the Standardized Definitions. Located on the ERC. The CCNE completion rates are based on the number of students who graduate the program within 150% of the stated program length. Reporting is based on the 150% graduation date (Date of first Nursing course + (length of program * 150%)).	• Student completion rates obtained from IE, located on the ERC	**Data Collection:** Every Term **Data Assessment and Analysis:** Bi-Annually (February and August)	Institutional Effectiveness Dept. (IE) Program Evaluation Committee (PEC)	**Result of Data Collection:** 2019 | 2020 | 2021 | Aggregate Result | | | | | Met/Not Met | | | | |	**Analysis** **Action**
IV-C. Licensure pass rates demonstrate program effectiveness.	**The NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first- time takers for the most recent calendar year.** If the NCLEX-RN® pass rate for any campus/site or track is less than 80% for first- time takers for the most recent calendar year, (1) the pass rate for that campus/site or track is 80% or higher for all takers (first-	• State BON or NCSBN NCLEX-RN reports	**Data Collection:** Every Term; Annually (Official Report) **Data Assessment and Analysis:** Annually (March)	Program Administrator PEC	# Passed/ Tested | Pass Rate* | Met/ Not Met	**Analysis** **Action**

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Galen College of Nursing BSN Program
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STANDARD IV: PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM STUDENT LEARNING OUTCOMES

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

Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
	time and repeat) for the most recent calendar year, (2) the pass rate for that campus/site or track is 80% or higher for first-time takers when the annual pass rates for the three most recent calendar years are averaged, or (3) the pass rate for that campus/site or track is 80% or higher for all takers (first-time and repeat) when the annual pass rates for the three most recent calendar years are averaged. **(Prelicensure BSN)**					
IV-E. Employment rates demonstrate program effectiveness.	The employment rate* is 70% or higher within 12 months of graduation. If the employment rate is less than 70%, the employment rate is 70% or higher when excluding graduates who have elected not to be employed. *As stated in the Standardized Definitions. Located on the ERC.	• Employment/Job Placement Report	**Data Collection:** Ongoing **Data Assessment:** Annually (July)	Office of Academic Records PEC		**Analysis** **Action**
IV-F. Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement. **Elaboration: The program uses outcome data (completion, licensure, certification, and employment) for improvement.** **• Discrepancies between actual and CCNE expected outcomes (program completion rates 70%, licensure pass rates 80%, certification pass rates 80%, employment rates 70%) inform areas for improvement.**	The faculty analyzes and utilizes student outcome data for program improvement.	• Course Committee meeting minutes • PEC meeting minutes • Curriculum meeting minutes	February	Faculty/Program Evaluation Committee		

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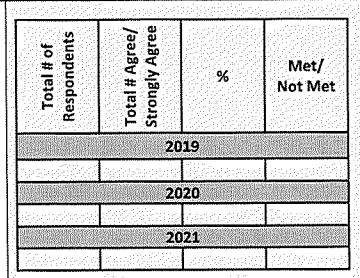
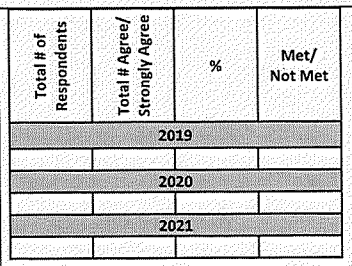
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
• Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness. Faculty are engaged in the program improvement process.						
IV-G. Aggregate faculty outcomes demonstrate program effectiveness: ICARE principles (FT faculty)	100% of full-time faculty will demonstrate achievement of I.C.A.R.E. principles as evidenced by earning a score of 3 or greater on their performance evaluation. a. Inclusivity: I foster an environment that provides opportunity for every individual to reach their full potential. b. Character: I act with integrity and compassion. c. Accountability: I accept responsibility for, and take ownership of, the daily role played in institutional success. d. Respect: I value each individual equally. e. Excellence: I engage and commit to the highest level of quality.	· Annual faculty evaluations	**Data Collection:** Ongoing (during evaluation) **Data Assessment and Analysis:** Annually (April)	Program Administrator PEC		**Analysis** **Action**
IV-G. Aggregate faculty outcomes demonstrate program effectiveness: ICARE principles (PT faculty)	100% of part-time faculty will demonstrate achievement of I.C.A.R.E. principles as evidenced by earning a rating of "met" on their performance evaluation. a. Inclusivity: I foster an environment that provides opportunity for every individual to reach their full potential. b. Character: I act with integrity and compassion. c. Accountability: I accept responsibility for, and take ownership of, the daily role played in institutional success. d. Respect: I value each individual equally. e. Excellence: I engage and commit to the highest level of quality.	· Annual faculty evaluations	**Data Collection:** Ongoing (during evaluation) **Data Assessment and Analysis:** Annually (April)	Program Administrator PEC		**Analysis** **Action**

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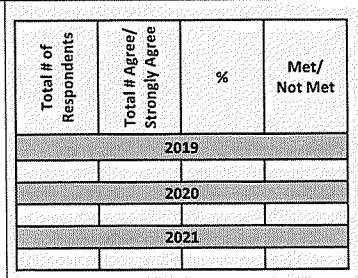
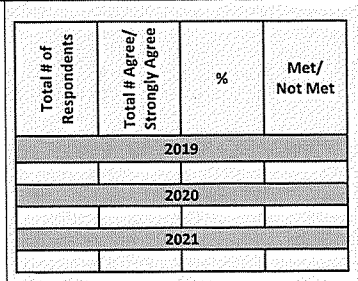
Systematic Plan of Evaluation
STANDARD IV: PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM STUDENT LEARNING OUTCOMES

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

Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
IV-G. Aggregate faculty outcomes demonstrate program effectiveness: Service (FT faculty).	100% of full-time faculty will engage in Service.	· Aggregate Faculty Service Table (Faculty Credentialing Center)	**Data Collection:** Ongoing (during evaluation) **Data Assessment and Analysis:** Annually (April)	Program Administrator PEC		**Analysis** **Action**
IV-G. Aggregate faculty outcomes demonstrate program effectiveness: Scholarship/Professional Development (FT faculty).	100% of full-time faculty will engage in Scholarship/Professional Development.	· Aggregate Faculty Scholarship Table (Faculty Credentialing Center)	**Data Collection:** Ongoing (during evaluation) **Data Assessment and Evaluation:** Annually (April)	Program Administrator PEC		**Analysis** **Action**

Galen College of Nursing BSN Program
Systematic Plan of Evaluation
STANDARD IV: PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM STUDENT LEARNING OUTCOMES

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

Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
IV-I. Program outcomes demonstrate program effectiveness: Student Outcomes/PSLOs **PSLO 1:** Synthesize knowledge from the arts and sciences to form a foundation for the practice of professional nursing. (Essential I)	100% of students will demonstrate achievement of PSLO 1 at the level of 75% or above as measured by ePortfolio evaluation. (RN to BSN)	Aggregated results of Evaluation of ePortfolio using rubric related to PSLO 1.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2022 per schedule) *All PSLOs are assessed on the schedule outlined in the Curriculum Development, Implementation, & Evaluation Procedures (p. 3)	Curriculum Committee Curriculum Committee	<table><tr><th></th><th>2017</th><th>2019*</th><th>2022</th><th>Aggregate</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Met/Not Met</td><td></td><td></td><td></td><td></td></tr></table>*PSLO evaluation schedule changed in 2017.	**Analysis** **Action**
	At least 75% of the students will achieve a score of "MET" on their reflection of their perceived achievement of PSLO 1. (RN to BSN)	Aggregated results of Reflection Statement using rubric related to PSLO 1.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2022 per schedule)	Curriculum Committee Curriculum Committee	<table><tr><th></th><th>2017*</th><th>2019*</th><th>2022</th><th>Aggregate</th></tr><tr><td>GEC**</td><td></td><td></td><td></td><td></td></tr><tr><td>GEC**</td><td></td><td></td><td></td><td></td></tr><tr><td>Met/Not Met</td><td></td><td></td><td></td><td></td></tr></table>*PSLO evaluation schedule changed in 2017. **GEC 3 & 5 in 2017 and 2019.	**Analysis** **Action**
	At least 75% of the students will indicate Agree/Strongly Agree that as a result of completing the program, they are able to *synthesize knowledge from the arts and sciences to form a foundation for the practice of professional nursing.* (RN to BSN)	Aggregated results of End-of-Program Survey related to PSLO1.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2022 per schedule)	IE (Data and Assessment Coordinator) Curriculum Committee	<table><tr><th></th><th>2017</th><th>2019*</th><th>2022</th><th>Aggregate</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Met/Not Met</td><td></td><td></td><td></td><td></td></tr></table>*PSLO evaluation schedule changed in 2017.	**Analysis** **Action**
	The comprehensive aggregate score will be 76% or greater, for items related to PSLO 1, for each graduating cohort. (Prelicensure BSN)	Aggregated results of Comprehensive Exam 1, 2, & 3 for items related to PSLO 1.	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2022 per schedule)	Test Development Specialist Curriculum Committee	<table><tr><th></th><th>Aggregate Result</th></tr><tr><td>Percentage</td><td></td></tr><tr><td>Met/Not Met</td><td></td></tr></table>	**Analysis** **Action**

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Galen College of Nursing BSN Program
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STANDARD IV: PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM STUDENT LEARNING OUTCOMES

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

Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
	At least 75% of the students will indicate Agree/Strongly Agree that as a result of completing the program, they are able to *synthesize knowledge from the arts and sciences to form a foundation for the practice of professional nursing.* (Prelicensure BSN)	NSG 4800 student evaluation of the course related to PSLO 1.	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2022 per schedule)	IE (Data and Assessment Coordinator) Curriculum Committee	**Aggregate Result** **Percentage** **Met/Not Met**	**Analysis** **Action**
PSLO 2: Provide holistic, culturally competent care for individuals, families, and populations through health promotion and disease prevention across the lifespan and healthcare continuum. [AACN Essential VII, IX]	100% of students will demonstrate achievement of PSLO 2 at the level of 75% or above as measured by ePortfolio evaluation. (RN to BSN)	Aggregated results of Evaluation of ePortfolio using rubric related to PSLO 2.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2023 per schedule)	Curriculum Committee Curriculum Committee	**2015 / 2016* / 2020 / Aggregate** **Percentage** **Met/Not Met** *PSLO evaluation schedule changed in 2017.	**Analysis** **Action**
	At least 75% of the students will achieve a score of "MET" on their reflection of their perceived achievement of PSLO 2. (RN to BSN)	Aggregated results of Reflection Statement using rubric related to PSLO 2.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May, 2023 per schedule)	Curriculum Committee Curriculum Committee	**2015 / 2016* / 2020 / Aggregate** **Percentage** **Met/Not Met** *PSLO evaluation schedule changed in 2017.	**Analysis** **Action**
	At least 75% of the students will indicate Agree/Strongly Agree that as a result of completing the program, they are able to *provide holistic, culturally competent care for individuals, families, and populations through health promotion and disease prevention across the lifespan and healthcare continuum.* (RN to BSN)	Aggregated results of End-of-Program Survey related to PSLO 2.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2023 per schedule)	Curriculum Committee Curriculum Committee	**2015 / 2016* / 2020 / Aggregate** **Percentage** **Met/Not Met** *PSLO evaluation schedule changed in 2017.	**Analysis** **Action**
	The comprehensive aggregate score will be 76% or greater, for items related to PSLO 2, for each graduating cohort. (Prelicensure BSN)	Aggregated results of Comprehensive Exam 1, 2, & 3 for items related to PSLO 2.	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2023 per schedule)	Test Development Specialist Curriculum Committee	**Aggregate Result** **Percentage** **Met/Not Met**	**Analysis** **Action**

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

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

Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
	100% of students will be rated 'satisfactory' or greater on the application of the clinical competencies related to PSLO 2: 1. Provide care integrating health/illness beliefs, values, attitudes, and practices. 2. Meet the healthcare needs and preferences of culturally, ethnically, and socially diverse patients. 3. Compare health assessment findings with: • Evidence-based health data. • Synthesis of previously learned knowledge from the arts and sciences. 4. Provide safe, patient-centered nursing care to assigned patients: a. Integrate correct psychomotor nursing skills into patient care. b. Demonstrate caring behaviors toward the patient and significant others. c. Deliver community-based care that recognizes the impact of attitudes, values, and expectations on the care of vulnerable individuals. d. Facilitate patient-centered transitions or care, including discharge. 5. Develop and revise a plan of care for a patient: a. Within legal, ethical, and regulatory parameters. b. In consideration of disease prevention and promotion of healthy lifestyles. c. Within the context of the healthcare environment. d. Using current evidence and clinical experience. 6. Evaluate patient outcomes and responses to therapeutic interventions: a. Compared to evidence-based practice and research findings. b. To plan follow-up nursing care. 7. Develop, implement, and evaluate a teaching plan for patients, families, or groups that takes into consideration the patient's: a. Developmental stage and age. b. Preferences.	Aggregated results of NSG 4800 Clinical Evaluation Tool (PSLO 2).	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2023 per schedule)	IE Curriculum Committee	**Clinical Competency (PSLO 2)** / **Aggregate Results*** / **Met/Not Met** 1 2 3 4 5 6 7	**Analysis** **Action**

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

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Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
	c. Health literacy. d. Readiness to learn. e. Cultural considerations. (Prelicensure BSN)					
	At least 75% of the students will indicate Agree/Strongly Agree that as a result of completing the nursing program, they are able to *provide holistic, culturally competent care for individuals, families, and populations through health promotion and disease prevention across the lifespan and healthcare continuum.* (Prelicensure BSN)	NSG 4800 student evaluation of the course related to PSLO 2.	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years*(May 2023 per schedule)	IE (Data and Assessment Coordinator) Curriculum Committee	**Aggregate Result** **Percentage** **Met/Not Met**	**Analysis** **Action**
PSLO 3: Integrate professional values and behaviors when delivering standards-based nursing care to diverse patients and populations. [AACN Essential VIII)	100% of students will demonstrate achievement of PSLO 3 at the level of 75% or above as measured by ePortfolio evaluation. (RN to BSN)	Aggregated results of Evaluation of ePortfolio using rubric related to PSLO 3.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2023 per schedule)	Curriculum Committee Curriculum Committee	**2014*** **2017** **2020** **Aggregate** **Met/Not Met** *Data not available. The first cohort of RN to BSN students graduated in October 2015.	**Analysis** **Action**
	100% of the students will achieve a score of "MET" on their reflection of their perceived achievement of PSLO 3. (RN to BSN)	Aggregated results of Reflection Statement using rubric related to PSLO 3.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2023 per schedule)	Curriculum Committee Curriculum Committee	**2014*** **2017** **2020** **Aggregate** **Met/Not Met**	
	At least 75% of the students will indicate Agree/Strongly Agree that as a result of completing the program, they are able to *integrate professional values and behaviors when delivering standards-based nursing care to diverse patients and populations.* (RN to BSN)	Aggregated results of student End-of-Program Survey related to PSLO 3.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years (May 2023 per schedule)	Curriculum Committee Curriculum Committee	**2014*** **2017** **2020** **Aggregate** **Met/Not Met**	

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Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
	The comprehensive aggregate score will be 76% or greater, for items related to PSLO 3, for each graduating cohort. (Prelicensure BSN)	Aggregated results of Comprehensive Exam 1, 2, & 3 for items related to PSLO 3.	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2023 per schedule)	Test Development Specialist Curriculum Committee	**Aggregate Result** **Percentage** **Met/Not Met**	**Analysis** **Action**
	100% of students will be rated at 'satisfactory' or greater on the application of the clinical competencies related to PSLO 3: 1. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of: A. The nursing program. B. The healthcare setting. 2. Deliver nursing care that is in compliance with rules, requirements, and standards that emphasize safety outlined by: a. The State Board of Nursing. b. The Federal, State, and Local Government. c. Accreditation Organizations. 3. Demonstrate accountability for nursing actions. 4. Incorporate the American Nurses Association's Code of Ethics into nursing practice. 5. Demonstrate awareness of mandatory reporting requirements of the State Board of Nursing Act, if required. 6. Incorporate insight about nursing practice gained through reflection and self-assessment to improve the delivery of care provided. (Prelicensure BSN)	Aggregated results of NSG 4800 Clinical Evaluation Tool (PSLO 3).	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2023 per schedule)	IE Curriculum Committee	**Clinical Competency (PSLO 3)** / **Aggregate Results*** / **Met/Not Met** 1 2 3 4 5 6	**Analysis** **Action**
	At least 75% of the students will indicate Agree/Strongly Agree that as a result of completing the nursing program, they are able to *Integrate professional values and behaviors when delivering standards-based nursing care to diverse patients and populations.* (Prelicensure BSN)	NSG 4800 student evaluation of the course related to PSLO 3.	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2023 per schedule)	IE (Data and Assessment Coordinator) Curriculum Committee	**Aggregate Result** **Percentage** **Met/Not Met**	*Data unavailable for first two graduating cohorts. PSLO questions added to course survey as of the Fall 2020 quarter.

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

Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
PSLO 4: Develop leadership skills to provide and continuously improve the delivery of safe, patient-centered quality healthcare. [Essential II, V]	100% of students will demonstrate achievement of PSLO 4 at the level of 75% or above as measured by ePortfolio evaluation. (RN to BSN)	Aggregated results of Evaluation of ePortfolio using rubric related to PSLO 4.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2023 per schedule	Curriculum Committee Curriculum Committee	<table><tr><th></th><th>2015</th><th>2020</th><th>Aggregate</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>Met/Not Met</td><td></td><td></td><td></td></tr></table>*PSLO was not measured in 2017 due to college-wide schedule change.	**Analysis** **Action**
	At least 75% of the students will achieve a score of "MET" on their reflection of their perceived achievement of PSLO 4. (RN to BSN)	Aggregated results of Reflection Statement using rubric related to PSLO 4.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2023 per schedule	Curriculum Committee Curriculum Committee	<table><tr><th></th><th>2015</th><th>2020</th><th>Aggregate</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>Met/Not Met</td><td></td><td></td><td></td></tr></table>*PSLO was not measured in 2017 due to college-wide schedule change.	**Analysis** **Action**
	At least 75% of the students will indicate Agree/Strongly Agree that as a result of completing the program, they are able to *develop leadership skills to provide and continuously improve the delivery of safe, patient-centered quality healthcare.* (RN to BSN)	Aggregated results of End-of-Program Survey related to PSLO 4.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2023 per schedule	Curriculum Committee Curriculum Committee	<table><tr><th></th><th>2015</th><th>2020</th><th>Aggregate</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>Met/Not Met</td><td></td><td></td><td></td></tr></table>*PSLO was not measured in 2017 due to college-wide schedule change.	**Analysis** **Action**
	The comprehensive aggregate score will be 76% or greater, for items related to PSLO 4, for each graduating cohort. (Prelicensure BSN)	Aggregated results of Comprehensive Exam 1, 2, & 3 for items related to PSLO 4.	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2023 per schedule	Test Development Specialist Curriculum Committee	<table><tr><th></th><th>Aggregate Result</th></tr><tr><td>Percentage</td><td></td></tr><tr><td>Met/Not Met</td><td></td></tr></table>	**Analysis** **Action**

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Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
	100% of students will be rated at 'satisfactory' or greater on the application of the clinical competencies related to PSLO 4: 1. Implement measures to promote quality and a safe environment for patients, self, and others. 2. Participate in the coordination of human, information, and material resources in providing care for patients/families, populations/ communities. 3. Notify appropriate individuals about observed inefficiencies and failures on the patient care unit, such as those involving supplies, medications, equipment, and information. 4. Participate in promoting the practice of professional nursing through leadership activities and advocacy. 5. Develop strategies for serving as a healthcare advocate to monitor and promote quality and access to care for patients. 6. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices. 7. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy. 8. A) Assign and/or delegate nursing care to other members of the healthcare team based upon an analysis of patient or organizational need. B) Communicate identified risk associated with transferring patient care responsibilities to another professional. 9. Supervise nursing care provided by others for whom the nurse is responsible by using best practices of management, leadership, and evaluation. (Prelicensure BSN)	Aggregated results of NSG 4800 Clinical Evaluation Tool (PSLO 4).	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2023 per schedule	IE Curriculum Committee	**Clinical Competency (PSLO 4)** / **Aggregate Results*** / **Met/Not Met** 1 2 3 4 5 6 7 8 9 *Results reflects students who graduated in the SP 2020 (Jan-Mar) and SU 2020 (Apr – June) terms only.	**Analysis** **Action**

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Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
	At least 75% of the students will indicate Agree/Strongly Agree that as a result of completing the nursing program, they are able to *develop leadership skills to provide and continuously improve the delivery of safe, patient-centered quality healthcare.* (Prelicensure BSN)	NSG 4800 student evaluation of the course related to PSLO 4.	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2023 per schedule	IE (Data and Assessment Coordinator) Curriculum Committee	**Aggregate Result** **Percentage** **Met/Not Met**	**Analysis** **Action**
PSLO 5: Incorporate best practices and the most current evidence when using clinical reasoning to make practice decisions. [Essential III]	100% of students will demonstrate achievement of PSLO 5 at the level of 75% or above as measured by ePortfolio evaluation. (RN to BSN)	Aggregated results of Evaluation of ePortfolio using rubric related to PSLO 5.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2022 per schedule)	Curriculum Committee Curriculum Committee	**2022** / **Aggregate** **Percentage** **Met/Not Met** *PSLO not measured until 2019 due to a schedule change in 2017.	**Analysis** **Action**
	At least 75% of the students will achieve a score of "MET" on their reflection of their perceived achievement of PSLO 5. (RN to BSN)	Aggregated results of Reflection Statement using rubric related to PSLO 5.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2022 per schedule)	Curriculum Committee Curriculum Committee	**2022** / **Aggregate** **Percentage** **Met/Not Met** *PSLO not measured until 2019 due to a schedule change in 2017.	**Analysis** **Action**
	At least 75% of the students will indicate Agree/Strongly Agree that as a result of completing the program, they are able to *incorporate best practices and the most current evidence when using clinical reasoning to make practice decisions.* (RN to BSN)	Aggregated results of End-of-Program Survey related to PSLO 5.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2022 per schedule)	Curriculum Committee Curriculum Committee	**2022** / **Aggregate** **Percentage** **Met/Not Met** *PSLO not measured until 2019 due to a schedule change in 2017.	
	The comprehensive aggregate score will be 76% or greater, for items related to PSLO 5, for each graduating cohort. (Prelicensure BSN)	Aggregated results of Comprehensive Exam 1, 2, & 3 for items related to PSLO 5.	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2022 per schedule)	Test Development Specialist Curriculum Committee	**2022** / **Aggregate Result** **Percentage** **Met/Not Met**	**Analysis** **Action**

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Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
	100% of students will be rated at 'satisfactory' or greater on the application of the clinical competencies related to PSLO 5: 1. Incorporate knowledge of evidence-based practice and research into clinical reasoning when caring for patients. 2. Synthesize assessment data using evidence-based practice and research in order to: a. Identify problems. b. Formulate goals/outcomes. c. Develop plans of care for patients/families. 3. Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient risks. (Prelicensure BSN)	Aggregated results of NSG 4800 Clinical Evaluation Tool (PSLO 5).	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2022 per schedule)	IE Curriculum Committee	**2022** **Clinical Competency (PSLO 5)** / **Aggregate Results*** / **Met/Not Met** 1 2 3	**Analysis** **Action**
	At least 75% of the students will indicate Agree/Strongly Agree that as a result of completing the nursing program, they are able to *incorporate best practices and the most current evidence when using clinical reasoning to make practice decisions.* (Prelicensure BSN)	NSG 4800 student evaluation of the course related to PSLO 5.	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2022 per schedule)	IE (Data and Assessment Coordinator) Curriculum Committee	**2022** / **Aggregate Result** **Percentage** **Met/Not Met**	**Analysis** **Action**
PSLO 6: Incorporate the use of information systems and technology in order to communicate, manage knowledge, mitigate error, and support decision making. [Essential IV]	100% of students will demonstrate achievement of PSLO 5 at the level of 75% or above as measured by ePortfolio evaluation. (RN to BSN)	Aggregated results of Evaluation of ePortfolio using rubric related to PSLO 6.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2024 per schedule)	Curriculum Committee Curriculum Committee	**2017** / **2018** / **2021** / **Aggregate** **Percentage** **Met/Not Met** *PSLO 6 was measured in 2017 and 2018 due to a schedule change in 2017.	**Analysis** **Action**

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Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
	At least 75% of the students will achieve a score of "MET" on their reflection of their perceived achievement of PSLO 5. (RN to BSN)	Aggregated results of Reflection Statement using rubric related to PSLO 6.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2024 per schedule)	Curriculum Committee Curriculum Committee	<table><tr><th></th><th>2017</th><th>2018</th><th>2021</th><th>Aggregate</th></tr><tr><td>Percentage</td><td></td><td></td><td></td><td></td></tr><tr><td>Met/Not Met</td><td></td><td></td><td></td><td></td></tr></table>*PSLO 6 was measured in 2017 and 2018 due to a schedule change in 2017.	**Analysis** **Action**
	At least 75% of the students will indicate Agree/Strongly Agree that as a result of completing the program, they are able to *incorporate best practices and the most current evidence when using clinical reasoning to make practice decisions.* (RN to BSN)	Aggregated results of End-of-Program Survey related to PSLO 6.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2024 per schedule)	Curriculum Committee Curriculum Committee	<table><tr><th></th><th>2017</th><th>2018</th><th>2021</th><th>Aggregate</th></tr><tr><td>Percentage</td><td></td><td></td><td></td><td></td></tr><tr><td>Met/Not Met</td><td></td><td></td><td></td><td></td></tr></table>*PSLO 6 was measured in 2017 and 2018 due to a schedule change in 2017.	**Analysis** **Action**
	The comprehensive aggregate score will be 76% or greater, for items related to PSLO 6, for each graduating cohort. (Prelicensure BSN)	Aggregated results of Comprehensive Exam 1, 2, & 3 for items related to PSLO 6.	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2024 per schedule)	Test Development Specialist Curriculum Committee	<table><tr><th></th><th>Aggregate Result</th></tr><tr><td>Percentage</td><td></td></tr><tr><td>Met/Not Met</td><td></td></tr></table>	**Analysis** **Action**
	100% of students will be rated at 'satisfactory' or greater on the application of the selected clinical competencies related to PSLO 6: 1. Communicate information using technology to support decision making to improve patient care and healthcare delivery. 2. Demonstrate skill using patient care technologies and information systems that support safe nursing practice. 3. Evaluate data from all relevant sources, including technology, to inform the delivery of care. 4. Protect patient privacy and confidentiality of patient records and other privileged communications. 5. Respond appropriately to clinical decision-making supports and alerts (e.g., monitoring alarms and medication alerts). 6. Teach patients and their families about prescribed or relevant healthcare technologies. (Prelicensure BSN)	Aggregated results of NSG 4800 Clinical Evaluation Tool (PSLO 6).	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2024 per schedule)	IE Curriculum Committee	<table><tr><th>Clinical Competency (PSLO 6)</th><th>Aggregate Results*</th><th>Met/Not Met</th></tr><tr><td>1</td><td></td><td></td></tr><tr><td>2</td><td></td><td></td></tr><tr><td>3</td><td></td><td></td></tr><tr><td>4</td><td></td><td></td></tr><tr><td>5</td><td></td><td></td></tr><tr><td>6</td><td></td><td></td></tr></table>*Results reflects students who graduated in the SP 2020 (Jan-Mar) and SU 2020 (Apr – June) terms only.	**Analysis** **Action**

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Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
	At least 75% of the students will indicate Agree/Strongly Agree that as a result of completing the nursing program, they are able *to incorporate the use of information systems and technology in order to communicate, manage knowledge, mitigate error, and support decision making.* (Prelicensure BSN)	75% of the students will indicate Agree/Strongly Agree that as a result of completing the nursing program, they are able *to incorporate the use of information systems and technology in order to communicate, manage knowledge, mitigate error, and support decision making.*	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2024 per schedule)	IE (Data and Assessment Coordinator) Curriculum Committee	<table><tr><th></th><th>Aggregate Result</th></tr><tr><td>Percentage</td><td></td></tr><tr><td>Met/Not Met</td><td></td></tr></table>	**Analysis** **Action**
PSLO 7: Integrate effective communication and collaboration skills to improve patient satisfaction and health outcomes. [Essential VI]	100% of students will demonstrate achievement of PSLO 5 at the level of 75% or above as measured by ePortfolio evaluation. (RN to BSN)	Aggregated results of Evaluation of ePortfolio using rubric related to PSLO 7.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2024 per schedule)	Curriculum Committee Curriculum Committee	<table><tr><th></th><th>2017</th><th>2018</th><th>2021</th><th>Aggregate</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Met/Not Met</td><td></td><td></td><td></td><td></td></tr></table> *PSLO 7 was measured in 2017 and 2018 due to a schedule change in 2017.	**Analysis** **Action**
	At least 75% of the students will achieve a score of "MET" on their reflection of their perceived achievement of PSLO 5. (RN to BSN)	Aggregated results of Reflection Statement using rubric related to PSLO 7.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2024 per schedule)	Curriculum Committee Curriculum Committee	<table><tr><th></th><th>2017</th><th>2018</th><th>2021</th><th>Aggregate</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Met/Not Met</td><td></td><td></td><td></td><td></td></tr></table> *PSLO 7 was measured in 2017 and 2018 due to a schedule change in 2017.	**Analysis** **Action**
	At least 75% of the students will indicate Agree/Strongly Agree that as a result of completing the program, they are able to *integrate effective communication and collaboration skills to improve patient satisfaction and health outcomes.* (RN to BSN)	Aggregated results of End-of-Program Survey related to PSLO 7.	**Data Collection:** Annually **Data Assessment and Evaluation:** Every 3 Years* (May 2024 per schedule)	Curriculum Committee Curriculum Committee	<table><tr><th></th><th>2017</th><th>2018</th><th>2021</th><th>Aggregate</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Met/Not Met</td><td></td><td></td><td></td><td></td></tr></table> *PSLO 7 was measured in 2017 and 2018 due to a schedule change in 2017.	**Analysis** **Action**
	The comprehensive aggregate score will be 76% or greater, for items related to PSLO 7, for each graduating cohort. (Prelicensure BSN)	Aggregated results of Comprehensive Exam 1, 2, & 3 for items related to PSLO 7.	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2024 per schedule)	Test Development Specialist Curriculum Committee	<table><tr><th></th><th>Aggregate Result</th><th>Met/Not Met</th></tr><tr><td>Percentage</td><td></td><td></td></tr><tr><td>Met/Not Met</td><td></td><td></td></tr></table>	**Analysis** **Action**
	100% of students will be rated at 'satisfactory' or greater on the application of the selected clinical competencies related to PSLO 7 1. Use therapeutic communication when caring for patients by: a. Determining the patient's ability to	Aggregated results of NSG 4800 Clinical Evaluation Tool (PSLO 7).	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2024 per schedule)	IE Curriculum Committee	<table><tr><th>Clinical Competency (PSLO 7)</th><th>Aggregate Results*</th><th>Met/Not Met</th></tr><tr><td>1</td><td></td><td></td></tr><tr><td>2</td><td></td><td></td></tr><tr><td>3</td><td></td><td></td></tr><tr><td>4</td><td></td><td></td></tr></table>	**Analysis** **Action**

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Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection** *Including actual levels of achievement*	**Analysis and Actions** *For program development, maintenance, or revision*
	communicate. b. Identifying barriers to effective communication. c. Taking the patient's culture into consideration. d. Making appropriate adaptation in own communication based on patient and family assessment. 2. Plan, deliver, and evaluate patient care by communicating with: a. Patients/families/groups. b. Members of the healthcare team. 3. Communicate in a timely manner with members of the healthcare team in order to promote and maintain the optimal health status of patients, families, and groups. 4. Document interventions according to professional standards and policies of the healthcare setting. 5. Use a standardized communication approach (ISBAR) to transfer care responsibilities to other professionals whenever patients experience transitions in care and across settings. 6. Communicate observations or concerns related to hazards and errors involving patients, families, and/or healthcare team. 7. Plan, deliver, and evaluate care by coordinating and collaborating with patients/families/groups and members of the healthcare team. 8. Determine multiple referral sources for patients/families/groups taking into consideration: a. Cost. b. Confidentiality. c. Effectiveness and efficiency of care. (Prelicensure BSN)				5 6 7 8 9 *Results reflects students who graduated in the SP 2021 (Jan-Mar) and SU 2021 (Apr – June) terms only.	
	At least 75% of the students will indicate Agree/Strongly Agree that as a result of completing the nursing program, they are able to *integrate effective communication and collaboration skills to improve patient satisfaction and health outcomes.* (Prelicensure BSN)	NSG 4800 student evaluation of the course related to PSLO 7.	**Data Collection:** Every Term **Data Assessment and Evaluation:** Every 3 Years* (May 2024 per schedule)	IE (Data and Assessment Coordinator) Curriculum Committee	**Aggregate Result** **Percentage** **Met/Not Met**	**Analysis** **Action**

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IV-I. Program outcomes demonstrate program effectiveness: Graduating Student satisfaction	At least 75% of the graduating students will indicate agree/strongly agree in response to the question, "Would you recommend Galen to someone interested in attending a nursing program?"	• Graduating Student Exit Surveys	**Data Collection:** Every Term **Data Assessment and Evaluation:** Annually (June)	IE (Data and Assessment Coordinator) PEC	<table><tr><th></th><th>2019</th><th>2020</th><th>2021</th><th>Aggregate</th></tr><tr><td>Percentage</td><td></td><td></td><td></td><td></td></tr><tr><td>Met/Not Met</td><td></td><td></td><td></td><td></td></tr></table>	**Analysis** **Action**
IV-I. Program outcomes demonstrate program effectiveness: Graduate (Alumni) satisfaction with their preparation for the BSN role.	At least 75% of graduates will indicate agree/strongly agree in response to the question, "My learning experience at Galen prepared me to practice as a baccalaureate-prepared registered nurse."	• Alumni Surveys	**Data Collection:** Every Term **Data Assessment and Evaluation:** Annually (June)	IE (Data and Assessment Coordinator) PEC	<table><tr><th></th><th>2019</th><th>2020</th><th>2021</th><th>Aggregate</th></tr><tr><td>Percentage</td><td></td><td></td><td></td><td></td></tr><tr><td>Met/Not Met</td><td></td><td></td><td></td><td></td></tr></table>	**Analysis** **Action**

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Appendix O: Nursing Faculty Position Description

This position description applies to a faculty member, teaching either full-time or part-time (adjunct), who provides didactic instruction and may also provide instruction in the clinical learning lab, simulation, and/or clinical settings. This position description applies to all programs taught at Galen College of Nursing.

Supervisor: ☐Dean ☐AssociateDean ☐MSN Program Director ☐RN to BSN Program Director ☐BSN Program Director ☐ADN Program Director ☐PN/VN Program Director

Department: ☐Campus Faculty ☐ Online RN to BSN Faculty ☐Online MSN Faculty

Status: ☐ Full-time ☐ Part-time (*encompasses part-time, adjunct, and pool status)*

FLSA: ☐ Exempt ☐ Non-exempt

Position Goal

Check all boxes that apply.

Full-time Faculty ☐	Nursing faculty are responsible for engaging in the full scope of the academic nurse educator role. These responsibilities include facilitate learning and learner development; use assessment and evaluation strategies; participate in curriculum development, implementation, and evaluation; evaluation of program outcomes; ongoing development of the nurse educator role; engage in scholarship; develop and function as a leader and change agent; and function within the educational environment. This role must be fulfilled in accordance with rules and regulations of the state and federal regulatory and accrediting bodies.
Part-time Faculty ☐	Nursing faculty are responsible for facilitating learning and learner development; using assessment and evaluation strategies; participating in curriculum development, implementation, and evaluation; participating in evaluation of student learning and program outcomes; and functioning within the educational environment. This role must be fulfilled in accordance with rules and regulations of the state and federal regulatory and accrediting bodies.

Position Responsibilities

1. Effectively facilitates learning and learner development.

All Faculty	a. Creates an environment that facilitates students' learning and achievement of desired student learning and program outcomes. b. Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context. c. Uses information technologies and eLearning technology to support the teaching-learning process. d. Provides resources to students that help meet their individual learning needs. e. Helps students develop as nurses and integrate the values and behaviors expected of those who fulfill that role. f. Serves as a faculty advisor to assist students in short-term program and goal achievement and long-range career planning . g. Serves as a role model of professional nursing.

2. Uses assessment and evaluation strategies. *Check all boxes that apply.*

All Faculty	a. Uses a variety of strategies to assess and evaluate student learning in all settings (classroom, lab, or clinical) and all domains (cognitive, psychomotor, and affective) of learning. *b.* Effectively serves as an examiner during the conduct of Competency Performance Evaluations (CPE). *(Prelicensure nursing faculty ONLY)* c. Provides timely, constructive, and thoughtful written/verbal feedback to students regarding course performance and progress toward the achievement of learning outcomes. d. Provides input into the use of teaching strategies and evaluation methods.
Full-time Faculty ☐	a. Analyzes student assessment and evaluation data to inform decision making in continuous improvement of the course. b. Develops/uses evaluation methods that reflect established professional practice and practice competencies. c. Develops/uses evaluation methods that measure the achievement of course student learning outcomes (CSLOs). d. Designs/uses tools for assessing clinical practice.
Part-time Faculty ☐	a. Participates in the analysis of student assessment and evaluation data. b. Uses evaluation methods that reflect established professional practice and practice competencies. c. Uses evaluation methods that measure the achievement of course student learning outcomes (CSLOs). d. Uses tools for assessing clinical practice.

3. Participates in curriculum development, implementation, and evaluation. *Check all boxes that apply.*

All Faculty	a. Implements a curriculum that has clearly articulated program student learning outcomes (PSLOs), which are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress. b. Ensures that the curriculum incorporates established professional standards, guidelines, and competencies; and reflects current nursing and healthcare trends, and prepares graduates to function effectively in the healthcare environment.
Full-time Faculty ☐	a. Regularly reviews the curriculum to ensure integrity, rigor, and currency. b. Revises the curriculum based on assessment of program outcomes, learner needs, societal and healthcare trends, accreditation standards, and regulatory requirements, within the established organizational structure, policies, and procedures of the College.
Part-time Faculty ☐	a. Ensures that the curriculum incorporates established professional standards, guidelines, and competencies; and reflects current nursing and healthcare trends and prepares graduates to function effectively in the healthcare environment. b. Participates in the review of the curriculum to ensure integrity, rigor, and currency.

4. Participates in evaluation of the program outcomes. *Check all boxes that apply.*

Full-time Faculty ☐	a. Designs and implements program assessments that promote continuous quality improvement of all aspects of the program. b. Uses the systematic plan for evaluation (SPE) to evaluate student and graduates' achievement of the PSLOs, program outcomes, and role-specific graduate competencies of the nursing education unit, and the accreditation standards and criteria. c. Analyzes aggregated and trended evaluation findings in order to inform program decision making for the maintenance and improvement of the PSLOs and program outcomes. d. Uses teaching strategies based on educational theory and evidence-based practice.
Part-time Faculty ☐	e. Implements program assessments that promote continuous quality improvement of all aspects of the program.

5. Continuously develops in the academic educator role.

All Faculty	a. Participates in professional development activities that increase socialization to and effectiveness of the faculty role. b. Uses feedback obtained through self, peer, student, and administrative evaluations to increase role effectiveness. c. Maintains the professional practice knowledge and expertise in areas of responsibility needed to help students prepare for contemporary nursing practice.

6. Engages in scholarship.

Full-time Faculty	a. Uses evidence-based research/literature to improve teaching and learning and to design evidence-based teaching and evaluation practices. b. Shares nursing and teaching expertise with other faculty and professionals. c. Act as a mentor to new faculty, as assigned.

7. Functions as change agent and leader.

Full-time Faculty	a. Develops leadership skills to shape and implement change. b. Implements strategies for organizational change. c. Provides direction to the Clinical Teaching Assistants or Associate Nursing Instructional Personnel (ANIP) as assigned (theory faculty). d. Assumes overall course responsibility as assigned (theory faculty).

8. Functions within the educational environment. *Check all boxes that apply.*

All Faculty	a. Demonstrates commitment to the College's mission and values of inspiring and fostering excellence, compassion, accountability, and inclusivity. b. Provides input into the selection of learning resources and technology. c. Implements policies and procedures as outlined in the *Student Catalog, Faculty Handbook,* and *College Policy & Procedure Manual.* d. Communicates effectively and professionally (verbal, nonverbal, and electronic). *e.* Collaborates with faculty (theory, lab, and clinical) to promote continuity between all components of the course, including monitoring the appropriate faculty to student ratios in clinical experiences. *(Prelicensure nursing faculty ONLY)* f. Collaborates with preceptors to facilitate students' experience in the practice setting. *(Postlicensure nursing faculty ONLY)* g. Projects a professional image in attire, appearance, and behavior in all settings (educational and healthcare). *h.* Documents students' attendance into the student information system as outlined in the *Faculty Handbook.*
Full-time Faculty ☐	a. Attends College and campus functions. b. Participates in governance activities. c. Serves as a member of College and campus committees, as assigned. d. Keeps regularly posted office hours as outlined in the *Faculty Handbook.*
Part-time Faculty ☐	a. Encouraged to attend College and campus functions. b. Encouraged to participate in governance activities. e. Conducts office hours as outlined in the *Faculty Handbook.*

Additional Faculty Responsibilities

Check all boxes that apply.

All Faculty ☐	Other essential responsibilities as outlined by applicable state board of nursing. *See applicable faculty position description addendum for complete information.*
Ranked Faculty ☐	Ranked faculty members are expected to meet the requirements of their rank as outlined in the *Rank & Promotion Handbook.*

Position Requirements

	Full-time and Part-time
Active, Current, Unencumbered Licensure	Applicable state as a Registered Nurse and per State Board of Nursing (*See Addendum A*)
Education Qualifications	**PN/VN Program:** Minimum of a Bachelor of Science in Nursing Degree
	ADN Program: Graduate Degree in Nursing‡* **Faculty who do not possess a Graduate Degree in Nursing may be considered based on educational and experiential qualifications that are in compliance with regulatory and accreditation standards. Approval by Galen College of Nursing is required prior to hire.*
	BSN Program: Graduate Degree in Nursing‡*; Doctoral Degree in Nursing or a related field preferred. **Faculty who do not possess a Graduate Degree in Nursing may be considered based educational and experiential qualifications that are in compliance with regulatory and accreditation standards. Approval by Galen College of Nursing is required prior to hire.*
	MSN Program: Graduate Degree in Nursing ***and*** a Doctoral Degree in Nursing or a related field required
Experiential Qualifications	**PN ADN, BSN and MSN Programs:** Minimum of two (2) years of clinical experience as a Registered Nurse **and** per State Board of Nursing (*See Addendum B*) **VN Program only:** •Have been actively employed in nursing for the past three (3) years or have advanced preparation in nursing, nursing education, and/or nursing administration •Have had three (3) years varied nursing experiences since graduation (*See Addendum B*)
Other Qualifications	Per State Board of Nursing (*See Addendum C*)

‡Degree required from an accredited college or university in CO, KY, NC, TN, TX

Physical/Mental Demands and Work Environment: If performing nursing duties related to clinical instruction (especially patient contact) hazards may include needle sticks, blood and bodily fluid exposure, or any other hazard a Registered Nurse (RN) might be exposed to in the normal performance of nursing care. Position requires mental activity, reading, planning, preparing, evaluating, and decision making. Physical demands in the classroom and office are minimal and are considered sedentary work with occasional lifting and/or carrying such articles as records, files,

and books (10 pounds maximum). Operation of standard office equipment such as phone, computer, classroom projector, Scantron, and printer/scanner occurs on a frequent basis. Physical demands in the clinical area may include lifting, pulling, pushing,
kneeling, stooping, crouching, bending, or any other related activity to patient care. Position requires regular attendance, and may require evening or weekend hours, and travel to clinical sites and extended classrooms.

Day, evening, or weekend classes may be assigned to Faculty as needed to accommodate student or College needs.

By signing this position description, I understand that I am responsible for meeting all position requirements and following the principles and policies outlined in the *Employee Handbook* and *Faculty Handbook*.

Employee Signature _____ Date _____

Human Resources Manager/Supervisor Signature _____ Date _____

The National League for Nursing (2012) Core Competencies for Nurse Educators© with Task Statements were used in the establishment of the position responsibilities

Appendix A State Board of Nursing Regulation – Nursing Licensure	
CO	An active unencumbered license to practice as a registered nurse in Colorado
FL	Registered nurse
KY	Current unencumbered license or privilege to practice as a registered nurse in the Commonwealth of Kentucky. Nurse faculty who teach via distance or on-line shall hold an unencumbered active nursing license to practice as a registered nurse in the nurse faculty's primary state of residence.
NC	Hold an active unencumbered license or multistate licensure privilege to practice as a registered nurse in North Carolina
OH	Current, valid licensure as a registered nurse in Ohio
SC	Hold an unencumbered active license as a registered nurse in South Carolina or another Compact State
TN	Current license as a professional nurse in the State of Tennessee
TX	Hold a current license or privilege to practice as a registered nurse in the State of Texas
VA	Hold a current license or a multistate licensure privilege to practice nursing in Virginia as a registered nurse without any disciplinary action that currently restricts practice

Appendix B State Board of Nursing Regulation – Experiential Qualifications	
CO	Minimum of two years of full-time, or equivalent, professional nursing clinical experience
FL	None Listed
KS	None listed
KY	A minimum of two (2) years full time or equivalent experience as a registered nurse within the immediate past five (5) years and shall have and maintain expertise in the clinical or functional area of responsibility
NC	Minimum of two calendar years or the equivalent of full-time clinical experience as a registered nurse. Full-time registered nurse is a registered nurse employed by the institution who is regularly assigned to work at least 40 hours each week in the position of faculty member
OH	Minimum of two (2) years in the practice of nursing as a registered nurse.
SC	Minimum of two (2) years of clinical experience as a registered or advanced practice nurse related to the primary area of responsibility; sufficient nursing experience to demonstrate professional competence.
TN	Minimum of two (2) years of clinical experience as a Registered Nurse
TX	• None Listed (ADN and BSN programs) •Have been actively employed in nursing for the past three (3) years or have advanced preparation in nursing, nursing education, and/or nursing administration; (VN program) •Have had three (3) years varied nursing experiences since graduation (VN program)
VA	Minimum of two (2) years of direct client care experience as a registered nurse prior to employment by the program.

Appendix C State Board of Nursing Regulation - Other Qualifications	
FL	None listed
KS	None listed
KY	•The nurse faculty shall document preparation in educational activities in the area of teaching and learning principles for adult education, including curriculum development and implementation. The preparation shall be acquired through planned faculty in-service learning activities, continuing education offerings, or academic courses •Nurse faculty hired without prior teaching experience shall have a mentor assigned and an educational development plan implemented.
NC	•Prior to or within the first three years of employment, have education in teaching and learning principles for adult education, including curriculum development, implementation, and evaluation, appropriate to faculty assignment. Once completed, this education need not be repeated if the employing organization is changed. This education may be demonstrated by one of the following: o completion of 45 contact hours of Board-approved continuing education courses; o completion of a certificate program in nursing education; o nine semester hours of graduate course work in adult learning and learning principles; o national certification in nursing education; or o documentation of completion of structured, individualized development activities of at least 45 contact

	hours approved by the Board. Criteria for approval shall include content in the faculty role in the curriculum implementation, curricular objectives to be met and evaluated, review of strategies for identified student population, and expectations of student and faculty performance. •Maintain competence in the areas of assigned responsibility; and •Have knowledge of current nursing practice for the registered nurse and the licensed practical nurse.
OH	None listed
SC	None listed
TN	Ethical and personal standards as described in "The Code For Professional Nurses." The nursing instructor should have sufficient nursing experience to demonstrate professional competence
TX	Show evidence of teaching abilities and maintaining current knowledge, clinical expertise, and safety in the subject areas of teaching responsibility.
VA	•Shall provide evidence of education or experience in the specialty area in which they supervise student clinical experience for quality and safety. •Prior to supervision of students, the faculty providing supervision shall have completed a clinical orientation to the site in which supervision is being provided. Faculty members who supervise clinical practice by simulation shall also demonstrate simulation knowledge and skills in that methodology and shall engage in ongoing professional development in the use of simulation. •Each member of the nursing faculty shall maintain documentation of professional competence through such activities as nursing practice, continuing education programs, conferences, workshops, seminars, academic courses, research projects, and professional writing. •Documentation of annual professional development shall be maintained in employee files for the director and each faculty member until the next survey visit and shall be available for board review.

Nursing Faculty Job Description - Educational Requirements	
CO	**ADN Program**: Graduate Degree in Nursing from a Nursing Education Program with national nursing accreditation[1] [1]A Bachelor of Science in Nursing (BSN) degree and a master's degree with a minimum of 18 graduate semester hours in nursing may be permitted with approval. [1]**BSN Program**: Graduate Degree in Nursing A Bachelor of Science in Nursing (BSN) degree and a master's degree with a minimum of 18 graduate semester hours in nursing may be permitted with approval.
FL	**PN Program**: Bachelor of Science in Nursing (BSN) Degree **ADN Program**: Graduate Degree in Nursing[1] [1]A Bachelor of Science in Nursing (BSN) degree and a master's degree with a minimum of 18 graduate semester hours in nursing may be permitted with approval. **BSN Program**: Graduate Degree in Nursing[1] [1]A Bachelor of Science in Nursing (BSN) degree and a master's degree with a minimum of 18 graduate semester hours in nursing may be permitted with approval.
KS	**ADN Program**: Graduate Degree in Nursing **BSN Program**: Graduate Degree in Nursing

KY	**PN Program**: Bachelor of Science in Nursing (BSN) Degree from an accredited college or university **ADN Program**: Graduate Degree in Nursing from an accredited college or university [1,2] [1]A Bachelor of Science in Nursing (BSN) degree from an accredited college or university and a master's degree from an accredited college or university with a minimum of 18 graduate semester hours in nursing may be permitted with approval. [2]A master's degree from an accredited college or university within the discipline of nursing or have completed that portion that would be equivalent to a master's in nursing degree may be permitted with approval. **BSN Program**: Graduate Degree in Nursing from an accredited college or university [1] [1]A Bachelor of Science in Nursing (BSN) degree from an accredited college or university and a master's degree from an accredited college or university with a minimum of 18 graduate semester hours in nursing may be permitted with approval.
NC	**ADN Program**: Graduate Degree in Nursing from an accredited institution [1] [1]A Bachelor of Science in Nursing (BSN) degree and a master's degree from an accredited institution with a minimum of 18 graduate semester hours in nursing may be permitted with approval. **BSN Program**: Graduate Degree in Nursing from an accredited institution [1] [1]A Bachelor of Science in Nursing (BSN) degree and a master's degree from an accredited institution with a minimum of 18 graduate semester hours in nursing may be permitted with approval.
OH	**ADN Program**: Graduate Degree in Nursing [1, 2] [1]A Bachelor of Science in Nursing (BSN) degree and a master's degree with a minimum of 18 graduate semester hours in nursing may be permitted with approval. [2]A Bachelor of Science in Nursing (BSN) degree and a graduate degree from an accredited institution in a related field may be permitted with approval. **BSN Program**: Graduate Degree in Nursing [1] [1]A Bachelor of Science in Nursing (BSN) degree and a master's degree with a minimum of 18 graduate semester hours in nursing may be permitted with approval.
SC	**ADN Program**: Graduate Degree in Nursing **BSN Program**: Graduate Degree in Nursing
TN	**ADN Program**: Graduate Degree in Nursing **BSN Program**: Graduate Degree in Nursing
TX	**VN Program**: Bachelor of Science in Nursing (BSN) Degree **ADN Program**: Graduate Degree in Nursing [1] [1]A Bachelor of Science in Nursing (BSN) degree from an approved or accredited program and a master's degree with a minimum of 18 graduate semester hours in nursing appropriate to assigned teaching responsibilities may be permitted with approval. **BSN Program**: Graduate Degree in Nursing [1] [1]A Bachelor of Science in Nursing (BSN) degree from an approved or accredited program and a master's degree with a minimum of 18 graduate semester hours in nursing appropriate to assigned teaching responsibilities may be permitted with approval.

VA	**ADN Program:** Graduate Degree in Nursing[1, 2] [1]A Bachelor of Science in Nursing (BSN) degree and a master's degree with a minimum of 18 graduate semester hours in nursing may be permitted with approval. [2]A Bachelor of Science in Nursing (BSN) degree and a graduate degree in a related field may be permitted with approval.

Appendix P: Qualified Faculty Determination Standards Form

Qualified Faculty Determination Standards Form

For each course taught, faculty **MUST** submit a Qualified Faculty Determination Standards (QFDS) form. The QFDS form is used by the College to demonstrate the necessary academic and experiential qualifications to support the teaching assignment, which applies to all course components (theory, laboratory, and clinical).

Faculty Instructions: Complete all pages of the form, then sign and date. Once this form has been signed by your supervisor, scan the document and upload to the Faculty Credentialing Center in PDF format **ONLY**. Instructions for uploading the form can be found on the ERC. Please note that additional information or supporting documentation may be requested.

Name and Credentials: Click here to enter text.
Date: Click or tap to enter a date.

Course Qualified to Teach (Entire Course Number and Name): Click here to enter text.
Please note that only one form is required for all course components (theory, laboratory, and clinical).

Campus (*Choose from the drop down menu)*: Choose an item.

Program: *(Choose from the drop down menu)*: Choose an item.

Part 1: Basis for Teaching Qualifications (to be completed by faculty)

Transfer Coursework Qualifying Criteria	Check as Applicable
The faculty holds a master's degree or higher in the discipline or subfield.	☐
The faculty holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching; however, has completed a minimum of *18 graduate credit hours* in the discipline or subfield in which they teach.	☐
Describe here any qualification or justification for other experience or coursework: Click here to enter text.	
Occupational Coursework Qualifying Criteria *The faculty teaching occupational coursework shall have at least ONE of the following:*	**Check as Applicable**
A degree at a level higher than the program in which they are teaching.	☐
A nationally recognized certification relevant to the course they are teaching.	☐
A certification required by an accrediting body specific to the course they are teaching.	☐
Years of experience that can only be acquired through the unique knowledge, skills and abilities obtained through an occupational career specific to the program they are teaching.	☐
Qualification Comments: Click here to enter text.	

Certificates or Licenses

Description	Agency	Number	Expiration
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Part 2: Qualifying Credentials (to be completed by faculty)

Degree	Granting Institution	Discipline	Year Completed
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Subject/Course Number & Title	Credit Hours	Institution	Year Completed
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Total Hours: Click here to enter text.			

Other Relevant Work or "Tested" Experience – Summarize your relevant professional and/or clinical experience that supports your qualifications to teach the course listed on this form, e.g., experience working as an OB/Peds nurse.

Click here to enter text.

_____ _____

Faculty Signature Date

Part 3: Verification and Approval – College Use Only

Credential Requirements

The below signing authority has examined the appropriate documentation and certifies that the faculty meets the credentialing requirements to teach the above named course, including all course components.

_____ _____

Supervisor Signature Date

Appendix R: List of Prospective Faculty

LAST NAME, FIRST NAME *Alphabetical Order by Last Name*	**DATE OF INITIAL APPOINTMENT** *Month/Year*	**ACADEMIC DEGREES** *Undergraduate Degree(s): name of degree/date of completion* *Graduate Degree(s): name of degree/specialty/date of completion* *Waiver/exception (if applicable) for credential/experience requirements: (explain)* *Currently enrolled: name of degree/projected date of completion*	**LICENSURE & CERTIFICATION** *Current licensure: state/license number/expiration date* *Current certifications: type/date acquired/expiration date*
Campos, Trina	05/03/2006	* MSN (Nurse Healthcare Education) 08/2011 * BSN (Nursing) 06/2008	* Certified Nurse Educator (CNE) #:NLN 44-2515 (National League for Nursing (NLN)), 12/2025 * Active and Unencumbered Nursing License TX #:703313 (Board of Nursing - TX), 05/2023
Muminovic, Stephanie	12/14/2015	*DNP (Educational Leadership) 04/2019 *MSN (Management & Organizational Leadership) 08/2015 *BS (Recombinant Genetics) 05/1991 *AS (Nursing) 07/2011	*Active and Unencumbered Nursing Licensure KY # 1153434 (Board of Nursing – KY), 10/22 *Active and Unencumbered Nursing Licensure FL #RN9361289 (Board of Nursing – FL), 04/23 *Active and Unencumbered Nursing Licensure IN #28248000A (Board of Nursing – IN), 10/23 *Active and Unencumbered Nursing Licensure OH #442038 (Board of Nursing- OH, 10/23
Smith, Benita	10/10/2011	* DNP (Educational Leadership) 08/2018 * MSN (Education) 02/2011 * BSN (Nursing) 12/1980	* Certified Nurse Educator (CNE) #: NLN 508699 (National League for Nursing (NLN)), 12/2024 * Active and Unencumbered Nursing License TX #:253622 (Board of Nursing - TX), 01/2023

Appendix Q: List of Clinical Affiliates

Facility	Address	Beds	Licensing Entity	Courses and Programs	# of Students Per Week
Wesley Children's Hospital	550 N. Hillside St. Wichita, KS 57214	71	The Joint Commission	Peds	65
Wesley Derby ER	2648 N Rock Rd. Derby, KS 67037	Outpatient ED	The Joint Commission	Med Surg 2	5
Wesley medical Center	550 N. Hillside St Wichita, KS 67214	760	The Joint Commission	Med Surg 1 Med Surg 2 OB	60 60 55
Wesley West ER	8714 W 13th Street N. Wichita KS 67212	Outpatient ED	The Joint Commission	Med Surg 2	5
Wesley Woodlawn Hospital and ER	2610 N. Woodlawn Wichita, KS 67220	588	The Joint Commission	Med Surg 1 Med Surg 2	6
Wesley Care Clinic	550 N Hillside St. Wichita, KS 67214	Outpatient	The Joint Commission	Community	8
Larksfield Place	2727 N Rock Rd Wichita, KS 67226	55	Kansas Department for Aging and Disability Services State ID N087077	Fundamentals	16
Derby Health and Rehab	731 N Klien Cir Derby, KS 67037	74	Kansas Department for Aging and Disability Services State ID N087073	Fundamentals	20
Prairie Star Health Center – FQHC	2700 East 30th Ave Hutchinson, KS 67502	Outpatient Clinic	FQHC-Bureau of Primary Health Care	Community	2
HCA National Call Center	510 Hospital Drive, Suite 300 Madison, TN 37115	Telehealth	Not Applicable	Community Behavioral Health	Unlimited
Wichita Center for Rehabilitation and Nursing	7101 E 21st St N Wichita, KS 67206	118	Kansas Department for Aging and Disability Services	Fundamentals	16
Regent Park Rehabilitation and Healthcare	10604 E 13th N Wichita, KS 67206	84	KS Department for Aging and Disability Services	Fundamentals	8
Wichita Public Schools	903 South Edgemoor Wichita, KS 67218	Public School	Not Applicable	Pediatrics	8
Horizons Mental Health Center	1600 North Lorraine, Suite 202 Hutchinson, KS 67501	Outpatient	The Joint Commission	Behavioral Health	1

Appendix S: Clinical Affiliation Agreements

SCHOOL AFFILIATION AGREEMENT

THIS SCHOOL A FFI LIATIO N AGREEMENT (this "Agreement") is made as of August 9, 2022 (the "Effective Date") by and between Galen College of Nursing. ("School") and HCA-HealthONE Physician Services Group on behalf of its affiliated healthcare entities listed on Exhibit D hereto ("PSG"). School and PSG may be referred to herein individually as a '"Party" and collectively as the "Parties."

W I T N E S S E T H:

WHEREAS, School enrolls students in an accredited degree program in the field of BSN, ADN, LPN to RN Bridge, LPN, Online RN to BSN, MSN (the "Degree Program");

WHEREAS, PSG operates specialty and primary care employed physician practices in Wichita, KS and Denver, CO and the surrounding metropolitan area (the ·'Clinic");

WHEREAS, School desires to provide to students enrolled in the Degree Program a clinical learning experience through the application of knowledge and skills in actual patient-centered treatment situations in a health care setting; and

WHEREAS, PSG will make the Clinic available to School for such clinical learning experience, subject to the terms and conditions of this Agreement.

Nowt THEREFORE, in consideration of the mutual promises contained herein, the Parties hereby agree as follows:

1. **R ESPONSIBILIT IE S OFSCHOOL.**

(a) **Clinical Program.** School will develop, implement and operate the clinical learning experience component of the Degree Program at the Clinic in a form and format acceptable to PSG ("Clinical Program"). School may modify the Clinical Program from time to time with PSG's permission and will promptly incorporate reasonable changes to the Clinical Program requested by PSG from time to time. With respect to the Clinical Program, School will:

(i) ensure the adequacy of Degree Program resources, including up-to-date reference materials, and the academic preparation of students enrolled in the Degree Program, including theoretical background, basic skills, professional ethics, and attitude and behavior, for participation in the Clinical Program and will assign to the Clinical Program only those students who have demonstrated the ability to successfully participate in the Clinical Program (each a ·'Participating Student");

(ii) advise each Program Participant (defined below) to attend training and orientation with respect to applicable PSG policies and procedures prior to the commencement of each Clinical Program rotation during the Term (each a "Rotation");

(iii) provide training for PSG's representatives who will support the Clinical Program regarding Clinical Program features and expectations, and Participating Student evaluations, as requested by PSG from time to time;

(iv) identify to PSG each Program Participant who will participate in a Rotation as soon as that information is reasonably available to School;

require Program Participants to comply with applicable laws and PSG policies and procedures when onsite at the Clinic;

(v) require Program Participants to treat PSG patients, staff and Clinical Program supervisors with courtesy and respect and do not disrupt Clinic operations or the provision of health care services for PSG's patients;

(vi) timely prepare and update with input from PSG rotation schedules for each Participating Student throughout each Rotation and coordinate the same with PSG;

(vii) require Participating Students to arrive early for each scheduled Rotation, except when a Participating Student is ill or attending to a personal emergency;

(viii) provide continuing oral and written communication with PSG regarding Participating Student Clinical Program performance and evaluation and other pertinent information;

(ix) participate and ensure that Program Participants participate in PSG's Quality Assurance and related programs;

(x) participate and require Program Participants to part1c1pate in PSG training as determined necessary by PSG from time to time; and

(xi) promptly perform additional duties to facilitate operation of the Clinical Program as may be deemed reasonable or necessary by PSG from time to time.

(b) <u>Responsibility</u>.

(i) School will retain ultimate responsibility for the appointment of faculty from the Degree Program to support the Clinical Program.

(ii) School will retain sole responsibility for offering and administering the Degree Program, including, but not limited to, budgetary considerations, faculty appointments, admissions, financial aid, academic instruction, curriculum content, pedagogy, and the requirements of matriculation, grading, and graduation.

(iii) Without limiting the foregoing, all Participating Students, Degree Program faculty and other School representatives onsite at the Clinic (collectively ··Program Participants") shall be accountable to the Clinic's Administrator while onsite at the Clinic.

(iv) School will address all Program Participant complaints, claims, requests and questions regarding the Clinical Program. If necessary, School's Program Representative will follow-up with Clinic's Program Representative to address unresolved issues.

(v) School will obtain prior signed and dated written consent that complies with 34 C.F.R. 99.30 from each Participating Student (or the parent of the student, if the student is not deemed an "eligible student" under 34 C.F.R. 99.30) before disclosing personally identifiable information

from the student's education records to PSG to the extent that access to such information is required by PSG to carry out the Clinical Program.

Supervision of Students. When Participating Students are supervised in their study at Clinic by professionals who are not employed by Clinic, School shall provide to Clinic an agreement between School and such appropriately-licensed supervising professionals that meets the satisfaction of Clinic prior to Participating Students beginning a rotation at Clinic.

(c) **Compliance with Program Requirements.** School acknowledges that compliance by School and each Program Participant with the terms and conditions of this Agreement and PSG policies and procedures is a condition precedent to Program Participant access to the Clinic. Non- compliance or partial compliance with any such requirement may result in an immediate denial of access or re-access to the Clinic.

(d) **Dress Code.** School will cause Program Participants to conform to reasonable personal appearance standards imposed by PSG and wear ID badges as requested by PSG from time to time. School will cause Program Participants to pay for their own meals at the Clinic. School acknowledges and will regularly inform Program Participants that PSG is not responsible for personal items lost or stolen at the Clinic.

(e) **Use of the Clinic.** School will ensure that Program Participants use the Clinic solely for the purpose of providing to Participating Students clinical learning experience pursuant to the Clinical Program.

(f) **Records.** School will cause each Program Participant to timely complete and save in PSG's systems as directed by PSG accurate records of all services provided by the Program Participant to a PSG patient ("Records"). All Records are and will remain the property of PSG, subject to the rights of patients with respect to such records and to the terms of applicable law. PSG will provide to School a copy of Records for all lawful purposes, including defense of liability claims.

(g) **Program Participants.** School will provide to PSG information regarding each Program Participant, including health examination and immunization records, documentation attesting to the competency of Degree Program faculty (e.g., state licensure, board certification in the relevant Specialty, etc.) and background checks and drug screens as determined reasonably necessary in PSG's discretion from time to time.

(h) **Program Participant Statements.** School shall require each Program Participant to sign a Statement of Responsibility, in the form attached hereto as Exhibit A, and a Workforce Member Confidentiality and Security Agreement, in the form attached hereto as Exhibit B prior to each non-consecutive Rotation.

Liability Insurance. School shall obtain and maintain occurrence-type general and professional liability insurance coverage in amounts not less than one million dollars ($1,000,000.00) per occurrence and three million dollars ($3,000,000.00) annual aggregate per Program Participant, with insurance carriers or self-insurance programs approved by PSG and covering the acts and omissions of Program Participants. If such coverage is provided on a claims-made basis, then such insurance shall continue throughout the Term and upon the termination or expiration of this Agreement, School

shall purchase tail coverage for a period of three years after the termination or expiration of this Agreement (said tail coverage shall be in amounts and type equivalent to the claims-made coverage). School shall further, at its expense, obtain and maintain for the Term workers' compensation insurance and unemployment insurance for School-employed Program Participants. Pursuant to Colorado Revised Statutes §8-40-302(7), School shall provide evidence of worker's compensation coverage, which complies with Colorado law, for each Program Participant providing services at PSG through the Clinical Program. School will notify PSG at least thirty (30) calendar days in advance of any cancellation or modification of insurance coverage required hereunder and shall promptly provide to PSG, upon request, certificates of insurance evidencing the above coverage.

Notwithstanding the foregoing, if the School is a public entity entitled to governmental immunity protections under applicable state law, then the School shall provide occurrence- based liability coverage in accordance with any limitations associated with the applicable law; but the School shall provide such insurance with limits of at least $1,000,000 per occurrence and $3,000,000 annual aggregate in the event governmental immunity protections are determined by a court of competent jurisdiction to not apply. Nothing in this agreement is intended to be construed or interpreted as (I) denying either School or PSG any remedy or defense available to it under state laws; (2) the consent of the State where School is located or any of its agents and agencies to be sued; or (3) a waiver of sovereign immunity of the State or the School beyond any waiver explicitly stated in state statutes.

(i) **Health of Program Participants.** School will advise Program Participants that no Program Participant will be permitted to attend the Clinical Program until he or she submits to a medical examination acceptable to PSG.

School will require each Program Participant to maintain health insurance and provide proof of health insurance to the School prior to participating in the Clinical Program. School will cause Program Participants to provide to PSG proof of health insurance as requested by PSG from time to time.

In the event a Program Student is exposed to an infectious or environmental hazard or other occupational injury while at the PSG, PSG, upon notice of such incident from the Participating Student, will provide such emergency care as is provided its employees. School acknowledges that PSG is not and will not be financially responsible for a Program Participant's medical care or treatment regardless of the Program Participant's condition or injury or cause of injury whether occurring at the Clinic or otherwise and regardless of fault or cause of injury.

School will ensure that each Participating Student furnishes to PSG prior to each non - consecutive Rotation a complete copy of the following health records (Participating Students will not be allowed to access the Clinic until all records are provided):

(i) Tuberculin blood draw (T-spot or Quantiferon Gold) or Tuberculin skin test (2 step) performed within the past twelve (12) months or documentation of a previous positive reactor;

(ii) Proof of Mumps, Rubella and Rubeola immunity by positive antibody titers (if titers show negative, must receive boosters) or two (2) doses of **MMR** given after 1967;

(iii) Proof of Varicella immunity, by two Varicella immunizations or positive blood titer (if titer is negative, must receive booster);

(iv) Proof of Influenza vaccination during the flu season, October I to March 3I, (or dates defined by CDC), or a signed Declination Form; and

(v) Proof of Hepatitis B by positive titer showing proof of immunity (if titer is negative, must receive booster), immunization, or declination of vaccine, if patient contact is anticipated. Proof of Tdap (Tetanus, Diphtheria, and Pertussis) Vaccine within the last I0 years.

(vi) Proof of completed vaccination for COVJD-19 or exemption for religious or medical reasons.

(l) **Performance** . All faculty provided by School to support the Clinical Program shall be faculty members of the Degree Program, duly licensed, certified or otherwise qualified to support the Clinical Program in the capacity proposed by School. School and all Program Participants shall perform its and their duties and services hereunder in accordance with all relevant local, state, and federal laws and shall comply with the standards and guidelines of all applicable accrediting bodies and the bylaws, rules and regulations of PSG and any non-conflicting rules and regulations of School as may be in effect from time to time. Neither School nor any Program Participant shall interfere with or adversely affect the operation of PSG or the performance of services therein.

(m) Background Checks.

(i) School will ensure that each Program Participant obtains prior to each non- consecutive Rotation a background check acceptable to PSG, including, at a minimum, the following:

A. Social Security Number Verification;

B. Criminal Search (7 years or up to *5* criminal searches);

C. Violent Sex Offender and Predator Registry Search;

D. HHS/OIG List of Excluded Individuals;

E. GSA List of Parties Excluded from Federal Programs;

F. U.S. Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN); and

G. Applicable State Exclusion List, if available.

(ii) Background Checks for Program Faculty, if School provides Faculty on site, who will be treating patients in the Clinic shall include all of the above, and the following:

A. Education verification (highest level);

B. Professional license verification;

C. Certifications & Designations check;

D. Professional Disciplinary Action search;

E. Department of Motor Vehicle Driving History, based on responsibilities; and

(iii) Consumer Credit Report, based on responsibilities. School shall provide to PSG an *Attestation of Satisfactory Background Investigation* in the form attached hereto as Exhibit C prior to each non- consecutive Rotation. If the background check discloses adverse information about a Participating Student, School shall immediately remove the student from the Clinical Program. School further agrees to an annual compliance audit of background checks, if requested by PSG and approved by any Program Participant pursuant to the Fair Credit Reporting Act (FCRA).

(n) **Drug Testing.** School will ensure that each Program Participant obtains prior to each non-consecutive Rotation a drug test acceptable to PSG, including, at a minimum, the following:

(i) Substances tested prior to placement at the Clinic must at a minimum include amphetamines, barbiturates, benzodiazepines, opiates, methadone, marijuana, and cocaine.

(ii) A Program Participant may be required to undergo additional drug and alcohol testing upon reasonable suspicion that the Program Participant has violated PSG's policies, and after any incident that involves injury or property damage.

PSG shall not bear the cost of any such tests. Should the testing disclose adverse information as to any Program Participant, PSG shall have no obligation to accept that Program Participant at the Facilities. To the extent that any Program Participant violates the policy for drug or alcohol abuse after placement at the Clinic, or refuses to cooperate with the requirement for a search or reasonable suspicion and reportable accident testing, then the Clinic may immediately remove the Program Participant from participation in the Program at the Clinic.

(o) **Student Documentation.** School will maintain all documentation required to evidence compliance by each Program Participant with the terms and conditions of Subsections l(g)-(m) of this Agreement during the Term and for at least ten (10) years following expiration or termination of this Agreement.

(p) **Access to Resources.** The School shall ensure that its department heads have authority to ensure faculty and Participating Student access to appropriate resources for the Participating Students' education.

(q) **Approval and Authorization.** PSG's willingness to enter into this Agreement and provide clinical opportunities to Participating Students is conditioned on School having obtained and maintaining all requisite institutional, regulatory, and accreditor approvals or authorizations necessary to offer the Degree Program. Moreover, it is conditioned on School's adherence to all applicable federal, state, and local laws and regulations. In the event that School's status changes with respect to any approval or authorization necessary to offer the Degree Program, School will notify PSG within ten (I 0) business days.

2. RESPONSIBILITIES OF PSG.

PSG will make Clinic access reasonably available to Program Participants and reasonably cooperate with School's orientation of all Program Participants to the Clinic. PSG shall provide Program Participants with access to appropriate clinical experience resources for the Clinical Program. PSG shall provide reasonable opportunities for Participating Students to observe and assist in various aspects of patient care to the extent permitted by applicable law and without disruption of patient care or PSG operations. PSG shall at all times retain ultimate control of the PSG and responsibility for patient care and quality standards.

(a) Upon the request of School, PSG shall assist School in the evaluation of each Participating Student's performance in the Clinical Program. Any such evaluations shall be returned to School in a timely manner. However, School shall at all times remain solely responsible for the evaluation and education of Participating Students.

(b) PSG will ensure that the Clinic complies **with** applicable state and federal workplace safety laws and regulations. In the event a Participating Student is exposed to an infectious or environmental hazard or other occupational injury (i.e., needle stick) while at the Clinic, it shall provide, upon notice of such incident from the Participating Student, such emergency care as is provided its employees, including, where applicable: examination and evaluation by Clinic's emergency department or other appropriate Clinic as soon as possible after the injury; emergency medical care immediately following the injury as necessary; initiation of the HBV, Hepatitis C (HCV), and/or HIV protocol as necessary; and HIV counseling and appropriate testing as necessary. In the event that the Clinic does not have the resources to provide such emergency care, Clinic will refer such student to the nearest emergency Clinic.

(c) Upon reasonable request, PSG will provide proof to School that PSG maintains liability insurance in an amount that is commercially reasonable.

(f) PSG will provide written notification to School if a claim arises involving a Program Participant. Both PSG and School agree to share such information in a manner that protects such disclosures from discovery to the extent possible under applicable federal and state peer review and joint defense laws.

(g) PSG will resolve any situation in favor of its patients' welfare and may restrict a Participating Student to the role of observer when necessary in PSG's discretion. PSG will notify School's Program Representative (defined below) when such action has occurred.

(h) Upon reasonable notice from School, PSG will make the Clinic reasonably available for inspection during normal business hours by organizations that provide or may provide academic accreditation for the Degree Program. Such inspections must be accompanied at all times by a PSG representative and are contingent upon receipt by PSG of executed agreements that PSG believes are reasonably necessary or convenient to protect the confidentiality and security of PSG's information. School will promptly reimburse PSG for all direct costs incurred by PSG in connection with such accreditation inspections.

(i) PSG shall provide Program Participants with access to and Participating Students with required training in the proper use of electronic medical records or paper charts, as applicable.

(j) PSG shall provide student security badges or other means of secure access to Clinic patient care areas.

(k) PSG shall provide Program Participants with computer access, and access to call rooms, if necessary.

(l) PSG shall provide secure storage space for Participating Students' personal items when at the Clinic.

(m) PSG shall provide qualified and competent staff members in adequate number for the instruction and supervision of students using the Clinic.

3. **MUTUAL RESPONSIBILITIES.** The Parties shall cooperate to fulfill the following mutual responsibilities:

(a) Each Party will identify to the other Party a Clinical Program representative (each a '"Program Representative") on or before the execution of this Agreement. School's Program Representative shall be a faculty member who will be responsible for Participating Student teaching and assessment provided pursuant to this Agreement. Each Party will maintain a Program Representative for the Term and will promptly appoint a replacement Program Representative if necessary to comply with this Agreement. Each Party will ensure that its Program Representative is reasonably available to the other Party's Program Representative.

(b) School will provide qualified and competent Degree Program faculty in adequate number for the instruction, assessment and supervision of Participating Students at the Clinic.

(c) Both School and PSG will work together to maintain a Clinical Program emphasis on high quality patient care. At the request of either Party, a meeting or teleconference will promptly be held between the Parties' respective Program Representatives to resolve any problems in the operation of the Clinical Program.

(d) School acknowledges, and will inform Participating Students that Participating Students are trainees in the Clinical Program and have no expectation of receiving compensation or future employment from PSG or School. Participating Students are not to replace PSG staff and are not to render unsupervised patient care and/or services. PSG and its staff will provide such supervision of the educational and clinical activities as is reasonable and appropriate to the circumstances and to the Participating Student's level of training.

(e) Any courtesy appointments to faculty or staff by either School or PSG shall be without entitlement of the individual to compensation or benefits for the appointed party.

(f) Both School and PSG will work together to create and maintain an appropriate learning environment for the Participating Students.

(g) The School, including its faculty, staff and residents, and PSG share responsibility for creating an appropriate learning environment that includes both formal learning activities and the attitudes, values, and informal ··lessons" conveyed by individuals who interact with the Participating Student. The parties will cooperate to evaluate the learning environment (which may include on-site visits) to identify positive and negative influences on the maintenance of professional standards, and to conduct and develop appropriate strategies to enhance the positive and mitigate the negative influences.

4. **WITHDRAWAL OF PARTICIPATING STUDENTS.** PSG may immediately remove a Participating Student

from the Clinic when in PSG's discretion his or her clinical performance is unsatisfactory or his or her behavior is disruptive or detrimental to PSG operations and/or PSG's patients. In such event, School will immediately remove the Participating Student from the Clinical Program. ft is understood that only School can dismiss the Participating Student from the Clinical Program. School may terminate a Participating Student's participating in the Clinical Program when it determines, in its sole discretion, that further participation by the student would no longer be appropriate.

1. **FEES.** All fees generated by or in connection with services provided by Program Participants to PSG patients belong to PSG. School on behalf of itself and each Program Participant hereby assigns to PSG all right, title and interest (if any) in and to such fees. If School or any Program Participant receives any fees or other reimbursement for services provided by Program Participants to PSG patients, School will and will cause Program Participants to immediately deliver and endorse over to PSG all such amounts. School will and will cause Program Participants not to bill PSG patients for services provided. School will and will cause Program Participants to take all actions and execute alt documents reasonably requested by PSG in order for PSG to collect fees and payments for health care services provided by Program Participants.

2. **INDEPENDENT CONTRACTOR; No OTHER BENEFICIARIES; eMPLOYMENT DISCLAIMER.**

   (a) The Parties hereby acknowledge that they are independent contractors, and neither School nor any of its agents, representatives, Program Participants, or employees shall be considered agents, representatives, or employees of PSG. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the Parties. School shall be liable for its own debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits. No Program Participant shall look to PSG for any salaries, insurance or other benefits. No Program Participant or other third person is entitled to, and shall not, receive any rights under this Agreement. Neither Party shall have the right or authority nor hold itself out to have the right or authority to bind the other Party and neither shall either Party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.

   (b) Other than as set forth in section 1(i), each Party acknowledges Participating Students will not be considered employees or agents of PSG or School for any purpose. Participating Students will not be entitled to receive any compensation from PSG or School or any benefits of employment from PSG or School, including health care or workers' compensation benefits, vacation, sick time, or other direct or indirect benefit of employment.

   (c) School acknowledges that PSG has not and is not obligated to implement or maintain insurance coverage for the benefit or protection of School or Program Participants.

3. **NON- D ISCRIMINATION.** There shall be no discrimination on the basis of race, national origin , religion, creed, sex, sexual orientation, gender identity, age, veteran status, or disability in either the selection of Participating Students, or as to any aspect of the Clinical Program; provided, however, that with respect to a disability, the disability must not be such as would, even with reasonable accommodation, in and of itself preclude the Program Participant's effective participation in the Clinical Program.

4. **INDEMNIFICATION.** To the extent permitted by applicable law and without waiving any defenses, School shall indemnify and hold harmless PSG and PSG's officers, directors, trustees, medical and nursing staff, representatives and employees from and against all third-party liabilities, claims, damages and expenses, including reasonable attorneys' fees, relating to or arising out of any act or omission of School or any of its Program Participants, agents, representatives or employees in connection with this Agreement, including, but

not limited to, claims for personal injury, professional liability, or with respect to the failure to make proper payment of required taxes, withholding, employee benefits or statutory or other entitlements.

CONFIDENTIALITY. School will and will advise Program Participants to keep strictly confidential and hold in trust all non-public information of PSG, including all patient in format ion, and refrain from disclosing such confidential information to any third party without the express prior written consent of PSG, provided that the minimum necessary confidential information may be disclosed pursuant to valid legal process after PSG is permitted an opportunity to minimize the potential harmful effects of such disclosure. School shall not disclose the terms of this Agreement to any person who is not a party to this Agreement, except as required by law or as authorized by PSG. These confidentiality requirements survive the termination or expiration of the Agreement. In addition to the requirements set forth in this Section, Program Participants shall abide by the terms of Exhibit B.

5. TERMINATION.

(a) The term of this Agreement will commence on the Effective Date and will continue for two (2) years unless terminated as provided below (the " Term").

(b) Either Party may terminate this Agreement at any time without cause upon at least sixty (60) calendar days prior written notice to the other Party, provided that all Participating Students participating in the Program at the time of notice of termination or who are already scheduled to train at the Clinic shall be given the opportunity to complete the then-current Program rotation or previously scheduled clinical assignment.

(c) The Parties may terminate this Agreement at any time by mutual written agreement.

(d) PSG may immediately terminate this Agreement at any time upon notice to School in the event of a breach of Section 11 of this Agreement.

6. R EPRESENTATIONS AND WARR ATIES.

(a) School hereby represents to PSG as of the Effective Date and warrants to PSG for the Term that:

(i) School and its Program Participants: (A) are not excluded, debarred, or otherwise ineligible to participate in the Federal health care programs as defined in 42 U.S.C. Section l320a- 7b(f) (the "Federal health care programs"); (B) are not convicted of a criminal offense related to the provision of health care items or services but has not yet been excluded, debarred or otherwise declared ineligible to participate in the Federal health care programs, and (C) are not under investigation or otherwise aware of any circumstances which may result in the School, or a Program Participant being excluded from participation in the Federal health care programs; and

(ii) in the aggregate, School and all of School's affiliates compensate all physician employees and physician contractors (if any) (A) in an amount that is consistent with fair market value for actual services provided, and (B) in a manner that does not vary with or take into account the volume or value of patient referrals to, or other business generated for, PSG or any of PSG's affiliates. Furthermore, all of School's and its affiliates' compensation arrangements with physician employees and physician contractors are memorialized in a signed written agreement or other satisfy an exception to the Stark Law physician referral prohibitions provided in 42 U.S.C. § 1395.

(b) The representation and warranty set forth above is an ongoing representation and warranty for the

Term of this Agreement. School will immediately notify PSG in writing of any change in status of the representation and warranty set forth in this section.

7. **TRAVEL EXPENSES.** No expense of School or of a Program Participant will be paid or reimbursed by PSG unless that expense is approved by PSG in writing in advance and is incurred and documented in accordance with applicable PSG travel and expense policies.

8. USE OF **NAME OR LOGO.** School will not, and will cause Program Participants not to use names, logos or marks associated with PSG without the express written consent of PSG in each case.

9. **ENTIRE AGREEMENT.** This Agreement and its Exhibits set forth the entire Agreement with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the Parties relating to such subject matter. This Agreement may not be amended or modified except by mutual written agreement of the Parties. All continuing covenants, duties and obligations herein shall survive the expiration or earlier termination of this Agreement.

10. **SEVERABILITY,** If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

11. **CAPTIONS.** The captions contained herein are used solely for convenience and shall not be deemed to define or limit the provisions of this Agreement.

12. **No WAIVER.** Delay or failure to exercise any right or remedy hereunder will not impair such right or remedy or be construed as a waiver thereof. Any single or partial exercise of any right or remedy will not preclude any other or further exercise thereof or the exercise of any other right or remedy.

13. **GOVERNING LAW.** This Agreement shall be governed and construed in accordance with the laws of the State of Colorado. Venue for all disputes arising in connection with this Agreement will be in the federal or state courts with jurisdiction for the Colorado area.

14. **FORCE MAJEURE.** None of the parties shall be liable for nonperformance or defective or late performance of any of its obligations under this Agreement to the extent and for such periods of time as such nonperformance, defective performance or late performance is due to reasons outside such party's control, including acts of God, war (declared or undeclared), action of any governmental authority, riots, revolutions, fire, floods, explosions, sabotage, nuclear incidents, lightning, weather, earthquakes, storms, sinkholes, epidemics, or strikes (or similar nonperformance or defective performance or late performance of employees, suppliers or subcontractors).

15. **ASSIGNMENT; BINDING EFFECT.** School may not assign or transfer any of its rights, duties or obligations under this Agreement, in whole or in part, without the prior written consent of PSG. This Agreement shall inure to the benefit of, and be binding upon, the Parties and their respective successors and permitted assigns.

16. **NOTICES.** All notices hereunder by either Party to the other shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by overnight courier, and shall be deemed to have been duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows:

If to PSG: HCA-HealthONE Physician Services Group 4900 South Monaco Street, Suite 210

Denver, CO 80237
Attn: Education Department

If to School: Galen College of Nursing 3050 Terra Crossing Bldv.
Louisville. KY 40205
Attn: Director Healthcare Initiatives

or to such other person or place as either Party may from time to time designate by written notice to the other Party.

1. **COUNTERPARTS.** This Agreement may be executed in multiple parts (by facsimile transmission or otherwise) and each counterpart shall be deemed an original, and all of which together shall constitute but one agreement. Electronic signatures will be considered originals.

2. **HIPAA** REQUIREMENTS. To the extent applicable to this Agreement, School agrees to comply with the Health Information Technology for Economic and Clinical Health Act of 2009 (the "HITECH ACT"), the Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 USC§ 1320d through d-8 (..HIPAA") and any current and future regulations promulgated under either the HITECH Act or HIPAA including without limitation the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 (the '·Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Parts 160, 162 and 164 (the --Federal Security Regulations") and the federal standards for electronic transactions, all as may be amended from time to time, and all collectively referred to herein as "HIPAA Requirements". School further agrees not to use or disclose any Protected Health Information (as defined in 45 C.F.R. § 164.501) or Individually Identifiable Health Information (as defined in 42 USC § 132(d). other than as permitted by HIPAA Requirements and the terms of this Agreement. School will and will cause Program Participants to enter into any further agreements as necessary to facilitate compliance with HIPAA Requirements.

3. No **REQUIREMENT TO REFER.** Nothing in this Agreement requires or obligates School to cause the admittance of a patient to PSG or to use PSG's services. None of the benefits granted pursuant to this Agreement are conditioned on any requirement or expectation that the Parties make referrals to, be in a position to make or influence referrals to, or otherwise generate business for the other Party. Neither Party is restricted from referring any services to, or otherwise generating any business for, any other entity of their choosing.

4. **No PAYMENTS.** Except as provided in Section 5, no payments will be made between the Parties or to the Program Participants in connection with this Agreement.

5. **RECITALS.** The Recitals to this Agreement shall be an enforceable part of this Agreement, binding on the Parties as if fully set forth herein.

6. **EQUITABLE REMEDIES.** School acknowledges that the injury which might be suffered by PSG in the event of any breach by School or non-compliance by Program Participants with the terms and conditions of this Agreement would be of a nature which could not be fully compensated for solely by a recovery of monetary damages, and accordingly agrees that in the event of any such breach or threatened breach, in addition to and not in lieu of any damages sustained by PSG and any other remedies which PSG may pursue hereunder or under applicable law, PSG shall have the right to equitable relief. including issuance of a temporary restraining order, preliminary injunction and/or permanent injunction by any court of competent jurisdiction, against the commission or continuation of such breach or threatened breach, without the necessity of proving any actual damages or the posting of any bond.

WHEREFORE, authorized representatives of each Party hereby execute this Agreement as of the Effective Date.

SCHOOL
Galen College of Nursing

By: _____
Mary Duffey-Sander, MBA, RN
Title: Director Healthcare Initiatives

Date: 8/9/2022

PSG
HCA-HealthONE Physician Services Group

By: _____
William Smitham
Title: Vice President

Date: 8.10.2022

EXHIBIT A STATEMENT OF RESPONSIBILITY

For and in consideration of the benefit provided the undersigned in the form of experience in a clinical setting at PSG d/b/a _____ (Clinic) the undersigned and his/her heirs, successors and/or assigns do hereby covenant and agree to assume all risks and be solely responsible for any injury or loss sustained by the undersigned while participating in the Program operated by _____ ("School I") at PSG unless such injury or loss arises solely out of Clinic's gross negligence or willful misconduct.

_____ _____

Signature of Program Participant/Print Name Date

_____ _____

Parent or Legal Guardian
If Program Participant is under 18 / Print Name

Date

Exhibit B

Workforce Member Confidentiality and Security Agreement

I understand that the HCA-HealthONE affiliated entity(ies) (the "Company") for which I am a Workforce Member (my "Engagement") manages health information and has legal and ethical responsibilities to safeguard the privacy of its patients and their personal and health information ("Patient Information"). "'Workforce Member" means employees, employed Licensed Independent Practitioners (LIPs) *(e.g.,* employed/managed physicians), employed Advanced Practice Professionals (APPs), residents/fellows, students *(e.g.,* nursing, medical, and interns), faculty/instructors, contractors *(e.g.,* HealthTrust Workforce Solutions (HWS), travelers, network/per diem staff, or dependent healthcare professionals and/or contracted through another temporary staffing agency), and volunteers.

Additionally, the Company must protect its interest in, and the confidentiality of, any information it maintains or has access to, including, but not limited to, financial information, marketing information, Human Resource Information, (as defined below), payroll, business plans, projections, sales figures, pricing information, budgets, credit card or other financial account numbers, customer and supplier identities and characteristics, sponsored research, processes, schematics, formulas, trade secrets, innovations, discoveries, data, dictionaries, models, organizational structure and operations information, strategies, forecasts, analyses, credentialing information, Social Security numbers, passwords, P!Ns, and encryption keys (collectively, with patients' information, "Confidential Information"). The Company must also protect Company Property (such as inventions, software, trade secrets, and Developments (as defined below)).

During the course of my Engagement with the Company, I understand that I may access, use, or create Confidential Information. I agree that I will access and use Confidential Information only when it is necessary to perform my job-related duties and in accordance with the Company's policies and procedures, including, without limitation, its Privacy and Security Policies (available at http://hcahealthcare.com/ethics- compliance/ and the Information Protection Page of the Company's intranet). I further acknowledge that I must comply with such policies, procedures, and this Confidentiality and Security Agreement (the "Agreement") at all times as a condition of my Engagement and in order to obtain authorization for access to Confidential Information and/or Company systems. I acknowledge that the Company is relying on such compliance and the representations, terms and conditions stated herein.

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1. I will act in the best interest of the Company and, to the extent subject to it, in accordance with its Code of Conduct at all times during my Engagement with the Company.
2. I have no expectation of privacy when using Company systems and/or devices. The Company may log, access, review, and otherwise utilize information stored on or passing through its systems, devices and network, including email.
3. Any violation of this Agreement may result in the loss of my access to Confidential Information and/or Company systems, or other disciplinary and/or legal action,

4. including without limitation, suspension, loss of privileges, and/or termination of my Engagement with the Company, at Company's sole discretion in accordance with its policies.

Patient Information

5. I will access and use Patient Information only for patients whose information I need to perform my assigned job duties in accordance with the HIPAA Privacy and Security Rules (45 CFR Parts 160--164), applicable state and international laws *(e.g.,* the European Union General Data Protection Regulation), and applicable Company policies and procedures, including, without limitation, its Privacy and Security Policies (available at http://hcahealthcare.com/ethics-compli ance/ and the Information Protection Page of the Company 's intranet).

6. I will only access, request and disclose the minimum amount of Patient information needed to carry out my assigned job duties or as needed for treatment purposes.

7. By accessing or attempting to access Patient Information, I represent to the Company at the time of access that I have the requisite job-related need to know and to access the Patient Information.

Protecting Confidential Information

8. I acknowledge that the Company is the exclusive owner of all right, title and interest in and to Confidential Information, including any derivatives thereof.
9. I will not publish, disclose or discuss any Confidential Information (a) with others, including coworkers, peers, friends or family, who do not have a need to know it, or (b) by using communication methods I am not specifically authorized to use, including personal email, Internet sites, Internet bios or social media sites.
10. I will not take any form of media or documentation containing Confidential Information from Company premises unless specifically authorized to do so as part of my job and in accordance with Company policies.
10. I will not transmit Confidential Information outside the Company network unless I am specifically authorized to do so as part of my job responsibilities. If I am authorized to transmit Confidential Information outside of the Company, I will ensure that the information is encrypted according to Company Information Security Standards and ensure that I have complied with the External Data Release policy and other applicable Company privacy policies.
11. I will not retain Confidential Information longer than required by the Company's Record Retention policy.
12. I will only reuse or destroy media in accordance with the Company's Information Security Standards.
13. I acknowledge that in the course of performing my job responsibilities I may have access to human resource Information which may include compensation, age, sex, race, religion, national origin, disability status, medical Information , criminal history , personal identification numbers, addresses, telephone numbers, financial and education information (collectively, "Human Resource Information "). I understand that I am allowed to discuss any Human Resource Information about myself and other employees

if they self-disclose their information. I can also discuss Human Resource Information that does not relate to my individual employment or my job responsibilities and that is not in violation of any other provision in this Agreement.

Using Mobile Devices, Portable Devices and Removable Media

14. I will not copy, transfer, photograph, or store Confidential Information on any mobile devices, portable devices or removable media, such as laptops, smart phones, tablets, CDs, thumb drives, external hard drives, unless specifically required and authorized to do so as part of my Engagement with the Company.
15. I understand that any mobile device (smart phone, tablet, or similar device) that synchronizes Company data *(e.g.,* Company email) may contain Confidential Information and as a result, must be protected as required by Company Information Security Standards.

Doing My Part - Personal Security

16. I will only access or use systems or devices I am authorized to access and will not demonstrate the operation or function of systems or devices to unauthorized individuals.
17. I will not attempt to bypass Company security controls.
18. I understand that I will be assigned a unique identifier *(i.e.,* 3-4 User ID) to track my access and use of Company systems and that the identifier is associated with my personal data provided as pan of the initial and/or periodic credentialing and/or employment verification.
19. In connection with my Engagement, I will never:
    a. disclose or share user credentials *(e.g.,* password, SecurID card, Tap n Go badge, etc.), PINs, access codes, badges, or door lock codes;
    b. use another individuals, or allow another individual to use my, user credentials *(e.g.,* 3- 4 User ID and password, SecurID card, Tap n Go badge, etc.) to access or use a Company computer system or device;
    c. allow a non-authorized individual to access a secured area *(e.g.,* hold the door open, share badge or door lock codes, and/or prop the door open);
    d. use tools or techniques to break, circumvent or exploit security measures;
    e. connect unauthorized systems or devices to the Company network; or
    f. use software that has not been licensed and approved by the Company.
20. I will practice good workstation security measures such as locking up media when not in use, using screen savers with passwords, positioning screens away from public view, and physically securing workstations while traveling and working remotely.
21. I will immediately notify my manager, Clinic Information Security Official (FISO), Director of Information Security Assurance (DISA), Clinic Privacy Official (FPO), Ethics and Compliance Officer (ECO), or Clinic or Corporate Client Support Services (CSS) help desk or if involving the United Kingdom, the Data Protection Officer (DPO), Information Governance Manager, Caldicott Guardian, Heads of Governance (HoG), Division Chief Information Security Officer (CISO) if:
    a. my user credentials have been seen, disclosed, lost, stolen, or otherwise compromised;
    b. I suspect media with Confidential Information has been lost or stolen;

c. I suspect a virus or malware infection on any system;
d. I become aware of any activity that violates this Agreement or any Company privacy or security policies; or
e. I become aware of any other incident that could possibly have any adverse impact on Confidential Information or Company systems.

Upon Separation

22. I agree that my obligations under this Agreement will continue after termination or expiration of my access to Company systems and Company Information.
23. At the end of my Engagement with the Company for any reason, I will immediately:
    a. securely return to the Company any Confidential Information, Company related documents or records, and Company owned media *(e.g.,* smart phones, tablets, CDs, thumb drives, external hard drives, etc.). I will not keep any copies of Confidential Information in any format, including electronic; and
    b. un-enroll any non-Company owned devices from the Company Enterprise Mobility Management System, if applicable.

Except to the Extent Otherwise Agreed in a Separate Agreement, the Following Statements Apply to All Workforce Members

24. I shall promptly disclose to the Company all Company Property that I develop during my Engagement. "Company Property" means any subject matter (including inventions, improvements, designs, original works of authorship, formulas, processes, compositions of matter, software, databases, confidential information and trade secrets), whether belonging to the Company or others, that, directly or indirectly: (i) I author, make, conceive, first reduce to practice, or otherwise create or develop, whether alone or with others using any Company equipment, supplies, facilities, or Confidential Information, or (ii) otherwise arises from work performed by me for the Company, its employees, or agents, (each of the foregoing, a "Development").
25. As between me and the Company, all Company Property is the property of the Company or its designee, and all copyrightable Developments that I create within the scope of my employment are "works made for hire."
26. I agree to assign, and do hereby irrevocably assign, to the Company or its designee all of my right, title, and interest in and to any and all Developments, together with all intellectual property and other proprietary rights therein or arising therefrom, including any registrations or applications to register such rights and the right to sue for past, present, or future infringements or misappropriations thereof.
27. During and after my Engagement, I agree to execute any document and perform any act to effectuate, perfect, enforce, and defend the Company's rights in any Development. I hereby appoint the Company and its authorized agent(s) as my attorney in fact to execute such documents in my name for these purposes, which power of attorney shall be coupled with an interest and shall be irrevocable, ifl fail to execute any such document within five (5) business days.
28. If there is a conflict between a term in Sections 24 through 28 and a term separately

agreed to in writing with the Company, the term set forth in the separate agreement will control.

By signing this document, I acknowledge that I have read and understand this Agreement, and I agree to be bound by and comply with all the representations, terms and conditions stated herein.

Signature: _____ Date: _____

Name: _____

3/4/10

Exhibit C

Attestation of Satisfactory Background Investigation

On behalf of ——— —_____ School''), I acknowledge and attest to PSG d/b/a
_____("Clinic") that we own, and have in our possession, a background investigation report on the individual identified below. Such background investigation is satisfactory in that it:

_____ verifies the Subject's Social Security Number;
_____ does not reveal any criminal activity;
_____ confirms the individual is not on either the GSA or OIG exclusion lists;
_____ confirms the individual is not on a State exclusion list, if any;
_____ confirms the individual is not listed as a violent sexual offender;
_____ confirms this individual is not on the U.S. Treasury Department' s Office of Foreign Assets Control list of Specially Designation Nationals; and
_____ no other aspect of the investigation required by Clinic reveals information of concern

This attestation is provided in lieu of providing a copy of the background investigation.

Identified Individual Subject to the Background Investigation:

Nam:_ _ _ _

EXHIBIT D
List of Legal Entities Included

HealthONE Clinic Services - Bariatric Medicine, LLC HealthONE Clinic Services - Behavioral Health, LLC HealthONE Clinic Services - Cardiovascular, LLC HealthONE Clinic Services - Medical Specialties, LLC HealthONE Clinic Services - Neurosciences, LLC

HealthONE Clinic Services - Obstetrics and Gynecology, LLC HealthONE Clinic Services - Oncology Hematology, LLC

HealthONE Clinic Services - Orthopedic Specialists, LLCP HealthONE Clinic Services - Otolaryngology Specialists, LLC

HealthONE Clinic Services Pediatric Specialties, LLC HealthONE Clinic Services - Primary Care, LLC

HealthONE Clinic Services - Spinal Cord Injury Institute HealthONE Clinic Services - Surgery Neurological, LLC HealthONE Clinic Services - Surgical Specialties, LLC HealthONE Heart Care, LLC

Wesley Physicians - Medical Specialties, LLC Wesley Physician Services, LLC

Heartland Women's Group at Wesley, LLC Neurology Associates of Kansas, LLC

Galen College of Nursing
CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT ("Agreement") is made and entered into this 30th day of July, 2022, by and between Galen Health Institutes, Inc., dba, Galen College of Nursing, a corporation organized in Delaware and existing under the laws of Kentucky (hereinafter referred to as "COLLEGE") and Horizons Mental Health Center (hereinafter referred to as "AFFILIATE").

W I T N ES S E T H:

WHEREAS, COLLEGE offers educational programs in nursing (hereinafter referred to as "PROGRAMS"); and

WHEREAS COLLEGE desires to offer as a part of the curriculum for these PROGRAMS practical experience in a clinical setting; and

WHEREAS, AFFILIATE operates a(n) Behavioral Health facility in Hutchinson KS and is capable of and desires to provide students practical experience related to the PROGRAMS; and

WHEREAS, COLLEGE and AFFILIATE consider it mutually advantageous to cooperate to further the above-described purposes and desire to commit their entire agreement to writing;

NOW, THEREFORE, in consideration of the mutual agreements and undertakings herein specified, AFFILIATE and COLLEGE agree as follows:

1. **TERM AND TERMINATION**: This Agreement is in effect for one (1) year, commencing on the 30th day of July, 2022, and shall continue in effect until the 30th day of July, 2023. Thereafter, this Agreement will automatically renew for one-year terms, unless either party terminates this Agreement, with or without cause, upon ninety (90) days' advance written notice to the other party, such notice being given as set forth in the Notice provisions of this Agreement. However, students enrolled at the time of termination shall be allowed to complete the clinical learning experience in which they are involved, provided it does not undermine patient care or safety.

2. **CLINICAL LEARNING EXPERIENCES**. In all clinical learning experiences at AFFILIATE, COLLEGE will assign one or more faculty members to supervise and facilitate students' clinical learning experiences on site at AFFILIATE.

3. **COLLEGE RESPONSIBILITIES:**

   A. COLLEGE will develop the curriculum to be used in the PROGRAMS, including the instruction portion and the clinical learning experience portion of the curriculum. The PROGRAMS must be in such standing that students participating in the clinical learning experience will be eligible to sit for any licensure or certification examination required for the applicable profession of the PROGRAMS.

   B. COLLEGE represents and warrants that all faculty who provide supervision or instruction on site at AFFILIATE are duly qualified by experience and licensure and have met requirements set forth by AFFILIATE and have not been convicted of a misdemeanor related to abuse, neglect or exploitation and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all faculty and students as the AFFILIATE requires by law and regulation or facility policy. COLLEGE will further comply with applicable health and drug screenings as required by law and regulation or AFFILIATE policy. COLLEGE will ensure that such individuals possess current state license/registration and/or certification, as applicable and appropriate for the services, instruction and

supervision to be provided at AFFILIATE. Credentials and licensure of personnel providing services shall be made available to AFFILIATE upon request. COLLEGE hereby represents and warrants that no faculty provided by it is nor at any time has been sanctioned, debarred, suspended or excluded or proposed for sanctions, debarment, suspension or exclusion from participation in any federally funded health care program, including Medicare and Medicaid. COLLEGE hereby agrees to immediately notify AFFILIATE of any such faculty's threatened, proposed or actual sanctions, debarment, suspension or exclusion from any federally funded health care program, including Medicare and Medicaid, if known. In the event that any such faculty member is sanctioned, debarred, suspended or excluded from participation in any federally funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement it is determined that COLLEGE is in breach of this paragraph, then this Agreement shall, as of the effective date of such sanction, debarment, suspension, exclusion or breach, automatically terminate. AFFILIATE reserves the right to refuse the services, supervision, or instruction of any individual provided by COLLEGE who does not meet the foregoing qualifications.

C. COLLEGE will provide all necessary teaching aids, reference books, classroom supplies, and any other teaching materials needed.

D. Through COLLEGE's designated representative, COLLEGE will coordinate student assignments, learning needs, course outcomes, and competencies with the AFFILIATE and students.

E. COLLEGE shall ensure that designated faculty will establish a mechanism for maintaining contact with AFFILIATE during all clinical learning experiences and collaborate with AFFILIATE in development of clinical learning activities for students.

F. COLLEGE shall prepare a written evaluation of students' strengths, weaknesses and general performance in meeting program outcomes and competencies at end of the clinical learning experiences, as well as submit the final letter grade assigned for the experience to the students.

G. COLLEGE agrees that its students, employees, and faculty will maintain the confidentiality and security of, as well as safeguard confidential information of the AFFILIATE, including without limitation, policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information and proprietary information, patient information, medical records and patient identifiers ("Confidential Information") and shall not disclose such Confidential Information or make it available to any person or use it in any way other than as contemplated by this Agreement. The COLLEGE, its employees, students, and faculty shall further report to AFFILIATE any use or disclosure of Confidential Information of which it becomes aware that is not authorized by this Agreement. COLLEGE shall advise its students, employees, and faculty of these obligations to maintain privacy and security, to safeguard, not to disclose and to report unauthorized disclosures of Confidential Information, which shall survive the termination of this Agreement. COLLEGE agrees to provide participating faculty and students with training on the security and privacy standards of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended, and regulations promulgated thereunder.

H. COLLEGE agrees to comply with and to cause its employees, faculty, and students to comply with HIPAA and regulations promulgated thereunder, as well as other state and federal laws and regulations related to the security, protection, and privacy of individually identifiable health care information.

I. COLLEGE represents and warrants that it will send only such students who meet health requirements of the COLLEGE and AFFILIATE, attached hereto as Exhibit A if applicable, who have completed the prerequisite instruction and clinical portions of their Program's curriculum, and who have not been convicted of a misdemeanor related to abuse, neglect or exploitation of an adult and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or

exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all students as the AFFILIATE is required by law and regulation or AFFILIATE policy, attached hereto as Exhibit B if applicable. COLLEGE will further comply with applicable health screening as required by law and regulation or AFFILIATE policy, including a drug screening, as applicable. Upon execution of this agreement, and at the AFFILIATE's request, COLLEGE will supply an attestation of compliance with all relevant immunizations, health records, health screening and background screening.

Additional Affiliate Health Requirements (Exhibit A)	**Yes**	**No X**
Additional Affiliate Background Screening Requirements (Exhibit B)	**Yes**	**No X**

J. COLLEGE will notify AFFILIATE in writing of all COLLEGE faculty who will be instructing or supervising students at AFFILIATE. Such notice will be provided to AFFILIATE at the beginning of each academic term. COLLEGE will notify AFFILIATE in writing of any changes, additions or substitutions to the list of faculty members as soon as possible. AFFILIATE reserves the right to refuse to accept faculty members with whom it has a conflict of interest, to whom it has been or is adverse, who it has previously employed, or who it has determined would not be appropriate for supervision at its facility.

K. COLLEGE Faculty are responsible for supervising and evaluating students in the clinical setting.

4. **AFFILIATE RESPONSIBILITIES:**

A. AFFILIATE agrees at all times during this agreement that it shall have appropriate licensure to do business as a health care agency and that it complies with all appropriate state and federal laws, regulations, and similar standards regulating health care agencies.

B. AFFILIATE will provide appropriate learning experiences as may be consistent with the purposes of this Agreement.

C. AFFILIATE will not utilize students participating in clinical learning experiences in a manner which would permit students to replace AFFILIATE's employees.

D. AFFILIATE agrees not to discriminate against any individual affected by this Agreement on the basis of race, color, religion, national origin, disability, gender, age, veteran status, or political affiliation. AFFILIATE agrees to participate in good faith in any investigation of alleged discrimination in which a staff member may be asked to provide information.

E. AFFILIATE will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the AFFILIATE and/or the direct or indirect care of patients.

5. **GENERAL:**

A. **NON-EMPLOYEE STATUS OF STUDENTS AND FACULTY:** It is understood and agreed by all parties that students and faculty of the COLLEGE are not employees or agents of AFFILIATE and, as such, are not entitled to wages, workers' compensation, medical insurance, or any other employee benefits for activities related to the clinical experience provided for under this Agreement. If an appropriate governmental agency determines that students or faculty are covered under applicable workers' compensation statutes, the COLLEGE shall be responsible for compliance with such statutes.

B. **WAIVER:** The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not be construed as a waiver of any subsequent default of the same or similar nature.

The waiver of one or more provisions of this Agreement does not act as a waiver of the entire Agreement. If one provision is deemed modified or waived by the Agreement of the parties, the Agreement shall continue to be valid between the parties with the modification as agreed upon.

C. **SEVERABILITY**: In the event any term or provision of this Agreement is found to be unenforceable or void, in whole or in part, then the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the balance of the Agreement shall remain in full force and effect.

D. **INSURANCE**: COLLEGE agrees to provide and maintain liability insurance coverage for faculty and students under the COLLEGE's liability insurance policy for the services provided during the clinical learning experiences initiated under this Agreement, with minimum limits of $2,000,000.00 per occurrence and $5,000,000.00 in aggregate. COLLEGE agrees either to provide and maintain the same liability coverage for its students or to require that its students acquire and maintain such coverage for themselves prior to participating in any clinical learning experience at AFFILIATE. Upon signing this Agreement, and every anniversary date thereafter, COLLEGE agrees to provide a Certificate of Insurance evidencing such coverage. COLLEGE warrants that participating students and faculty are covered parties. The insurance coverage will provide that AFFILIATE shall receive thirty (30) days written notice prior to cancellation or material change of such coverage. If COLLEGE learns that coverage for students or faculty has been or will be terminated, COLLEGE will notify AFFILIATE as soon as possible.

E. **INDEMNIFICATION**: To the extent permitted by law, COLLEGE agrees to indemnify and hold AFFILIATE, its agents and employees harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by COLLEGE in the performance of its obligations under the Agreement. AFFILIATE agrees to indemnify and hold COLLEGE, its agents, employees, and students harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by the AFFILIATE in the performance of its obligations under this Agreement.

F. **TERMINATION OF STUDENT OR FACULTY PARTICIPATION**: The parties agree that AFFILIATE may terminate a student's or faculty's participation in clinical learning experiences on-site at AFFILIATE at any time for any cause deemed sufficient by the AFFILIATE including negligence, misconduct, or incompetence. However, AFFILIATE shall not act arbitrarily.

G. **NOTICE**: Any notice required or permitted to be given under this Agreement will be in writing and will be deemed given at the time it is deposited in the United States mail, postage pre-paid, certified, or registered mail, return receipt requested, addressed to the party to whom it is to be given as

AFFILIATE: Lori Francis (contact person)
Horizons Mental Health Facility
1600 North Lorraine, Suite 202
Hutchinson, KS 67501

COLLEGE: Galen College of Nursing
551 North Hillside Street, Wichita, KS 67214

COVERED CAMPUS LOCATIONS
(IF APPLICABLE):

- ☐ Asheville Campus; 30 Townsquare Blvd., Asheville, NC 28803
- ☐ Austin Campus; 1201 W. Louis Henna Blvd., Austin, TX 78681
- ☐ Cincinnati Campus; 100 E Business Way, Suite 120, Cincinnati, Ohio 45241
- ☐ Dallas Campus; 1301 West President George Bush Highway, Richardson, TX 75080
- ☐ Denver Campus; 1650 S. Potomac Street, Aurora, CO 80012
- ☐ Gainesville Campus; 7001 SW 24th Avenue, Gainesville, FL 32601
- ☐ Hazard Campus; 101 Airport Gardens Road, Suite 200, Hazard, KY 41701
- ☐ Houston Campus; 11210 Equity Dr., Houston, TX 77041
- ☒ Kansas Campus; 551 North Hillside Street, Wichita, KS 67214
- ☐ Louisville Campus; 3050 Terra Crossing Blvd., Louisville, KY 40245
- ☐ Miami Campus; 1200 SW 145th Ave., Pembroke Pines, FL 33027
- ☐ Myrtle Beach Campus; 920 Doug White Dr., Myrtle Beach, SC 29572
- ☐ Nashville Campus; 1100 Dr. MLK Jr. Blvd., Nashville, TN 37203
- ☐ Orlando Campus; 744 Primera Blvd., Lake Mary, FL 32746
- ☐ Richmond Campus; 7300 Beaufont Springs Dr., Richmond, VA 23225
- ☐ Roanoke Campus; 1819 Electric Road, Roanoke, VA 24018
- ☐ San Antonio Campus; 7411 John Smith Dr. #900, San Antonio, TX 78229
- ☐ Sarasota Campus; 501 N. Cattlemen Rd., Sarasota, FL 34232
- ☐ Tampa Bay Campus; 10200 Dr M.L.K. Jr St N, St. Petersburg, FL 33716

H GOVERNING LAW: This Agreement shall be governed by and interpreted according to the laws of the State of Kentucky, and all parties agree to both subject matter and jurisdiction in that forum.

I HEADINGS: The headings in this Agreement are intended only for ease of reference and shall not be considered in the construction or interpretation of this Agreement.

 COMPLETE AGREEMENT: This constitutes the full and complete Agreement by and between the parties with respect to the matters hereinabove set forth and all oral agreements and/or discussions are merged herein and are null and void to the extent they are in conflict herewith and no changes, alterations, modifications, or qualifications shall be had in the terms and conditions or provisions of any paragraph or item of this Agreement except the same shall be made in writing and signed by both parties.

AFFILIATE

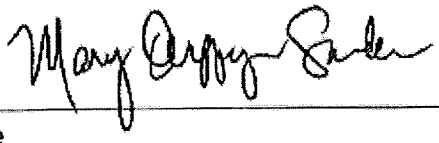
Signature

By: Vikki L. Mader

Title: CEO

Date: 8/15/22

COLLEGE



Signature

By: Mary Duffey-Sander

Title: College Director Healthcare Initiatives

Date: 8/15/2022

Galen College of Nursing

CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT ("Agreement") is made and entered into this 15th day of July, 2022, by and between Galen Health Institutes, Inc., dba, Galen College of Nursing, a corporation organized in Delaware and existing under the laws of Kentucky (hereinafter referred to as "COLLEGE") and Larksfield Place (hereinafter referred to as "AFFILIATE").

W I T N E S S E T H:

WHEREAS, COLLEGE offers educational programs in nursing (hereinafter referred to as "PROGRAMS"); and

WHEREAS COLLEGE desires to offer as a part of the curriculum for these PROGRAMS practical experience in a clinical setting; and

WHEREAS, AFFILIATE operates a(n) post-acute care facility in Wichita KS and is capable of and desires to provide students practical experience related to the PROGRAMS; and

WHEREAS, COLLEGE and AFFILIATE consider it mutually advantageous to cooperate to further the above-described purposes and desire to commit their entire agreement to writing;

NOW, THEREFORE, in consideration of the mutual agreements and undertakings herein specified, AFFILIATE and COLLEGE agree as follows:

1. **TERM AND TERMINATION**: This Agreement is in effect for one (1) year, commencing on the 15th day of July, 2022, and shall continue in effect until the 15th day of July, 2023. Thereafter, this Agreement will automatically renew for one-year terms, unless either party terminates this Agreement, with or without cause, upon ninety (90) days' advance written notice to the other party, such notice being given as set forth in the Notice provisions of this Agreement. However, students enrolled at the time of termination shall be allowed to complete the clinical learning experience in which they are involved, provided it does not undermine patient care or safety.

2. **CLINICAL LEARNING EXPERIENCE**S. In all clinical learning experiences at AFFILIATE, COLLEGE will assign one or more faculty members to supervise and facilitate students' clinical learning experiences on site at AFFILIATE.

3. **COLLEGE RESPONSIBILITIES:**

    A. COLLEGE will develop the curriculum to be used in the PROGRAMS, including the instruction portion and the clinical learning experience portion of the curriculum. The PROGRAMS must be in such standing that students participating in the clinical learning experience will be eligible to sit for any licensure or certification examination required for the applicable profession of the PROGRAMS.

    B. COLLEGE represents and warrants that all faculty who provide supervision or instruction on site at AFFILIATE are duly qualified by experience and licensure and have met requirements set forth by AFFILIATE and have not been convicted of a misdemeanor related to abuse, neglect or exploitation and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all faculty and students as the AFFILIATE requires by law and regulation or facility policy. COLLEGE will further comply with applicable health and drug screenings as required by law and regulation or AFFILIATE policy. COLLEGE will ensure that such individuals possess current state license/registration and/or certification, as applicable and appropriate for the services, instruction and supervision to be provided at AFFILIATE. Credentials and licensure of personnel providing services shall be made available to AFFILIATE upon request. COLLEGE hereby represents and warrants that no faculty

provided by it is nor at any time has been sanctioned, debarred, suspended or excluded or proposed for sanctions, debarment, suspension or exclusion from participation in any federally funded health care program, including Medicare and Medicaid. COLLEGE hereby agrees to immediately notify AFFILIATE of any such faculty's threatened, proposed or actual sanctions, debarment, suspension or exclusion from any federally funded health care program, including Medicare and Medicaid, if known. In the event that any such faculty member is sanctioned, debarred, suspended or excluded from participation in any federally funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement it is determined that COLLEGE is in breach of this paragraph, then this Agreement shall, as of the effective date of such sanction, debarment, suspension, exclusion or breach, automatically terminate. AFFILIATE reserves the right to refuse the services, supervision, or instruction of any individual provided by COLLEGE who does not meet the foregoing qualifications.

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H. COLLEGE agrees to comply with and to cause its employees, faculty, and students to comply with HIPAA and regulations promulgated thereunder, as well as other state and federal laws and regulations related to the security, protection, and privacy of individually identifiable health care information.

I. COLLEGE represents and warrants that it will send only such students who meet health requirements of the COLLEGE and AFFILIATE, attached hereto as Exhibit A if applicable, who have completed the prerequisite instruction and clinical portions of their Program's curriculum, and who have not been convicted of a misdemeanor related to abuse, neglect or exploitation of an adult and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime.

J. COLLEGE will perform criminal background checks on all students as the AFFILIATE is required by law and regulation or AFFILIATE policy, attached hereto as Exhibit B if applicable. COLLEGE will further comply with applicable health screening as required by law and regulation or AFFILIATE policy, including a drug screening, as applicable. Upon execution of this agreement, and at the AFFILIATE's request, COLLEGE will supply an attestation of compliance with all relevant immunizations, health records, health screening and background screening.

Additional Affiliate Health Requirements (Exhibit A) Yes□ No X

Additional Affiliate Background Screening Requirements (Exhibit B) Yes□ No X

K. COLLEGE will notify AFFILIATE in writing of all COLLEGE faculty who will be instructing or supervising students at AFFILIATE. Such notice will be provided to AFFILIATE at the beginning of each academic term. COLLEGE will notify AFFILIATE in writing of any changes, additions or substitutions to the list of faculty members as soon as possible. AFFILIATE reserves the right to refuse to accept faculty members with whom it has a conflict of interest, to whom it has been or is adverse, who it has previously employed, or who it has determined would not be appropriate for supervision at its facility.

L. COLLEGE Faculty are responsible for supervising and evaluating students in the clinical setting.

4. **AFFILIATE RESPONSIBILITIES:**

A. AFFILIATE agrees at all times during this agreement that it shall have appropriate licensure to do business as a health care agency and that it complies with all appropriate state and federal laws, regulations, and similar standards regulating health care agencies.

B. AFFILIATE will provide appropriate learning experiences as may be consistent with the purposes of this Agreement.

C. AFFILIATE will not utilize students participating in clinical learning experiences in a manner which would permit students to replace AFFILIATE's employees.

D. AFFILIATE agrees not to discriminate against any individual affected by this Agreement on the basis of race, color, religion, national origin, disability, gender, age, veteran status, or political affiliation. AFFILIATE agrees to participate in good faith in any investigation of alleged discrimination in which a staff member may be asked to provide information.

E. AFFILIATE will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the AFFILIATE and/or the direct or indirect care of patients.

5. **GENERAL:**

A. **NON-EMPLOYEE STATUS OF STUDENTS AND FACULTY**: It is understood and agreed by all parties that students and faculty of the COLLEGE are not employees or agents of AFFILIATE and, as such, are not entitled to wages, workers' compensation, medical insurance, or any other employee benefits for activities related to the clinical experience provided for under this Agreement. If an appropriate governmental agency determines that students or faculty are covered under applicable workers' compensation statutes, the COLLEGE shall be responsible for compliance with such statutes.

B. **WAIVER:** The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not be construed as a waiver of any subsequent default of the same or similar nature. The waiver of one or more provisions of this Agreement does not act as a waiver of the entire Agreement. If one provision is deemed modified or waived by the Agreement of the parties, the Agreement shall continue to be valid between the parties with the modification as agreed upon.

C. **SEVERABILITY**: In the event any term or provision of this Agreement is found to be unenforceable or void, in whole or in part, then the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the balance of the Agreement shall remain in full force and effect.

D. **INSURANCE**: COLLEGE agrees to provide and maintain liability insurance coverage for faculty and students under the COLLEGE's liability insurance policy for the services provided during the clinical learning experiences initiated under this Agreement, with minimum limits of $2,000,000.00 per occurrence and $5,000,000.00 in aggregate. COLLEGE agrees either to provide and maintain the same liability coverage for its students or to require that its students acquire and maintain such coverage for themselves prior to participating in any clinical learning experience at AFFILIATE. Upon signing this Agreement, and every anniversary date thereafter, COLLEGE agrees to provide a Certificate of Insurance evidencing such coverage. COLLEGE warrants that participating students and faculty are covered parties. The insurance coverage will provide that AFFILIATE shall receive thirty (30} days written notice prior to cancellation or material change of such coverage. If COLLEGE learns that coverage for students or faculty has been or will be terminated, COLLEGE will notify AFFILIATE as soon as possible.

E. **INDEMNIFICATION**: To the extent permitted by law, COLLEGE agrees to indemnify and hold AFFILIATE, its agents and employees harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by COLLEGE in the performance of its obligations under the Agreement. AFFILIATE agrees to indemnify and hold COLLEGE, its agents, employees, and students harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by the AFFILIATE in the performance of its obligations under this Agreement.

F. **TERMINATION OF STUDENT OR FACULTY PARTICIPATION**: The parties agree that AFFILIATE may terminate a student's or faculty's participation in clinical learning experiences on-site at AFFILIATE at any time for any cause deemed sufficient by the AFFILIATE including negligence, misconduct, or incompetence. However, AFFILIATE shall not act arbitrarily.

G. **NOTICE**: Any notice required or permitted to be given under this Agreement will be in writing and will be deemed given at the time it is deposited in the United States mail, postage pre-paid, certified, or registered mail, return receipt requested, addressed to the party to whom it is to be given as follows:

AFFILIATE: Larry F. Nanny JK (contact)
Larksfield Place
2727 N Rock Rd
Wichita KS 67226

COLLEGE: Galen College of Nursing
551 North Hillside Street, Wichita, KS 67214

COVERED CAMPUS LOCATIONS
(IF APPLICABLE):

- ☐ Asheville Campus; 30 Townsquare Blvd., Asheville, NC 28803
- ☐ Austin Campus; 1201 W. Louis Henna Blvd., Austin, TX 78681
- ☐ Cincinnati Campus; 100 E Business Way, Suite 120, Cincinnati, Ohio 45241
- ☐ Dallas Campus; 1301 West President George Bush Highway, Richardson, TX 75080
- ☐ Denver Campus; 1650 S. Potomac Street, Aurora, CO 80012
- ☐ Gainesville Campus; 7001 SW 24th Avenue, Gainesville, FL 32601
- ☐ Hazard Campus; 101 Airport Gardens Road, Suite 200, Hazard, KY 41701
- ☐ Houston Campus; 11210 Equity Dr., Houston, TX 77041
- ☒ Kansas Campus; 551 North Hillside Street, Wichita, KS 67214
- ☐ Louisville Campus; 3050 Terra Crossing Blvd., Louisville, KY 40245
- ☐ Miami Campus; 1200 SW 145th Ave., Pembroke Pines, FL 33027
- ☐ Myrtle Beach Campus; 920 Doug White Dr., Myrtle Beach, SC 29572
- ☐ Nashville Campus; 1100 Dr. MLK Jr. Blvd., Nashville, TN 37203
- ☐ Orlando Campus; 744 Primera Blvd., Lake Mary, FL 32746
- ☐ Richmond Campus; 7300 Beaufont Springs Dr., Richmond, VA 23225
- ☐ Roanoke Campus; 1819 Electric Road, Roanoke, VA 24018
- ☐ San Antonio Campus; 7411 John Smith Dr. #900, San Antonio, TX 78229
- ☐ Sarasota Campus; 501 N. Cattlemen Rd., Sarasota, FL 34232
- ☐ Tampa Bay Campus; 10200 Dr M.L.K. Jr St N, St. Petersburg, FL 33716

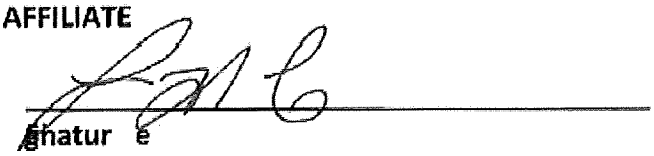
H. **GOVERNING LAW**: This Agreement shall be governed by and interpreted according to the laws of the State of Kentucky, and all parties agree to both subject matter and jurisdiction in that forum.

I. **HEADINGS:** The headings in this Agreement are intended only for ease of reference and shall not be considered in the construction or interpretation of this Agreement.

J. **COMPLETE AGREEMENT**: This constitutes the full and complete Agreement by and between the parties with respect to the matters hereinabove set forth and all oral agreements and/or discussions are merged herein and are null and void to the extent they are in conflict herewith and no changes, alterations, modifications, or qualifications shall be had in the terms and conditions or provisions of any paragraph or item of this Agreement except the same shall be made in writing and signed by both parties.

IN WITNESS THEREOF, the parties hereto have executed this Agreement to become effective the day and year first above mentioned.

AFFILIATE



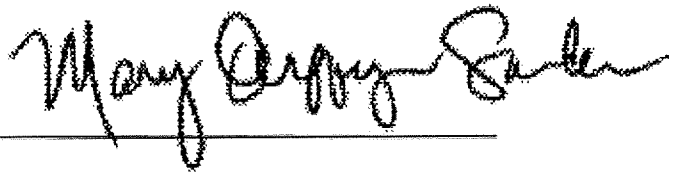
Signature

By: Lar of Nanny JR

Title: Executive Director

Date: 6-23-22

COLLEGE



Signature

By: Mary Duffey-Sander

Title: College Director Helathcare Initiatives

Date: 6/23/2022

Galen College of Nursing
CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT ("Agreement") is made and entered into this 30th day of July, 2022, by and between Galen Health Institutes, Inc., dba, Galen College of Nursing, a corporation organized in Delaware and existing under the laws of Kentucky (hereinafter referred to as "COLLEGE") and Prairie Start Health Center (hereinafter referred to as "AFFILIATE").

