

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

**Kansas Board of Nursing
Landon State Office Building, Room 509
Education Committee Agenda
March, 26, 2024**

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
Ruth L.M. Burkhart, DNP, MSN, MA, RN-BC, LPCC, V. Chair
Michelle Terry, Public Member
Amy Hite, EdD(c), DNP, EdS, APRN, FNP-BC
Mechele Hailey, DNP, RNC-OB, CNE
Debra Pile, DNP, APRN, P-CNS
Patty Palmietto, DNP, MSN, RN

Staff: Janelle Martin, MHSA, RN – Nursing Edu. Compliance Officer
Carol Moreland, MSN, RN – Executive Administrator
Stacy Johnson – Administrative Assistant, Education

- I. Quorum (minimum of 4 members present) – Yes or No
- II. Call to Order
- III. Review of On-Site Packet
- IV. Additions/Revisions to the Agenda
- V. Announcements
- VI. Approval of Minutes – December 12, 2023
- VII. Nursing Education Compliance Officer Report

Consent Item Agenda

- a. Draft Regulation Review K.A.R. 60-2-101, 102, 103, 104 & 105
 - b. 2024 Site Visit schedule
 - c. Petition Summary 11/11/23 thru 2/23/24
- VIII. Site Visit Reports
- a. Mid-America College of Health Sciences – Follow up after 1st graduation
 - b. Highland Community College – ADN reapproval
 - c. North Central KS Tech College-Beloit – ADN Follow up after 1st graduation
 - d. Allied Health Career Training – PN Initial visit
 - e. Butler Community College – ADN reapproval

VIII. New Business

- A. Major Curriculum Change Requests
 - a. Cloud County Community College – ADN
 - b. Washburn University – all programs
 - c. Washburn University - BSN
 - d. Washburn University - Graduate
 - e. Bethel College – BSN
 - f. University of Kansas – graduate
 - g. University of Saint Mary – BSN
 - h. University of Saint Mary – Graduate (3)
 - i. MidAmerica Nazarene University – BSN
 - j. Newman University - BSN
- B. Annual NCLEX Report
- C. KACN Request
- D. New Regulation Review Process
 - a. K.A.R. 60-2-106 – Educational Facilities
 - c. K.A.R. 60-2-107 – Student policies
 - d. K.A.R. 60-2-108 – Reports
- E. Review of KSBN Articles
- F. Five-year Statute Regulation Review
 - a. K.S.A. 65-1115 – RN licensure
 - b. K.S.A. 65-1116 – LPN licensure

IX. Unfinished Business

- A. Fort Scott Community College - plan update
- B. APRN revised education regulations
- C. LMHT draft regulations

IX. Agenda for June 2024

X. Adjourn

Committee Responsibilities:

To review and recommend revisions in educational statutes and regulations for nursing, APRN, RNA and LMHT programs. To review educational policies for nursing and LMHT programs; to review all reports, evaluations, and site visits of schools of nursing, APRN, RNA and LMHT programs.

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/83242089902?pwd=N3hZZjBLTkNkOmNveWUveTBITHo4QT09>

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Or One tap mobile :

+16699006833,,83242089902#,,,,*7427603380# US (San Jose)

+17193594580,,83242089902#,,,,*7427603380# US

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Dial(for higher quality, dial a number based on your current location):

+1 669 900 6833 US (San Jose)

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+1 669 444 9171 US

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+1 646 876 9923 US (New York)

+1 646 931 3860 US

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Education Report

March 2024

**Janelle B. Martin, MHSA, RN
Nursing Education Compliance Officer**

Nursing Program Updates:

- **University of Kansas, School of Nursing** – announced a new dean for the KU School of Nursing, effective April 15, 2024. Jean Giddens, PhD, RN, FAAN, ANEF will replace Sally Maliski, PhD, RN, FAAN who announced her retirement in 2023.
- **Chamberlain University, College of Nursing** submitted a letter of intent to KSBN for establishing a campus in the greater Kansas City, KS area, to offer a pre-licensure Bachelor of Science degree program. Chamberlain expects to seek approval from KSBN in the summer of 2024.
- **University of Kansas, Department of Health Sciences** announced the retirement of Donna Nyght, MS, DNP, CRNA effective June 8th. Dr. Nyght is the Dept. Chair for Nurse Anesthesia Education and is the Director for the RNA Program at KU.

Site Visits: Five site visits were completed January 15 through March 1. One visit was a follow up after first graduation for a new LPN to RN program, one was an initial visit for a new PN program and three were reapproval visits. All site visits were done in person. Two more visits remain on the spring schedule for April. Visits completed were:

- Highland Community College (Atchison) – reapproval for ADN program; visit done in conjunction with ACEN
- North Central Kansas Technical College (Beloit) – follow-up after first graduation for ADN program; visit done in conjunction with ACEN initial visit
- Allied Health Career Training (Wichita) - initial visit for proposed PN program
- Butler Community College (El Dorado and Winfield campuses) – reapproval visit for ADN program; visit done in conjunction with ACEN
- Bethel College (Newton) – reapproval visit for BSN program; visit done in conjunction with CCNE

Education Activities / Projects

- Assisted in ensuring applicants meet educational requirements for licensure:
 - Reviewed 8 transcripts from out of state schools not currently on approval list - 3 PN and 5 RN.
 - Reviewed **21 CGFNS** reports with two requiring English Language Proficiency testing prior to approval of licensure: (20 approved, 1 needs additional information)
 - Philippines – 10 Canada - 2
 - Kenya – 2 Thailand – 2
 - Ukraine - 2
 - 1 each from Ethiopia, India, and Nepal
- **Minor Curriculum changes** – two requests were reviewed and approved.
 - Ottawa University
 - Newman University
- **FQRs** – Faculty Qualification Reports - all-electronic process via website since June 30, 2020.

FQRs	1Q24	1Q24 Comments	Total 2023	
	#			
Initial FQRs	60	19 HE; 10 DP	197	58%
Update FQRs	29	2 HE; 14 DP	145	42%
Total FQRS	89	50% of FQRs in 1Q24 were for faculty that do not meet regulation	342	
Employment status:				
1) Full-time	28	5 HE; 4 DP	125	37%
2) Part-time	5	4 HE	22	6%
3) Adjunct	56	25 HE; 7 DP	195	57%
Program:				
BSN	25	8 HE; 4 DP	150	45%
ADN	50	23 HE; 8 DP	137	40%
PN	13	2 HE; 0 DP	47	14%
APRN	1		8	1%
Incomplete	14	Most incompletes are unofficial transcripts and no HE or DP when one is required	58	

- **Petitions:**

- Currently have 27 active petitioners with four being repeat petitioners.
- Six (6) petitioners have completed the conditions of their petition this quarter and made eligible to test. **Two have tested and passed.** Two have submitted new applications but have not tested at this time. Two completed in the last week.
- One petition expired without being completed.
- Completed three KORA requests this quarter for NCLEX Candidate Performance Reports for potential petitioners

- **Other Activities:**

- Completed four NCSBN Survey requests from other boards of nursing. Topics were:
 - Required Curriculum Hours for Practical Nursing – TN BON
 - Academic and Experiential Qualifications of BSN Nurse Administrator – WA BON
 - Retention of Nurses – WY BON
 - Completion rates for nursing programs – OK BON

Reminders:

- Annual Reports will be coming in April 2024. We are once again working with NCSBN on the report survey and will be sending out reminders this month.
- *NextGen NCLEX* began 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.

KSBN Regulation Review Form

Part 1 (completed by agency staff):

Regulation Number: 101

Article Title: 2

Rule and Reg Title: Requirements for initial approval

Type (New/Amended): Amended

Effective Date (history): January 1, 2022

Authorizing K.S.A. 65-1129

Implementing K.S.A. 65-1119

Part 2 (completed by committee members):

Necessity:

1. Is the rule and regulation necessary for the implementation and administration of state law? Y ☒ or N ☐
2. Does the rule and regulation service an identifiable public purpose in support of state law? Y ☒ or N ☐

Potential for Revocation:

1. Briefly describe how revocation would affect Kansans (max. 800 characters)
The revocation would remove the guidance for initial approval requirements for nursing programs. This would remove consistency among nursing programs in Kansas.
2. Is the rule and regulation being revoked? Y ☐ or N ☒
3. If the rule and regulation is not in active use, would revocation require a change to the authorizing or implementing statute? Y ☐ or N ☐
4. If the rule and regulation is not in active use and revocation would require a change in the authorizing or implementing statute, which changes? (max. 400 characters)
N/A

Additional information:

Additional information necessary to understanding the necessity of the rule and regulation (max. 1,200 characters)

Committee:

Chair:

Date:

KSBN Regulation Review Form

Part 1 (completed by agency staff):

Regulation Number: 102

Article Title: 2

Rule and Reg Title: Reapproval requirements

Type (New/Amended): Amended

Effective Date (history): January 1, 2022

Authorizing K.S.A. 65-1129

Implementing K.S.A. 65-1119

Part 2 (completed by committee members):

Necessity:

1. Is the rule and regulation necessary for the implementation and administration of state law? Y ☒ or N ☐
2. Does the rule and regulation service an identifiable public purpose in support of state law? Y ☒ or N ☐

Potential for Revocation:

1. Briefly describe how revocation would affect Kansans (max. 800 characters)
The revocation would remove the guidance for initial approval requirements for nursing programs. This would remove consistency and integrity of nursing programs in Kansas.
2. Is the rule and regulation being revoked? Y ☐ or N ☒
3. If the rule and regulation is not in active use, would revocation require a change to the authorizing or implementing statute? Y ☐ or N ☐
4. If the rule and regulation is not in active use and revocation would require a change in the authorizing or implementing statute, which changes? (max. 400 characters)
N/A

Additional information:

Additional information necessary to understanding the necessity of the rule and regulation (max. 1,200 characters)

Committee:

Chair:

Date:

KSBN Regulation Review Form

Part 1 (completed by agency staff):

Regulation Number: 103

Article Title: 2

Rule and Reg Title: Nursing program faculty and preceptor qualifications

Type (New/Amended): Amended

Effective Date (history): April 4, 1997

Authorizing K.S.A. 65-1129, October 20, 2023

Implementing K.S.A. 65-1119, October 20, 2023

Part 2 (completed by committee members):

Necessity:

1. Is the rule and regulation necessary for the implementation and administration of state law? Y ☒ or N ☐
2. Does the rule and regulation service an identifiable public purpose in support of state law? Y ☒ or N ☐

Potential for Revocation:

1. Briefly describe how revocation would affect Kansans (max. 800 characters)
This regulation is important in insuring students in Kansas are educated. This regulation is required to maintain standards in nursing education for the safety and health of Kansas, and assure regulations are maintained and followed.
2. Is the rule and regulation being revoked? Y ☐ or N ☒
3. If the rule and regulation is not in active use, would revocation require a change to the authorizing or implementing statute? Y ☐ or N ☐
4. If the rule and regulation is not in active use and revocation would require a change in the authorizing or implementing statute, which changes? (max. 400 characters)
N/A

Additional information:

Additional information necessary to understanding the necessity of the rule and regulation (max. 1,200 characters)

Committee:

Chair:

Date:

KSBN Regulation Review Form

Part 1 (completed by agency staff):

Regulation Number: 104

Article Title: 2

Rule and Reg Title: Curriculum requirements

Type (New/Amended): Amended

Effective Date (history): January 1, 2022

Authorizing K.S.A. 65-1129

Implementing K.S.A. 65-1119

Part 2 (completed by committee members):

Necessity:

1. Is the rule and regulation necessary for the implementation and administration of state law? Y ☒ or N ☐
2. Does the rule and regulation service an identifiable public purpose in support of state law? Y ☒ or N ☐

Potential for Revocation:

1. Briefly describe how revocation would affect Kansans (max. 800 characters)
The revocation would lead to inconsistency among nursing education that compromises safety and quality of patient care in Kansas. Revocation would negatively impact students in nursing programs and would remove alignment to meet national standards and successful NCLEX. This regulation meets both students and public needs.
2. Is the rule and regulation being revoked? Y ☐ or N ☒
3. If the rule and regulation is not in active use, would revocation require a change to the authorizing or implementing statute? Y ☐ or N ☐
4. If the rule and regulation is not in active use and revocation would require a change in the authorizing or implementing statute, which changes? (max. 400 characters)
N/A

Additional information:

Additional information necessary to understanding the necessity of the rule and regulation (max. 1,200 characters)

Committee:

Chair:

Date:

Approved

KSBN Regulation Review Form

Part 1 (completed by agency staff):

Regulation Number: 105

Article Title: 2

Rule and Reg Title: Clinical resources

Type (New/Amended): Amended

Effective Date (history): January 1, 2022

Authorizing K.S.A. 65-1129

Implementing K.S.A. 65-1119

Part 2 (completed by committee members):

Necessity:

1. Is the rule and regulation necessary for the implementation and administration of state law? Y ☒ or N ☐
2. Does the rule and regulation service an identifiable public purpose in support of state law? Y ☒ or N ☐

Potential for Revocation:

1. Briefly describe how revocation would affect Kansans (max. 800 characters)
Revocation would lead to inconsistency among nursing education that compromises safety and quality of patient care in Kansas. It would also eliminate clinical partnerships and clinical preparation of students. This regulation assures students learning outcomes are met and that students are practice ready.
2. Is the rule and regulation being revoked? Y ☐ or N ☒
3. If the rule and regulation is not in active use, would revocation require a change to the authorizing or implementing statute? Y ☐ or N ☐
4. If the rule and regulation is not in active use and revocation would require a change in the authorizing or implementing statute, which changes? (max. 400 characters)
N/A

Additional information:

Additional information necessary to understanding the necessity of the rule and regulation (max. 1,200 characters)

Committee:

Chair:

Date:

Approved

2024 Nursing & MHT Program Site Visits

Spring 2024	School	Level	Visitors	Comments
Jan. 23-25, 2024	Highland CC	ADN	Janelle Martin Patty Palmietto	w/ ACEN
Jan. 30-Feb. 1	NCKTC-Beloit	ADN	Janelle Martin Rebecca Sander	ADN – f/u after 1 st graduation w/ ACEN
Feb. 6-7??	Allied Health Career Training	PN	Janelle Martin Patty Palmietto	Initial site visit (if approved by board I Dec.)
Feb. 13-15	Butler CC	ADN	Janelle Martin Ruth Burkhart	w/ ACEN
Feb. 26-28th	Bethel College	BSN	Janelle Martin Amy Hite	w/ CCNE
March 11-15	No visits			
March 25-27	KSBN Board meetings			
April 2-3	Flint Hills Tech College	PN	Janelle Martin Debie Pile	
April 9-10	MATC	PN	Janelle Martin Mechele Hailey	
July ??	CAMBER Childrens	LMHT	Janelle Martin Mechele Hailey	After 1 st graduating class
Fall 2024	School	Level	Visitors	Comments
Sept. 4-6	Emporia State University	BSN	Janelle Martin Amy Hite	w/ ACEN
Sept. 9-11	KSBN Board meetings			
Sept. 24-26	Fort Scott	ADN	Janelle Martin Patty Palmietto	w/ ACEN
Oct. 8-10	WSU Tech	ADN	Janelle Martin Ruth Burkhart	f/u after 1 st grad.
Oct. 13-15?	Galen College	ADN	Janelle Martin	ACEN – site visit for new satellite
Fall 2024	Newman University	RNA	Janelle Martin Debie Pile	w/ COA

Petition for Permission to Test/Retest NCLEX Summary
11/11/23 to 2/23/24

Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Gwendolyne Gomez	RN	No	Dec. 2019 (came to U.S.)	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	2/22/2024
Carlos Cervantes-Soto	RN	No	Dec 2019 (came to U.S.)	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	2/22/2024
Liberty Aranda	RN	No	May-21	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	2/23/2024
Mariah Rodriguez	PN	No	May-21	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	2/26/2024

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

Program: Mid-America College of Health Sciences – PN **Date(s):** Nov. 27-28, 2023

Last KSBN Visit: Initial site visit, March 3-4, 2022 **Accrediting Agency& Date of Last Visit:** Board approved only

Visitors: Carol Moreland, MSN, RN – Executive Director, KSBN; Janelle Martin, MHSA, RN – Education Compliance Officer, KSBN

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Initial application	X		Mid-America College of Health Sciences (MACOHS) 10000 W. 75 th Street King's Cove Office Park, Bldg A Merriam, KS 66204
	Names of primary administrative officials	Initial application	X		<ul style="list-style-type: none"> • CEO /Owner – Mrs. Susan Omare • Assoc. Director of Operations /Student Services – Michael Rohrer • Exec Administrator /HR – Temisan Omare • Student Services /Enrollment Coordinator – Paula Mengle
	Organizational chart for the institution	Initial application		X	Not in any of the reports or handbooks; not in school catalog
	Current contact information	Initial application	X		913-708-8323 www. Macohs.edu
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	Initial application		X	Currently in process of an audit – not available at this time.
	Copy of school's current catalog	Initial application	X		Catalog updated 7/2023

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Description of nursing program	Organizational chart for nursing program	Initial application		X	No org charts for PN program
		Initial application	X		Program started with 2 FT staff/faculty for PN program. With start of 2 nd cohort more faculty needed due to numbers. 2 more FT and 1 PT/adjunct hired Fall 2023.
	Number of faculty				
	Number of non-teaching staff	Initial application	X		Staff are shared among all HC programs.
	Number of students admitted per year	Initial application	X		Program is approved to admit 3 cohorts of 20 students each (total of 60 annually). 8/2022 23 students admitted to 2 cohorts – 20 graduated 8/2023 Current Admissions: Day cohort – 13 Evening cohort – 12 Weekend – 20
Nursing Program Administrator and Faculty 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	X		Susan Watson, MSN, RN Director of Practical Nursing
	Qualifications	Self-Study	X		MSN with previous teaching experience
	Teaching load	Self-study	X		Teaches FT – was only FT faculty for first cohort
	Responsibilities	Self-Study		X	Job description has correct requirements but DON does not appear to be functioning in the PA role. Owner/CEO functioning as administrator but does not hold appropriate graduate credential.
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		No official by-laws; Faculty handbook has policies and procedures for faculty.
	Faculty job description	Self-Study	X		Has appropriate requirements
	Faculty selection process	Self-Study	X		Pg. 15 – part of job description has how to apply. No other process found
	Faculty orientation plan	Self-Study	X		Pg. 5 -12 Faculty handbook
	Faculty handbook	On-site	X		Reviewed

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	General faculty meeting minutes for last 3 years	On-site		X	
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Initial application	X		No faculty table provided – list of faculty in student handbook and in report provided. Faculty files used to obtain information.
	FT or PT (use FTE)	Initial application	X		ok
	Academic Credentials	Initial application	X		ok
	Institution granting degree	Initial application	X		From transcript
	Area of clinical expertise	Initial application		X	Not found
	Area(s) of assignment	Initial application		X	Only two instructors with first graduating class and each taught all areas.
	Licensure	Initial application	X		Licensure verifications in faculty files
	Indicate degree plan and progress towards degree if applicable	Initial application	n/a		
	List all faculty hire exceptions including course hired to teach	Initial application	n/a		
	Faculty file review	On-site		X	FQR missing Orientation completed for one
Preceptor qualifications and information (for current semester) Nursing Student Handbook = NSHB College Student Handbook = SHB	Preceptor criteria & selection	Self-Study or VRR		X	No preceptors identified except during interviews it was discussed that students “shadow” with precepting nurses. There is no identified process for identifying and selecting preceptors.
	Preceptor job description	Self-Study			
	Identified roles of preceptors, faculty, and students	Self-Study			
	Preceptor orientation materials	Self-Study			
	Preceptor signatures showing date orientation completed	Self-Study/On-site			
	Name of preceptor and course with Prefix& number (ex: NURS 1011)	Self-Study			
	Preceptor State of license & License number	Self-Study			
	Methods of contact between faculty & preceptor	Self-Study			

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Initial application Handbooks	X		NSHB pg. 23-24 Admission requirements and Credit Transfer process Pg. 25 transfer policy from other nursing programs
	Degree plan for each degree being granted	Initial application Handbooks		X	Not able to find an actual degree plan in any handbook or on the website. Website indicates what topics are covered but does not give a degree plan or nursing courses with modules and timeline.
	Oral and written English proficiency	Initial application Handbooks		X	No policy in catalog or handbook
	Readmission	Initial application Handbooks	X		Pg. 29-30 NSHB – may only occur once and must occur within one year
	Progression	Initial application Handbooks	X		NSHB pg. 27 – must have 75% passing grade and a pass for clinical to advance to the next class. Pg. 24 – sequence of classes is set and must be passed to go on to the next course.
	Counseling & guidance	Initial application Handbooks	X		Pg. 21 school catalog Academic and Financial counseling are the types of counseling offered.
	Student vs. employee role	Initial application Handbooks		X	Could not find any policy or mention or this in handbooks or catalog
	Representation on faculty governance	Initial application Handbooks		X	Could not find any policy or mention or this in handbooks or catalog
	Graduation	Initial application Handbooks	X		Pg. 29 NSHB
	Refund policies governing all fees and tuition paid by students	Initial application Handbooks	X		Pg. 20 school catalog – cancellation and refund policies
	Ethical practices including recruitment, admission, and advertising	Initial application Handbooks	X		NSHB pg. 13 Non-discrimination policy School catalog also states policy for all staff and students

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	Initial application Handbooks	X		On website and available prior to admission. Also in NSHB pg. 11
	Student Handbook	On-site	X		Reviewed
Student support services	Description of student safety measures	Initial application Handbooks		X	Do not find policy/ description
	Description of student health services (available on-site or students have knowledge of available health services)	Initial application Handbooks		X	No onsite health services. No evidence of information for students about availability in the area if needed
Student records	Review student files	On-site	X		Reviewed student files from all 3 cohorts – all contained admission information
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		Resident assessment forms, nursing care plans, clinical assessment forms
Curriculum					
60-2-102, 60-2-104, & 60-2-105					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Initial application	X		Nutrition – 2 cr hrs Anatomy & Physiology – 4 cr hrs Human Growth & Development – 3 cr
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Initial application Handbooks Onsite	X		Found in onsite materials
	Credit hours for each non-nursing course	Initial application	X		Initial app states that there are 7 pre-req hrs included in program but catalog indicates that there are 9 credit hrs required.
	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)	Initial application	X		Pg. 25-55 43 cr hrs / 885 clock hrs 1 credit hr theory = 15 clock hrs 1 credit hr clinical = 45 clock hrs 36 nursing credit hours: 29 theory (435 clock hrs) 7 clinical (315 clock hrs)

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Identify clinical hours for combined nursing didactic and clinical courses	Initial application Handbooks	n/a		no combined courses
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Initial application Handbooks		X	No breakdown of clinical time provided. "Shadowing" was referred to several times indicating students were left with nurses to shadow when clinical faculty was not onsite.
	List all simulation hours for each relevant course (cannot exceed 50% of total clinical hours /course) and objectives for simulation experiences.	Initial application Handbooks		X	no breakdown of simulation hours provided
	List all preceptor hours for each relevant course (cannot exceed 20% of total clinical hours for the program). This excludes capstone preceptor hours.	Initial app Handbooks			No preceptor hours identified
	Testing process with test analysis and the written test procedure	Initial application Handbooks		X	No policy or process in Faculty handbook
	Number of students per class	Initial application Handbooks	X		Max is 1:20 for theory
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Initial application Handbooks		X	Clinical schedules were in the onsite notebooks for each of the modules. Last semester schedules show times when students were in 3-4 sites but only one clinical instructor assigned. Stated students would "shadow" nurses while faculty drove between sites. New faculty hired this semester along with having increased number of students.
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Initial application Handbooks	X		Human Growth & Development, A&P, nutrition are all pre-reqs. Content also addressed within the curriculum
	Art and science of nursing	Initial application Handbooks	X		Pg. 6 NSHB – Mission, Vision, and Core values of program incorporate the science of pt care and the art of caring and compassion.
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Initial application Handbooks		X	Didactic content covers all objectives, but clinical experiences seem to be limited to one facility for the majority of clinical.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Practical Nurse Program	Aspects of a safe, effective care environment, including coordination of care, safety, and infection control	Initial app	X		Pg 56-57 from initial application
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Initial application Handbooks	X		Pg 56-57
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Initial application Handbooks	X		Pg 56-57
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Initial application Handbooks	X		Pg 56-57
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Initial application Handbooks	n/a		No changes provided.
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Initial application Onsite	X		Pg. 15 School catalog – physical space descriptions. Classrooms adequate for single class of 20 or combined class of 40. Technology available in the classrooms. Students use phones and computers to assist in classroom discussion and learning. Not allowed for testing.
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Initial app & On-Site	X		
	Secure space for student records	Initial app & On-Site	X		Student records kept in secure lock boxes in Student Services dept.
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	Initial app & On-Site	X		Have good technology support. Have 2 FT people who help manage student and faculty needs for tech. Blackboard is the LMS and also has student support.
	Satellite program facilities		n/a		
	Other points of interest		n/a		

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Initial app & On-Site	X		Pg. 14 – library materials all online and accessible through Blackboard
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Clinical Resources 60-2-105					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site	X		<p>7 clinical contracts available and reviewed:</p> <ul style="list-style-type: none"> • Advanced Health Care of OP - 3/19/20 • Riverbend Post Acute Rehabilitation- 1/19/21 • Ignite Medical Resorts – 4 sites - 8/19/21 • Advena Loving of Bonner Springs - 9/21/21 • HCA Physician Services - 1/1/23 • Overland Park Regional Medical Center - 1/17/23 • Merriam Gardens LLC - 2/9/22 <p>All contracts were signed and dated. Contracts kept in CEO office in locked container. Only one clinical site currently being used for all 3 cohorts.</p>
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	On-site		X	There are 7 sites with clinical contracts but only one being used by PN program. Skills objectives met but not including a wider diversity of 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	On-Site	X		Currently only one site being used and have no other nursing programs competing.
	Each affiliating agency used for clinical instruction shall be staffed independently	On-Site	X		Contracts have appropriate language

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	of student assignments				
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Toured the KC Ignite-Rainbow Blvd center – both day and evening cohort were onsite with 2 instructors.
Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104					
Program NCLEX pass rates	NCLEX PN Pass rates for the last 5 years (first time candidates)	NCLEX report from KSBN via NCSBN website		X	2023 - Initial pass rate 47.06 (8/17). Repeat rate 0/6 with an all-time rate of 34.78%. Graduation date was 4/17/23 – first tester was 7/13/23.
Advisory Committee	Review Advisory Committee minutes (for 3 most current years)	On-site		X	Did not meet w/ AC. Did not see minutes for AC
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Onsite		X	Audited report not yet available. CEO states that it is in process.
	Budget procedures	Onsite		X	CEO develops budget, PN Program Director has input but is not managing the budget for the program.
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See Interview list
	General education and required support course faculty	On-Site	X		See Interview list
	Support services	On-Site	X		See Interview list
	Students	On-Site	X		Spoke w/ combined day and evening cohorts – 24 students
Meet with members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	X		Spoke w/ General Manager at Ignite, Brandy, RN – she states “Professor Omare has highest standard of anyone we’ve worked with” and “the students ask questions and are eager to be involved.”
	Staff RN’s	On-Site	X		Spoke briefly with one RN who was working with a MACOHS students. He was “following” the nurse and working with her to

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					admit and transport patients.
	Individuals conducting observational experiences	On-Site	n/a		
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ On-site		X	Program has identified program outcomes but did not see plan for evaluation. There are some student surveys but don't see those connected to any changes or other data gathered.
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		New program. Only change noted was to MH and Leadership textbooks based on student and faculty feedback. This was obtained per interview.

Onsite Interviews:

Administration:

- Susan Omare, DNP(c), MS, MBA, BSN, RN – President/CEO
- Michael Rohrer – Associate Director of Operations / Student Services
- Temisan Omare – Executive Administrator / HR
- Sue Watson, MSN, RN – PN Program Administrator

Support Personnel:

- Paula Mengel – Enrollments/ Admissions, Library
- Priscilla Otsyula – Administrative Asst., Student Services
- Sunday Ogwu-Chinuwa – IT/Digital Library

Nursing Faculty:

- Felicia Udembah, MSN, RN - FT
- Tim Whoolrey, BSN, RN - FT
- Kristie Kennedy, BSN, RN - PT

General Education faculty:

- John Powers, AOS, CCMA, CPT, CET – Program Director Medical Asst, Phlebotomy, EKG Tech - FT; teaches A&P
- Other gen ed faculty is Sue Watson – teaches Human Growth & Development

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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Classroom Observation: Module 2 – PN 201 Foundations of Medical-Surgical Nursing – Cardiovascular lecture; Faculty – Felicia Udembah, MSN, RN

Strengths:

- Students indicate they are happy with the program and would recommend to others if they need a more flexible program. They like the “hands on” training and lab skills and smaller class sizes (max of 20 per cohort for day, evening and weekend). State faculty are very helpful and responsive.
- Clinical facility visit – stated students and faculty are very respectful and helpful
- IT support – very knowledgeable manager and available to students and faculty
- PN 304 expected outcomes include scope of practice in relation to the role of RNs, LPNs and unlicensed personnel with respect to chain of command and their relationship to the management of a nursing unit and also discusses leadership strategies that LPNs can employ
- Orientation checklist for new faculty – very thorough
- Foundation and Adult Health Nursing textbook is tailored to LPN practice and has key points listed and sample NCLEX review questions at the end of each chapter. Rationale is included with listed nursing actions in each chapter.

Opportunities for Improvement:

- Use language from KNPA about scope of practice for LPN in curriculum
- Revise IV Therapy curriculum to not include Blood Transfusion NCLEX Questions from RegisterednurseRN.com
- Add KNPA as a resource in the IV Therapy Course
- Practical Nurse Program Student Handbook: states (pg 32) that “The Kansas State Board requires background checks and drug screen prior to licensure”. KSBN does not require drug screening prior to licensure.
- Several required policies were not found in catalog or handbooks.
- Faculty Job Description states, “in conjunction with the preceptor, evaluates student’s clinical performance” KNPA states the clinical faculty are responsible for evaluation of the student in the clinical setting. Preceptors just approved for PN program in October 2023 and there are no parameters or processes for identifying preceptors and their use in the program.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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- Need clarity of what is observation vs. “shadowing” vs. simulation. Shadowing is not included in the KNPA, so should not be utilized in clinical. Need to utilize observation, simulation, time with clinical faculty, or time with preceptors. If preceptors are going to be used then need
- More time with Elsevier learning for faculty
- Clinical schedule needs to include observation hours, preceptor hourss and simulation hours for each course

Recommendations:

- Need to develop all policies required by KAR 60-2-107. Submit drafts to Education Compliance Officer by June 30, 2024.
- PN Program Administrator needs to have responsibility for the nursing program, including faculty, curriculum and budget
- Develop organizational charts that clearly outline reporting and responsibility structure. Submit to Education Compliance Officer by June 30, 2024.
- Need a degree/certificate plan that outlines courses with credit and clock hours for each. Submit evidence of degree plan in handbook and on website to Education Compliance Officer by June 30, 2024.
- Clinical calendars need to have observation, simulation, and preceptor hours if being used. There is no definition for “shadowing” and is not a recognized process. Submit revised calendars to Education Compliance Officer by June 30, 2024.
- Clinical schedules should clearly depict every student and faculty so that a 1:10 ratio (or less) is maintained. Simulation, observation, and preceptor time should be clearly stated with the number of hours for each. Submit revised schedules to Education Compliance Officer by June 30, 2024.
- Need preceptor policy and documentation per KAR 60-2-103 (b) (2). Submit to Education Compliance Officer by June 30, 2024.
- Develop Program Evaluation Plan and include data for first cohort; also need to address program outcomes and End-of-program student learning outcomes. Update and submit to Education Compliance Officer by September 30, 2024.
- Continue on Initial approval with a follow-up site visit to be done prior to next class admission.

**Documentation for Re-Approval of RN Nursing
Programs in Kansas
KAR 60-1-104; 60-2-102 through 60-2-107**

Program: Highland Community College - LPN to RN program **Date(s):** January 23 - 25, 2024

Last KSBN Visit: February 19-21, 2019 **Accrediting Agency& Date of Last Visit:** ACEN February 19-21, 2019

Visitors: Janelle Martin MHSA, RN – KSBN Education Compliance Officer; Patty Palmietto DNP, RN – KSBN Education Committee member

Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program (KAR 60-2-102)					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	KSBN p. 3 SSR p. 4	X		Highland Community College 606 West Main Highland, KS 66035 (main campus) Nursing Dept: Highland CCTC) 1501 West Riley Street Atchison, KS 66002
Accreditation Self-Study report = SSR KSBN SS = KSBN	Names of primary administrative officials	KSBN p. 3 SSR p. 4	X		President – Deborah Fox, MS VP Student Services – Dr. Eric Ingmire VP Academic Affairs – Sharon Kibbe VP Tech Ed – Lucas Hunziger VP Finance and Operations – Randy Willy Director IT – Marc Jean
Virtual Resource Room = VRR	Organizational chart for the institution	VRR	X		Online and in Faculty handbook
	Current contact information	KSBN p. 4 SSR p. 4	X		Main campus 785-442-6000 Nursing Dept – 785-442-6217 Anna Fowler, MSN, RN
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	VRR Budget Reports Module	X		Reviewed, no significant findings
	Copy of school's current catalog	VRR - Student Handbooks Module	X		Reviewed
Description of nursing program	Organizational chart for nursing program	VRR Faculty Module	X		Online Pg 10 Nursing Student Handbook
	Number of faculty	KSBN p. 6 SSR p. 22-27	X		Positions for 2 FT faculty, 1 adjunct for didactic – currently only 1 FT faculty for the ADN program;

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					share adjunct faculty w/ PN program (4-5); 1 FT Simulation Education Specialist (shared) –pg.6
	Number of non-teaching staff	KSBN p. 6 SSR p. 27	X		No AA for nursing No non-teaching staff Potential students are helped by HCCTC student resource/FA staff.
	Number of students admitted per year	KSBN p. 6	X		Approved for 30 students annually Jan 2022 – 30 Jan 2023 – 30 Jan 2024 – 30 admitted, 29 started
Nursing Program Administrators, Faculty & Preceptors (KAR 60-1-104; 60-2-102 & 103; 60-1-104)					
Nursing Program Administrator	Name and credentials	KSBN p. 4 & 7 SSR p. 13	X		Anna M. Fowler, MSN, RN 785-442-6217 afowler@highlandcc.edu
	Qualifications	KSBN p. 7 SSR p. 14	X		SSR pg. 7, 14 MSN - education
	Responsibilities	KSBN p. 7 SSR p. 14 VRR Faculty Information	X		SSR pg. 7 Job description has regulatory language and shows responsibility for budget, program development and nursing faculty
	Teaching responsibilities	KSBN pg. 7 VRR – Faculty Information	X		Director has limited teaching responsibilities – teaches 1 credit hour of transition course for PN to ADN
Faculty selection and input into program	Faculty organizational by-laws	KSBN p. 8	X		FHB pg. 15 – nursing dept. by-laws - faculty meetings once a month while school in session
Nursing Faculty Handbook = NFHB	Faculty job description	VRR Faculty Information Module	X		Description has appropriate credentials
Faculty Handbook for college = FHB	Faculty selection process	KSBN p. 7	X		SSR pg. 8
	Faculty orientation plan	KSBN p. 8 SSR p. 29 VRR Faculty Information Module	X		New faculty completes new faculty HCC orientation (FHB) then nursing director does orientation to nursing dept and role as nursing faculty (checklist)
	Faculty handbook	VRR Faculty Information Module	X		Reviewed
	General faculty meeting minutes for last 3 years	VRR Minutes of Faculty Meetings	X		Electronic minutes - reviewed

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	VRR in Faculty Information Module	X		*Currently 1 FT faculty: Erin Winger, BSN, RN – on degree plan *Sim Ed Specialist – FT shared with PN – has MSN *6 Adjunct faculty – all BSN on HEs
	FT or PT (use FTE)	VRR Faculty Information Module	X		
	Academic Credentials	VRR Faculty Information Module	X		
	Institution granting degree	VRR Faculty Information Module	X		
	Area of clinical expertise	VRR Faculty Information Module	X		
	Area(s) of assignment	VRR Faculty Information Module	X		
	Licensure	VRR Faculty Information Module & Onsite	X		
	Indicate degree plan and progress towards degree if applicable	VRR Faculty Information Module & on-site	X		1 FT faculty on degree plan for MSN
	List all faculty hire exceptions including course hired to teach	VRR Faculty Information Module and on-site	X		6 Adjunct faculty on Hire Exceptions
	Faculty file review	On- site	X		Official transcripts kept with HR in electronic files. Able to verify.
	Preceptor criteria & selection	N/A			Preceptors not used at this time
Preceptor qualifications and information (for current semester) – RN only Nursing Student Handbook = NSHB College Student Handbook = SHB	Preceptor job description	N/A			
	Identified roles of preceptors, faculty, and students	N/A			
	Preceptor orientation materials	N/A			
	Preceptor signatures showing date orientation completed	N/A			
	Name of preceptor and course with Prefix& number (ex: NURS 1011)	N/A			
	Preceptor State of license &License number	N/A			

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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	Methods of contact between faculty & preceptor	N/A			
	Methods of contact between faculty & preceptor	N/A			

Students 60-2-102 & 60-2-107

Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	VRR Curriculum	X		Page 35 Spring Start for ADN https://highland.edu/academics/nursing/nursing/
College/Academic catalog = CC Nursing Student Handbook = NSHB College Student Handbook = SHB	Degree plan for each degree being granted	VRR Curriculum Module	X		
	Oral and written English proficiency	VRR Student Handbook Module	X		ADN information packet pg 13-14
	Readmission	VRR Student Handbook Module	X		
	Progression	SSR p. 35 VRR Student Handbook Module	X		
	Counseling & guidance	VRR Student Handbook Module	X		
	Student role versus employee role	VRR Student Handbook Module	X		
	Representation on faculty governance	SSR p. 10 VRR Student Handbook Module	X		Page 11 of Student Handbook
	Graduation	SSR p. 35 VRR Student Handbook Module	X		Pg 45-46 of Student Handbook
	Refund policies governing all fees and tuition paid by students	VRR Student Handbook Module	X		
	Ethical practices including recruitment, admission, and advertising	VRR Student Handbook Module	X		Highland CC Student Handbook
	Information to any student who may be subject to licensure disqualification under K.S.A. 65-1120. (Must be provided	VRR Student Handbook Module	X		Admission Information packet, pg. 12 Also on website

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	prior to program admission)				
	Student Handbook	VRR Student Handbook Module	X		Reviewed
	Description of student safety measures	KSBN p. 10	X		https://highlandcc.edu/pages/health-and-safety School uses RaveAlert platform to communicate via text – student must subscribe to get alerts Needle stick policy for nursing students- LPN to RN Student Guidelines, pg. 17
Student support services	Description of student health services (available on-site or students have knowledge of available health services)	KSBN p.10	X		No services provided on campus at HCCTC Students directed to personal medical provider. For emergent situations, faculty may direct to local resource. List of medical service providers in the nursing student manual, pg. 16.
Student records	Review student files	In Canvas LMS	X		All LPN to RN student files reviewed.
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	In Canvas LMS	X		Reviewed student work; clinical rubrics, exams, ATI work
Curriculum 60-2-102, 60-2-104, & 60-2-105					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study VRR	X		A&P – 5 cr hrs English Comp I – 3 cr hrs Microbiology w/ lab – 4 cr hrs Gen Psych – 3 cr hrs Human G&D – 3 cr hrs Computer Literacy – 1 cr hrs Speech (or Eng Comp II) – 3 cr hrs Elective: Humanities or FA- 3 cr hr Total = 25 credit hours non-nursing
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	KSBN p. 13 VRR Curriculum Module	X		NUR 220 LPN to RN Transition – 1 ch NUR 235 Adv Mental Health – 3 ch NUR 225 Health Assmnt & Adv Nursing Skills – 4 cr hrs NUR 230 Adv Med-Surg – 6 cr hrs NUR 240 Nurse as Leader – 2 cr hr NUR250 Prof Nursing Practicum – 4

