<u>Agency Mission:</u> **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
March 21, 2023

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 – December 13, 2022

VI.   Nursing Education Compliance Officer Report

Executive Session for Education Committee members if needed

VII.   Site Visit Reports

    A. Initial Site Visits
        a. Galen College – ADN program
        b. Galen College – BSN program
        c. Ottawa University – BSN program

B. Reapproval site visits
    a. Fort Hays State University – DNP program
    b. Osawatomie State Hospital – LMHT program
    c. Dodge City Community College – ADN w/ PN opt out

VIII. New Business

A. Major Curriculum Change Requests
    a. Benedictine College – BSN
    b. Salina Area Tech College – ADN
    c. Washburn University – Graduate

B. 2022 NCLEX First Time Pass Rates
C. Refresher Course requirements
D. Site Visit Guidelines
E. Nursing Scholarship Recipients
F. 5-Year Legislative Review
    a. K.S.A. 65-1119 – Nursing school accreditation
    b. K.S.A. 65-1133 – Training programs

IX. Unfinished Business
A. 2023 Nursing & MHT Program Site Visit Schedule

X. Petitions
A. Petition for Permission to Test/Retest Summary 11/13/2022 – 2/17/2023

XI. Agenda for June 2023

A. Scholarships
B. Petition requirements

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/81426388042?pwd=bVMyMTlIa2VnaVg2RnRzbmd1SndzQT09
Passcode: KsbnEDComm
Or One tap mobile :
  US: +13462487799,,81426388042#,,,,*1772503611# or +16694449171,,81426388042#,,,,*1772503611#
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 +1 305 224 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 or +1 301 715 8592
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   International numbers available: https://us02web.zoom.us/u/kdv9dclr5P

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Education Report

March 2023

Janelle B. Martin, MHSA, RN

Nursing Program Updates:

- **Flint Hills Technical College, Emporia** – effective January 10, 2023, Juli Heitman, MSN, RN, will be the new Director of the PN Program at FHTC.

- **Kansas City Kansas Community College** announced that effective January 1, 2023, Kathy Eblen is moving from the ADON position to Simulation Coordinator for the nursing programs. A new ADON has not been named.

- **NCKTC-Beloit** – effective February 20, 2023, Angela Murray MSN, RN, was approved by the NCKTC Board as the permanent, full-time Director of Nursing for the Beloit nursing programs. Angela has been serving as the Interim Director since 12/1/22.

Site Visits: Four site visits were completed February 1st through March 1st. Two of the visits were initial visits for new programs and two were reapproval visits. All site visits were done in person. Three more visits remain on the spring schedule for March/April. Visits completed were:

- Galen College (Wichita) – initial visit for proposed ADN and BSN programs
- Dodge City Community College – reapproval visit for ADN program – visit done in conjunction with ACEN visit
- Ottawa University (Overland Park) - initial visit for proposed BSN program
- Neosho County Community College (Chanute and Ottawa campuses) – reapproval visit for PN program

Education Activities / Projects

- Assisted in ensuring applicants meet educational requirements for licensure:
  - Reviewed 6 transcripts from out of state schools / military programs
  - Reviewed 26 CGFNS reports with 3 requiring English Language Proficiency testing prior to approval of licensure:
    - Philippines – 15
    - Kenya – 4
    - 1 each from Australia, Brazil, Canada, Gambia, India, Mexico, South Korea

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- *FQRs* – Faculty Qualification Reports moved to an all-electronic process via the website on June 30, 2020. FQR activity this quarter:
  - 84 FQRs submitted this quarter (38 from BSN programs, 37 ADN, 8 PN, 1 APRN)
    - 51 were Initial requests
    - 33 were updates to previous FQRs
    - Majority were for Adjunct positions (56)
  - 12 submitted with Degree plans
  - 22 submitted with Hire Exceptions
  - 10 updated FQRs submitted for completion of Degree plans
  - 13 submitted FQRs were incomplete:
    - 13 due to transcript issues – missing, not official copies, wrong transcript
    - 3 FQRs submitted without a degree plan or hire exception for faculty without required degree.

- *Minor Curriculum changes* – four schools submitted requests for minor curriculum changes. All requests were reviewed and approved.
  - *Benedictine College* – six Minor CCR for BSN program
  - *Emporia State* – BSN program
  - *KU SON* – one change for BSN program and one change for graduate program
  - *Washburn University – Grad program* – change in course title, number, outcomes for one course

- **Petitions:**
  - responded to eight inquires for potential petitioners regarding KS requirements for NCLEX exam and licensing.
  - Four (4) petitioners completed the conditions of their petition this quarter and were made eligible to test. Two have tested with one passing and one failing. Two have not tested yet.
  - One previous completer tested this quarter and did not pass.
  - Four petitions expired without being completed. Two are past the five-year mark and will have to retake nursing courses to retest.
  - Currently have 16 active petitioners with six completed petitions still in the process of completing testing.

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

- **KSBN/NCSBN Core Data and Annual Report survey.** Reports/data reviewed and changes requested from KSBN to NCSBN will be submitted this week. 2023 Annual report survey is planned to run from April – June for the Kansas programs. Notification will be given to all programs when the survey opens for 2023 and an orientation video will be on the KSBN website starting after March 10th for those desiring the information. A Zoom session for new administrators will be announced in March pending changes being complete.

- **Annual NCLEX reports** were distributed to Program Administrators the first week of January and the aggregate report is being reviewed by the board in March. The 2022 report is the first year under the new education regulations for an 80% first time pass rate as the minimum standard.

- **KSBN Scholarship** submissions were reviewed by four KSBN board and committee members during January. Winners were selected and asked to attend the March board meeting. All have accepted. Letters also sent to all who submitted essays but were not selected this year.

Reminders:

➢ NextGen NCLEX will begin on April 1, 2023 for both PN and RN applicants. NCSBN has created a website specifically for NCLEX NextGen information and resources: https://www.nclex.com/next-generation-nclex.page. Resources are available that could be useful for faculty as well as students.

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

Name of Institution: __Galen College of Nursing__   **Date:** __Feb. 7-8, 2023__

Type of Program: __1) ADN 2 yr option, 2) ADN - LPN to ADN Bridge (15-18 months), and 3) BSN__

Visitors: __Patty Palmietto, DNP(c), MSN, RN – KSBN Education Committee member; Janelle B Martin, MHSA, RN – KSBN 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)	• Payment of $1,000.00 application fee		X		App fee included w/ application
	• Name of controlling body	Report College Catalog (send catalog with report)	X		Galen Health Institutes, INC dba Galen College of Nursing Main campus – Louisville, KY
	• Name & title of administrator of same		X		Mark A. Vogt, BS, CEO
	• Relevant contact information		X		3050 Terra Crossing Blvd. Louisville, KY 40245
	• Description of legal body responsible for general policy and provides for financial support of nursing education program (includes all sources of financial support)		X		Initial app, pg.3: Galen Health Institutes, Inc. Private; single purpose; for-profit institution. Regionally accredited by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC – an approved USDOE agency) Pg. 8: under direction of a Board of Directors (7 mbrs) with by-laws that state responsibilities for: *Determining and reviewing Galen's mission *Overseeing and reviewing Galen's educational programs *Ensuring adequate financial resources to deliver a sound and quality educational program

Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
					*Approving Galen's annual operating budget and its annual capital budget and business plan Pg. 12 – Galen programs are funded by tuition and fees. Does not depend on federal or state appropriations (except for Title IV Federal Student Aid programs). Fiscal equity achieved by allocating resources based on student enrollments.
	• Copy of current school bulletin or catalog		X		Copy of catalog used on main campus in Louisville included Draft of Wichita campus catalog available onsite.
	• 3 year budget	Report	X		Initial report, pg. 14. Details in Appendix L, pg. 86-87
60-2-101 (a) (2)	• Name of administrator of nursing education program	Report	X		Audria Denker, DNP, RN, FAADN
	• Title of administrator	Report	X		Executive VP of Nursing Interim Dean, Wichita campus
	• Credentials of administrator	Report	X		Initial app, Pg. 5: DNP, RN, FAADN
	• Authority and responsibility for administering nursing education program is vested in the nurse administrator	Job Description	X		Initial app, Appendix I, pg. 75-82 - Dean / Administrator job description **pg. 78-79 – need to add KS specific requirements for nursing program administrator
Accreditation 60-2-101 (a)(3)	Program shall be accredited, be part of an institution that is accredited, or be in the process of being accredited by an agency that is approved by the United States Department of Education.	Report Exhibit Copy of accreditation verification	X		Pg. 5, Initial app: Galen College of Nursing is Regionally accredited by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Onsite: ACEN accredited with ADN/Bridge and will submit for this program as soon as approved - usually have ACEN site visit 9 - 12 months after first admission.

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Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
					CCNE accredited with BSN.
Nursing Program 60-2-101 (b)	The following shall be included in the application:	Report	X		
	• Course of study (1)		X		ADN Initial app, pg. 6: 1) traditional two-year professional (RN level) nursing option (8 academic terms – 12 wks per term) 2) LPN to ADN Bridge option (6 academic terms BSN Initial app, pg.
	• Credential to be conferred (1)	Report	X		Associate of Science (AS) in Associate Degree Nursing Program for both tracks; BS for the Baccalaureate Degree in Nursing Program
	• 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)		X		Initial app, pg. 7: no prerequisites required as all courses are included in the Galen curriculum **1 qrtr credit hr = 12 clock hrs theory/24 clock hrs lab / 36 clock hrs clinical **2 yr | Bridge | BSN** Total quarter credit hrs required: 107 99 160 **Nursing Credit hours:** **67** **39** **92** Nursing theory hours: 37 24 60 Nursing Lab hours: 12 5 13 Total Nursing clinical hrs: 18 10 19 Total Credit hrs for prior learning: (can transfer in certain credits for non-nrsg) 0 20 0 **Total Clock hours:** **1908** **1296** **2532**
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	Report	X		Initial app report, pg. 60-61

Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
	experience in - **For RN program**				
	• Aspects of safe, effective care environment, including the management of care, safety, and infection control		X		Initial app, Appendix B Onsite: curriculum plan docs to include all regulatory requirements
	• Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease		X		Initial app, Appendix B Onsite: curriculum plan docs to include all regulatory requirements
	• Psychosocial integrity, including coping, adaptation, and psychosocial adaptation and		X		Initial app, Appendix B Onsite: curriculum plan docs to include all regulatory requirements
	• Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential and physiological adaptation		X		Initial app, Appendix B Onsite: curriculum plan docs to include all regulatory requirements
Faculty 60-2-101 (b) (9)	Number, qualifications, and assignments of faculty members (include academic credentials, area of clinical expertise) (9)	Report (table)	X		Initial app, pg. 38-40 Have Interim Program Administrator until approval given and then will hire a permanent PA; online faculty who teach in the first 2-3 quarters for both programs are already on board with Galen and nursing faculty will be hired after approval given.
Clinical Resources 60-2-101 (b) (15-16)	• Name of each hospital and affiliating agency providing facilities for clinical experience must be licensed	List in Report	X		Initial app, Appendix Q, pg. 129 – contracts signed with 14 clinical affiliates at this time

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Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
	or approved by appropriate entities				
	• signed contracts or letters from clinical facilities stating they will provide clinical experiences for students		X		Initial app, Appendix Q, pg. 129 – contracts signed with 14 clinical affiliates at this time
Initial Survey - Application for Approval 60-2-101 (c) (1)	The following shall be available: • Interviews with administrators, prospective faculty, prospective students, clinical facility representatives, nursing advisory group, support services personnel, library director to discuss the prospective nursing program	Onsite	X		See Interview lists below
	• admissions material	Exhibit	X		Given at site audit. Can transfer general education coursework from any regionally or nationally accredited college. Must have a C or better to transfer.
	• minutes of faculty meetings	Exhibit	X		Given at site audit
	• describe any admission testing	Exhibit	X		ATI TEAS if no SAT or ACT taken. Also uses Pax.
	• faculty and student handbooks	Exhibit	X		Supplied prior to audit
	• policies and procedures	Exhibit	X		In Student Catalog for Galen College. Site specific Catalog is drafted for Wichita.
	• curriculum materials	Exhibit	X		Initial and at site audit
	• copy of the nursing education program's budget	Exhibit	X		Initial report, pg. 15; Appendix L
	• affiliating agency contractual agreements (signed)	Exhibit	X		14 signed, contractual agreements submitted

Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
60-2-101 (C)(2)	Inspect the following: • nursing education facilities including class rooms, laboratory, offices, student record storage	Tour	X		Building still in construction stage. Received drawings and floor plans. Temporary operational space is being utilized until construction is complete. (3rd floor medical building with space to meet w/ students individually or as a group. Plans for dedicated space were reviewed. Include: entire 4th floor of medical building) and partial space on 1st floor) • 1 large classrooms (46 seats) • 3 clinical learning labs w/ teaching space (24 seats per lab) • 2 active learning classrooms (40) • Skills lab • Student commons w/study areas and study rooms. Computers available w/ access to Canvas • Student Break area • Administrative and faculty offices w/ student facing conference rooms in Enrollment area • Enrollment area/ offices On 1st floor • 2 Sim lab areas • 2 debriefing rooms (12 seats) • Sim control room • Sim moulage room • 1 lg classroom (46 seats) Plans are for all dedicated space to be completed by July 23, 2023. If classroom space needed prior to completion, Wesley Healthcare has given space on main floor of hospital.

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Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
	• library facilities		X		Virtual Library held in the LMS Canvas site: Resources: Cinahl, Medline, Psychology & Behavioral sciences, Nursing Journals@ovid, Science Direct (Elsevier), GenderWatch, Nursing & Allied Health Premium (ProQuest), Academic SearchElite (EBSCO) in canvas library. Online access directly to librarians by chat and also able to set up appts. Online to do 1-1 meetings.
	• satellite program facilities (if appropriate)		n/a		

Onsite Interviews: onsite interviews conducted as combination in person and Zoom. Zoom attendees indicated by * at the end of the name.

Administration:

- Mark Vogt, BA - CEO, Galen College*
- Steve Hyndman, EdD – Provost, Galen College*
- Audria Denker, DNP, RN, FAADN – EVP of Nursing
- Tracy Ortelli, PhD, RN, CNE, ANEF, FAAN – EVP for Teaching & Learning Innovation*
- Kathy Dwyer, BA – VP of Operations and Regulatory Affairs*
- Jennifer Green, MBA – Sr. Director of Accreditation, Compliance, and Regulatory Affairs

Support Services:

- Marshall Moore, MBA – Associate VP of Operations
- Laura White, MS – Director of Student Experience
- Jonda Brinner, CPA – Director of the Office of Academic Records*

- Theresa Eiler – Director of Financial Aid*
- LiSandra Washington, MBA-HCM, MSN, RN – Lead Content Enrichment Specialist*
- Danielle Edwards, MSSW – Community Resource Specialist and Section 504/Title IX Coordinator*
- Joe Price, MLIS, MA – Administrative Librarian*

Clinical Site Representatives/Professional Advisory Committee (PAC):

- David Leslie, Chief Nursing Officer - Wesley Healthcare
- Corie Forbes, Asst. CNO - Wesley Healthcare
- Jamie Logan, Asst. CNO - Wesley Healthcare
- Jessica Adelhardt, Clinical Education, Wesley Healthcare
- Kimber Kasitz, Director of Health, Homebound & 504 Services – Wichita Public Schools
- Ashley Smith, DON – Regent Park Rehabilitation
- Tammy Smith, DON – Valley Hope of Moundridge
- Raisha J Edwards, RN – DON, Derby Health & Rehab
- Dolores Francis, BSN, RN – Nurse Manager, Horizons Mental Health Center (Hutchinson, KS)

Prospective Students: 4 prospective Wichita students, 3 current ADN students at SC campus, 1 RN-BSN current Galen student, and 2 MSN current students

Faculty: interview was with current Galen faculty on the Campus Implementation, Assessment & Support teams. When faculty hired for a new location, they are put through an onboarding program for 10 weeks before they do any teaching independently. The onboarding program has three tracks (didactic, lab/sim lab, clinical). Faculty can do more than one but start with one track. After initial onboard, the faculty will proceed through The Teaching and Learning Academy for further development. Average age of faculty member is 44 y/o. Campus implementation support teams come onsite and teach during this transition (theory-clinical-lab). Faculty involved in curriculum development through using one philosophy, one type of student, and standardizing curriculum and assessment.

- Lacey Bass, DNP, RN, CNE* - Director of Campus Implementation, Assessment & Support
- Trina Campos, MSN, RN* - faculty at San Antonio, TX campus and now a team lead for CIA&S
- Stephanie Muminovic, DNP, RN* - currently on implementation team at new campus in SC
- Benita Smith, DNP, RN* - started as faculty in SA, TX, online programs and now on CIA&S teams

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Strengths:

- BSN curriculum is CCNE accredited. ADN program is ACEN accredited or in Candidacy on all current campuses.

- Galen College is a single focus college (nursing). Have PN Diploma to Terminal degree in nursing, with DNP being offered starting January 2024. Average age of student is 32-year-old, so has been a unique and welcome resource for less traditional students (less than half of admissions are traditional college age students).

- Have academic/practice partnerships with HCA hospitals which provide tremendous clinical resources.

- Willing to work with community clinical partners and other nursing programs so minimal clinical displacement occurs.

- Marketing strategy: Referral and media, and hospital partners. Once a first cohort is admitted to a campus, majority of referrals come from current students.

- Student support and resources are in place for each campus even prior to first admission. Informational sessions available to interested applicants of what it is like to be nursing student at Galen. Support services on campus for online and face to face. Once enrolled, the LMS (Canvas) has home page buttons that can connect a student directly to library, tutors and enrichment services. Enrichment counselor rather than advisor since it is lock step curriculum.

- All faculty attend an onboarding program in the first 10 weeks of hire. The onboarding program has three tracks: didactic, lab and clinical and each faculty starts with one track. Can eventually do all three if teaching in all aspects. Average faculty age of 44 y/o. Campus implementation support team teach during the initial hire transition period and then teach with new faculty until faculty are ready.

- Curriculum development done at "college" level with a team of curriculum designers. The curriculum teamwork with all campus faculty involved in curriculum development and revision through all faculty meetings and smaller cohorts or SME for each course. Standardized curriculum and assessment for all campus give robust data for making curriculum change decisions.

- Testing policy has robust plan for testing and also utilize a Galen team that write all exam questions. Faculty review all exams prior to implementation. All course faculty do test review after exams given to determine needed changes.
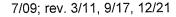
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- Support Services/Library: Will have local people for virtual and F2F for students from start.

- Financial Aid handled through the main campus. Eighteen FA people at main campus who do all behind the scenes work. Help with Title IV, reimbursement, Workforce Development, general scholarships. Can do alternative financing if needed. FA does open house for students to meet everyone and also does financial aid workshops for students.

- Registrar's office helps with the enrollment. Building blocks for success are virtual meetings by registrars that meet to go over basic information with students. "Mini Orientation" to student handbook covered. These sessions are also video-taped so students can refer back to specific sections they might have questions about later. Registrar is not hired for Wichita yet, covered by virtual team until hired.

- Can transfer general education coursework from any regionally or nationally accredited college. Must have a C or better to transfer.

- Host new student orientation. Invite anyone eligible for orientation. Zoom or asynchronous.

- GPS Pathway to success for early program success. Includes resources to be successful. Uses Student resource center, student orientation, library resource and student resource center on their Canvas dashboard. Interfaces with the main campus. If need tutoring there is a scheduling page for students to schedule tutoring through Canvas. Workshop schedule in many categories (library, nursing courses, gen ed, study habits). Have GPS advisor to help with it. Also have weekly content focus areas. Will have academic progress person either virtually or in person once campus opens.

- Enrichment is when students are seeking additional support (tutoring). Follow syllabus to see what is happening at that time. Specialists that are content or SME in the course. Have normally taught that course. 12 currently. Retention improves with specialist contact. Alerts on failed exams are sent out to academic progress coach. Also always have chat and media for students available.

Opportunities:

- ADN/Bridge - Want to start with admission of 60 students per quarter. Program has two quarters of gen ed courses with other gen eds scattered throughout the program. Typically lose about 20% of each cohort prior to nursing courses. Request for 60 to ensure that the number that make it to the nursing courses are maximizing campus space and resources. Would like to understand attrition rate better in other programs before attributing to the potential Wichita enrollment.

- Noted that some testing is still done with paper and Scantron cards and not on computers. With NextGEN coming in April, it might be worth considering getting students to all computerized testing by end of program and before they have to take the NCLEX. The new NextGEN type questions may also be difficult to do with Scantron.

Recommendations: Recommend initial approval of both ADN and BSN programs with permission to admit a max of 200 students annually to each program. **

**Request by Galen College in initial application is for 60 students per quarter (240 annually) per program. Please see attached rationale from Galen College.

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EDU 24

Nursing Education Compliance Officer
Kansas State Board of Nursing
(785) 296-5036
Janelle.martin@ks.gov
www.ksbn.kansas.gov

The *mission* of the Board of Nursing is to assure the citizens of Kansas safe and competent practice by nurses and mental health technicians

"Our greatest glory is not in never falling, but in rising every time we fall" – Confucius

From: Audria Denker <ADenker@galencollege.edu>
Sent: Friday, February 17, 2023 8:34 AM
To: Martin, Janelle [KSBN] <Janelle.Martin@ks.gov>; Jennifer Green <JGreen@galencollege.edu>
Cc: ppalmietto@donnelly.edu
Subject: RE: {EXTERNAL} Re: Follow up questions
Importance: High

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

Janelle, here is our response to your question. Let me know if you need anything else. I did send an earlier version so please disregard that email.

A considerable amount of planning is used in determining our student enrollment. Utilizing our 30+ years of experience in pre-licensure nursing education and operating 15 locations, we have been very intentional to design our facilities and student resources to support students. Being a single purpose nursing institution creates special opportunities for our learners. Galen is unique in that we do not require any prerequisite courses to be completed prior to enrolling in the ADN or BSN programs. Most colleges and universities require students to complete prerequisite coursework before enrolling in a nursing program; however, students accepted into Galen are accepted directly into the nursing program. As a result, general education courses are primarily frontloaded in these programs to ensure students have the foundational knowledge necessary to enter nursing courses.

More than 50% of students at Galen take coursework on a part-time basis, particularly in the beginning general education courses. This directly influences the size of cohorts progressing into nursing. Studying this phenomenon has given us experience in understanding the total number of students we should accept in each term in order to have the right number of students progressing into nursing courses. Galen typically anticipates an overall attrition of 20% in the general education courses, which is consistent given that nationally, 30-50% is experiences in anatomy and physiology courses for students seeking a nursing career.

At Galen, approximately 50% of the attrition experienced is due to nonacademic reasons with the most common self-reported reasons being related to financial, family obligations, lack of childcare, and health. Because we know that many factors outside of the classroom can directly affect a student's ability to continue in the program,

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not only does the College provide a wide variety of academic support services, but we also provide additional services such as access to a Community Resource Specialist and a Counselor, which are free to students. While not all students return, many do later return and complete the program.

Our purpose for asking to admit 60 students for the BSN program and 60 students for the ADN program, split between the Bridge and the Two-year options, is to consider the attrition and size of each cohort. We typically like to graduate a minimum of 20 students from each program option. For example, if we admit 30 bridge students and 30 two-year ADN students, we will lose approximately 7-8 students in the science courses, leaving approximately 22 students in the different ADN tracks. With the attrition during the nursing courses at approximately 10%, we would graduate 18-20 in our Bridge program and 6 months later that same number in the 2-year program. By enrolling 60 students for the BSN program and 60 students for the ADN program, we have a sufficient cohort of students to successfully complete the program together and help us maintain our program outcomes.

Between the embedded general education coursework, part-time pacing and the attrition described above, we wanted to clearly articulate how we have factored actual student behavior into our request for admitting numbers. It is unlikely that we will start 60 students for the first cohort but instead build up to that number. Our campus is sized for 800 students, providing more than ample space for student instruction at these smaller numbers as the College builds up its overall student census over time.