W I T N E S S E T H:

WHEREAS, COLLEGE offers educational programs in nursing (hereinafter referred to as "PROGRAMS"); and

WHEREAS COLLEGE desires to offer as a part of the curriculum for these PROGRAMS practical experience in a clinical setting; and

WHEREAS, AFFILIATE operates a(n) FQHC facility in Hutchinson, KS and is capable of and desires to provide students practical experience related to the PROGRAMS; and

WHEREAS, COLLEGE and AFFILIATE consider it mutually advantageous to cooperate to further the above-described purposes and desire to commit their entire agreement to writing;

NOW, THEREFORE, in consideration of the mutual agreements and undertakings herein specified, AFFILIATE and COLLEGE agree as follows:

1. **TERM AND TERMINATION**: This Agreement is in effect for one (1) year, commencing on the 30th day of July, 2022, and shall continue in effect until the 30th day of July, 2023. Thereafter, this Agreement will automatically renew for one-year terms, unless either party terminates this Agreement, with or without cause, upon ninety (90) days' advance written notice to the other party, such notice being given as set forth in the Notice provisions of this Agreement. However, students enrolled at the time of termination shall be allowed to complete the clinical learning experience in which they are involved, provided it does not undermine patient care or safety.

2. **CLINICAL LEARNING EXPERIENCES**. In all clinical learning experiences at AFFILIATE, COLLEGE will assign one or more faculty members to supervise and facilitate students' clinical learning experiences on site at AFFILIATE.

3. **COLLEGE RESPONSIBILITIES**:
   A. COLLEGE will develop the curriculum to be used in the PROGRAMS, including the instruction portion and the clinical learning experience portion of the curriculum. The PROGRAMS must be in such standing that students participating in the clinical learning experience will be eligible to sit for any licensure or certification examination required for the applicable profession of the PROGRAMS.

   B. COLLEGE represents and warrants that all faculty who provide supervision or instruction on site at AFFILIATE are duly qualified by experience and licensure and have met requirements set forth by AFFILIATE and have not been convicted of a misdemeanor related to abuse, neglect or exploitation and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all faculty and students as the AFFILIATE requires by law and regulation or facility policy. COLLEGE will further comply with applicable health and drug screenings as required by law and regulation or AFFILIATE policy. COLLEGE will ensure that such individuals possess current state license/registration and/or certification, as applicable and appropriate for the services, instruction and supervision to be provided at AFFILIATE. Credentials and licensure of personnel providing services shall be made available to AFFILIATE upon request. COLLEGE hereby represents and warrants that no faculty provided by it is nor at any time has been sanctioned, debarred, suspended or

excluded or proposed for sanctions, debarment, suspension or exclusion from participation in any federally funded health care program, including Medicare and Medicaid. COLLEGE hereby agrees to immediately notify AFFILIATE of any such faculty's threatened, proposed or actual sanctions, debarment, suspension or exclusion from any federally funded health care program, including Medicare and Medicaid, if known. In the event that any such faculty member is sanctioned, debarred, suspended or excluded from participation in any federally funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement it is determined that COLLEGE is in breach of this paragraph, then this Agreement shall, as of the effective date of such sanction, debarment, suspension, exclusion or breach, automatically terminate. AFFILIATE reserves the right to refuse the services, supervision, or instruction of any individual provided by COLLEGE who does not meet the foregoing qualifications.

C. COLLEGE will provide all necessary teaching aids, reference books, classroom supplies, and any other teaching materials needed.

D. Through COLLEGE's designated representative, COLLEGE will coordinate student assignments, learning needs, course outcomes, and competencies with the AFFILIATE and students.

E. COLLEGE shall ensure that designated faculty will establish a mechanism for maintaining contact with AFFILIATE during all clinical learning experiences and collaborate with AFFILIATE in development of clinical learning activities for students.

F. COLLEGE shall prepare a written evaluation of students' strengths, weaknesses and general performance in meeting program outcomes and competencies at end of the clinical learning experiences, as well as submit the final letter grade assigned for the experience to the students.

G. COLLEGE agrees that its students, employees, and faculty will maintain the confidentiality and security of, as well as safeguard confidential information of the AFFILIATE, including without limitation, policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information and proprietary information, patient information, medical records and patient identifiers ("Confidential Information") and shall not disclose such Confidential Information or make it available to any person or use it in any way other than as contemplated by this Agreement. The COLLEGE, its employees, students, and faculty shall further report to AFFILIATE any use or disclosure of Confidential Information of which it becomes aware that is not authorized by this Agreement. COLLEGE shall advise its students, employees, and faculty of these obligations to maintain privacy and security, to safeguard, not to disclose and to report unauthorized disclosures of Confidential Information, which shall survive the termination of this Agreement. COLLEGE agrees to provide participating faculty and students with training on the security and privacy standards of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended, and regulations promulgated thereunder.

H. COLLEGE agrees to comply with and to cause its employees, faculty, and students to comply with HIPAA and regulations promulgated thereunder, as well as other state and federal laws and regulations related to the security, protection, and privacy of individually identifiable health care information.

I. COLLEGE represents and warrants that it will send only such students who meet health requirements of the COLLEGE and AFFILIATE, attached hereto as Exhibit A if applicable, who have completed the prerequisite instruction and clinical portions of their Program's curriculum, and who have not been convicted of a misdemeanor related to abuse, neglect or exploitation of an adult and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all students as the AFFILIATE is required by law and regulation or AFFILIATE policy, attached hereto as Exhibit B if applicable. COLLEGE will further comply

with applicable health screening as required by law and regulation or AFFILIATE policy, including a drug screening, as applicable. Upon execution of this agreement, and at the AFFILIATE's request, COLLEGE will supply an attestation of compliance with all relevant immunizations, health records, health screening and background screening.

Additional Affiliate Health Requirements (Exhibit A) Yes☐ No☒

Additional Affiliate Background Screening Requirements (Exhibit B) Yes☐ No☒

J. COLLEGE will notify AFFILIATE in writing of all COLLEGE faculty who will be instructing or supervising students at AFFILIATE. Such notice will be provided to AFFILIATE at the beginning of each academic term. COLLEGE will notify AFFILIATE in writing of any changes, additions or substitutions to the list of faculty members as soon as possible. AFFILIATE reserves the right to refuse to accept faculty members with whom it has a conflict of interest, to whom it has been or is adverse, who it has previously employed, or who it has determined would not be appropriate for supervision at its facility.

K. COLLEGE Faculty are responsible for supervising and evaluating students in the clinical setting.

4. **AFFILIATE RESPONSIBILITIES:**

A. AFFILIATE agrees at all times during this agreement that it shall have appropriate licensure to do business as a health care agency and that it complies with all appropriate state and federal laws, regulations, and similar standards regulating health care agencies.

B. AFFILIATE will provide appropriate learning experiences as may be consistent with the purposes of this Agreement.

C. AFFILIATE will not utilize students participating in clinical learning experiences in a manner which would permit students to replace AFFILIATE's employees.

D. AFFILIATE agrees not to discriminate against any individual affected by this Agreement on the basis of race, color, religion, national origin, disability, gender, age, veteran status, or political affiliation. AFFILIATE agrees to participate in good faith in any investigation of alleged discrimination in which a staff member may be asked to provide information.

E. AFFILIATE will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the AFFILIATE and/or the direct or indirect care of patients.

5. **GENERAL:**

A. **NON-EMPLOYEE STATUS OF STUDENTS AND FACULTY**: It is understood and agreed by all parties that students and faculty of the COLLEGE are not employees or agents of AFFILIATE and, as such, are not entitled to wages, workers' compensation, medical insurance, or any other employee benefits for activities related to the clinical experience provided for under this Agreement. If an appropriate governmental agency determines that students or faculty are covered under applicable workers' compensation statutes, the COLLEGE shall be responsible for compliance with such statutes.

B. **WAIVER**: The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not be construed as a waiver of any subsequent default of the same or similar nature. The waiver of one or more provisions of this Agreement does not act as a waiver of the entire Agreement. If one provision is deemed modified or waived by the Agreement of the parties, the Agreement shall continue to be valid between the parties with the modification as agreed upon.

C. **SEVERABILITY**: In the event any term or provision of this Agreement is found to be unenforceable or void, in whole or in part, then the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the balance of the Agreement shall remain in full force and effect.

D. **INSURANCE:** COLLEGE agrees to provide and maintain liability insurance coverage for faculty and students under the COLLEGE's liability insurance policy for the services provided during the clinical learning experiences initiated under this Agreement, with minimum limits of $2,000,000.00 per occurrence and $5,000,000.00 in aggregate. COLLEGE agrees either to provide and maintain the same liability coverage for its students or to require that its students acquire and maintain such coverage for themselves prior to participating in any clinical learning experience at AFFILIATE. Upon signing this Agreement, and every anniversary date thereafter, COLLEGE agrees to provide a Certificate of Insurance evidencing such coverage. COLLEGE warrants that participating students and faculty are covered parties. The insurance coverage will provide that AFFILIATE shall receive thirty (30) days written notice prior to cancellation or material change of such coverage. If COLLEGE learns that coverage for students or faculty has been or will be terminated, COLLEGE will notify AFFILIATE as soon as possible.

E. **INDEMNIFICATION:** To the extent permitted by law, COLLEGE agrees to indemnify and hold AFFILIATE, its agents and employees harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by COLLEGE in the performance of its obligations under the Agreement. AFFILIATE agrees to indemnify and hold COLLEGE, its agents, employees, and students harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by the AFFILIATE in the performance of its obligations under this Agreement.

F. **TERMINATION OF STUDENT OR FACULTY PARTICIPATION**: The parties agree that AFFILIATE may terminate a student's or faculty's participation in clinical learning experiences on-site at AFFILIATE at any time for any cause deemed sufficient by the AFFILIATE including negligence, misconduct, or incompetence. However, AFFILIATE shall not act arbitrarily.

G. **NOTICE**: Any notice required or permitted to be given under this Agreement will be in writing and will be deemed given at the time it is deposited in the United States mail, postage pre-paid, certified, or registered mail, return receipt requested, addressed to the party to whom it is to be given as follows:

AFFILIATE:

Justin B. Anderson, CEO (contact person)
Prairie Star Health Center
2700 East 30th Ave
Hutchinson, KS 67502

COLLEGE:

Galen College of Nursing
551 North Hillside Street, Wichita, KS 67214

COVERED CAMPUS LOCATIONS
(IF APPLICABLE):

- ☐ Asheville Campus; 30 Townsquare Blvd., Asheville, NC 28803
- ☐ Aurora Campus; 1650 S. Potomac Street, Aurora, CO 80012
- ☐ Austin Campus; 1201 W. Louis Henna Blvd., Austin, TX 78681
- ☐ Cincinnati Campus; 100 E Business Way, Suite 120, Cincinnati, Ohio 45241
- ☐ Dallas Campus; 1301 West President George Bush Highway, Richardson, TX 75080
- ☐ Gainesville Campus; 7001 SW 24th Avenue, Gainesville, FL 32601
- ☐ Hazard Campus; 101 Airport Gardens Road, Suite 200, Hazard, KY 41701
- ☐ Houston Campus; 11210 Equity Dr., Houston, TX 77041
- ☐ Louisville Campus; 3050 Terra Crossing Blvd., Louisville, KY 40245
- ☒ Kansas Campus; 551 North Hillside Street, Wichita, KS 67214
- ☐ Miami Campus; 1200 SW 145th Ave., Pembroke Pines, FL 33027
- ☐ Myrtle Beach Campus; 920 Doug White Dr., Myrtle Beach, SC 29572
- ☐ Nashville Campus; 1100 Dr. MLK Jr. Blvd., Nashville, TN 37203
- ☐ Orlando Campus; 744 Primera Blvd., Lake Mary, FL 32746
- ☐ Pikeville Campus; 150 Healthcare Drive, Pikeville, KY 41501
- ☐ Richmond Campus; 7300 Beaufont Springs Dr., Richmond, VA 23225
- ☐ Roanoke Campus; 1819 Electric Road, Roanoke, VA 24018
- ☐ San Antonio Campus; 7411 John Smith Dr. #900, San Antonio, TX 78229
- ☐ Sarasota Campus; 501 N. Cattlemen Rd., Sarasota, FL 34232
- ☐ Tampa Bay Campus; 10200 Dr M.L.K. Jr St N, St. Petersburg, FL 33716

H. **GOVERNING LAW**: This Agreement shall be governed by and interpreted according to the laws of the State of Kentucky, and all parties agree to both subject matter and jurisdiction in that forum.

I. **HEADINGS**: The headings in this Agreement are intended only for ease of reference and shall not be considered in the construction or interpretation of this Agreement.

J. **COMPLETE AGREEMENT**: This constitutes the full and complete Agreement by and between the parties with respect to the matters hereinabove set forth and all oral agreements and/or discussions are merged herein and are null and void to the extent they are in conflict herewith and no changes, alterations, modifications, or qualifications shall be had in the terms and conditions or provisions of any paragraph or item of this Agreement except the same shall be made in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement to become effective the day and year first above mentioned.

AFFILIATE

Signature

By: Justin B. Anderson

Title: CEO

Date: 7/12/2022

COLLEGE

Signature

By: Mary Duffey-Sander

Title: College Director Healthcare Initiatives

Date: 7/12/2022

Galen College of Nursing
CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT ("Agreement") is made and entered into this 15th day of July, 2022, by and between Galen Health Institutes, Inc., dba, Galen College of Nursing, a corporation organized in Delaware and existing under the laws of Kentucky (hereinafter referred to as "COLLEGE") and Prairie View (hereinafter referred to as "AFFILIATE").

W I T N E S S E T H:

WHEREAS, COLLEGE offers educational programs in nursing (hereinafter referred to as "PROGRAMS"); and

WHEREAS COLLEGE desires to offer as a part of the curriculum for these PROGRAMS practical experience in a clinical setting; and

WHEREAS, AFFILIATE operates a(n) Behavioral Health facility in Wichita, KS and is capable of and desires to provide students practical experience related to the PROGRAMS; and

WHEREAS, COLLEGE and AFFILIATE consider it mutually advantageous to cooperate to further the above-described purposes and desire to commit their entire agreement to writing;

NOW, THEREFORE, in consideration of the mutual agreements and undertakings herein specified, AFFILIATE and COLLEGE agree as follows:

1. **TERM AND TERMINATION**: This Agreement is in effect for one (1) year, commencing on the 15th day of July, 2022, and shall continue in effect until the 15th day of July, 2023. Thereafter, this Agreement will automatically renew for one-year terms, unless either party terminates this Agreement, with or without cause, upon ninety (90) days' advance written notice to the other party, such notice being given as set forth in the Notice provisions of this Agreement. However, students enrolled at the time of termination shall be allowed to complete the clinical learning experience in which they are involved, provided it does not undermine patient care or safety.

2. **CLINICAL LEARNING EXPERIENCES**. In all clinical learning experiences at AFFILIATE, COLLEGE will assign one or more faculty members to supervise and facilitate students' clinical learning experiences on site at AFFILIATE.

3. **COLLEGE RESPONSIBILITIES**:

   A. COLLEGE will develop the curriculum to be used in the PROGRAMS, including the instruction portion and the clinical learning experience portion of the curriculum. The PROGRAMS must be in such standing that students participating in the clinical learning experience will be eligible to sit for any licensure or certification examination required for the applicable profession of the PROGRAMS.

   B. COLLEGE represents and warrants that all faculty who provide supervision or instruction on site at AFFILIATE are duly qualified by experience and licensure and have met requirements set forth by AFFILIATE and have not been convicted of a misdemeanor related to abuse, neglect or exploitation and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all faculty and students as the AFFILIATE requires by law and regulation or facility policy. COLLEGE will further comply with applicable health and drug screenings as required by law and regulation or AFFILIATE policy. COLLEGE will ensure that such individuals possess current state license/registration and/or certification, as applicable and appropriate for the services, instruction and supervision to be provided at AFFILIATE. Credentials and licensure of personnel providing services shall be made available to AFFILIATE upon request. COLLEGE hereby represents

and warrants that no faculty provided by it is nor at any time has been sanctioned, debarred, suspended or excluded or proposed for sanctions, debarment, suspension or exclusion from participation in any federally funded health care program, including Medicare and Medicaid. COLLEGE hereby agrees to immediately notify AFFILIATE of any such faculty's threatened, proposed or actual sanctions, debarment, suspension or exclusion from any federally funded health care program, including Medicare and Medicaid, if known. In the event that any such faculty member is sanctioned, debarred, suspended or excluded from participation in any federally funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement it is determined that COLLEGE is in breach of this paragraph, then this Agreement shall, as of the effective date of such sanction, debarment, suspension, exclusion or breach, automatically terminate. AFFILIATE reserves the right to refuse the services, supervision, or instruction of any individual provided by COLLEGE who does not meet the foregoing qualifications.

C. COLLEGE will provide all necessary teaching aids, reference books, classroom supplies, and any other teaching materials needed.

D. Through COLLEGE's designated representative, COLLEGE will coordinate student assignments, learning needs, course outcomes, and competencies with the AFFILIATE and students.

E. COLLEGE shall ensure that designated faculty will establish a mechanism for maintaining contact with AFFILIATE during all clinical learning experiences and collaborate with AFFILIATE in development of clinical learning activities for students.

F. COLLEGE shall prepare a written evaluation of students' strengths, weaknesses and general performance in meeting program outcomes and competencies at end of the clinical learning experiences, as well as submit the final letter grade assigned for the experience to the students.

G. COLLEGE agrees that its students, employees, and faculty will maintain the confidentiality and security of, as well as safeguard confidential information of the AFFILIATE, including without limitation, policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information and proprietary information, patient information, medical records and patient identifiers ("Confidential Information") and shall not disclose such Confidential Information or make it available to any person or use it in any way other than as contemplated by this Agreement. The COLLEGE, its employees, students, and faculty shall further report to AFFILIATE any use or disclosure of Confidential Information of which it becomes aware that is not authorized by this Agreement. COLLEGE shall advise its students, employees, and faculty of these obligations to maintain privacy and security, to safeguard, not to disclose and to report unauthorized disclosures of Confidential Information, which shall survive the termination of this Agreement. COLLEGE agrees to provide participating faculty and students with training on the security and privacy standards of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended, and regulations promulgated thereunder.

H. COLLEGE agrees to comply with and to cause its employees, faculty, and students to comply with HIPAA and regulations promulgated thereunder, as well as other state and federal laws and regulations related to the security, protection, and privacy of individually identifiable health care information.

I. COLLEGE represents and warrants that it will send only such students who meet health requirements of the COLLEGE and AFFILIATE, attached hereto as Exhibit A if applicable, who have completed the prerequisite instruction and clinical portions of their Program's curriculum, and who have not been convicted of a misdemeanor related to abuse, neglect or exploitation of an adult and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all students as the AFFILIATE is required by law

and regulation or AFFILIATE policy, attached hereto as Exhibit B if applicable. COLLEGE will further comply with applicable health screening as required by law and regulation or AFFILIATE policy, including a drug screening, as applicable. Upon execution of this agreement, and at the AFFILIATE's request, COLLEGE will supply an attestation of compliance with all relevant immunizations, health records, health screening and background screening.

Additional Affiliate Health Requirements (Exhibit A) Yes☐ No☒

Additional Affiliate Background Screening Requirements (Exhibit B) Yes☐ No☒

J. COLLEGE will notify AFFILIATE in writing of all COLLEGE faculty who will be instructing or supervising students at AFFILIATE. Such notice will be provided to AFFILIATE at the beginning of each academic term. COLLEGE will notify AFFILIATE in writing of any changes, additions or substitutions to the list of faculty members as soon as possible. AFFILIATE reserves the right to refuse to accept faculty members with whom it has a conflict of interest, to whom it has been or is adverse, who it has previously employed, or who it has determined would not be appropriate for supervision at its facility.

K. COLLEGE Faculty are responsible for supervising and evaluating students in the clinical setting.

4. **AFFILIATE RESPONSIBILITIES:**

A. AFFILIATE agrees at all times during this agreement that it shall have appropriate licensure to do business as a health care agency and that it complies with all appropriate state and federal laws, regulations, and similar standards regulating health care agencies.

B. AFFILIATE will provide appropriate learning experiences as may be consistent with the purposes of this Agreement.

C. AFFILIATE will not utilize students participating in clinical learning experiences in a manner which would permit students to replace AFFILIATE's employees.

D. AFFILIATE agrees not to discriminate against any individual affected by this Agreement on the basis of race, color, religion, national origin, disability, gender, age, veteran status, or political affiliation. AFFILIATE agrees to participate in good faith in any investigation of alleged discrimination in which a staff member may be asked to provide information.

E. AFFILIATE will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the AFFILIATE and/or the direct or indirect care of patients.

5. **GENERAL**:

A. **NON-EMPLOYEE STATUS OF STUDENTS AND FACULTY**: It is understood and agreed by all parties that students and faculty of the COLLEGE are not employees or agents of AFFILIATE and, as such, are not entitled to wages, workers' compensation, medical insurance, or any other employee benefits for activities related to the clinical experience provided for under this Agreement. If an appropriate governmental agency determines that students or faculty are covered under applicable workers' compensation statutes, the COLLEGE shall be responsible for compliance with such statutes.

B. **WAIVER**: The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not be construed as a waiver of any subsequent default of the same or similar nature. The

waiver of one or more provisions of this Agreement does not act as a waiver of the entire Agreement. If one provision is deemed modified or waived by the Agreement of the parties, the Agreement shall continue to be valid between the parties with the modification as agreed upon.

C. **SEVERABILITY**: In the event any term or provision of this Agreement is found to be unenforceable or void, in whole or in part, then the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the balance of the Agreement shall remain in full force and effect.

D. **INSURANCE:** COLLEGE agrees to provide and maintain liability insurance coverage for faculty and students under the COLLEGE's liability insurance policy for the services provided during the clinical learning experiences initiated under this Agreement, with minimum limits of $2,000,000.00 per occurrence and $5,000,000.00 in aggregate. COLLEGE agrees either to provide and maintain the same liability coverage for its students or to require that its students acquire and maintain such coverage for themselves prior to participating in any clinical learning experience at AFFILIATE. Upon signing this Agreement, and every anniversary date thereafter, COLLEGE agrees to provide a Certificate of Insurance evidencing such coverage. COLLEGE warrants that participating students and faculty are covered parties. The insurance coverage will provide that AFFILIATE shall receive thirty (30) days written notice prior to cancellation or material change of such coverage. If COLLEGE learns that coverage for students or faculty has been or will be terminated, COLLEGE will notify AFFILIATE as soon as possible.

E. **INDEMNIFICATION:** To the extent permitted by law, COLLEGE agrees to indemnify and hold AFFILIATE, its agents and employees harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by COLLEGE in the performance of its obligations under the Agreement. AFFILIATE agrees to indemnify and hold COLLEGE, its agents, employees, and students harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by the AFFILIATE in the performance of its obligations under this Agreement.

F. **TERMINATION OF STUDENT OR FACULTY PARTICIPATION**: The parties agree that AFFILIATE may terminate a student's or faculty's participation in clinical learning experiences on-site at AFFILIATE at any time for any cause deemed sufficient by the AFFILIATE including negligence, misconduct, or incompetence. However, AFFILIATE shall not act arbitrarily.

G. **NOTICE**: Any notice required or permitted to be given under this Agreement will be in writing and will be deemed given at the time it is deposited in the United States mail, postage pre-paid, certified, or registered mail, return receipt requested, addressed to the party to whom it is to be given as follows:

_____(contact person)

PRAIRIE VIEW
1901 E 1ST ST
NEWTON KS 67114

AFFILIATE:

COLLEGE: Galen College of Nursing
551 North Hillside Street, Wichita, KS 67214

COVERED CAMPUS LOCATIONS
(IF APPLICABLE):

- ☐ Asheville Campus; 30 Townsquare Blvd., Asheville, NC 28803
- ☐ Aurora Campus; 1650 S. Potomac Street, Aurora, CO 80012
- ☐ Austin Campus; 1201 W. Louis Henna Blvd., Austin, TX 78681
- ☐ Cincinnati Campus; 100 E Business Way, Suite 120, Cincinnati, Ohio 45241
- ☐ Dallas Campus; 1301 West President George Bush Highway, Richardson, TX 75080
- ☐ Gainesville Campus; 7001 SW 24th Avenue, Gainesville, FL 32601
- ☐ Hazard Campus; 101 Airport Gardens Road, Suite 200, Hazard, KY 41701
- ☐ Houston Campus; 11210 Equity Dr., Houston, TX 77041
- ☐ Louisville Campus; 3050 Terra Crossing Blvd., Louisville, KY 40245
- ☒ Kansas Campus; 551 North Hillside Street, Wichita, KS 67214
- ☐ Miami Campus; 1200 SW 145th Ave., Pembroke Pines, FL 33027
- ☐ Myrtle Beach Campus; 920 Doug White Dr., Myrtle Beach, SC 29572
- ☐ Nashville Campus; 1100 Dr. MLK Jr. Blvd., Nashville, TN 37203
- ☐ Orlando Campus; 744 Primera Blvd., Lake Mary, FL 32746
- ☐ Pikeville Campus; 150 Healthcare Drive, Pikeville, KY 41501
- ☐ Richmond Campus; 7300 Beaufont Springs Dr., Richmond, VA 23225
- ☐ Roanoke Campus; 1819 Electric Road, Roanoke, VA 24018
- ☐ San Antonio Campus; 7411 John Smith Dr. #900, San Antonio, TX 78229
- ☐ Sarasota Campus; 501 N. Cattlemen Rd., Sarasota, FL 34232
- ☐ Tampa Bay Campus; 10200 Dr M.L.K. Jr St N, St. Petersburg, FL 33716

H. **GOVERNING LAW**: This Agreement shall be governed by and interpreted according to the laws of the State of Kentucky, and all parties agree to both subject matter and jurisdiction in that forum.

I. **HEADINGS**: The headings in this Agreement are intended only for ease of reference and shall not be considered in the construction or interpretation of this Agreement.

J. **COMPLETE AGREEMENT**: This constitutes the full and complete Agreement by and between the parties with respect to the matters hereinabove set forth and all oral agreements and/or discussions are merged herein and are null and void to the extent they are in conflict herewith and no changes, alterations, modifications, or qualifications shall be had in the terms and conditions or provisions of any paragraph or item of this Agreement except the same shall be made in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement to become effective the day and year first above mentioned.

AFFILIATE

Signature

By: Mary Johnson

Title: President/CEO

Date: 8/16/2022

COLLEGE

Signature

By: Mary Duffey-Sander

Title: College Director Healthcare Initiatives

Date: 8/25/2022

Galen College of Nursing
CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT ("Agreement") is made and entered into this 15th day of July, 2022, by and between Galen Health Institutes, Inc., dba, Galen College of Nursing, a corporation organized in Delaware and existing under the laws of Kentucky (hereinafter referred to as "COLLEGE") and Regent Park Rehabilitation (hereinafter referred to as "AFFILIATE").

WITNESSETH:

WHEREAS, COLLEGE offers educational programs in nursing (hereinafter referred to as "PROGRAMS"); and

WHEREAS COLLEGE desires to offer as a part of the curriculum for these PROGRAMS practical experience in a clinical setting; and

WHEREAS, AFFILIATE operates a(n) Post Acute facility in Wichita, KS and is capable of and desires to provide students practical experience related to the PROGRAMS; and

WHEREAS, COLLEGE and AFFILIATE consider it mutually advantageous to cooperate to further the above-described purposes and desire to commit their entire agreement to writing;

NOW, THEREFORE, in consideration of the mutual agreements and undertakings herein specified, AFFILIATE and COLLEGE agree as follows:

1. **TERM AND TERMINATION**: This Agreement is in effect for one (1) year, commencing on the 15th day of July, 2022, and shall continue in effect until the 15th day of July, 2023. Thereafter, this Agreement will automatically renew for one-year terms, unless either party terminates this Agreement, with or without cause, upon ninety (90) days' advance written notice to the other party, such notice being given as set forth in the Notice provisions of this Agreement. However, students enrolled at the time of termination shall be allowed to complete the clinical learning experience in which they are involved, provided it does not undermine patient care or safety.

2. **CLINICAL LEARNING EXPERIENCES**. In all clinical learning experiences at AFFILIATE, COLLEGE will assign one or more faculty members to supervise and facilitate students' clinical learning experiences on site at AFFILIATE.

3. **COLLEGE RESPONSIBILITIES**:

   A. COLLEGE will develop the curriculum to be used in the PROGRAMS, including the instruction portion and the clinical learning experience portion of the curriculum. The PROGRAMS must be in such standing that students participating in the clinical learning experience will be eligible to sit for any licensure or certification examination required for the applicable profession of the PROGRAMS.

   B. COLLEGE represents and warrants that all faculty who provide supervision or instruction on site at AFFILIATE are duly qualified by experience and licensure and have met requirements set forth by AFFILIATE and have not been convicted of a misdemeanor related to abuse, neglect or exploitation and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all faculty and students as the AFFILIATE requires by law and regulation or facility policy. COLLEGE will further comply with applicable health and drug screenings as required by law and regulation or AFFILIATE policy. COLLEGE will ensure that such individuals possess current state license/registration and/or certification, as applicable and appropriate for the services, instruction and supervision to be provided at AFFILIATE. Credentials and licensure of

personnel providing services shall be made available to AFFILIATE upon request. COLLEGE hereby represents and warrants that no faculty provided by it is nor at any time has been sanctioned, debarred, suspended or excluded or proposed for sanctions, debarment, suspension or exclusion from participation in any federally funded health care program, including Medicare and Medicaid. COLLEGE hereby agrees to immediately notify AFFILIATE of any such faculty's threatened, proposed or actual sanctions, debarment, suspension or exclusion from any federally funded health care program, including Medicare and Medicaid, if known. In the event that any such faculty member is sanctioned, debarred, suspended or excluded from participation in any federally funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement it is determined that COLLEGE is in breach of this paragraph, then this Agreement shall, as of the effective date of such sanction, debarment, suspension, exclusion or breach, automatically terminate. AFFILIATE reserves the right to refuse the services, supervision, or instruction of any individual provided by COLLEGE who does not meet the foregoing qualifications.

C. COLLEGE will provide all necessary teaching aids, reference books, classroom supplies, and any other teaching materials needed.

D. Through COLLEGE's designated representative, COLLEGE will coordinate student assignments, learning needs, course outcomes, and competencies with the AFFILIATE and students.

E. COLLEGE shall ensure that designated faculty will establish a mechanism for maintaining contact with AFFILIATE during all clinical learning experiences and collaborate with AFFILIATE in development of clinical learning activities for students.

F. COLLEGE shall prepare a written evaluation of students' strengths, weaknesses and general performance in meeting program outcomes and competencies at end of the clinical learning experiences, as well as submit the final letter grade assigned for the experience to the students.

G. COLLEGE agrees that its students, employees, and faculty will maintain the confidentiality and security of, as well as safeguard confidential information of the AFFILIATE, including without limitation, policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information and proprietary information, patient information, medical records and patient identifiers ("Confidential Information") and shall not disclose such Confidential Information or make it available to any person or use it in any way other than as contemplated by this Agreement. The COLLEGE, its employees, students, and faculty shall further report to AFFILIATE any use or disclosure of Confidential Information of which it becomes aware that is not authorized by this Agreement. COLLEGE shall advise its students, employees, and faculty of these obligations to maintain privacy and security, to safeguard, not to disclose and to report unauthorized disclosures of Confidential Information, which shall survive the termination of this Agreement. COLLEGE agrees to provide participating faculty and students with training on the security and privacy standards of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended, and regulations promulgated thereunder.

H. COLLEGE agrees to comply with and to cause its employees, faculty, and students to comply with HIPAA and regulations promulgated thereunder, as well as other state and federal laws and regulations related to the security, protection, and privacy of individually identifiable health care information.

I. COLLEGE represents and warrants that it will send only such students who meet health requirements of the COLLEGE and AFFILIATE, attached hereto as Exhibit A if applicable, who have completed the prerequisite instruction and clinical portions of their Program's curriculum, and who have not been convicted of a misdemeanor related to abuse, neglect or exploitation of an adult and have not been convicted of a felony offense

related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all students as the AFFILIATE is required by law and regulation or AFFILIATE policy, attached hereto as Exhibit B if applicable. COLLEGE will further comply with applicable health screening as required by law and regulation or AFFILIATE policy, including a drug screening, as applicable. Upon execution of this agreement, and at the AFFILIATE's request, COLLEGE will supply an attestation of compliance with all relevant immunizations, health records, health screening and background screening.

Additional Affiliate Health Requirements (Exhibit A)	**Yes☐**	**No☒**
Additional Affiliate Background Screening Requirements (Exhibit B)	**Yes☐**	**No☒**

J. COLLEGE will notify AFFILIATE in writing of all COLLEGE faculty who will be instructing or supervising students at AFFILIATE. Such notice will be provided to AFFILIATE at the beginning of each academic term. COLLEGE will notify AFFILIATE in writing of any changes, additions or substitutions to the list of faculty members as soon as possible. AFFILIATE reserves the right to refuse to accept faculty members with whom it has a conflict of interest, to whom it has been or is adverse, who it has previously employed, or who it has determined would not be appropriate for supervision at its facility.

K. COLLEGE Faculty are responsible for supervising and evaluating students in the clinical setting.

4. **AFFILIATE RESPONSIBILITIES:**

A. AFFILIATE agrees at all times during this agreement that it shall have appropriate licensure to do business as a health care agency and that it complies with all appropriate state and federal laws, regulations, and similar standards regulating health care agencies.

B. AFFILIATE will provide appropriate learning experiences as may be consistent with the purposes of this Agreement.

C. AFFILIATE will not utilize students participating in clinical learning experiences in a manner which would permit students to replace AFFILIATE's employees.

D. AFFILIATE agrees not to discriminate against any individual affected by this Agreement on the basis of race, color, religion, national origin, disability, gender, age, veteran status, or political affiliation. AFFILIATE agrees to participate in good faith in any investigation of alleged discrimination in which a staff member may be asked to provide information.

E. AFFILIATE will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the AFFILIATE and/or the direct or indirect care of patients.

5. **GENERAL**:

A. **NON-EMPLOYEE STATUS OF STUDENTS AND FACULTY**: It is understood and agreed by all parties that students and faculty of the COLLEGE are not employees or agents of AFFILIATE and, as such, are not entitled to wages, workers' compensation, medical insurance, or any other employee benefits for activities related to the clinical experience provided for under this Agreement. If an appropriate governmental agency determines that students or faculty are covered under applicable workers' compensation statutes, the COLLEGE shall be

responsible for compliance with such statutes.

B. **WAIVER**: The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not be construed as a waiver of any subsequent default of the same or similar nature. The waiver of one or more provisions of this Agreement does not act as a waiver of the entire Agreement. If one provision is deemed modified or waived by the Agreement of the parties, the Agreement shall continue to be valid between the parties with the modification as agreed upon.

C. **SEVERABILITY**: In the event any term or provision of this Agreement is found to be unenforceable or void, in whole or in part, then the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the balance of the Agreement shall remain in full force and effect.

D. **INSURANCE:** COLLEGE agrees to provide and maintain liability insurance coverage for faculty and students under the COLLEGE's liability insurance policy for the services provided during the clinical learning experiences initiated under this Agreement, with minimum limits of $2,000,000.00 per occurrence and $5,000,000.00 in aggregate. COLLEGE agrees either to provide and maintain the same liability coverage for its students or to require that its students acquire and maintain such coverage for themselves prior to participating in any clinical learning experience at AFFILIATE. Upon signing this Agreement, and every anniversary date thereafter, COLLEGE agrees to provide a Certificate of Insurance evidencing such coverage. COLLEGE warrants that participating students and faculty are covered parties. The insurance coverage will provide that AFFILIATE shall receive thirty (30) days written notice prior to cancellation or material change of such coverage. If COLLEGE learns that coverage for students or faculty has been or will be terminated, COLLEGE will notify AFFILIATE as soon as possible.

E. **INDEMNIFICATION:** To the extent permitted by law, COLLEGE agrees to indemnify and hold AFFILIATE, its agents and employees harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by COLLEGE in the performance of its obligations under the Agreement. AFFILIATE agrees to indemnify and hold COLLEGE, its agents, employees, and students harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by the AFFILIATE in the performance of its obligations under this Agreement.

F. **TERMINATION OF STUDENT OR FACULTY PARTICIPATION**: The parties agree that AFFILIATE may terminate a student's or faculty's participation in clinical learning experiences on-site at AFFILIATE at any time for any cause deemed sufficient by the AFFILIATE including negligence, misconduct, or incompetence. However, AFFILIATE shall not act arbitrarily.

G. **NOTICE**: Any notice required or permitted to be given under this Agreement will be in writing and will be deemed given at the time it is deposited in the United States mail, postage pre-paid, certified, or registered mail, return receipt requested, addressed to the party to whom it is to be given as follows:

Katie Saute (contact)
Regent Park Rehabilitation and Healthcare
10604 E 13th N
Wichata KS 10604

AFFILIATE:

COLLEGE: Galen College of Nursing
551 North Hillside Street, Wichita, KS 67214

COVERED CAMPUS LOCATIONS
(IF APPLICABLE):

- ☐ Asheville Campus; 30 Townsquare Blvd., Asheville, NC 28803
- ☐ Aurora Campus; 1650 S. Potomac Street, Aurora, CO 80012
- ☐ Austin Campus; 1201 W. Louis Henna Blvd., Austin, TX 78681
- ☐ Cincinnati Campus; 100 E Business Way, Suite 120, Cincinnati, Ohio 45241
- ☐ Dallas Campus; 1301 West President George Bush Highway, Richardson, TX 75080
- ☐ Gainesville Campus; 7001 SW 24th Avenue, Gainesville, FL 32601
- ☐ Hazard Campus; 101 Airport Gardens Road, Suite 200, Hazard, KY 41701
- ☐ Houston Campus; 11210 Equity Dr., Houston, TX 77041
- ☐ Louisville Campus; 3050 Terra Crossing Blvd., Louisville, KY 40245
- ☒ Kansas Campus; 551 North Hillside Street, Wichita, KS 67214
- ☐ Miami Campus; 1200 SW 145th Ave., Pembroke Pines, FL 33027
- ☐ Myrtle Beach Campus; 920 Doug White Dr., Myrtle Beach, SC 29572
- ☐ Nashville Campus; 1100 Dr. MLK Jr. Blvd., Nashville, TN 37203
- ☐ Orlando Campus; 744 Primera Blvd., Lake Mary, FL 32746
- ☐ Pikeville Campus; 150 Healthcare Drive, Pikeville, KY 41501
- ☐ Richmond Campus; 7300 Beaufont Springs Dr., Richmond, VA 23225
- ☐ Roanoke Campus; 1819 Electric Road, Roanoke, VA 24018
- ☐ San Antonio Campus; 7411 John Smith Dr. #900, San Antonio, TX 78229
- ☐ Sarasota Campus; 501 N. Cattlemen Rd., Sarasota, FL 34232
- ☐ Tampa Bay Campus; 10200 Dr M.L.K. Jr St N, St. Petersburg, FL 33716

H. **GOVERNING LAW**: This Agreement shall be governed by and interpreted according to the laws of the State of Kentucky, and all parties agree to both subject matter and jurisdiction in that forum.

I. **HEADINGS**: The headings in this Agreement are intended only for ease of reference and shall not be considered in the construction or interpretation of this Agreement.

J. **COMPLETE AGREEMENT**: This constitutes the full and complete Agreement by and between the parties with respect to the matters hereinabove set forth and all oral agreements and/or discussions are merged herein and are null and void to the extent they are in conflict herewith and no changes, alterations, modifications, or qualifications shall be had in the terms and conditions or provisions of any paragraph or item of this Agreement except the same shall be made in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement to become effective the day and year first above mentioned.

AFFILIATE

Signature

By: Katie Savuto

Title: Executive Administrator

Date: 8-8-22

COLLEGE

Signature

By: Mary Duffey-Sander

Title: College Director Healthcare Initiatives

Date: 8/10/2022

Galen College of Nursing
CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT ("Agreement") is made and entered into this 3rd day of August, 2022, by and between Galen Health Institutes, Inc., dba, Galen College of Nursing, a corporation organized in Delaware and existing under the laws of Kentucky (hereinafter referred to as "COLLEGE") and Wichita Public Schools (hereinafter referred to as "AFFILIATE").

WITNESSETH:

WHEREAS, COLLEGE offers educational programs in nursing (hereinafter referred to as "PROGRAMS"); and

WHEREAS COLLEGE desires to offer as a part of the curriculum for these PROGRAMS practical experience in a clinical setting; and

WHEREAS, AFFILIATE operates a(n) Public School facility in Wichita, KS and is capable of and desires to provide students practical experience related to the PROGRAMS; and

WHEREAS, COLLEGE and AFFILIATE consider it mutually advantageous to cooperate to further the above-described purposes and desire to commit their entire agreement to writing;

NOW, THEREFORE, in consideration of the mutual agreements and undertakings herein specified, AFFILIATE and COLLEGE agree as follows:

6. **TERM AND TERMINATION**: This Agreement is in effect for one (1) year, commencing on the 3rd day of August, 2022, and shall continue in effect until the 3rd day of August, 2023. Thereafter, this Agreement will automatically renew for one-year terms, unless either party terminates this Agreement, with or without cause, upon ninety (90) days' advance written notice to the other party, such notice being given as set forth in the Notice provisions of this Agreement. However, students enrolled at the time of termination shall be allowed to complete the clinical learning experience in which they are involved, provided it does not undermine patient care or safety.

7. **CLINICAL LEARNING EXPERIENCES**. In all clinical learning experiences at AFFILIATE, COLLEGE will assign one or more faculty members to supervise and facilitate students' clinical learning experiences on site at AFFILIATE.

8. **COLLEGE RESPONSIBILITIES**:

   A. COLLEGE will develop the curriculum to be used in the PROGRAMS, including the instruction portion and the clinical learning experience portion of the curriculum. The PROGRAMS must be in such standing that students participating in the clinical learning experience will be eligible to sit for any licensure or certification examination required for the applicable profession of the PROGRAMS.

   B. COLLEGE represents and warrants that all faculty who provide supervision or instruction on site at AFFILIATE are duly qualified by experience and licensure and have met requirements set forth by AFFILIATE and have not been convicted of a misdemeanor related to abuse, neglect or exploitation and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all faculty and students as the AFFILIATE requires by law and regulation or facility policy. COLLEGE will further comply with applicable health and drug screenings as required by law and regulation or AFFILIATE policy. COLLEGE will ensure that such individuals possess current state license/registration and/or certification, as applicable and appropriate for the services, instruction and supervision to be provided at AFFILIATE. Credentials and licensure of

personnel providing services shall be made available to AFFILIATE upon request. COLLEGE hereby represents and warrants that no faculty provided by it is nor at any time has been sanctioned, debarred, suspended or excluded or proposed for sanctions, debarment, suspension or exclusion from participation in any federally funded health care program, including Medicare and Medicaid. COLLEGE hereby agrees to immediately notify AFFILIATE of any such faculty's threatened, proposed or actual sanctions, debarment, suspension or exclusion from any federally funded health care program, including Medicare and Medicaid, if known. In the event that any such faculty member is sanctioned, debarred, suspended or excluded from participation in any federally funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement it is determined that COLLEGE is in breach of this paragraph, then this Agreement shall, as of the effective date of such sanction, debarment, suspension, exclusion or breach, automatically terminate. AFFILIATE reserves the right to refuse the services, supervision, or instruction of any individual provided by COLLEGE who does not meet the foregoing qualifications.

C. COLLEGE will provide all necessary teaching aids, reference books, classroom supplies, and any other teaching materials needed.

D. Through COLLEGE's designated representative, COLLEGE will coordinate student assignments, learning needs, course outcomes, and competencies with the AFFILIATE and students.

E. COLLEGE shall ensure that designated faculty will establish a mechanism for maintaining contact with AFFILIATE during all clinical learning experiences and collaborate with AFFILIATE in development of clinical learning activities for students.

F. COLLEGE shall prepare a written evaluation of students' strengths, weaknesses and general performance in meeting program outcomes and competencies at end of the clinical learning experiences, as well as submit the final letter grade assigned for the experience to the students.

G. COLLEGE agrees that its students, employees, and faculty will maintain the confidentiality and security of, as well as safeguard confidential information of the AFFILIATE, including without limitation, policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information and proprietary information, patient information, medical records and patient identifiers ("Confidential Information") and shall not disclose such Confidential Information or make it available to any person or use it in any way other than as contemplated by this Agreement. The COLLEGE, its employees, students, and faculty shall further report to AFFILIATE any use or disclosure of Confidential Information of which it becomes aware that is not authorized by this Agreement. COLLEGE shall advise its students, employees, and faculty of these obligations to maintain privacy and security, to safeguard, not to disclose and to report unauthorized disclosures of Confidential Information, which shall survive the termination of this Agreement. COLLEGE agrees to provide participating faculty and students with training on the security and privacy standards of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended, and regulations promulgated thereunder.

H. COLLEGE agrees to comply with and to cause its employees, faculty, and students to comply with HIPAA and regulations promulgated thereunder, as well as other state and federal laws and regulations related to the security, protection, and privacy of individually identifiable health care information.

I. COLLEGE represents and warrants that it will send only such students who meet health requirements of the COLLEGE and AFFILIATE, attached hereto as Exhibit A if applicable, who have completed the prerequisite instruction and clinical portions of their Program's curriculum, and who have not been convicted of a misdemeanor related to abuse, neglect or exploitation of an adult and have not been convicted of a felony offense

related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all students as the AFFILIATE is required by law and regulation or AFFILIATE policy, attached hereto as Exhibit B if applicable. COLLEGE will further comply with applicable health screening as required by law and regulation or AFFILIATE policy, including a drug screening, as applicable. Upon execution of this agreement, and at the AFFILIATE's request, COLLEGE will supply an attestation of compliance with all relevant immunizations, health records, health screening and background screening.

Additional Affiliate Health Requirements (Exhibit A) Yes☐ No☒

Additional Affiliate Background Screening Requirements (Exhibit B) Yes☐ No☒

J. COLLEGE will notify AFFILIATE in writing of all COLLEGE faculty who will be instructing or supervising students at AFFILIATE. Such notice will be provided to AFFILIATE at the beginning of each academic term. COLLEGE will notify AFFILIATE in writing of any changes, additions or substitutions to the list of faculty members as soon as possible. AFFILIATE reserves the right to refuse to accept faculty members with whom it has a conflict of interest, to whom it has been or is adverse, who it has previously employed, or who it has determined would not be appropriate for supervision at its facility.

K. COLLEGE Faculty are responsible for supervising and evaluating students in the clinical setting.

9. **AFFILIATE RESPONSIBILITIES:**

A. AFFILIATE agrees at all times during this agreement that it shall have appropriate licensure to do business as a health care agency and that it complies with all appropriate state and federal laws, regulations, and similar standards regulating health care agencies.

B. AFFILIATE will provide appropriate learning experiences as may be consistent with the purposes of this Agreement.

C. AFFILIATE will not utilize students participating in clinical learning experiences in a manner which would permit students to replace AFFILIATE's employees.

D. AFFILIATE agrees not to discriminate against any individual affected by this Agreement on the basis of race, color, religion, national origin, disability, gender, age, veteran status, or political affiliation. AFFILIATE agrees to participate in good faith in any investigation of alleged discrimination in which a staff member may be asked to provide information.

E. AFFILIATE will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the AFFILIATE and/or the direct or indirect care of patients.

10. **GENERAL**:

A. **NON-EMPLOYEE STATUS OF STUDENTS AND FACULTY**: It is understood and agreed by all parties that students and faculty of the COLLEGE are not employees or agents of AFFILIATE and, as such, are not entitled to wages, workers' compensation, medical insurance, or any other employee benefits for activities related to the clinical experience provided for under this Agreement. If an appropriate governmental agency determines that students or faculty are covered under applicable workers' compensation statutes, the COLLEGE shall be

responsible for compliance with such statutes.

B. **WAIVER**: The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not be construed as a waiver of any subsequent default of the same or similar nature. The waiver of one or more provisions of this Agreement does not act as a waiver of the entire Agreement. If one provision is deemed modified or waived by the Agreement of the parties, the Agreement shall continue to be valid between the parties with the modification as agreed upon.

C. **SEVERABILITY**: In the event any term or provision of this Agreement is found to be unenforceable or void, in whole or in part, then the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the balance of the Agreement shall remain in full force and effect.

D. **INSURANCE:** COLLEGE agrees to provide and maintain liability insurance coverage for faculty and students under the COLLEGE's liability insurance policy for the services provided during the clinical learning experiences initiated under this Agreement, with minimum limits of $2,000,000.00 per occurrence and $5,000,000.00 in aggregate. COLLEGE agrees either to provide and maintain the same liability coverage for its students or to require that its students acquire and maintain such coverage for themselves prior to participating in any clinical learning experience at AFFILIATE. Upon signing this Agreement, and every anniversary date thereafter, COLLEGE agrees to provide a Certificate of Insurance evidencing such coverage. COLLEGE warrants that participating students and faculty are covered parties. The insurance coverage will provide that AFFILIATE shall receive thirty (30) days written notice prior to cancellation or material change of such coverage. If COLLEGE learns that coverage for students or faculty has been or will be terminated, COLLEGE will notify AFFILIATE as soon as possible.

E. **INDEMNIFICATION:** To the extent permitted by law, COLLEGE agrees to indemnify and hold AFFILIATE, its agents and employees harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by COLLEGE in the performance of its obligations under the Agreement.

F. **TERMINATION OF STUDENT OR FACULTY PARTICIPATION**: The parties agree that AFFILIATE may terminate a student's or faculty's participation in clinical learning experiences on-site at AFFILIATE at any time for any cause deemed sufficient by the AFFILIATE including negligence, misconduct, or incompetence. However, AFFILIATE shall not act arbitrarily.

G. **NOTICE**: Any notice required or permitted to be given under this Agreement will be in writing and will be deemed given at the time it is deposited in the United States mail, postage pre-paid, certified, or registered mail, return receipt requested, addressed to the party to whom it is to be given as follows:

AFFILIATE: Patrick Greene, Clerk of the Board (contact person)
Wichita Public Schools
903 South Edgemoor
Wichita, KS 67218

With a copy to:

Kimber Kasitz, Director of Health, Homebound & 504 Services Wichita Public Schools
903 South Edgemoor
Wichita KS 67218

COLLEGE: Galen College of Nursing
551 North Hillside Street, Wichita, KS 67214

COVERED CAMPUS LOCATIONS
(IF APPLICABLE):

- ☐ Asheville Campus; 30 Townsquare Blvd., Asheville, NC 28803
- ☐ Aurora Campus; 1650 S. Potomac Street, Aurora, CO 80012
- ☐ Austin Campus; 1201 W. Louis Henna Blvd., Austin, TX 78681
- ☐ Cincinnati Campus; 100 E Business Way, Suite 120, Cincinnati, Ohio 45241
- ☐ Dallas Campus; 1301 West President George Bush Highway, Richardson, TX 75080
- ☐ Gainesville Campus; 7001 SW 24th Avenue, Gainesville, FL 32601
- ☐ Hazard Campus; 101 Airport Gardens Road, Suite 200, Hazard, KY 41701
- ☐ Houston Campus; 11210 Equity Dr., Houston, TX 77041
- ☐ Louisville Campus; 3050 Terra Crossing Blvd., Louisville, KY 40245
- ☒ Kansas Campus; 551 North Hillside Street, Wichita, KS 67214
- ☐ Miami Campus; 1200 SW 145th Ave., Pembroke Pines, FL 33027
- ☐ Myrtle Beach Campus; 920 Doug White Dr., Myrtle Beach, SC 29572
- ☐ Nashville Campus; 1100 Dr. MLK Jr. Blvd., Nashville, TN 37203
- ☐ Orlando Campus; 744 Primera Blvd., Lake Mary, FL 32746
- ☐ Pikeville Campus; 150 Healthcare Drive, Pikeville, KY 41501
- ☐ Richmond Campus; 7300 Beaufont Springs Dr., Richmond, VA 23225
- ☐ Roanoke Campus; 1819 Electric Road, Roanoke, VA 24018
- ☐ San Antonio Campus; 7411 John Smith Dr. #900, San Antonio, TX 78229
- ☐ Sarasota Campus; 501 N. Cattlemen Rd., Sarasota, FL 34232
- ☐ Tampa Bay Campus; 10200 Dr M.L.K. Jr St N, St. Petersburg, FL 33716

H. **GOVERNING LAW**: This Agreement shall be governed by and interpreted according to the laws of the State of Kansas, and all parties agree to both subject matter and jurisdiction in that forum.

I. **HEADINGS**: The headings in this Agreement are intended only for ease of reference and shall not be considered in the construction or interpretation of this Agreement.

J. **CONTRACTUAL PROVISIONS ATTACHMENT:** Pursuant to K.S.A. 72-1148(a) this Agreement is subject to the

provisions of DA-146a (Rev. 07-19) as promulgated by the Kansas Department of Administration. which is attached hereto as Attachment A and hereby incorporated in this Agreement and made a part hereof.

K. **COMPLETE AGREEMENT**: This constitutes the full and complete Agreement by and between the parties with respect to the matters hereinabove set forth and all oral agreements and/or discussions are merged herein and are null and void to the extent they are in conflict herewith and no changes, alterations, modifications, or qualifications shall be had in the terms and conditions or provisions of any paragraph or item of this Agreement except the same shall be made in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement to become effective the day and year first above mentioned.

AFFILIATE

Alicia L Thompson

Signature

By: Alicia Thompson, Ed.D

Title: Superintendent of Schools

Date: August 11, 2022

ATTEST:

SEAL OF USD 259 WICHITA Sedgwick County KS USA

Signature

By: Patrick Greene

Title: Clerk of the Board

COLLEGE

Mary Duffey-Sander

Signature

By: Mary Duffey-Sander

Title: College Director Healthcare Initiatives

Date: 8/3/2022

State of Kansas
Department of Administration
DA-146a (Rev. 07-19)

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

> The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.
>
> The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the 3rd of August 2022.

1. **Terms Herein Controlling Provisions**: It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue**: This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation**: If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least thirty (30) days prior to the end of its current fiscal year and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to ninety (90) days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
4. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101, et seq.).
5. **Anti-Discrimination Clause**: The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001, et seq.) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111, et seq.) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101, et seq.) (ADA), and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all

applicable state and federal anti-discrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

6. **Acceptance of Contract**: This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to, the implied warranties of merchantability and fitness for a particular purpose.
8. **Responsibility for Taxes**: The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
9. **Insurance**: The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against arw such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101, et seq.), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
10. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101, et seq.
11. **The Eleventh Amendment**: "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
12. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

Galen College of Nursing
CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT ("Agreement") is made and entered into this 30th day of July, 2022, by and between Galen Health Institutes, Inc., dba, Galen College of Nursing, a corporation organized in Delaware and existing under the laws of Kentucky (hereinafter referred to as "COLLEGE") and Derby Health and Rehab (hereinafter referred to as "AFFILIATE").

WITNESSETH:

WHEREAS, COLLEGE offers educational programs in nursing (hereinafter referred to as "PROGRAMS"); and

WHEREAS COLLEGE desires to offer as a part of the curriculum for these PROGRAMS practical experience in a clinical setting; and

WHEREAS, AFFILIATE operates a(n) Post Acute Care facility in Derby, KS and is capable of and desires to provide students practical experience related to the PROGRAMS; and

WHEREAS, COLLEGE and AFFILIATE consider it mutually advantageous to cooperate to further the above-described purposes and desire to commit their entire agreement to writing;

NOW, THEREFORE, in consideration of the mutual agreements and undertakings herein specified, AFFILIATE and COLLEGE agree as follows:

1. **TERM AND TERMINATION**: This Agreement is in effect for one (1) year, commencing on the 30th day of July, 2022, and shall continue in effect until the 30th day of July, 2023. Thereafter, this Agreement will automatically renew for one-year terms, unless either party terminates this Agreement, with or without cause, upon ninety (90) days' advance written notice to the other party, such notice being given as set forth in the Notice provisions of this Agreement. However, students enrolled at the time of termination shall be allowed to complete the clinical learning experience in which they are involved, provided it does not undermine patient care or safety.

2. **CLINICAL LEARNING EXPERIENCES**. In all clinical learning experiences at AFFILIATE, COLLEGE will assign one or more faculty members to supervise and facilitate students' clinical learning experiences on site at AFFILIATE.

3. **COLLEGE RESPONSIBILITIES**:

   A. COLLEGE will develop the curriculum to be used in the PROGRAMS, including the instruction portion and the clinical learning experience portion of the curriculum. The PROGRAMS must be in such standing that students participating in the clinical learning experience will be eligible to sit for any licensure or certification examination required for the applicable profession of the PROGRAMS.

   B. COLLEGE represents and warrants that all faculty who provide supervision or instruction on site at AFFILIATE are duly qualified by experience and licensure and have met requirements set forth by AFFILIATE and have not been convicted of a misdemeanor related to abuse, neglect or exploitation and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all faculty and students as the AFFILIATE requires by law and regulation or facility policy. COLLEGE will further comply with applicable health and drug screenings as required by law and regulation or AFFILIATE policy. COLLEGE will ensure that such individuals possess current state license/registration and/or certification, as applicable and appropriate for the services, instruction and supervision to be provided at AFFILIATE. Credentials and licensure of

personnel providing services shall be made available to AFFILIATE upon request. COLLEGE hereby represents and warrants that no faculty provided by it is nor at any time has been sanctioned, debarred, suspended or excluded or proposed for sanctions, debarment, suspension or exclusion from participation in any federally funded health care program, including Medicare and Medicaid. COLLEGE hereby agrees to immediately notify AFFILIATE of any such faculty's threatened, proposed or actual sanctions, debarment, suspension or exclusion from any federally funded health care program, including Medicare and Medicaid, if known. In the event that any such faculty member is sanctioned, debarred, suspended or excluded from participation in any federally funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement it is determined that COLLEGE is in breach of this paragraph, then this Agreement shall, as of the effective date of such sanction, debarment, suspension, exclusion or breach, automatically terminate. AFFILIATE reserves the right to refuse the services, supervision, or instruction of any individual provided by COLLEGE who does not meet the foregoing qualifications.

C. COLLEGE will provide all necessary teaching aids, reference books, classroom supplies, and any other teaching materials needed.

D. Through COLLEGE's designated representative, COLLEGE will coordinate student assignments, learning needs, course outcomes, and competencies with the AFFILIATE and students.

E. COLLEGE shall ensure that designated faculty will establish a mechanism for maintaining contact with AFFILIATE during all clinical learning experiences and collaborate with AFFILIATE in development of clinical learning activities for students.

F. COLLEGE shall prepare a written evaluation of students' strengths, weaknesses and general performance in meeting program outcomes and competencies at end of the clinical learning experiences, as well as submit the final letter grade assigned for the experience to the students.

G. COLLEGE agrees that its students, employees, and faculty will maintain the confidentiality and security of, as well as safeguard confidential information of the AFFILIATE, including without limitation, policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information and proprietary information, patient information, medical records and patient identifiers ("Confidential Information") and shall not disclose such Confidential Information or make it available to any person or use it in any way other than as contemplated by this Agreement. The COLLEGE, its employees, students, and faculty shall further report to AFFILIATE any use or disclosure of Confidential Information of which it becomes aware that is not authorized by this Agreement. COLLEGE shall advise its students, employees, and faculty of these obligations to maintain privacy and security, to safeguard, not to disclose and to report unauthorized disclosures of Confidential Information, which shall survive the termination of this Agreement. COLLEGE agrees to provide participating faculty and students with training on the security and privacy standards of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended, and regulations promulgated thereunder.

H. COLLEGE agrees to comply with and to cause its employees, faculty, and students to comply with HIPAA and regulations promulgated thereunder, as well as other state and federal laws and regulations related to the security, protection, and privacy of individually identifiable health care information.

I. COLLEGE represents and warrants that it will send only such students who meet health requirements of the COLLEGE and AFFILIATE, attached hereto as Exhibit A if applicable, who have completed the prerequisite instruction and clinical portions of their Program's curriculum, and who have not been convicted of a misdemeanor related to abuse, neglect or exploitation of an adult and have not been convicted of a felony offense

related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all students as the AFFILIATE is required by law and regulation or AFFILIATE policy, attached hereto as Exhibit B if applicable. COLLEGE will further comply with applicable health screening as required by law and regulation or AFFILIATE policy, including a drug screening, as applicable. Upon execution of this agreement, and at the AFFILIATE's request, COLLEGE will supply an attestation of compliance with all relevant immunizations, health records, health screening and background screening.

Additional Affiliate Health Requirements (Exhibit A) Yes☐ No☒

Additional Affiliate Background Screening Requirements (Exhibit B) Yes☐ No☒

J. COLLEGE will notify AFFILIATE in writing of all COLLEGE faculty who will be instructing or supervising students at AFFILIATE. Such notice will be provided to AFFILIATE at the beginning of each academic term. COLLEGE will notify AFFILIATE in writing of any changes, additions or substitutions to the list of faculty members as soon as possible. AFFILIATE reserves the right to refuse to accept faculty members with whom it has a conflict of interest, to whom it has been or is adverse, who it has previously employed, or who it has determined would not be appropriate for supervision at its facility.

K. COLLEGE Faculty are responsible for supervising and evaluating students in the clinical setting.

4. **AFFILIATE RESPONSIBILITIES:**

A. AFFILIATE agrees at all times during this agreement that it shall have appropriate licensure to do business as a health care agency and that it complies with all appropriate state and federal laws, regulations, and similar standards regulating health care agencies.

B. AFFILIATE will provide appropriate learning experiences as may be consistent with the purposes of this Agreement.

C. AFFILIATE will not utilize students participating in clinical learning experiences in a manner which would permit students to replace AFFILIATE's employees.

D. AFFILIATE agrees not to discriminate against any individual affected by this Agreement on the basis of race, color, religion, national origin, disability, gender, age, veteran status, or political affiliation. AFFILIATE agrees to participate in good faith in any investigation of alleged discrimination in which a staff member may be asked to provide information.

E. AFFILIATE will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the AFFILIATE and/or the direct or indirect care of patients.

5. **GENERAL**:

A. **NON-EMPLOYEE STATUS OF STUDENTS AND FACULTY**: It is understood and agreed by all parties that students and faculty of the COLLEGE are not employees or agents of AFFILIATE and, as such, are not entitled to wages, workers' compensation, medical insurance, or any other employee benefits for activities related to the clinical experience provided for under this Agreement. If an appropriate governmental agency determines that students or faculty are covered under applicable workers' compensation statutes, the COLLEGE shall be

responsible for compliance with such statutes.

B. **WAIVER**: The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not be construed as a waiver of any subsequent default of the same or similar nature. The waiver of one or more provisions of this Agreement does not act as a waiver of the entire Agreement. If one provision is deemed modified or waived by the Agreement of the parties, the Agreement shall continue to be valid between the parties with the modification as agreed upon.

C. **SEVERABILITY**: In the event any term or provision of this Agreement is found to be unenforceable or void, in whole or in part, then the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the balance of the Agreement shall remain in full force and effect.

D. **INSURANCE:** COLLEGE agrees to provide and maintain liability insurance coverage for faculty and students under the COLLEGE's liability insurance policy for the services provided during the clinical learning experiences initiated under this Agreement, with minimum limits of $2,000,000.00 per occurrence and $5,000,000.00 in aggregate. COLLEGE agrees either to provide and maintain the same liability coverage for its students or to require that its students acquire and maintain such coverage for themselves prior to participating in any clinical learning experience at AFFILIATE. Upon signing this Agreement, and every anniversary date thereafter, COLLEGE agrees to provide a Certificate of Insurance evidencing such coverage. COLLEGE warrants that participating students and faculty are covered parties. The insurance coverage will provide that AFFILIATE shall receive thirty (30) days written notice prior to cancellation or material change of such coverage. If COLLEGE learns that coverage for students or faculty has been or will be terminated, COLLEGE will notify AFFILIATE as soon as possible.

E. **INDEMNIFICATION:** To the extent permitted by law, COLLEGE agrees to indemnify and hold AFFILIATE, its agents and employees harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by COLLEGE in the performance of its obligations under the Agreement. AFFILIATE agrees to indemnify and hold COLLEGE, its agents, employees, and students harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by the AFFILIATE in the performance of its obligations under this Agreement.

F. **TERMINATION OF STUDENT OR FACULTY PARTICIPATION**: The parties agree that AFFILIATE may terminate a student's or faculty's participation in clinical learning experiences on-site at AFFILIATE at any time for any cause deemed sufficient by the AFFILIATE including negligence, misconduct, or incompetence. However, AFFILIATE shall not act arbitrarily.

G. **NOTICE**: Any notice required or permitted to be given under this Agreement will be in writing and will be deemed given at the time it is deposited in the United States mail, postage pre-paid, certified, or registered mail, return receipt requested, addressed to the party to whom it is to be given as follows:

Raisha J Edwards RN (contact)
DON
Derby Health and Rehab
731 N Klein Cir,
Derby KS 67037

AFFILIATE:

COLLEGE: Galen College of Nursing
551 North Hillside Street, Wichita, KS 67214

COVERED CAMPUS LOCATIONS
(IF APPLICABLE):

- ☐ Asheville Campus; 30 Townsquare Blvd., Asheville, NC 28803
- ☐ Aurora Campus; 1650 S. Potomac Street, Aurora, CO 80012
- ☐ Austin Campus; 1201 W. Louis Henna Blvd., Austin, TX 78681
- ☐ Cincinnati Campus; 100 E Business Way, Suite 120, Cincinnati, Ohio 45241
- ☐ Dallas Campus; 1301 West President George Bush Highway, Richardson, TX 75080
- ☐ Gainesville Campus; 7001 SW 24th Avenue, Gainesville, FL 32601
- ☐ Hazard Campus; 101 Airport Gardens Road, Suite 200, Hazard, KY 41701
- ☐ Houston Campus; 11210 Equity Dr., Houston, TX 77041
- ☐ Louisville Campus; 3050 Terra Crossing Blvd., Louisville, KY 40245
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- ☐ Orlando Campus; 744 Primera Blvd., Lake Mary, FL 32746
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H. **GOVERNING LAW**: This Agreement shall be governed by and interpreted according to the laws of the State of Kentucky, and all parties agree to both subject matter and jurisdiction in that forum.

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J. **COMPLETE AGREEMENT**: This constitutes the full and complete Agreement by and between the parties with respect to the matters hereinabove set forth and all oral agreements and/or discussions are merged herein and are null and void to the extent they are in conflict herewith and no changes, alterations, modifications, or qualifications shall be had in the terms and conditions or provisions of any paragraph or item of this Agreement except the same shall be made in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement to become effective the day and year first above mentioned.

AFFILIATE

Signature

By: Mary Duffey-Sander

Title: College Director Healthcare Initiatives

Date: 7/7/2022

COLLEGE

Signature

By: Mary Duffey-Sander

Title: College Director Healthcare Initatives

Date: 7/7/2022

Galen College of Nursing
CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT ("Agreement") is made and entered into this 30th day of July, 2022, by and between Galen Health Institutes, Inc., dba, Galen College of Nursing, a corporation organized in Delaware and existing under the laws of Kentucky (hereinafter referred to as "COLLEGE") and Regent Park Rehabilitation (hereinafter referred to as "AFFILIATE").

WITNESSETH:

WHEREAS, COLLEGE offers educational programs in nursing (hereinafter referred to as "PROGRAMS"); and

WHEREAS COLLEGE desires to offer as a part of the curriculum for these PROGRAMS practical experience in a clinical setting; and

WHEREAS, AFFILIATE operates a(n) Post Acute/LTC facility in Wichita, KS and is capable of and desires to provide students practical experience related to the PROGRAMS; and

WHEREAS, COLLEGE and AFFILIATE consider it mutually advantageous to cooperate to further the above-described purposes and desire to commit their entire agreement to writing;

NOW, THEREFORE, in consideration of the mutual agreements and undertakings herein specified, AFFILIATE and COLLEGE agree as follows:

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   B. COLLEGE represents and warrants that all faculty who provide supervision or instruction on site at AFFILIATE are duly qualified by experience and licensure and have met requirements set forth by AFFILIATE and have not been convicted of a misdemeanor related to abuse, neglect or exploitation and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all faculty and students as the AFFILIATE requires by law and regulation or facility policy. COLLEGE will further comply with applicable health and drug screenings as required by law and regulation or AFFILIATE policy. COLLEGE will ensure that such individuals possess current state license/registration and/or certification, as applicable and appropriate for the services, instruction and supervision to be provided at AFFILIATE. Credentials and licensure of personnel providing services shall be made available to AFFILIATE upon request. COLLEGE hereby represents and warrants that no faculty provided by it is nor at any time has been sanctioned, debarred, suspended or

excluded or proposed for sanctions, debarment, suspension or exclusion from participation in any federally funded health care program, including Medicare and Medicaid. COLLEGE hereby agrees to immediately notify AFFILIATE of any such faculty's threatened, proposed or actual sanctions, debarment, suspension or exclusion from any federally funded health care program, including Medicare and Medicaid, if known. In the event that any such faculty member is sanctioned, debarred, suspended or excluded from participation in any federally funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement it is determined that COLLEGE is in breach of this paragraph, then this Agreement shall, as of the effective date of such sanction, debarment, suspension, exclusion or breach, automatically terminate. AFFILIATE reserves the right to refuse the services, supervision, or instruction of any individual provided by COLLEGE who does not meet the foregoing qualifications.

C. COLLEGE will provide all necessary teaching aids, reference books, classroom supplies, and any other teaching materials needed.

D. Through COLLEGE's designated representative, COLLEGE will coordinate student assignments, learning needs, course outcomes, and competencies with the AFFILIATE and students.

E. COLLEGE shall ensure that designated faculty will establish a mechanism for maintaining contact with AFFILIATE during all clinical learning experiences and collaborate with AFFILIATE in development of clinical learning activities for students.

F. COLLEGE shall prepare a written evaluation of students' strengths, weaknesses and general performance in meeting program outcomes and competencies at end of the clinical learning experiences, as well as submit the final letter grade assigned for the experience to the students.

G. COLLEGE agrees that its students, employees, and faculty will maintain the confidentiality and security of, as well as safeguard confidential information of the AFFILIATE, including without limitation, policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information and proprietary information, patient information, medical records and patient identifiers ("Confidential Information") and shall not disclose such Confidential Information or make it available to any person or use it in any way other than as contemplated by this Agreement. The COLLEGE, its employees, students, and faculty shall further report to AFFILIATE any use or disclosure of Confidential Information of which it becomes aware that is not authorized by this Agreement. COLLEGE shall advise its students, employees, and faculty of these obligations to maintain privacy and security, to safeguard, not to disclose and to report unauthorized disclosures of Confidential Information, which shall survive the termination of this Agreement. COLLEGE agrees to provide participating faculty and students with training on the security and privacy standards of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended, and regulations promulgated thereunder.

H. COLLEGE agrees to comply with and to cause its employees, faculty, and students to comply with HIPAA and regulations promulgated thereunder, as well as other state and federal laws and regulations related to the security, protection, and privacy of individually identifiable health care information.

I. COLLEGE represents and warrants that it will send only such students who meet health requirements of the COLLEGE and AFFILIATE, attached hereto as Exhibit A if applicable, who have completed the prerequisite instruction and clinical portions of their Program's curriculum, and who have not been convicted of a misdemeanor related to abuse, neglect or exploitation of an adult and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all students as the AFFILIATE is required by law

and regulation or AFFILIATE policy, attached hereto as Exhibit B if applicable. COLLEGE will further comply with applicable health screening as required by law and regulation or AFFILIATE policy, including a drug screening, as applicable. Upon execution of this agreement, and at the AFFILIATE's request, COLLEGE will supply an attestation of compliance with all relevant immunizations, health records, health screening and background screening.

Additional Affiliate Health Requirements (Exhibit A)	**Yes☐**	**No☒**
Additional Affiliate Background Screening Requirements (Exhibit B)	**Yes☐**	**No☒**

J. COLLEGE will notify AFFILIATE in writing of all COLLEGE faculty who will be instructing or supervising students at AFFILIATE. Such notice will be provided to AFFILIATE at the beginning of each academic term. COLLEGE will notify AFFILIATE in writing of any changes, additions or substitutions to the list of faculty members as soon as possible. AFFILIATE reserves the right to refuse to accept faculty members with whom it has a conflict of interest, to whom it has been or is adverse, who it has previously employed, or who it has determined would not be appropriate for supervision at its facility.

K. COLLEGE Faculty are responsible for supervising and evaluating students in the clinical setting.

4. **AFFILIATE RESPONSIBILITIES:**

A. AFFILIATE agrees at all times during this agreement that it shall have appropriate licensure to do business as a health care agency and that it complies with all appropriate state and federal laws, regulations, and similar standards regulating health care agencies.

B. AFFILIATE will provide appropriate learning experiences as may be consistent with the purposes of this Agreement.

C. AFFILIATE will not utilize students participating in clinical learning experiences in a manner which would permit students to replace AFFILIATE's employees.

D. AFFILIATE agrees not to discriminate against any individual affected by this Agreement on the basis of race, color, religion, national origin, disability, gender, age, veteran status, or political affiliation. AFFILIATE agrees to participate in good faith in any investigation of alleged discrimination in which a staff member may be asked to provide information.

E. AFFILIATE will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the AFFILIATE and/or the direct or indirect care of patients.

5. **GENERAL**:

A. **NON-EMPLOYEE STATUS OF STUDENTS AND FACULTY**: It is understood and agreed by all parties that students and faculty of the COLLEGE are not employees or agents of AFFILIATE and, as such, are not entitled to wages, workers' compensation, medical insurance, or any other employee benefits for activities related to the clinical experience provided for under this Agreement. If an appropriate governmental agency determines that students or faculty are covered under applicable workers' compensation statutes, the COLLEGE shall be responsible for compliance with such statutes.

B. **WAIVER**: The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not be construed as a waiver of any subsequent default of the same or similar nature. The waiver of one or more provisions of this Agreement does not act as a waiver of the entire Agreement. If one provision is deemed modified or waived by the Agreement of the parties, the Agreement shall continue to be valid between the parties with the modification as agreed upon.

C. **SEVERABILITY**: In the event any term or provision of this Agreement is found to be unenforceable or void, in whole or in part, then the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the balance of the Agreement shall remain in full force and effect.

D. **INSURANCE:** COLLEGE agrees to provide and maintain liability insurance coverage for faculty and students under the COLLEGE's liability insurance policy for the services provided during the clinical learning experiences initiated under this Agreement, with minimum limits of $2,000,000.00 per occurrence and $5,000,000.00 in aggregate. COLLEGE agrees either to provide and maintain the same liability coverage for its students or to require that its students acquire and maintain such coverage for themselves prior to participating in any clinical learning experience at AFFILIATE. Upon signing this Agreement, and every anniversary date thereafter, COLLEGE agrees to provide a Certificate of Insurance evidencing such coverage. COLLEGE warrants that participating students and faculty are covered parties. The insurance coverage will provide that AFFILIATE shall receive thirty (30) days written notice prior to cancellation or material change of such coverage. If COLLEGE learns that coverage for students or faculty has been or will be terminated, COLLEGE will notify AFFILIATE as soon as possible.

E. **INDEMNIFICATION:** To the extent permitted by law, COLLEGE agrees to indemnify and hold AFFILIATE, its agents and employees harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by COLLEGE in the performance of its obligations under the Agreement. AFFILIATE agrees to indemnify and hold COLLEGE, its agents, employees, and students harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by the AFFILIATE in the performance of its obligations under this Agreement.

F. **TERMINATION OF STUDENT OR FACULTY PARTICIPATION**: The parties agree that AFFILIATE may terminate a student's or faculty's participation in clinical learning experiences on-site at AFFILIATE at any time for any cause deemed sufficient by the AFFILIATE including negligence, misconduct, or incompetence. However, AFFILIATE shall not act arbitrarily.

G. **NOTICE**: Any notice required or permitted to be given under this Agreement will be in writing and will be deemed given at the time it is deposited in the United States mail, postage pre-paid, certified, or registered mail, return receipt requested, addressed to the party to whom it is to be given as follows:

Christine Yocum (contact person)
Wichita Center
7101 E 21st St N
Wichita KS 67206

AFFILIATE:

COLLEGE: Galen College of Nursing
551 North Hillside Street, Wichita, KS 67214

COVERED CAMPUS LOCATIONS
(IF APPLICABLE):

- ☐ Asheville Campus; 30 Townsquare Blvd., Asheville, NC 28803
- ☐ Aurora Campus; 1650 S. Potomac Street, Aurora, CO 80012
- ☐ Austin Campus; 1201 W. Louis Henna Blvd., Austin, TX 78681
- ☐ Cincinnati Campus; 100 E Business Way, Suite 120, Cincinnati, Ohio 45241
- ☐ Dallas Campus; 1301 West President George Bush Highway, Richardson, TX 75080
- ☐ Gainesville Campus; 7001 SW 24th Avenue, Gainesville, FL 32601
- ☐ Hazard Campus; 101 Airport Gardens Road, Suite 200, Hazard, KY 41701
- ☐ Houston Campus; 11210 Equity Dr., Houston, TX 77041
- ☐ Louisville Campus; 3050 Terra Crossing Blvd., Louisville, KY 40245
- ☒ Kansas Campus; 551 North Hillside Street, Wichita, KS 67214
- ☐ Miami Campus; 1200 SW 145th Ave., Pembroke Pines, FL 33027
- ☐ Myrtle Beach Campus; 920 Doug White Dr., Myrtle Beach, SC 29572
- ☐ Nashville Campus; 1100 Dr. MLK Jr. Blvd., Nashville, TN 37203
- ☐ Orlando Campus; 744 Primera Blvd., Lake Mary, FL 32746
- ☐ Pikeville Campus; 150 Healthcare Drive, Pikeville, KY 41501
- ☐ Richmond Campus; 7300 Beaufont Springs Dr., Richmond, VA 23225
- ☐ Roanoke Campus; 1819 Electric Road, Roanoke, VA 24018
- ☐ San Antonio Campus; 7411 John Smith Dr. #900, San Antonio, TX 78229
- ☐ Sarasota Campus; 501 N. Cattlemen Rd., Sarasota, FL 34232
- ☐ Tampa Bay Campus; 10200 Dr M.L.K. Jr St N, St. Petersburg, FL 33716

H. **GOVERNING LAW**: This Agreement shall be governed by and interpreted according to the laws of the State of Kentucky, and all parties agree to both subject matter and jurisdiction in that forum.

I. **HEADINGS**: The headings in this Agreement are intended only for ease of reference and shall not be considered in the construction or interpretation of this Agreement.

J. **COMPLETE AGREEMENT**: This constitutes the full and complete Agreement by and between the parties with respect to the matters hereinabove set forth and all oral agreements and/or discussions are merged herein and are null and void to the extent they are in conflict herewith

and no changes, alterations, modifications, or qualifications shall be had in the terms and conditions or provisions of any paragraph or item of this Agreement except the same shall be made in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement to become effective the day and year first above mentioned.

AFFILIATE

Christine Yocum

Signature

By: Christine Yocum

Title: RN / Director of Nursing

Date: 6/30/2022

COLLEGE Mary Duffey-Sander

Signature

By: Mary Duffey-Sander

Title: College Director Healthcare Initiatives

Date: 8/9/2022

SCHOOL AFFILIATION AGREEMENT

THIS SCHOOL AFFILIATION **AGREEMENT** {this "Agreement") is made as of June 22, 2022 {the "Effective Date") by and between Galen College of Nursing("School") and Wesley Medical Center d/b/a Wesley Medical Center {"Hospital"). School and Hospital may be referred to herein individually as a "Party" and collectively as the "Parties."

WITNESS ETH:

WHEREAS, School enrolls students in an accredited degree program in the field of nursing (LPN, LPN to RN, AON, BSN, Online BSN and Graduate Programs (the "Degree Program");

WHEREAS, Hospital operates a comprehensive acute-care medical-surgical hospital located at 550 N. Hillside, Wichita, KS, 67214 (the "Facility");

WHEREAS, School desires to provide to all clinical students per year enrolled in the Degree Program a clinical learning experience through the application of knowledge and skills in actual patient- centered treatment situations in a health care setting; and

WHEREAS, Hospital will make the Facility available to School for such clinical learning experience, subject to the terms and conditions of this Agreement.

Now, THEREFORE, in consideration of the mutual promises contained herein, the Parties hereby agree as follows:

1. **RESPONSIBILITIES OF SCHOOL.**

   (a) **Clinical Program.** School will develop, implement and operate the clinical learning experience component of the Degree Program at the Facility in a form and format acceptable to Hospital ("Clinical Program"). School may modify the Clinical Program from time to time with Hospital's permission and will promptly incorporate reasonable changes to the Clinical Program requested by Hospital from time to time. With respect to the Clinical Program, School will:

      (i) ensure the adequacy of Degree Program resources, including up-to-date reference materials, and the academic preparation of students enrolled in the Degree Program, including theoretical background, basic skills, professional ethics, and attitude and behavior, for participation in the Clinical Program and will assign to the Clinical Program only those students who have demonstrated the ability to successfully participate in the Clinical Program (each a "Participating Student");

(ii) advise each Program Participant (defined below) to attend in-person or complete online training and orientation with respect to applicable Hospital policies and procedures prior to the commencement of each Clinical Program rotation during the Term (each a "Rotation");

(iii) provide training for Hospital's representatives who will support the Clinical Program regarding Clinical Program features and expectations, and Participating Student evaluations, as requested by Hospital from time to time;

(iv) identify to Hospital each Program Participant who will participate in a Rotation as soon as that information is reasonably available to School;

(v) require Program Participants to comply with applicable laws and Hospital policies and procedures when onsite at the Facility;

(vi) require Program Participants to treat Hospital patients, staff and Clinical Program supervisors with courtesy and respect and do not disrupt Facility operations or the provision of health care services for Hospital's patients;

(vii) timely prepare and update with input from Hospital rotation schedules for each Participating Student throughout each Rotation and coordinate the same with Hospital;

(viii) require Participating Students to arrive early for each scheduled Rotation, except when a Participating Student is ill or attending to a personal emergency;

(ix) provide continuing oral and written communication with Hospital regarding Participating Student Clinical Program performance and evaluation and other pertinent information;

(x) participate and ensure that Program Participants participate in Hospital's Quality Assurance and related programs, as requested by Hospital;

(xi) participate and require Program Participants to participate in Hospital training as determined necessary by Hospital from time to time; and

(xii) promptly perform additional duties to facilitate operation of the Clinical Program as may be deemed reasonable or necessary by Hospital from time to time.

(b) <u>Responsibility</u>.

(i) School will retain ultimate responsibility for the appointment of faculty from the Degree Program to support the Clinical Program.

(ii) School will retain sole responsibility for offering and administering the Degree Program, including, but not limited to, budgetary considerations, faculty appointments, admissions, financial aid, academic instruction, curriculum content, pedagogy, and the requirements of matriculation, grading, and graduation.

(iii) Without limiting the foregoing, all Participating Students, Degree Program faculty and other School representatives onsite at the Facility (collectively "Program Participants") shall be accountable to the Hospital's Administrator while onsite at the Facility.

(iv) School will address all Program Participant complaints, claims, requests and questions regarding the Clinical Program. If necessary, School's Program Representative will follow- up with Hospital's Program Representative to address unresolved issues.

(c) **Supervision of Students.** When Participating Students are supervised in their study at Hospital by professionals who are not employed by Hospital, School shall provide to Hospital an agreement between School and such appropriately-licensed supervising professionals that meets the satisfaction of Hospital prior to Participating Students beginning a rotation at Hospital.

(d) **Compliance with Program Requirements.** School acknowledges that compliance by School and each Program Participant with the terms and conditions of this Agreement and Hospital policies and procedures is a condition precedent to Program Participant access to the Facility . Non-compliance or partial compliance with any such requirement may result in an immediate denial of access or re-access to the Facility.

(e) **Dress Code.** School will cause Program Participants to conform to reasonable personal appearance standards imposed by Hospital and wear ID badges as requested by Hospital from time to time. School will cause Program Participants to pay for their own meals at the Facility. School acknowledges and will regularly inform Program Participants that Hospital is not responsible for personal items lost or stolen at the Facility.

(f) **Use of the Facility.** School will ensure that Program Participants use the Facility solely for the purpose of providing to Participating Students clinical learning experience pursuant to the Clinical Program.

(g) **Records.** School will cause each Program Participant to timely complete and save in

Hospital's systems as directed by Hospital accurate records of all services provided by the Program Participant to a Hospital patient ("Records"). All Records are and will remain the property of Hospital, subject to the rights of patients with respect to such records and to the terms of applicable law. Hospital will provide to School a copy of Records for all lawful purposes, including defense of liability claims.

(h) **Program Participants.** School will provide to Hospital information regarding each Program Participant, including health examination and immunization records, documentation attesting to the competency of Degree Program faculty (e. g., state licensure, board certification in the relevant Specialty, etc.) and background checks and drug screens as determined reasonably necessary in Hospital's discretion from time to time.

(i) **Program Participant Statements.** School shall require each Program Participant to sign a Statement of Responsibility, in the form attached hereto as Exhibit A, and a Statement of Confidentiality and Security, in the form attached hereto as Exhibit B prior to each non consecutive Rotation.

(j) **Liability Insurance.** School shall obtain and maintain occurrence-type general and professional liability insurance **coverage** in amounts not less than one million dollars {$1,000,000.00) per occurrence and three million dollars ($3,000,000.00) annual aggregate per Program Participant, with insurance carriers or self-insurance programs approved by Hospital and covering the acts and omissions of Program Participants. If such coverage is provided on a claims-made basis, then such insurance shall continue throughout the Term and upon the termination or expiration of this Agreement, School shall purchase tail coverage for a period of three years after the termination or expiration of this Agreement (said tail coverage shall be in amounts and type equivalent to the claims-made coverage). School shall further, at its expense, obtain and maintain for the Term workers' compensation insurance and unemployment insurance for School-employed Program Participants. School will notify Hospital at least thirty (30) calendar days in advance of any cancellation or modification of insurance coverage required hereunder and shall promptly provide to Hospital, upon request, certificates of insurance evidencing the above coverage.

Notwithstanding the foregoing, if the School is a public entity entitled to governmental immunity protections under applicable state law, then the School shall provide occurrence - based liability coverage in accordance with any limitations associated with the applicable law; but the School shall provide such insurance with limits of at least $1,000,000 per occurrence and $3,000,000 annual aggregate in the event governmental immunity protections are determined by a court of competent jurisdiction to not apply . Nothing in this agreement is intended to be construed or interpreted as (1) denying either School or Hospital any remedy or defense available to

it under state laws; (2) the consent of the State where School is located or any of its agents and agencies to be sued; or (3) a waiver of sovereign immunity of the State or the School beyond any waiver explicitly stated in state statutes.

(k) **Health of Program Participants** . School will advise Program Participants that no Program Participant will be permitted to attend the Clinical Program until he or she submits to a medical examination acceptable to Hospital.

School will require each Program Participant to maintain health insurance and provide proof of health insurance to the School prior to participating in the Clinical Program. School will cause Program Participants to provide to Hospital proof of health insurance as requested by Hospital from time to time. School may provide to Hospital an attestation letter addressing requirements that School has on file for Program Participants.

In the event a Program Student is exposed to an infectious or environmental hazard or other occupational in jury while at the Hospital, the Hospital, upon notice of such incident from the Participating Student, will prov ide such emergency care as is provided its employees. School acknowledges that Hospital is not and wil not be financially responsible for a Program Participant's medical care *or* treatment regardless of the Program Participant's condition or injury or cause of injury whether occurring at the Facility or otherwise and regardless of fault *or* cause of injury .

School will ensure that each Participating Student or School will provide the documents identified below, and will either upload or furnish a completed Consent To and Release of Health Information in the form attached hereto as Exhibit C to Hospital prior to each non-consecutive Rotation, in addition to the completed **Attestation of Satisfactory Background Investigation** in the form attached hereto as Exhibit *D*, in addition to the completed Health Record Verification in the form attached hereto as Exhibit E, in addition to the completed TB Screening Verification in the form attached hereto as Exhibit F, in addition to the completed Tdap Screening Validation in the form attached hereto as Exhibit G, (Participating Students will not be allowed to access the Facility until all records are provided) :

(i) Negative TB status as documented by one of the following:

a. Negative TB skin test within the last 12 months; or

b. Negative Quantlferon / T-spot within the last 12 months; or

c. Negative chest-Xray within the last 12 months.

(ii) Proof of Measles, Rubella and Rubeola immunity by positive antibody titers or two (2} doses of MMR;

(iii) Proof of Varicella immunity, by positive antibody titer or two (2) doses of Varicella;

(iv) Proof of Influenza vaccination during the flu season, October 1 to March 31, (or dates defined by CDC and/or HCA}, or a signed Declination Form;

(v) Proof of Hepatitis B immunization or declination of vaccine, if patient contact is anticipated; and

(vi} Tdap vaccination within the last 10 years.

(l) **Performance.** All faculty provided by School to support the Clinical Program shall be faculty members of the Degree Program, duly licensed, certified or otherwise qualified to support the Clinical Program in the capacity proposed by School. School and all Program Participants shall perform its and their duties and services hereunder in accordance with all relevant local, state, and federal laws and shall comply with the standards and guidelines of all applicable accrediting bodies and the bylaws, rules and regulations of Hospital and any non-conflicting rules and regulations of School as may be in effect from time to time. Neither School nor any Program Participant shall interfere with or adversely affect the operation of Hospital or the performance of services therein.

(m) Background Checks.

(i) School will ensure that each Program Participant obtains prior to each non-consecutive Rotation a background check acceptable to Hospital, including, at a minimum, the following:

A Social Security Number Verification;

B. Criminal Search (7 years *or* up to S criminal searches);

C. Violent Sex Offender and Predator Registry Search;

D. HHS/OIG List of Excluded Individuals;

E. GSA List of Parties Excluded from Federal Programs;

F. U.S. Treasury, Office of Foreign Assets Control (OFAC), list of Specially Designated Nationals (SDN}; and

G. Applicable State Exclusion List, if available .

(ii) Background Checks for Program Faculty, if School provides Faculty on site, who will be treating patients in the Facility shall include all of the above, and the following:

A. Education verification (highest level);

B. Professional license verification;

C. Certifications & Designations check;

D. Professional Disciplinary Action search;

E. Department of Motor Vehicle Driving History, based on responsibilities; and

F. Consumer Credit Report, based on responsibilities.

(iii) School shall provide to Hospital an *Attestation of Satisfactory Background Investigation* in the form attached hereto as Exhibit D prior to each non-consecutive Rotation. If the background check discloses adverse information about a Participating Student, School shall immediately remove the student from the Clinical Program. School further agrees to an annual compliance audit of background checks, if requested by Hospital and approved by any Program Participant pursuant to the Fair Credit Reporting Act (FCRA).

(n) **Drug Testing.** School will ensure that each Program Participant obtains prior to each non-consecutive Rotation a drug test acceptable to Hospital, including, at a minimum, the following:

(i) Substances tested prior to placement at the Hospital must at a minimum include amphetamines, barbiturates, benzodiazepines, opiates, methadone, marijuana, and cocaine.

(ii) A Program Participant may be required to undergo additional drug and alcohol testing upon reasonable suspicion that the Program Participant has violated Hospital's policies, and after any incident that involves injury or property damage.

Hospital shall not bear the cost of any such tests. Should the testing disclose adverse information as to any Program Participant, Hospital shall have no obligation to accept

that Program Participant at the Hospital. To the extent that any Program Participant violates the policy for drug or alcohol abuse after placement at the Facility, or refuses to cooperate with the requirement for a search or reasonable suspicion and reportable accident testing, then the Facility may immediately remove the Program Participant from participation in the Program at the Facility.

(o) **Student Documentation.** School will maintain all documentation required to evidence compliance by each Program Participant with the terms and conditions of Subsections l(g)
- (m) of this Agreement during the Term and for at least ten (10) years following expiration or termination of this Agreement.

(p) **Access to Resources.** The School shall ensure that its department heads have authority to ensure faculty and Participating Student access to appropriate resources for the Participating Students' education.

(q) **Approval and Authorization.** Hospital's willingness to enter into this Agreement and provide clinical opportunities to Participating Students is conditioned on School having obtained and maintaining all requisite institutional, regulatory, and accreditor approvals or authorizations necessary to offer the Degree Program. Moreover, it is conditioned on School's adherence to all applicable federal, state, and local laws and regulations. In the event that School's status changes with respect to any approval or authorization necessary to offer the Degree Program, School will notify Hospital within ten (10) business days.

2. RESPONSIBILITIES OF HOSPITAL.

(a) Hospital will make Facility access reasonably available to Program Participants and reasonably cooperate with School's orientation of all Program Participants to the Facility. Hospital shall provide Program Participants with access to appropriate clinical experience resources for the Clinical Program. Hospital shall provide reasonable opportunities for Participating Students to observe and assist in various aspects of patient care to the extent permitted by applicable law and without disruption of patient care or Hospital operations. Hospital shall at all times retain ultimate control of the Hospital and responsibility for patient care and quality standards.

(b) Upon the request of School, Hospital shall assist School in the evaluation of each Participating Student's performance in the Clinical Program. Any such evaluations shall be returned to School in a timely manner. However, School shall at all times remain solely responsible for the evaluation and education of Participating Students.

(c) Hospital will ensure that the Facility complies with applicable state and federal workplace safety laws and regulations. In the event a Participating Student is exposed to an infectious or environmental hazard or other occupational injury (i.e., needle stick) while at the Facility, it shall provide, upon notice of such incident from the Participating Student, such emergency care as is provided its employees, including, where applicable: examination and evaluation by Facility's emergency department or other appropriate facility as soon as possible after the injury; emergency medical care immediately following the injury as necessary; initiation of the HBV, Hepatitis C (HCV), and/or HIV protocol as necessary; and HIV counseling and appropriate testing as necessary. In the event that the Facility does not have the resources to provide such emergency care, Facility will refer such student to the nearest emergency facility.

(d) To the extent Hospital generates or maintains educational records for Participating Students that are subject to the Family Educational Rights and Privacy Act (FERPA), Hospital will comply with applicable FERPA requirements. For purposes of this Agreement, School shall designate Hospital as a school official with a legitimate educational interest in the educational records of Participating Students to the extent that access to School's records is required by Hospital to carry out the Clinical Program.

(e) Upon reasonable request, Hospital will provide proof to School that Hospital maintains liability insurance in an amount that is commercially reasonable.

(f) Hospital will provide written notification to School if a claim arises involving a Program Participant. Both Hospital and School agree to share such information in a manner that protects such disclosures from discovery to the extent possible under applicable federal and state peer review and joint defense laws.

(g) Hospital will resolve any situation in favor of its patients' welfare and may restrict a Participating Student to the role of observer when necessary in Hospital's discretion. Hospital will notify School's Program Representative (defined below) when such action has occurred.

(h) Upon reasonable notice from School, Hospital will make the Facility reasonably available for inspection during normal business hours by organizations that provide or may provide academic accreditation for the Degree Program. Such inspections must be accompanied at all times by a Hospital representative and are contingent upon receipt by Hospital of executed agreements that Hospital believes are reasonably necessary or convenient to protect the confidentiality and security of Hospital's information. School will promptly reimburse Hospital for all direct costs incurred by Hospital in connection with such accreditation inspections.

(i) Hospital shall provide Program Participants with access to and Participating Students with required training in the proper use of electronic medical records or paper charts, as applicable.

(j) If Program Participants rotate in Hospital's Pediatric, OB/Women's or NICU/NSCU units, Hospital shall provide student a student identification badge to those patient care areas. For a fee of $15.00 per badge, Hospital will provide Faculty with an identification badge to access patient care areas.

(k) Hospital shall provide student badges or other means of identification for Facility patient care areas, if the school does not provide it.

(I) Hospital shall provide Program Participants with computer access, if necessary

(m) Hospital is not responsible for lost or stolen items belonging to Students or Faculty. Hospital does not provide storage space for personal items belonging to Students or Faculty.

(n) Hospital shall provide qualified and competent staff members in adequate number for the instruction and supervision of students using the Facility.

3. MUTUAL **RESPONSIBILITIES.** The Parties shall cooperate to fulfill the following mutual responsibilities:

(a) Each Party will identify to the other Party a Clinical Program representative (each a "Program Representative") on or before the execution of this Agreement. School's Program Representative shall be a faculty member who will be responsible for Pa rticipating Student teaching and assessment provided pursuant to this Agreement. Each Party will maintain a Program Representative for the Term and will promptly appoint a re placement Program Representative if necessary to comply with this Agreement. Each Party will ensure that its Program Representative is reasonably available to the other Party's Program Representative.

(b} School will provide qualified and competent Degree Program faculty in adequate number for the instruction, assessment and supervision of Participating Students at the Facility.

(c) Both School and Hospital will work together to maintain a Clinical Program emphasis on high quality patient care. At the request of either Party, a meeting or teleconference will promptly be held between the Parties' respective Program Representatives to resolve any problems in the operation of the Clinical Program.

(d) School acknowledges and will inform Participating Students that Participating Students are trainees in the Clinical Program and have no expectation of receiving compensation or future employment from Hospital or School. Participating Students are not to replace Hospital staff and are not to render unsupervised patient care and/or services. Hospital and its staff will provide such supervision of the educational and clinical activities as is reasonable and appropriate to the circumstances and to the Participating Student's level of training.

(e) Any courtesy appointments to faculty or staff by either School or Hospital shall be without entitlement of the individual to compensation or benefits for the appointed party.

(f) Both School and Hospital will work together to create and maintain an appropriate learning environment for the Participating Students.

(g) The School, including its faculty, staff and residents, and the Hospital share responsibility for creating an appropriate learning environment that includes both formal learning activities and the attitudes, values, and informal "lessons" conveyed by individuals who interact with the Participating Student. The parties will cooperate to evaluate the learning environment (which may include on-site visits) to identify positive and negative influences on the maintenance of professional standards, and to conduct and develop appropriate strategies to enhance the positive and mitigate the negative influences.

4. **WITHDRAWAL** OF **PARTICIPATING** STUDENTS. Hospital may immediately remove a Participating Student from the Facility when in Hospital's discretion his or her clinical performance is unsatisfactory or his or her behavior is disruptive or detrimental to Hospital operations and/or Hospital's patients. In such event, School will immediately remove the Participating Student from the Clinical Program. It is understood that only School can dismiss the Participating Student from the Clinical Program. School may terminate a Participating Student's participating in the Clinical Program when it determines, in its sole discretion, that further participation by the student would no longer be appropriate.

5. **FEES.** All fees generated by or in connection with services provided by Program Participants to Hospital patients belong to Hospital. School on behalf of itself and each Program Participant hereby assigns to Hospital all right, title and interest (if any) in and to such fees. If School or any Program Participant receives any fees or other reimbursement for services provided by Program Participants to Hospital patients, School will and will cause Program Participants to immediately deliver and endorse over to Hospital all such amounts. School will and will cause Program Participants not to bill Hospital patients for services provided. School will and will cause Program Participants to take all actions and execute all documents reasonably requested by

Hospital in order for Hospital to collect fees and payments for health care services provided by Program Participants.

6. **INDEPENDENT CONTRACTOR; NO OTHER BENEFICIARIES; EMPLOYMENT DISCLAIMER.**

(a) The Parties hereby acknowledge that they are independent contractors, and neither School nor any of its agents, representatives, Program Participants, or employees shall be considered agents, representatives, or employees of Hospital. In no event shall this Agreement be construed as establishing a partnership *or* joint venture or similar relationship between the Parties. School shall be liable for its own debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits. No Program Participant shall look to Hospital for any salaries, insurance or other benefits. No Program Participant or other third person is entitled to, and shall not, receive any rights under this Agreement. Neither Party shall have the right or authority nor hold itself out to have the right or authority to bind the other Party and neither shall either Party be responsible for the acts *or* omissions of the other except as provided specifically to the contrary herein.

(b) Other than as set forth in section l(i), each Party acknowledges Participating Students will not be considered employees *or* agents of Hospital or School for any purpose. Participating Students will not be entitled to receive any compensation from Hospital or School or any benefits of employment from Hospital or School, including health care or workers' compensation benefits, vacation, sick time, or other direct or indirect benefit of employment.

(c) School acknowledges that Hospital has not and is not obligated to implement or maintain insurance coverage for the benefit or protection of School or Program Participants.

7. **NON-DISCRIMINATION.** There shall be no discrimination on the basis of race, national origin, religion, creed, sex, age, veteran status, or handicap in either the selection of Participating Students, or as to any aspect of the Clinical Program; provided, however, that with respect to handicap, the handicap must not be such as would, even with reasonable accommodation, in and of itself preclude the Program Participant's effective participation in the Clinical Program .

8. **INDEMNIFICATION.** To the extent permitted by applicable law and without waiving any defenses, School shall indemnify and hold harmless Hospital and Hospital's officers, directors, trustees, medical and nursing staff, representatives and employees from and against all third-party liabilities, claims, damages and expenses, including reasonable attorneys' fees, relating to or arising out of any act or omission of School or any of its Program Participants, agents, representatives or employees in connection with this Agreement, including, but not limited to, claims for personal injury, professional liability, or with respect to the failure to make proper payment of required taxes, withholding, employee benefits or statutory or other entitlements.

9. CONFIDENTIALITY. School will and will advise Program Participants to keep strictly confidential and hold in trust all non-public information of Hospital, including all patient information, and refrain from disclosing such confidential information to any third party without the express prior written consent of Hospital, provided that the minimum necessary confidential information may be disclosed pursuant to valid legal

process after Hospital is permitted an opportunity to minimize the potential harmful effects of such disclosure. School shall not disclose the terms of this Agreement to any person who is not a party to this Agreement, except as required by law or as authorized by Hospital. These confidentiality requirements survive the termination or expiration of the Agreement. In addition to the requirements set forth in this Section, Program Participants shall abide by the terms of Exhibit B.

10. TERM; TERMINATION.

(a) The term of this Agreement will commence on the Effective Date and will continue for three (3) years unless terminated as provided below {the "Term").

{b) Either Party may terminate this Agreement at any time without cause upon at least sixty (60) calendar days prior written notice to the other Party, provided that all Participating Students participating in the Program at the time of notice of termination or who are already scheduled to train at the Facility shall be given the opportunity to complete the then-current Program rotation or previously scheduled clinical assignment.

(c) The Parties may terminate this Agreement at any time by mutual written agreement.

(d) Hospital may immediately terminate this Agreement at any time upon notice to School in the event of a breach of Section 11 of this Agreement.

11. REPRESENTATIONS AND WARRANTIES.

(a) School hereby represents to Hospital as of the Effective Date and warrants to Hospital for the Term that:

(i) School and its Program Participants: (A) are not excluded, debarred, or otherwise ineligible to participate in the Federal health care programs as defined in 42 U.S.C. Section 1320a-7b(f) (the "Federal health care programs"); (B) are not convicted of a criminal offense related to the provision of health care items or services but has not yet been excluded, debarred or otherwise declared ineligible to participate in the Federal health care programs, and (C) are not under investigation or otherwise aware of any circumstances which may result in the School, or a Program Participant being excluded from participation in the Federal health care programs; and

(ii} in the aggregate, School and all of School's affiliates compensate all physician employees and physician contractors (if any) (A) in an amount that is consistent with fair market value for actual services provided, and (B) in a manner that does not vary with or take into account the volume or value of patient referrals to, or other business generated for, Hospital or any of Hospital's affiliates. Furthermore, all of School's and its affiliates' compensation arrangements with physician employees and physician contractors are memorialized in a signed written agreement or other satisfy an exception to the Stark Law physician referral prohibitions provided in 42 U.S.C. § 1395nn(a)(1).

(b) The representation and warranty set forth above is an ongoing representation and warranty for the Term of this Agreement. School will immediately notify Hospital in writing of any change in status of the representation and warranty set forth in this section.

12. **TRAVEL EXPENSES.** No expense of School or of a Program Participant will be paid or reimbursed by Hospital unless that expense is approved by Hospital in writing in advance and is incurred and documented in accordance with applicable Hospital travel and expense policies.

13. USE OF **NAME** OR LOGO. School will not, and will cause Program Participants not to use names, togas or marks associated with Hospital without the express written consent of Hospital in each case.

14. **ENTIRE AGREEMENT.** This Agreement and its Exhibits set forth the entire Agreement with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the Parties relating to such subject matter. This Agreement may not be amended or modified except by mutual written agreement of the Parties. All continuing covenants, duties and obligations herein shall survive the expiration or earlier termination of this Agreement.

15. **SEVERABILITV.** If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

16. **CAPTIONS.** The captions contained herein are used solely for convenience and shall not be deemed to define or limit the provisions of this Agreement.

17. **No WAIVER.** Delay or failure to exercise any right or remedy hereunder will not impair such right or remedy or be construed as a waiver thereof. Any single or partial exercise of any right or remedy will not preclude any other or further exercise thereof or the exercise of any other right or remedy.

18. **GOVERNING LAW.** This Agreement shall be governed and construed in accordance with the laws of the state in which Hospital is located. Venue for all disputes arising in connection with this Agreement will be in the federal or state courts with jurisdiction for the area where the Hospital is located.

19. **FORCE MAJEURE.** None of the parties shall be liable for nonperformance or defective or late performance of any of its obligations under this Agreement to the extent and for such periods of time as such nonperformance, defective performance or late performance is due to reasons outside such party's control, including acts of God, war (declared or undeclared), action of any governmental authority, riots, revolutions, fire, floods, explosions, sabotage, nuclear incidents, lightning, weather, earthquakes, storms, sinkholes, epidemics, or strikes (or similar nonperformance or defective performance or late performance of employees, suppliers or subcontractors).

20. **ASSIGNMENT; BINDING** EFFECT. School may not assign or transfer any of its rights, duties or obligations under this Agreement, in whole or in part, without the prior written consent of Hospital. This Agreement shall inure to the benefit of, and be binding upon, the Parties and their respective successors and permitted assigns.

21. **NOTICES.** All notices hereunder by either Party to the other shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by overnight courier, and shall be deemed to have been

duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows :

If to Hospital:	Wesley Medical Center 550 N. Hillside Wichita, KS 67204 **Attention: Chief Executive Officer**
Copy to:	HCA legal Department **Attention:** **Operations Counsel** One Park Plaza, Bldg. 1, 2-West Nashville, TN 37203
If to School:	Audria Denker, 3050 Terra Crossing Blvd., Louisville, KY 40245 **Attention: Nursing**

or to such other person or place as either Party may from time to time designate by written notice to the other Party.

22. **COUNTERPARTS.** This Agreement may be executed in multiple parts (by facsimile transmission or otherwise) and each counterpart shall be deemed an original, and all of which together shall constitute but one agreement. Electronic signatures will be considered originals.

23. **HIPAA REQUIREMENTS**. To the extent applicable to this Agreement, School agrees to comply with the Health Information Technology for Economic and Clinical Health Act of 2009 (the "HITECH ACT"}, the Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 USC§ 1320d through d-8 {"HIPAA") and any current and future regulations promulgated under either the HITECH Act or HIPAA including without limitation the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 (the "Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Parts 160, 162 and 164 (the "Federal Security Regulations") and the federal standards for electronic transactions, all as may be amended from time to time, and all collectively referred to herein as "HIPAA Requirements". School further agrees not to use or disclose any Protected Health Information (as defined in 45 C.F.R. § 164.501) or Individually Identifiable Health Information (as defined in 42 USC § 1320d), other than as permitted by HIPAA Requirements and the terms of this Agreement. School will and will cause Program Participants to enter into any further agreements as necessary to facilitate compliance with HIPAA Requirements.

24. **No REQUIREMENT TO REFER**. Nothing in this Agreement requires or obligates School to cause the admittance of a patient to Hospital or to use Hospital's services. None of the benefits granted pursuant to this Agreement are conditioned on any requirement or expectation that the Parties make referrals to, be in a position to make or influence referrals to, or otherwise generate business for the other Party. Neither Party is restricted from referring any services to, or otherwise generating any business for, any other entity of their choosing.

25. **NO PAYME NTS.** Except as provided in Section 5, no payments will be made between the Parties or to the Program Participants in connection with this Agreement.

26. **RECITALS**. The Recitals to this Agreement shall be an enforceable part of this Agreement, binding on the Parties as if fully set forth herein.

27. **EQUITABLE REME DIES.** School acknowledges that the injury which might be suffered by Hospital in the event of any breach by School or non-compliance by Program Participants with the terms and conditions of this Agreement would be of a nature which could not be fully compensated for solely by a recovery of monetary damages, and accordingly agrees that in the event of any such breach or threatened breach, in addition to and not in lieu of any damages sustained by Hospital and any other remedies which Hospital may pursue hereunder or under applicable law, Hospital shall have the right to equitable relief, including issuance of a temporary restraining order, preliminary injunction and/or permanent injunction by any court of competent jurisdiction, against the commission or continuation of such breach or threatened breach, without the necessity of proving any actual damages or the posting of any bond.

WHEREFORE, authorized representatives of each Party hereby execute this Agreement as of the Effective Date.
HCA call center

SCHOOL

By: Mary Beth Sarber

Title: College Director Healthcare Initiatives

Date: 6/22/2022

WESLEY MEDICAL CENTER

By: Nasrubeny

Title: CFO

Date: 7-5-22

EXHIBIT A

STATEMENT OF RESPONSIBILITY

For and in consideration of the benefit provided the undersigned in the form of experience in a clinical setting at **WESLEY MEDICAL CENTER d/b/a Wesley Medical Center** ("Hospital"}, the undersigned and his/her heirs, successors and/or assigns do hereby covenant and agree to assume all risks and be solely responsible for any injury or loss sustained by the undersigned while participating in the Program operated by:_____{"School") at Hospital unless such injury or toss arises solely out of Hospital's gross negligence or willful misconduct.

_____ _____

Signature of Program Participant/ Print Name Date

_____ _____

Parent or Legal Guardian Date
If Program Participant is under 18 / Print Name

EXHIBIT B

WORKFORCE MEMBER CONFIDENTIALITY AND SECURITY AGREEMENT

I understand that the HCA affiliated entity(ies} (the "Company") for which I am a Workforce Member (my "Engagement") manages health information and has legal and ethical responsibilities to safeguard the privacy of its patients and their personal and health information ("Patient Information"). "Workforce Member" means employees, employed licensed Independent Practitioners (LIPs) (e. g., employed/managed physicians), employed Advanced Practice Professionals (APPs), residents/fellows, students *(e.g.,* nursing, medical, and interns), faculty/instructors, contractors *(e.g.,* HealthTrust Workforce Solutions (HWS), travelers, network/per diem staff, or dependent healthcare professionals and/or contracted through another temporary staffing agency), and volunteers.

Additionally, the Company must protect its interest in, and the confidentiality of, any information it maintains or has access to, including, but not limited to, financial information, marketing information, Human Resource Information, (as defined below}, payroll, business plans, projections, sales figures, pricing information, budgets, credit card or other financial account numbers, customer and supplier identities and characteristics, sponsored research, processes, schematics, formulas, trade secrets, innovations, discoveries, data, dictionaries, models, organizational structure and operations information, strategies, forecasts, analyses, credentialing information, Social Security numbers, passwords, PINs, and encryption keys (collectively, with patients' information, "Confidential Information"). The Company must also protect Company Property
{such as inventions, software, trade secrets, and Developments (as defined below)).

During the course of my Engagement with the Company, I understand that I may access, use, or create Confidential Information. I agree that I will access and use Confidential Information only when it is necessary to perform my job-related duties and in accordance with the Company's policies and procedures, including, without limitation, its Privacy and Security Policies (available at http://hcahealthcare.com/ethics-comp liance/ and the Information Protection Page of the Company's intranet}. I further acknowledge that I must comply with such policies, procedures, and this Confidentiality and Security Agreement (the "Agreement") at all times as a condition of my Engagement and in order to obtain authorization for access to Confidential Information and/or Company systems. I acknowledge that the Company is relying on such compliance and the representations, terms and conditions stated herein.

General

1. I will act in the best interest of the Company and, to the extent subject to it, in accordance with its Code of Conduct at all times during my Engagement with the Company.
2. I have no expectation of privacy when using Company systems and/or devices. The Company may log, access, review, and otherwise utilize information stored on or passing through its systems, devices and network, including emaii.
3. Any violation of this Agreement may result in the loss of my access to Confidential Information and/or Company systems, or other disciplinary and/or legal action, including, without limitation, suspension, loss of privileges, and/or termination of my Engagement with the Company, at Company's sole discretion in accordance with its policies.

Patient Information

1. I will access and use Patient Information only for patients whose information I need to perform my assigned job duties in accordance with the HIPAA Privacy and Security Rules {45 CFR Parts 160-164), applicable state and international laws (e.g., the European Union General Data Protection Regulation), and applicable Company policies and procedures, including, without limitation, its Privacy and Security Policies (available at http://hcahealthcare.com/ethics-compliance/ and the Information Protection Page of the Company's intranet).
2. I will only access, request and disclose the minimum amount of Patient Information needed to carry out my assigned job duties or as needed for treatment purposes.
3. By accessing or attempting to access Patient Information, I represent to the Company at the time of access that I have the requisite job-related need to know and to access the Patient Information.

Protecting Confidential Information

1. I acknowledge that the Company is the exclusive owner of all right, title and interest in and to Confidential Information, including any derivatives thereof.
2. *I* will not publish, disclose or discuss any Confidential Information (a) with others, including coworkers, peers, friends *or* family, who do not have a need to know it, or (b) by using communication methods I am not specifically authorized to use, including personal email, Internet sites, Internet biogs or social media sites.
3. I will not take any form of media or documentation containing Confidential Information from Company premises unless specifically authorized to do so as part of my job and in accordance with Company policies.
4. I will not transmit Confidential Information outside the Company network unless I am specifically authorized to do so as part of my job responsibilities. If I am authorized to transmit Confidential Information outside of the Company, I will ensure that the information is encrypted according to Company Information Security Standards and ensure that I have complied with the External Data Release policy and other applicable Company privacy policies.
5. I will not retain Confidential Information longer than required by the Company's Record Retention policy.
6. I will only reuse or destroy media in accordance with the Company's Information Security Standards.
7. I acknowledge that in the course of performing my job responsibilities I may have access to human

resource information which may include compensation, age, sex, race, religion, national origin, disability status, medical information, criminal history, personal identification numbers, addresses, telephone numbers, financial and education information (collectively, "Human Resource Information"). I understand that J am allowed to discuss any Human Resource Information about myself and other employees if they self-disclose their information. I can also discuss Human Resource Information that does not relate to my individual employment or my job responsibilities and that is not in violation of any other provision in this Agreement.

Using Mobile Devices, Portable Devices and Removable Media

1. I will not copy, transfer, photograph, or store Confidential Information on any mobile devices, portable devices or removable media, such as laptops, smart phones, tablets, CDs, thumb drives, external hard drives, unless specifically required and authorized to do so as part of my Engagement with the Company.
2. I understand that any mobile device (smart phone, tablet, or similar device) that synchronizes Company data (e.g., Company email) may contain Confidential Information and as a result, must be protected as required by Company Information Security Standards.

Doing My Part - Personal Security

1. I will only access or use systems or devices I am authorized to access, and will not demonstrate the operation or function of systems or devices to unauthorized individuals.
2. I will not attempt to bypass Company security controls.
3. I understand that I will be assigned a unique identifier *(i.e.,* 3-4 User ID) to track my access and use of Company systems and that the identifier is associated with my personal data provided as part of the initial and/or periodic credentialing and/or employment verification.
4. In connection with my Engagement, I will never:
    a. disclose or share user credentials *(e.g.,* password, SecurID card, Tap n Go badge, etc.), PINs, access codes, badges, or door lock codes;
    b. use another individual's, or allow another individual to use my, user credentials (e.g., 3- 4 User ID and password, SecurID card, Tap n Go badge, etc.) to access or use a Company computer system or device;
    c. allow a non-authorized individual to access a secured area *(e.g.,* hold the door open, share badge or door lock codes, and/or prop the door open);
    d. use tools or techniques to break, circumvent or exploit security measures;
    e. connect unauthorized systems or devices to the Company network; or
    f. use software that has not been licensed and approved by the Company.
5. I will practice good workstation security measures such as locking up media when not in use, using screen savers with passwords, positioning screens away from public view, and physically securing workstations while traveling and working remotely.
6. I will immediately notify my manager, Facility Information Security Official (FISO), Director of Information Security Assurance {DISA), Facility Privacy Official (FPO), Ethics and Compliance Officer (ECO), or Facility or Corporate Client Support Services (CSS) help desk or if involving the United Kingdom, the Data Protection Officer (DPO}, Information Governance Manager, Caldicott Guardian, Heads of Governance (HoG}, Division Chief Information Security Officer (CISO) if:

a. my user credentials have been seen, disclosed, lost, stolen, or otherwise compromised;
b. I suspect media with Confidential Information has been lost or stolen;
c. I suspect a virus or malware infection on any system;
d. I become aware of any activity that violates this Agreement or any Company privacy or security policies; or
e. I become aware of any other incident that could possibly have any adverse impact on Confidential Information or Company systems.

Upon Separation

1. I agree that my obligations under this Agreement will continue after termination or expiration of my access to Company systems and Company Information.
2. At the end of my Engagement with the Company for any reason, I will immediately:
   a. securely return to the Company any Confidential Information, Company related documents or records, and Company owned media (e.g., smart phones, tablets, CDs, thumb drives, external hard drives, etc.). I will not keep any copies of Confidential Information in any format, including electronic; and
   b. un-enroll any non-Company owned devices from the Company Enterprise Mobility Management System, if applicable.

Except to the Extent Otherwise Agreed in *a Separate Agreement, the Following Statements Apply to* All Workforce Members

1. I shall promptly disclose to the Company all Company Property that I develop during my Engagement. "Company Property" means any subject matter (including inventions, improvements, designs, original works of authorship, formulas, processes, compositions of matter, software, databases, confidential information and trade secrets), whether belonging to the Company or others, that, directly or indirectly: (i) I author, make, conceive, first reduce to practice, or otherwise create or develop, whether alone or with others using any Company equipment, supplies, facilities, or Confidential Information, or (ii) otherwise arises from work performed by me for the Company, its employees, or agents, (each of the foregoing, a "Development").
2. As between me and the Company, all Company Property is the property of the Company or its designee, and all copyright able Developments that I create within the scope of my employment are "works made for hire."
3. I agree to assign, and do hereby irrevocably assign, to the Company or its designee all of my right, title, and interest In and to any and all Developments, together with all intellectual property and other proprietary rights there in or arising therefrom, including any registrations or applications to register such rights and the right to sue for past, present, or future infringements or misappropriations thereof.
4. During and after my Engagement, I agree to execute any document and perform any act to effectuate, perfect, enforce, and defend the Company's rights in any Development. I hereby appoint the Company and its authorized agent(s) as my attorney in fact to execute such documents in my name for these purposes, which power of attorney shall be coupled with an interest and shall be irrevocable, if I fail to execute any such document within five (5) business days.
5. If there Is a conflict between a term in Sections 24 through 28 and a term separately agreed to in writing with the Company, the term set forth in the separate agreement will control.

By signing this document, I acknowledge that I have read and understand this Agreement, and I agree to be bound by and comply with all the representations, terms and conditions stated herein.

Signature:	Date:
Printed Name:	

3/ 4/10 :

EXHIBIT C

CONSENT TO AND RELEASE OF HEALTH INFORMATION

I,_____(Program Participant) hereby consent to the release of the documents listed below from my student file held by

_____("School") to Wesley Medical Center, d/b/a Wesley Medical Center ("Hospital") for the purposes of demonstrating my qualifications to participate in clinical rotations at the Hospital.

Drug Screen Test Results Health

Record Verification TB Screenings

Results

Signed:_____

Name: _____

Printed Date

EXHIBIT D

ATTESTATION OF SATISFACTORY BACKGROUND INVESTIGATION TO BE COMPLETED BY SCHOOL

On behalf of_____("School"),
I acknowledge and attest to Wesley Medical Center d/b/a Wesley Medical Center ("Hospital") that we own, and have in our possession, a background investigation report on the individual identified below. Such background investigation is satisfactory in that it:

_____ verifies the Subject's Social Security Number;
_____ does not reveal any criminal activity;
_____ confirms the individual is not on either the GSA or OIG exclusion lists;
_____ confirms the individual is not on a State exclusion list, if any;
_____ confirms the individual is not listed as a violent sexual offender;
_____ confirms this individual is not on the U.S. Treasury Department's Office of Foreign Assets Control list of Specially Designation Nationals; and
_____ no other aspect of the investigation required by Hospital reveals information of concern

This attestation is provided in lieu of providing a copy of the background investigation. Identified

Individual Subject to the Background Investigation:

Name:_____

Address:_____ Date of

Birth:_____

Last 4 of Social Security Number:_____

_____

Signature of School Representative

_____

Printed Name of School Representative

_____

School Name

Date::_____

EXHIBIT E

HEALTH RECORD VERIFICATION

Print Information
Student Name_____
School_____
Graduation Date_____

To be verified and documented by a Physician or Registered Nurse.

1) **Measles, Mumps & Rubella** ☐ "positive" MMR titers documentation (all 3 titers)
(dates)_____

OR

☐ documentation of 2 MMR's
(1) age _____ (date)_____
(2) age _____ (date)_____

2) **Chicken Pox (Varicella)** ☐ "positive" Varicella titer documentation
(date)_____

OR

☐ documentation of two (2) immunizations
(1) age _____ (date) _____

3) **Hepatitis B** ☐ Documentation of 3 vaccinations
Date #1_____ Date #2_____ Date #3_____
☐ Signed declination / refusal of vaccinations statement attached

4) **Seasonal flu vaccination** Date given_____
(required between November 1st, and March 31st)

5) **Transmissible Infections:** Student states no known infection as of_____
(date)

Completed by _____MD / DO or RN
Agency _____ Date _____
Address _____
Phone _____

EXHIBIT F

TB SCREENING VERIFICATION

Print Information

Student Name_____

School_____

Graduation Date_____

To be verified and documented by a Physician or Registered Nurse.

Negative TB status as documented by one of the following:

A. Negative TB skin test within the last 12 months. Date of testing and results:
   Date:_____ Results:_____

B. Negative Quantiferon / T-spot within the last 12 months: Date of testing and results:
   Date:_____ Results:_____

C. Negative Chest X-Ray with the last 12 months: Date of testing and results:
   Date:_____ Results:_____

Completed by _____MD / DO or RN

Agency _____ Date _____

Address _____

Phone _____

EXHIBIT G

Tdap SCREENING VERIFICATION

Print Information

Student Name _____

School _____

Graduation Date _____

Tetanus Toxoid, Diptheria and Pertussis

☐ Documentation of **one** booster dose of **Tdap** vaccine within last 10 years.
Date given: _____

Completed by _____ MD / DO or RN

Agency _____ Date _____

Address _____

Phone _____

SCHOOL AFFILIATION AGREEMENT

(For Virtual Observation and Review Only)

THIS SCHOOL AFFILIATION AGREEMENT (this "Agreement") is made as of September 29, 2020_ (the "Effective Date") by and between _ Galen College of Nursing_ ("School") and Outpatient Services Holdings, Inc. d/b/a National Contact Center Management Group, LLC and Outpatient Services Holdings, Inc. d/b/a National Transfer Center Management Services, LLC (together, known herein as "OSH." School and OSH may be referred to herein individually as a "Party" and collectively as the "Parties."

WIT N ES SETH:

WHEREAS, School enrolls students in an accredited degree program in the field of Nursing (the "Degree Program");

WHEREAS, OSH operates one call center where nurses assist patients of clinical-provider clients with questions and a separate call center where nurses **assist** client-providers to facilitate patient transfers or arrange tele-health alternatives (the "Facilities");

WHEREAS, School desires to provide to _[Number]__students per year enrolled in the Degree Program a virtual observation learning experience through listening to call center discussions led by licensed and experienced clinical providers, and an opportunity for students to select an appropriate triage protocol and review the clinical choices with licensed and experienced clinical providers; and

WHEREAS, OSH will make the Facilities virtually available to School for such virtual observation and review experience, subject to the terms and conditions of this Agreement.

Now, THEREFORE, in consideration of the mutual promises contained herein, the Parties hereby agree as follows:

I. **RESPONSIBILITIES OF OSH.**

(a) OSH agrees to provide to Students an access to an "Observation and Review Program," which shall be defined as that observation and review program of between eight and twelve hours total for each student which OSH organizes and makes available. Observation will include virtual attendance via WebEx meeting on phone calls as well as in-person observation of phone interaction while on site at a call center. Review will include the student's independent selection of triage protocol followed by review and discussion of the student's selection in post-conference with the OSH nurse. For purposes of this Agreement, "Students" shall mean those students who are enrolled in the School's Degree Program and who School has identified to OSH as participants in the Observation and Review Program.

(b) OSH shall at all times retain ultimate control of and responsibility for patient care and quality standards

(b) Upon the request of School, OSH shall provide School confirmation to the number of hours each Student observed through the Observation and Review Program. However, School shall at all times remain solely responsible for the evaluation and education of Students.

(c) Upon reasonable request, OSH will provide proof to School that OSH maintains liability insurance in an amount that is commercially reasonable.

(c) OSH will provide written notification to School if a claim arises involving a Student. Both OSH and School agree to share

such information in a manner that protects such disclosures from discovery to the extent possible under applicable federal and state peer review and joint defense laws.

2. Responsibilitiesof School

(a) Clinical **Program.** In exchange for the opportunity for its Students to participate in the Observation and Review Program, School will:

(i) ensure the academic preparation of students enrolled in the Degree Program, and will assign to the Clinical Program only those Students who have demonstrated the ability to successfully participate in the Observation and Review Program (each a "Participating Student");

(ii) identify to OSH each Student who will participate in the Observation and Review Program as soon as that information is reasonably available to School;

(iii) require Students to comply with applicable laws and OSH policies and procedures when participating in the Observation and Review Program;

(iv) require Students to treat OSH patients, staff and Observation and Review Program supervisors With courtesy and respect and do not disrupt Facility operations or the provision of health care services for OSH's patients;

(v) require Students to arrive to each call in which they participate early, and to arrive to on- site rotations at a call center before the scheduled arrival time in order to become appropriately situated; and

(vi) advise Students that they will not participate in calls through the Observation and Review Program in any way that involves direct communication with patients or clients of the call center; the Student's sole communication in the Observation and Review Program will be the supervisor in the call center, unless otherwise approved by OSH.

(b) **Compliance with Program Requirements.** School acknowledges that compliance by School and each Student with the terms and conditions of this Agreement and OSH policies and procedures is a condition precedent to Student access to any OSH center or attendance in calls. Non-compliance or partial compliance with any such requirement may result in an immediate denial of access or re-access to OSG, physically or virtually.