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments																								
Nursing Student Handbook = NSHB College Student Handbook = SHB Nursing Faculty Handbook= NFHB					cr hrs NUR 245 High-Risk Mat-Child Nrsg – 2 cr hrs																								
	Credit hours for each non-nursing course	SSR p. 55 VRR Curriculum Module	X		Total = 25 credit hours non-nursing (see above)																								
	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	SSR. p. 55 VRR Curriculum Module	X		<table><thead><tr><th>Course</th><th>Hours:</th><th>Credit / Clock</th></tr></thead><tbody><tr><td>NUR220 LPN to RN Transition</td><td>1</td><td>15</td></tr><tr><td>NUR235 Adv Mental Health</td><td>3</td><td>75</td></tr><tr><td>NUR225 Health Assmnt & Adv Nursing Skills</td><td>4</td><td>120</td></tr><tr><td>NUR230 Adv Med-Surg</td><td>6</td><td>150</td></tr><tr><td>NUR240 Nurse as Leader</td><td>2</td><td>30</td></tr><tr><td>NUR250 Prof Nrsng Practicum</td><td>4</td><td>180</td></tr><tr><td>NUR245 HR Mat-Child Nrsg</td><td>2</td><td>30</td></tr></tbody></table> LPN-RN program = 22 credit / 600 clock Credit from PN level = 12-16 cr hrs Total nursing credit hrs = 34-38	Course	Hours:	Credit / Clock	NUR220 LPN to RN Transition	1	15	NUR235 Adv Mental Health	3	75	NUR225 Health Assmnt & Adv Nursing Skills	4	120	NUR230 Adv Med-Surg	6	150	NUR240 Nurse as Leader	2	30	NUR250 Prof Nrsng Practicum	4	180	NUR245 HR Mat-Child Nrsg	2	30
	Course	Hours:	Credit / Clock																										
	NUR220 LPN to RN Transition	1	15																										
	NUR235 Adv Mental Health	3	75																										
NUR225 Health Assmnt & Adv Nursing Skills	4	120																											
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NUR240 Nurse as Leader	2	30																											
NUR250 Prof Nrsng Practicum	4	180																											
NUR245 HR Mat-Child Nrsg	2	30																											
Identify clinical hours for combined nursing didactic and clinical courses	VRR Curriculum Module VRR LPN to RN Syllabi	X		D=didactic, L= lab, C= clinical NUR235 Adv Mental Health – 3 (2D, 1C) NUR225 Health Assmnt & Adv Nursing Skills 4 (2D, 2 L) NUR230 Adv Med-Surg 6 (4D, 2 C)																									
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)	VRR Curriculum Module	n/a		No observation hours																									
List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours per course).	VRR Curriculum Module	X		NR230: 10 Sim/90 clinical = 9% NR235: 7.5 Sim/45 clinical = 16.7% NR250: 60 Sim/180 clinical = 33.3% Potential issue: Virtual Simulation being done that does not comply with the definition of Simulation to count for clinical hours K.A.R. 60-1-104 (ff)																									

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	List all preceptor hours for each relevant course. (cannot exceed 20% of total clinical hours/nursing program excluding capstone course)	N/A	n/a		No preceptors used
	Testing process with test analysis and the written test procedure	KSBN p. 15	X		Testing policies in FHB pg. 21-22
	Number of students per class	KSBN p. 6	X		1:30 is max for program
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	VRR Clinical Rotation Module	X	X	All clinical rotations include simulation in clinical hours. Schedules from last year provided. *Simulation was in progress for MH clinical. There were 14 students in the simulation clinical with one instructor on 1/23/24 and 1/24/24.
	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	VRR Curriculum Module	X		NSHB pg. 5-7
Curriculum includes the following:	Art and science of nursing	VRR Curriculum Module	X		KSBN SS pg. 5 mission statement curriculum
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	VRR Curriculum Module	X		
	Aspects of a safe, effective care environment, including management of care, safety, and infection control	VRR Curriculum Module	X		
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program:	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	VRR Curriculum Module	X		Present – no concerns
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	VRR Curriculum Module	X		
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	VRR Curriculum Module	X		

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	KSBN p. 14 SSR p. 48	X		
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	KSBN p. 15	X		No major changes in last 3 years
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories, and conference rooms adequate in size, number, and type to accomplish student learning.	On-Site	X		Simulation labs, computer labs and classrooms were of adequate size, but seemed crowded with the 14 people in the simulation room.
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	On-Site	X		Faculty offices were adequate in size and there was more than enough office for current faculty and conferences
	Secure space for student records	On-Site	X		Files are kept in a locked file cabinet in Director of Nursing office.
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	On-Site	X		Technological resources are sufficient however the IT department is not always staffed at Atchison site.
	Satellite program facilities	N/A	n/a		N/A
	Other points of interest		n/a		
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	On-Site	X		Library has sufficient materials, copies of textbooks, magazines, and resources. Also access to online resources. Allied Health lab used by nursing has outdated materials that nursing students may try to use.
Clinical Resources 60-2-105					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	SSR Onsite	X		All current contracts/contract addendums are signed and dated appropriately. Contracts are kept in the Director's office.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	KSBN p. 19	X		KSBN p. 19 SSR p 63 There are plenty of opportunity and sites for students to obtain experience and meet curriculum objectives.
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	SSR	X		Advisory board affiliate programs confirmed the availability of placement for more than one nursing program and availability for all.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	KSBN p. 20	X		Contract language in contacts as appropriate
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	n/a		Students were not in clinicals during the time of the audit, but we did speak with the clinical sites on campus during audit.
Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104					
Program NCLEX pass rates	NCLEX RN Pass rates for the last 5 years (first time candidates)	Self-Study	X		2019 – 66.67% 2020 – 75% 2021 – 88.46 2022 – 67.74 2023 – 96%
Advisory Committee	Review Advisory Committee minutes	On-site	X		The group meets 2 times per year-agenda standard and has reporting from school to group. Also has feedback from facilities to the nursing program.
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	VRR Budget Reports Module	X		No significant findings for school or nursing dept.
	Budget procedures	KSBN p. 22 SSR p. 19	X		Director received budget request form in the spring. Director meets with faculty to identify needs for the upcoming year. The director completes form and submits to the VP of Technical Ed. After the budget is finalized, the director manages the budget for the nursing department throughout the fiscal year. At the end of each cohort, the faculty and director review the budget to determine is anything needs to change for the next fiscal year.

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
	General education and required support course faculty	On-Site	X		See interview list
	Support services	On-Site	X		See interview list
	Students	On-Site	X		Met with 28 ADN students
Meet with members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	X		Per clinical rep meeting: Students are well prepared, know how to utilize their resources, ask questions. Have hired several Highland students.
	Staff RN's	On-Site	X		Per clinical rep. meeting: Staff RNs are happy with Highland students and how eager they are to jump in and learn.
	Individuals conducting observational experiences	On-Site	n/a		No observational experiences available.
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken.		X		Eval plan in place with evidence of data and trending
	Use of program evaluation data for ongoing program improvement		X		

Onsite Interviews:

Administration:

- Anna Fowler, Director of Nursing
- Deborah Fox, President
- Dr. Eric Ingmire, VP of Student Services
- Sharon Kibbe, VP of Academic Affairs
- Lucas Hunziger, VP of Technical Education
- Randy Willy, VP of Finance and Operations
- Marc Jean, Director of IT

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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Support Personnel:

- Allison Johnson, Student Resources/Financial Aid Representative
- Sarah Windmeyer, Director of Financial Aid (Zoom)
- Shailey Caudle, Students Services Coordinator
- Cindy Davis, Director of Library (Zoom)
- Blaire Eads, Counselor (Zoom)
- Hannah Owen, Instructional Support and Design
- Alice Hamilton, Registrar (Zoom)
- Lexy Clark, Human Resources

Faculty:

- Julie Martinez, Full-time simulation. 2 years in simulation, taught here prior to 2018.
- Anita Rounds, Clinical Adjunct
- Erin Winger, Full-time faculty – has been here for 1 month

Advisory Board:

- Jackie Harris, DNP, APRN, GNP, CNE, Director Benedictine College School of Nursing (6 years)
- Tracy Johnson, ADN, RN Director of Nursing Medicalodges Atchison (4 years)
- Nichole Chamley, MSN, RN, CENP, Chief Nursing Officer Amberwell Hiawatha (2 years)
- Louisa Kamatuka, DNP, RN, Director of Inpatient Care, Amberwell Atchison (5-6 Years)
- Amy Folsom, BSN, RN, Executive Director of Patient Care Services Amberwell Atchison (5 years-former teacher)
- Jennifer Williams, BSN, RN, Education Director, Mosaic Life Care (1 year)
- Chelse Johnson, BSN, RN Education Director, Mosaic Life Care (brand new)

General Education and Required Support Course Faculty:

- Mary Bryant, English Instructor

Classroom Observation - NUR 235 Advanced Mental Health – Faculty - Erin Winger, BSN, RN

Clinical Observation - ATI Real life Virtual Simulation – Faculty - Julie Martinez, MSN, RN

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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Clinical Representatives:

- Carol Perry, Sr. VP, CNO, Stormont Vail
- Erica McCormick, Stormont Vail
- Jennifer Williams, Nurse Educators, Mosaic Life Care
- Chelse Johnson, Nurse Educators, Mosaic Life Care
- Tracy Johnson, Director of Nursing, Medicalodge Atchison
- Lacee Dremel, Director of Nursing, Valley Hope
- Heather McMengh, Nurse Educator, NRPRC
- Kim Brown, Student Education, Stormont Vail

Strengths:

1. Grant funding for programs and for nursing students.
2. Utilization of the Kansas Promise Act is used and very helpful for the students
3. Resources for students including campus cupboard, clothes closet and student break rooms.
4. Clinical sites hire and are impressed with how well prepared they are.
5. Students say staff are supportive and care about student learning.
6. Amazing support for nursing from a Highland Staff member that has taken on the task to help.

Opportunities:

- Nursing administration and staff need to be more involved in campus governance & committees
- Review the KSBN guidelines on TOEFL and IELTS requirements
- Instructors teaching hybrid classes should have training in online/hybrid instruction
- Faculty minutes do not show action items, not always assigned, and no closed loop on action items.
- A policy for record retention for the nursing department would be very helpful.
- Rubrics and assessment tools need to evaluate from semester to semester the progression of the students.
- Lack of IT support for students and faculty when IT is not always onsite.
- Faculty need to be leading program evaluation and work on the SEP. Minutes need to reflect this process.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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Recommendations:

1. K.A.R. 60-2-105 (e) states that clinical rotations should be 1:10 (includes simulation when using hours to replace clinical)
2. K.A.R. 60-1-104 (ff) shows what the definition of simulation is to be counted for clinical hours. Policy for simulation for faculty and students to follow that includes regulation definitions along with policy and procedures.
3. Recommend re-approval of the ADN program for the time period of national accreditation.

33232

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

Program: North Central Kansas Technical College-Beloit ADN Program **Date(s):** Jan. 30-Feb. 1, 2024 w/ ACEN

Last KSBN Visit: March 2022 **Accrediting Agency& Date of Last Visit:** ACEN Initial visit -1/2024

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

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution SS=Self-study report FHB=Faculty Handbook SHB=Student Handbook	Address of the institution	Self-Study Pg.8	X		NCK Tech -Beloit 3303 US Hwy 24 Beloit, KS 67420
	Names of primary administrative officials	Self-Study Pg. 8	X		Eric Burks, MS – President Corey Isbell, MS - VP of Student and Instructional Services Jennifer Brown, Dean of Instructional Services Diana Baumann, VP of Finance & Hays Operations
	Organizational chart for the institution	Self-Study Pg. 9	X		Chart in SS and on website
	Current contact information	Self-Study Pg. 11	X		Angela Murray, MSN, Ed., RN Director 3303 Hwy 24 PO Box 507 Beloit, KS 67420 amurray@ncktc.edu
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site SS pg. 11	X		2 year audited report provided and verified.
	Copy of school's current catalog	Self-Study Website	X		Reviewed
Description of nursing program	Organizational chart for nursing program	Self-study	X		SSR Pg. 12 Chart reviewed – NCKTC Beloit

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					DON has direct line to college Dean of Instruction. DON oversees the nursing program with oversight by the Dean of Instruction.
	Number of faculty	Self-Study PG. 12-13	X		2 FT faculty for ADN program; 1 MSN & 1 on MSN degree plan Pg. 45-58 Faculty table for all FT faculty
	Number of non-teaching staff	Self-Study	NA		No non-teaching staff
	Number of students admitted per year	Self-Study Pg. 13	X		Approved for 15 students in the LPN-ADN bridge program 2022-23 – 15 admitted 2023-24 – 15 admitted
Nursing Program Administrator, Faculty & Preceptors 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study Pg. 8	X		Angela Murray, MSN, Ed, RN, Paramedic
	Qualifications	Self-Study	X		MS in Nursing from Western Governors with emphasis on nursing education SSR: A Murray resume, pg. 15
	Responsibilities	Self-Study	X		No assigned teaching responsibilities. Does theory/clinical as needed. SSR: Job description, pg. 19
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		SSR pg. 21-22 Also in NFHB
	Faculty job description	Self-Study		X	SSR pgs. 23-26 **Master's degree in nursing should be under Requirements, not preferred.
	Faculty selection process	Self-Study	X		In Board Policy Handbook SSR pg. 24-25 President has authority to recruit; depts. Participate in faculty interview process. BOT give final okay for hiring.
	Faculty orientation plan	Self-Study	X		SSR pgs. 24-27 Checklist for orientation pg. 26 Also in FHB

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Faculty handbook	On-site VRR	X		College & Nursing Faculty Handbooks reviewed
	General faculty meeting minutes for last 3 years	On-site VRR		X	Reviewed. Minutes show student and faculty involvement. Minutes are sporadic and don't effectively show connection between faculty discussion, SPE and actions taken on SPE data. (Monday Huddles becomes an Agenda item on Faculty meeting agenda)
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study VRR	X		ACEN SS pg. 35-36 FT Faculty table – no shared faculty w/ PN
	FT or PT(use FTE)	Self-Study	X		
	Academic Credentials	Self-Study	X		
	Institution granting degree	Self-Study	X		
	Area of clinical expertise	Self-Study	X		
	Area(s) of assignment	Self-Study	X		
	Licensure	Self-Study	X		↓
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		1 Degree plan in Faculty table for FT ADN faculty;
	List all faculty hire exceptions including course hired to teach	Self-Study	X		No hire exceptions at present; had one for an Adjunct in Spr 23
Preceptor qualifications and information (for current semester)	Faculty file review	On-site	X		Files reviewed and complete.
	Preceptor criteria & selection	Self-Study	X		SSR pg. 28
	Preceptor job description	Self-Study VRR	X		SSR pg. 28-29
	Identified roles of preceptors, faculty, and students	Self-Study	X		SSR pg. 28 Preceptor manual pg. 11-14
	Preceptor orientation materials	Self-Study	X		Mailed to preceptors from NCKTC faculty Preceptor handbook/materials in VRR
	Preceptor signatures showing date orientation completed	Self-Study/On-site	X		Kept in DON office
	Name of preceptor and course with Prefix& number (NURS 211)	Self-Study	X		Paperwork kept by DON
	Preceptor State of license & License number	On-Site	X		SSR pg. 32-34

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Methods of contact between faculty & preceptor	Self-Study	X		In preceptor materials.
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study VRR	X		SSR pg 38; NSHB pg. 20-21 1) Must be a HS grad; 2) "C" or better in required Gen Ed courses; 4) must have active CNA cert.; 5) Must have current, unencumbered LPN license w/ IV cert. Rubric used and documentation kept by DON for current class. Pg. 40 – Advance standing policy for current NCKTC students
	Degree plan for each degree being granted	Self-Study	X		SSR pg. 45-47 70 credit hours for ADN College catalog/ website NSHB pg. 77-79
	Oral and written English proficiency	Self-Study website	X		SSR pgs 48
	Readmission	Self-Study	X		SSR pgs 49; NSHB pg. 38-39
	Progression	Self-Study	X		SSR pg. 50 Course syllabi list all pre-reqs and co-reqs -co-reqs are confusing in terms of progression- clarify language. Be clear that students who fail a clinical course, or a theory course associated with a clinical course, must retake both theory and clinical.
	Counseling & guidance	Self-Study	X		SSR pg. 54; SHB pg. 18 Licensed counselor available 2-3 times a week. Telehealth also available
	Student role versus employee role	Self-Study	X		SSR pg. 55; NSHB pg. 43 Clarify policy to reference use of clinical skills learned in program should not be used in employee role
	Representation on faculty governance	Self-Study	X		SSR pg 56; NSHB pg. 32 1-2 student reps elected each year to bring student concerns to faculty and represent on Student Senate
	Graduation	Self-Study	X		SSR pg 57; SHB pg. 12
	Refund policies governing all fees and tuition paid by students	Self-Study	X		SSR pg. 57 College Catalog Pg. 12-14 NSHB pg. 86-88

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		College Catalog pg. 4, 24-27 NSHB pg. 30 Student HB pg. 24
	Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study	X		SSR pgs 52-53; NSHB pg. 39 On website and easily accessible prior to admission https://ncktc.edu/wp-content/uploads/2018/11/Legal_Criminal_Convictions.pdf
	Student Handbook	On-site VRR	X		Electronic. Reviewed
Student support services	Description of student safety measures	Self-Study	X		SSR pgs 59-61; NCKT SHB pg. 21, 28-30
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		No healthcare on site but give information on community resources. Students do have a wellness center
Student records	Review student files	On-site	X		Rubric used for admission. Scoring all done on Excel spreadsheet and maintained by DON. Reviewed.
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	On-Site VRR	X		Minimal work outside tests and ATI assignments. Encourage looking at assignments to see how they can be used as program evaluation outside of ATI.
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum 60-2-102, 60-2-104, & 60-2-105					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	X		SSR Pg 45 College Catalog Prior to PN level: A&P (5), nutrition (3), Gen Psych (3), G&D (3), College algebra (3) ADN: PN level plus microbiology (5), English Comp I (3) Total: 25 credit hours
	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		SSR: NFHB pg. 28-54 NSHB pg. 32-56; PN 32-43 and ADN 43-56 College Catalog pg. 32 PN and pgs. 60-61 ADN
	Credit hours for each non-nursing course	Self-Study	X		SSR: pg. 45-46; total 25 credit hours pre-reqs (see above for ind. Hours) College Catalog pg. 32 PN

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Credit and clock hours for each nursing course (must <u>equal or exceed 30 credit hours</u> for RN programs and 15 credit hours for PN Programs)	Self-Study Add'l documentation onsite	X		SSR pg. 45-46 ADN – <u>45 credit hrs nursing</u> (24 hrs credit from PN level plus 21 add'l hrs at 2 nd level plus 25 cr hrs Gen Ed reqs) for a total ADN program of 70 cr hrs. Clarify the number of hours that are transferred for PN license. NUR201 23.5 contact / 1 cr hr NUR203 25 contact / 1 cr hr NUR204 42 contact / 2 cr hrs NUR205 59 contact / 3 cr hrs NUR206 160 contact / 3 cr hr NUR207 29 contact / 1 cr hr NUR210 43.5 contact / 2 cr hrs NUR212 44 contact / 2 cr hrs NUR214 41 contact / 2 cr hrs NUR215 29 contact / 1 cr hr NUR216 160 contact / 3 cr hrs Total hrs 656 contact / 21 cr hrs (320 clinical contact hrs / 336 theory contact hrs)
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	NA		Clinical courses are separate from didactic courses
	List all <u>clinical observation</u> 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		Currently no scheduled Observation experiences
	List all <u>preceptor</u> 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		New grid provided on-site NUR 211- 43/296 contact hrs = 14.5%
	List all <u>simulation</u> hours for each relevant <u>course</u> (cannot exceed 50% of total clinical hours/course) with sim hours 1:1 with clinical hours and simulation provided per definition in KAR 60-1-104 (ff).	Self-Study VRR	X		NUR 206 Adv Med/Surg Across the Lifespan III Clinical; 11 sim / 186= 6% NUR 211 Adv Med/Surg Across the Lifespan IV Clinical -sim 16.5/160=10%
	Testing process with test analysis and the written test procedure	Self-Study	X		SSR pg. 115 Test policy for faculty; pg. 120 Testing blueprint
	Number of students per class	Self-Study	X		SSR pg. ADN 1:15
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		Reviewed clinical schedules – 1:10 or less

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	X		SSR pg. 125
	Art and science of nursing	Self-Study	X		
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-study	X		pg. 27-28 students participated in Flu vaccine clinic; participated in Community -wide disaster drill
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 VRR	X		SSR pg. 126 VRR had curriculum table - reviewed
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		VRR had curriculum table - reviewed
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		VRR had curriculum table - reviewed
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		VRR had curriculum table - reviewed
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	X		SSR pg. 28 Articulation agreements w/ four-year colleges (FHSU, KU, WSU, Chamberlin, Grand Canyon)
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	n/a		
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	On-Site	X		Toured nursing building – all classrooms, labs, simulation center, nursing library, faculty offices, common room. Building has been renovated for nursing only and other program was moved out. Separate ADN classroom.
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	On-Site	X		Faculty have individual office w/ doors for privacy; have space to add faculty

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Secure space for student records	On-Site	X		Most records online in secure system; paper records in Director office in locked cabinet behind locked door
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	On-Site	X		Computers are available in the nursing building for students to use for homework, research and make-up testing. Students utilize own computers in the classroom with Wi-Fi available. Can get loaner computers from the school if they do not have the technology
	Satellite program facilities		NA		No satellite
	Other points of interest		NA		
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		SSR pg. 133-34 NSHB pg. 69
Clinical Resources 60-2-105					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site	X		Reviewed 5 contracts – all complete. Hays MC contract and SRHC may need review – these are evergreen contracts but were signed in 2011
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	VRR & On-site	X		VRR – list of clinical facilities and which course utilizes the site NSHB pg. 66-67 list of clinical facilities
	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		Clinical coordinators work with NCKT-Beloit faculty to cover all requested clinical spots.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		Language is in clinical contracts
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	n/a		Spoke with clinical reps from 4 agencies. Tour of SRHC with faculty Sara Arnold; 7 students onsite on BH unit, surgical

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					unit and Mother/baby unit. Staff were working w/ students and very complimentary of there preparation and work ethic. Good communication w/ faculty. All units have faculty phone # and all say they are able to reach faculty when needed.
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 Website	X		2023 pass rate 93.33% (initial ADN cohort)
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		Reviewed; no issues
	Budget procedures		X		SSR pg. 38 Program director has responsibility to prepare and administer the nursing budget Needs assessment done for all depts. then a budget is prepared at the school level for all depts. then each dept. has a budget meeting with school finance team.
Advisory Committee	Review Advisory Committee minutes	On-Site	X		SSR pg. 26-27 Advisory meets 2 times/year. Good information shared with Advisory Committee. AC very complimentary of program and faculty and director.
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See list of Interview Attendees
	General education and required support course faculty	On-Site	X		See list of Interview Attendees
	Support services	On-Site	X		See list of Interview Attendees
	Students	On-Site	X		13 ADN students attended student meeting
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	Zoom	X		See list of Interview Attendees
	Staff RN's	Zoom	X		See list of Interview Attendees
	Preceptors	On-Site	n/a		Preceptors used later in the course
	Individuals conducting observational experiences	On-Site	n/a		No observational experiences

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	X		SSR – pg. 144-45 ACEN Standard 6 EOPSLOs – part of SPE – document shows assessment of all parts of program as well as outcomes
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		First year of program. SPE has notes regarding data but need more connection to the faculty minutes and where discussed.

Interviews conducted on-site:**Administration:**

- Eric Burks, MS - President of NCKTC
- Corey Isbell, EdD – VP of Student and Instructional Services
- Diana Baumann, BS – VP Finance & Hays Operations
- Jennifer Brown, MS - Dean of Instruction
- Angela Murray, MSN, RN, Paramedic - Nursing Program Director

Student Support Services:

- Robert McCreight B.S. – IT
- Shane Britt, A.S. – Dean of Student Experience
- Jayme Owen, A.A.S. - Dean of Student Success
- Tricia Cline B.S. - Dean of Enrollment Management
- Darcy Offutt, BA - Registrar
- Leah Bergmann, MBA, B.S. - Financial Aid Director
- Emma Carlin B.B.A. – Student Account Specialist
- Liz Fixon B.S. – Accounts Payable/Payroll

Nursing Faculty:

- Sara Arnold, BSN, RN, Second Year Coordinator
- Kit Wilson, MSN, RN, Second Year faculty

General Education Faculty:

- Kate Wise, MLS, Grad cert in English – English Comp I, Speech
- Janet Moeller, M.S. – Computer Applications, Online Education Coordinator
- Alyssa Deneke, M.S. Counseling – General Psych
- Thomas Owen, D.O. – A&P (online only)
- Sean Keady, M.A. Mathematics

Clinical Representatives/Advisory Committee:

- Nickie Cleveland, MSN, RN – CNO, MCHHS
- Jan Kimmerer, BSN, RN – DON, MCHHS
- Janelle Kircher, MSN, RN, CENP – CEO, MCHHS
- Jonna Struble, MSN, RN, CCRN – Director of Organizational Development, Salina Regional Health Center
- Janna Schmitt – Office Manager, Beloit Medical Center (private practice office)
- Christine Budke, BSN, RN - Executive Director, Solomon Valley Hospice

Strengths Identified:

1. First time NCLEX pass rates above 90% in first year.
2. Faculty commitment to student success and diversity of teaching strategies
3. Students like the “hands on” approach of the faculty
4. Good variety of clinical experiences for students
5. Strong financial commitment to nursing scholarships and nursing program
6. Updated nursing department (remodeled) and expanded. Additional simulation space added.

Opportunities for Improvement:

1. Systematic program evaluation: ATI, EOPSLO – need more variety of measures that show how meeting the EOPSLOs
2. Clinical contract – evergreen – not updated since 2011 – does not have current language – process to keep updated/reviewed on a regular basis
3. Clarify Student vs. Employee role - may not perform skills learned as nursing student while in employee role
4. Faculty minutes – use policy developed for nursing dept.
5. Clarify progression policy and co-requisites
6. Degree plan needs to show at least 30 credit hours of nursing courses (needs to be clear)
7. Syllabi needs to show Grading Criteria – also need to show nursing information /policies, then required school policies
8. Preceptor feedback rubric/form – not evaluation form or same rubric used by faculty
9. Background check – don’t see in Admission policy. If it is required it should be with the Admission criteria.

Recommendations:

1. Nursing faculty job description must have the MSN as a Requirement not under Preferred
2. Recommend re-approval of ADN program for time period consistent with national accreditation.

Requirements for Approval of Practical Nursing Programs

60-2-101 – Requirements for initial approval

Kansas State Board of Nursing

Name of Institution: Allied Health Career Training **Date:** 02/06-02/07/2024

Type of Program: LPN

Visitors: Patty Palmietto, DNP, MSN, RN – KSBN Education Committee member; Janelle 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		Allied Health Career Training, LLC 1217 W. Douglas Wichita, KS 67213 877-376-8593
	• Name & title of administrator of same	Report	X		Connor Powell, CEO/Co-owner Dianne Powell, ADN, RN, BS, LNHA, Director of Education /CO-Owner
	• Relevant contact information	Report	X		connor@alliedhealthcareertraining.com dianne@alliedhealthcareertraining.com
	• 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		Allied Health Career Training, LLC is a privately owned, post-secondary technical training center specializing in healthcare-related career paths. AHCT has been in business for 12 years.
	• Copy of current school bulletin or catalog	On site	X		Exhibit H – Student Handbook with Course Catalog and Enrollment Agreement (9/2023). Does not include PN at this time.

60-2-101 (a) (2)	• Name of administrator of nursing education program	Report	X		Pg. 1 - Danielle Kauffman, MSN, APRN
	• Title of administrator	Report	X		Initial app: pg. 1 - Practical Nurse Program Administrator; pg. 64 – LPN Program Administrator Onsite: student handbook shows title as “PN Program Chair” and not administrator. Title needs to be consistent with job description.
	• Credentials of administrator	Report	X		Pg. 64 - Exhibit E – Faculty table Nursing Administrator has an MSN, APRN, FNP-BC Pg. 65 – resume for Danielle Kauffman AAS nursing – 2007 BSN – 2014 MSN-FNP – 2018
	• Authority and responsibility for administering nursing education program is vested in the nurse administrator	Job Description		X	Nurse Administrator job description is not clear in how it meets this regulatory requirement. No requirement for teaching or administrative experience per regulation definition. It shows responsibility as “approver and overseer.” Shows no budget responsibility. PA listed as faculty but no responsibility for teaching is in job description. Onsite: PN program administrator is not FT in this role and intends to be part-time in this position. Has FT employment outside of AHCT.
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	Report			Student handbook and catalog show KSBN as having given approval to AHCT. These are drafts and will not be used until actual approval is given. AHCT is not currently accredited by any

	agency that is approved by the United States Department of Education.		X		USDOE agency. In process of approval with KSBN. Has approval from KDADS and KBOR.																																			
Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision																																			
Nursing Program 60-2-101 (b)	The following shall be included in the application:	Report																																						
	<ul style="list-style-type: none">Course of study (1)	Report	X		Practical Nurse program																																			
	<ul style="list-style-type: none">Credential to be conferred (1)	Report	X		Certificate of Completion																																			
	<ul style="list-style-type: none">Proposed curriculum with total number of hours of both theory and clinical instruction. Give clock to credit hour ratio (include clock and credit hours for each course) (8)	Report		X	Proposed plan for PN: report pg. 9-12 Course – 44 weeks Course hours – 810.5 Credit hours – 31 (this is based on 15 clock hrs. per credit hour for every course whether theory or clinical. Assignment of credit hours seems inconsistent with KBOR expectations and inconsistent in general. Limited clinical hours (120 hrs. of the 810 contact hrs. in proposed program) <table><tr><td>Course</td><td>Credit hrs.</td><td>Clock hrs.</td></tr><tr><td>Foundations of Nursing</td><td>4</td><td>102</td></tr><tr><td>Foundations Clinical</td><td>2</td><td>30</td></tr><tr><td>Pharm & Safe Med Admin</td><td>2</td><td>77.5</td></tr><tr><td>Care of Aging Adult</td><td>2</td><td>93</td></tr><tr><td>Nursing Care of Adults I</td><td>5</td><td>97</td></tr><tr><td>NCA I Clinical</td><td>2</td><td>30</td></tr><tr><td>Mental Health</td><td>2</td><td>87</td></tr><tr><td colspan="3">(includes 14 hours of clinical)</td></tr><tr><td>Mat-Child</td><td>2</td><td>57</td></tr><tr><td>Mat-Child Clinical</td><td>1</td><td>16</td></tr><tr><td>NCA II</td><td>5</td><td>116</td></tr></table>	Course	Credit hrs.	Clock hrs.	Foundations of Nursing	4	102	Foundations Clinical	2	30	Pharm & Safe Med Admin	2	77.5	Care of Aging Adult	2	93	Nursing Care of Adults I	5	97	NCA I Clinical	2	30	Mental Health	2	87	(includes 14 hours of clinical)			Mat-Child	2	57	Mat-Child Clinical	1	16	NCA II	5
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					NCA II Clinical 2 30 Leadership 2 43 All syllabi included in application are taken Ver Batum from the KBOR website for PN core curriculum*. This curriculum was last revised/updated in 2018. There is no tie from core curriculum to planned resources with Elsevier for this specific program. *Has course description with course and unit objectives.
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 PN program	Report (table)		X	Report pg. 15 – 63 – KBOR core curriculum Table pg. 12 of application – only includes 4 of 14 nursing courses/prereqs
	<ul style="list-style-type: none"> Aspects of safe, effective care environment, including the management of care, safety, and infection control 		X		Initial application pg. 12 Foundations of Nursing & Foundations Clinical
	<ul style="list-style-type: none"> Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease 		X		Initial application pg. 12 Human Growth & Development Foundations – theory and clinical
	<ul style="list-style-type: none"> Psychosocial integrity, including coping, adaptation, and psychosocial adaptation and 		X		Initial application pg. 12* Human G&D Foundations of Nursing & clinical Care of Aging Adults
	<ul style="list-style-type: none"> Physiological integrity, including basic care and 		X		Initial application pg. 12

	comfort, pharmacology, parenteral therapies, reduction or risk potential, and physiological adaptation				Human G&D Foundations of Nursing & clinical Care of Aging Adults
Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Faculty 60-2-101 (b) (9)	Number, qualifications, and assignments of faculty members (include academic credentials, area of clinical expertise) (9)	Report (table)	X	More than 2 would need Hire exceptions to teach	1) Danielle Kauffman, MSN, APRN, FNP-BC – ER, med-surg, cardiac, clinic 2) Dianne Powell, ADN, RN, BS, LNHA – public health, hospice, LTC 3) Sarah Moser, ADN, RN (current BSN student) – oncology, M/S, LTC, home health, hospice 4) Fiona Harper, BSN, RN – behavioral health, older adult 5) Jaime Oliphant, BSN, RN – LTC, ER, surgery, L&D Onsite: Have hired a Lead PN instructor – Lauren Perdue, ADN, RN – will need hire exception to teach *Also have 2 other new faculty listed: 1) Tasha Vela, BSN, LNHA – not sure if BS is in nursing 2) Jacqueline Wright, APRN
Clinical Resources 60-2-101 (b) (15-16)	<ul style="list-style-type: none"> Name of each hospital and affiliating agency providing facilities for clinical experience must be licensed or approved by appropriate entities 	List in Report	X		Report, pg. 79 Ascension Via Christi hospitals - acute HealthCore Clinic Catholic Care Center - LTC St. Veronica – MH Patterson Health Center – CAH NMC Health – acute William Newton Hospital – CAH
	<ul style="list-style-type: none"> signed contracts or letters 		X		Signed contracts for 6 facilities with one

	from clinical facilities stating they will provide clinical experiences for students			X	<p>pending.</p> <p>Several contracts show responsibility for pt care and adequate staffing under "Both parties agree to". This should be a facility responsibility?</p>
Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Initial Survey - Application for Approval 60-2-101 (c) (1)	<p>The following shall be available:</p> <ul style="list-style-type: none"> Interviews with administrators, prospective faculty, prospective students, clinical facility representatives, and support services personnel 	Interviews	X		<p>See Interview list at end of report.</p> <p>*Met with Administrators/Support services who shared the information on the budget, what the students get at orientation-acceptance (backpacks, computers, scrubs, t-shirts).</p> <p>*Met with 5 prospective students who agreed that they felt at home at Allied since they did CNA, CMA, and Phlebotomy courses there. They feel there is support for success. They like the small class size, and the times are flexible. Students are aware that coursework would not be able to be transferred to some other colleges if they decided to go on.</p> <p>*Met with 9 representatives from clinical sites. Most of the sites are also allowing clinicals from local schools of nursing which does limit the number of students that are allowed in. Most had a range of 4-6 with a couple allowing up to 8 at certain times of the year. Almost all of the sites currently deal with the CNA's and CMAs from Allied. Almost all the sites are currently hiring LPN's. All sites have orientation to the</p>

					<p>facility and the computer system that resemble new hire orientation.</p> <p>*Met with some of the new advisory board members. There have been no meetings to date and meeting expectations have not been set.</p>
	<ul style="list-style-type: none"> minutes of faculty meetings 	Exhibit	X		<p>Initial meeting minutes were provided when trying to determine faculty /administrator involvement in curriculum development. Minutes are minimal for information and not clear on actions for follow up and who is responsible.</p>
	<ul style="list-style-type: none"> admissions material 	On-Site	X		<p>All admission is online including the registration, the scoring model, interview questions and essay questions. Planning to do Admission through Canvas with documents submitted through this platform as well. May need to check that documents that are sensitive will be secure.</p>
	<ul style="list-style-type: none"> describe any admission testing 	On-Site	X		<p>Plan to give HESI A2 exam. No benchmark set for score. No admission requirement for scoring. Why is exam being given? Mentioned using this exam to determine English language proficiency but no mention of how this will occur and what will determine proficiency.</p>
	<ul style="list-style-type: none"> faculty and student handbooks 	On-Site	X		<p>Both online and in print. Students applying for the program can see all handbooks. Handbook currently includes the core curriculum alignment with all course and unit objectives but no plan for course content with planned Elsevier curriculum.</p>
	<ul style="list-style-type: none"> policies and procedures 	On-Site		X	<p>Handbook provided. Need to have application requirements the same online as it is in the policy handbook.</p> <p>No testing policy? Transfer policy?</p>

	<ul style="list-style-type: none"> curriculum materials 	On-Site		X	<p>Unconventional curriculum layout. Curriculum developed primarily by Elsevier. The syllabus provided is the KBOR Alignment requirements from KBOR website with syllabus printed at the top. No course calendar, grade scale, grading criteria or methods of evaluation. Seemingly high stakes testing with very few tests in a short period of learning time.</p> <p>Gives percentages for grading as 40% didactic, 40% skills/lab/simulation and 20% clinical for all courses; however, some courses are only clinical or only didactic.</p>
	<ul style="list-style-type: none"> Plan for Nursing program evaluation 	On-site		X	None provided.
	<ul style="list-style-type: none"> copy of the nursing education program's budget 	On-Site	X		Provided with a copy of both nurses and institution budget as well as a 3-year plan for nursing budget.
	<ul style="list-style-type: none"> affiliating agency contractual agreements 	On-Site	X		There are 9 signed contracts. May still be an issue with the pt care responsibility and responsibility for adequate staffing in the contracts.
	<p>Inspect the following:</p> <ul style="list-style-type: none"> nursing education facilities including classrooms, laboratory, offices, student record storage 	Tour	X		<p>Students' records are totally digital. There are 4 classrooms, a simulation lab and room for skills lab. Space has been allocated (but not completed) for the Lead instructor's office. No other faculty offices. All classrooms have technology and can easily hold at least 20 students. No office for the Program Administrator – the current plan is that she will be there 1 day per week.</p>
60-2-101 (C)(2)	<ul style="list-style-type: none"> library facilities 	On-Site/Online	X		Library resources are all digital
	<ul style="list-style-type: none"> satellite program facilities 	N/A			N/A

Onsite Interviews:

Administration/Support Services:

- Dianne Powell-Director of Education, Co-Owner
- Conner Powell-CEO, Co-Owner
- Lisa Morse-Operations Director, Human Resources, Compliance
- Mason Powell-IT Director
- Danielle Kauffman, APRN – PN Program Administrator

Faculty/Potential faculty:

- Lauren Perdue, ADN, RN - Lead FT PN faculty
- Fiona Harper, BSN, RN – Adjunct for PN – primarily in BH/MH
- Tasha Vela, BSN, LNHA – working on MSN – currently working on scheduling/skills for other programs.