Audria

Audria Denker, DNP, RN, FAADN
Executive VP of Nursing
Main Campus
3050 Terra Crossing Blvd.
Louisville, KY 40245
adenker@galencollege.edu
Office: 502-410-6220 | Cell: 502-544-6601

From: Martin, Janelle [KSBN] <Janelle.Martin@ks.gov>
Sent: Friday, February 10, 2023 12:52 PM
To: Jennifer Green <JGreen@galencollege.edu>
Cc: ppalmietto@donnelly.edu; Audria Denker <ADenker@galencollege.edu>
Subject: {EXTERNAL} Re: Follow up questions

Jennifer/Audria, one more follow up question and then I will quit! In looking at all the great resources and outcomes you have for the program, I'm a bit puzzled by the 20-30% attrition you mentioned a couple of times. Do you have data on what that attrition is due to? I think that would help your agenda with the numbers if there was some factual evidence about what it is other places and what the attrition is from?
We know that the admission process doesn't account for things that happen (personally and professionally) for students once they start so I know that is part but for a single focus program it seems high? Again, this won't keep anything from moving forward. I'm trying to find ways to support the recommendation for your ask. thanks

Regards,

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

Name of Institution: **Ottawa University** **Date:** **February 21-22, 2023**

Type of Program: **BSN prelicensure program**

Visitors: **1) Amy Hite, EdD(c), DNP, APRN, FNP** **2) Janelle B Martin MHSA, RN – KSBN 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	Report	X		Initial application information Ottawa University
	• Name & title of administrator of same	Report	X		Dr. Bill Tsutsui, OU Chancellor
	• Relevant contact information	Report	X		Initial application information Ottawa University
	• Description of legal body responsible for general policy and provides for financial support of nursing education program (includes all sources of financial support)	Report	X		Initial application information Ottawa University
	• Copy of current school bulletin or catalog		X		Files, MyOttawa.edu
60-2-101 (a) (2)	• Name of administrator of nursing education program	Report	X		Dr. Ruth Burkhart
	• Title of administrator	Report	X		Director of Nursing
	• Credentials of administrator	Report	X		DNP, MA, RN-BC, LPCC
	• Authority and responsibility for administering nursing education program is vested in the nurse administrator	Job Description	X		Initial application information Ottawa University

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Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Accreditation 60-2-101 (a)(3)	Program shall be accredited, be part of an institution that is accredited, or be in the process of being accredited by an agency that is approved by the United States Department of Education.	Report	X		University is HLC accredited; BSN program approval from KSBN is pending; RN-BSN and MSN programs are CCNE accredited
Nursing Program 60-2-101 (b)	The following shall be included in the application:	Report			Initial application asked for admissions of 25 students, 3 times a year. After initial visit, are asking for max of 75 students annually with the ability to be flexible with the number admitted at the 3 entry points per year.
	• Course of study (1)	Report	X		KSBN Application; Files, MyOttawa.edu
	• Credential to be conferred (1)	Report	X		KSBN Application; Files, MyOttawa.edu
	• 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		KSBN Application; Files, MyOttawa.edu
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)	X		Files, MyOttawa
	• Aspects of safe, effective care environment, including the management of care, safety, and infection control		X		Files, MyOttawa Page 44, KSBN Application

Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
	• Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease		X		Files, MyOttawa Page 44, KSBN Application
	• Psychosocial integrity, including coping, adaptation, and psychosocial adaptation and		X		Files, MyOttawa Page 44, KSBN Application
	• Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction or risk potential, and physiological adaptation		X		Files, MyOttawa Page 44, KSBN Application
Faculty 60-2-101 (b) (9)	Number, qualifications, and assignments of faculty members (include academic credentials, area of clinical expertise) (9)	Report (table)	X		Files, MyOttawa; plans for faculty hires
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	List in Report	X		Files, MyOttawa and initial KSBN Application
	• signed contracts or letters from clinical facilities stating they will provide clinical experiences for students		X		Files, MyOttawa St. John's; Olathe Medical; Evangelical Lutheran Samaritan Society of Olathe; Providence Medical Center; St. Luke's (not signed by clinical agency); Advent Health Regional
Initial Survey - Application for Approval 60-2-101 (c) (1)	The following shall be available: • Interviews with administrators, prospective faculty,	Interviews	X		See On Site meetings, attendees.

7/09; rev. 3/11, 9/17

Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
	prospective students, clinical facility representatives, and support services personnel •				
	• minutes of faculty meetings	Exhibit	X		Files, MyOttawa
	• admissions material		X		Files, MyOttawa
	• describe any admission testing		X		ATI TEAS
	• faculty and student handbooks		X		Files, MyOttawa
	• policies and procedures		X		Files, MyOttawa
	• curriculum materials		X		Files, MyOttawa
	• copy of the nursing education program's budget		X		Files, MyOttawa
	• affiliating agency contractual agreements		X		Files, MyOttawa
	Inspect the following: • nursing education facilities including class rooms, laboratory, offices, student record storage	Tour	X		Appropriate classroom, lab, simulation space; Student study and break rooms; Faculty/Administration/Staff Offices
60-2-101 (C)(2)	• library facilities		X		Zoom tour with Dr. Gloria Creed-Dikeogu
	• satellite program facilities		N/A		

On Site Meetings:

Administration:
Dr. Bill Tsutsui, OU Chancellor
Nancy Wingert, Executive VP - OU Online
Dr. Joann Bangs, OU Provost & CAO
Andrea Cook, Assistant Provost for Institutional Effectiveness / Assistant Dean for Academic Operations - AOP
Dr. Kevin Maret, Academic Dean Online
Craig Kispert, VP & CFO
Dr. Karen Ohnesorge, Dean College of Arts & Sciences
Dr. Carine Ullom, Associate Dean of Instructional Innovation
Jamie Fields, Director of Student Services and Academic Advising, OU Online
Chad Taldo, Director of OU Online & KC Campus Operations

Enrollment and Community Outreach:
Kate Bayne, Director of Enrollment – OU Online
David Tyner, Assistant Director of Admissions, Ottawa Residential Campus
Jenelle French, Community Development Executive
Kelli Anderson, Senior Marketing Manager
Kim Staples, Enrollment Advisor, nursing

Librarian: Dr. Gloria Creed-Dikeogu

Board of Trustees:
Dr. Scott Thellman
Randy Riggs

Clinical Site Representatives:
Stacy Steiner, CNO - AdventHealth Ottawa
Karen Orr, CEO - Providence Medical Center/St. John's Medical Center
Dr. Christine Courtney, CNO - Olathe Health Systems/Olathe Medical Center
Alisa Barker, Clinical Education Specialist - St. Luke's Healthcare System
*Other MOU clinical affiliates are in the process of responding to meeting request

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Nursing Leadership and Faculty / Prospective faculty:
- Dr. Ruth Burkhart (DNP, MSN, MA, RN-BC, LPCC), Director of Nursing, Ottawa University
- Dr. Diann DeWitt (PhD, RN, CNE), current lead faculty for MSN program, OU; assisting in course construction for PL BSN program
- Dr. Samantha Young (DNP, MSN, APRN, CPNP-PC, PCPNP-BC), current lead faculty for RN-BSN program, OU; assisting in course construction for PL BSN program
- Callie Ballenger MSN, APRN – Adjunct faculty RN to BSN, CEP
- Dr. Kimberly Liang (PharmD, MS-MTM)– pharmacist; teaches pharmacology classes and developed the course for the PL nursing program
- Lea Rivas, B.S., MAT – Clinical/Practicum Coordinator for OU nursing programs
- Dr. Della Anderson (PhD, MSN, MBA, RN) – Adjunct faculty RN to BSN, CEP, MSN
- Heather Pollet MSN, APRN – Adjunct faculty RN to BSN, CEP
- Kim Smith MSN, RN – Adjunct faculty RN to BSN (started Fall 22)

Nursing Advisory Board members (Zoom)
- Marshaun Butler, BSBM, MHSA - Administrator for St. Luke's Hospital Crittenton Children's Center
- Bree Cantrell, MSN, RN – Children's Mercy Hospital, Clinical Coordinator for nursing students. Also serves as Coordinator for the MO-KAN Consortium for clinical placements.
- Pamela Covault, MS, RN, CNS, CNE - DON, Neosho County Community College
- Dr. Christine Courtney, DNP, RN, NEA-BC - CNO Olathe Health
- Dr. Karen LaMartina, PhD, RN – DON, Johnson Co Community College ADN program
- Stacy Steiner, MSN, RN – CNO, AdventHealth- Ottawa

BSN pre-licensure program:

Strengths:
- Enthusiasm, support and excitement from OU administration, board of trustees, faculty, clinical partners, and advisory board.
- Clinical partners willing to be creative with times, numbers, and areas for clinicals. Supportive of OU Pre licensure program. Staff nurses willing to serve as preceptors. Variety of placement opportunities. Tremendous numbers of nursing positions open, excited for additional graduates to fill positions.
- OU OP Campus: classrooms, lab, simulation, offices updated and sufficient for students, faculty, and staff.
- OU Administration aware of market value for nursing faculty and the need to be competitive.
- Positive history of successful RN to BSN and MSN programs, already adapting to new AACN Essentials.
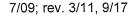
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- OU Students excited about potential Prelicensure BSN. Follows the mission of OU "Prepare for a life of significance" and servant leadership. Appreciate small class size, personal attention, and emphasis for student success. Impressed by the attention to mental health, from OU faculty, coaches, advisors, staff, and administration.
- Library has abundant resources to support nursing students and faculty. Already provide online resources and training for nursing students to access library online. Large number of nursing databases. LibGuides specific for nursing.
- Planning for flexibility in teaching schedules to help draw faculty.
- Program-based advising which also works closely with faculty for the program (nursing)

Opportunities:
- Break out the preceptor hours and observation hours in the breakdown of hours on each syllabus. If capstone is the only precepted experience, it is excluded from the 20% max.
- Need to be very aware in the marketing of the program to potential nursing students. A majority of the PL students at Ottawa are on athletic scholarships. It needs to be very clear to them that the nursing program is in OP and they may not be able to continue with sports and be in the nursing program (45 min between campuses)
- Consider admitting a smaller cohorts for the first admission / first program year to establish additional clinical sites

Recommendations:
- **Recommend initial approval of the Ottawa University pre-licensure BSN program with permission to admit up to 75 students annually with 3 start dates during the year.**

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

Program: **Fort Hays State University – DNP Program**   **Date(s):**   November 16-17, 2022

Last KSBN Visit: May 2019   **Accrediting Agency& Date of Last Visit:** CCNE- initial visit for DNP in 2017

Visitors: Carol Moreland, MSN, RN, CPM – KSBN Executive Administrator; Janelle 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 of the institution	Self-Study	X		600 Park Stret, Hays, KS 67601 CCNE Program Info Sheet
	Names of primary administrative officials	Self-Study	X		CCNE Program Info Sheet Dr. Tia Mason, President
	Organizational chart for the institution	Self-Study	X		Independent document – with SS Also have org chart for the College of Health & Behavioral Sciences which the Dept. of Nursing is under
	Current contact information	Self-Study	X		SS pg. 1-2 President: tiamason@fhsu.edu Chief Nurse Administrator, Dr. Jenny Manry: 785-628-4511
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	X		Copies sent w/ SS – current and complete
	Copy of school's current catalog	Self-Study	X		Use online catalog that stays current as changes are made; current, static copy on USB drive
Description of nursing program	Organizational chart for nursing program	Self-Study VRR	X		SS, Appendix A Nrsg Faculty HB: DON Chair > Coordinator DNP program > Faculty
	Number of faculty	Self-Study	X		12 graduate faculty – 6 FT, 3 PT, 2 Adjunct (DON Chair also teaches)

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Number of non-teaching staff	Self-Study	X		1 SME for Statistics
	Number of students	Self-Study	X		Currently have 76 students: 46 BSN to DNP 30 MSN to DNP May admit up to 30/yr – started DNP level in 2016 (was MSN program prior to 2016) **All BSN-DNP grads since first cohort have passed national board certification on 1st attempt
Nursing Program Administrator, Faculty & Preceptors KAR 60-17-103 and 60-17-104					
Nursing Program Administrator	Name and credentials	Self-Study	X		DON Chair: Jenny Manry, DNP, FNP-BC
	Qualifications	Self-Study	X		DNP, FNP-BC – 20 years in academia; CV provided
	Responsibilities	Self-Study	X		Appendix – DON Chair job description – meets regulation
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		DON Faculty Handbook – App C, Exhibit G Exhibit H – Provost Handbook
	Faculty responsibilities	Self-Study	X		App B, Exhibit K – DON graduate faculty job description (60% academic responsibility = 9 cr hrs)
	Faculty selection process	Self-Study	X		App C – faculty By-laws
	Faculty orientation plan	Self-Study	X		App C – FHB – expectations for FHSU faculty Exhibit G – Nrsg FHB – specific DON expectations
	Faculty handbook	On-site VRR	X		Provided copy w/ Self-study FHSU Handbook DON Faculty Handbook
	General faculty meeting minutes for last 3 years	On-site	X		Evidence of meetings and discussion of evaluation plan, curriculum, and decisions regarding data / outcomes
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*	Name of faculty	Self-Study	X		Faculty table provided w/ all required info
	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		

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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)	Indicate degree plan and progress towards degree if applicable	Self-Study	n/a		No faculty on degree plans
	Faculty file review	On-site	X		Complete – all required information present and current
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 VRR	X		CCNE SS Report (CSSR), Standard II-F; Preceptor policy; preceptor info good for 2 years – must be an APRN or physician to be a preceptor
	Preceptor responsibilities	Self-Study VRR	X		CSSR – Preceptor policy
	Identified roles of preceptors, faculty, and students	Self-Study VRR	X		Preceptor policy – in Preceptor packet DNP Student Handbook
	Preceptor orientation materials *(includes information about pedagogical aspects of the student-preceptor relationship)*	Self-Study	X		Preceptor packet – role description, course objectives, student expectations
	Preceptor signatures showing date orientation completed	Self-Study/On-site	X		Online - electronic form signed and kept in eValue system
	Name of preceptor and course with Prefix& number	Self-Study	X		On preceptor form - current list kept electronically and updated each semester eValue system used to manage clinical sites and preceptor information
	Preceptor State of license &License number	Self-Study	X		Kept w/ electronic list
	Methods of contact between faculty & preceptor	Self-Study	X		Preceptor policy
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 in the US or any of its territories)*	Self-Study	X		Admission, readmission and transfer criteria in DNP Handbook pg. 11-14
	Oral and written English proficiency	Self-Study	X		DNP student handbook pg. 15
	Readmission	Self-Study	X		DNP Handbook pg. 16-18

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Progression criteria	Self-Study	X		DNP Handbook pg. 16
	Counseling &guidance	Self-Study	X		DNP Handbook pg. 21
	Student role versus employee role	Self-Study	X		DNP Handbook pg. 13
	Representation on faculty governance	Self-Study	X		DNP Handbook pg. 10
	Graduation	Self-Study	X		DNP Handbook pg. 18-19
	Refund policies governing all fees and tuition paid by students	Self-Study	X		DNP Handbook pg. 22 – directs to Catalog (website) – online has Drop/ WD policy and Appeals Process www.fhsu.edu/registrar/semester-course-withdrawal-policy/Admission
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		DNP Handbook on TOC page – has non-discrimination language Also on 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		All DNP students are required to have a current RN license (and APRN license if in the MSN to DNP track) in good standing prior to being admitted\
\
Pg. 13 DNP Student Handbook Also on Admissions pages of website for nursing
	Student Handbook	On-site	X		Provided w/ self-study and available in Resource room
Student records	Review student files	On-site	X		Reviewed 8 current student files; files in good order w/ documentation of requirements for admission
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		Papers completed for course objectives, student evals, projects w/ project progress
Curriculum 60-17-105					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	n/a		None required
	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		All syllabi in VRR – have required information
	Credit hours for each non-nursing course	Self-Study	n/a		

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	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		75 credit hours
	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		900 direct clinical hours (also 600 hours of indirect clinical)
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 VRR	X		NURS 916, 952, 954
	Theoretical instruction in the role or roles of advanced nursing practice for which the program provides instruction	Self-Study	X		NURS 916, 945, 954, 953
	The health care delivery system	Self-Study	X		NURS 914
	The ethical and legal implications of advanced nursing practice	VRR	X		NURS 914
	Three college hours in advanced pharmacology or the equivalent	VRR	X		NURS 905
	Three college hours in advanced pathophysiology or its equivalent	VRR	X		NURS 906
	Three college hours in advanced health assessment or its equivalent	VRR	X		NURS 903
Clinical instruction in the area of specialization, which includes the following:	Performance of or ordering diagnostic procedures	VRR	X		NURS 935, 921, 918, 932
	Evaluation of diagnostic and assessment findings	VRR	X		In most courses
	Prescription of medication and other treatment modalities for client conditions	VRR	X		NURS 935, 921, 918, 932
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	VRR	X		https://www.fhsu.edu/nursing/dnp/ - NDP program outcomes identified. Also in DNP student handbook.
	Determine the approach and content for learning experiences		X		
	Direct clinical instruction as an integral part of the program		X		4 clinical courses w/ 900 direct clinical hours: NURS 924, 960, 934, 961
	Provide for learning experiences of the depth and scope needed to fulfill the objectives or outcomes of advanced nursing courses		X		NURS 957, 958

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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		Online program Have lab and simulation facilities and students come to campus several times a semester for testing evaluation, lab practice and simulation
	A physical facility that is safe and conducive to learning	Self-Study & On-Site	X		Students on campus for lab/sim days and testing once a month
	Secure space for nursing student records	Self-Study & On-Site	X		Locked in nursing dept. office w/ limited key access
	Student support services for distance learning if distance learning is provided	Self-Study & On-Site	X		IT / T&L services have tremendous support for students and faculty
	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		Have very large electronic holdings which are easily available to online students. Library resources sufficient & DNP students well supported. Tour of library done
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		Preceptor contracts and info mostly online. File cabinet with original contracts w/ constant influx of new preceptors All files w/ current signatures
	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		Preceptor contracts with a variety of preceptor types/specialties
	Faculty shall facilitate and evaluate student learning experiences in the clinical area	Self-Study & On-Site	X		Preceptors do weekly updates in eValue. Provide feedback on student performance to faculty. Faculty evaluate sim/lab skills and combine with preceptor feedback to evaluate students.
	Preceptors shall be responsible for assessing performance in the clinical setting	Self-study & On-Site	X		Preceptors do weekly updates in eValue. Provide feedback on student performance to faculty.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	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		All contracts have language that support number of students.
	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		Over 200 preceptors over the last 3 year period. Some work every semester and others are intermittent.
	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 information on courses and objectives also shared with the facilities
	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		
	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		
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Met w/2 preceptors via Zoom. Both are preceptors for clinics. One is a FQHC and is 100% NP staffed (have 1 MD psych to consult). Both serve birth to death population.

Administrative Policies & Procedures
60-17-103 & 60-17-105

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study VRR	X		Reports reviewed – no significant issues.
	Budget procedures		X		Centralized budget for salaries /wages DON Chair manages all other budget categories

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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		Met w/ 6 current DNP students: 4 third year and 2 fourth year
	Advisory Committee	On-site	X		SS pg. 9 – meets at least twice a year. Advisory Committee describes DNP program graduates w/ 2 words: competent and confident
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	n/a		
	Staff RN's	On-Site	n/a		
	Preceptors	On-Site	X		Met w/ two preceptors by Zoom
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		Plan developed with data on program – faculty minutes reflect analysis, discussion and actions taken
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		Met

Interviews conducted on-site:

Administration:

Dr. Tisa Mason – President
Dr. Jill Arensdorf, Provost & VP Academic Affairs
Dr. Jeff Briggs, Dean of CHBS (College of Health & Behavioral Sciences)
Dr. Jenny Manry, Chair, Department of Nursing
Dr. Tanya Smith, Asst Char, Dept. of Nursing
Dr. Michelle VanDerWege, DNP Program Coordinator
Robert Manry, Director of Budget and Planning

Student Support Services:

Mary Elizabeth Dowling, MLIS - Library Services
Andrew Feldstein – IT Services, Asst. Provost for Technology & Learning Innovation Technologies
Mark Griffin – CIO, Director of Technology Services
Dr. Keith Bremer – Director of Graduate School
Jon Armstrong – Director of Admissions
Gina Smith – Director of Health & Wellness

School of Nursing DNP Advisory Committee:

Dr. Jacque Kemmerer, DNP, RN
Taylor Ziegler RN – DON, KVC
Terry Siek MSN, RN, NEA-BC – VP of Patient Care, CNO – Hays Med
Rebecca Sander, MSN, RN – FHSU Faculty Alumni
Jacque Jorgensen, retired NP

Students:
6 DNP (4 third year, 2 fourth year – all in BSN to DNP program)

Zoom call w/ current DNP preceptors

School of Nursing faculty:

Valerie Yu, DNP, APRN, CPNP-PC, FNP-C, NNP-BC
Christine Hober, PhD, MSN, RN-BC, CNE
Tanya Smith MSN, RN, CNE – Asst. Chair, Dept. of Nursing
Michelle Van Der Wege, DNP, MSN, APRN, FNP-C
Jan Harding, DNP, APRN-BC
Mary Jo Gubitoso, DNP, APRN-C
Cathryn Preisner, DNP APRN, FNP-C
Bonnie Landgraf, DNP, APRN-BC
Debbie Tomlinson, DNP, APRN-FNP-C, ENP-C
Michelle Knowles, MSN, APRN, FNP-BC, FAANP – DNP Simulation Coordinator

Strengths Identified:

1. Strong support of Administration and recognized as a "cornerstone" prorgram of the University
2. Faculty commitment to the program and commitment to the students
3. Student engagement and positive response to program (all would recommend)
4. Strong partnership with community and local/regional medical center – excellent partnership with simulation center onsite at hospital
5. Creative funding and successful grants support for nursing programs
6. Support from clinical facilities and preceptors
7. Process of data collection and use of data to drive change
8. Strong program leadership in Dr. Manry – always thinking, building partnerships and successful grant writer
9. Technology support and creative use of tech to support and educate students
10. Student services support – health clinic, counseling, tech, case manager
11. Early alert system for students at risk (Starfish)
12. Online preceptor process for orientation and feedback
13. Strong evaluation plan – use of CourseTunes to show outcomes and see relationships
14. Communication and connection to other departments – work with IT, work with chemistry and biology depts to support nursing students – very forward thinking in these relationships
15. Learning Communities at FHSU – nursing has one
16. Strong Advisory group – they feel like they have input and that FHSU listens to them – also very "forward thinking"

Opportunities for Improvement:

1. Put all current common student information and policies and put in Nursing Student Handbook – include formal Appeals process. This gives a formal process for students to use - 5/2/19 completed in online handbook while KSBN still onsite
2. Continue to work with Student Affairs to see what analytics program tells about pre-nursing and how to help guide students

Recommendations:

1. Recommend re-approval of the DNP program for the time-period of national accreditation.

Requirements for Re-Approval of MHT Programs
60-6-101 Requirements
Kansas State Board of Nursing

Name of Institution: **Osawatomie State Hospital** **Date:** Dec. 2, 2022

Visitors: Carol Moreland, MSN, RN - KSBN Executive Administrator, Julianna Rieschick, RN, MSN, NEA-BC – KSBN Board member and Janelle Martin, MHSA, RN – KSBN Education Compliance Officer

Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments
Accreditation and approval (KAR 60-6-101)					
	Each educational institution shall be approved by the appropriate state agency	Self Study Report	X		Approved by KS Dept of Health & Environment (KDHE), KDADS
	Each hospital and agency providing facilities for clinical experience shall be licensed, accredited or approved by the licensing or certifying body	SSR	X		Contracts reviewed
Administration and Organization (KAR 60-6-101)					
	The educational program or the institution of which it is a part shall be a legally constituted body. The controlling body shall be responsible for general policy and shall provide for the financial support of the educational unit	Self Study Report	X		Osawatomie State Hospital is the controlling body responsible for general policy & shall provide for financial support. Provided letter of support from current OSH superintendent.
	Authority and responsibility for administering the program shall be vested in the director of the educational unit	Self Study Report	X		Current Program Director is Susan Lynch, BSN, RN

Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments
Faculty (60-6-101)					
	Each faculty member shall have the necessary preparation, experience, and personal qualification to meet the specifications of the position. Each instructor in a mental health technician program shall meet at least one of the following requirements: 1) Be licensed to practice as a registered professional nurse in Kansas and have at least two years of experience in psychiatric or developmental disability nursing; or 2) 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	Self Study Report	X		Resumes are current and qualifications are met.
	The director of the educational unit 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	Self Study Report	X		Susan Lynch BSN, RN – resume on file w/ KSBN; meets qualifications

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Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments
	Each instructor in the behavioral sciences shall have earned an academic degree with appropriate education relative to the area of instruction	Self Study Report	X		Faculty include: • Clint Glidewell, MMSW, MIM, MBA - Instructor • Kathryn Day, PhD
Curriculum (60-6-101)					
	The institution shall submit, in writing, any proposed changes to an approved curriculum to the board for its approval before the changes may be implemented	Self Study Report	X		Curriculum changes submitted in 2021 & 22 and accepted for the Behavioral Science course, Tech Skills II , Tech Skills III, and Psychiatric Intervention III.
	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 (KSA 65-4206)	Self Study Report	X		MHT Student Handbook, pgs. 5-7 Curriculum meets criteria. Documents were available for review.
	The curriculum shall be organized to cover both theoretical instruction and clinical instruction. The curriculum for mental health technician courses shall consist of a minimum of 450 hours of theoretical instruction and 450 hours of clinical instruction. In academic institutions, one semester hour of credit shall be equal to 15 hours of theoretical instruction or 45 hours of clinical instruction	Self Study Report	X		MHT Student HB, pg. 5 Curriculum consists of (in clock hours): 　　　　　Theory　Clinical Level I　　60　　56 Level II　156　　140 Level III　234　　254 Total hrs　450　　450
	The curriculum shall also include the following two courses, which shall be of a theoretical nature. Each course shall consist of 45 hours of instruction	Self Study Report			MHT Student HB, pg. 7

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Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments
	1) Human growth and development. This course shall include aspects of growth and development from the prenatal period through senescence		X		Included in Level II
	2) Behavioral science. This course shall include human needs, group processes, family dynamics, and social, economic, and cultural factors of behavior		X		Included in Level III
	The curriculum shall also include the following two courses, which shall include both theoretical and clinical instruction	Self Study Report			
	1) Basic nursing concepts. This course shall include bed making, personal hygiene, administration and effect of medications, feeding, asepsis, elimination, recognition of illness, vital signs, basic nutrition, special care of patients, first aid and emergency nursing, assisting with physical examinations, and admission and discharge of patients		X		Technical Health Skills included in all 3 levels
	2) Psychiatric therapeutic treatment. This course shall include interpersonal relationships, psychopathology and classifications, coping mechanisms, communication skills, therapeutic modalities, and special reporting and recording techniques		X		Psychiatric interventions included in all 3 levels

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Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments
Clinical Facilities and Resources (60-6-101)					
	All clinical facilities shall be approved by the board, and appropriate contractual agreements shall be renewed annually with all cooperating agencies	Self Study Report	X		Contracts are current for community clinical sites. Contracts are renewed annually. Contracts were made available onsite. Clinical facilities include: • Medical Lodges of Paola • Lakemary Center • Little Lambs Preschool & Day Care Center • Eckan Head Start • North Point of Paola
	Each clinical area used for student learning experiences shall be staffed by nursing service independent of student assignments	Self Study Report	X		MHT Student HB, pg. 4 – instructor supervising MHT students and has no other patient care duties assigned when with students. Appropriate language is in current contracts.
	Each clinical unit used for educational purposes shall be under the direct supervision of a registered nurse	Self Study Report	X		Only exceptions are the day care sites; however, clinical instructor is an RN and is responsible for oversight. Used mostly for observation
Students (60-6-101)					
	Admission. Each program shall have clearly defined policies for admission	Self Study Report	X		MHT Student HB, pg. 16 Reviewed
	Promotion and graduation policies shall be in writing	Self Study Report	X		Progression policy, MHT Student HB pg. 19-20

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Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments
	Credit for previous study. Each program shall have clearly defined written policies concerning credit for previous study, transfer or credits, and readmission of students. These policies shall conform to the policies of the institution	Self Study Report	X		Transfer credit, MHT Student HB, pg. 23 Readmission policy, pg. 21-22- may request readmission once per level (3 levels in program). If more than one year since withdrawal, must apply for entrance back into the program.
Evaluation (KAR 60-6-101 (g)					
	A written plan for continuing program evaluation shall be developed and implemented	Self Study Report		X	Program evaluation document is primarily a template with no data. Could not see in the minutes where decisions were made from the total program evaluation Pass rates: 2021 71% (5/7) – 7 grads; 2 retested and passed 2020 – no grads 2019 57% (4/7) – 7 grads, none retested 2018 67% (4/6) – 8 grads w/ 2 never testing; 2 retook and one passed 2017 100% (6/6) 2016 no grads 2015 100% (7/7)
	The following shall be available: • minutes of faculty meetings • admissions material • faculty and student handbooks • policies and procedures • curriculum materials • affiliating agency contractual agreements • program evaluation plan	On-site	X		MHT Student HB: Pg. 18 – student rep on faculty governance Pg. 19 – Concerns, Complaints & Appeals policy

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Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments
	The director of the educational unit shall make the following available to discuss the mental health technician program: • administrators, prospective faculty and students • clinical facility representatives	On-site	X		See interviews conducted No current students in program – talked to former students now working at OSH or in community
	Inspect the following: • education facilities including class rooms, laboratory, offices, student record storage • library facilities • satellite program facilities •	Tour	X		Facilities are adequate. No satellite program (Larned no longer functioning as a satellite.)