(c) **Dress Code.** School will cause Students who appear on site to conform to reasonable personal appearance standards imposed by OSH and wear ID badges as requested by OSH from time to time. School will cause Students to pay for their own meals at OSG. School acknowledges and will regularly inform Students that OSH is not responsible for personal items lost or stolen at OSG.

(d) **Student Statements.** School shall require each Student to sign a Statement of Virtual Clinical Experience Requirements and Expectations in Exhibit A, the Statement of Confidentiality and Security, in the form attached hereto as Exhibit B, and the Student Call Recording Disclosure attached hereto as Exhibit C prior to attending the Observation and Review Program.

(e) **Liability Insurance.** School shall obtain and maintain occurrence-type general and professional liability insurance coverage in amounts not less than one million dollars ($1,000, 000.00) per occurrence and three million dollars ($3,000,000.00) annual aggregate per Program Participant, with insurance carriers or self-insurance programs approved by OSH and covering the acts and omissions of Program Participants. If such coverage is provided on a claims-made basis, then such insurance shall continue throughout the Term and upon the termination or expiration of this Agreement, School shall purchase tail coverage for a period of three years after the termination or expiration of this Agreement (said tail

coverage shall be in amounts and type equivalent to the claims-made coverage). School will notify OSH at least thirty (30) calendar days in advance of any cancellation or modification of insurance coverage required hereunder and shall promptly provide to OSH, upon request, certificates of insurance evidencing the above coverage.

Notwithstanding the foregoing, if the School is a public entity entitled to governmental immunity protections under applicable state law, then the School shall provide occurrence- based liability coverage in accordance with any limitations associated with the applicable Taw; but the School shall provide such insurance with limits of **at** least $1,000,000 per occurrence and $3,000,000 annual aggregate in the event governmental immunity protections are determined by a court of competent jurisdiction to not apply. Nothing in this agreement is intended to be construed or interpreted as (1) denying either School or OSH any remedy or defense available to it under state laws; (2) the consent of the State where School is located or any of its agents and agencies to be sued; or (3) a waiver of sovereign immunity of the State or the School beyond any waiver explicitly stated in state statutes.

(f) **Performance.** School and all Students shall perform its and their duties and services hereunder in accordance with all relevant local, state, and federal laws and shall comply with the standards and guidelines of all applicable accrediting bodies and the bylaws, rules and regulations of OSH and any non-conflicting rules and regulations of School as may be in effect from time to time. Neither School nor any Program Participant shall interfere with or adversely affect the operation of OSH or the performance of services therein.

3. **MUTUAL RESPONSIBILITIES.** The Parties shall cooperate to fulfill the following mutual responsibilities:

(a) School acknowledges and will inform Students that Students are trainees in the Observation and Review Program and have no expectation of receiving compensation or future employment from OSH or School. Participating Students are not to replace OSH staff and are not to render patient care and/or services. Specifically, Students will listen to the discussion and guidance, but will not enter into discussion while a patient or other client is also connected to the conversation.

(b) School will advise each Student not to take written or otherwise saved notes to the conversations they observe.

4. **WITHDRAWAL OF STUDENTS.** OSH may immediately remove a Student from the Facility when in OSH's discretion his or her participation is unsatisfactory or his or her behavior is disruptive or detrimental to OSH operations and/or OSH's patients or providers. In such event, School will immediately remove the student from the Observation and Review Program. It is understood that only School can dismiss the Student from its Degree Program.

5. INDEPENDENT CONTRACTOR; No OTHER BENEFICIARIES; EMPLOYMENT DISCLAIMER.

(a) The Parties hereby acknowledge that they are independent contractors, and neither School nor any of its agents, representatives, Students, or employees shall be considered agents, representatives, or employees of OSH. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the Parties. School shall be liable for its own debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits. No Student shall look to OSH for any salaries, insurance, or other benefits. No Student or other third person is entitled to, and shall not, receive any rights under this Agreement. Neither Party shall have the right or authority nor hold itself out to have the right or authority to bind the other Party and neither shall either Party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.

(b) Each Party acknowledges Students will not be considered employees or agents of OSH or School for any

purpose. Students will not be entitled to receive any compensation from OSH or School or any benefits of employment from OSH or School, including health care or workers' compensation benefits, vacation, sick time, or other direct or indirect benefit of employment.

(c) School acknowledges that OSH has not and is not obligated to implement or maintain insurance coverage for the benefit or protection of School or Students.

7. **NON-DISCRIMINATION.** There shall be no discrimination on the basis of race, national origin, religion, creed, sex, age, veteran status, or handicap in either the selection of Students, or as to any aspect of the Observation and Review Program; provided, however, that with respect to handicap, the handicap must not be such as would, even with reasonable accommodation, in and of itself preclude the Student's effective participation in the Observation and Review Program.

8. **INDEMNIFICATION**. To the extent permitted by applicable law and without waiving any defenses, School shall indemnify and hold harmless OSH and OSH's officers, directors, trustees, medical and nursing staff, representatives and employees from and against all third-party liabilities, claims, damages and expenses, including reasonable attorneys' fees, relating to or arising out of any act or omission of School or any of its Students, agents, representatives or employees in connection with this Agreement, including, but not limited to, claims for personal injury, professional liability, or with respect to the failure to make proper payment of required taxes, withholding, employee benefits or statutory or other entitlements.

9. **CONFIDENTIALITY**. School will and will advise Students to keep strictly confidential and hold in trust all non-public information of OSH, including all patient information, and refrain from disclosing such confidential information to any third party without the express prior written consent of OSH, provided that the minimum necessary confidential information may be disclosed pursuant to valid legal process after OSH is permitted an opportunity to minimize the potential harmful effects of such disclosure. School shall not disclose the terms of this Agreement to any person who is not a party to this Agreement, except as required by law or as authorized by OSH. These confidentiality requirements survive the termination or expiration of the Agreement.

10. TERM; TERMINATION.

(a) The term of this Agreement will commence on the Effective Date and will continue for two (2) years unless terminated as provided below (the "Term").

(b) Either Party may terminate this Agreement at any time without cause upon at least thirty (30) calendar days prior written notice to the other Party.

(c) The Parties may terminate this Agreement at any time by mutual written agreement.

(d) OSH may immediately terminate this Agreement at any time upon notice to School in the event of a breach of Section 11 of this Agreement.

11. REPRESENTATIONS AND WARRANTIES.

(a) School hereby represents to OSH as of the Effective Date and warrants to OSH for the Term that:

(i) School and its Students: (A) are not excluded, debarred, or otherwise ineligible to participate in the Federal health care programs as defined in 42 U.S.C. Section 1320a- 7b(f) (the "Federal health care programs"); (B) are not convicted of a criminal offense related to the provision of health care items or services but has not yet been excluded, debarred or otherwise declared ineligible to participate in the Federal health care programs, and (C) are not under investigation or otherwise aware of any circumstances which may result in the School, or a Program Participant being excluded from participation in the Federal health care programs; and

(ii) in the aggregate, School and all of School's affiliates compensate all physician employees and physician contractors (if any) (A) in an amount that is consistent with fair market value for actual services provided, and (B) in a manner that does not vary with or take into account the volume or value of patient referrals to, or other business generated for, OSH or any of OSH's affiliates. Furthermore, all of School's and its affiliates' compensation arrangements with physician employees and physician contractors are memorialized in a signed written agreement or other satisfy an exception to the Stark Law physician referral prohibitions provided in 42 U.S.C. § 1395nn(a)(1).

(b) The representation and warranty set forth above is an ongoing representation and warranty for the Term of this Agreement. School will immediately notify OSH in writing of any change in status of the representation and warranty set forth in this section.

12. **TRAVEL EXPENSES**. No expense of School or of a Student will be paid or reimbursed by OSH.

13. **USE OF NAME OR LOGO.** School will not, and will cause Students not to use names, logos or marks associated with OSH without the express written consent of OSH in each case.

14. **ENTIRE AGREEMENT.** This Agreement and its Exhibits set forth the entire Agreement with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the Parties relating to such subject matter. This Agreement may not be amended or modified except by mutual written agreement of the Parties. All continuing covenants, duties and obligations herein shall survive the expiration or earlier termination of this Agreement.

15. **SEVERABIUTY.** If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

16. **CAPTIONS.** The captions contained herein are used solely for convenience and shall not be deemed to define or limit the provisions of this Agreement.

17. **No WAIVER.** Delay or failure to exercise any right or remedy hereunder will not impair such right or remedy or be construed as a waiver thereof. Any single or partial exercise of any right or remedy will not preclude any other or further exercise thereof or the exercise of any other right or remedy.

18. **GOVERNING LAW.** This Agreement shall be governed and construed in accordance with the laws of the state in which OSH is located. Venue for all disputes arising in connection with this Agreement will be in the federal or state courts with jurisdiction for the area where the OSH is located.

19. **Ass1GNMENT; B1No1NG** EFFECT. School may not assign or transfer any of its rights, duties or obligations under this Agreement, in whole or in part, without the prior written consent of OSH. This Agreement shall inure to the benefit of, and be binding upon, the Parties and their respective successors and permitted assigns.

20. NOTICES. All notices hereunder by either Party to the other shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by overnight courier, and shall be deemed to have been duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows:

If to OSH:
Tanya Simpson
One Park Plaza, Bldg. 2, 1-West
Nashville, TN 37203
Attention: VP, NCCM

Copy to:
HCA Legal Department
Attention: Operations Counsel
One Park Plaza, Bldg. 1, 2-West
Nashville, TN 37203

If to School:

Attention: Associate Dean of Student Affairs or to such other person or place as either Party may from time to time designate by written notice to the other Party.

21. **COUNTERPARTS**. This Agreement may be executed in multiple parts (by facsimile transmission or otherwise) and each counterpart shall be deemed an original, and all of which together shall constitute but one agreement. Electronic signatures will be considered originals.

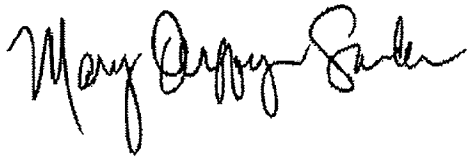
22. HIPAA REQUIREMENTS. To the extent applicable to this Agreement, School agrees to comply with the Health Information Technology for Economic and Clinical Health Act of 2009 (the "HITECH ACT"), the Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 USC§ 1320d through d-8 ("HIPAA") and any current and future regulations promulgated under either the HITECH Act or HIPAA including without limitation the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 (the "Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Parts 160, 162 and 164 (the "Federal Security Regulations") and the federal standards for electronic transactions, all as may be amended from time to time, and all collectively referred to herein as "HIPAA Requirements". School further agrees not to use or disclose any Protected Health Information (as defined in 45 C.F.R. § 164.501) or Individually Identifiable Health Information (as defined in 42 USC § 1320d), other than as permitted by HIPAA Requirements and the terms of this Agreement. School will and will cause Students to enter into any further agreements as necessary to facilitate compliance with HIPAA Requirements.

23. **NO REQUIREMENT TO REFER.** Nothing in this Agreement requires or obligates School to cause the admittance of a patient to OSH or to use OSH's services. None of the benefits granted pursuant to this Agreement are conditioned on any requirement or expectation that the Parties make referrals to, be in a position to make or influence referrals to, or otherwise generate business for the other Party. Neither Party is restricted from referring any services to, or otherwise generating any business for, any other entity of their choosing.

24. **NO PAYMENTS.** Except as provided in Section 5, no payments will be made between the Parties or to the Students in connection with this Agreement.

25. **RECRTALS**. The Recitals to this Agreement shall be an enforceable part of this Agreement, binding on the Parties as if fully set forth herein.

WHEREFORE, authorized representatives of each Party hereby execute this Agreement as of the Effective Date.



Title: College Director Healthcare Initiatives

Date: 9/29/2020

Outpatient Services Holdings, Inc. d/b/a National Contact Center Management Group, LLC

By: Tonya Simpson

Title: Vice President - NCCM

Date: 9/29/2020

Outpatient Services Holdings, Inc. d/b/a National Transfer Center Management Services, LLC

By:_____

Title:_____

Date:_____

EXIDBIT A

Virtual Clinical Experience Requirements and Expectations:

- Must be able to work independently with required documentation tools after completing the student orientation
- Proficient with knowledge and task management re: computer and software function; able to troubleshoot technological challenges
- Participates in call debrief and actively engages in discussions

Requirements:

- Must have access to high speed internet connection.
- Home learning environment separate, secured room with a door that can be locked, away from distractions
    - Headphones to protect audio of calls
    - Must be current and compliant with IIIPAA training
    - Work environment meets ergonomic requirements
    - No screen capture or audio recording of documentation, calls or any PHI during clinical experience.
    - Complies with confidentiality of webex passwords will not be shared.
- Able to access clinical Decision Support Tools (DSTs), documentation tool, and assessment templates as well as communication and feedback mechanisms.
- Able to use webex chat as a primary source of communication during clinical experience.

Expectations:

templates as well as communication and feedback mechanisms.

- Able to use webex chat as a primary source of communication during clinical experience. Expectations:
- Adherence to quality, confidentiality to best serve callers and optimal learning experience.
- Must have access and be able to utilize (DSTs), documentation tool, and assessment templates.
- Student nurse will be focused on learning experience and will not participate in any non-school related activities while working (e.g. babysitting, eldercare sitting)
- In the event of technical issues (if interferes with your ability to learn, the student nurse will follow
- the process below:
    - Ask if the instructor is experiencing the same problem(s).
    - Notify direct clinical instructor **any** of the following circumstances occur...
        - If outages of internet, telephone, and/or computer issues impact ability to learn
        - For ANY communications during the calls, a webex chat to the NCCM nurse and clinical instructor will be encouraged. All student audio will be muted during calls bythe NCCM nurse or optimallearning experience

By signing below, the student and the clinical instructor agree that all criteria within this document are met and the student agrees to maintain compliance.
Note: If the student does not adhere to the requirements and/or expectations outlined in this document, there may be a loss of virtual clinical experience.

Student Nurse (print name):_ _ _ _ _ _ _ Student Nurse (signature):_ _ _ _ _ _ _ _

Clinical Instructor (name & title):_ _ _ _ _ _ _ _ _ _ _ _ _ _ Date: _____

Exhibit B

Workforce Member Confidentiality and Security Agreement

I understand that the HCA affiliated entity(ies) (the "Company") for which I am a Workforce Member (my "Engagement") manages health information and has legal and ethical responsibilities to safeguard the privacy of its patients and their personal and health information ("Patient Information"). "Workforce Member" means employees, employed Licensed Independent Practitioners (LIPs) (e.g., employed/managed physicians), employed Advanced Practice Professionals (APPs), residents/fellows, students (e.g., nursing, medical, and interns), faculty/instructors, contractors *(e.g.,* HealthTrust Workforce Solutions (HWS), travelers, network/per diem staff, or dependent healthcare professionals and/or contracted through another temporary staffing agency), and volunteers.

Additionally, the Company must protect its interest in, and the confidentiality of, any information it maintains or has access to, including, but not limited to, financial information, marketing information, Human Resource Information, (as defined below), payroll, business plans, projections, sales figures, pricing information, budgets, credit card or other financial account numbers, customer and supplier identities and characteristics, sponsored research, processes, schematics, formulas, trade secrets, innovations, discoveries, data, dictionaries, models, organizational structure and operations information, strategies, forecasts, analyses, credentialing information, Social Security numbers, passwords, PINs, and encryption keys (collectively, with patients' information, "Confidential Information"). The Company must also protect Company Property (such as inventions, software, trade secrets, and Developments (as defined below)).

During the course of my Engagement with the Company, I understand that I may access, use, or create Confidential Information. I agree that I will access and use Confidential Information only when it is necessary to perform my job-related duties and in accordance with the Company's policies and procedures, including, without limitation, its Privacy and Security Policies (available at http://hcahealthcare.com/ethics-compliance/ and the Information Protection Page of the Company's intranet). I further acknowledge that I must comply with such policies, procedures, and this Confidentiality and Security Agreement (the "Agreement") at all times as a condition of my Engagement and in order to obtain authorization for access to Confidential Information and/or Company systems. I acknowledge that the Company is relying on such compliance and the representations, terms and conditions stated herein.

General

1. I will act in the best interest of the Company and, to the extent subject to it, in accordance with its Code of Conduct at all times during my Engagement with the Company.

2. I have no expectation of privacy when using Company systems and/or devices. The Company may log, access, review, and otherwise utilize information stored on or passing through its systems, devices and network, including email.

3. Any violation of this Agreement may result in the loss of my access to Confidential Information and/or Company systems, or other disciplinary and/or legal action, including, without limitation, suspension, loss of privileges, and/or termination of my Engagement with the Company, at Company's sole discretion in accordance **with** its policies.

Patient Information

1. I will access and use Patient Information only for patients whose information I need to perform my assigned job duties in accordance with the HIPAA Privacy and Security Rules (45 CFR Parts 160-- 164), applicable state and international laws (e.g., the European Union General Data Protection Regulation), and

applicable Company policies and procedures, including, without limitation, its Privacy and Security Policies (available at http://hcahealthcare.com/ethics-compli ance/ and the Information Protection Page of the Company's intranet).

2. I will only access, request and disclose the minimum amount of Patient Information needed to carry out my assigned job duties or as needed for treatment purposes.
3. By accessing or attempting to access Patient Information, I represent to the Company at the time of access that I have the requisite job-related need to know and to access the Patient Information.

Protecting Confidential Information

1. I acknowledge that the Company is the exclusive owner of all right, title and interest in and to Confidential Information, including any derivatives thereof
2. I will not publish, disclose or discuss any Confidential Information (a) with others, including coworkers, peers, friends or family, who do not have a need to know it, or (b) by using communication methods I am not specifically authorized to use, including personal email, Internet sites, Internet biogs or social media sites.
3. I will not take any form of media or documentation containing Confidential Information from Company premises unless specifically authorized to do so as part of my job and in accordance with Company policies.
4. I will not transmit Confidential Information outside the Company network unless I am specifically authorized to do so as part of my job responsibilities. If I am authorized to transmit Confidential Information outside of the Company, I will ensure that the information is encrypted according to Company Information Security Standards and ensure that I have complied with the External Data Release policy and other applicable Company privacy policies.
5. I will not retain Confidential Information longer than required by the Company's Record Retention policy.
6. I will only reuse or destroy media in accordance with the Company's Information Security Standards.
7. I acknowledge that in the course of performing my job responsibilities I may have access to human resource information which may include compensation, age, sex, race, religion, national origin, disability status, medical information, criminal history, personal identification numbers, addresses, telephone numbers, financial and education information (collectively, "Human Resource Information"). I understand that I am allowed to discuss any Human Resource Information about myself and other employees if they self-disclose their information. I can also discuss Human Resource Information that does not relate to my individual employment or my job responsibilities and that is not in violation of any other provision in this Agreement.

Using Mobile Devices, Portable Devices and Removable Media

1. I will not copy, transfer, photograph, or store Confidential Information on any mobile devices, portable devices or removable media, such as laptops, smart phones, tablets, CDs, thumb drives, external hard drives, unless specifically required and authorized to do so as part of my Engagement with the Company.
2. I understand that any mobile device (smart phone, tablet, or similar device) that synchronizes Company data *(e.g.,* Company email) may contain Confidential Information and as a result, must be protected as required by Company Information Security Standards.

Doing My Part - Personal Security

1. I will only access or use systems or devices I am authorized to access, and will not demonstrate the operation or function of systems or devices to unauthorized individuals.
2. I will not attempt to bypass Company security controls.
3. I understand that I will be assigned a unique identifier *(i.e.,* 3-4 User ID) to track my access and use of Company systems and that the identifier is associated with my personal data provided as part of the initial and/or periodic credentialing and/or employment verification.
4. In connection with my Engagement, I will never:
    a. disclose or share user credentials *(e.g.,* password, SecurID card, Tap n Go badge, etc.), PINs, access codes, badges, or door lock codes;
    b. use another individual's, or allow another individual to use my, user credentials *(e.g.,* 3-4 User ID and password, SecurID card, Tap n Go badge, etc.) to access or use a Company computer system or device;
    c. allow a non-authorized individual to access a secured area *(e.g.,* hold the door open, share badge or door lock codes, and/or prop the door open);
    d. use tools or techniques to break, circumvent or exploit security measures;
    e. connect unauthorized systems or devices to the Company network; or
    f. use software that has not been licensed and approved by the Company.
5. I will practice good workstation security measures such as locking up media when not in use, using screen savers with passwords, positioning screens away from public view, and physically securing workstations while traveling and working remotely.
6. I will immediately notify my manager, Facility Information Security Official (FISO), Director of Information Security Assurance (DISA), Facility Privacy Official (FPO), Ethics and Compliance Officer (ECO), or Facility or Corporate Client Support Services (CSS) help desk or if involving the United Kingdom, the Data Protection Officer (DPO), Information Governance Manager, Caldicott Guardian, Heads of Governance (HoG), Division Chief information Security Officer (CISO) if:
    a. my user credentials have been seen, disclosed, lost, stolen, or otherwise compromised;
    b. I suspect media with Confidential Information has been lost or stolen;
    c. I suspect a virus or malware infection on any system;
    d. I become aware of any activity that violates this Agreement or any Company privacy or security policies; or
    e. I become aware of any other incident that could possibly have any adverse impact on Confidential Information or Company systems.

Upon Separation

1. I agree that my obligations under this Agreement will continue after termination or expiration of my access to Company systems and Company Information.
2. At the end of my Engagement with the Company for any reason, I will immediately:
    a. securely return to the Company any Confidential Information, Company related documents or records, and Company owned media *(e.g.,* smart phones, tablets, CDs, thumb drives, external hard drives, etc.). I will not keep any copies of Confidential Information in any format, including electronic; and
    b. un-enroll any non-Company owned devices from the Company Enterprise Mobility Management System, if applicable.

Except to the Extent Otherwise Agreed in a Separate Agreement, the Following Statements Apply to All Workforce Members

1. I shall promptly disclose to the Company all Company Property that I develop during my Engagement. "Company Property" means any subject matter (including inventions, improvements, designs, original works of authorship, formulas, processes, compositions of matter, software, databases, confidential information and trade secrets), whether belonging to the Company or others, that, directly or indirectly: (i) I author, make, conceive, first reduce to practice, or otherwise create or develop, whether alone or with others using any Company equipment, supplies, facilities, or Confidential Information, or (ii) otherwise arises from work performed by me for the Company, its employees, or agents, (each of the foregoing, a "Development").
2. As between me and the Company, all Company Property is the property of the Company or its designee, and all copyrightable Developments that I create within the scope of my employment are "works made for hire."
3. I agree to assign, and do hereby irrevocably assign, to the Company or its designee all of my right, title, and interest in and to any and all Developments, together with all intellectual property and other proprietary rights therein or arising therefrom, including any registrations or applications to register such rights and the right to sue for past, present, or future infringements or misappropriations thereof.
4. During and after my Engagement, I agree to execute any document and perform any act to effectuate, perfect, enforce, and defend the Company's rights in any Development. I hereby appoint the Company and its authorized agent(s) as my attorney in fact to execute such documents in my name for these purposes, which power of attorney shall be coupled with an interest and shall be irrevocable, if I fail to execute any such document within five (5) business days.
5. If there is a conflict between a term in Sections 24 through 28 and a term separately agreed to in writing with the Company, the term set forth in the separate agreement will control.

Signature:	Date:
Printed Name:	3/4 ID:

By signing this document, I acknowledge that I have read and understand this Agreement, and I agree to be bound by and comply with all the representations, terms and conditions stated herein.

EXHIBIT C

Call Recording Disclosure

HCA ⁍ Healthcare

All inbound/outbound calls at any HCA computer workstation property of the call center are and will be recorded. Students may use their cell phones on scheduled breaks or lunch breaks.

I,_____have been advised that all inbound/outbound calls at any computer work stations within the Call Center work area will be recorded. All calls are for quality and education purposes only.

Student Signature _____

Date _____

1/2018

8/10/2022

Mary, thank you for your time today. KVC Hospitals Wichita is very excited to partner with Galen College of Nursing. I am sending this email to notify you that the clinical agreement you provided is under review by our legal department. I have asked for the review to be expedited and will keep you updated on this. Please accept this email as a verbal commitment for what it is worth, to accepting your nursing students at our site pending our legal departments review.

Thank you,

TAYLOR ZIEGLER, DNP, APRN, FNP-C (She/Her)

Senior Director of Nursing
KVC HOSPITALS
Children's Psychiatric Treatment
1211 N 8th St., Kansas City, KS 66101
o: 913-890-7400 | m: 785-656-2013

www.kvchospitals.org
Join us on Facebook | Instagram | LinkedIn | YouTube | Twitter

GALEN
COLLEGE OF NURSING

Application for Initial Approval of a Nursing Program

Galen College of Nursing – Wichita, KS Campus
Associate Degree in Nursing Program

Submitted to the Kansas State Board of Nursing
August 26, 2022

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KSBON Checklist

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5	Name of controlling institution
5	Name and title of administrator of controlling institution
8	Description of legal body responsible for general policy and provides financial support of nursing education program
5	Name, title, and credentials of the administrator of the nursing education program
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12-14; 83-85	Sources of all financial support and proposed budget
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11	Course of study
11	Credential to be conferred
32	Proposed date of initial admissions of students to the program
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Introduction

Galen College of Nursing (Galen) plans to open a new 25,000 square foot, branch campus in Wichita, Kansas. The Wichita Campus will be located at 551 N. Hillside Street, Wichita, Kansas 67214 (Appendix A) and will offer the following programs using a combination of traditional classroom, asynchronous online, and synchronous virtual instruction to deliver didactic nursing content; hands-on instruction in the clinical learning laboratory to teach and assess nursing skills content, and the use of simulation and clinical instruction in the healthcare setting to provide clinical practice experiences:

Associate Degree in Nursing (ADN) Program, Two-year Option (Two-year Option)
Associate Degree in Nursing (ADN) Program, LPN/LVN to ADN Bridge Option (Bridge Option)
Baccalaureate Degree in Nursing (BSN), Prelicensure Program Option

This *Documentation of Intent* is submitted in support of our request to offer the Associate Degree in Nursing (ADN) Program. A copy of the curriculum plan for each program option can be found in (Appendix B).

The Wichita Campus is intended to be a branch campus under the direction and supervision of the Main Campus in Louisville, KY. Galen's Main Campus supervises branch campuses and off-campus instructional sites located in located in Cincinnati, OH; San Antonio, TX; Gainesville, FL; Tampa Bay, FL; Miami, FL; Myrtle Beach, SC; Nashville, TN; Asheville, NC; Richmond, VA; Hazard, KY; Pikeville, KY; Austin, TX; and Sarasota, FL (Table 2a). Consistent with the College's organizational structure, the Wichita Campus will be similarly structured, supervised, and evaluated.

The ADN program that will be offered at the Wichita Campus is currently offered at other Galen campuses, has an existing faculty-developed, common curriculum, and is programmatically accredited at these locations. There are no differences in admissions criteria or graduation requirements for students enrolled at this new campus. All students attending Galen's Wichita Campus will be subject to the same policies as those at the Main Campus in Louisville, KY and branch campuses.

College History

Galen was established by Humana Health Institutes, Inc. (Humana) in 1989 with a sole focus on nursing education. At this time, Humana was positioned as one of the largest insurance providers and healthcare systems in the country and developed a practical/vocational nursing (PN/VN) program in response to a severe national nursing shortage. Initially offered in Louisville, Kentucky; San Antonio, Texas; and Tampa Bay, Florida, these programs continue to address the healthcare needs of the communities they serve and are exemplars of excellence in nursing education.

Galen officially became Galen College of Nursing in 2005, with the establishment of a prelicensure associate degree nursing (ADN) program at the Florida and Kentucky campuses. As part of Galen's evolution as a college came the decision to establish its first independent Board of Directors in 2006. In 2007, Galen established its first new campus in 17 years in Cincinnati, Ohio. The College received initial accreditation with SACSCOC in 2013 and became a Level II institution upon offering a baccalaureate degree in nursing in 2014. In 2016, Galen responded to a severe nursing shortage in rural Appalachia by offering the ADN program in Hazard, KY. In 2019, Galen became a Level III institution upon offering a master's degree in nursing. In 2020, HCA Healthcare, Inc., the nation's largest healthcare provider, acquired a majority ownership stake in the College's parent company in order to partner with the College in meeting its mission of expanding access to nursing education for diverse learners across the country. In 2021, Galen opened new campus locations in Miami, Florida; Austin, Texas; Nashville, Tennessee; and Myrtle Beach, South Carolina. In 2022, Galen opened new campus locations in Gainesville and Sarasota, Florida and Richmond, Virginia.

Galen has over 30 years of experience in delivering nursing education, and since 1989 has graduated over 31,000 nurses. Galen is one of the nation's largest educators of practical and registered nurses, a success we attribute in part to our committed, caring faculty and small class sizes, diverse clinical and field/preceptorship experiences, as well as our expertise in delivering quality on-ground and online nursing education programs.

With a sole-focus on nursing education, combined with our commitment and experience in delivering quality on-ground and online nursing education programs, Galen is well-positioned to offer an ADN program at our newest location in Wichita, KS in January 2023.

College Overview

Table 1: Main Campus (Controlling Institution) Profile

Legal Name and Address of Controlling Institution	Galen Health Institutes, Inc dba Galen College of Nursing 3050 Terra Crossing Boulevard Louisville, Kentucky 40245
Name and Title of Administrator of Controlling Institution	Mark A. Vogt, BS Chief Executive Officer
Name, Title, and Credentials of the Administrator of the Nursing Education Program	Audria Denker, DNP, RN, FAADN Executive Vice President of Nursing Interim Dean, Wichita Campus
Type of Institution	Private; Single-purpose; For-profit
Regional Accreditor	Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) (Appendix C)

Program Overview

As outlined by KS 65-1119, Galen is prepared to carry out the professional curriculum as prescribed in the rules and regulations of the board. Following approval, the College will maintain the standards and curriculum of the program (KAR 60-1-102).

Table 2: Program Information

Date Program Established	Galen's ADN program was developed by the faculty who leveraged their collective knowledge and expertise to create an engaging curriculum that aligns with professional nursing standards and guidelines. This program is programmatically accredited and has continuously demonstrated students' achievement of program student learning outcomes and program outcomes. The following table outlines the first cohort in which the College offered the ADN program at our existing locations.
Degree Conferred	The Wichita Campus will confer an Associate of Science in Nursing (AS) degree to students who successfully complete the ADN program, which offers two options: a traditional two-year option (Two-year Option) and an LPN/LVN to ADN Bridge Option (Bridge Option). Both program options are designed to prepare graduates to take the NCLEX-RN® and transition to registered nursing practice. Students admitted into the ADN program are not required to complete any pre-requisite courses since all courses are included in the curriculum plans.

Table 2a: ADN Program Initial Offerings

Campus	Campus Type	First ADN Program Offering
Louisville, KY	Main	2005
Tampa Bay, FL	Branch	2005
Cincinnati, OH	Branch	2007
San Antonio, TX	Branch	2008
Hazard, KY	Off-campus Instructional Site for Louisville	2017
Miami, FL	Branch	2021
Austin, TX	Off-campus Instructional Site for San Antonio	2021
Nashville, TN	Branch	2022
Myrtle Beach, SC	Branch	2022
Richmond, VA	Branch	2022
Sarasota, FL	Off-campus Instructional Site for Tampa Bay	2022
Gainesville, FL	Branch	2022
Asheville, NC	Branch	2022
Pikeville, KY	Off-campus Instructional Site for Louisville	2022

Requirements for Initial Approval – Requirements of Approved Nursing Programs

60-2-101(a)(1)

Each institution wanting to offer a nursing program shall be a legally constituted body. The controlling body shall be responsible for general policy and shall provide for the financial support of the nursing program.

Program Response:

Galen Health Institutes, Inc., dba Galen College of Nursing (Galen) is institutionally accredited by SACSCOC as a Level III institution, offering associate, baccalaureate, and master's degrees (Appendix D). Galen is authorized by the Secretary of State to conduct business in Kansas (Appendix E) and is exempt from the Kansas Board of Regents given oversight of the Kansas Board of Nursing for all nursing education programs (Appendix F).

As outlined in Galen's Articles of Incorporation, the business and its affairs are managed or under the direction of the Board of Directors. Galen's Board of Directors consists of seven members who each bring valuable skills and who have impressive backgrounds in nursing, business, and higher education.

The Bylaws of the College (Section 3.18) clearly state the Board's responsibilities and powers, which include:

- Determining and reviewing Galen's mission;
- Serving as the active policy-making body for Galen;
- Enforcing the Board's conflict of interest policy;
- Selecting and evaluating the Chief Executive Officer;
- Overseeing and reviewing Galen's educational programs;
- Ensuring adequate financial resources to deliver a sound and quality educational program;
- Approving Galen's annual operating budget and its annual capital budget and business plan;
- Meeting and maintaining accreditation and regulatory requirements;
- Strategic planning; and
- All other activities necessary to maintain Galen and execute its responsibilities.

A profile for each independent member of the board can be found in Appendix G.

60-2-101(a)(2)

A nursing program administrator shall have oversight of the nursing program.

Program Response:

The Dean of the Wichita Campus will serve as the program administrator of the ADN program. As program administrator, the Dean will have oversight of the ADN program.

Appointment of Dean

Galen has appointed an interim Dean for the for the Wichita Campus, Audria Denker, DNP, RN, FAADN. Evidence of Dr. Denker's qualifications and licensure information can be found in her CV (Appendix H). Once the Wichita Campus has received approval from the Kansas Board of Nursing, a permanent Dean will be hired.

Dr. Denker holds a DNP from Bellarmine University, which is an accredited Nursing Education Program by the Commission on Collegiate Nursing Education (CCNE). Dr. Denker gained extensive clinical-practice knowledge and healthcare-management experience during 14 years as a pediatric-oncology nurse manager at Norton Children's Hospital, a part of Norton Healthcare, in Louisville, Kentucky, and an additional two years' human resources experience as Nurse retention manager for the Norton system. Additionally, Dr. Denker has over 10 years of nursing education teaching experience at the ADN Program level or higher.

Program Administrator Involvement in Governance Activities

As outlined in the Dean Position Description (Appendix I) and further supported by the Program Administrator Position Description Addendum (Appendix J), the Dean maintains the authority and responsibility for:

Table 3: Program of Study and Program Options

	Two-year Option	LPN/LVN to ADN Bridge Option
Program of Study:	Full-time	
Frequency of Admission:	Quarterly	
Type of Academic Term:	Quarter	
Number of Weeks in an Academic Term:	12	12
Total Number of Academic Terms:	8	6
Total Credit Hours Required:	107 quarter credit hours	99 quarter credit hours
Total Nursing Credit Hours Required:	67	39
Total Nursing Theory Credit Hours Required:	37	24
Total Nursing Laboratory Credit Hours Required:	12	5
Total Nursing Clinical Hours Required:	18	10
Total Credit Hours Awarded for Prior Learning, if applicable:	N/A	20 quarter credit hours

- Administration:
  - Assumes responsibility for the oversight of programmatic accreditation; is vested with the administrative authority to accomplish the program's mission, goals, and expected program outcomes; and provides effective supervision and leadership for the academic nursing unit to achieve its mission, goals, and expected program outcomes.
  - Ensures that faculty are academically prepared for the areas in which they teach, maintain expertise in their areas of responsibility, and that their performance reflects scholarship and evidence-based teaching and clinical practices. Ensures that faculty (full- and part-time) are oriented and mentored in their areas of responsibility.
  - Maintain a current faculty roster.
  - Responsible for submission of the Certified List of Graduates upon student completion of all requirements for a degree, diploma, or certificate, regardless of the state in which the graduate intends to seek licensure.
  - Maintains relationship with clinical agencies. Ensures all clinical agencies/sites have a current affiliation agreement on file, along with any required documentation as required by regulatory agencies.
  - Participates in governance activities; facilitates faculty and student representatives in their participation in governance activities.
  - Maintains authority and shared responsibility with the Dean or designee for the development and administration of the nursing program.
  - Directs, leads, and supervises all academic aspects of the campus.
  - Ensures that the number, utilization, and credentials of staff and non-nurse faculty are sufficient to achieve the program goals and outcomes.
  - Provides leadership to ensure that fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes.
  - Provides leadership to ensure that fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.
  - Conducts Professional Advisory Committee (PAC) Meetings according to the committee description outlined in the Faculty Handbook. Facilitates active participation from the committee members (students, graduates, professional nurses, mid-level and senior level nursing administrators.
- Planning:
  - Participates in the development of policies for nursing students, ensuring that they are congruent with the College, publicly accessible, and non-discriminatory.
  - Ensures that practice learning environments support the achievement of student learning outcomes and program outcomes.
  - To facilitate the development of long-range goals and objectives for the nursing program.
  - Participates in the preparation of program budget through recommendations and input. Administers program budget consistent with established policies of the College.
  - Creates and is accountable for the strategic direction and vision for the delivery of quality, responsive curriculum and programs.
  - Provides leadership to ensure that aggregated and trended evaluation findings are used to inform decision making for the maintenance and improvement of the student learning outcomes and program outcomes; shares these findings with communities of interest.
  - Ensures the availability of resources required for faculty (full and part-time) to maintain expertise in their areas of responsibility.
- Implementation:
  - Facilitates faculty in the development and implementation of program, curriculum, and systematic plan of evaluation.
  - Hires and evaluates qualified faculty. Recommends faculty for appointment, promotion, and retention.
  - Oversee the admission, academic progression, and graduation of students.
  - Ensures the implementation of policies and procedure that allows program complaints and grievances to receive due process and include evidence of resolution; implements strategies for continuous improvement based on the evaluation of complaints and grievances.
  - Ensures that orientation to technology is provided and technological support is available to students.
  - Ensures the availability of adequate resources to provide student services that are commensurate with the needs of students, including those receiving instruction using alternative methods of delivery.

- Facilitates the implementation of recommendations made by communities of interest regarding program processes and decision making.
- Provides leadership to ensure that the systematic plan for evaluation is implemented.
- Engages with members of the healthcare community to gain insight about emerging nursing education and workforce needs.
- Engages with community and nursing leaders to build collaborative relationships that help expand Galen's nursing programs.

- Evaluation:
  - Ensures that aggregated and trended evaluation findings are used to inform decision making for the maintenance and improvement of the student learning outcomes and program outcomes; shares these findings with communities of interest.
  - Oversees the systematic assessment of faculty (full- and part-time) performance; develops a plan with the faculty when areas for improvement are identified.
  - Creates and submits reports and documentation to appropriate regulatory agencies, accrediting bodies, and State Boards of Nursing.
  - Develops, maintains, and monitors fiscal resources and secures funding to support educational initiatives.
  - Provides leadership to ensure that the curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency; ensures that accreditation standards and criteria are used as they relate to curriculum.
  - Provides leadership to ensure that learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the student learning outcomes.

The Dean will be supported in their work by qualified individuals who fill specialized positions as presented in Table 4.

Table 4: Campus and College-wide Coordination and Support

Campus-level Coordination Support	
Audria Denker, DNP, RN, FAADN Once the Campus has received approval from the Board of Nursing, a permanent Dean will be hired.	Dean
To be hired: April 2023	Clinical Learning Laboratory Coordinator
To be hired: April 2023	Clinical Education Coordinator
College-wide Coordination Support	
Steve Hyndman, EdD	Executive Vice President and Provost
Audria Denker, DNP, RN, FAADN	Executive Vice President of Nursing
Tracy Ortelli, PhD, RN, CNE, ANEF, FAAN	Executive Vice President of Teaching and Learning Innovation
Tara Dailey, DNP, RN	Associate Vice President and Executive Dean
Steven Carniol, MA	Associate Vice President of Instructional Support and Student Experience
Erin Lentz, PhD	Associate Vice President, Learning and Professional Development
Lisa Hawthorne, PhD, RN, PHN, CNE	Regional Dean
Lisa Peak, DNP, RN, CNE	Regional Dean
Jennifer Holbrook Green, MBA	Senior Director of Accreditation, Compliance, and Regulatory Affairs
Dara Lanman, MSN, RN, CNE	Senior Director, Curriculum, and Instruction
Mollie Nordgren, PhD, RN, CNE	Senior Director of Prelicensure Program Quality
Janeen Berndt, DNP, CNE, CHSE	National Director of Clinical Innovation and Integration
Hope Jones, MSN, RN, CHSE	Regional Director of Clinical Learning Laboratories
Kimberly Scalise, DNP, MSN, RN, CHSE, CNE	Regional Director of Clinical Learning Laboratories
Robert Doran, MA	Director for Learning Media
Jennifer Meredith, EdD	Director of Program Quality
Karla Moore, PhD	Director of Institutional Effectiveness
Laura White, MS	Director of Student Experience
Mary Duffey-Sander, MBA, RN, PHR	College Director of Healthcare Initiatives
April Minster, EdD, MSN, MPH, RN	Associate Director, Curriculum, and Instruction
Mary Alice Tolbert, MSN, RN, CNE, OCN	Associate Director, Curriculum, and Instruction

Cassie Koester, DNP, MPH, RN	Associate Director, Curriculum, and Instruction
Megan Bracewell, M.Ed.	Associate Director of Instructional Design
Allene Frederick, MA	Instructional Technology Support Manager
Claire Child, BA	Lead Academic Progress Coach
Addalena Virtus, MS	Manager of Student Success
Deb Long, MSN, RN	Clinical Learning Lab Operations Manager
Jennifer Stewart, PhD	Dean, Arts & Sciences
Lacey Bass, DNP, MSN, RN, CNE	Faculty Resource Specialist
Katie Bradshaw, MSN, RN	Faculty Resource Specialist
Trina Campos, MSN, RN, CNE	Faculty Resource Specialist
Nicola Contreras, DNP, CHSE-A	Faculty Resource Specialist
Benita Smith, DNP, RN, CNE	Faculty Resource Specialist
Jennifer Lee, MS, BS	Faculty Development Coordinator
Megan McInnis, M.A.	Faculty Development Coordinator
Kristina McKinney, MSN, RN, CNE	Lead Test Development Specialist
Ashley Davis-Anthony, MS	Test Development Specialist
Scott Durling, MSN, RN	Test Development Specialist
Diane Friend, MSN, RN, CDONA/LTC	Test Development Specialist
Susan Griffitts, MSN, RN, FCD	Test Development Specialist
Kristin Singer, MSN, RN	Test Development Specialist
Khataza (Jessie) Wheatley, DHSc, MSN, RN	Test Development Specialist
Ismail Dilek, PhD	Psychometrician
Jamie Chaires, Ed.S.	Instructional Designer
Amy Kennedy, MS	Instructional Designer
Ashley Landry, M.Ed.	Instructional Technology Support Specialist
Chelsy Crews, MS	Instructional Technology Support Specialist
Ashley Delgado, BS	Instructional Technology Support Specialist
Denise Ruggio, MA	Senior Multimedia Specialist
Mason Gray, BFA	Multimedia Specialist
Karin Ching, MFA	Multimedia Specialist
Jessika Raisor, BFA	Multimedia Specialist

60-2-101(a)(3)

The nursing 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.

Program Response:

Galen's Main Campus (governing body) is located at 3050 Terra Crossing Boulevard, Louisville, Kentucky 40245. Galen is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees (Appendix C). SACSCOC is an agency that is approved by the United States Department of Education.

60-2-101(b)(1)

The course of study and credential to be conferred.

Program Response:

The Wichita Campus will confer an Associate of Science in Nursing (AS) degree to students who successfully complete the ADN program, which offers two options: a traditional two-year option (Two-year Option) and an LPN/LVN to ADN Bridge Option (Bridge Option). Both program options are designed to prepare graduates to take the NCLEX-RN® and transition to registered nursing practice. Students admitted into the ADN program are not required to complete any pre-requisite courses since all courses are included in the curriculum plans.

60-2-101(b)(2)

The name and title of the administrator of the nursing program.

Program Response:

Galen has appointed an interim Dean for the for the Wichita Campus, Audria Denker, DNP, RN, FAADN, who serves as the Executive Vice President of Nursing for the College. Evidence of Dr. Denker's qualifications, which are further outlined in Section 60-2-101(a)(2), can be found in her CV (Appendix H). Once the Wichita Campus has received approval from the Kansas Board of Nursing, a permanent Dean will be hired.

60-2-101(b)(3-4)

The name of the controlling body, and name and title of the administrator of the controlling body.

Program Response:

The controlling body of the college is Galen Health Institutes, Inc. dba Galen College of Nursing. Mark A. Vogt, BS has served as the Chief Executive Officer for Galen since 2004.

60-2-101(b)(5)

All sources of financial support.

Program Response:

Galen's campus operations are funded by tuition and fees. The College does not depend on federal or state appropriations (beyond Title IV Federal Student Aid programs), endowments, or contributions to fund its operations, thus avoiding fluctuations in these sources. Student enrollment at each Galen campus, combined with Galen's sound financial practices, has yielded positive, stable, and sufficient financial resources across the College. Fiscal equity among all of Galen's campuses is achieved by allocating resources based on student enrollments, which are sufficient to ensure the achievement of the program outcomes. As a result of establishing the budget based on student enrollments, the financial resources are commensurate with the resources of the governing organization (controlling body). In addition, the financial stability and health of the College makes it feasible to readily lend financial support to each Campus, on an as-needed basis.

The table below provides the revenue, net income, and earnings before interest, taxes, and depreciation (EBITDA) for the last three-year period, reflective of all student enrollments.

Table 5: Demonstrated Financial Stability 2018-2021

	2018 Actual	2019 Actual	2020 Actual	2021 Actual
Revenue	$86 million	$101 million	$124 million	$132 million

Financial Support

Galen has a consistent and sound financial base and a demonstrated history of stability to support the mission of the Institution and the scope of its programs and services. The College is well positioned financially as evidenced by its strong capital resources, a healthy amount of cash reserves, and short-term investments. The financial resources and budget are sufficient to ensure the achievement of the mission, program goals, and expected end-of-program student learning outcomes and program outcomes for all program options. The funding for the development, implementation and evaluation of this program and campus comes from Galen's operating budget.

Additionally, the stability of the institution's past, current, and future financial health is supported by many factors, including: key fiscal policy tenets; strong financial leadership; an independent audit; effective internal control measures; comprehensive budgeting and planning; and thorough financial reporting processes. These internal and external factors form our effective use of resources to fulfill the Galen mission and the scope of programs and services. Galen's positive financial operating results, strong balance sheet, expense management, limited debt, and ample equity base exemplify Galen's sound fiscal policies, which provide for financial stability to support Galen's mission and the scope of its programs and services.

The annual budgeting process begins in August and is completed prior to the beginning of the fiscal year on January 1. Faculty, staff, and campus leadership work closely together in providing input and prioritizing the allocation of resources to support Galen's mission.

The annual budget is prepared by management after collecting and analyzing all of the input gathered from faculty, staff, and College leaders, and submitted to the Board of Directors for final approval. In the middle of the following year, the College reviews actual year-to-date results and determines which assumptions used in the original budget need to be updated due to changing conditions. These assumption changes are discussed with executive leadership and the nursing program administrators for the campus. Based on the results of these discussions, a financial reforecast is prepared for the remainder of the year and is distributed and communicated with the Board of Directors, executive leaders, and the faculty and staff through town hall meetings. This process helps to better predict actual financial outcomes to ensure stability and appropriate resource allocation due to changing economic conditions until the next budget cycle begins. After the financial statements are closed, monthly conference calls occur with program leadership to discuss actual financial results as compared to budget, and to discuss budget variances. These calls facilitate greater understanding and active participation by program leadership in planning and discussing the budget with the faculty, which in turn contributes to responsible fiscal stewardship.

Galen's financial health is sound due to many factors: key fiscal policy tenets; strong financial leadership; an independent audit, effective internal control measures; comprehensive budgeting and planning; and thorough financial reporting processes. Galen's sole focus on nursing education, which prepares graduates to fill healthcare roles that are in great demand, and lack of dependence on state appropriation are factors that greatly contribute to the College's financial stability. The combination of these internal and external factors enables Galen to have a strong financial base and the ability to support the mission and scope of programs and services.

Galen's source of funding is based solely on tuition and fees and the College is well positioned financially as evidenced by its strong capital resources, a healthy amount of cash reserves, and short-term investments. The financial resources and budget are sufficient to ensure the achievement of the mission, program goals, and expected end-of-program student learning outcomes and program outcomes for all program options.

The Campus does not depend on federal or state appropriations (beyond Title IV Federal Student Aid programs), endowments, or contributions to fund its operations, thus avoiding fluctuations in these sources. Student enrollment at the campus, combined with Galen's sound financial practices, has yielded positive, stable, and sufficient financial resources. Fiscal equity among all of Galen's campuses is achieved by allocating resources based on student enrollments.

The fiscal resources of the Wichita Campus are based on student enrollments and are sufficient to ensure the achievement of the nursing education unit outcomes. As a result of establishing the budget based on student enrollments, the financial resources are commensurate with the resources of the governing organization. In addition, the financial stability and health of the College makes it feasible to readily lend financial support to the Campus, on an as-needed basis.

As a college devoted exclusively to nursing, Galen has over 30 years of experience in overseeing and delivering quality nursing education in multiple states. Consistent with its mission, the College is committed to expanding access to education in Wichita and preparing well-educated, competent nurses to join the workforce in this region. The financial health of the College is significant and long lasting, with ample reserves to allow for growth and maturation with all the requisite resources a new campus and existing campuses need. At Galen, the leadership team is a significant strength, with many of the top leaders having been a part of the College for more than a decade. The College's academic programs are well established and provide the ability to scale; Galen's services and management structure provide consolidated services for quality control across all campuses, as well as specific support for campus-based services.

Projected Budget

The projected three (3) year capital and operational budget for the Wichita Campus is outlined in Table 6 below. The figures for 2023 also include information related to start-up costs. A copy of the complete budget can be found in Appendix K.

Table 6: Projected Three-Year Budget 2023-2025

	2023	2024	2025
Revenue	1,888,955	6,378,655	9,789,494
Cost of Education	1,499,642	3,207,406	4,391,007
Admissions	840,585	1,095,215	1,385,213
Administrative	1,115,322	1,892,021	2,284,057
Operating Income	(1,566,594)	184,012	1,729,216
Income Tax	391,649	(46,003)	(432,304)
Net Income	(1,174,946)	138,010	1,296,912

Capital Costs

The budgeted capital costs will be cash financed as indicated in Appendix L

60-2-101(b)(6); 60-2-104(a)

A proposed curriculum, as specified in K.A.R. 60-2-104, with the total number of hours of both theoretical and clinical instruction.

Curriculum requirements. (a) The faculty in each nursing program shall develop a curriculum to meet program and student learning outcomes and meet the following requirements:

(1) Identify the competencies of the graduate for the level of nursing practice;
(2) determine the approach and content for learning experiences;
(3) direct clinical instruction as an integral part of the program; and
(4) provide for learning experiences of the depth and scope needed to fulfill the objectives or student learning outcomes for nursing courses.

Program Response:

Galen faculty are the primary decision-makers for all curriculum development and improvement. The current curriculum was created by Galen faculty and approved by the Curriculum Council. Faculty who teach a course serve on a College-wide course committee where curriculum development is discussed and recommendations for improvements are made. These recommendations are forwarded to Curriculum Council for approval, which is a College-wide council consisting of voting members who are nursing and general education faculty. New program options and major curriculum changes that affect program outcomes, credit hours, course progression, etc., are then forwarded to the Academic Affairs Council for final approval. The Academic Affairs Council consists of the College's academic leadership as well as faculty representatives. Table 2a provides a history of the implementation of the ADN program, which is offered at Galen's other campus locations in.

The Curriculum Identifies the Competences of the Graduate for the Level of Nursing Practice

Six end of program student learning outcomes (PSLOs) have been identified and defined by faculty which incorporate established professional standards, guidelines, and competencies. These six end of program PSLOs were chosen by the faculty based on the belief that their achievement is essential in order to prepare graduates for competence as an entry-level registered nurse. These PSLOs, which are listed below, serve to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress. The PSLOs are published using uniform templates and formats to ensure consistent terminology and understanding. They are listed in the Galen *Student Catalog*, each course syllabi, and are prominently displayed in classrooms. During new student orientation, academic leadership discusses what the PSLOs are and how they will be used to guide student learning.

The six end of program PSLOs identified by faculty for the ADN program are:

Table 7: PSLOs of the ADN Program

Program Student Learning Outcomes	
Safe, Patient-centered Care	Provide safe, patient-centered nursing care using evidence-based practice while managing multiple patients.
Caring Behaviors	Integrate caring behaviors when managing nursing care for diverse patients, families, and communities.
Communication	Integrate effective communication skills to promote safety and support decision making while managing patient care.
Clinical Judgment	Incorporate clinical judgment to ensure quality outcomes when managing patient care.
Collaboration	Participate in collaborative relationships to improve patient outcomes when managing nursing care for diverse patients, families, and communities.
Leadership	Integrate leadership skills in a variety of healthcare settings when managing care for diverse patient populations.

The Curriculum Determines the Approach and Content for Learning Experiences and Provides for Learning Experience of the Depth and Scope Needed to Fulfill the Objectives or Student Learning Outcomes for Nursing Courses

The End-of-Program Student Learning Outcomes (PSLOs) are Used to Organize the Curriculum

The PSLOs provide a framework for the Course Student Learning Outcomes (CSLOs), which are leveled using the revised Bloom's Taxonomy (Anderson, et.al. 2001). The CSLOs have been specifically developed by faculty to show progression through the curriculum as achievement of each course's CSLOs leads to achievement of the PSLOs.

Table 8 provides an example of how the CSLOs are congruent with the PSLOs. Each CSLO is further broken down into Unit Student Learning Outcomes (USLOs), providing a structure that organizes the delivery of instruction, learning activities, and evaluation methods in relation to the established PSLOs.

Table 8: Alignment of Course Student Learning Outcomes to Program Student Learning Outcomes ADN Program – Two-year Option

	NUR 155 Foundations of Nursing	NUR 170 Concepts of Medical-Surgical Nursing	NUR 210 Principles of Pharmacology	NUR 230 Concepts of Nursing: The Childbearing /Child Caring Family	NUR 256 Concepts of mental Health Nursing	NUR 257 Concepts of Aging & Chronic Illness	NUR 265 Advanced Concepts of Medical-Surgical Nursing	NUR 282 Leadership and Nursing Management	NUR 283 Transition to Registered Nursing Practice (PSLOs)
PSLO 2 Caring Behaviors: Integrate caring behaviors when managing nursing care for diverse patients, families, and communities.	Identify caring skills required when providing basic nursing care.	Demonstrate caring behaviors when providing nursing care to patients experiencing common and less complex acute health problems.	Identify caring skills required to provide nursing care to patients receiving pharmacological agents.	Demonstrate caring behaviors when providing nursing care to the childbearing and child caring family.	Demonstrate caring behaviors when providing nursing care to patients and families experiencing psychiatric, mental health problems.	Determine caring behaviors when providing nursing care for patients with chronic or age-related problems.	Engage in caring behaviors when providing nursing care to adult patients experiencing complex, multi-system health problems	Examine quality improvement processes to effectively implement patient safety initiatives.	Integrate caring behaviors when managing nursing care for diverse patients, families, and communities.

The End-of-Program Student Learning Outcomes (PSLOs) Guide the Delivery of Instructions
As part of the course development process, course syllabi have been created to include the mapping of each CSLO, USLO, and evaluation method to the end-of-program PSLOs. This mapping helps ensure that the delivery of instruction support the expected student outcomes and demonstrates the intentional and strong relationships between teaching-learning practices, environments, and expected student learning outcomes. To meet the learning needs of diverse learners, faculty use a variety of strategies, as indicated in Table 9. Teaching strategies include, but are not limited to, engaged lectures, multimedia presentations, case studies, concept maps, small group activities, skills demonstrations, high-fidelity simulation activities, virtual simulation activities, and supervised clinical practice.

The End-of Program Student Learning Outcomes (PSLOs) Direct Learning Activities
Faculty use the CSLOs for each course, which are mapped to the PSLOs, as a framework for the development of learning activities. The topical outlines in the syllabi detail each learning unit and includes information that directly correlates to the CSLOs through the presentation of theory topics, theory learning activities, Clinical Learning Lab (CLL) learning activities, and required readings. All learning activities have been developed by faculty to provide progression through the course and are additionally leveled from course to course throughout the curriculum. CLL lesson plans, activities, scenarios, and instruction technique are chosen to reinforce theory content in preparation for clinical patient care assignments. Clinical learning activities are designed to engage students in increasingly complex patient care activities as the student progresses through the curriculum. Each Clinical Evaluation Tool is designed to directly link to CSLOs and expected differentiated learning competencies (DECs) to assess each student's formative and summative performance.

Learning activities for nursing courses, when delivered hybrid/online, are designed to take advantage of technology while meeting the same SLOs as the on-ground courses. Common syllabi are used for all courses regardless of delivery format, and any differences in learning activities for online courses are noted via the use of a clearly identified icon (🖱) within the syllabi. Students taking nursing courses online come to campus to complete the lab component and to the assigned clinical agency for the clinical component. All students come to campus to complete nursing course examinations, regardless of method of delivery.

Table 9 provides an example of two courses. The table provides an example of how the PSLO *Safe Patient-Centered Care* is embedded in each course of the ADN program, demonstrating how the PSLOs are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress. The table also identifies methods of instruction, learning activities, and evaluation methods used in the curriculum to illustrate the variety of methodologies used to ensure achievement and effective measurement of achievement of student learning outcomes. Course content, learning activities, and methods of assessment are identified and agreed upon by the course faculty during scheduled course curriculum committee meetings at the Campus and College levels, using the PSLOs and CSLOs as the framework.

Table 9: Example of How a PSLO is Embedded in a Course to Organize the Curriculum, Guide the Delivery of Instruction, Direct Learning Activities and Evaluate Student Progress

PSLO 1: Safe, Patient-Centered Care: Provide safe, patient-centered nursing care using evidence-based practice while managing multiple patients.				
Course	**CSLO**	**Delivery of Instruction**	**Learning Activities**	**Evaluation of Student Progress**
NUR 155 Foundations of Nursing	Identify safe patient-centered nursing care using evidence-based practice for patients receiving basic nursing care (PSLO 1).	Lecture Multimedia	Textbook Readings PowerPoint slides Pre/Post Content Quizzing Case studies Videos	Multiple choice unit exams
		Skills Demonstration	Clinical Learning Laboratory (CLL) practice Supervised Clinical practice	Dosage Calculation test Clinical Performance Examination (CPE)
		Faculty supervised clinical instruction	Clinical Packet Plan of Care	Mid-Term/Final clinical evaluation Evaluation of Plan of Care and Clinical packets via grading rubric
NUR 242 Medical-Surgical Nursing Concepts	Demonstrate safe patient-centered nursing care using evidence-based practice for patients experiencing common and less complex acute health problems (PSLO 1).	Lecture Narrated presentations (OL) Written assignments Small group activity Multimedia	Textbook readings Transmission-Based Precautions for Hospitalized Patients review Dosage calculation Test Threaded discussions (OL) Pre/Post Content Quizzing Case Studies	Multiple choice unit exams Threaded discussions (P/F) (OL) Content Mastery Exam
		Skills Demonstration	Clinical Learning Lab CLL practice Head to Toe Assessment IV insertion practice	Competency Performance Examination (CPE)
		Faculty supervised clinical instruction	Supervised Clinical practice experience Clinical Packet Plan of Care	Mid-Term/Final clinical evaluation Evaluation of Plan of Care and Clinical packets via grading rubric
		CLL experience	Dosage calculation review Supervised CLL practice	Dosage calculation test Competency Performance Examination (CPE)
		Faculty led Simulation experience Faculty led debriefing	Clinical practice experience Plan of Care	Evaluation of Plan of Care via grading rubric Midterm/Final clinical evaluation

Course Sequencing Contribute to Student Learning and Attainment of End-of Program Student Learning Outcomes (PSLOs) and Program Outcomes

Galen provides a simple-to-complex curriculum as evidenced by the course outcomes which are leveled to Bloom's Taxonomy and increasing cognitive leveling. Faculty-created examinations are also mapped to Bloom's Taxonomy, course outcomes, and the NCLEX-RN® test plan and increase in cognitive leveling so that learners can demonstrate progression through the program. The curriculum plan (Appendix B) demonstrates course sequencing through prerequisites for each nursing course so that students can build upon previously learned knowledge and skills. PSLOs, which faculty consider to best represent the preparation of entry-level professional nurses, are the same for all courses regardless of delivery format.

Upon successful completion of the program, students are prepared for the licensure examination and employment as an entry-level registered nurse.

Table 10: Cognitive Leveling of ADN Nursing Exams: Two-year Option

Nursing Course	Cognitive Level Percentages (%)		
	Remembering/Understanding	Applying	Analyzing
NUR 155: Foundations of Nursing	50%	40%	10%
NUR 170: Concepts of Medical-Surgical Nursing	30%	50%	20%
NUR 210: Principles of Pharmacology	55%	35%	10%
NUR 230: Concepts of Nursing: The Childbearing/Child Caring Family	15%	50%	35%
NUR 256: Concepts of Mental Health Nursing	15%	50%	35%
NUR 257: Concepts of Aging and Chronic Illness	15%	50%	35%
NUR 265: Advance Concepts of Medical-Surgical Nursing	10%	40%	50%
NUR 283: Transition to Registered Nursing	0%	40-50%	40-50%

The Curriculum Directs Clinical Instruction as an Integral Part of the Program

The clinical nursing courses are designed and planned by faculty to promote student success in meeting the CSLOs and the PSLOs. Pre- and post-conferences are a component of each clinical experience, which allow faculty to assess student learning and stimulate the students to engage and participate in a professional, problem-solving dialogue with their peers. Evidence of the achievement of the CSLOs within the clinical experience is captured using the clinical evaluation tools. All clinical evaluation tools include references to and utilize PSLOs, CSLOs, and DECs in the evaluation of student performance. The clinical evaluation tools are leveled across the ADN curriculum per Bloom's Taxonomy to assess a student's knowledge, skills, and ability to engage in increasingly complex performance expectations. Faculty supervise and evaluate students in all clinical experiences; preceptors are not used in the ADN program.

Students collaborate with nursing staff, apply established guidelines (Joint Commission Core Measures) for care and evaluate the effectiveness of care provided.

Clinical facilities are selected based upon factors such as type and quality of the clinical experience; availability of appropriate patients; location; ability to accommodate the number of students required; and experiences that align with the PSLOs and CSLOs. Faculty and the clinical education staff work to establish positive professional relationships with the clinical affiliates, whose resources support sufficient student numbers and a variety of experiences.

Student Clinical Experiences Support the Achievement of the End-of-Program Student Learning Outcomes

Student performance in the clinical environment is evaluated using the Clinical Evaluation Tool. This tool has been mapped to End of Program Student Learning Outcomes (PSLOs) and the Differentiated Essential Competencies (DECs) (Texas Board of Nursing, 2021).

Table 11: Example of Clinical Evaluation Tool Mapping: NUR 265

Course Student Learning Outcome (CSLO)	Clinical Objectives/ Clinical Evaluation Objectives	DEC's	Assessment Method
4. Apply clinical judgment to ensure quality outcomes when caring for patients experiencing complex, multi-system health problems.	Uses clinical reasoning and knowledge based on the evidence-based practice outcomes as a basis for decision making in nursing practice.	IIA. Uses clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision-making in nursing practice.	Clinical observation Clinical questioning

	Determines the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families, based upon interpretation of comprehensive health assessment findings compared with evidence-based health data.	IIB. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.	Journal entry Reflection on clinical judgment, Clinical observation Clinical questioning
	Analysis assessment data to identify problems, form goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, families, and the interdisciplinary health care team.	IIC. Analyzes assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.	Care Plan
	Evaluates patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.	IIF. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.	Care Plan
	Develops, implements, and evaluates teaching plans for patients and their families to address health promotion, maintenance, and restoration.	IIG. Develop, implement, and evaluate patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.	Teaching Plan Reflection on clinical judgment

Simulated Clinical Experiences

Simulated clinical experiences are used in the ADN program. Simulation experiences are designed primarily in specialty areas where the availability of clinical experiences is limited while not exceeding 50% of the clinical hours in any clinical course specialty area. Simulated learning experiences are designed to allow students to develop effective clinical judgment, teamwork, and professionalism, as well as meet the CSLOs. All full- and part-time nursing faculty who oversee simulation experiences hold a current RN license and meet the educational and experiential qualifications required by the governing organization, the state boards of nursing, and its regional accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Faculty members are provided training on the Healthcare Simulation Standards of Best Practice (HSSOBP).

Simulation experiences are designed according to the HSSOBP for simulation design, prebriefing, facilitation and debriefing. Psychological safety of the learners is ensured during prebriefing. Debriefing after each simulation experience follows the Promoting Excellence and Reflective Learning in Simulation (PEARLS) blended approach to debriefing. Students complete an evaluation following each simulated clinical experience. The National Director of Clinical Innovation and Integration/Regional Director of Clinical Learning Laboratories and simulation faculty review and monitor student evaluations to ensure that simulation experiences continue to provide the appropriate practice learning environment for students to achieve CSLOs and PSLOs.

With the utilization of simulation, the ADN program is able to provide meaningful clinical situations that facilitate student learning and ensure CSLOs and PSLOs can be met.

Clinical Learning Laboratory (CLL) Experiences

Galen students participate in clinical learning laboratory experiences at the College. These experiences include students learning skills based upon National Patient Safety Goals and evidence-based practice. Galen College utilizes Lenburg (2009) Competency Performance Examination Assessment (COPA) for clinical learning skills assessment. Courses in the curriculum that contain Competency Performance Examinations (CPE) skills include NUR 242. The faculty who participate in CPEs have been trained to the COPA model. CPE documentation contains well-defined roles and expectations for the students and the faculty. Each CPE skill has been mapped to end-of-program outcomes (PSLOs).

Table 12: Example of CPE Evaluation Tool Mapped to End of Program Outcomes

D. Critical Thinking: Deliberate and rational thinking focused on clinical decision-making (problem solving, diagnostic reasoning), reflective judgment, or scientific inquiry. **(PSLO #4)**
Critical Elements
1. Make decisions that are based on: a. legal, ethical and/or professional standards b. relevant nursing and health-related knowledge, standards, accepted practices, and/or agency protocols c. pertinent objective and subjective data obtained d. respect for individual and cultural variations, values, and preferences e. specified outcomes and plans of action (treatment plans, etc.) f. potential alternative actions g. reasoning consistent with previous findings, actions, decisions 2. Prioritize decisions based on available pertinent data related to nursing care 3. Change decisions and care only after consulting with supervising nurse 4. Communicate written decisions: a. in a timely manner, consistent with stated requirements b. in language that is clear, accurate, precise and relevant c. in the designated location, form and format 5. Inform designated person of any changes in patient status detected while providing care

60-2-101(b)(6); 60-2-104(b)(1-2)

A proposed curriculum, as specified in K.A.R. 60-2-104, with the total number of hours of both theoretical and clinical instruction.

Curriculum requirements. (b) The curriculum in each nursing program shall include the following:

(1) Content in the biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice;

(2) the art and science of nursing;

Program Response:

Galen believes the general education component of the degree program supports its mission by preparing students to act as thoughtful, informed and productive citizens and lifelong learners in the context of a complex and rapidly changing society. Galen's associate degree programs enhance professional nursing knowledge and practice.

Galen's general education courses, in all programs, possess the same rigor as those of other institutions offering associate degree programs, and Galen ensures breadth of knowledge in the general education component in several ways. First, students are required to take courses from a range of academic disciplines, including humanities/fine arts; social/behavioral sciences; and natural science/mathematics. Second, the general education courses do not narrowly focus on the specific skills, techniques, or procedures specific to any one occupation or profession. In addition, the courses are not remedial in nature or design.

The courses included in the general education curriculum have been intentionally selected to best equip students in their process of becoming thoughtful, informed, and productive citizens and lifelong learners in the context of a complex and

rapidly evolving society. Galen's identification and evaluation of collegiate level general education courses support that the general education curriculum is based on coherent rationale.

Approximately 40% of the credits required for the associate degree in nursing consist of general education requirements, including Anatomy and Physiology, English, Math, Psychology, Ethics, and Sociology. It is through teaching these relevant skills in constructing logical arguments, or thoroughly understanding the anatomy and life systems of the body, or even in being able to perform basic computations that will assist with dosage calculations in their profession as a nurse, that the student's professional nursing knowledge and practice is enhanced.

General Education Competencies

Six general education competencies (Table 13) were developed and adopted by the faculty, are the outcomes or behaviors that a graduate should possess when they complete the general education component of Galen's ADN program. Galen incorporates general education hours into the curriculum with courses drawn from each of the humanities/fine arts, social/behavioral sciences, natural sciences, and mathematics to ensure development of knowledge in the general education core. Science coursework comprises a significant part of the general education core as a direct reflection of the Institution's mission to prepare nurses for the communities we serve. However, all arts and science courses are general enough to be applied towards any degree or program of study and not specific to nursing.

The faculty believe that successful integration of knowledge in the areas of social competence, communication, critical thinking, information technology, quantitative literacy, and scientific literacy, combined with nursing education, provides graduates with the requisite foundation for the practice of professional nursing. To demonstrate alignment and incorporation of general education knowledge from the sciences and humanities, the GECs have been mapped to the program student learning outcomes. Achievement of the GECs is assessed annually, and the data is used for continuous quality improvement of the general education core.

The GECs are published in the *Student Catalog*, arts and science course syllabi, and in our physical classrooms.

Table 13: General Education Competencies

General Education Competency	Description
Social Competence	Learners will demonstrate an understanding of philosophies that represent the current social, emotional, and behavioral attributes of society and individuals.
Communication	Learners will demonstrate an understanding of the views of others and communicate in a professional manner.
Critical Thinking	Learners will demonstrate the ability to draw conclusions based on evidence and consider prior knowledge, context, and perspectives in predicting implications or consequences.
Information Literacy	Learners will demonstrate the ability to identify, evaluate, and apply information to accomplish a specific purpose.
Quantitative Literacy	Learners will demonstrate the ability to report, calculate, and analyze quantitative data.
Scientific Literacy	Learners will gain the ability to read with understanding scientific content and engage in a dialogue about scientific issues.

Required General Education Courses

The general education courses listed below are offered as part of Galen's ADN Program:

Table 14: Humanities Courses

Course Number	Course Title	Quarter Credits
PHL 2205	Applied Ethics	4

Education 499

Table 15: Communications Courses

Course Number	Course Title	Quarter Credits
ENG 1105	English Composition	4

Table 16: Natural Sciences/Mathematics Courses

Course Number	Course Title	Quarter Credits
BIO 1100	Human Anatomy & Physiology I - Theory	4
BIO 1150	Human Anatomy & Physiology I - Lab	1
BIO 1300	Human Anatomy & Physiology II - Theory	4
BIO 1350	Human Anatomy & Physiology II - Lab	1
BIO 2100	Microbiology for Health Professionals	4
MAT 1205	College Mathematics	4
CSC 1040	Information Literacy and Technology Essentials	2

Table 17: Social/Behavioral Sciences

Course Number	Course Title	Quarter Credits
PSY 2305	Developmental Psychology	4
SOC 1305	Introduction to Sociology	4

Table 18: Total General Education Semester Credits offered in the ADN Program

Content Area	Quarter Credits
Humanities	4
Communication	4
Natural Science/Mathematics	20
Social/Behavioral Sciences	8
Total	**36**

How General Education Courses Contribute to Nursing Knowledge and Practice

The six general education competencies of Social Competence, Communication, Critical Thinking, Information Technology, Quantitative Literacy, and Scientific Literacy are both broad enough to aptly contribute to the necessary foundational knowledge required for an associate degree and specific enough to serve as prerequisites for the nursing curriculum. The general education courses provide a solid foundation to assist students in meeting the Program Student Learning Outcomes (PSLOs), as well as the general knowledge base that will assist them in understanding and interacting with individuals and society. The table in Appendix M outlines how the General Education Competences are mapped to the ADN PSLOs.

To ensure that each general education course required in the nursing program contributes to nursing knowledge and practice, course outcomes are mapped to the GECs which are mapped to the end-of-program student outcomes (PSLOs). The general education syllabi also include unit level outcomes that tie directly to their course outcomes. An example of this mapping can be found in Table 19.

Table 19: Example of alignment of Course Outcomes, General Education Competencies, and End of Program Student Outcomes (PSLOs): English 1105

Course Student Learning Outcomes	General Education Competency	End-Of-Program PSLO
Compose academic essays utilizing the steps of the writing process.	Communication Critical Thinking	Communication Leadership
Apply critical thinking throughout the research and writing process.	Communication Critical Thinking	Communication Leadership
Utilize standard writing conventions and academic style in assigned essays.	Communication	Communication

Education 500

60-2-101(b)(6); 60-2-104(b)(3)

A proposed curriculum, as specified in K.A.R. 60-2-104, with the total number of hours of both theoretical and clinical instruction.

Curriculum requirements. (b) The curriculum in each nursing program shall include the following:

(3) didactic content and clinical experience to meet the objectives or student learning outcomes specified in subsection (c) or (d).

(c) Each professional nursing program shall provide instruction and clinical learning experience in the following areas:

(1) The aspects of a safe, effective care environment, including the management of care, safety, and infection control;

(2) health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease;

(3) psychosocial integrity, including coping, adaptation, and psychosocial adaptation; and

(4) physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, and physiological adaptation.

(d) Each practical nursing program shall provide instruction and clinical learning experience in the following areas:

(1) The aspects of a safe, effective care environment, including the coordination of care, safety, and infection control;

(2) health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease;

(3) psychosocial integrity, including coping, adaptation, and psychosocial adaptation;

(4) physiological integrity, including basic care and comfort, pharmacology, reduction of risk potential, and physiological adaptation; and

(5) intravenous fluid therapy, including, at minimum, didactic, supervised laboratory or supervised clinical practice as specified in KAR 60-16-104.

Program Response:

Galen's ADN program has aligned End-of-Program Student Learning Outcomes with the NCLEX® Client Needs Categories. The NCLEX-RN® Examination Test Plan for the National Council Licensure Examination for Registered Nurses (NCSBN, 2019) provides a thorough and comprehensive listing of content outlined by client needs category and subcategory and is designed to reflect essential competencies fundamental to the practice of registered nursing. Content and behaviors identified in the NCLEX-RN® Test Plan provide a framework to guide nurse educators in the incorporation of concepts and processes essential to the entry-level registered nursing practice when meeting the needs of clients in the promotion, maintenance, and/or restoration of health. Galen faculty use this framework to develop course content and examinations to ensure students are demonstrating necessary knowledge and behaviors for entry-level nursing practice.

Table 20: Alignment of Curriculum Requirements and End of Program Student Outcomes (PSLOs)

Curriculum Requirement	End-of-Program Student Learning Outcomes
(1) The aspects of a safe, effective care environment, including the management of care, safety, and infection control; (2) health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease; (3) psychosocial integrity, including coping, adaptation, and psychosocial adaptation; and (4) physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, and physiological adaptation.	**Safe, Patient-centered Care.** Provide safe, patient-centered nursing care using evidence-based practice while managing multiple patients.
(2) health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease; (3) psychosocial integrity, including coping, adaptation, and psychosocial adaptation; and (4) physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, and physiological adaptation.	**Caring Behaviors.** Integrate caring behaviors when managing nursing care for diverse patients, families, and communities.

(1) The aspects of a safe, effective care environment, including the management of care, safety, and infection control; (2) health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease; (3) psychosocial integrity, including coping, adaptation, and psychosocial adaptation; and (4) physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, and physiological adaptation.	**Communication.** Integrate effective communication skills to promote safety and support decision making while managing patient care.
(1) The aspects of a safe, effective care environment, including the management of care, safety, and infection control; (2) health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease; (3) psychosocial integrity, including coping, adaptation, and psychosocial adaptation; and (4) physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, and physiological adaptation.	**Clinical Judgment.** Incorporate clinical judgment to ensure quality outcomes when managing patient care.
(1) The aspects of a safe, effective care environment, including the management of care, safety, and infection control; (2) health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease; (3) psychosocial integrity, including coping, adaptation, and psychosocial adaptation; and (4) physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, and physiological adaptation.	**Collaboration.** Participate in collaborative relationships to improve patient outcomes when managing nursing care for diverse patients, families, and communities.
(1) The aspects of a safe, effective care environment, including the management of care, safety, and infection control;	**Leadership.** Integrate leadership skills in a variety of healthcare settings when managing care for diverse patient populations.

Table 21: Examples of Alignment of Curriculum Requirements and Content Areas

The aspects of a safe, effective care environment, including the management of care, safety, and infection control;				
Course	**CSLO**	**Delivery of Instruction**	**Learning Activities**	**Evaluation of Student Progress**
NUR 155 ***Foundations of Nursing***	CSLO 1: Identify safe patient-centered nursing care using evidence-based practice for patients receiving basic nursing care (PSLO 1).	Lecture Multimedia	Textbook Readings In-Class Activities Pre/Post Content Quizzing PowerPoint slides Videos	Multiple choice unit exams
		Skills Demonstration	Clinical Learning Laboratory (CLL) practice Supervised clinical practice	Dosage Calculation test Clinical Performance Examination (CPE)
		Faculty supervised clinical instruction	Clinical packet Plan of care	Mid-Term/Final clinical evaluation Evaluation of plan of care and clinical packets via grading rubric

NUR 242 ***Medical-Surgical Nursing Concepts***	CSLO 1: Demonstrate safe patient-centered nursing care using evidence-based practice for patients experiencing common and less complex acute health problems (PSLO 1).	Lecture Narrated Presentations (OL) Multimedia Textbook Readings	Threaded Discussions (online) In-Class Activities Pre/Post Unit Quizzing PowerPoint Slides Videos	Multiple Choice Unit Exams Nationally Normed Fundamental Proctored Assessment Weekly Discussions (OL)
		Skills Demonstration Faculty-Led Simulation	Clinical Learning Lab (CLL) Practice	Dosage Calculation Competency Performance Examination (CPE) CPE A: IV Initiation & Administering IV Medication CPE: B Physical Assessment
		Faculty Supervised Clinical Instruction	Clinical Practice Experience	Clinical Packet Plan of Care Midterm/Final Clinical Evaluation

Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease;

Course	CSLO	Delivery of Instruction	Learning Activities	Evaluation of Student Progress
NUR 230/231 ***Concepts of Nursing: The Childbearing/Child Caring Family***	CSLO 3: Demonstrate effective communication skills to promote safety and support decision making when caring for the childbearing and child-caring family (PSLO 3).	Lecture Multimedia Textbook Readings	In-Class Activities Pre/Post Unit Quizzing PowerPoint Slides Videos	Multiple Choice Unit Exams
		Skills Demonstration Faculty-Led Simulation	Dosage Calculation Review (CLL) Practice Small-Group Activity	Dosage Calculations Grief and Loss Presentation Competency Performance Examination (CPE) CPE A: Postpartum Assessment CPE B: Newborn assessment CPE C: Pediatric Assessment CPE D: Pediatric Medication Administration Health Fair Group Project Presentation

		Faculty Supervised Clinical Instruction	Clinical Practice Experiences	Midterm/Final Clinical Evaluation Care Plan/Concept Map Teaching Plan Presentation Therapeutic Toy Project
NUR 253/256 ***Concepts of Mental Health Nursing***	CSLO 3: Demonstrate effective communication skills to promote safety and support decision making when caring for patients and families experiencing psychiatric, mental health problems (PSLO 3).	Lecture Multimedia Textbook Readings	In-Class Activities Pre/Post Unit Quizzing PowerPoint Slides Videos	Multiple Choice Unit Exams
		Faculty Supervised Clinical Instruction Faculty-Led Simulation	Clinical Practice Experience	Care Plan/Concept Map Clinical Packet Journal Entries Process Recording Midterm/Final Clinical Evaluation
Psychosocial integrity, including coping, adaptation, and psychosocial adaptation;				
Course	**CSLO**	**Delivery of Instruction**	**Learning Activities**	**Evaluation of Student Progress**
NUR 253/256 ***Concepts of Mental Health Nursing***	CSLO 2: Demonstrate caring behaviors when providing nursing care to patients and families experiencing psychiatric, mental health problems. (PSLO 2).	Lecture Multimedia Textbook Readings	In-Class Activities Pre/Post Unit Quizzing PowerPoint Slides Videos	Multiple Choice Unit Exams
		Faculty Supervised Clinical Instruction Faculty-Led Simulation	Clinical Practice Experience	Care Plan/Concept Map Clinical Packet Journal Entries Process Recording Midterm/Final Clinical E Evaluation

Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, and physiological adaptation.				
Course	**CSLO**	**Delivery of Instruction**	**Learning Activities**	**Evaluation of Student Progress**
NUR 265 ***Advanced Concepts of Medical-Surgical Nursing***	CSLO 4: Apply clinical judgment to ensure quality outcomes when providing care for adult patients experiencing complex, multi-system health problems (PSLO 4).	Lecture Narrated Presentations (OL) Multimedia Textbook Readings	In-Class Activities Pre/Post Unit Quizzing PowerPoint Slides Videos	Multiple Choice Unit Exams Nationally Normed RN-Medical Surgical Proctored Assessment
		(CLL) Experience Faculty-Led Activities	Dosage Calculation Review Case Studies Group Work/Practice Review Sheets	Dosage Calculation Test
		Faculty Supervised Clinical Instruction	Clinical Practice Experience	Care Plan/Concept Map Clinical Packet Midterm/Final Clinical Evaluation

60-2-101(b)(6); 60-2-104(e)

A proposed curriculum, as specified in K.A.R. 60-2-104, with the total number of hours of both theoretical and clinical instruction.

Curriculum requirements. (e) (1) Each practical nursing program shall have at least 15 credit hours in nursing courses or the equivalent in clock-hours; (2) Each professional nursing program shall have at least 30 credit hours in the nursing major.

Program Response:

Completion of the ADN Program, Two-year Option (professional nursing program) requires a total of 107 quarter credits, of which 40 quarter credits are general education courses and 67 quarter credits are nursing courses. Students can complete the ADN Program, Two-year Option in eight quarters (24 months). Completion of the ADN Program, Bridge Option requires a total of 99 quarter credits and includes: 40 quarter credit hours of general education; 39 quarter credit hours in nursing; and 20 credits which are awarded for prior learning obtained as a result of successfully completing a practical nursing program.

The following table demonstrates the number of nursing credits in each program option, which exceeds the 30-credit hour requirement.

Table 22: Program and Nursing Course Credit Hours

	Two-year Option	LPN/LVN to ADN Bridge Option
Total Credit Hours Required:	107 quarter credit hours	99 quarter credit hours
Total Nursing Credit Hours Required:	67 quarter credit hours	39 quarter credit hours

Education 505

60-2-101(b)(6); 60-2-104(f)

A proposed curriculum, as specified in K.A.R. 60-2-104, with the total number of hours of both theoretical and clinical instruction.

Curriculum requirements. (f) The faculty in each nursing program shall develop and implement a program evaluation plan.

Program Response:

The ADN program has current systematic plan of evaluation (SPE) (Appendix N), which has been developed by the faculty, using ACENs *2017 Standards and Criteria for Associate Degree Programs*. The purpose of the SPE is to outline the planned and deliberate assessment and evaluation of students' achievement of the end-of-program student learning outcomes and program outcomes, which include the NCLEX-RN® pass rate, program completion rate, and job placement rate. As outlined in the *Bylaws of the Faculty*, the SPE is completed on an annual basis for the ADN program by faculty members of the Program Evaluation Committee (PEC). When developing the SPE, the faculty ensured that it was comprehensive and consisted of (a) specific measurable expected levels of achievement, (b) appropriate assessment methods, (c) regular intervals for assessment, (d) sufficient data to inform program decision making, (e) analysis of assessment data to inform program decision making (f) documentation demonstration the use of assessment data to inform decision making.

Use of the Systematic Plan of Evaluation

End-of Program Student Learning Outcomes

There are six end-of-Program Student Learning Outcomes (PSLOs). In 2010, the faculty, program administrators, and deans engaged in a rigorous curriculum review which included a revision of our program philosophy, organizing framework, and PSLOs. The PSLOs are reviewed on an ongoing basis to ensure they reflect contemporary nursing practice and professional standards/guidelines for nursing practice. See Table 7 for the ADN program's PSLOs.

End-of-program student learning outcomes are measured by systematically evaluating each of the ADN program's PSLOs. To effectively measure student achievement of each PSLO, multiple methods of assessment, which include direct and indirect methods, are used. ELAs exist for each direct and indirect assessment method. The frequency of assessment to evaluate the achievement of each PSLO is done annually and is being reevaluated by the faculty.

Specifically, the faculty are considering whether to transition to a schedule that requires evaluation of each PSLO on a three-year basis and/or more frequently if needed. In addition, the Chairs of the Campus Program Evaluation Committee (CPEC) are currently working with the Institutional Effectiveness Council to identify additional course artifacts from across the curriculum that can be used to evaluate the achievement of student learning outcomes throughout the curriculum. See Table 23 for an overview of how each of the PSLOs are currently measured annually, as part of the SPE process. In addition, see the SPE for information on how the analysis and assessment of data will be used for program decision making (Appendix N).

Table 23: Overview of How Each Program Student Learning Outcomes (PSLOs) is Measured

Criteria	Overall Expected Level of Achievement	Assessment Method(s)	Frequency of Assessment and Analysis
Program Student Learning Outcomes (1-6)* *Each PSLO is measured with two direct measures and one indirect measure.	**ATI Comprehensive Predictor Sub-Score Data** On the first attempt of the Content Mastery ATI, at least 65% of students will obtain 60% on each of the identified Content Mastery ATI sub-scores Rationale: The predictor score on the ATI is updated as ATI revises their exams. Galen uses a 60% because this is approximately equal to an 85% probability of passing NCLEX-RN® on the first attempt.	Direct Measure: Results of ATI Content Mastery Sub-Score Data mapped to each of the six PSLOs. Aggregated results obtained from IE.	**Collection**: Every Term. **Assessment and Analysis**: Annually
	At least 95% of students will obtain "Exceeded Expectations" or "Satisfactory" on the identified clinical competencies related to each of the PSLOs as stated in the Clinical Evaluation Tool.	Direct Measure: Results of identified clinical competencies related to PSLO 1-6 from the NUR 283 Clinical Evaluation Tool; aggregated results obtained from IE (Data and Assessment Coordinator).	**Collection**: Every Term. **Assessment and Analysis**: Annually
	At least 75% of the students will indicate Agree/Strongly Agree that as a result of completing the program, they are able to demonstrate the KSAs for each PSLO (1-6).	Indirect Measure: Results of NUR 283 Student End-of-Program Survey PSLO 1-6); aggregated results obtained from IE (Data and Assessment Coordinator).	**Collection**: Every Term. **Assessment and Analysis**: Annually

Program Outcomes

In addition to the PSLOs, measures of program quality include the following program outcomes:

- Annual first time NCLEX-RN® pass rates of program graduates will meet or exceed the ACEN requirement of 80%.
- At least 50% of all students will successfully complete the program within 100% of the stated length of the program from the time they begin their first nursing course. Galen additionally calculates completion based on 150% of the published program length as it more fully provides data related to student achievement for our student population. For this timeframe, at least 60% of all students will complete program within 150% of the stated program length, beginning with the first nursing course.
- At least 70% of graduates will be employed in a position for which the program prepared them, within 12 months of graduation.

60-2-101(b)(6); 60-2-104(g-i)

A proposed curriculum, as specified in K.A.R. 60-2-104, with the total number of hours of both theoretical and clinical instruction.

Curriculum requirements. (g) Each nursing program shall submit major curriculum revisions for approval by the board at least 30 days before the board meetings. The nursing program shall have received board approval before implementation. Major curriculum revisions shall include the following:

(1) Any change in the plan of nursing curriculum organization involving philosophy, number of semesters of study, or the delivery method of nursing courses;

(2) any change in content requiring a change of clock-hours or credit hours in nursing courses; and

(3) any change in the number of students to be admitted to the nursing program.
(h) Each nursing program shall submit other curriculum revisions of a course's content, title, objectives, or outcomes to the board's education specialist for approval. The nursing program shall not implement revisions before receiving approval from the board's education specialist. The information specified in this subsection shall be submitted in writing with the annual report.
(i) The nurse administrator shall submit to the board office each change under subsection (g) or (h).

Program Response:
Galen will comply with all requirements of 60-2-104(g-i) and submit major curriculum revisions for approval at least 30 days prior to the next board meeting.

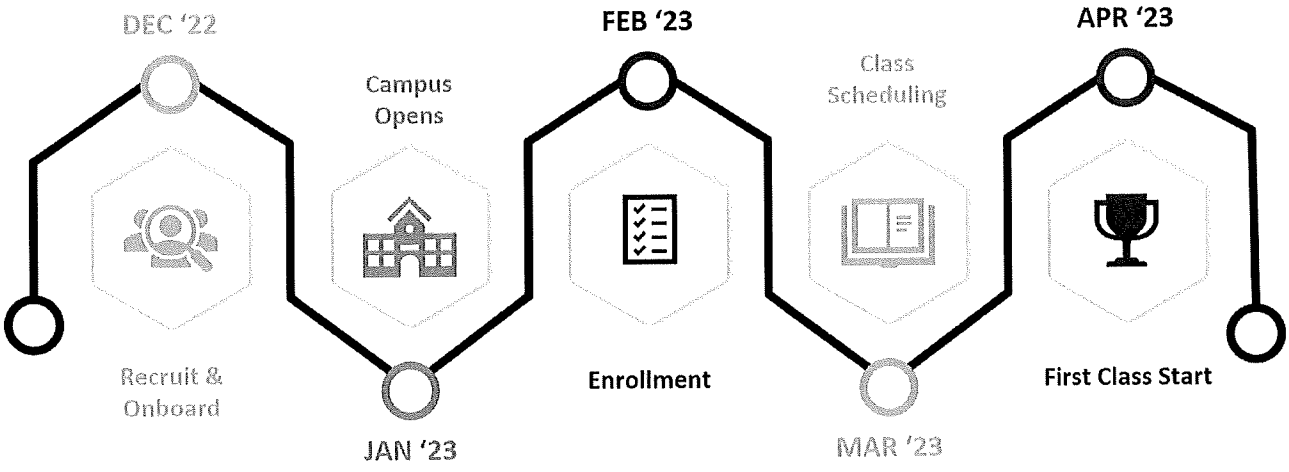
60-2-101(b)(6); 60-2-104(j)
A proposed curriculum, as specified in K.A.R. 60-2-104, with the total number of hours of both theoretical and clinical instruction.

Curriculum requirements. (j) Each nursing program shall have an articulation plan.

Program Response:
Galen's ADN Program, LPN/LVN to ADN Bridge Option allows for licensed practical/vocational nurses (LPNs/LVNs) to earn 20 quarter credit hours for their earned licensure. Galen's policies additionally allow for the transfer of select general education courses. Galen's transfer and residency policies are made available to students and the public in the *Student Catalog*.

60-2-101(b)(7)
The number, qualifications, and assignments of faculty members.

Program Response:
The intended date for the Wichita Campus opening is January 2023; with the start date for the associate degree in nursing program in April 2023. Recruiting for campus, faculty, and students will begin approximately in December 2022, or upon receiving the necessary regulatory approvals. In December 2022, we will be recruiting and training staff on the Galen culture, on enrolling students, and creating the Galen campus feel. The campus building should open in January 2023, where the College will begin enrolling students for the initial cohorts. Qualified faculty will be selected, hired, mentored, and onboarded beginning in the Winter of 2022, or upon receiving the required regulatory approvals.



Galen will maintain a sufficient number of qualified faculty members to ensure that the end-of-program student learning outcomes and program outcomes are achieved. As the College begins recruiting faculty for the March 2023 term, the number

of students enrolled, and the needs of the students, will determine the number of full- and part-time faculty that will be required for the program. It should be noted that nursing courses will not be offered until September 2023.

Recruitment of Faculty

Galen recruits qualified nursing faculty through various avenues, which includes posting information on the Careers page of the College's website. In addition, when an opening occurs, faculty are recruited by recommendations from other faculty and through the College Newton® online application system. Galen offers additional employment incentives such as a referral bonus.

The Dean will be responsible for hiring the faculty for the Wichita Campus. Galen 's commitment to academic excellence is integral to the mission and evidenced by its inclusion in the College's mission and goals. Galen actively recognizes the importance of facilitating the development of knowledge and critical thinking by recruiting and retaining dedicated, qualified educators. In support of this commitment, faculty credentials at Galen are carefully reviewed by the Dean before a faculty member is appointed to teach. Galen considers guidelines from accrediting agencies as paramount in determining the qualifications of faculty. Because of Galen's status as a multi-state campus focused solely on nursing, the institution also considers the requirements of the state boards of nursing and state boards of education in determining the qualifications of any particular faculty member in conjunction with their teaching assignments. All online nursing faculty meet the same requirements as on-campus faculty, as well as complete an extensive online faculty orientation and training in the Learning Management System.

The requirements and responsibilities of faculty are outlined in Appendix O. The College plans to begin recruiting faculty for the Wichita Campus December 2022 or upon receiving the required regulatory approvals.

Faculty Requirements

All faculty will hold a graduate degree in nursing. Consistent with Galen's processes at our other campus locations, educational qualifications and licensure will be verified upon hire by the Human Resources Department and each faculty member's curriculum vitae and/or resume will be reviewed by the Dean to evaluate experiential qualifications. The faculty position description is included in Appendix O.

Determination of Faculty Teaching Assignments

Course assignments are designated each term for all faculty by the Dean with the assistance of other campus academic leadership. Assignments are designed to create transparency, establish equitable faculty responsibilities, and communicate professional expectations. Assignments are additionally established to ensure that those who are assigned to teach possess the requisite qualifications, including work experience, educational preparation, and participation in continuing education, create transparency, and communicate professional expectations.

Upon assignment to teach a course, all faculty submit a Qualified Faculty Determination Standards (QFDS) (Appendix P) form for each course they are qualified to teach. The QFDS form is used to demonstrate the necessary qualifications and evidence to support the teaching assignment. These forms are maintained in the Faculty Credentialing Center in the Institutional Effectiveness and Program Quality Department. Faculty qualifications to teach assigned courses are reviewed prior to initially assigning a faculty member to teach a course and monitored through annual evaluations with a review of the faculty member's updated curriculum vitae and discussion of the past year's development experiences.

In accordance with Galen policy, full-time faculty course assignments are calculated based on the number of contact hours/credits taught. Part-time faculty have a contractual relationship with the College each term and are paid for each course assignment. Faculty qualifications to teach assigned courses are monitored through annual evaluations with a review of the faculty member's updated curriculum vitae and discussion of the past year's development experiences.

Workload Policy and Non-Teaching Workload Expectations

As a single purpose nursing college, with a mission of preparing *diverse learners to demonstrate excellence and compassion in nursing through an educational approach immersed in innovation, technology, and student success*, Galen's full-time faculty focus 80% of their time on instruction and are also expected to engage in service (15%), and scholarship (5%). Expectations for the faculty are clearly communicated in the faculty position description (Appendix O). Full-time faculty members are responsible for assessing students' achievement of the Student Learning Outcomes (SLOs) for the course(s) in which they teach, end-of-

program student learning outcomes, and program outcomes. Examples of service include serving on campus and College-wide committees, mentoring students, or new faculty members, advising students, remediation, and tutoring. Scholarship activities include professional development activities, exploration of evidence-based research/literature to improve pedagogy and sharing nursing and teaching expertise with other faculty and professionals at the regional and national levels.

In the ADN Program, full-time (FT) nursing faculty are expected to teach 16 to 28 contact hours per term (quarter). A contact hour is equivalent to one hour (50 minutes) of face-to-face instruction time being equivalent to one contact hour. For example, FT faculty who only teach theory courses in a given term would be expected to teach 16 contact hours (equivalent to 16 credits), while FT faculty who only teach clinical courses in a given term would be expected to teach up to 28 contact hours (equivalent to 9 credits). The contact hours are added to preparation time, which is one hour of prep time for every contact hour of theory or 15 minutes of prep for every contact hour of lab or clinical, to reach a total of 32 workload hours. The full-time faculty workload policy is located in the *Faculty Handbook*.

Overload

On occasion, a faculty member may be asked or volunteer to perform additional responsibilities or teach an additional course. In this case, the faculty member and Dean mutually agree to any additional assignments. Faculty who are assigned to additional activities or course assignments will be compensated at the end of the term. Compensation for overload is calculated by taking the total number of face-to-face instructional hours plus the associated 'prep' time and subtracting 32 workload hours. The resulting number of hours is multiplied by 12 (which equals the number of weeks in the quarter), and the total number of hours is then multiplied by the faculty member's hourly wage. This overload compensation is provided in one (1) payment at the end of the quarter.

Faculty-to-Student Ratios

To ensure a sufficient number of qualified faculty, Galen has established maximum faculty to student ratios in each course component, which are indicated in the table below. The student-nurse faculty ratio in clinical training, including observational or other supervised learning experiences; equals at least one (1) faculty member for ten (10) students, patient safety is a priority and may mandate lower ratios as is appropriate. This ratio is also maintained when a clinical section is in the Simulation Center.

Table 24: Established Maximum Faculty to Student Ratios per Section*

Component	Ratio
Clinical	1:10**
Clinical Learning Laboratory	1:20
Laboratory	1:35
Theory On-ground/Virtual	1:48
Theory Online	1:25

**Established maximums may be modified with approval of the Program Administrator.*
***Or as determined by state board of nursing or clinical affiliate requirements.*

When determining sufficiency in number of full-time faculty, the program evaluates how many sections of a nursing course to offer. As indicated in Table 24, the number of students registered in one section is limited and varies by course component. Actual faculty-to-student ratios are determined by the total number of students enrolled in nursing course sections divided by the total number of full-time faculty teaching nurse course sections. In some cases, more than one full-time faculty member may be assigned to a course section.

Full-time faculty-to-student ratios do not reflect the additional support that full-time faculty receive from part-time faculty members, the campus, and the College. In addition to the Executive Vice President of Nursing, Associate Vice President and Executive Dean, Regional Dean, and Dean, full-time faculty are supported in their work by qualified individuals as presented in Table 4.

60-2-101(b)(8-10)

(8) The proposed date of initial admission of students to the nursing program; (9) the number times students are to be admitted each year and the proposed number of students per admission; and (10) the admission requirements.

Program Response:

The initial cohort enrolling in the ADN program at the Wichita Campus is projected to consist of 60 students; however, Galen can accommodate more students should the demand for either program increase in this area. Based on the space and resources available, the Wichita Campus can accommodate approximately 1,000 students in total. The College will be monitoring program demand and available resources closely and allocating needed resources accordingly. Galen admits students into the ADN program four times per year. Table 25 reflects the total projected enrollment for the ADN program at the Wichita Campus for the first three years.

Table 25: Projected Enrollment for ADN Program at the Wichita Campus*

	2023	2024	2025
New Students	180	264	422

**Actual program enrollment to correspond with the market demand. Faculty and clinical resources to be allocated accordingly.*

The applicant pool and target audience for the Wichita Campus consists primarily of the following groups of students:

1. Graduating high school students who wish to enter directly into an ADN program.
2. Transfer students who have taken coursework at another educational institution who wish to transfer into Galen's ADN program.
3. Students who have a degree in another field and wish to pursue a nursing degree.
4. Workforce initiatives designed to retrain qualified individuals to become registered nurses.
5. Licensed Practical/Vocational Nurses (LPN/LVNs) who wish to advance their education as a registered nurse.

Admission Criteria

In order to be considered for admission, applicants must meet the following admission requirements (Table 26). Admission practices are based on stated criteria for the selection and admission of students as outlined in the *Student Catalog* and on the College website.

Table 26: ADN Program Admission Criteria

Requirements	ADN Program	
	Two-year Option	LPN/LVN to ADN Bridge Option
General Admission Requirements	• Must be a high school graduate or possess a General Education Development (GED) diploma. • Must be able to communicate effectively in English.	
TESTING REQUIREMENTS The Multilevel PAX is the College's official entrance examination. Applicants may be granted acceptance into the College based upon equivalent entrance test scores on other qualifying examinations, including the ACT, SAT, HESI A2, PAX-PN/RN, and TEAS, or evidence of a previously earned bachelor's degree or higher from an accredited institution. Admission test scores must have been earned within the last five years.		
ACT	19	18
SAT **Exam taken prior to 03/05/16**	1400	1330
SAT **Exam taken on or after 03/05/16**	1030	980
Multilevel PAX	95	90 *Galen PN/VN graduates are not required to take the Multilevel PAX Examination.*

Table 27 outlines the Galen's conditional acceptance policy.

Table 27: Conditional Acceptance

ADN Program, LPN/LVN to ADN Bridge Option
Applicants may be granted conditional acceptance into the ADN program, LPN/LVN to ADN Bridge Option at the Dean's discretion. Students admitted with a conditional status must maintain satisfactory standing (a grade of 'C' or above in each nursing, science, and math course, and a cumulative GPA of 2.0) or may be subject to dismissal. Students will gain full acceptance upon satisfactory completion of 20 quarter credit hours within the program.

Readmission

Former students may apply for readmission by submitting the *Request for Readmission Form* to the Office of Academic Records. The completed form and supporting documentation will be reviewed by the Readmission Committee, who will make a recommendation to the Dean, whose decision will be final. The student will be notified of the Dean's decision in writing within ten (10) business days of the Readmission Committee's meeting. Readmitted students who experience any break in service may be required to retake courses or demonstrate proficiency in competency requirements and are required to meet curriculum requirements in effect at the time of readmission. Students who are readmitted following a dismissal for unsatisfactory academic performance may be admitted in a conditional status and may be required to follow some remedial steps to help them be successful in their coursework.

60-2-101(b)(11; 13-14)

(11) A description of the clinical facilities; (13) the name of each hospital and affiliating agency providing facilities for clinical experience. Each hospital and affiliating agency shall be licensed, accredited, or approved by the appropriate licensing or certifying body; (14) a contractual agreement or letter from each clinical facility stating that the clinical facility will provide clinical experiences for the nursing program's students.

Program Response:

Clinical Affiliation Agreements (CAAs) are established with every facility used for student clinical rotations. CAAs are current and contain the general and specific responsibilities of each party to ensure 1) that students have clinical experiences that promote the attainment of course objectives and student learning outcomes and 2) the protection of students. Each CAA contains general provisions and responsibilities of both the College and the healthcare facility.

A list of the clinical affiliates for the Wichita Campus, which includes a description of the facility and licensing/accreditation/approval information, can be found in Appendix Q.

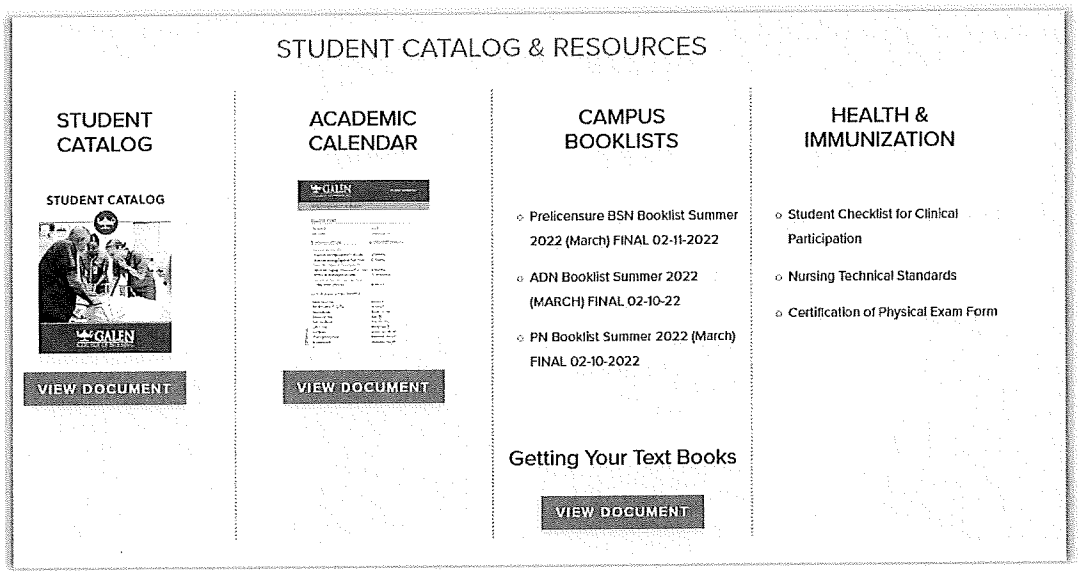
60-2-101(b)(12)

Copies of the current school bulletin or catalog.

Program Response:

Galen publishes an individual *Student Catalog* for each campus location. The *Student Catalog* contains all academic policies related to admission, readmission, progression, progression, and graduation. Policies are accurate, accessible to the public, non-discriminatory and consistently applied; differences are justified by the student learning outcomes and program outcomes.

The *Student Catalog* is made available to students, faculty, and other interested parties in electronic form via Galen's website (screenshot below) and Galen's student portal. The catalog is published at least annually, and new or revised policy updates are communicated to students via an electronic communication at the time of publication.



Consistent with Galen's other campuses, the Wichita Campus will have a *Student Catalog* dedicated to the individual campus. Once the necessary regulatory approvals are obtained, the Wichita *Student Catalog* will be uploaded to a dedicated campus webpage on the Galen webpage. A copy of the Main Campus *Student Catalog* is included with this application as an example.

60-2-101(b)(15)

For each applicant with any existing nursing programs: (A) The nursing program outcomes; and (B) any nursing program outcomes not meeting the stated benchmark. If any outcomes are not meeting the stated benchmark, a new nursing program shall not be approved.

Program Response:

Galen does not currently offer any prelicensure nursing programs in the State of Kansas.

Requirements for Initial Approval – Faculty and Preceptor Qualifications

60-2-103(a)(1)

Faculty and preceptor qualifications. (a) Professional nursing programs. (1) Each nurse faculty member shall be licensed as a registered professional nurse in Kansas.

Program Response:

As evidenced in the Nursing Faculty Position Description (Appendix O), all faculty teaching at the Wichita Campus are required to be licensed as a registered professional nurse in Kansas.

60-2-103(a)(2)

Faculty and preceptor qualifications. (2) Each preceptor shall meet the following requirements: (A) Be licensed as a registered professional nurse in the state in which the individual is currently practicing nursing; and (B) complete a preceptor orientation that includes information about the pedagogical aspects of the student-preceptor relationship and course information.

Program Response:

Not applicable. Galen does not utilize preceptors in the ADN program.

60-2-103(a)(3)

Faculty and preceptor qualifications. (3) Each nursing program shall have a written plan that includes the method of selection of preceptors, the roles of the faculty members and preceptors, and the methods of contact between faculty members and preceptors during the preceptorship.

Program Response:

Not applicable. Galen does not utilize preceptors in the ADN program.

60-2-103(a)(4)

(4) Each nurse faculty member shall have academic preparation and experience as follows:

(A) Each nurse faculty member who is assigned the responsibility of a course shall hold a graduate degree. Each person who is hired as a nurse faculty member shall have a graduate degree in nursing, preferably in the clinical area being taught, except for any person whose graduate degree was conferred before July 1, 2001.

(B) Each nurse faculty member responsible for clinical instruction shall possess a graduate degree or provide to the board a faculty degree plan that projects completion of a graduate degree. Each person who is hired as a nurse faculty member responsible for clinical instruction shall meet one of the following requirements:

(i) Have a graduate degree in nursing, preferably in the clinical area being taught, except for any person whose graduate degree was conferred on or before July 1, 2001; or (ii) provide to the board a faculty degree plan that projects completion of a graduate degree in nursing.

(b) Practical nursing programs. (1) Each nurse faculty member shall be licensed as a registered professional nurse in Kansas. (2) Each nurse faculty member shall have academic preparation and experience as follows:

(A) Each nurse faculty member who is assigned the responsibility of a course shall hold a baccalaureate degree. Each person who is hired as a nurse faculty member shall have a baccalaureate or higher degree in nursing, except for any person whose degree was conferred on or before July 1, 2001.

(B) Each nurse faculty member responsible for clinical instruction shall possess a baccalaureate degree or provide to the board a faculty degree plan that projects completion of a baccalaureate degree. Each person who is hired as a nurse faculty member responsible for clinical instruction shall meet one of the following requirements:

(i) Have a baccalaureate or higher degree in nursing, except for any person whose degree was conferred on or before July 1, 2001; or (ii) provide to the board a faculty degree plan that projects completion of a baccalaureate or higher degree in nursing.

(c)(1) For each nursing program, each nursing program administrator shall submit to the board the following:

(A) A faculty qualification report for each faculty member newly employed. Faculty with a continuing appointment shall have an appropriate degree;

(B) a faculty degree plan reflecting completion of the degree within six years for each instructor without the appropriate degree. Upon completion of the degree, a transcript showing completion of the nursing program shall be submitted to the board; and

(C) notification and a rationale for each faculty member who is not following the degree plan as submitted.

(2) The nursing program administrator may request a faculty hire exception to be approved by the board's professional staff, if faculty meeting the criteria specified in this regulation are not available, by providing documentation of the following:

(A) A lack of qualified applicants;

(B) a rationale for the need to hire the applicant;

(C) the applicant's qualifications; and

(D) a plan for faculty recruitment.

Program Response:

All Galen faculty are required to possess a graduate degree in nursing. Section 60-2-101(b)(7) outlines the process utilized by Galen to recruit faculty and to determine faculty teaching assignments.

Galen agrees to submit for each nursing program, as required:

A. A faculty qualification report for each faculty member newly employed. Faculty with a continuing appointment shall have an appropriate degree;
B. a faculty degree plan reflecting completion of the degree within six years for each instructor without the appropriate degree. Upon completion of the degree, a transcript showing completion of the nursing program shall be submitted to the board; and
C. notification and a rationale for each faculty member who is not following the degree plan as submitted.

Any faculty hire exception will be submitted to the Board in advance.

Galen does not utilize preceptors in the ADN program.

Requirements for Initial Approval – Clinical Resources

60-2-105(a)

Each contractual agreement shall be kept on file in the nursing program office.

Program Response:
Clinical Affiliation Agreements (CAAs) are established with every facility used for student clinical rotations. CAAs are current and contain the general and specific responsibilities of each party to ensure 1) that students have clinical experiences that promote the attainment of course objectives and student learning outcomes and 2) the protection of students. Each CAA contains general provisions and responsibilities of both the College and the healthcare facility.

Clinical affiliation agreements are maintained by the Office of Regulatory Affairs and Compliance and the Nursing Program. A list of the clinical affiliates for the Wichita Campus, which includes a description of the facility and licensing/accreditation/approval information, can be found in Appendix Q.

60-2-105(b)

Clinical learning experiences and sites shall be selected to provide learning opportunities necessary to achieve student learning outcomes.

Program Response:
Clinical facilities are selected based upon factors such as type and quality of the clinical experience; availability of appropriate patients; location; ability to accommodate the number of students required; and experiences that align with the PSLOs and CSLOs. Faculty and the clinical education staff work to establish positive professional relationships with the clinical affiliates, whose resources support sufficient student numbers and a variety of experiences.

Additional information regarding how the curriculum directs clinical instruction and experiences to support meeting the CSLOs and PSLOs can be found in Section 60-2-101(b)(6); 60-2-104(a).

60-2-105(c)

The faculty of each nursing program shall be responsible for student learning outcomes and evaluation in the clinical area.

Program Response:
As outlined in the Faculty Position Description, faculty are responsible for student learning outcomes and evaluation in the clinical area as excerpted below:

- Uses a variety of strategies to assess and evaluate student learning in all settings (classroom, lab, or clinical) and all domains (cognitive, psychomotor, and affective) of learning.
- Designs/uses tools for assessing clinical practice.

This responsibility is further emphasized in the Expectations of Faculty Teaching in the Clinical and Simulation Environments document published in the *Faculty Handbook* as excerpted below.

- Creates a clinical environment that facilitates students learning and achievement of desired student learning and program outcomes.
- Assures clinical assignments and experiences are appropriate for course level in meeting course student learning outcomes.
- Keeps student appraised of his/her clinical performance throughout the rotation/quarter.
- Observes and assesses students during skill performance on a patient.
- Assists students with medication administration and questions their knowledge of the medications.
- Assures safe application of clinical care.
- Provides timely written feedback to students throughout the clinical experience.
- Develops a written, systematic plan for student improvement, as appropriate.
- Documents inappropriate student behavior with corrective actions on college-approved form.

- Provides timely mid-term and final clinical evaluations to students.
- Maintains clinical practice knowledge and expertise in areas of responsibility needed to help students prepare for contemporary nursing practice.
- Seeks opportunities to maintain expertise in areas of responsibility and ensures that performance reflects scholarship and evidence-based clinical practice.

60-2-105(d)

The nursing program shall provide verification that each affiliating agency used for clinical instruction has clinical facilities that are adequate for the number of students served in terms of space, equipment, and other necessary resources, including an adequate number of patients or clients necessary to meet the nursing program objectives or outcomes.

Program Response:

At the end of each quarter, students are given the opportunity to evaluate the clinical faculty member and the clinical site to which they were assigned by completing the evaluation survey for the course. Specifically, students are asked to respond to the following survey question: *The clinical site provided sufficient opportunities to achieve the course objectives for clinical practice*. Additional survey questions gather data on students' evaluation of opportunities to: (1) apply the nursing process; (2) develop professional communication skills with patients, colleagues and members of the healthcare team; and (3) develop skill in the application of therapeutic techniques in a safe and effective manner.

The Campus's clinical agencies and clinical faculty members will also have the opportunity to evaluate the clinical experience through periodic written evaluations. The data collected is monitored by the Dean and clinical leaders, to ensure that the clinical agency continues to provide an appropriate practice environment for student learning and supports the achievement of CSLOs and PSLOs.

To obtain timely feedback, a Clinical Walk-Through Survey (*CWTS)* was developed with faculty with leadership input to allow for immediate documentation into a database and reporting of data. The *CWTS* is divided in three sections, which are the Faculty Section, Student Section, and Facility Section. Each section contains a unique set of questions to evaluate the clinical experience from all angles. A feedback section provided at the end of each set of questions to allow for an explanation for any response or other observation. The data collected will be monitored by the faculty and academic leadership to ensure that the clinical site continues to provide an appropriate practice environment for student learning and supports the achievement of CSLOs and PSLOs. Throughout the year, the clinical practice sites and experiences are evaluated at least annually by the clinical coordinator and DCE using the *CWTS.*

60-2-105(e)

A maximum of a 1:10 faculty-to-student ratio shall be maintained during the clinical learning experience and the clinical observational experience.

Program Response:

When building schedules for a given term, Galen ensures compliance with the board of nursing and clinical affiliate requirements. Galen will ensure that a maximum of a 1:10 faculty-to-student ratio is maintained during clinical learning and clinical observational experiences.

60-2-105(f)(1)

The objectives or student learning outcomes for each clinical observational experience shall reflect observation rather than participation in nursing interventions.

Program Response:

Galen will ensure that objectives or student learning outcomes for each clinical observational experience reflect observation rather than participation in nursing interventions. Clinical observational experiences are designed with specific objectives to align with the CLSOs. The clinical observational experiences are intentional planned to introduce students to patients and patient care areas where a complete clinical rotation is not completed. These observational experiences are noted as

observational only in the clinical assignments made by the clinical instructors. Students are required to complete a reflection assignment following any observational experience for inclusion in the clinical evaluation. Observational experiences do not constitute more than 15% of the total clinical hours per course.

60-2-105(f)(2)

Affiliating agencies in which clinical observational experiences take place shall not be required to be staffed by registered nurses.

Program Response:

Affiliating agencies in which clinical observational experiences take place are not required by Galen to be staffed by registered nurses.

60-2-105(f)(3-4)

(3) Clinical observational experiences shall constitute no more than 15 percent of the total hours for the clinical course.
(4) Simulation experiences shall constitute no more than 50 percent of the total hours for the clinical course.

Program Response:

Clinical Observations

Galen will ensure that no more that 15 percent of the total hours for the clinical course are spent participating in clinical observational experiences.

Simulation Experiences

The Wichita Campus plans to use simulated clinical experiences while not exceeding 50 percent of the total hours for each clinical course.

60-2-105(g)

Clinical learning experiences with preceptors shall be no more than 20 percent of the total clinical hours of the nursing program. This prohibition shall not apply to the capstone course.

Program Response:

Not applicable. Galen does not utilize preceptors in the ADN program.

60-2-105(h)

Each affiliating agency used for clinical instruction shall be staffed independently of student assignments.

Program Response:

As required, each affiliating agency used for clinical instruction shall be staffed independently of student assignments. Student assignments are made for the purpose of facilitating students' application of nursing knowledge in the healthcare setting. These assignments are independent of the responsibilities fulfilled by staff nurses for providing direct patient care.

60-2-105(i)

The number of affiliating agencies used for clinical learning experiences and clinical observational experiences shall be adequate for meeting curriculum objectives and student learning outcomes. The nursing program faculty shall provide the affiliating agency staff with the organizing curriculum framework and objectives and student learning outcomes for clinical learning experiences and clinical observational experiences used.

Program Response:

The Clinical Agency Roster in Appendix Q outlines the written agreements the College has with clinical facilities in the Wichita area indicates sufficient and adequate experiences for meeting curriculum objectives and student learning outcomes. Galen's clinical nursing faculty will be responsible for providing the affiliating agency staff with the organizing curriculum framework and objectives and student learning outcomes for clinical learning experiences and clinical observational experiences used.

60-2-105(j)

A sufficient number and variety of patients representing all age groups shall be utilized to provide clinical learning experiences that meet curriculum objectives or outcomes. If more than one nursing program uses the same affiliating agency, the nursing programs shall document the availability of appropriate clinical learning experiences for all students.

Program Response:

Sufficient Number of Clinical Learning Experiences

The Clinical Agency Roster in Appendix Q outlines the written agreements the College has with clinical facilities in the Wichita area and indicates sufficient availability and variety of patients representing all age groups to be utilized for providing clinical learning experiences that meet curriculum outcomes or objectives.

Patients Representing all Age Groups

Galen's curriculum is a simple to complex curriculum. Students begin their clinical rotations by providing care to one client. As the curriculum advances, students address additional clients, family, and social needs. Clinical and simulation environments allow students to engage with patients across the lifespan such as placement at pediatric, adult, and geriatric clinical sites and simulations that reinforce these clinical concepts. Table 28 outlines the required site features for each course in the program.

Table 28: Required Site Features

Course	Required Site Features
NUR 155 Foundations of Nursing	Adult populations with low acuity or chronic health conditions. Appropriate sites include long-term care, sub-acute care, rehabilitation, low acuity medical-surgical, and some community health sites. Sites should provide students with the opportunity to practice psychomotor skills as well as introductory nursing interventions.
NUR 170 Concepts of Medical-Surgical Nursing	Adult populations with low acuity or chronic health conditions. Appropriate sites include long-term care with skilled nursing, sub-acute care, inpatient rehabilitation, low to intermediate acuity medical-surgical, and some community health sites. Sites should provide students with the opportunity to practice psychomotor skills as well as medical-surgical nursing interventions.
NUR 230 Concepts of Nursing: Childbearing/Child Caring Family	Obstetrical, pediatric, and family-care populations. Appropriate sites include hospital-based obstetrical, labor and delivery, post-partum, nursery, NICU, and pediatric units. Community health services for these populations are also appropriate. Sites should provide students with the opportunity to practice the provision of holistic family nursing care including acute and chronic care.
NUR 256 Concepts of Mental Health Nursing	Populations with altered mental health. Appropriate sites are widely varied across the mental health wellness-illness continuum. Appropriate sites include community-based facilities that promote mental wellness, psycho-social services, transitional living, and many other sites. Sites should provide students with the opportunity to apply holistic nursing care to individuals at various levels of mental wellness both chronic and acute.

NUR 257 **Concepts of Aging and Chronic Health**	Adult populations with chronic health conditions. Appropriate sites include long-term care, sub-acute care, rehabilitation, medical, and some community health sites. Sites should provide students with the opportunity to apply concepts related to healthy aging and chronic disease management.
NUR 265 **Advanced Concepts of Medical Surgical Nursing**	Adult populations with various levels of acuity including chronic health conditions. Appropriate sites include intermediate to high acuity medical-surgical, intensive, cardiac, and critical care units and facilities. Sites should provide students with the opportunity to practice advanced psychomotor skills and complex nursing interventions.
NUR283 Transition to Registered Nursing Practice	Populations with various levels of acuity including chronic health conditions. Appropriate sites include intermediate to high acuity medical-surgical, intensive, cardiac, and critical care units and facilities. Sites should provide students with the opportunity to apply complex nursing interventions, practice care coordination, and manage time and priorities as well as care for multiple patients when possible.

60-2-106(a-b)

(a) Classrooms, laboratories, and conference rooms shall be available when needed and shall be adequate in size, number, and type according to the number of students and the educational purposes for which the rooms are to be used.

(b) Each nursing program shall provide the following:

(1) A physical facility that is safe and is conducive to learning;

(2) space for counseling students in private that is available and adequate in size and number;

(3) secure space for nursing student records; and

(4) current technological resources and student support services for online or distance learning if online or distance learning is provided.

Program Response:

Classrooms, laboratories, and conference rooms shall be available when needed and shall be adequate in size, number, and type according to the number of students and the educational purposes for which the rooms are to be used. The physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes, and to meet the needs of faculty, staff, and students.

Design of Physical Campus and Resources

All Galen campuses were designed with these five components in mind: classrooms, clinical learning and simulation laboratories, student support services, and administrative support services. Each facility has sprinkler systems, fire extinguishers, evacuation routes, and emergency lighting placed according to local building codes. Each campus maintains appropriate access in compliance with the Americans with Disabilities Act (ADA).

Prior to construction or improvements, architects are consulted to ensure that Galen's facilities are in compliance with federal and state codes. All facilities hold Certificates of Occupancy, which are only obtained by meeting government safety guidelines. Additionally, all campuses adhere to fire code regulations, with strategically placed extinguishers that are tested annually. Students are made aware of emergency exits and procedures at orientation. A fire and evacuation plan is posted in each classroom, library, and laboratory, as well as being outlined in the *Student Catalog*, which is available on the College's website. Classroom and clinical learning laboratory safety policy complies with the Occupational Safety Health Administration (OSHA) guidelines and Americans with Disabilities Act (ADA) guidelines.

Clinical Learning and Simulation Laboratories

Galen provides at least one Clinical Learning Laboratory for each campus and extended classroom. Clinical Learning Laboratories follow the Healthcare Simulation Standards of Best Practice (HSSOBP): Operations. Each laboratory facility contains multiple fully functional hospital beds separated by privacy curtains, and other equipment such as simulated oxygen delivery and suction systems. Tables and seating are provided in the laboratories for students to use during instruction.

Technology used in the clinical learning laboratories includes low, medium, or high-fidelity simulators. Low fidelity simulators in the clinical learning laboratories include static manikins and task trainers such as simulated IV-arms and wound care models. Medium fidelity manikins are used throughout the clinical learning laboratories and features increased realism with audible physiologic sounds and other features.

In addition, the simulation laboratories contain simulated patient care rooms with a high-fidelity patient simulator. There are debriefing rooms where non-participating students may observe a simulation in progress and discuss the simulations with their faculty. Each simulated hospital room contains a fully functional hospital bed, simulated patient monitors, and a high-fidelity human patient simulation. Various high-fidelity human patient simulators are used with various patient physiologic processes such as labor and childbirth. Simulation scenarios are controlled from a laptop containing the scenario software via wireless connection to the mannequin. During each session, closed-circuit monitors provide real-time video to faculty members in the control room and to students in the adjacent debriefing rooms. Videos are often recorded for viewing during debriefing.

The simulation and clinical learning laboratories follow manufacturers' guidelines and the HSSOBP: Operations for cleaning and maintenance of simulators and mannequins, supplies, equipment, and the premises to ensure a clean, comfortable, and

safe environment for faculty, staff, student learners and visitors. Any requests for repairs are submitted to the Accounting Department for immediate review.

Testing Rooms

Galen complies with all state and federal laws concerning individuals with disabilities and provides reasonable accommodations to individuals with disabilities in accordance with applicable laws. Any applicant or student who wishes to request an accommodation may do so by contacting the Section 504/Title IX Coordinator for their campus, published in the campus *Student Catalog* and on the Galen website. Individual exams are proctored for students who have documented eligibility for disability accommodations, such as isolated testing or extended testing time. Special isolation testing rooms that address size of the testing area, height of the separators, sunlight, lighting, and room color were designed and installed at all campuses to facilitate testing of students requiring special accommodations.

Workspaces

Full-time staff and faculty on each campus have a dedicated workspace with a computer or laptop with printing and scanning connections and telephone. Part-time/adjunct faculty have access to workspaces while on campus with all the same capabilities as a full-time employee.

Sufficiency of Physical Resources

Galen has adequate physical facilities and resources that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. Galen is committed to providing quality physical resources to support its mission, programs, and services by maintaining a wide variety of physical and technological resources in order to provide an environment conducive to teaching and learning for faculty and students. The institution's strategic goal of *Resource Allocation* focuses on enhancing the learning environment for the courses offered.

Investment in Physical Resources

The College makes significant investments in the physical infrastructure and associated resources in order to enhance learning and facilitate the achievement of program and student learning outcomes. Investments are made in capital items, physical campus infrastructure, and contemporary learning environments (Table 29).

Table 29: Recently Completed Capital Investments

Category of Investment	Investment (Amounts in Millions)
Campus Physical Facility Investments	$19,706,000
Traditional Maintenance Capital Investments	$1,112,000
Student Information System Investment	$1,500,000
Total	**$22,318,000**

The College has budgeted over $11 million for recent physical facility investments.

Annually, a capital budget is prepared for the subsequent calendar year and is presented at the December Board of Directors meeting for approval. Capital requests to be considered for approval in the capital budget are submitted by the campus and program leadership along with justifications for the requests to the VP of Finance for evaluation prior to being presented to the Board of Directors. Capital expenditure requests are submitted to accounting for approval/denial of the purchase, based on planned calendar year budget expenses. Items that are emergency repair or replacements are categorized as such and then the approval can be expedited.

Physical Campus Improvements

Since 2017, the College has continued to undergo physical expansion at all locations to further support current or anticipated program maturation and growth. The College offers an ACEN-accredited ADN Program and a CCNE-accredited prelicensure BSN option at each physical campus location, allowing Galen to leverage existing physical, fiscal, and clinical resources, and make significant financial investments in the physical campus facilities. Table 30 outlines the progressive enhancement of physical resources to support the program.

Table 30: Square Footage Expansion and Enhancement of Physical Resources

	2017	2018	2019	2020	2021
Total Square Footage	237,000	277,000	323,000	377,234	479,431

These numbers are reflective of the College completing or currently undertaking numerous physical expansions based on student enrollment and needs. In 2021, the physical footprint of the College to support the nursing programs expanded to over 475,000 square feet.