Clinical Representatives:

- Jane Njagi - Director of Nursing, Larksfield
- Crissa Cox - Director of ED and Trauma, Patterson Health Center
- Jennifer Fernandez - Clinical Educator, ICU Educator NMC Health, Newton
- Tiffany Poyner-Student Coordinator Ascension
- Laci McCartney-Director of Nursing, Family Health & Rehab Nursing Center
- Brenda Davis - Director of Nursing, Catholic Care Center
- Katie Morton - Director of Clinical Professional Development-Ascension Via Christi
- Tiffany Poyner – Student Coordinator, AVC
- Melanie Burnett - Clinical Educator, William Newton in Winfield
- Davna Gold – HealthCore Clinic, Communications Officer

Advisory Board:

- Kimberly Dispensa, LPN Kansas Christian Home-Newton, KS
- Janet Joseph, Director of Clinical Services, Via Christi (also clinical instructor with Allied Health)
- Davna Gould-Healthcorp

Strengths

1. Serve a diverse population of students. Those who have attended programs at AHCT are very complimentary of other programs.
2. Have large variety of clinical contracts already signed for group of 20 students.

Opportunities:

1. Policy & Procedure Manual – needs more definition. Many of the policies are vague and will not be clear to students. Policies missing.
 - a. Admission policy / Transfer policy – clarify the 75%. If you are bringing in courses for transfer it could be a different grading scale. Is a “C” acceptable if the range for C is 70-79?
 - b. HESI A2 test – required to take for entrance but no cut-off score for entry. Why is test being utilized?
 - c. Due dates for background check and immunizations. It states that school does not require the immunizations, but you will know what the clinical sites require prior to their start – shouldn’t these be included in requirements?
 - d. Readmission policy – make sure it addresses those who were admitted prior to policy or curricular changes. Will they be admitted under new policies/curriculum or allowed to continue with previous?
2. Clarify title and job responsibilities for PN Program Director – be consistent in use of title.

3. Currently not good clarification of roles and responsibilities for PN program. Owner/Education Director is currently functioning as the program administrator and does not have KSBN qualifications. Program Administrator job description needs clarification and need to add KSBN requirements to the description.
4. Syllabi need more development. Currently they do not meet readiness standards. The syllabi provided are the core curriculum outlines from KBOR website that were last revised in 2018. Multiple course and unit objectives with no evaluation criteria, grading scales, etc. Curriculum is not clear and resources are not tied to syllabi.
5. Credit hours may need better definition. What does KBOR recommend for credit to contact hour ratios? Be consistent. If 15 contact hours per credit hour is your definition then apply consistently. Since program is a flat rate for all courses, and not a per credit hour rate, then the definition is up to the school but it needs to be clear.
6. Clarify how PN program administrator time will be evaluated to demonstrate that all functions required of the program administrator are being met with a part-time schedule. What is chain of command when not available?
7. Contracts may need further clarification to delineate the responsibility for patient care and adequate staffing to the facility and not a shared responsibility with the school.

Recommendations: prior to approval to admit –

1. Revise PN Program Administrator job description to include all KSBN required functions (KAR 60-1-104 (s))
2. Develop plan for program evaluation [KAR 60-2-101 (c) (1) (H)]
3. Develop appropriate syllabi for each course offered with clear grading and evaluation criteria.
4. Develop / clarify all required student policies [KAR 60-2-107]
5. Curriculum needs more clarification. How do the current syllabi (alignment) tie to curriculum resources being planned? What readings, assignments, activities will be tied to objectives and how will they be evaluated? Need to resubmit the course syllabi with required information.

**Documentation for Re-Approval of RN Nursing
Programs in Kansas
KAR 60-1-104; 60-2-102 through 60-2-107**

Program: Butler Community College - ADN **Date(s):** February 13-15, 2024

Last KSBN Visit: Feb. 2016 **Accrediting Agency& Date of Last Visit:** ACEN Feb. 2016

Visitors: Dr. Ruth L.M. Burkhart, DNP, MSN, MA, RN-BC, LPCC – KSBN Board member; Janelle Martin, MHSA, RN
– KSBN Education Compliance Officer

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program (KAR 60-2-102)					
Description of legal body responsible for policy and support of the program and/or home institution Accreditation Self-Study report = SSR KSBN SS = KSBN Virtual Resource Room = VRR	Address of the institution	Self-Study VRR	X		SSR pg. 3 901 South Haverhill Road El Dorado, KS 67042
	Names of primary administrative officials	Self-Study	X		SSR pg. 3 President – Dr. Kimberly Krull VP Academics – (Interim) Dr. Phil Speary and Dr. Heather Rinkenbaugh VP Finance – Kent Williams VP Student Services – Bill Rinkenbaugh VP Digital Transformation/CIO – Bill Young Dean of Health, Education & Public Services (HEP) – Dr. Julio Guerrero
	Organizational chart for the institution	Self-Study	X		VRR – org chart reviewed
	Current contact information	Self-Study	X		SSR pg. 3 Janet Schueller, MSN, RN Assoc. Dean HEP, Nursing Program Director 316-322-3366 jschueller@butlercc.edu
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site VRR	X		Reviewed. No significant findings.
	Copy of school's current catalog	Self-Study VRR	X		Currents 2023-24 Butler catalog available on website Butler web site

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Description of nursing program	Organizational chart for nursing program	Self-Study VRR	X		VRR – reviewed DON has responsibility for faculty and reports to the Dean of HEP >VP Academics> President
	Number of faculty	Self-Study VRR	X		SSR pg. 42-43 16 FT faculty - 13 MSN, 1 MS, and 2 on degree plans 19 adjuncts currently – 13 MSN, 5 BSN on hire exceptions and 1 ADN on hire exception.
	Number of non-teaching staff	Self-Study	X		SSR pg. 46 There are currently no non-teaching faculty. 1 FT Admin Assistant 1 FT Computer Support Technician (shared w/ IT but onsite in nursing dept.)
	Number of students admitted per year	Self-Study	X		SSR pg. 42-43 Butler approved for 56 students admitted twice a year for 1 st level at the El Dorado campus; and up to 8 students every fall at the Winfield campus) Approved for an additional 16 adv standing students for level 2 admitted twice a year. Max 112 annually for 1 st level And max 144 annually at 2 nd level. 2023 enrollment: El Dorado – 182 students Adv Standing – 49 students Winfield – 6 students Total = 237 students (max 256)
Nursing Program Administrators, Faculty & Preceptors (KAR 60-1-104; 60-2-102 & 103; 60-1-104)					
Nursing Program Administrator	Name and credentials	Self-Study	X		SSR pg. 3-4 Janet Schueller, MSN, RN
	Qualifications	Self-Study	X		SSR pg. 16-17 Nursing faculty for over 20 years and was Curricular Chair for 9 years; was an Interim Director twice for this program and was name FT Assoc. Dean HEP 5/1/22
	Responsibilities	Self-Study	X		SSR pg. 17-22 Responsible for nursing and Allied Health programs

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Faculty selection and input into program Nursing Faculty Handbook = NFHB Faculty Handbook for college = FHB	Teaching responsibilities	Self-study	X		SSR pg. 17-18 Does not have assigned teaching responsibilities.
	Faculty organizational by-laws	Self-Study VRR	X		SSR pg.47 Employee Handbook, pg. 138
	Faculty job description	Self-Study VRR	X		SSR pg. 23-27; 35-47 Two types of job descriptions – one is part of Master Agreement and is maintained by HR (general job description). The second job description is more detailed and specific to the different roles in the nursing dept.
	Faculty selection process	Self-Study	X		SSR pg. 35-47 Procedure found in Butler CC Employee Handbook. Selected according to college-wide new faculty screening and hiring checklists.
	Faculty orientation plan	Self-Study	X		SSR pg.48 Faculty Orientation policy All FT faculty complete the Butler CC New Faculty Institute. Adjuncts complete an Adjunct Faculty Orientation.
	Faculty handbook	Onsite or VRR	X		SSR pg. Electronic handbook – accessible in Sharepoint for all nursing faculty
	General faculty meeting minutes for last 3 years	On-site or VRR	X		Minutes reviewed. Students represented. In more recent minutes can see connections back to evaluation plan.
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study VRR	X		Faculty table in VRR; all required information was present on the table
	FT or PT (use FTE)	Self-Study	X		OK
	Academic Credentials	Self-Study	X		OK
	Institution granting degree	Self-Study	X		OK
	Area of clinical expertise	Self-Study	X		OK
	Area(s) of assignment	Self-Study	X		OK
	Licensure	Self-Study	X		OK – eNotify used by nursing dept. to track all faculty
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		2 FT faculty on degree plans and current on plans

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	List all faculty hire exceptions including course hired to teach	Self-Study	X		6 hire exceptions for Adjunct faculty – 5 BSN, 1 ADN
	Faculty file review	On-site or VRR	X		10 FT / 10 Adjunct files reviewed – required info present in all files.
Preceptor qualifications and information (for current semester) – RN only Nursing Student Handbook = NSHB College Student Handbook = SHB	Preceptor criteria & selection	Self-Study or VRR	X		SSR pg. 59-60 Preceptor information
	Preceptor job description	Self-Study	X		
	Identified roles of preceptors, faculty, and students	Self-Study	X		Preceptor packet
	Preceptor orientation materials	Self-Study	X		Lead faculty do orientation for preceptors – includes selection, orientation to the role and preceptor evaluation of the experience. Also act as mentors to preceptors.
	Preceptor signatures showing date orientation completed	Self-Study/On-site	X		VRR – records of preceptors with appropriate info
	Name of preceptor and course with Prefix & number (ex: NURS 1011)	Self-Study	X		VRR – records of preceptors with appropriate info
	Preceptor State of license & License number	Self-Study	X		ok
	Methods of contact between faculty & preceptor	Self-Study	X		SRR pg. 59-60 Lead faculty monitors experiences for their level; does onsite visits with a min. of 2-3 visits during Synthesis course.
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following College/Academic catalog = CC Nursing Student Handbook = NSHB College Student Handbook = SHB	Admission of generic, transfer, and articulation students	Self-Study VRR	X		ACEN SSR Page 61-68 VRR Butler's Institutional and Nursing Handbooks, Butler Student Handbook, Nursing Student Handbook Butler web site CC: Nursing Selective Admissions NHSB: pg 20-28
	Degree plan for each degree being granted	Self-Study	X		ACEN SSR Page 63-64, 109 VRR Butler's Institutional and Nursing Handbooks, Course Catalog Butler web site CC: Programs of Study, Nursing (AAS) CC: Majors & Degrees NHSB: pg 14

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Oral and written English proficiency	Self-Study	X		KSBN supplement pg. 5 CC: Specific admission qualifications International students (TOFL) <u>Admission requirements for international students</u>
	Readmission	Self-Study	X		SSR pg. 61-68 CC: Veterans & Military re-admissions; Returning students checklist NHSB: pg 26
	Progression	Self-Study	X		SSR pg. 61-68 NHSB: pg 26
	Counseling & guidance	Self-Study	X		KSBN supplement pg. 6-7 CC: Butler Care Team CC: College Health & Counseling SHB: pg 32
	Student role versus employee role	Self-Study	X		NHSB: pg 26, 32, 34
	Representation on faculty governance	Self-Study	X		SSR pg. 12 Student interview: consistent with student representation plan, Pres & VP for each level as liaisons to nursing program
	Graduation	Self-Study	X		CC: Degree & Graduation requirements NHSB: pg 40
	Refund policies governing all fees and tuition paid by students	Self-Study	X		KSBN sup pg. 7-8 CC: Financial Aid Process, Withdrawing CC: Enrollment & Academic Information, Student Tuition and Fee Refund Policy
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		KSBN sup pg. 8-10 NHSB: Ethics for Nurses/ANA Code of Ethics, p 37 SHB, pp 4-5, Student Code of Conduct
	Information to any student who may be subject to licensure disqualification under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study	X		CC: Nursing Program Selective Admissions NHSB: pg 18
	Student Handbook	On-site or VRR	X		Butler Student Handbook Nursing Student Handbook
Student support services	Description of student safety measures	Self-Study	X		KSBN sup pg. 10-11 CC: Butler Care Team SHB: pg 4 Student Expectations NHSB: pg 36 Faculty interview: training for faculty, proactive stance, campus resources in training and to assist Support services interview

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		KSBN sup pg. 11-12 CC: College Health Center & Counseling available on campus; interview with students – aware of resource and utilize Butler CC has on campus Health Services that supports students and staff – health education, disease prevention, health promotion, health screenings, assessment, treatment, and referrals for accidental injuries. Winfield students can come to El Dorado or Andover campuses for services. <u>College Health Services</u>
Student records	Review student files	On-site or VRR	X		Reviewed 20% current student files (2) TEAS missing – clarified with Program Administrator one missing due to transfer & accepting TEAS score
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	On-Site or VRR	X		Reviewed multi-modality assignments – concept maps, various written assignments, discussion boards – all levels
Curriculum 60-2-102, 60-2-104, & 60-2-105					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include: Nursing Student Handbook = NSHB College Student Handbook = SHB Nursing Faculty Handbook= NFHB	Required non-nursing courses	Self-Study	X		Eng Comp I – 3 Eng Comp II or Public Speaking - 3 Gen Psych – 3 A&P – 5 College algebra – 3 Pathophysiology – 4 Dev Psych – 3 Therapeutic nutrition – 3 Microbiology – 5 Total non-nursing credit hrs = 32 NSHB: pp 13-14 College catalog > Programs of study> Health Sciences> Nursing (AAS)
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X		ACEN SSR pp. 106-113, 122-124
	Credit hours for each non-nursing course	Self-Study	X		NSHB: p 18 ACEN SSR p 106 – total 32 non-nursing credit hours

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments																											
	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		VRR – Syllabi specifies Cr hours NR 101 Health Assessment – 3 cr hrs NR 116 Professional Nursing – 1 cr hr NR 102 Pt Centered Care I (Fndtns) - 4 NR 161 Pharmacology I – 1 cr hr NR 122 Pt Centered Care II – 7 cr hrs NR 262 Pharm II – 2 cr hrs NR 117 Prof Nursing II – 1 cr hr NR 243 Pt Centered Care III – 7 cr hrs NR 263 Pharm III – 1 cr hr NR 218 Prof Nursing III – 1 cr hr NR 244 Pt Centered Care – 5 cr hrs NR 246 Concept Synthesis – 4 cr hrs TOTAL = 37 cr hrs nursing ACEN SSR p 106 (ratios) ACEN SSR Table 4.6.2, pp 107-108																											
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study VRR	X		ACEN SSR Page 108-113 *Concept based curriculum Table 4.6.2 <table><tr><td><u>Class</u></td><td><u>Theory</u></td><td><u>Clinical</u></td></tr><tr><td></td><td>Credit/Clock</td><td>Credit/Clock</td></tr><tr><td>hrs</td><td></td><td></td></tr><tr><td>NR 101 Health Assmnt</td><td>2.5/40</td><td>0.5/24</td></tr><tr><td>NR 102 PCC I</td><td>3/48</td><td>1/48</td></tr><tr><td>NR 122 PCC II</td><td>4/64</td><td>3/144</td></tr><tr><td>NR 243 PCC III</td><td>4/64</td><td>3/144</td></tr><tr><td>NR 244 PCC IV</td><td>3/48</td><td>2/96</td></tr><tr><td>NR 246 Concept Syn</td><td>2/32</td><td>2/96</td></tr></table>	<u>Class</u>	<u>Theory</u>	<u>Clinical</u>		Credit/Clock	Credit/Clock	hrs			NR 101 Health Assmnt	2.5/40	0.5/24	NR 102 PCC I	3/48	1/48	NR 122 PCC II	4/64	3/144	NR 243 PCC III	4/64	3/144	NR 244 PCC IV	3/48	2/96	NR 246 Concept Syn	2/32	2/96
<u>Class</u>	<u>Theory</u>	<u>Clinical</u>																														
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NR 243 PCC III	4/64	3/144																														
NR 244 PCC IV	3/48	2/96																														
NR 246 Concept Syn	2/32	2/96																														
	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		ACEN SSR Table 4.6.2, pp 107-108 Indicates no planned observation for any clinical course. Interview with clinical faculty at VA site - have minimal observation opportunities for substance abuse services unit																											
	List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours per course).	Self-Study	X		ACEN SSR Table 4.6.2, pp 107-108 NR 102 8/48 = 17% NR 122 12/144 = 10% NR 243 11/144 = 10% NR 244 8/96 = 8% NR 246 4/88 = 5%																											
	List all preceptor hours for each relevant course. (cannot exceed 20% of total clinical hours/nursing program excluding capstone course)	Self-Study	X		ACEN SSR Table 4.6.2, pp 107-108 Only students who have 2 nd semester clinical at Susan B. Allen Memorial Hospital in El Dorado have dedicated																											

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					preceptors for 16 hrs at the health dept. (peds clinical). This is 7% of total clinical hours at first level.
	Testing process with test analysis and the written test procedure	Self-Study	X		ACEN SSR p. 121-124 Faculty write own test questions in ExamSoft, which provides KR reliability Faculty have review session with students after exam. If student has cited resource to justify another answer as correct, faculty will review and give credit for that answer
	Number of students per class	Self-Study	X		KSBN Supplement, pp 13-14 Max of 56 per cohort for year 1 (includes those admitted to both El Dorado and Winfield sites) and up to 72 per cohort for Year 2 (includes up to 16 adv standing students who are LPNs). *Winfield admits only in the Fall and is approved for up to (8) students/cohort. Average ratio is 1:20 for faculty to students. SSR pg. 42 – clinical ratio is 1:8
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study or VRR	X		Clinical Rotation Schedules – maximum of (8) students per group ACEN SSR Table 2.1.3 Faculty to student ratio for different settings, p. 42
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		ACEN SSR pp. 104-106 NSHB: pp 12, 22
	Art and science of nursing	Self-Study	X		ACEN SSR p.106-108, Table 4.5.2
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		ACEN SSR Page 96-99 Table 4.3.2 Examples of How SLOs Direct the Lesson Plan for the CBC (one example) KSBN Supplement to ACEN SSR Table 3 pp.16-21
Curriculum Table: Identify the nursing and non-	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study VRR	X		KSBN Supplement to ACEN SSR Table 4 pp.21-26 NR 102, 116, 161, 122, 262, 117, 243, 218, 263, 244, 246

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
nursing courses that contribute to the students' learning for these outcomes:					Eng 101, pathophys, college algebra, microbiology
For Registered Nurse (professional) Program:	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		KSBN Supplement to ACEN SSR Table 4 pp. 21-26 NR 101, 102, 122, 243, 218, 244, 246 A&P, microbio, dev psych, nutrition
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		KSBN Supplement to ACEN SSR Table 4 pp. 21-26 NR 102, 116, 243, 218, 244 Eng Comp I-II, gen psych, dev psych
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		KSBN Supplement to ACEN SSR Table 4 pp. 21-26 NR 101, 116, 161, 122, 117, 262, 243, 218, 263, 244, 246 Pathophys, A&P, microbio, nutrition
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	X		ACEN SSR pp. 88-96 Table 4.1.2 in the ACEN Repository Folder for Supporting Evidence, Standard 4: Curriculum illustrates how END-OF-PROGRAM SLOs are mapped to the core organizers, national standards, guidelines and competencies VRR Standard 4 Curriculum, Table 4.1.1 and Table 4.2.1; Standard 5 Outcomes, Table 5.1.2
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	X		KSBN Supplement to ACEN SSR Table 5, p. 27-32 Table lists changes to CBC that were approved by faculty after a year long Gap analysis process. All changes listed in table by course and semester.
Educational Facilities (KAR 60-2-106)					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	X		ACEN SSR pp. 31-35 On-Site
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		ACEN SSR pp. 31-35 On-Site

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Secure space for student records	Self-Study & On-Site	X		ACEN SSR p 35, 69-70 On-site review, locked cabinet inside locked office Transitioning to electronic records Student health records secured at Student Health Center
	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		ACEN SSR p. 73-82 FT Nursing IT staff, covers satellite sites Student interviews at Winfield and El Dorado – tech resources are viewed as “great” and IT staff very helpful
	Satellite program facilities Butler of Winfield 1406 8th Ave, Winfield, KS 67156 Branch Campus Traditional nursing program 45 miles from El Dorado campus	Self-study	X		ACEN SSR p. 31, 72-73, 92 On-site visit – Winfield Large classroom with large screen front of classroom; large skills lab; SIM lab 3 rd semester at El Dorado campus, but plan is build SIM lab at William Newton Hospital in Winfield, cooperative arrangement with Southwestern College, Cowley County CC, Hospital, and BCC. Faculty hired to be Winfield site coordinator. Also have adjunct faculty for Winfield clinicals.
	Other points of interest		n/a		
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		ACEN SSR Page 75-80 On-Site, See Agenda Librarian very proactive and goes to meet with nursing students. Virtual librarian available during business hours. Did survey in 2022 to ask students about adequacy of resources

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Clinical Resources (KAR 60-2-105)					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site or VRR	X		On-site/VRR Table 4.9.1 Clinical Affiliate Sites (35) Reviewed 8 current contracts all signed and dated. Contracts are electronic and kept in secure file.
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		ACEN SSR pp. 114-117 Large list of affiliates, diverse, various communities including large hospitals in Wichita
	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		ACEN SSR pp. 118-121 Most agencies have an education contact that work with all nursing programs to fulfill contracts and provide space. Butler well respected and have a variety of clinical opportunities.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		ACEN SSR pp. 118-121 Contracts have appropriate language. VA clinical site tour, discussion with Med-Surg charge nurse, clinical faculty, students
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		On-site tour of VA in Wichita
Administrative Policies & Procedures (KAR 60-2-102, 60-2-103, & 60-2-104)					
Program NCLEX pass rates	NCLEX RN Pass rates for the last 5 (full) years for first time candidates	Self-Study	X		ACEN SSR pp. 140-143 https://www.butlercc.edu/info/200181/nursing/679/accreditation-and-student-achievement-data/2 2019 – 87.3% 2020 – 87.4% 2021 – 79% 2022 – 74.3% 2023 – 88.6%
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		Reviewed with no significant findings
	Budget procedures		X		Chief Nurse Administrator role ACEN SSR pp 21-22

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Advisory Committee	Review Advisory Committee minutes	On-Site or VRR	X		VRR (reviewed) Committee meets biannually – provides input in long range planning, reviews curriculum for relevance and provides feedback regarding the employment needs of the communities. Committee membership is diverse, and minutes reflect active discussion and input from member is utilized by nursing dept.
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See interview list
	General education and required support course faculty	On-Site	X		See interview list
	Support services	On-Site	X		See interview list
	Students	On-Site	X		Met with 27 students (9 were Adv. standing students): 5 - 1 st sem 8 - 2 nd sem 3 - 3 rd sem 11 - 4 th sem
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	X		See interview list
	Staff RN's	On-Site	X		Talked w/ charge nurse at VA – also a preceptor. Extremely complimentary of the Butler CC nursing program. “everyone wants to hire these graduates”. Very positive experiences when hiring BCC alumni.
	Preceptors	On-Site	n/a		No precepted experiences at this time.
	Individuals conducting observational experiences	On-Site	n/a		No observation in current courses
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		ACEN SSR 121 SPE, Criterion 5
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site / VRR	X		Connections between SPE and faculty minutes when data reviewed and discussed. Ex: student evaluations on pharmacology triggered a change in how pharmacology covered in the program. They eliminated

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					the 3 credit hour Pharm course and separated into 3 separate Pharm courses that are paired with Pt. Centered Care courses. Pharm moved to online and is taught in 1 st 8 weeks of semesters 1, 2 and 3 of the nursing program.

On-Site Interviews:

Administration:

- Dr. Kimberly Krull - President
- Dr. Phil Speary and Dr. Heather Rinkenbaugh – Interim VPs, Academics
- Dr. Julio Guerrero – Dean of Health, Education and Public Services
- Shannon Covert – Dean, Math & Science division
- Troy Nordman PhD – Dean, Humanities & Social Sciences
- Valerie Haring, MS – Dean of Arts, Media & Communication
- Jon Craig, PhD – Associate Dean Humanities
- Dr. Peter Linden. PhD, MBA – Dean of Career and Technical Education
- Kent Williams – VP Finance

Support Personnel:

- Andrea Wilcox – HEP Administrative Assistant
- Beth Marteney – Admissions / Lead Advisor for Nursing
- Carmen Bunck – Registrar
- Heather Ward – Director Financial Aid
- Adam Kjellin – HEP Information Technology
- Jaime Sharp, APRN – Director College Health Services
- Shelley Stultz – Human Resources
- Tiffany Rhodes - HR

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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Nursing Service Representatives and Advisory Council Members:

- Jessica Adelhardt –Clinical Affiliations, Wesley Medical Center
- Tiffany Poyner –Clinical Affiliations, Via Christi Ascension Health
- Debbie Marrs – CNO, William Newton Hospital
- Melanie Burnett – Clinical Education, William Newton Hospital
- Jennifer Strecker – CNO, Kansas Heart Hospital
- Dr. Rhonda Williams – RN-BSN program Coordinator, Wichita State University (Advisory only)
- Jenny DeYoung, RN, BSN – Director of Med/Surg, Susan B. Allen Hospital

Nursing Faculty:

- Michele Ridder, BSN, MSN, RN – Faculty 2nd level
- Sabrina Olson, ADN, BSN, MSN, RN – Faculty 1st level
- Katelyn Sherman-Voge, BSN, RN – Clinical Learning Center Coordinator (all levels)
- Amanda Martin, ADN, BSN, MSN – Faculty 1st level
- Joan Hoover, BSN, MS-Ed – Faculty 2nd level
- Lea Atkinson, AA, BSN, MSN – Faculty 1st level
- Selena Walker, ADN – Faculty 1st level
- Kimberly Hubble, MSN – Faculty 2nd level
- Mitchell Taylor, MSN – Faculty 2nd level
- Raven Christian, MSN – Faculty 2nd level
- Linda Gimler, MSN, RN – Faculty, 2nd level
- Catherine Rasmussen, ADN, BSN, MSN- Faculty 2nd level
- Brianna Ainsworth, ADN, BSN, MSN – faculty 2nd level
- Kirsten Coday, BSN, MSN, CNM – faculty, 2nd level
- Sybil Rockhill, BSN (degree plan) – 2nd level faculty
- Joshua Hardy, BSN, MSN – Site Coordinator, Butler of Winfield

Classroom Observation:

NR 122 Patient Centered Care II; Faculty – Kirsten Coday

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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General Education:

- Jim Buchorn, Co-Chair English Department
- Benjamin Bunck – Mathematics
- Susan Forrest – Biology Department
- Cheree Anthony-Encapera – Chair Psychology Department

Strengths:

- Nursing Program Administrator (AD HEP) provides much stability for the program
- Expansion of nursing program to Winfield (in collaboration with Cowley County Community College) to increase access to the nursing program
- Watermark system is an early warning system and helps provide a “safety net” for students
- Feedback from communities of interest is highly favorable for Butler CC nursing graduates
- Nursing department very involved in Inclusion Council and faculty and students very involved in school and program governance and initiatives
- Support for nursing program and the nursing program director from all levels of the college
- General education faculty very connected to the nursing program and have many ways they offer input and get feedback from the nursing program faculty/administrators
- Students chose the program over all others. “I wouldn’t want to be any other place for nursing school.” They feel supported and that they are “set up for success” in the nursing program. Would “absolutely” recommend this program to others

Opportunities:

1. Clear communication with students regarding Concept Based Curriculum and how course and faculty evaluation is done. Also be clear about what CBC is and how it flows from start to finish (esp with Pharm) as they have misconceptions.
2. Some students felt when they brought concerns to faculty that they were met with defensive responses and that they weren’t heard.

Recommendations:

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

**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: January 26, 2024

Name of Program: Cloud County Community College ADN Program

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

Parent Institution: Cloud County Community College

Address of Institution: 2221 Campus Drive

Concordia, KS 66901

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

Briefly describe the
Change being requested: The CCCC Nursing Program would like to propose the following changes.
Total program credit hours remain the same at 67

NR114 Pharmacology II: Remove course from curriculum 2 credit hour course
NR115 Pharmacology III: Remove course from curriculum 2 credit hour course

NR116 Pharmacology for Nurses: Create 4 credit hour course and offer
in face-to-face and hybrid format starting in the 2024-25 academic year.

Teach out current NR114 and NR115 during the fall 2024 semester.

Action Taken

Education Committee Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Nursing Education Compliance Officer Date

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

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

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

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

CLOUD COUNTY COMMUNITY COLLEGE

Concordia Campus

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

Geary County Campus

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

Online & Outreach

1.800.729.5101
www.cloud.edu



January 26, 2024

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

Dear Ms. Martin,

The purpose of this letter is to request Major Curriculum Changes for the Cloud County Community College Associate Degree Nursing Program. The faculty of the ADN program recommended, contributed to, and have approved this request.


The Major Curriculum Change Request Form includes the following with supporting documentation:

1. Remove course NR114 Pharmacology II and NR115 Pharmacology III from plan of study.
2. Create course NR116 Pharmacology for Nurses.
3. Request to offer NR116 Pharmacology for Nurses course in face-to-face and hybrid format.

A document comparing the current courses with the proposed course is included. Proposed implementation of change to be Fall 2024 in the 2024-25 academic year with the next incoming cohort. A teach out of the current curricular sequence occurring in Spring 2023 and Fall 2024. There are no changes in the number of credit hours required for the Associate Degree Nursing Program.


We request permission to present these changes to the Education Committee at the March 2024 meeting. Please contact me if you have any questions or need additional information.

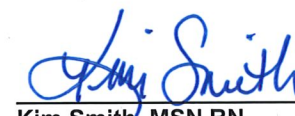
Respectfully,


Stefanie Perret, MSN, RN
Dean of Nursing and Allied Health
sperret@cloud.edu


Sara Beikman, MSN, RN
Nursing Faculty


Kelsey Longfellow, MSN, RN
Nursing Faculty


Jeffrey Metzler, BSN, RN
Nursing Faculty


Kim Smith, MSN, RN
Nursing Faculty

CLOUD COUNTY COMMUNITY COLLEGE

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

Course Number: NR 116
Course Name: Pharmacology for Nurses
Credit Hours: 4 Credit Hours
Placement: First Year
Prerequisites: Completion of:
SC 128 Pathophysiology
(with grade C or higher.)

Course Time: Monday / Wednesday 1300-1500
(Except exam dates – see schedule)

Course Location: TW 100

Course Description: This course focuses on nursing implications associated with pharmacologic therapy for patients from diverse populations across the lifespan experiencing acute and chronic health alterations. Specific prototypes of selected drug classifications provide the framework for understanding the action, use, adverse effects and nursing implications of medications. The nurse's role in drug administration, assessment, and patient education are emphasized.

Course Outcomes (CO)

Upon completion of the course, students will be able to:

1. Describe the pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of selected medications, differentiating between desired effects and adverse reactions. -EPSLO #4
2. Formulate safe and effective evidence-based nursing interventions related to medication administration and management that enhance client centered care. – EPSLO # 4
3. Explain the nurse's scope of practice and professional standards related to medication administration – EPSLO #2
4. Create a health teaching plan related to prescribed medication therapy incorporating personal, genetic, and environmental factors.- EPSLO #6
5. Collaborate with the interprofessional health care team to optimize outcomes for clients with complex health alterations.- EPSLO #3

QSEN Competencies – Patient Centered Care, Teamwork and Collaboration, Evidence Based Practice, Quality Improvement, Safety, Informatics

Cloud County Community College Nursing Program
NR116 Pharmacology for Nurses

Resources: No additional resources are needed as a result of the changes made.

Proposed change:

1. Create Pharmacology for Nurses, a 4-credit hour course by combining content from NR114 Pharmacology II, a 2-credit hour course and NR115 Pharmacology III, a 2-credit hour course.
2. Remove NR114 Pharmacology II and NR 115 Pharmacology III from the ADN curriculum and replace it with NR116 Pharmacology for Nurses.
3. Offer NR116 Pharmacology for Nurses in Face-to-Face and Hybrid format.

Rationale for the change:

The AD Nursing Program at Cloud County Community College implemented a new curriculum in Fall 2017 which included a Generic two-year option that had three pharmacology courses offered over the course of three semesters. In fall 2020, a major curriculum change was implemented to have only two Pharmacology courses each worth 2 credit hours. The course NR114 Pharmacology II was offered in the first year and NR115 Pharmacology III was offered in the second year of the program.

The proposal for this change is based on the College Assessment process, student feedback, course evaluations, and faculty course reflections. The nursing faculty feel that creating one Pharmacology course would be beneficial for students in regard to sequencing, coverage of content, and thorough delivery to both program options. Pharmacological application is included in the Lifespan Nursing courses which maintain currency of information throughout the program.

With the current curricular design Generic Option students take a total of 4 credit hours Pharmacology, while LPN to ADN Option students only have 2 credit hours since they articulate into the curriculum during the second year. By eliminating the two classes and creating one course, the articulation students will receive information on all classes and not just those previously covered in NR115 Pharmacology III.

The addition of the four-credit hour course to the LPN-ADN curriculum will also allow time to cover needed content. With the current design, review of Pharmacology content is briefly covered in the LPN-ADN Bridge course. Students from both program options have requested additional time for review of primary topics including pharmacodynamics, pharmacokinetics, pharmacotherapeutics, and dosage calculations. As the LPN-ADN Bridge course is redesigned the review Pharmacology content will be covered within the four-credit hour Pharmacology course. Thus, the LPN to ADN Bridge course will remain at 1 credit hour but have additional time to focus on other key areas. The total number of credits for both program options will remain the same.

NR116 Pharmacology for Nurses would be available to pre-nursing students as well as those enrolled in the Associate Degree Nursing Program. The request is also to seek approval to offer this class in both face-to-face and hybrid format. Through the challenges which the pandemic presented, knowledge about student learning was gained. Faculty and students both feel that the opportunity for a hybrid approach to this class, in addition to the traditional option, would provide an avenue for student learning. This flexibility would allow the class to be offered every semester.

The number of general education and nursing credit hours for the program option will remain the same see Appendix A.