Graduating Class:
Last graduating class was in 2021 – see above information under Pass rates on page 6

Interviews conducted:

Administration:

- Ashley Byram, Superintendent, OSH
- Mackenzie Smith RN OSH – CNO
- Amanda Rivers RN, AAC-CNO
- Kristine Haynes, HR Director
- Jenny Cummings, HR Director
- Karena Adamson, CFO – COO
- Clint Glidewell, CEO - AAC

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Faculty/Program Staff:

- Dolores Redifer, LMHT, MHT Instructor
- Clint Glidewell, LSCSW, LCAC, MBA, CEO
- Susan Lynch , BSN, RN
- Sherie Cole, MSN, RN
- Debbi Brinkley, RN

Clinical Facility Representatives:

- Megan Male, Director, Health Services – Children's Program
- Angela Reichley RN, Lake Mary Center, Paola
- Clara Cox, Director, ECKAN Head Start
- Kimber Corn, Assistant Director, ECKAN Head Start
- Carrie Dale, SW, MedicaLodge, Paola
- Jessica Denny, ADON, MedicaLodge, Paola
- Kim Newton, Director, Little Lambs Preschool & Day Care Center
- Becky Tracy, Assistant Director, Little Lambs Preschool & Day Care Center
- Kristin Rasch, LMHT, OSH (past student)
- Renee Zaman, LMHT, OSH (past student)
- Tina Gilcrest, LMHT – OSH (past student)

Students:
- No current students due to high demand for clinical staff onsite
- Interviewed 3 former students still working for OSH

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Strengths identified:
- Good clinical sites and community support
- Updated curriculum that meets requirements
- Graduates speak highly of the program, the faculty, and the preparation for practice
- Good follow through on student feedback by faculty and administration

Opportunity for Improvement:
- More stability in staffing at OSH before admitting a new class of students
- Use of total program evaluation plan to show how program outcomes are met and program improvements made
- Explore partnering with a local community college about the possibility of college credit for some of the MHT courses (helps with student/employee advancement if they want to continue career in healthcare)
- Develop a path to admit a student who is not currently working at OSH (P&P manual and student handbook both state that those who are not current employees could be admitted?) and if this is not being done then take out of the policy manual and handbook
- Clarification of three program levels and how admission process works. Policy manual and handbooks are inconsistent with verbalized process. (Process indicate 3 levels as part of the program but new process at OSH states all new MHTs must complete Level I during their orientation. Level II is actually when application is submitted). This also does not account for how non-employees would be admitted and get the Level I content.

Recommendations:
1. Before admitting a new class of students, need to redo/update total program evaluation document with data to show how program outcomes are being met and how data is being used to make decisions for the program. Submit to Education Compliance Officer by 9/30/23 or before a new class is admitted, whichever is earlier.
2. Clarify admission process for 1) non-employees (if you are going to allow that) and 2) employees (how will credit for Level 1 be applied if they are doing those hours in orientation). Submit to Education Compliance Officer by 6/30/23
3. Recommend re-approval of program for a period of five years.

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

Program: __Dodge City Community College - ADN__   **Date(s):** __February 14-16, 2023 w/ ACEN__

Last KSBN Visit: __Feb. 2015__   **Accrediting Agency & Date of Last Visit:** __ACEN: Feb 2015__

Visitors: __Rebecca Sander, MSN, RN - KSBN Board Member;   Janelle Martin, MHSA, RN, KSBN ED 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 SS =ACEN Self-study report KSBN=KSBN report VRR=Virtual resource room / USB drive NFHB=Nursing Faculty Handbook NSHB=Nursing Student Handbook CC=college catalog	Address of the institution	ACEN Self-Study	X		SS pg 3 2501 N. 14th Ave., Dodge City, KS 67801 Dept. of Nursing Education (DNE) – on separate campus @ 308 W. Frontview Rd (1 mi from main campus)
	Names of primary administrative officials	Self-Study	X		SS pg 3: • Dr. Harold Nolte, President & CEO • Jane Holwerda, PhD – VP Academics & Chief Academic Officer • Clayton Tatro, PhD – VP Workforce Development • Jay Kinzer, PhD – VP Student Affairs/RM • Jeff Cermin – VP Administration & CFO
	Organizational chart for the institution	Self-Study	X		Provided on flash drive – Dean of Nursing reports up through VP Workforce Dev.
	Current contact information	Self-Study	X		SS pg 3 Phone 620-471-4110 (college) 620-471-4111 Dean, DNE
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	X		Reviewed. No significant findings. SS pg. 60 – default rates – 3 yr ave.- 11.6%
	Copy of school's current catalog	Self-Study	X		Submitted electronically w/ SS Reviewed
Description of nursing program	Organizational chart for nursing program	Self-Study	X		SS pg. 13 refers to structure: VP Workforce Development > Dean of Nursing & Allied Health>Lead faculty>nursing faculty

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	Number of faculty	Self-Study	X		SS pg 13 5 FT faculty: 4 MSN, 1 BSN w/ Degree plan 3 PT; 2 MSN, 1 BSN w/ Degree plan
	Number of non-teaching staff	Self-Study	X		SS pg. 13 1 FT Admin Assistant 1 FT Sim Lab Coordinator 1 FT nursing student success coordinator
	Number of students admitted per year	Self-Study	X		SS pg 3 – Admit Fall only – currently have 31 traditional ADN students (13 first level and 18 second level) KSBN – Approved for 50/yr (30 trad + 20 online annually)

Nursing Program Administrator, Faculty & Preceptors
60-2-102 & 60-2-103

Nursing Program Administrator	Name and credentials	Self-Study	X		SS pg. 3, 19 Mechele Hailey, DNP, RNC-OB, CNE
	Qualifications	Self-Study	X		SS pg 19-20 – Dean of Nursing & Allied Health; KSBN flash drive has CV for Dr. Hailey
	Responsibilities	Self-Study	X		USB- Standard 1 documents – has job description for Dean
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		SS pg 14 – By-laws for Allied Health Faculty &Staff (AHFS) committee are in DNE Faculty Handbook (NFHB)
NSHB =Nursing Student Handbook	Faculty job description	Self-Study	X		USB: all job descriptions are in the ACEN SS Standard 2 documents – all meet regulatory requirements
NFHB=Nursing Faculty Handbook	Faculty selection process	Self-Study	X		USB: DCCC FHB pg.
	Faculty orientation plan	Self-Study	X		Pg 23, 26-27 Pg 22 – continuing education plan
CC=College catalog	Faculty handbook	On-site	X		Provided and reviewed: DCCC faculty handbook and nursing faculty handbook
SHB=DC all student handbook	General faculty meeting minutes for last 3 years	On-site	X		Reviewed – show mostly consistent faculty input and follow up on action items
FHB=DCCC all Faculty Handbook					
Faculty qualifications	Name of faculty	Self-Study	X		Faculty table (separate document)
(Enclose a table that displays the following information):	FT or PT (use FTE)	Self-Study	X		5 FT, 3 PT nursing faculty

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
(Enclose a table that displays the following information):	FT or PT (use FTE)	Self-Study	X		5 FT, 3 PT nursing faculty
	Academic Credentials	Self-Study	X		Faculty table on USB drive
	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 and 1 PT on Degree plans
	List all faculty hire exceptions including course hired to teach	Self-Study	NA		No hire exceptions
	Faculty file review	On-site	X		Files complete
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	X		SS pg. 32-33 Preceptors – resumed use in Fall 2021 after stopping in 2016. Use for 2nd level students for home health/hospice and USD 443 school nurse clinicals. USB / Standard 2 docs – Preceptor policy w/ all info for preceptor.
	Preceptor job description	Self-Study	X		In Preceptor policy
	Identified roles of preceptors, faculty, and students	Self-Study	X		** pg. 33 states faculty participates in evaluation – should state they are responsible for evaluation (not just participate). Pg. 20 of Prec policy does states that ultimate responsibility for evaluation/grading falls to faculty
	Preceptor orientation materials	Self-Study	X		Pg. 1 of Preceptor policy – states expectations and begins orientation materials
	Preceptor signatures showing date orientation completed	Self-Study/On-site	X		Preceptor book with all current signed preceptor forms w/ current info and licensure verification
	Name of preceptor and course with Prefix& number (NURS 1011)	Self-Study	X		SS pg.32-33 Table 2.4.2 – show form used for preceptor info
	Preceptor State of license &License number	Self-Study	X		On Preceptor info sheet
	Methods of contact between faculty & preceptor	Self-Study	X		Preceptor policy pg. 2
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study Repository	X		NFHB pg. 21 – has Application Score sheet that includes scoring criteria for TEAS, GPA requirements and interview scoring. All students who meet other criteria are eligible for interview.

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
NSHB =Nursing Student Handbook NFHB=Nursing Faculty Handbook CC=College catalog SHB=DC all student handbook FHB=DCCC all Faculty Handbook	Degree plan for each degree being granted	Self-Study	X		Program of study doc w/ generic option, LPN to RN option and PN Opt-out option; NSHB pg. 18 non-generic track
	Oral and written English proficiency	Self-Study	X		NSHB pg. 16
	Readmission	Self-Study			NSHB pg 19 – students who withdrew from DCCC or have not met nursing course competencies with a grade of C or higher, may apply one time for readmission to the program. Admission will be declined to any applicant with two previously recorded unsuccessful attempts to complete a program of nursing at DCCC or elsewhere.
	Progression	Self-Study	X		NSHB pg. 41 All general education courses in the nursing degree curriculum must be completed with a minimum grade of "C" or higher and cumulative pre-req GPA of 2.75 on DCCC grading scale. Core nursing courses must be completed in sequence. A minimum grade of "C" or 78% in didactic content of each course and a passing score on clinical component. A minimum of 78% "C" exam grade average before other course scores are added. Must have overall passing course average of 78% of greater. No rounding is done to obtain final grade.
	Counseling &guidance	Self-Study	X		CC pg. 34
	Student role versus employee role	Self-Study	X		NSHB pg. 45
	Representation on faculty governance	Self-Study	X		SS pg. 16 - DCCC Student Government Association and all DNE committees NSHB pg. 36
	Graduation	Self-Study	X		NSHB pg. 37 CC pg. 40
	Refund policies governing all fees and tuition paid by students	Self-Study	X		NSHB pg. 43 CC pg. 16
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		NSHB pg. 7
	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		*website on nursing page
	Student Handbook	Repository On-site	X		Included on USB drive – handbooks reviewed (DCCC student handbook and DNE student handbook)

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Student support services	Description of student safety measures	Self-Study	X		CC pg. 43-46
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		NSHB pg. 10 No student health services on campus but handbook has list of HC resources in DC
Student records	Review student files	On-site	X		Reviewed 4 student files from each level w/ no issues. 2 student files with current improvement plans in place
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	On-Site	X		Reviewed various samples of student work from theory and clinical courses from VRR
Curriculum 60-2-102, 60-2-104, & 60-2-105					
List Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	X		Gen Psych, English Comp, Speech, Intermediate Algebra, Human G&D or Dev Psych, A&P, microbiology
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Repository Self-study	X		All syllabi w/ required content provided
	Credit hours for each non-nursing course	Self-Study	X		Gen Psych – 3 ch, English Comp – 3 ch, Speech – 3 ch, Intermediate Algebra – 3 ch, Human G&D or Dev Psych – 3 ch, A&P I&II – 8 ch, microbiology – 5 ch = 28 cr hrs non-nursing
	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		NFHB pg. 22 curriculum table w/ credit and clock hours 40 credit hrs – nursing courses for generic and LPN bridge to AAS in nursing 486 clock hrs theory 630 clock hrs clinical/lab (23 cr hrs for PN opt out option) 288 clock hrs theory 315 clock hrs clinical /lab
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		NFHB pg. 22 Course　　　　　　Credit hrs　D / C NR 101 Fundamentals　6 CH　4 / 2 NR 103 Med-Surg I　5 CH　3 / 2 NR 106 Med-Surg II　6 CH　4 / 2 NR 210 Mat-Child　6 CH　4 / 2

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					NR 208 NCA I 4 CH 2 / 2 NR 203 Mental Health 4 CH 2 / 2 NR 209 NCA II 4 CH 2 / 2
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study		X	Med-Surg I – 7.5 / 103 clock hrs = 7.2% Nursing Care of Adults II – 8/104 = 7.5% Mental Health – 20 / 108 = 18%
	List of all simulation hours for each relevant course (cannot exceed 50% of total clinical hrs / course).	Self-Study	X		Fundamentals 20 / 106 Med-Surg I 11.5 / 103 Med-Surg II 15 / 94.5 Nursing Care of Adults I 16 / 92.5 Nursing Care of Adults II 8 / 104 Maternal Child 16 / 92.5 Mental Health 16 / 108 Total 102.5 / 701 = 14.6% - all individual courses under the 50% max
	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		Nursing Care of Adults I – 8 hrs Maternal-Child Nursing – 8 hrs Nursing Care of Adults II – 8 hrs Total 24 / 701= 14.6%
	Testing process with test analysis and the written test procedure	Self-Study	X		NFHB pg. 25-28 Leveling policy, test construction, and test analysis
	Number of students per class	Self-Study	X		Clinical less than 1:10 Theory max 1:30
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		All rotation schedules in course books and on Canvas for each course. Does not differentiate lab, observation or preceptor time on the calendar.
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		Plan of study covers all areas
	Art and science of nursing	Self-Study	X		Nursing philosophy, pg. 10
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		Reviewed course objectives and syllabi

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study	X		Curriculum table provided on USB drive. NR 101- Fundamentals of Nursing NR 103- Medical Surgical Nursing I NR 106- Medical Surgical Nursing II NR 107- Nursing Pharmacology NR 203- Mental Health Nursing NR 204- Nursing Environment NR 208- Care of the Adult I NR 209- Care of the Adult II NR 210- Maternal Child Nursing
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		NR 101- Fundamentals of Nursing NR 103- Medical Surgical Nursing I NR 106- Medical Surgical Nursing II NR 107- Nursing Pharmacology NR 203- Mental Health Nursing NR 208- Care of the Adult I NR 209- Care of the Adult II NR 210- Maternal Child Nursing
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		NR 101- Fundamentals of Nursing NR 103- Medical Surgical Nursing I NR 106- Medical Surgical Nursing II NR 107- Nursing Pharmacology NR 203- Mental Health Nursing NR 208- Care of the Adult I NR 209- Care of the Adult II NR 210- Maternal Child Nursing
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological Adaptation	Self-Study	X		NR 101- Fundamentals of Nursing NR 103- Medical Surgical Nursing I NR 106- Medical Surgical Nursing II NR 107- Nursing Pharmacology NR 203- Mental Health Nursing NR 208- Care of the Adult I NR 209- Care of the Adult II NR 210- Maternal Child Nursing
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	X		Outcomes listed in student and faculty handbooks
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	X		Minor CC done to ADN EOPSLO #5 for ADN alignment
Educational Facilities 60-2-106					

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Description of facilities and tour	Classrooms, laboratories, and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	X		SS pg. 112-113 Nursing Education Center (NEC) was opened Fall 2020 and is located about 1 mile from the main DC3 campus. *Large classrooms for L1 and L2 *Large lab w/ low, medium and high fidelity mannikins. 2 simulations rooms with high fidelity simulators or can handle standardized patient and center area with tables and chairs for study or debriefing *private offices for all FT faculty *2 small tutoring/meeting rooms available for faculty to meet with students *Student lounge/eating area
	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. 112-113 faculty have individual offices and also have conference rooms available for student conferences
	Secure space for student records	Self-Study & On-Site	X		SS pg. 59 – locked file secured in AA office for current students; pass student files kept in locked files in faulty office area
	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. 63 *Technology used by the DNE for nursing students includes Canvas (LMS), ATI Curriculum Support, ClinPrep documentation system, and Google Classroom (level 2). *Orientation is provided to incoming students each fall. *New students enrolled in the second year are provided orientation during the NR 200 Transitions course. *Students offered orientation and support for other computer programs and applications utilized in each course delivery, such as textbook/publisher resources, Google Classroom, UpToDate, and other resources. *Library staff are included in the orientation process for students to outline the online research sites utilized at DCCC *Course syllabi include information regarding technology needs, such as the student purchase of a USB flash drive

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					*Technology support is provided at DCCC by the IT Department, nursing faculty, Nursing Success Center Coordinator, SARC, library personnel, and individual technology software company (ATI, ClinPrep) support.
	Satellite program facilities		NA		None
	Other points of interest		NA		None
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		SS pg. 114 – Library resources include print material and online databases that are sufficient for student learning. Process for keeping resources current and print material for healthcare kept within the last 3 years. Wonderful library support for nursing faculty and students. Budget process for library resources includes a request process for student input.

Clinical Resources
60-2-105

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site VRR	X		SS pg. 75, 100 VRR – list of all current clinical agencies – 10 contracts for sites used in spring courses were reviewed and are in compliance
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. 75 List of all clinical agencies utilized Course objectives for all clinical experiences.
	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. 75 – most sites have limited competition from other programs at this time. Facilities work directly with school to arrange clinical time
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		Contracts all found to have appropriate language in contracts
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Centura-St. Catharine of Dodge City

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104					
Program NCLEX pass rates	NCLEX RN or PN Pass rates for the last 5 years (first time candidates)	Self-Study	X		SS pg. 128 – met KSBN standard for last 5 years: 2021- 77.78%　　2020 – 93.33 2019 – 92.31　　2018 – 88.89 2017 – 95.83
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	On-site	X		Reviewed. No issues noted.
	Budget procedures	Interview	X		VRR – Dean of Nursing has authority for nursing budget with faculty input. Works in conjunction with VP for Workforce Development
Advisory Committee	Review Advisory Committee minutes	On-Site VRR	X		SS pg. 16-17 Advisory Committee meets 2 times a year; share program info, curriculum changes, clinical outcomes, evaluations; committee members have opportunity for input to the program and can update on EBP as needed for their facilities. Feedback to program on increase in med errors by new grads secondary to med calculation errors elicited a change in curriculum that added higher stakes dosage calc testing back to curriculum.
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		2 student meetings: 　* 6 Level 1 students 　*18 Level 2 students
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	n/a		Was not available
	Staff RN's	On-Site	X		1- ER 2- Med/surg /ICU floor
	Preceptors	On-Site	n/a		Not in precepted experience during site visit
	Individuals conducting observational experiences	On-Site	n/a		Not in observational experience during site visit

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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	X		VRR SPE – outcomes for ACEN standard 6 only (EOPSLO's) in VRR. Other outcomes for Standards 1-5 provided onsite. Evidence of data and data tracking.
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site VRR	X		

Interviews conducted onsite:

Administration:

- Dr. Harold Nolte, EdD - President / CEO
- Jane Holwerda, PhD - VP, Academic / Chief Academic Officer
- Clayton Tatro, PhD – VP of Workforce Development
- Jay Kinzer, PhD – VP of Student Affairs & Risk Management
- Jeff Cermin, MBA – VP of Administration & CFO
- Joe Baumann, MBA – Executive Director of Institutional Effectiveness
- Mechele Hailey, DNP, RNC-OB, CNE – Dean of Nursing & Allied Health

Student Support Services:

- Christy Johanson, PhD – Asst. VP of Enrollment & Registrar
- Josue Gomez, BA - Director of Financial Aid
- Emily Witherspoon, BA – Director of Admissions
- Melanie Smith – Director of Advising
- Holly Mercer, MLS – Library Director
- Jorge Estrella, MBA – Director of Student Achievement and Resource Center
- Mike Webster, MBA – Asst. VP of IT

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Nursing Faculty:

- Jennifer Lix, MSN/Ed, RN-BC – Lead Instructor, Level 2
- Tracy Reynolds, MSN/Ed, RN – Lead Instructor, Level 1
- Ginger Rupp, MSN, RN - FT Instructor
- Sunshine Hicks, MSN, RN - FT Instructor
- Nikki Debnam, BSN, RN – FT Instructor
- Christy May, ADN, RN – Lab Coordinator
- Doriane Stimpert, BSN, RN – Nursing Success Center Coordinator

Clinical Facility Representatives/Advisory Committee:

- Julie Pinkerton, Prairie Home Health & Hospice, Dodge City
- Ranae Riley, Family Birth Center - Centura St. Catherine – Dodge City
- Linda Jensen, Risk & Quality Manager - Minneola District Hospital
- Vicki Broz, Compass Behavioral Health
- John Fitzhum, Centura St. Catherine

Classroom Observation:
1) NR 103 Med-Surg I: Simulation lab; each Level 1 student had opportunity to work with standardized patient to identify a gall bladder issue, care and education for a lap-chole
   Faculty – Ginger Rupp
2) NR 209 Nursing Care of Adults II: lecture / class presentations
   Faculty – Nikki Debnam

Clinical Agency Visit: 2nd semester students; Clinical faculty – Mary
- Centura St. Catherine

General Education Faculty:
- Geneva Diamond, PhD – Associate Professor of English
- Monica Cook, PharmD, PhD – Associate Professor of Biology
- Mary G. Scott, MD, M.Ed, BS – Professor of Biology – teaches A&P
- Anthony Aragon, PhD – Associate Professor of Biology – teaches general biology, cellular biology, microbiology

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Strengths identified:

- Tremendous support from Administration for the nursing program – understand need for resources and importance to program
- Dean of Nursing and Allied Health – mentioned many times for her leadership, positivity and work ethic in addressing needed changes to curriculum and the nursing programs, and her communication with faculty, staff and administration.
- Support services for students –
- Professional development for faculty – multiple resources and opportunities for professional and personal development.
- Support / salary for faculty; switch to "fair market value" for nursing faculty contracts to better align with nursing practice in order to attract and keep quality faculty – beneficial to program and students.
- Clinical sites very complimentary of program and communication of Dean and faculty to the clinical sites and keeping them informed
- Students feel supported by faculty and feel clinical experiences are preparing them for practice

Opportunities for improvement identified:

- Master calendar for faculty meetings and consistency in how meetings are documented to show involvement and approval by all faculty when changes are made
- "Streamline" nursing committees and documentation to make actions easier to track and possibly decrease the number of committees each nursing faculty member needs to attend
- Consider further evaluation of ATI use in curriculum. Clarify use of ATI as a "resource" and how to emphasize optional vs. mandatory assignments / suggested reading
- KSBN Approval (not accreditation) – review website and all printed materials to ensure correct designation
- Add tornado and fire plans to classrooms and lab

Recommendations:

- Recommend re-approval of the DCCC ADN program for a period consistent with national accreditation.