Contemporary Learning Environments

Galen maintains a contemporary learning environment at all campus locations, where all students are welcome to learn, study, engage in research, collaborate with peers, and seek guidance and support, regardless of program modality. The following pictures provide a visual of the types of spaces available on campus.

Student Success Center

The student success center is designed with collaboration in mind. As the College's Quality Enhancement Plan focuses critically on ensuring students have the tools they need to become successful students and eventually successful nurses, Galen has learned that the staff who work directly with students need to be directly accessible to them in the areas in which they congregate. In addition, the space for students to study and focus while on campus is something that we have heard clearly from our students and that we have intentionally focused on.

Welcome Center

The welcome center is a great place for potential students to come in and learn more about the College and prepare for their campus tour. Prospective as well as current students can conveniently meet with admissions, financial aid, and registrar staff in order to ensure they are well prepared to start classes at Galen, and the area serves as a comfortable one-stop shop for students who need assistance with administrative matters prior to and during their time as a student at the College.

Many resources are available to enhance the online programs, services, and mission from a physical perspective, but there are also a variety of support services and technology infrastructure that lends itself to supporting virtual learning in the ADN program as well, including virtual tours for each campus location.

Physical Resources

The physical resources of the Wichita Campus are presented in Table 31.

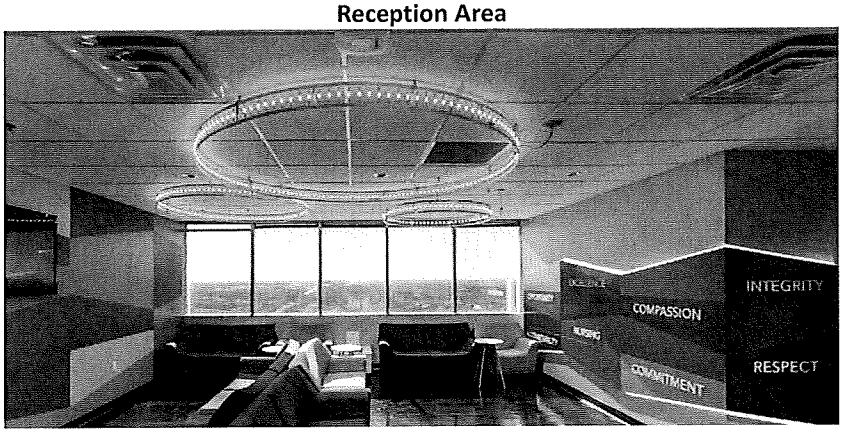
Table 31: Physical Resources of the Wichita Campus

Category	Number
Square Footage	25,000
Classrooms	3
Clinical Learning Laboratories	4
Simulation Center	
Simulation hospital rooms	3
Debriefing rooms	2
Simulation Storage Rooms	1
Student Resource Center	1
Enrollment Center	1
Campus Store	1
Student Lounge	2
Conference Rooms	2
Student Group Study Rooms	14
Faculty/Staff Break Rooms	1
Faculty Workroom/Copy/Mail	1
Other Campus Storage	2
Other Campus Storage	

Full-time faculty are provided individual workspaces equipped with desks and access to computers, a telephone, and office supplies. Part-time faculty have access to shared workspace. Each faculty computer is equipped with hardwired network access and power outlets. Each faculty laptop is standardized with Microsoft® Office Suite®. All faculty and staff computers are pre-mapped to Campus printers and the Campus shared drive. Private conference room space is also available to faculty members so that they may have private conversations with students.

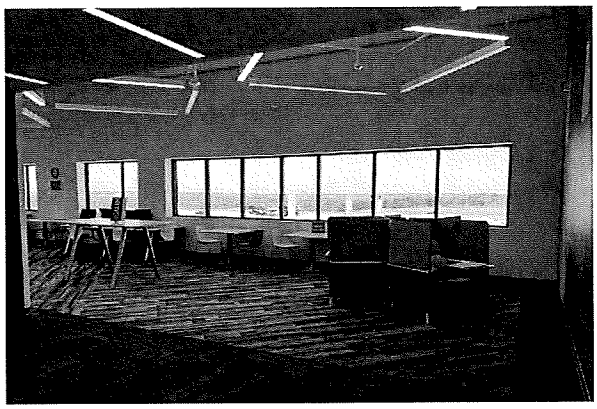
Private offices are provided for academic and operational leadership. An administrative assistant will be accessible to faculty and staff. The faculty and administrative office area will include printers, copy machines, and storage cabinets with supplies and forms for faculty and staff use. Student records are securely maintained electronically.

Reception Area

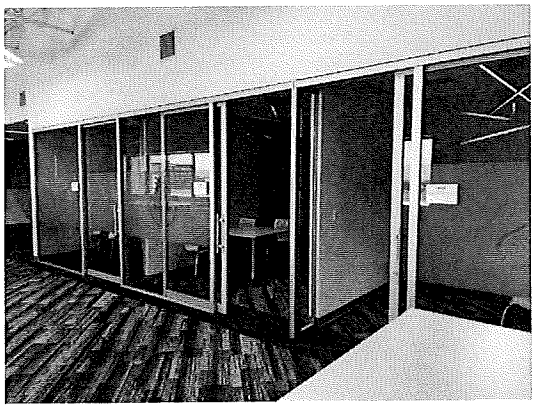


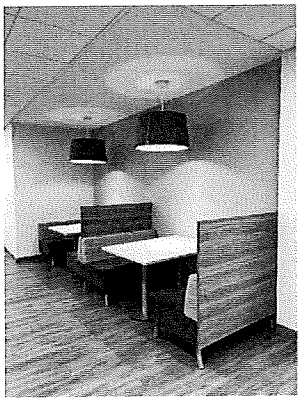
Enrollment Area

Student Resource Center

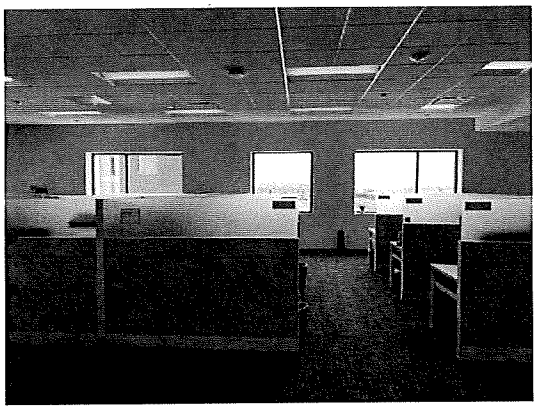


Study Spaces





Staff and Faculty Workspaces



As evidenced through the resources described above, the College provides appropriate physical resources appropriate for the programs and services offered, as well as in complement to the mission through offering students consistent support and contemporary learning centers at each campus location.

Evaluation of Adequacy of Physical Resources

The College utilizes multiple measures to evaluate the adequacy of its physical resources, including survey results and classroom utilization data. Student responses on the Graduating Student (Exit) Survey question "the facilities are clean and well maintained" consistently rated above the expected level of achievement (3 out of 4) at each campus.

The 2021 College Operations & Facilities Institutional Effectiveness Plan (IEP) reflects that the College accomplishes its goals by the abbreviated results below:

- Provide a safe and secure facility
    - Fire drills at all campuses
    - Emergency response and active shooter training at all campuses
    - Each campus scored above 3.0 on Graduating Student (Exit) Survey for campus safety
- Present an environment conducive to learning
    - Most classrooms at all campuses reflect utilization of less than 60% per room, which is our benchmark for monitoring

Recent classroom utilization data continues to reflect the adequacy of Galen's physical resources across existing campuses. Additionally, the College regularly conducts focus groups with students and faculty and staff to ascertain satisfaction with their learning environment as well as garner ideas for new elements to consider in campus renovation and construction.

As the College leases all buildings, deferred maintenance is not a budget consideration and the College can rely on professional property managers, as well as in house facilities staff, to make regular improvements to ensure an adequate physical learning environment.

In summary, the College provides appropriate physical resources appropriate for the programs and services offered, as well as in complement to the mission through offering students consistent support and contemporary learning centers at each campus location

Secure Space for Student Records

Through precautions and procedural guidelines, Galen maintains the security and confidentiality of files and records containing personally identifiable information. Colleague® serves as Galen's student information system and is the primary storage method for all student data. The system requires individual password-protected logins and roles-based security to provide secure, encrypted, and authenticated access only to information appropriate to the employee's role, position, and status. Likewise, students are given access to their records at any time through the student portal, a self-service student portal where they can view their own attendance, schedule, and grades. Roles-based permissions and access for Colleague® are controlled and managed at the Main Campus.

In addition to Colleague, the College utilizes an outside monitoring service, CastleBranch, to ensure compliance with background and immunization requirements of the Institution and our clinical affiliates. In an online platform, CastleBranch receives information from students, which includes items such as immunization records and certifications. The information and documents provided are evaluated by CastleBranch staff, who then works on a proactive basis to follow-up with students on any items that may expire to see that the student remains compliant. All documents are available to Galen's Office of Academic Records at all times.

Galen's Student Records Policy

Galen's Student Records Policy states that electronic student records shall be maintained in the student information system, and that all records shall be retained for five years after graduation or withdrawal. The Office of Academic Records oversees adherence to these rules and determines the appropriateness of requests for access to student records. Galen's policies meet state and federal guidelines on record retention.

Student Support Services

Galen will provide the following services to support students at the Wichita Campus:

Academic Advisement

In order to be available to assist and advise students, regular, full-time faculty members are required to publish a minimum of three hours per week of office hours in their course syllabi or in Canvas™. Faculty members are flexible and often make alternative arrangements outside of the posted times in order to assist students as needed. Students may schedule appointments with faculty members for assistance with study skills, scheduling, course content, or other academic needs. Faculty members will be assigned as advisors to students to assist them with evaluation of transfer credit and subsequent planning of course schedules. Nursing students will also be assigned an Academic Progress Coach and faculty advisor who have had faculty development related to advising students.

Student Services

Galen's student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery. Galen recognizes the importance of providing appropriate academic support services and is committed to providing these essential resources to our diverse student population. Galen's extensive academic resources and programs have been designed to support student achievement of the student learning outcomes, as well as promote the development of professional knowledge.

Student Services Personnel

Galen provides a sufficient number of qualified student services to accomplish the mission of the institution. Appropriate personnel will be hired and trained to assist the students at the Wichita Campus with any student service-related issues. Personnel that are part of the hiring plan for the first two years for the Wichita Campus include job titles such as Admissions Representative, Financial Aid Advisor, Registrar, Academic Progress Coach, Campus Engagement Specialist, and Content

Enrichment Specialist.

The College has the following academic support resources to foster student success:

- Academic Success
- Admissions
- Disability and Counseling Services
- Student Portal
- Orientation
- Financial Aid Services
- Student Resource Center

Academic Success
The Academic Progress Coach will be available at the Wichita Campus to provide academic support services, community resource referrals, and other related services to support student retention and success in the nursing program. This individual understands the diverse academic, socioeconomic, cultural, and ethnic backgrounds of the students and provides services accordingly. For students needing specialized academic assistance, a team of content enrichment specialists provides group tutoring (enrichment) and individual assistance with course content. In many of our campus communities, we have at least one individual in this position who is a registered nurse. Should a student need resources beyond what Galen offers internally, Community Resource Specialists, who are social workers, are also available to assist students with referrals to resources in the community.

Admissions
The Admissions Representative is Galen's first point of contact for a prospective student. Potential students are provided a thorough explanation of the school and its programs either in-person, on the phone or by e-mail. These roles are customer-service oriented, and individuals undergo a training process on how to assist students through the enrollment process. On-going training consists of meetings that cover the role of the enrollment counselor as well as Galen history and compliance. New staff are required to shadow other admissions/enrollment staff on phone calls and during information sessions.

Disability and Counseling Services
The College complies with all state and federal laws concerning individuals with disabilities and provides reasonable accommodations to individuals with disabilities in accordance with applicable laws. Any applicant or student who wishes to request an accommodation may do so by contacting the Section 504 Coordinator/Title IX Coordinator, as outlined in the *Student Catalog* published on the Galen website. Galen provides testing accommodations for students who have a documented eligibility for disability accommodations, such as isolated testing or extended testing time.

Galen is committed to helping students progress successfully through the academic challenges in its nursing programs. A professional, licensed counselor is available to students, at no personal cost, to provide confidential guidance for a wide variety of personal issues, such as test anxiety, learning styles, and reading comprehension. Counselors are available to assist remotely by phone or video.

Student Portal
The student portal, which is available to prospective, current, and graduated students, provides real-time information to registered users. Students can electronically access their mid-term and final course grades, unofficial transcripts, attendance records, and schedules. Students can also contact faculty members, make tuition payments, and receive financial aid information, along with a variety of other functions. The portal enhances communication between students and the College.

Orientation
An orientation program is held to familiarize students, including online students, with the programs and services provided by Galen. Students are greeted in orientation by a Galen representative, and have an opportunity to meet academic leaders, faculty, and staff, including members of the Student Success Department and Operations Team. Various school policies and procedures are covered, including but not limited to: General Attendance Policies, Resolution of Grievances Policy and Procedure, Dress Code, and the Student Code of Conduct. Student success representatives also provide information about academic, community, and 504/Title IX resources.

Financial Aid Services

Galen is in compliance with all program responsibilities under Title IV of the 1998 Higher Education Amendments and subsequent Higher Education Reauthorization Acts. Galen demonstrates compliance through evidence of our most recent Program Participation Agreement (PPA) from the United States Department of Education, our Eligibility and Certification Approval Report (ECAR); and through the results of our 2021 audit, which identified no material deficiencies. Galen adheres to all federal regulations as set forth in the *Federal Student Aid Handbook*.

Financial aid information will be available to all eligible students. Programs will be available to assist students with college expenses including grants, scholarships, and loans. Information and direction about appropriate financial assistance can be obtained by all students from the Enrollment Counselor or by viewing the *Student Catalog*.

An enrollment counselor will be available on-site to assist students in obtaining financial assistance information. In order to obtain direct loans through the Department of Education, students are required to complete a Master Promissory Note and mandatory entrance counseling prior to enrollment at Galen. Galen utilizes the Department of Education's website, StudentLoans.gov, for all student loan counseling to ensure regulatory compliance. Upon the awarding of financial aid, each student will receive an award letter, which explains the responsibilities of the student in order to remain eligible for Title IV financial aid. Staff will conduct an enrollment meeting with every incoming student to create a customized financial plan. At the conclusion of each meeting, the student is given a copy of "Funding Your Education," which is published by the Department of Education and provides extensive and insightful information on all federal student aid programs and the student's responsibilities for loan repayment. Students must participate in exit counseling in order to satisfy mandatory graduation requirements, as published in the *Student Catalog,* and are provided specific information regarding their student loan obligation upon graduation.

Student Resource Center

Physical Resource Center

Galen has made a significant commitment to enhancing computer technologies and making these services user-friendly for students as part of our mission. Student study areas, worktables, and computer resources are available on all campuses for student use. In addition to computer terminals, printing and copying resources are also available. Group collaboration, tutoring, or individual study are facilitated in bright, comfortable environments.

Online Resource Center

The Student Resource Center is a collection of online sites for Galen students. It includes tutorials, contact information for sites and support, and links and guides for student success. The tutorials section has information about using Canvas™ LMS, Microsoft Office Training, the Student Portal, Galen email, and the Rave emergency alert system. The Student Success section includes a Career Resource Center, Library, and contact information for staff who can provide assistance with study skills, test -taking strategies, and social-related concerns such as financial, community resource recommendations, and campus counselors.

Technological Resources

Galen provides comprehensive, current, and accessible learning resources and technology to students and faculty in order to facilitate and enhance the learning experience. Faculty have input into the selection and evaluation of technology through the annual technology survey and by directly bringing ideas forward to the Dean and the Online Technology and Instructional Design department.

The role of faculty is to draw upon their unique and individualized areas of expertise to ensure that proposed resources are academically sound, current, relevant, and pertinent to the learning of the student. Faculty provide input into the selection and evaluation of technology and resources via committees. After evaluation and review, faculty are encouraged to make recommendations for new resource materials, including technology-based materials, to the respective campus curriculum committee. Faculty also review resources (such as a new/revised textbook or skills manual) prior to it being implemented into a course.

Technology

Canvas™ is the online learning management system (LMS) that is used for all programs at the College. Canvas™ is one of the newest, most robust platforms, which allows the College to take full advantage of the latest Web 2.0 interactive technologies.

Through Canvas™, faculty and students can view multimedia and video presentations, retrieve documents such as syllabi, handouts, PowerPoints, and supplemental lesson presentations, and be directed to specific Internet sites that will provide students with additional resources. Canvas™ also provides students with access to threaded discussion forums, synchronous web conferencing, chat features, online quizzes, assignment submission, faculty feedback, which may include video from the faculty and detailed rubric feedback, and course grades.

The Canvas™ platform also includes Native Canvas™ Accessibility, which has built-in accessibility components. Galen complies with all state and federal laws concerning individuals with disabilities and provides reasonable accommodations to individuals with disabilities in accordance with applicable laws. Any applicant or student who wishes to request an accommodation may do so by contacting the Section 504/Title IX Coordinator at their campus. Contact information is published in the campus *Student Catalog* under *Equal Opportunity, Discrimination and Harassment* and on the Galen website.

Galen provides students and faculty with custom-built orientations that are specific to their use. Additionally, all Galen faculty complete a training program before being assigned an online teaching assignment and mentorship during their first-course assignment and as needed.

Technical Support
Faculty and students have access to 24/7 technical support directly with Canvas™ via chat or a toll-free phone call. Additionally, faculty and students can open support tickets with Galen's internal support team by emailing: support@galencollege.edu or by opening a ticket at https://support.galencollege.edu/. Access to Canvas™ support is integrated directly into Canvas™ via a Help button. Additionally, access to all technical support resources, including the learning resources listed in Table 32, are listed under "Student Resources" on the Galen website at: https://galencollege.edu/current-student. Campus-based technical support is available Monday through Friday from 8:30 am – 4:30 pm eastern time by telephone or support ticket. Self-help resources are available on the Galen website 24 hours a day, 7 days a week.

60-2-106(c)
The library resources, instructional media, and materials shall be of sufficient recency, pertinence, level of content, and quantity as indicated by the curriculum to meet the needs of nursing students and faculty and shall be available to online or distance learning students.

Program Response:
Galen's library resources, instructional media, and materials are of sufficient recency, pertinence, level of content, and quantity as indicated by the curriculum to meet the needs of nursing students and faculty and is available to both online and distance learning students.

Learning Resources
Students have access to a librarian, as well as free access to a variety of online learning resources that are available on-demand, 24 hours a day, seven days a week. As previously mentioned, faculty have multiple ways to provide input into the selection and deselection of learning resources. Table 32 outlines the online learning resources available to all students in the ADN program.

Table 32: Available Online Learning Resources for ADN Students

Resource	Description
Academic Writer	A cloud-based instructional resource, which can be accessed through Canvas™, supports students in their efforts to compose research papers, structure and format papers, think and write proficiently, master application of APA Style®. Students can access a robust digital library of videos, quizzes, samples, and more to supplement course content. Technical Support is available via Email or the "Get Assistance" link directly on the Academic Writer homepage. Training tutorial videos and other support options are available in the "Get Assistance" portal.

Grammarly Premium®	A web-based application that checks a user's grammar, spelling, punctuation, sentence structure, and writing style. It also has a built-in plagiarism detection tool that will search the internet for directly copied content. Students, faculty, and staff can sign up for Grammarly® by visiting: www.grammarly.com/edu/signup and registering with their Galen email address. Grammarly® will automatically associate a user's Galen email address with our premium account.
Microsoft Office 365	Faculty and Students are provided with a Galen email address and the full Office 365 suite of software. This includes both the cloud version and installable version of Word, Excel, OneNote, Outlook, Teams, Sway, Forms, and OneDrive could storage. Students and Faculty access their accounts by logging in with their Galen provided email address at www.office.com or by clicking the link provided in the "Current Students" and "Faculty and Staff" sections of the Galen College website.
ReadSpeaker	A third-party, web-based, Canvas™-integrated, screen reader that Galen has licensed. This resource supports students who request accommodations. Readspeaker is integrated directly into Canvas™.
Screencast- O-Matic (SOM)	The Team Premier version used for creating course media, lecture capture, and video presentations. Galen faculty chose SOM because of its cross-platform compatibility (Mac and PC), available mobile apps (IOS and Android), advanced editing capabilities, individual and sharable cloud libraries, and an easy-to-use interface. SOM integrates directly with Canvas™ and provides detailed training videos. Additionally, Galen maintains its own repository of training content explicitly geared towards Galen's best practices. SOM is accessible by visiting https://screencast-o-matic.com/galencollege or by clicking the link provided in the "Current Faculty" section of the Galen College website. It is also accessible via the HTML editor in Canvas™.
Equipment	The College also provides computer resources available for students on campus. All full-time faculty are provided a laptop computer, and workstations are available for adjunct faculty. The college also offers copying resources and full wireless access for personal device use by both learners and faculty.

Online Library Resources

The College's core institutional online library collection consists of electronic books, databases of professional and academic literature, and vetted and categorized information resources available through the internet. Online resources are available continuously from any location and device that provides internet access. Continuous access to online library resources is integrated into Canvas™ and is accessible via a library resource tab located in each course. The library is also a member of the DOCLINE resource-sharing consortium available through the National Network of Libraries of Medicine® (NN/LM®).

Additional resources freely available online are linked from Galen's library website which is accessed using Canvas™. Linked sites are vetted and approved by faculty members and/or librarians. Many of the links provide access to government or consumer-health information and are categorized to create Subject Guides supporting Galen curricula, covering topics including manuscript and citation style, professional nursing organizations, and topics such as leadership and management, ethics, nursing theory, evidence-based practice, and informatics. A summary of the online library resources available to the ADN students is provided, including the existing electronic subscriptions in Table 33.

The librarians support the faculty in reviewing content to ensure that resources are current and relevant. Faculty are supported in comparing curriculum content with current library resources in order to identify areas of opportunity. Faculty are also supported in contacting text publishers to determine whether more updated resources are available. This is outlined in the Library Collection Development Policy in the College Policy and Procedure Manual. The College librarians regularly review and edit the collection to remove materials which are outdated. The librarians also work with faculty to identify the need for new materials. This process for suggesting new resource recommendations is to ensure currency. Finally, librarians may review outdated material without faculty input if a more updated version of the same resource is available.

Table 33: Summary of Existing Electronic Subscriptions Relevant for ADN Degree Offering

Resource	Description
Academic Search Elite- EBSCO	Current full-text access to more than 1200 peer-reviewed journals, including hundreds of journals indexed in Scopus and Web of Science.
CINAHL Complete- EBSCO	Current full-text access to approximately 400 peer-reviewed journals on subjects that include nursing, education, biomedical sciences, and allied health.
MEDLINE with Full Text- EBSCO	Current full-text access to more than 800 peer-reviewed journals in health, biomedical sciences, and health education.
Psychology & Behavioral Collection- EBSCO	Over 300 peer-reviewed journals that offers strong coverage in child and adolescent psychology and various areas of counseling.
Nursing Reference Center Plus- EBSCO	Encyclopedic reference including overviews on diseases, conditions, drugs, skills, and cultural competencies. Also included: care sheets, patient-education handouts, and continuing education modules. This resource is designed to promote evidence-based medicine and best practices in nursing.
EBSCO eBooks	Approximately 200 titles on subjects in nursing and/or nursing education.
Scientific and Medical ART (SMART) Imagebase- EBSCO	Comprehensive collection of downloadable high-quality illustrations and animations that includes 24,000 medical illustrations, 1,200 medical animations, 250 monographs and interactives 43 human body lesson plans.
Nursing@Ovid Full Text	Current full-text access to more than 70 peer-reviewed journals, including *Nursing Made Incredibly Easy! American Journal of Nursing,* and *Nursing Critical Care.*
NMIE! Ebook Collection LWW Health Library	30 colorfully illustrated, enjoyably written titles that help boost understanding and retention of core nursing concepts and practices. A perennial favorite student resource.
Nursing Education in Video- ProQuest	Nursing Education in Video- 3rd edition is a collection of more than 400 nursing-related videos that help students improve their clinical skills.
GenderWatch - ProQuest	145 peer-reviewed full-text journals from an array of presses covering topics such as sexuality, societal roles, eating disorders, and the workplace.
Nursing & Allied Health Database- ProQuest	700 current, peer reviewed journals covering the latest and most important ideas in nursing and allied health scholarship.
Ebook Central- ProQuest	Access to over 18,000 titles in the ProQuest Diversity, Equality, & Inclusion (DEI) Collection and five selected nursing titles from the publisher F.A. Davis.
Science Direct	Current full-text access to *Nursing Outlook, Nurse Education Today, Journal of Professional Nursing, Journal of Nursing Regulation, Clinical Simulation in Nursing,* and *Teaching and Learning in Nursing, Nurse Education in Practice, and Nurse Leader.*

Library Services

The mission of the Galen Library is to support access to high-quality education resources which support academic excellence and achievement for Galen's students. The Galen Library accomplishes this mission by providing students and faculty with relevant and current information resources, including the services of professional librarians. Resources are available to students, faculty members, and staff members. Also, access to the online library resources is integrated into Canvas, providing users a simple and convenient connection between their courses and the supporting library materials. Instruction in the use of library resources is offered to students and is built into the online learning management system (LMS).

Standard course resources in the LMS include links to the library's subscription electronic databases and to a video about configuring browser software for optimal compatibility with those resources. Embedded within the individual subscription databases are links to commercially prepared tutorials and videos on using the tools effectively. Database tutorials and other information about utilizing library resources is also available in the "Modules" area of Canvas.

Reference services, as well as orientation and training, are provided by trained librarians. Reference services are available to assist users with all services: searching databases, assistance in identifying and using specific research materials, structuring research projects, offering individual and group instruction, and offering general advice in using the library. In addition, research help is made available in Canvas in the Library Resource Center. This online center contains tips, strategies, and database tutorials. Students who need additional assistance may contact a librarian by emailing library@galencollege.edu, scheduling a one-on-one appointment through Calendly, or by using the online chat service. Trained librarians are available to

assist students through these avenues during regular business hours in real time. All Galen students, in both the online and the traditional classroom programs, are welcome and encouraged to seek the assistance of the library staff.

Students have access to a librarian, as well as free access to a variety of online learning resources that are available on-demand, 24 hours a day, seven days a week. As previously mentioned, faculty have multiple ways to provide input into the selection and deselection of learning resources. Table 34 outlines the online learning resources available to students in the ADN program.

Table 34: Available Online Learning Resources for ADN Students

Resource	Description
Academic Writer	A cloud-based instructional resource, which can be accessed through Canvas™, supports students in their efforts to compose research papers, structure and format papers, think and write proficiently, master application of APA Style®. Students can access a robust digital library of videos, quizzes, samples, and more to supplement course content. Technical Support is available via Email or the "Get Assistance" link directly on the Academic Writer homepage. Training tutorial videos and other support options are available in the "Get Assistance" portal.
Grammarly Premium®	A web-based application that checks a user's grammar, spelling, punctuation, sentence structure, and writing style. It also has a built-in plagiarism detection tool that will search the internet for directly copied content. Students, faculty, and staff can sign up for Grammarly® by visiting: www.grammarly.com/edu/signup and registering with their Galen email address. Grammarly® will automatically associate a user's Galen email address with our premium account.
Microsoft Office 365	Faculty and Students are provided with a Galen email address and the full Office 365 suite of software. This includes both the cloud version and installable version of Word, Excel, OneNote, Outlook, Teams, Sway, Forms, and OneDrive could storage. Students and Faculty access their accounts by logging in with their Galen provided email address at www.office.com or by clicking the link provided in the "Current Students" and "Faculty and Staff" sections of the Galen College website.
ReadSpeaker	A third-party, web-based, Canvas™-integrated, screen reader that Galen has licensed. This resource supports students who request accommodations. Readspeaker is integrated directly into Canvas™.
Screencast- O-Matic (SOM)	The Team Premier version used for creating course media, lecture capture, and video presentations. Galen faculty chose SOM because of its cross-platform compatibility (Mac and PC), available mobile apps (IOS and Android), advanced editing capabilities, individual and sharable cloud libraries, and an easy-to-use interface. SOM integrates directly with Canvas™ and provides detailed training videos. Additionally, Galen maintains its own repository of training content explicitly geared towards Galen's best practices. SOM is accessible by visiting https://screencast-o-matic.com/galencollege or by clicking the link provided in the "Current Faculty" section of the Galen College website. It is also accessible via the HTML editor in Canvas™.
Equipment	The College also provides computer resources available for students on campus. All full-time faculty are provided a laptop computer, and workstations are available for adjunct faculty. The college also offers copying resources and full wireless access for personal device use by both learners and faculty.

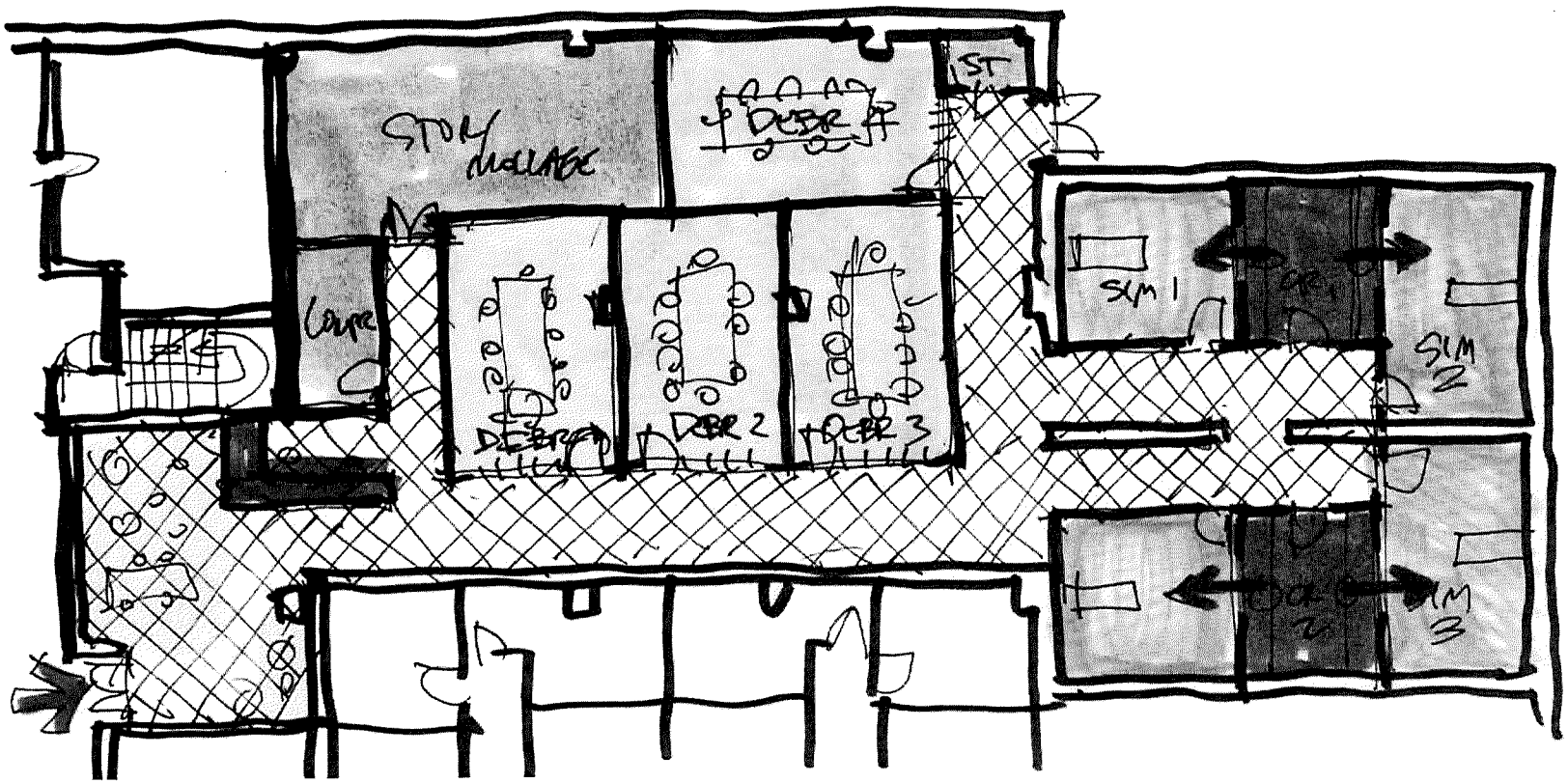
Instructional Materials

All of Galen's on-ground courses are web-enhanced. These courses are held on campus and use technology to augment the course. Web-enhanced courses and virtual classrooms are synchronous courses. Galen uses the learning management system Canvas, which allows students the ability to retrieve or view documents such as syllabi, handouts, PowerPoints, supplemental lesson presentations, etc., as well as be directed to specific Internet sites that will provide students with additional course content. Web-enhanced courses may also utilize the online gradebook, online testing, and online assignment submission. Students will automatically be enrolled in a web-enhanced course and will typically not receive paper copies of syllabi, handouts, PowerPoints, etc.

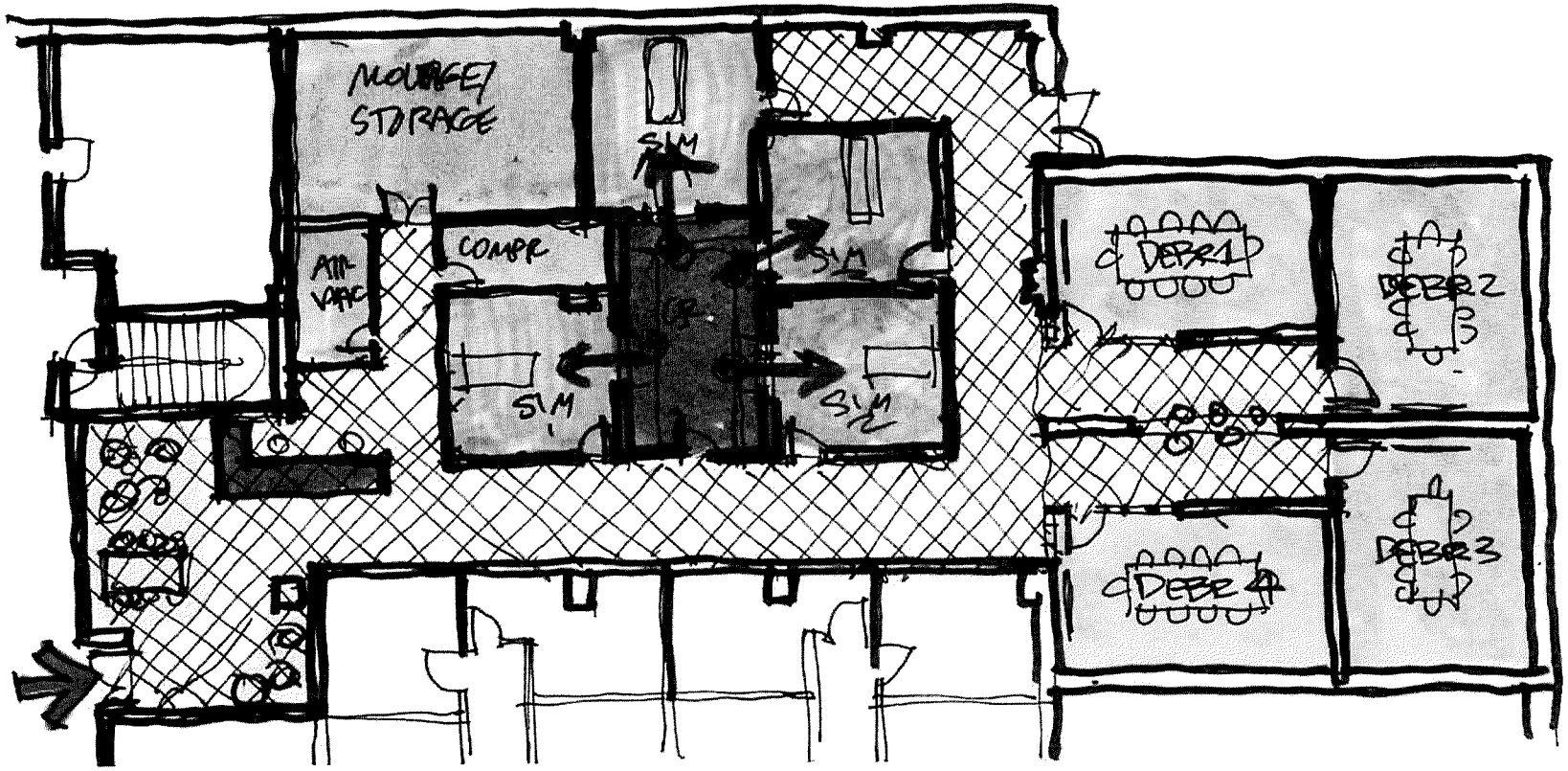
The ADN program includes face-to-face meetings for laboratory and clinical. Content is posted online through Canvas. Technical requirements can be found on the Galen website. All course evaluations are provided electronically. At approximately week eight of the quarter, students are notified via email that course evaluations for courses in their schedule are available for completion. Evaluation data is reviewed by faculty and the Dean.

Appendix A: Wichita Campus Floor Plan

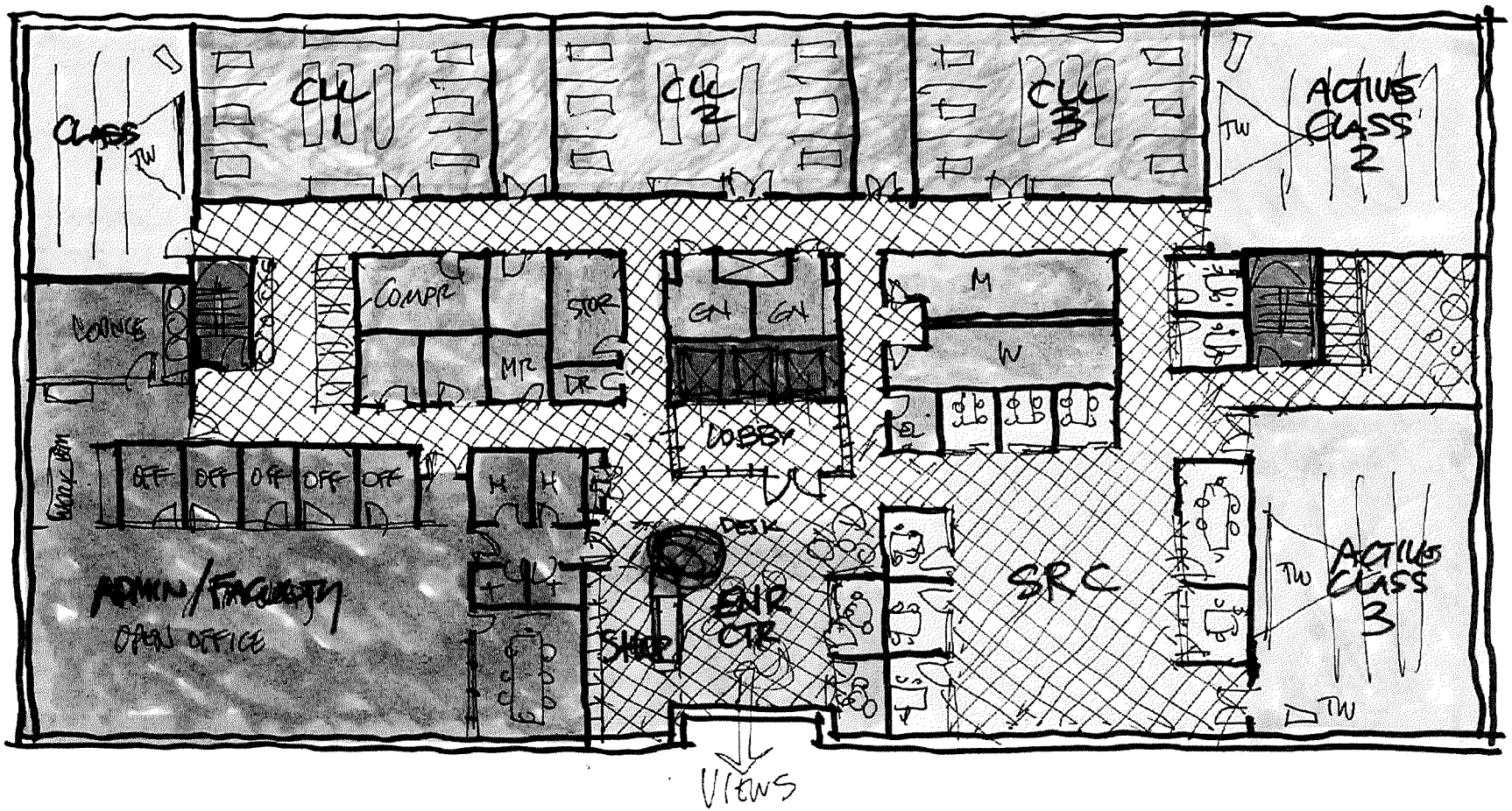
TEST-FIT PLAN | FIRST LEVEL | OPTION 1



TEST-FIT PLAN | FIRST LEVEL | OPTION 2



TEST-FIT PLAN | FOURTH LEVEL



Appendix B: Curriculum Plans

Associate Degree in Nursing Program, Two-year Option

Course Number	Course Title	Theory	Lab	Clinical	Total Quarter Credits
		Total contact hours appear in parentheses.			
Quarter 1					
BIO 1100	Human Anatomy & Physiology I – Theory	4 (48)			4 (48)
BIO 1150	Human Anatomy & Physiology I -- Laboratory		1 (24)		1 (24)
CSC 1040	Information Literacy and Technology Essentials		2 (48)		2 (48)
ENG 1105	English Composition	4 (48)			4 (48)
GPS 1200	Galen Pathway to Success	2 (24)			2 (24)
					13 (192)
Quarter 2					
BIO 1300	Human Anatomy & Physiology II – Theory	4 (48)			4 (48)
BIO 1350	Human Anatomy & Physiology II -- Laboratory		1 (24)		1 (24)
MAT 1205	College Mathematics	4 (48)			4 (48)
PNS 112	Introduction to Professional Nursing	2 (24)			2 (24)
PSY 2305	Developmental Psychology	4 (48)			4 (48)
					15 (192)
Quarter 3					
BIO 2100	Microbiology for Health Professionals	4 (48)			4 (48)
NUR 155	Foundations of Nursing	6 (72)	4 (96)	2 (72)	12 (240)
					16 (288)
Quarter 4					
NUR 210	Principles of Pharmacology	4 (48)			4 (48)
NUR 170	Concepts of Medical-Surgical Nursing	4 (48)	2 (48)	3 (108)	9 (204)
					13 (252)
Quarter 5					
NUR 230	Concepts of Nursing: The Childbearing/Child Caring Family	6 (72)	2 (48)	2 (72)	10 (192)
SOC 1305	Introduction to Sociology	4 (48)			4 (48)
					14 (240)
Quarter 6					
NUR 256	Concepts of Mental Health Nursing	4 (48)		2 (72)	6 (120)
NUR 257	Concepts of Aging & Chronic Illness	3 (36)	1 (24)	2 (72)	6 (132)
					12 (252)
Quarter 7					
PHL 2205	Applied Ethics	4 (48)			4 (48)
NUR 265	Advanced Concepts of Medical-Surgical Nursing	4 (48)	1 (24)	3 (108)	8 (180)
					12 (228)
Quarter 8					
NUR 282	Leadership and Nursing Management	2 (24)	1 (24)		3 (48)
NUR 283	Transition to Registered Nursing Practice	4 (48)	1 (24)	4 (144)	9 (216)
					12 (264)
	Total Quarter Credits Required	**73 (876)**	**16 (384)**	**18 (648)**	**107 (1908)**

LEGEND:

BIO designates a Science Course
CSC designates a Computer Course
ENG designates an English Course
HUM designates a Humanities Course
MAT designates a Mathematics Course
PNS PreNursing Seminar
PSY designates a Psychology Course
SOC designates a Sociology Course
NUR designates a Nursing Course

Associate Degree in Nursing Program, LPN/LVN to ADN Bridge Option

Course Number	Course Title	Theory	Lab	Clinical	Total Quarter Credits
		Total contact hours appear in parentheses.			
Quarter 1					
BIO 1100	Human Anatomy & Physiology I – Theory	4 (48)			4 (48)
BIO 1150	Human Anatomy & Physiology I -- Laboratory		1 (24)		1 (24)
CSC 1040	Information Literacy and Technology Essentials		2 (48)		2 (48)
ENG 1105	English Composition	4 (48)			4 (48)
GPS 1200	Galen Pathway to Success	2 (24)			2 (24)
					13 (192)
Quarter 2					
BIO 1300	Human Anatomy & Physiology II -- Theory	4 (48)			4 (48)
BIO 1350	Human Anatomy & Physiology II -- Laboratory		1 (24)		1 (24)
MAT 1205	College Mathematics	4 (48)			4 (48)
PNS 202	LPN/LVN to RN Role Transition	2 (24)			2 (24)
PSY 2305	Developmental Psychology	4 (48)			4 (48)
					15 (192)
Quarter 3					
NUR 210	Principles of Pharmacology	4 (48)			4 (48)
NUR 242	Medical-Surgical Nursing Concepts	4 (48)	1 (24)	1 (36)	6 (108)
SOC 1305	Introduction to Sociology	4 (48)			4 (48)
					14 (204)
Quarter 4					
BIO 2100	Microbiology for Health Professionals	4 (48)			4 (48)
NUR 253	Concepts of Mental Health Nursing	3 (36)		1 (36)	4 (72)
NUR 254	Concepts of Nursing: The Childbearing and Child Caring Families	3 (36)	1 (24)	1 (36)	5 (96)
					13 (216)
Quarter 5					
PHL 2205	Applied Ethics	4 (48)			4 (48)
NUR 265	Advanced Concepts of Medical-Surgical Nursing	4 (48)	1 (24)	3 (108)	8 (180)
					12 (228)
Quarter 6					
NUR 282	Leadership and Nursing Management	2 (24)	1 (24)		3 (48)
NUR 283	Transition to Registered Nursing Practice	4 (48)	1 (24)	4 (144)	9 (216)
					12 (264)
	TOTAL	**60 (720)**	**9 (216)**	**10 (360)**	**79 (1296)**
	Credit for PN/VN Licensure				**20**
	Total Quarter Credits Required				**99**

LEGEND:

BIO designates a Science Course
CSC designates a Computer Course
ENG designates an English Course
HUM designates a Humanities Course
MAT designates a Mathematics Course
NUR designates a Nursing Course
PSY designates a Psychology Course
SOC designates a Sociology Course
PNS PreNursing Seminar

Appendix C: SACSCOC Institutional Accreditation

July 3, 2018

Mr. Mark A. Vogt
Chief Executive Officer Galen
College of Nursing 1031 Zorn
Avenue, Suite 400
Louisville, KY 40207

Dear Mr. Vogt:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) during its meeting held on June 14, 2018:

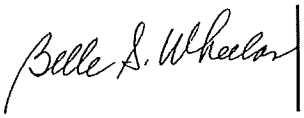
> The SACSCOC Board of Trustees reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in 2028 unless otherwise notified.

Please submit to your Commission staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **August 15, 2018,** and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to SACSCOC's website as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date. Directions for completion of the report will be included with the notification.

We appreciate your continued support of SACSCOC's activities and work. If you have questions, please contact the SACSCOC staff member assigned to your institution.

Sincerely,



Belle S. Wheelan, Ph.D.
President

BSW:ch

cc: Dr. Mary P. Kirk, Vice President, SACSCOC

Appendix D: SACSCOC Level III Approval

January 14, 2020

Mr. Mark A. Vogt President
Galen College of Nursing
1031 Zorn Avenue
Louisville, KY 40207

Dear President Vogt:

The following action regarding your institution was taken by the Board of Trustees of the Southern Assoc iation of Colleges and Schools Commission on Colleges (SACSCOC) during its meeting held on December 8, 2019:

> The SACSCOC Board of Trustees continued accreditation following review of membership at Level III to offer the Master of Science in Nursing degree (approved December 2018). No additional report was requested.

We appreciate your continued support of SACSCOC's activities and work. If you have questions, please contact the SACSCOC staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:lbw

cc: Dr. Mary P. Kirk, Vice President, SACSCOC

STATE OF KANSAS
OFFICE OF
SECRETARY OF STATE
SCOTT SCHWAB

I, SCOTT SCHWAB, Secretary of State of the state of Kansas, do hereby certify, that according to the records of this office.

Business Entity ID Number: 5488697

Entity Name: GALEN HEALTH INSTITUTES, INC.

Entity Type: FOREIGN FOR PROFIT

State of Organization: DE

was filed in this office on October 18, 2021, and is in good standing, having fully complied with all requirements of this office.

No information is available from this office regarding the financial condition, business activity or practices of this entity.

In testimony whereof I execute this certificate and affix the seal of the Secretary of State of the state of Kansas on this day of August 23, 2022

Scott Schwab

SCOTT SCHWAB
SECRETARY OF STATE

Certificate ID: 1232952 - To verify the validity of this certificate please visit https://www.kansas.gov/bess/flow/validate and enter the certificate ID number.

Appendix F: Kansas Board of Regents Exemption

From: Ediger, Sally <sediger@ksbor.org>
Sent: Monday, June 6, 2022 1:21 PM
To: Sarah Ortkiese
Cc: Jennifer Green
Subject: {EXTERNAL} Re: Initial Inquiry-Kansas Board of Regents

Hi Sarah,

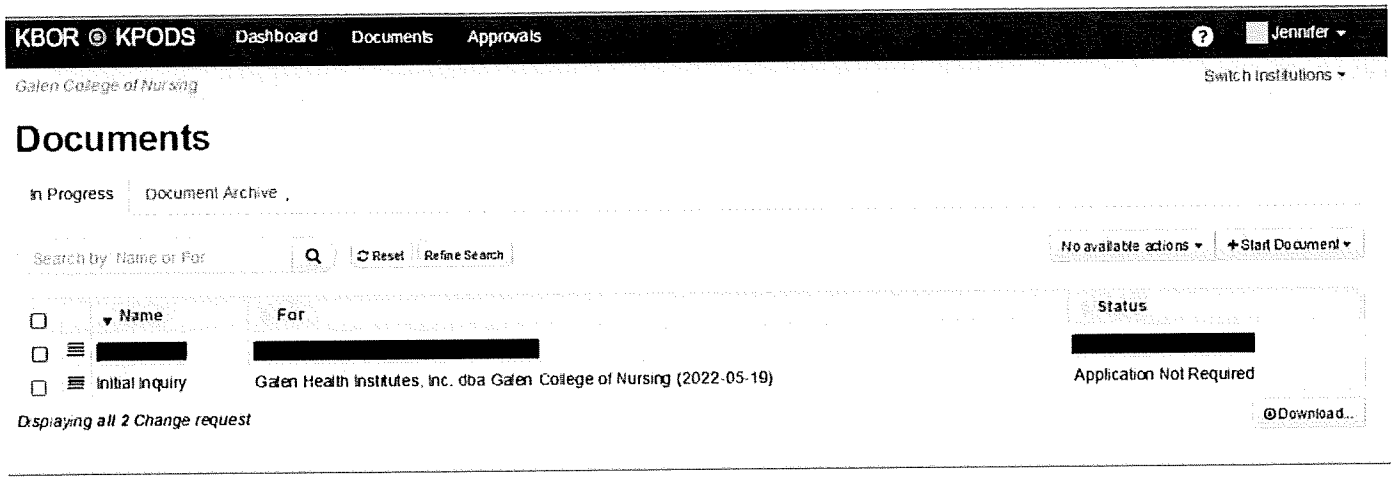
It appears that you do not need to apply the with the Kansas Board of Regents.

However, you will need to have approval by KSBN. I have provided their contact information.

Janelle B. Martin MHSA, RN
Nursing Education Compliance Officer
Kansas State Board of Nursing
(785) 296-5036
Janelle.martin@ks.gov
www.ksbn.kansas.gov

Sincerely,

Sally Ediger
Kansas Board of Regents
PPS/Office Associate



Appendix G: Board of Directors Profile

Board Member, Ex-officio
Mark Vogt
Chief Executive Officer
Galen College of Nursing

Education:

- BA, Bellarmine University

Career:

- CEO, Galen College of Nursing
- COO, Private investment group (education)
- SVP and CFO, Republic Bancorp
- CPA, "Big Four" public accounting group
- Current member, NLN Board of Governors; NLN Foundation Board; NLN Public Policy and Finance Committees
- Current member, Louisville Healthcare CEO Council
- Current member, Health Enterprises Network of Kentucky

Board Chair
Dr. Fran Roberts, PHD, RN, FAAN
Executive Leader
Fran Roberts Group

Education:

- PhD in Nursing, University of Colorado Health Sciences Center
- MS in Community Mental Health/Psychiatric Nursing, Arizona State University
- BSN and BS in Psychology, Elmhurst College

Career:

- Psychiatric Nurse Practitioner
- Visiting Professor in Integrated Care, University of Arizona College of Medicine – Phoenix
- VP for Strategic Alliances, DeVry Healthcare Group
- VP of Strategic Business Alliances for the College of Nursing and Health Sciences; Dean of the College of Nursing, Grand Canyon University
- VP of Professional Services, Arizona Hospital and Healthcare Association
- Senior VP, Phoenix Memorial Hospital
- Director of the Center on Aging, St. Luke's Medical Center
- Executive Director, Arizona State Board of Nursing
- Board of Directors, Health Record Banking Alliance National Advisory Board
- Chair, Presbyterian Central New Mexico Health Services Board
- Board Member, Carondelet Health Network; Mercy Care Board; Chair of the Arizona Nurses Association Foundation of Trustees
- President, Alumni Board of the Robert Wood Johnson Foundation's Executive Nurse Fellows Program
- Inductee as Fellow, American Academy of Nursing

Publications:

Dealing with stress in nursing school
Nurses saving more than lives in this economy

Board Member

Kathryn M. Mershon, MSN, RN, CNAA, ANEF, FAAN

Co-Founder, Galen College of Nursing

Galen College of Nursing

Education:

- MSN, St. Louis University
- BSN, Spalding University College of Nursing
- St. Francis Xavier School of Nursing

Career:

- Founder and former President, Galen Health Institutes
- Vice President; Chief Nursing Officer, Humana Inc.
- Associate Executive Director of Nursing; Clinical Nursing Specialist, St. Joseph Infirmary
- Clinical Instructor; Staff Nurse, St. Francis Xavier Hospital School of Nursing
- Current Member, Quality and Safety Committee of Kentucky One Health
- Member, Medicare Prospective Payment Assessment Commission
- Current Member, Board of The Friedell Committee
- Advisory Board, University of Louisville School of Nursing
- Chair, NLN Foundation for Nursing Education
- Board Member, NLN (3 occasions); Alegent Health; the Louisville Chamber of Commerce; Trinity High School, Hosparus
- Member, Health Professions Review Group
- Board of Governors, Federation of American Health Systems
- Member, Founding Board of Stewardship Trustees of Catholic Health Initiatives (Denver)

Publications:

- David Jones Sr.'s legacy includes Galen College, the largest nursing educator in Kentucky
- Hospital Impact: In uncertain times, healthcare boards have even more reason to embrace nurse leaders

Board Member

Dr. Janice Brewington, PHD, RN, FAAN

Chief Program Officer

National League for Nursing

Education:

- PhD in Health Policy and Administration, School of Public Health; minor in Organizational Behavior, School of Business at North Carolina at Chapel Hill
- MSN, Emory University
- BSN, NC A&T State University
- Certificate, Management and Leadership Institute at Harvard University

Career:

- Chief Program Officer and Director for the Center for Transformational Leadership, NLN
- Senior Director for Research and Professional Development, NLN
- Provost and Vice Chancellor for Academic Affairs, North Carolina A&T State University
- Manager for University Relations in Talent Acquisition, Human Resources, Global Shared Services (North America), Gillette Company; served on "Executive Loan" while at NC A&T
- Board of Trustees, Guilford Technical Community College

Publications:

- *Roving Leadership: Breaking Through the Boundaries (NLN),* Author
- *Achieving Distinction in Nursing Education,* Contributor
- Collaboration and Engagement at the NLN: Co-creating a Positive Organizational Culture

Board Member

Dr. Sammie Mosier, DHA, MA, BSN, NE-BC

Senior VP and Chief Nursing Executive

HCA Healthcare

Education:

- DHA, McKendree University
- MBA, Management and Leadership, Webster University
- BSN, McKendree University

Career

- Board-certified Nurse Executive, American Nurse Credentialing Center
- Chief Executive Officer; VP of Group Clinical Operations; Assistant VP of Nursing Practice, HCA Healthcare National Group
- VP; Assistant Chief Nurse Executive, Legacy Clinical Service Group
- Chief Nursing Officer; Medical-surgical bedside nurse, Frankfort Regional Medical Center

Publications:

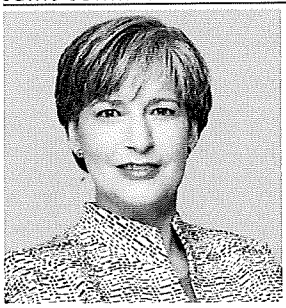
- Investing in the Front Line: Preparing the Best Nursing Leaders for the Next Generation
- The First Step Toward Reducing Documentation

Board Member

Dr. Jane Englebright, PHD, RN, CENP, FAAN

At-Large Nursing Representative

Joint Commission's Board of Commissioners



Education:

- PhD in Nursing, Texas Women's University
- Bachelor's degree, Western Kentucky University
- Bachelor's degree, University of Kentucky

Career:

- Certified in Executive Nursing Practice (CENP), American Organization of Nurse Executives
- Adjunct faculty member, Vanderbilt University School of Nursing and the University of Tennessee
- Former Chief Executive; Senior VP, HCA Healthcare
- Fellow, American Academy of Nursing
- Chief Nurse Executive, Quality Department; HCA Healthcare
- Chief Nursing Officer, San Antonio Community Hospital
- Critical Care Nurse, Lewisville Medical Center
- Past Chair Expert Panel on Informatics and Technology, American Academy of Nursing

Publications:

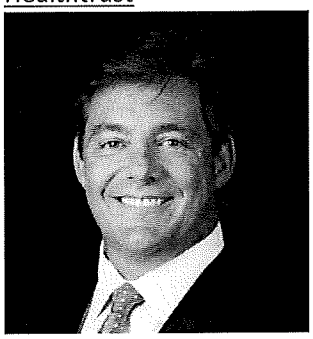
- HCA Healthcare Today
- The First Step Toward Reducing Documentation

Board Member

Ed Jones

President and CEO

Healthtrust



Education:

- BS in Business Administration Management, Finance, Virginia Commonwealth University

Career:

- Chief Operating Officer, HCA Healthcare
- Vice President Supply Chain, HCA Healthcare
- Board Member, Health Sector Supply Chain Research Consortium
- Member, Federation of American Hospitals
- Past Chair, Healthcare Supply Chain Association Board

Publications:

- Reflecting on 20 years of foundational history and business growth

Board Member

Sherri L. Neal

Chief Diversity Officer

HCA Healthcare

Education:

- MS in Sustainable Management, University of Wisconsin (Superior)
- BA, University of Wisconsin

Career:

- Chief Operating Officer, New Directions Management Services, Inc.
- Senior VP of Membership, Girl Scout Council of Middle Tennessee
- Assistant to the Director, Kelly Miller Smith Institute at Vanderbilt University Divinity School
- Board Member, Boys and Girls Club of Middle Tennessee; Conexión Americas, National Museum of African American Music; OZ Arts; Thistle Farms; and American Baptist College

Publications:

- HCA Healthcare Today

Appendix H: Audria Denker's Curriculum Vitae

Audria Denker, DNP, RN
2707 Grinstead Drive
Louisville, KY 40206
502-544-6601
docdenker@gmail.com

Education

Bellarmine University, Louisville, KY -December 2014
Doctor of Nursing Practice
Bellarmine University, Louisville, KY - May 2009
Master of Science in Nursing
Pikeville College, Pikeville, KY - May 1988
Associate Degree in Nursing

Certificates and Licensures

Registered Nurse, State of Ohio (RN358921)
Registered Nurse, State of Indiana (expired)
Registered Nurse, State of Kentucky (1060666)
Registered Nurse, State of Florida (expired)
Certified Pediatric Oncology Nurse, 2002 to 2010
Chemotherapy Certification (ONS), 2002 to 2006

Awards

Bellarmine University, Leadership Award, 2009
Leukemia and Lymphoma Society Woman of the Year, 2005
Business First 40 under 40 Award, Louisville KY, 2004
Bell Award for Volunteerism, Louisville, KY, 2003
Nurse of the Year, Norton Healthcare, 1996

Appointments/Boards/Memberships

National Council of State Boards of Nursing (NCSBN)
NCLEX Examination Committee- 2021 to 2024

Kentucky Board of Nursing, 2018 to 2022
Vice-President-2021 to 2022
Treasurer-2018-2019
Chair of Governance Committee-2020-2021

State of Kentucky Hemophilia Advisory Board, 2003 to present
Chair – 2009 to present
Vice Chair – 2006 to 2009

River City Chapter of Kentucky Nurses Association
President-2018-2019
Immediate Past President-2020-2021

Hosparus of Louisville
Quality Committee-2017-present

Health Care Collaborative of Greater Louisville (HCCGL) Board Member
Member, 2008-present
Board member, 2018-2022

Center for Courageous Kids
Board member, 2018 to 2022

Healing the Children
Louisville Metro Chapter Board of Directors, 2006 to present

Association of Pediatric Hematology Oncology Nurses
National-member 1991-2010
Local-President 1995-2004

Organization for Associate Degree Nursing
Member-2008-present

Kentucky Nurses Association
Member 2013-present

American Nurses Association
Member 2013-present

American Organization of Nurse Leaders
Member 2010-present

Kentucky Organization of Nurse Leaders
Member 2010-present

National League of Nursing
Member 2005-present

Sigma Theta Tau
Member 2006-present

Academic Experience

Galen College of Nursing, Louisville, KY

Executive Vice President of Nursing, November 2020 to present

Academic leader responsible for the supervision of nursing programs. Liaison between key healthcare partners on new initiatives and the opening of new locations. Serves as a member of the CEO's Cabinet, which is the decision-making body of the organization for strategic planning and execution.

Executive Vice President of Prelicensure Nursing, June 2015 to October 2020
Academic leader responsible for the supervision and maintenance of day-to-day operations, workload, staffing, clinical operations, simulation and student support services of the College's prelicensure programs.

Senior Vice President of Strategic Relationships, December 2013 to May 2015
College leader responsible for developing local, regional, and national partnership to expand the branding and business of the College.

Vice President, Chief People Officer, March 2010 to November 2013
Managed all aspects of Galen College of Nursing, including Human Resources, employee relations, and organizational culture. Operated as the Campus President for the San Antonio Campus during this time.

Vice President of Student Affairs & Human Resources, March 2010 to November 2013
Oversight of all College campuses and overall student experience, including student satisfaction and student records.

Vice President of Academic Operations, January 2008 to February 2010
Develop processes to enhance the student experience for the College from admission to graduation.

Director of Healthcare Initiatives, March 2006 to January 2008
Responsible for creating and maintaining business relationships with the College and healthcare partners. Taught classes in the prelicensure programs (PN and ADN).

Faculty, PN and ADN Programs, September 2005 to February 2006
Responsible for engaging in the full scope of the academic nurse educator role including learner development, assessment and evaluation strategies, and curriculum development. Emphasis in Fundamentals, Pediatrics, Oncology, Renal and Transplant

National American University, Rapid City, SD

Adjunct Nursing Faculty, September 2015 to March 2020
Prelicensure and graduate nursing programs (Fundamentals, Oncology, Pediatrics, Leadership, and Education). Developed Leadership Curriculum for MSN program.

Courses taught and developed:
NS 3320D Pathophysiologic Concepts I-Fall 2016
NS 6215 Nursing Curriculum and Program Design, Instructional Methods, and Strategies- Summer 2018, Winter 2018
NS 6230 Assessment and Evaluation in Nursing Education-Spring 2018
NS 6231 Concepts and Theory of Nursing Administration- Summer 2017, Fall 2016 (Developed Course in Summer 2016, Revised in Fall 2017)
NS 6232 Specialty in Practice-Nursing Administration-Summer 2018, Spring 2017 (Developed Course in Spring 2017)
NS 6233 Resource Design and Utilization-Nursing Administration-Fall 2017, Spring 2017 (Developed Course in Fall 2016)
NS 6234 Outcomes Evaluation-Nursing Administration-Fall 2019, Winter 2018, Summer 2017 (Developed Course in Spring of 2017)
NS 6240 Nurse Educator Roles-Summer 2016
NS 6245 Evidence-Based Teaching Interventions-Fall 2017
NS 6251 Nursing Capstone Project Planning- Winter 2019, Fall 2018 NS 6261 Nursing Capstone Practicum-Winter 2019, Fall, 2018

Clinical Experience

Norton Healthcare, Louisville, KY

Nurse Retention Manager, May 2004 to March 2006
Developed and implemented retention strategies with savings of $4 million. Assisted Human Resources in improving recruitment and retention strategies of new graduate nurses.

Kosair Children's Hospital, Louisville, KY,

Clinical Manager, Pediatric Oncology, Renal, Transplant and Apheresis, April 1994 to April 2004
Managed 130 employees, responsible for all aspects and outcomes related to patient care in four areas.

Charge Nurse – Pediatric Oncology, Renal, and Transplant, February 1992 to March 1994
Shift responsibility for all staff and patient care.

Staff Nurse – Pediatric Oncology, Renal, and Transplant, August 1990 to January 1992

Our Lady of Peace, Louisville, KY

Staff Nurse – Adolescent Admitting and Acute Care, August 1989 to August 1990

Methodist Hospital of Pikeville, Pikeville, KY

Staff Nurse – Pediatrics, June 1988 to July 1989

Presentations

Implications for Nursing Programs in the Age of Coronavirus

2020 Organization for Associate Degree Nursing 2020 Virtual Convention, November 5-December 4, 2020

Vaccination of Food Service Workers: A Novel Approach to a Community Outbreak of Hepatitis A in Louisville, Kentucky.

National Foundation for Infectious Diseases (NFID) Clinical Vaccinology Course. Washington DC, November 16-17, 2019
Dawn Balcom DNP APRN1, Brigid Connelly BS1, Terrel Young MPH1, Audria Denker DNP2,3, Delanor Manson MSN3, Ruth Carrico PhD DNP 1,3
1Global Health Center International Travel Clinic, Division of Infectious Diseases, University of Louisville, 2Galen College of Nursing, Louisville KY; 3Kentucky Nurses Association, Louisville KY

Leading Education Excellence in Appalachia to Reverse Nursing Shortages

2019 Organization for Associate Degree Nursing Convention, November 8-10, 2019.
AONE 2019: Inspiring Leaders Annual Conference, April 10-13, 2019.

Applying Disney® Organizational Principles to Transform a College Culture

2018 NLN Summit, September 13-14, 2018-Poster Presentation

Generations at Work – 2004 to 2009

Norton Navigators, Louisville, KY - 15 Presentations
Consortium for Healthcare Professionals, Louisville, KY – Four Presentations Clark Memorial Hospital, Jeffersonville, IN – Five Presentations

Communication – 2007 to 2009

Clark Memorial Hospital, Jeffersonville, IN – Five Presentations

Predictive Index and Mentoring – 2007 to 2009
Clark Memorial Hospital, Jeffersonville, IN – Five Presentations

Mentoring New Graduate Nurses – 2007 to 2008
Clark Memorial Hospital, Jeffersonville, IN – Five Presentations

Caring for Pediatric Patient Receiving Biologics – 2008
2008 INS Conference, Phoenix, AZ – One Presentation

Unique Characteristics in Caring for the Pediatric Infusion – 2008 2008
INS Conference, Phoenix AZ – One Presentations

Working with Generational Diverse Students – 2008
2008 Kentucky Nursing Education Summit, Bowling Green, KY – One Presentation

Nursing Retention in the Era of a Nursing Shortage: Norton Navigators – 2005
American Society for Healthcare Human Resources Administration, Orlando, FL

Diversity at Work – 2004 to 2005
Norton Healthcare Corporate Orientation, Louisville, KY – 40 Presentations

Publications

Carrico, R., Balcom, D., Denker, A., Manson, D., Holland, A., Buckner, K., Trail, W., & Furmanek, S. (2019). Multistate Hepatitis A Outbreak: Vaccination of Food Service Workers as Part of the Kentucky Outbreak Response. Journal of Refugee & Global Health, 2(1), 1-5.

Raj, A., Bertolone, S., Bond, S., Burnett, D., & Denker, A. (2005). Cathlink® 20: A subcutaneous implanted central venous access device used in children with sickle cell disease on long- term erythrocytapheresis – a report of low complication rates. Pediatric Blood and Cancer, 44(7), 669-672.

Zucker, B., Goss, C., Williams, D., Bloodsworth L., Lynn, M., Denker, A., & Gibbs, J. (2006). Nursing retention is the era of a nursing shortage: Norton navigators. Journal for Nurses in Staff Development, 22(6), 302-306.

Appendix I: Dean Position Description

Position Description

Dean

Supervisor: ☐ Executive Vice President of Nursing ☐ Executive Dean
☐ Executive Vice President of Teaching & Learning Innovation
Department: Campus Academics Staff

Status: Full-time

FLSA: Exempt

Position Goal: To provide accountable leadership for the academic programs, community and hospital partnerships, and serves as an integral member of the College and Campus management team. This position will also ensure teaching excellence, faculty and student engagement, and student success in accordance with established regulations, accreditation standards, and the mission of Galen College of Nursing.

Position Responsibilities

Program Administrator

1. May be designated as nursing program administrator role for regulatory agencies, state boards of nursing, and programmatic accreditors (see addendum).

Outcomes

1. Directs, leads, and supervises all academic aspects of the campus.
2. Creates and is accountable for the strategic direction and vision for the delivery of quality, responsive curriculum and programs.
3. Develops, maintains, and monitors fiscal resources and secures funding to support educational initiatives.
4. Provides leadership to ensure that students and graduates achieve the student learning outcomes, program outcomes, and role-specific graduate competencies.
5. Provides leadership to ensure that the systematic plan for evaluation is implemented.
6. Provides leadership to ensure that aggregated and trended evaluation findings are used to inform decision making for the maintenance and improvement of the student learning outcomes and program outcomes; shares these findings with communities of interest.

Faculty

1. Provides leadership to ensure that the number of full-time faculty is sufficient to ensure that the student learning outcomes and program outcomes are achieved within budgetary guidelines.
2. Ensures the availability of resources required for faculty (full and part-time) to maintain expertise in their areas of responsibility.
3. Provides leadership to the program director(s) to ensure that faculty maintains expertise in their areas of responsibility and performance reflects scholarship and evidence-based teaching and clinical practices.
4. Ensures that the number, utilization, and credentials of staff and non-nurse faculty are sufficient to achieve the program goals and outcomes.
5. Ensures the availability of adequate resources to orient and mentor faculty (full and part-time) in their areas of responsibility.
6. Ensures the timely and systematic assessment of faculty (full- and part-time) performance; offers

guidance to program director(s) when faculty performance requires improvement.
7. Collaborates with online leadership to ensure the availability of adequate resources for faculty (full- and part-time) to engage in ongoing development and receive support for instructional and distance technologies.

Students

1. Provides leadership in the development of policies for students, ensuring that they are congruent with the College, publicly accessible, and non-discriminatory.
2. Ensures the appropriate application of student policies and the correct implementation of related procedures by program directors, faculty, and staff.
3. Ensures the availability of adequate resources to provide student services that are commensurate with the needs of students, including those receiving instruction using alternative methods of delivery.
4. Provides leadership to ensure the implementation of policies and procedure that allows program complaints and grievances to receive due process and include evidence of resolution.
5. Ensures that orientation to technology is provided and technological support is available to students.

Curriculum

1. Provides leadership to ensure that the curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency; ensures that accreditation standards and criteria are used as they relate to curriculum.
2. Provides leadership to ensure that practice learning environments support the achievement of student learning outcomes and program outcomes.
3. Provides leadership to ensure that learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the student learning outcomes.

Resources

1. Provides leadership to ensure that fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes.
2. Provides leadership to ensure that fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.

Governance

1. Participates in governance activities; ensures the availability of representation by the program director(s) and faculty in governance activities; ensures opportunities for student representation in governance activities.
2. Ensures that communities of interest have input into the program processes and decision making; facilitates the implementation of recommendations and input as appropriate.
3. Works collaboratively to establish and maintain partnerships that promote excellence in education, enhance the profession, and benefit the community.
4. Orients and mentors the program director(s) to the role.
5. Provides leadership to the program director(s) and has shared responsibility for the development and administration of the program; ensures that the program director(s) has adequate time and resources to fulfill the role responsibilities.
6. Provides leadership to the program director(s) in the preparation and administration of the program budget; ensures faculty input.
7. Provides leadership in the development of policies for faculty and staff to ensure that they are comprehensive and provide for the welfare of faculty and staff.
8. Ensures the timely submission of reports and documentation appropriate regulatory agencies, accrediting bodies, and/or State Board(s) of Nursing.

Community Outreach

1. Conducts Professional Advisory Committee (PAC) Meetings according to the committee description outlined in the *Faculty Handbook*. Facilitates active participation from the committee members (students, graduates, professional nurses, mid-level and senior level nursing administrators.
2. Engages with members of the healthcare community to gain insight about emerging nursing education and workforce needs.
3. Engages with community and nursing leaders to build collaborative relationships that help expand Galen's nursing programs.

Position Requirements

Education: (see table on next page)

Program	PN/VN*	ADN*	BSN	Special Qualifications	Licensure
Colorado	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Colorado Statute 3 CCR 716-1 https://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=9323&fileName=3%20CCR%20716-1#page=14	Applicable state as a Registered Nurse.
Florida	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Florida Statute 464.019 http://www.flsenate.gov/laws/statutes/2011/464.019	Applicable state as a Registered Nurse.
Kentucky	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Kentucky Administrative Regulation 201 KAR 20:310 https://apps.legislature.ky.gov/law/kar/TITLE201.HTM	Applicable state as a Registered Nurse.
Ohio	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing **and** a Doctoral Degree required	Ohio Administrative Code Chapter 4723-5-10 http://codes.ohio.gov/oac/4723-5	Applicable state as a Registered Nurse.
North Carolina	Graduate Degree in Nursing, Doctorate Preferred				Applicable state as a Registered Nurse.
South Carolina	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	South Carolina Code 91-11(C)	Applicable state as a Registered Nurse.
Tennessee	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Tennessee Rules of the Board of Nursing 1000-01-.07 https://publications.tnsosfiles.com/rules/1000/1000-01.20190805.pdf	Applicable state as a Registered Nurse.
Texas	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing **and** a Doctoral Degree required	Texas Administrative Code §215.6 http://www.bon.texas.gov/rr_current/215-6.asp and http://www.http://www.bon.texas.gov/rr_current/214-6.aspbon.texas.gov/rr_current/214-6.asp	Applicable state as a Registered Nurse.
Virginia	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing, Doctorate Preferred	Graduate Degree in Nursing **and** a Doctoral Degree required	Virginia Regulations for Nursing Education Programs 18VAC90-27-40(C)	Applicable state as a Registered Nurse.

Graduate	Graduate Degree in Nursing **and** a Doctoral Degree required	Kentucky Administrative Regulation 201 KAR 20:310 http://www.lrc.state.ky.us/kar/TITLE201.htm#chp020	Applicable state as a Registered Nurse.

Other Requirements: Five (5) years of senior level experience in higher education and possesses a distinguished record of excellence in teaching and nursing; clinical practice in Nursing as noted in CV. Demonstrated success in development of community relationships; experience in planning and budgeting; excellent communication and interpersonal skills and a record of professional involvement as evidenced in CV.

Licensure & Special Qualifications (where applicable): Per State Board of Nursing Requirements.

Physical/Mental Demands and Work Environment: Position requires critical thinking, reading, planning, preparing, evaluating, and decision making. Physical demands in classroom and office are minimal and considered sedentary work with occasional lifting and/or carrying such articles as records, files, and books (10 pounds maximum). Operation of standard office equipment such as phone, computer, classroom projector, Scantron, and printer/scanner, occurs on a frequent basis. Physical demands in the clinical area may include lifting, pulling, pushing, kneeling, stooping, crouching and bending or any other related activity. Travel may be required.

Degree of Supervision: Minimal.

By signing this position description, I understand that I am responsible for meeting all position requirements and follow the principles and policies outlined in the *Employee Handbook, Faculty Handbook,* and *College Policy & Procedure Manual.*

_____ _____

Dean Signature Date

_____ _____

Human Resources Manager/Supervisor Signature Date

_____ _____

Academic President Signature Date

_____ _____

Executive Vice President & Provost Signature Date

Appendix J: Program Administrator Position Description Addendum

Position Description Addendum

Program Administrator

Position Goal: To provide engaged leadership with the development, implementation, evaluation, and continuous quality improvement of the educational program in accordance with the laws and rules of all applicable state and federal regulatory and accrediting bodies in response to identified industry and community needs.

Position Responsibilities

1. Outcomes
   a. Facilitates faculty in the development and implementation of program, curriculum, and systematic plan of evaluation.
   b. Ensures that aggregated and trended evaluation findings are used to inform decision making for the maintenance and improvement of the student learning outcomes and program outcomes; shares these findings with communities of interest.
   c. Assumes responsibility for the oversight of programmatic accreditation; is vested with the administrative authority to accomplish the program's mission, goals, and expected program outcomes; and provides effective supervision and leadership for the academic nursing unit to achieve its mission, goals, and expected program outcomes.

2. Faculty
   a. Hires and evaluates qualified faculty. Recommends faculty for appointment, promotion, and retention.
   b. Ensures that faculty are academically prepared for the areas in which they teach, maintain expertise in their areas of responsibility, and that their performance reflects scholarship and evidence-based teaching and clinical practices. Ensures that faculty (full- and part-time) are oriented and mentored in their areas of responsibility.
   c. Oversees the systematic assessment of faculty (full- and part-time) performance; develops a plan with the faculty when areas for improvement are identified.
   d. Maintain a current faculty roster.

3. Students
   a. Oversee the admission, academic progression, and graduation of students.
   b. Participates in the development of policies for nursing students, ensuring that they are congruent with the College, publicly accessible, and non-discriminatory.
   c. Ensures the implementation of policies and procedure that allows program complaints and grievances to receive due process and include evidence of resolution; implements strategies for continuous improvement based on the evaluation of complaints and grievances.
   d. Responsible for submission of the Certified List of Graduates upon student completion of all requirements for a degree, diploma, or certificate, regardless of the state in which the graduate intends to seek licensure.

4. Curriculum
   a. Ensures that practice learning environments support the achievement of student learning outcomes and program outcomes.
   b. Maintains relationship with clinical agencies. Ensures all clinical agencies/sites have a current affiliation agreement on file, along with any required documentation as required by regulatory agencies.

5. Governance
   a. To facilitate the development of long-range goals and objectives for the nursing program.

b. Participates in the preparation of program budget through recommendations and input. Administers program budget consistent with established policies of the College.
c. Participates in governance activities; facilitates faculty and student representatives in their participation in governance activities.
d. Facilitates the implementation of recommendations made by communities of interest regarding program processes and decision making.
e. Maintains authority and shared responsibility with the Dean or designee for the development and administration of the nursing program.
f. Creates and submits reports and documentation to appropriate regulatory agencies, accrediting bodies, and State Boards of Nursing.

Position Requirements

Must meet state and programmatic accreditation requirements to be designated as program administrator.

By signing this position addendum, I understand that I am responsible for meeting all position requirements and following the principles and policies outlined in the *Employee Handbook, Faculty Handbook, and College Policy & Procedure Manual*.

_____ _____

Employee Signature Date

_____ _____

Human Resources Manager/Supervisor Signature Date

Appendix K: Wichita Campus Budget

Galen at Wichita Summary Wichita		BUDGET 2022 TOTAL	% of Total Revenue	BUDGET 2023 TOTAL	% of Total Revenue	BUDGET 2024 TOTAL	% of Total Revenue
REVENUE							
Tuition & fees							
	Tuition			1,718,955		5,878,655	
	Fees	5,000		170,000	9.89%	500,000	8.51%
	Other	-		-		-	
		5,000		1,888,955		6,378,655	
OPERATING EXPENSES							
Cost of Education							
	Salaries	67,500	1350.00%	755,582	40.00%	1,913,597	30.00%
	Faculty Incentive	-		-	0.00%	-	0.00%
	Payroll Taxes	5,164	103.28%	57,802	3.06%	146,390	2.30%
	Bad Debt Expense	100	2.00%	28,334	1.50%	63,787	1.00%
	Supplies and Equipment	10,000	200.00%	37,779	2.00%	127,573	2.00%
	Educational Materials	10,000	200.00%	85,003	4.50%	159,466	2.50%
	Outside Services	10,000	200.00%	56,669	3.00%	127,573	2.00%
	Faculty Development	2,000	40.00%	5,667	0.30%	9,568	0.15%
	Student Activities	1,500	30.00%	6,611	0.35%	22,325	0.35%
	Facilities		0.00%	456,750	24.18%	621,180	9.74%
	Other	1,000	20.00%	9,445	0.50%	15,947	0.25%
		107,264	2145.28%	1,499,642	79.39%	3,207,406	50.28%
Admissions							
	Salaries	25,000	500.00%	75,558	4.00%	127,573	2.00%
	Advertising	400,000	8000.00%	755,582	40.00%	956,798	15.00%
	Promotional Materials	5,000	100.00%	9,445	0.50%	10,844	0.17%
		430,000	8600.00%	840,585	44.50%	1,095,215	17.17%

General & Administrative							
	Salaries	56,667	1133.33%	170,006	9.00%	382,719	6.00%
	Incentive Plan	-	0.00%	-	0.00%	-	0.00%
	Payroll Taxes	6,248	0.92%	18,786	0.99%	39,037	0.61%
	Benefits	25,358	7.24%	170,195	9.01%	412,061	6.46%
	Facility Cost		0.00%	195,750	10.36%	266,220	4.17%
	Supplies & Equipment	7,500	150.00%	18,890	1.00%	63,787	1.00%
	Equipment Rental	3,000	60.00%	10,389	0.55%	12,757	0.20%
	Professional Fees	-		-	0.00%	-	0.00%
	Travel & Entertainment	20,000	400.00%	23,612	1.25%	25,515	0.40%
	Outside Services	7,500	150.00%	37,779	2.00%	63,787	1.00%
	Repairs and Maintenance	3,000	60.00%	3,778	0.20%	12,757	0.20%
	Phone/Data	6,000	120.00%	18,890	1.00%	28,704	0.45%
	Insurance	500	10.00%	1,133	0.06%	3,827	0.06%
	Management Reserve	-		-	0.00%	-	0.00%
	Staff Development	1,000	20.00%	2,267	0.12%	3,827	0.06%
	Personnel Recruitment	2,500	50.00%	3,778	0.20%	9,568	0.15%
	Other	2,500	50.00%	5,289	0.28%	17,860	0.28%
	Depreciation		0.00%	385,714	20.42%	514,286	8.06%
	Deferred Rent		0.00%	40,000	2.12%	20,000	0.31%
	Taxes, Licenses and Fees	1,000	20.00%	9,067	0.48%	15,309	0.24%
	Overhead Allocation	-		-	0.00%	-	0.00%
		142,773	2855.45%	1,115,322	59.04%	1,892,021	29.66%
Total operating expenses		680,036	13600.73%	3,455,549	182.93%	6,194,642	97.12%
Income (loss) before other income/expense		(675,036)	-13500.73%	(1,566,594)	-82.93%	184,013	2.88%
Other Income / Expense							
	Interest Expense	-	0.00%	-	0.00%	-	0.00%

	Management Fee	-	0.00%	-	0.00%	-	0.00%
	Income Taxes	168,759	3375.18%	391,649	20.73%	(46,003)	-0.72%
	Management Fee	-	0.00%	-	0.00%	-	0.00%
	Total other income	168,759	3375.18%	391,649	20.73%	(46,003)	-0.72%
NET INCOME		**(506,277)**	10125.54%	**(1,174,946)**	-62.20%	**138,010**	2.16%
	EBITDA	*(675,036)*	13500.73%	*(1,140,880)*	-60.40%	*718,299*	11.26%

Appendix L: Wichita Campus Capital Budget

Project Location	Project Name	BHDP #	Date
Wichita			*03/11/22*

#	TYPE	Area of Renovation	30,000	SF		SUBTOTAL	Estimate	Actual
1	Construction					$ 1,200,000		
		Interior Renovation	30,000	SF	$50		$ 1,500,000	
		Add for MEP, FP & IT Modifications	30,000	SF	$40		$ 1,200,000	
		Deduct T&I	30,000	SF	$50		$ (1,500,000)	
2	Contingency					$ 1,200,000		
		Percentage of Construction Budget		10.00%			$ 120,000	$ -
3	Furniture					$ 371,000		
		Classroom Tables & Chairs	170	Seats	$600		$ 102,000	$ 82,222
		Office Workstations	40	Each	$3,150		$ 126,000	
		Retail Store	500	SF	$10.00		$ 5,000	
		Ancillary Furniture per Seat	125	Seats	$1,100		$ 137,500	
4	Information Technology					$ 393,000		
		Audiovisual (class/lab, zoom, signage)					$ 110,000	$ -
		Computers (testing, staff, faculty, scantron) & tech Documents					$ 90,000	
		Infrastructure (MDF, cabling, Wifi)					$ 138,500	
		Telecom (PBX, phones)					$ 22,000	
		Security (HID, sound mask, CCTV, MDF scan)					$ 32,000	$ -
5	Graphics & Signage					$ 92,000		
		Typical Room Signs	30,000	SF	$0.40		$ 12,000	$ -
		Exteirior Signage Allowance	1	Lump			$ 35,000	
		Graphics, Including Design	30,000	SF	$1.50		$ 45,000	$ -
		Allowance for		Lump			$ -	
6	Design & Fees					$ 158,000		
		Conceptual Design & Plannnig		Lump			$ 158,000	
		Concept Design, finishes, 3d Views					$ -	
		Engineering Documents					$ -	
		FFE						
		Technology Documents					$ -	
		EGD Design						

7	Owner Provided Equipment				$ 652,000			
	Learning Labs (per bed cost)	16	Each	$20,000		$ 320,000	$ -	
	Sim Center per bed cost)	2	Each	$122,500		$ 245,000		
	Compressor	1	Each			$ 30,000		
	Owner Provided Equipment Contingency	0	10.00%			$ 56,500		
8	Project Administration Costs				$ -			
	Moving Expenses		Lump			$ -		
	Allowance for		Lump			$ -		
				TOTALS	$ 4,066,000	$ 2,984,500	$ 82,222	

Appendix M: General Education Competences Mapped to AND PSLOs

GECs Mapped to ADN PSLOs						
	Social Competence	**Communication**	**Critical Thinking**	**Information Literacy**	**Quantitative Literacy**	**Scientific Literacy**
Program Student Learning Outcomes (PSLOs)	Learners will demonstrate an understanding of philosophies that represent the current, social, emotional, and behavioral attributes of society and individuals.	Learners will demonstrate an understanding of the views of others and communicate in a professional manner.	Learners will demonstrate the ability to draw conclusions based on evidence and consider prior knowledge, content, and perspectives in predicting implications or consequences.	Learners will demonstrate the ability to identify, evaluate, and apply information to accomplish a specific purpose.	Learners will demonstrate the ability to report, calculate, and analyze quantitative data.	Learners will gain the ability to read with understanding scientific content and engage in a dialog about specific issues.
PSLO 1 Safe, Patient-Centered Care – Provide safe, patient-centered nursing care using evidence-based practice while managing multiple patients.			X		X	X
PSLO 2 Caring Behaviors – Integrate caring behaviors when managing nursing care for diverse patients, families, and communities.	X					

PSLO 3 Communication – Integrate effective communication skills to promote safety and support decision making while managing patient care.	X	X		X		X
PSLO 4 Clinical Judgment – Incorporate clinical judgment to ensure quality outcomes when managing patient care.			X		X	
PSLO 5 Collaboration – Participate in collaborative relationships to improve patient outcomes when managing nursing care for diverse patients, families, and communities.	X					X
PSLO 6 Leadership – Integrate leadership skills in a variety of healthcare settings when managing care for diverse patient populations.		X		X		

Appendix N: ADN Program Systematic Plan of Evaluation

Standard 1: Mission & Administrative Capacity						
The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
1.1: The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization.	1. As a single purpose college, the mission/philosophy and program outcomes are congruent with the governing organization.	Review of *Student Catalog* and review of nursing education unit mission and philosophy	Annually in March	Program Evaluation Committee		**Analysis** **Action**
	2. 100% of the Nursing Program Outcomes are congruent with the mission and philosophy of Galen College of Nursing.	Nursing education unit philosophy and program outcomes	Annually in March	Program Evaluation Committee		**Analysis** **Action**
	3. Program will comply with applicable state BON rule(s).	Review applicable BON regulation(s)	Annually in March	Program Administrator		**Analysis** **Action**
1.2: The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.	1. Full time faculty serve as members of at least one campus or college-wide committee every year.	Review of bylaws of the Faculty to ensure the reflection of faculty representation on appropriate committees	Annually in March	Program Evaluation Committee		**Analysis** **Action**
	2. Student representatives enrolled in each quarter of the nursing program to serve on the Student Advisory Committee.	Review of Student Advisory Committee roster and attendance. Review of faculty meeting roster.	Annually in March	Program Evaluation Committee		**Analysis** **Action**
	3. Grievance Committee chair invites a student representative to participate in the Grievance Committee.	Review of Grievance Committee roster and attendance	Annually in March	Program Evaluation Committee		**Analysis** **Action**
	4. Program will comply with applicable state BON rule(s).	Review applicable BON regulation(s)	Annually in March	Program Administrator		**Analysis** **Action**

Standard 1: Mission & Administrative Capacity The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
1.3: The assessment of end-of-program student learning outcomes and program outcomes is shared with communities of interest, and the communities of interest have input into program processes and decision-making.	1. The Professional Advisory Committee which represents communities of interest (which may include healthcare agencies/ organizations and program graduates) will meet a minimum of two times per year. Communities of interest will have input into program processes and decision making.	Review of Professional Advisory Committee Meeting minutes	Annually in March	Program Evaluation Committee		**Analysis** **Action**
1.4: Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.	1. Partnerships exist with community organizations that contribute to nursing education, the profession and/or the community.	Review community partnerships and contracts	Annually in March	Program Evaluation Committee		**Analysis** **Action**
	2. Program will comply with applicable state BON rule(s).	Review applicable BON regulation(s)	Annually in March	Program Administrator		**Analysis** **Action**
1.5: The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.	1. The Program Administrator possesses an active and unencumbered Registered Nursing Licensure and a minimum of a graduate degree in nursing.	Academic credentials for the Program Administrator are verified by receipt of official transcripts. Review of verification of licensure through the BON website	Upon hire or when changes in leadership occur.	Executive Dean		**Analysis** **Action**
	2. Program will comply with applicable state BON rule(s).	Review applicable BON regulation(s)	Upon hire or when changes in leadership occur.	Program Administrator		**Analysis** **Action**

Standard 1: Mission & Administrative Capacity The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
1.6: The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.	1. The Program Administrator meets the State Board of Nursing requirements and possess an active and unencumbered licensure.	Compare experience of Program Administrator and/or Dean to state governing requirements	Upon hire or when changes in leadership occur.	Executive Dean		**Analysis** **Action**
	2. The Program Administrator's qualifications reflect the requirements for the position of the governing organization.	Compare experience of Program Administrator and/or Dean to Galen's published job description	Upon hire or when changes in leadership occur.	Executive Dean		**Analysis** **Action**
	3. The Program Administrator is oriented and mentored to the role.	Review of orientation documentation	Upon hire or when changes in leadership occur.	Executive Dean		**Analysis** **Action**
	4. Program will comply with applicable state BON rule(s).	Review applicable BON regulation(s)	Upon hire or when changes in leadership occur.	Executive Dean		**Analysis** **Action**
1.7: When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.	1. All nursing faculty at coordinator level and above who work in the program are academically and experientially qualified relative to the position descriptions.	Review of Position Descriptions and CVs	Annually in March	Program Administrator		**Analysis** **Action**
	2. Program will comply with applicable state BON rule(s).	Review applicable BON regulation(s)	Annually in March	Program Administrator		**Analysis** **Action**
1.8: The nurse administrator has authority and responsibility for the development and administration of the program and has sufficient time and	1. The Program Administrator's primary responsibilities are related to development and administration of the program.	Review of Program Administrator job description and responsibilities	Annually in March	Executive Dean and Program Administrator		**Analysis** **Action**

Standard 1: Mission & Administrative Capacity The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.						
Plan					Implementation	
Criteria	Expected Level of Achievement	Assessment Method(s)	Frequency of Assessment	Responsible Party	Results of Data Collection Including actual level(s) of achievement	Analysis and Actions for Program Development, Maintenance, or Revision
resources to fulfill the role responsibilities.	2. The Program Administrator's have administrative support as evidenced by supportive staff.	Position description of support staff and organizational chart	Annually in March	Executive Dean and Program Administrator		**Analysis** **Action**
	3. Program will comply with applicable state BON rule(s).	Review applicable BON regulation(s)	Annually in March	Executive Dean and Program Administrator		**Analysis** **Action**
1.9: The nurse administrator has the authority to prepare and administer the program budget with faculty input.	1. The budget process provides the administrator the authority to prepare and administer the program budget.	Review of budget process	Annually in March	Program Evaluation Committee		**Analysis** **Action**
	2. Faculty provide input to nursing administrator for the program budget.	Review of budget process and Faculty meeting minutes	Annually in March	Program Evaluation Committee		**Analysis** **Action**
	3. Program will comply with applicable state BON rule(s).	Review applicable BON regulation(s)	Annually in March	Executive Dean and Program Administrator		**Analysis** **Action**
1.10: Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and	1. The policies and procedures for non-discrimination, rank and promotion, faculty grievance, rights and responsibilities, and workload are comprehensive and exist for all faculty and staff.	Review of Faculty Handbook and Employee Handbook	Annually in March	Program Evaluation Committee		**Analysis** **Action**

Standard 1: Mission & Administrative Capacity						
The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
outcomes of the nursing program.	2. Program will comply with applicable state BON rule(s).	Review applicable BON regulation(s)	Annually in March	Executive Dean and Program Administrator		**Analysis** **Action**
1.11: Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.	1. As a single purpose institution, the mission and philosophy are the same as the governing organization for all program delivery methods.	Review of Galen College of Nursing Mission, Values, & Goals	Annual in March if there is a change in the mission/philosophy.	Program Administrator		**Analysis** **Action**
	2. Program will comply with applicable state BON rule(s).	Review applicable BON regulation(s)	Annually in March if there is a change in the mission/philosophy.	Program Administrator		**Analysis** **Action**

Standard 2: Faculty & Staff						
Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
2.1: Full-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.	1. 100% of full time faculty are credentialed with a minimum of a master's degree with a major in nursing.	Review of faculty credentials on file in Faculty Credentialing Center reports	Annually in November; as new faculty are hired	Program Administrator		**Analysis** **Action**
	2. Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in October; as new faculty are hired	Program Administrator		**Analysis** **Action**
2.2: Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.	1. 100% of part time faculty are credentialed with a minimum of a baccalaureate degree with a major in nursing.	Review of faculty credentials on file in Faculty Credentialing Center reports	Annually in November; as new faculty are hired	Program Administrator		**Analysis** **Action**
	2. Part-time faculty are credentialed according to the BON requirement	Verified at hire by HR	Annually in November; as new faculty are hired	Program Administrator		**Analysis** **Action**
	3. Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in November	Program Administrator		**Analysis** **Action**

Education 571

Standard 2: Faculty & Staff						
Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
2.3: Non-nurse faculty teaching nursing courses hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency and are qualified to teach the assigned nursing courses.	1. 100% of full and part time non-nursing faculty (Arts & Science) have academic credentials that meet or exceed the governing organizational requirements.	Review of faculty HR files	Annually in November; as new faculty are hired	Program Administrator		**Analysis** **Action**
	2.Program will comply with applicable state/regulatory requirements.	Review applicable BON regulation(s)	Annually in November	Program Administrator		**Analysis** **Action**
2.4: Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.	N/A- Galen does not utilize preceptors.	N/A	N/A	N/A		**Analysis** **Action**
2.5: The number of full-time faculty is sufficient to ensure that the end-of-program studentlearning outcomes and program outcomes are achieved.	1. The number of full-time faculty is sufficient to ensure that the student learning outcomes and program outcomes are achieved.	Review of data presented in criterion 6.1,6.2, and 6.3 to ensure all ELAs are met.	Annually in October; as new faculty are hired	Program Evaluation Committee		**Analysis** **Action**
	2. Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in October	Program Administrator		**Analysis** **Action**
2.6: Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects	1. Faculty maintain expertise in their areas of responsibility and their performance in the classroom, clinical, & lab environments reflect scholarship,	Review of Faculty Credentialing Center files: a. annual evaluation form – self/ supervisor	Annually in October	Program Administrator		**Analysis** **Action**

Education 572

Standard 2: Faculty & Staff						
Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
scholarship and evidence-based teaching and clinical practices.	clinical practices, and evidence-based teaching.	b. theory, clinical, and/or clinical learning lab faculty performance evaluation as applicable c. CEU Report from Faculty Credentialing Center d. Teaching qualifications are verified via the Qualified Faculty Determinations Standard Form (QFDS)				
	2. 100% of nursing faculty participates in scholarly activity.	CEU Report from Faculty Credentialing Center	Annually in October	Program Administrator		**Analysis** **Action**
	3. Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in October	Program Administrator		**Analysis** **Action**
2.7: The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.	1. 100% of staff have qualifications and experience in their areas of responsibility.	Review of staff: a. Qualifications b. Resumes c. Position descriptions	Annually in October	Program Administrator and Program Coordinator		**Analysis** **Action**
	2. 95% of staff positions are filled.	Review of open positions	Annually in October	Program Administrator and Program Coordinator		**Analysis** **Action**
2.8: Faculty (full- and part-time) are oriented and mentored in their areas of responsibility.	1. 100% of new faculty (full and part-time) are oriented and mentored in their areas of responsibility.	Review of orientation documentation in employee HR files	Annually in October	Faculty Development Coordinator		**Analysis** **Action**

Education 573

Standard 2: Faculty & Staff						
Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
	2. Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in October	Faculty Development Coordinator		**Analysis** **Action**
2.9: Faculty (full- and part-time) performance is regularly evaluated in accordance with the governing organization's policy/procedures and demonstrates effectiveness in assigned area(s) of responsibility.	1. 100% of faculty are evaluated using the faculty performance appraisal to determine the level of performance in meeting organization and program goals and outcomes.	Review of HR files to ensure the use of the Faculty Evaluation Process	Annually in October	Program Administrator and Program Coordinator		**Analysis** **Action**
	2. Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in October	Program Administrator		**Analysis** **Action**
2.10: Faculty (full- and part-time) engage in ongoing development and receive support for instructional and distance technologies.	1. 100% of faculty participate in ongoing development.	Review of development activities documented in the Faculty Credentialing Center	Annually in October	Program Administrator		**Analysis** **Action**
	2. 100% of faculty have access to online training resources.	Review of online training resources available and utilization of the resources	Annually in October	Faculty Development Committee reports to PEC		**Analysis** **Action**
	3. The Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in October	Faculty Development Committee reports to PEC		**Analysis** **Action**

Standard 3: Students						
Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.						
Plan					**Implementation**	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
3.1: Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publicly accessible, non-discriminatory, and consistently applied; differences are justified by the end-of-program student learning outcomes and program outcomes.	1. Galen College of Nursing policies for nursing students are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the student learning outcomes goals and program outcomes.	Audit of: a. *Student Catalog* b. Galen website	Annually in September	Program Administrator in consultation with the Compliance Department		**Analysis** **Action**
	2. Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in September	Program Administrator		**Analysis** **Action**
3.2: Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information.	1. 100% of public information is available including the Program's State Board of Nursing approval, accreditation status, and contact information regarding the above status is consistently and accurately displayed.	Review of campus website to verify compliance with public information regarding accreditations and contact information	Annually in September	Program Administrator in consultation with the Compliance Department		**Analysis** **Action**
	2. Program complies with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in September	Program Administrator		**Analysis** **Action**
3.3: Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.	1. 100% of the changes in student policies, procedures, and program information are clearly and consistently communicated to students prior to implementation	Review of communication activities.	Annually in September	Program Administrator in consultation with the Compliance Department		**Analysis** **Action**

Education 575

Standard 3: Students						
Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.						
Plan					Implementation	
Criteria	Expected Level of Achievement	Assessment Method(s)	Frequency of Assessment	Responsible Party	Results of Data Collection Including actual level(s) of achievement	Analysis and Actions for Program Development, Maintenance, or Revision
	2. Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in September	Program Administrator		**Analysis** **Action**
3.4: Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.	1. The Student services of Galen College of Nursing are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery. a.74% of student responses indicate agree/strongly agree that "Student support services met my needs".	Review Exit Survey responses regarding student support services	Annually in September	Program Evaluation Committee		**Analysis** **Action**
	2. Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in September	Program Evaluation Committee		**Analysis** **Action**
3.5: Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.	1. 100% of audited educational records are in accordance with state and federal guidelines.	Review audit report of student and graduate educational records. Review of: a. *Student Catalog* b. Enrollment agreement	Annually in September	Program Administrator in consultation with the Compliance Department		**Analysis** **Action**

Education 576

Standard 3: Students						
Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
	2. Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in September	Program Administrator		**Analysis** **Action**
3.6: Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.	1. Results of annual Title IV Compliance audit conducted and submitted by July 1st with no material weaknesses or deficiencies noted.	Review external financial aid audit report for assessment of compliance	Annually in September	Program Administrator in consultation with the Compliance Department		**Analysis** **Action**
	2. Program will comply with applicable BON rule(s).	Review applicable BON regulation	Annually in September	Financial Aid Manager		**Analysis** **Action**
3.6.1: A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.	1. 100% compliance with requirement that a written comprehensive student loan repayment program exists and addresses student loan information, counseling, monitoring and cooperation with lenders.	Review of annual Title IV Compliance audit	Annually in September	Financial Aid Manager in consultation with the Compliance Department		**Analysis** **Action**

Standard 3: Students						
Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.						
Plan					Implementation	
Criteria	Expected Level of Achievement	Assessment Method(s)	Frequency of Assessment	Responsible Party	Results of Data Collection Including actual level(s) of achievement	Analysis and Actions for Program Development, Maintenance, or Revision
	2. Cohort default rate is below Department of Education threshold of 25%; cohort default rate is below national average for 2-year degree granting proprietary schools.	Review of annual Title IV Compliance audit	Annually in September	Financial Aid Manager in consultation with the Compliance Department		**Analysis** **Action**
	3. Program will comply with applicable BON rule(s).	Review applicable BON regulation	Annually in September	Program Evaluation Committee		**Analysis** **Action**
3.6.2: Students are informed of their ethical responsibilities regarding financial assistance.	1. 100% of student files demonstrate written evidence that students are informed of ethical responsibilities regarding financial aid during entrance counseling.	Review of annual Title IV Compliance audit	Annually in September	Financial Aid Manager in consultation with the Compliance Department		**Analysis** **Action**
	2. Program will comply with applicable BON rule(s).	Review applicable BON regulation	Annually in September	Financial Aid Manager		**Analysis** **Action**
3.6.3: Financial aid records are in compliance with the policies of the governing organization, state, and federal guidelines.	1. Upon audit, 100% of financial aid records demonstrate compliance with the college. Upon audit, 100% of financial aid records demonstrate compliance with the state guidelines. Upon audit, 100% of financial aid records demonstrate compliance with federal guidelines.	Review of annual Title IV Compliance audit	Annually in September	Financial Aid Manager in consultation with the Compliance Department		**Analysis** **Action**

Education 578

Standard 3: Students						
Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.						
Plan					Implementation	
Criteria	Expected Level of Achievement	Assessment Method(s)	Frequency of Assessment	Responsible Party	Results of Data Collection Including actual level(s) of achievement	Analysis and Actions for Program Development, Maintenance, or Revision
	2. Program will comply with applicable BON rule(s).	Review applicable BON regulation	Annually in September	Financial Aid Manager		**Analysis** **Action**
3.7: Records reflect that program complaints and grievances receive due process and include evidence of resolution.	1. 100% of complaints and grievances will receive due process with evidence of resolution.	Audit of Grievance Summary	Annually in September	Program Administrator in consultation with the Compliance Department		**Analysis** **Action**
	2. Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in September	Program Administrator		**Analysis** **Action**
3.8: Orientation to technology is provided, and technological support is available to students.	1. 100% of students are provided orientation to Galen technology.	Review of technology orientation resources and tech support available on the student resource center. 24/7 tech support is available through Canvas.	Annually in September	Program Evaluation Committee		**Analysis** **Action**
	2. At least 74% of student responses indicate agree/strongly agree that "The online orientation module was adequate to start the course.	Review of student online course evaluations responses.	Annually in September	Program Evaluation Committee		**Analysis** **Action**

Education 579

Standard 3: Students						
Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.						
Plan					**Implementation**	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
	3. Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in September	Program Evaluation Committee		**Analysis** **Action**
3.9: Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.	1. Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.	Review of: a. Canvas student orientation b. *Student Catalog*	Annually in September	Program Evaluation Committee		**Analysis** **Action**
	2. At least 74% of student responses indicate agree/strongly agree that "The policies related to online courses are clear."	Review of student online course evaluations responses	Annually in September	Program Evaluation Committee		**Analysis** **Action**
	3. Program will comply with applicable BON rule(s).	Review applicable BON regulation	Annually in September	Program Evaluation Committee		**Analysis** **Action**

Education 580

Standard 4: Curriculum						
The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
4.1: Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies and has clearly articulated end-of-program student learning outcomes.	1. End of program student learning outcomes clearly integrate professional nursing standards, guidelines, and competencies.	Review Program Student Learning Outcomes Mapped to Organizational Standards document located on the ERC. (ACEN Glossary definition of PNSGs)	Annually in August	Program Level Curriculum Committee		**Analysis** **Action**
	2. The end-of-program student learning outcomes are clearly articulated. (NEW)	Review the *Student Catalog*	Annually in August	Program Level Curriculum Committee		

Standard 4: Curriculum						
The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
	3. The curriculum and Program Student Learning Outcomes will comply with applicable BON rules as stated in the criterion.	Review applicable BON regulation(s)	Annually in May	Program Administrator		**Analysis** **Action**
4.2: The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.	100% of nursing course syllabi reflect PSLOs and CSLOs. PSLOs guide the delivery of instruction and direct learning activities and are mapped to measurement of learning outcomes.	Review of nursing course syllabi	Annually in May	Program Level Curriculum Committee		**Analysis** **Action**
	100% of Clinical Evaluation Tools reflect the CSLOs and role specific competencies in all criteria.	Review of Clinical Evaluation documents	Annually in May	Program Level Curriculum Committee		**Analysis** **Action**
	The Program will have 100% compliance with applicable provisions of the BON.	Review applicable BON regulation(s)	Annually in May	Program Administrator		**Analysis** **Action**
4.3: The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.	Faculty participate on campus and course curriculum committees and have input into the development of the curriculum.	Review of PEC, Course, Faculty, and Campus Curriculum Meeting minutes	Annually in May	Program Level Curriculum Committee		**Analysis** **Action**

Education 582

Standard 4: Curriculum						
The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
	Faculty regularly review curriculum for rigor and currency through regular meetings of Campus Curriculum Committee meetings.	Review and audit of Campus Curriculum Committee meeting minutes and Galen Exam & Analysis Review (GEARS)	Annually in May	Program Level Curriculum Committee		**Analysis** **Action**
	The curriculum will comply with the applicable BON rule(s).	Audit of Campus Curriculum Committee Meeting minutes Review applicable BON regulation(s)	Annually in May	Program Administrator		**Analysis** **Action**
4.4: The curriculum includes general education courses that enhance professional nursing knowledge and practice.	1. General Education syllabi contain the General Education Competencies which can be mapped to the PSLOs which support professional nursing knowledge and practice.	Review of general education course syllabi PSLOs and CSLOs	Annually in May	Program Level Curriculum Committee		**Analysis** **Action**
	2. Upon survey, 74% of graduating students agree/strongly agree that they believe the general education courses enhance professional nursing knowledge and practice.	Review of Exit Survey results.	Annually in May	Program Level Curriculum Committee		**Analysis** **Action**
	3. The general education courses in the curriculum will comply with the applicable BON rule as stated in the criterion.	Review applicable BON regulation(s)	Annually in May	Program Administrator		**Analysis** **Action**

Standard 4: Curriculum						
The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
4.5: The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.	1. The curriculum integrates cultural, ethnic, and socially diverse concepts throughout the curriculum to support achievement of student learning outcomes.	Review *Curriculum to Specific Content Area* mapping documents located on ERC	**Data Collection:** Quarterly - Mapping document will be kept current as curricular changes are made **Data Assessment and Analysis:** Tri-Annually in August per the CDIE procedure or more often as curricular changes are made.	Program Level Curriculum Committee		**Analysis** **Action**
	2. The curriculum and instruction comply with the applicable BON rules as stated in the criterion.	Review applicable BON regulation(s)	Annually in May	Program Administrator		**Analysis** **Action**
4.6: The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.	1. All courses within the program reflect educational theory, interprofessional collaboration, and evidence-based practice.	Review Course Content Mapping Documents available on ERC	Annually in May	Program Level Curriculum Committee		**Analysis** **Action**

Education 584

Standard 4: Curriculum						
The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
	2. Curriculum and instruction will comply with the applicable BON rules as stated in the criterion.	Review applicable BON regulation(s)	Annually in May	Program Administrator		**Analysis** **Action**
4.7: Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the end-of-program student learning outcomes.	1. Faculty utilize a variety of evaluation methodologies that reflect established professional and practice competencies.	Review PSLO mapped through course activities and Artifact mapping documents located on the ERC	Annually in May	Program Level Curriculum Committee		**Analysis** **Action**
	2. Faculty implement a variety of evaluation methodologies to measure the achievement of student learning outcomes	Review testing blueprints and rubrics in syllabi and course dropboxes	Annually in May	Program Level Curriculum Committee		**Analysis** **Action**
	3. Faculty will use evaluation methodologies and best practice to comply with the applicable BON rules as stated in the criterion.	Review applicable BON regulation(s)	Annually in May	Program Administrator		**Analysis** **Action**

Education 585

Standard 4: Curriculum						
The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
4.8: The total number of credit/quarter hours required to complete the defined nursing program of study is congruent with the attainment of the identified end-of-program student learning outcomes and program outcomes, and is consistent with the policies of the governing organization, the state, and the governing organization's accrediting agency.	1. Program length will be congruent with the attainment of identified outcomes.	Review of curriculum plans	Annually in May	Program Administrator		**Analysis** **Action**
	2. Program length will be consistent with the policies of the governing organization.	Review of College policies and procedures	Annually in May	Program Administrator		**Analysis** **Action**
	3. Program length will be consistent with state board of nursing, DOE and accrediting guidelines.	Review of: a. SACSCOC standards b. Comparison of program hours to like program hours locally and nationally c. Review accrediting guidelines, SBON, DOE.	Annually in May	Program Administrator		**Analysis** **Action**
	4. Program length will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in May	Program Administrator		**Analysis** **Action**

Education 586

Standard 4: Curriculum						
The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
4.9: Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.	1. At least 75% of students surveyed agree or strongly agree that clinical learning lab facilities support the achievement of course and program student learning outcomes and program outcomes.	Review of Exit Survey	Annually in May	Campus Curriculum Committee		**Analysis** **Action**
	2. At least 75% of clinical faculty surveyed agree or strongly agree the clinical practice learning environments support the achievement of course and program student learning outcomes.	Review of Faculty evaluation of the clinical site survey. Review of Clinical Walk-through Results	Annually in May	Campus Curriculum Committee		**Analysis** **Action**
	3. 100% of facilities used for clinical experiences are licensed, accredited (Joint Commission) and/or achieved national and/or state recognition.	Review of clinical affiliation agreements/contracts	Annually in May	Program Administrator		**Analysis** **Action**
	4. Program practice learning environments will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in May	Program Administrator		**Analysis** **Action**
4.10: Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.	1. 100% of clinical affiliate agreements will be current, specify expectation for all parties, and ensure protection of students.	Review of clinical affiliation agreements/contracts	Annually in May	Clinical Coordinator reports Program Administrator		**Analysis** **Action**

Standard 4: Curriculum						
The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
	2. Program clinical agreements will comply with applicable BON rule(s).	Review of clinical affiliation agreements/contracts	Annually in May	Clinical Coordinator reports Program Administrator		
4.11: Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the end-of-program student learning outcomes.	1. At least 74% of students agree/strongly agree that learning activities are appropriate and consistent with student learning outcomes.	Review Survey Data: - Course Survey Results - Exit Survey Results	Annually in May	Program Level Curriculum Committee		**Analysis** **Action**
	2. Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format, congruent between online and on-ground, and consistent with student learning outcomes.	Review: PSLOs Mapped Through Course Activities document on the ERC	Annually in May	Program Level Curriculum Committee		**Analysis** **Action**
	3. Learning activities, instructional materials, and evaluation methods will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in May	Program Administrator		**Analysis** **Action**

Education 588

Standard 5: Resources						
Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
5.1: Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.	1. Anticipated fiscal needs are reported to the governing organizations budget allocations.	Review of: a. Annual budget b. Faculty meeting minutes c. Budget request forms	Annually in August	Dean, Program Administrator, and Director of Campus Operations report to PEC		**Analysis** **Action**
	2. Faculty and staff have input in the budget process.	Review of: - Faculty meeting minutes - Budget request forms	Annually in August	Dean, Program Administrator, and Director of Campus Operations report to PEC		**Analysis** **Action**
	3. Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in August	Program Administrator		**Analysis** **Action**

Education 589

Standard 5: Resources						
Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
5.2: Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and meet the needs of the faculty, staff, and students.	1. 100% of faculty and staff have access to a workspace and a computer.	Review of: a. Detailed floor plans	Annually in August	Program Administrator and Director of Campus Operations		**Analysis** **Action**
	2. The floor plans and site plans demonstrate instruction areas, workspace, laboratories, and common areas are physically adequate and safe for the number of occupants.	Review of: a. Enrollment statistics b. Room Utilization c. Applicable Building Codes and Regulations	Annually in August	Program Administrator and Director of Campus Operations		**Analysis** **Action**
	3. At least 75% of student survey agree/strongly agree that the physical resources are conducive to achieve student learning outcomes.	Review of: a. Course Survey Results b. Student Mid-Program and Exit Survey Results	Annually in August	Program Evaluation Committee		**Analysis** **Action**
	4. At least 75% of faculty and staff responses indicate agree/strongly agree that physical resources are adequate to achieve student learning outcomes.	Review of: a. Employee engagement survey results b. Availability of private meeting space for faculty and students c. Applicable building codes and regulations	Annually in August	Program Administrator and Campus Administration		**Analysis** **Action**
	5. Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in August	Program Administrator and Campus Administration		**Analysis** **Action**

Education 590

Standard 5: Resources						
Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
5.3: Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.	1. All faculty have the opportunity for input into the selection of learning resources and technology.	Review of: a. Faculty Meeting minutes b. Collections Development Policy	Annually in August	Program Evaluation Committee		**Analysis** **Action**
	2. At least 75% of students' responses indicate agree/strongly agree to have access to current learning resources and technology.	Review of: a. Library survey results b. Student Technology survey results	Annually in August	Program Evaluation Committee		**Analysis** **Action**
	3. Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in August	Program Administrator		**Analysis** **Action**

Education 591

Standard 5: Resources						
Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.						
Plan					Implementation	
Criteria	**Expected Level of Achievement**	**Assessment Method(s)**	**Frequency of Assessment**	**Responsible Party**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
5.4: Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.	1. All fiscal, physical, technological and learning resources are available to faculty and students regardless of format or mode of delivery.	1. Review of: a. Student Course Surveys	Annually in August	Program Evaluation Committee		**Analysis** **Action**
	2. At least 75% of student responses indicate agree/strongly agree that adequate resources are available that support the achievement of student learning outcomes and program outcomes.	2. Review of: a. Course Survey Results b. Student Mid-Program and Exit Survey Results c. Technology Survey Results	Annually in August	Program Evaluation Committee		**Analysis** **Action**
	3. Floor plans and site plans for the nursing unit demonstrate instruction areas, workspace, laboratories and common areas are physically adequate for the number of occupants.	3. Review of detailed floor plans	Annually in August	Program Evaluation Committee		**Analysis** **Action**
	4. At least 75% of faculty responses indicate agree/strongly agree that learning resources and technology are sufficient to meet the needs of the program student learning outcomes.	4. Review of: a. Employee Culture Survey results b. Faculty/Staff Technology Survey Results	Annually in August	Program Evaluation Committee		**Analysis** **Action**
	5. Program will comply with applicable BON rule(s).	Review applicable BON regulation(s)	Annually in August	Program Administrator		**Analysis** **Action**

Education 592

Program Student Learning Outcomes, Role-Specific Professional Competencies, and Program Outcomes

PLAN				IMPLEMENTATION	
Component	**Assessment Method(s)***	**Expected Level(s) of Achievement**	**Data Collection and Assessment Frequency**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
PSLO #1: Safe, Patient-Centered Care: Provide safe, patient-centered nursing care using evidence-based practice while managing multiple patients.	**ATI Comprehensive Predictor Sub-Score Data (NUR283)** • RN Health Promotion and Maintenance • RN Management of Care • RN Physiological Adaptation • RN Psychosocial Integrity • RN Safety and Infection Control	**ATI Sub-score Data** On the first attempt of the ATI, a minimum 65% of students will obtain at least 60% on each of the identified ATI sub-scores.	Data collected quarterly and assessed annually in March by PEC	**PSLO #1: Safe, Patient-Centered Care:** **Provide safe, patient-centered nursing care using evidence-based practice while managing multiple patients.** **ELA:** **On the first attempt of the ATI, a minimum of 65% of students will obtain at least 60% on each of the identified ATI sub-scores.**	**Action** **Analysis**

NUR283	Spring		Summer		Fall		Winter		Annual
	65% met 60%	Avg score	65% Met 60%	Avg score	65% Met 60%	Avg score	65% Met 60%	Avg score	Met/Not Met
Health Promotion and Maintenance									
Management of Care									
Physiological Adaptation									
Psychosocial Integrity									
Safety and Infection Control									

Education 593

Program Student Learning Outcomes, Role-Specific Professional Competencies, and Program Outcomes					
PLAN				IMPLEMENTATION	
Component	Assessment Method(s)*	Expected Level(s) of Achievement	Data Collection and Assessment Frequency	Results of Data Collection Including actual level(s) of achievement	Analysis and Actions for Program Development, Maintenance, or Revision
	Clinical Evaluation Tools (NUR 283) • 1-C: Analyzes assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using • 5-E: Demonstrates knowledge of the board of nursing rules and nurse practice act that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards. • 1-B: Determines the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families, based upon interpretation of comprehensive health • 2-F: Develops, implements, and evaluates teaching plans for patients and their families to address health promotion, maintenance, and restoration. • 1-E: Evaluates and reports patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care. • 1-G: Implements measures to promote quality and a safe environment for patients, self, and others. • 1-D: Implements the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles • 2-A: Provides safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services. • 1-A: Uses clinical reasoning and knowledge based on the evidence-based practice outcomes as a basis for decision-making in nursing practice	**Clinical Evaluation Tools** A minimum of 95% of students will obtain "Exceeded Expectations" or "Satisfactory" on each identified clinical competency related to PSLO 1 as stated in the Clinical Evaluation Tool		**PSLO #1: Safe, Patient-Centered Care:** **Provide safe, patient-centered nursing care using evidence-based practice while managing multiple patients.** **ELA:** **A minimum of 95% of students will obtain "Exceeded Expectations" or "Satisfactory" on each identified clinical competency related to PSLO 1 as stated in the Clinical Evaluation Tool**	**Action** **Analysis**

NUR283	Exceeded Expectations (EE) Satisfactory (S)	Spring (N = X)	Summer (N = X)	Fall (N = X)	Winter (N = X)	Met/ Unmet
1-C						
5-E						
1-B						
2-F						
1-E						
1-G						
1-D						
2-A						
1-A						

Education 594

<table>
<tr><th colspan="5">Program Student Learning Outcomes, Role-Specific Professional Competencies, and Program Outcomes</th></tr>
<tr><th colspan="4">PLAN</th><th>IMPLEMENTATION</th></tr>
<tr><th>Component</th><th>Assessment Method(s)*</th><th>Expected Level(s) of Achievement</th><th>Data Collection and Assessment Frequency</th><th>Results of Data Collection
Including actual level(s) of achievement</th><th>Analysis and Actions for Program Development, Maintenance, or Revision</th></tr>
<tr><td></td><td>Course Survey (NUR283)
· My ability to provide competent, safe, quality, patient-centered nursing care using established professional standards, guidelines, best practices, and available evidence increased.</td><td>Course Survey
A minimum of 75% of responding students will "Agree" or "Strongly Agree" with the course survey statement.</td><td></td><td>PSLO #1: Safe, Patient-Centered Care:
Provide safe, patient-centered nursing care using evidence-based practice while managing multiple patients.
ELA:
A minimum of 75% of responding students will "Agree" or "Strongly Agree" with the course survey statement.
Course Survey Question:
My ability to provide competent, safe, quality, patient-centered nursing care using established professional standards, guidelines, best practices, and available evidence increased.
<table><tr><th>NUR283</th><th>Spring (N = X)</th><th>Summer (N = X)</th><th>Fall (N =X)</th><th>Winter (N =X)</th><th>Met/Unmet</th></tr><tr><td>Percentage</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Response Rate</td><td></td><td></td><td></td><td></td><td></td></tr></table></td><td>Action

Analysis</td></tr>
<tr><td>PSLO #2: Caring Behaviors:
Integrate caring behaviors when managing nursing care for diverse patients, families, and communities.</td><td>ATI Comprehensive Predictor Sub-Score Data (NUR283)
• RN Psychosocial Integrity</td><td>ATI Sub-score Data
On the first attempt of the ATI, a minimum 65% of students will obtain at least 60% on each of the identified ATI sub-scores.</td><td>Data collected quarterly and assessed annually in March by PEC</td><td>PSLO #2: Caring Behaviors:
Integrate caring behaviors when managing nursing care for diverse patients, families, and communities.
ELA:
On the first attempt of the ATI, a minimum of 65% of students will obtain at least 60% on each of the identified ATI sub-scores.
<table><tr><th rowspan="2">NUR283</th><th colspan="2">Spring</th><th colspan="2">Summer</th><th colspan="2">Fall</th><th colspan="2">Winter</th><th>Annual</th></tr><tr><th>65% met 60%</th><th>Avg score</th><th>65% Met 60%</th><th>Avg score</th><th>65% Met 60%</th><th>Avg score</th><th>65% Met 60%</th><th>Avg score</th><th>Met/Not Met</th></tr><tr><td>RN Psychosocial Integrity</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table></td><td>Action

Analysis</td></tr>
</table>

Education 595

Program Student Learning Outcomes, Role-Specific Professional Competencies, and Program Outcomes					
PLAN				IMPLEMENTATION	
Component	Assessment Method(s)*	Expected Level(s) of Achievement	Data Collection and Assessment Frequency	Results of Data Collection Including actual level(s) of achievement	Analysis and Actions for Program Development, Maintenance, or Revision
	Clinical Evaluation Tools (NUR283) • 1-D: Implements the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles • 2-A: Provides safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services. • 2-B: Serves as a health care advocate in monitoring and promoting quality and access to health care for patients and their families	**Clinical Evaluation Tools** A minimum of 95% of students will obtain "Exceeded Expectations" or "Satisfactory" on each identified clinical competency related to PSLO 2 stated in the Clinical Evaluation Tool.		**PSLO #2: Caring Behaviors:** **Integrate caring behaviors when managing nursing care for diverse patients, families, and communities..** **ELA:** **A minimum of 95% of students will obtain "Exceeded Expectations" or "Satisfactory" on each identified clinical competency related to PSLO 2 as stated in the Clinical Evaluation Tool**	**Action** **Analysis**
	Course Survey (NUR283) • My ability to serve as a patient advocate by promoting dignity, respect, and privacy, while assimilating ethical and legal principles increased.	**Course Survey** A minimum of 75% of responding students will "Agree" or "Strongly Agree" with the course survey statement.		**PSLO #2: Caring Behaviors:** **Integrate caring behaviors when managing nursing care for diverse patients, families, and communities.** **ELA:** **A minimum of 75% of responding students will "Agree" or "Strongly Agree" with the course survey statement.** **Course Survey Question:** **My ability to serve as a patient advocate by promoting dignity, respect, and privacy, while assimilating ethical and legal principles increased.**	**Action** **Analysis**

NUR283	Exceeded Expectations (EE) Satisfactory (S)	Spring (N = X)	Summer (N = X)	Fall (N = X)	Winter (N = X)	Met/ Unmet
1-D						
2-A						
2-B						

NUR283	Spring (N = X)	Summer (N = X)	Fall (N =X)	Winter (N =X)	Met/Unmet
Percentage					
Response Rate					

Education 596

Program Student Learning Outcomes, Role-Specific Professional Competencies, and Program Outcomes

PLAN

Component	Assessment Method(s)*	Expected Level(s) of Achievement	Data Collection and Assessment Frequency
PSLO #3: Communication/ Information Technology Use: Integrate effective communication skills to promote safety and support decision making while managing patient care.	**ATI Comprehensive Predictor Sub-Score Data (NUR283)** • Informatics • Information Management and Application of Patient Care Technology • Interprofessional Communication and Collaboration	**ATI Sub-score Data** On the first attempt of the ATI, a minimum 65% of students will obtain at least 60% on each of the identified ATI sub-scores.	Data collected quarterly and assessed annually in March by PEC
	Clinical Evaluation Tools (NUR283) • 3-C: Communicates and manages information using technology to support decision making to improve patient care. • 3-A: Coordinates human, information, and material resources in providing care for patients and their families. • 3-B: Coordinates, collaborates, and communicates with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care • 5-E: Demonstrates knowledge of the board of nursing rules and nurse practice act that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards. • 1-E: Evaluates and reports patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care. · 4-A: Refers patients and their families to resources that facilitate continuity of care, health promotion, maintenance, and restoration, and ensure confidentiality	**Clinical Evaluation Tools** A minimum of 95% of students will obtain "Exceeded Expectations" or "Satisfactory" on each identified clinical competency related to PSLO 3 as stated in the Clinical Evaluation Tool.	

IMPLEMENTATION

Results of Data Collection Including actual level(s) of achievement

PSLO #3: Communication/ Information Technology Use:
Integrate effective communication skills to promote safety and support decision making while managing patient care.