Current and proposed revision

Course	Current	Proposed for Fall 2024 (change)
Course Name	NR114: Pharmacology II NR115: Pharmacology III	NR115: Pharmacology III
Division	Science Mathematics and Technical Programs	Science Mathematics and Technical Programs
Course Credit and Contact Hours	4 credit hours total <ul style="list-style-type: none"> NR114 Didactic: 2hrs (30 clock hours) NR115 Didactic: 2hrs (30 clock hours) 	4 credit hours <ul style="list-style-type: none"> Didactic: 4hrs (60 clock hours)
Course description	NR114: This course focuses on advanced pharmacologic dose calculations and nursing implications for patients across the lifespan with complex health alterations. NR115: In this course students continue their study of pharmacology and nursing implications across the lifespan. Specific prototypes of selected drug classifications provide the framework for understanding the action, use, adverse effects and nursing implications of medications. The nurse's role in drug administration, assessment, and patient education are emphasized.	NR116: This course focuses on nursing implications associated with pharmacologic therapy for patients across the lifespan experiencing acute and chronic health alterations. Specific prototypes of selected drug classifications provide the framework for understanding the action, use, adverse effects and nursing implications of medications. The nurse's role in drug administration, assessment, and patient education are emphasized.
Prerequisite	NR 128 Pathophysiology & NR 210 LPN to ADN Bridge (or) NR 128 Pathophysiology NR 112 Lifespan Nursing II NR 114 Pharmacology II	NR 128 Pathophysiology
Delivery	These classes are offered in the first & second year of the program face to face.	Offer this class every semester in face-to-face or hybrid format.
Faculty	Sara Beikman MSN, RN Kelsey Longfellow MSN, RN Jeffrey Metzler BSN, RN Kim Smith MSN, RN Stefanie Perret MSN, RN	Sara Beikman MSN, RN Kelsey Longfellow MSN, RN Jeffrey Metzler BSN, RN Kim Smith MSN, RN Stefanie Perret MSN, RN
Instructional Methods	Assessment Technologies, Inc. (ATI) Audio Visual Programs Computer Assisted Learning Lecture-Discussion Online discussion groups Oral and written projects/presentations Required and Recommended Reading Assignments Role Playing	Assessment Technologies, Inc. (ATI) Pharmacology Made Easy 4.0 by ATI Audio Visual Programs Computer Assisted Learning Lecture-Discussion Online discussion groups Oral and written projects/presentations Required and Recommended Reading Assignments

	Self/Peer Evaluation Simulation Small Group Work	Role Playing Self/Peer Evaluation Simulation Small Group Work																																																								
Grading Procedure	<p>Students will receive a grade based on the overall number of points earned as compared to the number of points possible. Students must complete the course with an overall Final Grade of <i>at least</i> 80.00% to pass the course.</p> <p>Grading Scale:</p> <table><tr><td>Percentage</td><td>Grade</td></tr><tr><td>90.00 – 100</td><td>A</td></tr><tr><td>80.00 – 89.99</td><td>B</td></tr><tr><td>70.00 – 79.99</td><td>C</td></tr><tr><td>60.00 – 69.99</td><td>D</td></tr><tr><td>0 – 59.99</td><td>F</td></tr></table> <p>Final Grade Distribution</p> <ul style="list-style-type: none">• 90% - Exams• 10% - Assignments <p>Evaluation Methods:</p> <ol style="list-style-type: none">1. Examinations1. Assignments & projects	Percentage	Grade	90.00 – 100	A	80.00 – 89.99	B	70.00 – 79.99	C	60.00 – 69.99	D	0 – 59.99	F	<p>Students will receive a grade based on the overall number of points earned as compared to the number of points possible. Students must complete the course with an overall Final Grade of <i>at least</i> 80.00% to pass the course.</p> <p>Grading Scale:</p> <table><tr><td>Percentage</td><td>Grade</td></tr><tr><td>90.00 – 100</td><td>A</td></tr><tr><td>80.00 – 89.99</td><td>B</td></tr><tr><td>70.00 – 79.99</td><td>C</td></tr><tr><td>60.00 – 69.99</td><td>D</td></tr><tr><td>0 – 59.99</td><td>F</td></tr></table> <p>Final Grade Distribution</p> <ul style="list-style-type: none">• 90% - Exams• 10% - Assignments <p>Evaluation Methods:</p> <ol style="list-style-type: none">2. Examinations3. Assignments & projects	Percentage	Grade	90.00 – 100	A	80.00 – 89.99	B	70.00 – 79.99	C	60.00 – 69.99	D	0 – 59.99	F																																
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Program Progression	<p>Generic Traditional Option</p> <table><tr><th>Semester</th><th>Course</th><th>Credit Hours</th></tr><tr><td rowspan="4">Fall Semester</td><td>NR 110 Health Assessment for Nurses</td><td>3</td></tr><tr><td>NR 111 Lifespan Nursing I</td><td>6</td></tr><tr><td>NR 128 Pathophysiology</td><td>4</td></tr><tr><td></td><td></td></tr><tr><td rowspan="3">Spring Semester</td><td>NR 112 Lifespan Nursing II</td><td>9</td></tr><tr><td>NR 114 Pharmacology II</td><td>2</td></tr><tr><td></td><td></td></tr><tr><td rowspan="3">Fall Semester</td><td>NR 211 Lifespan Nursing III</td><td>9</td></tr><tr><td>NR 115 Pharmacology III</td><td>2</td></tr><tr><td></td><td></td></tr><tr><td>Spring Semester</td><td>NR 212 Lifespan Nursing IV</td><td>9</td></tr></table>	Semester	Course	Credit Hours	Fall Semester	NR 110 Health Assessment for Nurses	3	NR 111 Lifespan Nursing I	6	NR 128 Pathophysiology	4			Spring Semester	NR 112 Lifespan Nursing II	9	NR 114 Pharmacology II	2			Fall Semester	NR 211 Lifespan Nursing III	9	NR 115 Pharmacology III	2			Spring Semester	NR 212 Lifespan Nursing IV	9	<p>Generic Traditional Option</p> <table><tr><th>Semester</th><th>Course</th><th>Credit Hours</th></tr><tr><td rowspan="4">Fall Semester</td><td>NR 110 Health Assessment for Nurses</td><td>3</td></tr><tr><td>NR 111 Lifespan Nursing I</td><td>6</td></tr><tr><td>NR 128 Pathophysiology</td><td>4</td></tr><tr><td></td><td></td></tr><tr><td rowspan="3">Spring Semester</td><td>NR 112 Lifespan Nursing II</td><td>9</td></tr><tr><td>NR 114 Pharmacology II</td><td>4</td></tr><tr><td></td><td></td></tr><tr><td rowspan="2">Fall Semester</td><td>NR 211 Lifespan Nursing III</td><td>9</td></tr><tr><td></td><td></td></tr><tr><td>Spring Semester</td><td>NR 212 Lifespan Nursing IV</td><td>9</td></tr></table>	Semester	Course	Credit Hours	Fall Semester	NR 110 Health Assessment for Nurses	3	NR 111 Lifespan Nursing I	6	NR 128 Pathophysiology	4			Spring Semester	NR 112 Lifespan Nursing II	9	NR 114 Pharmacology II	4			Fall Semester	NR 211 Lifespan Nursing III	9			Spring Semester	NR 212 Lifespan Nursing IV	9
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Program Progression	LPN to ADN Option			LPN to ADN Option		
	Semester	Course	Credit Hours	Semester	Course	Credit Hours
	Pre-req	Pathophysiology	4	Pre-req	Pathophysiology	4
	Fall Semester	NR 211 Lifespan Nursing III	9	Fall Semester	NR 211 Lifespan Nursing III	9
		NR 115 Pharmacology III	2		NR 116 Pharmacology for Nurses	4
		NR 210 LPN to ADN Bridge	1		NR210 LPN to ADN Bridge	1
	Spring Semester	NR 212 Lifespan Nursing IV	9	Spring Semester	NR 212 Lifespan Nursing IV	9
CO: Course Outcomes	NR114:			NR116:		
	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Formulate health teaching related to medication administration 2. Plan interventions to reduce risk related to medication administration to patients across the lifespan. 3. Collaborate with the interprofessional health care team to optimize outcomes for patients with complex health alterations. <p>NR 115:</p> <p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of selected medications.-EPSLO#4 2. Create a health teaching plan related to prescribed medication therapy incorporating personal, genetic, and environmental factors.- EPSLO#6 3. Plan interventions to reduce risk related to adverse effects of therapy in patients across the lifespan. - EPSLO#4 			<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of selected medications.-EPSLO#4 2. Correlate medication classifications with treatment of acute and chronic health alterations – EPSLO # 4 3. Differentiate between desired pharmacologic effects and adverse reactions – EPSLO #4 4. Explain the nurse's scope of practice and professional standards related to medication administration – EPSLO #2 5. Create a health teaching plan related to prescribed medication therapy incorporating personal, genetic, and environmental factors.- EPSLO#6 6. Plan interventions to reduce risk related to adverse effects of therapy in patients across the lifespan. - EPSLO#4 7. Collaborate with the interprofessional health care team to optimize outcomes for 		

	<p>4. Collaborate with the interprofessional health care team to optimize outcomes for patients with complex health alterations.- EPSLO#3</p>	<p>patients with complex health alterations.- EPSLO#3</p> <p>QSEN Competencies – Patient Centered Care, Teamwork and Collaboration, Evidence Based Practice, Quality Improvement, Safety, Informatics</p>
EPSLO: End of Program Student Learning Outcomes	<p>As prescribed in the A.D.N. Curriculum Alignment – Kansas Board of Regents. Students who complete Associate of Applied Science in Nursing at Cloud County Community College should be able to:</p> <ol style="list-style-type: none"> 1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population. 2. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks. 3. Collaborate with clients and members of the inter-professional health care team to optimize client outcomes. 4. Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidence-based practice. 5. Provide leadership in the management of care to meet client needs using available resources and current technology. 6. Generate teaching and learning processes to promote and maintain health and to reduce risks for global populations. 7. Demonstrate effective communication methods to manage client needs and to interact with other health care team members. 	<p>As prescribed in the A.D.N. Curriculum Alignment – Kansas Board of Regents. Students who complete Associate of Applied Science in Nursing at Cloud County Community College should be able to:</p> <ol style="list-style-type: none"> 1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population. 2. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks. 3. Collaborate with clients and members of the inter-professional health care team to optimize client outcomes. 4. Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidence-based practice. 5. Provide leadership in the management of care to meet client needs using available resources and current technology. 6. Generate teaching and learning processes to promote and maintain health and to reduce risks for global populations. 7. Demonstrate effective communication methods to manage client needs and to interact with other health care team members.
Content	<ul style="list-style-type: none"> • Women's' Health Drugs • Antihypertensive 	<p>Foundational content</p> <ul style="list-style-type: none"> • The nursing process

	<ul style="list-style-type: none"> • Heart Failure Drugs • Coagulation Modifier Drugs • Diuretic Drugs • Fluid & Electrolytes • Antiviral, Antitubercular, Antifungal Drugs • Sedations • Substance Abuse • Polypharm • Antibiotics • Chemotherapeutic Drugs • Biologic and Immune Modifiers • Endocrine • Antidiabetic Drugs <p>Review</p> <ul style="list-style-type: none"> • Dosage calculations • Safe medication administration • The nursing process • Pharmacodynamics • Pharmacokinetics • Pharmacotherapeutics <p>Drugs affecting the Endocrine and Reproductive systems</p> <ul style="list-style-type: none"> • Pituitary Drugs • Adrenal Drugs • Women's Health Drugs • Men's Health Drugs <p>Drugs affecting the Gastrointestinal System and Nutrition</p> <ul style="list-style-type: none"> • Acid-Controlling Drugs • Bowel Disorder Drugs • Antiemetic and Anti-nausea Drugs <p>Drugs affecting the Autonomic Nervous System</p> <ul style="list-style-type: none"> • Adrenergic Drugs • Adrenergic-Blocking Drugs • Cholinergic Drugs • Cholinergic-Blocking Drugs <p>Chemotherapeutic Drugs and Biologic and Immune Modifiers</p> <ul style="list-style-type: none"> • Antineoplastic Drugs • Biologic Response-Modifying and Antirheumatic Drugs • Immunosuppressant Drugs 	<ul style="list-style-type: none"> • Pharmacodynamics • Pharmacokinetics • Pharmacotherapeutics • Dosage calculations • Safe medication administration <p>Goal of Drug Therapy</p> <ul style="list-style-type: none"> • Drug Therapy for Muscle Spasms • Drug Therapy for Seizure Disorders • Drug Therapy That Supports Anesthesia <p>• Drug Therapy for ADHD and Narcolepsy</p> <ul style="list-style-type: none"> • Drug Therapy for Parkinson's Disease • Drugs That Treat Alzheimer's Disease • Drug That Treat Multiple Sclerosis • Drug That Treat Migraine Headaches • Drug Therapy for Anxiety Disorders • Drug Therapy for Bipolar Disorder • Drug Therapy for Schizophrenia • Drug Therapy for Glaucoma • Drug Therapy for Rheumatoid Arthritis • Drug Therapy for Osteoporosis • Drug Therapy for Non-Infectious Lower Respiratory Airflow Disorders • Drug Therapy for Upper Respiratory Disorders • Drug Therapy for Hypertension • Drug Therapy for Heart Failure • Drug Therapy for Coronary Heart Disease • Drug therapy for cardiac dysrhythmias <p>Introduction – Hematopoiesis, Blood Cells, The Clotting Process, Drug Therapy for Hematologic Disorder</p> <ul style="list-style-type: none"> • Drug Therapy for Anemia • Drug Therapy for Bleeding Disorders • Thromboembolic Drugs: Drug Therapy to Prevent and Dissolve • Drug therapy the supports hematopoiesis • Drug Therapy for Peptic Ulcers • Drug Therapy for Nausea • Drug Therapy for Constipation • Drug Therapy for Diarrhea • Drug Therapy for Irritable Bowel Syndrome (IBS)
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	<ul style="list-style-type: none"> • Immunizing Drugs <p>Drugs affecting the Central Nervous System</p> <ul style="list-style-type: none"> • General and Local Anesthetics • Central Nervous System Depressants and Muscle Relaxants • Central Nervous System Stimulants and Related Drugs • Antiepileptic Drugs • Antiparkinson Drugs • Psychotherapeutic Drugs 	<ul style="list-style-type: none"> • Drug Therapy for Inflammatory Bowel Disease • Drugs for the Female Reproductive System • Male Reproductive and Genitourinary Drugs • Drug Therapy for Diabetes Mellitus • Drug Therapy for Thyroid Disorders • Drug Therapy for Hypothalamic Disorders • Drug Therapy for Adrenal Disorders • Drug Therapy to Prevent Disease • Drug Therapy for Cancer • Drug therapy for HIV • Drug Therapy for Pain • Drug Therapy for Inflammation Resistance, <p>Goal of Drug Therapy for Infections</p> <ul style="list-style-type: none"> • Antibacterials • Antimicobacterials • Antiparasitics • Antivirals
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Appendix A

Plan of Study: Nursing

Associate in Applied Science

Current Generic Traditional ADN			Proposed Generic Traditional ADN		
Course Name	Course Number	Credit Hours	Course Name	Course Number	Credit Hours
Required General Education Courses			Required General Education Courses		
<input type="checkbox"/> *Anatomy & Physiology	SC 126	5	<input type="checkbox"/> *Anatomy & Physiology	SC 126	5
<input type="checkbox"/> General Psychology	SS 101	3	<input type="checkbox"/> General Psychology	SS 101	3
<input type="checkbox"/> *Human Growth and Development	SS 105	3	<input type="checkbox"/> *Human Growth and Development	SS 105	3
<input type="checkbox"/> *Intermediate Algebra	MA 110	3	<input type="checkbox"/> *Intermediate Algebra	MA 110	3
<input type="checkbox"/> Pathophysiology	NR 128	4	<input type="checkbox"/> Pathophysiology	NR 128	4
<input type="checkbox"/> *English Composition 1	CM 101	3	<input type="checkbox"/> *English Composition 1	CM 101	3
<input type="checkbox"/> Public Speaking (or) Interpersonal Communications	CM 115 (or)	3	<input type="checkbox"/> Public Speaking (or) Interpersonal Communications	CM 115 (or)	3
<input type="checkbox"/> Humanities general education	CM240	3	<input type="checkbox"/> Humanities general education	CM240	3
Nursing (Semester 2)			Nursing (Semester 2)		
<input type="checkbox"/> Lifespan Nursing I	NR 111	6	<input type="checkbox"/> Lifespan Nursing I	NR 111	6
<input type="checkbox"/> Health Assessment for Nurses	NR 110	3	<input type="checkbox"/> Health Assessment for Nurses	NR 110	3
Nursing (Semester 3)			Nursing (Semester 3)		
<input type="checkbox"/> Lifespan Nursing II	NR 112	9	<input type="checkbox"/> Lifespan Nursing II	NR 112	9
<input type="checkbox"/> Pharmacology II	NR 114	2	<input type="checkbox"/> Pharmacology for Nurses	NR 116	4
Nursing (Semester 4)			Nursing (Semester 4)		
<input type="checkbox"/> Lifespan Nursing III	NR 211	9	<input type="checkbox"/> Lifespan Nursing III	NR 211	9
<input type="checkbox"/> Pharmacology III	NR 115	2			
Nursing (Semester 5)			Nursing (Semester 5)		
<input type="checkbox"/> Lifespan Nursing IV	NR 212	9	<input type="checkbox"/> Lifespan Nursing IV	NR 212	9
Total Credit Hours Required			Total Credit Hours Required		
67			67		

Proposed Generic Traditional Option (5 semester completion plan)									
Semester 1		Semester 2		Semester 3		Semester 4		Semester 5	
SC 126	5	NR 128	4	SS 101	3	CM 115/CM240	3	Humanities	3
MA 110	3	NR 111	6	NR 112	9	NR 211	9	NR 212	9
CM 101	3	NR 110	3	NR 116	4				
SS 105	3								
Total	14		13	Total	16	Total	12	Total	12
Total Program Hours: 67									



Plan of Study: Nursing

Associate in Applied Science

Current Advanced Standing: LPN-ADN			Proposed Advanced Standing: LPN-ADN					
Course Name	Course Number	Credit Hours	Course Name	Course Number	Credit Hours			
Required General Education Courses		27	Required General Education Courses		27			
<input type="checkbox"/> *Anatomy & Physiology	SC 126	5	<input type="checkbox"/> *Anatomy & Physiology	SC 126	5			
<input type="checkbox"/> *General Psychology	SS 101	3	<input type="checkbox"/> *General Psychology	SS 101	3			
<input type="checkbox"/> *Human Growth and Development	SS 105	3	<input type="checkbox"/> *Human Growth and Development	SS 105	3			
<input type="checkbox"/> *Intermediate Algebra	MA 110	3	<input type="checkbox"/> *Intermediate Algebra	MA 110	3			
<input type="checkbox"/> *English Composition 1	CM 101	3	<input type="checkbox"/> *English Composition 1	CM 101	3			
<input type="checkbox"/> *Pathophysiology	NR 128	4	<input type="checkbox"/> *Pathophysiology	NR 128	4			
<input type="checkbox"/> Public Speaking (or) Interpersonal Communications	CM 115	3	<input type="checkbox"/> Public Speaking (or) Interpersonal Communications	CM 115	3			
<input type="checkbox"/> Humanities general education course	(or) CM 240	3	<input type="checkbox"/> Humanities general education course	(or) CM 240	3			
Fall Semester		12	Nursing (Semester 4)		14			
<input type="checkbox"/> LPN-ADN Bridge Course	NR210	1	<input type="checkbox"/> LPN-ADN Bridge Course	NR 210	1			
<input type="checkbox"/> Lifespan Nursing III	NR 211	9	<input type="checkbox"/> Lifespan Nursing III	NR 211	9			
<input type="checkbox"/> Pharmacology III	NR 115	2	<input type="checkbox"/> Pharmacology for Nurses	NR 116	4			
Spring Semester		9	Nursing (Semester 5)		9			
<input type="checkbox"/> Lifespan Nursing IV	NR 212	9	<input type="checkbox"/> Lifespan Nursing IV	NR 212	9			
<input type="checkbox"/> LPN Portfolio Hours		19	<input type="checkbox"/> LPN Portfolio Hours		17			
Total Credit Hours Required		67	Total Credit Hours Required		67			
Proposed Advanced Standing LPN-ADN (semester completion plan)								
Prerequisites Semester 1		LPN Portfolio Semester 2 & 3		Semester 4		Semester 5		
SC 126	5		17		CM 115/CM240	3	Humanities	3
MA 110	3				NR 211	9	NR 212	9
SS 101	3				NR 116	4		
SS 105	3				NR 210	1		
SC 128	4							
CM 101	3							
Total	21		17		Total	15	Total	12
Total Program Hours: 67								


Proposed Cloud CCC Total Program Credits and Sequence for the Generic Traditional Nursing Student

Course Number	Course Name	Total Credit Hours	Theory Credits and Clock Hours	Clinical Credits and Clock Hours
<i>1st Semester</i>				
SC 126	Anatomy and Physiology	5 credit hr	45 hrs (3cr) Lab: 45 hrs (2cr) 1hr:22.5 clock	
CM 101	English Composition I	3 credit hr	45 hrs (3cr)	
MA 110	Intermediate Algebra or above	3 credit hr	45 hrs (3cr)	
SS 105	Human Growth & Development	3 credit hr	45 hrs (3cr)	
Prerequisite Totals:		14 credit hr	180 hrs Lab: 45hrs	
<i>2nd Semester</i>				
NR 128	Pathophysiology	4 credit hr	60 hrs (4cr)	
NR 111	Lifespan Nursing I	6 credit hr	45 hrs (3cr)	135 hrs (3cr)
NR 110	Health Assessment for Nurses	3 credit hr	39 hrs (2.6cr)	18 hrs (0.4cr)
Total:		13 credit hr	144 hrs	153 hrs
<i>3rd Semester</i>				
SS 101	General Psychology	3 credit hr	45 hrs (3cr)	
NR 112	Lifespan Nursing II	9 credit hr	90 hrs (6cr)	135 hrs (3cr)
NR 116	Pharmacology for Nurses	4 credit hr	60 hrs (4cr)	
Total:		16 credit hr	195 hrs	135 hrs
<i>4th Semester</i>				
CM 115 (or) CM 240	Public Speaking or Interpersonal Communication	3 credit hr	45 hrs (3cr)	

NR 211	Lifespan Nursing III	9 credit hr	90 hrs (6cr)	135 hrs (3cr)
Total:		13 credit hr	135 hrs	135 hrs
<i>5th Semester</i>				
	Humanities Course	3 credit hr	45 hrs (3cr)	
NR 212	Lifespan Nursing IV	9 credit hr	90 hrs (6cr)	135 hrs (3cr)
Total:		12 credit hr	135 hrs	135 hrs
Program Totals:		67 credit hr	834 hr	558 hrs

The following table shows progression of the Advanced Standing students (LPNs) throughout the LPN-to-ADN program option.

Proposed Cloud CCC Total Program Credits and Sequence for the LPN-to-AD Nursing Student

Course Number	Course Name	Total Credit Hours	Theory Credits and Clock Hours	Clinical/Lab Credits and Clock Hours
PN Portfolio Credit for licensure		17 credit hr		
<i>Pre-Requisites</i>				
SC 126	Anatomy and Physiology	5 credit hr	45 hrs (3cr) Lab: 45 hrs (2cr) 1hr:22.5 clock	
SS 101	General Psychology	3 credit hr	45 hrs (3cr)	
MA 110	Intermediate Algebra or above	3 credit hr	45 hrs (3cr)	
SS 105	Human Growth & Development	3 credit hr	45 hrs (3cr)	
CM 101	English Composition I	3 credit hr	45 hrs (3cr)	
NR 128	Pathophysiology	4 credit hr	60 hrs (4cr)	
Prerequisite Totals:		21 credit hr	285 hrs	
<i>Join the Generic Traditional Student progression in the 4th and 5th Semester of their program option</i>				
	Public Speaking or	3 credit hr	45 hrs (3cr)	



	Interpersonal Communication			
NR 210	LPN to ADN Bridge Course	1 credit hr	12hrs (0.8cr)	9 hrs (0.2cr)
NR 211	Lifespan Nursing III	9 credit hr	90 hrs (6cr)	135 hrs (3cr)
NR 116	Pharmacology for Nurses	4 credit hr	60 hrs (4cr)	
Total:		15 credit hr	207 hrs	135 hrs
<i>3rd Semester</i>				
	Humanities Course	3 credit hr	45 hrs (3cr)	
NR 212	Lifespan Nursing IV	9 credit hr	90 hrs (6cr)	135 hrs (3cr)
Total:		12 credit hr	135 hrs	135 hrs
Program Totals:		67 credit hr	597 hrs*	279 hrs*

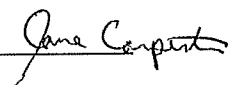
*Does not include PN Portfolio Credit of 17 credit hours for licensure. Theory/ Clinical Credit contact hours vary per licensure program.

**Major Curriculum Change Request
Kansas State Board of Nursing
60-2-104 (g) (1) (2) (3) - Prelicensure
60-17-105 (d) (2) (A)(B) Graduate Program**

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

Date: February 14, 2024

Name of Program: Washburn University School of Nursing

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

Parent Institution: Washburn University

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

Level of the Program for which the change is being requested: School of Nursing as a whole - includes Pre-licensure
BSN, RN-BSN, PMHNP Certificate, and Graduate DNP

Briefly describe the Change being requested: Requesting a change to the School of Nursing Mission statement.

Action Taken

Education Committee Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Nursing Education Compliance Officer

Date

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

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

☒ Philosophy (Change to Mission Statement)

☐ Number of semesters of study

☐ Delivery method of nursing courses

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Proposed Mission Statement Change

Washburn University School of Nursing (SON) is requesting approval of its revised mission statement. The Washburn University community has been engaged in developing its strategic plan for 2024-2029. As part of this process the university mission, vision, and value statements have been updated. At the School of Nursing Governance committee (SGC) meeting on January 10, 2024 a presentation on the proposed university strategic plan was given by the Dean. Included in the presentation was a review of the current mission statement. Faculty from both undergraduate and graduate programs identified changes needed in the SON mission. A motion was made to update the SON Mission statement to align with the university mission with the motion passing.

The new Washburn University mission statement was adopted by the WU Board of Regents on February 1, 2024. It is, **Washburn creates educational pathways to success for everyone.**

Current SON Mission Statement	Proposed SON Mission Statement
The Washburn School of Nursing mission is to prepare professional nurse leaders to provide person-centered care and enhance the quality of health across diverse populations in a dynamic global environment.	The Washburn School of Nursing mission is to prepare professional nurse leaders to provide quality healthcare to everyone.

**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: 2/15/2024

Name of Program: Washburn University School of Nursing

Program Administrator including credentials: Jane Carpenter, PhD, MSN, BSN *Jane Carpenter*

Parent Institution: Washburn University

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

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

Briefly describe the Change being requested: Four requests/proposals:

1. Major: Strengthen leadership curriculum by scaffolding the Essential competencies across all four levels of the nursing program by modifying the existing leadership courses, NU 318, NU 450, and NU 462, and creating a new 1 credit hour course, NU 360.
2. Minor: Clarify course descriptions for all courses in the program. Course titles and numbers were changed in selected courses to better reflect the level they are taught.
3. Minor: Align course outcomes to reflect the new undergraduate program outcomes (PO) and provide a measure for competency achievement.
4. Major: Remove the 1 credit hour level 3 seminar course, NU 441, and incorporate the content/skills/simulations into the level 3 NU 456 Medical/Surgical Nursing III course without changing the credit hours for NU 456.

The above proposals include minor curriculum change 60-2-104 (h) 60-17-105 (e) requests as well but are all included in this document.
X change in course descriptions and course outcomes

Action Taken

Education Committee Review

_____ Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review

_____ Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Education Specialist

_____ Date

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

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

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

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

Provide:

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

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

This request moves one credit hour from NU 441 and uses that credit hour towards creation of a new course, NU 360. Total program hours do not change.

Provide:

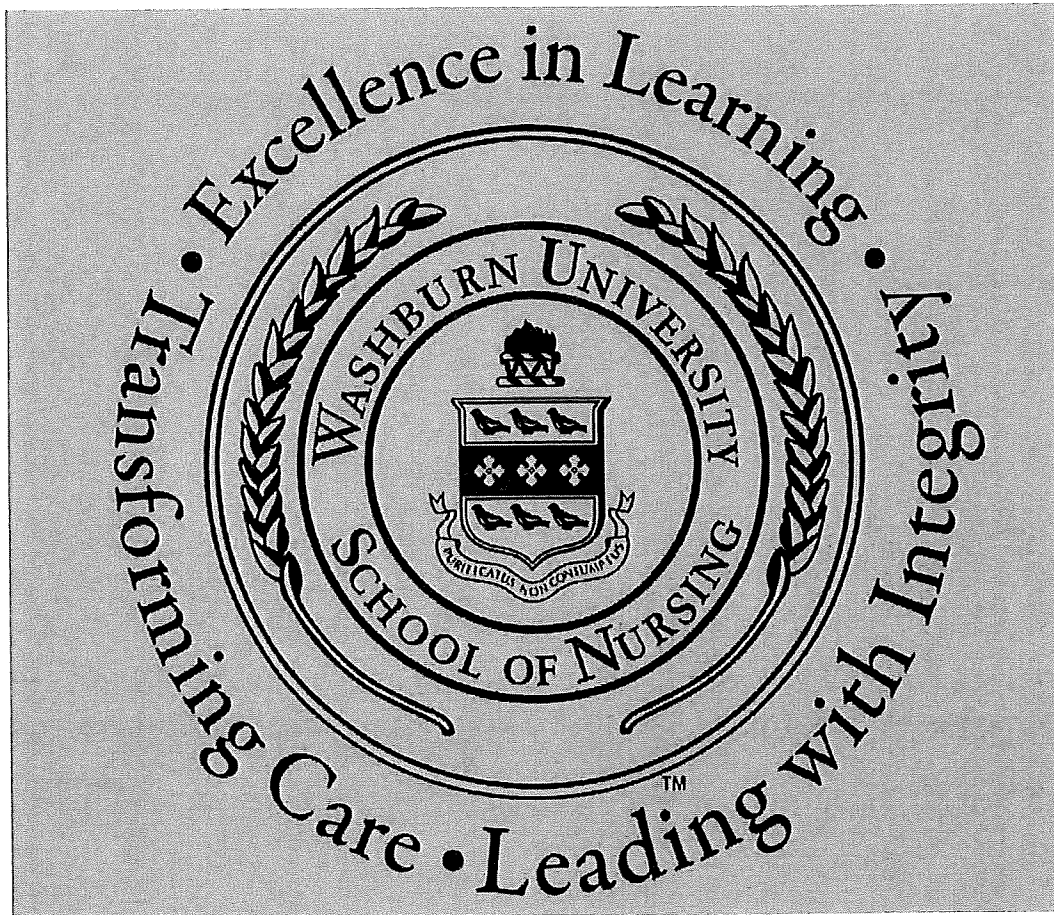
- Rationale for the change
- Show faculty involvement in process –may use statements of support from faculty and/or evidence of understanding of the change
- A table that shows the differences between the old and new curriculum.
- Include single page course descriptions. **Do Not** submit entire course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

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

Provide:

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

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



Washburn University

School of Nursing

Baccalaureate Curriculum Revision Proposal

Washburn University
School of Nursing
2024 Baccalaureate Nursing Curriculum Revision Proposal
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Washburn University School of Nursing

Proposed BSN Curricular Change

Executive Summary

Curriculum

- The proposed BSN curriculum will align with the domains in the 2021 document *The Essentials: Core Competencies for Professional Nursing Education* as required by the American Association of Colleges of Nursing.
- This model was developed to provide a platform for curriculum design with the intent to generate consistency in the outcomes expected of all nursing graduates.
- Key components of competency-based education provide a foundation of learning based on knowledge and demonstration.
- The total number of hours required for graduation has not changed from the existing BSN curriculum to the proposed curriculum.
- Changes in the curriculum include the addition of a leadership course in level two of the program and the deletion of a seminar course in level three.
- Content material from the seminar course will be integrated into the Med/Surg III practicum.
- Course descriptions and course outcomes were revised to support the *Essentials* and the new 2024 undergraduate program outcomes, which were approved by KSBN in December, 2023.

Internal Resources

- The School of Nursing faculty have been trained in the competency-based education model.
- The proposed BSN curricular changes have been thoroughly examined and discussed by School of Nursing faculty.
- Adequate resources will be provided to support the curricular changes.

Washburn University

School of Nursing

2024 Baccalaureate Curriculum Revision

End of Program Outcomes (PO) (approved by KSBN 12/12/2023)

1. Integrate nursing science to build a foundation of knowledge to apply clinical judgement for competent practice.
2. Coordinate evidence based person-centered care that applies a mutually acceptable plan for optimal outcomes.
3. Collaborate with community partners for the advancement of equitable population health.
4. Advance the scholarship of nursing by integrating best evidence into clinical practice.
5. Apply principles of improvement science to enhance quality and contribute to a culture of safety.
6. Practice interprofessional communication and collaboration to optimize healthcare delivery.
7. Coordinate resources across complex systems to improve healthcare delivery.
8. Demonstrate ethical use of information and communication technology to enhance safe healthcare.
9. Cultivate a professional identity that embraces nursing characteristics and values.
10. Demonstrate commitment to personal wellbeing, lifelong learning and leadership opportunities.

Rationale for Curriculum Revision

The School of Nursing (SON) is a member of the American Association of Colleges of Nursing (AACN), the national voice of higher education in nursing. They set standards for curriculum development in nursing programs. In April 2021 AACN recognized that preparing practice-ready nurses in today's world will require a new academic model and framework. This new model and framework are outlined in AACN's *The Essentials: Core Competencies for Professional Nursing Education (The Essentials)*. *The Essentials* embraces concepts that are outcome-focused and incorporates active learning strategies to help learners master the new knowledge of nursing practice. This document is designed to outline the necessary curriculum content and expected competencies for all entry-level nurses. It is recommended that a learner-centered approach be used that focuses on an individual's ability to acquire knowledge and demonstrate competent application of the knowledge. By using this competency-based approach to education the program can ensure the student can relate the curriculum to work, life, and professional expectations. Based on the changes in the standards for baccalaureate education, the pre-licensure (BSN) curriculum was reviewed and proposed changes identified.

Focus of the 2021 *Essentials*

This model was developed to provide a platform for curriculum design with the intent to generate consistency in the outcomes expected of all nursing graduates. *The Essentials* contain four spheres of care, ten domains, eight concepts, and forty-five competencies plus sub-competencies. These major elements are to be integrated throughout and across the curriculum using a scaffolded approach to assure the competencies are taught in multiple contexts with increasing complexity. This method helps

obtain the goal of creating consistent outcomes for graduate nurses to prepare them for real-world practice.

The four spheres of care include promotion of health and well-being/disease prevention; chronic disease care; regenerative or restorative care; and hospice/palliative/supportive care (AACN, 2019; Lipstein, et al, 2016). Requiring students to practice across various settings provides opportunities for experiencing healthcare of diverse populations across the lifespan.

The domains outline competence areas necessary for student mastery essential to nursing practice. The domains are:

1. Knowledge for nursing practice
2. Person-centered care
3. Population health
4. Scholarship for nursing practice
5. Quality and safety
6. Interprofessional partnerships
7. System-based practice
8. Information and healthcare technologies
9. Professionalism
10. Personal, professional, and leadership development

The concepts serve as core elements of knowledge and skills interwoven within the domains and competencies. The concepts are:

1. Clinical judgment
2. Communication
3. Compassionate care
4. Diversity, equity, and inclusion
5. Ethics
6. Evidence-based practice
7. Health policy
8. Social determinants of health

The competencies within the program are defined as core expectations essential to nursing practice. By teaching common knowledge and skills in nursing curriculum, standards are set for entry-level nursing practice.

Faculty Process in Revising the BSN Curriculum

In August 2021 the Dean appointed a task force (the Essentials Task Force) of undergraduate faculty to work on evaluating the current curriculum and ensure the new 2021 *Essentials* were present throughout the undergraduate curriculum. The Essentials Task Force (ETF) and the undergraduate faculty met regularly to evaluate the curriculum related to the representation of the *Essential* competencies in the current courses. Meetings were held to review and revise course descriptions and course outcomes confirming integration of the new 2024 undergraduate program outcomes. From these evaluations, plans to bridge competency gaps were developed by the ETF and undergraduate faculty. All proposed

changes were approved by the Undergraduate Education Committee (UEC) on December 14, 2023. The UEC is a committee of the whole undergraduate faculty.

Four proposals were identified and approved by SON faculty:

1. Strengthen leadership curriculum by scaffolding the Essential competencies across all four levels of the nursing program by modifying the existing leadership courses, NU 318, NU 450, and NU 462, and creating a new 1 credit hour course, NU 360.
2. Clarify course descriptions for all courses in the program.
3. Align course outcomes to reflect the new undergraduate program outcomes (PO) and provide a measure for competency achievement.
4. Remove the 1 credit hour level 3 seminar course, NU 441, and incorporate the content/skills/simulations into the level 3 NU 456 Medical/Surgical Nursing III course without changing the credit hours for NU 456.

Proposal One:

Leadership Curriculum Proposed Changes

Integrating the *Essential* leadership competencies throughout the curriculum is vital in preparing nurses to navigate the future evolution of healthcare. The nurse's role is growing to include the complex management of working with clients to optimize healthcare and decrease inequity. Knowledge is expanded to include identifying and controlling social determinants of health, cost of healthcare, a safe productive working environment, as well as practices that promote stress reduction in the workforce. Nursing students must be taught that nursing care is more than a set of tasks that need to be completed. Instead, they must realize that nursing is the ability to use clinical judgement that will promote health and contribute to quality evidenced-based practice throughout the healthcare field. By implementing the proposed leadership tract, students will be exposed to a variety of skills that will prepare them to practice in diverse working environments and lead with confidence.

Table 1. Current and Proposed Leadership Tract

Current Leadership Tract			Proposed Leadership Tract	
NU 318 Professional Transformation	1 credit hour	LEVEL 1	NU 318 Professional Transformation I: Becoming a Nurse	1 credit hour
		LEVEL 2	NU 360 Professional Transformation II: Nursing Role in Healthcare	1 credit hour
NU 450 Leadership, Management, Healthcare Policy	2 credit hours	LEVEL 3	NU 450 Professional Transformation III: Nurses as Leaders	2 credit hours
NU 462 Quality/Safety in Healthcare	3 credit hours	LEVEL 4	NU 462 Professional Transformation IV: Quality/Safety in Healthcare	3 credit hours

Reallocating the one credit hour from the eliminated level three seminar course (NU 441) allows for redistribution of the credit hour to support a new leadership course in level two of the program without changing the total program hours.

Proposal Two:

Course Description Proposed Changes

Course descriptions provide information about the course purpose, key content to be learned, and what students may experience during the course. After reviewing the current course descriptions, faculty found them wordy and not always descriptive. Ensuring the description is clear, concise, and easy to understand conveys a well-defined purpose of the course to the student. See table 2 for current and proposed course description changes.

Proposal Three:

Course Outcomes and Proposed Changes

AACN's implementation of the 2021 *Essentials* embraces the Competency Based Education (CBE) concepts. All undergraduate faculty received training on the principles of CBE and used the "backward design" method to create specific course outcomes. Incorporating Bloom's taxonomy into the outcomes provides a clear and measurable statement that is easily understood by the student. These statements define what the student is expected to know and do to be declared competent in the course outcomes. This outcome-based framework provides an outline showing the progression of the student's evolution from beginner to graduate nurse.