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Major Curriculum Change Forms

Overall Plan

End of Program Outcomes

Nurs 1100

Nurs 3550

Nurs 3520

Nurs 3530

Nurs 3710

Nurs 3800

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: **Febuary 1, 2023**

Name of Program: **Benedictine College School of Nursing**

Program Administrator
 including credentials: **Jackie Harris, DNP, APRN**

Parent Institution: **Benedictine College**

Address of Institution: **1020 N 2nd St.**

Atchison, KS 66002

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

Briefly describe the
Change being requested: **Overall curriculum plan**

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

Benedictine College Bachelor of Science in Nursing (2021, prior to curriculum changes)

Junior Fall Semester

NURS-3000 Intro to the Healthcare Environment	2
NURS-3120 Clinical Nursing Assessment	3
NURS-3140 Pathophysiology	3
NURS-3200 Foundations of Nursing Practice	3
NURS-3210 Foundations of Nursing Practice: Clinical	3 (157.5)
NURS-3300 Pharmacology I	2
Semester Credit Hours	**16**

Senior Fall Semester

NURS-4200 Populations-Based Health Care	3
NURS-4210 Populations-Based Health Care: Clinical	2 (90)
NURS-4220 Research, QI, and EBP	3
NURS-4300 Mental Health Nursing	3
NURS-4310 Mental Health Nursing: Clinical	2 (90)
THEO-3940 Christian Bioethics	3
Semester Credit Hours	**16 (13 nursing)**

Junior Spring Semester

NURS-3400 Nursing Care of Adults	3
NURS-3410 Nursing Care of Adults: Clinical	2 (90)
NURS-3500 Maternal/Child Nursing	4
NURS-3500 Maternal/Child Nursing: Clinical	2 (90)
NURS-3640 Pharmacology II	3
ABCD-1234 Non-nursing	x
Semester Credit Hours	**14**

Senior Spring Semester

NURS-4500 Patient with Complex Acute Needs	3
NURS-4510 Patient with Complex Acute Needs: Clinical	2 (90)
NURS-4600 Nursing Leadership and Management	3
NURS-4700 Professional, Legal, and Ethical Issues	3
NURS-4930 Synthesis/Practicum	2 (90)
NURS COMP Senior Comprehensive Exam	cr
Semester Credit Hours	**13**

Total Nursing Credit Hours	**56**
Total Clinical Hours	**697.5**

Proposed Curriculum Overview
(Students entering nursing program fall 2023)

Level 1: Junior Fall
Level 2: Junior Spring
Level 3: Senior Fall
Level 4: Senior Spring

*Pre-nursing requirement (students starting nursing program fall 2025)
NURS-1100 Introduction to Professional Nursing   **1** (6)

Junior Fall Semester

NURS-3200 Foundations of Nursing	3
NURS-3210 Foundations of Nursing: Clinical	3 (135)
NURS-3350 Pharmacology	4
NURS-3120 Clinical Nursing Assessment	3
NURS-3140 Pathophysiology	3
Semester Credit Hours	**16**

Junior Spring Semester

NURS-3400 Nursing Care of Adults I	3
NURS-3410 Nursing Care of Adults I: Clinical	2 (90)
NURS-3800 Mental Health Care	2
NURS-3520 Pediatric Care	2
NURS-3530 Maternal/Newborn Care	2
NURS-3710 Specialty Nursing: Clinical	2 (90)
Semester Credit Hours	**13**

Senior Fall Semester

NUR- XXXX Nursing Care of Adults II	3
NURS-XXXX Nursing Care of Adults II: Clinical	2 (90)
NURS-4220 Research, QI, and EBP	3
NURS-4200 Population Care	3
NURS-4210 Population Care: Clinical	2 (90)
THEO-3940 Christian Bioethics	3
Semester Credit Hours	**16 (13 nursing)**

Senior Spring Semester

NURS-XXXX Nursing Care of Adults III	2
NURS-XXXX Nursing Care of Adults III: Clinical	2 (90)
NURS-XXXX Professional Nursing Leadership	3
NURS- XXXX Legal and Ethical Issues in Nursing	3
NURS-4900 Synthesis	1
NURS-4910 Capstone: Clinical	3 (135)
Semester Credit Hours	**14**

3 hours clinical per credit hour each week (1 credit hour – 45 clinical hours)
Clinical hours noted in parenthesis after each course

Total Nursing Credit Hours	**57**
Total Clinical Hours	**726**

Proposed Change:

Pre-nursing courses: (required starting for students entering the nursing program fall 2025/entering BC fall 2023)

1. New course NURS 1100 Introduction to Professional Nursing, pre-nursing class, prerequisite starting for students starting the nursing program in fall 2025. This course provides an observational experience for pre-nursing students and allows pre-nursing students to take a nursing course as a freshman (currently the first nursing course is in the fall semester junior year).

Junior nursing courses (to start fall 2023):

2. Remove current course NURS-3000 Introduction to the Healthcare environment
3. Change in course description and course objectives for NURS-3120 Clinical Nursing Assessment
4. Change in course description and course objectives for NURS-3140 Pathophysiology
5. Change in course description, course objectives, and name for proposed course NURS-3200 Foundations of Nursing
6. Change in course description, course objectives, and name for proposed courses NURS-3210 Foundations of Nursing and NURS-3210 Foundations of Nursing; Clinical (note that clinical hours were decreased in fall 2022 from 157.5 hours to 135 hours). This course will focus on the wellness/disease prevention sphere found in the AACN New Essentials (2021)
7. Remove NURS-3300 Pharmacology I (first semester of nursing program) and NURS-3640 Pharmacology II (second semester of nursing program). Create new course NURS-3350 Pharmacology to combine this content in the first semester of the nursing program
8. Change in course description, course objectives and name for proposed course NURS-3400 Nursing Care of Adults I. This course will have a focus on chronic health as described in the AACN New Essentials (2021)
9. Change in course description, course objectives and name for proposed course NURS-3410 Nursing Care of Adults I: Clinical. This course will have a focus on chronic health as described in the AACN New Essentials (2021)
10. Remove NURS-3500 Maternal/Child Nursing. Proposed separation of this course into two new courses: NURS-3520 Pediatric Care and NURS-3530 Maternal/Newborn Care
11. Remove NURS-3510 Maternal/Child Nursing Clinical and NURS-4310 Mental Health Nursing: Clinical. Proposed combination of these courses into one new course NURS-3710 Specialty Nursing: Clinical
12. Remove NURS-4300 Mental Health Nursing (third semester of nursing program). Proposed new course NURS-3800 Mental Health Care in second semester to cover this content with decreased credit hours

Senior nursing courses (revision requests will be submitted in fall 2023, to start fall 2024):

13. Note that NURS-4930 Synthesis/Capstone (2 credit hours) was split into two courses starting spring 2023: NURS-4900 Synthesis (1 credit hour) and NURS-4910 Capstone: Clinical (2 credit hours) with an overall increase of 1 credit hour.
14. Note that in NURS-4910 Capstone Clinical Course, clinical hours were increased from 90 to 135 hours starting in spring 2023. There will be a focus on acute care to match the spheres found in the AACN New Essentials (2021)
15. Create new courses NURS-XXX Nursing Care of Adults II and NURS-XXX Nursing Care of Adults II: Clinical. These courses will have a focus on acute care based on the AACN New Essentials (2021)
16. Proposed curriculum revisions to NURS-4500 Patient with Complex Needs and 4510 Patient with Complex Needs: Clinical. Proposed new name (Adults Nursing Care III and Adult Nursing Care III: Clinical), course description, and course objectives. These courses will focus on hospice/palliative care found in AACN New Essentials (2021).
17. Proposed changes to NURS-4600 Nursing Leadership and Management and NURS-4700 Professional, Legal and Ethical. These courses will have proposed revisions to include new names, course descriptions, and course objectives. Some content will shift in these classes. The proposed classes will be NURS-XXX Legal and ethical issues in nursing and NURS-XXX Professional Nursing Leadership.
18. Proposed name Change, course description, and course objectives to NURS-4200 Population-based Health Care and NURS-4210 Populations-based Health Care Clinical.
19. Proposed course descriptions and course objectives for NURS-4220 Research, QI, and EBP

Rationale for change:

This new course has been developed as part of the revision of the entire nursing curriculum. These changes are based on the New Essentials from American Association of Colleges of Nursing (AACN); the New Essentials (2021) provide a framework for nursing education. These changes are also reflective of changes in professional nursing. The School of Nursing Mission Statement, Philosophy, Overall Curriculum Plan, End of Program Student Learning Outcomes. Level Outcomes have been revised. Each course in the School of Nursing has been revised to reflect these changes.

Faculty involvement in process:

The nursing faculty have been very involved in the process and have provided significant input into the curriculum revision process. Discussions of the curriculum revisions started at our summer retreat in June 2021. The proposed changes were approved by the nursing faculty in a meeting on November 11, 2022.

Changes in resources:

The total number of nursing credit hours will increase by one credit hour.

The total clinical hours will increase by 28.5 hours. Eight new hours will be observational in NURS-1100 introduction to professional nursing. Forty-five new hours will be precepted in NURS-4910 Capstone Clinical. We added a new full-time position of simulation coordinator in the fall of 2023.

We will be added a new clinical rotation in the third semester. We plan to use local rural hospitals as clinical partners; we have had clinicals in the past at these locations. We will hire adjunct clinical instructors if needed.

There are no significant changes in resources. Library, AV materials and equipment, laboratory, faculty, and support services are adequate for this change.

Date: **Febuary 1, 2023**

Name of Program: **Benedictine College School of Nursing**

Program Administrator
including credentials: **Jackie Harris, DNP, APRN**

Parent Institution: **Benedictine College**

Address of Institution: **1020 N 2nd St.**

Atchison, KS 66002

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

Briefly describe the
Change being requested: **Revised End of Program**

Outcomes (EPSLO)

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

Proposed End of Program Student Learning Outcomes (EPSLO) and level outcomes:

Numbers after outcome correspond to the AACN New Essential (2021) Domain

1. Formulate well-reasoned clinical judgements based on current evidence in the care of diverse clients across the lifespan (1, 4, 9)			
Level one	Level two	Level three	Level four
Discover how current evidence contributes to clinical reasoning in the care of diverse clients.	Integrate current evidence and clinical reasoning into the care of clients with diverse backgrounds throughout the lifespan.	Connect the concept of evidence-based practice, including the components of research in the development of clinical reasoning.	Apply current evidence and clinical reasoning to diverse clients in patient care management.

2. Provide person-centered healthcare across the continuum of care (2)			
Level one	Level two	Level three	Level four
Examine the concept of person-centered healthcare.	Demonstrate person-centered healthcare to patients and families, across the life span.	Apply person-centered healthcare to patients, families, communities, and populations	Provide person-centered healthcare to patients and families.

3. Implement safe, quality, and cost-effective patient care in the healthcare system (5,7)			
Level one	Level two	Level three	Level four
Examine safe, quality, cost-effective care that promotes safety and prevents the risk of harm to patients, families, and communities within the healthcare system.	Coordinate quality, cost- effective patient care that promotes safety and prevents the risk of harm to patients and families across the lifespan.	Analyze how safe, quality, cost-effective patient care is provided to promote safety and prevent the risk of harm to patients, families, and communities and within the healthcare system.	Integrate safe, quality, cost effective- patient care that promotes safety and prevents the risk of harm to patients and families within the healthcare system.

4. Integrate legal and ethical standards into professional nursing practice (4,9)			

Level one	Level two	Level three	Level four
Identify legal and ethical standards of nursing practice.	Demonstrate legal and ethical behaviors in professional nursing practice.	Interpret legal and ethical standards of professional nursing practice.	Adhere to the scope and standard of professional nursing practice.

5. Model effective communication among patients, families, and interprofessional team members (2,6)

Level one	Level two	Level three	Level four
Discuss the importance of using a variety of communication techniques and modes in the healthcare setting.	Analyze the use of communication techniques and modes considering the unique person.	Develop a variety of communication techniques and modes in the healthcare setting.	Integrate effective therapeutic communication with patients, families and members of the interprofessional team.

6. Demonstrate leadership and professional identity in nursing practice (9,10)

Level one	Level two	Level three	Level four
Describe nursing's professional identity and contributions to the healthcare team.	Recognize the values of diversity, equity, and inclusion as a core component of professional identity.	Incorporate leadership behaviors and professional identity in the healthcare setting.	Design a plan of care using professional nursing and leadership principles.

7. Apply informatics and healthcare technologies to the care of patients, families, communities, and populations. (3,8)

Level one	Level two	Level three	Level four
Discuss the various information and communication technology used in the care of patients and families.	Use information and communication technologies to gather data, create, and generate knowledge for patients and families.	Explain how information and communication technologies affect healthcare quality.	Integrate information and communication technologies in the management of patient care.

Current Program Outcomes and Performance Indicators
The following program outcomes, based on the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008), drive the undergraduate curriculum. The graduate of the Benedictine College Bachelor of Science in Nursing program will demonstrate the following role dimensions of the professional nurse:

1. Provider of Care

Use the nursing process to provide evidence-based, culturally competent care that incorporates bio-psycho-social, ethical, and spiritual aspects of health.

Performance Indicators
a. Demonstrates use of nursing process:
- Performs assessments appropriately
- Accurately analyzes assessment data
- Plans appropriate interventions
- Demonstrates appropriate interventions
- Evaluates patient care outcomes
- Documents accurately

b. Incorporates bio-psycho-social, ethical, and spiritual aspects of health into care
c. Incorporates evidence-based care principles
d. Provides ethical, culturally competent care
e. Incorporates spiritual components into care

2. Leader of Care

Facilitate leadership through collaboration and advocacy to design and coordinate safe, cost-effective, quality care of individuals, families, and aggregates.

Performance Indicators
- Demonstrates appropriate coordination, delegation, and supervision of nursing care.
- Designs and evaluates safe, effective, quality care for individuals, families, and aggregates.
- Advocates for clients through collaboration with the interdisciplinary team.

3. Member of a Profession

Enact professional behaviors that communicate respect for own and others' values, commitment to ongoing learning, and promotion of social justice.

Performance Indicators
- Demonstrates the use of professional nursing standards.
- Communicates respectfully in a clear, accurate, relevant manner in oral, nonverbal, and written modes.

Rationale for the change:

The Benedictine College Nursing Faculty have started a curriculum revision of the entire nursing program to reflect changes in professional nursing and the new American Association of Colleges of Nursing (AACN) Essentials (2021).

Faculty involvement in process:

The nursing faculty have been very involved in the process and have provided significant input into the curriculum revision process. Discussions of the curriculum revisions started at our summer retreat in June 2021. The proposed changes were approved by the nursing faculty in a meeting on March 31, 2022.

Changes in resources:

There are no significant changes in resources. Library, AV materials and equipment, laboratory, faculty, and support services are adequate for this change.

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: **Febuary 1, 2023**

Name of Program: **Benedictine College School of Nursing**

Program Administrator
including credentials: **Jackie Harris, DNP, APRN**

Parent Institution: **Benedictine College**

Address of Institution: **1020 N 2nd St.**

Atchison, KS 66002

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

Briefly describe the
Change being requested: NURS 1100 Intro to Professional Nursing

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Action Taken

Education Committee Review _____
                                    Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
                                    Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

_____   _____
Nursing Education Compliance Officer   Date

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	Current	Proposed
Course title	NURS-3000: Intro to the Healthcare Environment	NURS-1100: Intro to Professional Nursing
Course description	Course Description: An introduction into the complexities of the healthcare environment and the role of nurses and other professionals at the micro- and macro- levels will be discussed. The healthcare environment within the United States and globally will be outlined to include the structure, healthcare informatics, telecommunication, and other technologies used in healthcare. An introduction into the financial structure of the system will be provided as well as the regulatory and accrediting bodies that effect healthcare. The roles of both student nurses and professional nurses in participating in safety, quality improvement and evidence-based practice initiatives within multi-disciplinary teams at the Microsystems level will be emphasized.	This course is an introduction to professional nursing. The interprofessional healthcare team will be explored. The history of nursing is included in this course. The roles of both student nurses and professional nurses in person-centered, ethical, holistic, compassionate, and safe and effective care will be introduced. Observation of a Registered Nurse is a requirement of this course.
Course objectives/outcomes	1. Describe and logically analyze the meta-concepts of nursing in specific health care situations in written or oral presentations. 2. Outline the characteristics of a profession and how nursing meets the characteristics of a profession. 3. Trace the history of nursing from ancient to current times and outline the societal and health care environmental trends that have affected the profession of nursing during different periods.	1. Describe nursing's professional identity and contributions to the healthcare team. 2. Explain the interprofessional team and the role of other health care professions. 3. Summarize the history of the nursing profession. 4. Identify legal and ethical standards of nursing practice. 5. Define person-centered, ethical, holistic, compassionate,

	4. Describe other health care professions that work with nurses and their roles in the healthcare system. 5. Outline and analyze the concepts of data, information, knowledge, and wisdom as they apply to health care informatics. 6. Examine the importance including regulatory issues of data integrity to the care of the patient and ensure that patient data is managed ethically. 7. Analyze the role of health care information systems including electronic health care records in the delivery of health care in the U. S. and other countries. 8. Outline the role of patient safety, quality improvement, health care system performance improvement, and evidence-based practice in the delivery of health care at the unit level in the current health care environment. 9. Analyze the organizational and financial structure of the health care system in the U. S. and how this structure affects the care of patients within an organization. Analyze the writing style used in professional nursing publication and write a paper outlining a particular specialty in the nursing profession using APA format and a scholarly writing style.	and safe and effective care. 6. Reflect on observational experience with a Registered Nurse.
Sequence of the course	First Semester	Pre-nursing requirement

Major content outline		I. The profession of nursing and the conceptual basis of the profession.	Orientation to the School of Nursing (SON)
		a. History of nursing	Ethics and Faith
		b. **Characteristics of a profession**	Evidence-Based Practice
		c. Nursing as a profession and socialization	Wellness/Disease Prevention
		d. **Meta-concepts of nursing: patient, nurse, care, and environment**	Holistic, Person-Centered Care
		II. Nursing and other health care professions in the current health care environment	Compassion in Hospice/Palliative Care
			Interprofessional Teams
		a. Different health care professions	Safety in Chronic Disease Management
		b. Relationships between professions	Professionalism and Effective care
		c. Working conditions	Life-long Learning
		d. **Delegation**	Diversity, Equity, and Inclusion
		III. Scholarly writing	Roles of the professional nurse
		IV. Exam 1	
		V. Health Care Delivery Systems	Social Determinants of Health
		a. History of the health care system	
		b. **Primary, secondary and tertiary care**	
		c. Major forces influencing change in the health care system	
		d. Practical and ethical issues associated with nurses in the health care system	

		VI. **Financial Structure of health care delivery**	
		a. Discuss the **cost factors** in health care	
		b. Types of payment: Medicare, Medicaid, private insurance, employer insurance	
		VII. Regulatory Agencies and Accreditation Organizations	
		VIII. Exam 2	
		IX. Concepts of health care informatics	
		a. **Data, Information, Knowledge, Wisdom**	
		b. Knowledge workers	
		c. Difference between computers and information literacy	
		d. Determination of the **quality of data** and information and ensuring data integrity	
		X. Healthcare information systems	
		a. **Electronic Health Care Records**	
		b. **Decision-making support**	
		c. Information system training	
		d. Information security and confidentiality	

	XI. Informatics specialty applications
	    a. Patient education
	    b. Telehealth
	    c. Website critiques
	XII. **Health Literacy**
	XIII. Exam 3
	XIV. Scholarly writing
	XV. **Patient Safety**
	    a. **Maslow's hierarchy**
	    b. IOM report
	    c. Critical aspect of nursing
	XVI. Introduction to **Evidence-Based Practice** in Health Care
	    a. History of EBP
	    b. Research based evidence and the role of Randomized controlled trails
	    c. Clinical decision-making in health care
	    d. Levels of evidence and evaluation of research
	    e. Meta-analyses
	    f. Social policy
	XVII. Introduction to **Research** in Health Care and Nursing
	    a. Conduct of research from basic science to clinical application
	    b. Scientific process
	    c. Ethics and Research	

	XVIII. Introduction to **Quality Improvement** in Health Care
	  a. Purpose of quality or performance improvement
	  b. Differences between QI and research
	  c. Role of Nurses in QI
	  d. Relationship to patient safety
	XIX. Culturally competent care
	XX. Introduction to **ethics** in healthcare.	

Credit hours	2	1
Course evaluation	Mid-term Exam 37.5% Specialty Paper 15% Quizzes/homework 10% Final Exam 37.5 %	Observational planning sheet (20 points) Observation, reflection (72 points) Roles of the Nurse (30 points) Language of Nursing quizzes (60 points) Nurse Interview (30 points) Completion of material in student folder (65 points)

Rationale for the change:

The Benedictine College Nursing Faculty have started a curriculum revision of the entire nursing program to reflect changes in professional nursing and the new American Association of Colleges of Nursing (AACN) Essentials (2021).

We want to revise this course and make it a pre-nursing course requirement. The nursing faculty want to know and teach the students before they start nursing classes. We also want students to observe a registered nurse and interview another registered nurse as a pre-nursing student to give students exposure to nursing prior to starting nursing classes. We also want students to engage in self-assessment to discover core aptitudes and traits for nurses.

Faculty involvement in process:

The nursing faculty have been very involved in the process and have provided significant input into the curriculum revision process. Discussions of the curriculum revisions started at our summer retreat in June 2021. The proposed changes were approved by the nursing faculty in a meeting on November 11, 2022.

Changes in resources:

There are no significant changes in resources. Library, AV materials and equipment, laboratory, and faculty. Support services are adequate for this change.

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: Febuary 1, 2023

Name of Program: Benedictine College School of Nursing

Program Administrator
including credentials: Jackie Harris, DNP, APRN

Parent Institution: Benedictine College

Address of Institution: 1020 N 2nd St.

Atchison, KS 66002

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

Briefly describe the
Change being requested: NURS 3350 Pharmacology

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

	Current	Proposed
Course title	NURS-3300 Pharmacology 1 NURS-3640 Pharmacology ll	NURS-3350 Pharmacology
Course description	**Pharmacology l:** An introduction to the pharmacodynamics and pharmacokinetics of drug therapy are outlined. This course will emphasize the safe administration of drug therapy and will prepare students for safe administration of oral, topical, ophthalmic, and ear preparations during the Foundations Clinical course. Specific prototypes of selected drug classifications provide a framework for understanding the action, use, side effects, and nursing implications of drug therapy that will continue in Pharmacology II. The nurse's role in the administration, assessment of drug effects, and patient education is emphasized. **Pharmacology ll:** Pharmacodynamics and pharmacokinetics of drug therapy are discussed to provide a basic understanding of the client's reaction to a drug both therapeutically and adversely in order to predict potential drug interactions. Internal and external environmental factors affecting drug therapy are assessed to provide a basis for therapeutic nursing interventions. Specific prototypes of selected drug classifications provide a framework for understanding the action, use side effects, and nursing implications of drug therapy. The nurse's role in the administration, assessment of drug effects and patient education are emphasized as well as legal and ethical responsibilities.	This course will prepare the nursing student for safe administration of medication therapy. Pharmacodynamics and pharmacokinetics of drug therapy are outlined. This course emphasizes the action, therapeutic uses, adverse effects, interactions, precautions, and nursing implications of medication classes. The learner will utilize clinical thinking for safe and effective medication management. Medication dosage calculations will be included.
Course objectives/outcomes	**Pharmacology l:** 1. Apply pharmocodynamics of medications across the lifespan.	1. Apply pharmacodynamics

	2. Calculate medication dosages and other related medication calculations. 3. Explain safe administration of oral, topical, ophthalmic, respiratory and ear preparations. 4. Apply the mechanisms of action, route, side effects and adverse reactions, and contraindications for selected medications used to treat disorders of the skin; eye; ear; anti-inflammatory; opioid and non-opioid analgesics; mental health; and respiratory agents. 5. Generate a plan based on the nursing process related to medications of the skin; eye; ear; anti-inflammatory; opioid and non-opioid analgesics; mental health; and respiratory agents. **Pharmacology ll:** 1. Explain the mechanism of action for medication classes. 2. Summarize the side effects, adverse reactions, and contraindications for each medication classes. 3. Identify cultural and genetic factors for selected medications. 4. Discuss nursing interventions related to each class of medication. 5. Apply the nursing process associated with the classes of medications covered in this class. 6. Develop a teaching plan for a patient prescribed selected medications.	of medications across the lifespan. 2. Calculate medication dosages and other related medication calculations. 3. Develop nursing interventions related to each class of medication. 4. Apply pharmacokinetic and pharmacodynamic processes and their application in medication therapy across the lifespan. 5. Describe the professional, legal, and ethical responsibility for medication administration. 6. Demonstrate clinical thinking related to medications as a component of safe and effective nursing care. 7. Describe strategies employed for patient safety during the preparation and administration of medications. 8. Construct a teaching plan for a patient prescribed selected medications.

	7. Produce an effective example of visual communication.	9. Produce an effective example of visual communication.
Sequence of the course	**Pharmacology I:** Junior Fall (first semester) **Pharmacology II:** Junior Spring (second semester)	First semester
Major content outline	**Pharmacology I:** I. Introduction to nursing pharmacology II. Select drugs acting on the immune system III. Select chemotherapeutic agents IV. Drugs acting on the respiratory system V. Select drugs acting on the central and peripheral nervous system **Pharmacology II:** I. Medications acting on the cardiovascular system II. Medications acting on the reproductive system III. Medications acting on the autonomic nervous system IV. Medications acting on the central and peripheral nervous system V. Medications acting on the gastrointestinal system VI. Medications acting on microbials VII. Medications acting on the endocrine system VIII. Medications acting on the renal system	I. Introduction II. Chemotherapeutic agents III. Drugs acting on the immune system IV. Drugs acting on the central and peripheral nervous systems V. Drugs acting on the autonomic nervous system VI. Drugs acting on the endocrine system VII. Drugs acting on the reproductive system VIII. Drugs acting on the cardiovascular system IX. Drugs acting on the renal system Drugs acting on the respiratory system X. Drugs acting on the gastrointestinal system
Credit hours	**Pharmacology I:** 2 **Pharmacology II:** 2	4
Course evaluation	**Pharmacology I:**	Unit Exams and Final Exam 75% Lippincott Course Point Homework 5%

	Unit Exams and Final Exam (18.75% each) 75 %	Drug calculations	5%
		Standardized testing	5%
		Poster presentation	10%
	Lippincott Course Point Homework 15%		
	Drug calculations 10%		
	Pharmacology II: Poster Presentation 10% Examinations (18.75% each) 75% Lippincott assignments 10% Kaplan 5%		

Rationale for the change:

The Benedictine College Nursing Faculty have started a curriculum revision of the entire nursing program to reflect changes in professional nursing and the new American Association of Colleges of Nursing (AACN) Essentials (2021).