ELA:
On the first attempt of the ATI, a minimum of 65% of students will obtain at least 60% on each of the identified ATI sub-scores.

NUR283	Spring		Summer		Fall		Winter		Annual
	65% met 60%	Avg score	65% Met 60%	Avg score	65% Met 60%	Avg score	65% Met 60%	Avg score	Met/Not Met
Informatics									
Information Management and Application of Patient Care Technology									
Interprofessional Communication and Collaboration									

PSLO #3: Communication/ Information Technology Use:
Integrate effective communication skills to promote safety and support decision making while managing patient care.

ELA:
A minimum of 95% of students will obtain "Exceeded Expectations" or "Satisfactory" on each identified clinical competency related to PSLO 3 as stated in the Clinical Evaluation Tool

NUR283	Exceeded Expectations (EE) Satisfactory (S)	Spring (N = X)	Summer (N = X)	Fall (N = X)	Winter (N = X)	Met/ Unmet
3-C						
3-A						
3-B						
5-E						
1-E						
4-A						

Analysis and Actions for Program Development, Maintenance, or Revision

Action

Analysis

Action

Analysis

Education 597

Program Student Learning Outcomes, Role-Specific Professional Competencies, and Program Outcomes					
PLAN				IMPLEMENTATION	
Component	Assessment Method(s)*	Expected Level(s) of Achievement	Data Collection and Assessment Frequency	Results of Data Collection Including actual level(s) of achievement	Analysis and Actions for Program Development, Maintenance, or Revision
	Course Survey (NUR283) • My ability to incorporate effective communication and information technology to interact, manage information, support decision-making, and minimize the potential for error increased.	**Course Survey** A minimum of 75% of responding students will "Agree" or "Strongly Agree" with the course survey statement.		**PSLO #3: Communication/ Information Technology Use:** **Integrate effective communication skills to promote safety and support decision making while managing patient care.** **ELA:** **A minimum of 75% of responding students will "Agree" or "Strongly Agree" with the course survey statement.** **Course Survey Question:** **My ability to provide competent, safe, quality, patient-centered nursing care using established professional standards, guidelines, best practices, and available evidence increased.**	**Action** **Analysis**

NUR283	Spring (N = X)	Summer (N = X)	Fall (N =X)	Winter (N =X)	Met/Unmet
Percentage					
Response Rate					

Education 598

Program Student Learning Outcomes, Role-Specific Professional Competencies, and Program Outcomes

PLAN				IMPLEMENTATION	
Component	**Assessment Method(s)***	**Expected Level(s) of Achievement**	**Data Collection and Assessment Frequency**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
PSLO #4: Critical Thinking/Clinical Judgment: Incorporate clinical judgment to ensure quality outcomes when managing patient care.	**ATI Comprehensive Predictor Sub-Score Data (NUR283)** • Clinical Judgment/Critical Thinking in Nursing • RN Assessment • RN Analysis/Diagnosis • RN Planning • RN Implementation/Therapeutic Nursing Intervention • RN Evaluation	**ATI Sub-score Data** On the first attempt of the ATI, a minimum 65% of students will obtain at least 60% on each of the identified ATI sub-scores.	Data collected quarterly and assessed annually in March by PEC	**PSLO #4: Critical Thinking/Clinical Judgment:** **Incorporate clinical judgment to ensure quality outcomes when managing patient care** **ELA:** **A minimum of 75% of responding students will "Agree" or "Strongly Agree" with the course survey statement.** **Course Survey Question:** **My ability to analyze patient situations while integrating critical thinking skills and applying clinical judgment increased.**	**Action** **Analysis**

NUR283	Spring (N = X)	Summer (N = X)	Fall (N =X)	Winter (N =X)	Met/Unmet
Percentage					
Response Rate					

Clinical Evaluation Tools (NUR283) • 1-C: Analyzes assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using • 1-B: Determines the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families, based upon interpretation of comprehensive health • 1-F: Develops, implements, and evaluates teaching plans for patients and their families to address health promotion, maintenance, and restoration. • 1-E: Evaluates and reports patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care. • 1-A: Uses clinical reasoning and knowledge based on the evidence-based practice outcomes as a basis for decision-making in nursing practice	**Clinical Evaluation Tools** A minimum of 95% of students will obtain "Exceeded Expectations" or "Satisfactory" on each identified clinical competency related to PSLO 4 as stated in the Clinical Evaluation Tool.		**PSLO #4: Critical Thinking/Clinical Judgment:** **Incorporate clinical judgment to ensure quality outcomes when managing patient care** **ELA:** **On the first attempt of the ATI, a minimum of 65% of students will obtain at least 60% on each of the identified ATI sub-scores.**	**Action** **Analysis**

NUR283	Spring		Summer		Fall		Winter		Annual
	65% met 60%	Avg score	65% Met 60%	Avg score	65% Met 60%	Avg score	65% Met 60%	Avg score	Met/Not Met
Clinical Judgment/ Critical Thinking in Nursing									
RN Assessment									
RN Analysis/Diagnosis									
RN Planning									
RN Implementation/Therapeutic Nursing Intervention									
RN Evaluation									

Course Survey • My ability to analyze patient situations while integrating critical thinking skills and applying clinical judgment increased.	**Course Survey** A minimum of 75% of responding students will "Agree" or "Strongly Agree" with the course survey statement.		**PSLO #4: Critical Thinking/Clinical Judgment:** **Incorporate clinical judgment to ensure quality outcomes when managing patient care** **ELA:** **A minimum of 95% of students will obtain "Exceeded Expectations" or "Satisfactory" on each identified clinical competency related to PSLO 4 as stated in the Clinical Evaluation Tool**	**Action** **Analysis**

NUR283	Exceeded Expectations (EE) Satisfactory (S)	Spring (N = X)	Summer (N = X)	Fall (N = X)	Winter (N = X)	Met/ Unmet
1-C						
1-B						
1-F						
1-E						
1-A						

Education 599

Program Student Learning Outcomes, Role-Specific Professional Competencies, and Program Outcomes

PLAN				IMPLEMENTATION	
Component	**Assessment Method(s)***	**Expected Level(s) of Achievement**	**Data Collection and Assessment Frequency**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
PSLO #5: Teamwork/ Collaboration: Participate in collaborative relationships to improve patient outcomes when managing nursing care for diverse patients, families, and communities.	**ATI Comprehensive Predictor Sub-Score Data (NUR283)** • Teamwork and Collaboration	**ATI Sub-score Data** On the first attempt of the ATI, a minimum 65% of students will obtain at least 60% on each of the identified ATI sub-scores.	Data collected quarterly and assessed annually in March by PEC	**PSLO #5: Teamwork/ Collaboration:** **Participate in collaborative relationships to improve patient outcomes when managing nursing care for diverse patients, families, and communities.** **ELA:** **On the first attempt of the ATI, a minimum of 65% of students will obtain at least 60% on each of the identified ATI sub-scores.**	**Action** **Analysis**

NUR283	Spring		Summer		Fall		Winter		Annual
	65% met 60%	Avg score	65% Met 60%	Avg score	65% Met 60%	Avg score	65% Met 60%	Avg score	Met/Not Met
Teamwork and Collaboration									

	Clinical Evaluation Tools (NUR283) • 4-B: Communicates and collaborates in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families. • 3-A: Coordinates human, information, and material resources in providing care for patients and their families. • 3-B: Coordinates, collaborates, and communicates with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care • 4-A: Refers patients and their families to resources that facilitate continuity of care, health promotion, maintenance, and restoration, and ensure confidentiality.	**Clinical Evaluation Tools** A minimum of 95% of students will obtain "Exceeded Expectations" or "Satisfactory" on each identified clinical competency related to PSLO 5 as stated in the Clinical Evaluation Tool.		**PSLO #5: Teamwork/ Collaboration:** **Participate in collaborative relationships to improve patient outcomes when managing nursing care for diverse patients, families, and communities.** **ELA:** **A minimum of 95% of students will obtain "Exceeded Expectations" or "Satisfactory" on each identified clinical competency related to PSLO 5 as stated in the Clinical Evaluation Tool**	**Action** **Analysis**

NUR283	Exceeded Expectations (EE) Satisfactory (S)	Spring (N = X)	Summer (N = X)	Fall (N = X)	Winter (N = X)	Met/ Unmet
4-B						
3-A						
3-B						
4-A						

Education 600

Program Student Learning Outcomes, Role-Specific Professional Competencies, and Program Outcomes

PLAN				IMPLEMENTATION	
Component	**Assessment Method(s)***	**Expected Level(s) of Achievement**	**Data Collection and Assessment Frequency**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
	Course Survey (NUR283) My ability to participate in collaborative relationships with patients and members of the interdisciplinary healthcare team to provide and improve patient care increased.	**Course Survey** A minimum of 75% of responding students will "Agree" or "Strongly Agree" with the course survey statement.		**PSLO #5: Teamwork/ Collaboration:** **Participate in collaborative relationships to improve patient outcomes when managing nursing care for diverse patients, families, and communities.** **ELA:** **A minimum of 75% of responding students will "Agree" or "Strongly Agree" with the course survey statement.** **Course Survey Question:** **My ability to participate in collaborative relationships with patients and members of the interdisciplinary healthcare team to provide and improve patient care increased.**	**Action** **Analysis**

NUR283	Spring (N = X)	Summer (N = X)	Fall (N =X)	Winter (N =X)	Met/Unmet
Percentage					
Response Rate					

PSLO #6: Leadership/ Professionalism: Integrate leadership skills in a variety of healthcare settings when managing care for diverse patient populations.	**ATI Comprehensive Predictor Sub-Score Data (NUR283)** • Management of Care • Priority Setting	**ATI Sub-score Data** On the first attempt of the ATI, a minimum 65% of students will obtain at least 60% on each of the identified ATI sub-scores.	Data collected quarterly and assessed annually in March by PEC	**PSLO #6: Leadership/ Professionalism:** **Integrate leadership skills in a variety of healthcare settings when managing care for diverse patient populations.** **ELA:** **On the first attempt of the ATI, a minimum of 65% of students will obtain at least 60% on each of the identified ATI sub-scores.**	**Action** **Analysis**

NUR283	Spring		Summer		Fall		Winter		Annual
	65% met 60%	Avg score	65% Met 60%	Avg score	65% Met 60%	Avg score	65% Met 60%	Avg score	Met/Not Met
Management of Care									
Priority Setting									

Education 601

Program Student Learning Outcomes, Role-Specific Professional Competencies, and Program Outcomes					
PLAN				IMPLEMENTATION	
Component	Assessment Method(s)*	Expected Level(s) of Achievement	Data Collection and Assessment Frequency	Results of Data Collection Including actual level(s) of achievement	Analysis and Actions for Program Development, Maintenance, or Revision
	Clinical Evaluation Tools (NUR283) • 5-G: Accepts and makes assignments and delegates tasks that take into consideration patient safety and organizational policy. • 5-H: Assigns and/or delegates nursing care to other members of the health care team based upon an analysis of patient or unit need. • 5-B: Assumes responsibility and accountability for the quality of nursing care provided to patients and their families • 5-D: Demonstrates responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning. • 5-A: Functions within the nurse's legal scope of practice and in accordance with the policies and procedures of the School of Nursing and the health care practice setting. • 5-F: Obtains instruction, supervision, or training as needed when implementing nursing procedures or practices. • 5-C: Participates in activities that promote the development and practice of professional nursing. • 5-I: Supervises nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practices	**Clinical Evaluation Tools** A minimum of 95% of students will obtain "Exceeded Expectations" or "Satisfactory" on each identified clinical competency related to PSLO 6 as stated in the Clinical Evaluation Tool.		**PSLO #6: Leadership/ Professionalism:** **Integrate leadership skills in a variety of healthcare settings when managing care for diverse patient populations.** **ELA:** **A minimum of 75% of responding students will "Agree" or "Strongly Agree" with the course survey statement.** **Course Survey Question:** **My ability to demonstrate leadership skills and professional behavior required for the care of diverse patients in a variety of healthcare settings increased.**	**Action** **Analysis**
	Course Survey (NUR283) My ability to demonstrate leadership skills and professional behavior required for the care of diverse patients in a variety of healthcare settings increased.	**Course Survey** A minimum of 75% of responding students will "Agree" or "Strongly Agree" with the course survey statement.		**PSLO #6: Leadership/ Professionalism:** **Integrate leadership skills in a variety of healthcare settings when managing care for diverse patient populations.** **ELA:** **A minimum of 95% of students will obtain "Exceeded Expectations" or "Satisfactory" on each identified clinical competency related to PSLO 6 as stated in the Clinical Evaluation Tool**	**Action** **Analysis**

NUR283	Spring (N = X)	Summer (N = X)	Fall (N =X)	Winter (N =X)	Met/Unmet
Percentage					
Response Rate					

NUR283	Exceeded Expectations (EE) Satisfactory (S)	Spring (N = X)	Summer (N = X)	Fall (N = X)	Winter (N = X)	Met/ Unmet
5-G						
5-H						
5-B						
5-D						
5-A						
5-F						
5-C						
5-I						

Education 602

Program Student Learning Outcomes, Role-Specific Professional Competencies, and Program Outcomes

PLAN				IMPLEMENTATION	
Component	**Assessment Method(s)***	**Expected Level(s) of Achievement**	**Data Collection and Assessment Frequency**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
NCLEX Pass rates	First-time NCLEX® pass rates are measured utilizing official reports provided by the state boards of nursing. First-time NCLEX® pass rates are also tracked by program option internally via the student information system, which requires manual data entry by the Office of Academic Records.	ELA: The program's NCLEX-RN® pass rate is at least 80% for all first- time-takers for the most recent calendar year.	Florida reporting period is annually July-June. Data collected quarterly and assessed quarterly by PEC. Q1: Apr Q2:Jul Q3: Oct Q4: Jan		**Action** **Analysis**

Performance on Licensure Examination – Aggregate for Entire Program

Year	Licensure Examination Pass Rate
2021	% (N/N)
2020	% (N/N)
2019	% (N/N)

Performance on Licensure Examination – Disaggregated by Program Option

Year	Licensure Examination Pass Rate Two-year Option	Licensure Examination Pass Rate Bridge Option
2021	% (N/N)	% (N/N)
2020	% (N/N)	% (N/N)
2019	% (N/N)	% (N/N)

Performance on Licensure Examination – Disaggregated by Location

Year	Licensure Examination Pass Rate Location 1	Licensure Examination Pass Rate Location 2
2021	% (N/N)	% (N/N)
2020	% (N/N)	% (N/N)
2019	% (N/N)	% (N/N)

Performance on Licensure Examination – Disaggregated by Month of Completion

Year	Month of Completion: Month (Spring Qtr)	Month of Completion: Month (Summer Qtr)	Month of Completion: Month (Fall Qtr)	Month of Completion: Month (Winter Qtr)
2021	% (N/N)	% (N/N)	% (N/N)	% (N/N)
2020	% (N/N)	% (N/N)	% (N/N)	% (N/N)
2019	% (N/N)	% (N/N)	% (N/N)	% (N/N)

Education 603

Program Student Learning Outcomes, Role-Specific Professional Competencies, and Program Outcomes

PLAN				IMPLEMENTATION	
Component	**Assessment Method(s)***	**Expected Level(s) of Achievement**	**Data Collection and Assessment Frequency**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
Program Completion Rates	Program completion rates are calculated based on the number of students who graduate the program within 100% of the stated program length. Reporting is based on the 100% graduation date (Date of first Nursing course + (length of program * 100%)). The program completion rate is determined by identifying students at the time of enrollment in their first nursing course in their selected program of study. Enrollment is defined as currently enrolled, grade posted, or course dropped. Students who leave the program prior to enrolling in any nursing courses are not counted in this calculation. A student will only belong to one nursing start cohort, per program, regardless of how many times they restart.	**ELA**: 50% of all students will complete the program within 100% of the stated program length, beginning with enrollment in the first nursing course **ELA Rationale**: ELA was established based on review of internal data and comparison of similar nursing programs.	Data collected quarterly and assessed quarterly by PEC.	Aggregate for Entire Program **Year** / **Completion Rate** 2020: % (N/N) 2019: % (N/N) 2018: % (N/N) Disaggregated by Program Option **Year** / **Completion Rate Two-year Option** / **Completion Rate Bridge Option** 2020: % (N/N) / % (N/N) 2019: % (N/N) / % (N/N) 2018: % (N/N) / % (N/N) Disaggregated by Location **Year** / **Completion Rate Location 1** / **Completion Pass Rate Location 2** 2020: % (N/N) / % (N/N) 2019: % (N/N) / % (N/N) 2018: % (N/N) / % (N/N) Disaggregated by Month of Completion Year / Month of Completion: Month (Spring Qtr) / Month of Completion: Month (Summer Qtr) / Month of Completion: Month (Fall Qtr) / Month of Completion: Month (Winter Qtr) 2020: % (N/N) / % (N/N) / % (N/N) / % (N/N) 2019: % (N/N) / % (N/N) / % (N/N) / % (N/N) 2018: % (N/N) / % (N/N) / % (N/N) / % (N/N)	**Action** **Analysis**

Education 604

Program Student Learning Outcomes, Role-Specific Professional Competencies, and Program Outcomes					
PLAN				IMPLEMENTATION	
Component	**Assessment Method(s)***	**Expected Level(s) of Achievement**	**Data Collection and Assessment Frequency**	**Results of Data Collection Including actual level(s) of achievement**	**Analysis and Actions for Program Development, Maintenance, or Revision**
Placement Rates	Calculation is based on the percentage of total number of graduates who report having a job as a registered nurses/total number of graduates who respond. Multiple methods of assessment are used to obtain job placement data (a) an employment questionnaire given at graduation; (b) an alumni employment survey, sent thirty days after graduation (c) follow up with graduates who have not responded to surveys via phone, email, text, social media (Galen College of Nursing Alumni Facebook or LinkedIn) (d) direct communication with alumni by faculty, student success liaisons, and healthcare partnership representatives, who provide relevant alumni employment updates to the Office of Academic Records, who document the job placement information in the SIS.	**ELA:** 70% of graduates will be employed in a position for which the program prepared them, 12 months after graduation. ELA Rationale: ELA was established based on review of internal data.	Florida reporting period is July-June annually. Data collected quarterly and assessed quarterly by PEC.	Aggregate for Entire Program Year / Total Number of Graduates / Total Number of Graduate Responses / Response Rate (%) / Job Placement Rate (%) 2020 2019 2018	**Action** **Analysis**

Appendix O: Nursing Faculty Position Description

This position description applies to a faculty member, teaching either full-time or part-time (adjunct), who provides didactic instruction and may also provide instruction in the clinical learning lab, simulation, and/or clinical settings. This position description applies to all programs taught at Galen College of Nursing.

Supervisor: ☐Dean ☐AssociateDean ☐MSN Program Director ☐RN to BSN Program Director ☐BSN Program Director ☐ADN Program Director ☐PN/VN Program Director

Department: ☐Campus Faculty ☐ Online RN to BSN Faculty ☐Online MSN Faculty

Status: ☐ Full-time ☐ Part-time *(encompasses part-time, adjunct, and pool status)*

FLSA: ☐ Exempt ☐ Non-exempt

Position Goal

Check all boxes that apply.

Full-time Faculty ☐	Nursing faculty are responsible for engaging in the full scope of the academic nurse educator role. These responsibilities include facilitate learning and learner development; use assessment and evaluation strategies; participate in curriculum development, implementation, and evaluation; evaluation of program outcomes; ongoing development of the nurse educator role; engage in scholarship; develop and function as a leader and change agent; and function within the educational environment. This role must be fulfilled in accordance with rules and regulations of the state and federal regulatory and accrediting bodies.
Part-time Faculty ☐	Nursing faculty are responsible for facilitating learning and learner development; using assessment and evaluation strategies; participating in curriculum development, implementation, and evaluation; participating in evaluation of student learning and program outcomes; and functioning within the educational environment. This role must be fulfilled in accordance with rules and regulations of the state and federal regulatory and accrediting bodies.

Position Responsibilities

1. Effectively facilitates learning and learner development.

All Faculty	a. Creates an environment that facilitates students' learning and achievement of desired student learning and program outcomes. b. Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context. c. Uses information technologies and eLearning technology to support the teaching-learning process. d. Provides resources to students that help meet their individual learning needs. e. Helps students develop as nurses and integrate the values and behaviors expected of those who fulfill that role. f. Serves as a faculty advisor to assist students in short-term program and goal achievement and long-range career planning . g. Serves as a role model of professional nursing.

2. Uses assessment and evaluation strategies. *Check all boxes that apply.*

All Faculty	a. Uses a variety of strategies to assess and evaluate student learning in all settings (classroom, lab, or clinical) and all domains (cognitive, psychomotor, and affective) of learning. *b.* Effectively serves as an examiner during the conduct of Competency Performance Evaluations (CPE). *(Prelicensure nursing faculty ONLY)* c. Provides timely, constructive, and thoughtful written/verbal feedback to students regarding course performance and progress toward the achievement of learning outcomes. d. Provides input into the use of teaching strategies and evaluation methods.
Full-time Faculty ☐	a. Analyzes student assessment and evaluation data to inform decision making in continuous improvement of the course. b. Develops/uses evaluation methods that reflect established professional practice and practice competencies. c. Develops/uses evaluation methods that measure the achievement of course student learning outcomes (CSLOs). d. Designs/uses tools for assessing clinical practice.
Part-time Faculty ☐	a. Participates in the analysis of student assessment and evaluation data. b. Uses evaluation methods that reflect established professional practice and practice competencies. c. Uses evaluation methods that measure the achievement of course student learning outcomes (CSLOs). d. Uses tools for assessing clinical practice.

3. Participates in curriculum development, implementation, and evaluation. *Check all boxes that apply.*

All Faculty	a. Implements a curriculum that has clearly articulated program student learning outcomes (PSLOs), which are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress. b. Ensures that the curriculum incorporates established professional standards, guidelines, and competencies; and reflects current nursing and healthcare trends, and prepares graduates to function effectively in the healthcare environment.
Full-time Faculty ☐	a. Regularly reviews the curriculum to ensure integrity, rigor, and currency. b. Revises the curriculum based on assessment of program outcomes, learner needs, societal and healthcare trends, accreditation standards, and regulatory requirements, within the established organizational structure, policies, and procedures of the College.
Part-time Faculty ☐	a. Ensures that the curriculum incorporates established professional standards, guidelines, and competencies; and reflects current nursing and healthcare trends and prepares graduates to function effectively in the healthcare environment. b. Participates in the review of the curriculum to ensure integrity, rigor, and currency.

4. Participates in evaluation of the program outcomes. *Check all boxes that apply.*

Full-time Faculty ☐	a. Designs and implements program assessments that promote continuous quality improvement of all aspects of the program. b. Uses the systematic plan for evaluation (SPE) to evaluate student and graduates' achievement of the PSLOs, program outcomes, and role-specific graduate competencies of the nursing education unit, and the accreditation standards and criteria. c. Analyzes aggregated and trended evaluation findings in order to inform program decision making for the maintenance and improvement of the PSLOs and program outcomes. d. Uses teaching strategies based on educational theory and evidence-based practice.
Part-time Faculty ☐	e. Implements program assessments that promote continuous quality improvement of all aspects of the program.

5. Continuously develops in the academic educator role.

All Faculty	a. Participates in professional development activities that increase socialization to and effectiveness of the faculty role. b. Uses feedback obtained through self, peer, student, and administrative evaluations to increase role effectiveness. c. Maintains the professional practice knowledge and expertise in areas of responsibility needed to help students prepare for contemporary nursing practice.

6. Engages in scholarship.

Full-time Faculty	a. Uses evidence-based research/literature to improve teaching and learning and to design evidence-based teaching and evaluation practices. b. Shares nursing and teaching expertise with other faculty and professionals. c. Act as a mentor to new faculty, as assigned.

7. Functions as change agent and leader.

Full-time Faculty	a. Develops leadership skills to shape and implement change. b. Implements strategies for organizational change. c. Provides direction to the Clinical Teaching Assistants or Associate Nursing Instructional Personnel (ANIP) as assigned (theory faculty). d. Assumes overall course responsibility as assigned (theory faculty).

8. Functions within the educational environment. *Check all boxes that apply.*

All Faculty	a. Demonstrates commitment to the College's mission and values of inspiring and fostering excellence, compassion, accountability, and inclusivity. b. Provides input into the selection of learning resources and technology. c. Implements policies and procedures as outlined in the *Student Catalog, Faculty Handbook,* and *College Policy & Procedure Manual.* d. Communicates effectively and professionally (verbal, nonverbal, and electronic). *e.* Collaborates with faculty (theory, lab, and clinical) to promote continuity between all components of the course, including monitoring the appropriate faculty to student ratios in clinical experiences. *(Prelicensure nursing faculty ONLY)* f. Collaborates with preceptors to facilitate students' experience in the practice setting. *(Postlicensure nursing faculty ONLY)* g. Projects a professional image in attire, appearance, and behavior in all settings (educational and healthcare). *h.* Documents students' attendance into the student information system as outlined in the *Faculty Handbook.*
Full-time Faculty ☐	a. Attends College and campus functions. b. Participates in governance activities. c. Serves as a member of College and campus committees, as assigned. d. Keeps regularly posted office hours as outlined in the *Faculty Handbook.*
Part-time Faculty ☐	a. Encouraged to attend College and campus functions. b. Encouraged to participate in governance activities. e. Conducts office hours as outlined in the *Faculty Handbook.*

Additional Faculty Responsibilities

Check all boxes that apply.

All Faculty ☐	Other essential responsibilities as outlined by applicable state board of nursing. *See applicable faculty position description addendum for complete information.*
Ranked Faculty ☐	Ranked faculty members are expected to meet the requirements of their rank as outlined in the *Rank & Promotion Handbook.*

Position Requirements

	Full-time and Part-time
Active, Current, Unencumbered Licensure	Applicable state as a Registered Nurse and per State Board of Nursing (*See Addendum A*)
Education Qualifications	**PN/VN Program**: Minimum of a Bachelor of Science in Nursing Degree
	ADN Program: Graduate Degree in Nursing‡* **Faculty who do not possess a Graduate Degree in Nursing may be considered based on educational and experiential qualifications that are in compliance with regulatory and accreditation standards. Approval by Galen College of Nursing is required prior to hire.*
	BSN Program: Graduate Degree in Nursing‡*; Doctoral Degree in Nursing or a related field preferred. **Faculty who do not possess a Graduate Degree in Nursing may be considered based educational and experiential qualifications that are in compliance with regulatory and accreditation standards. Approval by Galen College of Nursing is required prior to hire.*
	MSN Program: Graduate Degree in Nursing ***and*** a Doctoral Degree in Nursing or a related field required
Experiential Qualifications	**PN ADN, BSN and MSN Programs:** Minimum of two (2) years of clinical experience as a Registered Nurse **and** per State Board of Nursing (*See Addendum B*) **VN Program only:** •Have been actively employed in nursing for the past three (3) years or have advanced preparation in nursing, nursing education, and/or nursing administration •Have had three (3) years varied nursing experiences since graduation (*See Addendum B*)
Other Qualifications	Per State Board of Nursing (*See Addendum C*)

‡Degree required from an accredited college or university in CO, KY, NC, TN, TX

Physical/Mental Demands and Work Environment: If performing nursing duties related to clinical instruction (especially patient contact) hazards may include needle sticks, blood and bodily fluid exposure, or any other hazard a Registered Nurse (RN) might be exposed to in the normal performance of nursing care. Position requires mental activity, reading, planning, preparing, evaluating, and decision making. Physical demands in the classroom and office are minimal and are considered sedentary work with occasional lifting and/or carrying such articles as records, files,

and books (10 pounds maximum). Operation of standard office equipment such as phone, computer, classroom projector, Scantron, and printer/scanner occurs on a frequent basis. Physical demands in the clinical area may include lifting, pulling, pushing,
kneeling, stooping, crouching, bending, or any other related activity to patient care. Position requires regular attendance, and may require evening or weekend hours, and travel to clinical sites and extended classrooms.

Day, evening, or weekend classes may be assigned to Faculty as needed to accommodate student or College needs.

By signing this position description, I understand that I am responsible for meeting all position requirements and following the principles and policies outlined in the *Employee Handbook* and *Faculty Handbook*.

Employee Signature _____ Date _____

Human Resources Manager/Supervisor Signature _____ Date _____

The National League for Nursing (2012) Core Competencies for Nurse Educators© with Task Statements were used in the establishment of the position responsibilities

Appendix A State Board of Nursing Regulation – Nursing Licensure	
CO	An active unencumbered license to practice as a registered nurse in Colorado
FL	Registered nurse
KY	Current unencumbered license or privilege to practice as a registered nurse in the Commonwealth of Kentucky. Nurse faculty who teach via distance or on-line shall hold an unencumbered active nursing license to practice as a registered nurse in the nurse faculty's primary state of residence.
NC	Hold an active unencumbered license or multistate licensure privilege to practice as a registered nurse in North Carolina
OH	Current, valid licensure as a registered nurse in Ohio
SC	Hold an unencumbered active license as a registered nurse in South Carolina or another Compact State
TN	Current license as a professional nurse in the State of Tennessee
TX	Hold a current license or privilege to practice as a registered nurse in the State of Texas
VA	Hold a current license or a multistate licensure privilege to practice nursing in Virginia as a registered nurse without any disciplinary action that currently restricts practice

Appendix B State Board of Nursing Regulation – Experiential Qualifications	
CO	Minimum of two years of full-time, or equivalent, professional nursing clinical experience
FL	None Listed
KS	None listed
KY	A minimum of two (2) years full time or equivalent experience as a registered nurse within the immediate past five (5) years and shall have and maintain expertise in the clinical or functional area of responsibility
NC	Minimum of two calendar years or the equivalent of full-time clinical experience as a registered nurse. Full-time registered nurse is a registered nurse employed by the institution who is regularly assigned to work at least 40 hours each week in the position of faculty member
OH	Minimum of two (2) years in the practice of nursing as a registered nurse.
SC	Minimum of two (2) years of clinical experience as a registered or advanced practice nurse related to the primary area of responsibility; sufficient nursing experience to demonstrate professional competence.
TN	Minimum of two (2) years of clinical experience as a Registered Nurse
TX	• None Listed (ADN and BSN programs) •Have been actively employed in nursing for the past three (3) years or have advanced preparation in nursing, nursing education, and/or nursing administration; (VN program) •Have had three (3) years varied nursing experiences since graduation (VN program)
VA	Minimum of two (2) years of direct client care experience as a registered nurse prior to employment by the program.

Appendix C State Board of Nursing Regulation - Other Qualifications	
FL	None listed
KS	None listed
KY	•The nurse faculty shall document preparation in educational activities in the area of teaching and learning principles for adult education, including curriculum development and implementation. The preparation shall be acquired through planned faculty in-service learning activities, continuing education offerings, or academic courses •Nurse faculty hired without prior teaching experience shall have a mentor assigned and an educational development plan implemented.
NC	•Prior to or within the first three years of employment, have education in teaching and learning principles for adult education, including curriculum development, implementation, and evaluation, appropriate to faculty assignment. Once completed, this education need not be repeated if the employing organization is changed. This education may be demonstrated by one of the following: o completion of 45 contact hours of Board-approved continuing education courses; o completion of a certificate program in nursing education; o nine semester hours of graduate course work in adult learning and learning principles; o national certification in nursing education; or o documentation of completion of structured, individualized development activities of at least 45 contact

	hours approved by the Board. Criteria for approval shall include content in the faculty role in the curriculum implementation, curricular objectives to be met and evaluated, review of strategies for identified student population, and expectations of student and faculty performance. •Maintain competence in the areas of assigned responsibility; and •Have knowledge of current nursing practice for the registered nurse and the licensed practical nurse.
OH	None listed
SC	None listed
TN	Ethical and personal standards as described in "The Code For Professional Nurses." The nursing instructor should have sufficient nursing experience to demonstrate professional competence
TX	Show evidence of teaching abilities and maintaining current knowledge, clinical expertise, and safety in the subject areas of teaching responsibility.
VA	•Shall provide evidence of education or experience in the specialty area in which they supervise student clinical experience for quality and safety. •Prior to supervision of students, the faculty providing supervision shall have completed a clinical orientation to the site in which supervision is being provided. Faculty members who supervise clinical practice by simulation shall also demonstrate simulation knowledge and skills in that methodology and shall engage in ongoing professional development in the use of simulation. •Each member of the nursing faculty shall maintain documentation of professional competence through such activities as nursing practice, continuing education programs, conferences, workshops, seminars, academic courses, research projects, and professional writing. •Documentation of annual professional development shall be maintained in employee files for the director and each faculty member until the next survey visit and shall be available for board review.

Nursing Faculty Job Description - Educational Requirements	
CO	**ADN Program**: Graduate Degree in Nursing from a Nursing Education Program with national nursing accreditation[1] [1]A Bachelor of Science in Nursing (BSN) degree and a master's degree with a minimum of 18 graduate semester hours in nursing may be permitted with approval. [1]**BSN Program**: Graduate Degree in Nursing A Bachelor of Science in Nursing (BSN) degree and a master's degree with a minimum of 18 graduate semester hours in nursing may be permitted with approval.
FL	**PN Program**: Bachelor of Science in Nursing (BSN) Degree **ADN Program**: Graduate Degree in Nursing [1] [1]A Bachelor of Science in Nursing (BSN) degree and a master's degree with a minimum of 18 graduate semester hours in nursing may be permitted with approval. **BSN Program**: Graduate Degree in Nursing [1] [1]A Bachelor of Science in Nursing (BSN) degree and a master's degree with a minimum of 18 graduate semester hours in nursing may be permitted with approval.
KS	**ADN Program**: Graduate Degree in Nursing **BSN Program**: Graduate Degree in Nursing

KY	**PN Program**: Bachelor of Science in Nursing (BSN) Degree from an accredited college or university **ADN Program**: Graduate Degree in Nursing from an accredited college or university [1,2] [1]A Bachelor of Science in Nursing (BSN) degree from an accredited college or university and a master's degree from an accredited college or university with a minimum of 18 graduate semester hours in nursing may be permitted with approval. [2]A master's degree from an accredited college or university within the discipline of nursing or have completed that portion that would be equivalent to a master's in nursing degree may be permitted with approval. **BSN Program**: Graduate Degree in Nursing from an accredited college or university [1] [1]A Bachelor of Science in Nursing (BSN) degree from an accredited college or university and a master's degree from an accredited college or university with a minimum of 18 graduate semester hours in nursing may be permitted with approval.
NC	**ADN Program**: Graduate Degree in Nursing from an accredited institution [1] [1]A Bachelor of Science in Nursing (BSN) degree and a master's degree from an accredited institution with a minimum of 18 graduate semester hours in nursing may be permitted with approval. **BSN Program**: Graduate Degree in Nursing from an accredited institution [1] [1]A Bachelor of Science in Nursing (BSN) degree and a master's degree from an accredited institution with a minimum of 18 graduate semester hours in nursing may be permitted with approval.
OH	**ADN Program**: Graduate Degree in Nursing [1, 2] [1]A Bachelor of Science in Nursing (BSN) degree and a master's degree with a minimum of 18 graduate semester hours in nursing may be permitted with approval. [2]A Bachelor of Science in Nursing (BSN) degree and a graduate degree from an accredited institution in a related field may be permitted with approval. **BSN Program**: Graduate Degree in Nursing [1] [1]A Bachelor of Science in Nursing (BSN) degree and a master's degree with a minimum of 18 graduate semester hours in nursing may be permitted with approval.
SC	**ADN Program**: Graduate Degree in Nursing **BSN Program**: Graduate Degree in Nursing
TN	**ADN Program**: Graduate Degree in Nursing **BSN Program**: Graduate Degree in Nursing
TX	**VN Program**: Bachelor of Science in Nursing (BSN) Degree **ADN Program**: Graduate Degree in Nursing [1] [1]A Bachelor of Science in Nursing (BSN) degree from an approved or accredited program and a master's degree with a minimum of 18 graduate semester hours in nursing appropriate to assigned teaching responsibilities may be permitted with approval. **BSN Program**: Graduate Degree in Nursing [1] [1]A Bachelor of Science in Nursing (BSN) degree from an approved or accredited program and a master's degree with a minimum of 18 graduate semester hours in nursing appropriate to assigned teaching responsibilities may be permitted with approval.

VA	**ADN Program:** Graduate Degree in Nursing [1, 2] [1]A Bachelor of Science in Nursing (BSN) degree and a master's degree with a minimum of 18 graduate semester hours in nursing may be permitted with approval. [2]A Bachelor of Science in Nursing (BSN) degree and a graduate degree in a related field may be permitted with approval.

Appendix P: Qualified Faculty Determination Standards Form

Qualified Faculty Determination Standards Form

For each course taught, faculty **MUST** submit a Qualified Faculty Determination Standards (QFDS) form. The QFDS form is used by the College to demonstrate the necessary academic and experiential qualifications to support the teaching assignment, which applies to all course components (theory, laboratory, and clinical).

Faculty Instructions: Complete all pages of the form, then sign and date. Once this form has been signed by your supervisor, scan the document and upload to the Faculty Credentialing Center in PDF format **ONLY**. Instructions for uploading the form can be found on the ERC. Please note that additional information or supporting documentation may be requested.

Name and Credentials: Click here to enter text.
Date: Click or tap to enter a date.

Course Qualified to Teach (Entire Course Number and Name): Click here to enter text.
Please note that only one form is required for all course components (theory, laboratory, and clinical).

Campus (*Choose from the drop down menu)*: Choose an item.

Program: *(Choose from the drop down menu)*: Choose an item.

Part 1: Basis for Teaching Qualifications (to be completed by faculty)

Transfer Coursework Qualifying Criteria	Check as Applicable
The faculty holds a master's degree or higher in the discipline or subfield.	☐
The faculty holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching; however, has completed a minimum of *18 graduate credit hours* in the discipline or subfield in which they teach.	☐
Describe here any qualification or justification for other experience or coursework: Click here to enter text.	
Occupational Coursework Qualifying Criteria *The faculty teaching occupational coursework shall have at least ONE of the following:*	**Check as Applicable**
A degree at a level higher than the program in which they are teaching.	☐
A nationally recognized certification relevant to the course they are teaching.	☐
A certification required by an accrediting body specific to the course they are teaching.	☐
Years of experience that can only be acquired through the unique knowledge, skills and abilities obtained through an occupational career specific to the program they are teaching.	☐
Qualification Comments: Click here to enter text.	

Certificates or Licenses

Description	Agency	Number	Expiration
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Part 2: Qualifying Credentials (to be completed by faculty)

Degree	Granting Institution	Discipline	Year Completed
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Subject/Course Number & Title	Credit Hours	Institution	Year Completed
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Total Hours: Click here to enter text.			

Other Relevant Work or "Tested" Experience – Summarize your relevant professional and/or clinical experience that supports your qualifications to teach the course listed on this form, e.g., experience working as an OB/Peds nurse.

Click here to enter text.

_____ _____

Faculty Signature Date

Part 3: Verification and Approval – College Use Only

Credential Requirements

The below signing authority has examined the appropriate documentation and certifies that the faculty meets the credentialing requirements to teach the above named course, including all course components.

_____ _____

Supervisor Signature Date

Appendix Q: List of Clinical Affiliates

Facility	Address	Beds	Licensing Entity	Courses and Programs	# of Students Per Week
Wesley Children's Hospital	550 N. Hillside St. Wichita, KS 57214	71	The Joint Commission	Peds	65
Wesley Derby ER	2648 N Rock Rd. Derby, KS 67037	Outpatient ED	The Joint Commission	Med Surg 2	5
Wesley medical Center	550 N. Hillside St Wichita, KS 67214	760	The Joint Commission	Med Surg 1 Med Surg 2 OB	60 60 55
Wesley West ER	8714 W 13th Street N. Wichita KS 67212	Outpatient ED	The Joint Commission	Med Surg 2	5
Wesley Woodlawn Hospital and ER	2610 N. Woodlawn Wichita, KS 67220	588	The Joint Commission	Med Surg 1 Med Surg 2	6
Wesley Care Clinic	550 N Hillside St. Wichita, KS 67214	Outpatient	The Joint Commission	Community	8
Larksfield Place	2727 N Rock Rd Wichita, KS 67226	55	Kansas Department for Aging and Disability Services State ID N087077	Fundamentals	16
Derby Health and Rehab	731 N Klien Cir Derby, KS 67037	74	Kansas Department for Aging and Disability Services State ID N087073	Fundamentals	20
Prairie Star Health Center – FQHC	2700 East 30th Ave Hutchinson, KS 67502	Outpatient Clinic	FQHC-Bureau of Primary Health Care	Community	2
HCA National Call Center	510 Hospital Drive, Suite 300 Madison, TN 37115	Telehealth	Not Applicable	Community Behavioral Health	Unlimited
Wichita Center for Rehabilitation and Nursing	7101 E 21st St N Wichita, KS 67206	118	Kansas Department for Aging and Disability Services	Fundamentals	16
Regent Park Rehabilitation and Healthcare	10604 E 13th N Wichita, KS 67206	84	KS Department for Aging and Disability Services	Fundamentals	8
Wichita Public Schools	903 South Edgemoor Wichita, KS 67218	Public School	Not Applicable	Pediatrics	8
Horizons Mental Health Center	1600 North Lorraine, Suite 202 Hutchinson, KS 67501	Outpatient	The Joint Commission	Behavioral Health	1

Appendix R: List of Prospective Faculty

LAST NAME, FIRST NAME *Alphabetical Order by Last Name*	**DATE OF INITIAL APPOINTMENT** *Month/Year*	**ACADEMIC DEGREES** *Undergraduate Degree(s): name of degree/date of completion* *Graduate Degree(s): name of degree/specialty/date of completion* *Waiver/exception (if applicable) for credential/experience requirements: (explain)* *Currently enrolled: name of degree/projected date of completion*	**LICENSURE & CERTIFICATION** *Current licensure: state/license number/expiration date* *Current certifications: type/date acquired/expiration date*
Campos, Trina	05/03/2006	* MSN (Nurse Healthcare Education) 08/2011 * BSN (Nursing) 06/2008	* Certified Nurse Educator (CNE) #:NLN 44-2515 (National League for Nursing (NLN)), 12/2025 * Active and Unencumbered Nursing License TX #:703313 (Board of Nursing - TX), 05/2023
Muminovic, Stephanie	12/14/2015	*DNP (Educational Leadership) 04/2019 *MSN (Management & Organizational Leadership) 08/2015 *BS (Recombinant Genetics) 05/1991 *AS (Nursing) 07/2011	*Active and Unencumbered Nursing Licensure KY # 1153434 (Board of Nursing – KY), 10/22 *Active and Unencumbered Nursing Licensure FL #RN9361289 (Board of Nursing – FL), 04/23 *Active and Unencumbered Nursing Licensure IN #28248000A (Board of Nursing – IN), 10/23 *Active and Unencumbered Nursing Licensure OH #442038 (Board of Nursing- OH, 10/23
Smith, Benita	10/10/2011	* DNP (Educational Leadership) 08/2018 * MSN (Education) 02/2011 * BSN (Nursing) 12/1980	* Certified Nurse Educator (CNE) #: NLN 508699 (National League for Nursing (NLN)), 12/2024 * Active and Unencumbered Nursing License TX #:253622 (Board of Nursing - TX), 01/2023

Appendix S: Clinical Affiliation Agreements

SCHOOL AFFILIATION AGREEMENT

THIS SCHOOL A FFI LIATIO N AGREEMENT (this "Agreement") is made as of August 9, 2022 (the "Effective Date") by and between Galen College of Nursing. ("School") and HCA-HealthONE Physician Services Group on behalf of its affiliated healthcare entities listed on Exhibit D hereto ("PSG"). School and PSG may be referred to herein individually as a '"Party" and collectively as the "Parties."

W I T N E S S E T H:

WHEREAS, School enrolls students in an accredited degree program in the field of BSN, ADN, LPN to RN Bridge, LPN, Online RN to BSN, MSN (the "Degree Program");

WHEREAS, PSG operates specialty and primary care employed physician practices in Wichita, KS and Denver, CO and the surrounding metropolitan area (the ·'Clinic");

WHEREAS, School desires to provide to students enrolled in the Degree Program a clinical learning experience through the application of knowledge and skills in actual patient-centered treatment situations in a health care setting; and

WHEREAS, PSG will make the Clinic available to School for such clinical learning experience, subject to the terms and conditions of this Agreement.

Nowt THEREFORE, in consideration of the mutual promises contained herein, the Parties hereby agree as follows:

1. **R ESPONSIBILIT IE S OFSCHOOL.**

(a) **Clinical Program.** School will develop, implement and operate the clinical learning experience component of the Degree Program at the Clinic in a form and format acceptable to PSG ("Clinical Program"). School may modify the Clinical Program from time to time with PSG's permission and will promptly incorporate reasonable changes to the Clinical Program requested by PSG from time to time. With respect to the Clinical Program, School will:

(i) ensure the adequacy of Degree Program resources, including up-to-date reference materials, and the academic preparation of students enrolled in the Degree Program, including theoretical background, basic skills, professional ethics, and attitude and behavior, for participation in the Clinical Program and will assign to the Clinical Program only those students who have demonstrated the ability to successfully participate in the Clinical Program (each a ·'Participating Student");

(ii) advise each Program Participant (defined below) to attend training and orientation with respect to applicable PSG policies and procedures prior to the commencement of each Clinical Program rotation during the Term (each a "Rotation");

(iii) provide training for PSG's representatives who will support the Clinical Program regarding Clinical Program features and expectations, and Participating Student evaluations, as requested by PSG from time to time;

(iv) identify to PSG each Program Participant who will participate in a Rotation as soon as that information is reasonably available to School;

require Program Participants to comply with applicable laws and PSG policies and procedures when onsite at the Clinic;

(v) require Program Participants to treat PSG patients, staff and Clinical Program supervisors with courtesy and respect and do not disrupt Clinic operations or the provision of health care services for PSG's patients;

(vi) timely prepare and update with input from PSG rotation schedules for each Participating Student throughout each Rotation and coordinate the same with PSG;

(vii) require Participating Students to arrive early for each scheduled Rotation, except when a Participating Student is ill or attending to a personal emergency;

(viii) provide continuing oral and written communication with PSG regarding Participating Student Clinical Program performance and evaluation and other pertinent information;

(ix) participate and ensure that Program Participants participate in PSG's Quality Assurance and related programs;

(x) participate and require Program Participants to part1c1pate in PSG training as determined necessary by PSG from time to time; and

(xi) promptly perform additional duties to facilitate operation of the Clinical Program as may be deemed reasonable or necessary by PSG from time to time.

(b) Responsibility.

(i) School will retain ultimate responsibility for the appointment of faculty from the Degree Program to support the Clinical Program.

(ii) School will retain sole responsibility for offering and administering the Degree Program, including, but not limited to, budgetary considerations, faculty appointments, admissions, financial aid, academic instruction, curriculum content, pedagogy, and the requirements of matriculation, grading, and graduation.

(iii) Without limiting the foregoing, all Participating Students, Degree Program faculty and other School representatives onsite at the Clinic (collectively ··Program Participants") shall be accountable to the Clinic's Administrator while onsite at the Clinic.

(iv) School will address all Program Participant complaints, claims, requests and questions regarding the Clinical Program. If necessary, School's Program Representative will follow-up with Clinic's Program Representative to address unresolved issues.

(v) School will obtain prior signed and dated written consent that complies with 34 C.F.R. 99.30 from each Participating Student (or the parent of the student, if the student is not deemed

an "eligible student" under 34 C.F.R. 99.30) before disclosing personally identifiable information from the student's education records to PSG to the extent that access to such information is required by PSG to carry out the Clinical Program.

Supervision of Students. When Participating Students are supervised in their study at Clinic by professionals who are not employed by Clinic, School shall provide to Clinic an agreement between School and such appropriately-licensed supervising professionals that meets the satisfaction of Clinic prior to Participating Students beginning a rotation at Clinic.

(c) **Compliance with Program Requirements.** School acknowledges that compliance by School and each Program Participant with the terms and conditions of this Agreement and PSG policies and procedures is a condition precedent to Program Participant access to the Clinic. Non- compliance or partial compliance with any such requirement may result in an immediate denial of access or re-access to the Clinic.

(d) **Dress Code.** School will cause Program Participants to conform to reasonable personal appearance standards imposed by PSG and wear ID badges as requested by PSG from time to time. School will cause Program Participants to pay for their own meals at the Clinic. School acknowledges and will regularly inform Program Participants that PSG is not responsible for personal items lost or stolen at the Clinic.

(e) **Use of the Clinic.** School will ensure that Program Participants use the Clinic solely for the purpose of providing to Participating Students clinical learning experience pursuant to the Clinical Program.

(f) **Records.** School will cause each Program Participant to timely complete and save in PSG's systems as directed by PSG accurate records of all services provided by the Program Participant to a PSG patient ("Records"). All Records are and will remain the property of PSG, subject to the rights of patients with respect to such records and to the terms of applicable law. PSG will provide to School a copy of Records for all lawful purposes, including defense of liability claims.

(g) **Program Participants.** School will provide to PSG information regarding each Program Participant, including health examination and immunization records, documentation attesting to the competency of Degree Program faculty (e.g., state licensure, board certification in the relevant Specialty, etc.) and background checks and drug screens as determined reasonably necessary in PSG's discretion from time to time.

(h) **Program Participant Statements.** School shall require each Program Participant to sign a Statement of Responsibility, in the form attached hereto as Exhibit A, and a Workforce Member Confidentiality and Security Agreement, in the form attached hereto as Exhibit B prior to each non-consecutive Rotation.

Liability Insurance. School shall obtain and maintain occurrence-type general and professional liability insurance coverage in amounts not less than one million dollars ($1,000,000.00) per occurrence and three million dollars ($3,000,000.00) annual aggregate per Program Participant, with insurance carriers or self-insurance programs approved by PSG and covering the acts and omissions of Program Participants. If such coverage is provided on a claims-made basis, then such insurance

shall continue throughout the Term and upon the termination or expiration of this Agreement, School shall purchase tail coverage for a period of three years after the termination or expiration of this Agreement (said tail coverage shall be in amounts and type equivalent to the claims-made coverage). School shall further, at its expense, obtain and maintain for the Term workers' compensation insurance and unemployment insurance for School-employed Program Participants. Pursuant to Colorado Revised Statutes §8-40-302(7), School shall provide evidence of worker's compensation coverage, which complies with Colorado law, for each Program Participant providing services at PSG through the Clinical Program. School will notify PSG at least thirty (30) calendar days in advance of any cancellation or modification of insurance coverage required hereunder and shall promptly provide to PSG, upon request, certificates of insurance evidencing the above coverage.

Notwithstanding the foregoing, if the School is a public entity entitled to governmental immunity protections under applicable state law, then the School shall provide occurrence- based liability coverage in accordance with any limitations associated with the applicable law; but the School shall provide such insurance with limits of at least $1,000,000 per occurrence and $3,000,000 annual aggregate in the event governmental immunity protections are determined by a court of competent jurisdiction to not apply. Nothing in this agreement is intended to be construed or interpreted as (I) denying either School or PSG any remedy or defense available to it under state laws; (2) the consent of the State where School is located or any of its agents and agencies to be sued; or (3) a waiver of sovereign immunity of the State or the School beyond any waiver explicitly stated in state statutes.

(i) **Health of Program Participants.** School will advise Program Participants that no Program Participant will be permitted to attend the Clinical Program until he or she submits to a medical examination acceptable to PSG.

School will require each Program Participant to maintain health insurance and provide proof of health insurance to the School prior to participating in the Clinical Program. School will cause Program Participants to provide to PSG proof of health insurance as requested by PSG from time to time.

In the event a Program Student is exposed to an infectious or environmental hazard or other occupational injury while at the PSG, PSG, upon notice of such incident from the Participating Student, will provide such emergency care as is provided its employees. School acknowledges that PSG is not and will not be financially responsible for a Program Participant's medical care or treatment regardless of the Program Participant's condition or injury or cause of injury whether occurring at the Clinic or otherwise and regardless of fault or cause of injury.

School will ensure that each Participating Student furnishes to PSG prior to each non - consecutive Rotation a complete copy of the following health records (Participating Students will not be allowed to access the Clinic until all records are provided):

(i) Tuberculin blood draw (T-spot or Quantiferon Gold) or Tuberculin skin test (2 step) performed within the past twelve (12) months or documentation of a previous positive reactor;

(ii) Proof of Mumps, Rubella and Rubeola immunity by positive antibody titers (if titers show negative, must receive boosters) or two (2) doses of **MMR** given after 1967;

(iii) Proof of Varicella immunity, by two Varicella immunizations or positive blood titer (if titer is negative, must receive booster);

(iv) Proof of Influenza vaccination during the flu season, October I to March 3I, (or dates defined by CDC), or a signed Declination Form; and

(v) Proof of Hepatitis B by positive titer showing proof of immunity (if titer is negative, must receive booster), immunization, or declination of vaccine, if patient contact is anticipated. Proof of Tdap (Tetanus, Diphtheria, and Pertussis) Vaccine within the last I 0 years.

(vi) Proof of completed vaccination for COVJD-19 or exemption for religious or medical reasons.

(l) **Performance** . All faculty provided by School to support the Clinical Program shall be faculty members of the Degree Program, duly licensed, certified or otherwise qualified to support the Clinical Program in the capacity proposed by School. School and all Program Participants shall perform its and their duties and services hereunder in accordance with all relevant local, state, and federal laws and shall comply with the standards and guidelines of all applicable accrediting bodies and the bylaws, rules and regulations of PSG and any non-conflicting rules and regulations of School as may be in effect from time to time. Neither School nor any Program Participant shall interfere with or adversely affect the operation of PSG or the performance of services therein.

(m) Background Checks.

(i) School will ensure that each Program Participant obtains prior to each non- consecutive Rotation a background check acceptable to PSG, including, at a minimum, the following:

A. Social Security Number Verification;

B. Criminal Search (7 years or up to *5* criminal searches);

C. Violent Sex Offender and Predator Registry Search;

D. HHS/OIG List of Excluded Individuals;

E. GSA List of Parties Excluded from Federal Programs;

F. U.S. Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN); and

G. Applicable State Exclusion List, if available.

(ii) Background Checks for Program Faculty, if School provides Faculty on site, who will be treating patients in the Clinic shall include all of the above, and the following:

A. Education verification (highest level);

B. Professional license verification;

C. Certifications & Designations check;

D. Professional Disciplinary Action search;

E. Department of Motor Vehicle Driving History, based on responsibilities; and

(iii) Consumer Credit Report, based on responsibilities. School shall provide to PSG an *Attestation of Satisfactory Background Investigation* in the form attached hereto as Exhibit C prior to each non- consecutive Rotation. If the background check discloses adverse information about a Participating Student, School shall immediately remove the student from the Clinical Program. School further agrees to an annual compliance audit of background checks, if requested by PSG and approved by any Program Participant pursuant to the Fair Credit Reporting Act (FCRA).

(n) **Drug Testing.** School will ensure that each Program Participant obtains prior to each non-consecutive Rotation a drug test acceptable to PSG, including, at a minimum, the following:

(i) Substances tested prior to placement at the Clinic must at a minimum include amphetamines, barbiturates, benzodiazepines, opiates, methadone, marijuana, and cocaine.

(ii) A Program Participant may be required to undergo additional drug and alcohol testing upon reasonable suspicion that the Program Participant has violated PSG's policies, and after any incident that involves injury or property damage.

PSG shall not bear the cost of any such tests. Should the testing disclose adverse information as to any Program Participant, PSG shall have no obligation to accept that Program Participant at the Facilities. To the extent that any Program Participant violates the policy for drug or alcohol abuse after placement at the Clinic, or refuses to cooperate with the requirement for a search or reasonable suspicion and reportable accident testing, then the Clinic may immediately remove the Program Participant from participation in the Program at the Clinic.

(o) **Student Documentation.** School will maintain all documentation required to evidence compliance by each Program Participant with the terms and conditions of Subsections l(g)-(m) of this Agreement during the Term and for at least ten (10) years following expiration or termination of this Agreement.

(p) **Access to Resources.** The School shall ensure that its department heads have authority to ensure faculty and Participating Student access to appropriate resources for the Participating Students' education.

(q) **Approval and Authorization.** PSG's willingness to enter into this Agreement and provide clinical opportunities to Participating Students is conditioned on School having obtained and maintaining all requisite institutional, regulatory, and accreditor approvals or authorizations necessary to offer the Degree Program. Moreover, it is conditioned on School's adherence to all applicable federal, state, and local laws and regulations. In the event that School's status changes with respect to any approval or authorization necessary to offer the Degree Program, School will notify PSG within ten (I 0) business days.

2. RESPONSIBILITIES OF PSG.

PSG will make Clinic access reasonably available to Program Participants and reasonably cooperate with School's orientation of all Program Participants to the Clinic. PSG shall provide Program Participants with access to appropriate clinical experience resources for the Clinical Program. PSG shall provide reasonable opportunities for Participating Students to observe and assist in various aspects of patient care to the extent permitted by applicable law and without disruption of patient care or PSG operations. PSG shall at all times retain ultimate control of the PSG and responsibility for patient care and quality standards.

(a) Upon the request of School, PSG shall assist School in the evaluation of each Participating Student's performance in the Clinical Program. Any such evaluations shall be returned to School in a timely manner. However, School shall at all times remain solely responsible for the evaluation and education of Participating Students.

(b) PSG will ensure that the Clinic complies **with** applicable state and federal workplace safety laws and regulations. In the event a Participating Student is exposed to an infectious or environmental hazard or other occupational injury (i.e., needle stick) while at the Clinic, it shall provide, upon notice of such incident from the Participating Student, such emergency care as is provided its employees, including, where applicable: examination and evaluation by Clinic's emergency department or other appropriate Clinic as soon as possible after the injury; emergency medical care immediately following the injury as necessary; initiation of the HBV, Hepatitis C (HCV), and/or HIV protocol as necessary; and HIV counseling and appropriate testing as necessary. In the event that the Clinic does not have the resources to provide such emergency care, Clinic will refer such student to the nearest emergency Clinic.

(c) Upon reasonable request, PSG will provide proof to School that PSG maintains liability insurance in an amount that is commercially reasonable.

(f) PSG will provide written notification to School if a claim arises involving a Program Participant. Both PSG and School agree to share such information in a manner that protects such disclosures from discovery to the extent possible under applicable federal and state peer review and joint defense laws.

(g) PSG will resolve any situation in favor of its patients' welfare and may restrict a Participating Student to the role of observer when necessary in PSG's discretion. PSG will notify School's Program Representative (defined below) when such action has occurred.

(h) Upon reasonable notice from School, PSG will make the Clinic reasonably available for inspection during normal business hours by organizations that provide or may provide academic accreditation for the Degree Program. Such inspections must be accompanied at all times by a PSG representative and are contingent upon receipt by PSG of executed agreements that PSG believes are reasonably necessary or convenient to protect the confidentiality and security of PSG's information. School will promptly reimburse PSG for all direct costs incurred by PSG in connection with such accreditation inspections.

(i) PSG shall provide Program Participants with access to and Participating Students with required training in the proper use of electronic medical records or paper charts, as applicable.

(j) PSG shall provide student security badges or other means of secure access to Clinic patient care areas.

(k) PSG shall provide Program Participants with computer access, and access to call rooms, if necessary.

(l) PSG shall provide secure storage space for Participating Students' personal items when at the Clinic.

(m) PSG shall provide qualified and competent staff members in adequate number for the instruction and supervision of students using the Clinic.

3. **MUTUAL RESPONSIBILITIES.** The Parties shall cooperate to fulfill the following mutual responsibilities:

(a) Each Party will identify to the other Party a Clinical Program representative (each a '"Program Representative") on or before the execution of this Agreement. School's Program Representative shall be a faculty member who will be responsible for Participating Student teaching and assessment provided pursuant to this Agreement. Each Party will maintain a Program Representative for the Term and will promptly appoint a replacement Program Representative if necessary to comply with this Agreement. Each Party will ensure that its Program Representative is reasonably available to the other Party's Program Representative.

(b) School will provide qualified and competent Degree Program faculty in adequate number for the instruction, assessment and supervision of Participating Students at the Clinic.

(c) Both School and PSG will work together to maintain a Clinical Program emphasis on high quality patient care. At the request of either Party, a meeting or teleconference will promptly be held between the Parties' respective Program Representatives to resolve any problems in the operation of the Clinical Program.

(d) School acknowledges, and will inform Participating Students that Participating Students are trainees in the Clinical Program and have no expectation of receiving compensation or future employment from PSG or School. Participating Students are not to replace PSG staff and are not to render unsupervised patient care and/or services. PSG and its staff will provide such supervision of the educational and clinical activities as is reasonable and appropriate to the circumstances and to the Participating Student's level of training.

(e) Any courtesy appointments to faculty or staff by either School or PSG shall be without entitlement of the individual to compensation or benefits for the appointed party.

(f) Both School and PSG will work together to create and maintain an appropriate learning environment for the Participating Students.

(g) The School, including its faculty, staff and residents, and PSG share responsibility for creating an appropriate learning environment that includes both formal learning activities and the attitudes, values, and informal ··lessons" conveyed by individuals who interact with the Participating Student. The parties will cooperate to evaluate the learning environment (which may include on-site visits) to identify positive and negative influences on the maintenance of professional standards, and to conduct and develop appropriate strategies to enhance the positive and mitigate the negative influences.

4. **WITHDRAWAL OF PARTICIPATING STUDENTS.** PSG may immediately remove a Participating Student from the Clinic when in PSG's discretion his or her clinical performance is unsatisfactory or his or her behavior is disruptive or detrimental to PSG operations and/or PSG's patients. In such event, School will immediately remove the Participating Student from the Clinical Program. ft is understood that only School can dismiss the Participating Student from the Clinical Program. School may terminate a Participating Student's participating in the Clinical Program when it determines, in its sole discretion, that further participation by the student would no longer be appropriate.

1. **FEES.** All fees generated by or in connection with services provided by Program Participants to PSG patients belong to PSG. School on behalf of itself and each Program Participant hereby assigns to PSG all right, title and interest (if any) in and to such fees. If School or any Program Participant receives any fees or other reimbursement for services provided by Program Participants to PSG patients, School will and will cause Program Participants to immediately deliver and endorse over to PSG all such amounts. School will and will cause Program Participants not to bill PSG patients for services provided. School will and will cause Program Participants to take all actions and execute alt documents reasonably requested by PSG in order for PSG to collect fees and payments for health care services provided by Program Participants.

2. **INDEPENDENT CONTRACTOR; No OTHER BENEFICIARIES; eMPLOYMENT DISCLAIMER.**

(a) The Parties hereby acknowledge that they are independent contractors, and neither School nor any of its agents, representatives, Program Participants, or employees shall be considered agents, representatives, or employees of PSG. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the Parties. School shall be liable for its own debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits. No Program Participant shall look to PSG for any salaries, insurance or other benefits. No Program Participant or other third person is entitled to, and shall not, receive any rights under this Agreement. Neither Party shall have the right or authority nor hold itself out to have the right or authority to bind the other Party and neither shall either Party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.

(b) Other than as set forth in section 1(i), each Party acknowledges Participating Students will not be considered employees or agents of PSG or School for any purpose. Participating Students will not be entitled to receive any compensation from PSG or School or any benefits of employment from PSG or School, including health care or workers' compensation benefits, vacation, sick time, or other direct or indirect benefit of employment.

(c) School acknowledges that PSG has not and is not obligated to implement or maintain insurance coverage for the benefit or protection of School or Program Participants.

3. **NON- D ISCRIMINATION.** There shall be no discrimination on the basis of race, national origin , religion, creed, sex, sexual orientation, gender identity, age, veteran status, or disability in either the selection of Participating Students, or as to any aspect of the Clinical Program; provided, however, that with respect to a disability, the disability must not be such as would, even with reasonable accommodation, in and of itself preclude the Program Participant's effective participation in the Clinical Program.

4. **INDEMNIFICATION.** To the extent permitted by applicable law and without waiving any defenses, School shall indemnify and hold harmless PSG and PSG's officers, directors, trustees, medical and nursing staff, representatives and employees from and against all third-party liabilities, claims, damages and expenses, including reasonable attorneys' fees, relating to or arising out of any act or omission of School or any of its

Program Participants, agents, representatives or employees in connection with this Agreement, including, but not limited to, claims for personal injury, professional liability, or with respect to the failure to make proper payment of required taxes, withholding, employee benefits or statutory or other entitlements.

CONFIDENTIALITY. School will and will advise Program Participants to keep strictly confidential and hold in trust all non-public information of PSG, including all patient in format ion, and refrain from disclosing such confidential information to any third party without the express prior written consent of PSG, provided that the minimum necessary confidential information may be disclosed pursuant to valid legal process after PSG is permitted an opportunity to minimize the potential harmful effects of such disclosure. School shall not disclose the terms of this Agreement to any person who is not a party to this Agreement, except as required by law or as authorized by PSG. These confidentiality requirements survive the termination or expiration of the Agreement. In addition to the requirements set forth in this Section, Program Participants shall abide by the terms of Exhibit B.

5. TERMINATION.

(a) The term of this Agreement will commence on the Effective Date and will continue for two (2) years unless terminated as provided below (the " Term").

(b) Either Party may terminate this Agreement at any time without cause upon at least sixty (60) calendar days prior written notice to the other Party, provided that all Participating Students participating in the Program at the time of notice of termination or who are already scheduled to train at the Clinic shall be given the opportunity to complete the then-current Program rotation or previously scheduled clinical assignment.

(c) The Parties may terminate this Agreement at any time by mutual written agreement.

(d) PSG may immediately terminate this Agreement at any time upon notice to School in the event of a breach of Section 11 of this Agreement.

6. R EPRESENTATIONS AND WARR ATIES.

(a) School hereby represents to PSG as of the Effective Date and warrants to PSG for the Term that:

(i) School and its Program Participants: (A) are not excluded , debarred, or otherwise ineligible to participate in the Federal health care programs as defined in 42 U.S.C. Section l320a- 7b(f) (the "Federal health care programs"); (B) are not convicted of a criminal offense related to the provision of health care items or services but has not yet been excluded, debarred or otherwise declared ineligible to participate in the Federal health care programs, and (C) are not under investigation or otherwise aware of any circumstances which may result in the School, or a Program Participant being excluded from participation in the Federal health care programs; and

(ii) in the aggregate, School and all of School's affiliates compensate all physician employees and physician contractors (if any) (A) in an amount that is consistent with fair market value for actual services provided, and (B) in a manner that does not vary with or take into account the volume or value of patient referrals to, or other business generated for, PSG or any of PSG's affiliates. Furthermore, all of School's and its affiliates' compensation arrangements with physician employees and physician contractors are memorialized in a signed written agreement or other satisfy an exception to the Stark Law physician referral prohibitions provided in 42 U.S.C. § 1395.

(b) The representation and warranty set forth above is an ongoing representation and warranty for the Term of this Agreement. School will immediately notify PSG in writing of any change in status of the representation and warranty set forth in this section.

7. **TRAVEL EXPENSES.** No expense of School or of a Program Participant will be paid or reimbursed by PSG unless that expense is approved by PSG in writing in advance and is incurred and documented in accordance with applicable PSG travel and expense policies.

8. USE OF **NAME OR LOGO.** School will not, and will cause Program Participants not to use names, logos or marks associated with PSG without the express written consent of PSG in each case.

9. **ENTIRE AGREEMENT.** This Agreement and its Exhibits set forth the entire Agreement with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the Parties relating to such subject matter. This Agreement may not be amended or modified except by mutual written agreement of the Parties. All continuing covenants, duties and obligations herein shall survive the expiration or earlier termination of this Agreement.

10. **SEVERABILITY,** If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

11. **CAPTIONS.** The captions contained herein are used solely for convenience and shall not be deemed to define or limit the provisions of this Agreement.

12. **No WAIVER.** Delay or failure to exercise any right or remedy hereunder will not impair such right or remedy or be construed as a waiver thereof. Any single or partial exercise of any right or remedy will not preclude any other or further exercise thereof or the exercise of any other right or remedy.

13. **GOVERNING LAW.** This Agreement shall be governed and construed in accordance with the laws of the State of Colorado. Venue for all disputes arising in connection with this Agreement will be in the federal or state courts with jurisdiction for the Colorado area.

14. **FORCE MAJEURE.** None of the parties shall be liable for nonperformance or defective or late performance of any of its obligations under this Agreement to the extent and for such periods of time as such nonperformance, defective performance or late performance is due to reasons outside such party's control, including acts of God, war (declared or undeclared), action of any governmental authority, riots, revolutions, fire, floods, explosions, sabotage, nuclear incidents, lightning, weather, earthquakes, storms, sinkholes, epidemics, or strikes (or similar nonperformance or defective performance or late performance of employees, suppliers or subcontractors).

15. **ASSIGNMENT; BINDING EFFECT.** School may not assign or transfer any of its rights, duties or obligations under this Agreement, in whole or in part, without the prior written consent of PSG. This Agreement shall inure to the benefit of, and be binding upon, the Parties and their respective successors and permitted assigns.

16. **NOTICES.** All notices hereunder by either Party to the other shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by overnight courier, and shall be deemed to have been duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows:

If to PSG: HCA-HealthONE Physician Services Group 4900 South

Monaco Street, Suite 210
Denver, CO 80237
Attn: Education Department

If to School: Galen College of Nursing 3050 Terra Crossing Bldv.
Louisville. KY 40205
Attn: Director Healthcare Initiatives

or to such other person or place as either Party may from time to time designate by written notice to the other Party.

1. **COUNTERPARTS.** This Agreement may be executed in multiple parts (by facsimile transmission or otherwise) and each counterpart shall be deemed an original, and all of which together shall constitute but one agreement. Electronic signatures will be considered originals.

2. **HIPAA** REQUIREMENTS. To the extent applicable to this Agreement, School agrees to comply with the Health Information Technology for Economic and Clinical Health Act of 2009 (the "HITECH ACT"), the Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 USC§ 1320d through d-8 (..HIPAA") and any current and future regulations promulgated under either the HITECH Act or HIPAA including without limitation the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 (the '·Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Parts 160, 162 and 164 (the --Federal Security Regulations") and the federal standards for electronic transactions, all as may be amended from time to time, and all collectively referred to herein as "HIPAA Requirements". School further agrees not to use or disclose any Protected Health Information (as defined in 45 C.F.R. § 164.501) or Individually Identifiable Health Information (as defined in 42 USC § 132(d). other than as permitted by HIPAA Requirements and the terms of this Agreement. School will and will cause Program Participants to enter into any further agreements as necessary to facilitate compliance with HIPAA Requirements.

3. No **REQUIREMENT TO REFER.** Nothing in this Agreement requires or obligates School to cause the admittance of a patient to PSG or to use PSG's services. None of the benefits granted pursuant to this Agreement are conditioned on any requirement or expectation that the Parties make referrals to, be in a position to make or influence referrals to, or otherwise generate business for the other Party. Neither Party is restricted from referring any services to, or otherwise generating any business for, any other entity of their choosing.

4. **No PAYMENTS.** Except as provided in Section 5, no payments will be made between the Parties or to the Program Participants in connection with this Agreement.

5. **RECITALS.** The Recitals to this Agreement shall be an enforceable part of this Agreement, binding on the Parties as if fully set forth herein.

6. **EQUITABLE REMEDIES.** School acknowledges that the injury which might be suffered by PSG in the event of any breach by School or non-compliance by Program Participants with the terms and conditions of this Agreement would be of a nature which could not be fully compensated for solely by a recovery of monetary damages, and accordingly agrees that in the event of any such breach or threatened breach, in addition to and not in lieu of any damages sustained by PSG and any other remedies which PSG may pursue hereunder or under applicable law, PSG shall have the right to equitable relief. including issuance of a temporary restraining order, preliminary injunction and/or permanent injunction by any court of competent jurisdiction, against the commission or continuation of such breach or threatened breach, without the necessity of proving any actual damages or the posting of any bond.

WHEREFORE, authorized representatives of each Party hereby execute this Agreement as of the Effective Date.

SCHOOL
Galen College of Nursing

By: _____
Mary Durrey-Sander, MBA, RN
Title: Director Healthcare Initiatives

Date: 8/9/2022

PSG
HCA-HealthONE Physician Services Group

By: _____
William Smitham
Title: Vice President

Date: 8.10.2022

EXHIBIT A STATEMENT OF RESPONSIBILITY

For and in consideration of the benefit provided the undersigned in the form of experience in a clinical setting at PSG d/b/a _____ (Clinic) the undersigned and his/her heirs, successors and/or assigns do hereby covenant and agree to assume all risks and be solely responsible for any injury or loss sustained by the undersigned while participating in the Program operated by _____ ("School I") at PSG unless such injury or loss arises solely out of Clinic's gross negligence or willful misconduct.

_____ _____

Signature of Program Participant/Print Name Date

_____ _____

Parent or Legal Guardian
If Program Participant is under 18 / Print Name

Date

Exhibit B

Workforce Member Confidentiality and Security Agreement

I understand that the HCA-HealthONE affiliated entity(ies) (the "Company") for which I am a Workforce Member (my "Engagement") manages health information and has legal and ethical responsibilities to safeguard the privacy of its patients and their personal and health information ("Patient Information"). "'Workforce Member" means employees, employed Licensed Independent Practitioners (LIPs) *(e.g.,* employed/managed physicians), employed Advanced Practice Professionals (APPs), residents/fellows, students *(e.g.,* nursing, medical, and interns), faculty/instructors, contractors *(e.g.,* HealthTrust Workforce Solutions (HWS), travelers, network/per diem staff, or dependent healthcare professionals and/or contracted through another temporary staffing agency), and volunteers.

Additionally, the Company must protect its interest in, and the confidentiality of, any information it maintains or has access to, including, but not limited to, financial information, marketing information, Human Resource Information, (as defined below), payroll, business plans, projections, sales figures, pricing information, budgets, credit card or other financial account numbers, customer and supplier identities and characteristics, sponsored research, processes, schematics, formulas, trade secrets, innovations, discoveries, data, dictionaries, models, organizational structure and operations information, strategies, forecasts, analyses, credentialing information, Social Security numbers, passwords, P!Ns, and encryption keys (collectively, with patients' information, "Confidential Information"). The Company must also protect Company Property (such as inventions, software, trade secrets, and Developments (as defined below)).

During the course of my Engagement with the Company, I understand that I may access, use, or create Confidential Information. I agree that I will access and use Confidential Information only when it is necessary to perform my job-related duties and in accordance with the Company's policies and procedures, including, without limitation, its Privacy and Security Policies (available at http://hcahealthcare.com/ethics- compliance/ and the Information Protection Page of the Company's intranet). I further acknowledge that I must comply with such policies, procedures, and this Confidentiality and Security Agreement (the "Agreement") at all times as a condition of my Engagement and in order to obtain authorization for access to Confidential Information and/or Company systems. I acknowledge that the Company is relying on such compliance and the representations, terms and conditions stated herein.

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l

1. I will act in the best interest of the Company and, to the extent subject to it, in accordance with its Code of Conduct at all times during my Engagement with the Company.
2. I have no expectation of privacy when using Company systems and/or devices. The Company may log, access, review, and otherwise utilize information stored on or passing through its systems, devices and network, including email.
3. Any violation of this Agreement may result in the loss of my access to Confidential Information and/or Company systems, or other disciplinary and/or legal action,

4. including without limitation, suspension, loss of privileges, and/or termination of my Engagement with the Company, at Company's sole discretion in accordance with its policies.

Patient Information

5. I will access and use Patient Information only for patients whose information I need to perform my assigned job duties in accordance with the HIPAA Privacy and Security Rules (45 CFR Parts 160--164), applicable state and international laws *(e.g.,* the European Union General Data Protection Regulation), and applicable Company policies and procedures, including, without limitation, its Privacy and Security Policies (available at http://hcahealthcare.com/ethics-compli ance/ and the Information Protection Page of the Company 's intranet).

6. I will only access, request and disclose the minimum amount of Patient information needed to carry out my assigned job duties or as needed for treatment purposes.

7. By accessing or attempting to access Patient Information, I represent to the Company at the time of access that I have the requisite job-related need to know and to access the Patient Information.

Protecting Confidential Information

8. I acknowledge that the Company is the exclusive owner of all right, title and interest in and to Confidential Information, including any derivatives thereof.
9. I will not publish, disclose or discuss any Confidential Information (a) with others, including coworkers, peers, friends or family, who do not have a need to know it, or (b) by using communication methods I am not specifically authorized to use, including personal email, Internet sites, Internet bios or social media sites.
10. I will not take any form of media or documentation containing Confidential Information from Company premises unless specifically authorized to do so as part of my job and in accordance with Company policies.
10. I will not transmit Confidential Information outside the Company network unless I am specifically authorized to do so as part of my job responsibilities. If I am authorized to transmit Confidential Information outside of the Company, I will ensure that the information is encrypted according to Company Information Security Standards and ensure that I have complied with the External Data Release policy and other applicable Company privacy policies.
11. I will not retain Confidential Information longer than required by the Company's Record Retention policy.
12. I will only reuse or destroy media in accordance with the Company's Information Security Standards.
13. I acknowledge that in the course of performing my job responsibilities I may have access to human resource Information which may include compensation, age, sex, race, religion, national origin, disability status, medical Information , criminal history , personal identification numbers, addresses, telephone numbers, financial and education information (collectively, "Human Resource Information "). I understand that I am allowed to discuss any Human Resource Information about myself and other employees

if they self-disclose their information. I can also discuss Human Resource Information that does not relate to my individual employment or my job responsibilities and that is not in violation of any other provision in this Agreement.

Using Mobile Devices, Portable Devices and Removable Media

14. I will not copy, transfer, photograph, or store Confidential Information on any mobile devices, portable devices or removable media, such as laptops, smart phones, tablets, CDs, thumb drives, external hard drives, unless specifically required and authorized to do so as part of my Engagement with the Company.
15. I understand that any mobile device (smart phone, tablet, or similar device) that synchronizes Company data *(e.g.,* Company email) may contain Confidential Information and as a result, must be protected as required by Company Information Security Standards.

Doing My Part - Personal Security

16. I will only access or use systems or devices I am authorized to access and will not demonstrate the operation or function of systems or devices to unauthorized individuals.
17. I will not attempt to bypass Company security controls.
18. I understand that I will be assigned a unique identifier *(i.e.,* 3-4 User ID) to track my access and use of Company systems and that the identifier is associated with my personal data provided as pan of the initial and/or periodic credentialing and/or employment verification.
19. In connection with my Engagement, I will never:
    a. disclose or share user credentials *(e.g.,* password, SecurID card, Tap n Go badge, etc.), PINs, access codes, badges, or door lock codes;
    b. use another individuals, or allow another individual to use my, user credentials *(e.g.,* 3- 4 User ID and password, SecurID card, Tap n Go badge, etc.) to access or use a Company computer system or device;
    c. allow a non-authorized individual to access a secured area *(e.g.,* hold the door open, share badge or door lock codes, and/or prop the door open);
    d. use tools or techniques to break, circumvent or exploit security measures;
    e. connect unauthorized systems or devices to the Company network; or
    f. use software that has not been licensed and approved by the Company.
20. I will practice good workstation security measures such as locking up media when not in use, using screen savers with passwords, positioning screens away from public view, and physically securing workstations while traveling and working remotely.
21. I will immediately notify my manager, Clinic Information Security Official (FISO), Director of Information Security Assurance (DISA), Clinic Privacy Official (FPO), Ethics and Compliance Officer (ECO), or Clinic or Corporate Client Support Services (CSS) help desk or if involving the United Kingdom, the Data Protection Officer (DPO), Information Governance Manager, Caldicott Guardian, Heads of Governance (HoG), Division Chief Information Security Officer (CISO) if:
    a. my user credentials have been seen, disclosed, lost, stolen, or otherwise compromised;
    b. I suspect media with Confidential Information has been lost or stolen;

c. I suspect a virus or malware infection on any system;
d. I become aware of any activity that violates this Agreement or any Company privacy or security policies; or
e. I become aware of any other incident that could possibly have any adverse impact on Confidential Information or Company systems.

Upon Separation

22. I agree that my obligations under this Agreement will continue after termination or expiration of my access to Company systems and Company Information.
23. At the end of my Engagement with the Company for any reason, I will immediately:
    a. securely return to the Company any Confidential Information, Company related documents or records, and Company owned media *(e.g.,* smart phones, tablets, CDs, thumb drives, external hard drives, etc.). I will not keep any copies of Confidential Information in any format, including electronic; and
    b. un-enroll any non-Company owned devices from the Company Enterprise Mobility Management System, if applicable.

Except to the Extent Otherwise Agreed in a Separate Agreement, the Following Statements Apply to All Workforce Members

24. I shall promptly disclose to the Company all Company Property that I develop during my Engagement. "Company Property" means any subject matter (including inventions, improvements, designs, original works of authorship, formulas, processes, compositions of matter, software, databases, confidential information and trade secrets), whether belonging to the Company or others, that, directly or indirectly: (i) I author, make, conceive, first reduce to practice, or otherwise create or develop, whether alone or with others using any Company equipment, supplies, facilities, or Confidential Information, or (ii) otherwise arises from work performed by me for the Company, its employees, or agents, (each of the foregoing, a "Development").
25. As between me and the Company, all Company Property is the property of the Company or its designee, and all copyrightable Developments that I create within the scope of my employment are "works made for hire."
26. I agree to assign, and do hereby irrevocably assign, to the Company or its designee all of my right, title, and interest in and to any and all Developments, together with all intellectual property and other proprietary rights therein or arising therefrom, including any registrations or applications to register such rights and the right to sue for past, present, or future infringements or misappropriations thereof.
27. During and after my Engagement, I agree to execute any document and perform any act to effectuate, perfect, enforce, and defend the Company's rights in any Development. I hereby appoint the Company and its authorized agent(s) as my attorney in fact to execute such documents in my name for these purposes, which power of attorney shall be coupled with an interest and shall be irrevocable, ifl fail to execute any such document within five (5) business days.
28. If there is a conflict between a term in Sections 24 through 28 and a term separately

agreed to in writing with the Company, the term set forth in the separate agreement will control.

By signing this document, I acknowledge that I have read and understand this Agreement, and I agree to be bound by and comply with all the representations, terms and conditions stated herein.

Signature: _____ Date: _____

Name: _____

3/4/10

Exhibit C

Attestation of Satisfactory Background Investigation

On behalf of _____ School"), I acknowledge and attest to PSG d/b/a _____("Clinic") that we own, and have in our possession, a background investigation report on the individual identified below. Such background investigation is satisfactory in that it:

_____ verifies the Subject's Social Security Number;
_____ does not reveal any criminal activity;
_____ confirms the individual is not on either the GSA or OIG exclusion lists;
_____ confirms the individual is not on a State exclusion list, if any;
_____ confirms the individual is not listed as a violent sexual offender;
_____ confirms this individual is not on the U.S. Treasury Department' s Office of Foreign Assets Control list of Specially Designation Nationals; and
_____ no other aspect of the investigation required by Clinic reveals information of concern

This attestation is provided in lieu of providing a copy of the background investigation.

Identified Individual Subject to the Background Investigation:

Name:_____

Address:_____

Date of Birth: _____

Social Security Number:_____

_____

Signature

_____

Printed Name

_____

[Name of School]

Date:_____

EXHIBIT D
List of Legal Entities Included

HealthONE Clinic Services - Bariatric Medicine, LLC HealthONE Clinic Services - Behavioral Health, LLC HealthONE Clinic Services - Cardiovascular, LLC HealthONE Clinic Services - Medical Specialties, LLC HealthONE Clinic Services - Neurosciences, LLC

HealthONE Clinic Services - Obstetrics and Gynecology, LLC HealthONE Clinic Services - Oncology Hematology, LLC

HealthONE Clinic Services - Orthopedic Specialists, LLCP HealthONE Clinic Services - Otolaryngology Specialists, LLC

HealthONE Clinic Services Pediatric Specialties, LLC HealthONE Clinic Services - Primary Care, LLC

HealthONE Clinic Services - Spinal Cord Injury Institute HealthONE Clinic Services - Surgery Neurological, LLC HealthONE Clinic Services - Surgical Specialties, LLC HealthONE Heart Care, LLC

Wesley Physicians - Medical Specialties, LLC Wesley Physician Services, LLC

Heartland Women's Group at Wesley, LLC Neurology Associates of Kansas, LLC

Galen College of Nursing
CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT ("Agreement") is made and entered into this 30th day of July, 2022, by and between Galen Health Institutes, Inc., dba, Galen College of Nursing, a corporation organized in Delaware and existing under the laws of Kentucky (hereinafter referred to as "COLLEGE") and Horizons Mental Health Center (hereinafter referred to as "AFFILIATE").

W I T N ES S E T H:

WHEREAS, COLLEGE offers educational programs in nursing (hereinafter referred to as "PROGRAMS"); and

WHEREAS COLLEGE desires to offer as a part of the curriculum for these PROGRAMS practical experience in a clinical setting; and

WHEREAS, AFFILIATE operates a(n) Behavioral Health facility in Hutchinson KS and is capable of and desires to provide students practical experience related to the PROGRAMS; and

WHEREAS, COLLEGE and AFFILIATE consider it mutually advantageous to cooperate to further the above-described purposes and desire to commit their entire agreement to writing;

NOW, THEREFORE, in consideration of the mutual agreements and undertakings herein specified, AFFILIATE and COLLEGE agree as follows:

1. **TERM AND TERMINATION**: This Agreement is in effect for one (1) year, commencing on the 30th day of July, 2022, and shall continue in effect until the 30th day of July, 2023. Thereafter, this Agreement will automatically renew for one-year terms, unless either party terminates this Agreement, with or without cause, upon ninety (90) days' advance written notice to the other party, such notice being given as set forth in the Notice provisions of this Agreement. However, students enrolled at the time of termination shall be allowed to complete the clinical learning experience in which they are involved, provided it does not undermine patient care or safety.

2. **CLINICAL LEARNING EXPERIENCES**. In all clinical learning experiences at AFFILIATE, COLLEGE will assign one or more faculty members to supervise and facilitate students' clinical learning experiences on site at AFFILIATE.

3. **COLLEGE RESPONSIBILITIES**:

   A. COLLEGE will develop the curriculum to be used in the PROGRAMS, including the instruction portion and the clinical learning experience portion of the curriculum. The PROGRAMS must be in such standing that students participating in the clinical learning experience will be eligible to sit for any licensure or certification examination required for the applicable profession of the PROGRAMS.

   B. COLLEGE represents and warrants that all faculty who provide supervision or instruction on site at AFFILIATE are duly qualified by experience and licensure and have met requirements set forth by AFFILIATE and have not been convicted of a misdemeanor related to abuse, neglect or exploitation and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all faculty and students as the AFFILIATE requires by law and regulation or facility policy. COLLEGE will further comply with applicable health and drug screenings as required by law and regulation or AFFILIATE policy. COLLEGE will ensure that such individuals possess current state license/registration and/or certification, as applicable and appropriate for the services, instruction and

supervision to be provided at AFFILIATE. Credentials and licensure of personnel providing services shall be made available to AFFILIATE upon request. COLLEGE hereby represents and warrants that no faculty provided by it is nor at any time has been sanctioned, debarred, suspended or excluded or proposed for sanctions, debarment, suspension or exclusion from participation in any federally funded health care program, including Medicare and Medicaid. COLLEGE hereby agrees to immediately notify AFFILIATE of any such faculty's threatened, proposed or actual sanctions, debarment, suspension or exclusion from any federally funded health care program, including Medicare and Medicaid, if known. In the event that any such faculty member is sanctioned, debarred, suspended or excluded from participation in any federally funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement it is determined that COLLEGE is in breach of this paragraph, then this Agreement shall, as of the effective date of such sanction, debarment, suspension, exclusion or breach, automatically terminate. AFFILIATE reserves the right to refuse the services, supervision, or instruction of any individual provided by COLLEGE who does not meet the foregoing qualifications.

C. COLLEGE will provide all necessary teaching aids, reference books, classroom supplies, and any other teaching materials needed.

D. Through COLLEGE's designated representative, COLLEGE will coordinate student assignments, learning needs, course outcomes, and competencies with the AFFILIATE and students.

E. COLLEGE shall ensure that designated faculty will establish a mechanism for maintaining contact with AFFILIATE during all clinical learning experiences and collaborate with AFFILIATE in development of clinical learning activities for students.

F. COLLEGE shall prepare a written evaluation of students' strengths, weaknesses and general performance in meeting program outcomes and competencies at end of the clinical learning experiences, as well as submit the final letter grade assigned for the experience to the students.

G. COLLEGE agrees that its students, employees, and faculty will maintain the confidentiality and security of, as well as safeguard confidential information of the AFFILIATE, including without limitation, policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information and proprietary information, patient information, medical records and patient identifiers ("Confidential Information") and shall not disclose such Confidential Information or make it available to any person or use it in any way other than as contemplated by this Agreement. The COLLEGE, its employees, students, and faculty shall further report to AFFILIATE any use or disclosure of Confidential Information of which it becomes aware that is not authorized by this Agreement. COLLEGE shall advise its students, employees, and faculty of these obligations to maintain privacy and security, to safeguard, not to disclose and to report unauthorized disclosures of Confidential Information, which shall survive the termination of this Agreement. COLLEGE agrees to provide participating faculty and students with training on the security and privacy standards of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended, and regulations promulgated thereunder.

H. COLLEGE agrees to comply with and to cause its employees, faculty, and students to comply with HIPAA and regulations promulgated thereunder, as well as other state and federal laws and regulations related to the security, protection, and privacy of individually identifiable health care information.

I. COLLEGE represents and warrants that it will send only such students who meet health requirements of the COLLEGE and AFFILIATE, attached hereto as Exhibit A if applicable, who have completed the prerequisite instruction and clinical portions of their Program's curriculum, and who have not been convicted of a misdemeanor related to abuse, neglect or exploitation of an adult and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or

exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all students as the AFFILIATE is required by law and regulation or AFFILIATE policy, attached hereto as Exhibit B if applicable. COLLEGE will further comply with applicable health screening as required by law and regulation or AFFILIATE policy, including a drug screening, as applicable. Upon execution of this agreement, and at the AFFILIATE's request, COLLEGE will supply an attestation of compliance with all relevant immunizations, health records, health screening and background screening.

Additional Affiliate Health Requirements (Exhibit A)	**Yes**	**No X**
Additional Affiliate Background Screening Requirements (Exhibit B)	**Yes**	**No X**

J. COLLEGE will notify AFFILIATE in writing of all COLLEGE faculty who will be instructing or supervising students at AFFILIATE. Such notice will be provided to AFFILIATE at the beginning of each academic term. COLLEGE will notify AFFILIATE in writing of any changes, additions or substitutions to the list of faculty members as soon as possible. AFFILIATE reserves the right to refuse to accept faculty members with whom it has a conflict of interest, to whom it has been or is adverse, who it has previously employed, or who it has determined would not be appropriate for supervision at its facility.

K. COLLEGE Faculty are responsible for supervising and evaluating students in the clinical setting.

4. **AFFILIATE RESPONSIBILITIES**:

A. AFFILIATE agrees at all times during this agreement that it shall have appropriate licensure to do business as a health care agency and that it complies with all appropriate state and federal laws, regulations, and similar standards regulating health care agencies.

B. AFFILIATE will provide appropriate learning experiences as may be consistent with the purposes of this Agreement.

C. AFFILIATE will not utilize students participating in clinical learning experiences in a manner which would permit students to replace AFFILIATE's employees.

D. AFFILIATE agrees not to discriminate against any individual affected by this Agreement on the basis of race, color, religion, national origin, disability, gender, age, veteran status, or political affiliation. AFFILIATE agrees to participate in good faith in any investigation of alleged discrimination in which a staff member may be asked to provide information.

E. AFFILIATE will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the AFFILIATE and/or the direct or indirect care of patients.

5. **GENERAL**:

A. **NON-EMPLOYEE STATUS OF STUDENTS AND FACULTY**: It is understood and agreed by all parties that students and faculty of the COLLEGE are not employees or agents of AFFILIATE and, as such, are not entitled to wages, workers' compensation, medical insurance, or any other employee benefits for activities related to the clinical experience provided for under this Agreement. If an appropriate governmental agency determines that students or faculty are covered under applicable workers' compensation statutes, the COLLEGE shall be responsible for compliance with such statutes.

B. **WAIVER:** The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not be construed as a waiver of any subsequent default of the same or similar nature.

The waiver of one or more provisions of this Agreement does not act as a waiver of the entire Agreement. If one provision is deemed modified or waived by the Agreement of the parties, the Agreement shall continue to be valid between the parties with the modification as agreed upon.

C. **SEVERABILITY:** In the event any term or provision of this Agreement is found to be unenforceable or void, in whole or in part, then the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the balance of the Agreement shall remain in full force and effect.

D. **INSURANCE:** COLLEGE agrees to provide and maintain liability insurance coverage for faculty and students under the COLLEGE's liability insurance policy for the services provided during the clinical learning experiences initiated under this Agreement, with minimum limits of $2,000,000.00 per occurrence and $5,000,000.00 in aggregate. COLLEGE agrees either to provide and maintain the same liability coverage for its students or to require that its students acquire and maintain such coverage for themselves prior to participating in any clinical learning experience at AFFILIATE. Upon signing this Agreement, and every anniversary date thereafter, COLLEGE agrees to provide a Certificate of Insurance evidencing such coverage. COLLEGE warrants that participating students and faculty are covered parties. The insurance coverage will provide that AFFILIATE shall receive thirty (30) days written notice prior to cancellation or material change of such coverage. If COLLEGE learns that coverage for students or faculty has been or will be terminated, COLLEGE will notify AFFILIATE as soon as possible.

E. **INDEMNIFICATION:** To the extent permitted by law, COLLEGE agrees to indemnify and hold AFFILIATE, its agents and employees harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by COLLEGE in the performance of its obligations under the Agreement. AFFILIATE agrees to indemnify and hold COLLEGE, its agents, employees, and students harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by the AFFILIATE in the performance of its obligations under this Agreement.

F. **TERMINATION OF STUDENT OR FACULTY PARTICIPATION:** The parties agree that AFFILIATE may terminate a student's or faculty's participation in clinical learning experiences on-site at AFFILIATE at any time for any cause deemed sufficient by the AFFILIATE including negligence, misconduct, or incompetence. However, AFFILIATE shall not act arbitrarily.

G. **NOTICE:** Any notice required or permitted to be given under this Agreement will be in writing and will be deemed given at the time it is deposited in the United States mail, postage pre-paid, certified, or registered mail, return receipt requested, addressed to the party to whom it is to be given as

AFFILIATE: Lori Francis (contact person)
Horizons Mental Health Facility
1600 North Lorraine, Suite 202
Hutchinson, KS 67501

COLLEGE: Galen College of Nursing
551 North Hillside Street, Wichita, KS 67214

COVERED CAMPUS LOCATIONS
(IF APPLICABLE):

- ☐ Asheville Campus; 30 Townsquare Blvd., Asheville, NC 28803
- ☐ Austin Campus; 1201 W. Louis Henna Blvd., Austin, TX 78681
- ☐ Cincinnati Campus; 100 E Business Way, Suite 120, Cincinnati, Ohio 45241
- ☐ Dallas Campus; 1301 West President George Bush Highway, Richardson, TX 75080
- ☐ Denver Campus; 1650 S. Potomac Street, Aurora, CO 80012
- ☐ Gainesville Campus; 7001 SW 24th Avenue, Gainesville, FL 32601
- ☐ Hazard Campus; 101 Airport Gardens Road, Suite 200, Hazard, KY 41701
- ☐ Houston Campus; 11210 Equity Dr., Houston, TX 77041
- ☒ Kansas Campus; 551 North Hillside Street, Wichita, KS 67214
- ☐ Louisville Campus; 3050 Terra Crossing Blvd., Louisville, KY 40245
- ☐ Miami Campus; 1200 SW 145th Ave., Pembroke Pines, FL 33027
- ☐ Myrtle Beach Campus; 920 Doug White Dr., Myrtle Beach, SC 29572
- ☐ Nashville Campus; 1100 Dr. MLK Jr. Blvd., Nashville, TN 37203
- ☐ Orlando Campus; 744 Primera Blvd., Lake Mary, FL 32746
- ☐ Richmond Campus; 7300 Beaufont Springs Dr., Richmond, VA 23225
- ☐ Roanoke Campus; 1819 Electric Road, Roanoke, VA 24018
- ☐ San Antonio Campus; 7411 John Smith Dr. #900, San Antonio, TX 78229
- ☐ Sarasota Campus; 501 N. Cattlemen Rd., Sarasota, FL 34232
- ☐ Tampa Bay Campus; 10200 Dr M.L.K. Jr St N, St. Petersburg, FL 33716

H GOVERNING LAW: This Agreement shall be governed by and interpreted according to the laws of the State of Kentucky, and all parties agree to both subject matter and jurisdiction in that forum.

I HEADINGS: The headings in this Agreement are intended only for ease of reference and shall not be considered in the construction or interpretation of this Agreement.

 COMPLETE AGREEMENT: This constitutes the full and complete Agreement by and between the parties with respect to the matters hereinabove set forth and all oral agreements and/or discussions are merged herein and are null and void to the extent they are in conflict herewith and no changes, alterations, modifications, or qualifications shall be had in the terms and conditions or provisions of any paragraph or item of this Agreement except the same shall be made in writing and signed by both parties.

AFFILIATE

Signature

By: Vikki L. Mader

Title: CEO

Date: 8/15/22

COLLEGE

Signature

By: Mary Duffey-Sander

Title: College Director Healthcare Initiatives

Date: 8/15/2022

Galen College of Nursing

CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT ("Agreement") is made and entered into this 15th day of July, 2022, by and between Galen Health Institutes, Inc., dba, Galen College of Nursing, a corporation organized in Delaware and existing under the laws of Kentucky (hereinafter referred to as "COLLEGE") and Larksfield Place (hereinafter referred to as "AFFILIATE").

W I T N E S S E T H:

WHEREAS, COLLEGE offers educational programs in nursing (hereinafter referred to as "PROGRAMS"); and

WHEREAS COLLEGE desires to offer as a part of the curriculum for these PROGRAMS practical experience in a clinical setting; and

WHEREAS, AFFILIATE operates a(n) post-acute care facility in Wichita KS and is capable of and desires to provide students practical experience related to the PROGRAMS; and

WHEREAS, COLLEGE and AFFILIATE consider it mutually advantageous to cooperate to further the above-described purposes and desire to commit their entire agreement to writing;

NOW, THEREFORE, in consideration of the mutual agreements and undertakings herein specified, AFFILIATE and COLLEGE agree as follows:

1. **TERM AND TERMINATION**: This Agreement is in effect for one (1) year, commencing on the 15th day of July, 2022, and shall continue in effect until the 15th day of July, 2023. Thereafter, this Agreement will automatically renew for one-year terms, unless either party terminates this Agreement, with or without cause, upon ninety (90} days' advance written notice to the other party, such notice being given as set forth in the Notice provisions of this Agreement. However, students enrolled at the time of termination shall be allowed to complete the clinical learning experience in which they are involved, provided it does not undermine patient care or safety.

2. **CLINICAL LEARNING EXPERIENCE**S. In all clinical learning experiences at AFFILIATE, COLLEGE will assign one or more faculty members to supervise and facilitate students' clinical learning experiences on site at AFFILIATE.

3. **COLLEGE RESPONSIBILITIES:**

    A. COLLEGE will develop the curriculum to be used in the PROGRAMS, including the instruction portion and the clinical learning experience portion of the curriculum. The PROGRAMS must be in such standing that students participating in the clinical learning experience will be eligible to sit for any licensure or certification examination required for the applicable profession of the PROGRAMS.

    B. COLLEGE represents and warrants that all faculty who provide supervision or instruction on site at AFFILIATE are duly qualified by experience and licensure and have met requirements set forth by AFFILIATE and have not been convicted of a misdemeanor related to abuse, neglect or exploitation and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all faculty and students as the AFFILIATE requires by law and regulation or facility policy. COLLEGE will further comply with applicable health and drug screenings as required by law and regulation or AFFILIATE policy. COLLEGE will ensure that such individuals possess current state license/registration and/or certification, as applicable and appropriate for the services, instruction and supervision to be provided at AFFILIATE. Credentials and licensure of personnel providing services shall be made available to AFFILIATE upon request. COLLEGE hereby represents and warrants that no faculty

provided by it is nor at any time has been sanctioned, debarred, suspended or excluded or proposed for sanctions, debarment, suspension or exclusion from participation in any federally funded health care program, including Medicare and Medicaid. COLLEGE hereby agrees to immediately notify AFFILIATE of any such faculty's threatened, proposed or actual sanctions, debarment, suspension or exclusion from any federally funded health care program, including Medicare and Medicaid, if known. In the event that any such faculty member is sanctioned, debarred, suspended or excluded from participation in any federally funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement it is determined that COLLEGE is in breach of this paragraph, then this Agreement shall, as of the effective date of such sanction, debarment, suspension, exclusion or breach, automatically terminate. AFFILIATE reserves the right to refuse the services, supervision, or instruction of any individual provided by COLLEGE who does not meet the foregoing qualifications.

C. COLLEGE will provide all necessary teaching aids, reference books, classroom supplies, and any other teaching materials needed.

D. Through COLLEGE's designated representative, COLLEGE will coordinate student assignments, learning needs, course outcomes, and competencies with the AFFILIATE and students.

E. COLLEGE shall ensure that designated faculty will establish a mechanism for maintaining contact with AFFILIATE during all clinical learning experiences and collaborate with AFFILIATE in development of clinical learning activities for students.

F. COLLEGE shall prepare a written evaluation of students' strengths, weaknesses and general performance in meeting program outcomes and competencies at end of the clinical learning experiences, as well as submit the final letter grade assigned for the experience to the students.

G. COLLEGE agrees that its students, employees, and faculty will maintain the confidentiality and security of, as well as safeguard confidential information of the AFFILIATE, including without limitation, policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information and proprietary information, patient information, medical records and patient identifiers ("Confidential Information") and shall not disclose such Confidential Information or make it available to any person or use it in any way other than as contemplated by this Agreement. The COLLEGE, its employees, students, and faculty shall further report to AFFILIATE any use or disclosure of Confidential Information of which it becomes aware that is not authorized by this Agreement. COLLEGE shall advise its students, employees, and faculty of these obligations to maintain privacy and security, to safeguard, not to disclose and to report unauthorized disclosures of Confidential Information, which shall survive the termination of this Agreement. COLLEGE agrees to provide participating faculty and students with training on the security and privacy standards of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended, and regulations promulgated thereunder.

H. COLLEGE agrees to comply with and to cause its employees, faculty, and students to comply with HIPAA and regulations promulgated thereunder, as well as other state and federal laws and regulations related to the security, protection, and privacy of individually identifiable health care information.

I. COLLEGE represents and warrants that it will send only such students who meet health requirements of the COLLEGE and AFFILIATE, attached hereto as Exhibit A if applicable, who have completed the prerequisite instruction and clinical portions of their Program's curriculum, and who have not been convicted of a misdemeanor related to abuse, neglect or exploitation of an adult and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime.

J. COLLEGE will perform criminal background checks on all students as the AFFILIATE is required by law and regulation or AFFILIATE policy, attached hereto as Exhibit B if applicable. COLLEGE will further comply with applicable health screening as required by law and regulation or AFFILIATE policy, including a drug screening, as applicable. Upon execution of this agreement, and at the AFFILIATE's request, COLLEGE will supply an attestation of compliance with all relevant immunizations, health records, health screening and background screening.

Additional Affiliate Health Requirements (Exhibit A) Yes□ No X

Additional Affiliate Background Screening Requirements (Exhibit B) Yes□ No X

K. COLLEGE will notify AFFILIATE in writing of all COLLEGE faculty who will be instructing or supervising students at AFFILIATE. Such notice will be provided to AFFILIATE at the beginning of each academic term. COLLEGE will notify AFFILIATE in writing of any changes, additions or substitutions to the list of faculty members as soon as possible. AFFILIATE reserves the right to refuse to accept faculty members with whom it has a conflict of interest, to whom it has been or is adverse, who it has previously employed, or who it has determined would not be appropriate for supervision at its facility.

L. COLLEGE Faculty are responsible for supervising and evaluating students in the clinical setting.

4. **AFFILIATE RESPONSIBILITIES:**

A. AFFILIATE agrees at all times during this agreement that it shall have appropriate licensure to do business as a health care agency and that it complies with all appropriate state and federal laws, regulations, and similar standards regulating health care agencies.

B. AFFILIATE will provide appropriate learning experiences as may be consistent with the purposes of this Agreement.

C. AFFILIATE will not utilize students participating in clinical learning experiences in a manner which would permit students to replace AFFILIATE's employees.

D. AFFILIATE agrees not to discriminate against any individual affected by this Agreement on the basis of race, color, religion, national origin, disability, gender, age, veteran status, or political affiliation. AFFILIATE agrees to participate in good faith in any investigation of alleged discrimination in which a staff member may be asked to provide information.

E. AFFILIATE will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the AFFILIATE and/or the direct or indirect care of patients.

5. **GENERAL:**

A. **NON-EMPLOYEE STATUS OF STUDENTS AND FACULTY:** It is understood and agreed by all parties that students and faculty of the COLLEGE are not employees or agents of AFFILIATE and, as such, are not entitled to wages, workers' compensation, medical insurance, or any other employee benefits for activities related to the clinical experience provided for under this Agreement. If an appropriate governmental agency determines that students or faculty are covered under applicable workers' compensation statutes, the COLLEGE shall be responsible for compliance with such statutes.

B. **WAIVER:** The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not be construed as a waiver of any subsequent default of the same or similar nature. The waiver of one or more provisions of this Agreement does not act as a waiver of the entire Agreement. If one provision is deemed modified or waived by the Agreement of the parties, the Agreement shall continue to be valid between the parties with the modification as agreed upon.

C. **SEVERABILITY:** In the event any term or provision of this Agreement is found to be unenforceable or void, in whole or in part, then the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the balance of the Agreement shall remain in full force and effect.

D. **INSURANCE:** COLLEGE agrees to provide and maintain liability insurance coverage for faculty and students under the COLLEGE's liability insurance policy for the services provided during the clinical learning experiences initiated under this Agreement, with minimum limits of $2,000,000.00 per occurrence and $5,000,000.00 in aggregate. COLLEGE agrees either to provide and maintain the same liability coverage for its students or to require that its students acquire and maintain such coverage for themselves prior to participating in any clinical learning experience at AFFILIATE. Upon signing this Agreement, and every anniversary date thereafter, COLLEGE agrees to provide a Certificate of Insurance evidencing such coverage. COLLEGE warrants that participating students and faculty are covered parties. The insurance coverage will provide that AFFILIATE shall receive thirty (30) days written notice prior to cancellation or material change of such coverage. If COLLEGE learns that coverage for students or faculty has been or will be terminated, COLLEGE will notify AFFILIATE as soon as possible.

E. **INDEMNIFICATION:** To the extent permitted by law, COLLEGE agrees to indemnify and hold AFFILIATE, its agents and employees harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by COLLEGE in the performance of its obligations under the Agreement. AFFILIATE agrees to indemnify and hold COLLEGE, its agents, employees, and students harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by the AFFILIATE in the performance of its obligations under this Agreement.

F. **TERMINATION OF STUDENT OR FACULTY PARTICIPATION:** The parties agree that AFFILIATE may terminate a student's or faculty's participation in clinical learning experiences on-site at AFFILIATE at any time for any cause deemed sufficient by the AFFILIATE including negligence, misconduct, or incompetence. However, AFFILIATE shall not act arbitrarily.

G. **NOTICE:** Any notice required or permitted to be given under this Agreement will be in writing and will be deemed given at the time it is deposited in the United States mail, postage pre-paid, certified, or registered mail, return receipt requested, addressed to the party to whom it is to be given as follows:

AFFILIATE: Larry F. Nanny JR (contact)
Larksfield Place
2727 N Rock Rd
Wichita KS 67226

COLLEGE: Galen College of Nursing
551 North Hillside Street, Wichita, KS 67214

COVERED CAMPUS LOCATIONS
(IF APPLICABLE):

- ☐ Asheville Campus; 30 Townsquare Blvd., Asheville, NC 28803
- ☐ Austin Campus; 1201 W. Louis Henna Blvd., Austin, TX 78681
- ☐ Cincinnati Campus; 100 E Business Way, Suite 120, Cincinnati, Ohio 45241
- ☐ Dallas Campus; 1301 West President George Bush Highway, Richardson, TX 75080
- ☐ Denver Campus; 1650 S. Potomac Street, Aurora, CO 80012
- ☐ Gainesville Campus; 7001 SW 24th Avenue, Gainesville, FL 32601
- ☐ Hazard Campus; 101 Airport Gardens Road, Suite 200, Hazard, KY 41701
- ☐ Houston Campus; 11210 Equity Dr., Houston, TX 77041
- ☒ Kansas Campus; 551 North Hillside Street, Wichita, KS 67214
- ☐ Louisville Campus; 3050 Terra Crossing Blvd., Louisville, KY 40245
- ☐ Miami Campus; 1200 SW 145th Ave., Pembroke Pines, FL 33027
- ☐ Myrtle Beach Campus; 920 Doug White Dr., Myrtle Beach, SC 29572
- ☐ Nashville Campus; 1100 Dr. MLK Jr. Blvd., Nashville, TN 37203
- ☐ Orlando Campus; 744 Primera Blvd., Lake Mary, FL 32746
- ☐ Richmond Campus; 7300 Beaufont Springs Dr., Richmond, VA 23225
- ☐ Roanoke Campus; 1819 Electric Road, Roanoke, VA 24018
- ☐ San Antonio Campus; 7411 John Smith Dr. #900, San Antonio, TX 78229
- ☐ Sarasota Campus; 501 N. Cattlemen Rd., Sarasota, FL 34232
- ☐ Tampa Bay Campus; 10200 Dr M.L.K. Jr St N, St. Petersburg, FL 33716

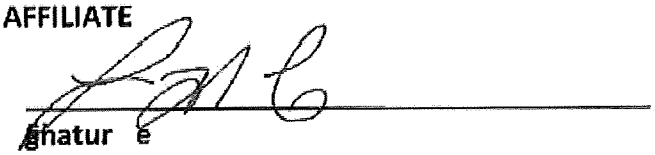
H. **GOVERNING LAW**: This Agreement shall be governed by and interpreted according to the laws of the State of Kentucky, and all parties agree to both subject matter and jurisdiction in that forum.

I. **HEADINGS:** The headings in this Agreement are intended only for ease of reference and shall not be considered in the construction or interpretation of this Agreement.

J. **COMPLETE AGREEMENT**: This constitutes the full and complete Agreement by and between the parties with respect to the matters hereinabove set forth and all oral agreements and/or discussions are merged herein and are null and void to the extent they are in conflict herewith and no changes, alterations, modifications, or qualifications shall be had in the terms and conditions or provisions of any paragraph or item of this Agreement except the same shall be made in writing and signed by both parties.

IN WITNESS THEREOF, the parties hereto have executed this Agreement to become effective the day and year first above mentioned.

AFFILIATE



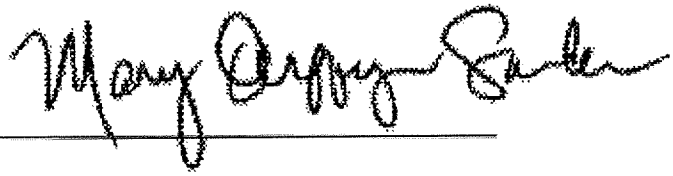
Signature

By: Lar of Nanny JR

Title: Executive Director

Date: 6-23-22

COLLEGE



Signature

By: Mary Duffey-Sander

Title: College Director Helathcare Initiatives

Date: 6/23/2022

Galen College of Nursing
CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT ("Agreement") is made and entered into this 30th day of July, 2022, by and between Galen Health Institutes, Inc., dba, Galen College of Nursing, a corporation organized in Delaware and existing under the laws of Kentucky (hereinafter referred to as "COLLEGE") and Prairie Start Health Center (hereinafter referred to as "AFFILIATE").

WITNESSETH:

WHEREAS, COLLEGE offers educational programs in nursing (hereinafter referred to as "PROGRAMS"); and

WHEREAS COLLEGE desires to offer as a part of the curriculum for these PROGRAMS practical experience in a clinical setting; and

WHEREAS, AFFILIATE operates a(n) FQHC facility in Hutchinson, KS and is capable of and desires to provide students practical experience related to the PROGRAMS; and

WHEREAS, COLLEGE and AFFILIATE consider it mutually advantageous to cooperate to further the above-described purposes and desire to commit their entire agreement to writing;

NOW, THEREFORE, in consideration of the mutual agreements and undertakings herein specified, AFFILIATE and COLLEGE agree as follows:

1. **TERM AND TERMINATION**: This Agreement is in effect for one (1) year, commencing on the 30th day of July, 2022, and shall continue in effect until the 30th day of July, 2023. Thereafter, this Agreement will automatically renew for one-year terms, unless either party terminates this Agreement, with or without cause, upon ninety (90) days' advance written notice to the other party, such notice being given as set forth in the Notice provisions of this Agreement. However, students enrolled at the time of termination shall be allowed to complete the clinical learning experience in which they are involved, provided it does not undermine patient care or safety.

2. **CLINICAL LEARNING EXPERIENCES**. In all clinical learning experiences at AFFILIATE, COLLEGE will assign one or more faculty members to supervise and facilitate students' clinical learning experiences on site at AFFILIATE.

3. **COLLEGE RESPONSIBILITIES**:
   A. COLLEGE will develop the curriculum to be used in the PROGRAMS, including the instruction portion and the clinical learning experience portion of the curriculum. The PROGRAMS must be in such standing that students participating in the clinical learning experience will be eligible to sit for any licensure or certification examination required for the applicable profession of the PROGRAMS.

   B. COLLEGE represents and warrants that all faculty who provide supervision or instruction on site at AFFILIATE are duly qualified by experience and licensure and have met requirements set forth by AFFILIATE and have not been convicted of a misdemeanor related to abuse, neglect or exploitation and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all faculty and students as the AFFILIATE requires by law and regulation or facility policy. COLLEGE will further comply with applicable health and drug screenings as required by law and regulation or AFFILIATE policy. COLLEGE will ensure that such individuals possess current state license/registration and/or certification, as applicable and appropriate for the services, instruction and supervision to be provided at AFFILIATE. Credentials and licensure of personnel providing services shall be made available to AFFILIATE upon request. COLLEGE hereby represents and warrants that no faculty provided by it is nor at any time has been sanctioned, debarred, suspended or

excluded or proposed for sanctions, debarment, suspension or exclusion from participation in any federally funded health care program, including Medicare and Medicaid. COLLEGE hereby agrees to immediately notify AFFILIATE of any such faculty's threatened, proposed or actual sanctions, debarment, suspension or exclusion from any federally funded health care program, including Medicare and Medicaid, if known. In the event that any such faculty member is sanctioned, debarred, suspended or excluded from participation in any federally funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement it is determined that COLLEGE is in breach of this paragraph, then this Agreement shall, as of the effective date of such sanction, debarment, suspension, exclusion or breach, automatically terminate. AFFILIATE reserves the right to refuse the services, supervision, or instruction of any individual provided by COLLEGE who does not meet the foregoing qualifications.

C. COLLEGE will provide all necessary teaching aids, reference books, classroom supplies, and any other teaching materials needed.

D. Through COLLEGE's designated representative, COLLEGE will coordinate student assignments, learning needs, course outcomes, and competencies with the AFFILIATE and students.

E. COLLEGE shall ensure that designated faculty will establish a mechanism for maintaining contact with AFFILIATE during all clinical learning experiences and collaborate with AFFILIATE in development of clinical learning activities for students.

F. COLLEGE shall prepare a written evaluation of students' strengths, weaknesses and general performance in meeting program outcomes and competencies at end of the clinical learning experiences, as well as submit the final letter grade assigned for the experience to the students.

G. COLLEGE agrees that its students, employees, and faculty will maintain the confidentiality and security of, as well as safeguard confidential information of the AFFILIATE, including without limitation, policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information and proprietary information, patient information, medical records and patient identifiers ("Confidential Information") and shall not disclose such Confidential Information or make it available to any person or use it in any way other than as contemplated by this Agreement. The COLLEGE, its employees, students, and faculty shall further report to AFFILIATE any use or disclosure of Confidential Information of which it becomes aware that is not authorized by this Agreement. COLLEGE shall advise its students, employees, and faculty of these obligations to maintain privacy and security, to safeguard, not to disclose and to report unauthorized disclosures of Confidential Information, which shall survive the termination of this Agreement. COLLEGE agrees to provide participating faculty and students with training on the security and privacy standards of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended, and regulations promulgated thereunder.

H. COLLEGE agrees to comply with and to cause its employees, faculty, and students to comply with HIPAA and regulations promulgated thereunder, as well as other state and federal laws and regulations related to the security, protection, and privacy of individually identifiable health care information.

I. COLLEGE represents and warrants that it will send only such students who meet health requirements of the COLLEGE and AFFILIATE, attached hereto as Exhibit A if applicable, who have completed the prerequisite instruction and clinical portions of their Program's curriculum, and who have not been convicted of a misdemeanor related to abuse, neglect or exploitation of an adult and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all students as the AFFILIATE is required by law and regulation or AFFILIATE policy, attached hereto as Exhibit B if applicable. COLLEGE will further comply

with applicable health screening as required by law and regulation or AFFILIATE policy, including a drug screening, as applicable. Upon execution of this agreement, and at the AFFILIATE's request, COLLEGE will supply an attestation of compliance with all relevant immunizations, health records, health screening and background screening.

Additional Affiliate Health Requirements (Exhibit A)	**Yes☐**	**No☒**
Additional Affiliate Background Screening Requirements (Exhibit B)	**Yes☐**	**No☒**

J. COLLEGE will notify AFFILIATE in writing of all COLLEGE faculty who will be instructing or supervising students at AFFILIATE. Such notice will be provided to AFFILIATE at the beginning of each academic term. COLLEGE will notify AFFILIATE in writing of any changes, additions or substitutions to the list of faculty members as soon as possible. AFFILIATE reserves the right to refuse to accept faculty members with whom it has a conflict of interest, to whom it has been or is adverse, who it has previously employed, or who it has determined would not be appropriate for supervision at its facility.

K. COLLEGE Faculty are responsible for supervising and evaluating students in the clinical setting.

4. **AFFILIATE RESPONSIBILITIES:**

A. AFFILIATE agrees at all times during this agreement that it shall have appropriate licensure to do business as a health care agency and that it complies with all appropriate state and federal laws, regulations, and similar standards regulating health care agencies.

B. AFFILIATE will provide appropriate learning experiences as may be consistent with the purposes of this Agreement.

C. AFFILIATE will not utilize students participating in clinical learning experiences in a manner which would permit students to replace AFFILIATE's employees.

D. AFFILIATE agrees not to discriminate against any individual affected by this Agreement on the basis of race, color, religion, national origin, disability, gender, age, veteran status, or political affiliation. AFFILIATE agrees to participate in good faith in any investigation of alleged discrimination in which a staff member may be asked to provide information.

E. AFFILIATE will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the AFFILIATE and/or the direct or indirect care of patients.

5. **GENERAL**:

A. **NON-EMPLOYEE STATUS OF STUDENTS AND FACULTY**: It is understood and agreed by all parties that students and faculty of the COLLEGE are not employees or agents of AFFILIATE and, as such, are not entitled to wages, workers' compensation, medical insurance, or any other employee benefits for activities related to the clinical experience provided for under this Agreement. If an appropriate governmental agency determines that students or faculty are covered under applicable workers' compensation statutes, the COLLEGE shall be responsible for compliance with such statutes.

B. **WAIVER**: The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not be construed as a waiver of any subsequent default of the same or similar nature. The waiver of one or more provisions of this Agreement does not act as a waiver of the entire Agreement. If one provision is deemed modified or waived by the Agreement of the parties, the Agreement shall continue to be valid between the parties with the modification as agreed upon.

C. **SEVERABILITY**: In the event any term or provision of this Agreement is found to be unenforceable or void, in whole or in part, then the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the balance of the Agreement shall remain in full force and effect.

D. **INSURANCE:** COLLEGE agrees to provide and maintain liability insurance coverage for faculty and students under the COLLEGE's liability insurance policy for the services provided during the clinical learning experiences initiated under this Agreement, with minimum limits of $2,000,000.00 per occurrence and $5,000,000.00 in aggregate. COLLEGE agrees either to provide and maintain the same liability coverage for its students or to require that its students acquire and maintain such coverage for themselves prior to participating in any clinical learning experience at AFFILIATE. Upon signing this Agreement, and every anniversary date thereafter, COLLEGE agrees to provide a Certificate of Insurance evidencing such coverage. COLLEGE warrants that participating students and faculty are covered parties. The insurance coverage will provide that AFFILIATE shall receive thirty (30) days written notice prior to cancellation or material change of such coverage. If COLLEGE learns that coverage for students or faculty has been or will be terminated, COLLEGE will notify AFFILIATE as soon as possible.

E. **INDEMNIFICATION:** To the extent permitted by law, COLLEGE agrees to indemnify and hold AFFILIATE, its agents and employees harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by COLLEGE in the performance of its obligations under the Agreement. AFFILIATE agrees to indemnify and hold COLLEGE, its agents, employees, and students harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by the AFFILIATE in the performance of its obligations under this Agreement.

F. **TERMINATION OF STUDENT OR FACULTY PARTICIPATION**: The parties agree that AFFILIATE may terminate a student's or faculty's participation in clinical learning experiences on-site at AFFILIATE at any time for any cause deemed sufficient by the AFFILIATE including negligence, misconduct, or incompetence. However, AFFILIATE shall not act arbitrarily.

G. **NOTICE**: Any notice required or permitted to be given under this Agreement will be in writing and will be deemed given at the time it is deposited in the United States mail, postage pre-paid, certified, or registered mail, return receipt requested, addressed to the party to whom it is to be given as follows:

AFFILIATE:

Justin B. Anderson, CEO (contact person)
Prairie Star Health Center
2700 East 30th Ave
Hutchinson, KS 67502

COLLEGE:

Galen College of Nursing
551 North Hillside Street, Wichita, KS 67214

COVERED CAMPUS LOCATIONS
(IF APPLICABLE):

- ☐ Asheville Campus; 30 Townsquare Blvd., Asheville, NC 28803
- ☐ Aurora Campus; 1650 S. Potomac Street, Aurora, CO 80012
- ☐ Austin Campus; 1201 W. Louis Henna Blvd., Austin, TX 78681
- ☐ Cincinnati Campus; 100 E Business Way, Suite 120, Cincinnati, Ohio 45241
- ☐ Dallas Campus; 1301 West President George Bush Highway, Richardson, TX 75080
- ☐ Gainesville Campus; 7001 SW 24th Avenue, Gainesville, FL 32601
- ☐ Hazard Campus; 101 Airport Gardens Road, Suite 200, Hazard, KY 41701
- ☐ Houston Campus; 11210 Equity Dr., Houston, TX 77041
- ☐ Louisville Campus; 3050 Terra Crossing Blvd., Louisville, KY 40245
- ☒ Kansas Campus; 551 North Hillside Street, Wichita, KS 67214
- ☐ Miami Campus; 1200 SW 145th Ave., Pembroke Pines, FL 33027
- ☐ Myrtle Beach Campus; 920 Doug White Dr., Myrtle Beach, SC 29572
- ☐ Nashville Campus; 1100 Dr. MLK Jr. Blvd., Nashville, TN 37203
- ☐ Orlando Campus; 744 Primera Blvd., Lake Mary, FL 32746
- ☐ Pikeville Campus; 150 Healthcare Drive, Pikeville, KY 41501
- ☐ Richmond Campus; 7300 Beaufont Springs Dr., Richmond, VA 23225
- ☐ Roanoke Campus; 1819 Electric Road, Roanoke, VA 24018
- ☐ San Antonio Campus; 7411 John Smith Dr. #900, San Antonio, TX 78229
- ☐ Sarasota Campus; 501 N. Cattlemen Rd., Sarasota, FL 34232
- ☐ Tampa Bay Campus; 10200 Dr M.L.K. Jr St N, St. Petersburg, FL 33716

H. **GOVERNING LAW**: This Agreement shall be governed by and interpreted according to the laws of the State of Kentucky, and all parties agree to both subject matter and jurisdiction in that forum.

I. **HEADINGS**: The headings in this Agreement are intended only for ease of reference and shall not be considered in the construction or interpretation of this Agreement.

J. **COMPLETE AGREEMENT**: This constitutes the full and complete Agreement by and between the parties with respect to the matters hereinabove set forth and all oral agreements and/or discussions are merged herein and are null and void to the extent they are in conflict herewith and no changes, alterations, modifications, or qualifications shall be had in the terms and conditions or provisions of any paragraph or item of this Agreement except the same shall be made in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement to become effective the day and year first above mentioned.

AFFILIATE

Signature

By: Justin B Anderson

Title: CEO

Date: 7/12/2022

COLLEGE

Signature

By: Mary Duffey-Sander

Title: College Director Healthcare Initiatives

Date: 7/12/2022

Galen College of Nursing
CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT ("Agreement") is made and entered into this 15th day of July, 2022, by and between Galen Health Institutes, Inc., dba, Galen College of Nursing, a corporation organized in Delaware and existing under the laws of Kentucky (hereinafter referred to as "COLLEGE") and Prairie View (hereinafter referred to as "AFFILIATE").

W I T N E S S E T H:

WHEREAS, COLLEGE offers educational programs in nursing (hereinafter referred to as "PROGRAMS"); and

WHEREAS COLLEGE desires to offer as a part of the curriculum for these PROGRAMS practical experience in a clinical setting; and

WHEREAS, AFFILIATE operates a(n) Behavioral Health facility in Wichita, KS and is capable of and desires to provide students practical experience related to the PROGRAMS; and

WHEREAS, COLLEGE and AFFILIATE consider it mutually advantageous to cooperate to further the above-described purposes and desire to commit their entire agreement to writing;

NOW, THEREFORE, in consideration of the mutual agreements and undertakings herein specified, AFFILIATE and COLLEGE agree as follows:

1. **TERM AND TERMINATION**: This Agreement is in effect for one (1) year, commencing on the 15th day of July, 2022, and shall continue in effect until the 15th day of July, 2023. Thereafter, this Agreement will automatically renew for one-year terms, unless either party terminates this Agreement, with or without cause, upon ninety (90) days' advance written notice to the other party, such notice being given as set forth in the Notice provisions of this Agreement. However, students enrolled at the time of termination shall be allowed to complete the clinical learning experience in which they are involved, provided it does not undermine patient care or safety.

2. **CLINICAL LEARNING EXPERIENCES**. In all clinical learning experiences at AFFILIATE, COLLEGE will assign one or more faculty members to supervise and facilitate students' clinical learning experiences on site at AFFILIATE.