Table 2: Comparison of Current and Revised Course Descriptions and Course Outcomes

(see next page)

<p style="text-align: center;">Current</p> <p style="text-align: center;">NU 306 Health Assessment and Promotion</p> <p style="text-align: center;">4 credit hours total (3 credit hours didactic; 1 credit hour practicum/lab - 2 hours per week)</p>	<p style="text-align: center;">Revised</p> <p style="text-align: center;">NU 306 Health Assessment and Promotion with lab</p> <p style="text-align: center;">4 credit hours total (3 credit hours didactic; 1 credit hour practicum/lab - 2 hours per week)</p>
<p><u>Course Description:</u> This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in patients across the life span. This course introduces processes of health assessment: interviewing, history-taking, and physical assessment. Dominant models, theories and perspectives are used to explain health behavior and considered in relation to evidence-based health promotion and health education strategies. Students will identify and apply pathophysiological principles to selected health issues across the lifespan. The course includes a laboratory, a component complemented by self-directed computer assisted instruction. Incorporated throughout the course is the importance of communication and collaboration across culturally diverse urban populations.</p> <p><u>Course Objectives:</u> <i>Upon completion of the course NU-306, the learner will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate skill in data collection methods: Interviewing, observation, and physical examination. 2. Use anatomical, physiological, psychosocial, nutritional, developmental norms and theories, cultural and environmental factors to interpret health assessment data. 3. Identify information technology sources to generate assessment data. 4. Document health assessment findings systematically. 5. Discuss common pathophysiological mechanisms in relation to health assessment, health promotion and disease prevention. 6. Describe the role of the nurse in using the comprehensive health assessment. 7. Perform interventions appropriate to promoting health and quality of life across the lifespan process in various health care settings. 8. Apply principles of learning and teaching to health promotion/education activities. 	<p><u>Course Description</u> This course introduces the processes of health assessment and promotion including interviewing, history-taking, physical assessment, and health education across the lifespan. Incorporated throughout the course is the importance of assessing a culturally diverse population.</p> <p><u>Course Outcomes</u></p> <p><i>Upon completion of the course, the student will be able to</i></p> <ol style="list-style-type: none"> 1. Identify interventions appropriate to promoting health and quality of life across the lifespan in global health populations. (PO 1, 3, 4) 2. Describe the nurse's role in using health assessment skills in providing comprehensive care to diverse populations. (PO 2, 6) 3. Discuss common pathophysiological mechanisms in relation to health assessment, health promotion and disease prevention. (PO 1, 4) 4. Use physiological, psychosocial, nutritional, developmental, cultural, and environmental factors to interpret health assessment data in diverse populations. (PO 1, 4) 5. Apply principles of teaching and learning to health promotion activities. (PO 1, 2, 4) 6. Perform and document health assessment findings in a systematic method. (PO 1, 4) 7. Demonstrate skill in data collection methods including patient interview, observation, and physical examination. (PO 1)

<p style="text-align: center;">Current NU 311, Fundamentals of Nursing/Practicum 6 Credit hours total (4 credit hours didactic, 2 credit hours practicum)</p>	<p style="text-align: center;">Revised NU 311, Medical/Surgical 1 – Fundamentals of Nursing with practicum 6 Credit hours total (4 credit hours didactic, 2 credit hours practicum)</p>
<p><u>Course Description:</u> This course is designed to provide the student with the evidence-based theory, rationale, and procedure for performing the skills needed for entry level nursing practice. This course will familiarize the learner with the problem-solving process, basic communication, collaborative interaction, the teaching-learning process, and critical thinking. The emphasis will be on recognizing cultural influence on health care and understanding the impact of local and global health policies, and issues on the quality and safety in nursing practice. Health promotion and prevention of disease will also be emphasized. Additionally, this course introduces the student to nursing as a professional discipline.</p> <p><u>Course Objectives</u> <i>Upon completion of the course, the learner will be able to:</i></p> <ol style="list-style-type: none"> 1. Practice leadership as a component of quality patient care in clinical practice. 2. Explain how evidence, clinical judgment, interprofessional perspectives, and patient preferences are included in patient care. 3. Demonstrate skill in using patient care technologies, information systems, and communication devices. 4. Identify how local and global health policies affect the quality and safety of patient care delivered. 5. Use communication to optimize patient outcomes utilizing TeamSTEPPS®. 6. Describe the role of the nurse as a health team member in the health promotion and prevention of disease or injury in the community setting. 7. Illustrate how the nurse incorporates professional values into ethical nursing practice and personal accountability. 	<p><u>Course Description:</u> This course introduces nursing as a professional discipline. It is designed to provide the student with the evidence-based theory, rationale, and procedure for performing the skills needed for entry level nursing practice.</p> <p><u>Course Outcomes</u> <i>Upon completion of the course, the student will be able to:</i></p> <ol style="list-style-type: none"> 1. Identify how the nurse incorporates professional values into ethical nursing practice and personal accountability. (PO 8, 9, 10) 2. Examine how evidence, clinical judgement, interprofessional perspectives, and patient preferences are included in patient care. (PO 1, 2, 4) 3. Describe how patient care technologies, information systems, and communication devices are utilized in the healthcare setting. (PO 5, 7, 8) 4. Discuss the nurse's role as a team member in health promotion and prevention of disease or injury. (PO 1, 2, 6, 7, 9) 5. Use communication to improve patient outcomes. (PO 6, 8) 6. Demonstrate early leadership skills in clinical practice. (PO 1, 9, 10)

<p style="text-align: center;">Current</p> <p style="text-align: center;">NU 318 Professional Transformation – 1 credit hour (hybrid)</p>	<p style="text-align: center;">Revised</p> <p style="text-align: center;">NU 318 Professional Transformation I: Becoming a Nurse 1 credit hour (hybrid)</p>
<p><u>Course Description</u> Introduction to professional nursing expectations. Learning to establish therapeutic relationships is the foundation of professional nursing practice and requires personal accountability and a commitment to life-long learning. An emphasis is placed on legal issues and the principles of altruism, caring, ethics, communication. The value of self-care and reflection in relation to professional transformation is explored</p> <p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate professional standards of moral, ethical, and legal conduct. 2. Assume accountability for personal and professional behaviors. 3. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries. 4. Reflect on one's own beliefs and values as they relate to professional practice. 5. Protect patient privacy and confidentiality of patient records and other privileged communications. 6. Access interprofessional and interprofessional resources to resolve ethical and other practice dilemmas. 7. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development. 8. Recognize the relationship between personal health, self-renewal, and the ability to deliver sustained quality care 	<p><u>Course Description</u> This course introduces professional nursing expectations with an emphasis on the principles of therapeutic relationships, ethics, self-reflection, and communication.</p> <p><u>Course Outcomes</u> <i>Upon completion of the course, the learner will be able to:</i></p> <ol style="list-style-type: none"> 1. Define professional identity, nursing characteristics, and values. (PO 1, 9) 2. Recognize the importance of nursing's contributions as leaders. (PO 9, 10) 3. Connect ethical nursing standards to nursing practice. (PO 8, 9) 4. Inspect personal views as they relate to providing compassionate care that embraces principles of diversity, equity, and inclusion. (PO 2, 10) 5. Demonstrate healthy behaviors that promote self-wellness, resiliency, and personal professional development. (PO 9, 10)

Current NU 320 Pathophysiology I - 3 credit hours	Revised NU 320 Pathophysiology I – 3 credit hours
<p><u>Course Description</u> Introduces the student to pathophysiologic concepts related to the functional and structural changes that accompany disease processes. The course focuses on the general mechanisms of disease, and the application of the basic concepts to body systems and selected disease processes.</p>	<p><u>Course Description</u> This course introduces pathophysiologic concepts related to the functional and structural changes that accompany disease processes. The course focuses on the general mechanisms of disease, and the application of the basic concepts to body systems and selected disease processes.</p>
<p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe the basic concepts of pathophysiology at the cellular level related to alterations in genetics, cellular proliferation, environment, cell signaling and body defense mechanisms. 2. Describe clinical manifestations associated with specific disease states. 3. Identify risk factors for health promotion based on knowledge of disease mechanisms and pathophysiological processes. 	<p>No changes (just re-ordered)</p> <p><u>Course Outcomes</u> <i>Upon completion of the course, the learner will be able to:</i></p> <ol style="list-style-type: none"> 1. Identify risk factors for health promotion based on knowledge of disease mechanisms and pathophysiological processes. (PO 1, 3) 2. Describe the basic concepts of pathophysiology at the cellular level related to alterations in genetics, cellular proliferation, environment, cell signaling and body defense mechanisms. (PO 1, 3) 3. Describe clinical manifestations associated with specific disease states. (PO 1, 3)

<p style="text-align: center;">Current</p> <p style="text-align: center;">NU 322 Pharmacology I with lab – 2 credit hours (1 ½ credit hour didactic and ½ credit hour laboratory)</p>	<p style="text-align: center;">Revised</p> <p style="text-align: center;">NU 322 Pharmacology I with lab - 2 credit hours (1 ½ credit hour didactic and ½ credit hour laboratory)</p>
<p><u>Course Description</u> This introductory course builds on students' knowledge of anatomy, physiology, biology, chemistry, and genetics. Emphasis is on principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics for major drug classes. Evidenced-based guidelines and technologies related to safe medication administration to minimize the risk of harm and maximize benefit for patients are applied and evaluated in the lab portion of the course. This includes mastery of drug dosage calculations.</p> <p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe the general principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics for major drug classes. 2. Describe principles of safe medication administration based on evidenced-based guidelines. 3. Investigate technologies and systems used for safe medication administration. 4. Demonstrate ability to utilize multiple pharmacological resources. 5. Demonstrate competency in performing clinical drug and dosage calculations. 	<p><u>Course Description</u> This course introduces the principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics for major drug classes. This includes basic drug dosage calculations and safe medication administration to a culturally diverse population.</p> <p><u>Course Outcomes</u> <i>Upon completion of the course, the learner will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe general principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics. (PO 1, 4, 5) 2. Describe pharmacotherapeutics of major drug classifications. (PO 1, 4) 3. Discuss multiple factors that influence drug therapy. (PO 1, 4) 4. Examine each step of the nursing process as it relates to medication administration of select agents used in wellness promotion and illness prevention and treatment. (PO 1, 2) 5. Apply knowledge of nursing implications, priority care, and patient/family education relative to the utilization of selected drug therapies. (PO 4, 5) 6. Demonstrate the ability to use drug resources. (PO 1, 8) 7. Demonstrate competency in performing basic clinical drug and dosage calculations. (PO 1) 8. Demonstrate application of pharmacology and safe medication administration. (PO 1, 4, 5, 7, 8)
<p style="text-align: center;">Current</p> <p style="text-align: center;">NU 324, Pathophysiology II – 2 credit hours</p>	<p style="text-align: center;">Revised</p> <p style="text-align: center;">NU 324, Pathophysiology II – 2 credit hours</p>
<p><u>Course Description</u> The course focuses on the application of basic pathophysiology concepts to body systems and disease processes. Etiology of disease, prevention, manifestations, laboratory, and diagnostic tests are discussed to provide a foundation to understand an individual's illness experience.</p> <p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to:</i></p> <ol style="list-style-type: none"> 1. Explain the pathophysiological basis for development of clinical manifestations in selected common diseases of body systems. 2. Differentiate normal and abnormal physiological findings and clinical manifestation of the most common diseases according to body system. 3. Identify the etiologies and risk factors associated with selected diseases as a foundation for health promotion. 	<p><u>Course Description</u> This course focuses on the application of basic pathophysiology concepts to body systems and disease processes. Etiology of disease, prevention, manifestations, laboratory, and diagnostic tests are discussed to provide a foundation to understand an individual's illness experience.</p> <p>No changes (just re-ordered)</p> <p><u>Course Outcomes</u> <i>Upon completion of the course, the learner will be able to:</i></p> <ol style="list-style-type: none"> 1. Identify the etiologies and risk factors associated with selected diseases as a foundation for health promotion. (PO 1, 3) 2. Explain the pathophysiological basis for development of clinical manifestations in selected common diseases of body systems. (PO 1, 3) 3. Differentiate normal and abnormal physiological findings and clinical manifestation of the most common diseases according to body system. (PO 1)

<p align="center">Current NU 326, Pharmacology II - 2 credit hours</p>	<p align="center">Revised NU 326, Pharmacology II - 2 credit hours</p>
<p><u>Course Description</u> This course emphasizes is on pharmacotherapeutics of agents used in the prevention, promotion, maintenance, and restoration of health in diverse individuals across the lifespan. Nursing implications and priority patient/family education relative to the utilization of drug therapy are examined.</p> <p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Describe the pharmacotherapeutics of major drug classifications such as mechanism of action, indications, contraindications, most common adverse reactions, and important drug-drug interactions associated with selected drugs. 2. Examine each step of the nursing process as it relates to medication administration of select agents used in wellness promotion and illness prevention and treatment. 3. Apply knowledge of nursing implications and priority patient/family education relative to the utilization of selected drug therapies. 4. Discuss multiple factors that influence drug therapy (age span, economics, legal, ethical, and cultural factors). 	<p><u>Course Description</u> This course emphasizes pharmacotherapeutic agents used in the prevention, promotion, maintenance, and restoration of health in treating various diseases. Nursing implications and patient/family education relative to the drug therapies are examined.</p> <p><u>Course Outcomes</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Describe pharmacotherapeutics of major drug classifications. (PO 1, 4) 2. Describe each step of the nursing process as it relates to medication administration. (PO 1, 2) 3. Describe application of pharmacology and safe medication administration. (PO 1, 4, 5, 7, 8) 4. Discuss multiple factors that influence drug therapy. (PO 1, 4) 5. Apply knowledge of nursing implications, priority care, patient/family education, and safe dosage calculations relative to the utilization of selected drug therapies. (PO 4, 5) 6. Demonstrate the ability to use multiple drug resources. (PO 1, 8)
<p align="center">Current NU 328 Evidence Based Nursing – 2 credit hours</p>	<p align="center">Revised NU 328 Evidence Based Nursing – 2 credit hours</p>
<p><u>Course Description</u> The purpose of this course is for the learner to become familiar with both discovering and critiquing current health-related research. This will be the foundation of your future career as you continue to be life-long learners.</p> <p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to:</i></p> <ol style="list-style-type: none"> 1. Analyze current nursing care situations for identification of potential research questions. 2. Synthesize research findings into an evidence-based nursing paper. 3. Utilize multiple electronic databases to investigate a chosen research topic. 4. Critically appraise published research in a scholarly manner. 5. Identify collaboration opportunities for both interdisciplinary and international research. 6. Contrast quantitative, qualitative, and integrated research designs, data collection, and analysis methods. Examine the ethical issues surrounding the conduct of research with human subjects 	<p><u>Course Description</u> This course introduces the principles of nursing research and application through evidence-based practice.</p> <p><u>Course Outcomes.</u> <i>Upon completion of the course, the learner will be able to:</i></p> <ol style="list-style-type: none"> 1. Identify and investigate research questions from nursing practice. (PO 2, 4) 2. Contrast quantitative, qualitative, and integrated research designs, data collection, and analysis methods. (PO 2, 4) 3. Examine ethical issues of research with human subjects. (PO 4, 8) 4. Critically appraise published research in a scholarly manner. (PO 2, 4) 5. Synthesize research findings into an evidence-based nursing paper. (PO 2, 4)

<p style="text-align: center;">Current NU 386, Nursing of the Older Adult/Practicum 6 credit hours total (4 credit hour didactic, 2 credit hour practicum)</p>	<p style="text-align: center;">Revised NU 386, Medical/Surgical Nursing II with practicum 6 credit hours total (4 credit hour didactic, 2 credit hour practicum)</p>
<p><u>Course Description</u> Designed to build upon learning in previous nursing courses with an emphasis on the aging phase of the life process. Assimilation of intellectual, interpersonal, and technological skills is stressed in caring for adults in varying stages of health in a variety of settings. Practicum experiences emphasize the life process of adulthood and aging. Integration of nursing science into the problem-solving process and extension of intellectual, interpersonal, and clinical skills in the nursing care of older adults, in varying stages of health, in the acute care setting.</p>	<p><u>Course Description</u> This course emphasizes nursing care of chronic diseases. Learning objectives focus on risk factors, manifestations, treatments, and prevention of commonly occurring medical-surgical illnesses.</p>
<p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Define role as client advocate for the elderly in health-related policy issues. 2. Relate the pathophysiology of disease to appropriate nursing diagnoses and the outcomes of intervention strategies, such as medical treatments and surgical procedures, for gerontological clients with chronic processes. 3. Interpret comprehensive assessment data of culturally diverse gerontological clients and their families. 4. Use knowledge from the sciences, ethics, and prerequisite nursing courses when planning intervention strategies to enhance quality of life for culturally diverse older adults with chronic disease processes. 5. Discuss the importance of communicating current research findings in chronic disease prevention and management as well as in nursing practice for care of culturally diverse older adults. 6. Combine cultural awareness and sensitivity in developing health promotion strategies. 7. Use ethical principles in considering potential responses to situations and issues of older people while respecting diversity and promoting dignity. 8. Use knowledge from the arts, sciences, and humanities in making nursing practice decisions for adult patients experiencing chronic medical surgical needs. 	<p><u>Course Outcomes</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Identify pathological alterations in disease emphasizing mechanisms to attain homeostasis in adult patients with chronic illnesses. (PO 1, 2, 4, 7) 2. Differentiate normal/abnormal diagnostic tests, physiological assessments, and health histories to specific diagnoses. (PO 1, 2, 4, 7) 3. Utilize ethical principles in considering patient situations while respecting diversity and promoting dignity. (PO 5, 8) 4. Prioritize care based on knowledge of medications and disease processes to make clinical judgements while providing care for adult patients. (PO 1, 2, 3, 4, 5) 5. Demonstrate effective communication skills with adult patients/families and members of the health care team. (PO 6, 7, 8) 6. Demonstrate competency in performing clinical drug and dosage calculations. (PO 1) 7. Demonstrate application of pharmacology and safe medication administration.

Current No existing course	New Course NU 360 Professional Transformation II: Nursing Role in Healthcare 1 credit hour (hybrid)
	<p><u>Course Description</u> This course introduces nurse leadership roles in healthcare. Concepts such as interdisciplinary teamwork, organizational structure, systems, and inequities in care will be explored.</p> <p><u>Course Outcomes</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Identify strategies to enhance outcomes utilizing available healthcare resources. (PO 2, 4, 7) 2. Explain the complexity of organizational systems including regulatory requirements, the mission, vision, and philosophy statements that influence nursing practice. (PO 5, 7) 3. Employ interprofessional communication and collaboration strategies in health care teams. (PO 6, 7, 9) 4. Discuss inequities of care that influence healthcare utilization across diverse populations. (PO 2, 7) 5. Develop a personal leadership style. (PO 9, 10) 6. Integrate nursing characteristics and values into professional nursing practice. (PO 1, 9, 10)

<p style="text-align: center;">Current</p> <p style="text-align: center;">NU 448 Psychiatric/Mental Health Nursing/Practicum 3 credit hours (2 credit hours didactic, 1 credit hour practicum)</p>	<p style="text-align: center;">Revised</p> <p style="text-align: center;">NU 348 Psychiatric/Mental Health Nursing with practicum 3 credit hours (2 credit hours didactic, 1 credit hour practicum)</p>
<p><u>Course Description</u> Basic theories and concepts related to psychiatric care of children, adolescents, adults, and older adults are presented. Application of theories and concepts related to the care of psychiatric clients. Emphasis on knowledge of psychopharmacological and nursing management as well as advanced communication skills provide the basis of the clinical experiences in psychiatric nursing necessary for preparation as a beginning practitioner.</p> <p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Practice therapeutic use of self and therapeutic communication skills in the care of mentally ill clients. 2. Apply the knowledge, skills, and attitudes related to the care of clients with psychiatric illness necessary for the generalist in nursing practice. 3. Demonstrate sound clinical judgment and integration of client preferences in providing an evidenced based plan of care for an individual (or group of consumers) with mental illness. 4. Demonstrate and appraise effective professional and therapeutic communication with mental health clinicians and consumers during the clinical experience utilizing TeamSTEPPS. 5. Participate as an interdisciplinary team member working to address prevention based and consumer centered care that is efficacious and equitable for the mental health client. 6. Demonstrate professional values through self-awareness and accountability in provision of ethical care for the mental health client. 7. 7. Reflect on personal clinical practice and use insights as impetus for change. 	<p><u>Course Description</u> This course introduces basic theories and concepts related to psychiatric care across the lifespan. The emphasis is on knowledge of psychopharmacological and nursing management. Advanced communication skills will be explored.</p> <p><u>Course Outcomes</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Practice therapeutic communication skills in the care of mental health patients. (PO 2, 9) 2. Show clinical judgment and integration of patient preferences in providing an evidenced-based care plan. (PO 1, 2, 4) 3. Participate as an interdisciplinary team member working to address prevention based person-centered care. (PO 2, 3, 6) 4. Demonstrate professional values through self-awareness and accountability in provision of ethical care for mental health patients. (PO 9, 10)

<p style="text-align: center;">Current NU 441 – Integrative Seminar – 1 credit hour (laboratory/simulation)</p>	<p style="text-align: center;">Course deleted</p>
<p><u>Course Description</u> The course provides uniform mastery and reflective learning experiences to promote the integration of quality health care concepts into nursing practice. Emphasis is placed on holistic, patient-centered, safe, effective, timely, efficient, and equitable health care for patients and families experiencing health crises in a simulated learning environment.</p> <p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Discuss ethical dilemmas presented in simulation threading examples from practicum experiences. 2. Discuss the importance of incorporating evidence-based quality measures into practice. 3. Demonstrate appropriate use of principles of medication administration in simulation. 4. Integrate patient relationships, cultural orientation, self-esteem, and emotional status in planning of collaborative nursing care in a simulated environment. 5. Demonstrate accuracy in performing techniques and interpreting findings of adult physical assessments during simulation. 6. Demonstrate principle of appropriate delegation and management of team dynamics. 7. Describe the contributions to patient care for members of the Interprofessional Health care Team (IHCT) 8. Report accurately purpose, indication, nursing responsibilities, implications, and interpretations of all prescribed laboratory and diagnostic studies. 9. Discuss application of principles of palliative care using examples from practicum experiences. 10. Discuss barriers to health services for the underserved and vulnerable patient groups. 	

<p style="text-align: center;">Current NU 450 Leadership, Management, and Health Policy 2 credit hours</p>	<p style="text-align: center;">Revised NU 450 Professional Transformation III: Nurses as Leaders 2 credit hours</p>
<p><u>Course Description</u> Addresses leadership skills that emphasize ethical and critical decision-making, initiating and maintaining effective working relationships, communication, and collaboration within interprofessional healthcare teams, care coordination, delegation, and development of conflict resolution strategies. Provides a basic overview of complex systems and the impact of power, politics, policy, and regulatory guidelines on these systems.</p> <p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of complex organizational systems, organizational mission, vision, philosophy, and values. 2. Apply leadership concepts, skills, and decision-making in the provision of high-quality nursing care and healthcare team coordination. 3. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends. 4. Examine legislative and regulatory processes relevant to the provision of health care. 5. Describe state and national statutes, rules, and regulations that authorize and define professional nursing practice. 6. Explore the impact of socio-cultural, economic, legal, and political factors influencing healthcare delivery and practice. 7. Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery. 	<p><u>Course Description</u> This course introduces leadership skills that promote ethical and critical decision-making, effective working relationships, care coordination and conflict resolution strategies. A basic overview of complex systems and the regulatory expectations guiding these systems is provided.</p> <p><u>Course Outcomes:</u> <i>Upon completion of the course, the learner will be able to:</i></p> <ol style="list-style-type: none"> 1. Identify state and federal laws that govern nursing accountability and liability regarding patients' rights to competent healthcare. (PO 9, 10) 2. Examine the complexity of healthcare policy, finance and regulatory environments that affect patient outcomes and organizational sustainability. (PO 5, 6, 7) 3. Describe positive communication techniques used to collaborate with the interdisciplinary team. (PO 5, 6, 7, 9) 4. Outline basic concepts for ethical decision-making in healthcare. (PO 1, 2, 7, 9) 5. Summarize leadership and management concepts that promote nurses as leaders within health care teams. (PO 7, 9) 6. Demonstrate a positive professional identity that promotes self-care practices supporting professional growth. (PO 1, 9, 10)

<p style="text-align: center;">Current NU 325 Nursing Informatics – 2 credit hours (online)</p>	<p style="text-align: center;">Revised NU 325 Nursing Informatics – 2 credit hours (online)</p>
<p><u>Course Description</u> This course builds a foundation in information and computer technology literacy necessary for nursing practice. Emphasis is on integrating nursing practice systems and informatics technology to improve quality and safety of patient care. Examination of the evolution, future and role of nursing informatics is discussed.</p> <p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe patient care technologies, information systems, and communication devices that support safe nursing practice. 2. Discuss/Define the role of information technology in improving patient care outcomes and creating a safe care environment. 3. Examine ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy. 4. Describe safeguards and decision-making support tools embedded in patient care technologies and information systems to support a safe practice environment for both patients and healthcare workers. 5. Apply patient care technologies as appropriate to address the needs of a diverse patient population. 6. Explore telecommunication technologies to assist in effective communication in a variety of healthcare settings. 7. Evaluate data from all relevant sources, including technology, to inform the delivery of care. 8. Explore emerging technologies and the potential impact on the nursing process. 	<p><u>Course Description</u> This course introduces information and technology literacy necessary to improve quality and safety in nursing practice.</p> <p><u>Course Outcomes:</u> <i>Upon completion of the course, the learner will be able to:</i></p> <ol style="list-style-type: none"> 1. Explore the use of technologies and the potential impact on patient outcomes. (PO 1, 3, 8) 2. Select the best evidence to support high quality delivery of nursing care. (PO 4, 7, 8) 3. Commit to legal and ethical use of information and communication technology to enhance safe healthcare. (PO 6, 7, 8) 4. Analyze data and trends to develop strategies for health promotion and prevention that advance equitable population health. (PO 2, 3, 6, 7, 8)

<p style="text-align: center;">Current</p> <p style="text-align: center;">NU 356 Maternal/Women/Newborn Nursing with practicum 3 credit hours total (2 credit hours didactic, 1 credit hour practicum)</p>	<p style="text-align: center;">Revised</p> <p style="text-align: center;">NU 452 Maternal/Women/Newborn Nursing with practicum 3 credit hours total (2 credit hours didactic, 1 credit hour practicum)</p>
<p><u>Course Description</u> This course is the study of the human life process from conception through the newborn period. Basic theory and concepts related to the maternity cycle, care of the newborn, and nursing care of the mother are emphasized. General knowledge of women's health is introduced.</p> <p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Understand the role of the nurse, midwife, and physician in obstetrical care. 2. Describe routine maternal and fetal assessments in pregnancy and the preventions, identification, and management of common pregnancy and neonatal complications. 3. Identify normal and at-risk basic fetal monitoring patterns and provide appropriate nursing interventions; describe factors that impact fetal oxygenation and that influence fetal heart rate (FHR) regulation; indicate clinical interventions for the tracings. 4. Explore population-focused women's and maternity nursing issues and risk reduction strategies to meet changing health care needs in a global society; understand healthcare policy as it affects care of low-income women in the United States and in underdeveloped countries. 5. Collaborate with other health care professionals in implementing evidence-based standards of care relevant to pregnancy, childbirth, the postpartum period, and women's health. 6. Analyze nursing care management strategies for the health care problems of the woman, fetus, and newborn that include collaboration with other members of the health care team and utilization of community resources; explore specific disease processes as they relate to women. 7. Describe the legal and ethical perspectives which are important in the provision of care of women and their families • Describe variations in health assessment and alterations in physical findings for women from diverse backgrounds; identify mothers, fetuses, and neonates at risk; integrate nursing knowledge, theory, and research findings with knowledge from the humanities and science as a framework to discuss the nursing care of the woman, fetus, and neonate. 	<p><u>Course Description</u> This course is the study of the human life process from conception through the newborn period. Basic theory and concepts related to the maternity cycle, care of the newborn, and nursing care of the mother are emphasized. General knowledge of women's health is introduced.</p> <p><u>Course Outcomes:</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Recognize and deliver person-centered, holistic care specific to the needs of the childbearing family. (PO 2) 2. Describe routine maternal and fetal assessments in pregnancy and prevention, identification, and management of common pregnancy and neonatal complications. (PO 1, 3) 3. Describe cultural, legal, and ethical perspectives impacting the provision of care of women and their families. (PO 9) 4. Explore population-focused women's and maternity nursing issues and risk reduction strategies to meet changing health care needs in a global society. (PO 1, 3) 5. Utilize critical thinking skills and clinical judgement for competent practice relevant to morbidity and mortality of childbearing women and their fetuses/neonates. (PO 1, 4) 6. Collaborate with other health care professionals in implementing evidence-based standards of care relevant to pregnancy, childbirth, the postpartum period, and women's health. (PO 6)

<p style="text-align: center;">Current</p> <p style="text-align: center;">NU 456 Adult Medical-Surgical Nursing with Practicum 7 credit hours total (4 credit hours didactic, 3 credit hours practicum)</p>	<p style="text-align: center;">Revised</p> <p style="text-align: center;">NU 456 Medical/Surgical Nursing III with practicum 7 credit hours total (4 credit hours didactic, 3 credit hours practicum)</p>
<p><u>Course Description</u> Theory and concepts related to evidence-based nursing care of adult individuals, families and groups with varying health-illness needs in many settings. Emphasis is placed on integrating knowledge obtained from natural and social sciences, health assessment, pathophysiology, pharmacology, and therapeutic nursing interventions to provide holistic health care, with an emphasis on evidence based, quality, and safe nursing care for baccalaureate generalist. Practicum in adult nursing builds on skills and practice in previous and current courses. Students will provide, delegate, and manage care of individual patients and their families in a complex health care setting. Students will apply evidence, clinical judgment, interprofessional perspectives, and patient preferences in the development and implementation of individualized health solutions for patients.</p> <p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Identify pathological alterations in adults with a variety of illnesses and diseases, characterizing how the alterations cause the need for specific assessments in a complex system. 2. Discuss knowledge necessary to think critically and make sound judgments to care for adults in acute, home health and complex care settings. 3. Plan nursing measures necessary to provide safe and accurate client care to adults in the acute, home health and complex care settings. 4. Verbalize how laws and health policies affect illness and the impact on adult client care in acute, home health and complex care settings. 5. Identify communication skills that are most appropriate and effective when caring for adult clients, and their families, with a variety of wellness and illness levels. 6. Identify communication skills that are most appropriate and effective when caring for adult clients, and their families, with a variety of wellness and illness levels. 7. Demonstrates honesty and accountability for self-directed learning about care of adults with respect for human dignity in acute, home health and complex care settings. 8. Identify specific assessments, related to adult health and disease states; applying the necessary knowledge, skills, and attitudes necessary to be able to identify those that require more in-depth assessment. 	<p><u>Course Description</u> This course focuses on the theory and concepts related to evidence-based nursing care of adult individuals, families, and groups with varying health-illness across acute care settings. Students will build upon their foundational nursing knowledge and skills obtained in previous and current courses to provide holistic, quality, and safe nursing care for a baccalaureate generalist.</p> <p><u>Course Outcomes:</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Identify pathological alterations in disease emphasizing mechanisms to attain homeostasis in adult patients with acute illnesses. (PO 1, 2, 4, 7) 2. Plan, implement, and evaluate nursing measures necessary to provide evidence-based patient care to adult patients across complex care settings. (PO 1, 2, 4, 5) 3. Implement the necessary knowledge to make clinical judgments to improve patient outcomes. (PO 1, 2, 4, 8) 4. Apply effective communication skills when caring for adult patients across complex care settings. (PO 6, 7) 5. Integrate appropriate ethical principles in the delivery of person-centered and holistic care. (PO 8, 9)

<p style="text-align: center;">Current NU 462 Quality and Safety for Nurses 3 credit hours</p>	<p style="text-align: center;">Revised NU 462 Professional Transformation IV: Quality/Safety in Healthcare 3 credit hours</p>
<p><u>Course Description</u> System leadership, quality improvement, and safety concepts are presented to promote high quality healthcare. Emphasis is placed on the application of evidence-based knowledge from the contemporary sciences and communication with interprofessional healthcare team (IHCT) members.</p> <p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional healthcare teams. 2. Apply concepts of quality and safety outcome measures to clinical questions 3. Participate in the development and implementation of innovative and creative strategies to enable systems to change. 4. Apply quality improvement processes to effectively implement patient safety initiatives; and monitor performance measures, including nurse-sensitive indicators in the microsystem of care. 5. Advocate the unique nursing perspective to interprofessional healthcare teams to optimize patient outcomes. 6. Promote strategies that create a culture of safety and caring. 	<p><u>Course Description</u> This course focuses on system leadership, quality improvement and safety concepts to promote high quality healthcare. Emphasis is placed on the application of evidence-based knowledge from contemporary sciences and communication with interprofessional healthcare team members.</p> <p><u>Course Outcomes:</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Select strategies that create a culture of safety and caring in healthcare organizations. (PO 1, 2, 5) 2. Participate in the development and implementation of innovative and creative strategies to enable systems to change (PO 4, 5, 7) 3. Apply quality improvement processes in healthcare organizations (PO 4, 5) 4. Appraise leadership and communication skills that will effectively implement patient safety and quality improvement initiatives within the interprofessional healthcare teams. (PO 5, 6, 7)

<p style="text-align: center;">Current</p> <p style="text-align: center;">NU 465 Clinical Prevention and Population Health 3 total credit hours (2 credit hours didactic, 1 credit hour practicum)</p>	<p style="text-align: center;">Revised</p> <p style="text-align: center;">NU 465 Population Health with practicum 3 total credit hours (2 credit hours didactic, 1 credit hour practicum)</p>
<p><u>Course Description</u> This population focused nursing course will explore the determinants of health of aggregates, communities, and populations. Emphasis on public health science and epidemiology principles will guide students in the identification of the social, cultural, environmental, and legislative issues within the complex community systems.</p> <p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Assess protective and predictive factors, including genetics, which influence the health of individuals, families, groups, communities, and populations. 2. Collaborate with other healthcare professionals to develop culturally appropriate health promotion and disease and injury prevention interventions utilizing TeamSTEPPS® (situation monitoring process, shared mental model, advocacy) 3. Conduct a community assessment including social determinants of health, environmental exposure, and established patterns of behavior that influence current and future health issues. 4. Assess families, groups, communities, and populations. 5. Use evidence-based practices to guide the development of health teaching strategies that serve to improve health care outcomes for individuals, aggregates, or populations. 6. Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities. 7. Identify a relevant topic within the community and disseminate the information that stimulates citizenry to optimize their potential to engage in a community that works. 	<p><u>Course Description</u> This course explores social determinants of health for aggregates of people, communities, and populations. Emphasis on public health science and epidemiology principles will guide students in the identification of the social, cultural, environmental, and legislative issues within complex community systems.</p> <p><u>Course Outcomes:</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Collaborate with community healthcare professionals to develop culturally appropriate intervention strategies. (PO 3, 5, 7) 2. Utilize evidence-based practices to guide the development of health teaching strategies that improve health care outcomes. (PO 2, 4, 5, 7) 3. Advocate for social justice with a commitment to the health of vulnerable populations and work to eliminate health care disparities. (PO 1, 3, 4, 10) 4. Integrate relevant public health topics within the community and disseminate the information to optimize the public's overall health potential. (PO 6, 8)

<p style="text-align: center;">Current</p> <p style="text-align: center;">NU 468 Pediatric Medical/Surgical Nursing/Practicum 3 credit hours total (2 credit hours didactic, 1 credit hour practicum)</p>	<p style="text-align: center;">Revised</p> <p style="text-align: center;">NU 468 Pediatric Medical/Surgical Nursing with practicum 3 credit hours total (2 credit hours didactic, 1 credit hour practicum)</p>
<p><u>Course Description</u> Designed to focus on basic theory and concepts related to adults, children, and their families in varying stages of health (and in specialty settings). Emphasis is placed on understanding situational crises of illness with adults, children, and families in complex care environments. The practicum is designed to allow students to apply principles of leadership, integrate best evidence in practice, and integrate knowledge, skills, and attitudes in caring for adults, children, and their families in varying stages of health in specialty settings.</p> <p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Demonstrate leadership and progressive development of critical thinking/decision making skills while caring for adults, children, and families in complex care settings. 2. Integrate evidence base practice and clinical judgement while planning, coordinating, implementing, and evaluating the quality of care provided for the individual, child, and family in various health care environments. 3. Identify effective communication strategies and techniques, integrating skills using current patient care technologies and information systems, while providing quality nursing practice. 4. Identify economic, social, and political factors that influence the wellness and illness levels of individuals and families and develop strategies to implement change. 5. Define effective intra and inter-professional communication skills and techniques that can be used that will have a positive influence on patient outcomes. 6. Facilitate family and professional collaboration in a timely manner in acute care, home, and community settings, while recognizing and respecting cultural diversity. 7. Discuss the ethical, moral, and legal dilemmas involving individuals, children and families that directly affect healthcare professionals, while understanding the personal accountability for nursing practice. 8. Examine own role in the health care system, with comprehensive understanding of health, scope of practice, and skills necessary for practice. 9. Assume responsibility for critical thinking and demonstrate progressive development of competence in clinical skills and knowledge. 	<p><u>Course Description</u> This course focuses on basic theory and concepts related to children and their families in varying stages of health in complex settings.</p> <p><u>Course Outcomes:</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Examine common pediatric acute and chronic conditions and their management. (PO 1, 2, 4) 2. Demonstrate progressive development of nursing judgment and clinical decision-making skills. (PO 1, 4) 3. Demonstrate leadership skills to provide quality care and advocacy for children and families. (PO 3, 5) 4. Evaluate how social determinants of health and cultural factors impact patient outcomes. (PO 3, 7) 5. Summarize community partners/resources available to promote equitable health care outcomes across the socio-economic continuum. (PO 2, 6, 8, 9)

Current NU 494 Capstone with Seminar -5 credit hours	Revised NU 494 Capstone with Seminar -5 credit hours
<p><u>Course Description</u> This final upper-division nursing course is where students will integrate all previous theoretical and clinical learning. The focus in clinical is on consolidation of clinical and leadership skills and to practice coordination and delegation of care.</p>	<p><u>Course Description</u> This course integrates all previous theoretical and clinical learning in preparation for NCLEX and entry level clinical practice.</p>
<p><u>Course Objectives:</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Apply principles of leadership to deliver quality patient care in complex systems. 2. Integrate best evidence, clinical judgment, inter-professional perspectives, and patient preferences in the planning, implementation, and evaluation of patient care. 3. Demonstrate skill in using patient care technologies, information systems, and communication devices to support quality nursing practice. 4. Practice strategies to change local and global health policy by influencing sociocultural, economic, legal, and political systems. 5. Use intra-and inter-professional communication and collaborative skills to optimize patient outcomes utilizing TeamSTEPPS®. 6. Participate with community partners in clinical prevention and population-focused interventions that are timely, effective, safe, efficient, equitable, and patient centered. 7. Incorporate professional values in the formation of ethical comportment and personal accountability for nursing practice. 8. Integrate knowledge, skills, and attitudes necessary for baccalaureate generalist nursing practice. 	<p><u>Course Outcomes:</u> <i>Upon completion of the course, the learner will be able to</i></p> <ol style="list-style-type: none"> 1. Integrate nursing science to build a foundation of knowledge to apply clinical judgement for competent practice. 2. Coordinate evidence based person-centered care that applies a mutually acceptable plan for optimal outcomes. 3. Collaborate with community partners for the advancement of equitable population health. 4. Advance the scholarship of nursing by integrating the best evidence into clinical practice. 5. Apply principles of improvement science to enhance quality and contribute to a culture of safety. 6. Practice interprofessional communication and collaboration to optimize healthcare delivery. 7. Coordinate resources across complex systems to improve healthcare delivery. 8. Demonstrate ethical use of information and communication technology to enhance safe healthcare. 9. Cultivate a professional identity that embraces nursing characteristics and values. 10. Demonstrate commitment to personal wellbeing, lifelong learning, and leadership opportunities.

Proposal Four:

Remove Level Three Seminar Course NU 441

The one credit hour seminar course consists of four simulations integrating the NU 456 Adult Medical/Surgical Nursing course content. Moving the content, skills, and related simulations into the clinical component for NU 456 Adult Medical/Surgical Nursing III provides consistency with how this is delivered across all clinical courses. Deleting this course freed up one credit hour to be reallocated to support the new leadership course NU360 in level 2.

Syllabus: Proposed NU 360 Leadership Course for Level 2

- **Course Title:** Professional Transformation II: Nursing Role
- **Course Description:** This course introduces nurse leadership roles in healthcare. Concepts such as interdisciplinary teamwork, organizational structure, systems, and inequities in care will be explored.

- **Course Outcomes:** *Upon completion of the course, the learner will be able to*
 1. Identify strategies to enhance outcomes utilizing available healthcare resources.
 2. Explain the complexity of organizational systems including regulatory requirements, the mission, vision, and philosophy statements that influence nursing practice.
 3. Employ interprofessional communication and collaboration strategies in health care teams.
 4. Discuss inequities of care that influence healthcare utilization across diverse populations.
 5. Develop a personal leadership style.
 6. Integrate nursing characteristics and values into professional nursing practice.
- **Sequence and format of the course:** This course will be taught during the second semester of nursing school in an in-person seminar format.
- **Major course outline:**
 - Working in Interdisciplinary teams
 - TeamSTEPPS®, Collaborative Practice, Emotional Intelligence, Resiliency
 - Nursing Role in Healthcare
 - Failure to Rescue, Cognitive Decision making, Delegation, Civility
 - Organizational Structure and Systems
 - Healthcare Systems, Mission and Vision statements, Continuity of Care, Regulatory Requirements
 - Inequities of Care
 - Health Literacy, Social Determinants of Health, Racism/Cultural Sensitivity, Social Justice, Cost of Care, Diversity, Equity, Inclusion
- **Course Evaluation:** Students will be evaluated through written work, discussions, exams, case studies

BSN Curriculum Change Implementation

Table 3 compares the current BSN curriculum with the proposed BSN Curriculum. Note that some of the names of the courses have changed and some of the course numbers have changed to better reflect the level they are taught (highlighted changes).

(see next page)

Table 3: Current Curriculum and Proposed Changes

NU	Course Title-existing courses	Hours	NU	Course title-proposed courses	Hours
Level 1 (year 3)					
306	Health Assessment and Promotion /Lab	4	306	Health Assessment and Promotion /Lab	4
311	Fundamentals of Nursing Practice/Practicum	6	311	Medical/Surgical I: Fundamentals of Nursing Practice/Practicum	6
318	Professional Transformation	1	318	Professional Transformation I: Becoming a Nurse	1
320	Pathophysiology I	3	320	Pathophysiology I	3
322	Pharmacology I with lab	2	322	Pharmacology I with lab	2
	Total Credit Hours	16 hours		Total Credit Hours	16 hours
Level 2 (year 3)					
324	Pathophysiology II	2	324	Pathophysiology II	2
326	Pharmacology II	2	326	Pharmacology II	2
328	Evidence Based Nursing	2	328	Evidence Based Nursing	2
448	Psychiatric/Mental Health Nursing/Practicum	3	348	Psychiatric/Mental Health Nursing/Practicum	3
386	Nursing Older Adults/Practicum	6	386	Medical/Surgical Nursing II/Practicum	6
	(no comparison course)		360	Professional Transformation II: Nursing Role (new)	1
	Total Credit Hours	15 hours		Total Credit Hours	16 hours
Level 3 (year 4)					
325	Nursing Informatics	2	325	Nursing Informatics	2
441	Adult Medical/Surgical Integrative Seminar	1		(deleted)	
356	Maternal/Women/Newborn Nursing/Practicum	3	452	Maternal/Women/Newborn Nursing/Practicum	3
450	Leadership, Management, and Health Policy	2	450	Professional Transformation III: Nurses as Leaders	2
456	Adult Medical/Surgical Nursing/Practicum	7	456	Medical/Surgical Nursing III/Practicum	7
	Nursing Elective	2		Nursing Elective	2
	Total Credit Hours	17 hours		Total Credit Hours	16 hours
Level 4 (year 4)					
462	Quality and Safety in Health Care	3	462	Professional Transformation IV: Quality and Safety in Health Care	3
465	Clinical Prevention and Population Health/Practicum	3	465	Population Health/Practicum	3
468	Pediatric Medical/Surgical Nursing/Practicum	3	468	Pediatric Medical/Surgical Nursing/Practicum	3
494	Capstone/Practicum	5	494	Capstone/Practicum	5
	Total Credit Hours	14 hours		Total Credit Hours	14 hours

Table 4 shows the proposed implementation plan for the new leadership course. There will be one semester where the new NU 360 leadership course will be taught to both program levels two and three. Adding the new leadership course for the Fall 2024 semester to level three ensures that all students receive the most up-to-date didactic material.