We would like to combine Pharmacology I (first semester) and Pharmacology II (second semester) into one course in the first semester.

Faculty involvement in process:

The nursing faculty have been very involved in the process and have provided significant input into the curriculum revision process. Discussions of the curriculum revisions started at our summer retreat in June 2021. The proposed changes were approved by the nursing faculty in a meeting on November 11, 2022.

Changes in resources:

There are no significant changes in resources. Library, AV materials and equipment, laboratory, faculty, and support services are adequate for this change.

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: **Febuary 1, 2023**

Name of Program: **Benedictine College School of Nursing**

Program Administrator
including credentials: **Jackie Harris, DNP, APRN**

Parent Institution: **Benedictine College**

Address of Institution: **1020 N 2nd St.**

Atchison, KS 66002

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

Briefly describe the
Change being requested: **NURS 3520 Pediatric Care**

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

EDU 91

	Current	Proposed
Course title	NURS-3500 Maternal/Child Nursing	NURS-3520 Pediatric Care
Course description	Care of families during childbirth is discussed including normal and complicated deliveries. Nursing care of the newborn infant is included. Acute and chronic conditions of children are introduced in this course. Evidence-based pediatric care is explored in the context of growth, development, and health promotion Legal, ethical, cultural, social, and economic concepts related to maternal and pediatric nursing are outlined in this course.	This course provides a holistic and family centered approach to the care of infants, children, and adolescents. Emphasis is placed on normal growth and development and common pediatric disorders.
Course objectives/outcomes	**Care of Childbearing Women and Families** 1. Recall basic anatomy/physiology of the female reproductive cycle. 2.Describe the early reproductive cycle. 3.Discuss the importance of pre-natal care. 4.Identify the nursing assessments, diagnoses, interventions, and methods of evaluation in providing care for the pregnant woman. 5.Determine pre-existing conditions and gestational conditions that place a pregnancy at risk. 6.Discuss the stages of labor. 7.Identify conditions that place labor and delivery at risk. 8.Describe the nursing care of the newly born infant. 9.Explain postpartum care of mother and newly born infant(s).	1. Recognize the impact of family dynamics and culture on pediatric families. 2. Identify ways to promote wellness and disease prevention of infants, children and adolescents. 3. Describe common health problems of infants, children, and adolescents. 4. Recognize manifestations of child abuse and neglect in the pediatric population. 5. Analyze how physical, mental, emotional, social, intellectual, and spiritual care is incorporated into nursing interventions for the pediatric population. 6. Apply critical thinking in the classroom learning environment to manage the care of pediatric patients and

	10.Describe the changes in the biologic system of the neonate during the transition to extrauterine life. 11.Describe assessment of a newborn. 12.Identify the physiologic needs of the neonate. 13.Determine what nursing care the neonate needs. 14,Recognize the physical characteristics of preterm, term and post term neonates. 15.Describe the physiologic problems encountered by preterm and post term neonates. 16.Identify the effects of maternal use of chemicals on the fetus and newborn. 17.Recognize clinical signs of infection in the newborn. 18.Identify characteristics of neonatal Rh and ABO incompatibility. 19.Determine the nursing priorities for neonates with acquired physiologic problems. 20.Describe congenital defects and their nursing care. 21.Identify basic gynecologic screening procedures indicated for well women. 22.Discuss the various methods of contraception. 23.Summarize major health measures to address in providing preconception counseling. 24.Compare the nursing care and methods of prevention of common sexually transmitted infections. 25.Discuss the nursing care for common gynecologic problems.	their families experiencing common pediatric disorders. 7. Describe ethical and legal standards as well as professional accountability in the delivery of care to children and their families.

	Course Objectives: Caring for Infants, Children, and Families 1.Recognize the impact of family and culture on childbearing and childrearing families. 2.Identify ways to promote health in the growth and development of infants. 3.Describe common health problems of infants. 4.Identify manifestations of respiratory and cardiovascular disorders in young children. 5.Discuss nursing care of children experiencing respiratory and cardiovascular disorders. 6.Recognize manifestations of child abuse and neglect in infants. 7.Identify ways to promote health in the growth and development of toddlers and preschoolers. 8.Describe common health problems of toddlers and preschoolers. 9.Identify manifestations of renal, gastrointestinal, neurologic, and sensory, and musculoskeletal disorders in young children. 10.Recognize manifestations of child abuse and neglect in young children. 11.Identify ways to promote health in the growth and development of school-aged children and adolescents. 12.Describe common health problems of school-aged children and adolescents. 13,Identify manifestations of reproductive, genetic,	

	endocrine, hematologic, and neoplastic disorders in children and adolescents. 14,Recognize manifestations of child abuse and neglect in school-aged children and adolescents.	
Sequence of the course	Junior Spring Semester	Junior Spring Semester

Major content outline	**Maternity**
	A. Anatomy and physiology of the female reproductive cycle.
	    1. Review of basic cycle
	    2. Early reproductive cycle
	        a. Ovulation, fertilization, and implantation
	        b. Objective signs and symptoms of pregnancy
	B. First Trimester
	    1. Physical and physiological maternal changes
	    2. Embryonic and fetal growth
	    3. Maternal & fetal nutrition
	C. Second Trimester
	    1. Physical and physiological maternal changes
	    2. Fetal growth
	D. Third Trimester
	    1. Physical and physiological maternal changes
	    2. Embryonic and fetal growth
	E. Assessing for risk
	    1. Antenatal testing
	    2. Pre-existing Risk conditions
	F. Labor
	    1. Impending signs of labor (37-40 weeks)
	    2. Stages of labor
		1. Care of infants
		    a. Key developmental tasks
		    b. Safety
		    c. Vaccinations
		        1. Required vaccinations
		        2. Recommended vaccinations
		        3. Reportable side effects
		2. Caring for the child and family with alterations in respiratory function
		    a. The child with asthma
		    b. The child with Cystic Fibrosis
		    c. The child with Pertussis
		    d. SIDS
		3. Caring for the child and family with alterations in cardiovascular function
		    a. The child with congenital heart disease
		    b. The child with acquired heart disease
		4. Care of toddlers and preschoolers
		    a. Key developmental tasks
		    b. Safety
		    c. Vaccinations

G. Labor and delivery at risk
  1. Pre-term labor
  2. PROM
  3. Post-term gestation
  4. Gestational hypertension
  5. Emergencies
     a. Shoulder Dystocia
     b. Prolapsed cord
     c. Uterine rupture
     d. Amniotic fluid embolism
     e. Fetal distress
H. Transition to extra uterine life for newborns
  1. Immediate assessment of newborn
  2. Immediate care of the newborn
I. Newborns with gestational problems
  1. Preterm infants
  2. Post term infants
J. Newborns at risk
  1. Acquired problems
  2. Congenital problems
K. Postpartum
  1. Postpartum adaptation and nursing assessment
  2. Postpartum family care needs and home care
  3. Postpartum family at risk
L. Breastfeeding
  1. First feeding
  2. Breast feeding management
  3. Common problems
M. Health Promotion for women across the childbearing ages
  1. Preconception counseling

1. Required vaccinations
2. Recommended vaccinations
3. Reportable side effects
5. Caring for the child and family with alterations in gastrointestinal function
   a. The child with a tracheoesophageal fistula
   b. The child with appendicitis
   c. The child with acute gastroesophageal reflux
   d. The child with pyloric stenosis
   e. The child with intussusception
   f. The child with Hirschsprung disease
6. Caring for the child and family with alterations in genitourinary function
   a. The child with a urinary tract infection or vesicoureteral reflux
   b. The child with nephrotic syndrome
   c. The child with acute post-infectious glomerulonephritis
   d. The child with hemolytic uremic syndrome
7. Caring for the child and family with alterations in neurological functions
   a. The child with neural tube defects

2. Health promotion activities
     3. Contraception
N. Common gynecologic problems
     1. Care of the woman with a benign disorder of the breast
     2. Care of the woman with endometriosis
     3. Care of the woman with polycystic ovarian syndrome
     4. Care of the woman with toxic shock syndrome
     5. Care of the woman with a vaginal infection
     6. Care of the woman with a sexually transmitted infection
     7. Care of the woman with pelvic inflammatory disease

Course Outline PEDS:

1. Care of infants
    a. Key developmental tasks
    b. Safety
    c. Vaccinations
       1. Required vaccinations
       2. Recommended vaccinations
       3. Reportable side effects

2. Caring for the child and family with alterations in respiratory function
    a. The child with asthma
    b. The child with Cystic Fibrosis
    c. The child with Pertussis
    d. SIDS

    b. The child with hydrocephalus
    c. The child with sleep disorders
    d. The child with seizure disorders
    e. The child with Cerebral Palsy
    f. The child with Muscular Dystrophy

8. Caring for the child with alteration in musculoskeletal functions
    a. The child with deformities of limbs
    b. The child with Legg-Calve-Perthes Disease
    c. The child with Juvenile Idiopathic Arthritis
    d. The child with Osteogenesis Imperfecta

9. Care of school-aged children and adolescents
    a. Key developmental tasks
    b. Safety
    c. Vaccinations

10. Caring for the child and family with reproductive and genetic disorders
    a. The child with circumcision
    b. The child with cryptorchidism, hydrocele, or varicocele
    c. The child with torsion of the testicle
    d. The child with pelvic inflammatory disease

	3. Caring for the child and family with alterations in cardiovascular function
	    a. The child with congenital heart disease
	    b. The child with acquired heart disease
	4. Care of toddlers and preschoolers
	    a. Key developmental tasks
	    b. Safety
	    c. Vaccinations
	        1. Required vaccinations
	        2. Recommended vaccinations
	        3. Reportable side effects
	5. Caring for the child and family with alterations in gastrointestinal function
	    a. The child with a tracheoesophageal fistula
	    b. The child with appendicitis
	    c. The child with acute gastroesophageal reflux
	    d. The child with pyloric stenosis
	    e. The child with intussusception
	    f. The child with Hirschsprung disease
	6. Caring for the child and family with alterations in genitourinary function
	    a. The child with a urinary tract infection or vesicoureteral reflux
	    b. The child with nephrotic syndrome
	    c. The child with acute post-infectious glomerulonephritis
		e. The child with sexually transmitted infections.
		    f. The child with a genetic disorder
		    g. The child with Fragile X syndrome
		    h. The child with fetal alcohol spectrum disorder
		11. Caring for the child and family with endocrine disorders
		    a. The child with hypopituitarism
		    b. The child with hyperpituitarism
		    c. The child with precocious puberty
		    d. The child with congenital hypothyroidism
		    e. The child with Diabetes Mellitus Type 1
		    f. The child with Muscular Dystrophy
		12. Caring for the child and family with hematologic, immunologic, and neoplastic disorders
		    a. The child with sickle cell disease
		    b. The child with hemophilia
		    c. The child with lead poisoning
		    d. The child with neoplasm
		    e. The child with leukemia

	d. The child with hemolytic uremic syndrome
	7. Caring for the child and family with alterations in neurological functions
	    a. The child with neural tube defects
	    b. The child with hydrocephalus
	    c. The child with sleep disorders
	    d. The child with seizure disorders
	    e. The child with Cerebral Palsy
	    f. The child with Muscular Dystrophy
	8. Caring for the child with alteration in musculoskeletal functions
	    a. The child with deformities of limbs
	    b. The child with Legg-Calve-Perthes Disease
	    c. The child with Juvenile Idiopathic Arthritis
	    d. The child with Osteogenesis Imperfecta
	9. Care of school-aged children and adolescents
	    a. Key developmental tasks
	    b. Safety
	    c. Vaccinations
	10. Caring for the child and family with reproductive and genetic disorders
	    a. The child with circumcision
	    b. The child with cryptorchidism, hydrocele, or varicocele
	    c. The child with torsion of the testicle
	    d. The child with pelvic inflammatory disease	

	e. The child with sexually transmitted infections.
	        f. The child with a genetic disorder
	        g. The child with Fragile X syndrome
	        h. The child with fetal alcohol spectrum disorder
	11. Caring for the child and family with endocrine disorders
	        a. The child with hypopituitarism
	        b. The child with hyperpituitarism
	        c. The child with precocious puberty
	        d. The child with congenital hypothyroidism
	        e. The child with Diabetes Mellitus Type 1
	        f. The child with Muscular Dystrophy
	12. Caring for the child and family with hematologic, immunologic, and neoplastic disorders
	        a. The child with sickle cell disease
	        b. The child with hemophilia
	        c. The child with lead poisoning
	        d. The child with neoplasm
	        e. The child with leukemia	

Credit hours	4	2
Course evaluation	Exams (12% each) 60% Kaplan 5% Lippincott Course Point 25% Attendance/Class Participa 10%	Exams (12% each) 60% Kaplan 5% Lippincott Course Point 25% Attendance/Class Participa 10%

Rationale for the change:

The Benedictine College Nursing Faculty have started a curriculum revision of the entire nursing program to reflect changes in professional nursing and the new American Association of Colleges of Nursing (AACN) Essentials (2021).

We would like to split the current maternal/child nursing course into two separate courses (pediatric care and maternal/newborn care). We are unable to find one faculty member to teach the current course. Splitting the current course into two new courses will clarify expectations.

Faculty involvement in process:

The nursing faculty have been very involved in the process and have provided significant input into the curriculum revision process. Discussions of the curriculum revisions started at our summer retreat in June 2021. The proposed changes were approved by the nursing faculty in a meeting on November 11, 2022.

Changes in resources:

There are no significant changes in resources. Library, AV materials and equipment, laboratory, faculty, and support services are adequate for this change.

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: Febuary 1, 2023

Name of Program: Benedictine College School of Nursing

Program Administrator
including credentials: Jackie Harris, DNP, APRN

Parent Institution: Benedictine College

Address of Institution: 1020 N 2nd St.

Atchison, KS 66002

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

Briefly describe the
Change being requested: NURS 3530 Maternal/Newborn Care

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

EDU 102

	Current	Proposed
Course title	NURS-3500 Maternal/Child Nursing	NURS-3530 Maternal/Newborn Care
Course description	Care of families during childbirth is discussed including normal and complicated deliveries. Nursing care of the newborn infant is included. Acute and chronic conditions of children are introduced in this course. Evidence-based pediatric care is explored in the context of growth, development, and health promotion Legal, ethical, cultural, social, and economic concepts related to maternal and pediatric nursing are outlined in this course.	This course provides a family-centered, holistic approach to nursing care in the maternal and newborn population. Topics include fertility awareness, gynecological concerns, pregnancy, and fetal development. Emphasis is placed on nursing care during labor and delivery, postpartum and the neonatal period. Other ideas: The nurse's role in assuring coordination, integration, and continuity of care is investigated. Integration of the physical, behavioral, psychological, spiritual, socioeconomic and environmental factors that influence patient centered care is explored.
Course objectives/outcomes	**Care of Childbearing Women and Families** ·1. Recall basic anatomy/physiology of the female reproductive cycle. 2.Describe the early reproductive cycle. 3.Discuss the importance of pre-natal care. 4.Identify the nursing assessments, diagnoses, interventions, and methods of evaluation in providing care for the pregnant woman. 5.Determine pre-existing conditions and gestational conditions that place a pregnancy at risk. 6.Discuss the stages of labor. 7.Identify conditions that place labor and delivery at risk. 8.Describe the nursing care of the newly born infant.	1. Describe fertility-based awareness. 2. Discuss nursing care for common gynecologic problems. 3. Discuss normal fetal development. 4. Describe normal and abnormal physiological and psychological changes that occur during each period of the childbearing cycle and newborn period. 5. Describe the nursing care during the prenatal, labor and delivery, and postpartum periods. 6. Describe the nursing and medical care of complications of pregnancy, labor and delivery, and postpartum periods.

	9.Explain postpartum care of mother and newly born infant(s). 10.Describe the changes in the biologic system of the neonate during the transition to extrauterine life. 11.Describe assessment of a newborn. 12.Identify the physiologic needs of the neonate. 13.Determine what nursing care the neonate needs. 14.Recognize the physical characteristics of preterm, term and post term neonates. 15.Describe the physiologic problems encountered by preterm and post term neonates. 16.Identify the effects of maternal use of chemicals on the fetus and newborn. 17.Recognize clinical signs of infection in the newborn. 18.Identify characteristics of neonatal Rh and ABO incompatibility. 19.Determine the nursing priorities for neonates with acquired physiologic problems. 20.Describe congenital defects and their nursing care. 21.Identify basic gynecologic screening procedures indicated for well women. 22.Discuss the various methods of contraception. 23.Summarize major health measures to address in providing preconception counseling. 24.Compare the nursing care and methods of prevention of common sexually transmitted infections. 25.Discuss the nursing care for common gynecologic problems.	7. Integrate physical, behavioral, psychological, spiritual, socioeconomic, and environmental factors that influence care of the childbearing family. 8. Examine the nurse's role in assuring integration, coordination, and continuity of care of the childbearing family.

	Course Objectives: Caring for Infants, Children, and Families 1.Recognize the impact of family and culture on childbearing and childrearing families. 2.Identify ways to promote health in the growth and development of infants. 3.Describe common health problems of infants. 4.Identify manifestations of respiratory and cardiovascular disorders in young children. 5.Discuss nursing care of children experiencing respiratory and cardiovascular disorders. 6.Recognize manifestations of child abuse and neglect in infants. 7.Identify ways to promote health in the growth and development of toddlers and preschoolers. 8.Describe common health problems of toddlers and preschoolers. 9.Identify manifestations of renal, gastrointestinal, neurologic, and sensory, and musculoskeletal disorders in young children. 10.Recognize manifestations of child abuse and neglect in young children. 11.Identify ways to promote health in the growth and development of school-aged children and adolescents. 12.Describe common health problems of school-aged children and adolescents. 13.Identify manifestations of reproductive, genetic, endocrine, hematologic and neoplastic	

	disorders in children and adolescents. 14.Recognize manifestations of child abuse and neglect in school-aged children and adolescents.	
Sequence of the course	Junior Spring Semester	Junior Spring Semester (Level ll)

Major content outline	**Maternity**
	A. Anatomy and physiology of the female reproductive cycle.
	    1. Review of basic cycle
	    2. Early reproductive cycle
	        a. Ovulation, fertilization, and implantation
	        b. Objective signs and symptoms of pregnancy
	B. First Trimester
	    1. Physical and physiological maternal changes
	    2. Embryonic and fetal growth
	    3. Maternal & fetal nutrition
	C. Second Trimester
	    1. Physical and physiological maternal changes
	    2. Fetal growth
	D. Third Trimester
	    1. Physical and physiological maternal changes
	    2. Embryonic and fetal growth
	E. Assessing for risk
	    1. Antenatal testing
	    2. Pre-existing Risk conditions
	F. Labor
	    1. Impending signs of labor (37-40 weeks)
	    2. Stages of labor
		A. Anatomy and physiology of the female reproductive cycle.
		    1. Review of basic cycle
		    2. Early reproductive cycle
		        a. Ovulation, fertilization, and implantation
		        b. Objective signs and symptoms of pregnancy
		B. First Trimester
		    1. Physical and physiological maternal changes
		    2. Embryonic and fetal growth
		    3. Maternal & fetal nutrition
		C. Second Trimester
		    1. Physical and physiological maternal changes
		    2. Fetal growth
		D. Third Trimester
		    1. Physical and physiological maternal changes
		    2. Embryonic and fetal growth
		E. Assessing for risk
		    1. Antenatal testing
		    2. Pre-existing Risk conditions
		F. Labor
		    1. Impending signs of labor (37-40 weeks)
		    2. Stages of labor
		G. Labor and delivery at risk
		    1. Pre-term labor
		    2. PROM
		    3. Post-term gestation
		    4. Gestational hypertension

	G. Labor and delivery at risk
	    1. Pre-term labor
	    2. PROM
	    3. Post-term gestation
	    4. Gestational hypertension
	    5. Emergencies
	        a. Shoulder Dystocia
	        b. Prolapsed cord
	        c. Uterine rupture
	        d. Amniotic fluid embolism
	        e. Fetal distress
	H. Transition to extra uterine life for newborns
	    1. Immediate assessment of newborn
	    2. Immediate care of the newborn
	I. Newborns with gestational problems
	    1. Preterm infants
	    2. Post term infants
	J. Newborns at risk
	    1. Acquired problems
	    2. Congenital problems
	K. Postpartum
	    1. Postpartum adaptation and nursing assessment
	    2. Postpartum family care needs and home care
	    3. Postpartum family at risk
	L. Breastfeeding
	    1. First feeding
	    2. Breast feeding management
	    3. Common problems
	M. Health Promotion for women across the childbearing ages
	    1. Preconception counseling
	    2. Health promotion activities
	    3. Contraception
		5. Emergencies
		    a. Shoulder Dystocia
		    b. Prolapsed cord
		    c. Uterine rupture
		    d. Amniotic fluid embolism
		    e. Fetal distress
		H. Transition to extra uterine life for newborns
		    1. Immediate assessment of newborn
		    2. Immediate care of the newborn
		I. Newborns with gestational problems
		    1. Preterm infants
		    2. Post term infants
		J. Newborns at risk
		    1. Acquired problems
		    2. Congenital problems
		K. Postpartum
		    1. Postpartum adaptation and nursing assessment
		    2. Postpartum family care needs and home care
		    3. Postpartum family at risk
		L. Breastfeeding
		    1. First feeding
		    2. Breast feeding management
		    3. Common problems
		M. Health Promotion for women across the childbearing ages
		    1. Preconception counseling
		    2. Health promotion activities
		    3. Contraception
		N. Common gynecologic problems
		    1. Care of the woman with a benign disorder of the breast
		    2. Care of the woman with endometriosis
		    3. Care of the woman with polycystic ovarian syndrome
		    4. Care of the woman with toxic shock syndrome

	N. Common gynecologic problems
	  1. Care of the woman with a benign disorder of the breast
	  2. Care of the woman with endometriosis
	  3. Care of the woman with polycystic ovarian syndrome
	  4. Care of the woman with toxic shock syndrome
	  5. Care of the woman with a vaginal infection
	  6. Care of the woman with a sexually transmitted infection
	  7. Care of the woman with pelvic inflammatory disease
	Course Outline PEDS:
	1. Care of infants
	  a. Key developmental tasks
	  b. Safety
	  c. Vaccinations
	    1. Required vaccinations
	    2. Recommended vaccinations
	    3. Reportable side effects
	2. Caring for the child and family with alterations in respiratory function
	  a. The child with asthma
	  b. The child with Cystic Fibrosis
	  c. The child with Pertussis
	  d. SIDS
	3. Caring for the child and family with alterations in cardiovascular function
	  a. The child with congenital heart disease
		5. Care of the woman with a vaginal infection
		6. Care of the woman with a sexually transmitted infection
		7. Care of the woman with pelvic inflammatory disease

	b. The child with acquired heart disease
	4. Care of toddlers and preschoolers
	    a. Key developmental tasks
	    b. Safety
	    c. Vaccinations
	        1. Required vaccinations
	        2. Recommended vaccinations
	        3. Reportable side effects
	5. Caring for the child and family with alterations in gastrointestinal function
	    a. The child with a tracheoesophageal fistula
	    b. The child with appendicitis
	    c. The child with acute gastroesophageal reflux
	    d. The child with pyloric stenosis
	    e. The child with intussusception
	    f. The child with Hirschsprung disease
	6. Caring for the child and family with alterations in genitourinary function
	    a. The child with a urinary tract infection or vesicoureteral reflux
	    b. The child with nephrotic syndrome
	    c. The child with acute post-infectious glomerulonephritis
	    d. The child with hemolytic uremic syndrome
	7. Caring for the child and family with alterations in neurological functions	

	a. The child with neural tube defects	
	b. The child with hydrocephalus
	c. The child with sleep disorders
	d. The child with seizure disorders
	e. The child with Cerebral Palsy
	f. The child with Muscular Dystrophy
	8. Caring for the child with alteration in musculoskeletal functions
	a. The child with deformities of limbs
	b. The child with Legg-Calve-Perthes Disease
	c. The child with Juvenile Idiopathic Arthritis
	d. The child with Osteogenesis Imperfecta
	9. Care of school-aged children and adolescents
	a. Key developmental tasks
	b. Safety
	c. Vaccinations
	10. Caring for the child and family with reproductive and genetic disorders
	a. The child with circumcision
	b. The child with cryptorchidism, hydrocele, or varicocele
	c. The child with torsion of the testicle
	d. The child with pelvic inflammatory disease
	e. The child with sexually transmitted infections.
	f. The child with a genetic disorder

	g. The child with Fragile X syndrome
	  h. The child with fetal alcohol spectrum disorder
	11. Caring for the child and family with endocrine disorders
	  a. The child with hypopituitarism
	  b. The child with hyperpituitarism
	  c. The child with precocious puberty
	  d. The child with congenital hypothyroidism
	  e. The child with Diabetes Mellitus Type 1
	  f. The child with Muscular Dystrophy
	12. Caring for the child and family with hematologic, immunologic, and neoplastic disorders
	  a. The child with sickle cell disease
	  b. The child with hemophilia
	  c. The child with lead poisoning
	  d. The child with neoplasm
	  e. The child with leukemia	

Credit hours	4	2
Course evaluation	Exams (12% each) 60% Kaplan 5% Lippincott Course Point 25% Attendance/Class Particip 10%	Exams (12% each) 60% Kaplan 5% Lippincott Course Point 25% Attendance/Class Particip 10%

Rationale for the change:

The Benedictine College Nursing Faculty have started a curriculum revision of the entire nursing program to reflect changes in professional nursing and the new American Association of Colleges of Nursing (AACN) Essentials (2021).