3. **COLLEGE RESPONSIBILITIES**:

   A. COLLEGE will develop the curriculum to be used in the PROGRAMS, including the instruction portion and the clinical learning experience portion of the curriculum. The PROGRAMS must be in such standing that students participating in the clinical learning experience will be eligible to sit for any licensure or certification examination required for the applicable profession of the PROGRAMS.

   B. COLLEGE represents and warrants that all faculty who provide supervision or instruction on site at AFFILIATE are duly qualified by experience and licensure and have met requirements set forth by AFFILIATE and have not been convicted of a misdemeanor related to abuse, neglect or exploitation and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all faculty and students as the AFFILIATE requires by law and regulation or facility policy. COLLEGE will further comply with applicable health and drug screenings as required by law and regulation or AFFILIATE policy. COLLEGE will ensure that such individuals possess current state license/registration and/or certification, as applicable and appropriate for the services, instruction and supervision to be provided at AFFILIATE. Credentials and licensure of personnel providing services shall be made available to AFFILIATE upon request. COLLEGE hereby represents

and warrants that no faculty provided by it is nor at any time has been sanctioned, debarred, suspended or excluded or proposed for sanctions, debarment, suspension or exclusion from participation in any federally funded health care program, including Medicare and Medicaid. COLLEGE hereby agrees to immediately notify AFFILIATE of any such faculty's threatened, proposed or actual sanctions, debarment, suspension or exclusion from any federally funded health care program, including Medicare and Medicaid, if known. In the event that any such faculty member is sanctioned, debarred, suspended or excluded from participation in any federally funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement it is determined that COLLEGE is in breach of this paragraph, then this Agreement shall, as of the effective date of such sanction, debarment, suspension, exclusion or breach, automatically terminate. AFFILIATE reserves the right to refuse the services, supervision, or instruction of any individual provided by COLLEGE who does not meet the foregoing qualifications.

C. COLLEGE will provide all necessary teaching aids, reference books, classroom supplies, and any other teaching materials needed.

D. Through COLLEGE's designated representative, COLLEGE will coordinate student assignments, learning needs, course outcomes, and competencies with the AFFILIATE and students.

E. COLLEGE shall ensure that designated faculty will establish a mechanism for maintaining contact with AFFILIATE during all clinical learning experiences and collaborate with AFFILIATE in development of clinical learning activities for students.

F. COLLEGE shall prepare a written evaluation of students' strengths, weaknesses and general performance in meeting program outcomes and competencies at end of the clinical learning experiences, as well as submit the final letter grade assigned for the experience to the students.

G. COLLEGE agrees that its students, employees, and faculty will maintain the confidentiality and security of, as well as safeguard confidential information of the AFFILIATE, including without limitation, policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information and proprietary information, patient information, medical records and patient identifiers ("Confidential Information") and shall not disclose such Confidential Information or make it available to any person or use it in any way other than as contemplated by this Agreement. The COLLEGE, its employees, students, and faculty shall further report to AFFILIATE any use or disclosure of Confidential Information of which it becomes aware that is not authorized by this Agreement. COLLEGE shall advise its students, employees, and faculty of these obligations to maintain privacy and security, to safeguard, not to disclose and to report unauthorized disclosures of Confidential Information, which shall survive the termination of this Agreement. COLLEGE agrees to provide participating faculty and students with training on the security and privacy standards of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended, and regulations promulgated thereunder.

H. COLLEGE agrees to comply with and to cause its employees, faculty, and students to comply with HIPAA and regulations promulgated thereunder, as well as other state and federal laws and regulations related to the security, protection, and privacy of individually identifiable health care information.

I. COLLEGE represents and warrants that it will send only such students who meet health requirements of the COLLEGE and AFFILIATE, attached hereto as Exhibit A if applicable, who have completed the prerequisite instruction and clinical portions of their Program's curriculum, and who have not been convicted of a misdemeanor related to abuse, neglect or exploitation of an adult and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all students as the AFFILIATE is required by law

and regulation or AFFILIATE policy, attached hereto as Exhibit B if applicable. COLLEGE will further comply with applicable health screening as required by law and regulation or AFFILIATE policy, including a drug screening, as applicable. Upon execution of this agreement, and at the AFFILIATE's request, COLLEGE will supply an attestation of compliance with all relevant immunizations, health records, health screening and background screening.

Additional Affiliate Health Requirements (Exhibit A) Yes☐ No☒

Additional Affiliate Background Screening Requirements (Exhibit B) Yes☐ No☒

J. COLLEGE will notify AFFILIATE in writing of all COLLEGE faculty who will be instructing or supervising students at AFFILIATE. Such notice will be provided to AFFILIATE at the beginning of each academic term. COLLEGE will notify AFFILIATE in writing of any changes, additions or substitutions to the list of faculty members as soon as possible. AFFILIATE reserves the right to refuse to accept faculty members with whom it has a conflict of interest, to whom it has been or is adverse, who it has previously employed, or who it has determined would not be appropriate for supervision at its facility.

K. COLLEGE Faculty are responsible for supervising and evaluating students in the clinical setting.

4. **AFFILIATE RESPONSIBILITIES:**

A. AFFILIATE agrees at all times during this agreement that it shall have appropriate licensure to do business as a health care agency and that it complies with all appropriate state and federal laws, regulations, and similar standards regulating health care agencies.

B. AFFILIATE will provide appropriate learning experiences as may be consistent with the purposes of this Agreement.

C. AFFILIATE will not utilize students participating in clinical learning experiences in a manner which would permit students to replace AFFILIATE's employees.

D. AFFILIATE agrees not to discriminate against any individual affected by this Agreement on the basis of race, color, religion, national origin, disability, gender, age, veteran status, or political affiliation. AFFILIATE agrees to participate in good faith in any investigation of alleged discrimination in which a staff member may be asked to provide information.

E. AFFILIATE will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the AFFILIATE and/or the direct or indirect care of patients.

5. **GENERAL**:

A. **NON-EMPLOYEE STATUS OF STUDENTS AND FACULTY**: It is understood and agreed by all parties that students and faculty of the COLLEGE are not employees or agents of AFFILIATE and, as such, are not entitled to wages, workers' compensation, medical insurance, or any other employee benefits for activities related to the clinical experience provided for under this Agreement. If an appropriate governmental agency determines that students or faculty are covered under applicable workers' compensation statutes, the COLLEGE shall be responsible for compliance with such statutes.

B. **WAIVER**: The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not be construed as a waiver of any subsequent default of the same or similar nature. The

waiver of one or more provisions of this Agreement does not act as a waiver of the entire Agreement. If one provision is deemed modified or waived by the Agreement of the parties, the Agreement shall continue to be valid between the parties with the modification as agreed upon.

C. **SEVERABILITY**: In the event any term or provision of this Agreement is found to be unenforceable or void, in whole or in part, then the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the balance of the Agreement shall remain in full force and effect.

D. **INSURANCE:** COLLEGE agrees to provide and maintain liability insurance coverage for faculty and students under the COLLEGE's liability insurance policy for the services provided during the clinical learning experiences initiated under this Agreement, with minimum limits of $2,000,000.00 per occurrence and $5,000,000.00 in aggregate. COLLEGE agrees either to provide and maintain the same liability coverage for its students or to require that its students acquire and maintain such coverage for themselves prior to participating in any clinical learning experience at AFFILIATE. Upon signing this Agreement, and every anniversary date thereafter, COLLEGE agrees to provide a Certificate of Insurance evidencing such coverage. COLLEGE warrants that participating students and faculty are covered parties. The insurance coverage will provide that AFFILIATE shall receive thirty (30) days written notice prior to cancellation or material change of such coverage. If COLLEGE learns that coverage for students or faculty has been or will be terminated, COLLEGE will notify AFFILIATE as soon as possible.

E. **INDEMNIFICATION:** To the extent permitted by law, COLLEGE agrees to indemnify and hold AFFILIATE, its agents and employees harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by COLLEGE in the performance of its obligations under the Agreement. AFFILIATE agrees to indemnify and hold COLLEGE, its agents, employees, and students harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by the AFFILIATE in the performance of its obligations under this Agreement.

F. **TERMINATION OF STUDENT OR FACULTY PARTICIPATION**: The parties agree that AFFILIATE may terminate a student's or faculty's participation in clinical learning experiences on-site at AFFILIATE at any time for any cause deemed sufficient by the AFFILIATE including negligence, misconduct, or incompetence. However, AFFILIATE shall not act arbitrarily.

G. **NOTICE**: Any notice required or permitted to be given under this Agreement will be in writing and will be deemed given at the time it is deposited in the United States mail, postage pre-paid, certified, or registered mail, return receipt requested, addressed to the party to whom it is to be given as follows:

_____(contact person)

PRAIRIE VIEW
1901 E 1ST ST
NEWTON KS 67114

AFFILIATE:

COLLEGE: Galen College of Nursing
551 North Hillside Street, Wichita, KS 67214

COVERED CAMPUS LOCATIONS
(IF APPLICABLE):

- ☐ Asheville Campus; 30 Townsquare Blvd., Asheville, NC 28803
- ☐ Aurora Campus; 1650 S. Potomac Street, Aurora, CO 80012
- ☐ Austin Campus; 1201 W. Louis Henna Blvd., Austin, TX 78681
- ☐ Cincinnati Campus; 100 E Business Way, Suite 120, Cincinnati, Ohio 45241
- ☐ Dallas Campus; 1301 West President George Bush Highway, Richardson, TX 75080
- ☐ Gainesville Campus; 7001 SW 24th Avenue, Gainesville, FL 32601
- ☐ Hazard Campus; 101 Airport Gardens Road, Suite 200, Hazard, KY 41701
- ☐ Houston Campus; 11210 Equity Dr., Houston, TX 77041
- ☐ Louisville Campus; 3050 Terra Crossing Blvd., Louisville, KY 40245
- ☒ Kansas Campus; 551 North Hillside Street, Wichita, KS 67214
- ☐ Miami Campus; 1200 SW 145th Ave., Pembroke Pines, FL 33027
- ☐ Myrtle Beach Campus; 920 Doug White Dr., Myrtle Beach, SC 29572
- ☐ Nashville Campus; 1100 Dr. MLK Jr. Blvd., Nashville, TN 37203
- ☐ Orlando Campus; 744 Primera Blvd., Lake Mary, FL 32746
- ☐ Pikeville Campus; 150 Healthcare Drive, Pikeville, KY 41501
- ☐ Richmond Campus; 7300 Beaufont Springs Dr., Richmond, VA 23225
- ☐ Roanoke Campus; 1819 Electric Road, Roanoke, VA 24018
- ☐ San Antonio Campus; 7411 John Smith Dr. #900, San Antonio, TX 78229
- ☐ Sarasota Campus; 501 N. Cattlemen Rd., Sarasota, FL 34232
- ☐ Tampa Bay Campus; 10200 Dr M.L.K. Jr St N, St. Petersburg, FL 33716

H. **GOVERNING LAW**: This Agreement shall be governed by and interpreted according to the laws of the State of Kentucky, and all parties agree to both subject matter and jurisdiction in that forum.

I. **HEADINGS**: The headings in this Agreement are intended only for ease of reference and shall not be considered in the construction or interpretation of this Agreement.

J. **COMPLETE AGREEMENT**: This constitutes the full and complete Agreement by and between the parties with respect to the matters hereinabove set forth and all oral agreements and/or discussions are merged herein and are null and void to the extent they are in conflict herewith and no changes, alterations, modifications, or qualifications shall be had in the terms and conditions or provisions of any paragraph or item of this Agreement except the same shall be made in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement to become effective the day and year first above mentioned.

AFFILIATE

Signature

By: Mary Johnson

Title: President/CEO

Date: 8/16/2022

COLLEGE

Signature

By: Mary Duffey-Sander

Title: College Director Healthcare Initiatives

Date: 8/25/2022

Galen College of Nursing
CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT ("Agreement") is made and entered into this 15th day of July, 2022, by and between Galen Health Institutes, Inc., dba, Galen College of Nursing, a corporation organized in Delaware and existing under the laws of Kentucky (hereinafter referred to as "COLLEGE") and Regent Park Rehabilitation (hereinafter referred to as "AFFILIATE").

WITNESSETH:

WHEREAS, COLLEGE offers educational programs in nursing (hereinafter referred to as "PROGRAMS"); and

WHEREAS COLLEGE desires to offer as a part of the curriculum for these PROGRAMS practical experience in a clinical setting; and

WHEREAS, AFFILIATE operates a(n) Post Acute facility in Wichita, KS and is capable of and desires to provide students practical experience related to the PROGRAMS; and

WHEREAS, COLLEGE and AFFILIATE consider it mutually advantageous to cooperate to further the above-described purposes and desire to commit their entire agreement to writing;

NOW, THEREFORE, in consideration of the mutual agreements and undertakings herein specified, AFFILIATE and COLLEGE agree as follows:

1. **TERM AND TERMINATION**: This Agreement is in effect for one (1) year, commencing on the 15th day of July, 2022, and shall continue in effect until the 15th day of July, 2023. Thereafter, this Agreement will automatically renew for one-year terms, unless either party terminates this Agreement, with or without cause, upon ninety (90) days' advance written notice to the other party, such notice being given as set forth in the Notice provisions of this Agreement. However, students enrolled at the time of termination shall be allowed to complete the clinical learning experience in which they are involved, provided it does not undermine patient care or safety.

2. **CLINICAL LEARNING EXPERIENCES**. In all clinical learning experiences at AFFILIATE, COLLEGE will assign one or more faculty members to supervise and facilitate students' clinical learning experiences on site at AFFILIATE.

3. **COLLEGE RESPONSIBILITIES**:

   A. COLLEGE will develop the curriculum to be used in the PROGRAMS, including the instruction portion and the clinical learning experience portion of the curriculum. The PROGRAMS must be in such standing that students participating in the clinical learning experience will be eligible to sit for any licensure or certification examination required for the applicable profession of the PROGRAMS.

   B. COLLEGE represents and warrants that all faculty who provide supervision or instruction on site at AFFILIATE are duly qualified by experience and licensure and have met requirements set forth by AFFILIATE and have not been convicted of a misdemeanor related to abuse, neglect or exploitation and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all faculty and students as the AFFILIATE requires by law and regulation or facility policy. COLLEGE will further comply with applicable health and drug screenings as required by law and regulation or AFFILIATE policy. COLLEGE will ensure that such individuals possess current state license/registration and/or certification, as applicable and appropriate for the services, instruction and supervision to be provided at AFFILIATE. Credentials and licensure of

personnel providing services shall be made available to AFFILIATE upon request. COLLEGE hereby represents and warrants that no faculty provided by it is nor at any time has been sanctioned, debarred, suspended or excluded or proposed for sanctions, debarment, suspension or exclusion from participation in any federally funded health care program, including Medicare and Medicaid. COLLEGE hereby agrees to immediately notify AFFILIATE of any such faculty's threatened, proposed or actual sanctions, debarment, suspension or exclusion from any federally funded health care program, including Medicare and Medicaid, if known. In the event that any such faculty member is sanctioned, debarred, suspended or excluded from participation in any federally funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement it is determined that COLLEGE is in breach of this paragraph, then this Agreement shall, as of the effective date of such sanction, debarment, suspension, exclusion or breach, automatically terminate. AFFILIATE reserves the right to refuse the services, supervision, or instruction of any individual provided by COLLEGE who does not meet the foregoing qualifications.

C. COLLEGE will provide all necessary teaching aids, reference books, classroom supplies, and any other teaching materials needed.

D. Through COLLEGE's designated representative, COLLEGE will coordinate student assignments, learning needs, course outcomes, and competencies with the AFFILIATE and students.

E. COLLEGE shall ensure that designated faculty will establish a mechanism for maintaining contact with AFFILIATE during all clinical learning experiences and collaborate with AFFILIATE in development of clinical learning activities for students.

F. COLLEGE shall prepare a written evaluation of students' strengths, weaknesses and general performance in meeting program outcomes and competencies at end of the clinical learning experiences, as well as submit the final letter grade assigned for the experience to the students.

G. COLLEGE agrees that its students, employees, and faculty will maintain the confidentiality and security of, as well as safeguard confidential information of the AFFILIATE, including without limitation, policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information and proprietary information, patient information, medical records and patient identifiers ("Confidential Information") and shall not disclose such Confidential Information or make it available to any person or use it in any way other than as contemplated by this Agreement. The COLLEGE, its employees, students, and faculty shall further report to AFFILIATE any use or disclosure of Confidential Information of which it becomes aware that is not authorized by this Agreement. COLLEGE shall advise its students, employees, and faculty of these obligations to maintain privacy and security, to safeguard, not to disclose and to report unauthorized disclosures of Confidential Information, which shall survive the termination of this Agreement. COLLEGE agrees to provide participating faculty and students with training on the security and privacy standards of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended, and regulations promulgated thereunder.

H. COLLEGE agrees to comply with and to cause its employees, faculty, and students to comply with HIPAA and regulations promulgated thereunder, as well as other state and federal laws and regulations related to the security, protection, and privacy of individually identifiable health care information.

I. COLLEGE represents and warrants that it will send only such students who meet health requirements of the COLLEGE and AFFILIATE, attached hereto as Exhibit A if applicable, who have completed the prerequisite instruction and clinical portions of their Program's curriculum, and who have not been convicted of a misdemeanor related to abuse, neglect or exploitation of an adult and have not been convicted of a felony offense

related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all students as the AFFILIATE is required by law and regulation or AFFILIATE policy, attached hereto as Exhibit B if applicable. COLLEGE will further comply with applicable health screening as required by law and regulation or AFFILIATE policy, including a drug screening, as applicable. Upon execution of this agreement, and at the AFFILIATE's request, COLLEGE will supply an attestation of compliance with all relevant immunizations, health records, health screening and background screening.

Additional Affiliate Health Requirements (Exhibit A) Yes☐ No☒

Additional Affiliate Background Screening Requirements (Exhibit B) Yes☐ No☒

J. COLLEGE will notify AFFILIATE in writing of all COLLEGE faculty who will be instructing or supervising students at AFFILIATE. Such notice will be provided to AFFILIATE at the beginning of each academic term. COLLEGE will notify AFFILIATE in writing of any changes, additions or substitutions to the list of faculty members as soon as possible. AFFILIATE reserves the right to refuse to accept faculty members with whom it has a conflict of interest, to whom it has been or is adverse, who it has previously employed, or who it has determined would not be appropriate for supervision at its facility.

K. COLLEGE Faculty are responsible for supervising and evaluating students in the clinical setting.

4. **AFFILIATE RESPONSIBILITIES:**

A. AFFILIATE agrees at all times during this agreement that it shall have appropriate licensure to do business as a health care agency and that it complies with all appropriate state and federal laws, regulations, and similar standards regulating health care agencies.

B. AFFILIATE will provide appropriate learning experiences as may be consistent with the purposes of this Agreement.

C. AFFILIATE will not utilize students participating in clinical learning experiences in a manner which would permit students to replace AFFILIATE's employees.

D. AFFILIATE agrees not to discriminate against any individual affected by this Agreement on the basis of race, color, religion, national origin, disability, gender, age, veteran status, or political affiliation. AFFILIATE agrees to participate in good faith in any investigation of alleged discrimination in which a staff member may be asked to provide information.

E. AFFILIATE will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the AFFILIATE and/or the direct or indirect care of patients.

5. **GENERAL**:

A. **NON-EMPLOYEE STATUS OF STUDENTS AND FACULTY**: It is understood and agreed by all parties that students and faculty of the COLLEGE are not employees or agents of AFFILIATE and, as such, are not entitled to wages, workers' compensation, medical insurance, or any other employee benefits for activities related to the clinical experience provided for under this Agreement. If an appropriate governmental agency determines that students or faculty are covered under applicable workers' compensation statutes, the COLLEGE shall be

responsible for compliance with such statutes.

B. **WAIVER**: The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not be construed as a waiver of any subsequent default of the same or similar nature. The waiver of one or more provisions of this Agreement does not act as a waiver of the entire Agreement. If one provision is deemed modified or waived by the Agreement of the parties, the Agreement shall continue to be valid between the parties with the modification as agreed upon.

C. **SEVERABILITY**: In the event any term or provision of this Agreement is found to be unenforceable or void, in whole or in part, then the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the balance of the Agreement shall remain in full force and effect.

D. **INSURANCE:** COLLEGE agrees to provide and maintain liability insurance coverage for faculty and students under the COLLEGE's liability insurance policy for the services provided during the clinical learning experiences initiated under this Agreement, with minimum limits of $2,000,000.00 per occurrence and $5,000,000.00 in aggregate. COLLEGE agrees either to provide and maintain the same liability coverage for its students or to require that its students acquire and maintain such coverage for themselves prior to participating in any clinical learning experience at AFFILIATE. Upon signing this Agreement, and every anniversary date thereafter, COLLEGE agrees to provide a Certificate of Insurance evidencing such coverage. COLLEGE warrants that participating students and faculty are covered parties. The insurance coverage will provide that AFFILIATE shall receive thirty (30) days written notice prior to cancellation or material change of such coverage. If COLLEGE learns that coverage for students or faculty has been or will be terminated, COLLEGE will notify AFFILIATE as soon as possible.

E. **INDEMNIFICATION:** To the extent permitted by law, COLLEGE agrees to indemnify and hold AFFILIATE, its agents and employees harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by COLLEGE in the performance of its obligations under the Agreement. AFFILIATE agrees to indemnify and hold COLLEGE, its agents, employees, and students harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by the AFFILIATE in the performance of its obligations under this Agreement.

F. **TERMINATION OF STUDENT OR FACULTY PARTICIPATION**: The parties agree that AFFILIATE may terminate a student's or faculty's participation in clinical learning experiences on-site at AFFILIATE at any time for any cause deemed sufficient by the AFFILIATE including negligence, misconduct, or incompetence. However, AFFILIATE shall not act arbitrarily.

G. **NOTICE**: Any notice required or permitted to be given under this Agreement will be in writing and will be deemed given at the time it is deposited in the United States mail, postage pre-paid, certified, or registered mail, return receipt requested, addressed to the party to whom it is to be given as follows:

Katie Saute (contact)
Regent Park Rehabilitation and Healthcare
10604 E 13th N
Wichata KS 10604

AFFILIATE:

COLLEGE: Galen College of Nursing
551 North Hillside Street, Wichita, KS 67214

COVERED CAMPUS LOCATIONS
(IF APPLICABLE):

- ☐ Asheville Campus; 30 Townsquare Blvd., Asheville, NC 28803
- ☐ Aurora Campus; 1650 S. Potomac Street, Aurora, CO 80012
- ☐ Austin Campus; 1201 W. Louis Henna Blvd., Austin, TX 78681
- ☐ Cincinnati Campus; 100 E Business Way, Suite 120, Cincinnati, Ohio 45241
- ☐ Dallas Campus; 1301 West President George Bush Highway, Richardson, TX 75080
- ☐ Gainesville Campus; 7001 SW 24th Avenue, Gainesville, FL 32601
- ☐ Hazard Campus; 101 Airport Gardens Road, Suite 200, Hazard, KY 41701
- ☐ Houston Campus; 11210 Equity Dr., Houston, TX 77041
- ☐ Louisville Campus; 3050 Terra Crossing Blvd., Louisville, KY 40245
- ☒ Kansas Campus; 551 North Hillside Street, Wichita, KS 67214
- ☐ Miami Campus; 1200 SW 145th Ave., Pembroke Pines, FL 33027
- ☐ Myrtle Beach Campus; 920 Doug White Dr., Myrtle Beach, SC 29572
- ☐ Nashville Campus; 1100 Dr. MLK Jr. Blvd., Nashville, TN 37203
- ☐ Orlando Campus; 744 Primera Blvd., Lake Mary, FL 32746
- ☐ Pikeville Campus; 150 Healthcare Drive, Pikeville, KY 41501
- ☐ Richmond Campus; 7300 Beaufont Springs Dr., Richmond, VA 23225
- ☐ Roanoke Campus; 1819 Electric Road, Roanoke, VA 24018
- ☐ San Antonio Campus; 7411 John Smith Dr. #900, San Antonio, TX 78229
- ☐ Sarasota Campus; 501 N. Cattlemen Rd., Sarasota, FL 34232
- ☐ Tampa Bay Campus; 10200 Dr M.L.K. Jr St N, St. Petersburg, FL 33716

H. **GOVERNING LAW**: This Agreement shall be governed by and interpreted according to the laws of the State of Kentucky, and all parties agree to both subject matter and jurisdiction in that forum.

I. **HEADINGS**: The headings in this Agreement are intended only for ease of reference and shall not be considered in the construction or interpretation of this Agreement.

J. **COMPLETE AGREEMENT**: This constitutes the full and complete Agreement by and between the parties with respect to the matters hereinabove set forth and all oral agreements and/or discussions are merged herein and are null and void to the extent they are in conflict herewith and no changes, alterations, modifications, or qualifications shall be had in the terms and conditions or provisions of any paragraph or item of this Agreement except the same shall be made in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement to become effective the day and year first above mentioned.

AFFILIATE

Signature

By: Katie Savuto

Title: Executive Administrator

Date: 8-8-22

COLLEGE

Signature

By: Mary Duffey-Sander

Title: College Director Healthcare Initiatives

Date: 8/10/2022

Galen College of Nursing
CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT ("Agreement") is made and entered into this 3rd day of August, 2022, by and between Galen Health Institutes, Inc., dba, Galen College of Nursing, a corporation organized in Delaware and existing under the laws of Kentucky (hereinafter referred to as "COLLEGE") and Wichita Public Schools (hereinafter referred to as "AFFILIATE").

WITNESSETH:

WHEREAS, COLLEGE offers educational programs in nursing (hereinafter referred to as "PROGRAMS"); and

WHEREAS COLLEGE desires to offer as a part of the curriculum for these PROGRAMS practical experience in a clinical setting; and

WHEREAS, AFFILIATE operates a(n) Public School facility in Wichita, KS and is capable of and desires to provide students practical experience related to the PROGRAMS; and

WHEREAS, COLLEGE and AFFILIATE consider it mutually advantageous to cooperate to further the above-described purposes and desire to commit their entire agreement to writing;

NOW, THEREFORE, in consideration of the mutual agreements and undertakings herein specified, AFFILIATE and COLLEGE agree as follows:

6. **TERM AND TERMINATION**: This Agreement is in effect for one (1) year, commencing on the 3rd day of August, 2022, and shall continue in effect until the 3rd day of August, 2023. Thereafter, this Agreement will automatically renew for one-year terms, unless either party terminates this Agreement, with or without cause, upon ninety (90) days' advance written notice to the other party, such notice being given as set forth in the Notice provisions of this Agreement. However, students enrolled at the time of termination shall be allowed to complete the clinical learning experience in which they are involved, provided it does not undermine patient care or safety.

7. **CLINICAL LEARNING EXPERIENCES**. In all clinical learning experiences at AFFILIATE, COLLEGE will assign one or more faculty members to supervise and facilitate students' clinical learning experiences on site at AFFILIATE.

8. **COLLEGE RESPONSIBILITIES**:

   A. COLLEGE will develop the curriculum to be used in the PROGRAMS, including the instruction portion and the clinical learning experience portion of the curriculum. The PROGRAMS must be in such standing that students participating in the clinical learning experience will be eligible to sit for any licensure or certification examination required for the applicable profession of the PROGRAMS.

   B. COLLEGE represents and warrants that all faculty who provide supervision or instruction on site at AFFILIATE are duly qualified by experience and licensure and have met requirements set forth by AFFILIATE and have not been convicted of a misdemeanor related to abuse, neglect or exploitation and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all faculty and students as the AFFILIATE requires by law and regulation or facility policy. COLLEGE will further comply with applicable health and drug screenings as required by law and regulation or AFFILIATE policy. COLLEGE will ensure that such individuals possess current state license/registration and/or certification, as applicable and appropriate for the services, instruction and supervision to be provided at AFFILIATE. Credentials and licensure of

personnel providing services shall be made available to AFFILIATE upon request. COLLEGE hereby represents and warrants that no faculty provided by it is nor at any time has been sanctioned, debarred, suspended or excluded or proposed for sanctions, debarment, suspension or exclusion from participation in any federally funded health care program, including Medicare and Medicaid. COLLEGE hereby agrees to immediately notify AFFILIATE of any such faculty's threatened, proposed or actual sanctions, debarment, suspension or exclusion from any federally funded health care program, including Medicare and Medicaid, if known. In the event that any such faculty member is sanctioned, debarred, suspended or excluded from participation in any federally funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement it is determined that COLLEGE is in breach of this paragraph, then this Agreement shall, as of the effective date of such sanction, debarment, suspension, exclusion or breach, automatically terminate. AFFILIATE reserves the right to refuse the services, supervision, or instruction of any individual provided by COLLEGE who does not meet the foregoing qualifications.

C. COLLEGE will provide all necessary teaching aids, reference books, classroom supplies, and any other teaching materials needed.

D. Through COLLEGE's designated representative, COLLEGE will coordinate student assignments, learning needs, course outcomes, and competencies with the AFFILIATE and students.

E. COLLEGE shall ensure that designated faculty will establish a mechanism for maintaining contact with AFFILIATE during all clinical learning experiences and collaborate with AFFILIATE in development of clinical learning activities for students.

F. COLLEGE shall prepare a written evaluation of students' strengths, weaknesses and general performance in meeting program outcomes and competencies at end of the clinical learning experiences, as well as submit the final letter grade assigned for the experience to the students.

G. COLLEGE agrees that its students, employees, and faculty will maintain the confidentiality and security of, as well as safeguard confidential information of the AFFILIATE, including without limitation, policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information and proprietary information, patient information, medical records and patient identifiers ("Confidential Information") and shall not disclose such Confidential Information or make it available to any person or use it in any way other than as contemplated by this Agreement. The COLLEGE, its employees, students, and faculty shall further report to AFFILIATE any use or disclosure of Confidential Information of which it becomes aware that is not authorized by this Agreement. COLLEGE shall advise its students, employees, and faculty of these obligations to maintain privacy and security, to safeguard, not to disclose and to report unauthorized disclosures of Confidential Information, which shall survive the termination of this Agreement. COLLEGE agrees to provide participating faculty and students with training on the security and privacy standards of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended, and regulations promulgated thereunder.

H. COLLEGE agrees to comply with and to cause its employees, faculty, and students to comply with HIPAA and regulations promulgated thereunder, as well as other state and federal laws and regulations related to the security, protection, and privacy of individually identifiable health care information.

I. COLLEGE represents and warrants that it will send only such students who meet health requirements of the COLLEGE and AFFILIATE, attached hereto as Exhibit A if applicable, who have completed the prerequisite instruction and clinical portions of their Program's curriculum, and who have not been convicted of a misdemeanor related to abuse, neglect or exploitation of an adult and have not been convicted of a felony offense

related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all students as the AFFILIATE is required by law and regulation or AFFILIATE policy, attached hereto as Exhibit B if applicable. COLLEGE will further comply with applicable health screening as required by law and regulation or AFFILIATE policy, including a drug screening, as applicable. Upon execution of this agreement, and at the AFFILIATE's request, COLLEGE will supply an attestation of compliance with all relevant immunizations, health records, health screening and background screening.

Additional Affiliate Health Requirements (Exhibit A)	**Yes☐**	**No☒**
Additional Affiliate Background Screening Requirements (Exhibit B)	**Yes☐**	**No☒**

J. COLLEGE will notify AFFILIATE in writing of all COLLEGE faculty who will be instructing or supervising students at AFFILIATE. Such notice will be provided to AFFILIATE at the beginning of each academic term. COLLEGE will notify AFFILIATE in writing of any changes, additions or substitutions to the list of faculty members as soon as possible. AFFILIATE reserves the right to refuse to accept faculty members with whom it has a conflict of interest, to whom it has been or is adverse, who it has previously employed, or who it has determined would not be appropriate for supervision at its facility.

K. COLLEGE Faculty are responsible for supervising and evaluating students in the clinical setting.

9. **AFFILIATE RESPONSIBILITIES:**

A. AFFILIATE agrees at all times during this agreement that it shall have appropriate licensure to do business as a health care agency and that it complies with all appropriate state and federal laws, regulations, and similar standards regulating health care agencies.

B. AFFILIATE will provide appropriate learning experiences as may be consistent with the purposes of this Agreement.

C. AFFILIATE will not utilize students participating in clinical learning experiences in a manner which would permit students to replace AFFILIATE's employees.

D. AFFILIATE agrees not to discriminate against any individual affected by this Agreement on the basis of race, color, religion, national origin, disability, gender, age, veteran status, or political affiliation. AFFILIATE agrees to participate in good faith in any investigation of alleged discrimination in which a staff member may be asked to provide information.

E. AFFILIATE will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the AFFILIATE and/or the direct or indirect care of patients.

10. **GENERAL**:

A. **NON-EMPLOYEE STATUS OF STUDENTS AND FACULTY**: It is understood and agreed by all parties that students and faculty of the COLLEGE are not employees or agents of AFFILIATE and, as such, are not entitled to wages, workers' compensation, medical insurance, or any other employee benefits for activities related to the clinical experience provided for under this Agreement. If an appropriate governmental agency determines that students or faculty are covered under applicable workers' compensation statutes, the COLLEGE shall be

responsible for compliance with such statutes.

B. **WAIVER**: The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not be construed as a waiver of any subsequent default of the same or similar nature. The waiver of one or more provisions of this Agreement does not act as a waiver of the entire Agreement. If one provision is deemed modified or waived by the Agreement of the parties, the Agreement shall continue to be valid between the parties with the modification as agreed upon.

C. **SEVERABILITY**: In the event any term or provision of this Agreement is found to be unenforceable or void, in whole or in part, then the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the balance of the Agreement shall remain in full force and effect.

D. **INSURANCE:** COLLEGE agrees to provide and maintain liability insurance coverage for faculty and students under the COLLEGE's liability insurance policy for the services provided during the clinical learning experiences initiated under this Agreement, with minimum limits of $2,000,000.00 per occurrence and $5,000,000.00 in aggregate. COLLEGE agrees either to provide and maintain the same liability coverage for its students or to require that its students acquire and maintain such coverage for themselves prior to participating in any clinical learning experience at AFFILIATE. Upon signing this Agreement, and every anniversary date thereafter, COLLEGE agrees to provide a Certificate of Insurance evidencing such coverage. COLLEGE warrants that participating students and faculty are covered parties. The insurance coverage will provide that AFFILIATE shall receive thirty (30) days written notice prior to cancellation or material change of such coverage. If COLLEGE learns that coverage for students or faculty has been or will be terminated, COLLEGE will notify AFFILIATE as soon as possible.

E. **INDEMNIFICATION:** To the extent permitted by law, COLLEGE agrees to indemnify and hold AFFILIATE, its agents and employees harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by COLLEGE in the performance of its obligations under the Agreement.

F. **TERMINATION OF STUDENT OR FACULTY PARTICIPATION**: The parties agree that AFFILIATE may terminate a student's or faculty's participation in clinical learning experiences on-site at AFFILIATE at any time for any cause deemed sufficient by the AFFILIATE including negligence, misconduct, or incompetence. However, AFFILIATE shall not act arbitrarily.

G. **NOTICE**: Any notice required or permitted to be given under this Agreement will be in writing and will be deemed given at the time it is deposited in the United States mail, postage pre-paid, certified, or registered mail, return receipt requested, addressed to the party to whom it is to be given as follows:

AFFILIATE: Patrick Greene, Clerk of the Board (contact person)
Wichita Public Schools
903 South Edgemoor
Wichita, KS 67218

With a copy to:

Kimber Kasitz, Director of Health, Homebound & 504 Services Wichita Public Schools
903 South Edgemoor
Wichita KS 67218

COLLEGE: Galen College of Nursing
551 North Hillside Street, Wichita, KS 67214

COVERED CAMPUS LOCATIONS
(IF APPLICABLE):

- ☐ Asheville Campus; 30 Townsquare Blvd., Asheville, NC 28803
- ☐ Aurora Campus; 1650 S. Potomac Street, Aurora, CO 80012
- ☐ Austin Campus; 1201 W. Louis Henna Blvd., Austin, TX 78681
- ☐ Cincinnati Campus; 100 E Business Way, Suite 120, Cincinnati, Ohio 45241
- ☐ Dallas Campus; 1301 West President George Bush Highway, Richardson, TX 75080
- ☐ Gainesville Campus; 7001 SW 24th Avenue, Gainesville, FL 32601
- ☐ Hazard Campus; 101 Airport Gardens Road, Suite 200, Hazard, KY 41701
- ☐ Houston Campus; 11210 Equity Dr., Houston, TX 77041
- ☐ Louisville Campus; 3050 Terra Crossing Blvd., Louisville, KY 40245
- ☒ Kansas Campus; 551 North Hillside Street, Wichita, KS 67214
- ☐ Miami Campus; 1200 SW 145th Ave., Pembroke Pines, FL 33027
- ☐ Myrtle Beach Campus; 920 Doug White Dr., Myrtle Beach, SC 29572
- ☐ Nashville Campus; 1100 Dr. MLK Jr. Blvd., Nashville, TN 37203
- ☐ Orlando Campus; 744 Primera Blvd., Lake Mary, FL 32746
- ☐ Pikeville Campus; 150 Healthcare Drive, Pikeville, KY 41501
- ☐ Richmond Campus; 7300 Beaufont Springs Dr., Richmond, VA 23225
- ☐ Roanoke Campus; 1819 Electric Road, Roanoke, VA 24018
- ☐ San Antonio Campus; 7411 John Smith Dr. #900, San Antonio, TX 78229
- ☐ Sarasota Campus; 501 N. Cattlemen Rd., Sarasota, FL 34232
- ☐ Tampa Bay Campus; 10200 Dr M.L.K. Jr St N, St. Petersburg, FL 33716

H. **GOVERNING LAW**: This Agreement shall be governed by and interpreted according to the laws of the State of Kansas, and all parties agree to both subject matter and jurisdiction in that forum.

I. **HEADINGS**: The headings in this Agreement are intended only for ease of reference and shall not be considered in the construction or interpretation of this Agreement.

J. **CONTRACTUAL PROVISIONS ATTACHMENT:** Pursuant to K.S.A. 72-1148(a) this Agreement is subject to the

provisions of DA-146a (Rev. 07-19) as promulgated by the Kansas Department of Administration. which is attached hereto as Attachment A and hereby incorporated in this Agreement and made a part hereof.

K. **COMPLETE AGREEMENT**: This constitutes the full and complete Agreement by and between the parties with respect to the matters hereinabove set forth and all oral agreements and/or discussions are merged herein and are null and void to the extent they are in conflict herewith and no changes, alterations, modifications, or qualifications shall be had in the terms and conditions or provisions of any paragraph or item of this Agreement except the same shall be made in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement to become effective the day and year first above mentioned.

AFFILIATE

Alicia L Thompson

Signature

By: Alicia Thompson, Ed.D

Title: Superintendent of Schools

Date: August 11, 2022

ATTEST:

SEAL OF USD 259 WICHITA Sedgwick County KS USA

Signature

By: Patrick Greene

Title: Clerk of the Board

COLLEGE

Mary Duffey Sander

Signature

By: Mary Duffey-Sander

Title: College Director Healthcare Initiatives

Date: 8/3/2022

State of Kansas
Department of Administration
DA-146a (Rev. 07-19)

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

> The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.
>
> The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the 3rd of August 2022.

1. **Terms Herein Controlling Provisions**: It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue**: This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation**: If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least thirty (30) days prior to the end of its current fiscal year and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to ninety (90) days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
4. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101, et seq.).
5. **Anti-Discrimination Clause**: The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001, et seq.) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111, et seq.) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101, et seq.) (ADA), and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all

applicable state and federal anti-discrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

6. **Acceptance of Contract**: This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to, the implied warranties of merchantability and fitness for a particular purpose.
8. **Responsibility for Taxes**: The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
9. **Insurance**: The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against arw such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101, et seq.), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
10. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101, et seq.
11. **The Eleventh Amendment**: "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
12. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

Galen College of Nursing
CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT ("Agreement") is made and entered into this 30th day of July, 2022, by and between Galen Health Institutes, Inc., dba, Galen College of Nursing, a corporation organized in Delaware and existing under the laws of Kentucky (hereinafter referred to as "COLLEGE") and Derby Health and Rehab (hereinafter referred to as "AFFILIATE").

W I T N E S S E T H:

WHEREAS, COLLEGE offers educational programs in nursing (hereinafter referred to as "PROGRAMS"); and

WHEREAS COLLEGE desires to offer as a part of the curriculum for these PROGRAMS practical experience in a clinical setting; and

WHEREAS, AFFILIATE operates a(n) Post Acute Care facility in Derby, KS and is capable of and desires to provide students practical experience related to the PROGRAMS; and

WHEREAS, COLLEGE and AFFILIATE consider it mutually advantageous to cooperate to further the above-described purposes and desire to commit their entire agreement to writing;

NOW, THEREFORE, in consideration of the mutual agreements and undertakings herein specified, AFFILIATE and COLLEGE agree as follows:

1. **TERM AND TERMINATION**: This Agreement is in effect for one (1) year, commencing on the 30th day of July, 2022, and shall continue in effect until the 30th day of July, 2023. Thereafter, this Agreement will automatically renew for one-year terms, unless either party terminates this Agreement, with or without cause, upon ninety (90) days' advance written notice to the other party, such notice being given as set forth in the Notice provisions of this Agreement. However, students enrolled at the time of termination shall be allowed to complete the clinical learning experience in which they are involved, provided it does not undermine patient care or safety.

2. **CLINICAL LEARNING EXPERIENCES**. In all clinical learning experiences at AFFILIATE, COLLEGE will assign one or more faculty members to supervise and facilitate students' clinical learning experiences on site at AFFILIATE.

3. **COLLEGE RESPONSIBILITIES**:

   A. COLLEGE will develop the curriculum to be used in the PROGRAMS, including the instruction portion and the clinical learning experience portion of the curriculum. The PROGRAMS must be in such standing that students participating in the clinical learning experience will be eligible to sit for any licensure or certification examination required for the applicable profession of the PROGRAMS.

   B. COLLEGE represents and warrants that all faculty who provide supervision or instruction on site at AFFILIATE are duly qualified by experience and licensure and have met requirements set forth by AFFILIATE and have not been convicted of a misdemeanor related to abuse, neglect or exploitation and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all faculty and students as the AFFILIATE requires by law and regulation or facility policy. COLLEGE will further comply with applicable health and drug screenings as required by law and regulation or AFFILIATE policy. COLLEGE will ensure that such individuals possess current state license/registration and/or certification, as applicable and appropriate for the services, instruction and supervision to be provided at AFFILIATE. Credentials and licensure of

personnel providing services shall be made available to AFFILIATE upon request. COLLEGE hereby represents and warrants that no faculty provided by it is nor at any time has been sanctioned, debarred, suspended or excluded or proposed for sanctions, debarment, suspension or exclusion from participation in any federally funded health care program, including Medicare and Medicaid. COLLEGE hereby agrees to immediately notify AFFILIATE of any such faculty's threatened, proposed or actual sanctions, debarment, suspension or exclusion from any federally funded health care program, including Medicare and Medicaid, if known. In the event that any such faculty member is sanctioned, debarred, suspended or excluded from participation in any federally funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement it is determined that COLLEGE is in breach of this paragraph, then this Agreement shall, as of the effective date of such sanction, debarment, suspension, exclusion or breach, automatically terminate. AFFILIATE reserves the right to refuse the services, supervision, or instruction of any individual provided by COLLEGE who does not meet the foregoing qualifications.

C. COLLEGE will provide all necessary teaching aids, reference books, classroom supplies, and any other teaching materials needed.

D. Through COLLEGE's designated representative, COLLEGE will coordinate student assignments, learning needs, course outcomes, and competencies with the AFFILIATE and students.

E. COLLEGE shall ensure that designated faculty will establish a mechanism for maintaining contact with AFFILIATE during all clinical learning experiences and collaborate with AFFILIATE in development of clinical learning activities for students.

F. COLLEGE shall prepare a written evaluation of students' strengths, weaknesses and general performance in meeting program outcomes and competencies at end of the clinical learning experiences, as well as submit the final letter grade assigned for the experience to the students.

G. COLLEGE agrees that its students, employees, and faculty will maintain the confidentiality and security of, as well as safeguard confidential information of the AFFILIATE, including without limitation, policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information and proprietary information, patient information, medical records and patient identifiers ("Confidential Information") and shall not disclose such Confidential Information or make it available to any person or use it in any way other than as contemplated by this Agreement. The COLLEGE, its employees, students, and faculty shall further report to AFFILIATE any use or disclosure of Confidential Information of which it becomes aware that is not authorized by this Agreement. COLLEGE shall advise its students, employees, and faculty of these obligations to maintain privacy and security, to safeguard, not to disclose and to report unauthorized disclosures of Confidential Information, which shall survive the termination of this Agreement. COLLEGE agrees to provide participating faculty and students with training on the security and privacy standards of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended, and regulations promulgated thereunder.

H. COLLEGE agrees to comply with and to cause its employees, faculty, and students to comply with HIPAA and regulations promulgated thereunder, as well as other state and federal laws and regulations related to the security, protection, and privacy of individually identifiable health care information.

I. COLLEGE represents and warrants that it will send only such students who meet health requirements of the COLLEGE and AFFILIATE, attached hereto as Exhibit A if applicable, who have completed the prerequisite instruction and clinical portions of their Program's curriculum, and who have not been convicted of a misdemeanor related to abuse, neglect or exploitation of an adult and have not been convicted of a felony offense

related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all students as the AFFILIATE is required by law and regulation or AFFILIATE policy, attached hereto as Exhibit B if applicable. COLLEGE will further comply with applicable health screening as required by law and regulation or AFFILIATE policy, including a drug screening, as applicable. Upon execution of this agreement, and at the AFFILIATE's request, COLLEGE will supply an attestation of compliance with all relevant immunizations, health records, health screening and background screening.

Additional Affiliate Health Requirements (Exhibit A) Yes☐ No☒

Additional Affiliate Background Screening Requirements (Exhibit B) Yes☐ No☒

J. COLLEGE will notify AFFILIATE in writing of all COLLEGE faculty who will be instructing or supervising students at AFFILIATE. Such notice will be provided to AFFILIATE at the beginning of each academic term. COLLEGE will notify AFFILIATE in writing of any changes, additions or substitutions to the list of faculty members as soon as possible. AFFILIATE reserves the right to refuse to accept faculty members with whom it has a conflict of interest, to whom it has been or is adverse, who it has previously employed, or who it has determined would not be appropriate for supervision at its facility.

K. COLLEGE Faculty are responsible for supervising and evaluating students in the clinical setting.

4. **AFFILIATE RESPONSIBILITIES:**

A. AFFILIATE agrees at all times during this agreement that it shall have appropriate licensure to do business as a health care agency and that it complies with all appropriate state and federal laws, regulations, and similar standards regulating health care agencies.

B. AFFILIATE will provide appropriate learning experiences as may be consistent with the purposes of this Agreement.

C. AFFILIATE will not utilize students participating in clinical learning experiences in a manner which would permit students to replace AFFILIATE's employees.

D. AFFILIATE agrees not to discriminate against any individual affected by this Agreement on the basis of race, color, religion, national origin, disability, gender, age, veteran status, or political affiliation. AFFILIATE agrees to participate in good faith in any investigation of alleged discrimination in which a staff member may be asked to provide information.

E. AFFILIATE will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the AFFILIATE and/or the direct or indirect care of patients.

5. **GENERAL**:

A. **NON-EMPLOYEE STATUS OF STUDENTS AND FACULTY**: It is understood and agreed by all parties that students and faculty of the COLLEGE are not employees or agents of AFFILIATE and, as such, are not entitled to wages, workers' compensation, medical insurance, or any other employee benefits for activities related to the clinical experience provided for under this Agreement. If an appropriate governmental agency determines that students or faculty are covered under applicable workers' compensation statutes, the COLLEGE shall be

responsible for compliance with such statutes.

B. **WAIVER**: The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not be construed as a waiver of any subsequent default of the same or similar nature. The waiver of one or more provisions of this Agreement does not act as a waiver of the entire Agreement. If one provision is deemed modified or waived by the Agreement of the parties, the Agreement shall continue to be valid between the parties with the modification as agreed upon.

C. **SEVERABILITY**: In the event any term or provision of this Agreement is found to be unenforceable or void, in whole or in part, then the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the balance of the Agreement shall remain in full force and effect.

D. **INSURANCE:** COLLEGE agrees to provide and maintain liability insurance coverage for faculty and students under the COLLEGE's liability insurance policy for the services provided during the clinical learning experiences initiated under this Agreement, with minimum limits of $2,000,000.00 per occurrence and $5,000,000.00 in aggregate. COLLEGE agrees either to provide and maintain the same liability coverage for its students or to require that its students acquire and maintain such coverage for themselves prior to participating in any clinical learning experience at AFFILIATE. Upon signing this Agreement, and every anniversary date thereafter, COLLEGE agrees to provide a Certificate of Insurance evidencing such coverage. COLLEGE warrants that participating students and faculty are covered parties. The insurance coverage will provide that AFFILIATE shall receive thirty (30) days written notice prior to cancellation or material change of such coverage. If COLLEGE learns that coverage for students or faculty has been or will be terminated, COLLEGE will notify AFFILIATE as soon as possible.

E. **INDEMNIFICATION:** To the extent permitted by law, COLLEGE agrees to indemnify and hold AFFILIATE, its agents and employees harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by COLLEGE in the performance of its obligations under the Agreement. AFFILIATE agrees to indemnify and hold COLLEGE, its agents, employees, and students harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by the AFFILIATE in the performance of its obligations under this Agreement.

F. **TERMINATION OF STUDENT OR FACULTY PARTICIPATION**: The parties agree that AFFILIATE may terminate a student's or faculty's participation in clinical learning experiences on-site at AFFILIATE at any time for any cause deemed sufficient by the AFFILIATE including negligence, misconduct, or incompetence. However, AFFILIATE shall not act arbitrarily.

G. **NOTICE**: Any notice required or permitted to be given under this Agreement will be in writing and will be deemed given at the time it is deposited in the United States mail, postage pre-paid, certified, or registered mail, return receipt requested, addressed to the party to whom it is to be given as follows:

Raisha J Edwards RN (contact)
DON
Derby Health and Rehab
731 N Klein Cir,
Derby KS 67037

AFFILIATE:

COLLEGE: Galen College of Nursing
551 North Hillside Street, Wichita, KS 67214

COVERED CAMPUS LOCATIONS
(IF APPLICABLE):

- ☐ Asheville Campus; 30 Townsquare Blvd., Asheville, NC 28803
- ☐ Aurora Campus; 1650 S. Potomac Street, Aurora, CO 80012
- ☐ Austin Campus; 1201 W. Louis Henna Blvd., Austin, TX 78681
- ☐ Cincinnati Campus; 100 E Business Way, Suite 120, Cincinnati, Ohio 45241
- ☐ Dallas Campus; 1301 West President George Bush Highway, Richardson, TX 75080
- ☐ Gainesville Campus; 7001 SW 24th Avenue, Gainesville, FL 32601
- ☐ Hazard Campus; 101 Airport Gardens Road, Suite 200, Hazard, KY 41701
- ☐ Houston Campus; 11210 Equity Dr., Houston, TX 77041
- ☐ Louisville Campus; 3050 Terra Crossing Blvd., Louisville, KY 40245
- ☒ Kansas Campus; 551 North Hillside Street, Wichita, KS 67214
- ☐ Miami Campus; 1200 SW 145th Ave., Pembroke Pines, FL 33027
- ☐ Myrtle Beach Campus; 920 Doug White Dr., Myrtle Beach, SC 29572
- ☐ Nashville Campus; 1100 Dr. MLK Jr. Blvd., Nashville, TN 37203
- ☐ Orlando Campus; 744 Primera Blvd., Lake Mary, FL 32746
- ☐ Pikeville Campus; 150 Healthcare Drive, Pikeville, KY 41501
- ☐ Richmond Campus; 7300 Beaufont Springs Dr., Richmond, VA 23225
- ☐ Roanoke Campus; 1819 Electric Road, Roanoke, VA 24018
- ☐ San Antonio Campus; 7411 John Smith Dr. #900, San Antonio, TX 78229
- ☐ Sarasota Campus; 501 N. Cattlemen Rd., Sarasota, FL 34232
- ☐ Tampa Bay Campus; 10200 Dr M.L.K. Jr St N, St. Petersburg, FL 33716

H. **GOVERNING LAW**: This Agreement shall be governed by and interpreted according to the laws of the State of Kentucky, and all parties agree to both subject matter and jurisdiction in that forum.

I. **HEADINGS**: The headings in this Agreement are intended only for ease of reference and shall not be considered in the construction or interpretation of this Agreement.

J. **COMPLETE AGREEMENT**: This constitutes the full and complete Agreement by and between the parties with respect to the matters hereinabove set forth and all oral agreements and/or discussions are merged herein and are null and void to the extent they are in conflict herewith and no changes, alterations, modifications, or qualifications shall be had in the terms and conditions or provisions of any paragraph or item of this Agreement except the same shall be made in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement to become effective the day and year first above mentioned.

AFFILIATE

Signature

By: Mary Duffey-Sander

Title: College Director Healthcare Initiatives

Date: 7/7/2022

COLLEGE

Signature

By: Mary Duffey-Sander

Title: College Director Healthcare Initatives

Date: 7/7/2022

Galen College of Nursing
CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT ("Agreement") is made and entered into this 30th day of July, 2022, by and between Galen Health Institutes, Inc., dba, Galen College of Nursing, a corporation organized in Delaware and existing under the laws of Kentucky (hereinafter referred to as "COLLEGE") and Regent Park Rehabilitation (hereinafter referred to as "AFFILIATE").

W I T N E S S E T H:

WHEREAS, COLLEGE offers educational programs in nursing (hereinafter referred to as "PROGRAMS"); and

WHEREAS COLLEGE desires to offer as a part of the curriculum for these PROGRAMS practical experience in a clinical setting; and

WHEREAS, AFFILIATE operates a(n) Post Acute/LTC facility in Wichita, KS and is capable of and desires to provide students practical experience related to the PROGRAMS; and

WHEREAS, COLLEGE and AFFILIATE consider it mutually advantageous to cooperate to further the above-described purposes and desire to commit their entire agreement to writing;

NOW, THEREFORE, in consideration of the mutual agreements and undertakings herein specified, AFFILIATE and COLLEGE agree as follows:

1. **TERM AND TERMINATION**: This Agreement is in effect for one (1) year, commencing on the 30th day of July, 2022, and shall continue in effect until the 30th day of July, 2023. Thereafter, this Agreement will automatically renew for one-year terms, unless either party terminates this Agreement, with or without cause, upon ninety (90) days' advance written notice to the other party, such notice being given as set forth in the Notice provisions of this Agreement. However, students enrolled at the time of termination shall be allowed to complete the clinical learning experience in which they are involved, provided it does not undermine patient care or safety.

2. **CLINICAL LEARNING EXPERIENCES**. In all clinical learning experiences at AFFILIATE, COLLEGE will assign one or more faculty members to supervise and facilitate students' clinical learning experiences on site at AFFILIATE.

3. **COLLEGE RESPONSIBILITIES**:

   A. COLLEGE will develop the curriculum to be used in the PROGRAMS, including the instruction portion and the clinical learning experience portion of the curriculum. The PROGRAMS must be in such standing that students participating in the clinical learning experience will be eligible to sit for any licensure or certification examination required for the applicable profession of the PROGRAMS.

   B. COLLEGE represents and warrants that all faculty who provide supervision or instruction on site at AFFILIATE are duly qualified by experience and licensure and have met requirements set forth by AFFILIATE and have not been convicted of a misdemeanor related to abuse, neglect or exploitation and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all faculty and students as the AFFILIATE requires by law and regulation or facility policy. COLLEGE will further comply with applicable health and drug screenings as required by law and regulation or AFFILIATE policy. COLLEGE will ensure that such individuals possess current state license/registration and/or certification, as applicable and appropriate for the services, instruction and supervision to be provided at AFFILIATE. Credentials and licensure of personnel providing services shall be made available to AFFILIATE upon request. COLLEGE hereby represents and warrants that no faculty provided by it is nor at any time has been sanctioned, debarred, suspended or

excluded or proposed for sanctions, debarment, suspension or exclusion from participation in any federally funded health care program, including Medicare and Medicaid. COLLEGE hereby agrees to immediately notify AFFILIATE of any such faculty's threatened, proposed or actual sanctions, debarment, suspension or exclusion from any federally funded health care program, including Medicare and Medicaid, if known. In the event that any such faculty member is sanctioned, debarred, suspended or excluded from participation in any federally funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement it is determined that COLLEGE is in breach of this paragraph, then this Agreement shall, as of the effective date of such sanction, debarment, suspension, exclusion or breach, automatically terminate. AFFILIATE reserves the right to refuse the services, supervision, or instruction of any individual provided by COLLEGE who does not meet the foregoing qualifications.

C. COLLEGE will provide all necessary teaching aids, reference books, classroom supplies, and any other teaching materials needed.

D. Through COLLEGE's designated representative, COLLEGE will coordinate student assignments, learning needs, course outcomes, and competencies with the AFFILIATE and students.

E. COLLEGE shall ensure that designated faculty will establish a mechanism for maintaining contact with AFFILIATE during all clinical learning experiences and collaborate with AFFILIATE in development of clinical learning activities for students.

F. COLLEGE shall prepare a written evaluation of students' strengths, weaknesses and general performance in meeting program outcomes and competencies at end of the clinical learning experiences, as well as submit the final letter grade assigned for the experience to the students.

G. COLLEGE agrees that its students, employees, and faculty will maintain the confidentiality and security of, as well as safeguard confidential information of the AFFILIATE, including without limitation, policies, procedures, trade secrets, trade information, business practices, information systems, security passwords, financial information and proprietary information, patient information, medical records and patient identifiers ("Confidential Information") and shall not disclose such Confidential Information or make it available to any person or use it in any way other than as contemplated by this Agreement. The COLLEGE, its employees, students, and faculty shall further report to AFFILIATE any use or disclosure of Confidential Information of which it becomes aware that is not authorized by this Agreement. COLLEGE shall advise its students, employees, and faculty of these obligations to maintain privacy and security, to safeguard, not to disclose and to report unauthorized disclosures of Confidential Information, which shall survive the termination of this Agreement. COLLEGE agrees to provide participating faculty and students with training on the security and privacy standards of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended, and regulations promulgated thereunder.

H. COLLEGE agrees to comply with and to cause its employees, faculty, and students to comply with HIPAA and regulations promulgated thereunder, as well as other state and federal laws and regulations related to the security, protection, and privacy of individually identifiable health care information.

I. COLLEGE represents and warrants that it will send only such students who meet health requirements of the COLLEGE and AFFILIATE, attached hereto as Exhibit A if applicable, who have completed the prerequisite instruction and clinical portions of their Program's curriculum, and who have not been convicted of a misdemeanor related to abuse, neglect or exploitation of an adult and have not been convicted of a felony offense related to a) theft; b) abuse or sale of illegal drugs; c) abuse, neglect or exploitation; or d) commission of a sex crime. COLLEGE will perform criminal background checks on all students as the AFFILIATE is required by law

and regulation or AFFILIATE policy, attached hereto as Exhibit B if applicable. COLLEGE will further comply with applicable health screening as required by law and regulation or AFFILIATE policy, including a drug screening, as applicable. Upon execution of this agreement, and at the AFFILIATE's request, COLLEGE will supply an attestation of compliance with all relevant immunizations, health records, health screening and background screening.

Additional Affiliate Health Requirements (Exhibit A)	**Yes☐**	**No☒**
Additional Affiliate Background Screening Requirements (Exhibit B)	**Yes☐**	**No☒**

J. COLLEGE will notify AFFILIATE in writing of all COLLEGE faculty who will be instructing or supervising students at AFFILIATE. Such notice will be provided to AFFILIATE at the beginning of each academic term. COLLEGE will notify AFFILIATE in writing of any changes, additions or substitutions to the list of faculty members as soon as possible. AFFILIATE reserves the right to refuse to accept faculty members with whom it has a conflict of interest, to whom it has been or is adverse, who it has previously employed, or who it has determined would not be appropriate for supervision at its facility.

K. COLLEGE Faculty are responsible for supervising and evaluating students in the clinical setting.

4. **AFFILIATE RESPONSIBILITIES:**

A. AFFILIATE agrees at all times during this agreement that it shall have appropriate licensure to do business as a health care agency and that it complies with all appropriate state and federal laws, regulations, and similar standards regulating health care agencies.

B. AFFILIATE will provide appropriate learning experiences as may be consistent with the purposes of this Agreement.

C. AFFILIATE will not utilize students participating in clinical learning experiences in a manner which would permit students to replace AFFILIATE's employees.

D. AFFILIATE agrees not to discriminate against any individual affected by this Agreement on the basis of race, color, religion, national origin, disability, gender, age, veteran status, or political affiliation. AFFILIATE agrees to participate in good faith in any investigation of alleged discrimination in which a staff member may be asked to provide information.

E. AFFILIATE will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the AFFILIATE and/or the direct or indirect care of patients.

5. **GENERAL:**

A. **NON-EMPLOYEE STATUS OF STUDENTS AND FACULTY**: It is understood and agreed by all parties that students and faculty of the COLLEGE are not employees or agents of AFFILIATE and, as such, are not entitled to wages, workers' compensation, medical insurance, or any other employee benefits for activities related to the clinical experience provided for under this Agreement. If an appropriate governmental agency determines that students or faculty are covered under applicable workers' compensation statutes, the COLLEGE shall be responsible for compliance with such statutes.

B. **WAIVER**: The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not be construed as a waiver of any subsequent default of the same or similar nature. The waiver of one or more provisions of this Agreement does not act as a waiver of the entire Agreement. If one provision is deemed modified or waived by the Agreement of the parties, the Agreement shall continue to be valid between the parties with the modification as agreed upon.

C. **SEVERABILITY**: In the event any term or provision of this Agreement is found to be unenforceable or void, in whole or in part, then the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the balance of the Agreement shall remain in full force and effect.

D. **INSURANCE:** COLLEGE agrees to provide and maintain liability insurance coverage for faculty and students under the COLLEGE's liability insurance policy for the services provided during the clinical learning experiences initiated under this Agreement, with minimum limits of $2,000,000.00 per occurrence and $5,000,000.00 in aggregate. COLLEGE agrees either to provide and maintain the same liability coverage for its students or to require that its students acquire and maintain such coverage for themselves prior to participating in any clinical learning experience at AFFILIATE. Upon signing this Agreement, and every anniversary date thereafter, COLLEGE agrees to provide a Certificate of Insurance evidencing such coverage. COLLEGE warrants that participating students and faculty are covered parties. The insurance coverage will provide that AFFILIATE shall receive thirty (30) days written notice prior to cancellation or material change of such coverage. If COLLEGE learns that coverage for students or faculty has been or will be terminated, COLLEGE will notify AFFILIATE as soon as possible.

E. **INDEMNIFICATION:** To the extent permitted by law, COLLEGE agrees to indemnify and hold AFFILIATE, its agents and employees harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by COLLEGE in the performance of its obligations under the Agreement. AFFILIATE agrees to indemnify and hold COLLEGE, its agents, employees, and students harmless from and against all claims, damages, costs, and expenses, including attorney's fees, arising in connection with any negligent acts or omissions by the AFFILIATE in the performance of its obligations under this Agreement.

F. **TERMINATION OF STUDENT OR FACULTY PARTICIPATION**: The parties agree that AFFILIATE may terminate a student's or faculty's participation in clinical learning experiences on-site at AFFILIATE at any time for any cause deemed sufficient by the AFFILIATE including negligence, misconduct, or incompetence. However, AFFILIATE shall not act arbitrarily.

G. **NOTICE**: Any notice required or permitted to be given under this Agreement will be in writing and will be deemed given at the time it is deposited in the United States mail, postage pre-paid, certified, or registered mail, return receipt requested, addressed to the party to whom it is to be given as follows:

Christine Yocum (contact person)
Wichita Center
7101 E 21st St N
Wichita KS 67206

AFFILIATE:

COLLEGE: Galen College of Nursing
551 North Hillside Street, Wichita, KS 67214

COVERED CAMPUS LOCATIONS
(IF APPLICABLE):

- ☐ Asheville Campus; 30 Townsquare Blvd., Asheville, NC 28803
- ☐ Aurora Campus; 1650 S. Potomac Street, Aurora, CO 80012
- ☐ Austin Campus; 1201 W. Louis Henna Blvd., Austin, TX 78681
- ☐ Cincinnati Campus; 100 E Business Way, Suite 120, Cincinnati, Ohio 45241
- ☐ Dallas Campus; 1301 West President George Bush Highway, Richardson, TX 75080
- ☐ Gainesville Campus; 7001 SW 24th Avenue, Gainesville, FL 32601
- ☐ Hazard Campus; 101 Airport Gardens Road, Suite 200, Hazard, KY 41701
- ☐ Houston Campus; 11210 Equity Dr., Houston, TX 77041
- ☐ Louisville Campus; 3050 Terra Crossing Blvd., Louisville, KY 40245
- ☒ Kansas Campus; 551 North Hillside Street, Wichita, KS 67214
- ☐ Miami Campus; 1200 SW 145th Ave., Pembroke Pines, FL 33027
- ☐ Myrtle Beach Campus; 920 Doug White Dr., Myrtle Beach, SC 29572
- ☐ Nashville Campus; 1100 Dr. MLK Jr. Blvd., Nashville, TN 37203
- ☐ Orlando Campus; 744 Primera Blvd., Lake Mary, FL 32746
- ☐ Pikeville Campus; 150 Healthcare Drive, Pikeville, KY 41501
- ☐ Richmond Campus; 7300 Beaufont Springs Dr., Richmond, VA 23225
- ☐ Roanoke Campus; 1819 Electric Road, Roanoke, VA 24018
- ☐ San Antonio Campus; 7411 John Smith Dr. #900, San Antonio, TX 78229
- ☐ Sarasota Campus; 501 N. Cattlemen Rd., Sarasota, FL 34232
- ☐ Tampa Bay Campus; 10200 Dr M.L.K. Jr St N, St. Petersburg, FL 33716

H. **GOVERNING LAW**: This Agreement shall be governed by and interpreted according to the laws of the State of Kentucky, and all parties agree to both subject matter and jurisdiction in that forum.

I. **HEADINGS**: The headings in this Agreement are intended only for ease of reference and shall not be considered in the construction or interpretation of this Agreement.

J. **COMPLETE AGREEMENT**: This constitutes the full and complete Agreement by and between the parties with respect to the matters hereinabove set forth and all oral agreements and/or discussions are merged herein and are null and void to the extent they are in conflict herewith

and no changes, alterations, modifications, or qualifications shall be had in the terms and conditions or provisions of any paragraph or item of this Agreement except the same shall be made in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement to become effective the day and year first above mentioned.

AFFILIATE

Christine Yocum

Signature

By: Christine Yocum

Title: RN / Director of Nursing

Date: 6/30/2022

COLLEGE Mary Duffey-Sander

Signature

By: Mary Duffey-Sander

Title: College Director Healthcare Initiatives

Date: 8/9/2022

SCHOOL AFFILIATION AGREEMENT

THIS SCHOOL AFFILIATION **AGREEMENT** {this "Agreement") is made as of June 22, 2022 {the "Effective Date") by and between Galen College of Nursing("School") and Wesley Medical Center d/b/a Wesley Medical Center {"Hospital"). School and Hospital may be referred to herein individually as a "Party" and collectively as the "Parties."

WITNESS ETH:

WHEREAS, School enrolls students in an accredited degree program in the field of nursing (LPN, LPN to RN, AON, BSN, Online BSN and Graduate Programs (the "Degree Program");

WHEREAS, Hospital operates a comprehensive acute-care medical-surgical hospital located at 550 N. Hillside, Wichita, KS, 67214 (the "Facility");

WHEREAS, School desires to provide to all clinical students per year enrolled in the Degree Program a clinical learning experience through the application of knowledge and skills in actual patient- centered treatment situations in a health care setting; and

WHEREAS, Hospital will make the Facility available to School for such clinical learning experience, subject to the terms and conditions of this Agreement.

Now, THEREFORE, in consideration of the mutual promises contained herein, the Parties hereby agree as follows:

1. **RESPONSIBILITIES OF SCHOOL.**

(a) **Clinical Program.** School will develop, implement and operate the clinical learning experience component of the Degree Program at the Facility in a form and format acceptable to Hospital ("Clinical Program"). School may modify the Clinical Program from time to time with Hospital's permission and will promptly incorporate reasonable changes to the Clinical Program requested by Hospital from time to time. With respect to the Clinical Program, School will:

(i) ensure the adequacy of Degree Program resources, including up-to-date reference materials, and the academic preparation of students enrolled in the Degree Program, including theoretical background, basic skills, professional ethics, and attitude and behavior, for participation in the Clinical Program and will assign to the Clinical Program only those students who have demonstrated the ability to successfully participate in the Clinical Program (each a "Participating Student");

(ii) advise each Program Participant (defined below) to attend in-person or complete online training and orientation with respect to applicable Hospital policies and procedures prior to the commencement of each Clinical Program rotation during the Term (each a "Rotation");

(iii) provide training for Hospital's representatives who will support the Clinical Program regarding Clinical Program features and expectations, and Participating Student evaluations, as requested by Hospital from time to time;

(iv) identify to Hospital each Program Participant who will participate in a Rotation as soon as that information is reasonably available to School;

(v) require Program Participants to comply with applicable laws and Hospital policies and procedures when onsite at the Facility;

(vi) require Program Participants to treat Hospital patients, staff and Clinical Program supervisors with courtesy and respect and do not disrupt Facility operations or the provision of health care services for Hospital's patients;

(vii) timely prepare and update with input from Hospital rotation schedules for each Participating Student throughout each Rotation and coordinate the same with Hospital;

(viii) require Participating Students to arrive early for each scheduled Rotation, except when a Participating Student is ill or attending to a personal emergency;

(ix) provide continuing oral and written communication with Hospital regarding Participating Student Clinical Program performance and evaluation and other pertinent information;

(x) participate and ensure that Program Participants participate in Hospital's Quality Assurance and related programs, as requested by Hospital;

(xi) participate and require Program Participants to participate in Hospital training as determined necessary by Hospital from time to time; and

(xii) promptly perform additional duties to facilitate operation of the Clinical Program as may be deemed reasonable or necessary by Hospital from time to time.

(b) <u>Responsibility</u>.

(i) School will retain ultimate responsibility for the appointment of faculty from the Degree Program to support the Clinical Program.

(ii) School will retain sole responsibility for offering and administering the Degree Program, including, but not limited to, budgetary considerations, faculty appointments, admissions, financial aid, academic instruction, curriculum content, pedagogy, and the requirements of matriculation, grading, and graduation.

(iii) Without limiting the foregoing, all Participating Students, Degree Program faculty and other School representatives onsite at the Facility (collectively "Program Participants") shall be accountable to the Hospital's Administrator while onsite at the Facility.

(iv) School will address all Program Participant complaints, claims, requests and questions regarding the Clinical Program. If necessary, School's Program Representative will follow- up with Hospital's Program Representative to address unresolved issues.

(c) **Supervision of Students.** When Participating Students are supervised in their study at Hospital by professionals who are not employed by Hospital, School shall provide to Hospital an agreement between School and such appropriately-licensed supervising professionals that meets the satisfaction of Hospital prior to Participating Students beginning a rotation at Hospital.

(d) **Compliance with Program Requirements.** School acknowledges that compliance by School and each Program Participant with the terms and conditions of this Agreement and Hospital policies and procedures is a condition precedent to Program Participant access to the Facility. Non-compliance or partial compliance with any such requirement may result in an immediate denial of access or re-access to the Facility.

(e) **Dress Code.** School will cause Program Participants to conform to reasonable personal appearance standards imposed by Hospital and wear ID badges as requested by Hospital from time to time. School will cause Program Participants to pay for their own meals at the Facility. School acknowledges and will regularly inform Program Participants that Hospital is not responsible for personal items lost or stolen at the Facility.

(f) **Use of the Facility.** School will ensure that Program Participants use the Facility solely for the purpose of providing to Participating Students clinical learning experience pursuant to the Clinical Program.

(g) **Records.** School will cause each Program Participant to timely complete and save in

Hospital's systems as directed by Hospital accurate records of all services provided by the Program Participant to a Hospital patient ("Records"). All Records are and will remain the property of Hospital, subject to the rights of patients with respect to such records and to the terms of applicable law. Hospital will provide to School a copy of Records for all lawful purposes, including defense of liability claims.

(h) **Program Participants.** School will provide to Hospital information regarding each Program Participant, including health examination and immunization records, documentation attesting to the competency of Degree Program faculty (e. g., state licensure, board certification in the relevant Specialty, etc.) and background checks and drug screens as determined reasonably necessary in Hospital's discretion from time to time.

(i) **Program Participant Statements.** School shall require each Program Participant to sign a Statement of Responsibility, in the form attached hereto as Exhibit A, and a Statement of Confidentiality and Security, in the form attached hereto as Exhibit B prior to each non consecutive Rotation.

(j) **Liability Insurance.** School shall obtain and maintain occurrence-type general and professional liability insurance **coverage** in amounts not less than one million dollars {$1,000,000.00) per occurrence and three million dollars ($3,000,000.00) annual aggregate per Program Participant, with insurance carriers or self-insurance programs approved by Hospital and covering the acts and omissions of Program Participants. If such coverage is provided on a claims-made basis, then such insurance shall continue throughout the Term and upon the termination or expiration of this Agreement, School shall purchase tail coverage for a period of three years after the termination or expiration of this Agreement (said tail coverage shall be in amounts and type equivalent to the claims-made coverage). School shall further, at its expense, obtain and maintain for the Term workers' compensation insurance and unemployment insurance for School-employed Program Participants. School will notify Hospital at least thirty (30) calendar days in advance of any cancellation or modification of insurance coverage required hereunder and shall promptly provide to Hospital, upon request, certificates of insurance evidencing the above coverage.

Notwithstanding the foregoing, if the School is a public entity entitled to governmental immunity protections under applicable state law, then the School shall provide occurrence- based liability coverage in accordance with any limitations associated with the applicable law; but the School shall provide such insurance with limits of at least $1,000,000 per occurrence and $3,000,000 annual aggregate in the event governmental immunity protections are determined by a court of competent jurisdiction to not apply . Nothing in this agreement is intended to be construed or interpreted as (1) denying either School or Hospital any remedy or defense available to

it under state laws; (2) the consent of the State where School is located or any of its agents and agencies to be sued; or (3) a waiver of sovereign immunity of the State or the School beyond any waiver explicitly stated in state statutes.

(k) **Health of Program Participants** . School will advise Program Participants that no Program Participant will be permitted to attend the Clinical Program until he or she submits to a medical examination acceptable to Hospital.

School will require each Program Participant to maintain health insurance and provide proof of health insurance to the School prior to participating in the Clinical Program. School will cause Program Participants to provide to Hospital proof of health insurance as requested by Hospital from time to time. School may provide to Hospital an attestation letter addressing requirements that School has on file for Program Participants.

In the event a Program Student is exposed to an infectious or environmental hazard or other occupational in jury while at the Hospital, the Hospital, upon notice of such incident from the Participating Student, will prov ide such emergency care as is provided its employees. School acknowledges that Hospital is not and wil not be financially responsible for a Program Participant's medical care *or* treatment regardless of the Program Participant's condition or injury or cause of injury whether occurring at the Facility or otherwise and regardless of fault *or* cause of injury .

School will ensure that each Participating Student or School will provide the documents identified below, and will either upload or furnish a completed Consent To and Release of Health Information in the form attached hereto as Exhibit C to Hospital prior to each non-consecutive Rotation, in addition to the completed **Attestation of Satisfactory Background Investigation** in the form attached hereto as Exhibit *D*, in addition to the completed Health Record Verification in the form attached hereto as Exhibit E, in addition to the completed TB Screening Verification in the form attached hereto as Exhibit F, in addition to the completed Tdap Screening Validation in the form attached hereto as Exhibit G, (Participating Students will not be allowed to access the Facility until all records are provided) :

(i) Negative TB status as documented by one of the following:

a. Negative TB skin test within the last 12 months; or

b. Negative Quantlferon / T-spot within the last 12 months; or

c. Negative chest-Xray within the last 12 months.

(ii) Proof of Measles, Rubella and Rubeola immunity by positive antibody titers or two (2} doses of MMR;

(iii) Proof of Varicella immunity, by positive antibody titer or two (2) doses of Varicella;

(iv) Proof of Influenza vaccination during the flu season, October 1 to March 31, (or dates defined by CDC and/or HCA}, or a signed Declination Form;

(v) Proof of Hepatitis B immunization or declination of vaccine, if patient contact is anticipated; and

(vi} Tdap vaccination within the last 10 years.

(l) **Performance.** All faculty provided by School to support the Clinical Program shall be faculty members of the Degree Program, duly licensed, certified or otherwise qualified to support the Clinical Program in the capacity proposed by School. School and all Program Participants shall perform its and their duties and services hereunder in accordance with all relevant local, state, and federal laws and shall comply with the standards and guidelines of all applicable accrediting bodies and the bylaws, rules and regulations of Hospital and any non-conflicting rules and regulations of School as may be in effect from time to time. Neither School nor any Program Participant shall interfere with or adversely affect the operation of Hospital or the performance of services therein.

(m) Background Checks.

(i) School will ensure that each Program Participant obtains prior to each non-consecutive Rotation a background check acceptable to Hospital, including, at a minimum, the following:

A Social Security Number Verification;

B. Criminal Search (7 years *or* up to S criminal searches);

C. Violent Sex Offender and Predator Registry Search;

D. HHS/OIG List of Excluded Individuals;

E. GSA List of Parties Excluded from Federal Programs;

F. U.S. Treasury, Office of Foreign Assets Control (OFAC), list of Specially Designated Nationals (SDN}; and

G. Applicable State Exclusion List, if available .

(ii) Background Checks for Program Faculty, if School provides Faculty on site, who will be treating patients in the Facility shall include all of the above, and the following:

A. Education verification (highest level);

B. Professional license verification;

C. Certifications & Designations check;

D. Professional Disciplinary Action search;

E. Department of Motor Vehicle Driving History, based on responsibilities; and

F. Consumer Credit Report, based on responsibilities.

(iii) School shall provide to Hospital an *Attestation of Satisfactory Background Investigation* in the form attached hereto as Exhibit D prior to each non-consecutive Rotation. If the background check discloses adverse information about a Participating Student, School shall immediately remove the student from the Clinical Program. School further agrees to an annual compliance audit of background checks, if requested by Hospital and approved by any Program Participant pursuant to the Fair Credit Reporting Act (FCRA).

(n) **Drug Testing.** School will ensure that each Program Participant obtains prior to each non-consecutive Rotation a drug test acceptable to Hospital, including, at a minimum, the following:

(i) Substances tested prior to placement at the Hospital must at a minimum include amphetamines, barbiturates, benzodiazepines, opiates, methadone, marijuana, and cocaine.

(ii) A Program Participant may be required to undergo additional drug and alcohol testing upon reasonable suspicion that the Program Participant has violated Hospital's policies, and after any incident that involves injury or property damage.

Hospital shall not bear the cost of any such tests. Should the testing disclose adverse information as to any Program Participant, Hospital shall have no obligation to accept

that Program Participant at the Hospital. To the extent that any Program Participant violates the policy for drug or alcohol abuse after placement at the Facility, or refuses to cooperate with the requirement for a search or reasonable suspicion and reportable accident testing, then the Facility may immediately remove the Program Participant from participation in the Program at the Facility.

(o) **Student Documentation.** School will maintain all documentation required to evidence compliance by each Program Participant with the terms and conditions of Subsections l(g)
- (m) of this Agreement during the Term and for at least ten (10) years following expiration or termination of this Agreement.

(p) **Access to Resources.** The School shall ensure that its department heads have authority to ensure faculty and Participating Student access to appropriate resources for the Participating Students' education.

(q) **Approval and Authorization.** Hospital's willingness to enter into this Agreement and provide clinical opportunities to Participating Students is conditioned on School having obtained and maintaining all requisite institutional, regulatory, and accreditor approvals or authorizations necessary to offer the Degree Program. Moreover, it is conditioned on School's adherence to all applicable federal, state, and local laws and regulations. In the event that School's status changes with respect to any approval or authorization necessary to offer the Degree Program, School will notify Hospital within ten (10) business days.

2. RESPONSIBILITIES OF HOSPITAL.

(a) Hospital will make Facility access reasonably available to Program Participants and reasonably cooperate with School's orientation of all Program Participants to the Facility. Hospital shall provide Program Participants with access to appropriate clinical experience resources for the Clinical Program. Hospital shall provide reasonable opportunities for Participating Students to observe and assist in various aspects of patient care to the extent permitted by applicable law and without disruption of patient care or Hospital operations. Hospital shall at all times retain ultimate control of the Hospital and responsibility for patient care and quality standards.

(b) Upon the request of School, Hospital shall assist School in the evaluation of each Participating Student's performance in the Clinical Program. Any such evaluations shall be returned to School in a timely manner. However, School shall at all times remain solely responsible for the evaluation and education of Participating Students.

(c) Hospital will ensure that the Facility complies with applicable state and federal workplace safety laws and regulations. In the event a Participating Student is exposed to an infectious or environmental hazard or other occupational injury (i.e., needle stick) while at the Facility, it shall provide, upon notice of such incident from the Participating Student, such emergency care as is provided its employees, including, where applicable: examination and evaluation by Facility's emergency department or other appropriate facility as soon as possible after the injury; emergency medical care immediately following the injury as necessary; initiation of the HBV, Hepatitis C (HCV), and/or HIV protocol as necessary; and HIV counseling and appropriate testing as necessary. In the event that the Facility does not have the resources to provide such emergency care, Facility will refer such student to the nearest emergency facility.

(d) To the extent Hospital generates or maintains educational records for Participating Students that are subject to the Family Educational Rights and Privacy Act (FERPA), Hospital will comply with applicable FERPA requirements. For purposes of this Agreement, School shall designate Hospital as a school official with a legitimate educational interest in the educational records of Participating Students to the extent that access to School's records is required by Hospital to carry out the Clinical Program.

(e) Upon reasonable request, Hospital will provide proof to School that Hospital maintains liability insurance in an amount that is commercially reasonable.

(f) Hospital will provide written notification to School if a claim arises involving a Program Participant. Both Hospital and School agree to share such information in a manner that protects such disclosures from discovery to the extent possible under applicable federal and state peer review and joint defense laws.

(g) Hospital will resolve any situation in favor of its patients' welfare and may restrict a Participating Student to the role of observer when necessary in Hospital's discretion. Hospital will notify School's Program Representative (defined below) when such action has occurred.

(h) Upon reasonable notice from School, Hospital will make the Facility reasonably available for inspection during normal business hours by organizations that provide or may provide academic accreditation for the Degree Program. Such inspections must be accompanied at all times by a Hospital representative and are contingent upon receipt by Hospital of executed agreements that Hospital believes are reasonably necessary or convenient to protect the confidentiality and security of Hospital's information. School will promptly reimburse Hospital for all direct costs incurred by Hospital in connection with such accreditation inspections.

(i) Hospital shall provide Program Participants with access to and Participating Students with required training in the proper use of electronic medical records or paper charts, as applicable.

(j) If Program Participants rotate in Hospital's Pediatric, OB/Women's or NICU/NSCU units, Hospital shall provide student a student identification badge to those patient care areas. For a fee of $15.00 per badge, Hospital will provide Faculty with an identification badge to access patient care areas.

(k) Hospital shall provide student badges or other means of identification for Facility patient care areas, if the school does not provide it.

(l) Hospital shall provide Program Participants with computer access, if necessary

(m) Hospital is not responsible for lost or stolen items belonging to Students or Faculty. Hospital does not provide storage space for personal items belonging to Students or Faculty.

(n) Hospital shall provide qualified and competent staff members in adequate number for the instruction and supervision of students using the Facility.

3. MUTUAL **RESPONSIBILITIES.** The Parties shall cooperate to fulfill the following mutual responsibilities:

(a) Each Party will identify to the other Party a Clinical Program representative (each a "Program Representative") on or before the execution of this Agreement. School's Program Representative shall be a faculty member who will be responsible for Pa rticipating Student teaching and assessment provided pursuant to this Agreement. Each Party will maintain a Program Representative for the Term and will promptly appoint a re placement Program Representative if necessary to comply with this Agreement. Each Party will ensure that its Program Representative is reasonably available to the other Party's Program Representative.

(b} School will provide qualified and competent Degree Program faculty in adequate number for the instruction, assessment and supervision of Participating Students at the Facility.

(c) Both School and Hospital will work together to maintain a Clinical Program emphasis on high quality patient care. At the request of either Party, a meeting or teleconference will promptly be held between the Parties' respective Program Representatives to resolve any problems in the operation of the Clinical Program.

(d) School acknowledges and will inform Participating Students that Participating Students are trainees in the Clinical Program and have no expectation of receiving compensation or future employment from Hospital or School. Participating Students are not to replace Hospital staff and are not to render unsupervised patient care and/or services. Hospital and its staff will provide such supervision of the educational and clinical activities as is reasonable and appropriate to the circumstances and to the Participating Student's level of training.

(e) Any courtesy appointments to faculty or staff by either School or Hospital shall be without entitlement of the individual to compensation or benefits for the appointed party.

(f) Both School and Hospital will work together to create and maintain an appropriate learning environment for the Participating Students.

(g) The School, including its faculty, staff and residents, and the Hospital share responsibility for creating an appropriate learning environment that includes both formal learning activities and the attitudes, values, and informal "lessons" conveyed by individuals who interact with the Participating Student. The parties will cooperate to evaluate the learning environment (which may include on-site visits) to identify positive and negative influences on the maintenance of professional standards, and to conduct and develop appropriate strategies to enhance the positive and mitigate the negative influences.

4. **WITHDRAWAL** OF **PARTICIPATING** STUDENTS. Hospital may immediately remove a Participating Student from the Facility when in Hospital's discretion his or her clinical performance is unsatisfactory or his or her behavior is disruptive or detrimental to Hospital operations and/or Hospital's patients. In such event, School will immediately remove the Participating Student from the Clinical Program. It is understood that only School can dismiss the Participating Student from the Clinical Program. School may terminate a Participating Student's participating in the Clinical Program when it determines, in its sole discretion, that further participation by the student would no longer be appropriate.

5. **FEES.** All fees generated by or in connection with services provided by Program Participants to Hospital patients belong to Hospital. School on behalf of itself and each Program Participant hereby assigns to Hospital all right, title and interest (if any) in and to such fees. If School or any Program Participant receives any fees or other reimbursement for services provided by Program Participants to Hospital patients, School will and will cause Program Participants to immediately deliver and endorse over to Hospital all such amounts. School will and will cause Program Participants not to bill Hospital patients for services provided. School will and will cause Program Participants to take all actions and execute all documents reasonably requested by

Hospital in order for Hospital to collect fees and payments for health care services provided by Program Participants.

6. INDEPENDENT CONTRACTOR; NO OTHER BENEFICIARIES; EMPLOYMENT DISCLAIMER.

(a) The Parties hereby acknowledge that they are independent contractors, and neither School nor any of its agents, representatives, Program Participants, or employees shall be considered agents, representatives, or employees of Hospital. In no event shall this Agreement be construed as establishing a partnership *or* joint venture or similar relationship between the Parties. School shall be liable for its own debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits. No Program Participant shall look to Hospital for any salaries, insurance or other benefits. No Program Participant or other third person is entitled to, and shall not, receive any rights under this Agreement. Neither Party shall have the right or authority nor hold itself out to have the right or authority to bind the other Party and neither shall either Party be responsible for the acts *or* omissions of the other except as provided specifically to the contrary herein.

(b) Other than as set forth in section I(i), each Party acknowledges Participating Students will not be considered employees *or* agents of Hospital or School for any purpose. Participating Students will not be entitled to receive any compensation from Hospital or School or any benefits of employment from Hospital or School, including health care or workers' compensation benefits, vacation, sick time, or other direct or indirect benefit of employment.

(c) School acknowledges that Hospital has not and is not obligated to implement or maintain insurance coverage for the benefit or protection of School or Program Participants.

7. **NON-DISCRIMINATION.** There shall be no discrimination on the basis of race, national origin, religion, creed, sex, age, veteran status, or handicap in either the selection of Participating Students, or as to any aspect of the Clinical Program; provided, however, that with respect to handicap, the handicap must not be such as would, even with reasonable accommodation, in and of itself preclude the Program Participant's effective participation in the Clinical Program .

8. **INDEMNIFICATION.** To the extent permitted by applicable law and without waiving any defenses, School shall indemnify and hold harmless Hospital and Hospital's officers, directors, trustees, medical and nursing staff, representatives and employees from and against all third-party liabilities, claims, damages and expenses, including reasonable attorneys' fees, relating to or arising out of any act or omission of School or any of its Program Participants, agents, representatives or employees in connection with this Agreement, including, but not limited to, claims for personal injury, professional liability, or with respect to the failure to make proper payment of required taxes, withholding, employee benefits or statutory or other entitlements.

9. CONFIDENTIALITY. School will and will advise Program Participants to keep strictly confidential and hold in trust all non-public information of Hospital, including all patient information, and refrain from disclosing such confidential information to any third party without the express prior written consent of Hospital, provided that the minimum necessary confidential information may be disclosed pursuant to valid legal

process after Hospital is permitted an opportunity to minimize the potential harmful effects of such disclosure. School shall not disclose the terms of this Agreement to any person who is not a party to this Agreement, except as required by law or as authorized by Hospital. These confidentiality requirements survive the termination or expiration of the Agreement. In addition to the requirements set forth in this Section, Program Participants shall abide by the terms of Exhibit B.

10. TERM; TERMINATION.

(a) The term of this Agreement will commence on the Effective Date and will continue for three (3) years unless terminated as provided below {the "Term").

{b) Either Party may terminate this Agreement at any time without cause upon at least sixty (60) calendar days prior written notice to the other Party, provided that all Participating Students participating in the Program at the time of notice of termination or who are already scheduled to train at the Facility shall be given the opportunity to complete the then-current Program rotation or previously scheduled clinical assignment.

(c) The Parties may terminate this Agreement at any time by mutual written agreement.

(d) Hospital may immediately terminate this Agreement at any time upon notice to School in the event of a breach of Section 11 of this Agreement.

11. REPRESENTATIONS AND WARRANTIES.

(a) School hereby represents to Hospital as of the Effective Date and warrants to Hospital for the Term that:

(i) School and its Program Participants: (A) are not excluded, debarred, or otherwise ineligible to participate in the Federal health care programs as defined in 42 U.S.C. Section 1320a-7b(f) (the "Federal health care programs"); (B) are not convicted of a criminal offense related to the provision of health care items or services but has not yet been excluded, debarred or otherwise declared ineligible to participate in the Federal health care programs, and (C) are not under investigation or otherwise aware of any circumstances which may result in the School, or a Program Participant being excluded from participation in the Federal health care programs; and

(ii} in the aggregate, School and all of School's affiliates compensate all physician employees and physician contractors (if any) (A) in an amount that is consistent with fair market value for actual services provided, and (B) in a manner that does not vary with or take into account the volume or value of patient referrals to, or other business generated for, Hospital or any of Hospital's affiliates. Furthermore, all of School's and its affiliates' compensation arrangements with physician employees and physician contractors are memorialized in a signed written agreement or other satisfy an exception to the Stark Law physician referral prohibitions provided in 42 U.S.C. § 1395nn(a)(1).

(b) The representation and warranty set forth above is an ongoing representation and warranty for the Term of this Agreement. School will immediately notify Hospital in writing of any change in status of the representation and warranty set forth in this section.

12. **TRAVEL EXPENSES.** No expense of School or of a Program Participant will be paid or reimbursed by Hospital unless that expense is approved by Hospital in writing in advance and is incurred and documented in accordance with applicable Hospital travel and expense policies.

13. USE OF **NAME** OR LOGO. School will not, and will cause Program Participants not to use names, togas or marks associated with Hospital without the express written consent of Hospital in each case.

14. **ENTIRE AGREEMENT.** This Agreement and its Exhibits set forth the entire Agreement with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the Parties relating to such subject matter. This Agreement may not be amended or modified except by mutual written agreement of the Parties. All continuing covenants, duties and obligations herein shall survive the expiration or earlier termination of this Agreement.

15. **SEVERABILITV.** If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

16. **CAPTIONS.** The captions contained herein are used solely for convenience and shall not be deemed to define or limit the provisions of this Agreement.

17. **No WAIVER.** Delay or failure to exercise any right or remedy hereunder will not impair such right or remedy or be construed as a waiver thereof. Any single or partial exercise of any right or remedy will not preclude any other or further exercise thereof or the exercise of any other right or remedy.

18. **GOVERNING LAW.** This Agreement shall be governed and construed in accordance with the laws of the state in which Hospital is located. Venue for all disputes arising in connection with this Agreement will be in the federal or state courts with jurisdiction for the area where the Hospital is located.

19. **FORCE MAJEURE.** None of the parties shall be liable for nonperformance or defective or late performance of any of its obligations under this Agreement to the extent and for such periods of time as such nonperformance, defective performance or late performance is due to reasons outside such party's control, including acts of God, war (declared or undeclared), action of any governmental authority, riots, revolutions, fire, floods, explosions, sabotage, nuclear incidents, lightning, weather, earthquakes, storms, sinkholes, epidemics, or strikes (or similar nonperformance or defective performance or late performance of employees, suppliers or subcontractors).

20. **ASSIGNMENT; BINDING** EFFECT. School may not assign or transfer any of its rights, duties or obligations under this Agreement, in whole or in part, without the prior written consent of Hospital. This Agreement shall inure to the benefit of, and be binding upon, the Parties and their respective successors and permitted assigns.

21. **NOTICES.** All notices hereunder by either Party to the other shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by overnight courier, and shall be deemed to have been

duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows :

If to Hospital:	Wesley Medical Center 550 N. Hillside Wichita, KS 67204 **Attention: Chief Executive Officer**
Copy to:	HCA legal Department **Attention:** **Operations Counsel** One Park Plaza, Bldg. 1, 2-West Nashville, TN 37203
If to School:	Audria Denker, 3050 Terra Crossing Blvd., Louisville, KY 40245 **Attention: Nursing**

or to such other person or place as either Party may from time to time designate by written notice to the other Party.

22. **COUNTERPARTS.** This Agreement may be executed in multiple parts (by facsimile transmission or otherwise) and each counterpart shall be deemed an original, and all of which together shall constitute but one agreement. Electronic signatures will be considered originals.

23. **HIPAA REQUIREMENTS**. To the extent applicable to this Agreement, School agrees to comply with the Health Information Technology for Economic and Clinical Health Act of 2009 (the "HITECH ACT"}, the Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 USC§ 1320d through d-8 {"HIPAA") and any current and future regulations promulgated under either the HITECH Act or HIPAA including without limitation the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 (the "Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Parts 160, 162 and 164 (the "Federal Security Regulations") and the federal standards for electronic transactions, all as may be amended from time to time, and all collectively referred to herein as "HIPAA Requirements". School further agrees not to use or disclose any Protected Health Information (as defined in 45 C.F.R. § 164.501) or Individually Identifiable Health Information (as defined in 42 USC § 1320d), other than as permitted by HIPAA Requirements and the terms of this Agreement. School will and will cause Program Participants to enter into any further agreements as necessary to facilitate compliance with HIPAA Requirements.

24. **No REQUIREMENT TO REFER**. Nothing in this Agreement requires or obligates School to cause the admittance of a patient to Hospital or to use Hospital's services. None of the benefits granted pursuant to this Agreement are conditioned on any requirement or expectation that the Parties make referrals to, be in a position to make or influence referrals to, or otherwise generate business for the other Party. Neither Party is restricted from referring any services to, or otherwise generating any business for, any other entity of their choosing.

25. **NO PAYME NTS.** Except as provided in Section 5, no payments will be made between the Parties or to the Program Participants in connection with this Agreement.

26. **RECITALS.** The Recitals to this Agreement shall be an enforceable part of this Agreement, binding on the Parties as if fully set forth herein.

27. **EQUITABLE REME DIES.** School acknowledges that the injury which might be suffered by Hospital in the event of any breach by School or non-compliance by Program Participants with the terms and conditions of this Agreement would be of a nature which could not be fully compensated for solely by a recovery of monetary damages, and accordingly agrees that in the event of any such breach or threatened breach, in addition to and not in lieu of any damages sustained by Hospital and any other remedies which Hospital may pursue hereunder or under applicable law, Hospital shall have the right to equitable relief, including issuance of a temporary restraining order, preliminary injunction and/or permanent injunction by any court of competent jurisdiction, against the commission or continuation of such breach or threatened breach, without the necessity of proving any actual damages or the posting of any bond.

WHEREFORE, authorized representatives of each Party hereby execute this Agreement as of the Effective Date.
HCA call center

SCHOOL

By: Mary Duggan Sales

Title: College Director Healthcare Initiatives

Date: 6/22/2022

WESLEY MEDICAL CENTER

By: Nasrubeny

Title: CFO

Date: 7-5-22

EXHIBIT A

STATEMENT OF RESPONSIBILITY

For and in consideration of the benefit provided the undersigned in the form of experience in a clinical setting at **WESLEY MEDICAL CENTER d/b/a Wesley Medical Center** ("Hospital"}, the undersigned and his/her heirs, successors and/or assigns do hereby covenant and agree to assume all risks and be solely responsible for any injury or loss sustained by the undersigned while participating in the Program operated by:_____{"School") at Hospital unless such injury or toss arises solely out of Hospital's gross negligence or willful misconduct.

_____ _____

Signature of Program Participant/ Print Name Date

_____ _____

Parent or Legal Guardian Date
If Program Participant is under 18 / Print Name

EXHIBIT B

WORKFORCE MEMBER CONFIDENTIALITY AND SECURITY AGREEMENT

I understand that the HCA affiliated entity(ies} (the "Company") for which I am a Workforce Member (my "Engagement") manages health information and has legal and ethical responsibilities to safeguard the privacy of its patients and their personal and health information ("Patient Information"). "Workforce Member" means employees, employed licensed Independent Practitioners (LIPs) (e. g., employed/managed physicians), employed Advanced Practice Professionals (APPs), residents/fellows, students *(e.g.,* nursing, medical, and interns), faculty/instructors, contractors *(e.g.,* HealthTrust Workforce Solutions (HWS), travelers, network/per diem staff, or dependent healthcare professionals and/or contracted through another temporary staffing agency), and volunteers.

Additionally, the Company must protect its interest in, and the confidentiality of, any information it maintains or has access to, including, but not limited to, financial information, marketing information, Human Resource Information, (as defined below}, payroll, business plans, projections, sales figures, pricing information, budgets, credit card or other financial account numbers, customer and supplier identities and characteristics, sponsored research, processes, schematics, formulas, trade secrets, innovations, discoveries, data, dictionaries, models, organizational structure and operations information, strategies, forecasts, analyses, credentialing information, Social Security numbers, passwords, PINs, and encryption keys (collectively, with patients' information, "Confidential Information"). The Company must also protect Company Property
{such as inventions, software, trade secrets, and Developments (as defined below)).

During the course of my Engagement with the Company, I understand that I may access, use, or create Confidential Information. I agree that I will access and use Confidential Information only when it is necessary to perform my job-related duties and in accordance with the Company's policies and procedures, including, without limitation, its Privacy and Security Policies (available at http://hcahealthcare.com/ethics-comp liance/ and the Information Protection Page of the Company's intranet}. I further acknowledge that I must comply with such policies, procedures, and this Confidentiality and Security Agreement (the "Agreement") at all times as a condition of my Engagement and in order to obtain authorization for access to Confidential Information and/or Company systems. I acknowledge that the Company is relying on such compliance and the representations, terms and conditions stated herein.

General

1. I will act in the best interest of the Company and, to the extent subject to it, in accordance with its Code of Conduct at all times during my Engagement with the Company.
2. I have no expectation of privacy when using Company systems and/or devices. The Company may log, access, review, and otherwise utilize information stored on or passing through its systems, devices and network, including emaii.
3. Any violation of this Agreement may result in the loss of my access to Confidential Information and/or Company systems, or other disciplinary and/or legal action, including, without limitation, suspension, loss of privileges, and/or termination of my Engagement with the Company, at Company's sole discretion in accordance with its policies.

Patient Information

1. I will access and use Patient Information only for patients whose information ! need to perform my assigned job duties in accordance with the HIPAA Privacy and Security Rules {45 CFR Parts 160-164), applicable state and international laws (e.g., the European Union General Data Protection Regulation), and applicable Company policies and procedures, including, without limitation, its Privacy and Security Policies (available at http://hcahealthcare.com/ethics-compliance/ and the Information Protection Page of the Company's intranet).
2. I will only access, request and disclose the minimum amount of Patient Information needed to carry out my assigned job duties or as needed for treatment purposes.
3. By accessing or attempting to access Patient Information, I represent to the Company at the time of access that I have the requisite job-related need to know and to access the Patient Information.

Protecting Confidential Information

1. I acknowledge that the Company is the exclusive owner of all right, title and interest in and to Confidential Information, including any derivatives thereof.
2. *I* will not publish, disclose or discuss any Confidential Information (a) with others, including coworkers, peers, friends *or* family, who do not have a need to know it, or (b) by using communication methods I am not specifically authorized to use, including personal email, Internet sites, Internet biogs or social media sites.
3. I will not take any form of media or documentation containing Confidential Information from Company premises unless specifically authorized to do so as part of my job and in accordance with Company policies.
4. I will not transmit Confidential Information outside the Company network unless I am specifically authorized to do so as part of my job responsibilities. If I am authorized to transmit Confidential Information outside of the Company, I will ensure that the information is encrypted according to Company Information Security Standards and ensure that I have complied with the External Data Release policy and other applicable Company privacy policies.
5. I will not retain Confidential Information longer than required by the Company's Record Retention policy.
6. I will only reuse or destroy media in accordance with the Company's Information Security Standards.
7. I acknowledge that in the course of performing my job responsibilities I may have access to human

resource information which may include compensation, age, sex, race, religion, national origin, disability status, medical information, criminal history, personal identification numbers, addresses, telephone numbers, financial and education information (collectively, "Human Resource Information"). I understand that J am allowed to discuss any Human Resource Information about myself and other employees if they self-disclose their information. I can also discuss Human Resource Information that does not relate to my individual employment or my job responsibilities and that is not in violation of any other provision in this Agreement.

Using Mobile Devices, Portable Devices and Removable Media

1. I will not copy, transfer, photograph, or store Confidential Information on any mobile devices, portable devices or removable media, such as laptops, smart phones, tablets, CDs, thumb drives, external hard drives, unless specifically required and authorized to do so as part of my Engagement with the Company.
2. I understand that any mobile device (smart phone, tablet, or similar device) that synchronizes Company data (e.g., Company email) may contain Confidential Information and as a result, must be protected as required by Company Information Security Standards.

Doing My Part - Personal Security

1. I will only access or use systems or devices I am authorized to access, and will not demonstrate the operation or function of systems or devices to unauthorized individuals.
2. I will not attempt to bypass Company security controls.
3. I understand that I will be assigned a unique identifier *(i.e.,* 3-4 User ID) to track my access and use of Company systems and that the identifier is associated with my personal data provided as part of the initial and/or periodic credentialing and/or employment verification.
4. In connection with my Engagement, I will never:
    a. disclose or share user credentials *(e.g.,* password, Secur!D card, Tap n Go badge, etc.), PINs, access codes, badges, or door lock codes;
    b. use another individual's, or allow another individual to use my, user credentials (e.g., 3- 4 User ID and password, SecurlD card, Tap n Go badge, etc.) to access or use a Company computer system or device;
    c. allow a non-authorized individual to access a secured area *(e.g.,* hold the door open, share badge or door lock codes, and/or prop the door open);
    d. use tools or techniques to break, circumvent or exploit security measures;
    e. connect unauthorized systems or devices to the Company network; or
    f. use software that has not been licensed and approved by the Company.
5. I will practice good workstation security measures such as locking up media when not in use, using screen savers with passwords, positioning screens away from public view, and physically securing workstations while traveling and working remotely.
6. I will immediately notify my manager, Facility Information Security Official (FISO), Director of Information Security Assurance {DISA), Facility Privacy Official (FPO), Ethics and Compliance Officer (ECO), or Facility or Corporate Client Support Services (CSS) help desk or if involving the United Kingdom, the Data Protection Officer (DPO}, Information Governance Manager, Caldicott Guardian, Heads of Governance (HoG}, Division Chief Information Security Officer (CISO) if:

a. my user credentials have been seen, disclosed, lost, stolen, or otherwise compromised;
b. I suspect media with Confidential Information has been lost or stolen;
c. I suspect a virus or malware infection on any system;
d. I become aware of any activity that violates this Agreement or any Company privacy or security policies; or
e. I become aware of any other incident that could possibly have any adverse impact on Confidential Information or Company systems.

Upon Separation

1. I agree that my obligations under this Agreement will continue after termination or expiration of my access to Company systems and Company Information.
2. At the end of my Engagement with the Company for any reason, I will immediately:
   a. securely return to the Company any Confidential Information, Company related documents or records, and Company owned media (e.g., smart phones, tablets, CDs, thumb drives, external hard drives, etc.). I will not keep any copies of Confidential Information in any format, including electronic; and
   b. un-enroll any non-Company owned devices from the Company Enterprise Mobility Management System, if applicable.

Except to the Extent Otherwise Agreed in *a Separate Agreement, the Following Statements Apply to* All Workforce Members

1. I shall promptly disclose to the Company all Company Property that I develop during my Engagement. "Company Property" means any subject matter (including inventions, improvements, designs, original works of authorship, formulas, processes, compositions of matter, software, databases, confidential information and trade secrets), whether belonging to the Company or others, that, directly or indirectly: (i) I author, make, conceive, first reduce to practice, or otherwise create or develop, whether alone or with others using any Company equipment, supplies, facilities, or Confidential Information, or (ii) otherwise arises from work performed by me for the Company, its employees, or agents, (each of the foregoing, a "Development").
2. As between me and the Company, all Company Property is the property of the Company or its designee, and all copyright able Developments that I create within the scope of my employment are "works made for hire."
3. I agree to assign, and do hereby irrevocably assign, to the Company or its designee all of my right, title, and interest In and to any and all Developments, together with all intellectual property and other proprietary rights there in or arising therefrom, including any registrations or applications to register such rights and the right to sue for past, present, or future infringements or misappropriations thereof.
4. During and after my Engagement, I agree to execute any document and perform any act to effectuate, perfect, enforce, and defend the Company's rights in any Development. I hereby appoint the Company and its authorized agent(s) as my attorney in fact to execute such documents in my name for these purposes, which power of attorney shall be coupled with an interest and shall be irrevocable, if I fail to execute any such document within five (5) business days.
5. If there Is a conflict between a term in Sections 24 through 28 and a term separately agreed to in writing with the Company, the term set forth in the separate agreement will control.

By signing this document, I acknowledge that I have read and understand this Agreement, and I agree to be bound by and comply with all the representations, terms and conditions stated herein.

Signature:	Date:
Printed Name:	

3/ 4/10 :

EXHIBIT C

CONSENT TO AND RELEASE OF HEALTH INFORMATION

I,_____(Program Participant) hereby consent to the release of the documents listed below from my student file held by

_____("School") to Wesley Medical Center, d/b/a Wesley Medical Center ("Hospital") for the purposes of demonstrating my qualifications to participate in clinical rotations at the Hospital.

Drug Screen Test Results Health

Record Verification TB Screenings

Results

Signed:_____

Name: _____

Printed Date

EXHIBIT D

ATTESTATION OF SATISFACTORY BACKGROUND INVESTIGATION TO BE COMPLETED BY SCHOOL

On behalf of_____("School"), I acknowledge and attest to Wesley Medical Center d/b/a Wesley Medical Center ("Hospital") that we own, and have in our possession, a background investigation report on the individual identified below. Such background investigation is satisfactory in that it:

_____ verifies the Subject's Social Security Number;

_____ does not reveal any criminal activity;

_____ confirms the individual is not on either the GSA or OIG exclusion lists;

_____ confirms the individual is not on a State exclusion list, if any;

_____ confirms the individual is not listed as a violent sexual offender;

_____ confirms this individual is not on the U.S. Treasury Department's Office of Foreign Assets Control list of Specially Designation Nationals; and

_____ no other aspect of the investigation required by Hospital reveals information of concern

This attestation is provided in lieu of providing a copy of the background investigation. Identified

Individual Subject to the Background Investigation:

Name:_____

Address:_____ Date of

Birth:_____

Last 4 of Social Security Number:_____

_____

Signature of School Representative

_____

Printed Name of School Representative

_____

School Name

Date::_____

EXHIBIT E

HEALTH RECORD VERIFICATION

Print Information
Student Name_____
School_____
Graduation Date_____

To be verified and documented by a Physician or Registered Nurse.

1) **Measles, Mumps & Rubella** ☐ "positive" MMR titers documentation (all 3 titers)
(dates)_____

OR

☐ documentation of 2 MMR's
(1) age _____ (date)_____
(2) age _____ (date)_____

2) **Chicken Pox (Varicella)** ☐ "positive" Varicella titer documentation
(date)_____

OR

☐ documentation of two (2) immunizations
(1) age _____ (date) _____

3) **Hepatitis B** ☐ Documentation of 3 vaccinations
Date #1_____ Date #2_____ Date #3_____
☐ Signed declination / refusal of vaccinations statement attached

4) **Seasonal flu vaccination** Date given_____
(required between November 1st, and March 31st)

5) **Transmissible Infections**: Student states no known infection as of_____
(date)

Completed by _____MD / DO or RN
Agency _____ Date _____
Address _____
Phone _____

EXHIBIT F

TB SCREENING VERIFICATION

Print Information

Student Name_____

School_____

Graduation Date_____

To be verified and documented by a Physician or Registered Nurse.

Negative TB status as documented by one of the following:

A. Negative TB skin test within the last 12 months. Date of testing and results:
   Date:_____ Results:_____
B. Negative Quantiferon / T-spot within the last 12 months: Date of testing and results:
   Date:_____ Results:_____
C. Negative Chest X-Ray with the last 12 months: Date of testing and results:
   Date:_____ Results:_____

Completed by _____MD / DO or RN

Agency _____ Date _____

Address _____

Phone _____

EXHIBIT G

Tdap SCREENING VERIFICATION

Print Information

Student Name_____

School_____

Graduation Date_____

Tetanus Toxoid, Diptheria and Pertussis

- ☐ Documentation of **one** booster dose of **Tdap** vaccine within last 10 years.
  Date given: _____

Completed by _____ MD / DO or RN

Agency _____ Date _____

Address _____

Phone _____

SCHOOL AFFILIATION AGREEMENT

(For Virtual Observation and Review Only)

THIS SCHOOL AFFILIATION AGREEMENT (this "Agreement") is made as of September 29, 2020_ (the "Effective Date") by and between _ Galen College of Nursing_ ("School") and Outpatient Services Holdings, Inc. d/b/a National Contact Center Management Group, LLC and Outpatient Services Holdings, Inc. d/b/a National Transfer Center Management Services, LLC (together, known herein as "OSH." School and OSH may be referred to herein individually as a "Party" and collectively as the "Parties."

WIT N ES SETH:

WHEREAS, School enrolls students in an accredited degree program in the field of Nursing (the "Degree Program");

WHEREAS, OSH operates one call center where nurses assist patients of clinical-provider clients with questions and a separate call center where nurses **assist** client-providers to facilitate patient transfers or arrange tele-health alternatives (the "Facilities");

WHEREAS, School desires to provide to _[Number]__students per year enrolled in the Degree Program a virtual observation learning experience through listening to call center discussions led by licensed and experienced clinical providers, and an opportunity for students to select an appropriate triage protocol and review the clinical choices with licensed and experienced clinical providers; and

WHEREAS, OSH will make the Facilities virtually available to School for such virtual observation and review experience, subject to the terms and conditions of this Agreement.

Now, THEREFORE, in consideration of the mutual promises contained herein, the Parties hereby agree as follows:

I. **RESPONSIBILITIES OF OSH.**

(a) OSH agrees to provide to Students an access to an "Observation and Review Program," which shall be defined as that observation and review program of between eight and twelve hours total for each student which OSH organizes and makes available. Observation will include virtual attendance via WebEx meeting on phone calls as well as in-person observation of phone interaction while on site at a call center. Review will include the student's independent selection of triage protocol followed by review and discussion of the student's selection in post-conference with the OSH nurse. For purposes of this Agreement, "Students" shall mean those students who are enrolled in the School's Degree Program and who School has identified to OSH as participants in the Observation and Review Program.

(b) OSH shall at all times retain ultimate control of and responsibility for patient care and quality standards

(b) Upon the request of School, OSH shall provide School confirmation to the number of hours each Student observed through the Observation and Review Program. However, School shall at all times remain solely responsible for the evaluation and education of Students.

(c) Upon reasonable request, OSH will provide proof to School that OSH maintains liability insurance in an amount that is commercially reasonable.

(c) OSH will provide written notification to School if a claim arises involving a Student. Both OSH and School agree to share

such information in a manner that protects such disclosures from discovery to the extent possible under applicable federal and state peer review and joint defense laws.

2. Responsibilitiesof School

(a) Clinical **Program.** In exchange for the opportunity for its Students to participate in the Observation and Review Program, School will:

(i) ensure the academic preparation of students enrolled in the Degree Program, and will assign to the Clinical Program only those Students who have demonstrated the ability to successfully participate in the Observation and Review Program (each a "Participating Student");

(ii) identify to OSH each Student who will participate in the Observation and Review Program as soon as that information is reasonably available to School;

(iii) require Students to comply with applicable laws and OSH policies and procedures when participating in the Observation and Review Program;

(iv) require Students to treat OSH patients, staff and Observation and Review Program supervisors With courtesy and respect and do not disrupt Facility operations or the provision of health care services for OSH's patients;

(v) require Students to arrive to each call in which they participate early, and to arrive to on- site rotations at a call center before the scheduled arrival time in order to become appropriately situated; and

(vi) advise Students that they will not participate in calls through the Observation and Review Program in any way that involves direct communication with patients or clients of the call center; the Student's sole communication in the Observation and Review Program will be the supervisor in the call center, unless otherwise approved by OSH.

(b) **Compliance with Program Requirements.** School acknowledges that compliance by School and each Student with the terms and conditions of this Agreement and OSH policies and procedures is a condition precedent to Student access to any OSH center or attendance in calls. Non-compliance or partial compliance with any such requirement may result in an immediate denial of access or re-access to OSG, physically or virtually.

(c) **Dress Code.** School will cause Students who appear on site to conform to reasonable personal appearance standards imposed by OSH and wear ID badges as requested by OSH from time to time. School will cause Students to pay for their own meals at OSG. School acknowledges and will regularly inform Students that OSH is not responsible for personal items lost or stolen at OSG.

(d) **Student Statements.** School shall require each Student to sign a Statement of Virtual Clinical Experience Requirements and Expectations in Exhibit A, the Statement of Confidentiality and Security, in the form attached hereto as Exhibit B, and the Student Call Recording Disclosure attached hereto as Exhibit C prior to attending the Observation and Review Program.

(e) **Liability Insurance.** School shall obtain and maintain occurrence-type general and professional liability insurance coverage in amounts not less than one million dollars ($1,000, 000.00) per occurrence and three million dollars ($3,000,000.00) annual aggregate per Program Participant, with insurance carriers or self-insurance programs approved by OSH and covering the acts and omissions of Program Participants. If such coverage is provided on a claims-made basis, then such insurance shall continue throughout the Term and upon the termination or expiration of this Agreement, School shall purchase tail coverage for a period of three years after the termination or expiration of this Agreement (said tail

coverage shall be in amounts and type equivalent to the claims-made coverage). School will notify OSH at least thirty (30) calendar days in advance of any cancellation or modification of insurance coverage required hereunder and shall promptly provide to OSH, upon request, certificates of insurance evidencing the above coverage.

Notwithstanding the foregoing, if the School is a public entity entitled to governmental immunity protections under applicable state law, then the School shall provide occurrence- based liability coverage in accordance with any limitations associated with the applicable Taw; but the School shall provide such insurance with limits of **at** least $1,000,000 per occurrence and $3,000,000 annual aggregate in the event governmental immunity protections are determined by a court of competent jurisdiction to not apply. Nothing in this agreement is intended to be construed or interpreted as (1) denying either School or OSH any remedy or defense available to it under state laws; (2) the consent of the State where School is located or any of its agents and agencies to be sued; or (3) a waiver of sovereign immunity of the State or the School beyond any waiver explicitly stated in state statutes.

(f) **Performance.** School and all Students shall perform its and their duties and services hereunder in accordance with all relevant local, state, and federal laws and shall comply with the standards and guidelines of all applicable accrediting bodies and the bylaws, rules and regulations of OSH and any non-conflicting rules and regulations of School as may be in effect from time to time. Neither School nor any Program Participant shall interfere with or adversely affect the operation of OSH or the performance of services therein.

3. **MUTUAL RESPONSIBILITIES.** The Parties shall cooperate to fulfill the following mutual responsibilities:

(a) School acknowledges and will inform Students that Students are trainees in the Observation and Review Program and have no expectation of receiving compensation or future employment from OSH or School. Participating Students are not to replace OSH staff and are not to render patient care and/or services. Specifically, Students will listen to the discussion and guidance, but will not enter into discussion while a patient or other client is also connected to the conversation.

(b) School will advise each Student not to take written or otherwise saved notes to the conversations they observe.

4. **WITHDRAWAL OF STUDENTS.** OSH may immediately remove a Student from the Facility when in OSH's discretion his or her participation is unsatisfactory or his or her behavior is disruptive or detrimental to OSH operations and/or OSH's patients or providers. In such event, School will immediately remove the student from the Observation and Review Program. It is understood that only School can dismiss the Student from its Degree Program.

5. INDEPENDENT CONTRACTOR; No OTHER BENEFICIARIES; EMPLOYMENT DISCLAIMER.

(a) The Parties hereby acknowledge that they are independent contractors, and neither School nor any of its agents, representatives, Students, or employees shall be considered agents, representatives, or employees of OSH. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the Parties. School shall be liable for its own debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits. No Student shall look to OSH for any salaries, insurance, or other benefits. No Student or other third person is entitled to, and shall not, receive any rights under this Agreement. Neither Party shall have the right or authority nor hold itself out to have the right or authority to bind the other Party and neither shall either Party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.

(b) Each Party acknowledges Students will not be considered employees or agents of OSH or School for any

purpose. Students will not be entitled to receive any compensation from OSH or School or any benefits of employment from OSH or School, including health care or workers' compensation benefits, vacation, sick time, or other direct or indirect benefit of employment.

(c) School acknowledges that OSH has not and is not obligated to implement or maintain insurance coverage for the benefit or protection of School or Students.

7. **NON-DISCRIMINATION.** There shall be no discrimination on the basis of race, national origin, religion, creed, sex, age, veteran status, or handicap in either the selection of Students, or as to any aspect of the Observation and Review Program; provided, however, that with respect to handicap, the handicap must not be such as would, even with reasonable accommodation, in and of itself preclude the Student's effective participation in the Observation and Review Program.

8. **INDEMNIFICATION.** To the extent permitted by applicable law and without waiving any defenses, School shall indemnify and hold harmless OSH and OSH's officers, directors, trustees, medical and nursing staff, representatives and employees from and against all third-party liabilities, claims, damages and expenses, including reasonable attorneys' fees, relating to or arising out of any act or omission of School or any of its Students, agents, representatives or employees in connection with this Agreement, including, but not limited to, claims for personal injury, professional liability, or with respect to the failure to make proper payment of required taxes, withholding, employee benefits or statutory or other entitlements.

9. **CONFIDENTIALITY.** School will and will advise Students to keep strictly confidential and hold in trust all non-public information of OSH, including all patient information, and refrain from disclosing such confidential information to any third party without the express prior written consent of OSH, provided that the minimum necessary confidential information may be disclosed pursuant to valid legal process after OSH is permitted an opportunity to minimize the potential harmful effects of such disclosure. School shall not disclose the terms of this Agreement to any person who is not a party to this Agreement, except as required by law or as authorized by OSH. These confidentiality requirements survive the termination or expiration of the Agreement.

10. TERM; TERMINATION.

(a) The term of this Agreement will commence on the Effective Date and will continue for two (2) years unless terminated as provided below (the "Term").

(b) Either Party may terminate this Agreement at any time without cause upon at least thirty (30) calendar days prior written notice to the other Party.

(c) The Parties may terminate this Agreement at any time by mutual written agreement.

(d) OSH may immediately terminate this Agreement at any time upon notice to School in the event of a breach of Section 11 of this Agreement.

11. REPRESENTATIONS AND WARRANTIES.

(a) School hereby represents to OSH as of the Effective Date and warrants to OSH for the Term that:

(i) School and its Students: (A) are not excluded, debarred, or otherwise ineligible to participate in the Federal health care programs as defined in 42 U.S.C. Section 1320a- 7b(f) (the "Federal health care programs"); (B) are not convicted of a criminal offense related to the provision of health care items or services but has not yet been excluded, debarred or otherwise declared ineligible to participate in the Federal health care programs, and (C) are not under investigation or otherwise aware of any circumstances which may result in the School, or a Program Participant being excluded from participation in the Federal health care programs; and

(ii) in the aggregate, School and all of School's affiliates compensate all physician employees and physician contractors (if any) (A) in an amount that is consistent with fair market value for actual services provided, and (B) in a manner that does not vary with or take into account the volume or value of patient referrals to, or other business generated for, OSH or any of OSH's affiliates. Furthermore, all of School's and its affiliates' compensation arrangements with physician employees and physician contractors are memorialized in a signed written agreement or other satisfy an exception to the Stark Law physician referral prohibitions provided in 42 U.S.C. § 1395nn(a)(1).

(b) The representation and warranty set forth above is an ongoing representation and warranty for the Term of this Agreement. School will immediately notify OSH in writing of any change in status of the representation and warranty set forth in this section.

12. **TRAVEL EXPENSES**. No expense of School or of a Student will be paid or reimbursed by OSH.

13. **USE OF NAME OR LOGO.** School will not, and will cause Students not to use names, logos or marks associated with OSH without the express written consent of OSH in each case.

14. **ENTIRE AGREEMENT.** This Agreement and its Exhibits set forth the entire Agreement with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the Parties relating to such subject matter. This Agreement may not be amended or modified except by mutual written agreement of the Parties. All continuing covenants, duties and obligations herein shall survive the expiration or earlier termination of this Agreement.

15. **SEVERABIUTY.** If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

16. **CAPTIONS.** The captions contained herein are used solely for convenience and shall not be deemed to define or limit the provisions of this Agreement.

17. **No WAIVER.** Delay or failure to exercise any right or remedy hereunder will not impair such right or remedy or be construed as a waiver thereof. Any single or partial exercise of any right or remedy will not preclude any other or further exercise thereof or the exercise of any other right or remedy.

18. **GOVERNING LAW.** This Agreement shall be governed and construed in accordance with the laws of the state in which OSH is located. Venue for all disputes arising in connection with this Agreement will be in the federal or state courts with jurisdiction for the area where the OSH is located.

19. **Ass1GNMENT; B1No1NG** EFFECT. School may not assign or transfer any of its rights, duties or obligations under this Agreement, in whole or in part, without the prior written consent of OSH. This Agreement shall inure to the benefit of, and be binding upon, the Parties and their respective successors and permitted assigns.

20. NOTICES. All notices hereunder by either Party to the other shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by overnight courier, and shall be deemed to have been duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows:

If to OSH:
Tanya Simpson
One Park Plaza, Bldg. 2, 1-West
Nashville, TN 37203
Attention: VP, NCCM

Copy to:
HCA Legal Department
Attention: Operations Counsel
One Park Plaza, Bldg. 1, 2-West
Nashville, TN 37203

If to School:

Attention: Associate Dean of Student Affairs or to such other person or place as either Party may from time to time designate by written notice to the other Party.

21. **COUNTERPARTS**. This Agreement may be executed in multiple parts (by facsimile transmission or otherwise) and each counterpart shall be deemed an original, and all of which together shall constitute but one agreement. Electronic signatures will be considered originals.

22. HIPAA REQUIREMENTS. To the extent applicable to this Agreement, School agrees to comply with the Health Information Technology for Economic and Clinical Health Act of 2009 (the "HITECH ACT"), the Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 USC§ 1320d through d-8 ("HIPAA") and any current and future regulations promulgated under either the HITECH Act or HIPAA including without limitation the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 (the "Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Parts 160, 162 and 164 (the "Federal Security Regulations") and the federal standards for electronic transactions, all as may be amended from time to time, and all collectively referred to herein as "HIPAA Requirements". School further agrees not to use or disclose any Protected Health Information (as defined in 45 C.F.R. § 164.501) or Individually Identifiable Health Information (as defined in 42 USC § 1320d), other than as permitted by HIPAA Requirements and the terms of this Agreement. School will and will cause Students to enter into any further agreements as necessary to facilitate compliance with HIPAA Requirements.

23. **NO REQUIREMENT TO REFER.** Nothing in this Agreement requires or obligates School to cause the admittance of a patient to OSH or to use OSH's services. None of the benefits granted pursuant to this Agreement are conditioned on any requirement or expectation that the Parties make referrals to, be in a position to make or influence referrals to, or otherwise generate business for the other Party. Neither Party is restricted from referring any services to, or otherwise generating any business for, any other entity of their choosing.

24. **NO PAYMENTS.** Except as provided in Section 5, no payments will be made between the Parties or to the Students in connection with this Agreement.

25. **RECRTALS**. The Recitals to this Agreement shall be an enforceable part of this Agreement, binding on the Parties as if fully set forth herein.

WHEREFORE, authorized representatives of each Party hereby execute this Agreement as of the Effective Date.

Title: College Director Healthcare Initiatives

Date: 9/29/2020

Outpatient Services Holdings, Inc. d/b/a National Contact Center Management Group, LLC

By: Tonya Simpson

Title: Vice President - NCCM

Date: 9/29/2020

Outpatient Services Holdings, Inc. d/b/a National Transfer Center Management Services, LLC

By:_____

Title:_____

Date:_____

EXIDBIT A

Virtual Clinical Experience Requirements and Expectations:

- Must be able to work independently with required documentation tools after completing the student orientation
- Proficient with knowledge and task management re: computer and software function; able to troubleshoot technological challenges
- Participates in call debrief and actively engages in discussions

Requirements:

- Must have access to high speed internet connection.
- Home learning environment separate, secured room with a door that can be locked, away from distractions
    - Headphones to protect audio of calls
    - Must be current and compliant with IIIPAA training
    - Work environment meets ergonomic requirements
    - No screen capture or audio recording of documentation, calls or any PHI during clinical experience.
    - Complies with confidentiality of webex passwords will not be shared.
- Able to access clinical Decision Support Tools (DSTs), documentation tool, and assessment templates as well as communication and feedback mechanisms.
- Able to use webex chat as a primary source of communication during clinical experience.