Table 4: Proposed Implementation Plan for New Leadership Course, NU 360

Level	Spring 2024	Fall 2024 *New course names/outcomes begin	Spring 2025	Fall 2025
1	NU 306 Health Assess Promotion (lab) NU 311 Fundamentals of Nursing Practice (clinical) NU 316 Pharmacology (lab) NU 318 Professional Transformation NU 320 Pathophysiology I NU 322 Pharmacology I with lab	NU 306 Health Assess Promotion (lab) NU 311 Med Surg I/Fund NU 316 Pharmacology (lab) NU 318 Professional Transformation I: Becoming a Nurse NU 320 Pathophysiology I NU 322 Pharmacology I with lab	NU 306 Health Assess Promotion (lab) NU 311 Med Surg I/Fund NU 316 Pharmacology (lab) NU 318 Professional Transformation I: Becoming a Nurse NU 320 Pathophysiology I NU 322 Pharmacology I with lab	NU 306 Health Assess Promotion (lab) NU 311 Med Surg I/Fund NU 316 Pharmacology (lab) NU 318 Professional Transformation I: Becoming a Nurse NU 320 Pathophysiology I NU 322 Pharmacology I with lab
2	NU 324 Pathophysiology II NU 326 Pharmacology II NU 328 EBP NU 386 Nursing of Older Adults NU 448 Psych/Mental Health	NU 324 Pathophysiology II NU 326 Pharmacology II NU 328 EBP NU 360 Prof. Transformation II: Nursing Role NU 386 Med/Surg II NU 348 Psych/Mental Health	NU 324 Pathophysiology II NU 326 Pharmacology II NU 328 EBP NU 360 Prof. Transformation II: Nursing Role NU 386 Med/Surg II NU 348 Psych/Mental Health	NU 324 Pathophysiology II NU 326 Pharmacology II NU 328 EBP NU 360 Prof. Transformation II: Nursing Role NU 386 Med/Surg II NU 348 Psych/Mental Health
3	NU 325 Nursing Informatics NU 441 Seminar (last one) NU 450 Leadership, Management, Health Policy NU 456 Adult Medical- Surgical Nursing NU 356 Maternal, Women, Newborn nursing	NU 325 Nursing Informatics NU 360 Prof. Transformation II: Nursing Role NU 450 Prof. Transformation III: Nurses as Leaders NU 456 Medical/Surgical III NU 452 Maternal, Women, Newborn nursing	NU 325 Nursing Informatics NU 450 Prof. Transformation III: Nurses as Leaders NU 456 Medical/Surgical III NU 452 Maternal, Women, Newborn nursing	NU 325 Nursing Informatics NU 450 Prof. Transformation III: Nurses as Leaders NU 456 Medical/Surgical III NU 452 Maternal, Women, Newborn nursing
4	NU 462 Quality and Safety in Health Care NU 465 Clinical Prevention and Population Health NU 468 Pediatric Medical- Surgical Nursing (clinical) NU 494 Capstone with Seminar	NU 462 Prof. Transformation IV: Quality/Safety in Health Care NU 465 Population Health NU 468 Pediatric Medical- Surgical Nursing NU 494 Capstone with Seminar	NU 462 Prof. Transformation IV: Quality/Safety in Health Care NU 465 Population Health NU 468 Pediatric Medical- Surgical Nursing NU 494 Capstone with Seminar	NU 462 Prof. Transformation IV: Quality/Safety in Health Care NU 465 Population Health NU 468 Pediatric Medical- Surgical Nursing NU 494 Capstone with Seminar
		Transition semester		

Graduate Program Major Curriculum Change Request
Kansas State Board of Nursing
60-17-105 (d) (2) (A) (B) – Graduate

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

Date: 2/8/2024

Name of Program: Doctor of Nursing Practice (DNP)

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

Parent Institution: Washburn University

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

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

Briefly describe the Change being requested: Revised DNP Program outcomes are presented.

Action Taken

Education Committee Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Nursing Education Compliance Officer

Date

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

The following shall be considered major revisions to the curriculum:

☒ Any significant change in the plan of curriculum organization

Provide:

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

☐ any change in content

Provide:

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

Instructions:

1. Submit any major revision to the curriculum of advanced nursing courses for board approval at least 30 days before a board meeting.
2. **Submit 1 paper copy of the request form and all addenda on white paper, loose leaf and single-sided pages.**
3. Major curriculum change requests are reviewed by the Education Committee and Board of Nursing at their scheduled meetings. The request will be approved/not approved/deferred.
4. Following the Education Committee and Board Review and action, a copy of the form will be returned to you indicating Board action.
5. The program must receive board approval before implementation
6. Notify Education Specialist to request Word document version of this form to complete electronically, print and mail to KSBN with requested information, if desired.

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

Washburn University School of Nursing
Doctor of Nursing (DNP) Program
Major Graduate Curriculum Change Request

Description of Change: Request approval of updated Washburn DNP Program Outcomes

Rationale: The current DNP Program Outcomes were developed approximately ten years ago with the launch of the DNP Program. Publication of *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021) delineated key concepts, domains, and competencies required for contemporary nursing education at the advanced level. School of Nursing graduate faculty have reviewed the current DNP Program Outcomes and have identified changes to bring them in better alignment with the new *Essentials*.

Resources: Current faculty and student educational support resources are adequate for the proposed change.

Process: A task force of DNP program faculty was convened to review the 2021 *Essentials* and to map key concepts and domains to the current program outcomes. Additional consideration was given to the related competencies and sub-competencies associated with each Level 2 Domain. Gaps were identified that guided revision of current outcomes and the development of proposed new outcomes. This was presented to faculty represented in the Graduate Education Committee (GEC) and approval was received in December 2023. The revised DNP Program Outcomes is now submitted to KSBN for approval.

References

American Association of Colleges of Nursing. (2021). *The Essentials: Core competencies for professional nursing education*. Accessible online at <https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf>

Current DNP Program Outcomes	Proposed DNP Program Outcomes
1. Integrate nursing science with ethics, natural, social, and organizational sciences for advanced practice nursing.	1. Integrate nursing science with ethics, natural, social, and organizational sciences for advanced practice nursing. (AACN Domain 1, Concept: Ethics)
2. Support quality healthcare innovations through systems-level leadership.	2. Use evidence-based practice methods in the delivery of person-centered care. (AACN Domains 1, 2 and Concepts: Compassionate Care, EBP)
3. Use evidence-based practice methods to optimize healthcare outcomes and reduce disparities.	3. Cultivate quality improvement initiatives through systems-level leadership. (AACN Domains 4, 7, 10 and Concept: EBP)
4. Integrate technology with nursing practice to improve quality and accessibility of care.	4. Demonstrate scholarship for nursing practice to improve outcomes, reduce disparities, and promote health equity for diverse populations. (AACN Domains 2, 4, 5 and Concepts: DEI, SoDH, Communication, EBP)
5. Collaborate with intraprofessional and interdisciplinary teams to create innovation within complex healthcare systems.	5. Integrate technology with nursing practice to improve quality, safety, and accessibility of care. AACN Domain 8, and Concept: Clinical Judgment)
6. Synthesize concepts of health promotion and disease prevention to evaluate interventions aimed to improve health indicators.	6. Advocate for policies to improve social justice, equity, and ethical treatment. (AACN Domains 3, 7, 9 and Concepts Health Policy, DEI)
7. Demonstrate evidence-based competencies in advanced practice nursing as identified by the APRN consensus model.	7. Collaborate with intra-professional and interdisciplinary teams to optimize care, enhance the healthcare experience, and strengthen outcomes. (AACN Domains 6, 9 and Concept: Communication)
	8. Incorporate diagnostic reasoning and clinical judgment to deliver personalized care in collaboration with individuals, families, and populations. (AACN Domains 2, 3 and Concepts: Clinical judgment, Compassionate Care)
	9. Engage in self-reflection activities that advance personal health, resilience, well-being, and lifelong learning to support professional nursing practice. (AACN Domains 9, 10 and Concept: Compassionate Care)

Abbreviations: DEI = Diversity, equity, inclusion; EBP = Evidence-based practice; SoDH = Social determinants of health

Approved by GEC 12/2023/Pending approval KSBK 3/2024

**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: February 15, 2024

Name of Program: Bethel College Department of Nursing

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

Parent Institution: Bethel College

Address of Institution: 300 East 27th St.
N. Newton, KS 67117

Level of the Program for which the change is being requested: Junior Fall Semester (1st semester)

Briefly describe the Change being requested: Change NSG 310 Nursing Dosage Calculations (1 credit hour) from an in-person course to a hybrid course.

Action Taken

Education Committee Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Nursing Education Compliance Officer Date

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

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

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

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

Provide:

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

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

Provide:

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

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

Provide:

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

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



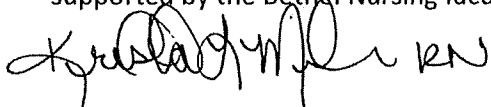

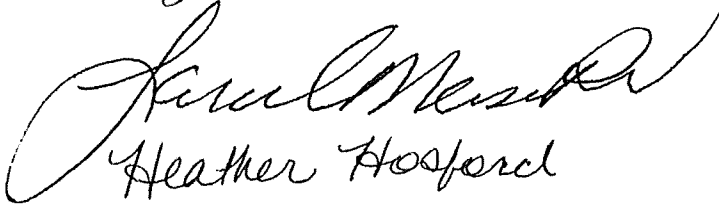

BETHEL COLLEGE

DEPARTMENT OF NURSING

Rationale for changing NSG 310 Dosage Calculations from in-person to hybrid:

The change being proposed is to move Bethel College Department of Nursing's 1 credit hour NSG 310 Dosage Calculations course from a face to face (15 clock hour) course to a hybrid course. Nursing Dosage Calculations was added into the curriculum in the fall of 2022. The class uses online learning modules and students attend class for practice problems and exams. After running this course in person for two years, student and faculty feedback indicated that the course could be offered in a hybrid format. Students would be required to attend 7 of the 15 clock hours in-person; these sessions include content review and exams. Students have the possibility of attending an additional 4 clock hours for optional content review sessions. The remainder of the course would be completed outside of class through the online learning modules.

This change has gone through the nursing department curriculum and faculty committees and is supported by the Bethel Nursing faculty.


Kim M. R.

E. H. M. R.

Heather Hosford

Becky Bartlett

Graduate Program Major Curriculum Change Request
Kansas State Board of Nursing
60-17-105 (d) (2) (A) (B) – Graduate

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

Date: 2/16/2024

Name of Program: KU School of Nursing

Program Administrator including credentials: Sally L. Maliski, PhD, RN, FAAN; Cynthia Teel, PhD, RN, FAAN

Parent Institution: University of Kansas

Address of Institution: 3901 Rainbow Blvd
MS 4043
Kansas City, KS 66160

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

Briefly describe the Change being requested: NRSG 809 Health Promotion: Change of course title, credit hours, description, and objectives to focus on determinants of health and remove complementary therapeutics, which are covered in other coursework.

Action Taken

Education Committee Review

Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review

Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Nursing Education Compliance Officer

Date

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.

**University of Kansas
School of Nursing**

Rationale:

This course change is being proposed in response to the increasing importance of determinants of health within recent research and literature about health promotion. Removing complementary therapeutics from this course will allow for more in-depth focus on determinants of health. Due to removal of complementary therapeutics, we propose reducing the credit hours of this course from 3 hours to 2 hours.

Old Course Description	New Course Description
<p>COURSE NAME: NRSNG 809 Health Promotion and Complementary Therapeutics</p> <p>CREDIT HOURS: 23</p> <p>PREREQUISITES: Admission to the graduate nursing program, or consent of instructor.</p> <p>COREQUISITES: NA</p> <p>COURSE DESCRIPTION: Current trends in health promotion and clinical preventive care across the lifespan are examined <u>with particular emphasis on the determinants of health</u>. Specific guidelines for assisting clients to maintain/improve health and/or prevent illness are reviewed. Attention is given to the roles of the health care provider and care recipient in screening, communication, and counseling. The use of complementary (non-pharmacological) therapeutics in assisting clients to achieve goals of health promotion is examined. The recommendation and use of non-pharmacological interventions will be evaluated based on research findings related to selection of therapeutics and measurement of expected outcomes following use of a particular intervention.</p> <p>COURSE OBJECTIVES: By the end of this course, the learner will be able to:</p>	<p>COURSE NAME: NRSNG 809 Health Promotion</p> <p>CREDIT HOURS: 2</p> <p>PREREQUISITES: Admission to the graduate nursing program, or consent of instructor.</p> <p>COREQUISITES: NA</p> <p>COURSE DESCRIPTION: Current trends in health promotion and clinical preventive care across the lifespan are examined. Specific guidelines for assisting clients to maintain/improve health and/or prevent illness are reviewed. Attention is given to the roles of the health care provider and care recipient in screening, communication, and counseling.</p> <p>COURSE OBJECTIVES: By the end of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Apply theoretical and conceptual models of health-related behavior, health promotion, and illness prevention to individuals, families, and groups throughout the lifespan. 2. Assess risk factors in both internal and external environments that relate to health promotion and illness prevention.

1. Apply theoretical and conceptual models of health-related behavior, health promotion, and illness prevention to individuals, families, and groups throughout the lifespan.
2. Assess risk factors in both internal and external environments that relate to health promotion and illness prevention.
3. Develop appropriate plans of health promotion and clinical preventive care for individuals and groups of clients from diverse ethnic and socio-cultural backgrounds.
4. Demonstrate application of determinants of health in the planning and evaluation of health promotion programs. Examine empirical basis for selected complementary (non-pharmacological) therapeutics.
5. Evaluate appropriateness of complementary therapeutics for assisting clients to achieve goals of health promotion and/or symptom attenuation, considering factors such as age and cultural background.
6. Designate outcome measures appropriate for selected therapeutic interventions.

BRIEF CONTENT OUTLINE:

1. Defining health, wellness, disease, and illness
2. Complementary therapeutics & integrative medicine
3. Determinants of health
4. Population needs assessment
5. Theories and frameworks for health promotion
6. Health promotion in all policies
7. Health promotion planning, implementation, and evaluation

3. Develop appropriate plans of health promotion and clinical preventive care for individuals and groups of clients from diverse ethnic and socio-cultural backgrounds.
4. Demonstrate application of determinants of health in the planning and evaluation of health promotion programs.

BRIEF CONTENT OUTLINE:

1. Health and Health Promotion
 - Health, wellness, disease, and illness
 - Individual health, public health, and population health
 - Differences between health education, health promotion, and primary, secondary, and tertiary prevention
2. Determinants of Health
 - Define determinants of health
 - Relationships between the determinants of health
 - Socioecological framework to the determinants of health
3. Health Promotion Planning and Evaluation
 - Individual and population level assessments
 - Individual- and population-level theories for health promotion
 - Health in All Policies
 - Process and impact evaluation metrics
4. Health Promotion Implementation
 - Role of policy in population health promotion
 - Creation of an opinion editorial on public health funding to address primary prevention and health promotion
 - Evaluation of current clinical practice guidelines relevant for specific APRN roles (CNM, FNP, PMHNP)
 - Design an educational program for client population integrating appropriate clinical practice guidelines.

<ol style="list-style-type: none"> 1. Health and Health Promotion <ul style="list-style-type: none"> • Health, wellness, disease, and illness • Individual health, public health, and population health • Differences between health education, health promotion, and primary, secondary, and tertiary prevention 2. Determinants of Health <ul style="list-style-type: none"> • Define determinants of health • Relationships between the determinants of health • Socioecological framework to the determinants of health 3. Health Promotion Planning and Evaluation <ul style="list-style-type: none"> • Individual and population level assessments • Individual- and population-level theories for health promotion • Health in All Policies • Process and impact evaluation metrics 4. Health Promotion Implementation <ul style="list-style-type: none"> • Role of policy in population health promotion • Creation of an opinion editorial on public health funding to address primary prevention and health promotion • Evaluation of current clinical practice guidelines relevant for specific APRN roles (CNM, FNP, PMHNP) • Design an educational program for client population integrating appropriate clinical practice guidelines. 	
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Faculty Involvement:

Excerpt from 12/6/2023 Minutes of DNP/MS Advisory Council Meeting:

Proposed NRSRG 809 Course Change: Dr. Christy Evers	<ul style="list-style-type: none"> • Dr. Christy Evers presented a proposed course revision for NRSRG 809. She indicated that faculty who teach this course feel that it is appropriate to focus primarily on determinants of health and noted that information about complementary therapeutics will still be covered in other courses. • Dr. Jason Gray, Dr. Cindy Teel, and several other faculty members expressed support for this course revision. Cindy noted that these are excellent updates to this course and thanked faculty for their work. • Christy noted that Dr. Jill Peltzer is very passionate about this course and thanked her for all her hard work on these proposed course revisions. • Cindy noted that this proposed course change will need to go to Curriculum Committee, Faculty Assembly, Graduate Council, and then KSBN before it can be implemented. This process will take place over the next few months, so while these changes will not be ready to implement in Spring 2024, they will hopefully be ready to implement in Summer 2024. 	Dr. JoAnn Peterson motioned for approval and Dr. Ruth Wetta seconded. All approved, no opposed.
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KU SON and KUMC Approvals:

DNP/MS Advisory Council	Curriculum Committee	Faculty Assembly	Graduate Council
Approved 12/6/2024	Approved 12/20/2024	Approved 1/22/2024	Approved 2/2/2024



February 21, 2024

Janelle Martin

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

Dear Janelle,

We are pleased to announce to the Kansas State Board of Nursing that Jean Giddens, PhD, RN, FAAN, ANEF, will begin serving as the dean of the KU School of Nursing effective April 15, 2024. Dr. Giddens will succeed Sally Maliski, PhD, RN, FAAN, who announced her retirement last year. Please update your records to reflect this change and let me know if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads 'Cynthia A. Teel'.

Cynthia Teel, PhD, RN, FAAN

Professor and Associate Dean, Academic & Faculty Affairs

University of Kansas School of Nursing

**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: 2.22.24

Name of Program: University of Saint Mary Nursing Division

Program Administrator including credentials: Karen R. Kidder, DNP, RN, CNE
Interim Chair, Nursing Division/Interim Director BSN Program

Parent Institution: Program

Address of Institution: University of Saint Mary
4100 S 4th Street , Leavenworth, KS

Level of the Program for which the change is being requested: Pre-Licensure BSN-RN

Briefly describe the Change being requested: Remove the 0.5 credit additional labs from NU(AT) 340, NU(AT) 441, NU(AT) 542, and NU(AT) 325 from the BSN curriculum.

Change being requested:

Action Taken

Education Committee Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Education Compliance Officer _____ Date _____ Nursing

February 22, 2024

Janelle Martin, Nursing Education Compliance Officer
Education Committee
Kansas State Board of Nursing
Landon State Office Building, Suite 1051
Topeka, KS 66612-1230

Ms Martin,

Last year, USM added 0.5 credit hour labs to NU(AT) 340, Med/surg 1, NU(AT) 441, Med/surg 2, NU(AT) 542, Med/Surg 3, and NU(AT) 325, Maternal Child Health. These labs were used to present new skills as well as provide an opportunity to practice older skills. While this went well, it did place some students in a position of having to pay for exceeding the credits allowed under general tuition. Additionally it was very manpower intensive. In an effort to reduce expenses, the faculty decided to integrate these skills into Simulation lab, and remove the 0.5 credit labs from the above courses.

Attached are:

BSN and Division minutes reflecting this discussion
Table reflecting change in curriculum

Respectfully,

Karen R. Kidder, DNP, RN, CNE
Interim Chair, Nursing Division/Interim Director, BSN Program
913.758.6198
Karen.kidder@stmary.edu

UNIVERSITY OF SAINT MARY

NU(AT) – NURSING CURRENT CATALOG

- NU(AT) 305 Foundations of Nursing and Health Promotion
- NU(AT) 322 Health Assessment
- NU(AT) 325 Maternal Child Health
- NL(AT) 325 Maternal Child Health Lab
- NU(AT) 330 Pathophysiology/Pharmacology I
- NU(AT) 331 Pathophysiology/Pharmacology II
- NU(AT) 340 Medical Surgical Nursing I
- NL(AT) 340 Medical Surgical Nursing I Lab
- NU(AT) 412 Research and Evidence Based Practice
- NU(AT) 433 Aging and End of Life Care
- NU(AT) 441 Medical Surgical Nursing II
- NL(AT) 441 Medical Surgical Nursing II Lab
- NU(AT) 465 Behavioral Health Nursing
- NU(AT) 497 Population Health
- NU(AT) 541 Leadership and Management of Care in Nursing
- NU(AT) 542 Medical Surgical Nursing III
- NL(AT) 542 Medical Surgical Nursing III Lab
- NU(AT) 585 Senior Capstone in Nursing.

NU(AT) – NURSING Catalog Change with addition of NU(AT) 101, and removal of extra labs

- NU(AT) 101 Drug Calculations in Nursing
- NU(AT) 305 Foundations of Nursing and Health Promotion
- NU(AT) 322 Health Assessment
- NU(AT) 325 Maternal Child Health
- NU(AT) 330 Pathophysiology/Pharmacology I
- NU(AT) 331 Pathophysiology/Pharmacology II
- NU(AT) 340 Medical Surgical Nursing I
- NU(AT) 412 Research and Evidence Based Practice
- NU(AT) 433 Aging and End of Life Care
- NU(AT) 441 Medical Surgical Nursing II
- NU(AT) 465 Behavioral Health Nursing
- NU(AT) 497 Population Health
- NU(AT) 541 Leadership and Management of Care in Nursing
- NU(AT) 542 Medical Surgical Nursing III
- NU(AT) 585 Senior Capstone in Nursing

University of Saint Mary Nursing Division Meeting Minutes Template

Committee/Meeting Title: Nursing Faculty/Special meeting regarding Major Curriculum Change

Date: 2.7.24

Attendance: virtual/email

Not in attendance:

Student Representatives: N/A

Staff members: N/A

Recorder of the Minutes: Karen Kidder

Guidance for what to include in meeting minutes:

What to include:

- Time/date/location
- Attendees
- Key points only once
- Pros and cons of argument
- New information
- All motions and results
- Expected actions, who is responsible, and deadlines

Do NOT include:

- Housekeeping info
- Personal experiences or stories
- Old material
- Personal comments
- He said/she said dialogue

When to include names:

- Attendance
- Motions and seconds
- Assigned tasks
- Identify a presenter
- If someone directly asks for their name to be included

Agenda Item	Discussion	Follow-up	Responsible Party
Review of Agenda	The only agenda item is to discuss a major curriculum change, as well as pre-licensure application review		
New Business Items/Future Meeting Topics	The motion is made by Karen Kidder to	The division has overwhelmingly approved: 1. The Pre-Licensure Application NCAS Review Policy	Karen to take to Academic Affairs, Faculty Senate, and KSBN.

	<ol style="list-style-type: none"> 1. Pre-licensure Application Review in Nursing CAS 2. Curriculum Change Proposal <ol style="list-style-type: none"> a. Add Drug Calculation Course NU 101 to the BSN curriculum. This course has been a pilot and must be added to the curriculum to be continued. b. Remove the 0.5 credit labs from NU 340, NU 325, NU 441, NU 542. The focus on specific skills is important, and we propose to add them to Simulation, eliminating the additional cost to students and 	<ol style="list-style-type: none"> 2. Addition of NU 101 to our curriculum 3. Removal of the 0.5 labs from NU 340, NU 325, NU 441, NU 542. (These lab skills will be incorporated into simulation.) 4. Change in nursing pre-requisite chemistry requirement for Introductory Chemistry (or higher) with lab (at least 3 credit didactic and 1 credit lab). 	
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	<p>faculty workload.</p> <p>c. Change the admission requirement of Allied Health Chemistry to Introductory Chemistry with lab, or higher. We are one of only a few schools in this area who require the specific Allied Health Chemistry.</p>		
Date of Next Meeting	Wednesday, Feb 14 at 4:30		
Adjourn	<p>Motion to Adjourn:</p> <p>Motion to 2nd:</p> <p>Meeting Adjourn time:</p>	NA	

University of Saint Mary Nursing Division Meeting Minutes Template

Committee/Meeting Title: BSN Faculty

Date: 2/13/24

Attendance: Amy Stahl, Karen Kidder, Becky Brown, Tina Howard,
Carol Fosmoe, Elizabeth Kinney (via Zoom), Christine Mary, Kathy Eblen

Not in attendance: Whitney Watts, Kelly Siler

Student Representatives: Jeseña Hernandez

Staff members: Hannah Roper

Recorder of the Minutes: Hannah Roper

Guidance for what to include in meeting minutes:

What to include:

- Time/date/location
- Attendees
- Key points only once
- Pros and cons of argument
- New information
- All motions and results
- Expected actions, who is responsible, and deadlines

Do NOT include:

- Housekeeping info
- Personal experiences or stories
- Old material
- Personal comments
- He said/she said dialogue

When to include names:

- Attendance
- Motions and seconds
- Assigned tasks
- Identify a presenter
- If someone directly asks for their name to be included

Agenda Item	Discussion	Follow-up	Responsible Party
Welcome and acknowledge any Guest and Student Reps	Jeseña Hernandez represents the SNA Student Involvement Committee		NA
Review of previous meeting Minutes	Motion to Approve Previous Minutes: <i>Howard</i> Motion to 2 nd : <i>Kinney</i> Approval of the Minutes		
Review of Agenda	Add: NA Motion to Approve: Eblen		

	Motion to 2 nd : Howard		
Student Involvement Committee Report	<p>Jeseña Hernandez, as the student involvement coordinator (SIC), brought up concerns from the students</p> <ul style="list-style-type: none"> • Nick Wall Gold Star • No Complaints • Students want more food from SNA 		
Announcements:	<ul style="list-style-type: none"> • BSN Director: Meeting this week • SNA is having a Valentine's Party Thursday 		
AACN New Essentials of Nursing	<ul style="list-style-type: none"> • Karen presented domain 10. • Options for how to ensure this domain is covered were provided. • 10 Personal, Professional and Leadership Development - Karen 	<ul style="list-style-type: none"> • Faculty should be reviewing these for each of their courses as we proceed through the list of Domains. Faculty should be working on how each class covers these domains. This mapping should be Feb. and then we will review for "gaps. 	<ul style="list-style-type: none"> • Continue working on Alignments. Due at next meeting.

Governance Items:	Curriculum Change Request: <ul style="list-style-type: none"> • NU 101 Drug Calc needs to be made officially a part of the curriculum as we have completed the pilot. • Removal of 0.5 labs due to increase cost to student and faculty costs. • This content will be incorporated in SIM • Change in nursing pre-requisite from CH 113 – Allied Health Chemistry to an Intro to Chemistry or higher, with a lab. The didactic must be at least three credits and the lab at least one. 	<ul style="list-style-type: none"> • Approved unanimously by BSN faculty. • Approved by Division in Special Meeting 2.7.24 • Will go academic affairs, faculty senate, and KSBN. 	<ul style="list-style-type: none"> • Karen, take it forward. Will try to get to KSBN March meeting.
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Other information in minutes removed.

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: 2.21.24

Name of Program: University of Saint Mary Division of Nursing

Program Administrator including credentials: Karen R. Kidder, DNP, RN, CNE

Parent Institution: University of Saint Mary

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

Level of the Program for which the change is being requested: Master of Science in Nursing

Briefly describe the change Being requested: Revision of the graduate program curriculum to include a new mission statement.

Action Taken

Education Committee Review

Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review

Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Nursing Education Compliance Officer

Date

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

University of Saint Mary MSN Program

Graduate Program Major Curriculum Change Request

Curriculum Organization Change:

Overview:

Realignment of MSN Core courses with two core course revisions to meet Essentials.

Removal of Nurse Administration and Nurse Education practicum and capstone courses but adding Evidence-Based Practice courses in place.

A new Nurse Education course

A new Nurse Administration course

Nurse Education students will now take the same 3 “P” courses of Physical Assessment, Pharmacology, and Pathophysiology as the nurse practitioner students.

Revision of MSN Program Mission Statement.

The USM MSN program is revising courses, adding new courses, and updating program completion plans to meet the new Essentials, to have all program concentrations follow the same core course plan, and to limit low-enrolled courses. With these changes, the Nurse Education concentration will increase by three hours, but the MSN Nurse Administration and the MSN FNP credit hours will remain the same.

Currently, the Nurse Education and Nurse Administration students have two practicum courses and one capstone course. The FNP students take three Evidence-Based Practice courses. The education and administration students will now take the same Evidence-Based Practice courses as the nurse practitioner students, creating more symmetry across the MSN program.

The Education concentration did not have a dedicated assessment and evaluation course, so we strongly felt students needed this content. This increases the concentration credit hours from 35 credits to 38 credits. Because several Nurse Administration courses are shared with the Business Division, we needed a practice experience course to incorporate additional direct and indirect practice hours.

Realigning and creating new courses also allows USM to incorporate more direct and indirect practice hours for the Nurse Education and Nurse Administration concentrations to meet the 500-hour minimum.

With the changes, we also revised our MSN Program Mission Statement. See Appendix E-updated Mission Statement.

No changes in resources are necessary for these changes to be implemented. Current faculty and staff resources are sufficient, and students will continue to use current USM student resources. The changes are supported by the Division of Nursing and university governance.

Appendix A, “Core Courses Revision, ” details the revised core course plan.

MSN Curriculum Proposed Changes Summary

Revise MSN Program Mission Statement:

Committed to the mission and values of the University and building upon the knowledge, skills, and values of the baccalaureate-prepared nurse, the mission of the MSN program is to prepare students for advanced nursing practice who are leaders, change agents, and innovators in the specialty areas of administration, education, and across all domains of advanced practice.

(Change is last sentence- before it said specialty areas of administration, education, and family nurse practitioner.)

For all concentrations:

1. Change NU 705 Healthcare Policy & Ethics to:
NU XXX Policy & Ethics in Healthcare: Populations & Practice
2. Change NU 712 Quality & Safety to:
NU XXX Advancing Nursing Through Quality, Safety, and Informatics

For MSN Nurse Educator Core Courses:

Remove

HCMGT 720 (3 credits)
NU 607 Advanced Health Assessment and Health Promotion (3 credits)
NU 610 Advanced Patho-Pharm for the Nurse Educator (4 credits)
NU 747 Nursing Practicum I (2 credit)
NU 747 Nursing Practicum II (2 credit)
NU 749 Capstone Synthesis (3 credits)

Add:

NU XXX Assessment and Evaluation
NUFP 770 Advanced Pathophysiology
NUFP 772 Pharmacotherapeutics
NUFP 773 Advanced Health Assessment
NU 760 EBP I
NU 761 EBP II
NU 762 EBP III

For MSN Nurse Administration Core Courses:

Remove

NU 747 Nursing Practicum I (2 credit)
NU 747 Nursing Practicum II (2 credit)
NU 749 Capstone Synthesis (3 credits)

Add

NU XXX Nurse Administration: Practical Experience in Leadership (4 credits)

For FNP:

The only changes are the revisions of NU 705 and NU 712 and updated course names.

Program Concentration Additions

One new concentration and three new certificate programs.

New Concentration: Psychiatric Mental Health Nurse Practitioner (PMHNP)

Students take the same core courses, NU Advanced Pathophysiology, NU XXX Advanced Pharmacotherapeutics, and NU XXX Advanced Health Assessment & Diagnostics.

Four new courses are added for the concentration:

NU XXX Psychopharmacology and Neurobiology 3cr

NU XXX Psychiatric Mental Health I 8 cr (4 clinical and 4 didactic)

NU XXX Psychiatric Mental Health II 8 cr (4 clinical and 4 didactic)

NU XXX Psychiatric Mental Health III 8 cr (3 didactic, 1 lab, 1 clinical)

Total credit hours = 53

Psychiatric Mental Health Nurse Practitioner Post Graduate Certificate

NU 770 Advanced Practice Pathophysiology (3)
NU 772 Pharmacotherapeutics for the APRN Prescriber (3)
Nu 773 Advanced Health Assessment & Diagnostic Reasoning (5)
NU XXX Psychopharmacology & Neurobiology (3)
NU XXX Psychiatric Mental Health I (4 credit didactic, 4 credit clinical- 240 clinical hours)
NU XXX Psychiatric Mental Health II (4 credit didactic, 4 credit clinical- 240 clinical hours)
NU XXX Psychiatric Mental Health III (4 credit didactic, 4 credit clinical- 240 clinical hours)

FNP Post Graduate Certificate Program

*This program was closed in Spring 23 due to no enrollment. As we have increased recruitment efforts, we have former graduate students who want to enroll. Also, now that we are streamlining core courses across all programs, it will be easier for MSN students to add a certificate program.

NU 770 Advanced Practice Pathophysiology (3)	Fall Year 1
NU 772 Pharmacotherapeutics for the APRN Prescriber (3)	Spring Year 1
Nu 773 Advanced Health Assessment & Diagnostic Reasoning (5)	Summer Year 1
NUFP 781 Primary Care I (8)	Fall Year 2
NUFP Primary Care II (8)	Spring Year 2
NUFP Primary Care III (8)	Summer Year 2

MSN Nurse Educator Post Graduate Certificate Program

NUFP 770 Adv Patho (3)	Fall (if needed)
NUFP 772 Pharm (3)	Spring (if needed)
NUFP 773 Adv HA (5)	Summer (if needed)
NU 725 Found of Teaching (3)	Varied dependent on enrollment
NU 727 Curr Design (3)	Varied dependent on enrollment
NU XXX Assess & Evaluation (3 cr new course)	Varied dependent on enrollment
NU 731 Teaching w Tech (3)	Varied dependent on enrollment

*MSN transcripts will be evaluated for what courses transfer in. NU 725 Found of Teaching, NU 727 Curriculum Design, NU XXX Assessment & Evaluation, and NU 731 Teaching with Technology are required for all postgraduate educator certificate students.

Appendix B, "Side by Side Comparisons," details each concentration and specific details of the proposed revisions.

Appendix C includes updated course descriptions and course outcomes.

Appendix D includes new course descriptions and outcomes.

Appendix E provides the updated MSN Program Mission Statement.

Appendix F includes meeting minutes and evidence of understanding of the changes.

Appendix A Core Courses Revision

Revised MSN Core Courses	Credit hours	Previous MSN Core Courses for Nurse Education and Nurse Administration Students	Credit Hours
NU 701 Foundations for Advanced Nursing Practice	3	NU 701 Foundations for Advanced Nursing Practice	3
NU 703 Analysis & Utilization of Research	3	NU 703 Analysis & Utilization of Research	3
NU 7XX Advancing Nursing Through Quality, Safety, & Informatics	3	HCMGT 720 Healthcare Informatics & Technologies	3
NU 7XX Policy & Ethics in Healthcare: Populations and Practice	3	NU 705 Healthcare Policy & Ethics	3
NU 760 Evidence-Based Practice I	1	NU 745 Nursing Practicum I	2
NU 761 Evidence-Based Practice II	1	NU 747 Nursing Practicum II	2
NU 762 Evidence-Based Practice III	1	NU 749 Capstone Synthesis	3
	15	For all MSN concentrations	

Revised MSN Core Courses	Credit hours	Previous Family Nurse Practitioner Concentration Core Course	Credit hours
NU 701 Foundations for Advanced Nursing Practice	3	NU 701 Foundations for Advanced Nursing Practice	3
NU 703 Analysis & Utilization of Research	3	NU 703 Analysis & Utilization of Research	3
NU 7XX Advancing Nursing Through Quality, Safety, & Informatics	3	NU 705 Healthcare Policy & Ethics	3
NU 7XX Policy & Ethics in Healthcare: Populations and Practice	3	NU 712 Quality & Safety	3
NU 760 Evidence-Based Practice I	1	NU 760 Evidence-Based Practice I	1
NU 761 Evidence-Based Practice II	1	NU 761 Evidence-Based Practice II	1
NU 762 Evidence-Based Practice III	1	NU 762 Evidence-Based Practice III	1
	15	For all MSN concentrations	

Appendix B Side By Side Comparisons

Side-by-side comparison of each curriculum:

MSN Nurse Administration Program Plan

MSN Core Courses			
Old		New	
Course # and Title	Credits	Course # and Title	Credits
NU701 Foundations of Adv Nursing Practice	3	NU 701 Foundations for Advanced Nursing Practice	3
HCMGT720 Healthcare Informatics and Technologies	3	NU 703 Analysis & Utilization of Research	3
NU703 Analysis and Utilization of Research	3	NU 7XX Advancing Nursing Through Qual Informatics	3
NU705 Healthcare Policy and Ethics	3	NU 7XX Policy & Ethics in Healthcare: Populations and Practice	3
NU 745 Nursing Practicum 1		NU 760 Evidence-Based Practice I	1
NU 747 Nursing Practicum 2		NU 761 Evidence-Based Practice II	1
NU 749 Capstone Synthesis		NU 762 Evidence-Based Practice III	1
MSN Administration Specific Courses			
MGT 707 Organizational and Human Resource Management	3	MGT 707 Organizational and Human Resource Management	3
Choose one of the below:		Choose one of the below:	
<ul style="list-style-type: none"> ■ MGT711 Managerial Accounting (3) NU 710 Human Resource and Fiscal Management (4)		<ul style="list-style-type: none"> ■ MGT711 Managerial Accounting (3) NU 710 Human Resource and Fiscal Management (4)	
HCMGT721 Leadership and Business Operations in Healthcare	3	HCMGT720 Healthcare Informatics and Technologies	3
NU 712 Quality and Safety	3	HCMGT721 Leadership and Business Operations in Healthcare	3
NU718 Delivery of Care	3	NU XXX Nurse Administration: Experience in Leadership	4
		NU718 Delivery of Care	3
TOTAL: 34-35 credit hours		TOTAL: 34-35 credit hours	

MSN Nurse Education

MSN Core Courses			
Old		New	
Course # and Title	Credits	Course # and Title	Credits
NU701 Foundations of Adv Nursing Practice	3	NU 701 Foundations for Advanced Nursing Practice	3
HCMGT720 Healthcare Informatics and Technologies	3	NU 703 Analysis & Utilization of Research	3
NU703 Analysis and Utilization of Research	3	NU 7XX Advancing Nursing Through Quality, Safety, & Informatics	3
NU705 Healthcare Policy and Ethics	3	NU 7XX Policy & Ethics in Healthcare: Populations and Practice	3
NU 745 Nursing Practicum 1	2	NU 760 Evidence-Based Practice I	1
NU 747 Nursing Practicum 2	2	NU 761 Evidence-Based Practice II	1
NU 749 Capstone Synthesis	3	NU 762 Evidence-Based Practice III	1
MSN Education Specific Courses			
Nu 607 Advanced Health Assessment and Health Promotion (2 didactic, 1 clinical)	3	NU 770 Adv Pathophysiology	3
NU 610 Advanced Patho-Pharm for the Nurse Educator	4	NU 772 Pharmacotherapeutics	3
NU 725 Foundations of Learning and Teaching	3	NU 773 Advanced Health Assessment & Diagnostic Reasoning (3 didactic, 1 lab, 1 clinical)	5
Nu 727 Curriculum Design and Evaluation	3	NU 725 Foundations of Teaching	3
NU 731 Teaching with Technology	3	NU 727 Curriculum Design	4
		NU XXX Assessment & Evaluation	3
		NU 731 Teaching with Technology	3
Total: 35 credit hours		Total: 38 credit hours	

MSN Family Nurse Practitioner

MSN Core Courses			
Old		New	
Course # and Title	Credits	Course # and Title	Credits
NU701 Foundations of Adv Nursing Practice	3	NU 701 Foundations for Advanced Nursing Practice	3
NU703 Analysis and Utilization of Research	3	NU 703 Analysis & Utilization of Research	3
NU705 Healthcare Policy and Ethics	3	NU 7XX Policy & Ethics in Healthcare: Populations and Practice	3
NU 712 Quality & Safety	3	NU 7XX Advancing Nursing Through Quality, Safety, & Informatics	3
NU 760 Evidence-Based Practice I	1	NU 760 Evidence-Based Practice I	1
NU 761 Evidence-Based Practice II	1	NU 761 Evidence-Based Practice II	1
NU 762 Evidence-Based Practice III	1	NU 762 Evidence-Based Practice III	1
MSN FNP Specific Courses			
NUFP 770 Advanced Pathophysiology	3	NU 770 Adv Pathophysiology	3
NUFP Pharmacotherapeutics for the APRN Prescriber	3	NU 772 Pharmacotherapeutics	3
NUFP 773 Advanced Health Assessment & Diagnostic Reasoning for the FNP Provider (3 didactic, 1 lab, 1 clinical)	5	NU 773 Advanced Health Assessment & Diagnostic Reasoning (3 didactic, 1 lab, 1 clinical)	5
NUFP 781 Primary Care I	8	NUFP 781 Primary Care I	8
NUFP 783 Primary Care II	8	NUFP 783 Primary Care II	8
NUFP 785 Primary Care III	8	NUFP 785 Primary Care III	8
Total: 50 credit hours		Total: 50 credit hours	

Change in Curricular Content

The University of Saint Mary MSN Program updated its curricular content to incorporate the New Essentials and give students a better curricular experience. This includes the following changes:

- I. NU 705 Health Care Policy & Ethics will be revised to: NU XXX Policy & Ethics in Healthcare: Populations and Practice.
- II. NU 712 Quality and Safety will be revised to Advancing Nursing Through Quality, Safety, & Informatics

III. Nurse Education

1. Removing

HCMGT 720 (3 credits)
NU 607 Advanced Health Assessment and Health Promotion (3 credits)
NU 610 Advanced Patho-Pharm for the Nurse Educator (4 credits)
NU 747 Nursing Practicum I (2 credit)
NU 747 Nursing Practicum II (2 credit)
NU 749 Capstone Synthesis (3 credits)

2. Add to Curriculum:

NU XXX Assessment and Evaluation (3 credits)- the program has needed a course to provide students with comprehensive assessment knowledge and strategies to support the learning environment.
NU 760 EBP I (1 credit)
NU 761 EBP II (1 credit)
NU 762 EBP III (1 credit)
(these replace the practicum and capstone synthesis courses).
NU 770 Advanced Pathophysiology (3 credit)
NU 772 Advanced Pharmacotherapeutics (3 credit)
NU 773 Adv Health Assessment & Diagnostic Reasoning (5 credit)

IV. Nurse Administration

1. Remove from the curriculum:

NU 747 Nursing Practicum I (2 credit)
NU 747 Nursing Practicum II (2 credit)
NU 749 Capstone Synthesis (3 credits)

2. Add to the curriculum:

NU XXX Nurse Administration: Practical Experience in Leadership
NU 760 EBP I (1 credit)
NU 761 EBP II (1 credit)
NU 762 EBP III (1 credit)
(these replace the practicum and capstone synthesis courses).