We would like to split the current maternal/child nursing course into two separate courses (pediatric care and maternal/newborn care). We are unable to find one faculty member to teach the current course. Splitting the current course into two new courses will clarify expectations.

Faculty involvement in process:

The nursing faculty have been very involved in the process and have provided significant input into the curriculum revision process. Discussions of the curriculum revisions started at our summer retreat in June 2021. The proposed changes were approved by the nursing faculty in a meeting on November 11, 2022.

Changes in resources:

There are no significant changes in resources. Library, AV materials and equipment, laboratory, faculty, and support services are adequate for this change.

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: **Febuary 1, 2023**

Name of Program: **Benedictine College School of Nursing**

Program Administrator
including credentials: **Jackie Harris, DNP, APRN**

Parent Institution: **Benedictine College**

Address of Institution: **1020 N 2nd St.**

Atchison, KS 66002

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

Briefly describe the
Change being requested: NURS 3710 Speciality Nursing: Clinical

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Action Taken

Education Committee Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

_____   _____
Nursing Education Compliance Officer   Date

	Current	Proposed
Course title	NURS-3510: Maternal/Child Nursing Clinical NURS-4310: Mental Health Nursing: Clinical	NURS-3710 Specialty Nursing: Clinical
Course description	**Maternal/ Child Nursing Clinical:** Theoretical concepts from NURS-3500 are applied to the care of obstetrical and pediatric patients and their families. Students care for patients with acute and chronic health problems and also provide health promotion activities in a variety of acute and community settings. Emphasis is placed on the clinical application of evidence-based nursing knowledge and interdisciplinary collaboration to improve patient outcomes. **Mental Health Clinical:** Theoretical concepts from NURS 4300 and nursing therapeutics are applied in the care of patients who have psychiatric disorders. Acute and community based clinical experiences provide opportunities for students to participate in interdisciplinary team planning, interventions, group therapy sessions, and other selected clinical experiences.	This course will allow the nursing student to apply theoretical concepts from the specialty classes of NURS-3520 (Pediatric Care), NURS-3530 (Maternal/newborn Care), NURS-4300 (Mental Health Care). Laboratory and simulated patient experiences related to these courses will be provided. Direct clinical experiences with at least one specialty area will be included in this course. Emphasis is placed on the clinical application of evidence-based nursing knowledge and interprofessional collaboration to improve patient outcomes.
Course objectives/outcomes	1. Apply the nursing process to the care of women, children and families.	1. Integrate current evidence and clinical reasoning into the care of patients with diverse backgrounds throughout the lifespan.

	2. Discuss the psycho-social, ethical and spiritual aspects of health that are present within the maternal-child nursing, specific to clients, school children and families. 3. Determine appropriate nursing actions based upon available evidence for assigned individuals. 4. Perform nursing skills accurately. 5. Provide safe, quality care to assigned individuals in the acute and community settings. 6. Discuss observed factors that contribute to cost of health care. 7. Demonstrate professional behaviors and communication in lab and all clinical settings. 8. Respect the values of those for whom care is provided. 9. Provide health education to assigned individuals.	2. Demonstrate compassionate, person-centered healthcare to patients and families across on the lifespan. 3. Coordinate quality and cost-effective patient care that promotes safety and prevents the risk of harm to patients and families across the lifespan. 4. Demonstrate legal and ethical behaviors in professional nursing practice. 5. Recognize the values of diversity, equity, and inclusion as a core component of professional identity. 6. Use information and communication technologies to gather data, create, and generate knowledge for patients and families. 7. Provide health education, within therapeutic relationships, that reflect the holistic care needs of the client and family. 8. Demonstrate professional behaviors, including verbal and non-verbal communication techniques, in the laboratory and all clinical settings. 9. Demonstrate performance of nursing psychomotor skills in a safe manner. 10. Demonstrate collaborative skills with members of the interdisciplinary health care team in planning, coordinating, providing, and evaluating patient care. 11. Recognize emergencies that require acute intervention of the healthcare team to ensure	

		patient safety and positive outcomes.
Sequence of the course	Maternal/ Child Nursing: Clinical, Junior Spring Semester Mental Health Nursing: Clinical, Senior Fall Semester	Junior Spring Semester (Level ll/second semester)

Major content outline	**Maternal/child:**
	3 weekly shifts in pediatric setting (direct clinical experience)
	3 weekly shifts in ob setting (direct clinical experience)
	Simulation/lab (2 hours for six weeks)
	
	Mental Health:
	6 weekly shifts on inpatient mental health unit
	Simulation and lab
		Lab/simulation in all three areas:
		  1. maternal/newborn
		  2. pediatric
		  3. mental health
		
		Direct clinical experience:
		3 weekly shifts in one specialty area
		3 weekly shifts in second specialty area

Credit hours	**Maternal/ Child Nursing:** **Clinical** 2 **Mental Health Nursing:** **Clinical** 2	2
Course evaluation	Simulations and skills labs 20% Clinical conference 20% VSims 20% Clinical papers 30% Weekly reflections 10%	Clinical Evaluation grading 55% Lab participation/Simulation 20% Homework 25%

Rationale for the change:

The Benedictine College Nursing Faculty have started a curriculum revision of the entire nursing program to reflect changes in professional nursing and the new American Association of Colleges of Nursing (AACN) Essentials (2021).

We would like to combine the clinicals for maternal/child and mental health into one specialty clinical. We have had significant problems finding adequate clinical sites and qualified clinical instructors in these specialty areas. This revision would give us more flexibility with direct clinical experiences.

Faculty involvement in process:

The nursing faculty have been very involved in the process and have provided significant input into the curriculum revision process. Discussions of the curriculum revisions started at our summer retreat in June 2021. The proposed changes were approved by the nursing faculty in a meeting on November 11, 2022.

Changes in resources:

There are no significant changes in resources. Library, AV materials and equipment, laboratory, faculty, and support services are adequate for this change.

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: **Febuary 1, 2023**

Name of Program: **Benedictine College School of Nursing**

Program Administrator
including credentials: **Jackie Harris, DNP, APRN**

Parent Institution: **Benedictine College**

Address of Institution: **1020 N 2nd St.**

Atchison, KS 66002

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

Briefly describe the
Change being requested: **NURS 3800 Mental Health Care**

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

	Current	Proposed
Course title	NURS-4300 Mental Health Nursing	NURS-3800 Mental Health Care
Course description	Principles of communication as an intervention in developing therapeutic relationships with patients from varying age groups in psychiatric settings are presented. Mental health concepts and selected theoretical frameworks are used to understand adaptive and maladaptive coping behaviors in response to psychological conditions. These frameworks and designated diagnostic classification systems are used to provide an evidence-based rationale for nursing interventions and other therapeutic actions. Students engage in critical thinking to examine the role of the nurse in psychiatric mental health practice and explore mental health promotion, disease prevention, and community resources, as well as economic, legal, and ethical issues.	This course presents principles of communication as an intervention in developing therapeutic relationships with clients from various psychiatric settings. Mental health concepts and selected theoretical frameworks are used to understand adaptive and maladaptive coping behaviors across the lifespan. These frameworks and diagnostic classification systems are used to provide an evidence-based rationale for nursing interventions and other therapeutic actions. Students engage in critical thinking to examine the legal and ethical roles of the mental health nurse.
Course objectives/outcomes	1. Categorize the basic concepts of psychiatric-mental health nursing with use of the DSM-V. 2. Delineate between culture and spirituality as they pertain to psychiatric-mental health nursing. 3. Describe the therapeutic relationship between the caregiver and the recipient of care. 4. Analyze the leadership role of the psychiatric-mental health nurse. 5. Identify various therapies and nursing interventions for individuals, groups, and families. 6. Compare similarities and differences across psychiatric mental health care settings. 7. Differentiating the common psychiatric disorders and incorporating a nursing-process framework. 8. Describe various psychiatric emergencies that require acute intervention by the health care team. 9. Examine the nursing process for special populations in psychiatric-mental health nursing. 10. Demonstrate the different styles of communication using verbal and nonverbal techniques.	1. Categorize the basic concepts and evidence-based interventions with use of the current Diagnostic and Statistical Manual of Mental Disorders (DSM). 2. Incorporate physical, mental, social, intellectual, and spiritual dimensions into care. 3. Describe the relationship, built on therapeutic communication, between the nurse and the client. 4. Analyze the leadership role in psychiatric emergencies requiring acute intervention by the interprofessional team. 5. Identify various therapies and nursing interventions for patients, communities, and populations. 6. Determine similarities and differences across mental health care settings. 7. Recognize the values of diversity, equity, and inclusion as core components in the legal and ethical professional nurse identity.

Sequence of the course	Senior fall semester (3rd semester)	Junior Spring Semester (Level ll/second semester)

Major content outline	Basic Mental Background
	   o History
	   o Theoretical Frameworks
	   o Assessment
	   o Interviewing
	   o Social and spiritual concepts
	   o Assertiveness training
	Mental Health Disorders
	Mental Health Settings
		• Basic Mental Background
		   o History
		   o Theoretical Frameworks
		   o Assessment
		   o Interviewing
		   o Social and spiritual concepts
		   o Assertiveness training
		• Mental Health Disorders
		• Mental Health Settings

Credit hours	3	2
Course evaluation	3 Unit Exams (18.75% each). 56.25% Comprehensive Final Exam 18.75% Oral Presentation 10% Reading guides/Lippincott Prep-U/case studies/class participation 10% Kaplan 5%	3 Unit Exams (18.75% each) 56.25% Comprehensive Final Exam 18.75% Reading guides/Lippincott Prep-U/case studies/class participation. 10% Kaplan 5%

Rationale for the change:
The Benedictine College Nursing Faculty have started a curriculum revision of the entire nursing program to reflect changes in professional nursing and the new American Association of Colleges of Nursing (AACN) Essentials (2021).

We would like to change this class from 3 credit hour to 2 credit hour to match the other specialty courses (pediatrics and maternal/newborn). We would like to move this class from third semester to second semester to combine mental health clinical with the pediatric and maternal/newborn clinical to create a new specialty clinical.

Faculty involvement in process:
The nursing faculty have been very involved in the process and have provided significant input into the curriculum revision process. Discussions of the curriculum revisions started at our summer retreat in June 2021. The proposed changes were approved by the nursing faculty in a meeting on November 11, 2022.

Changes in resources:
There are no significant changes in resources. Library, AV materials and equipment, laboratory, faculty, and support services are adequate for this change.

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: _2/7/2023_

Name of Program: _Salina Area Technical College_

Program Administrator
 including credentials: _Randi Kirk MSN, APRN, PMHNP-BC Director of Nursing_

Parent   Institution: _Salina Area Technical College_

Address of Institution: _2562 Centennial Drive Salina, KS 67401_

Level of the Program
for which the change Is
being requested _Practical Nursing Program_

Briefly describe the
Change being requested: _ _Salina Area Technical College Practical Nursing Program would like to implement a part time program to help accommodate the needs of working students and their families._

Action Taken

Education Committee Review _____
                                              Date

Action Taken: □   Approved   □   Not Approved   □   Deferred

Board of Nursing Review _____
                                              Date

Action Taken: □   Approved   □   Not Approved   □   Deferred

_____   _____
Nursing Education Compliance Officer   Date

Salina Regional Health Center

February 1, 2023

To whom it may concern:

Salina Regional Health Center currently provides Salina Area Technical College with clinical experiences to support the mission of the hospital, college, and Kansas State Board of Nursing. Salina Regional has been made aware of the changes for the Practical Nursing Program, and expects to be able to appropriately accommodate Salina Area Technical College with the increase of clinical experiences. The increase in number of nursing students will be beneficial to all parties in that it will allow for more students to accomplish their educational goals, and will help meet the needs of the community.

Sincerely,

Jonna Struble MSN, RN, CCRN
Director of Organizational Development
Salina Regional Health Center
t. 785-452-7603 | c. 785-820-6737 | f. 785-452-7327
jostrubl@srhc.com

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

1. **x (1) Any change in the plan of nursing curriculum organization involving:**
        x Number of semesters of study

Provided:
- **Written documentation that includes a comparison of old to new**

Current Full-time Practical Nursing Program

Fall Semester				Spring Semester		
course title		*credits*		*course title*		*credits*
NUR 100	KSPN Foundations of Nursing	4		NUR 132	KSPN Nursing Care of Adults – 2	5
NUR 101	KSPN Foundations of Nursing, Clinical	2		NUR 133	KSPN Nursing Care of Adults – 2, Clinical	3
NUR 104	KSPN Fundamentals of Pharmacology & Safe Medication	2		NUR 120	KSPN Care of Aging Adults	2
NUR 112	KSPN Nursing Care of Adults – 1	5		NUR 135	KSPN Mental Health Nursing	2
NUR 113	KSPN Nursing Care of Adults – 1, Clinical	3		NUR 125	KSPN Maternal / Child Nursing	2
				NUR 126	KSPN Maternal / Child Nursing, Clinical	1
				NUR 140	KSPN Leadership, Roles, and Issues	1
	Fall total	**16**			**Spring total**	**16**

(roughly 9 months)

Graduation with college in May

Proposed Part-time PN Program curriculum using current courses and credit hours:

Proposed Part-time Practical Nursing Program

Fall Semester				Start at Spring Semester				Summer Semester		
		credits		*course title*		*credits*		*course title*		*credits*
				NUR 100	KSPN Foundations of Nursing	4		NUR 112	KSPN Nursing Care of Adults – 1	5
				NUR 101	KSPN Foundations of Nursing, Clinical	2		NUR 113	KSPN Nursing Care of Adults – 1, Clinical	3
				NUR 104	KSPN Fundamentals of Pharmacology & Safe medication	2				
	(orientation)	**0**			**First Spring total**	**8**			**Summer total**	**8**

Fall Semester				End with Second Spring Semester		
course title		*credits*		*course title*		*credits*
NUR 132	KSPN Nursing Care of Adults – 2	5		NUR 125	KSPN Maternal / Child Nursing	2
NUR 133	KSPN Nursing Care of Adults – 2, Clinical	3		NUR 126	KSPN Maternal / Child Nursing, Clinical	1
				NUR 120	KSPN Care of Aging Adults	2
				NUR 135	KSPN Mental Health Nursing	2
				NUR 140	KSPN Leadership, Roles, and Issues	1
						(roughly 16 months)
	Fall Total	8			Second Spring total	8
						Total Nursing Credit hours: 32
						Graduation with college in May

Address any changes needed in resources and the adequacy of resources, if resources are involved in the change

Changes needed in resources and the adequacy of resources.

The classrooms are adequate to hold the 20 students we are requesting, two new instructors would be made available for the night and weekend option, the laboratory would have no conflicts due to the alteration in time and can also accommodate the 20 students. There would be no issues with scheduling as the part-time would allow for night and weekend access and would be separate from the full-time program. Support services are adequate to allow for another 20 students on a part-time basis. The part time program would allow for two new instructors and 20 students to allow for the 1:10 ratio as set forth by the Kansas State Board of Nursing.

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

Provided:

- **Statements of explanation from the program**
  1. Rationale for the change
     - The rationale for the change is to adapt to the educational needs of the community and to adopt a part-time program which would allow for those who are degree seeking to accomplish their degree on a part-time basis and to align with the core curriculum.
     - Salina Area Technical College is formally requesting a Major Curriculum Change due to the increasing need of education on a part-time basis as evidenced by the growing need for nurses and the needs of the community. The part-time option would be in addition to the already established full-time Practical Nursing Program.
     - This need for change has become more evident as both traditional and non-traditional nursing students have requested part-time options to accommodate their personal lives.
     - Granted permission of this part time accommodation would allow for Salina Area Technical College to provide classes in the evenings and on the weekends when the college is not utilized by

the full-time program.

- o The Nursing Advisory Committee has received the part-time information, core curriculum update and has provided approval for a proposed plan of instruction and textbooks that will be utilized for the course.
- o The Vice-President of Instruction, Jennifer Callis, was involved in the process per the SATC institutional policy for course content changes and gave full approval of the changes and format.

- **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**

See Appendix A.

- **Reaffirm 1:10 clinical ratio by providing a working model of the clinical schedule**

The current staff will not need to implement changes as two new instructors will be hired for the part-time option. There will be no effect on the current staff, other than the Director of Nursing to oversee the program.

The hiring of two new instructors will respect the 1:10 clinical ratio at all times.

In order to meet and exceed the expectations of the community, school and the board, we are formally requesting to add a part-time option for the PN program to be held during the evenings and weekends tentative times 1600 to 2000 during the week. The weekends would be for clinical times as allowed by Salina Regional and approximately 0800-1300 on Saturdays. The resources are adequate to hold a part-time agenda for 20 students at this time.

Full time would be during the day. Currently the full-time PN program allows for 40 individuals. There have not been any classes to capacity thus far. The part time program would allow for two new instructors and 20 students to respect for the 1:10 ratio.

See Appendix B.

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

The Practical nursing faculty and staff have met several times throughout the year and have helped to plan, format, develop and establish the material in such a manner that enhances the learning, capabilities, and success of students on a part-time basis.

Additional resources to be purchased upon approval have included IV supplies, general supplies, and instructors.

Resources are involved in the change as there will be a greater need for supplies and instructors with the part-time curriculum.
Lab components will be conducted in the two nursing labs at Salina Area Technical College. The nursing lab has several mannequins, six (6) IV therapy arms and all supporting supplies for the students in this course. Clinical contracts are presently in place for Salina Regional Health Center and Salina Surgical. Ratio of 1:10 faculty to student will always be maintained in the clinical setting.

Course Evaluation

The part-time program evaluation will emulate the full-time program evaluation and contain data for ongoing improvement. Data will be completed each semester. Evaluation of instruction is compiled as requested, by students, faculty completes program reviews and evaluations of clinical sites to obtain trending data. Students will also complete clinical evaluation sites as well.

Respectfully Submitted,
Randi Kirk MSN, APRN, PMHNP-BC
Director of Nursing and Allied Health
2562 Centennial Road
Salina, KS 67401
Randi.kirk@salinatech.edu
785-309-3138

September

2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 4:00p-8:00p (NUR100)	4	5 4:00p-8:00p (NUR100)	6	7 8:00a-1:00p (NUR100)
8	9	10 4:00p-8:00p (NUR100)	11	12 4:00p-8:00p (NUR100)	13	14 6:00a-2:30p (NUR101)
15	16	17 4:00p-8:00p (NUR100)	18	19 4:00p-8:00p (NUR100)	20	21 6:00a-2:30p (NUR101)
22	23	24 4:00p-8:00p (NUR100)	25	26 4:00p-8:00p (NUR100)	27	28 6:00a-2:30p (NUR101)
29	30		NUR 100: 37 NUR 101: 24			NUR 100 Total: 63 NUR 101 Total: 24

August

2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20 4:00p-8:00p (NUR100)	21	22 4:00p-8:00p (NUR100)	23	24 8:00a-1:00p (NUR100)
25	26	27 4:00p-8:00p (NUR100)	28	29 4:00p-8:00p (NUR100)	30	31 8:00a-1:00p (NUR100)
			NUR 100 Total: 26			

November 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2 6:00a-2:30p (NUR101)
3	4	5 4:00p-8:00p (NUR104)	6	7 4:00p-8:00p (NUR199)	8	9 6:00a-2:30p (NUR101)
10	11	12 4:00p-8:00p (NUR199)	13	14 4:00p-8:00p (NUR199)	15	16 6:00a-2:30p (NUR101)
17	18	19	20 Thanksgiving Break	21	22	23
24	25	26 4:00p-8:00p (NUR199)	27	28 4:00p-8:00p (NUR199)	29	30 6:00a-2:30p (NUR101)
			NUR 101: 32 NUR 104: 04 NUR 199 Total: 18			NUR 101 Total: 88 NUR 104 Total:36

October 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 4:00p-8:00p (NUR100l)	2	3 4:00p-8:00p (NUR104)	4	5 6:00a-2:30p (NUR101)
6	7	8 4:00p-8:00p (NUR104)	9	10 4:00p-8:00p (NUR104)	11	12 6:00a-2:30p (NUR101)
13	14	15 4:00p-8:00p (NUR104)	16	17 4:00p-8:00p (NUR104)	18	19 6:00a-2:30p (NUR101)
20	21	22 4:00p-8:00p (NUR104)	23	24 4:00p-8:00p (NUR104)	25	26 6:00a-2:30p (NUR101)
27	28	29 4:00p-8:00p (NUR104)	30	31		
			NUR 100: 4 NUR 101: 32 NUR 104 Total: 32			NUR 100 Total: 67 NUR 101 Total: 56

January
2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14 4:00p-8:00p (NUR112)	15	16 4:00p-8:00p (NUR112)	17	18 8:00a-1:00p (NUR112)
19	20	21 4:00p-8:00p (NUR112)	22	23 4:00p-8:00p (NUR112)	24	25 8:00a-1:00p (NUR112)
26	27	28 4:00p-8:00p (NUR112)	29	30 4:00p-8:00p (NUR112)	31	
			NUR 112: 34			

December
2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 4:00p-8:00p (NUR101)	4	5 4:00p-8:00p (NUR101 Clinical Makeup)	6	7 6:00a-2:30p (NUR101 Clinical Makeup)
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
			NUR 100 Total: 67 NUR 101 Total: 92 NUR 104 Total: 36 NUR 199 Total: 18			Clinical Makeup: 12

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 6:00a-2:30p (NUR113)
2	**3**	**4** 4:00p-8:00p (NUR112)	**5**	**6** 4:00p-8:00p (NUR112)	**7**	**8** 6:00a-2:30p (NUR113)
9	**10**	**11**	**12** Spring Break	**13**	**14**	**15**
16	**17** 4:00p-8:00p (NUR112)	**18**	**19** 4:00p-8:00p (NUR199)	**20**	**21**	**22** 6:00a-2:30p (NUR113)
23	**24** 4:00p-8:00p (NUR199)	**25**	**26** 4:00p-8:00p (NUR199)	**27**	**28**	**29** 6:00a-2:30p (NUR113)
30	**31**		NUR 112: 12 NUR 113: 32 NUR 199: 12			NUR 112 Total: 78 NUR 113 Total: 64

February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 6:00a-2:30p (NUR113)
2	**3**	**4** 4:00p-8:00p (NUR112)	**5**	**6** 4:00p-8:00p (NUR112)	**7**	**8** 6:00a-2:30p (NUR113)
9	**10**	**11** 4:00p-8:00p (NUR112)	**12**	**13** 4:00p-8:00p (NUR112)	**14**	**15** 6:00a-2:30p (NUR113)
16	**17**	**18** 4:00p-8:00p (NUR112)	**19**	**20** 4:00p-8:00p (NUR112)	**21**	**22** 6:00a-2:30p (NUR113)
23	**24**	**25** 4:00p-8:00p (NUR112)	**26**	**27** 4:00p-8:00p (NUR112)	**28**	
			NUR 112: 32 NUR 113: 32			NUR 112 Total: 66 NUR 113 Total: 32

May 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 4:00p-8:00p (NUR113)	2	3 6:00a-2:30p (NUR113)
4	5	6 4:00p-8:00p (NUR113)	7	8 4:00p-8:00p (NUR113)	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
			NUR 112 Total: 78 NUR 113 Total: 136 NUR 199 Total: 20			

April 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 4:00p-8:00p (NUR199)	2	3 4:00p-8:00p (NUR199)	4	5 6:00a-2:30p (NUR113)
6	7	8 4:00p-8:00p (NUR113)	9	10 4:00p-8:00p (NUR113)	11	12 6:00a-2:30p (NUR113)
13	14	15 4:00p-8:00p (NUR113)	16	17 4:00p-8:00p (NUR113)	18	19 6:00a-2:30p (NUR113)
20	21	22 4:00p-8:00p (NUR113)	23	24 4:00p-8:00p (NUR113)	25	26 6:00a-2:30p (NUR113)
27	28	29 4:00p-8:00p (NUR113)	30			
			NUR 199: 08 NUR 113: 60			NUR 199 Total: 20 NUR 113 Total: 124

June 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 4:00p-8:00p (NUR125)	4	5 4:00p-8:00p (NUR125)	6	7 6:00a-2:30p (NUR126)
8	9	10 4:00p-8:00p (NUR125)	11	12 4:00p-8:00p (NUR125)	13	14 6:00a-2:30p (NUR126)
15	16	17 4:00p-8:00p (NUR120)	18	19 4:00p-8:00p (NUR120)	20	21 6:00a-2:30p (NUR126)
22	23	24 4:00p-8:00p (NUR120)	25	26 4:00p-8:00p (NUR120)	27	28 6:00a-2:30p (NUR126)
29	30		NUR 125: 16 NUR 126: 32 NUR 120: 16			NUR 125 Total: 30 NUR 126 Total: 32 NUR 120 Total: 16

May 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27 4:00p-8:00p (NUR125)	28	29 4:00p-8:00p (NUR125)	30	31 8:00a-2:00p (NUR125)
			NUR 125: 14			

August 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19 4:00p-8:00p (NUR132)	20	21 4:00p-8:00p (NUR132)	22	23 8:00a-1:00p (NUR132)
24	25	26 4:00p-8:00p (NUR132)	27	28 4:00p-8:00p (NUR132)	29	30 8:00a-1:00p (NUR132)
31			NUR 132: 26			

July 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 4:00p-8:00p (NUR120)	2	3 4:00p-8:00p (NUR120)	4	5 6:00a-2:30p (NUR126)
6	7	8 4:00p-8:00p (NUR120)	9	10 4:00p-6:00p (NUR120) 6:00p-8:00p (NUR135)	11	12 6:00a-2:30p (NUR126)
13	14	15 4:00p-8:00p (NUR135)	16	17 4:00p-8:00p (NUR135)	18	19 6:00a-2:30p (NUR126 Clinical Makeup)
20	21	22 4:00p-8:00p (NUR135)	23	24 4:00p-8:00p (NUR135)	25	26 8:00a-12:00p (NUR135)
27	28	29 4:00p-8:00p (NUR135)	30	31 4:00p-8:00p (NUR135)		
			NUR 125 Total: 30 NUR 126 Total: 30 NUR 120 Total: 30 NUR 135 Total: 48			

October
2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2 4:00p-8:00p (NUR140)	3	4 6:00a-2:30p (NUR133)
5	6	7 4:00p-8:00p (NUR132)	8	9 4:00p-8:00p (NUR199 Lab/Clinical)	10	11 6:00a-2:30p (NUR133)
12	13	14 4:00p-8:00p (NUR132)	15	16 4:00p-8:00p (NUR140)	17	18 6:00a-2:30p (NUR133)
19	20	21 4:00p-8:00p (NUR132)	22	23 4:00p-8:00p (NUR199 Lab/Clinical)	24	25 6:00a-2:30p (NUR133)
26	27	28 4:00p-8:00p (NUR132)	29	30 4:00p-8:00p (NUR199 Lab/Clinical)	31	
			NUR 132: 16 NUR 133: 32 NUR 140: 08 NUR 199: 04 NUR 199 Lab/Clinical: 12			

September
2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 4:00p-8:00p (NUR132)	3	4 4:00p-8:00p (NUR140)	5	6 8:00a-1:00p (NUR132)
7	8	9 4:00p-8:00p (NUR132)	10	11 4:00p-8:00p (NUR199)	12	13 6:00a-2:30p (NUR133)
14	15	16 4:00p-8:00p (NUR132)	17	18 4:00p-8:00p (NUR140)	19	20 6:00a-2:30p (NUR133)
21	22	23 4:00p-8:00p (NUR132)	24	25 4:00p-8:00p (NUR199)	26	27 6:00a-2:30p (NUR133)
28	29	30 4:00p-8:00p (NUR132)				
			NUR 132: 20 NUR 133: 24 NUR 140: 08 NUR 199: 08			

December

2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 4:00p-8:00p (NUR133)	2	3 4:00p-8:00p (NUR133)	4	5 6:00a-2:30p (NUR133)
6	7	8 4:00p-8:00p (NUR133)	9	10 4:00p-8:00p (NUR133)	11	12 6:00a-2:30p (NUR133)
13	14	15 4:00p-8:00p (NUR133)	16	17 4:00p-8:00p (NUR133)	18	19 6:00a-2:30p (NUR133)
20	21	22	23	24	25	26
27	28	29	30	31		
			NUR 133: 48		NUR 132 Total: 78 NUR 133 Total: 136 NUR 140 Total: 16 NUR 199 Total: 08 NUR 199 Lab/Clinical Total: 23	

Note: day numbers appear in top-right of each cell; the header lists Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. The 1, 3 fall on Tuesday/Thursday etc.