Expectations:

templates as well as communication and feedback mechanisms.

- Able to use webex chat as a primary source of communication during clinical experience. Expectations:
- Adherence to quality, confidentiality to best serve callers and optimal learning experience.
- Must have access and be able to utilize (DSTs), documentation tool, and assessment templates.
- Student nurse will be focused on learning experience and will not participate in any non-school related activities while working (e.g. babysitting, eldercare sitting)
- In the event of technical issues (if interferes with your ability to learn, the student nurse will follow
- the process below:
    - Ask if the instructor is experiencing the same problem(s).
    - Notify direct clinical instructor **any** of the following circumstances occur...
        - If outages of internet, telephone, and/or computer issues impact ability to learn
        - For ANY communications during the calls, a webex chat to the NCCM nurse and clinical instructor will be encouraged. All student audio will be muted during calls bythe NCCM nurse or optimallearning experience

By signing below, the student and the clinical instructor agree that all criteria within this document are met and the student agrees to maintain compliance.
Note: If the student does not adhere to the requirements and/or expectations outlined in this document, there may be a loss of virtual clinical experience.

Student Nurse (print name):_ _ _ _ _ _ _ Student Nurse (signature):_ _ _ _ _ _ _ _

Clinical Instructor (name & title):_ _ _ _ _ _ _ _ _ _ _ _ _ _ Date: _____

Exhibit B

Workforce Member Confidentiality and Security Agreement

I understand that the HCA affiliated entity(ies) (the "Company") for which I am a Workforce Member (my "Engagement") manages health information and has legal and ethical responsibilities to safeguard the privacy of its patients and their personal and health information ("Patient Information"). "Workforce Member" means employees, employed Licensed Independent Practitioners (LIPs) (e.g., employed/managed physicians), employed Advanced Practice Professionals (APPs), residents/fellows, students (e.g., nursing, medical, and interns), faculty/instructors, contractors *(e.g.,* HealthTrust Workforce Solutions (HWS), travelers, network/per diem staff, or dependent healthcare professionals and/or contracted through another temporary staffing agency), and volunteers.

Additionally, the Company must protect its interest in, and the confidentiality of, any information it maintains or has access to, including, but not limited to, financial information, marketing information, Human Resource Information, (as defined below), payroll, business plans, projections, sales figures, pricing information, budgets, credit card or other financial account numbers, customer and supplier identities and characteristics, sponsored research, processes, schematics, formulas, trade secrets, innovations, discoveries, data, dictionaries, models, organizational structure and operations information, strategies, forecasts, analyses, credentialing information, Social Security numbers, passwords, PINs, and encryption keys (collectively, with patients' information, "Confidential Information"). The Company must also protect Company Property (such as inventions, software, trade secrets, and Developments (as defined below)).

During the course of my Engagement with the Company, I understand that I may access, use, or create Confidential Information. I agree that I will access and use Confidential Information only when it is necessary to perform my job-related duties and in accordance with the Company's policies and procedures, including, without limitation, its Privacy and Security Policies (available at http://hcahealthcare.com/ethics-compliance/ and the Information Protection Page of the Company's intranet). I further acknowledge that I must comply with such policies, procedures, and this Confidentiality and Security Agreement (the "Agreement") at all times as a condition of my Engagement and in order to obtain authorization for access to Confidential Information and/or Company systems. I acknowledge that the Company is relying on such compliance and the representations, terms and conditions stated herein.

General

1. I will act in the best interest of the Company and, to the extent subject to it, in accordance with its Code of Conduct at all times during my Engagement with the Company.

2. I have no expectation of privacy when using Company systems and/or devices. The Company may log, access, review, and otherwise utilize information stored on or passing through its systems, devices and network, including email.

3. Any violation of this Agreement may result in the loss of my access to Confidential Information and/or Company systems, or other disciplinary and/or legal action, including, without limitation, suspension, loss of privileges, and/or termination of my Engagement with the Company, at Company's sole discretion in accordance **with** its policies.

Patient Information

1. I will access and use Patient Information only for patients whose information I need to perform my assigned job duties in accordance with the HIPAA Privacy and Security Rules (45 CFR Parts 160-- 164), applicable state and international laws (e.g., the European Union General Data Protection Regulation), and

applicable Company policies and procedures, including, without limitation, its Privacy and Security Policies (available at http://hcahealthcare.com/ethics-compli ance/ and the Information Protection Page of the Company's intranet).

2. I will only access, request and disclose the minimum amount of Patient Information needed to carry out my assigned job duties or as needed for treatment purposes.
3. By accessing or attempting to access Patient Information, I represent to the Company at the time of access that I have the requisite job-related need to know and to access the Patient Information.

Protecting Confidential Information

1. I acknowledge that the Company is the exclusive owner of all right, title and interest in and to Confidential Information, including any derivatives thereof
2. I will not publish, disclose or discuss any Confidential Information (a) with others, including coworkers, peers, friends or family, who do not have a need to know it, or (b) by using communication methods I am not specifically authorized to use, including personal email, Internet sites, Internet biogs or social media sites.
3. I will not take any form of media or documentation containing Confidential Information from Company premises unless specifically authorized to do so as part of my job and in accordance with Company policies.
4. I will not transmit Confidential Information outside the Company network unless I am specifically authorized to do so as part of my job responsibilities. If I am authorized to transmit Confidential Information outside of the Company, I will ensure that the information is encrypted according to Company Information Security Standards and ensure that I have complied with the External Data Release policy and other applicable Company privacy policies.
5. I will not retain Confidential Information longer than required by the Company's Record Retention policy.
6. I will only reuse or destroy media in accordance with the Company's Information Security Standards.
7. I acknowledge that in the course of performing my job responsibilities I may have access to human resource information which may include compensation, age, sex, race, religion, national origin, disability status, medical information, criminal history, personal identification numbers, addresses, telephone numbers, financial and education information (collectively, "Human Resource Information"). I understand that I am allowed to discuss any Human Resource Information about myself and other employees if they self-disclose their information. I can also discuss Human Resource Information that does not relate to my individual employment or my job responsibilities and that is not in violation of any other provision in this Agreement.

Using Mobile Devices, Portable Devices and Removable Media

1. I will not copy, transfer, photograph, or store Confidential Information on any mobile devices, portable devices or removable media, such as laptops, smart phones, tablets, CDs, thumb drives, external hard drives, unless specifically required and authorized to do so as part of my Engagement with the Company.
2. I understand that any mobile device (smart phone, tablet, or similar device) that synchronizes Company data *(e.g.,* Company email) may contain Confidential Information and as a result, must be protected as required by Company Information Security Standards.

Doing My Part - Personal Security

1. I will only access or use systems or devices I am authorized to access, and will not demonstrate the operation or function of systems or devices to unauthorized individuals.
2. I will not attempt to bypass Company security controls.
3. I understand that I will be assigned a unique identifier *(i.e.,* 3-4 User ID) to track my access and use of Company systems and that the identifier is associated with my personal data provided as part of the initial and/or periodic credentialing and/or employment verification.
4. In connection with my Engagement, I will never:
    a. disclose or share user credentials *(e.g.,* password, SecurID card, Tap n Go badge, etc.), PINs, access codes, badges, or door lock codes;
    b. use another individual's, or allow another individual to use my, user credentials *(e.g.,* 3-4 User ID and password, SecurID card, Tap n Go badge, etc.) to access or use a Company computer system or device;
    c. allow a non-authorized individual to access a secured area *(e.g.,* hold the door open, share badge or door lock codes, and/or prop the door open);
    d. use tools or techniques to break, circumvent or exploit security measures;
    e. connect unauthorized systems or devices to the Company network; or
    f. use software that has not been licensed and approved by the Company.
5. I will practice good workstation security measures such as locking up media when not in use, using screen savers with passwords, positioning screens away from public view, and physically securing workstations while traveling and working remotely.
6. I will immediately notify my manager, Facility Information Security Official (FISO), Director of Information Security Assurance (DISA), Facility Privacy Official (FPO), Ethics and Compliance Officer (ECO), or Facility or Corporate Client Support Services (CSS) help desk or if involving the United Kingdom, the Data Protection Officer (DPO), Information Governance Manager, Caldicott Guardian, Heads of Governance (HoG), Division Chief information Security Officer (CISO) if:
    a. my user credentials have been seen, disclosed, lost, stolen, or otherwise compromised;
    b. I suspect media with Confidential Information has been lost or stolen;
    c. I suspect a virus or malware infection on any system;
    d. I become aware of any activity that violates this Agreement or any Company privacy or security policies; or
    e. I become aware of any other incident that could possibly have any adverse impact on Confidential Information or Company systems.

Upon Separation

1. I agree that my obligations under this Agreement will continue after termination or expiration of my access to Company systems and Company Information.
2. At the end of my Engagement with the Company for any reason, I will immediately:
    a. securely return to the Company any Confidential Information, Company related documents or records, and Company owned media *(e.g.,* smart phones, tablets, CDs, thumb drives, external hard drives, etc.). I will not keep any copies of Confidential Information in any format, including electronic; and
    b. un-enroll any non-Company owned devices from the Company Enterprise Mobility Management System, if applicable.

Except to the Extent Otherwise Agreed in a Separate Agreement, the Following Statements Apply to All Workforce Members

1. I shall promptly disclose to the Company all Company Property that I develop during my Engagement. "Company Property" means any subject matter (including inventions, improvements, designs, original works of authorship, formulas, processes, compositions of matter, software, databases, confidential information and trade secrets), whether belonging to the Company or others, that, directly or indirectly: (i) I author, make, conceive, first reduce to practice, or otherwise create or develop, whether alone or with others using any Company equipment, supplies, facilities, or Confidential Information, or (ii) otherwise arises from work performed by me for the Company, its employees, or agents, (each of the foregoing, a "Development").
2. As between me and the Company, all Company Property is the property of the Company or its designee, and all copyrightable Developments that I create within the scope of my employment are "works made for hire."
3. I agree to assign, and do hereby irrevocably assign, to the Company or its designee all of my right, title, and interest in and to any and all Developments, together with all intellectual property and other proprietary rights therein or arising therefrom, including any registrations or applications to register such rights and the right to sue for past, present, or future infringements or misappropriations thereof.
4. During and after my Engagement, I agree to execute any document and perform any act to effectuate, perfect, enforce, and defend the Company's rights in any Development. I hereby appoint the Company and its authorized agent(s) as my attorney in fact to execute such documents in my name for these purposes, which power of attorney shall be coupled with an interest and shall be irrevocable, if I fail to execute any such document within five (5) business days.
5. If there is a conflict between a term in Sections 24 through 28 and a term separately agreed to in writing with the Company, the term set forth in the separate agreement will control.

Signature:	Date:
Printed Name:	3/4 ID:

By signing this document, I acknowledge that I have read and understand this Agreement, and I agree to be bound by and comply with all the representations, terms and conditions stated herein.

EXHIBIT C

Call Recording Disclosure

HCA ⊳ Healthcare

All inbound/outbound calls at any HCA computer workstation property of the call center are and will be recorded. Students may use their cell phones on scheduled breaks or lunch breaks.

I,_____have been advised that all inbound/outbound calls at any computer work stations within the Call Center work area will be recorded. All calls are for quality and education purposes only.

Student Signature _____

Date _____

1/2018

8/10/2022

Mary, thank you for your time today. KVC Hospitals Wichita is very excited to partner with Galen College of Nursing. I am sending this email to notify you that the clinical agreement you provided is under review by our legal department. I have asked for the review to be expedited and will keep you updated on this. Please accept this email as a verbal commitment for what it is worth, to accepting your nursing students at our site pending our legal departments review.

Thank you,

TAYLOR ZIEGLER, DNP, APRN, FNP-C (She/Her)

Senior Director of Nursing
KVC HOSPITALS
Children's Psychiatric Treatment
1211 N 8th St., Kansas City, KS 66101
o: 913-890-7400 | m: 785-656-2013

www.kvchospitals.org
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RECEIVED
OCT 14 2022
KSBN EDUCATION

Kansas State Board of Nursing
Landon State Office Building
900 SW Jackson Street
10th Floor, Suite 1051
Topeka, Kansas 66612-1230
August 17th, 2022

Subject: Letter of Intent

Camber Children's Mental Health is requesting approval to implement a Licensed Mental Health Technician program. We are committed to providing a quality program and curriculum for the future LMHT's that we may serve. We believe that this program will allow for career growth and advancement for the students and will positively impact staffing needs in behavioral health services.

Our goal is to begin the program once approved by the Kansas State Board of Nursing in June-July 2023. If approved, Taylor Ziegler would serve as the nurse administrator with Sara Schlagel as the second faculty member. Their resumes are attached to the application.

Thank you for your consideration,

X Taylor Ziegler

Taylor Ziegler DNP, APRN, FNP-C
Senior Director of Nursing

X Sara Schlagel

Sara Schlagel, LSCSW, LCSW
Vice President of Behavioral Health Services

THE KANSAS DEPARTMENT FOR AGING AND DISABILITY SERVICES

Certifies that:

KVC Hospitals, Inc.

KVC Prairie Ridge Psychiatric Hospital

is awarded a

Private Psychiatric Hospital License

MEETS KANSAS DEPARTMENT FOR AGING AND DISABILITY SERVICES' STANDARDS FOR PROVIDING COMPREHENSIVE INPATIENT MENTAL HEALTH SERVICES FOR PERSONS WITH MENTAL ILLNESSES UNDER THE PROVISIONS OF K.S.A. 75-3307B AND REGULATIONS PROMULGATED THEREUNDER

Capacity:48

Effective date of: December 1, 2020
Expiration date of: December 31, 2022

Laura Howard

Secretary
Kansas Department for Aging and Disability Services

KVC Hospitals, Inc.

Kansas City, KS

has been Accredited by

The Joint Commission

Which has surveyed this organization and found it to meet the requirements for the

Behavioral Health Care Accreditation Program

November 21, 2019

Accreditation is customarily valid for up to 36 months.

David H. Perrott

David Perrott, MD, DDS, MBA, FACS
Chair, Board of Commissioners

ID #1937
Print/Reprint Date: 01/30/2020

Mark R. Chassin, MD, FACP, MPP, MPH
President

The Joint Commission is an independent, not-for-profit national body that oversees the safety and quality of health care and other services provided in accredited organizations. Information about accredited organizations may be provided directly to The Joint Commission at 1-800-994-6610. Information regarding accreditation and the accreditation performance of individual organizations can be obtained through The Joint Commission's web site at www.jointcommission.org.

KVC Hospitals, Inc.

Kansas City, KS

has been Accredited by

The Joint Commission

Which has surveyed this organization and found it to meet the requirements for the

Hospital Accreditation Program

November 23, 2019

Accreditation is customarily valid for up to 36 months.

David H. Perrott

David Perrott, MD, DDS, MBA, FACS
Chair, Board of Commissioners

ID #1937
Print/Reprint Date: 01/30/2020

Mark R. Chassin, MD, FACP, MPP, MPH
President

The Joint Commission is an independent, not-for-profit national body that oversees the safety and quality of health care and other services provided in accredited organizations. Information about accredited organizations may be provided directly to The Joint Commission at 1-800-994-6610. Information regarding accreditation and the accreditation performance of individual organizations can be obtained through The Joint Commission's web site at www.jointcommission.org.

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LMHT Program Curriculum

Level I (Trainees)

Technical Skills 1:	30 Clock Hours	40 Clinical
Understanding Mental Illness:	20 Clock Hours	0 Clinical
Psychiatric Intervention 1:	10 Clock Hours	16 Clinical
Total Hours:	**60 Clock Hours**	**56 Clinical**

Level II (MHT-1)

Technical Skills 2:	30 Clock Hours	60 Clinical
Mental Health Concepts:	36 Clock Hours	0 Clinical
Psychiatric Intervention 2:	45 Clock Hours	80 Clinical
Human Growth and Development:	45 Clock Hours	0 Clinical
Total Hours:	**156 Clock Hours**	**140 Clinical**

Level III (MHT-2)

Human Body in Health and Illness:	60 Clock Hours	0 Clinical
Pharmacology & Drug Administration:	80 Clock Hours	140 Clinical
Psychiatric Intervention III:	9 Clock Hours	32 Clinical
Behavioral Science:	45 Clock Hours	0 Clinical
Technical Health Skills III:	40 Clock Hours	80 Clinical
Total Hours:	**234 Clock Hours**	**254 Clinical**

Total Clock Hours: 450 Hours

Total Clinical Hours: 450 Hours

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Licensed Mental Health Technician Program Curriculum & Course Descriptions

LEVEL I (MHT trainee)

Technical Health Skills I - Introduction to Nursing: This course serves as an introduction to nursing skills with emphasis on basic concepts of health maintenance and promotion. It provides skill development in utilizing comfort and protection measures such as bed making, personal hygiene, ADL's, infection prevention, and vital signs. Basic principles of nutrition, hydration, and elimination are emphasized. The role in emergency procedures such as fire and disaster, CPR and First Aid are covered. Supervised practicum assists the learner in acquiring and integrating the basic health concepts.

Understanding Mental Illness: This course is an introduction to the concepts of mental health and mental illness. Focus will be on the causes, symptoms, and treatment of mental illness. An overview of diagnostic criteria of the major mental illnesses will be presented. The role of resilience in the prevention of and recovery from mental illness will be explored as well as individual stress response. Basic observation skills, communication skills, and reporting responsibilities for the mental health technician will be explored.

Psychiatric Intervention I: This course introduces the learner to the basic concepts of psych/mental health and the learner's role in working with clients in the mental health setting. Principles of basic communication and coping skills are emphasized. Emphasis on safety measures in working with clients in the mental health setting is stressed as are interventions to help the learner in his/her role are included.

Practicum: Supervised clinical instruction in applying the concepts learned in the courses outlined above. The practicum includes rotation to various treatment programs during this level.

LEVEL II (MHT I)

Technical Health Skills II: This course serves to provide the technical nursing skills essential for the role of the MHT. Infection prevention, safety, and special needs are discussed. Documentation of interventions and LMHT's role and scope in documentation is emphasized.

Mental Health Concepts: This course will review the principles and concepts of mental health, psychopathology, and treatment modalities related to the care of patients. Emphasis will be on the individual as a social being and principles of basic communication, therapeutic interaction, and group process. Rights of the hospitalized patient will be explored as well as the process of admission, inpatient treatment, and discharge. Ethical standards and decision-making skills for the mental health technician will be discussed.

Psychiatric Intervention II: Emphasizes the exploration of deviations of mental and social health, correlations of signs and symptoms of clinical syndromes, integration of mental health disorders with therapeutic nursing principles, treatment, and rehabilitation interventions. Focus is also placed on perfecting therapeutic communication skills.

Human Growth & Development: This course is designed to provide an overview of life span development from infancy through old age. Childhood, adolescent, and adult development will be explored through this study of major theories. Emphasis will be placed on the psychological, biological, and sociological development of the individual. Factors influencing changes that occur during each life stage will be presented. The role of the family as it is related to health and wellness and its role in growth and development will also be explored.

Practicum: Supervised clinical instruction of previously acquired skills and focused on further building of technical skills. Emphasis placed on the role in working with individuals who are diagnosed with psychiatric disorders. Also focus on his/her role in the management/care of individuals who happen to be developmentally delayed. The practicum includes rotation through each hospital program and community-based experience.

LEVEL III (MHT II)

Technical Health Skills III: This course continues to build on the previously acquired skills learned with emphasis on learning new skills essential for the advanced role. Emphasis is placed on learning the standards for this role.

Human Body in Health & Illness: This course presents knowledge of normal body structures, their basic functions and the interrelationships between the body systems during health and illness. This course explores the deviations of physical health and correlates signs and symptoms of illness with specific treatment and nursing interventions.

Pharmacology & Drug Administration: Pharmacology and drug administration focuses on the basic concepts of drug administration and the pharmacological effects of drugs. Action, use, dosage ranges, routes of administration, side effects, contraindications and nursing implications are emphasized. Skills necessary for safe and accurate drug administration are taught. The administration of medication via the oral, inhalation, topical, and nasal instillation roles are taught. In addition, the administration of medications via eye and ear instillation are learned. Principles and skills in intramuscular, subcutaneous, and intradermal injections will be learned. Specific pharmacological agents will be correlated with conditions discussed in the courses Human Body in Health and Illness and Psychiatric Intervention I and II.

Psychiatric Intervention III: This course emphasizes the continued exploration and development of skills taught in Psychiatric Intervention I and II. Emphasis is placed on the learner's ability to recognize, intervene, and report the person's response to medication (i.e. effectiveness, side effects, etc.) Providing basic medication education is stressed.

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Behavioral Science: This course emphasizes the role of social, economic, and cultural factors in the development of mental illness. Focus on group and family dynamics and their relationship to mental illness and their role in treatment and rehabilitation is discussed. The effects of serious and persistent mental illness on daily functioning, interpersonal relationships, and quality of life will be addressed. Coping skills, therapeutic modalities, and special reporting is also covered in this course.

Practicum: Supervised clinical instruction of previously acquired technical skills demonstrating knowledge and performance of simple nursing principles, safe drug administration and displaying an understanding of the complexity of his/her physical illness, their treatment and rehabilitation. The role of the learner in providing education is stressed. The practicum includes rotation through each hospital program and community-based experiences in preventive and acute care settings.

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Level I (Trainee)

Purpose: Courses for individuals who are currently a Certified Nursing Aide (CNA), Behavioral Health Technician (BHT) or who are currently a Mental Health Technician Trainee (MHTTr) to enable them to pursue entrance into Level II of the Mental Health Technician Program at Camber Children's Mental Health.

Applicant Requirements: Currently certified as a CNA or a current BHT at Camber. Must pass a background check/urine drug screen, have a valid driver's license, high school diploma or GED, and are current in immunizations, CPR and First Aid. The applicant is required to maintain the applicant requirements throughout the course.

Course Description: This curriculum will provide classes to develop their understanding of mental illness and basic concepts of psychiatric/mental health & intervention skills. The course will emphasize their role and responsibilities. Emphasis is placed on safety, communication, infection prevention, and the promotion of health maintenance.

Course Objectives: At the completion of this course the student will:

1. Demonstrate competency in technical skills as taught.

2. Utilize basic, helping communication skills.

3. Identify the scope of their role and responsibilities as a member of the health care team.

4. Incorporate safety and infection control standards into their work in mental health.

5. Identify the psychiatric disorders and basic signs and symptoms.

6. Discuss and utilize interventions that promote safety and well-being.

7. Identify the importance of reporting observations to supervisor and co-workers.

8. Demonstrate responsibility for self in following policies and procedures.

9. Recognize the importance of confidentiality.

Course Outline:

1. Introduction to the MHT role and responsibilities

2. Review of technical skills I criteria

3. Critical skills demonstration and competency skill checks.

4. Understanding Mental Illness.

5. Psychiatric Intervention I.

6. Practicum

Resources: Classroom, library, various handouts & videos, clinical learning lab, supervised clinical practicum, computer learning lab, and availability of instructor (s).

Required texts:

Rosdahl, C. B. (2022). *Rosdahl's textbook of basic nursing* (12th ed.). Wolters Kluwer.

Boyd, M. A., & Luebbert, R. (2022). *Psychiatric nursing: Contemporary practice* (7th ed.). Wolters Kluwer.

Perry, A. G., Potter, P. A., Ostendorf, W., & Laplante, N. (2022). *Clinical Nursing Skills & Techniques* (10th ed.). Elsevier.

Evaluation: Pre-test examination, examinations, quizzes, competency of skill evaluation in learning lab and on site in clinical practicum.

Theory: Examination will be graded per the grade scale. A minimum of "C" average will be expected for passing in each area taught.

Clinical Lab: Check off sheets will be designed for use by the instructor to evaluate the student's competency in each area as required. These will be graded pass/fail.

Clinical Practicum: The student is evaluated for competency by the supervising instructor during rotation to various hospital clinical sites. Pass/fail with a satisfactory evaluation.

Tuition and Fees: Tuition and/or fees may apply if student is not currently employed by Camber.

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Level II (MHT I)

Purpose: Courses for individuals who have successfully passed Level I training and coursework to enable them to pursue entrance into Level III of the Mental Health Technician Program at Camber Children's Mental Health.

Applicant Requirements: Currently working as a CNA or BHT at Camber and has successfully completed Level I coursework with passing grade. Current in CPR, First Aid, Therapeutic modalities, and immunizations. The applicant is required to maintain the applicant requirements throughout the course.

Course requirements prior to admission to Level III:

1. Required to complete a comprehensive exam & check off of Level I and Level II materials.

2. Enroll in any courses that were not part of the new criteria (i.e. any classes or materials in the current curriculum that was not part of his/her training).

3. Meet passing grade requirements for Level I and II material.

Course Objectives: At the completion of the course, the student will:

1. Meet all competency requirements for technical skills taught in Levels I and II.

2. Successfully meet passing requirements for courses taught in Levels I and II.

3. Demonstrate skills to safely care for the needs of the psychiatric patient.

4. Identify his/her role & responsibilities as a team member in the mental health setting.

5. Demonstrate therapeutic communication skills.

6. Demonstrate basic math skills.

Course Outline:

1. Review of the role of MHT role and responsibilities.

2. Review of technical skills & and evaluation of student's ability.

3. Technical Health I and II Skills competency evaluation.

4. Mental Health Concepts

5. Psychiatric Intervention II

6. Human Growth and Development

7. Practicum

Resources: Classroom, library, various handouts & videos, clinical learning lab, supervised clinical practicum, computer learning lab, and availability of instructor (s).

Required Text:

Rosdahl, C. B. (2022). *Rosdahl's textbook of basic nursing* (12th ed.). Wolters Kluwer.

Boyd, M. A., & Luebbert, R. (2022). *Psychiatric nursing: Contemporary practice* (7th ed.). Wolters Kluwer.

Perry, A. G., Potter, P. A., Ostendorf, W., & Laplante, N. (2022). *Clinical Nursing Skills & Techniques* (10th ed.). Elsevier.

Evaluation: Pre-text examination, examinations, quizzes, competency of skill evaluation in learning lab, and on site in clinical practicum.

Theory: Examinations will be graded per the grade scale. A minimum of "C" average will be expected for passing in each area taught.

Clinical Lab: Check off sheets will be designed for use by the instructor to evaluate the student's competency in each area as required. These will be graded pass/fail.

Clinical Practicum: Evaluated for competency by the supervising instructor during rotation to various hospital clinical sites. Pass/fail with a satisfactory evaluation.

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Level III (MHT-II)

Purpose: Courses for individuals who have successfully passed Level II training and coursework to enable them to pursue a role as an LMHT at Camber Children's Mental Health.

Applicant requirements: Currently working as a CNA or BHT at Camber and has successfully completed Level II coursework with passing grade. Current in CPR, First Aid, Therapeutic modalities, and immunizations. The applicant is required to maintain the applicant requirements throughout the course.

Course Description: This course builds on prior knowledge acquired in a former MHT licensing program and requires the student to review previous roles and the future role as an LMHT. Essential components of the role are discussed including updating information and refreshment of technical health skills, knowledge of mental illness, nursing interventions, and pharmacology and drug administration. A strong emphasis is placed on communication skills, safety, and role responsibilities. The course is a combination of self-study, online, lecture, and practicum.

Course Objectives: At the completion of this course, the student will:

1. Demonstrate competency in the safe administration of medication.

2. Identify signs and symptoms of mental disorders and common physical disorders

3. Demonstrate the ability to correlate medication to the symptoms of mental and

physical disorders.

4. Describe effectiveness, common side effects, contraindications, and nursing implications

for medications as taught.

5. Explain the role of the LMHT in patient education.

6. Explain the role of the LMHT as a team member.

7. Demonstrate therapeutic communication skills

8. Maintain a therapeutic, respectful approach working with patients.

9. Discuss the signs and symptoms of mental disorders and common physical disorders.

10. Demonstrate competency in performance of technical health skills and differentiate

between what is "normal" and "abnormal" findings.

11. Document accurately and report observations and findings.

Course Outline:

(I)Technical Health Skills review:

1. Technical health skills needed for the MHT role as taught in Levels I,II, and III.

2. Infection Prevention

(II)Psychiatric Intervention review:

1. Deviations of mental and social health, correlating signs and symptoms, review of nursing principles and interventions.

2. Therapeutic communication skills.

3. Safety and Crisis interventions.

(III) Drug Administration and Pharmacology:

1. Principles of drug administration.

2. Pharmacology: to correlate medications with common physical disorders.

3. Pharmacology: to correlate medications with psychiatric disorder.

(IV) Overview of:

Human Growth & Development, Mental Health Concepts, & Behavioral Science.

(V) Practicum

Resources: Class room, library, various handouts & videos, clinical learning lab, supervised clinical practicum, computer learning lab, and availability of instructor(s).

Required Texts:

Rosdahl, C. B. (2022). *Rosdahl's textbook of basic nursing* (12th ed.). Wolters Kluwer.

Boyd, M. A., & Luebbert, R. (2022). *Psychiatric nursing: Contemporary practice* (7th ed.). Wolters Kluwer.

Perry, A. G., Potter, P. A., Ostendorf, W., & Laplante, N. (2022). *Clinical Nursing Skills & Techniques* (10th ed.). Elsevier.

Gauwitz, D. F. (2020). *Administering medications: Pharmacology for Healthcare Professionals*. McGraw-Hill Education.

Evaluation: Comprehensive examinations, quizzes, competency skill evaluation in learning lab, check offs and on site performance in clinical practicum.

Theory: Examination will be graded per the MHT Program grade scale. A minimum of "C" average will be expected for passing in each area taught.

Clinical lab: Check off sheets will be designed for use by the instructor to evaluate the student's competency in each area as required. These will be graded per MHT grading policy.

Clinical practicum: Evaluated for competency by the supervising instructor during rotation to various hospital clinical units. Pass/fail will require a satisfactory evaluation.

Credit: When the student successfully meets the criteria for passing the review course, they will receive a transcript and certificate to provide to the Kansas State Board of Nursing to apply for licensing.

Grading Scale: The following will be the grading scale used for each class. Each student must maintain a minimum grade of 70 % to pass each class. Anyone with a performance grade below 70 % will have one (1) opportunity to increase the grade or be considered for dismissal from the program. Grades will be maintained for course work as well as clinical performance for an overall class grade of 70 %.

Grade	Percentage (%)	Credit
A	90-100	4.0
B+	85-89	3.5
B	80-84	3.0
C+	75-79	2.5
C	70-74	2.0
D+	65-69	1.5
D	60-64	1.0
F	< 60	0.0

Rating System Rubric for Clinical Outcomes: A rating system "Rubric" for clinical outcomes will be used to assist the student in becoming proficient and competent in the new role. Clinical work will be graded using a clerical examination tool. Clinical has either pass or fail outcomes and the clinical portion of the course MUST be passed to pass the course. Clinical Outcomes will be graded using the Clinical Rubric. Students must achieve a minimum score of 25 to pass.

Policy: Licensed Mental Health Technician Program	Issued: 9/20/22	Policy #: LS
		Page: 1/6

Purpose/Objective:

Establish a comprehensive Licensed Mental Health Technician Program within Camber Children's Mental Health.

Program Design:

The Licensed Mental Health Technician Program will consist of three levels of mental health technicians with various degrees of educational requirements as listed below:

Level I (Trainees)

Technical Skills 1:	30 Clock Hours	40 Clinical
Understanding Mental Illness:	20 Clock Hours	0 Clinical
Psychiatric Intervention 1:	10 Clock Hours	16 Clinical
Total Hours:	**60 Clock Hours**	**56 Clinical**

Level II (MHT-1)

Technical Skills 2:	30 Clock Hours	60 Clinical
Mental Health Concepts:	36 Clock Hours	0 Clinical
Psychiatric Intervention 2:	45 Clock Hours	80 Clinical
Human Growth and Development:	45 Clock Hours	0 Clinical
Total Hours:	**156 Clock Hours**	**140 Clinical**

Level III (MHT-2)

Human Body in Health and Illness:	60 Clock Hours	0 Clinical
Pharmacology & Drug Administration:	80 Clock Hours	140 Clinical
Psychiatric Intervention III:	9 Clock Hours	32 Clinical
Behavioral Science:	45 Clock Hours	0 Clinical
Technical Health Skills III:	40 Clock Hours	80 Clinical
Total Hours:	**234 Clock Hours**	**254 Clinical**

Total Clock Hours: 450 Hours

Total Clinical Hours: 450 Hours

Licensed Mental Health Technician Program Curriculum & Course Descriptions:

LEVEL I (MHT trainee)

Technical Health Skills I - Introduction to Nursing: This course serves as an introduction to nursing skills with emphasis on basic concepts of health maintenance and promotion. It provides skill development in utilizing comfort and protection measures such as bed making, personal hygiene, ADL's, infection prevention, and vital signs. Basic principles of nutrition, hydration, and elimination are emphasized. The role in emergency procedures such as fire and disaster, CPR and First Aid are covered. Supervised practicum assists the learner in acquiring and integrating the basic health concepts.

Understanding Mental Illness: This course is an introduction to the concepts of mental health and mental illness. Focus will be on the causes, symptoms, and treatment of mental illness. An overview of diagnostic criteria of the major mental illnesses will be presented. The role of resilience in the prevention of and recovery from mental illness will be explored as well as individual stress response. Basic observation skills, communication skills, and reporting responsibilities for the mental health technician will be explored.

Psychiatric Intervention I: This course introduces the learner to the basic concepts of psych/mental health and the learner's role in working with clients in the mental health setting. Principles of basic communication and coping skills are emphasized. Emphasis on safety measures in working with clients in the mental health setting is stressed as are interventions to help the learner in his/her role are included.
Practicum: Supervised clinical instruction in applying the concepts learned in the courses outlined above. The practicum includes rotation to various treatment programs during this level.

LEVEL II (MHT I)
Technical Health Skills II: This course serves to provide the technical nursing skills essential for the role of the MHT. Infection prevention, safety, and special needs are discussed. Documentation of interventions and LMHT's role and scope in documentation is emphasized.
Mental Health Concepts: This course will review the principles and concepts of mental health, psychopathology, and treatment modalities related to the care of patients. Emphasis will be on the individual as a social being and principles of basic communication, therapeutic interaction, and group process. Rights of the hospitalized patient will be explored as well as the process of admission, inpatient treatment, and discharge. Ethical standards and decision-making skills for the mental health technician will be discussed.
Psychiatric Intervention II: Emphasizes the exploration of deviations of mental and social health, correlations of signs and symptoms of clinical syndromes, integration of mental health disorders with therapeutic nursing principles, treatment, and rehabilitation interventions. Focus is also placed on perfecting therapeutic communication skills.
Human Growth & Development: This course is designed to provide an overview of life span development from infancy through old age. Childhood, adolescent, and adult development will be explored through this study of major theories. Emphasis will be placed on the psychological, biological, and sociological development of the individual. Factors influencing changes that occur during each life stage will be presented. The role of the family as it is related to health and wellness and its role in growth and development will also be explored.
Practicum: Supervised clinical instruction of previously acquired skills and focused on further building of technical skills. Emphasis placed on the role in working with individuals who are diagnosed with psychiatric disorders. Also focus on his/her role in the management/care of individuals who happen to be developmentally delayed. The practicum includes rotation through each hospital program and community-based experience.

LEVEL III (MHT II)
Technical Health Skills III: This course continues to build on the previously acquired skills learned with emphasis on learning new skills essential for the advanced role. Skills taught include continued emphasis on infection prevention. Emphasis is placed on learning the standards for this role.
Human Body in Health & Illness: This course presents knowledge of normal body structures, their basic functions and the interrelationships between the body systems during health and illness. This course explores the deviations of physical health and correlates signs and symptoms of illness with specific treatment and nursing interventions.
Pharmacology & Drug Administration: Pharmacology and drug administration focuses on the basic concepts of drug administration and the pharmacological effects of drugs. Action, use, dosage ranges, routes of administration, side effects, contraindications and nursing implications are emphasized. Skills necessary for safe and accurate drug administration are taught. The administration of medication via the oral, inhalation, topical, nasal instillation and vaginal insertion roles are taught. In addition, the administration of medications via eye, ear instillation and rectal insertion are learned. Principles and skills in intramuscular, subcutaneous, and intradermal injections will be learned. Specific pharmacological agents will be correlated with conditions discussed in the courses Human Body in Health and Illness and Psychiatric Intervention I and II.
Psychiatric Intervention III: This course emphasizes the continued exploration and development of skills taught in Psychiatric Intervention I and II. Emphasis is placed on the learner's ability to recognize, intervene, and report the person's response to medication (i.e. effectiveness, side effects, etc.) Providing basic medication education is stressed.
Behavioral Science: This course emphasizes the role of social, economic, and cultural factors in the development of mental illness. Focus on group and family dynamics and their relationship to mental illness and their role in treatment and rehabilitation is discussed. The effects of serious and persistent mental illness on daily functioning, interpersonal relationships, and quality of life will be addressed. Coping skills, therapeutic modalities, and special reporting is also covered in this course.
Practicum: Supervised clinical instruction of previously acquired technical skills demonstrating knowledge and performance of simple nursing principles, safe drug administration and displaying an understanding of the complexity of his/her physical illness, their treatment and rehabilitation. The role of the learner in providing education is stressed. The practicum includes rotation through each hospital program and community-based experiences in preventive and acute care settings.

Level I (Trainee)-Course Description

Purpose: Courses for individuals who are currently a Certified Nursing Aide (CNA), Behavioral Health Technician (BHT) or who are currently a Mental Health Technician Trainee (MHTTr) to enable them to pursue entrance into Level II of the Mental Health Technician Program at Camber Children's Mental Health.

Applicant Requirements: Currently certified as a CNA or a current BHT at Camber. Must pass a background check/urine drug screen, have a valid driver's license, high school diploma or GED, and are current in immunizations, CPR and First Aid. The applicant is required to maintain the applicant requirements throughout the course.

Course Description: This curriculum will provide classes to develop their understanding of mental illness and basic concepts of psychiatric/mental health & intervention skills. The course will emphasize their role and responsibilities. Emphasis is placed on safety, communication, infection prevention, and the promotion of health maintenance.

Course Objectives: At the completion of this course the student will:

1. Demonstrate competency in technical skills as taught.
2. Utilize basic, helping communication skills.
3. Identify the scope of their role and responsibilities as a member of the health care team.
4. Incorporate safety and infection control standards into their work in mental health.
5. Identify the psychiatric disorders and basic signs and symptoms.
6. Discuss and utilize interventions that promote safety and well-being.
7. Identify the importance of reporting observations to supervisor and co-workers.
8. Demonstrate responsibility for self in following policies and procedures.
9. Recognize the importance of confidentiality.

Course Outline:

1. Introduction to the MHT role and responsibilities
2. Review of technical skills I criteria
3. Critical skills demonstration and competency skill checks.
4. Understanding Mental Illness.
5. Psychiatric Intervention I.
6. Practicum

Resources: Classroom, library, various handouts & videos, clinical learning lab, supervised clinical practicum, computer learning lab, and availability of instructor (s).

Required texts:

Rosdahl, C. B. (2022). *Rosdahl's textbook of basic nursing* (12th ed.). Wolters Kluwer.

Boyd, M. A., & Luebbert, R. (2022). *Psychiatric nursing: Contemporary practice* (7th ed.). Wolters Kluwer.

Perry, A. G., Potter, P. A., Ostendorf, W., & Laplante, N. (2022). *Clinical Nursing Skills & Techniques* (10th ed.). Elsevier.

Evaluation: Pre-test examination, examinations, quizzes, competency of skill evaluation in learning lab and on site in clinical practicum.

Theory: Examination will be graded per the grade scale. A minimum of "C" average will be expected for passing in each area taught.

Clinical Lab: Check off sheets will be designed for use by the instructor to evaluate the student's competency in each area as required. These will be graded pass/fail.

Clinical Practicum: The student is evaluated for competency by the supervising instructor during rotation to various hospital clinical sites. Pass/fail with a satisfactory evaluation.

Tuition and Fees: Tuition and/or fees may apply if student is not currently employed by Camber.

Level II (MHT I)-Course Description

Purpose: Courses for individuals who have successfully passed Level I training and coursework to enable them to pursue entrance into Level III of the Mental Health Technician Program at Camber Children's Mental Health.

Applicant Requirements: Currently working as a CNA or BHT at Camber and has successfully completed Level I coursework with passing grade. Current in CPR, First Aid, Therapeutic modalities, and immunizations. The applicant is required to maintain the applicant requirements throughout the course.

Course requirements prior to admission to Level III:

1. Required to complete a comprehensive exam & check off of Level I and Level II materials.
2. Enroll in any courses that were not part of the new criteria (i.e. any classes or materials in the current curriculum that was not part of his/her training).
3. Meet passing grade requirements for Level I and II material.

Course Objectives: At the completion of the course, the student will:
1. Meet all competency requirements for technical skills taught in Levels I and II.
2. Successfully meet passing requirements for courses taught in Levels I and II.
3. Demonstrate skills to safely care for the needs of the psychiatric patient.
4. Identify his/her role & responsibilities as a team member in the mental health setting.
5. Demonstrate therapeutic communication skills.
6. Demonstrate basic math skills.

Course Outline:
1. Review of the role of MHT role and responsibilities.
2. Review of technical skills & and evaluation of student's ability.
3. Technical Health I and II Skills competency evaluation.
4. Mental Health Concepts
5. Psychiatric Intervention II
6. Human Growth and Development
7. Practicum

Resources: Classroom, library, various handouts & videos, clinical learning lab, supervised clinical practicum, computer learning lab, and availability of instructor (s).

Required Text:

Rosdahl, C. B. (2022). *Rosdahl's textbook of basic nursing* (12th ed.). Wolters Kluwer.

Boyd, M. A., & Luebbert, R. (2022). *Psychiatric nursing: Contemporary practice* (7th ed.). Wolters Kluwer.

Perry, A. G., Potter, P. A., Ostendorf, W., & Laplante, N. (2022). *Clinical Nursing Skills & Techniques* (10th ed.). Elsevier.

Evaluation: Pre-text examination, examinations, quizzes, competency of skill evaluation in learning lab, and on site in clinical practicum.

Theory: Examinations will be graded per the grade scale. A minimum of "C" average will be expected for passing in each area taught.

Clinical Lab: Check off sheets will be designed for use by the instructor to evaluate the student's competency in each area as required. These will be graded pass/fail.

Clinical Practicum: Evaluated for competency by the supervising instructor during rotation to various hospital clinical sites. Pass/fail with a satisfactory evaluation.

Level III (MHT-II)-Course Description

Purpose: Courses for individuals who have successfully passed Level II training and coursework to enable them to pursue a role as an LMHT at Camber Children's Mental Health.

Applicant requirements: Currently working as a CNA or BHT at Camber and has successfully completed Level II coursework with passing grade. Current in CPR, First Aid, Therapeutic modalities, and immunizations. The applicant is required to maintain the applicant requirements throughout the course.

Course Description: This course builds on prior knowledge acquired in a former MHT licensing program and requires the student to review previous roles and the future role as an LMHT. Essential components of the role are discussed including updating information and refreshment of technical health skills, knowledge of mental illness, nursing interventions, and pharmacology and drug administration. A strong emphasis is placed on communication skills, safety, and role responsibilities. The course is a combination of self-study, online, lecture, and practicum.

Course Objectives: At the completion of this course, the student will:
1. Demonstrate competency in the safe administration of medication.
2. Identify signs and symptoms of mental disorders and common physical disorders
3. Demonstrate the ability to correlate medication to the symptoms of mental and physical disorders.
4. Describe effectiveness, common side effects, contraindications, and nursing implications for medications as taught.
5. Explain the role of the LMHT in patient education.
6. Explain the role of the LMHT as a team member.
7. Demonstrate therapeutic communication skills
8. Maintain a therapeutic, respectful approach working with patients.
9. Discuss the signs and symptoms of mental disorders and common physical disorders.
10. Demonstrate competency in performance of technical health skills and differentiate between what is "normal" and "abnormal" findings.

11. Document accurately and report observations and findings.

Course Outline:

(I)Technical Health Skills review:

1. Technical health skills needed for the MHT role as taught in Levels I,II, and III.
2. Infection Prevention

(II)Psychiatric Intervention review:

1. Deviations of mental and social health, correlating signs and symptoms, review of nursing principles and interventions.
2. Therapeutic communication skills.
3. Safety and Crisis interventions.

(III) Drug Administration and Pharmacology:

1. Principles of drug administration.
2. Pharmacology: to correlate medications with common physical disorders.
3. Pharmacology: to correlate medications with psychiatric disorder.

(IV) Overview of:

Human Growth & Development, Mental Health Concepts, & Behavioral Science.

(V) Practicum

Resources: Class room, library, various handouts & videos, clinical learning lab, supervised clinical practicum, computer learning lab, and availability of instructor(s).

Required Texts:

Rosdahl, C. B. (2022). *Rosdahl's textbook of basic nursing* (12th ed.). Wolters Kluwer.

Boyd, M. A., & Luebbert, R. (2022). *Psychiatric nursing: Contemporary practice* (7th ed.). Wolters Kluwer.

Perry, A. G., Potter, P. A., Ostendorf, W., & Laplante, N. (2022). *Clinical Nursing Skills & Techniques* (10th ed.). Elsevier.

Evaluation: Comprehensive examinations, quizzes, competency skill evaluation in learning lab, check offs and on site performance in clinical practicum.

Theory: Examination will be graded per the MHT Program grade scale. A minimum of "C" average will be expected for passing in each area taught.

Clinical lab: Check off sheets will be designed for use by the instructor to evaluate the student's competency in each area as required. These will be graded per MHT grading policy.

Clinical practicum: Evaluated for competency by the supervising instructor during rotation to various hospital clinical units. Pass/fail will require a satisfactory evaluation.

Credit: When the student successfully meets the criteria for passing the review course, they will receive a transcript and certificate to provide to the Kansas State Board of Nursing to apply for licensing.

Grading Scale: The following will be the grading scale used for each class. Each student must maintain a minimum grade of 70 % to pass each class. Anyone with a performance grade below 70 % will have one (1) opportunity to increase the grade or be considered for dismissal from the program. Grades will be maintained for course work as well as clinical performance for an overall class grade of 70 %.

Grade Percentage (%) Credit
A 90-100 4.0
B+ 85-89 3.5
B 80-84 3.0
C+ 75-79 2.5
C 70-74 2.0
D+ 65-69 1.5
D 60-64 1.0
F < 60 0.0

Rating System Rubric for Clinical Outcomes: A rating system "Rubric" for clinical outcomes will be used to assist the student in becoming proficient and competent in the new role. Clinical work will be graded using a clerical examination tool. Clinical has either pass or fail outcomes and the clinical portion of the course MUST be passed to pass the course. Clinical Outcomes will be graded using the Clinical Rubric. Students must achieve a minimum score of 25 to pass.

Facilitation of Program/Curriculum:

1. Authority and responsibility for administering the program shall be vested in the director of the educational unit.

2. The Director shall be licensed to practice as a registered professional nurse in Kansas and shall be responsible for the development and implementation of the educational program. The Director shall have a baccalaureate degree, successful experience in administration or teaching, and at least two years of experience in psychiatric or developmental disability nursing.
3. Each instructor shall meet at least one of the following requirements:
    a. Be licensed to practice as a registered professional nurse or licensed professional nurse in Kansas and have at least two years of experience in psychiatric or developmental disability nursing; or
    b. Be licensed to practice as a licensed mental health technician and have at least five years of experience post licensure. Two years of work experience shall be waived for those licensed mental health technicians possessing an associate degree.
4. Each instructor in the behavioral sciences shall have earned an academic degree with appropriate education relative to the area of instruction.
5. The course, at a minimum, shall be of six months duration in which the institution shall provide for 18 weeks of schooling, one-half devoted to classroom instruction and one-half to clinical experience and shall include the study of: (1) basic nursing concepts; (2) psychiatric therapeutic treatment; and (3) human growth, development and behavioral sciences

Admission:

1. Applicants will consist of internal and external applicants, with priority given to current employees.
2. After completion of the program, graduates agree to commit to working at Camber Children's Mental Health for at least one year.
3. If a student is unable to complete the program, they are to submit their withdraw in writing to the Director.
4. If a student who previously withdrew from the program would like to be readmitted, they will have to complete a new application and their selection to participate in the program can only be approved by the Director.

Credit for Previous Study:

1. A student admitted to the program is able to receive approval of credit for previous study through submission of a certified transcript from the program or university where they completed the course and a completed form, "Request for Credit."
2. Requests will be reviewed by the Director or designee, who will determine how many credits previous course work qualifies for.
3. A written notice on the decision will be provided to the student upon approval or denial.

Program Evaluation:

1. Upon the completion of each course, students will be provided an opportunity to complete an anonymous evaluation of the course and instructor. Evaluations will be reviewed by the Director and reasonable adjustments made based off of those evaluations.

Program Graduation & Promotion:

1. Promotion between levels only occurs after the successful completion of a level with a grade of 70% or higher.
2. A student is considered a graduate of the program after successfully completing Level III (MHT-II) with a grade of 70% or higher.

TAYLOR **ZIEGLER, DNP, APRN, FNP-C**

2901 Barclay Dr Hays KS · 785-656-2013
Tziegler@cambermh.org

EXPERIENCE

JUNE 2021– PRESENT
SENIOR DIRECTOR OF NURSING/HOSPITALS DON, CAMBER CHILDREN'S MENTAL HEALTH
Oversite of three Camber hospital and residential programs, develop site nursing leaders and practices

FEB 2019 – JUNE 2021
DIRECTOR OF NURSING, CAMBER HAYS
Direct supervision of approximately 20 employees, ensure program was meeting standards of accrediting bodies

MARCH 2016 – FEB 2019
NURSING SUPERVISOR CAMBER HAYS
Direct supervision of 15 nurses, collaboration with other leaders to improve the program and outcomes

JUNE 2013 – MARCH 2016
REGISTERED NURSE, CAMBER HAYS
Oversite of safety interventions for pediatric patients, coordination of admission and discharges for patients, administered medication, processed provider orders

EDUCATION

MAY 2022
DOCTOR OF NURSING PRACTICE, DNP FORT HAYS STATE UNIVERSITY

MAY 2013
BACHELOR OF SCIENCE IN NURSING, BSN, FORT HAYS STATE UNIVERSITY

AFFILIATIONS & CERTIFICATIONS

FHSU BSN Advisory Board Member
FHSU DNP Advisory Board Member
American Academy of Nurse Practitioners Certification (AANP)
NCK Nursing Advisory Board Member
BLS Instructor Certified

Sara B. Schlagel, LSCSW, LCSW

4980 Outlook Road | Mission, KS |66202
913-579-0599 | sschlagel@kvc.org

Education

Masters of Social Work May 2013-May 2014

Washburn University | Topeka, KS
Magnum Cum Laude

Bachelors of Social Work September 2005-May 2008

University of Kansas | Lawrence, KS
Emphasis in Spanish
Global Awareness Program Certified
Certificate of Service Learning
Magnum Cum Laude

Major in Psychology September 2003-May 2005

Southwest Baptist University | Bolivar, MO

Training Experience

Building an Organization through its People May 2022

Mental Health Kansas City Conference
Wellbeing, strengths-focused, and employee engagement strategies to be utilized to build an behavioral health organization's culture.

ADHD Diagnosis, Misdiagnosis, Care & Treatment April 2022

KVC Hospitals Webinar Series
An overview of the basics surrounding identifying and treating an individual who has been diagnosed with ADHD, with special attention to the misdiagnosis of the disorder.

Anxiety Diagnosis, Care & Treatment April 2022

KVC Hospitals Webinar Series
An overview of the basics surrounding identifying and treating an individual who has been diagnosed with an anxiety disorder.

Depression Diagnosis, Care & Treatment April 2022

KVC Hospitals Webinar Series
An overview of the basics surrounding identifying and treating an individual who has been diagnosed with a depressive disorder.

Caring for Yourself, the Helper, in the COVID-19 Mental Health Crisis September 2021

KVC Hospitals Webinar Series

Addressed the mental health needs of professionals in the helping field and provided strategies to help them cope.

How to Help Youth Build Social-Emotional Skills for Healthy Coping September 2021
KVC Hospitals Webinar Series
A review of how to build and maintain the social-emotional skills of children during a pandemic.

Understanding the COVID-19 Mental Health Crisis September 2021
KVC Hospitals Webinar Series
Overview of the mental wellness effects of the COVID-19 pandemic on children & families.

Construction Zone-Building a Trauma-Informed Approach May 2021
Mental Health Kansas City Conference
Provided training on trauma-informed care best practices.

Creating a Culture of Resilience May 2021
Mental Health Kansas City Conference
Trained on avenues to create a culture of resilience that is inclusive of trauma-informed practices and supports the wellbeing of employees.

How COVID-19 is Sending Shockwaves Through American Life & Children's Mental Health
Community Mental Health Center Conference September 2020
Trained conference participants on the impact of COVID-19 on children's mental health and addressed ways to support children and families during the pandemic.

Construction Zone-Building a Trauma-Informed Approach June 2020
Kansas School Nurse Conference
Provided training on trauma-informed care best practices.

Cultivating Resilience: The KVC Resilience Center October 2019
Kansas School Social Workers Association Conference
Trained conference participants on the impact of trauma on the brain and resources to be used to build resiliency

Internal Trauma Training January *2017-2020*
KVC Health Systems
Provide *The Impact of Trauma on Brain Development* training for all KVC Health Systems new employees as part of new hire orientation

Strengthening Families Program August 2013-May 2019
KVC Health Systems
Trained families and youth on topics such as communication, problem-solving, giving/following directions & engagement over a 14-week period

Trauma Interventionist Certification Training May *2017-May 2018*
KVC Prairie Ridge Hospital
Facilitated 6-month training initiative with direct care staff focused on trauma-informed practices & Positive Behavior Intervention & Support tools/interventions

Trauma Systems Therapy Book Review October *2017*-December 2017

KVC Prairie Ridge Hospital

Facilitated two separate TST book reviews (spanning over several weeks) with clinicians & psychiatrists

Consultation Experience

Trauma-Informed Care Consultant *September 2018-Present*

Kansas City, Kansas School District

Providing consultation on trauma-informed care, resiliency, project implementation strategies, training development and on-site support procedures

Adult Hospital Consultant *March-April 2016*

Larned State Hospital

Provided consultation on operations & culture of inpatient environment with other KVC Hospitals administrators

Consultant *September 2017*

Blue Valley School District

Provided on-site consultation to educators on evidenced-based tools to be utilized with youth

Residential Management Systems Consultant *November 2017-September 2018*

Singapore Residential Center

Provided on-site consultation to residential center leadership on program milieu management, operations & client care strategies

Continued consultation provided on a monthly basis via online platform

Trauma Systems Therapy Consultant *January 2017-March 2018*

Singapore Residential Center

Provided consultation on treatment & clinical care of variety of clients in residential setting

Work Experience

Vice President of Behavioral Health Services *April 2022-Present*

KVC Hospitals, Inc.| Kansas City, KS

Provide oversight of operations, staff development, performance improvement, quality assurance, program development and employee engagement initiatives at KVC Hospitals sites

Develop and mentor leadership personnel

Facilitate educational opportunities for external customers

Director of Program & Staff Development *February 2019-March 2022*

KVC Hospitals, Inc.| Kansas City, KS

Develop, research and acquire evidenced-based curriculum for requested an/or required training needs as necessary

Facilitate Performance Improvement meetings for all acute hospital programs

Monitor training compliance levels of KVC Hospitals Inc. sites & develop action plans as needed

Evaluate KVC Hospitals trainings and trainers on a regular & as needed basis
Provide guidance to campus leadership teams regarding program and staff development
Provide guidance to a team of clinical leaders in order to guide departmental practices to ensure quality, safety and effectiveness of treatment
Facilitate KVC Hospitals Inc. trainings as needed

Director of Program Services *January 2017-February 2019*

KVC Prairie Ridge Hospital| Kansas City, KS
Supervise hospital & residential program operations for approximately 85 clients
Provide supervision to Associate Director & other program leaders
Oversight of milieu programming & enhancements
Oversee implementation of evidenced based models
Provide various trainings on trauma & evidenced based models to employees
Provide Trauma Systems Therapy consultation services to residential group homes
Facilitate the evaluation of treatment provided to clients
Develop programming protocols & policies
Guide therapeutic interventions with clients

Associate Director of Hospital Services *June 2015-December 2016*

KVC Prairie Ridge Hospital| Kansas City, KS
Provide supervision to unit supervisors & direct care staff
Oversight of milieu programming
Develop weekly & monthly schedules of direct care staff to meet hospital needs
Interview, hire, retain & provide disciplinary action to staff
Compile reports on program outcomes
Provide training to direct care staff as needed
Provide direct therapeutic practices including individual, family and group therapy
Participate in Trauma Systems Therapy consultation calls

Program Coordinator/Director *May 2015-July 2015*

PACES Exchange & Visitation Center| Kansas City, KS
Provide administrative support to the center, center participants & employees
Intervene in crisis situations between clients
Collaborate with local court & provide court reports for services rendered
Comply with grant requirements & submit additional grant proposals as necessary

Training Specialist *April 2013-May 2015*

KVC Behavioral Healthcare | Lenexa, KS
Develop trainings & presentations for staff and outside community members
Facilitate trainings and workshops on various topics
Head agency initiatives and programs

Case Manager *May 2011-April 2013*

KVC Behavioral Healthcare | Lenexa, KS
Provide case management to youth in the foster care system
Provide resources to clients in order to facilitate the reintegration process & general wellness

Advocate for survivors of physical, emotional & sexual abuse
Coordinate & facilitate case plans, safety plans, Parent Management Training (PMT)
Develop & write court reports, social histories, case plans & monthly reports
Assess & manage crisis situations & provide needed services to those in need
Train and aid new case managers

Supervisor/Facilitator of Visitation *May 2011-May 2015*

PACES Exchange & Visitation Center| Kansas City, KS
Supervise the center & provide crisis management as needed
Provide support & facilitate services to both residential & non-residential clients
Work with both survivors & perpetrators of domestic violence
Facilitate supervised visitation & intervene when issues arise or center guidelines are not being followed
Connect clients to additional needed resources

Peace Corps Youth Development Volunteer *July 2008-August 2010*

Peace Corps | Honduras
Developed, implemented & managed long-term projects for youth, families & educators
Coordinated & facilitated various workshops & conferences with individuals and groups:
Teaching English and Methodology (T.E.A.M.)-a three level teacher training program focused on improving teachers' English language skills and providing new instruction and classroom management techniques
Facilitated and completed seven classes at all three levels, training 33 educators
"I deserve" (Yo Merezco) -a girls' youth group focused on decision-making, empowerment & knowledge of reproductive health
Global HIV/AIDS and Dental Health Day – coordinated & facilitated the public awareness campaigns
Domestic violence prevention program (*Rompiendo el Silencio*)-Breaking the Silence is a woman's group focused on preventing domestic violence incidents and increasing rate of reporting by educating & empowering women & youth
Participated in intakes & case management of clients
Dental Hygiene Training program-Elementary school educators received dental hygiene training who in turn used that knowledge to educate their students
LL (Leadership and life skills) - an adolescent youth group focused on life skills, accountability, healthy decision-making, the consequences of drugs/alcohol & the benefits of education
Trained a group of students on environmental education whom in turn repeated that training with fellow peers in their school

Certifications/Skills

- Licensed Specialist Clinical Social Worker (Kansas)
- Licensed Clinical Social Worker (Missouri)
- Trauma Systems Therapy Master Trainer
- Strengthening Families Program certified facilitator (Family program)
- Deciding Together facilitator (1:1 Foster parent training)

- TIPS-MAPP facilitator (Group foster parent training)
- Parent Management Training (PMT) facilitator
- Certified Trainer & Life Coach in *8 to Great*
- Ranked as Advanced High proficiency level in Spanish by Peace Corps
- Licensed Specialist Clinical Social Worker

References

James Roberson L.M.S.W. 785-259-9063
Senior Vice President, KVC Hospitals Inc.

Danielle Bartelli L.M.S.W. 913-901-7732
Vice President, KVC Kansas

Derrick Hurst, L.S.C.S.W. 785-424-0606
Administrator, Brighton Hospice

Ar.beineman@gmail.com --- 816.305.3558 --- 1117 N. 19th Street Kansas City, KS 66102

ALEXANDRA BEINEMAN, LMSW

EXPERIENCE

CAMBER CHILDREN'S MENTAL HEALTH (Formerly KVC Hospitals)- KANSAS CITY, KS March 2022- Current

Associate Director of Program and Staff Development – Oversight of staff development initiatives; Training development and delivery; Program model implementation; Programming development and implementation

KVC HOSPITALS- KANSAS CITY, KS January 2021 – March 2022

Staff Development Coordinator – Assisting with staff development initiatives and training development; assisting with programming and employee engagement initiatives

KVC NILES – KANSAS CITY, MO May 2019- January 2021

Therapist – Conducting individual, group, and family sessions; Creating treatment plans; Participating in treatment team

KVC HOSPITALS- KANSAS CITY, KS October 2017- May 2019

Milieu Manager- Managing and developing Behavioral Health Techs; Monitoring campus safety and assisting in implementing program initiatives; Crisis response

MEDDATA- KANSAS CITY, KS

Patient Advocate- January 2017- October 2017

PINEY RIDGE TREATMENT CENTER- FAYETTEVILLE, AR February 2015- July 2016

Behavioral Health Technician- Constant supervision; Detailed documentation; Trauma informed care; Verbal de-escalation

EDUCATION

UNIVERSITY OF MISSOURI- KANSAS CITY

Master of Social Work- June 2018- May 2019

UNIVERSITY OF ARKANSAS- FAYETTEVILLE, ARKANSAS

Bachelor of social work - August 2011- May 2016

INTERNSHIPS

GRADUATE – KVC PRAIRIE RIDGE PSYCHIATRIC HOSPITAL

Student Therapist- Conducting individual, group, and family therapy sessions; participating in treatment team; Communicating with guardians

(UNDERGRADUATE) CHILDREN'S HOUSE OF NWA- SPRINGDALE, ARKANSAS- Family Advocate Intern

SKILLS & CERTIFICATIONS

LICENSEND MASTER OF SOCIAL WORK- KANSAS & MISSOURI

UKERU TRAINER

Audrey Lindenmeyer

Address: 4504 Vista Dr.
Phone: 785.656.3739
E-mail: aud20@hotmail.com

Education

BA of Science in Organizational Leadership - December 2002
Fort Hays State University, Hays Ks. 67601
Master of Liberal Arts in Organizational Leadership – July 2010
Fort Hays State University, Hays Ks. 67601

Work Experience

Director of Administration February 2016 - Present
KVC Psychiatric Hospital, Hays Ks.

1. Supervise 70 + employees. Full time, Part time and PRN
2. Train in TST/PBIS
3. In charge of Safety Management for the facility
4. Actively participate and am a part of multiple committees
5. Create Corrective Action plans
6. Active in facility budget
7. Work with other professionals to ensure the safety of children in a 50 bed Psychiatric Facility.
8. Participate in KDAD and TJC surveys

Associate Director July 2013 – February 2016
KVC Psychiatric Hospital, Hays Ks.

1. Supervise 30 + employees. Full time, Part time and PRN
2. Train and certifies new employees in CPR/First Aid
3. Interview and hire all new employees
4. Actively participate in treatment team
5. Create Corrective Action plans
6. In charge of employees time sheets and getting them submitted in a timely manner
7. Work with other professionals to ensure the safety of children in a 24 bed Psychiatric Facility

Adjunct Faculty – August 2011 – Current
FHSU Leadership Studies, Hays Ks

1. Educate young learners about Organizational Leadership Studies
2. Worked with the international program in China at Maxwell University
3. Help students with any questions they have about the curriculum of the class
4. Work closely with the Leadership Department to ensure that all students who are enrolled are getting their educational needs met

Volunteer Work

Leadership Hays, 2015

1 Worked closely with other Leaders from Hays business
2 Developed a community project.
3 Worked with USD 489 pantry to provide essential products for children and families in need
4 Certified to train the next Hays Leadership class

Trauma Systems Therapy, July 2011-Present

1 Worked with other professionals on implementing Trauma informed care for the youth at KVC Hospital
2 Trained other professional on how to implement TST
3 Helped create change by educating other professional and families on the importance of understanding Trauma and how TST can help those who have experienced trauma.

Educational Advocate, 2005 - present

1 Work with schools to help children that are on IEP
2 Sign as the parent for those children whose parents rights have been relinquished or severed.

COURTNEY KEENER

215 W 37th St Hays, KS 785-656-1995 cmkeener4@gmail.com

Objective

I am a caring and highly organized social worker with a proven record of successful therapy methods and high client satisfaction. I am seeking a long-term position where I can apply my leadership skills and relationship skills to Camber Mental Health.

SOCIAL WORK EXPERIENCE

Clinical Manager, October 2022
Camber Mental Health, Hays, KS

- Provide leadership to mental health therapists and the clinical team
- Support and assist with utilization reviews
- Conduct hiring, training, supervision and evaluation of clinical staff
- Conduct regular staff meetings and staffings for difficult cases
- Provides culturally relevant and sensitive services to clients and their families
- Formulate, develop, and implement a comprehensive psychosocial treatment plan utilizing appropriate clinical social work treatments and interventions. Interventions include crisis intervention, brief and long-term individual, family and group therapies
- Participate as an internal and external trainer on evidence-based models of practice such as Trauma Systems Theory and Positive Behavior Interventions and Supports

Therapist, June 2019- October 2022
Camber Mental Health Hays, KS

- Participate in multidisciplinary team meetings
- Formulate, develop, and implement a comprehensive psychosocial treatment plan utilizing appropriate clinical social work treatments and interventions. Interventions include crisis intervention, brief and long-term individual, family and group therapies
- Collaboration with hospital liaisons, mental health centers, and the community to collectively address individual needs of the clients
- Communication with case managers, family members, doctors and court system to ensure highest standard of professional services
- Provide psychotherapy to clients through individual and group therapy
- Complete intake and assessment for new clients and psychosocial assessments of clients to identify emotional, social, and environmental strengths and problems related to their diagnosis, behavior, and treatment
- Develop and maintain clinical records such as treatment plans, progress notes, communications and discharge summaries
- Utilize assessment tools such as the Columbia Suicide Severity Rating Scale (CSSRS), Adverse Childhood Experiences (ACEs) and Ohio Scales

EDUCATION and LICENSURE

Obtained Licensure in Master of Social Work June 2019 #11295
Masters in Social Welfare, University of Kansas, Lawrence, KS 2019
Baccalaureate of Social Work, Fort Hays State University, Hays, KS 2018

Skills

- Relationship building
- Documentation
- Communication
- Adaptability
- Time management
- Self- motivated
- Organized
- Strong leadership skills

Komoss Creamer kcreamer@cambermh.org

Work History:

LMFT, Camber Children's Mental Health Hays, Kansas April 2021 - Current

Daily interaction with BHT, Program Managers, Admin, Nursing, and classroom teachers to create an environment for change to occur in youth that have experienced moderate to severe trauma and are having emotional and behavioral difficulties in their home and or school environments.

Owner, Jump Start Health and Fitness Hays, Kansas August 2015 – December 2021

Personal trainer, group fitness, nutrition consulting, meditation certified. Helping people gain overall physical health through diet and exercise

Intake Therapist/ Primary Therapist, Red Rock Canyon School Saint George, UT Jan 2005-2008

Intake therapist for new students entering the treatment program. Primary contact for parents when children are placed in program. Lead rehabilitation positive peer culture groups with students. One on one counseling with adolescent clientele ages 12-17. Phone family therapy sessions 2 times a week with kids and families of kids in the program.

Drug and Alcohol Counselor, Manhattan High School Manhattan, KS Oct 2002-Dec 2004

Drug and alcohol counseling with teens and families. Lead teen leadership groups. Educational advising to underclassman.

Education:

Kansas State University, Master of Science, Marriage and Family Therapy, Aug 2001 - Dec 2005

Kansas State University, Bachelor of Science, Psychology minor in Marketing, August 1996 – May 2001

Skills:

Individual/Family therapy, Group counseling, Childhood trauma, adolescent addiction, UKERU, PBS

License:

LMFT #03362

Date Achieved: 01/18/2022 Renewal Date: 01/31/2024

MELISSA L. LAUGHREY BSN, RN
1718 N. Prairie Run Circle
Mulvane, Ks. 67110
(c)620-222-1362
melissa.harris1362@gmail.com

OBJECTIVE

Compassionate and dedicated Registered Nurse seeking charge nurse position. Possess twenty years psychiatric and behavioral health experience in nursing. Skilled in providing optimum patient care. Committed to continued education and professional training.

PROFILE

Demonstrated knowledge of psychiatric diagnoses and current treatments
Proficient in knowledge regarding psychotropic medications
Demonstrated aptitude for developing new skills
Readily develop rapport with patients, families, staff, and other healthcare professionals
Strong analytical and assessment skills. Implements appropriate interventions
Possess sensitivity in meeting diverse needs in varied situations
Proven record of reliability and responsibility
Recognized for excellent teaching and training abilities
Resourceful in completing projects. Multitask effectively
Dedicated individual reputation for consistently going above and beyond expectation
Experienced in utilization review

PROFESSIONAL EXPERIENCE

April 2020- Present
KVC Children's Hospital
Contact: 316-221-7310
Charge RN

Responsibilities include assessment, implementation, and evaluation of care for youth admitted to acute care in children's psychiatric hospital using appropriate standards of care. Charge RN provides oversight to nursing staff and behavioral health technicians, ensures safety of the units, and assists in management of the milieu. Provides education to clients and families, performs admission assessments and documentation. Collaborates with hospital providers and therapy team regarding client outcomes guided by a Master Treatment Plan. Ensures care and safety of clients by following KVC hospital and regulatory agency standards and protocols. Coordinate and supervise unit activities, assure accountability of all assigned tasks, and provide clinical and administrative support to the unit as delegated.

July 2017- March 2020
Sumner Community Hospital
Contact: 316-640-0670
Charge RN

Provides clinical and part time administrative support to a geriatric behavioral health unit. Responsibilities included; but not limited to, performing therapeutic measures prescribed and delegated by the physician, participating in patient education and rehabilitation, and providing interpretation of treatment to the patient and the patient's family. Coordinate and supervise unit activities, assure accountability of all assigned tasks, and provide clinical and administrative support to the unit. Possesses comprehensive knowledge of existing policies, procedures, and the standards of care identified by the State and CMS core measures. Independent functioning and carrying out the philosophy of the Nursing Department. Utilizes the nursing process which includes assessment, diagnosis, planning, intervention and evaluation. Demonstrates good organizational skills based on the needs of the patients and unit; as evidenced by following through on assigned tasks in an effective manner and determining priorities. Assume responsibility for the supervision of the staff on assigned shifts in collaboration with the Program Director. Must act as a role model demonstrating professional standards, motivating peers and coworkers, stimulating growth and development in others. Responsible for maintaining upgraded knowledge in psychiatric nursing by engaging in activities that enhance current knowledge base. Acted as a preceptor for the unit ensuring accuracy of staff training. Promoted to Unit Manager in 2019. Assisted in supervision of staff, promoted organization of the unit, ensured accuracy of documentation, coordinated care with providers, and assisted with utilization review.

March 2012-June 2017
Quality Health Care-Behavioral Health Unit
316-263-8880
Nurse Manager

Provides clinical and administrative support to geriatric behavioral health units located at Sumner Regional Medical Center in Wellington, Ks, and South Central Kansas Regional Medical Center in Arkansas City, Ks. Responsibilities included performing therapeutic measures prescribed and delegated by the physician, participating in patient education and rehabilitation, and providing interpretation of treatment to the patient and the patient's family. Coordinate and supervise unit activities, assures accountability of all assigned tasks, and provide clinical and administrative support to the unit. Had comprehensive knowledge of existing policies, procedures, and the standards of care identified by the State and CMS core measures. Independent functioning and carrying out the philosophy of the Nursing Department. Utilizes the nursing process which includes assessment, diagnosis, planning, intervention and evaluation. Demonstrates good organizational skills based on the needs of the patients and unit; as evidenced by following through on assigned tasks in an effective manner and determining priorities. Promoted to Unit Manager in 2017. As manager, responsible for scheduling and acuity

assessment daily. Assume responsibility for the supervision of the staff on assigned shifts in collaboration with the Program Director. Acted as a role model demonstrating professional standards, motivating peers and coworkers, stimulating growth and development in others. Acted as a preceptor for the unit ensuring accuracy of staff training. Responsible for maintaining upgraded knowledge in psychiatric nursing by engaging in activities that enhance current knowledge base. Acted as a preceptor for new hired nurses. Assisted with utilization review.

Jan 1999 – Feb 2012
MOSAIC Winfield, KS
620-229-8702
Nurse Case Manager

Provided nursing services to persons with developmental disabilities and mental illness in community settings. Duties included but not limited to the coordination of all aspects of health care. Including: wellness monitoring, physical assessment, care planning, monitoring routine lab/test results as ordered by physicians, updating physicians when appropriate, and coordinating all health care appts and annual physicals, Provided oversight of psych services provided, as well as other health care needs including OT, PT, Speech, Dietary, Eye exams and Dental. Appointments as needed. Delegated tasks and provided ongoing supervision/teaching/training to unlicensed direct care staff in healthcare monitoring and Medication Administration under RN'S license. Inservice all direct care staff during the orientation process regarding Infection control, BloodBorne Pathogens, First Aid for Seizures, and Hazard communication according to OSHA standards. Responsible for an average caseload of 20-25 persons receiving services and direct supervision of approx. 25-30 unlicensed direct care staff. Keep accurate medical records. Expected to take on-call rotation after office hours and on weekends.

EDUCATION AND TRAINING

Kansas University Medical Center
Kansas City, KS
January 2016- Present
RN-BSN (Dec. 2017).
BSN-DNP/ PMHNP (In Progress: projected 2023)

Butler County Community College
El Dorado, KS
MAY 1999
Associates of Science in Nursing

LICENSURE

RN KS License # 13-83562-082

COMPUTER SKILLS

Proficient in the use of Microsoft Word, Google Chrome, Powerpoint, Excel, Outlook, OpenOffice, Cerner, Avatar, and CPSI. Proficient in healthcare informatics and research for the development of improving skills and incorporating evidence based practice within nursing experience.

EXTRACURRICULAR/VOLUNTEER ACTIVITIES/MEMBERSHIPS

University of Kansas School of Nursing
BSN-DNP degree
Currently expanding education and knowledge in behavioral health sciences with the goal to obtain Psychiatric Mental Health NP certification by 2023. I am in my fifth year of the program and have been successful. Current GPA is 3.8. I am passionate and dedicated to the mental health population. My goals post grad are to advocate policy change to improve health outcomes, improve access to care, promote health care equality, and decrease stigma within the mental health population.

Kansas Guardianship Program
Current member and volunteer guardian. Provide advocacy and decision making for three persons with mental illness and intellectual disabilities who are high risk for exploitation.

Member of Sigma Theta Tau International Honor Society of Nursing-Delta chapter

REFERENCES

Tamra McCue DO
Former Medical Director for BHU
Sumner Community Hospital
620-326-0251

Ashley Mathias APRN- PMHNP
Provider for Sumner Community Hospital
Forefront Telehealth/Sumner Community Hospital
918-810-9118

Ashley Lunkenheimer MSN, RN
Sumner Community Hospital
Former CNO
316-640-0670

Tobe Schneider, APRN, PMHNP, FNP-BC
Provider at New Perspectives Counseling Center
316-680-9721

Venessa Kondo
KVC; Utilization Review Manager
Friend/past co-worker
620-441-3020

Marlayna Hargitt

413 Chase Ave, WaKeeney, KS 67672
785-483-1311
mhargitt@cambermh.org

Self-motivated Registered Nurse with 14+ years' experience, 10+ years in pediatric mental health. Proven ability to remain calm under pressure and skillfully handle difficult patients and high-stress situations. Consistently develops strong relationships with patients and their families through empathetic communication, respect, and excellent customer service. Effectively leads a strong team by establishing connections and motivating team members to excel.

Skills

- Strong Clinical Judgement
- Proficient in Documentation
- Effective Communicator
- Interdisciplinary Advocate
- Effective Time Management

Experience

OCTOBER 2008-DECEMBER 2010

Branch Manager / Angel's Care Home Health, Russell, KS

Managed 10-15 clinical and support staff in patient care, maintaining a high level of staff morale and professionalism. Provided pharmacological and health education to the elderly population. Provided 24-hour on-call care.

SEPTEMBER 2012-MARCH 2021

Registered Nurse / KVC Hosptial, Hays, KS

Primary care, assessment, and evaluation of pediatric mental health clients. Pharmacological and non-pharmacological management and treatment of various mental health disorders. Liaison between patients, families, and physicians to ensure collaborative treatment plans and follow-up care.

MARCH 2021-CURRENT

Associate Director of Nursing / Camber Children's Mental Health, Hays, KS

Primary care, assessment, and evaluation of pediatric mental health clients. Interdisciplinary advocate for patients, families, and treatment providers. Provides oversight and leadership of the nursing and maintenance departments by promoting effective, clear communication.

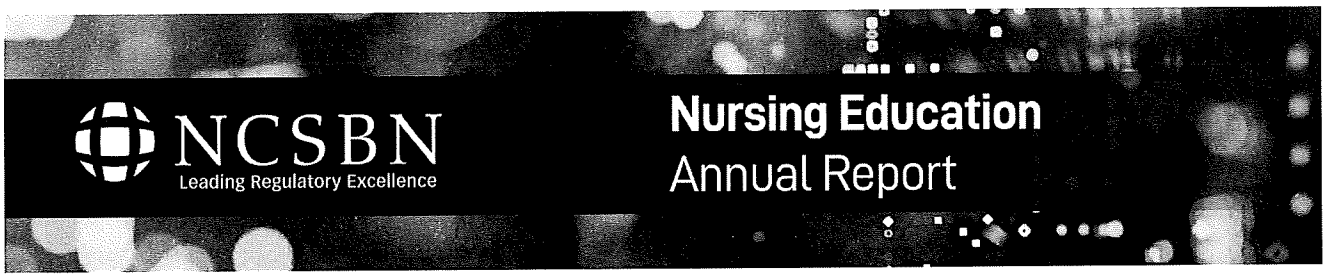
Education

MAY 2008

Associates of Science - Nursing / North Central Kansas Technical College, Hays, KS

DECEMBER 2019

Bachelor of Science / Fort Hays State University, Hays, KS



Kansas Official Annual Prelicensure Report
October 17, 2022

Full Name of Program	Mailing Address of the Program	City	State	Zip Code	First and Last Name of Person Completing Form	Direct Phone # of Person Completing Form	Email Address of Person Completing Form	NCLEX Program Code
Baker University BSN	1500 SW 10th Street, Stormont Vail Health Campus	Topeka	KS	66604	Libby Rosen	785-354-5859	lrosen@stormontvail.org	US68500400
Barton County Community College ADN	245 NE 30 Road	Great Bend	KS	67530	Renae Skelton	620-792-9355	skeltonr@bartonccc.edu	US68407300
Barton County Community College PN	245 NE 30 Road	Great Bend	KS	67530	Renae Skelton	620-792-9355	skeltonr@bartonccc.edu	US68108500
Benedictine College BSN	1020 N 2nd St.	Atchison	KS	66002	Allison Greene	913-360-7640	agreene@benedictine.edu	US68502000
Bethel College BSN	300 E. 27th Street	North Newton	KS	67117	Sarah Masem	316-284-5262	smasem@bethelks.edu	US68507100

Butler Community College ADN	901 S. Haverhill Rd 1500 Bldg	El Dorado	KS	67042	Janet Schueller	316-322-3366	jschueller@butlercc.edu	US68405900
Butler Community College PN	901 S Haverhill Rd	El Dorado	KS	67042	Janet M Schueller	316-322-3366	jschueller@butlercc.edu	US68108900
Cloud County Community College ADN	2221 Campus Drive	Concordia	KS	66901	Stefanie Perret	785-243-1435	sperret@cloud.edu	US68406600
Coffeyville Community College ADN	700 Roosevelt	Coffeyville	KS	67337	Anastasia O'Connell	620-252-7505	anastasiao@coffeyville.edu	US68400800
Coffeyville Community College PN	700 Roosevelt	Coffeyville	KS	67337	Anastasia O'Connell	620-252-7505	anastasiao@coffeyville.edu	US68200000
Colby Community College ADN	1255 S. Range	Colby	KS	67701	Michaelle Bliss	785-460-5442	michaelle.bliss@colbycc.edu	US68400600
Colby Community College PN	1255 S. Range	Colby	KS	67701	Michaelle Bliss	785-460-5442	michaelle.bliss@colbycc.edu	US68109800
Dodge City Community College ADN	2501 N. 14th Ave.	Dodge City	KS	67801	Mechele Hailey	620-471-4111	mhailey@dc3.edu	US68406000
Dodge City Community College PN	2501 N. 14th Ave.	Dodge City	KS	67801	Mechele Hailey	620-471-4111	mhailey@dc3.edu	US68105000
Donnelly College PN	608 N. 18th St.	Kansas City	KS	66102	Patty Palmietto	913-621-8771	ppalmietto@donnelly.edu	US68102000

Donnelly College RN Bridge Program	608 N. 18th St.	Kansas City	KS	66102	Patty Palmietto	913-621-8771	ppalmietto@gmail.com	US68407100
Emporia State University BSN	1127 Chestnut	Emporia	KS	66801	Mary Mitsui	620-341-4447	mmitsui@emporia.edu	US68500300
Flint Hills Technical College PN	3301 West 18th Ave.	Emporia	KS	66801	Kim McNeese	620-341-1328	kmcneese@fhtc.edu	US68105200
Fort Hays State University BSN	600 Park St.	Hays	KS	67601	Jenny Manry	620-910-7185	jamanry@fhsu.edu	US68507700
Fort Scott Community College ADN	2108 S Horton St	Fort Scott	KS	66701	Jordan Howard	620-768-2908	jordanho@fortscott.edu	US68406800
Garden City Community College ADN	801 Campus Drive	Garden City	KS	67846	Patricia Zeller	620-276-9562	patricia.zeller@gcccks.edu	US68406900
Garden City Community College PN	801 Campus Drive	Garden City	KS	67846	Patricia Zeller	620-276-9562	patricia.zeller@gcccks.edu	US68100500
Hesston College BS	PO Box 3000	Hesston	KS	67062	Marilyn Flaming	620-327-8148	marilyn.flaming@hesston.edu	US68509800
Highland Community College Technical Center ADN	1501 West Riley St	Atchison	KS	66002	Anna Fowler	785-442-6217	afowler@highlandcc.edu	US68409600
Highland Community College Technical Center PN	1501 West Riley Street	Atchison	KS	66002	Anna Fowler MSN-Ed, RN	785-442-6217	afowler@highlandcc.edu	US68109600

Hutchinson Community College ADN	1300 N Plum	Hutchinson	KS	67501	Alison Casebolt	620-665-4931	caseb olta@ hutchcc .edu	US684 05700
Hutchinson Community College PN	2208 Plaza East Place	McPherson	KS	67460	Sandra Pangburn	620-245-0202	pangb urns@ hutchcc .edu	US681 05100
Johnson County Community College ADN	12345 College Blvd	Overland Park	KS	66210	Karen LaMartina	913-469-3141	lamartin @jccc .edu	US684 06500
Johnson County Community College PN	21201 W 152nd Street	Olathe	KS	66061	Christina Rudacille	913-469-2383	crudacil @jccc .edu	US681 00200
Kansas City Kansas Community College ADN	7250 State Ave	Kansas City	KS	66112	Susan Andersen	913-288-7274	sander sen@kc kcc.edu	US684 07100
Kansas City Kansas Community College PN	7250 State Ave	Kansas City	KS	66112	Susan Andersen	913-288-7274	sander sen@kc kcc.edu	US681 09400
Kansas Wesleyan University BSN	100 E. Claflin Ave.	Salina	KS	67401	Janeane Houchin	785-833-4457	janeane .houchin @kwu .edu	US685 00800
Labette Community College ADN	200 S. 14th Street	Parsons	KS	67357	DeLyna Bohnenb lust	620-820-1217	delynab @labe tte.edu	US684 07400
Labette Community College PN	200 S. 14th Street	Parsons	KS	37357	DeLyna Bohnenb lust	620-820-1217	delynab @labe tte.edu	US681 08800
Manhattan Area Technical College ADN	3136 Dickens Ave	Manhattan	KS	66503	Kimberly Davis	785-320-4543	kimber lydavis @manh attantech .edu	US684 04000

Manhattan Area Technical College PN	3136 Dickens Ave	Manhattan	KS	66503	Kimberly Davis	785-320-4543	kimberlydavis@manhattantech.edu	US68109900
MidAmerica Nazarene University BSN	2030 E. College Way	Olathe	KS	66062	Sarah Miller	913-971-3838	smmiller@mnu.edu	US68507200
Neosho County Community College ADN	800 West 14th Street	Chanute	KS	66720-2699	Pamela Covault	785 248-2807	pcovault@neosho.edu	US68405000
Neosho County Community College PN	800 West 14th Street	Chanute	KS	66720-2699	Pamela Covault	785 248-2807	pcovault@neosho.edu	US68105400
Newman University BSN	3100 W. McCormick Ave	Wichita	KS	67213	Teresa Vetter	316-942-4291	vettert@newmanu.edu	US68500500
North Central Kansas Technical College Hays ADN	2205 Wheatland Avenue	Hays	KS	67601	Sheri Stone	785-623-6155	sstone@ncktc.edu	US68402500
North Central Kansas Technical College Hays PN	2205 Wheatland Avenue	Hays	KS	67601	Sheri Stone	785-623-6155	sstone@ncktc.edu	US68102500
North Central Kansas Technical College PN (Beloit)	3033 US Hwy 24	Beloit	KS	67420	Melissa Crump	785-738-9025	mcrump@ncktc.edu	US68109700
Pittsburg State University BSN	1701 S. Broadway, 516 E. McPherson Drive, Pittsburg, KS 66762	Pittsburg	KS	66762	Cheryl Giefer	620-235-4438	cgiefer@pittstate.edu	US68507300
Pratt Community College PN	348 NE SR 61	Pratt	KS	67124	Diana Mitzner	620-450-2237	dianam@prattcc.edu	US68108700

Rasmussen University ADN (Overland Park)	11600 College Boulevard	Overland Park	KS	66210	Kelly McCullough	727-846-4914	kelly.mccullough@rasmussen.edu	US68409800
Rasmussen University BS (Overland Park)	11600 College Boulevard	Overland Park	KS	66210	Kelly McCullough	727-846-4914	kelly.mccullough@rasmussen.edu	US68510000
Salina Area Technical College ADN	2562 Centennial	Salina	KS	67401	Lori Faerber	785-309-3138	lori.faerber@salinatech.edu	US68410100
Salina Area Technical College PN	2562 Centennial Road	Salina	KS	67401	Lori Faerber	785-309-3138	lori.faerber@salinatech.edu	US68110000
Seward County Community College ADN	PO Box 1137, 1801 North Kansas	Liberal	KS	67901	Susan G. Ingland	620-417-1407	susan.ingland@sccc.edu	US68406200
Seward County Community College PN	PO Box 1137, 1801 North Kansas	Liberal	KS	67901	Susan G. Ingland	620-417-1407	susan.ingland@sccc.edu	US68109100
University Of Saint Mary BSN	4100 South 4th Street	Leavenworth	KS	66048	Bella Michelle Birdashaw	913-758-6108	michelle.birdashaw@stmary.edu	US68505000
University of Kansas Medical Center BSN	3901 Rainbow Blvd. Kansas City, KS 66160	Kansas City	KS	66160	Laura Crystal	515-835-9693	lcrystal@kumc.edu	US68509600
WSU College of Applied Sciences & Technology Practical Nursing	213 N. Mead	Wichita	KS	67202	Sydney Bolin	316-677-1875	sbolin@wsutech.edu	US68105700

Washburn Institute of Technology PN	5724 SW Huntoon St.	Topeka	KS	66604	Pamela Masters	785-670-3480	pamela.masters@washburn.edu	US68105600
Washburn University BSN	1700 SW College Ave	Topeka	KS	66621	Jane Carpenter	785-670-1469	jane.carpenter@washburn.edu	US68507000
Wichita State University BSN	1845 Fairmount St, Box 41	Wichita	KS	67260	Debra Pile	316-978-5738	debra.pile@wichita.edu	US68507600

1. Is the program nationally nursing accredited?

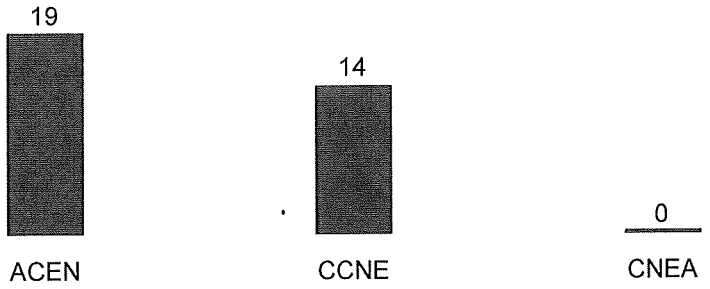
57 Responses

Programs that are not nationally nursing accredited (24):

- **Barton County Community College PN**
- **Butler Community College PN**
- **Coffeyville Community College ADN**
- **Coffeyville Community College PN**
- **Colby Community College PN**
- **Dodge City Community College PN**
- **Donnelly College PN**
- **Donnelly College RN Bridge Program**
- **Flint Hills Technical College PN**
- **Garden City Community College PN**
- **Highland Community College Technical Center PN**
- **Johnson County Community College PN**
- **Kansas City Kansas Community College PN**
- **Labette Community College PN**
- **Manhattan Area Technical College PN**
- **Neosho County Community College PN**
- **North Central Kansas Technical College Hays PN**
- **North Central Kansas Technical College PN (Beloit)**
- **Pratt Community College PN**
- **Salina Area Technical College ADN**
- **Salina Area Technical College PN**
- **Seward County Community College PN**
- **Washburn Institute of Technology PN**
- **WSU College of Applied Sciences & Technology Practical Nursing**

If yes, by which national nursing accrediting agency?

33 Responses

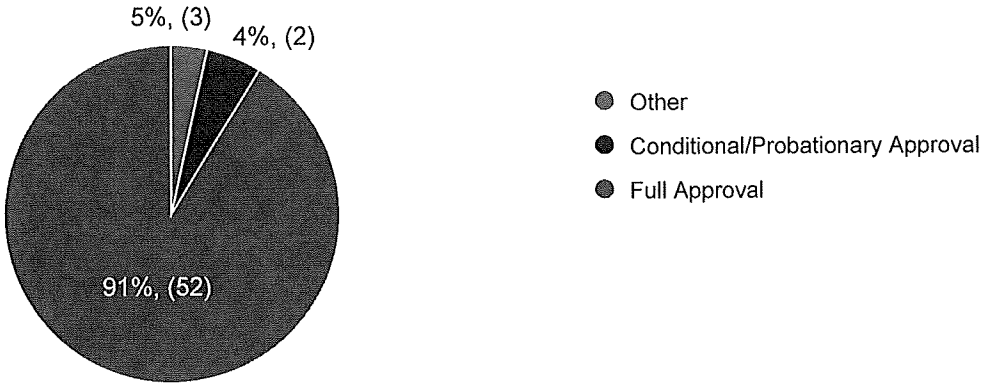


Below is a breakout table of these data.

Program Name	National Nursing Accrediting Agency
Baker University BSN	CCNE
Barton County Community College ADN	ACEN
Benedictine College BSN	CCNE
Bethel College BSN	CCNE
Butler Community College ADN	ACEN
Cloud County Community College ADN	ACEN
Colby Community College ADN	ACEN
Dodge City Community College ADN	ACEN
Emporia State University BSN	ACEN
Fort Hays State University BSN	CCNE
Fort Scott Community College ADN	ACEN
Garden City Community College ADN	ACEN
Hesston College BS	CCNE
Highland Community College Technical Center ADN	ACEN
Hutchinson Community College ADN	ACEN
Hutchinson Community College PN	ACEN
Johnson County Community College ADN	ACEN
Kansas City Kansas Community College ADN	ACEN
Kansas Wesleyan University BSN	CCNE
Labette Community College ADN	ACEN
Manhattan Area Technical College ADN	ACEN
MidAmerica Nazarene University BSN	CCNE
Neosho County Community College ADN	ACEN
Newman University BSN	CCNE
North Central Kansas Technical College Hays ADN	ACEN
Pittsburg State University BSN	CCNE
Rasmussen University ADN (Overland Park)	ACEN
Rasmussen University BS (Overland Park)	CCNE
Seward County Community College ADN	ACEN
University of Kansas Medical Center BSN	CCNE
University Of Saint Mary BSN	CCNE
Washburn University BSN	CCNE
Wichita State University BSN	CCNE

2. What is the program's current approval status? * Board of nursing or state-designated program approval status.

57 Responses



Programs' current approval status:

- Conditional/Probationary Approval (3):
  - **Colby Community College ADN**
  - **Donnelly College RN Bridge Program**
  - **Fort Scott Community College ADN**
- Other (2):
  - **Neosho County Community College ADN**: Continuing Accreditation for Good Cause.
  - **Seward County Community College ADN**: ACEN Full Accreditation, Conditional Approval Status due to low NCLEX-RN Pass rates by Kansas Board of Nursing.

The remaining programs have Full Approval status.

3. What best describes the program's geographic location?

57 Responses

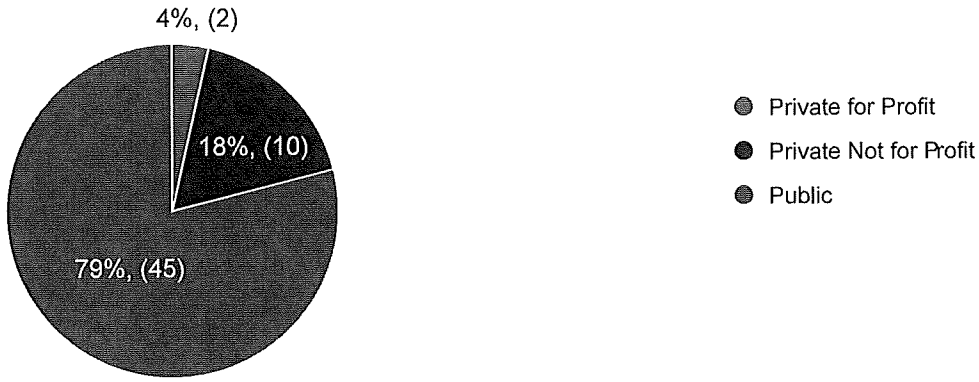
On the following page is a breakout table of these data.

Program Name	Program Geographic Location
Baker University BSN	Urban
Barton County Community College ADN	Rural
Barton County Community College PN	Rural
Benedictine College BSN	Rural
Bethel College BSN	Suburban
Butler Community College ADN	Suburban
Butler Community College PN	Suburban
Cloud County Community College ADN	Rural
Coffeyville Community College ADN	Rural
Coffeyville Community College PN	Rural
Colby Community College ADN	Rural
Colby Community College PN	Rural
Dodge City Community College ADN	Rural
Dodge City Community College PN	Rural
Donnelly College PN	Urban
Donnelly College RN Bridge Program	Urban
Emporia State University BSN	Rural
Flint Hills Technical College PN	Rural
Fort Hays State University BSN	Rural
Fort Scott Community College ADN	Rural
Garden City Community College ADN	Rural
Garden City Community College PN	Rural
Hesston College BS	Urban
Highland Community College Technical Center ADN	Suburban
Highland Community College Technical Center PN	Suburban
Hutchinson Community College ADN	Rural
Hutchinson Community College PN	Urban
Johnson County Community College ADN	Suburban
Johnson County Community College PN	Suburban
Kansas City Kansas Community College ADN	Urban

Program Name	Program Geographic Location
Kansas City Kansas Community College PN	Urban
Kansas Wesleyan University BSN	Rural
Labette Community College ADN	Rural
Labette Community College PN	Rural
Manhattan Area Technical College ADN	Urban
Manhattan Area Technical College PN	Urban
MidAmerica Nazarene University BSN	Suburban
Neosho County Community College ADN	Rural
Neosho County Community College PN	Rural
Newman University BSN	Urban
North Central Kansas Technical College Hays ADN	Rural
North Central Kansas Technical College Hays PN	Rural
North Central Kansas Technical College PN (Beloit)	Rural
Pittsburg State University BSN	Rural
Pratt Community College PN	Suburban
Rasmussen University ADN (Overland Park)	Suburban
Rasmussen University BS (Overland Park)	Suburban
Salina Area Technical College ADN	Urban
Salina Area Technical College PN	Urban
Seward County Community College ADN	Rural
Seward County Community College PN	Rural
University of Kansas Medical Center BSN	Urban
University Of Saint Mary BSN	Rural
Washburn Institute of Technology PN	Urban
Washburn University BSN	Suburban
Wichita State University BSN	Urban
WSU College of Applied Sciences & Technology Practical Nursing	Urban

4. What is the institutional ownership?

57 Responses



Program institutional ownership:

Private for Profit (2):

- **Rasmussen University ADN (Overland Park)**
- **Rasmussen University BS (Overland Park)**

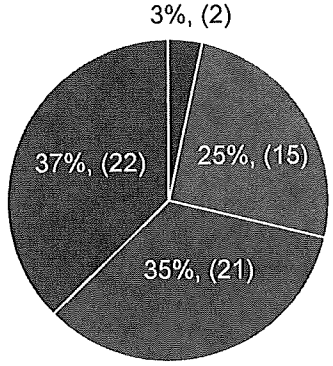
Private Not for Profit (10):

- **Baker University BSN**
- **Benedictine College BSN**
- **Bethel College BSN**
- **Donnelly College PN**
- **Donnelly College RN Bridge Program**
- **Hesston College BS**
- **Kansas Wesleyan University BSN**
- **MidAmerica Nazarene University BSN**
- **Newman University BSN**
- **University Of Saint Mary BSN**

The remaining programs have a Public institutional status.

5. What is the program type?

57 Responses



Below is a breakout table of these data.

Program Name	Program Type
Baker University BSN	Registered Nurse - Bachelor's
Barton County Community College ADN	Registered Nurse - Associate's
Barton County Community College PN	Practical Nurse/Vocational Nurse
Benedictine College BSN	Registered Nurse - Bachelor's
Bethel College BSN	Registered Nurse - Bachelor's
Butler Community College ADN	Registered Nurse - Associate's
Butler Community College PN	Practical Nurse/Vocational Nurse
Cloud County Community College ADN	Registered Nurse - Associate's
Coffeyville Community College ADN	Registered Nurse - Associate's
Coffeyville Community College PN	Practical Nurse/Vocational Nurse
Colby Community College ADN	Registered Nurse - Associate's
Colby Community College PN	Practical Nurse/Vocational Nurse
Dodge City Community College ADN	Registered Nurse - Associate's
Dodge City Community College PN	Practical Nurse/Vocational Nurse
Donnelly College PN	Practical Nurse/Vocational Nurse
Donnelly College RN Bridge Program	Registered Nurse - Associate's
Emporia State University BSN	Registered Nurse - Bachelor's
Flint Hills Technical College PN	Practical Nurse/Vocational Nurse
Fort Hays State University BSN	Registered Nurse - Bachelor's
Fort Scott Community College ADN	Registered Nurse - Associate's
Garden City Community College ADN	Registered Nurse - Associate's
Garden City Community College PN	Practical Nurse/Vocational Nurse
Hesston College BS	Registered Nurse - Bachelor's
Highland Community College Technical Center ADN	Registered Nurse - Associate's
Highland Community College Technical Center PN	Practical Nurse/Vocational Nurse
Hutchinson Community College ADN	Registered Nurse - Associate's
Hutchinson Community College PN	Practical Nurse/Vocational Nurse
Johnson County Community College ADN	Registered Nurse - Associate's
Johnson County Community College PN	Practical Nurse/Vocational Nurse
Kansas City Kansas Community College ADN	Registered Nurse - Associate's
Kansas City Kansas Community College PN	Practical Nurse/Vocational Nurse

Program Name	Program Type
Kansas Wesleyan University BSN	Registered Nurse - Bachelor's
Labette Community College ADN	Registered Nurse - Associate's
Labette Community College PN	Practical Nurse/Vocational Nurse
Manhattan Area Technical College ADN	Registered Nurse - Associate's
Manhattan Area Technical College PN	Practical Nurse/Vocational Nurse
MidAmerica Nazarene University BSN	Registered Nurse - Bachelor's,Registered Nurse - Accelerated Bachelor's
Neosho County Community College ADN	Registered Nurse - Associate's
Neosho County Community College PN	Practical Nurse/Vocational Nurse
Newman University BSN	Registered Nurse - Bachelor's
North Central Kansas Technical College Hays ADN	Registered Nurse - Associate's
North Central Kansas Technical College Hays PN	Practical Nurse/Vocational Nurse
North Central Kansas Technical College PN (Beloit)	Practical Nurse/Vocational Nurse
Pittsburg State University BSN	Registered Nurse - Bachelor's
Pratt Community College PN	Practical Nurse/Vocational Nurse
Rasmussen University ADN (Overland Park)	Registered Nurse - Associate's
Rasmussen University BS (Overland Park)	Registered Nurse - Bachelor's
Salina Area Technical College ADN	Registered Nurse - Associate's
Salina Area Technical College PN	Practical Nurse/Vocational Nurse
Seward County Community College ADN	Registered Nurse - Associate's
Seward County Community College PN	Practical Nurse/Vocational Nurse
University of Kansas Medical Center BSN	Registered Nurse - Bachelor's
University Of Saint Mary BSN	Registered Nurse - Bachelor's
Washburn Institute of Technology PN	Practical Nurse/Vocational Nurse
Washburn University BSN	Registered Nurse - Bachelor's
Wichita State University BSN	Registered Nurse - Bachelor's,Registered Nurse - Accelerated Bachelor's
WSU College of Applied Sciences & Technology Practical Nursing	Practical Nurse/Vocational Nurse

6. In what year was the program founded?

Program Name	In what year was the program founded?
Baker University BSN	1991
Barton County Community College ADN	1969
Barton County Community College PN	1978
Benedictine College BSN	2010
Bethel College BSN	1980
Butler Community College ADN	1965
Butler Community College PN	1965
Cloud County Community College ADN	1977
Coffeyville Community College ADN	2010
Coffeyville Community College PN	2010
Colby Community College ADN	1989
Colby Community College PN	1969

Program Name	In what year was the program founded?
Dodge City Community College ADN	1979
Dodge City Community College PN	1958
Donnelly College PN	2007
Donnelly College RN Bridge Program	*2018
Emporia State University BSN	1991
Flint Hills Technical College PN	1967
Fort Hays State University BSN	1952
Fort Scott Community College ADN	1970
Garden City Community College ADN	1970
Garden City Community College PN	2004
Hesston College BS	2015
Highland Community College Technical Center ADN	2010
Highland Community College Technical Center PN	1970
Hutchinson Community College ADN	1980
Hutchinson Community College PN	1993
Johnson County Community College ADN	1971
Johnson County Community College PN	1995
Kansas City Kansas Community College ADN	1970
Kansas City Kansas Community College PN	1970
Kansas Wesleyan University BSN	1989
Labette Community College ADN	1968
Labette Community College PN	1968
Manhattan Area Technical College ADN	1999
Manhattan Area Technical College PN	1965
MidAmerica Nazarene University BSN	1979
Neosho County Community College ADN	1981
Neosho County Community College PN	1963
Newman University BSN	1980
North Central Kansas Technical College Hays ADN	1974
North Central Kansas Technical College Hays PN	1974
North Central Kansas Technical College PN (Beloit)	1965
Pittsburg State University BSN	1970
Pratt Community College PN	1982
Rasmussen University ADN (Overland Park)	2014
Rasmussen University BS (Overland Park)	*2017
Salina Area Technical College ADN	*2018
Salina Area Technical College PN	*2018
Seward County Community College ADN	1981
Seward County Community College PN	1978
University of Kansas Medical Center BSN	1906
University Of Saint Mary BSN	2006
Washburn Institute of Technology PN	1968
Washburn University BSN	1974
Wichita State University BSN	1967
WSU College of Applied Sciences & Technology Practical Nursing	1956

**Indicates program is younger than 7 years and may need more oversight*

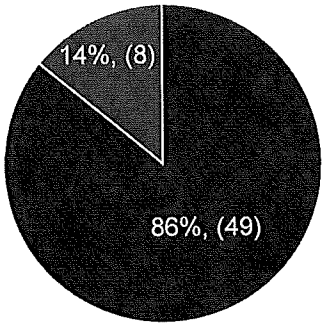
How many total sites, including the home site, does the program have?

The following 8 sites were reported as having satellite sites. The number in parenthesis is the total number of sites for the program:

- **Cloud County Community College ADN** (2)
- **Colby Community College PN** (2)
- **Fort Scott Community College ADN** (2)
- **Neosho County Community College ADN** (2)
- **Neosho County Community College PN** (2)
- **Rasmussen University ADN (Overland Park)** (2)
- **Rasmussen University BS (Overland Park)** (2)
- **University of Kansas Medical Center BSN** (2)

7. Does the program have any satellite sites?

57 Responses



Programs that have satellite sites (8):

- **Cloud County Community College ADN**
- **Colby Community College PN**
- **Fort Scott Community College ADN**
- **Neosho County Community College ADN**
- **Neosho County Community College PN**
- **Rasmussen University ADN (Overland Park)**
- **Rasmussen University BS (Overland Park)**
- **University of Kansas Medical Center BSN**

8. What types of learning modalities does the program offer? Please do not include temporary changes made due to the pandemic. * Hybrid is defined as a program that combines elements of online learning and traditional in-person learning.

57 Responses

Below is the list of Hybrid Programs (21):

- **Baker University BSN**
- **Bethel College BSN**
- **Butler Community College ADN**
- **Butler Community College PN**
- **Emporia State University BSN**
- **Highland Community College Technical Center ADN**
- **Hutchinson Community College ADN**
- **Hutchinson Community College PN**
- **Johnson County Community College ADN**
- **Johnson County Community College PN**
- **Kansas City Kansas Community College ADN K**
- **Kansas City Kansas Community College PN**
- **Kansas Wesleyan University BSN**
- **Neosho County Community College ADN**
- **Rasmussen University ADN (Overland Park)**
- **Rasmussen University BS (Overland Park)**
- **Seward County Community College ADN**
- **Seward County Community College PN**
- **Washburn University BSN**
- **Wichita State University BSN**
- **WSU College of Applied Sciences & Technology Practical Nursing**

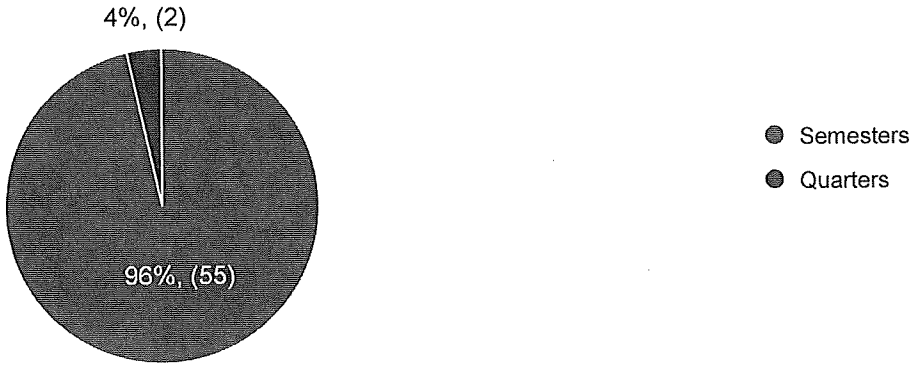
What percentage of your program is online? Please do not include temporary changes made due to the pandemic.

The following 21 programs reported an online component to their program. The percentage indicates the portion of their program that is online.

- **Baker University BSN**: 2%
- **Bethel College BSN**: 5%
- **Butler Community College ADN**: 15%
- **Butler Community College PN**: 25%
- **Emporia State University BSN**: 10%
- **Highland Community College Technical Center ADN**: 14%
- **Hutchinson Community College ADN**: 50%
- **Hutchinson Community College PN**: 5%
- **Johnson County Community College ADN**: 2%
- **Johnson County Community College PN**: 14%
- **Kansas City Kansas Community College ADN**: 10%
- **Kansas City Kansas Community College PN**: 1%
- **Kansas Wesleyan University BSN**: 20%
- **Neosho County Community College ADN**: 18%
- **Rasmussen University ADN (Overland Park)**: 28%
- **Rasmussen University BS (Overland Park)**: 59%
- **Seward County Community College ADN**: 2%
- **Seward County Community College PN**: 3%
- **Washburn University BSN**: 5%
- **Wichita State University BSN**: 45%
- **WSU College of Applied Sciences & Technology Practical Nursing**: 40%

9. What best describes the program's academic schedule? * A quarter system divides the academic year into four sessions. A trimester divides the academic year into three sessions. A semester system divides the academic year into two sessions.

57 Responses



Programs listed by academic schedule:

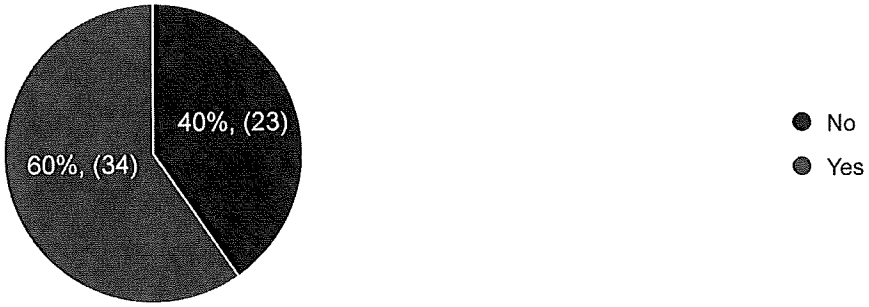
Quarters (2):

- **Rasmussen University ADN (Overland Park)**
- **Rasmussen University BS (Overland Park)**

The remaining programs have a Semester academic schedule.

10. Does the program offer English as a second language (ESL) services for non-native English speakers? * Program offers resources where students with ESL can practice reading, listening, speaking, and writing.

57 Responses



Programs that do not offer ESL services (23):

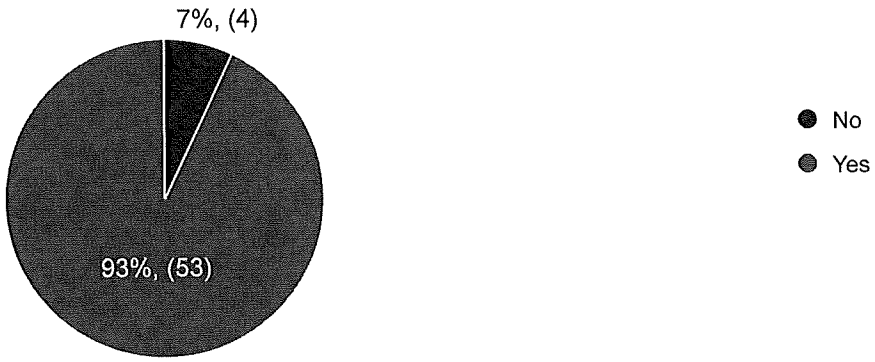
- **Baker University BSN**
- **Benedictine College BSN**
- **Bethel College BSN**
- **Butler Community College ADN**
- **Butler Community College PN**
- **Fort Scott Community College ADN**
- **Hesston College BS**
- **Highland Community College Technical Center ADN**
- **Highland Community College Technical Center PN**
- **Hutchinson Community College ADN**
- **Hutchinson Community College PN**
- **Johnson County Community College ADN**
- **Kansas City Kansas Community College ADN**
- **Kansas City Kansas Community College PN**
- **Neosho County Community College ADN**
- **Neosho County Community College PN**
- **Newman University BSN**
- **Pittsburg State University BSN**
- **Pratt Community College PN**
- **Salina Area Technical College ADN**
- **Salina Area Technical College PN**
- **Washburn University BSN**
- **WSU College of Applied Sciences & Technology Practical Nursing**

11. Does the program offer disability support services? * Nursing program has procedures for making reasonable accommodations for students who qualify under the American Disabilities Act.

Response	Percentage
Yes	100%

12. Does the program offer support services to help low socioeconomic students access available resources (e.g., peer mentoring services, tuition assistance, a work-study program, etc.) * Students have books and resources throughout the program and the program has strategies to help students who can't afford books and resources.

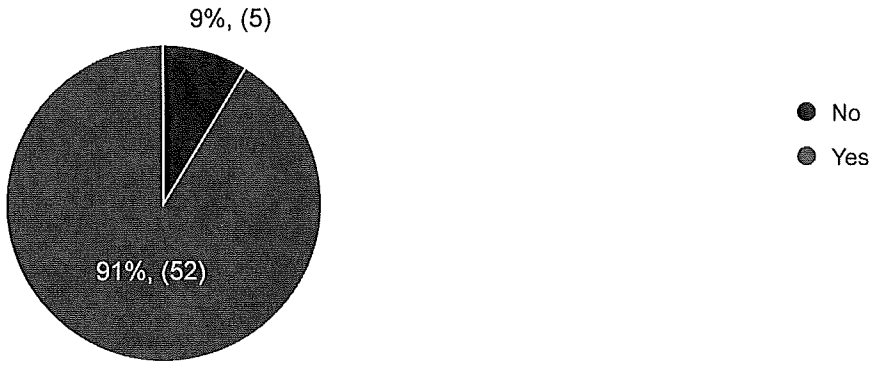
57 Responses



Programs that do not offer support services to help low socioeconomic students access available resources (4):

- **Fort Hays State University BSN**
- **Hesston College BS**
- **Newman University BSN**
- **Pratt Community College PN**

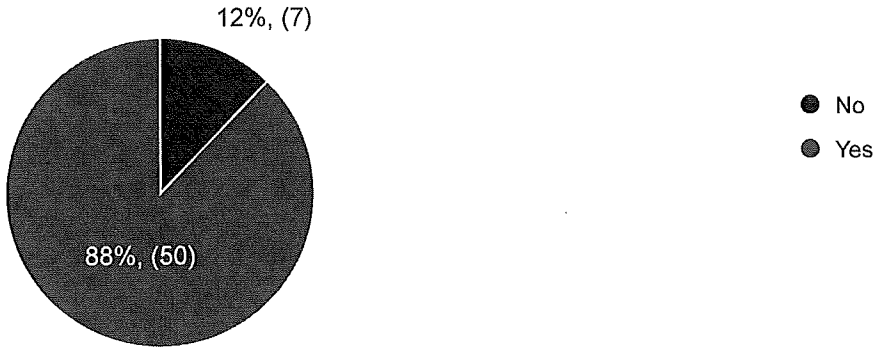
13. Does the program have a formal remediation process in place for students needing academic support? * The remediation process is designed to promote success for students who are at risk of failure and should include the following elements: description of the deficient areas; an outline of specific, measurable goals to demonstrate success; individualized plan for each student; time frame for completion, agreed upon by the faculty and student.



Programs that do not have a formal remediation process in place for students needing academic support (5):

- **Flint Hills Technical College PN**
- **Hesston College BS**
- **Hutchinson Community College ADN**
- **Kansas City Kansas Community College PN**
- **North Central Kansas Technical College Hays ADN**

14. Does the program have a formal remediation process in place for students who commit errors/near misses in their clinical experiences? * Program has policies and procedures in place for keeping track of errors and near misses in student clinical experiences and taking action to make system/educational improvements.



Programs that do not have a formal remediation process in place for students who commit errors/near misses in their clinical experiences (7):

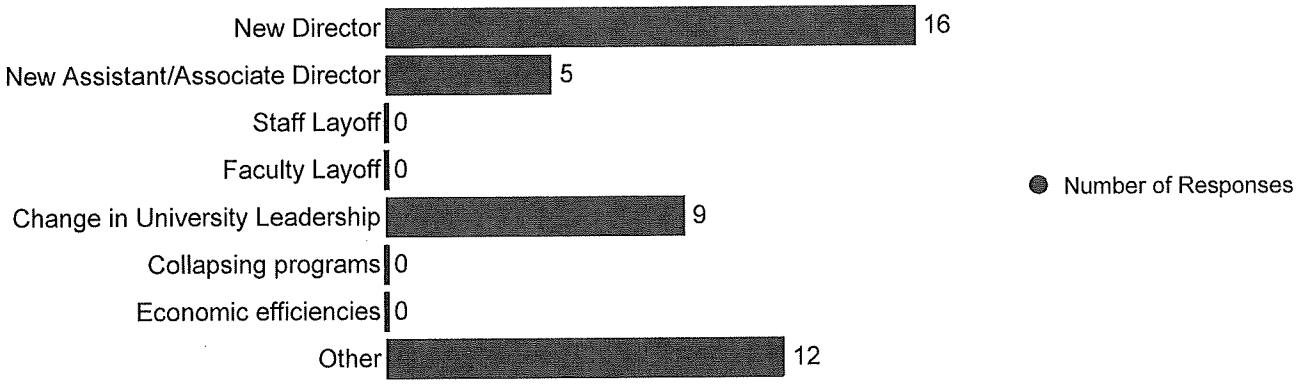
- **Hutchinson Community College ADN**
- **Kansas City Kansas Community College ADN**
- **North Central Kansas Technical College Hays ADN**
- **North Central Kansas Technical College Hays PN**
- **Rasmussen University ADN (Overland Park)**
- **Rasmussen University BS (Overland Park)**
- **Washburn Institute of Technology PN**

15. Has the nursing program experienced major organizational changes over the past year? * Major organizational changes may include but are not limited to: new director, new assistant/associate director, staff layoff, faculty layoff, change in university leadership (e.g., provost or president), collapsing programs, economic efficiencies, etc.

57 Responses

If yes, what major organizational changes has the nursing program experienced in the past year?

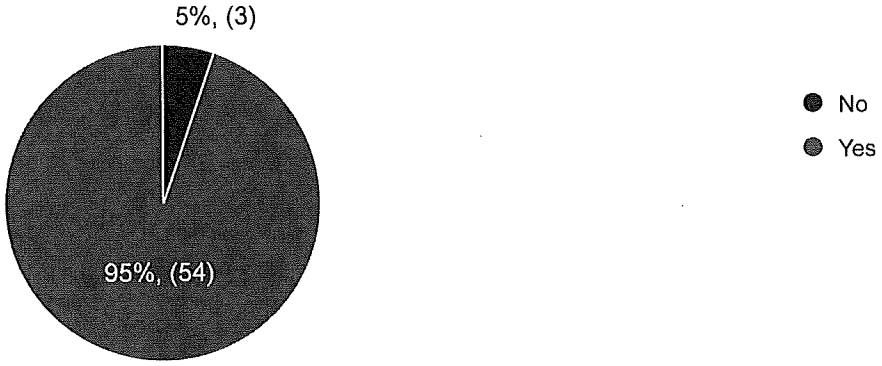
26 Responses



Below is a breakout table of these data.

Program Name	New Director	New Assistant/ Associate Director	Staff Layoff	Faculty Layoff	Change in Uniersity Leadership	Collapsing Program	Economic efficiencies	Other
Baker University BSN	X							
Barton County Community College ADN								New faculty member
Barton County Community College PN		X						Hired a new instructor for the PN program
Bethel College BSN	X							
Butler Community College ADN	X	X						Retiring experienced faculty and Significant number of experienced faculty retiring or resigning and not all positions re-filled immediately
Butler Community College PN	X	X						
Emporia State University BSN	X				X			
Flint Hills Technical College PN	X				X			
Hesston College BS	X							
Hutchinson Community College ADN	X							
Manhattan Area Technical College ADN	X							
Manhattan Area Technical College PN	X							
MidAmerica Nazarene University BSN	X	X						New Dean
Newman University BSN					X			
North Central Kansas Technical College Hays ADN	X							
North Central Kansas Technical College Hays PN	X							
Pratt Community College PN								Loss of instructor due major health issue
Rasmussen University ADN (Overland Park)	X				X			Change in Ownership
Rasmussen University BS (Overland Park)	X				X			Change in Ownership
Seward County Community College ADN					X			Nursing Faculty Retention
Seward County Community College PN					X			Faculty Retention
University of Kansas Medical Center BSN		X						
University Of Saint Mary BSN	X							
Washburn Institute of Technology PN					X			
Wichita State University BSN					X			interim chair became chair
WSU College of Applied Sciences & Technology Practical Nursing								New Academic Advisor, New Academic Coordinator

16. Does the program offer simulated clinical experience? Please do not include temporary changes made due to the pandemic. * "A technique that creates a situation or environment to allow persons to experience a representation of a real event for the purpose of practice, learning, evaluation, testing, or to gain an understanding of systems or human actions." From Healthcare Simulation Dictionary, Second Edition (AHRQ, 2020)

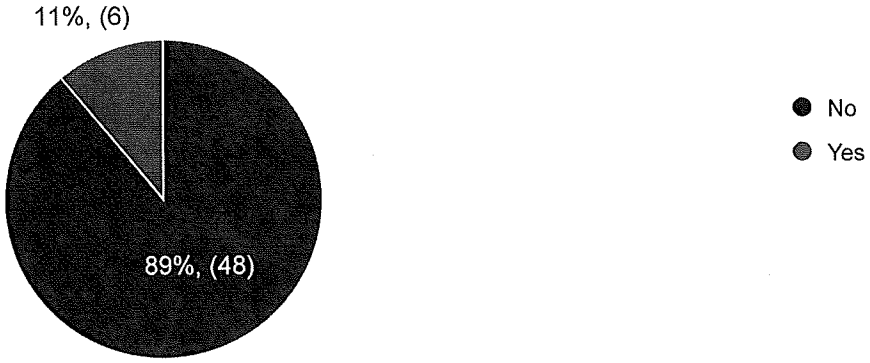


Programs that do not offer simulated clinical experience (3):

- **Kansas City Kansas Community College PN**
- **North Central Kansas Technical College Hays ADN**
- **North Central Kansas Technical College Hays PN**

17. Are simulation faculty certified? * The Society for Simulation in Healthcare (SSH) provides the Certified Healthcare Simulation Educator (CHSE) certification or have they completed the International Nursing Association for Clinical Simulation and Learning (INACSL) 12-course INACSL Simulation Education Program (ISEP).

54 Responses



Programs that have certified simulation faculty (6):

- **Hutchinson Community College PN**
- **Johnson County Community College ADN**
- **Kansas Wesleyan University BSN**
- **Salina Area Technical College ADN**
- **Salina Area Technical College PN**
- **University of Kansas Medical Center BSN**

18. Is the simulation lab accredited by the Society for Simulation in Healthcare (SSH)?

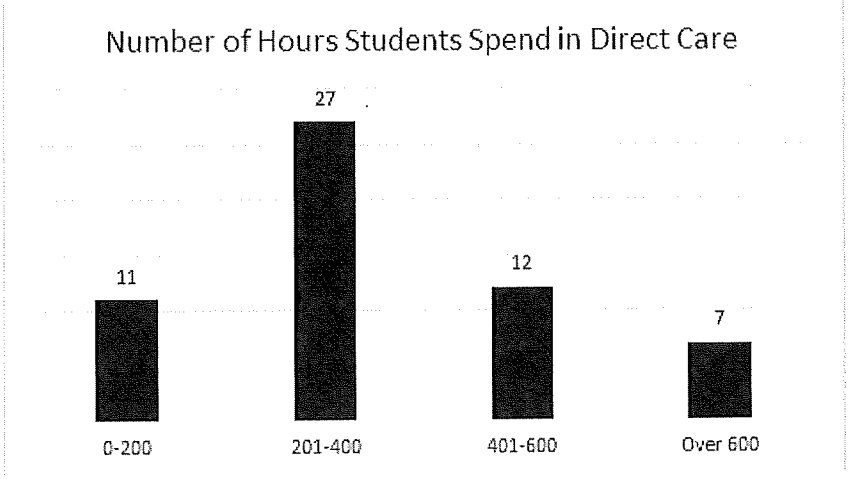
54 Responses

The program whose simulation lab is accredited by the SSH (1):

- **Johnson County Community College ADN**

19. Typically, how many hours do students spend in direct patient care? Please do not include temporary changes made due to the pandemic. * Faculty supervised face-to-face (in-person) with clients during pre-pandemic times.

57 Responses



Below is a breakout table of these data.

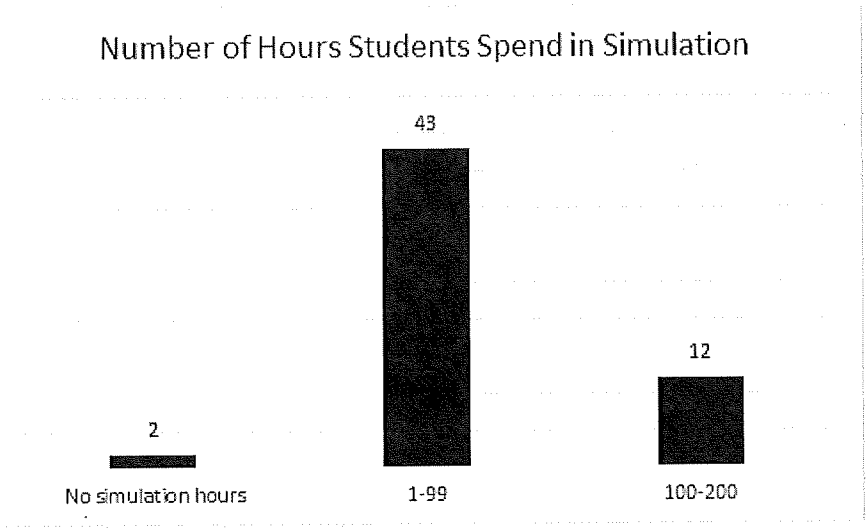
Program Name	Number of hours students spend in Direct Care	Percentage of hours in Direct Care
Baker University BSN	1245	78.15%
Barton County Community College ADN	168	56.32%
Barton County Community College PN	126	58.20%
Benedictine College BSN	580	80.22%
Bethel College BSN	630	87.50%
Butler Community College ADN	284	86.59%
Butler Community College PN	134	60.77%
Cloud County Community College ADN	420	75.27%
Coffeyville Community College ADN	206	91.56%
Coffeyville Community College PN	165	61.11%
Colby Community College ADN	209	78.28%
Colby Community College PN	285	75.80%
Dodge City Community College ADN	433	65.11%
Dodge City Community College PN	202	56.11%
Donnelly College PN	300	83.10%
Donnelly College RN Bridge Program	270	81.57%
Emporia State University BSN	624	75.27%
Flint Hills Technical College PN	204	50.50%
Fort Hays State University BSN	675	79.88%
Fort Scott Community College ADN	298	84.18%

Program Name	Number of hours students spend in Direct Care	Percentage of hours in Direct Care
Garden City Community College ADN	300	52.17%
Garden City Community College PN	224	77.51%
Hesston College BS	534	77.06%
Highland Community College Technical Center ADN	305	84.72%
Highland Community College Technical Center PN	180	63.16%
Hutchinson Community College ADN	225	*49.78%
Hutchinson Community College PN	225	59.76%
Johnson County Community College ADN	390	66.21%
Johnson County Community College PN	180	57.14%
Kansas City Kansas Community College ADN	481	78.21%
Kansas City Kansas Community College PN	270	80.00%
Kansas Wesleyan University BSN	320	55.17%
Labette Community College ADN	494	78.41%
Labette Community College PN	186	68.89%
Manhattan Area Technical College ADN	255	78.22%
Manhattan Area Technical College PN	264	76.52%
MidAmerica Nazarene University BSN	548	86.30%
Neosho County Community College ADN	209	77.41%
Neosho County Community College PN	186	51.67%
Newman University BSN	708	87.41%
North Central Kansas Technical College Hays ADN	344	69.35%
North Central Kansas Technical College Hays PN	305	67.93%
North Central Kansas Technical College PN (Beloit)	260	65.99%
Pittsburg State University BSN	724	72.98%
Pratt Community College PN	130	64.36%
Rasmussen University ADN (Overland Park)	410	58.57%
Rasmussen University BS (Overland Park)	495	61.49%
Salina Area Technical College ADN	185	75.51%
Salina Area Technical College PN	340	81.73%
Seward County Community College ADN	315	79.15%
Seward County Community College PN	360	78.26%
University of Kansas Medical Center BSN	500	81.57%
University Of Saint Mary BSN	660	82.71%
Washburn Institute of Technology PN	395	76.11%
Washburn University BSN	596	80.11%
Wichita State University BSN	435	67.92%
WSU College of Applied Sciences & Technology Practical Nursing	200	58.82%

**Less than 50% direct care clinicals (Denominator is the sum of direct care, simulation, and skills lab hours.)*

20. How many hours do students spend in simulation? Please do not include temporary changes made due to the pandemic. * "A technique that creates a situation or environment to allow persons to experience a representation of a real event for the purpose of practice, learning, evaluation, testing, or to gain an understanding of systems or human actions." From Healthcare Simulation Dictionary, Second Edition (AHRQ, 2020)

57 Responses



Below is a breakout table of these data.