V. Family Nurse Practitioner

The only changes to the FNP program are the updated core course requirements.

Appendix C- Course Revisions

Change NU 705 Healthcare Policy & Ethics to NU XXX Healthcare Policy & Ethics Across Populations (3 credits)

Semester/Term/Year: Fall II Term (*each year*)

Course Description:

This course explores the intersection of policy and ethics, focusing on addressing the diverse needs of populations across various healthcare settings. Students will explore the complex landscape of healthcare policies and regulations, examining their impact on providing care to different demographic groups and underserved populations. The influence of sociocultural factors on healthcare and ethical considerations inherent in healthcare decision-making processes, including patient autonomy, justice, and equity issues, will be explored; students will analyze contemporary healthcare dilemmas, evaluate ethical implications, and propose informed solutions.

Course Learning Outcomes:

1. Analyze healthcare policy at local, national, and international levels, assessing their implications for nursing, healthcare delivery, resource allocation, and population health outcomes.
2. Discern the interplay between policy, ethics, socio-cultural influences, and healthcare delivery within diverse populations to advocate for equitable and ethically sound healthcare practices.
3. Apply ethical theories and principles, such as autonomy, justice, and equity, to analyze and evaluate contemporary healthcare policy and ethics dilemmas, proposing ethically informed solutions.
4. Develop advocacy skills to promote ethical and equitable healthcare practices, recognizing the importance of addressing systemic barriers and advocating for the rights and inclusion of diverse populations in healthcare settings.
5. Examine impact of regulatory/accreditation requirements on healthcare and how quality measures are applied to improve healthcare.
6. Analyze major sources of healthcare spending and funding and methods to constrain healthcare costs, including principles associated with single versus multi-payer systems.
7. Explain how information technology and telehealth can improve healthcare quality, increase patient satisfaction, and control costs
8. Analyze epidemiological and system-level aggregate data to determine healthcare outcomes and trends, incorporating primary and secondary population health data for multiple populations against relevant benchmarks.
9. Analyze system-level planning, decision-making, and evaluation for disasters and public health emergencies, including rapid response activities to protect and promote population health.

Examples of Discussion questions

*make state-specific- i.e., California

1. How do local, national, and international healthcare policies impact nurses' role in healthcare delivery, resource allocation, and population health outcomes? Provide examples of specific policies and their implications for nursing practice and population health within your region or state. Discuss strategies nurses can employ to advocate for policies promoting equitable healthcare delivery and improving population health outcomes.
2. Considering the complex interplay between policy, ethics, socio-cultural influences, and healthcare delivery within diverse populations, how can healthcare professionals advocate for equitable and ethically sound healthcare practices effectively? Reflect on specific examples where these factors have influenced healthcare delivery in your community or a community you are familiar with.
3. Discuss strategies for applying ethical theories and principles, such as autonomy, justice, and equity, to analyze and evaluate contemporary healthcare policy and ethics dilemmas. How can these principles guide the development of ethically informed solutions to address healthcare challenges?
5. How do regulatory and accreditation requirements influence healthcare delivery, and how are quality measures applied to improve healthcare within these frameworks? Consider specific examples of regulatory or accreditation requirements in healthcare settings in your local area and discuss their impact on patient care, safety, and organizational practices.
6. Address the role of quality measures in assessing healthcare quality within the context of regulatory compliance and accreditation standards. How can healthcare organizations effectively navigate these requirements to achieve optimal patient outcomes while ensuring compliance with regulatory and accreditation mandates?

Assignments:

1. Epidemiological Analysis and Healthcare Trends

In this assignment, you will analyze epidemiological and system-level data to determine healthcare outcomes and trends. You will incorporate primary and secondary population health data for multiple populations against relevant benchmarks. Obtain primary and secondary population health data from reputable sources (e.g., government health departments, academic research databases) for multiple populations of interest (for example- local area, local culture). Ensure the data covers relevant health indicators and outcomes from Healthy People 2030 and identify benchmarks or standards against which you will compare the data.

Use this data to identify healthcare outcomes and trends within the selected populations. Identify methods and epidemiological measures (for example, incidence rates, prevalence rates, mortality rates) and compare the population health data against the identified benchmarks or standards to assess performance and identify areas for improvement.

Interpret the findings and discuss the implications of the findings for nursing practice. Identify two evidence-based recommendations for improving healthcare outcomes and addressing identified trends. Consider strategies for nursing intervention, healthcare policy development, and resource allocation to support the implementation of your recommendations.

Change NU 712 Quality & Safety to NU XXX Quality, Safety, & Informatics (3 credits)

Semester/Term/Year: Spring II each year

Course Description:

This course focuses on the intersection of quality improvement, patient safety, and health informatics, equipping students with the knowledge and skills to lead change in healthcare settings. Students will study healthcare quality frameworks, patient safety principles, and informatics tools such as electronic health records and data analytics. Emphasis will be placed on understanding ethical and legal considerations and considering concepts of data security, evaluation of patient-centered care, and interprofessional collaboration. By the course's end, students will be prepared to participate in quality improvement initiatives, enhance patient safety practices, and leverage informatics to improve nursing practice and patient outcomes.

Course Learning Outcomes:

1. Understand the correlation between nursing science, computer science, and information management in advanced nursing practice.
2. Formulate strategies for the use of basic computer skills, information literacy, and information management in advanced practice and research.
3. Examine informatics and ethics in the healthcare environment, emphasizing diversity, equity, and inclusion.
4. Relate nursing informatics to the new healthcare paradigm.
5. Explore and evaluate systems and work process flow as it relates to informatics
6. Apply theories and evidence-based knowledge in leading the health care team to investigate, design, coordinate, and evaluate a patient safety/quality care initiative among diverse populations.
7. Describe ways to improve practice and associated health outcomes for patient populations.
8. Compare and contrast quality improvement models
9. Apply practice guidelines to improve practice and the care environment.
10. Analyze current and emerging technologies to support safe, equitable practice environments and optimize patient safety, cost-effectiveness, health outcomes, and data safety.
11. Advocate for the value and role of the professional nurse as a member and leader of interprofessional healthcare teams.

Discussion Question:

1. "How can the integration of nursing science, computer science, and information management enhance the effectiveness and efficiency of advanced nursing practice, and what are some key challenges that may arise in this interdisciplinary approach?"

Assignment:

- Identify two current and emerging technologies used in nursing practice. Explore scholarly articles, reputable websites, journals, and other reliable sources to gather information on the identified technologies. Analyze the technologies in terms of potential to support safe and equitable practice environments (patient safety, cost-effectiveness,

and health outcomes). Examine the measures taken within each technology to ensure data safety and patient privacy. Compare and contrast the strengths and weaknesses of different technologies considering usability, scalability, interoperability, and adaptability to diverse healthcare settings. Provide recommendations for selecting and implementing these technologies to support safe, equitable practice environments.

Create a presentation no longer than 15 minutes summarizing your findings and recommendations. Include visuals to illustrate key points.

Appendix D New Courses

NU XXX Assessment and Evaluation of Student Learning (3 credit hours)

Semester/Term/Year: varied based on student enrollment eight week term

Course Description:

This course will assist learners in exploring techniques to evaluate learner knowledge and competence. It will examine principles of assessment and evaluation in nursing education. The use of evidence-based assessment and evaluation methods for outcome measurement will be a focus and include formative and summative evaluation, test writing, clinical evaluation, and test item analysis.

Course Learning Outcomes:

1. Create student learning outcomes for a variety of settings.
2. Explore new methods that measure and evaluate student outcomes.
3. Design formative and summative strategies for measuring and evaluating student outcomes.
4. Critically analyze theoretical, methodological, and ethical issues related to measuring and evaluating student outcomes.
5. Evaluate instruments for suitability to measure student outcomes.
6. Develop testing blueprints.
7. Explore and practice the process of item analysis.

NU XXX Nurse Administration: Experience in Leadership (4 credits- 240 practice hours)

Semester/Term/Year: varied based on student enrollment. Eight-week term

Course Description:

The Nurse Administration Practice Experience course offers students an immersive learning experience in healthcare leadership and administration. Through indirect practice hours and practicum experiences in healthcare settings, students will apply theoretical knowledge and practical skills acquired throughout their program to real-world administrative challenges and opportunities. Students may engage in project management, policy development, interdisciplinary collaboration, decision-making processes, critical thinking skills, and professional competencies.

Course Learning Outcomes:

1. Apply theoretical knowledge and practical skills acquired throughout the MSN program to address real-world administrative challenges and opportunities in healthcare leadership and administration.
2. Exhibit organizational leadership skills by effectively communicating vision, fostering collaboration, and promoting a culture of innovation and continuous improvement within healthcare settings.
3. Demonstrate effective decision-making skills by analyzing information, considering various perspectives, and making informed decisions to address healthcare administration issues effectively.
4. Apply principles of diversity, equity, and inclusion to improve access and care quality for underrepresented and medically underserved populations.

Students must have 500 practice hours by completion of the Nurse Administrator curriculum. These hours can be a combination of indirect and direct practice hours. Mentoring and completing hours with a nursing leader, attending a conference, continuing education on leadership and administration, presenting at a conference, completing evidence-based projects at your employer, and leading training sessions at your employer are all examples of practice hours.

Appendix E Updated MSN Program Mission Statement

Previous MSN Program Mission

Committed to the mission and values of the University and building upon the knowledge, skills, and values of the baccalaureate-prepared nurse, the mission of the MSN program is to prepare students for advanced nursing practice who are leaders, change agents, and innovators in the specialty areas of administration, education, and family nurse practitioner.

Updated MSN Program Mission

Committed to the mission and values of the University and building upon the knowledge, skills, and values of the baccalaureate-prepared nurse, the mission of the MSN program is to prepare students for advanced nursing practice who are leaders, change agents, and innovators in the specialty areas of administration, education, and across all domains of advanced practice.

Appendix F- Meeting Minutes and Evidence of Understanding

University of Saint Mary Graduate Program Additional Graduate Meeting- Program Revisions

Date: 01/23/24

Recorder: Michelle Krakar

Attendees: Karen Kidder, Tina Howard, Ginger Vaughn Pullin, Michelle Krakar

Agenda Items	
Meeting the Essentials	Who's Working on Courses
NU 705 Policy & Ethics Revision	Michelle Krakar
NU 712 Quality & Safety Revision	Ginger Vaughn-Pullin
Curriculum Plan	
Revise so all students take the same courses until they begin specialty courses in their concentration	
New Courses	
NU XXX Assessment & Evaluation	Tina Howard
NU XXX Nurse Administration- Experience in Leadership	Michelle Krakar

New PMHNP Concentration Specialty Courses

Concentration Courses	Credits	
NU 770 Adv Patho	3	
NU 772 Pharm	3	
NU 773 Adv HA	5	
NU XXX Psychopharmacology and Neurobiology	3	Michelle Krakar
NU XXX Psychiatric Mental Health I	8	Michelle Krakar
NU XXX Psychiatric Mental Health II	8	Michelle Krakar
NU XXX Psychiatric Mental Health III	8	Michelle Krakar

Discussed changes to the curriculum plan, major course revisions, and the need for additional courses. Also discussed the addition of a new concentration, PMHNP, to the MSN program. All agreed to realignment and new courses. The new courses meet gaps in the curriculum and provide opportunities to integrate direct and indirect practice hours into education and administration concentrations. Dr. Kidder has a PhD Psychiatric Mental Health Nurse Practitioner who may be interested in helping with the program and course development.

Next meeting:

February 6th 0900

**University of Saint Mary Graduate Program
Additional Graduate Meeting- Program Revisions**

Date: 02/06/24

Recorder: Michelle Krakar

Attendees: Karen Kidder, Tina Howard, Ginger Vaughn Pullin, Michelle Krakar

Agenda Items	
Meeting the Essentials	
NU 705 Policy & Ethics Revision	Course description and outcomes approved
NU 712 Quality & Safety Revision	Course description and outcomes approved
Curriculum Plan	
Revise so all students take the same courses until they begin specialty courses in their concentration. New Nurse Educator curriculum plan.	Updated plans approved
New Courses	
NU XXX Assessment & Evaluation	Course description and outcomes approved
NU XXX Nurse Administration- Experience in Leadership	Course description and outcomes approved

New PMHNP Concentration Specialty Courses

Concentration Courses	Credits	
NU 770 Adv Patho	3	
NU 772 Pharm	3	
NU 773 Adv HA	5	
NU XXX Psychopharmacology and Neurobiology	3	Course description and outcomes approved
NU XXX Psychiatric Mental Health I	8	Course description and outcomes approved
NU XXX Psychiatric Mental Health II	8	Course description and outcomes approved
NU XXX Psychiatric Mental Health III	8	Course description and outcomes approved

The new curriculum plan and course updates will be presented to the Graduate Council for approval on February 15th. PMHNP concentration business plan and budget were sent to the USM Board of Trustees for approval.

**University of Saint Mary Graduate Program
Meeting Agenda Items**

Date: **01/10/24**

Recorder:

Attendees: Karen Kidder, Tina Howard, Ginger Vaughn Pullin, Ashley Winblad, Laurel Welty, Michelle Krakar

Review old minutes: pass

Agenda Items	
Old Business	
New populations course &/or adding additional credit hours to meet Essentials-see attachments	full-time faculty need to start meeting more frequently to plan and develop- Tuesday morning for Ginger, Tina Thursdays, Karen suggested combining Policy and Ethics and Populations to save credit hours.
Recruitment of undergrads to MSN-	Nancy and Michelle are working to schedule info sessions with students. Flyers have been distributed in division.
Portfolio for all MSN students- add information in every course, tie points to completion. The completed Portfolio is submitted in the final course.	Portfolio requirements with points will be refined and revised for next cohort and students who begin Fall I 2024
New Business	
App for tracking FNP clinical schedules- Nancy- will discuss next meeting	Moved to February
New faculty that will work in both BSN and MSN	Amanda Nester, may be at February meeting
Adjunct faculty onboarding guide	Ask for ideas, Tina will email packet she has been working on

Introduction of adjunct faculty who joined meeting.

Next meeting:

February 7th 0900

**University of Saint Mary Graduate Program
Meeting Agenda Items**

Date: 11/15/23

Recorder: Nancy Hernandez

Attendees: Michelle Krakar, Tina Howard, Michelle Krakar, Kirsten McGuire

Review old minutes: Ginger approves.

Agenda Items	
Old Business	
New populations course &/or adding additional credit hours to meet Essentials	<ul style="list-style-type: none"> • Need to discuss the credit hours per course to reflect the Essentials. • Discuss the required practice hours. • Need to add a Populations course.
Health Assessment Intensives- how did it go? Feedback to improve or revise for next summer?	Went well, positive student reviews, technology issues
Health Assessment Intensive- dates for Summer 2024: August 14-16	<ul style="list-style-type: none"> • Need to coordinate with BSNs • 2024 cohort standardized patients on 2/21/24 • Should consider peds and gyn exams
Clinical Courses- workload for next academic year. Need to decide and vote to send to Division	<ul style="list-style-type: none"> • Health Assessment Lab Lead gets 2:1 workload, helpers .5 cr per day, and clinical is 1:1. • All in favor.
FNP Clinical Visit/Requirements Policy	<ul style="list-style-type: none"> • Need to provide faculty feedback on clinical activities. Can be short assignment/phone call. Need more direct instruction.
New Business	
Program Updates: CCNE Substantive Changes Submitted, MSN 5 Year Review Submitted, PMHNP & Certificate programs business plan-in progress	

Plan of Study for Incoming New Students	Will have students sign acknowledgment
Recruitment of undergrads to MSN	<ul style="list-style-type: none"> • Marketing to create a flier for USM students. • Look at having MSN Ed students take 5 cr NUFP 773 and do clinical hours and intensives.
Portfolio for all MSN students- add information in every course, tie points to completion. Completed Portfolio is submitted in final course.	Will discuss next meeting.
Rosh Review- discussion of when to place in FNP program	Given to teach out cohort @ 10/15. New cohort, given in PC1.
Budget Planning- needs, Fitzgerald Review discussion	<ul style="list-style-type: none"> • No changes for teachout cohort. • Standardized pts, anatomy lab, Typhon, ExamSoft, ShadowHealth,

Reminders:

Vector Annual Training due at the end of the month

Textbook Adoptions

Next meeting:

December 6th 0900

**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: 2/21/2024

Name of Program: University of Saint Mary Division of Nursing

Program Administrator
including credentials: Dr. Karen R. Kidder, DNP, RN, CNE, Interim Chair

Parent Institution: University of Saint Mary

Address of Institution: 4100 S. 4th Street
Leavenworth, Kansas 66041

Level of the Program for
which the change is
being requested Master of Science in Nursing

Briefly describe the
Change being requested: Addition of a Psychiatric Mental Health Nurse. Practitioner
(PMHNP) Concentration to the MSN program. New PMHNP
program outcomes were developed for the program.

Action Taken

Education Committee Review

_____ Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review

_____ Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Nursing Education Compliance Officer

Date

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

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

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

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Instructions

1. Complete page one. Pay particular attention to the section describing the change. This is usually used for the motion and should be written carefully.
2. On Page 2 indicate the revision requested.
3. If this change involves a new course, complete the curriculum revision or a course revision, including the following items:
 - Course title
 - Course objectives/outcomes
 - Sequence of the course
 - Major content outline
 - Clinical facility(ies) to be used
 - Course evaluation
4. **Submit 1 paper copy of the request form and all addenda on white paper, loose leaf and single-sided pages.**
5. Major Curriculum Change Requests are reviewed by the Education Committee and Board of Nursing at their scheduled meetings. The request will be approved/not approved/deferred.
6. Following the Education Committee and Board review and action, a copy of the form will be returned to you indicating Board action.
7. The program must receive board approval before implementation.
8. Notify the Nursing Education Compliance Officer to request Word document version of this form to complete electronically, print and mail to KSBN with the requested information, if desired.

**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: _____
2/21/2024

Name of Program: _____
University of Saint Mary Division of Nursing

Program Administrator
including credentials: _____
Dr. Karen R. Kidder, DNP RN CNE Interim Chair

Parent Institution: _____
University of Saint Mary

Address of Institution: _____
4100 S. 4th Street

Leavenworth, Kansas 66041

Level of the Program for
which the change
is being requested _____
Master of Science in Nursing
Addition of a Psychiatric Mental Health Nurse

Briefly describe the
Change being requested: _____
Practitioner (PMHNP) concentration to the MSN program.
New PMHNP program outcomes were developed for the
program.

Action Taken

Education Committee Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Nursing Education Compliance Officer

Date

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

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

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

☐ Philosophy

☐ Number of semesters of study ☐

Delivery method of nursing courses

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

Provide:

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

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

Provide:

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

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

Provide:

- Statements of explanation from the program

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

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

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

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

University of Saint Mary MSN Program Graduate Program Major Curriculum Change Request

Curriculum Organization Change:

We are adding a new concentration, the Psychiatric Mental Health Nurse Practitioner (PMHNP) to complement our other MSN program concentrations.

Rationale: This is a growth opportunity for the MSN program; these students would take the same core courses and the first three sequenced courses of Advanced Pathophysiology, Pharmacotherapeutics, and Advanced Health Assessment that the Family Nurse Practitioner students take. Four new specialty PMHNP courses are required. The PMHNP concentration is 53 credits with 780 clinical hours. We will also offer a PMHNP postgraduate certificate.

This program will be fully asynchronous and online, like our other MSN concentrations. Students will be required to attend two, three-day on-campus intensives. The first intensive is during Advanced Health Assessment, and the second on-campus intensive is during Psychiatric Mental Health III.

PMHNP program concentration outcomes were developed. (Appendix A).

The PMHNP program plan is included in Appendix B.

Course descriptions are included in Appendix C.

Meeting Minutes demonstrating support is included in Appendix D.

The Division of Nursing and University Governance has approved the concentration.

Changes in resources: No additional faculty is needed for the first year of the concentration, as students will be enrolled in already-developed courses. USM will hire a faculty member (adjunct or part-time) to develop the four concentration-specific courses and to teach courses when students begin the concentration-specific courses during their second year. A PMHNP program coordinator will also be needed. The PMHNP coordinator will teach courses and receive workload to coordinate concentration-specific requirements.

Appendix A PMHNP Program Outcomes

PMHNP Specialization Learning Outcomes:

1. Analyze and differentiate complex data sets for independent and collaborative healthcare decision-making for diverse psychiatric mental health patients across the lifespan.
2. Communicate in both verbal and written form to provide clear, concise, and complete performance and documentation of patient care.
3. Apply theory and research in managing and providing care for patients from diverse backgrounds across the lifespan.
4. Use various technologies to provide optimal care in various settings.
5. Practice within the scope of the advanced practice role of their state.
6. Evaluate and function in complex environments.
7. Articulate laws, policies, and procedures within micro and macro environments of the advanced practice nurse.
8. Participate in developing relationships that demonstrate and appreciate interdisciplinary care.
9. Apply advanced knowledge of teaching processes to foster new knowledge, skills, attitudes, and behaviors in patients across the lifespan.
10. Understand how diversity, equity, and inclusion can improve access and care quality for underrepresented and medically underserved populations.

Appendix B PMHNP Program Plan



PMHNP Online Program Completion Plan Full Time

Year 1

Fall I 8 weeks	Fall II 8 weeks	Spring I 8 weeks	Spring II 8 weeks	Summer I 8 weeks	Summer II 8 weeks
NU 701 Foundations of Advanced Practice Nursing (3)	NU XXX Healthcare Policy & Ethics Across Populations (3)	NU 703 Analysis & Utilization of Research (3)	NU XXX Advancing Nursing Through Quality, Safety, & Informatics (3)		
Fall 16 weeks		Spring 16 weeks		Summer 16 weeks	
NU 770 Advanced Practice Pathophysiology (3)		NU 772 Pharmacotherapeutics (3)		NU 773 Advanced Health Assessment & Diagnostic Reasoning (3 credit didactic, 1 credit lab, 1 credit clinical) <i>On- campus intensive</i>	
				NU XXX Psychopharmacology & Neurobiology (3)	

Year 2

Fall I 8 weeks	Fall II 8 weeks	Spring I 8 weeks	Spring II 8 weeks	Summer I 8 weeks	Summer II 8 weeks
		Nu 760 Evidence Based Project I (1)	Nu 760 Evidence Based Project II (1)	Nu 760 Evidence Based Project III (1)	<i>On campus intensive</i>
Fall 16 weeks		Spring 16 weeks		Summer 16 weeks	
NU XXX Psychiatric Mental Health I (4 credit didactic, 4 credit clinical- 240 clinical hours)		NU XXX Psychiatric Mental Health II (4 credit didactic, 4 credit clinical- 240 clinical hours)		NU XXX Psychiatric Mental Health III (3 credit didactic, 1 clinical, 4 credit clinical- 240 clinical hours)	

Post Graduate Certificate Program

NU 770 Advanced Practice Pathophysiology (3)
NU 772 Pharmacotherapeutics for the APRN Prescriber (3)
NU 773 Advanced Health Assessment & Diagnostic Reasoning (5)
NU XXX Psychopharmacology & Neurobiology (3)
NU XXX Psychiatric Mental Health I (4 credit didactic, 4 credit clinical- 240 clinical hours)
NU XXX Psychiatric Mental Health II (4 credit didactic, 4 credit clinical- 240 clinical hours)

NU XXX Psychiatric Mental Health III (4 credit didactic, 4 credit clinical- 240 clinical hours)

*For non-APRN students, transcripts will be reviewed for potential transfer credit. Non-APRN students must take Advanced Pathophysiology, Pharmacotherapeutics, and Advanced Health Assessment in addition to the concentration-specific courses.

Appendix C PMHNP Courses

NU XXX Psychopharmacology & Neurobiology (3 credits)

Semester/Term/Year: Summer Semester

Class meeting times/Location/Delivery Modality: Asynchronous

Course Description:

This course focuses on the principles of psychopharmacology and neurobiology in the treatment of psychiatric symptoms and disorders across the lifespan. Psychopharmacological management is covered with an emphasis on neurobiology, pharmacodynamics, pharmacokinetics, neurotransmitters, substance abuse potential, outcomes monitoring, and safe prescribing of psychotropic medications. Prescriptive issues associated with comorbidities, available resources, and previous responses to psychotropic agents, ethnicity, and age are reviewed. Collaborative, ethical, legal, and regulatory prescribing practices of the PMHNP role are examined.

Course Learning Outcomes:

1. Demonstrate an understanding of the principles of psychopharmacology, emphasizing neurobiology, pharmacodynamics, and pharmacokinetics in treating psychiatric symptoms and disorders.
2. Understand the role of neurotransmitters in the context of psychopharmacological management and potential implications for treatment.
3. Analyze outcomes monitoring strategies to assess the effectiveness and potential side effects of psychopharmacological interventions across the lifespan.
4. Examine the ethical, legal, and regulatory aspects of prescribing practices within the Psychiatric-Mental Health Nurse Practitioner (PMHNP) role.
5. Evaluate prescriptive issues associated with diverse patient populations, incorporating cultural competence and sensitivity in treatment planning.
6. Analyze the impact of comorbidities on psychopharmacological treatment and how to adjust prescribing practices accordingly to ensure comprehensive patient care.
7. Apply evidence-based guidelines in the assessment, diagnosis, and prescribing practices, staying informed about emerging research and advancements in psychopharmacology.

NU XXX Psychiatric Mental Health I 4 credit didactic, 4 credit clinical (240 clinical hours)

Semester/Term/Year: Fall Semester

Class meeting times/Location/Delivery Modality: Asynchronous

Course Description:

This course provides the PMHNP student with the knowledge and clinical skills necessary to manage patients across the lifespan who have psychiatric mental health issues. It explores the theory, frameworks, and practice of psychotherapeutic interventions used across the lifespan. It analyzes holistic, research-based approaches for assessing, diagnosing, and treating mental health problems and psychiatric disorders. Caring for diverse patient populations according to the social determinants of health is included.

The clinical component of this course allows the PMHNP student to gain experience in managing psychiatric patients in various settings and with varied treatment modalities. Diagnostic interviews and formulation of differential diagnoses allow the student to learn and apply treatment modalities and interventions that correlate with client preferences, symptoms, and disease processes. Preceptor(s) and clinical faculty will guide and facilitate the student's clinical experiences.

Course Learning Outcomes:

1. Explore psychosocial theories and frameworks for assessing, diagnosing, and treating mental health problems and psychiatric disorders of individuals across the lifespan and among various populations.
2. Formulate differential diagnosis and treatment plans and apply DSM V diagnostic criteria for psychiatric diagnoses across the lifespan.
3. Develop evidence-based treatment modalities and clinical management plans for diverse client populations.
4. Display evidence of knowledge of psychiatric mental health conditions in patient care settings.
5. Explore how culture, community, and issues of diversity, equity, and inclusion influence outcomes.

NU XXX Psychiatric Mental Health II (4 credit didactic, 4 credit clinical, 240 clinical hours)

Semester/Term/Year: Spring semester

Class meeting times/Location/Delivery Modality: Asynchronous

Course Description:

This course provides the PMHNP student with the knowledge and clinical skills necessary to manage patients with short-term mental health problems and common psychiatric disorders in the general population across the lifespan. Holistic and research-based approaches allow the student to explore psychotherapeutic approaches, such as mental health promotion and risk prevention measures, for the clinical management of psychiatric-mental health problems in individuals, families, and groups. It also introduces the student to self-reflective practice and principles of psychotherapeutic care.

The clinical component of this course allows the PMHNP student to gain experience in managing patients with short-term mental health disturbances across various settings and with varied treatment modalities. Diagnostic interviews and formulation of differential diagnoses allow the student to learn and apply treatment modalities and interventions that correlate with client preferences, symptoms, and disease processes. Preceptor(s) and clinical faculty will guide and facilitate the student's clinical experiences.

Course Learning Outcomes:

1. Utilize evidence-based practices to develop strategies for treatment and risk prevention of psychiatric-mental health problems in individuals, families, and groups.
2. Engage in self-reflective practice to enhance personal awareness and professional growth in providing psychotherapeutic care.
3. Apply principles of ethical practice and cultural competence in delivering mental health services, considering diverse backgrounds, equity, and inclusion perspectives.
4. Collaborate with interdisciplinary teams to provide comprehensive care and support for individuals experiencing psychiatric-mental health issues.
5. Communicate and evaluate the effectiveness of psychotherapeutic interventions through ongoing assessment and outcome monitoring, adjusting treatment plans as needed to optimize client outcomes.
6. Demonstrate proficiency in documentation practices, maintaining accurate and confidential records to support continuity of care and ensure compliance with regulatory standards.

NU XXX Psychiatric Mental Health III (3 credit didactic, 1 credit lab, 4 credit clinical, 240 clinical hours)

Semester/Term/Year: Summer semester

Class meeting times/Location/Delivery Modality: Asynchronous

Course Description:

This course delves into the holistic management of chronic and complex psychiatric disorders throughout all stages of life. Emphasis is placed on developing differential diagnostic capabilities and implementing intervention strategies, including the significance of rehabilitation, recovery, and psychoeducational approaches within diverse contexts such as individual, familial, and group settings. It examines the stigma and sociocultural factors that affect access to and engagement in care.

The clinical component of this course allows the PMHNP student to gain experience in managing patients with complex and chronic psychiatric disorders across various settings and with varied treatment modalities. Diagnostic interviews and formulation of differential diagnoses allow the student to learn and apply treatment modalities and interventions that correlate with client preferences, symptoms, and disease processes. The student will focus on interventions such as psycho education, rehabilitation, and recovery. Preceptor(s) and clinical faculty will guide and facilitate the student's clinical experiences.

Course Learning Outcomes:

1. Develop comprehensive differential diagnoses to assess and differentiate various psychiatric disorders and their presentations.
2. Implement intervention strategies tailored to individuals, families, and groups' unique needs, incorporating principles of rehabilitation, recovery, and psychoeducation.
3. Evaluate the sociocultural factors and stigma influencing access to and engagement in mental health care.
4. Demonstrate cultural competence and sensitivity in delivering care to diverse populations, considering the influence of sociocultural factors on treatment outcomes.
5. Collaborate effectively with interdisciplinary teams to develop and adjust holistic care plans for patients with chronic and complex psychiatric disorders.
6. Apply ethical principles and legal guidelines in providing mental health care across diverse populations.

7. Demonstrate an understanding of how diversity, equity, and inclusion can improve access and treatment outcomes for underrepresented and underserved psychiatric patient populations.

Appendix D Meeting Minutes

University of Saint Mary Graduate Program

Additional Graduate Meeting- Program Revisions

Date: 01/23/24

Recorder: Michelle Krakar

Attendees: Karen Kidder, Tina Howard, Ginger Vaughn Pullin, Michelle Krakar

Agenda Items	
Meeting the Essentials	Who's Working on Courses
NU 705 Policy & Ethics Revision	Michelle Krakar
NU 712 Quality & Safety Revision	Ginger Vaughn-Pullin
Curriculum Plan	
Revise so all students take the same courses until they begin specialty courses in their concentration	
New Courses	
NU XXX Assessment & Evaluation	Tina Howard
NU XXX Nurse Administration- Experience in Leadership	Michelle Krakar

New PMHNP Concentration Specialty Courses

Concentration Courses	Credits	
NU 770 Adv Patho	3	
NU 772 Pharm	3	
NU 773 Adv HA	5	
NU XXX Psychopharmacology and Neurobiology	3	Michelle Krakar
NU XXX Psychiatric Mental Health I	8	Michelle Krakar
NU XXX Psychiatric Mental Health II	8	Michelle Krakar
NU XXX Psychiatric Mental Health III	8	Michelle Krakar

Discussed changes to the curriculum plan, major course revisions, and the need for additional courses. Also discussed the addition of a new concentration, PMHNP, to the MSN program. All agreed to realignment and new courses. The new courses meet gaps in the curriculum and provide opportunities to integrate direct and indirect practice hours into education and administration concentrations. Dr. Kidder has a PhD Psychiatric Mental Health Nurse Practitioner who may be interested in helping with the program and course development.

University of Saint Mary Graduate Program
Additional Graduate Meeting- Program Revisions

Date: 02/06/24

Recorder: Michelle Krakar

Attendees: Karen Kidder, Tina Howard, Ginger Vaughn Pullin, Michelle Krakar

Agenda Items	
Meeting the Essentials	
NU 705 Policy & Ethics Revision	Course description and outcomes approved
NU 712 Quality & Safety Revision	Course description and outcomes approved
Curriculum Plan	
Revise so all students take the same courses until they begin specialty courses in their concentration. New Nurse Educator curriculum plan.	Updated plans approved
New Courses	
NU XXX Assessment & Evaluation	Course description and outcomes approved
NU XXX Nurse Administration- Experience in Leadership	Course description and outcomes approved

New PMHNP Concentration Specialty Courses

Concentration Courses	Credits	
NU 770 Adv Patho	3	
NU 772 Pharm	3	
NU 773 Adv HA	5	
NU XXX Psychopharmacology and Neurobiology	3	Course description and outcomes approved
NU XXX Psychiatric Mental Health I	8	Course description and outcomes approved

NU XXX Psychiatric Mental Health II	8	Course description and outcomes approved
NU XXX Psychiatric Mental Health III	8	Course description and outcomes approved

The new curriculum plan and course updates will be presented for approval to the Graduate Council on February 15th. PMHNP concentration business plan and budget were sent to the USM Board of Trustees for approval.

**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: 2/21/2024

Name of Program: University of Saint Mary Division of Nursing

Program Administrator including credentials: Dr. Karen R. Kidder, DNP, RN, CNE, Interim Chair

Parent Institution: University of Saint Mary

Address of Institution: 4100 S. 4th Street

Leavenworth, Kansas 66041

Level of the Program for which the change is being requested: Master of Science in Nursing

Briefly describe the Change being requested: Addition of an FNP Post Graduate Certificate and a Nurse Educator Certificate to our program options.

Action Taken

Education Committee Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Nursing Education Compliance Officer

Date

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

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

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

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Instructions

1. Complete page one. Pay particular attention to the section describing the change. This is usually used for the motion and should be written carefully.
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3. If this change involves a new course, complete the curriculum revision or a course revision, including the following items:
 - Course title
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 - Sequence of the course
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 - Clinical facility(ies) to be used
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6. Following the Education Committee and Board review and action, a copy of the form will be returned to you indicating Board action.
7. The program must receive board approval before implementation.
8. Notify the Nursing Education Compliance Officer to request Word document version of this form to complete electronically, print and mail to KSNB with the requested information, if desired.

University of Saint Mary MSN Program Graduate Program Major Curriculum Change Request

Curriculum Organization Change:

The USM graduate program would like to restart the FNP postgraduate certificate and add a Nurse Educator postgraduate certificate (in addition to the PMHNP certificate addressed in the PMHNP concentration request).

Rationale:

Realigning the MSN core courses provides an easier transition for students to obtain additional postgraduate certificates. We want to encourage former and existing MSN students to stay with USM and thus increase course enrollments. Having these options is also attractive to potential students. Completing a post-graduate certificate program enhances graduates' qualifications, making them more competitive for advanced practice roles. These certificates offer flexibility for nursing graduate students who want to expand their knowledge in a specific area without committing to a full additional degree program.

Applicant transcripts will be reviewed to verify what courses can be transferred for the certificate depending on prior MSN degrees. Each student will be given an individual plan of study based on transcript evaluation. Applicants who are not advanced practice nurses (currently practicing) must take all concentration specialty courses, including Advanced Pathophysiology, Pharmacotherapeutics, and Advanced Health Assessment.

Faculty support these additions and agree it can increase enrollment in our program. The Division of Nursing and University governance has approved adding the certificate programs.

There are no budget impacts to adding these certificates as the courses have already been developed. Students will enroll in existing courses with MSN students.

Appendix A includes curriculum plans.