November

2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 6:00a-2:30p (NUR133)
2	3	4 4:00p-8:00p (NUR132)	5	6 4:00p-8:00p (NUR132)	7	8 6:00a-2:30p (NUR133)
9	10	11 4:00p-8:00p (NUR132)	12	13 4:00p-8:00p (NUR199 Lab/Clinical)	14	15 6:00a-2:30p (NUR133)
16	17	18 4:00p-5:00p (NUR132) 5:00p-8:00p (NUR199 Lab/Clinical)	19	20 4:00p-8:00p (NUR199 Lab/Clinical)	21	22 6:00a-2:30p (NUR133)
23	24	25	26	27	28	29
			Thanksgiving Break			
30			NUR 132: 16 NUR 133: 32 NUR 199 Lab/Clinical: 11			

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 8:24 am, Feb 15, 2023

Date: 2/6/23

Name of Program: Washburn University School of Nursing: DNP and PMHNP-Certificate Programs

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

Parent Institution: Washburn University

Address of Institution: 1700 SW College

Topeka, KS 66621

Jane Carpenter
Dean, School of Nursing

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

Briefly describe the Change being requested: Final DNP Program revision changes are presented and change in credit

hours for one course in both DNP and PMHNP-Certificate programs requested.

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

EDU 136

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 Graduate Program Major Curriculum Changes

The proposed Washburn University School of Nursing graduate program revisions represent the continuing work of SON graduate faculty in addressing opportunities to better align program outcomes/competencies with the 2021 AACN Essentials and the 2022 NONPF Nurse Practitioner Role Competencies, as well as to replace courses in the Doctor of Nursing Practice (DNP) Program previously offered by the School of Business. One proposed change also affects students in the Psychiatric-Mental Health Nurse Practitioner Certificate (PMHNP-C) Program. These changes would become effective Summer Session 2023.

Proposed DNP Program changes:

- Transfer of Psychology (PY) 610 Intermediate Statistics from a DNP Program prerequisite to a required DNP program course that counts toward total program hours.
- Development of a new DNP program course: NU 815 Research Methods for Practice Scholarship (3 CR) that builds upon PY 610 and lays the foundation for future evidence-based practice and DNP project competencies.

Proposed change affecting DNP Program PMHNP students and PMHNP-Certificate students:

- Change NU 826 Advanced Psychiatric Interviewing and Differential Diagnosis (2 CR) to NU 827 Psychiatric Differential Diagnosis and Diagnostic Interviewing (3 CR) to better reflect the complexity of course content and assignments required to achieve course outcomes. This will add one credit-hour to the PMHNP-Certificate Program for all students.

The following tables summarize how DNP program hours would be impacted ty the proposed changes bulleted above:

Proposed 2023 Changes for Individual DNP Program Tracks

BSN-DNP Family NP Track Proposed DNP Curriculum Changes:	Credit Hours Eliminated	Credit Hours Added
Elimination of BU 527 Marketing Concepts (3 CR) and BU 630 Entrepreneurship/Creativity (3 CR) into BU 630 Entrepreneurship/Creativity (3 CR).	6	
Propose adding new NU 815 Research Methods for Practice Scholarship.		3
Propose changing Psychology 610 Intermediate Statistics from a program prerequisite to a required program course that counts toward total program hours.		3
Total Credit Hour Changes (no change)	6	6

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	75	1080	195	1275

BSN-DNP Psychiatric-Mental Health NP Track Proposed DNP Curriculum Changes:	Credit Hours Eliminated	Credit Hours Added
Elimination of BU 527 Marketing Concepts (3 CR) and BU 630 Entrepreneurship/Creativity (3 CR) into BU 630 Entrepreneurship/Creativity (3 CR).	6	
Propose adding new NU 815 Research Methods for Practice Scholarship.		3
Propose changing Psychology 610 Intermediate Statistics from a program prerequisite to a required program course that counts toward total program hours.		3
Total Credit Hour Changes (no change)	6	6

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Proposed	76	1020	45	1065

MSN-DNP (with NP) Generic Track Proposed DNP Curriculum Changes:	Credit Hours Eliminated	Credit Hours Added
Elimination of BU 527 Marketing Concepts (3 CR) and BU 630 Entrepreneurship/Creativity (3 CR) into BU 630 Entrepreneurship/Creativity (3 CR).	6	
Propose adding new NU 815 Research Methods for Practice Scholarship.		3
Propose changing Psychology 610 Intermediate Statistics from a program prerequisite to a required program course that counts toward total program hours.		3
Total Credit Hour Changes (no change)	6	6

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

MSN-DNP (with NP): FNP/ANP/AGNP/PNP to PMHNP Track Proposed DNP Curriculum Changes:	Credit Hours Eliminated	Credit Hours Added
Elimination of BU 527 Marketing Concepts (3 CR) and BU 630 Entrepreneurship/Creativity (3 CR) into BU 630 Entrepreneurship/Creativity (3 CR).	6	
Propose adding new NU 815 Research Methods for Practice Scholarship.		3
Propose changing Psychology 610 Intermediate Statistics from a program prerequisite to a required program course that counts toward total program hours.		3
Change NU 826 Advanced Psychiatric Interviewing and Differential Diagnosis (2 CR) to NU 827 Psychiatric Differential Diagnosis and Diagnostic Interviewing (3 CR)		1
Total Credit Hour Changes (gain of one credit hour)	6	7

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours

Current	53	540		540
Proposed	54	540		540

MSN-DNP (without NP) FNP Track Proposed DNP Curriculum Changes:	Credit Hours Eliminated	Credit Hours Added
Elimination of BU 527 Marketing Concepts (3 CR) and BU 630 Entrepreneurship/Creativity (3 CR) into BU 630 Entrepreneurship/Creativity (3 CR).	6	
Propose adding new NU 815 Research Methods for Practice Scholarship.		3
Propose changing Psychology 610 Intermediate Statistics from a program prerequisite to a required program course that counts toward total program hours.		3
Total Credit Hour Changes (no change)	6	6

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	71	1080	195	1275

MSN-DNP (without NP) PMHNP Track Proposed DNP Curriculum Changes:	Credit Hours Eliminated	Credit Hours Added
Elimination of BU 527 Marketing Concepts (3 CR) and BU 630 Entrepreneurship/Creativity (3 CR) into BU 630 Entrepreneurship/Creativity (3 CR).	6	
Propose adding new NU 815 Research Methods for Practice Scholarship.		3
Propose changing Psychology 610 Intermediate Statistics from a program prerequisite to a required program course that counts toward total program hours.		3
Change NU 826 Advanced Psychiatric Interviewing and Differential Diagnosis (2 CR) to NU 827 Psychiatric Differential Diagnosis and Diagnostic Interviewing (3 CR)		1
Total Credit Hour Changes (gain of one credit hour)	6	7

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	71	1020	45	1065
Proposed	72	1020	45	1065

MSN-DNP (with FNP/ANP/AGNP/PNP plus PMHNP Generic Track Proposed DNP Curriculum Changes:	Credit Hours Eliminated	Credit Hours Added
Elimination of BU 527 Marketing Concepts (3 CR) and BU 630 Entrepreneurship/Creativity (3 CR) into BU 630 Entrepreneurship/Creativity (3 CR).	6	
Propose adding new NU 815 Research Methods for Practice Scholarship.		3

		Credit Hours Eliminated	Credit Hours Added
Propose changing Psychology 610 Intermediate Statistics from a program prerequisite to a required program course that counts toward total program hours.			3
Total Credit Hour Changes (no change)		**6**	**6**

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	38	150		150

With subsequent planning to convert NU 826 Advanced Psychiatric Interviewing and Differential Diagnosis from a two-credit hour course to a three credit-hour course (NU 827 Psychiatric Differential Diagnosis and Diagnostic Interviewing), it was determined that NU 843 Basic Office Procedures and Assessments was not needed by PMHNP students in the DNP Program. Population-focus competencies offered through NU 843 are threaded throughout the other PMHNP courses.

The highlighted areas below address adjustments resulting from further DNP program refinement since the December 2022 KSBN major curriculum change approval was received:

Proposed Cohort 2022 Adjustments for Individual DNP Program Tracks Affected

BSN-DNP Psychiatric-Mental Health NP Track Adjustments for DNP Curriculum Changes:	Credit Hours Eliminated	Credit Hours Added
BU 526 Accounting and Finance for Managers (3 CR) BU 630 Entrepreneurship/Creativity (3 CR).	6	
New NU 843 Basic Office Procedures and Assessment (1 CR).		~~1~~
New NU 870 Data Driven Practice (2 CR).		2
New NU 874 Applied Diagnostic Reasoning and Clinical Decision-Making (2 CR).		2
New NU 980 Professional Role Development and Transition to Practice (1 CR).		1
Change NU 826 Advanced Psychiatric Interviewing and Differential Diagnosis (2 CR) to NU 827 Psychiatric Differential Diagnosis and Diagnostic Interviewing (3 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
76	1020	45	1065

MSN-DNP (without NP) PMHNP Track DNP Adjustments for Curriculum Changes:	Credit Hours Eliminated	Credit Hours Added
BU 526 Accounting and Finance for Managers (3 CR) BU 630 Entrepreneurship/Creativity (3 CR).	6	
~~New NU 843 Basic Office Procedures and Assessment (1 CR).~~		~~1~~
New NU 870 Data Driven Practice (2 CR).		2
New NU 874 Applied Diagnostic Reasoning and Clinical Decision-Making (2 CR).		2
New NU 980 Professional Role Development and Transition to Practice (1 CR).		1
Total Credit Hour Changes (reduction of one credit hour)	6	5

	Total Program Credit Hours	Direct Patient Clinical Hours	Simulation Clinical Hours	Total Program Clinical Hours
Current	72	1020	45	1065
Proposed	71	1020	45	1065

Approved by the Graduate Education Committee (GEC): 2/6/23

Washburn University School of Nursing
Major Curriculum Revision
DNP Program

Proposed New Course: NU 815 Research Methods for Practice Scholarship

Proposed Course Description: Provides an overview of research terminology and methods used in quantitative and qualitative research. Content is selected to enhance the ability of students to evaluate the strength and value of empirical evidence for application to practice. Emphasis is placed on the critical appraisal of scholarly products for their scientific merit and ability to provide quality evidence for advanced nursing practice.

Proposed Credit Hours: 3 credit hours

Proposed Course Prerequisites

Admission to the DNP Program and a graduate-level inferential statistics course.

Proposed Course outcomes:

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

1. Differentiate research, quality improvement, and evaluation methodologies.
2. Outline the key steps in qualitative and qualitative research.
3. Distinguish between the types of research designs.
4. Appraise published research reports using established criteria.
5. Summarize strategies to mitigate risk and protect the rights of human subjects in the conduct of scholarly activities.
6. Interpret the results of statistical analyses, including the ability to distinguish clinical significance and statistical significance.

Proposed Topics Outline:

1. Foundations of Nursing Research and Evidence-Based Practice for DNP Scholarship
2. Preparation for DNP Scholarship
3. Ethical Considerations in DNP Scholarship
4. Quantitative Research Methods
5. Statistical Methods for Quantitative Research
6. Critical Appraisal of Quantitative Research
7. Qualitative Research Methods
8. Other Types of Research
9. Quality Improvement (QI) Studies

Approved DNP Program Revision Task Force 1/23/23
Approved GEC 2/6/23

Washburn University School of Nursing
Major Curriculum Revision
DNP and PMHNP-Certificate Programs

Description: To change the number, title, description, credit-hours, and outcomes for the psychiatric differential diagnosis and diagnostic interviewing course taught in the Washburn DNP and PMHNP-Certificate Programs.

Rationale: The proposed changes better reflect the current emphasis and substantive content of the course as it has evolved over time and emphasize the importance of the course as the first of the population foci courses required for PMHNP students in both programs.

Resources: Current resources are adequate for the proposed curriculum change

Process: A task force of the graduate program faculty in both the DNP and PMHNP-Certificate programs was convened to work on curriculum revision. The task force used this opportunity to consider both major and minor curriculum changes, and to integrate Level 2 competencies proposed in the *AACN Essentials: Core Competencies for Professional Nursing Education* (2021) and *NONPF Core NP Role Competencies* (2022). This course change is one part of the larger Washburn DNP Program revision currently under way.

	Current	Proposed
Course Number	**NU 826**	**NU 827**
Course Title	**Advanced Psychiatric Interviewing and Differential Diagnosis**	**Psychiatric Differential Diagnosis & Diagnostic Interviewing**
Course Description	Focuses on the development of advanced psychiatric interviewing skills for competent assessment of culturally diverse clients across the lifespan and provides the basis for the diagnosis of psychiatric disorders.	Focuses on the development of advanced psychiatric interviewing skills for competent assessment of culturally diverse clients across the lifespan and provides the basis for the differential diagnosis of psychiatric disorders.
Prerequisites (No change)	Admission to the DNP Program or Post-graduate PMHNP Certificate Program or permission of the instructor.	Admission to the DNP Program or Post-graduate PMHNP Certificate Program or permission of the instructor.
Credit Hours	2 credit hours	3 credit hours

Course Outcomes	1. Develop advanced skill in psychiatric interviewing.	1. Develop advanced skills in psychiatric interviewing.
	2. Incorporate general interviewing principals for effective psychiatric assessment adaptable to specific population.	2. Incorporate general interviewing principles for effective psychiatric assessment adaptable to culturally diverse populations across the lifespan.
	3 Formulate differential psychiatric diagnosis through integration of health history, physical and psychiatric presentation and assessment, medications and laboratory tests.	3 Formulate differential psychiatric diagnoses through integration of the health history, physical and psychiatric presentation and assessment, medications, and laboratory test findings.

Approved DNP Program Revision Task Force 1/23/23
Approved GEC 2/6/23

National Council Licensure Examination for Registered Nurses
Program Summary - All First Time Registered Nurse Candidates Educated in Kansas
through December 31, 2022

Program	Program Type	2018 % Pass	2019 % Pass	2020 % Pass	2021 % Pass	2022 % Pass	3 Year Average % Pass	Nat'l Ave for Program Type % Pass
								BSN=82.32 ADN=77.91
Baker University	BSN	97.14	97.40	92.22	95.71	88.61	92.18	
Barton County Community College	ADN	80.77	92.31	100.00	83.33	89.66	91.00	
Benedictine College	BSN	88.00	100.00	93.33	96.88	93.10	94.44	
Bethel College	BSN	85.71	89.66	86.36	83.33	100.00	89.90	
Butler Community College	ADN	92.66	87.30	87.40	79.00	74.31	80.24	
Cloud County Community College	ADN	100.00	82.14	87.10	72.22	78.57	79.30	78.57
Coffeyville Community College	ADN	100.00	90.00	85.00	73.68	64.71	74.46	64.71
Colby Community College	ADN	72.73	83.33	77.78	85.00	82.35	81.71	
Dodge City Community College	ADN	88.89	92.31	93.33	77.78	88.89	86.67	
Donnelly College	ADN	New	60.00	77.78	no data	54.55	66.17	54.55
Emporia State University	BSN	89.13	97.44	93.02	84.78	81.17	86.32	
Fort Hays State University	BSN	83.72	82.35	89.19	95.35	93.33	92.62	
Fort Scott Community College	ADN	100.00	70.00	77.78	62.86	66.67	69.10	66.67
Garden City Community College	ADN	91.30	74.19	84.21	95.45	88.24	89.30	
Hesston College	BSN	80.85	74.36	90.91	89.13	89.47	89.84	
Highland Comm College Technical Center	ADN	100.00	66.67	75.00	88.46	67.74	77.07	67.74
Hutchinson Community College	ADN	88.75	83.08	85.00	84.06	89.83	86.30	
Johnson County Community College	ADN	84.38	98.00	94.23	91.30	94.29	93.27	
Kansas City Kansas Community College	ADN	77.50	79.79	85.07	78.38	82.86	82.10	
Kansas Wesleyan University	BSN	75.00	100.00	100.00	80.00	66.67	82.22	
Labette Community College	ADN	100.00	100.00	89.66	90.00	91.67	90.44	
Manhattan Area Technical College	ADN	100.00	90.24	93.33	96.15	84.85	91.44	
Mid America Nazarene University	BSN	95.68	93.33	88.00	83.11	81.21	84.11	
National American University (OP)	BSN	73.33	81.48	closed	closed	closed	closed	
National American University (Wichita)	BSN	71.43	2019 grads combined w/ OP	closed	closed	closed	closed	
Neosho County Community College	ADN	74.80	68.00	82.83	83.15	83.93	83.30	

Program	Program Type	2018 % Pass	2019 % Pass	2020 % Pass	2021 % Pass	2022 % Pass	3 Year Average % Pass	Nat'l Ave for Program Type % Pass
Newman University	BSN	86.00	86.84	78.38	70.73	80.49	76.53	
North Central Kansas Technical College - Hays	ADN	84.62	96.43	81.48	79.31	73.08	77.96	73.08
Pittsburg State University	BSN	98.68	91.03	92.94	82.56	87.80	87.77	
Pratt Community College	ADN	no data	70.83	64.71	86.96	closed	closed	
Rasmussen College	ADN	**100.00**	76.83	73.77	66.88	71.26	70.64	71.26
Rasmussen College	BSN	no data	93.75	77.78	86.36	79.55	81.23	
Salina Area Technical College	ADN		New	84.62	100.00	89.47	91.36	
Seward County Community College	ADN	73.33	74.07	52.63	87.10	47.62	62.45	47.62
University of Kansas Medical Center	BSN	97.00	83.74	88.03	92.48	84.50	88.34	
University of St. Mary	BSN	95.65	92.98	96.67	94.83	76.09	89.20	
Washburn University	BSN	90.70	89.78	86.89	83.22	79.72	83.28	
Wichita State University	BSN	94.29	87.77	86.43	80.92	84.43	83.93	
Kansas Pass Rate (RN)	----------	**88.90**	86.60	86.18	**84.58^**	**81.54^**		
National Pass Rate (U.S. Educated)	----------	88.29	**88.18**	**86.57**	82.48**	79.9**		

* Passing Standard last increased 2013; reviewed 2022 - remains same for next 3 years

Pass Rates obtained from NCS Pearson, Inc. & National Council of State Boards of Nursing 1/6/2023

^ADN pass rate - 78.37; BSN pass rate - 84.7   **ADN pass rate -78.92; BSN pass rate - 82.95

Denotes above Nat'l Average   Programs at 100%

**Note: the Nat'l Average for all 1st Time RN test takers was below the KS 80% regulatory expectation

National Council Licensure Examination for Practical Nurses
Program Summary - All First Time Practical Nurse Candidates Educated in Kansas
through December 31, 2022

Institution	Type							
Barton County Community College	PN	100.00	100.00	100.00	100.00	96.88		
Brown Mackie College – Kansas City (closed)	PN	66.67	closed	closed	closed	closed		
Brown Mackie College - Salina (closed)	PN	50.00	100.00	closed	closed	closed		
Butler Community College	PN	95.38	100.00	95.83	70.59	100.00		
Coffeyville Community College	PN	100.00	100.00	92.86	83.33	100.00		
Colby Community College	PN	90.91	96.43	89.19	87.10	90.48		
Dodge City Community College	PN	no PN grads	no PN grads	100.00	no PN grads	100.00		
Donnelly College	PN	75.00	87.50	77.50	80.00	87.10		
Flint Hills Area Technical College	PN	70.27	86.11	84.62	95.00	100.00		
Garden City Community College	PN	100.00	96.67	100.00	91.67	92.00		
Highland Community College Technical	PN	88.89	94.12	94.12	90.00	75.00	86.37	
Hutchinson Community College	PN	82.26	90.91	83.67	82.00	87.23		
Johnson County Community College	PN	97.62	95.83	88.89	91.30	88.00		
Kansas City Kansas Community College	PN	90.38	91.49	82.46	71.79	93.33		
Labette Community College	PN	100.00	100.00	78.95	100.00	100.00		
Manhattan Area Technical College	PN	100.00	100.00	86.21	92.59	88.00		
Neosho County Community College	PN	87.21	93.42	94.12	96.67	97.83		
North Central Kansas Technical College – Beloit	PN	100.00	100.00	93.33	100.00	100.00		
North Central Kansas Technical College - Hays	PN	94.44	92.31	96.97	75.68	81.25		
Pratt Community College	PN	85.00	90.00	90.91	83.33	100.00		
Salina Area Technical College	PN	New	80.00	74.07	100.00	82.35		
Seward County Community College	PN	86.96	100.00	92.86	87.50	64.00	81.45	
Washburn Institute of Technology	PN	98.28	87.88	93.33	83.87	87.50		
WATC / WSU Tech	PN	83.50	80.67	82.26	78.72	83.84		
Kansas Pass Rate (PN)		**88.31**	**93.79**	**89.64**	**87.20**	**90.68**		
National Pass Rate (U.S. Educated)		85.91	86.18	83.08	79.60	79.93**		

Passing Standard Increased April 2014; no change 2017; slight incease April 2020; reviewed 2022-remains the same

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

Denotes above Nat'l Average   Programs at 100%

Denotes below Nat'l Average

**Note: the Nat'l Average for all 1st Time test takers was below the KS 80% regulatory expectation

NCLEX®

The Pathway to Practice

Statistics from NCSBN

Number of Candidates Taking the NCLEX® Examination and Percent Passing, by Type of Candidate

2022

RN[1]	Jan. – March		April – June		July – Sept.		Oct. – Dec.		YTD Total	
Type of Candidate	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
First-time, U.S.-educated										
Diploma	547	79.89%	661	81.24%	632	76.42%	355	73.80%	2,195	78.31%
Baccalaureate Degree	26,167	85.59%	28,754	84.15%	32,482	79.75%	11,539	77.56%	98,942	82.32%
Associate Degree	24,275	79.23%	26,879	80.37%	25,464	77.10%	9,132	69.45%	85,750	77.91%
Invalid or Special Program Codes	68	39.71%	122	27.05%	305	18.36%	623	20.55%	1,118	21.82%
Total First-time, U.S.-educated	51,057	82.44%	56,416	82.19%	58,883	78.25%	21,649	72.44%	188,005	79.90%
Repeat, U.S.-educated	12,779	42.21%	15,797	39.63%	20,195	47.69%	20,944	43.96%	69,715	43.74%
First-time, Internationally Educated	6,569	46.64%	8,016	44.82%	8,520	43.09%	11,969	40.24%	35,074	43.18%
Repeat, Internationally Educated	5,245	27.49%	6,677	27.45%	7,264	27.99%	9,576	27.92%	28,762	27.75%
All Candidates	75,650	68.73%	86,906	66.80%	94,862	64.74%	64,138	50.48%	321,556	63.39%

PN[2]	Jan. – March		April – June		July – Sept.		Oct. – Dec.		YTD Total	
Type of Candidate	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
First-time, U.S.-educated	11,213	82.16%	10,304	78.27%	15,540	81.10%	10,578	77.48%	47,635	79.93%
Repeat, U.S.-educated	3,796	37.91%	4,543	32.20%	4,156	32.87%	5,191	39.28%	17,686	35.66%
First-time, Internationally Educated	111	48.65%	99	47.48%	100	47.00%	98	59.18%	408	50.49%
Repeat, Internationally Educated	135	27.41%	134	17.91%	146	18.49%	147	27.21%	562	22.78%
All Candidates	15,255	70.42%	15,080	63.65%	19,942	70.42%	16,014	64.52%	66,291	67.46%

1 The RN Passing Standard is 0.00 logits.
2 The PN Passing Standard is -0.18 logits.

Contacts

60-3-114 **Satisfactory completion of a refresher course approved by the board.** (a) Each refresher course shall provide didactic instruction and clinical learning as follows:

(1) At least 120 clock-hours of didactic instruction; and

(2) at least 180 clock-hours of clinical learning, which shall be verified by the preceptor and refresher course administrator or by the refresher course faculty member, according to the following requirements:

(A) For the registered professional nurse refresher course, at least 110 of the required clock-hours in an acute care setting; and

(B) for the licensed practical nurse refresher course, all 180 clock-hours in an acute care or skilled nursing setting.