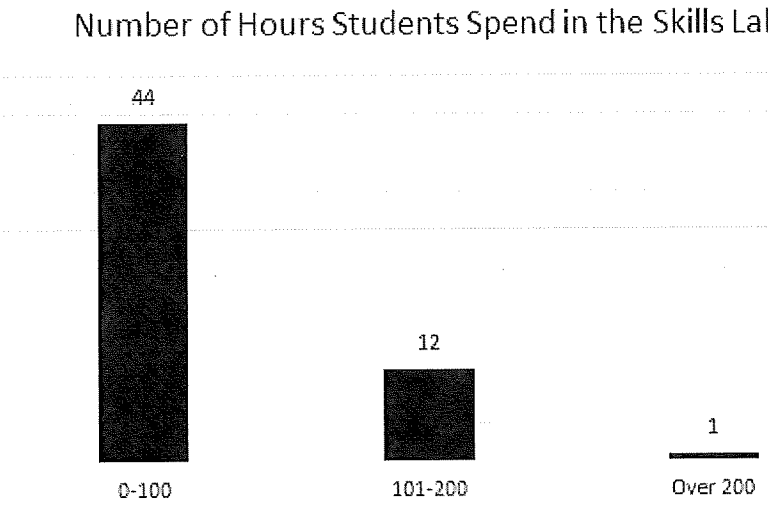
Program Name	Number of hours students spend in simulation	Percentage of hours in simulation
Baker University BSN	114	7.71%
Barton County Community College ADN	49	19.65%
Barton County Community College PN	10	4.84%
Benedictine College BSN	43	6.32%
Bethel College BSN	50	7.46%
Butler Community College ADN	24	7.89%
Butler Community College PN	20.5	10.25%
Cloud County Community College ADN	65	13.18%
Coffeyville Community College ADN	10	4.65%
Coffeyville Community College PN	55	25.58%
Colby Community College ADN	17	6.80%
Colby Community College PN	3	0.80%
Dodge City Community College ADN	102	18.12%
Dodge City Community College PN	49	15.76%
Donnelly College PN	16	4.64%
Donnelly College RN Bridge Program	16	5.08%
Emporia State University BSN	127	18.09%
Flint Hills Technical College PN	8	2.02%

Program Name	Number of hours students spend in simulation	Percentage of hours in simulation
Fort Hays State University BSN	110	14.97%
Fort Scott Community College ADN	18	5.36%
Garden City Community College ADN	175	43.75%
Garden City Community College PN	15	5.47%
Hesston College BS	96	16.08%
Highland Community College Technical Center ADN	10	2.86%
Highland Community College Technical Center PN	45	18.75%
Hutchinson Community College ADN	137	43.49%
Hutchinson Community College PN	39	11.56%
Johnson County Community College ADN	137	30.31%
Johnson County Community College PN	45	16.67%
Kansas City Kansas Community College ADN	104	20.35%
Kansas City Kansas Community College PN	0	0.00%
Kansas Wesleyan University BSN	135	30.34%
Labette Community College ADN	44	7.51%
Labette Community College PN	24	9.76%
Manhattan Area Technical College ADN	60	22.56%
Manhattan Area Technical College PN	51	17.35%
MidAmerica Nazarene University BSN	12	1.93%
Neosho County Community College ADN	54	25.00%
Neosho County Community College PN	48	15.38%
Newman University BSN	22	2.79%
North Central Kansas Technical College Hays ADN	8	1.64%
North Central Kansas Technical College Hays PN	0	0.00%
North Central Kansas Technical College PN (Beloit)	37	10.36%
Pittsburg State University BSN	116	13.24%
Pratt Community College PN	8	4.12%
Rasmussen University ADN (Overland Park)	130	22.81%
Rasmussen University BS (Overland Park)	150	22.90%
Salina Area Technical College ADN	36	17.22%
Salina Area Technical College PN	36	9.47%
Seward County Community College ADN	72.5	22.27%
Seward County Community College PN	16	3.60%
University of Kansas Medical Center BSN	75	13.94%
University Of Saint Mary BSN	78	10.83%
Washburn Institute of Technology PN	48	10.19%
Washburn University BSN	56	8.14%
Wichita State University BSN	55.5	9.49%
WSU College of Applied Sciences & Technology Practical Nursing	40	13.33%

**Denominator is the sum of direct care, simulation, and skills lab hours.*

21. How many hours do students spend in the skills lab? Please do not include temporary changes made due to the pandemic. * A skills lab is equipped with manikins, task trainers, and hospital equipment where students can apply basic procedural skills such as administering injections.

57 Responses



Below is a breakout table of these data.

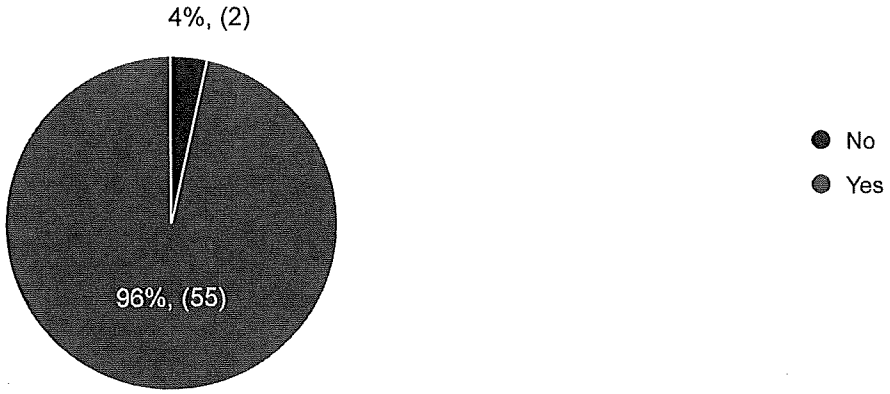
Program Name	Number of hours students spend in the skills lab	Percentage of hours in skills lab
Baker University BSN	234	17.22%
Barton County Community College ADN	81.32	37.47%
Barton County Community College PN	80.5	59.19%
Benedictine College BSN	100	16.05%
Bethel College BSN	40	5.88%
Butler Community College ADN	20	6.49%
Butler Community College PN	66	42.72%
Cloud County Community College ADN	73	15.05%
Coffeyville Community College ADN	9	4.17%
Coffeyville Community College PN	50	22.73%
Colby Community College ADN	41	18.14%
Colby Community College PN	88	30.56%
Dodge City Community College ADN	130	24.30%
Dodge City Community College PN	109	43.43%
Donnelly College PN	45	14.24%
Donnelly College RN Bridge Program	45	15.73%
Emporia State University BSN	78	10.39%
Flint Hills Technical College PN	192	90.57%
Fort Hays State University BSN	60	7.64%
Fort Scott Community College ADN	38	12.03%

Program Name	Number of hours students spend in the skills lab	Percentage of hours in skills lab
Garden City Community College ADN	100	21.05%
Garden City Community College PN	50	20.92%
Hesston College BS	63	10.00%
Highland Community College Technical Center ADN	45	14.29%
Highland Community College Technical Center PN	60	26.67%
Hutchinson Community College ADN	90	24.86%
Hutchinson Community College PN	112.5	42.61%
Johnson County Community College ADN	62	11.76%
Johnson County Community College PN	90	40.00%
Kansas City Kansas Community College ADN	30	5.13%
Kansas City Kansas Community College PN	67.5	25.00%
Kansas Wesleyan University BSN	125	27.47%
Labette Community College ADN	92	17.10%
Labette Community College PN	60	28.57%
Manhattan Area Technical College ADN	11	3.49%
Manhattan Area Technical College PN	30	9.52%
MidAmerica Nazarene University BSN	75	13.39%
Neosho County Community College ADN	7	2.66%
Neosho County Community College PN	126	53.85%
Newman University BSN	80	10.96%
North Central Kansas Technical College Hays ADN	144	40.91%
North Central Kansas Technical College Hays PN	144	47.21%
North Central Kansas Technical College PN (Beloit)	97	32.66%
Pittsburg State University BSN	152	18.10%
Pratt Community College PN	64	46.38%
Rasmussen University ADN (Overland Park)	160	29.63%
Rasmussen University BS (Overland Park)	160	24.81%
Salina Area Technical College ADN	24	10.86%
Salina Area Technical College PN	40	10.64%
Seward County Community College ADN	10.5	2.71%
Seward County Community College PN	84	22.34%
University of Kansas Medical Center BSN	38	6.61%
University Of Saint Mary BSN	60	8.13%
Washburn Institute of Technology PN	76	17.16%
Washburn University BSN	92	14.11%
Wichita State University BSN	150	30.58%
WSU College of Applied Sciences & Technology Practical Nursing	100	41.67%

**Denominator is the sum of direct care, simulation, and skills lab hours.*

22. Does your program provide support devoted to faculty development?

57 Responses

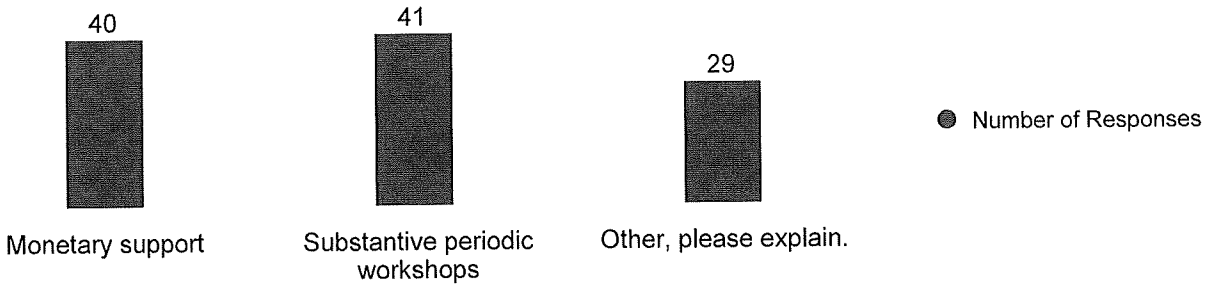


Programs that do not provide support devoted to faculty development (2):

- **Newman University BSN**
- **Pratt Community College PN**

If yes, which of the following is provided?

55 Responses



Below is a breakout table of these data.

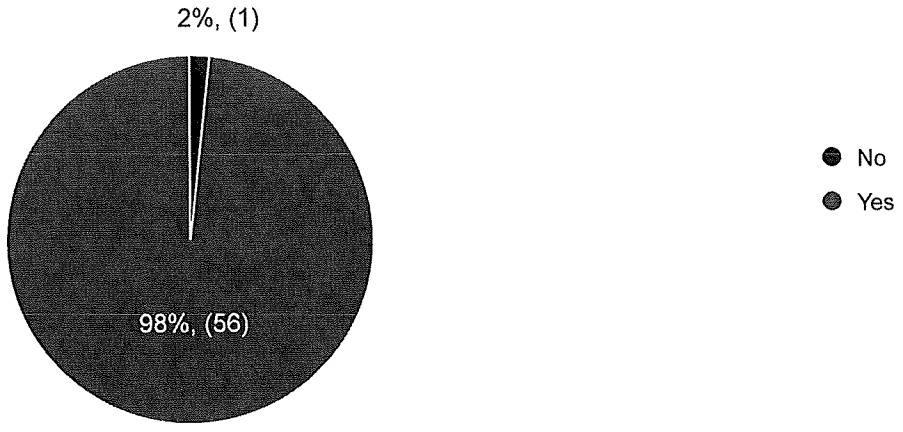
Program Name	Monetary Support	Amount Provided	Substantive workshops	Other, please explain
Baker University BSN	X	778	X	Time to continue their degree progression
Barton County Community College ADN	X	varies	X	
Barton County Community College PN	X	Amount varies depending on grants and other sources of funding.	X	
Benedictine College BSN	X	$950/year		Nurse Tim Subscripion; Faculty Mentoring Program started FA 21
Bethel College BSN	X	$500	X	
Butler Community College ADN	X	$850/Faculty if requested	X	
Butler Community College PN	X	700/faculty	X	
Cloud County Community College ADN	X	300	X	National & Regional Conference attendance
Coffeyville Community College ADN				Nursing Education Webinar Subscription
Coffeyville Community College PN				Nursing Education Webinar Subscription
Colby Community College ADN	X	Nursing initative and Carl Perkin's grants (amount varies per money awarded) average $500-750/faculty	X	
Colby Community College PN	X	Nursing Initative Grant, Carl Perkins Grant (amount varies per grant money awarded) average $500-750/faculty	X	

Program Name	Monetary Support	Amount Provided	Substantive workshops	Other, please explain
Dodge City Community College ADN	X	$900 per year	X	
Dodge City Community College PN	X	$900 per year	X	
Donnelly College PN	X	$750/yr w/carryover	X	
Donnelly College RN Bridge Program	X	75000/yr w/carryover	X	
Emporia State University BSN	X	$600	X	
Flint Hills Technical College PN			X	
Fort Hays State University BSN	X	2400	X	FHSU professional development
Fort Scott Community College ADN			X	
Garden City Community College ADN			X	ACEN /NLN/ ODAN-- national conferences
Garden City Community College PN			X	acen/ nln/ oadn national conferences
Hesston College BS	X	$900 every 2 years for conferences; $150 annually for professional memberships	X	
Highland Community College Technical Center ADN			X	Payment of conferences and training workshops
Highland Community College Technical Center PN			X	Pays for national nursing educator organizations' conferences
Hutchinson Community College ADN				NurseTim program subscription for continuing education, mentorship plan for new faculty, ACEN conferences as approved through Perkins grant, KCADNE annual conference.
Hutchinson Community College PN				Faculty request monetary support for professional development and travel, however there is not a set amount per faculty member.
Johnson County Community College ADN	X	$500		KBOR grant funds for professional development
Johnson County Community College PN	X	750	X	Faculty are also given the opportunity to attend conferences.
Kansas City Kansas Community College ADN	X	$650/yr from college, $2500 every 3 years from division.	X	
Kansas City Kansas Community College PN	X	$650/year/KCKCC, $2500/every 3 years/division funds, Perkins requests are considered and often funded	X	
Kansas Wesleyan University BSN	X	$400 per year	X	dedicated operational budget to professional development for nursing faculty
Labette Community College ADN	X	600	X	
Labette Community College PN	X	$650	X	
Manhattan Area Technical College ADN				Provide travel and registration for faculty to attend local and national conferences regarding nursing education.
Manhattan Area Technical College PN				Travel and registration paid for local and national nursing education conferences
MidAmerica Nazarene University BSN	X	Up to $1500		
Neosho County Community College ADN	X	$750	X	
Neosho County Community College PN	X	$750.00 per academic year	X	
North Central Kansas Technical College Hays ADN				The college sends facultu to conferences per Perkins, Kansas Board of Regents Grants or interdepartmental budget. The college also brings in paid speakers for professional development .
North Central Kansas Technical College Hays PN				The college sends faculty to conferences per Perkins, Kansas Board of Regent Grants or Interdepartmental budget. The college also brings in paid speakers for professional development.

Program Name	Monetary Support	Amount Provided	Substantive workshops	Other, please explain
North Central Kansas Technical College PN (Beloit)				This year was roughly $300 per faculty member. Each year varies as we submit requests for 1-3 conferences per academic year. May vary per faculty member as well- depending on approvals.
Pittsburg State University BSN	X	$1,500	X	There are two endowed funds which maybe utilized for faculty development. The amount of support is determined by the director.
Rasmussen University ADN (Overland Park)	X	Faculty submit requests for monetary support which is approved on an individual basis.	X	Professional Development weeks offered by the institution 3 weeks per year.
Rasmussen University BS (Overland Park)	X	Faculty submit requests for monetary support, which is approved on an individual basis.	X	Professional Development weeks offered by the institution 3 weeks per year.
Salina Area Technical College ADN	X	Varies	X	Faculty In-services
Salina Area Technical College PN	X	Varies	X	
Seward County Community College ADN	X	$2,300.00		Professional Membership
Seward County Community College PN	X	$2300.00 Funded through grants		State Meetings, Memberships to professional organizations
University of Kansas Medical Center BSN	X	at least $1000.00	X	support to attend professional conferences and meetings
University Of Saint Mary BSN	X		X	Nurse Tim and NLN subscriptions. $10,000 to share between all faculty.
Washburn Institute of Technology PN	X	$400.00	X	
Washburn University BSN	X	varies	X	
Wichita State University BSN	X	varies	X	
WSU College of Applied Sciences & Technology Practical Nursing	X	1,025.00	X	NurseTim Program

23. Does your program have a systematic evaluation plan of the curriculum in place?

57 Responses

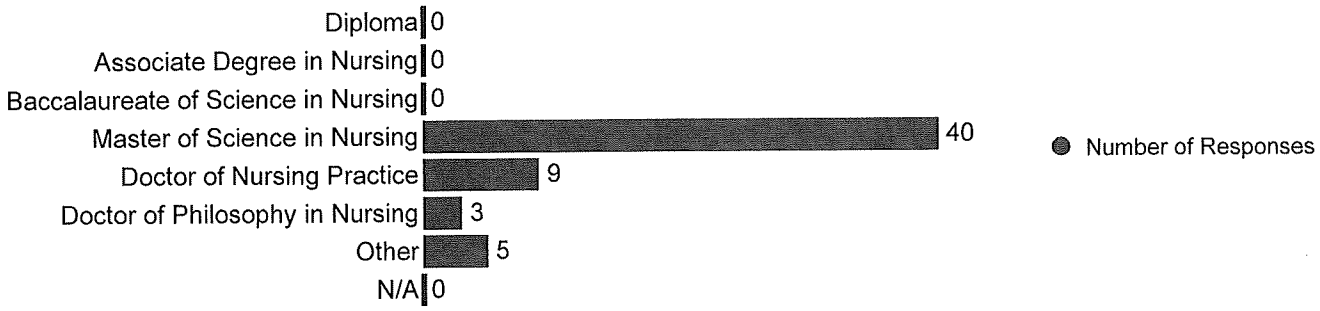


The program that does not have a systematic evaluation plan of the curriculum in place (1):

- **Pratt Community College PN**

24. What is the program director's highest nursing degree achieved?

57 Responses



Below is a breakout table of these data.

Program director's highest nursing degree achieved

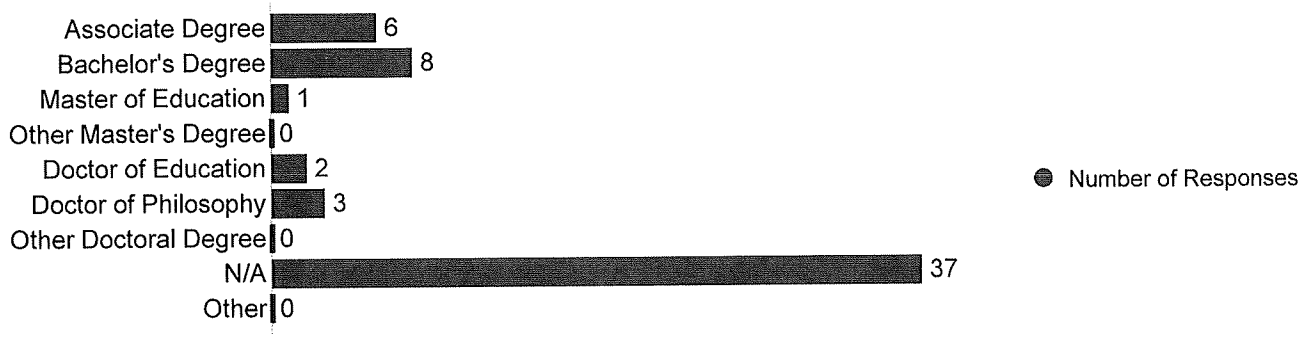
Program Name	Diploma	Associate Degree in Nursing	Baccalaureate in Science in Nursing	Master of Science in Nursing	Doctor of Nursing Practice	Doctor of Philosophy	Other
Baker University BSN						X	
Barton County Community College ADN				X			
Barton County Community College PN				X			
Benedictine College BSN					X		
Bethel College BSN					X		
Butler Community College ADN				X			
Butler Community College PN				X			
Cloud County Community College ADN				X			
Coffeyville Community College ADN				X			
Coffeyville Community College PN				X			
Colby Community College ADN				X			
Colby Community College PN				X			
Dodge City Community College ADN					X		
Dodge City Community College PN					X		
Donnelly College PN							Completing DNP 5/23
Donnelly College RN Bridge Program							Completing DNP 5/23
Emporia State University BSN				X			
Flint Hills Technical College PN				X			
Fort Hays State University BSN					X		
Fort Scott Community College ADN				X			
Garden City Community College ADN				X			
Garden City Community College PN				X			
Hesston College BS				X			
Highland Community College Technical Center ADN				X			
Highland Community College Technical Center PN				X			
Hutchinson Community College ADN				X			
Hutchinson Community College PN				X			
Johnson County Community College ADN						X	
Johnson County Community College PN				X			
Kansas City Kansas Community College ADN				X			
Kansas City Kansas Community College PN				X			
Kansas Wesleyan University BSN				X			

Program director's highest nursing degree achieved

Program Name	Diploma	Associate Degree In Nursing	Baccalaureate In Science In Nursing	Master of Science In Nursing	Doctor of Nursing Practice	Doctor of Philosophy	Other
Labette Community College ADN				X			
Labette Community College PN				X			
Manhattan Area Technical College ADN				X			
Manhattan Area Technical College PN				X			
MidAmerica Nazarene University BSN					X		
Neosho County Community College ADN				X			
Neosho County Community College PN				X			
Newman University BSN				X			
North Central Kansas Technical College Hays ADN							Master's in Nursing Education and Advanced Practice Nurse/Clinical Nurse Specialist
North Central Kansas Technical College Hays PN							Master's in Nursing Education and Advanced Practice Nurse/Clinical Nurse Specialist
North Central Kansas Technical College PN (Beloit)				X			
Pittsburg State University BSN				X			
Pratt Community College PN				X			
Rasmussen University ADN (Overland Park)					X		
Rasmussen University BS (Overland Park)					X		
Salina Area Technical College ADN				X			
Salina Area Technical College PN				X			
Seward County Community College ADN				X			
Seward County Community College PN				X			
University of Kansas Medical Center BSN						X	
University Of Saint Mary BSN							BSN directors have been MSN prepared . Chair is DNP prepared.
Washburn Institute of Technology PN				X			
Washburn University BSN				X			
Wichita State University BSN					X		
WSU College of Applied Sciences & Technology Practical Nursing				X			

25. What is the program director's highest non-nursing degree achieved?

57 Responses



On the following page is a breakout table of these data.

Program director's highest non-nursing degree achieved

Program Name	Associate Degree	Bachelor's Degree	Master of Education	Other Master's Degree	Doctor of Education	Doctor of Philosophy	Other Doctoral Degree	N/A	Other
Baker University BSN								X	
Barton County Community College ADN								X	
Barton County Community College PN								X	
Benedictine College BSN		X							
Bethel College BSN	X								
Butler Community College ADN								X	
Butler Community College PN								X	
Cloud County Community College ADN								X	
Coffeyville Community College ADN								X	
Coffeyville Community College PN								X	
Colby Community College ADN		X							
Colby Community College PN		X							
Dodge City Community College ADN								X	
Dodge City Community College PN								X	
Donnelly College PN								X	
Donnelly College RN Bridge Program								X	
Emporia State University BSN						X			
Flint Hills Technical College PN								X	
Fort Hays State University BSN								X	
Fort Scott Community College ADN								X	
Garden City Community College ADN	X								
Garden City Community College PN	X								
Hesston College BS								X	
Highland Community College Technical Center ADN								X	
Highland Community College Technical Center PN								X	
Hutchinson Community College ADN	X								
Hutchinson Community College PN								X	
Johnson County Community College ADN								X	
Johnson County Community College PN								X	
Kansas City Kansas Community College ADN	X								
Kansas City Kansas Community College PN	X								
Kansas Wesleyan University BSN		X							
Labette Community College ADN					X				
Labette Community College PN					X				
Manhattan Area Technical College ADN								X	
Manhattan Area Technical College PN								X	
MidAmerica Nazarene University BSN		X							
Neosho County Community College ADN								X	
Neosho County Community College PN								X	
Newman University BSN								X	
North Central Kansas Technical College Hays ADN		X							
North Central Kansas Technical College Hays PN		X							
North Central Kansas Technical College PN (Beloit)								X	
Pittsburg State University BSN						X			
Pratt Community College PN								X	
Rasmussen University ADN (Overland Park)								X	
Rasmussen University BS (Overland Park)								X	
Salina Area Technical College ADN			X						
Salina Area Technical College PN								X	
Seward County Community College ADN								X	
Seward County Community College PN								X	
University of Kansas Medical Center BSN								X	
University Of Saint Mary BSN								X	
Washburn Institute of Technology PN		X							
Washburn University BSN						X			
Wichita State University BSN								X	
WSU College of Applied Sciences & Technology Practical Nursing								X	

26. In the past five years, how many directors, including interim directors, has the program had?

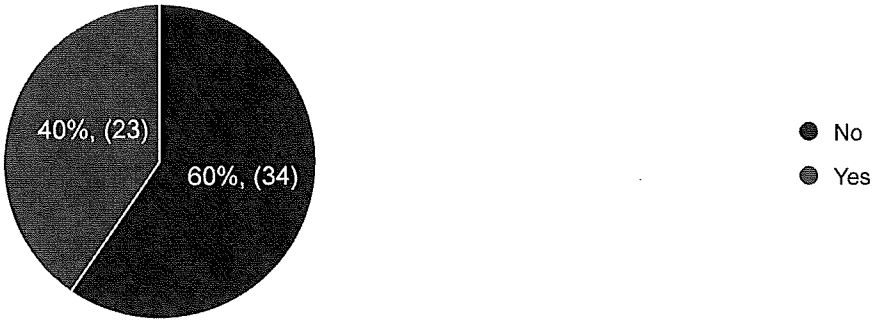
Program Name	Number of Directors (Including Interim)
Baker University BSN	3
Barton County Community College ADN	2
Barton County Community College PN	2
Benedictine College BSN	*4
Bethel College BSN	2
Butler Community College ADN	*5
Butler Community College PN	*5
Cloud County Community College ADN	2
Coffeyville Community College ADN	2
Coffeyville Community College PN	2
Colby Community College ADN	2
Colby Community College PN	2
Dodge City Community College ADN	1
Dodge City Community College PN	1
Donnelly College PN	3
Donnelly College RN Bridge Program	3
Emporia State University BSN	2
Flint Hills Technical College PN	*4
Fort Hays State University BSN	1
Fort Scott Community College ADN	1
Garden City Community College ADN	1
Garden City Community College PN	1
Hesston College BS	2
Highland Community College Technical Center ADN	2
Highland Community College Technical Center PN	2
Hutchinson Community College ADN	2
Hutchinson Community College PN	2
Johnson County Community College ADN	1
Johnson County Community College PN	1

Program Name	Number of Directors (Including Interim)
Kansas City Kansas Community College ADN	2
Kansas City Kansas Community College PN	2
Kansas Wesleyan University BSN	1
Labette Community College ADN	1
Labette Community College PN	1
Manhattan Area Technical College ADN	3
Manhattan Area Technical College PN	3
MidAmerica Nazarene University BSN	3
Neosho County Community College ADN	1
Neosho County Community College PN	1
Newman University BSN	1
North Central Kansas Technical College Hays ADN	2
North Central Kansas Technical College Hays PN	2
North Central Kansas Technical College PN (Beloit)	2
Pittsburg State University BSN	1
Pratt Community College PN	2
Rasmussen University ADN (Overland Park)	*5
Rasmussen University BS (Overland Park)	*5
Salina Area Technical College ADN	1
Salina Area Technical College PN	2
Seward County Community College ADN	1
Seward County Community College PN	1
University of Kansas Medical Center BSN	1
University Of Saint Mary BSN	2
Washburn Institute of Technology PN	3
Washburn University BSN	2
Wichita State University BSN	2
WSU College of Applied Sciences & Technology Practical Nursing	1

** More than 3 directors within 5 years is a warning sign*

27. Does the program director have administrative responsibility for allied health? * Allied health is a broad field of health care professions made up of specially trained individuals such as physical therapists and respiratory therapists.

57 Responses

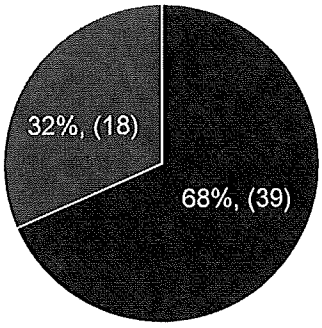


Programs whose director has administrative responsibility for allied health (23):

- **Butler Community College ADN**
- **Butler Community College PN**
- **Cloud County Community College ADN**
- **Colby Community College ADN**
- **Colby Community College PN**
- **Dodge City Community College ADN**
- **Dodge City Community College PN**
- **Donnelly College PN**
- **Donnelly College RN Bridge Program**
- **Garden City Community College ADN**
- **Garden City Community College PN**
- **Highland Community College Technical Center ADN**
- **Highland Community College Technical Center PN**
- **Hutchinson Community College ADN**
- **Hutchinson Community College PN**
- **Johnson County Community College PN**
- **Manhattan Area Technical College ADN**
- **Manhattan Area Technical College PN**
- **Salina Area Technical College ADN**
- **Salina Area Technical College PN**
- **University Of Saint Mary BSN**
- **Washburn Institute of Technology PN**
- **WSU College of Applied Sciences & Technology Practical Nursing**

28. Does the program have an assistant/associate director?

57 Responses

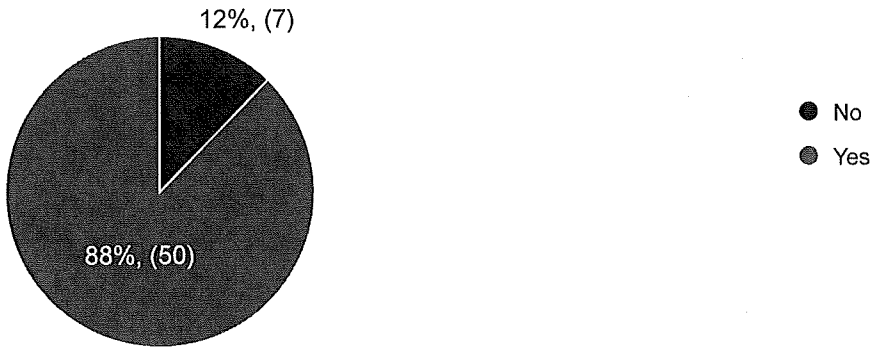


Programs that have an assistant/associate director (18):

- **Baker University BSN**
- **Barton County Community College ADN**
- **Barton County Community College PN**
- **Donnelly College PN**
- **Donnelly College RN Bridge Program**
- **Fort Hays State University BSN**
- **Fort Scott Community College ADN**
- **Hutchinson Community College PN**
- **Kansas City Kansas Community College ADN**
- **Kansas City Kansas Community College PN**
- **MidAmerica Nazarene University BSN**
- **Neosho County Community College ADN**
- **Neosho County Community College PN**
- **Rasmussen University ADN (Overland Park)**
- **Rasmussen University BS (Overland Park)**
- **University of Kansas Medical Center BSN**
- **Washburn University BSN**
- **Wichita State University BSN**

29. Does the program director have dedicated administrative support? * Administrative support includes general office management such as answering phones and doing clerical work and a variety of other tasks.

57 Responses



Programs that do not have dedicated administrative support (7):

- **Highland Community College Technical Center ADN**
- **Highland Community College Technical Center PN**
- **North Central Kansas Technical College Hays ADN**
- **North Central Kansas Technical College Hays PN**
- **North Central Kansas Technical College PN (Beloit)**
- **Rasmussen University ADN (Overland Park)**
- **Rasmussen University BS (Overland Park)**

30. How many full-time faculty are in the prelicensure program? * Full-time equivalent (FTE) faculty are expected to work at least 37.5 hours per week and to teach, participate in curriculum development, hold office hours for student advisement, attend faculty meetings, participate in campus-wide events, attend professional development events, take part in scholarly activities, etc. *

57 Responses

Program Name	Number of Full-time Faculty	Percentage of Full-time Faculty
Baker University BSN	20	48.78%
Barton County Community College ADN	4	80.00%
Barton County Community College PN	5	71.43%
Benedictine College BSN	5	*29.41%
Bethel College BSN	3	42.86%
Butler Community College ADN	12	42.86%
Butler Community College PN	13	61.90%
Cloud County Community College ADN	5	55.56%
Coffeyville Community College ADN	2	50.00%
Coffeyville Community College PN	2	66.67%
Colby Community College ADN	2	*25.00%
Colby Community College PN	3	37.50%
Dodge City Community College ADN	5	55.56%
Dodge City Community College PN	5	55.56%
Donnelly College PN	5	38.46%
Donnelly College RN Bridge Program	5	38.46%
Emporia State University BSN	12	66.67%
Flint Hills Technical College PN	4	66.67%
Fort Hays State University BSN	8	88.89%
Fort Scott Community College ADN	2	*20.00%
Garden City Community College ADN	3	100.00%
Garden City Community College PN	4	66.67%
Hesston College BS	7	50.00%
Highland Community College Technical Center ADN	2	40.00%
Highland Community College Technical Center PN	2	66.67%
Hutchinson Community College ADN	6	66.67%
Hutchinson Community College PN	8	100.00%
Johnson County Community College ADN	13	52.00%
Johnson County Community College PN	7	50.00%
Kansas City Kansas Community College ADN	14	51.85%
Kansas City Kansas Community College PN	4	50.00%

Program Name	Number of Full-time Faculty	Percentage of Full-time Faculty
Kansas Wesleyan University BSN	6	50.00%
Labette Community College ADN	5	100.00%
Labette Community College PN	5	71.43%
Manhattan Area Technical College ADN	4	80.00%
Manhattan Area Technical College PN	3	60.00%
MidAmerica Nazarene University BSN	9	*13.85%
Neosho County Community College ADN	12	54.55%
Neosho County Community College PN	12	57.14%
Newman University BSN	9	69.23%
North Central Kansas Technical College Hays ADN	3	60.00%
North Central Kansas Technical College Hays PN	3	75.00%
North Central Kansas Technical College PN (Beloit)	2	100.00%
Pittsburg State University BSN	18	85.71%
Pratt Community College PN	3	75.00%
Rasmussen University ADN (Overland Park)	11	*26.19%
Rasmussen University BS (Overland Park)	11	*22.00%
Salina Area Technical College ADN	2	40.00%
Salina Area Technical College PN	3	50.00%
Seward County Community College ADN	3	60.00%
Seward County Community College PN	3	60.00%
University of Kansas Medical Center BSN	23	*27.38%
University Of Saint Mary BSN	12	42.86%
Washburn Institute of Technology PN	6	54.55%
Washburn University BSN	15	*25.86%
Wichita State University BSN	21	70.00%
WSU College of Applied Sciences & Technology Practical Nursing	10	50.00%
Total Full-Time Faculty Across All Kansas Nursing Programs	***406***	

** Less than 35% full-time faculty is a warning sign (Denominator is the sum of full-time, adjunct, and part-time faculty.)*

31. How many clinical adjunct faculty are in the licensure program?

57 Responses

Program Name	Adjunct employed by the nursing program	Adjunct not employed by the nursing program
Baker University BSN	21	0
Barton County Community College ADN	1	0
Barton County Community College PN	2	0
Benedictine College BSN	11	0
Bethel College BSN	1	0
Butler Community College ADN	16	0
Butler Community College PN	8	0
Cloud County Community College ADN	4	0
Coffeyville Community College ADN	2	0
Coffeyville Community College PN	1	0
Colby Community College ADN	5	1
Colby Community College PN	3	2
Dodge City Community College ADN	0	0
Dodge City Community College PN	0	0
Donnelly College PN	6	0
Donnelly College RN Bridge Program	6	0
Emporia State University BSN	0	0
Flint Hills Technical College PN	1	0
Fort Hays State University BSN	0	0
Fort Scott Community College ADN	6	0
Garden City Community College ADN	0	0
Garden City Community College PN	2	0
Hesston College BS	0	0
Highland Community College Technical Center ADN	1	0
Highland Community College Technical Center PN	0	0
Hutchinson Community College ADN	0	0
Hutchinson Community College PN	0	0
Johnson County Community College ADN	10	0
Johnson County Community College PN	7	0
Kansas City Kansas Community College ADN	13	0
Kansas City Kansas Community College PN	2	0

Program Name	Adjunct employed by the nursing program	Adjunct not employed by the nursing program
Kansas Wesleyan University BSN	4	0
Labette Community College ADN	0	0
Labette Community College PN	2	0
Manhattan Area Technical College ADN	1	0
Manhattan Area Technical College PN	2	0
MidAmerica Nazarene University BSN	53	0
Neosho County Community College ADN	8	2
Neosho County Community College PN	8	1
Newman University BSN	4	0
North Central Kansas Technical College Hays ADN	2	0
North Central Kansas Technical College Hays PN	0	0
North Central Kansas Technical College PN (Beloit)	0	0
Pittsburg State University BSN	1	0
Pratt Community College PN	1	0
Rasmussen University ADN (Overland Park)	0	0
Rasmussen University BS (Overland Park)	0	0
Salina Area Technical College ADN	3	0
Salina Area Technical College PN	2	0
Seward County Community College ADN	2	0
Seward County Community College PN	2	0
University of Kansas Medical Center BSN	53	5
University Of Saint Mary BSN	15	1
Washburn Institute of Technology PN	5	0
Washburn University BSN	40	0
Wichita State University BSN	8	0
WSU College of Applied Sciences & Technology Practical Nursing	9	0
Adjunct Faculty Across All Kansas Nursing Programs	***354***	***12***

32. How many part-time faculty are in the prelicensure program? * Part-time faculty work less than 37.5 hours per week and are responsible for assuming teaching responsibilities, usually collaborating with the full-time faculty. They maintain availability to students and communicate effectively with students and colleagues.

57 Responses

Program Name	Number of Part-time Faculty
Baker University BSN	0
Barton County Community College ADN	0
Barton County Community College PN	0
Benedictine College BSN	1
Bethel College BSN	3
Butler Community College ADN	0
Butler Community College PN	0
Cloud County Community College ADN	0
Coffeyville Community College ADN	0
Coffeyville Community College PN	0
Colby Community College ADN	0
Colby Community College PN	0
Dodge City Community College ADN	4
Dodge City Community College PN	4
Donnelly College PN	2
Donnelly College RN Bridge Program	2
Emporia State University BSN	6
Flint Hills Technical College PN	1
Fort Hays State University BSN	1
Fort Scott Community College ADN	2
Garden City Community College ADN	0
Garden City Community College PN	0
Hesston College BS	7
Highland Community College Technical Center ADN	2
Highland Community College Technical Center PN	1
Hutchinson Community College ADN	3
Hutchinson Community College PN	0
Johnson County Community College ADN	2
Johnson County Community College PN	0

Program Name	Number of Part-time Faculty
Kansas City Kansas Community College ADN	0
Kansas City Kansas Community College PN	2
Kansas Wesleyan University BSN	2
Labette Community College ADN	0
Labette Community College PN	0
Manhattan Area Technical College ADN	0
Manhattan Area Technical College PN	0
MidAmerica Nazarene University BSN	3
Neosho County Community College ADN	0
Neosho County Community College PN	0
Newman University BSN	0
North Central Kansas Technical College Hays ADN	0
North Central Kansas Technical College Hays PN	1
North Central Kansas Technical College PN (Beloit)	0
Pittsburg State University BSN	2
Pratt Community College PN	0
Rasmussen University ADN (Overland Park)	31
Rasmussen University BS (Overland Park)	39
Salina Area Technical College ADN	0
Salina Area Technical College PN	1
Seward County Community College ADN	0
Seward County Community College PN	0
University of Kansas Medical Center BSN	3
University Of Saint Mary BSN	0
Washburn Institute of Technology PN	0
Washburn University BSN	3
Wichita State University BSN	1
WSU College of Applied Sciences & Technology Practical Nursing	1
Total Part-time Faculty Across All Kansas Nursing Programs	***130***

33. How many of the full-time faculty have a graduate-level education?

57 Responses

Program Name	MSN	MS (other than nursing)	Other Master's	DNP	PhD	Other Doctoral Degree
Baker University BSN	16	0	1	2	2	0
Barton County Community College ADN	4	0	0	0	0	0
Barton County Community College PN	2	0	0	0	0	0
Benedictine College BSN	4	0	0	0	0	0
Bethel College BSN	2	0	0	1	0	0
Butler Community College ADN	9	0	1	0	0	0
Butler Community College PN	9	0	1	0	0	0
Cloud County Community College ADN	3	0	0	0	0	0
Coffeyville Community College ADN	1	0	0	0	0	0
Coffeyville Community College PN	1	0	0	0	0	0
Colby Community College ADN	2	0	0	0	0	0
Colby Community College PN	2	0	0	0	0	0
Dodge City Community College ADN	3	0	0	0	0	0
Dodge City Community College PN	3	0	0	0	0	0
Donnelly College PN	0	1	0	1	0	0
Donnelly College RN Bridge Program	0	1	0	1	0	0
Emporia State University BSN	9	0	0	1	2	0
Flint Hills Technical College PN	2	0	0	0	0	0
Fort Hays State University BSN	10	0	0	4	2	1
Fort Scott Community College ADN	1	1	0	0	0	0
Garden City Community College ADN	3	0	0	0	0	0
Garden City Community College PN	3	0	0	0	0	0
Hesston College BS	6	0	0	0	1	0
Highland Community College Technical Center ADN	1	0	0	0	0	0
Highland Community College Technical Center PN	0	0	0	0	0	0
Hutchinson Community College ADN	4	0	0	0	0	1
Hutchinson Community College PN	6	1	0	0	0	0
Johnson County Community College ADN	12	0	0	0	1	0
Johnson County Community College PN	6	0	0	1	0	0
Kansas City Kansas Community College ADN	9	0	0	3	1	0
Kansas City Kansas Community College PN	3	0	0	0	0	0
Kansas Wesleyan University BSN	6	0	0	0	0	0

Program Name	MSN	MS (other than nursing)	Other Master's	DNP	PhD	Other Doctoral Degree
Labette Community College ADN	5	0	0	0	0	0
Labette Community College PN	5	0	0	0	0	0
Manhattan Area Technical College ADN	3	0	0	1	0	0
Manhattan Area Technical College PN	0	1	0	0	0	0
MidAmerica Nazarene University BSN	5	0	0	2	2	0
Neosho County Community College ADN	9	0	0	1	0	0
Neosho County Community College PN	9	0	0	1	0	0
Newman University BSN	5	0	0	3	0	0
North Central Kansas Technical College Hays ADN	1	0	0	0	0	0
North Central Kansas Technical College Hays PN	1	0	0	0	0	0
North Central Kansas Technical College PN (Beloit)	0	0	0	0	0	0
Pittsburg State University BSN	18	0	0	10	6	0
Pratt Community College PN	2	0	0	0	0	0
Rasmussen University ADN (Overland Park)	11	0	0	0	0	1
Rasmussen University BS (Overland Park)	11	0	0	0	0	1
Salina Area Technical College ADN	3	0	0	0	0	0
Salina Area Technical College PN	3	0	0	0	0	0
Seward County Community College ADN	2	0	0	0	0	0
Seward County Community College PN	2	0	0	0	0	0
University of Kansas Medical Center BSN	14	0	0	5	4	0
University Of Saint Mary BSN	10	0	1	2	0	0
Washburn Institute of Technology PN	2	1	0	0	0	0
Washburn University BSN	9	0	0	3	2	0
Wichita State University BSN	16	0	0	4	1	1
WSU College of Applied Sciences & Technology Practical Nursing	8	0	0	0	0	0

34. How many of the part-time faculty have a graduate-level education?

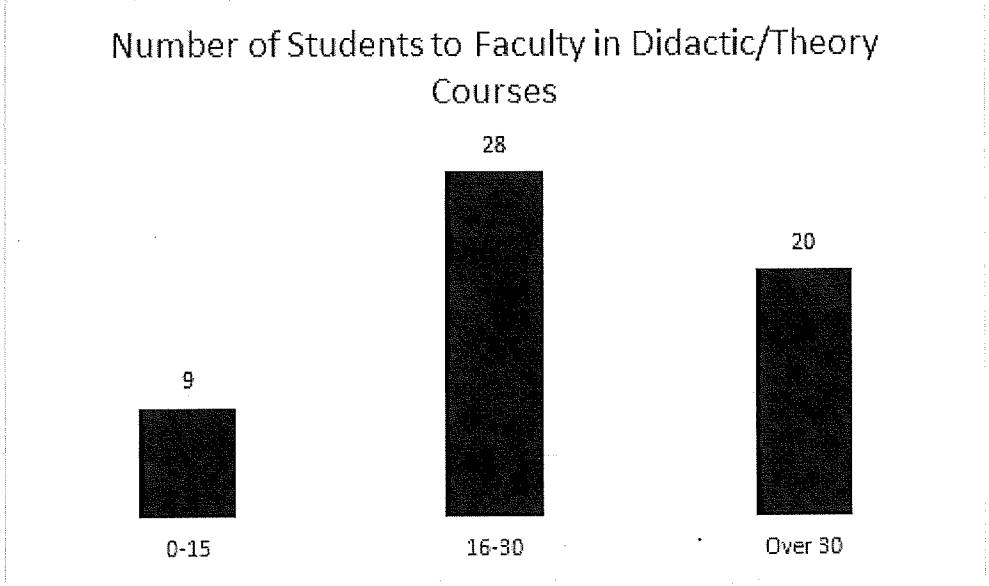
57 Responses

Program Name	MSN	MS (other than nursing)	Other Master's	DNP	PhD	Other Doctoral Degree
Baker University BSN	0	0	0	0	0	0
Barton County Community College ADN	0	0	0	0	0	0
Barton County Community College PN	0	0	0	0	0	0
Benedictine College BSN	0	0	0	0	1	0
Bethel College BSN	2	0	0	0	1	0
Butler Community College ADN	7	0	1	0	0	0
Butler Community College PN	0	0	0	0	0	0
Cloud County Community College ADN	0	0	0	0	0	0
Coffeyville Community College ADN	0	0	0	0	0	0
Coffeyville Community College PN	0	0	0	0	0	0
Colby Community College ADN	0	0	0	0	0	0
Colby Community College PN	0	0	0	0	0	0
Dodge City Community College ADN	1	0	0	0	0	0
Dodge City Community College PN	1	0	0	0	0	0
Donnelly College PN	0	0	0	0	0	0
Donnelly College RN Bridge Program	0	0	0	0	0	0
Emporia State University BSN	3	0	0	0	1	0
Flint Hills Technical College PN	0	0	0	0	0	0
Fort Hays State University BSN	1	0	0	2	0	0
Fort Scott Community College ADN	2	0	0	0	0	0
Garden City Community College ADN	0	0	0	0	0	0
Garden City Community College PN	0	0	0	0	0	0
Hesston College BS	6	0	0	1	0	0
Highland Community College Technical Center ADN	1	0	0	0	0	0
Highland Community College Technical Center PN	0	0	0	0	0	0
Hutchinson Community College ADN	1	0	0	0	0	0
Hutchinson Community College PN	0	0	0	0	0	0
Johnson County Community College ADN	1	0	0	0	0	0
Johnson County Community College PN	0	0	0	0	0	0
Kansas City Kansas Community College ADN	0	0	0	0	0	0
Kansas City Kansas Community College PN	1	0	0	1	0	0
Kansas Wesleyan University BSN	3	2	0	1	0	0
Labette Community College ADN	0	0	0	0	0	0
Labette Community College PN	0	1	0	0	0	0
Manhattan Area Technical College ADN	0	0	0	0	0	0
Manhattan Area Technical College PN	0	0	0	0	0	0

Program Name	MSN	MS (other than nursing)	Other Master's	DNP	PhD	Other Doctoral Degree
MidAmerica Nazarene University BSN	0	0	0	1	0	1
Neosho County Community College ADN	0	0	0	0	0	0
Neosho County Community College PN	0	0	0	0	0	0
Newman University BSN	1	0	0	0	0	0
North Central Kansas Technical College Hays ADN	0	0	0	0	0	0
North Central Kansas Technical College Hays PN	0	0	0	0	0	0
North Central Kansas Technical College PN (Beloit)	0	0	0	0	0	0
Pittsburg State University BSN	2	0	0	0	0	0
Pratt Community College PN	0	0	0	0	0	0
Rasmussen University ADN (Overland Park)	17	0	0	7	1	0
Rasmussen University BS (Overland Park)	26	0	0	13	0	0
Salina Area Technical College ADN	0	0	0	0	0	0
Salina Area Technical College PN	0	0	0	0	0	0
Seward County Community College ADN	0	0	0	0	0	0
Seward County Community College PN	0	0	0	0	0	0
University of Kansas Medical Center BSN	2	0	0	1	0	0
University Of Saint Mary BSN	0	0	0	0	0	0
Washburn Institute of Technology PN	0	0	0	0	0	0
Washburn University BSN	0	0	0	1	1	1
Wichita State University BSN	1	0	0	0	0	0
WSU College of Applied Sciences & Technology Practical Nursing	0	0	0	1	0	0

35. Please specify the typical number of students to one faculty member for didactic/theory courses.

57 Responses



On the following page is a breakout table of these data.

Program Name	Number of students to faculty in didactic/theory courses
Baker University BSN	40
Barton County Community College ADN	40
Barton County Community College PN	40
Benedictine College BSN	36
Bethel College BSN	12
Butler Community College ADN	22
Butler Community College PN	17
Cloud County Community College ADN	20
Coffeyville Community College ADN	24
Coffeyville Community College PN	24
Colby Community College ADN	18
Colby Community College PN	20
Dodge City Community College ADN	30
Dodge City Community College PN	30
Donnelly College PN	25
Donnelly College RN Bridge Program	15
Emporia State University BSN	40
Flint Hills Technical College PN	25

36. Please specify the number of students to one clinical faculty member.
* All levels of faculty (full-time, part-time, and clinical adjunct) in all types of clinical experiences.

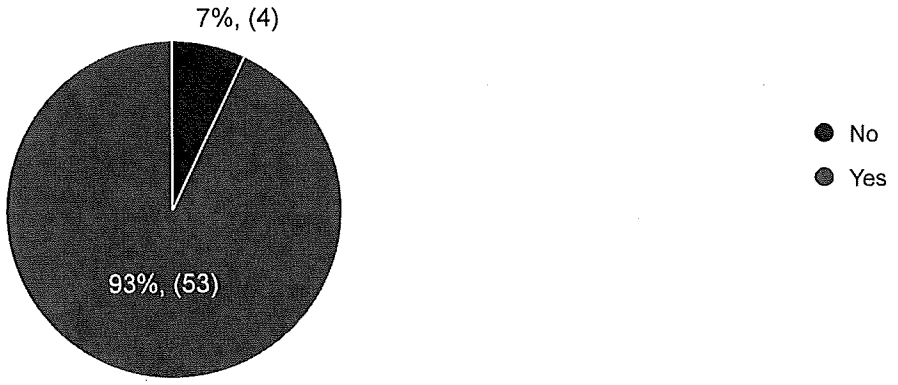
Program Name	Number of students to one clinical faculty member
Baker University BSN	10
Barton County Community College ADN	6
Barton County Community College PN	6
Benedictine College BSN	6
Bethel College BSN	10
Butler Community College ADN	10
Butler Community College PN	9
Cloud County Community College ADN	7
Coffeyville Community College ADN	8
Coffeyville Community College PN	8
Colby Community College ADN	10
Colby Community College PN	10
Dodge City Community College ADN	10
Dodge City Community College PN	10
Donnelly College PN	10
Donnelly College RN Bridge Program	8
Emporia State University BSN	10
Flint Hills Technical College PN	10
Fort Hays State University BSN	10
Fort Scott Community College ADN	6
Garden City Community College ADN	10
Garden City Community College PN	10
Hesston College BS	10
Highland Community College Technical Center ADN	10
Highland Community College Technical Center PN	10
Hutchinson Community College ADN	8

Program Name	Number of students to one clinical faculty member
Hutchinson Community College PN	10
Johnson County Community College ADN	8
Johnson County Community College PN	6
Kansas City Kansas Community College ADN	9
Kansas City Kansas Community College PN	10
Kansas Wesleyan University BSN	8
Labette Community College ADN	10
Labette Community College PN	10
Manhattan Area Technical College ADN	8
Manhattan Area Technical College PN	8
MidAmerica Nazarene University BSN	8
Neosho County Community College ADN	8
Neosho County Community College PN	6
Newman University BSN	10
North Central Kansas Technical College Hays ADN	10
North Central Kansas Technical College Hays PN	10
North Central Kansas Technical College PN (Beloit)	7
Pittsburg State University BSN	10
Pratt Community College PN	8
Rasmussen University ADN (Overland Park)	9
Rasmussen University BS (Overland Park)	7

Program Name	Number of students to one clinical faculty member
Salina Area Technical College ADN	10
Salina Area Technical College PN	10
Seward County Community College ADN	10
Seward County Community College PN	10
University of Kansas Medical Center BSN	6
University Of Saint Mary BSN	6
Washburn Institute of Technology PN	10
Washburn University BSN	8
Wichita State University BSN	10
WSU College of Applied Sciences & Technology Practical Nursing	10

37. Does the program offer formal orientation for new adjunct clinical faculty? * Formal orientation for new adjunct clinical faculty includes an overview of the program and the particular course they're teaching, policies and procedures, teaching responsibilities, supervision of students, role modeling, planning post conferences, evaluation of students, etc.

57 Responses

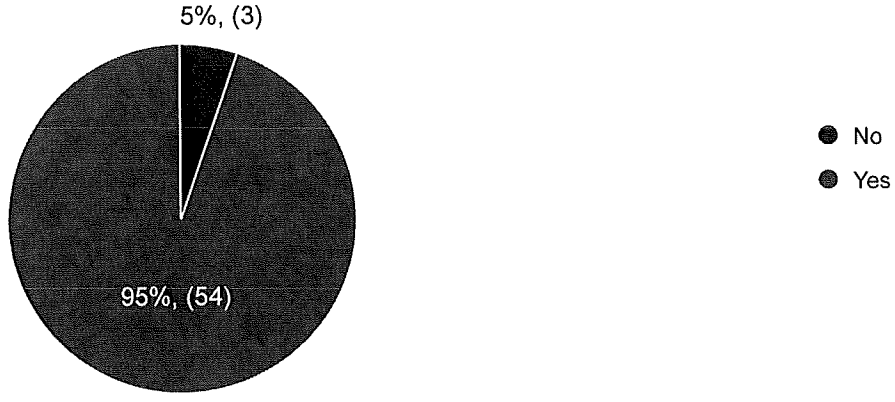


Programs that do not offer formal orientation for new adjunct clinical faculty (4):

- **Hesston College BS**
- **Hutchinson Community College ADN**
- **Rasmussen University ADN (Overland Park)**
- **Rasmussen University BS (Overland Park)**

38. Does the program offer formal orientation for new part-time faculty?

57 Responses



Programs that do not offer formal orientation for new part-time faculty (3):

- **Neosho County Community College ADN**
- **Neosho County Community College PN**
- **WSU College of Applied Sciences & Technology Practical Nursing**

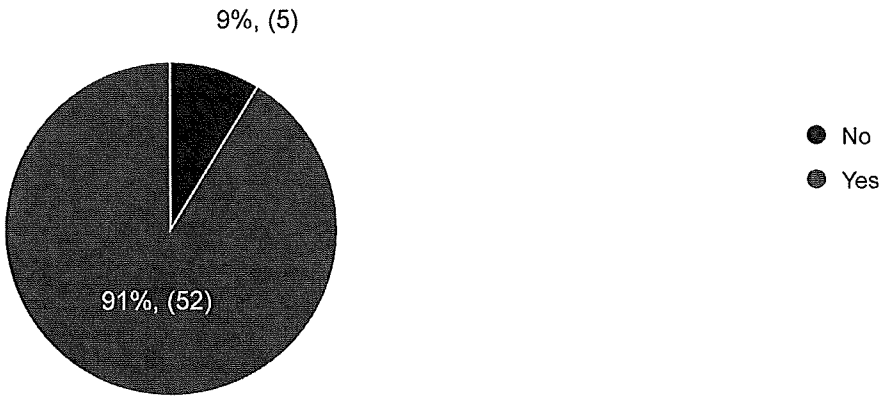
39. Does the program offer formal orientation for new full-time faculty?

57 Responses

Response	Percentage
Yes	100%

40. Does the program offer formal mentoring for new full-time faculty? * Formal mentoring includes assignment of a seasoned (at least one year of teaching) faculty member who has taught at the same level for the purpose of providing ongoing support, coaching, guidance, and faculty development for new full-time faculty.

57 Responses



Programs that do not offer formal mentoring for new full-time faculty (5):

- **Flint Hills Technical College PN**
- **North Central Kansas Technical College PN (Beloit)**
- **Salina Area Technical College PN**
- **Washburn University BSN**
- **WSU College of Applied Sciences & Technology Practical Nursing**

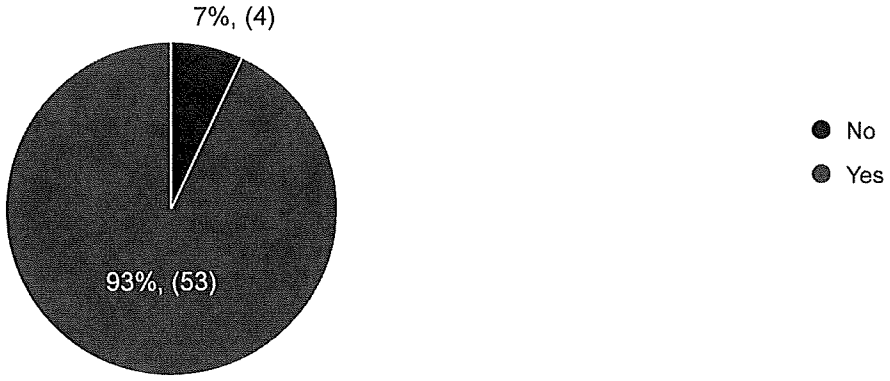
41. How many students are enrolled in the nursing program as of the beginning of the current academic year (2020-2021)? * Includes all prelicensure students for this program code. Programs can report enrollment numbers for more than one cohort if it applies.

Program Name	Number of students enrolled
Baker University BSN	157
Barton County Community College ADN	36
Barton County Community College PN	43
Benedictine College BSN	67
Bethel College BSN	24
Butler Community College ADN	123
Butler Community College PN	240
Cloud County Community College ADN	70
Coffeyville Community College ADN	21
Coffeyville Community College PN	15
Colby Community College ADN	18
Colby Community College PN	25
Dodge City Community College ADN	55
Dodge City Community College PN	1
Donnelly College PN	73
Donnelly College RN Bridge Program	30
Emporia State University BSN	171
Flint Hills Technical College PN	36
Fort Hays State University BSN	109
Fort Scott Community College ADN	60
Garden City Community College ADN	25
Garden City Community College PN	40
Hesston College BS	86
Highland Community College Technical Center ADN	30
Highland Community College Technical Center PN	18

Program Name	Number of students enrolled
Hutchinson Community College ADN	111
Hutchinson Community College PN	69
Johnson County Community College ADN	103
Johnson County Community College PN	51
Kansas City Kansas Community College ADN	155
Kansas City Kansas Community College PN	40
Kansas Wesleyan University BSN	36
Labette Community College ADN	16
Labette Community College PN	24
Manhattan Area Technical College ADN	43
Manhattan Area Technical College PN	40
MidAmerica Nazarene University BSN	191
Neosho County Community College ADN	59
Neosho County Community College PN	53
Newman University BSN	102
North Central Kansas Technical College Hays ADN	29
North Central Kansas Technical College Hays PN	34
North Central Kansas Technical College PN (Beloit)	18
Pittsburg State University BSN	172
Pratt Community College PN	8
Rasmussen University ADN (Overland Park)	349
Rasmussen University BS (Overland Park)	92
Salina Area Technical College ADN	24
Salina Area Technical College PN	25
Seward County Community College ADN	23
Seward County Community College PN	30
University of Kansas Medical Center BSN	269
University Of Saint Mary BSN	85
Washburn Institute of Technology PN	64
Washburn University BSN	290
Wichita State University BSN	248
WSU College of Applied Sciences & Technology Practical Nursing	146
Total Number of Students Enrolled Across All Kansas Nursing Programs	***4,572***

42. Do you have a maximum enrollment capacity?

57 Responses



Programs that do not have a maximum enrollment capacity (4):

- **Johnson County Community College ADN**
- **North Central Kansas Technical College PN (Beloit)**
- **Rasmussen University ADN (Overland Park)**
- **Washburn University BSN**

What is the maximum nursing enrollment capacity for the 2020-21 academic year?

53 Responses

Program Name	Maximum enrollment capacity
Baker University BSN	110
Barton County Community College ADN	50
Barton County Community College PN	55
Benedictine College BSN	72
Bethel College BSN	120
Butler Community College ADN	144
Butler Community College PN	255
Cloud County Community College ADN	82
Coffeyville Community College ADN	24
Coffeyville Community College PN	24
Colby Community College ADN	30
Colby Community College PN	50
Dodge City Community College ADN	60
Dodge City Community College PN	30

Program Name	Maximum enrollment capacity
Donnelly College PN	100
Donnelly College RN Bridge Program	30
Emporia State University BSN	200
Flint Hills Technical College PN	60
Fort Hays State University BSN	130
Fort Scott Community College ADN	140
Garden City Community College ADN	40
Garden City Community College PN	40
Hesston College BS	112
Highland Community College Technical Center ADN	30
Highland Community College Technical Center PN	40
Hutchinson Community College ADN	140
Hutchinson Community College PN	100
Johnson County Community College PN	80
Kansas City Kansas Community College ADN	250
Kansas City Kansas Community College PN	100
Kansas Wesleyan University BSN	40
Labette Community College ADN	20
Labette Community College PN	30
Manhattan Area Technical College ADN	48
Manhattan Area Technical College PN	40
MidAmerica Nazarene University BSN	224
Neosho County Community College ADN	136
Neosho County Community College PN	96
Newman University BSN	128
North Central Kansas Technical College Hays ADN	30
North Central Kansas Technical College Hays PN	40
Pittsburg State University BSN	190
Pratt Community College PN	20

Program Name	Maximum enrollment capacity
Rasmussen University BS (Overland Park)	80
Salina Area Technical College ADN	32
Salina Area Technical College PN	40
Seward County Community College ADN	30
Seward County Community College PN	30
University of Kansas Medical Center BSN	276
University Of Saint Mary BSN	74
Washburn Institute of Technology PN	80
Wichita State University BSN	270
WSU College of Applied Sciences & Technology Practical Nursing	180
Maximum Enrollment Capacity Across All Kansas Nursing Programs	***4,832***

43. What is the total number of students who started in your last graduating cohort? (That is, realizing that students graduate at different times of the year, what is the number of students who started in the most recent group that graduated?)

57 Responses

Program Name	Number of students that started in recent cohort
Baker University BSN	42
Barton County Community College ADN	36
Barton County Community College PN	43
Benedictine College BSN	31
Bethel College BSN	11
Butler Community College ADN	75
Butler Community College PN	55
Cloud County Community College ADN	40

Program Name	Number of students that started in recent cohort
Coffeyville Community College ADN	21
Coffeyville Community College PN	15
Colby Community College ADN	18
Colby Community College PN	25
Dodge City Community College ADN	32
Dodge City Community College PN	1
Donnelly College PN	25
Donnelly College RN Bridge Program	15
Emporia State University BSN	96
Flint Hills Technical College PN	16
Fort Hays State University BSN	35
Fort Scott Community College ADN	22
Garden City Community College ADN	25
Garden City Community College PN	40
Hesston College BS	52
Highland Community College Technical Center ADN	30
Highland Community College Technical Center PN	18
Hutchinson Community College ADN	40
Hutchinson Community College PN	34
Johnson County Community College ADN	47
Johnson County Community College PN	31
Kansas City Kansas Community College ADN	48
Kansas City Kansas Community College PN	22
Kansas Wesleyan University BSN	21
Labette Community College ADN	24
Labette Community College PN	28
Manhattan Area Technical College ADN	21
Manhattan Area Technical College PN	39
MidAmerica Nazarene University BSN	46

Program Name	Number of students that started in recent cohort
Neosho County Community College ADN	25
Neosho County Community College PN	16
Newman University BSN	30
North Central Kansas Technical College Hays ADN	29
North Central Kansas Technical College Hays PN	34
North Central Kansas Technical College PN (Beloit)	18
Pittsburg State University BSN	84
Pratt Community College PN	19
Rasmussen University ADN (Overland Park)	63
Rasmussen University BS (Overland Park)	12
Salina Area Technical College ADN	19
Salina Area Technical College PN	25
Seward County Community College ADN	23
Seward County Community College PN	30
University of Kansas Medical Center BSN	133
University Of Saint Mary BSN	65
Washburn Institute of Technology PN	64
Washburn University BSN	87
Wichita State University BSN	85
WSU College of Applied Sciences & Technology Practical Nursing	70

44. Considering the number reported in question #43, how many of those students graduated?

57 Responses

Program Name	Number of students that graduated in recent cohort	Percentage of students that graduated on time
Baker University BSN	39	92.86%
Barton County Community College ADN	29	80.56%
Barton County Community College PN	32	74.42%
Benedictine College BSN	30	96.77%
Bethel College BSN	9	81.82%
Butler Community College ADN	60	80.00%
Butler Community College PN	46	83.64%
Cloud County Community College ADN	29	72.50%
Coffeyville Community College ADN	16	76.19%
Coffeyville Community College PN	10	66.67%
Colby Community College ADN	17	94.44%
Colby Community College PN	21	84.00%
Dodge City Community College ADN	17	53.13%
Dodge City Community College PN	1	100.00%
Donnelly College PN	13	52.00%
Donnelly College RN Bridge Program	13	86.67%
Emporia State University BSN	71	73.96%
Flint Hills Technical College PN	8	50.00%
Fort Hays State University BSN	26	74.29%
Fort Scott Community College ADN	9	40.91%
Garden City Community College ADN	17	68.00%
Garden City Community College PN	25	62.50%
Hesston College BS	38	73.08%
Highland Community College Technical Center ADN	28	93.33%
Highland Community College Technical Center PN	16	88.89%
Hutchinson Community College ADN	32	80.00%
Hutchinson Community College PN	25	73.53%
Johnson County Community College ADN	35	74.47%

Program Name	Number of students that graduated in recent cohort	Percentage of students that graduated on time
Johnson County Community College PN	21	67.74%
Kansas City Kansas Community College ADN	36	75.00%
Kansas City Kansas Community College PN	17	77.27%
Kansas Wesleyan University BSN	15	71.43%
Labette Community College ADN	11	45.83%
Labette Community College PN	22	78.57%
Manhattan Area Technical College ADN	19	90.48%
Manhattan Area Technical College PN	26	66.67%
MidAmerica Nazarene University BSN	46	100.00%
Neosho County Community College ADN	21	84.00%
Neosho County Community College PN	11	68.75%
Newman University BSN	19	63.33%
North Central Kansas Technical College Hays ADN	26	89.66%
North Central Kansas Technical College Hays PN	32	94.12%
North Central Kansas Technical College PN (Beloit)	13	72.22%
Pittsburg State University BSN	83	98.81%
Pratt Community College PN	10	52.63%
Rasmussen University ADN (Overland Park)	21	33.33%
Rasmussen University BS (Overland Park)	3	25.00%
Salina Area Technical College ADN	19	100.00%
Salina Area Technical College PN	18	72.00%
Seward County Community College ADN	22	95.65%
Seward County Community College PN	27	90.00%
University of Kansas Medical Center BSN	126	94.74%
University Of Saint Mary BSN	46	70.77%
Washburn Institute of Technology PN	24	37.50%
Washburn University BSN	80	91.95%
Wichita State University BSN	67	78.82%
WSU College of Applied Sciences & Technology Practical Nursing	49	70.00%

**Denominator is the number of students that started in the recent cohort.*

Nursing accrediting agencies use this metric for accreditation.

45. Considering the number reported in question #43, how many students did not graduate and are still actively pursuing coursework?

57 Responses

Program Name	Number of students that did not graduate in recent cohort
Baker University BSN	3
Barton County Community College ADN	4
Barton County Community College PN	3
Benedictine College BSN	0
Bethel College BSN	1
Butler Community College ADN	7
Butler Community College PN	4
Cloud County Community College ADN	11
Coffeyville Community College ADN	3
Coffeyville Community College PN	3
Colby Community College ADN	0
Colby Community College PN	2
Dodge City Community College ADN	14
Dodge City Community College PN	0
Donnelly College PN	4
Donnelly College RN Bridge Program	2
Emporia State University BSN	2
Flint Hills Technical College PN	1
Fort Hays State University BSN	9
Fort Scott Community College ADN	6
Garden City Community College ADN	7
Garden City Community College PN	15
Hesston College BS	5
Highland Community College Technical Center ADN	0
Highland Community College Technical Center PN	0
Hutchinson Community College ADN	1
Hutchinson Community College PN	2
Johnson County Community College ADN	19
Johnson County Community College PN	4

Program Name	Number of students that did not graduate in recent cohort
Kansas City Kansas Community College ADN	8
Kansas City Kansas Community College PN	2
Kansas Wesleyan University BSN	3
Labette Community College ADN	11
Labette Community College PN	3
Manhattan Area Technical College ADN	1
Manhattan Area Technical College PN	0
MidAmerica Nazarene University BSN	0
Neosho County Community College ADN	2
Neosho County Community College PN	2
Newman University BSN	3
North Central Kansas Technical College Hays ADN	0
North Central Kansas Technical College Hays PN	0
North Central Kansas Technical College PN (Beloit)	0
Pittsburg State University BSN	0
Pratt Community College PN	3
Rasmussen University ADN (Overland Park)	11
Rasmussen University BS (Overland Park)	5
Salina Area Technical College ADN	0
Salina Area Technical College PN	0
Seward County Community College ADN	0
Seward County Community College PN	2
University of Kansas Medical Center BSN	3
University Of Saint Mary BSN	10
Washburn Institute of Technology PN	17
Washburn University BSN	7
Wichita State University BSN	11
WSU College of Applied Sciences & Technology Practical Nursing	11

46. What is the average age of a student enrolled in the program as of the beginning of the 2020-21 academic year?

57 Responses

Program Name	Average age of students enrolled
Baker University BSN	25
Barton County Community College ADN	21
Barton County Community College PN	20
Benedictine College BSN	20
Bethel College BSN	24
Butler Community College ADN	30
Butler Community College PN	30
Cloud County Community College ADN	31
Coffeyville Community College ADN	32
Coffeyville Community College PN	27
Colby Community College ADN	33
Colby Community College PN	28
Dodge City Community College ADN	26
Dodge City Community College PN	25
Donnelly College PN	36
Donnelly College RN Bridge Program	33
Emporia State University BSN	21
Flint Hills Technical College PN	29
Fort Hays State University BSN	21
Fort Scott Community College ADN	23
Garden City Community College ADN	23
Garden City Community College PN	27
Hesston College BS	26
Highland Community College Technical Center ADN	29
Highland Community College Technical Center PN	27
Hutchinson Community College ADN	31
Hutchinson Community College PN	25

Program Name	Average age of students enrolled
Johnson County Community College ADN	29
Johnson County Community College PN	34
Kansas City Kansas Community College ADN	29
Kansas City Kansas Community College PN	32
Kansas Wesleyan University BSN	21
Labette Community College ADN	30
Labette Community College PN	26
Manhattan Area Technical College ADN	30
Manhattan Area Technical College PN	29
MidAmerica Nazarene University BSN	27
Neosho County Community College ADN	33
Neosho County Community College PN	29
Newman University BSN	24
North Central Kansas Technical College Hays ADN	25
North Central Kansas Technical College Hays PN	23
North Central Kansas Technical College PN (Beloit)	27
Pittsburg State University BSN	22
Pratt Community College PN	32
Rasmussen University ADN (Overland Park)	33
Rasmussen University BS (Overland Park)	29
Salina Area Technical College ADN	30
Salina Area Technical College PN	26
Seward County Community College ADN	27
Seward County Community College PN	26
University of Kansas Medical Center BSN	24
University Of Saint Mary BSN	24
Washburn Institute of Technology PN	30
Washburn University BSN	22
Wichita State University BSN	24
WSU College of Applied Sciences & Technology Practical Nursing	29

47. Please provide a detailed breakdown of the racial composition (number in each category) of the students currently enrolled in the program.

57 Responses

Program Name	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Multi-Racial	Other
Baker University BSN	0	13	7	0	114	5	13
Barton County Community College ADN	1	0	3	0	24	0	0
Barton County Community College PN	1	1	2	0	24	0	0
Benedictine College BSN	0	1	0	0	61	3	1
Bethel College BSN	0	0	2	0	22	0	0
Butler Community College ADN	1	15	25	0	187	9	16
Butler Community College PN	1	15	25	0	187	9	16
Cloud County Community College ADN	0	2	5	0	44	7	2
Coffeyville Community College ADN	2	0	1	0	16	2	0
Coffeyville Community College PN	2	0	0	0	12	1	0
Colby Community College ADN	0	0	2	0	16	0	0
Colby Community College PN	0	0	0	0	25	0	0
Dodge City Community College ADN	1	1	0	0	53	0	0
Dodge City Community College PN	0	0	0	0	1	0	0
Donnelly College PN	2	1	58	0	8	4	0
Donnelly College RN Bridge Program	0	0	15	1	9	5	0
Emporia State University BSN	2	7	12	0	148	2	0
Flint Hills Technical College PN	0	2	2	0	24	0	2
Fort Hays State University BSN	0	2	3	1	93	2	8
Fort Scott Community College ADN	0	0	1	0	59	0	0
Garden City Community College ADN	0	0	0	0	7	0	18
Garden City Community College PN	0	2	1	1	15	0	21
Hesston College BS	0	4	7	1	53	5	16
Highland Community College Technical Center ADN	0	0	4	0	26	0	0
Highland Community College Technical Center PN	0	0	1	0	17	0	0
Hutchinson Community College ADN	2	1	5	0	83	5	0
Hutchinson Community College PN	0	2	6	3	50	2	0
Johnson County Community College ADN	3	9	8	0	61	4	3
Johnson County Community College PN	0	3	14	3	36	0	5
Kansas City Kansas Community College ADN	2	5	30	1	96	6	15
Kansas City Kansas Community College PN	0	0	22	0	14	2	7
Kansas Wesleyan University BSN	1	0	2	0	17	0	14
Labette Community College ADN	1	0	1	0	21	0	1

Program Name	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Multi-Racial	Other
Labette Community College PN	0	1	1	0	19	6	6
Manhattan Area Technical College ADN	1	0	6	0	28	4	0
Manhattan Area Technical College PN	0	3	1	0	29	1	0
MidAmerica Nazarene University BSN	1	8	33	0	126	12	13
Neosho County Community College ADN	2	1	17	0	73	0	4
Neosho County Community College PN	1	2	3	0	71	1	4
Newman University BSN	0	8	8	0	84	2	0
North Central Kansas Technical College Hays ADN	0	2	1	1	18	3	1
North Central Kansas Technical College Hays PN	1	2	1	1	21	2	4
North Central Kansas Technical College PN (Beloit)	0	0	0	0	13	0	0
Pittsburg State University BSN	1	2	3	0	164	2	0
Pratt Community College PN	0	0	0	0	4	0	1
Rasmussen University ADN (Overland Park)	6	6	62	0	172	22	56
Rasmussen University BS (Overland Park)	1	1	11	0	58	3	8
Salina Area Technical College ADN	0	0	0	1	16	2	0
Salina Area Technical College PN	0	0	0	0	18	0	0
Seward County Community College ADN	0	1	0	0	7	0	0
Seward County Community College PN	0	0	0	0	9	0	0
University of Kansas Medical Center BSN	0	9	7	0	236	11	6
University Of Saint Mary BSN	1	5	10	0	60	3	6
Washburn Institute of Technology PN	0	0	5	0	33	3	23
Washburn University BSN	3	7	6	0	255	19	0
Wichita State University BSN	0	25	7	0	160	11	11
WSU College of Applied Sciences & Technology Practical Nursing	2	5	37	0	63	7	32
Totals Across All Kansas Nursing Programs	***42***	***174***	***483***	***14***	***3,360***	***187***	***333***

48. Please provide a detailed breakdown (number in each category) of the ethnic composition of the students currently enrolled in the program.

Program Name	Hispanic or Latino or Spanish Origin	Non-Hispanic or Latino or Spanish Origin
Baker University BSN	13	139
Barton County Community College ADN	5	28
Barton County Community College PN	6	33
Benedictine College BSN	0	0
Bethel College BSN	1	23
Butler Community College ADN	31	222
Butler Community College PN	31	222
Cloud County Community College ADN	6	54
Coffeyville Community College ADN	3	18
Coffeyville Community College PN	1	14
Colby Community College ADN	2	16
Colby Community College PN	2	23
Dodge City Community College ADN	30	25
Dodge City Community College PN	0	1
Donnelly College PN	7	56
Donnelly College RN Bridge Program	5	25
Emporia State University BSN	26	145
Flint Hills Technical College PN	4	25
Fort Hays State University BSN	8	101
Fort Scott Community College ADN	0	60
Garden City Community College ADN	18	7
Garden City Community College PN	21	19
Hesston College BS	15	71
Highland Community College Technical Center ADN	0	30
Highland Community College Technical Center PN	0	18
Hutchinson Community College ADN	12	83
Hutchinson Community College PN	3	60
Johnson County Community College ADN	7	82
Johnson County Community College PN	5	56
Kansas City Kansas Community College ADN	28	127
Kansas City Kansas Community College PN	7	38
Kansas Wesleyan University BSN	14	20
Labette Community College ADN	1	23
Labette Community College PN	6	22
Manhattan Area Technical College ADN	4	39

Program Name	Hispanic or Latino or Spanish Origin	Non-Hispanic or Latino or Spanish Origin
Manhattan Area Technical College PN	5	0
MidAmerica Nazarene University BSN	15	178
Neosho County Community College ADN	6	91
Neosho County Community College PN	4	78
Newman University BSN	14	88
North Central Kansas Technical College Hays ADN	1	25
North Central Kansas Technical College Hays PN	4	28
North Central Kansas Technical College PN (Beloit)	0	13
Pittsburg State University BSN	2	170
Pratt Community College PN	1	4
Rasmussen University ADN (Overland Park)	31	236
Rasmussen University BS (Overland Park)	9	66
Salina Area Technical College ADN	1	18
Salina Area Technical College PN	15	3
Seward County Community College ADN	15	8
Seward County Community College PN	20	9
University of Kansas Medical Center BSN	34	235
University Of Saint Mary BSN	14	71
Washburn Institute of Technology PN	12	52
Washburn University BSN	19	271
Wichita State University BSN	30	214
WSU College of Applied Sciences & Technology Practical Nursing	26	120
Totals Across All Kansas Nursing Programs	***600***	***3,903***

49. Please provide a detailed breakdown (number of students in each category) by student sex.

Program Name	Female	Male	Other
Baker University BSN	122	17	0
Barton County Community College ADN	31	2	0
Barton County Community College PN	34	5	0
Benedictine College BSN	58	8	0
Bethel College BSN	23	1	0
Butler Community College ADN	216	36	1
Butler Community College PN	216	36	1
Cloud County Community College ADN	55	4	1
Coffeyville Community College ADN	19	2	0
Coffeyville Community College PN	14	1	0
Colby Community College ADN	18	0	0
Colby Community College PN	23	2	0
Dodge City Community College ADN	48	5	2
Dodge City Community College PN	1	0	0
Donnelly College PN	71	2	0
Donnelly College RN Bridge Program	25	5	0
Emporia State University BSN	153	18	0
Flint Hills Technical College PN	35	1	0
Fort Hays State University BSN	99	10	0
Fort Scott Community College ADN	59	1	0
Garden City Community College ADN	21	4	0
Garden City Community College PN	34	6	0
Hesston College BS	83	3	0
Highland Community College Technical Center ADN	28	2	0
Highland Community College Technical Center PN	18	0	0
Hutchinson Community College ADN	74	30	0
Hutchinson Community College PN	69	4	0
Johnson County Community College ADN	75	14	0
Johnson County Community College PN	55	6	0
Kansas City Kansas Community College ADN	135	19	1

Program Name	Female	Male	Other
Kansas City Kansas Community College PN	29	14	2
Kansas Wesleyan University BSN	5	29	0
Labette Community College ADN	20	4	0
Labette Community College PN	26	2	0
Manhattan Area Technical College ADN	42	1	0
Manhattan Area Technical College PN	34	5	0
MidAmerica Nazarene University BSN	156	37	0
Neosho County Community College ADN	90	7	0
Neosho County Community College PN	77	5	0
Newman University BSN	90	12	0
North Central Kansas Technical College Hays ADN	22	4	0
North Central Kansas Technical College Hays PN	28	4	0
North Central Kansas Technical College PN (Beloit)	11	2	0
Pittsburg State University BSN	157	15	0
Pratt Community College PN	5	0	0
Rasmussen University ADN (Overland Park)	254	20	50
Rasmussen University BS (Overland Park)	69	11	2
Salina Area Technical College ADN	18	1	0
Salina Area Technical College PN	18	0	0
Seward County Community College ADN	20	3	0
Seward County Community College PN	27	3	0
University of Kansas Medical Center BSN	242	27	0
University Of Saint Mary BSN	52	33	0
Washburn Institute of Technology PN	60	4	0
Washburn University BSN	246	44	0
Wichita State University BSN	214	30	0
WSU College of Applied Sciences & Technology Practical Nursing	135	10	1
Totals Across All Kansas Nursing Programs	***4,059***	***571***	***61***

Summary of Programs Not Meeting Key Quality Indicators

Program Name	Not Accredited	Younger than 7 years	Less than 50% direct care	Director Turnover	Percentage of FTE Faculty Less than 35%
Barton County Community College PN	X				
Benedictine College BSN				X	X
Butler Community College ADN				X	
Butler Community College PN	X			X	
Coffeyville Community College ADN	X				
Coffeyville Community College PN	X				
Colby Community College ADN					X
Colby Community College PN	X				
Dodge City Community College PN	X				
Donnelly College PN	X				
Donnelly College RN Bridge Program	X	X			
Flint Hills Technical College PN	X			X	
Fort Scott Community College ADN					X
Garden City Community College PN	X				
Highland Community College Technical Center PN	X				
Hutchinson Community College ADN			X		
Johnson County Community College PN	X				
Kansas City Kansas Community College PN	X				
Labette Community College PN	X				
Manhattan Area Technical College PN	X				
MidAmerica Nazarene University BSN					X
Neosho County Community College PN	X				
North Central Kansas Technical College Hays PN	X				
North Central Kansas Technical College PN (Beloit)	X				
Pratt Community College PN	X				
Rasmussen University ADN (Overland Park)				X	X
Rasmussen University BS (Overland Park)		X		X	X
Salina Area Technical College ADN	X	X			
Salina Area Technical College PN	X	X			
Seward County Community College PN	X				
University of Kansas Medical Center BSN					X
Washburn Institute of Technology PN	X				
Washburn University BSN					X
WSU College of Applied Sciences & Technology Practical Nursing	X				

Report to

Kansas State Board of Nursing

2022 Annual Nursing Program Reports Summary

December 14, 2022

Prepared by

Janelle B. Martin, MHSA, RN

KSBN Education Compliance Officer

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Kansas RN Nursing Program Admission Information					
BSN Programs	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Baker University	106	100	100	73	**73**
Benedictine College	25	32	31	31	**36**
Bethel College	58	65	48	28	**24**
Emporia State University	61	81	91	95	**54**
Fort Hays State University	58	52	52	65	**60**
Hesston College	52	53	55	58	**46**
Kansas Wesleyan University	4	5	13	21	**20**
MidAmerica Nazarene University	154	157	160	150	**140**
National American University - OP	49	43	closed	closed	**closed**
National American University - Wichita	7	9	closed	closed	**closed**
Newman University	66	63	55	50	**40**
Pittsburg State University	116	86	86	86	**89**
Rasmussen College	41	52	42	66	**39**
University of Kansas	126	126	126	135	**137**
University of St. Mary	54	64	73	69	**60**
Washburn University	152	152	156	151	**137**
Wichita State University	149	149	149	141	**140**
TOTAL BSN	**1107**	**1278**	**1289**	**1237**	**1095**

Kansas RN Nursing Program Admission Information					
ADN Programs	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Barton County Community College	25	18	34	34	**36**
Butler County Community College	150	129	140	144	**136**
Cloud County Community College	50	51	42	43	**35**
Coffeyville Community College	16	24	24	24	**21**
Colby Community College	26	30	18	20	**18**
Dodge City Community College	48	48	37	26	**35**
Donnelly College	New	15	15	15	**15**
Ft. Scott Community College	41	52	58	43	**24**
Garden City Community College	27	34	34	37	**25**
Highland Community College Technical Center	20	25	23	24	**30**
Hutchinson Community College	88	90	83	84	**76**
Johnson County Community College	70	76	76	47	**78**
Kansas City Kansas Community College	123	48	82	92	**100**
Labette Community College	27	24	30	27	**16**
Manhattan Area Technical College	48	47	47	48	**46**
Neosho County Community College	126	133	109	82	**64**
North Central KS Technical College - Hays	31	30	30	30	**29**
Pratt Community College	0	27	20	25	**closed**
Rasmussen College	144	195	194	255	**234**
Salina Area Technical College		New	16	17	**24**
Seward CCC /Area Technical School	30	30	33	27	**23**
TOTAL ADN	**1090**	**1126**	**1145**	**1144**	**1065**
TOTAL of BSN and ADN Programs	**2368**	**2415**	**2382**	**2363**	**2160**

Kansas PN Nursing Program - Admission Information					
PN Program & First Year of Bi-Level	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Barton County Community College	26	27	32	33	**43**
Butler Community College	105	112	111	144	**108**
Coffeyville Community College	10	15	18	15	**15**
Colby Community College	44	40	37	36	**25**
Dodge City Community College	0	0	0	0	**0**
Donnelly College	34	47	48	50	**73**
Flint Hills Area Technical College	45	58	50	31	**36**
Garden City Community College	40	37	37	37	**40**
Highland Community College Technical Center	29	21	20	24	**18**
Hutchinson Community College	107	106	128	56	**60**
Johnson County Community College	66	53	54	41	**51**
Kansas City KS Technical Education Center	65	62	53	51	**41**
Labette Community College	34	37	31	24	**28**
Manhattan Area Technical College	39	39	35	40	**37**
Neosho County Community College	95	94	76	42	**47**
North Central KS Technical College - Beloit	32	29	21	68	**17**
North Central KS Technical College - Hays	42	40	40	14	**34**
Pratt Community College	26	13	15	20	**19**
Salina Area Technical College	New	31	39	40	**25**
Seward CCC Area Technical School	32	30	29	30	**30**
Washburn Institute of Technology	80	80	76	73	**64**
WSU Tech	118	149	157	150	**146**
TOTAL	**1069**	**1120**	**1107**	**1019**	**958**

Kansas APRN Nursing Program Admission Information					
APRN Programs	**2017-18**	**2018-19**	**2019-20**	**2020-21****	**2021-2022****
Fort Hays State University	17	27	40	12	14
MidAmerica Nazarene University		New	13	31	7
Pittsburg State University	28	32	37	12	13
University of Kansas	46	41	42	42	43
University of St. Mary	New	16	18	27	11
Washburn University	20	30	31	20	20
Wichita State University	13	10	13	19	13
TOTAL CNS, NP, NM Admissions	**124**	**156**	**194**	**163**	**117**
** No new CNS Admissions					

RNA Programs					
Newman University	21	21	21	25	44
University of Kansas	24	30	36	36	36
TOTAL RNA Admissions	**45**	**51**	**57**	**61**	**80**
TOTAL APRN Admissions	**169**	**207**	**251**	**224**	**197**

2021 Kansas RN Nursing Program Graduation Information

BSN Programs	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2021 Pass Rate*
Baker University	69	80	92	80	**72**	95.71
Benedictine College	25	25	30	31	**30**	96.88
Bethel College	14	30	21	11	**9**	83.33
Emporia State University	46	38	45	47	**85**	84.78
Fort Hays State University	41	44	44	45	**45**	95.35
Hesston College	47	39	44	46	**38**	89.13
Kansas Wesleyan University	2	2	4	10	**15**	80.0
MidAmerica Nazarene University	133	151	148	154	**146**	83.11
Newman University	52	39	39	42	**38**	70.73
Pittsburg State University	75	78	85	86	**83**	82.56
Rasmussen College	0	4	30	30	**35**	86.36
University of Kansas	99	123	118	127	**129**	92.48
University of St. Mary	49	56	61	63	**47**	94.83
Washburn University	127	149	128	151	**141**	83.22
Wichita State University	183	136	132	142	**123**	80.92
TOTAL BSN	**984**	**1015**	**1042**	**1065**	**1036**	**86.63%***

*National Pass Rate for First Time RN Test Takers was 86.57% in 2020 and 82.48% in 2021. Pass rates are calculated on Calendar year.

^Green shading are for programs with 100% pass rate for 2021. Light red shading are for those under the 75% KS regulatory standard for 2021.

ADN Programs	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2021 Pass Rate*
Barton County Community College	24	17	17	25	**29**	83.33%
Butler Community College	117	123	118	121	**126**	79.0%
Cloud County Community College	27	29	31	39	**29**	72.22%^
Coffeyville Community College	11	20	20	20	**16**	73.68%
Colby Community College	21	29	25	20	**17**	85.0%
Dodge City Community College	18	25	16	18	**18**	77.78%
Donnelly College	New	15	15	0	**13**	No data
Ft. Scott Community College	29	31	20	42	**25**	62.86%
Garden City Community College	23	31	32	22	**18**	95.45%
Highland Community College Technical Center	19	20	21	24	**28**	88.46%
Hutchinson Community College	80	81	70	71	**69**	84.06%
Johnson County Community College	64	50	53	46	**35**	91.3%
Kansas City KS Community College	126	94	66	40	**70**	78.38%
Labette Community College	25	20	29	21	**11**	90.0%
Manhattan Area Technical College	39	44	40	37	**37**	96.15%
Neosho County Community College	141	107	100	91	**54**	83.15%
North Central KS Tech College -Hays	26	28	27	29	**26**	79.31%
Pratt Community College	0	0	17	24	**closed**	86.96%
Rasmussen College	46	57	118	126	**171**	66.88%
Salina Area Technical College		New	13	17	**19**	100%
Seward CCC Area Technical School	29	30	29	25	**22**	87.1%
TOTAL ADN	865	851	877	858	**833**	**83.86%***
TOTAL of BSN and ADN Programs	1849	1866	1919	1923	**1869#**	**84.58%****

*National Pass Rate for First Time RN Test Takers was 86.57% in 2020 and 82.48% in 2021. Pass rates are calculated on Calendar year.

**Kansas RN Pass rate in 2020 was 85.93% #2.8% drop in number of RN graduates from AY 2021

^Green shading are for programs with 100% pass rate for 2021. Light red shading are for those under the 75% KS regulatory standard for 2021.

Kansas PN Nursing Programs - Graduation Information						
PN Program & First Year of Bi-Level	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2021 Pass Rate***
Barton County Community College	21	16	24	22	**32**	100%^
Butler Community College	87	96	93	121	**48**	70.59%
Coffeyville Community College	5	5	14	13	**10**	83.33%
Colby Community College	34	33	38	31	**21**	87.1%
Dodge City Community College	3	1	0	1	**1**	No data
Donnelly College	26	41	43	30	**52**	80.0%
Flint Hills Area Technical College	43	37	40	20	**23**	95.0%
Garden City Community College - PN	24	33	30	25	**25**	91.67%
Highland Comm College Technical Center	29	18	18	21	**16**	90.0%
Hutchinson Community College	66	54	45	49	**60**	82.0%
Johnson County Community College	42	41	39	20	**53**	91.3%
Kansas City KS Community College/Technical Education Center	49	54	59	39	**34**	71.8%
Labette Community College	25	21	29	18	**22**	100%
Manhattan Area Technical College	32	35	29	27	**26**	92.59%
Neosho County Community College	90	95	52	37	**46**	96.67%
North Central KS Technical College-Beloit	26	26	15	30	**13**	100%
North Central KS Technical College - Hays	33	39	33	11	**32**	75.68%
Pratt Community College	10	20	12	10	**10**	83.33%
Salina Area Technical College		New	27	23	**18**	100%
Seward CCC Area Technical School	25	27	24	24	**28**	87.5%
Washburn Institute of Technology	68	54	70	39	**48**	83.87%
WSU Tech (formerly WATC)	117	104	131	97	**117**	78.72%
TOTAL	**938**	**850**	**865**	**708**	**735**	**87.2%***

*National Pass Rate for PN 1st Time Test Takers, 2020 – 83.08% and **2021 – 79.6%**. All pass rates calculated on a Calendar Year.

^Green shading are for programs with 100% pass rate for 2021. Light red shading are for those under the 75% KS regulatory standard for 2021.

Kansas APRN Nursing Program Graduation Information					
APRN Program	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Fort Hays State University	11	0	19	7	**12**
MidAmerica Nazarene University		New	0	0	**0**
Pittsburg State University	5	14	13	14	**17**
University of Kansas	7	6	10	29	**15**
University of St. Mary	New	0	0	14	**14**
Washburn University	24	13	18	20	**23**
Wichita State University	21	23	18	4	**8**
TOTAL APRN	**46**	**56**	**78**	**88**	**89**
RNA Programs	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Newman University	21	23	23	21	**20**
University of Kansas	23	24	24	30	**36**
TOTAL RNA	**44**	**47**	**47**	**51**	**56**
TOTAL Advanced Practice	**90**	**103**	**125**	**139**	**145**

Student Attrition - Kansas Nursing Programs				
2021-2022	**PN**	**ADN**	**BSN**	**Total**
Academic	113	191	92	**396**
Personal	51	101	59	**211**
TOTAL	164	292	151	**607**
2020-2021	**PN**	**ADN**	**BSN**	**Total**
Academic	132	172	101	**405**
Personal	51	88	40	**179**
TOTAL	183	260	141	**584**
2019-2020	**PN**	**ADN**	**BSN**	**Total**
Academic	177	150	108	**435**
Personal	50	61	41	**152**
Psycho-social	6	3	0	**9**
TOTAL	233	214	149	**596**
2018-2019	**PN**	**ADN**	**BSN**	**Total**
Academic	144	143	111	**398**
Personal	31	71	46	**148**
Psycho-social	8	6	3	**17**
TOTAL	**183**	**220**	**160**	**563**
2017-2018	**PN**	**ADN**	**BSN**	**Total**
Academic	152	165	124	**441**
Personal	48	61	57	**166**
Psycho-social	8	4	6	**18**
TOTAL	**208**	**230**	**187**	**625**

Student Articulation							
The Baccalaureate (BSN) and Associate Degree Nursing (ADN) programs are required by regulation to have an articulation plan. Licensed nurses may articulate into the next level of nursing education - ADN or BSN							
	2016	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**
ADN Admitted	221	265	238	267	209	213	208
ADN Graduated	194	224	216	212	172	183	158
ADN Attrition				11	42	58	39
ADN Articulation Attrition Rate				**4.1%**	**20.1%**	**27.2%**	**18.8%**
BSN Admitted	37	31	51	16	19	20	17
BSN Graduated	28	3	12	4	12	14	19
BSN Attrition				2	6	2	3
BSN Articulation Attrition Rate				**12.5%**	**31.6%**	**10.0%**	**17.6%**

Kansas Undergraduate Nursing Programs Annual Report Data July 1, 2021- June 30, 2022						
BSN Program Data						
Program	**Number Admissions *Approved* Annually**	**2021-2022 Admissions**	**2021-2022 Graduates**	**2021 NCLEX Pass Rate***	**% FT Faculty****	**% Attrition^**
Baker University	120	73	72	95.71%	48.8%	1.4%
Benedictine College	36	36	30	96.88%	*31.3%*	3.2%
Bethel College	60	24	9	83.33%	42.8%	68%
Emporia State University	100	54	85	84.78%	67%	10.5%
Fort Hays State University	65	60	45	95.35%	89%	30.8%
Hesston College	56	46	38	89.13%	50%	34.5%
Kansas Wesleyan University	40	20	15	80.00%	50%	28.6%
MidAmerica Nazarene University	180	140	146	83.11%	*13.8%*	2.7%
Newman University	120	40	38	70.73%	69%	24%
Pittsburg State University	95	89	83	82.56%	86%	3.5%
Rasmussen College	160	39	35	86.36%	*22%*	50%
University of Kansas	200	137	129	92.48%	*27.4%*	4.4%
University of St. Mary	74	60	47	94.83%	44.4%	31.9%
Washburn University	152	137	141	83.22%	*25.9%*	Not calc.
Wichita State University	150	140	123	80.92%	70%	12.8%
Total BSN Programs	***1608***	**1219**	**1065**	**89.34%**	**49.2%**	**20.4%^**
ADN Program Data						
Program	**Number Admissions Approved Annually**	**2021-2022 Admissions**	**2021-2022 Graduates**	**2021 NCLEX Pass Rate***	**% FT Faculty****	**% Attrition^**
Barton Community College	50	36	29	83.33%	80%	19.4%
Butler Community College	144	136	126	79.0%	42.9 %	12.5%
Cloud County Community College	64	35	29	72.22%	71.4%	32.6%
Coffeyville Community College	24	21	16	73.68%	50%	23.8%
Colby Community College	100	18	17	85.0%	*25%*	5.5%
Dodge City Community College	50	35	18	77.78%	55.6%	30.8%
Donnelly College	15	15	13	No data	38.5%	13.3%
Ft. Scott Community College	80	24	25	62.86%	*20%*	41.9%
Garden City Community College	90	25	18	95.45%	100%	28%
Highland Community College	30	30	28	88.46%	67%	6.7%
Hutchinson Community College	100	76	69	84.06%	67%	17.8%

ADN Program Data						
Program	Number Admissions Approved Annually	2021-2022 Admissions	2021-2022 Graduates	2021 NCLEX Pass Rate*	% FT Faculty**	% Attrition^
Johnson County Community College	95	78	35	91.3%	52%	25.5%
KC Kansas Community College	126	100	70	78.38%	52%	30%
Labette Community College	80	16	11	89.66%	100%	31%
Manhattan Area Technical College	48	46	37	96.15%	80%	19.6%
Neosho County Community College	136	64	54	83.15%	54.5%	15.6%
North Central KS Tech -Hays	30	29	26	79.31%	60%	10.3%
Rasmussen College	256	234	171	66.88%	*26.2%*	32.9%
Salina Area Technical College	32	24	19	100%	40%	20.8%
Seward CCC Area Technical School	30	23	22	87.1%	60%	18.5%
Total ADN Programs	1760	**1144**	**858**	**83.86%**	**51.9%**	**21.8%**

PN Program Data						
Program	Number Admissions Approved Annually	2021-2022 Admissions	2021-2022 Graduates	2021 NCLEX Pass Rate*	% FT Faculty**	% Attrition^
Barton County Community College	55	43	32	100.00%	71.4%	25.6%
Butler Community College (Bi-level)	112	108	48	70.59%	62%	Not calc.
Coffeyville Community College	24	15	10	83.33%	67%	33%
Colby Community College	82	25	21	87.1%	37.5%	16%
Dodge City Community College (PN Opt Out Option)	0	0	1	No data	n/a	Not calc.
Donnelly College	75	73	52	80.0%	45.5%	28.8%
Flint Hills Area Technical College	60	36	23	95.0%	67%	36.1%
Garden City Community College	90	40	25	91.67%	67%	37.5%
Highland Comm College Technical Center	40	18	16	90.0%	67%	11%
Hutchinson Community College	100	60	60	82.0%	100%	0%
Johnson County Community College	80	51	53	91.3%	50%	0%
Kansas City KS Technical Education Center	80	41	34	71.79%	50%	17.1%
Labette Community College (Bi-Level)	75	28	22	100%	71.4%	21.4%
Manhattan Area Technical College	60	37	26	92.59%	60%	29.7%
Neosho County Community College	120	47	46	96.67%	60%	2%
North Central KS Technical College-Beloit	40	17	13	100%	100%	23.5%
North Central KS Technical College - Hays	40	34	32	75.68%	75%	5.9%

PN Program Data						
Program	**Number Admissions Approved Annually**	**2021-2022 Admissions**	**2021-20221 Graduates**	**2021 NCLEX Pass Rate***	**% FT Faculty****	**% Attrition^**
Pratt Community College	70	19	10	83.33%	75%	47.4%
Salina Area Technical College	40	25	18	100%	50%	28%
Seward CCC / Area Technical School	30	30	28	87.5%	60%	6.7%
Washburn Institute of Technology	66	64	48	83.87%	54.5%	25%
WSU Tech	160	146	117	78.72%	50%	20%
Total PN Programs	1474	**1020**	**708**	**87.2%**	**63.8%**	**23.04%^**

*NCLEX pass rates are reported on a Calendar Year - all other data is Fiscal Year 2021-22. NCLEX Nat'l Average for 2021 – 79.6% - PN and 82.48% - RN.

**Full-time faculty percentage below 35% is considered a potential Warning Sign in Program Evaluation

^Attrition rates based on the admits for the current year only for purposes of this report. BSN has a 104% increase based on 2020 average of 8.4%, ADN has an 35.4% increase based on 2020 average of 16.1%, and PN has a 52.6% increase in attrition based on 2020 average of 15.1%.

NCSBN
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Oct. 28, 2022

National Nursing Education Annual Report: 2020–2021 Aggregate Data

Nancy Spector, PhD, RN, FAAN

Josephine Silvestre, MSN, RN

Qiana McIntosh, MBA

Nicole Kaminski-Ozturk, PhD, PMP

Introduction

In the fall of 2020, NCSBN launched the Annual Report Program (ARP) for nursing regulatory bodies (NRBs) in the U.S. In this program, NCSBN collects the nursing education Annual Report data that most NRBs require. The goals of this new program are two-fold. First, NCSBN is assisting the NRBs with this time-consuming data collection. Secondly, NCSBN is creating the first-ever nursing education database for the nursing community. The ARP team has developed evidence-based core questions that are asked of all participating NRBs, thereby collecting consistent data that can be compared nationally.

Besides demographic data, all the questions are based on the quality indicators and warning signs reported in NCSBN Regulatory Guidelines (Spector et al., 2020). Each NRB also has the opportunity to submit their own additional questions (AQs). NCSBN then cleans, verifies and analyzes the data for each NRB. The NRBs receive a final report of their state's data, with asterisks by those programs that don't fully meet certain key evidence-based quality indicators. Armed with the Annual Report data, the NRBs and programs can work together to identify needed improvements *before* NCLEX® Examination pass rates and other outcomes fall below standards. NCLEX pass rates are lagging indicators, meaning that they don't begin to fall until other key quality indicators have not been met.

Annually, NCSBN will disseminate a report of the aggregate data, which the NRBs can compare to their programs' data. Additionally, each participating program receives a report of their data before they submit their survey, so they can compare their findings to the other programs in the ARP. This is a win-win situation for NRBs and nursing programs. This is the first report of aggregate data from the 2020-2021 year.

Background

The core questions in the Annual Report surveys are all based on the robust research study NCSBN conducted from 2018-2020 (Spector et al., 2020). In 2017 NCSBN's Board of Directors charged a committee, which included NCSBN's membership and representatives from the American Association of Colleges of Nursing (AACN) and the National League for Nursing (NLN), with providing the NRBs with evidence-based and legally defensible quality indicators of nursing education programs that they could use when approving their nursing education programs.

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After completing an integrative literature review, using a recognized method of rating the evidence, the committee concluded that there currently is not robust evidence on nursing education quality indicators and warning signs. Therefore, NCSBN's Research team embarked on a two-year journey to provide NRBs with nursing program quality indicators. This comprehensive, mixed-methods study was published in 2020, and it consisted of four national studies (see **Figure 1**): an integrative literature review; a national Delphi study with educators, regulators and those who practice with new graduates; a five-year quantitative study of NRB Annual Report data; and a five-year qualitative study of NRB site visit documents.

Figure 1. Summary of Research Supporting Evidence-Based Approval

Data from 2020-21 Participating NRBs

There were 20 NRBs participating in 2020-21. Because of the pandemic many NRBs and their nursing programs were overwhelmed, and some wanted to delay their participation. In Mississippi the licensed practical/vocational nurse (LPN/VN) programs are approved by the NRB, while the registered nurse (RN) programs are approved by the Mississippi Institutions of Higher Learning. Since NCSBN sent out two separate surveys in that state and provided separate reports, they were counted as two NRBs. Data were collected on diploma, LPN/VN, associate degree, baccalaureate degree, accelerated bachelor of science in nursing (BSN) and master's entry programs. Of the 20 NRBs participating, there were:

- 843 nursing programs;
- 112,147 students enrolled in their programs;
- 8,263 full-time faculty;
- 3,104 part-time faculty;
- and 7,768 clinical adjunct faculty.

The results of the 16 COVID-19 questions will be reported elsewhere.

See **Table 1** for the program demographics. The majority of diploma, bachelor's, accelerated BSN (ABSN) and master's entry programs are urban, while the majority of LPN/VN and associate's programs are rural. Many programs are publicly owned, though 51% of bachelor's programs are private not-for-profit. It is also noteworthy that 10% of the associate's programs are private for-profit programs. While the majority of programs provide in-person learning, ABSN programs report that 60.9% are hybrid, though the number of ABSN programs is low. The vast majority of programs offer simulation. Most of the nursing programs in this database do not provide English as a second language (ESL) support services for their students. With an increasing focus on diversity in nursing, adding an ESL program for their students should be a consideration. A majority of the nursing program directors do not also have administrative authority over allied health programs. With the exception of LPN/VN and ABSN programs, most programs have an assistant/associate director, and a vast majority have dedicated administrative support. Most of the programs provide orientation and mentoring of new faculty, as well as orientation of part-time and adjunct clinical faculty.

Table 1. Program Demographics

	LPN/VN	Diploma	Associate's	Bachelor's	Accelerated BSN	Master's Entry
N	275	7	326	208	23	4
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Geographic Location						
Urban	84 (30.5%)	3 (42.9%)	98 (30.1%)	84 (40.4%)	16 (69.6%)	2 (50.0%)
Suburban	53 (19.3%)	2 (28.6%)	69 (21.2%)	52 (25.0%)	5 (21.7%)	2 (50.0%)
Rural	135 (49.1%)	2 (28.6%)	150 (46.0%)	68 (32.7%)	1 (4.3%)	0 (0.0%)
Other	3 (1.1%)	0 (0.0%)	9 (2.8%)	4 (1.9%)	1 (4.3%)	0 (0.0%)
Institutional Ownership						
Public	243 (88.4%)	2 (28.6%)	269 (82.5%)	85 (40.9%)	9 (39.1%)	2 (50.0%)
Private Not-for-Profit	10 (3.6%)	2 (28.6%)	24 (7.4%)	106 (51.0%)	7 (30.4%)	2 (50.0%)
Private for-Profit	22 (8.0%)	3 (42.9%)	33 (10.1%)	17 (8.2%)	7 (30.4%)	0 (0.0%)
Learning Modalities						
In-Person Only	189 (68.7%)	5 (71.4%)	178 (54.6%)	106 (51.0%)	9 (39.1%)	3 (75.0%)
Online Only	0 (0.0%)	0 (0.0%)	2 (0.6%)	2 (1.0%)	0 (0.0%)	0 (0.0%)
Hybrid	86 (31.3%)	2 (28.6%)	146 (44.8%)	100 (48.1%)	14 (60.9%)	1 (25.0%)
ESL Services						
Yes	126 (45.8%)	2 (28.6%)	157 (48.2%)	89 (42.8%)	7 (30.4%)	1 (25.0%)
No	149 (54.2%)	5 (71.4%)	169 (51.8%)	119 (57.2%)	16 (69.6%)	3 (75.0%)
Simulated Clinical Experience Offered						
Yes	244 (88.7%)	7 (100.0%)	311 (95.4%)	203 (97.6%)	23 (100.0%)	4 (100.0%)
No	31 (11.3%)	0 (0.0%)	15 (4.6%)	5 (2.4%)	0 (0.0%)	0 (0.0%)
Director Has Administrative Responsibility for Allied Health						
Yes	85 (30.9%)	1 (14.3%)	77 (23.6%)	12 (5.8%)	1 (4.3%)	0 (0.0%)
No	190 (69.1%)	6 (85.7%)	249 (76.4%)	196 (94.2%)	22 (95.7%)	4 (100.0%)
Program Has Assistant/Associate Director						
Yes	49 (17.8%)	4 (57.1%)	80 (24.5%)	91 (43.8%)	7 (30.4%)	2 (50.0%)
No	226 (82.2%)	3 (42.9%)	246 (75.5%)	117 (56.3%)	16 (69.6%)	2 (50.0%)

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Table 1. Program Demographics						
	LPN/VN	Diploma	Associate's	Bachelor's	Accelerated BSN	Master's Entry
N	275	7	326	208	23	4
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Director Has Dedicated Administrative Support						
Yes	236 (85.8%)	7 (100.0%)	295 (90.5%)	185 (88.9%)	18 (78.3%)	4 (100.0%)
No	39 (14.2%)	0 (0.0%)	31 (9.5%)	23 (11.1%)	5 (21.7%)	0 (0.0%)
Formal Orientation for New Adjunct Clinical Faculty						
Yes	241 (87.6%)	6 (85.7%)	288 (88.3%)	192 (92.3%)	22 (95.7%)	3 (75.0%)
No	34 (12.4%)	1 (14.3%)	38 (11.7%)	16 (7.7%)	1 (4.3%)	1 (25.0%)
Formal Orientation for New Full-Time Faculty						
Yes	265 (96.4%)	7 (100.0%)	318 (97.5%)	202 (97.1%)	22 (95.7%)	4 (100.0%)
No	10 (3.6%)	0 (0.0%)	8 (2.5%)	6 (2.9%)	1 (4.3%)	0 (0.0%)
Formal Orientation for New Part-Time Faculty						
Yes	233 (84.7%)	7 (100.0%)	274 (84.0%)	183 (88.0%)	20 (87.0%)	4 (100.0%)
No	42 (15.3%)	0 (0.0%)	52 (16.0%)	25 (12.0%)	3 (13.0%)	0 (0.0%)
Formal Mentoring for New Full-Time Faculty						
Yes	244 (88.7%)	7 (100.0%)	310 (95.1%)	192 (92.3%)	20 (87.0%)	4 (100.0%)
No	31 (11.3%)	0 (0.0%)	16 (4.9%)	16 (7.7%)	3 (13.0%)	0 (0.0%)

The number of clinical hours has been discussed in the literature, though at this time there are no evidence supporting a minimum number of clinical hours. Currently, in the U.S. only 13 NRBs require specific numbers of clinical hours (NCSBN, 2021). In this database, the mean number of hours across all programs (LPN/VN; diploma; associate's; bachelor's; and master's entry was:

- 472.97 for direct care clinical experiences;
- 69.62 for simulation;
- 115.72 for skills labs.
- 658.31 for total clinical hours (direct care, simulation and skills labs)

See **Table 2** for the distribution of hours among the program types.

Table 2. Breakdown of Program Hours by Program Type						
	LPN/VN	Diploma	Associate's	Bachelor's	Accelerated BSN	Master's Entry
N	275	7	326	208	23	4
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Direct Patient Care Hours						
Mean	386.3	530.21	437.61	625.64	578.85	665
SD	±169.14	±303.9	±173.05	±202.57	±192.3	±200.32
Simulation Hours						
Mean	54.63	35	69.9	85.66	113.91	50
SD	±63.74	±37.92	±85.45	±69.52	±109.5	±28.19
Skills Lab Hours						
Mean	124.27	113.64	110.12	112.13	119.46	153.75
SD	±126.24	±68.34	±78.04	±63.76	±67.61	±123.37

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It should be noted that the survey question asked for typical (or pre-pandemic) hours as the pandemic adversely affected direct patient care clinical hours because practice facilities closed their doors to student nurses (NCSBN, 2022). Additionally, it also impacted simulation and skills lab hours because of social distancing requirements in many states.

Direct care clinical hours have been decreasing over the years. See **Table 3** for 2010 and 2017 data from an NCSBN national sample (Smiley, 2019), as compared to 2020-21 data from the Annual Report database. One answer could be that programs are using more simulation to replace direct care clinical hours. The evidence supports replacing at up to 50% of clinical experiences with simulation, if nationally adopted simulation guidelines are followed (Hayden et al., 2014; NCSBN, 2016). However, looking at the mean number of simulation hours, both among all programs and for individual program types, the simulation hours are also relatively low. Indeed, Hungerford et al. (2019) found that, when comparing nursing education program clinical hours among the U.S., Australia, New Zealand and the U.K., the U.S. has the lowest number of clinical hours in RN prelicensure programs[1]. This trend of clinical hours (skills labs, simulation and direct care hours) bears watching in the future.

Table 3. Clinical Hours from 2010 – 2021

	2010 (median hours)	2017 (median hours)	2020-21 (mean hours)
Master's entry	770	780	665
Bachelor's	765	712	625.64
Associate's	628	573	437.61
Diploma	720	683	530.21
LPN/VN	(data not collected)	565	386.3

Based on NCSBN's 2020 study of nursing education quality indicators (Spector et al., 2020), we have identified eight key quality indicators for nursing programs. NRBs and nursing programs can use these key indicators when evaluating programs so that changes can be made before the programs fall below standards. Please see **Table 4** for a comparison of the quality indicators for each type of program. Below is a summary of the key quality indicators that were reported in the 2020-21 Annual Report Surveys:

1. The majority of associate's, bachelor's, ABSN and master's entry programs are nationally nursing accredited. LPN/VN and diploma programs need further work in this area.
2. The vast majority of the programs have full approval status at their NRB.
3. Many of the programs experienced major organizational changes during the year being surveyed, which have been linked to poorer outcomes. Some of these changes would include new director or assistant/ associate director, staff or faculty layoff, change in university/college leadership, collapsing programs, economic efficiencies, etc. Our research suggests that his lack of upper administrative support has led to poorer outcomes.
4. Programs with three or more directors in five years have been linked to poorer outcomes.
5. All of the programs had at least 50% direct care clinical experiences, which were linked to better outcomes.

1 Australia mandates 800 hours; New Zealand mandates 1100 hours; the United Kingdom mandates 2300 hours.

6. At least 35% full-time faculty in a nursing program is linked to better outcomes. 26.3% of the programs in the database had less than 35% full-time faculty, which could lead to poorer outcomes.
7. While our study did not find graduation rates to be a quality indicator, the national nursing accreditors, the U.S. Department of Education (USDE) and many NRBs use it as an outcome. The accreditors and USDE cite 70% graduation rate, or above, as meeting their requirements. As can be seen, many in this database did not reach this level.
8. Lastly, programs younger than seven years have been linked to poorer outcomes and might need more frequent oversight. While the vast majority of programs in this sample are long-standing, there were some categories with more than 10% of the programs being new.

Table 4. Key Quality Indicators

	LPN/VN	Diploma	Associate's	Bachelor's	Accelerated BSN	Master's Entry	Grand Total
N	275	7	326	208	23	4	843
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Accreditation Status							
Yes	47 (17.1%)	3 (42.9%)	236 (72.4%)	201 (96.6%)	23 (100.0%)	4 (100.0%)	514 (61.0%)
No	228 (82.9%)	4 (57.1%)	90 (27.6%)	7 (3.4%)	0 (0.0%)	0 (0.0%)	329 (39.0%)
Programs' Approval Status							
Fully Approved	261 (94.9%)	6 (85.7%)	291 (89.3%)	191 (91.8%)	22 (95.7%)	4 (100.0%)	775 (91.9%)
Not approved/ Conditional/ Probationary or Warning Status	14 (5.1%)	1 (14.3%)	35 (10.7%)	17 (8.2%)	1 (4.3%)	0 (0.0%)	68 (8.1%)
Experienced Major Organizational Changes							
Yes	140 (50.9%)	4 (57.1%)	155 (47.5%)	113 (54.3%)	18 (78.3%)	4 (100.0%)	434 (51.5%)
No	135 (49.1%)	3 (42.9%)	171 (52.5%)	95 (45.7%)	5 (21.7%)	0 (0.0%)	409 (48.5%)
Director Turnover							
Less Than or Equal to Three Directors Over the Past Five Years	257 (93.5%)	6 (85.7%)	293 (89.9%)	193 (92.8%)	18 (78.3%)	4 (100.0%)	771 (91.5%)
More than Three Directors Over the Past Five Years	18 (6.5%)	1 (14.3%)	33 (10.1%)	15 (7.2%)	5 (21.7%)	0 (0.0%)	72 (8.5%)
Less Than 50% Direct Care Clinical Experience							
Greater Than 50% Direct Care Clinical Experience	247 (89.9%)	7 (100.0%)	304 (93.3%)	204 (98.1%)	21 (91.3%)	4 (100.0%)	787 (93.4%)
Less Than 50%Direct Care Clinical Experience	28 (10.2%)	0 (0.0%)	22 (6.7%)	4 (1.9%)	2 (8.7%)	0 (0.0%)	56 (6.6%)

Table 4. Key Quality Indicators							
	LPN/VN	Diploma	Associate's	Bachelor's	Accelerated BSN	Master's Entry	Grand Total
N	275	7	326	208	23	4	843
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Less Than 35% Full-Time Faculty							
Greater Than 35% Full-Time Faculty	218 (79.3%)	4 (57.1%)	239 (73.3%)	146 (70.2%)	12 (52.2%)	2 (50.0%)	621 (73.7%)
Less Than 35% Full-Time Faculty	57 (20.7%)	3 (42.9%)	87 (26.7%)	62 (29.8%)	11 (47.8%)	2 (50.0%)	222 (26.3%)
Less Than 70% Graduation Rate							
Greater Than 70% Graduation Rate	134 (48.7%)	1 (14.3%)	200 (61.3%)	137 (65.9%)	15 (65.2%)	3 (75.0%)	490 (58.1%)
Less Than 70% Graduation Rate	141 (51.3%)	6 (85.7%)	126 (38.7%)	71 (34.1%)	8 (34.8%)	1 (25.0%)	353 (41.9%)
Programs Established Before 2016/After 2015							
Before 2016	260 (94.5%)	7 (100.0%)	296 (90.8%)	182 (87.5%)	19 (82.6%)	3 (75.0%)	767(91.0%)
After 2015	15 (5.5%)	0 (0.0%)	30 (9.2%)	26 (12.5%)	4 (17.4%)	1 (25.0%)	76 (9.0%)

There were other quality indicators that emerged from the Spector et al. (2020) study that would provide some direction to NRBs and nursing programs when evaluating programs. Program changes could be made, based on the evidence (see **Table 5**).

In this category, most LPN/VN programs and all other nursing programs provide disability support services to their students. Most programs provide services for students in low socio-economic classes. Remediation is provided for students who need support in most programs, though 15% do not. Fewer than 80% of the programs have a formal remediation process for students who report errors or near misses in their clinical experiences, which may be an area programs could focus more on, making sure to encourage a just culture in the nursing program. It is not surprising that only 22% of simulation faculty are certified and 4.9% of simulation centers are accredited since these opportunities are relatively new to nursing education. However, this may be a focus in the future for nursing education.

Table 5. Other Quality Indicators							
	LPN/VN	Diploma	Associate's	Bachelor's	Accelerated BSN	Master's Entry	Grand Total
N	275	7	326	208	23	4	843
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Disability Support Services							
Yes	270 (98.2%)	7 (100.0%)	326 (100.0%)	208 (100.0%)	23 (100.0%)	4 (100.0%)	838 (99.4%)
No	5 (1.8%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (0.6%)
Services for Low Socioeconomic Class Students							
Yes	253 (92.0%)	6 (85.7%)	312 (95.7%)	195 (93.8%)	19 (82.6%)	4 (100.0%)	789 (93.6%)
No	22 (8.0%)	1 (14.3%)	14 (4.3%)	13 (6.3%)	4 (17.4%)	0 (0.0%)	54 (6.4%)

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Table 5. Other Quality Indicators							
	LPN/VN	Diploma	Associate's	Bachelor's	Accelerated BSN	Master's Entry	Grand Total
N	275	7	326	208	23	4	843
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Formal Remediation Process for Students Needing Academic Support							
Yes	234 (85.1%)	6 (85.7%)	275 (84.4%)	178 (85.6%)	20 (87.0%)	4 (100.0%)	717 (85.1%)
No	41 (14.9%)	1 (14.3%)	51 (15.6%)	30 (14.4%)	3 (13.0%)	0 (0.0%)	126 (14.9%)
Formal Remediation Process for Students Committing Errors/Near Misses							
Yes	220 (80.0%)	4 (57.1%)	257 (78.8%)	165 (79.3%)	20 (87.0%)	4 (100.0%)	670 (79.5%)
No	55 (20.0%)	3 (42.9%)	69 (21.2%)	43 (20.7%)	3 (13.0%)	0 (0.0%)	173 (20.5%)
Certified Simulation Faculty							
Yes	33 (12.0%)	2 (28.6%)	71 (21.8%)	71 (34.1%)	11 (47.8%)	3 (75.0%)	191 (22.7%)
No	211 (76.7%)	5 (71.4%)	240 (73.6%)	132 (63.5%)	12 (52.2%)	1 (25.0%)	601 (71.3%)
Does not offer simulated clinical experience	31 (11.3%)	0 (0.0%)	15 (4.6%)	5 (2.4%)	0 (0.0%)	0 (0.0%)	51 (6.0%)
Accredited Simulation Lab							
Yes	9 (3.3%)	0 (0.0%)	13 (4.0%)	15 (7.2%)	3 (13.0%)	1 (25.0%)	41 (4.9%)
No	235 (85.5%)	7 (100.0%)	298 (91.4%)	188 (90.4%)	20 (87.0%)	3 (100.0%)	751 (89.1%)
Does not offer simulated clinical experience	31 (11.3%)	0 (0.0%)	15 (4.6%)	5 (2.4%)	0 (0.0%)	0 (0.0%)	51 (6.0%)

Conclusion

In the 2020-21 Annual Report Program, we collected core data from 843 nursing programs, based on quality indicators and warning signs identified in a national, four-part study (Spector et al., 2020). Nursing programs and NRBs can use these aggregate data to evaluate their programs, make recommendations for improvement, and compare their results to programs from across the nation. As more states join this program (we have 30 participating states in 2021-22), our data will be even more robust. It is our goal to eventually have all states and territories participating in this national nursing education database.

Some of the areas where improvement is need were identified as:

- More time is needed in clinical experiences (skills labs, simulation and direct care clinical experiences);
- Decreasing director turnover is a concern;
- More simulation faculty should become certified and simulation centers should become accredited;
- Increased resources for students with ESLare needed;
- LPN/VN programs should be accredited at a higher level;
- At least 35% of faculty should be full time;
- Graduation rates should increase;
- Higher administrative support of nursing programs should increase.

As we continue to build this nursing education database, programs will be able to compare their results from year to year to identify the results of improvements they have made. This database is a major contribution to nursing education and we are grateful to the NRBs and nursing programs that have participated.

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2023 Nursing & MHT Program Site Visits

Spring 2023	School	Level	Visitors	Comments
Feb. 14-16	Dodge City CC	ADN	Janelle Martin	w/ ACEN
Feb. 22-23	Ottawa University	BSN	Janelle Martin	Initial site visit
Feb. 28-Mar 2	Neosho CCC	PN	Janelle Martin	w/ satellite campus visit
March 20-22, 2023 (need to move)	Kansas Wesleyan	BSN	Janelle Martin	w/ CCNE
March 20-22, 2023	KSBN Board meeting			Moved up 1 week per SEP22 board mtg
April?	Butler CC	PN	Janelle Martin	
Fall 2023	**School**	**Level**	**Visitors**	**Comments**
Sept.	Seward CCC	PN	Janelle Martin	
Sept. 11-13, 2023	KSBN Board meeting			
Sept. 26-28	JCCC	ADN	Janelle Martin	w/ ACEN
Oct.	NCKTC-Beloit	PN ADN	Janelle Martin	ADN – after 1st grad
Oct.	Mid-America College of Health Sciences	PN	Janelle Martin	After 1st graduation
Nov. 7-8	Garden City CC	PN	Janelle Martin	
Nov.	MNU	MSN-NP	Janelle Martin	After 1st grad? Admit start 1/1/20

Petition for Permission to Test/Retest NCLEX Summary
8/13/2022 to 11/12/2022

Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Amy C. Weber	RN	No	May-19	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	9/12/2022
Alyssa Pruden	RN	No	Dec-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	11/3/2022
Aimee Craig	PN	No - never	Jun-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	11/9/2022