(b) The didactic instruction and clinical learning content areas of the registered professional nurse refresher course shall be the following:

(1) Safe, effective care environment, including management of care and safety and infection control;

(2) health promotion and maintenance;

(3) psychosocial integrity;

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

(5) integrated content, including the nursing process, caring, communication, documentation, teaching, and learning.

(c) The didactic instruction and clinical learning content areas of the licensed practical nurse refresher course shall be the following:

(1) Safe and effective care environment, including coordinated care and safety and infection control;

(2) health promotion and maintenance;

(3) psychosocial integrity;

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

(5) integrated content, including the nursing process, caring, communication, documentation, teaching, and learning.

(d)(1) Each refresher course student shall be supervised by the course faculty member or preceptor.

(2) All clinical learning experiences shall be under the direct supervision of a registered professional nurse. Direct supervision shall mean that a registered professional nurse observes, directs, and evaluates the refresher course student's performance.

(3) The faculty member or preceptor shall be on site when the refresher course student is assigned responsibilities that include nursing skills and abilities in which the student has acquired proficiency and the care required is simple and routine.

(4) The faculty member or preceptor shall be on the premises when the refresher course student is assigned responsibilities that include nursing skills and abilities in which the student is gaining proficiency and the clients assigned to the student have severe or urgent conditions or are unstable, or both.

(5) Each student in a registered professional nurse refresher course shall demonstrate clinical skills appropriate for the scope of practice for the registered professional nurse.

(6) Each student in a licensed practical nurse refresher course shall demonstrate clinical skills appropriate for the scope of practice for the licensed practical nurse.

(7) Upon successful completion of the didactic portion of the refresher course, the unlicensed student shall submit an application for licensure in Kansas before beginning clinical learning. (Authorized by K.S.A. 65-1115, 65-1116, and 65-1129; implementing K.S.A. 65-1115 and 65-1116; effective Nov. 7, 2008.)

Kansas State Board of Nursing
Landon State Office building
900 SW Jackson, Ste 1051
Topeka, KS 66612-1230

Guidelines for Survey Visits of Nursing Programs

Preparing for the Survey Visit

Each nursing education program in Kansas is surveyed every five to 10 years, in accordance with the *Kansas Nurse Practice Act Statutes & Administrative Regulations*. Programs not accredited by a national agency will be visited every five years.   Programs that have national accreditation will be visited with at least the frequency of the accrediting organization. Nursing program administrators may request that the KSBN survey visit and Accreditation survey visit be done as a joint survey visit for the mutual benefit of all parties.

Approximately six months before the survey visit, the nurse administrator of the program will be contacted by the Education Compliance Officer at the Kansas State Board of Nursing to begin the process of selecting a date. The guidelines for survey visits of nursing programs are mailed to the program to assist in preparation for the visit. There are also suggested guidelines available for joint survey visits if desired. All guidelines can also be found on the KSBN website in the Resource section for Program Administrators. (https://ksbn.kansas.gov/administrator-resources/)

All survey visits will be planned as in person survey visits for initial program approvals, reapproval visits, or focus survey visits. However, survey visits may be done fully, or partially, as a virtual visit if there are circumstances beyond the control of KSBN agency or the nursing program being surveyed at the time of the scheduled survey visit. Decision regarding method of survey visit will be through a collaborative process with KSBN Education Compliance Officer, KSBN Executive Administrator, other Board site visitors, and the nursing program administrator. Nursing program administrators may still request the KSBN survey visit and Accreditation survey visit be done as a joint survey whether the visit is planned as an onsite visit or virtual visit.

All initial program approval site visits must have an onsite visit component prior to approval by the Board. [K.A.R. 60-2-101(c)] Focused site visits may be done as a virtual visit but may have an onsite component at the earliest possible time in order to complete the process for Board review. [K.A.R. 60-2-102 (e)(f)] Reapproval survey visits may be done entirely as virtual visits at the discretion of the Board reviewers after consultation with the program administrator.

A pre-visit self-study report is completed by the nursing education program and is used by the survey visitor(s) as one of the primary documents in the evaluation of the program. At least 30 days prior to the survey visit, the nurse administrator

1

should submit an electronic copy of the self-evaluation report, along with faculty and student handbooks, to the Education Compliance Officer at the Board office via USB flash drive or by secure file transfer directly to the Education Compliance Officer.

**If unable to provide <u>all</u> documentation electronically, please submit one printed copy of the self-study report and handbooks to the KSBN office at least 30 days prior to the survey visit.

- For reapproval visits, the items to be included in the report are listed in the document **Documentation for Re-Approval of Nursing Programs.**
- For focused survey visits, the documentation needed for submission will be sent to the nursing program administrator at the time a focused visit is determined to be needed.

At least two weeks prior to the site visit, a virtual resource room should be set up by the Program Administrator for KSBN site visitors. The virtual site should contain all documents needed for the site visit, including: (others may be requested before or during the site visit)

1. Faculty policy manual or other materials that indicate policies for faculty (if different than the handbooks)
2. Nursing faculty committee bylaws
3. Organizational charts for college and nursing programs
4. Faculty meeting minutes for the three most current years
5. Course syllabi, including course outlines, class schedules, clinical schedules, and clinical rosters with name(s) of instructors
6. Samples of student projects or papers (include observational and preceptor experiences)
7. Current clinical affiliation agreements
8. Job description for nursing faculty and nurse administrator
9. Institutional and nursing program faculty handbooks
10. Institutional and nursing program student handbooks
11. Job description for preceptors and the preceptor orientation and training process and materials
12. Student and faculty files (may be done onsite if VRR not secure or per request of Administrator)
13. Clinical evaluation tools for all levels
14. A catalog or inventory list of laboratory, library, audiovisual, and computer assisted instructional holdings, with dates of publication and acquisition
15. Any policies or procedures related to testing – faculty and student
16. Copy of school catalog (or web link)
17. Preceptor position description and orientation materials (if preceptors used)
18. Admission packet for nursing
19. Copy of the nursing education program's audited fiscal report covering the previous two years, including income and expenditures
20. Program evaluation plan and evidence of program effectiveness
21. Advisory Committee minutes for last 3 years

2

Self-Evaluation Report

The self-evaluation report applies to all survey visits whether in person or virtual and should be:

- Done in an 8 ½ x 11" document with 1" margins,
- Pages should be numbered, including any appendices, and
- A table of contents should be included for the report.
- Include a current copy of the parent institution's catalog or bulletin with the report.
- Also include a copy of the 1) college faculty handbook, 2) college student handbook, and 3) nursing program handbooks for faculty and students on USB drive with report

Document guidance for specific report items:

> **Faculty Table** (include the following information)
>> Name
>> FT or PT (use FTE)
>> Date of Appointment
>> Rank
>> Bachelor's degree
>>> Institution Granting Degree
>>> Date
>> Graduate Degrees
>>> Institution Granting Degree
>>> Date
>> Area of Clinical Expertise
>> Areas of Responsibility (academic teaching, clinical instructor, administration, other –use FTE)
>> Licensure – state, license #
>> Indicate degree plan if applicable and progress towards the degree
>> Indicate if on a Hire Exception and the time period of the exception

> **Curriculum Table**

Requirements 60-2-104 (c) Professional nursing programs	Courses in curriculum that meet requirements – *includes non-nursing courses*
• Aspects of safe, effective care environment, including the management of care, safety, and infection control	

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• Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	
• Psychosocial integrity, including coping, adaptation, and psychosocial adaptation and	
• Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction or risk potential and physiological adaptation	

Requirements 60-2-104 (d) Practical nursing programs	Courses in curriculum that meet requirements *including non-nursing courses*
• Aspects of safe, effective care environment, including the coordination of care, safety, and infection control	
• Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	
• Psychosocial integrity, including coping, adaptation, and psychosocial adaptation and	
• Physiological integrity, including basic care and comfort, pharmacology, reduction or risk potential and physiological adaptation	

If the survey visit is being conducted in conjunction with ACEN or CCNE, the report that is prepared for the accreditation visitors may be used in lieu of preparing a separate report. **Any Kansas Nurse Practice Act requirements that are not included in the ACEN or CCNE self-study should accompany the self- study in a separate document.** *A KSBN crosswalk must be completed along with the ACEN or CCNE self-study (use site visit template for the crosswalk.)*

Materials are provided to all KSBN survey visitors at least one (1) month prior to the visit. Therefore, it is important that all materials be received from the nursing program to the KSBN office no later than 30 days prior to the scheduled visit.

4

The Survey Visit

The survey visit is usually completed in one to two days, although this may vary for a large program of if there is more than one campus. Visits conducted in conjunction with ACEN or CCNE are usually conducted over a three-day period.

The nursing program prepares a tentative agenda for the visit and sends it to the Education Compliance Officer along with a copy of class, clinical laboratory, and clinical learning experience schedules available during the visit time *at least 3-4 weeks prior to the scheduled visit*. The agenda will be reviewed the first day with the nurse administrator. The agenda and suggested times serve as a guide for the visit.

Sample Agenda for Site Visits (Onsite and Virtual)

Day 1 – *all times are suggestions – may need additional time if larger groups*

- Conference with nurse administrator (Review Agenda) (15 minutes)
- Conference with Chief Executive Officer of the governing organization (30 minutes)
- Conference with other administrative persons – may be arranged as a group (30 minutes)
- Conference with support personnel (counseling, admission officer, financial aid officer) - may be arranged as a group (30 minutes)
- Conference with Librarian, tour of library (60 minutes)
- Meet with students – *as a group* (60 minutes)
- Tour educational facilities including learning resource center
- Document Review

Day 2
- Observe classroom activities
- Tour of clinical agencies
  - Conference with Nursing Service Representatives (time varies)
- Meet with Nursing Faculty (1 hour)
- Conference with General Education Faculty (15-30 minutes)
- Review student and faculty records
- Meet with members of the Advisory Council (30 minutes) – **may be done in conjunction with Public meeting if site visit is being done with accreditation
- Document Review
- Exit Interview (May be done on Day 3)

Day 3 (optional)
- Visit off-site or satellite campuses
- Exit Interview

5

*All wording in italics are changes to the 09/2020 revision

The program chairperson will discuss off-site visits with the Education Compliance Officer before the visit. The nurse administrator or designated personnel shall take the survey team to the nursing educational facilities, including satellite program facilities, library facilities, and clinical agencies.
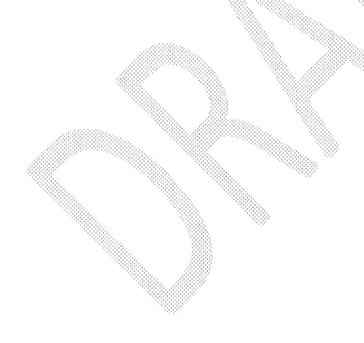
The Education Compliance Officer will meet with the nurse administrator as necessary throughout the days of the site visit. Program administrator should be available as needed.

Clinical sites should have students present and prepared to meet with the survey visitors.

The order of the agenda may be rearranged as needed to accommodate groups. Times given are approximate.

The survey visitor(s) may still need during the visit to review written materials /documents.

Any questions regarding the onsite or virtual survey visits should be directed to the KSBN Nursing Education Compliance Officer.

*All wording in italics are changes to the 09/2020 revision

New 04/2005; Last revised 09/2020

EDU 157

65-1119 **Schools of nursing; approval; approval of providers of continuing education offerings; application fee; criteria for evaluating out-of-state schools; nationally accredited schools of nursing.** (a) Application for approval. An approved school of nursing is one which has been approved as such by the board as meeting the standards of this act, and the rules and regulations of the board. An institution desiring to conduct an approved school of professional or practical nursing shall apply to the board for approval and submit satisfactory proof that it is prepared to and will maintain the standards and basic professional nursing curriculum or the required curriculum for practical nursing, as the case may be, as prescribed by this act and by the rules and regulations of the board. Applications shall be made in writing on forms supplied by the board and shall be submitted to the board together with the application fee fixed by the board. The approval of a school of nursing shall not exceed 10 years after the granting of such approval by the board. An institution desiring to continue to conduct an approved school of professional or practical nursing shall apply to the board for the renewal of approval and submit satisfactory proof that it will maintain the standards and basic professional nursing curriculum or the required curriculum for practical nursing, as the case may be, as prescribed by this act and by the rules and regulations of the board. Applications for renewal of approval shall be made in writing on forms supplied by the board. Each school of nursing shall submit annually to the board an annual fee fixed by the board by rules and regulations to maintain the approval status.

(b) Schools for professional nurses. To qualify as an approved school for professional nurses, the school must be conducted in the state of Kansas, and shall apply to the board and submit evidence that: (1) It is prepared to carry out the professional curriculum as prescribed in the rules and regulations of the board; and (2) it is prepared to meet such other standards as shall be established by this law and the rules and regulations of the board.

(c) Schools for practical nurses. To qualify as an approved school for practical nurses, the school must be conducted in the state of Kansas, and shall apply to the board and submit evidence that: (1) It is prepared to carry out the curriculum as prescribed in the rules and regulations of the board; and (2) it is prepared to meet such other standards as shall be established by this law and the rules and regulations of the board.

(d) Survey. The board shall prepare and maintain a list of approved schools for both professional and practical nurses whose graduates, if they have the other necessary qualifications provided in this act, shall be eligible to apply for a license as a registered professional nurse or as a licensed practical nurse. A survey of the institution or institutions and of the schools applying for approval shall be made by an authorized employee of the board or members of the board, who shall submit a written report of the survey to the board. If, in the opinion of the board, the requirements as prescribed by the board in its rules and regulations for an approved school for professional nurses or for practical nurses are met, it shall so approve the school as either a school for professional nurses or practical nurses, as the case may be. The board shall resurvey approved schools on a periodic basis as determined by rules and regulations. If the board determines that any approved school of nursing is not maintaining the standards required by this act and by rules and regulations prescribed by the board, notice thereof in writing, specifying the failures of such school, shall be given immediately to the school. A school which fails to correct such conditions to the satisfaction of the board within a reasonable time shall be removed from the list of approved schools of nursing until such time as the school shall comply with

the standards. All approved schools shall maintain accurate and current records showing in full the theoretical and practical courses given to each student.

(e)   Providers of continuing nursing education. (1) To qualify as an approved provider of continuing nursing education offerings, persons, organizations or institutions proposing to provide such continuing nursing education offerings shall apply to the board for approval and submit evidence that the applicant is prepared to meet the standards and requirements established by the rules and regulations of the board for such continuing nursing education offerings. Initial applications shall be made in writing on forms supplied by the board and shall be submitted to the board together with the application fee fixed by the board.

(2)   A long-term provider means a person, organization or institution that is responsible for the development, administration and evaluation of continuing nursing education programs and offerings. Qualification as a long-term approved provider of continuing nursing education offerings shall expire five years after the granting of such approval by the board. An approved long-term provider of continuing nursing education offerings shall submit annually to the board the annual fee established by rules and regulations, along with an annual report for the previous fiscal year. Applications for renewal as an approved long-term provider of continuing nursing education offerings shall be made in writing on forms supplied by the board.

(3)   Qualification as an approved provider of a single continuing nursing education offering, which may be offered once or multiple times, shall expire two years after the granting of such approval by the board. Approved single continuing nursing education providers shall not be subject to an annual fee or annual report.

(4)   In accordance with rules and regulations adopted by the board, the board may approve individual educational offerings for continuing nursing education which shall not be subject to approval under other subsections of this section.

(5)   The board shall accept offerings as approved continuing nursing education presented by: Colleges that are approved by a state or the national department of education and providers approved by other state boards of nursing, the national league for nursing, the national federation of licensed practical nurses, the American nurses credentialing center or other such national organizations as listed in rules and regulations adopted by the board.

(6)   An individual designated by a provider of continuing nursing education offerings as an individual responsible for CNE who has held this position for the provider at least five years immediately prior to January 1, 1997, shall not be required to have a baccalaureate or higher academic degree in order to be designated by such provider as the individual responsible for CNE.

(f)   Criteria for evaluating out-of-state schools. For the purpose of determining whether an applicant for licensure who is a graduate of a school of professional or practical nursing located outside this state meets the requirements of item (2) of subsection (a) of K.S.A. 65-1115 and amendments thereto or the requirements of item (2) of subsection (a) of K.S.A. 65-1116 and amendments thereto, as appropriate, the board by rules and regulations shall establish criteria for determining whether a particular school of professional nursing located outside this state maintains standards which are at least equal to schools of

professional nursing which are approved by the board and whether a particular school of practical nursing located outside this state maintains standards which are at least equal to schools of practical nursing which are approved by the board. The board may send a questionnaire developed by the board to any school of professional or practical nursing located outside this state for which the board does not have sufficient information to determine whether the school meets the standards established under this subsection (f). The questionnaire providing the necessary information shall be completed and returned to the board in order for the school to be considered for approval. The board may contract with investigative agencies, commissions or consultants to assist the board in obtaining information about schools. In entering such contracts the authority to approve schools shall remain solely with the board.

(g)   The board may accept nationally accredited schools of nursing as defined in rule and regulation.

(1)   Schools of nursing which have received accreditation from a board recognized national nursing accreditation agency shall file evidence of initial accreditation with the board and shall file all reports from the accrediting agency and any notice of any change in school accreditation status. The board may grant approval based upon evidence of such accreditation.

(2)   Schools of nursing holding approval based upon national accreditation are also responsible for complying with all other requirements as determined by rules and regulations of the board.

(3)   The board may grant approval to a school of nursing with national accreditation for a continuing period not to exceed 10 years.

History: L. 1949, ch. 331, § 8; L. 1963, ch. 314, § 5; L. 1973, ch. 249, § 2; L. 1978, ch. 240, § 5; L. 1980, ch. 188, § 2; L. 1980, ch. 186, § 2; L. 1981, ch. 244, § 2; L. 1982, ch. 261, § 3; L. 1983, ch. 207, § 3; L. 1983, ch. 206, § 9; L. 1983, ch. 206, § 14; L. 1988, ch. 243, § 2; L. 1990, ch. 221, § 4; L. 1997, ch. 146, § 2; L. 2001, ch. 161, § 4; July 2019.

65-1133   **Same; educational and training programs for advanced practice registered nurses; approval; survey; nationally accredited programs**. (a) An approved educational and training program for advanced practice registered nurses is a program conducted in Kansas which has been approved by the board as meeting the standards and the rules and regulations of the board. An institution desiring to conduct an educational and training program for advanced practice registered nurses shall apply to the board for approval and submit satisfactory proof that it is prepared to and will maintain the standards and the required curriculum for advanced practice registered nurses as prescribed by this act and by the rules and regulations of the board. Applications shall be made in writing on forms supplied by the board and shall be submitted to the board together with the application fee fixed by the board. The approval of an educational program for advanced practice registered nurses shall not exceed 10 years after the granting of such approval by the board. An institution desiring to continue to conduct an approved educational program for advanced practice registered nurses shall apply to the board for the renewal of approval and submit satisfactory proof that it will maintain the standards and the required curriculum for advanced practice registered nurses as prescribed by this act and by the rules and regulations of the board. Applications for renewal of approval shall be made in writing on forms supplied by the board. Each program shall submit annually to the board an annual fee fixed by the board's rules and regulations to maintain the approved status.

(b)   A program to qualify as an approved educational program for advanced practice registered nurses must be conducted in the state of Kansas, and the school conducting the program must apply to the board and submit evidence that: (1) It is prepared to carry out the curriculum prescribed by rules and regulations of the board; and (2) it is prepared to meet such other standards as shall be established by law and the rules and regulations of the board.

(c)   The board shall prepare and maintain a list of programs which qualify as approved educational programs for advanced practice registered nurses whose graduates, if they have the other necessary qualifications provided in this act, shall be eligible to apply for licensure as advanced practice registered nurses. A survey of the institution or school applying for approval of an educational program for advanced practice registered nurses shall be made by an authorized employee of the board or members of the board, who shall submit a written report of the survey to the board. If, in the opinion of the board, the requirements as prescribed by the board in its rules and regulations for approval are met, it shall so approve the program. The board shall resurvey approved programs on a periodic basis as determined by rules and regulations. If the board determines that any approved program is not maintaining the standards required by this act and by rules and regulations prescribed by the board, notice thereof in writing, specifying the failures of such program, shall be given. A program which fails to correct such conditions to the satisfaction of the board within a reasonable time shall be removed from the list of approved programs until such time as the program shall comply with such standards. All approved programs shall maintain accurate and current records showing in full the theoretical and practical courses given to each student.

(d)   The board may accept nationally accredited advanced practice registered nurse programs as defined by rules [and] regulations adopted by the board in accordance with K.S.A. 65-1130, and amendments thereto:

(1)   Advanced practice registered nurse programs which have received accreditation from a board recognized national nursing accreditation agency shall file evidence of initial accreditation with the

board, and thereafter shall file all reports from the accreditation agency and any notice of any change in school accreditation status.

(2)   Advanced practice registered nurse programs holding approval based upon national accreditation are also responsible for complying with all other requirements as determined by rules and regulations of the board.

(3)   The board may grant approval to an advanced practice registered nurse program with national accreditation for a continuing period not to exceed 10 years.

History: L. 1983, ch. 206, § 5; L. 2000, ch. 113, § 2; L. 2001, ch. 161, § 6; L. 2011, ch. 114, § 47; Jan. 1, 2012.

2023 Nursing & MHT Program Site Visits

Spring 2023	School	Level	Visitors	Comments
Feb. 7-8	Galen College – Wichita	ADN BSN	Janelle Martin Patty Palmietto	Initial site visit for both programs
Feb. 14-16	Dodge City CC	ADN	Janelle Martin Rebecca Sander	w/ ACEN
Feb. 22-23	Ottawa University	BSN	Janelle Martin Amy Hite	Initial site visit
Feb. 28-Mar 2	Neosho CCC	PN	Janelle Martin Patty Palmietto	w/ satellite campus visit
March 14	CAMBER/KVC	LMHT	Janelle Martin Rebecca Sander	Initial visit
March 20-22, 2023	KSBN Board meeting			Moved up 1 week per SEP22 board mtg
March 28-29	Butler CC	PN	Janelle Martin Dee Bohnenblust Michaela Hysten (O)	reapproval
April 4-5, 2023	Kansas Wesleyan	BSN	Janelle Martin Michelle Birdashaw	CCNE will be onsite the week of the board mtg
April 24-28	Not available			
Fall 2023	**School**	**Level**	**Visitors**	**Comments**
Sept. 6-7 or 19-20	Mid-America College of Health Sciences	PN	Janelle Martin Amy Hite	After 1st graduation
Sept. 11-13, 2023	KSBN Board meeting			
Sept. 26-28	JCCC	ADN	Janelle Martin Michelle Birdashaw	w/ ACEN
Oct.	Seward CCC	PN	Janelle Martin Rebecca Sander	
Oct.	NCKTC-Beloit	PN ADN	Janelle Martin Patty Palmietto	ADN – after 1st grad
Nov. 7-8	Garden City CC	PN	Janelle Martin Dee Bohnenblust	Reapproval

Petition for Permission to Test/Retest NCLEX Summary
11/13/2022 to 2/17/2023

Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Jane Cepe	RN	No	March 2008 / IEN came to US 4/19	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	11/17/2022
Gisela Medina	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	11/17/2022
Breanna Perez	RN	No	May-18	1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class(es) to review all unsuccessful areas	2/7/2023
Andrea Ranosa	RN	NO	March 2009 / IEN came to US 5/2020	Applicant is an IEN. Came to U.S. in 1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score	2/7/2023

Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Jill Manis	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	2/7/2023
Brooke Ginter	RN	No	Dec-20	1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical to review all unsuccessful areas on NCLEX exam 3) Successful completion of formal NCLEX review course with predictability score	2/15/2023
Hanna Dapkiewicz	RN	No	May-20	1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical to review all unsuccessful areas on NCLEX exam 3) Successful completion of formal NCLEX review course with predictability score	2/16/2023
Lacee Olson	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	2/17/2023
Lindsey Robertson	RN	No	Dec-20	1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical to review all unsuccessful areas on NCLEX exam 3) Successful completion of formal NCLEX review course with predictability score	2/21/2023