Appendix A Certificate Plans

Family Nurse Practitioner Curriculum

Core Courses	Credits	Concentration Courses	Credits
NU 701 Foundations for Advanced Nursing Practice	3	NUFP 770 Adv Patho	3
NU 703 Analysis & Utilization of Research	3	NUFP 772 Pharm	3
NU 7XX Advancing Nursing Through Quality, Safety, & Informatics	3	NUFP 773 Adv HA	5
NU 7XX Healthcare Policy & Ethics Across Populations	3	NUFP 781 Primary Care I	8
NU 760 Evidence-Based Practice I	1	NUFP Primary Care II	8
NU 761 Evidence-Based Practice II	1	NUFP Primary Care III	8
NU 762 Evidence-Based Practice III	1		
	15		35

Family Nurse Practitioner Post Graduate Certificate

NU 770 Advanced Practice Pathophysiology (3)	Fall Year 1 (if needed)
NU 772 Pharmacotherapeutics for the APRN Prescriber (3)	Spring Year 1 (if needed)
Nu 773 Advanced Health Assessment & Diagnostic Reasoning (5)	Summer Year 1 (if needed)
NUFP 781 Primary Care I (8)	Fall Year 2
NUFP Primary Care II (8)	Spring Year 2
NUFP Primary Care III (8)	Summer Year 2

*Students may need additional courses dependent on previous graduate degree. Each transcript will be reviewed.

NUFP 781 Primary Care I, NUFP Primary Care II, and NUFP Primary Care III are required for all students.

MSN Education curriculum

Core Courses		Concentration Courses	
NU 701 Foundations for Advanced Nursing Practice	3	NUFP 770 Adv Patho	3
NU 703 Analysis & Utilization of Research	3	NUFP 772 Pharm	3
NU 7XX Policy & Ethics Across Populations	3	NUFP 773 Adv HA	5
NU 7XX Advancing Nursing Through Quality, Safety, & Informatics	3	NU 725 Found of Teaching	3
NU 760 EBP I	1	NU 727 Curr Design	3
NU 761 EBP II	1	NU XXX Assess & Evaluation (new course)	3
NU 762 EBP III	1	NU 731 Teaching w Tech	3
	15		23

MSN Nurse Educator Post Graduate Certificate Program

NUFP 770 Adv Patho (3)	Fall (if needed)
NUFP 772 Pharm (3)	Spring (if needed)
NUFP 773 Adv HA (5)	Summer (if needed)
NU 725 Found of Teaching (3)	Varied dependent on enrollment
NU 727 Curr Design (3)	Varied dependent on enrollment
NU XXX Assess & Evaluation (3 cr new course)	Varied dependent on enrollment
NU 731 Teaching w Tech (3)	Varied dependent on enrollment

*MSN transcripts will be evaluated for what courses transfer in.

NU 725 Found of Teaching, NU 727 Curriculum Design, NU XXX Assessment & Evaluation, and NU 731 Teaching with Technology are required for all postgraduate educator certificate students.

Appendix B
University of Saint Mary Graduate Program
Additional Graduate Meeting- Program Revisions

Date: 01/23/24

Recorder: Michelle Krakar

Attendees: Karen Kidder, Tina Howard, Ginger Vaughn Pullin, Michelle Krakar

Agenda Items	
Meeting the Essentials	Who's Working on Courses
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NU 712 Quality & Safety Revision	Ginger Vaughn-Pullin
Curriculum Plan	
Revise so all students take the same courses until they begin specialty courses in their concentration	
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NU XXX Psychiatric Mental Health III	8	Michelle Krakar

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**University of Saint Mary Graduate Program
Additional Graduate Meeting- Program Revisions**

Date: 02/06/24

Recorder: Michelle Krakar

Attendees: Karen Kidder, Tina Howard, Ginger Vaughn Pullin, Michelle Krakar

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

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

Date: 2/22/24
Name of Program: MNU School of Nursing
Program Administrator including credentials: Sarah Miller, EdD, DNP, APRN, FNP-C
Parent Institution: MiddleAmerica Nazarene University
Address of Institution: 2030 E. College Way
Olathe, KS 66062

Level of the Program
for which the change
is being requested

BSN

Briefly describe the

Change being requested:

Course title, description changes with
~~the~~ course credit hour changes, adaptation
of sequence of courses, ability to offer
courses in hybrid format, alignment of ~~BSN~~

Action Taken

AND TBSN
course #'s / titles
descriptions

Education Committee Review

Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review

Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Nursing Education Compliance Officer

Date

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

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

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

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

Provide:

- Written documentation that includes a comparison of old to new, this may be in the form of a table
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☒ (2) Any change in content requiring a change of clock-hours or credit hours in nursing courses

Provide:

- Rationale for the change
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- A table that shows the differences between the old and new curriculum.
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☐ (3) Any change in the number of students to be admitted to the nursing education program

Provide:

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

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

Instructions

1. Complete page one. Pay particular attention to the section describing the change. This is usually used for the motion and should be written carefully.
2. On Page 2 indicate the revision requested.
3. If this change involves a new course, complete the curriculum revision or a course revision, including the following items:
 - Course title
 - Course objectives/outcomes
 - Sequence of the course
 - Major content outline
 - Clinical facility(ies) to be used
 - Course evaluation
4. **Submit 1 paper copy of the request form and all addenda on white paper, loose leaf and single-sided pages.**
5. Major Curriculum Change Requests are reviewed by the Education Committee and Board of Nursing at their scheduled meetings. The request will be approved/not approved/deferred.
6. Following the Education Committee and Board review and action, a copy of the form will be returned to you indicating Board action.
7. The program must receive board approval before implementation.
8. Notify the Nursing Education Compliance Officer to request Word document version of this form to complete electronically, print and mail to KSBN with the requested information, if desired.



Overview:

1. Move the Spring ABSN start to January. This change will start January 2025.
 - a. Convert Pathophysiology 1 and 2 to one 15-week course
 - b. Convert Concepts 1 and 2 to one 15-week Fundamentals course
 - c. Convert Pharmacology 1 and 2 to one 15-week course
 - d. Senior Seminar 1 and 2 to Transition to Nursing Practice 15-week course
 - e. Move Acute-Complex Nursing Care from Module 6 to Module 5
 - f. Move Nursing Research from Module 5 to Module 6
2. Align the ABSN and TBSN curriculum. This change will start August 2024.
 - a. Update course numbers to ensure ABSN and TBSN courses match
 - b. Update course title to better reflect content in course
 - c. Update course descriptions to match the new AACN Essential
 - d. Nursing Leadership and Professional Issues in the ABSN program will move from a 4-credit hour course to a 3-credit hour course to match the TBSN credit-hour allocation for this content area.
3. Obtain approval for ability to teach didactic courses in a hybrid format.

Rationale:

1. Moving the start date to January will increase the marketability of the program.
2. Moving the start date will ensure that international students have 12 credits in the spring to maintain their full-time status.
3. Moving the start date will ensure courses stay within their term codes and do not roll over from spring to summer.
4. Offering Fundamentals, Pharmacology and Pathophysiology as 15-week courses will allow students more time to understand the content, improving retention during the first two modules.
5. Moving Transition to Nursing Practice to a 15-week course will give students more time to prepare for the NCLEX and improve pass rates.
6. Moving Nursing research to module 6 will offer students more flexibility during their final module to complete the required clinical hours.
7. Moving Acute-Complex Nursing Care to module 5, away from internship, will allow the class to be offered fully in person. This should improve student retention of medical surgical content and improve NCLEX pass rates.
8. Moving Health Restoration I and II to the summer will improve availability of clinical sites and clinical instructors.
9. Decrease the number of credits required in the ABSN program to make the program more marketable.
10. Aligning ABSN and TBSN is student centric and will allow easier transition from ABSN to TBSN. If a student fails a course in the ABSN Program, they have the option of applying to the TBSN Program, but with the way courses schedules are currently

built, this may mean the student has to wait a year or more to continue in the nursing program.

11. We are working on an 18-month hybrid ABSN track but until then, we do have some courses that may need to be hybrid due to ability to secure adjuncts and scheduling, especially when students are taking didactic and clinical courses at the same time. This is especially important when students are completing their capstone hours and have to mirror their preceptors schedule. We previously have had approval to offer some courses in a hybrid fashion, but we are asking for approval to offer any of our courses in a hybrid format.

The old and new course titles and course descriptions are on the next pages.

ABSN			TBSN			New Combined ABSN & TBSN		
Course			Course			Course		
Number	Course Name	Hours	Number	Course Name	Hours	Number	Course Name	Hours
NURS 3011	Pathophysiology I	1.5	NURS 2013	Pathophysiology	3	NURS 3013	Pathophysiology	3
NURS 3012	Pathophysiology II	1.5	"	"				
NURS 3068	Health Restoration I	8	NURS 3088	Health Restoration I	8	NURS 3068	Health Restoration I	8
NURS 3178	Health Restoration II	8	NURS 3188	Health Restoration II	8	NURS 3178	Health Restoration II	8
NURS 3183	Concepts of Nursing Care I	3	NURS 2285	Fundamentals of Nursing Care	5	NURS 3185	Fundamentals of Nursing Care	5
NURS 3182	Concepts of Nursing Care II	2	"	"				
NURS 3402	Ethics, Quality, and Safety in Nursing	2	NURS 3522	Ethics, Quality, and Safety in Nursing	2	NURS 3402	Ethics, Quality, and Safety in Nursing	2
NURS 3502	Mental Health Nursing	2	NURS 4282	Mental Health Nursing	2	NURS 3502	Mental Health Nursing	2
NURS 3602	Health Assessment	2	NURS 2002	Health Assessment for Nurses	2	NURS 3602	Health Assessment	2
NURS 3703	Principles of Professional Nursing	3	NURS 2003	Principles of Professional Nursing	3	NURS 3703	Principles of Professional Nursing	3
NURS 3902	Gerontological Nursing	2	NURS 2032	Gerontological Nursing	2	NURS 3902	Gerontological Nursing	2
NURS 3911	Pharmacotherapy I	1.5	NURS 3513	Pharmacotherapy and Nursing Care	3	NURS 3913	Pharmacology	3
NURS 3912	Pharmacotherapy II	1.5	"	"				
NURS 4113	Maternal & Women's Health Nursing	3	NURS 4083	Maternal & Women's Health Nursing	3	NURS 4113	Maternal & Women's Health Nursing	3
NURS 4200	Senior Seminar I	0.5	NURS 4211	Senior Seminar: Transition to Nursing Practice	1	NURS 4211	Transition to Nursing Practice	1
NURS 4300	Senior Seminar II	0.5	"	"				
NURS 4213	Nursing Research & Evidence-Based Practice	3	NURS 4103	Nursing Research - Evidence Based Practice	3	NURS 4213	Nursing Research & Evidence-Based Practice	3
NURS 4304	Nursing Leadership and Professional Issues	4	NURS 4403	Role Development	3	NURS 4323	Nursing Leadership and Professional Issues	3
NURS 4313	Pediatric Nursing	3	NURS 3783	Pediatric Nursing	3	NURS 4313	Pediatric Nursing	3
NURS 4513	Population Based Health	3	NURS 4383	Community Health Nursing	3	NURS 4513	Population Based Health	3
NURS 4684	Nursing Internship	4	NURS 4584	Nursing Internship	4	NURS 4684	Nursing Internship	4
NURS 4902	Acute-Complex Nursing Care	2	NURS 4912	Acute-Complex Care	2	NURS 4902	Acute-Complex Nursing Care	2
		61			60			60

Proposed New Combined
Appendix A
TBSN and ABSN Course Descriptions

NURS 3013 Pathophysiology (3 hours)

Designed to enhance student understanding of pathophysiological concepts and processes, as well as selected diseases. A systems approach is used to explore the pathophysiology, etiologies, risk factors, clinical presentation, and diagnostics of selected diseases. This course provides the basis for clinical judgement and innovation in nursing practice.

NURS 3068 Health Restoration I (8 hours)

Part one of a two-part course series focusing on person-centered care of adults experiencing acute illness, exacerbation of a chronic condition, and/or surgery. Course content emphasizes the development of knowledge and skills for patient problems related to: the perioperative experience, fluid and electrolyte imbalance, inflammation and immune dysfunction (including cancer), the respiratory, gastrointestinal and musculoskeletal systems. In addition to caring for the physical needs of the patient, students are encouraged to consider the patient's spiritual, emotional, and learning needs. Students continue to develop testing skills based upon the structure and format of the most recently published NCLEX-RN® test plan. Clinical learning experiences occur in the acute-care clinical setting.

NURS 3178 Health Restoration II (8 hours)

Part two of a two-part course series, building upon knowledge gained in NURS 3068 Health Restoration I. Focuses on person-centered care of adults experiencing acute illness, exacerbation of a chronic condition, and/or surgery. Emphasis focuses on the development of knowledge and skills for patient problems related to the following systems: cardiovascular, hematologic, endocrine, genitourinary, and integumentary. In addition to caring for the physical needs of the patient, students are encouraged to consider the patient's spiritual, emotional, and learning needs. Students continue to develop testing skills based upon the structure and format of the most recently published NCLEX-RN® test plan. Builds upon knowledge gained in previous and concurrent courses to provide a comprehensive and overall understanding of how to care for adults in the acute-care clinical setting.

NURS 3185 Fundamentals of Nursing Care (5 hours)

A study of evidence-based nursing practice regarding fundamental nursing interventions and the professional nursing role. The knowledge, skills, and attitudes necessary to perform procedures and assess healthcare outcomes related to therapeutic interventions are presented, and students demonstrate their understanding through testing and graded return demonstrations. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to proficient psychomotor skills and nursing practice. Clinical experiences expose students to a range of technologies that facilitate health promotion, maintenance, and restoration, including patient monitoring systems, medication administration systems, and other technologies to support patient care. Competency with drug calculation and safe medication administration are also required proficiencies. The overarching goal for this course is the delivery of safe and effective "relationship-centered care" to a diverse patient population. Please note that this course includes a practical laboratory and clinical component, providing hands-on experience to reinforce theoretical concepts and develop essential skills in professional nursing practice.

NURS 3402 Ethics, Quality, and Safety in Nursing (2 hours)

This course offers insight into the ethical practice of nursing, as well as safe and quality patient care. This course will explore how managing human behavior and system design leads to improvement of patient safety outcomes. Principles of moral decision-making and ethical theories derived from the Christian faith will be utilized to examine patient safety and quality of nursing care.

NURS 3502 Mental Health Nursing (2 hours)

This course provides an in-depth examination of evidence-based practice and nursing care of individuals with mental illness. Developmental, sociocultural, psychological, and situational aspects of life that impact the mental health of individuals, families, and communities are explored. Special emphasis is given to the delivery of person-centered care within a holistic framework as it applies to mental health promotion, maintenance, and restoration. Principles of communication as an intervention to develop therapeutic relationships are emphasized.

NURS 3602 Health Assessment (2 hours)

Provides an opportunity for students to develop competence in comprehensive health assessment as viewed through the lens of person-centered care. Students develop the necessary knowledge, skills, and attitudes regarding history-taking and holistic assessment. Please note that this course includes a practical laboratory component, providing hands-on experience to reinforce theoretical concepts and develop essential skills in professional nursing practice.

NURS 3703 Principles of Professional Nursing (3 hours)

This course provides a foundational exploration of professional nursing practices, emphasizing the scope of nursing, personal professional identity development, effective communication, conflict resolution, health informatics, and nursing professionalism. Designed to provide insight into the world of professional nursing, as viewed through the paradigm of the Pre-Licensure Nursing Department program outcomes.

NURS 3803 Biblical Perspectives (3 hours)

Place holder, no changes

NURS 3902 Gerontological Nursing (2 hours)

Evidence-based practice and person-centered care of older adults are the focus of this course. The course covers demographics of aging, physiological, psychological, sociological, and spiritual issues in older adults. It also addresses health promotion, maintenance, restoration, care options, and end-of-life processes.

NURS 3913 Pharmacology (3 hours)

This course is designed to introduce the clinical application of pharmacology regarding health and illness. A systems approach is used to evaluate various drug classifications. The student is expected to assess, process, and apply drug-related information, including: generic/ trade names and clinical uses, basic mechanisms of action(s), side effects, contraindications, interactions, parameters for safe administration, evaluation of drug effectiveness, and adverse/ toxic effects.

NURS 4113 Maternal and Women's Health Nursing (3 hours)

This course provides an in-depth examination of evidence-based practice and nursing care of childbearing families and women. Special emphasis is given to the delivery of person-centered care within a holistic framework as it applies to health promotion, maintenance, and restoration of childbearing families' and women. Cultural values and women's health needs specific to the lifespan are presented. Theory-to-practice application is facilitated in both hospital and community-based settings.

NURS 4211 Transition to Nursing Practice (1 hour)

This course is designed to prepare senior nursing students for the challenges of becoming a professional nurse. Students will prepare a high-quality nursing resume suitable for employment applications. Additionally, students will participate in mock interviews and receive feedback from qualified interviewers in preparation for interviews with potential employers. Students will gain understanding of their relationship with the State Board of Nursing and professional licensure requirements. Additionally, students will be challenged to prepare for the NCLEX-RN® examination

with a content review based upon the current NCLEX-RN® Test Plan. Classroom and/or online activities to develop critical thinking and successful test taking skills will be presented.

NURS 4213 Nursing Research and Evidence-Based Practice (3 hours)

This course emphasizes the practical application and comprehension of nursing research. It equips students to apply knowledge from nursing science and related disciplines, fostering an understanding of the human experience in nursing practice. Through hands-on activities, students develop critical thinking skills, demonstrating the ability to utilize research findings effectively. Additionally, ethical considerations in research are addressed, ensuring students make informed and principled decisions in their nursing practice. The course also explores the influence of personal values on research application in nursing care.

NURS 4313 Pediatric Nursing (3 hours)

This course provides an in-depth examination of evidence-based nursing care of children and their families. Special emphasis is given to the delivery of person-centered care within a holistic framework as it applies to health promotion, maintenance, and restoration. Cultural values and health needs specific to the pediatric population are explored. Theory-to-practice application is facilitated in both hospital and community-based settings.

NURS 4323 Nursing Leadership and Professional Issues (3 hours)

As viewed through the lens of "relationship-centered care", emphasizes the role of the professional nurse in creating a culture of advocacy, safety and quality through team performance. Also strives to develop student knowledge, skills and attitudes as leaders, designers/managers/coordinators of care and as members of the nursing profession. With knowledge of healthcare policy, finance, and regulatory environments, students are encouraged to envision and shape a preferred future for the nursing profession and healthcare in general. This course focuses on refining the individual student's ability to be resilient, adaptable, and adept at navigating ambiguity and change. It cultivates a commitment to lifelong learning and ongoing self-reflection as a cornerstone of professional responsibility. The course hones the student's leadership skills, enabling them to assert control, influence, and power in both professional and personal spheres. This includes advocating for patients and the nursing profession as influential leaders. Students work towards personal growth, a continual expansion of professional knowledge, and persistent practice of leadership in diverse contexts.

NURS 4513 Population Based Health (3 hours)

This course covers the full spectrum of healthcare delivery from public health prevention to disease management for diverse populations. It emphasizes collaborative efforts with a wide range of partners including communities, public health organizations, industry, academia, healthcare providers, and local government entities. In our teaching approach, we collaborate to advance equitable and enhanced population health outcomes. Students gain comprehensive insights into the vital role of collective action in advancing the health and well-being of communities. Theory-to-practice application is facilitated in both hospital and community-based settings.

NURS 4684 Nursing Internship (4 hours)

This course uses a preceptor model of learning to provide students an opportunity to synthesize and integrate all previous learning experiences. The ultimate goal of this course is for students to acclimate and transition to the professional role of a registered nurse. The setting of this course occurs in a clinical setting where students work with an assigned preceptor to deliver professional nursing care.

NURS 4902 Acute-Complex Nursing Care (2 hours)

This course centers on evidence-based practice and the delivery of person-centered care to patients facing substantial health challenges. Students utilize their understanding of systems, pathophysiology, diagnostic data, pharmacology, and treatment approaches to administer, assess,

and appraise care processes for patients with complex healthcare needs. Emphasis is placed on a comprehensive approach to patient care, encompassing both acute and potentially critical conditions.

TBSN OLD

TBSN Course Descriptions 2023-2024

NURS 2002 HEALTH ASSESSMENT FOR NURSES

Provides an opportunity for students to develop clinical competence in health assessment of an individual client. Students will develop skills in history taking and holistic assessment, which includes: physical assessment, role assessment, developmental assessment, psycho-social assessment, spiritual assessment, and risk assessment (genetics, environment, nutrition, exercise, stress, economics, and abuse). Prerequisite: Admission to the nursing major and completion of all prerequisite General Education courses. Fall.

NURS 2003 PRINCIPLES OF PROFESSIONAL NURSING

Designed to provide insight into the world of professional nursing, as viewed through the paradigm of the Pre-Licensure Nursing Department program outcomes, including: Formational Thinking, Faith Integration, Discovering Creation, Global Citizenship, Communication and Self Expression. A variety of learning experiences are used to introduce elements of professional nursing. Fall.

NURS 2013 PATHOPHYSIOLOGY

Designed to enhance student understanding of pathophysiological concepts and processes, as well as selected diseases. A systems approach is used to explore the pathophysiology, etiologies, risk factors, clinical presentation, and diagnostics of selected diseases. Basic prevention and/or treatment measures are also considered. Prerequisites: BIOL 1504 and BIOL 1604. Fall.

NURS 2032 GERONTOLOGICAL NURSING

A study of evidence-based nursing care of older adults. Major concepts include demographics of the aging population; common physiological, psychological, sociological, and spiritual issues affecting the health of older adults; health promotion interventions for older adults; options in the continuum of care of older adults; and death as a final developmental process. Prerequisite: Admission to the nursing major and completion of all prerequisite General Education courses. Fall.

NURS 2285 FUNDAMENTALS OF NURSING CARE

A study of evidence-based nursing practice regarding fundamental nursing interventions and the professional nursing role. The knowledge, skills, and attitudes necessary to perform procedures and assess healthcare outcomes related to therapeutic interventions are presented, and students demonstrate their understanding through testing and graded return demonstrations. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to proficient psychomotor skills and nursing practice. Clinical experiences expose students to a range of technologies that facilitate health – promotion, -maintenance, and – restoration, including patient monitoring systems, medication administration systems, and other technologies to support patient care. Competency with drug calculation and safe medication administration are also required proficiencies. The overarching goal for this course is the delivery of safe and effective “relationship-centered care” to a diverse patient population. Learning experiences occur through lecture/discussion, assignments (including online learning), and the simulated laboratory setting as well as clinical health care facilities. Fall.

NURS 3088 HEALTH RESTORATION I

Part one of a two-part series that focuses on the care of individuals of all ages experiencing acute illness, exacerbation of a chronic condition, and/or surgery. Emphasis will be on development of students' knowledge and skills in dealing with problems related to pain, immune function, integument, dentition, nutrition, physical activity, hearing, vision, speech, language, digestion-hydration, bowel function, genitourinary function, sleep/rest patterns, spirituality, emotional needs,

and learning needs. The health care system related to acute care will be introduced. Students will receive clinical experience in acute care facilities. This course is part one of a two-part course series, to run consecutively from one semester (part one) to the following semester (part two). Prerequisite: Successful completion of NURS 2003, NURS 2002, NURS 2013, and NURS 2185. Spring.

NURS 3188 HEALTH RESTORATION II

Part two of a two-part series and builds upon knowledge gained in NURS 3088 Health Restoration I. Focuses on the care of individuals of all ages experiencing acute illness, exacerbation of a chronic condition, and/or surgery. Emphasis will be on development of students' knowledge and skills in caring for patients with problems related to cardiovascular, respiratory, renal, genitourinary, endocrine, integument, musculoskeletal, and neurologic functions. In addition to caring for the physical needs of the patient, students will be encouraged to consider the patient's spiritual, emotional, and learning needs. Students will continue to develop testing skills based upon the structure and format of the most recent NCLEX-RN® test plan. Health care delivery will occur in the acute care setting. This course is part two of a two-part course series, to run consecutively from one semester (part one) to the following semester (part two). Prerequisite: Successful completion of Junior year nursing courses. Fall.

NURS 3513 PHARMACOTHERAPY AND NURSING CARE

This course is designed to introduce the clinical application of pharmacology regarding health and illness. A systems approach is used to evaluate various drug classifications. The student is expected to assess, process, and apply drug-related information, including: generic/ trade names and clinical uses, basic mechanisms of action(s), side effects, contraindications, interactions, parameters for safe administration, evaluation of drug effectiveness, and adverse/ toxic effects. Prerequisite: Admission to the nursing major and completion of all prerequisite General Education courses. Spring.

NURS 3522 ETHICS, QUALITY AND SAFETY IN NURSING

This course offers insight into the ethical practice of nursing, as well as safe and quality patient care. Using the model of "just culture" as a conceptual framework, this course will explore how managing human behavior and system design leads to improvement of patient safety outcomes. Principles of moral decision-making and ethical theories derived from the Christian faith will be utilized to examine patient safety and quality of nursing care. Spring.

NURS 3783 PEDIATRIC NURSING

A study of evidence-based nursing care of children and their families. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to health promotion, maintenance, and restoration of children. Cultural values and health needs specific to the pediatric lifespan are explored. Hospital and community-based settings provide theory to practice application. Prerequisites: Successful completion of senior fall nursing courses. Spring.

NURS 4083 MATERNAL AND WOMEN'S HEALTH NURSING

A study of evidence-based nursing care of childbearing families and women. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to health promotion, maintenance, and restoration of child-bearing families and women. Cultural values and women's health needs specific to the lifespan are presented. Hospital and community-based settings provide theory to practice application. Prerequisites: Successful completion of Junior year nursing courses. Fall.

NURS 4101 SPECIAL TOPICS IN NURSING

Offers advanced study in a specialized area of nursing. The special topic may be tied to the clinical

setting utilized in NURS 4285. Students must take a minimum of one credit hour of special topics. Prerequisites: Successful completion of Junior year nursing courses. Fall or Spring.

NURS 4103 NURSING RESEARCH AND EVIDENCE-BASED PRACTICE

This course is designed to develop students' knowledge of the research process; to increase their appreciation of the significance of nursing research in developing evidence-based nursing practice; to help them develop skills to become astute consumers of nursing research; and to apply their knowledge of the research process in nursing practice. Students will be introduced to computer applications that facilitate the research process such as in literature reviews and data analysis. Prerequisites: Successful completion of senior fall nursing courses. Spring.

NURS 4211 SENIOR SEMINAR: TRANSITION TO NURSING PRACTICE

Designed to prepare senior nursing students for the challenges of transition from pre-licensure nursing education to the practice of professional nursing. Students will gain understanding of their relationship with the State Board of Nursing and professional licensure requirements. Additionally, students will be challenged to prepare for the NCLEX-RN® examination with a content review based upon the current NCLEX-RN® Test Plan. Classroom activities to develop critical thinking and successful test taking skills will be presented. ATI Predictor will be taken during this course. Prerequisite: successful completion of all fall Senior courses. Spring.

NURS 4282 MENTAL HEALTH NURSING

A study of evidence-based nursing care of patients with mental illness. Developmental, socio-cultural, psychological, and situational aspects of life that impact the mental health of individuals, families, and communities are explored. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to mental health promotion, maintenance, and restoration. Principles of communication as an intervention to develop therapeutic relationships are emphasized. Prerequisites: Successful completion of fall junior nursing courses. Spring.

NURS 4383 COMMUNITY HEALTH NURSING

A study of evidence-based nursing care of populations. Special emphasis is given to the delivery of relationship-centered care within a holistic framework as it applies to health promotion, maintenance, and restoration of complex systems and aggregates in the community, state, nation, and world. Included are concepts of epidemiology, health promotion (primary, secondary, and tertiary levels), disease prevention, health policy, healthcare delivery systems, and the Healthy People Initiatives. Selected environmental components affecting community health to be explored include historical, political, economic, social, and cultural influences. The role of the healthcare provider in advocating for healthy communities is presented. A community assessment is required. Prerequisites: Successful completion of Junior year nursing courses. Fall.

NURS 4403 ROLE DEVELOPMENT

Focuses on students' development as leaders, designers/managers/coordinators of care, and as members of the nursing profession. The concepts of interdisciplinary team management and collaboration are also presented. Emphasis is on enabling students to shape a preferred future in health care situations. Prerequisite: successful completion of all fall Senior courses. Spring.

NURS 4584 NURSING INTERNSHIP

This clinical course is designed to help students develop skills of patient care management. Diverse care settings will be used to provide coordination of care to an appropriate patient case load. Additionally, students may be asked to participate in hospital unit meetings, projects, etc., as suggested by the student's clinical preceptor. Prerequisite: successful completion of all fall

senior courses. Spring.

NURS 4912 ACUTE-COMPLEX CARE

A study of evidence-based practice and 'relationship-centered care' of patients who are at high risk for actual or potential life-threatening health problems. Students apply knowledge of systems, dysfunction, pathophysiology, diagnostic data, pharmacology, and treatment protocols in the process of providing, analyzing, and evaluating care processes of the acute-complex and/or critically ill patient. Prerequisite: successful completion of all fall Senior courses. Spring.

ABSN Course Descriptions 2023-2024

NURS 3011 Pathophysiology I (1.5 hours)

This is part one of a two-part course series designed to enhance student understanding of pathophysiological concepts and processes, as well as selected diseases. A systems approach is used to explore the pathophysiology, etiologies, risk factors, clinical presentation, and diagnostics of selected diseases. Basic prevention and/or treatment measures are also considered. Module One.

NURS 3183 Concepts of Nursing Care I (3 hours)

A study of evidence-based practice regarding fundamental nursing interventions and the professional nursing role. The knowledge, skills, and attitudes that are necessary to perform procedures and assess healthcare outcomes related to therapeutic interventions are presented and student understanding is verified through testing and return-demonstrations. Special emphasis is given to the delivery of "relationship- centered care" within a holistic framework as it applies to proficient nursing knowledge and psychomotor skills and nursing practice. Learning experiences occur through lecture/discussion, assignments (including online learning), and the simulated laboratory setting. Module One.

NURS 3402 Ethics, Quality, and Safety in Nursing (2 hours)

This course offers insight into the ethical practice of nursing, as well as safe and quality patient care. Using the model of "just culture" as a conceptual framework, this course will explore how managing human behavior and system design leads to improvement of patient safety outcomes. Principles of moral decision-making and ethical theories derived from the Christian faith will be utilized to examine patient safety and quality of nursing care. Module One.

NURS 3703 Principles of Professional Nursing (3 hours)

Designed to provide insight into the world of professional nursing, as viewed through the paradigm of the Pre-Licensure Nursing Department program outcomes, including: Formational Thinking, Faith Integration, Discovering Creation, Global Citizenship, Communication and Self Expression. A variety of learning experiences are used to introduce elements of professional nursing. Module One.

NURS 3911 Pharmacotherapy I (1.5 hours)

This is part one of a two-part course series designed to introduce the clinical application of pharmacotherapy regarding health and illness. A systems approach is used to evaluate various drug classifications. The student is expected to assess, process, and apply drug-related information, including: generic/trade names and clinical uses, basic mechanisms of action(s), side effects, contraindications, interactions, parameters for safe administration, evaluation of drug effectiveness, and adverse/toxic effects. Module One.

NURS 3012 Pathophysiology II (1.5 hours)

This is part two of a two-part course series designed to further enhance student understanding of pathophysiological concepts and processes, as well as selected diseases. A systems approach is used to explore the pathophysiology, etiologies, risk factors, clinical presentation, and diagnostics of selected diseases. Basic prevention and/or treatment measures are also considered. Module Two.

NURS 3182 Concepts of Nursing Care II (2 hours)

Designed to demonstrate knowledge and skills related to professional nursing practice, including nursing process, medication administration, informatics, patient-care technologies, therapeutic interventions, and holistic assessment. Clinical experiences expose students to a range of technologies that facilitate health-promotion, -maintenance, and -restoration, including patient monitoring systems, medication administration systems, and other technologies to support patient care. Students gather and document care data as a foundation for decision making for the healthcare team. The overarching goal for this course is the delivery of safe and effective "relationship-centered care" to a diverse patient population. Learning experiences occur in the classroom, simulated laboratory setting, as well as clinical healthcare facilities. Competency with drug calculation and safe medication administration are also required proficiencies. Module Two.

NURS 3602 Health Assessment (2 hours)

Provides an opportunity for students to develop competence in comprehensive health assessment as viewed through the lens of "relationship-centered care". Students develop the necessary knowledge, skills, and attitudes regarding history-taking and holistic assessment, including assessment in the following domains: physical, role, development, psycho-social, spiritual, and risk, i.e. genetics, environment, nutrition, exercise, stress, economics, and abuse. Learning experiences occur in the simulated laboratory setting as well as clinical healthcare facilities. Module Two.

NURS 3902 Gerontological Nursing (2 hours)

Evidence-based practice and "relationship-centered care" of older adults are the focus of this course. Major course concepts include: demographics of the aging population; common physiological, psychological, sociological, and spiritual issues affecting the health of older adults; health-promotion, -maintenance, -restoration concepts and interventions; options in the continuum of care; and death as a final developmental process. Module Two.

NURS 3912 Pharmacotherapy II (1.5 hours)

This is part two of a two-part course series designed to build upon the clinical application of pharmacotherapy regarding health and illness. A systems approach is used to evaluate various drug classifications. The student is expected to assess, process, and apply drug-related information, including: generic/trade names and clinical uses, basic mechanisms of action(s), side effects, contraindications, interactions, parameters for safe administration, evaluation of drug effectiveness, and adverse/toxic effects. Module Two.

NURS 3068 Health Restoration I (8 hours)

Part one of a two-part course series focusing on "relationship-centered care" of adults experiencing acute illness, exacerbation of a chronic condition, and/or surgery. A systems approach is used and the role of the medical-surgical nurse in caring for patients with various diseases is presented. Course content emphasizes the development of knowledge and skills for patient problems related to: the perioperative experience, fluid and electrolyte imbalance, inflammation & immune dysfunction (including cancer), the respiratory, gastrointestinal and musculoskeletal systems, as well as concepts related to emergency nursing and mass casualty principals. In addition to caring for the physical needs of the patient, students are encouraged to consider the patient's spiritual, emotional, and learning needs. Students continue to develop testing skills based upon the structure and format of the most recently published NCLEX-RN® test plan. Clinical learning experiences occur in the acute-care clinical setting. Module Three.

NURS 3502 Mental Health Nursing (2 hours)

A study of evidence-based practice and nursing care of patients with mental illness. Developmental, sociocultural, psychological, and situational aspects of life that impact the mental health of individuals, families, and communities are explored. Special emphasis is given to the delivery of "relationship-centered care" within a holistic framework as it applies to mental health -promotion, -maintenance, and -restoration. Principles of communication as an intervention to develop therapeutic relationships are emphasized. Module Three.

NURS 3803 Biblical Perspectives (3 hours)

Reflects MidAmerica Nazarene University's commitment, as a Christian liberal arts university, to nurturing an appreciation for the rich resources of the Scriptures. Cultural, societal, and Biblical themes are explored through the study of the literature and history of the Bible. Students study the development of five major themes throughout the Bible and examine Biblical concepts as they relate to current professional issues and the integration of faith, learning, and living. Module Three.

NURS 3178 Health Restoration II (8 hours)

Part two of a two-part course series, building upon knowledge gained in NURS 3068 Health Restoration I. Focuses on "relationship-centered care" of adults experiencing acute illness, exacerbation of a chronic condition, and/or surgery. A systems approach is used and the role of the medical-surgical nurse in caring for adults with various diseases is presented. Emphasis focuses on the development of knowledge and skills for patient problems related to the following systems: cardiovascular, hematologic, endocrine, genitourinary, and integumentary. In addition to caring for the physical needs of the patient, students are encouraged to consider the patient's spiritual, emotional, and learning needs. Students continue to develop testing skills based upon the structure and format of the most recently published NCLEX-RN® test plan. Builds upon knowledge gained in previous and concurrent courses to provide a comprehensive and overall understanding of how to care for adults in the acute-care clinical setting. Module Four.

NURS 4313 Pediatric Nursing (3 hours)

A study of evidence-based nursing care of children and their families. Special emphasis is given to the delivery of "relationship-centered care" within a holistic framework as it applies to health -promotion, -maintenance, and -restoration. Cultural values and health needs specific to the pediatric population are explored. Hospital and community-based settings provide theory to practice application. Simulation may be used adjunctively to enhance student's clinical learning experience. Module Four.

NURS 4113 Maternal and Women's Health Nursing (3 hours)

A study of evidence-based practice and nursing care of childbearing families and women. Special emphasis is given to the delivery of "relationship-centered care" within a holistic framework as it applies to health -promotion, -maintenance, and -restoration of child-bearing families' and women. Cultural values and women's health needs specific to the lifespan are presented. Hospital and community-based settings provide theory to practice application. Simulation may be used adjunctively to enhance student's clinical learning experience. Module Five.

NURS 4200 Senior Seminar I: Preparing for Professional Nursing Practice (.5 hour)

This is part one of a two-part course series designed to prepare senior nursing students for the challenges of becoming a professional nurse. Students will prepare a high-quality nursing

resume suitable for employment applications. Additionally, students will participate in mock interviews and receive feedback from qualified interviewers in preparation for interviews with potential employers. Students will begin to understand the process of NCLEX-RN® examination and state licensure. Module Five.

NURS 4213 Nursing Research & Evidence-Based Practice (3 hours)

Designed to develop students' knowledge of scholarship through the research process and the role of theory & evidence to inform nursing practice (and practice to theory, etc.); to develop skills to become astute consumers of nursing research; and to apply knowledge of the research process in nursing practice. Students are introduced to computer applications that facilitate the research process such as in literature reviews and data analysis. Ethical and legal precepts that guide research in the protection of patient rights are emphasized. The student identifies standards of practice that impact patient outcomes. Additionally, students acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed. Module Five.

NURS 4513 Population-Based Health (3 hours)

A study of evidence-based practice and nursing care of populations. Special emphasis is given to the delivery of "relationship-centered care" within a holistic framework as it applies to health - promotion, -maintenance, and -restoration of complex systems and aggregates in the community, state, nation, and world. Included are concepts of epidemiology, health promotion (primary, secondary, and tertiary levels), disease prevention, health policy, healthcare delivery systems, and the *Healthy People Initiatives*. Selected environmental components affecting community health to be explored include historical, political, economic, social, and cultural influences. The role of the healthcare provider in advocating for healthy communities is presented. Factors influencing access to care, as well the provision of care for chronically ill populations in integrated healthcare delivery systems consisting of ambulatory- and non-acute-care-based agencies, will be explored. Community-based settings, non-acute-care agencies, and/or ambulatory clinics provide theory to practice application. Simulation may be used adjunctively to enhance student's clinical learning experiences. Module Five.

NURS 4300 Senior Seminar II: Transition to Nursing Practice (.5 hour)

This is part two of a two-part course series designed to prepare senior nursing students for the challenges of transition from pre-licensure nursing education to the practice of professional nursing. Students will gain understanding of their relationship with the State Board of Nursing and professional licensure requirements. Additionally, students will be challenged to prepare for the NCLEX-RN® examination with a content review based upon the current NCLEX-RN® Test Plan. Classroom and/or online activities to develop critical thinking and successful test taking skills will be presented. Module Six.

NURS 4304 Nursing Leadership & Professional Issues (4 hours)

As viewed through the lens of "relationship-centered care", emphasizes the role of the professional nurse in creating a culture of advocacy, safety and quality through team performance. Also strives to develop student knowledge, skills and attitudes as leaders, designers/managers/coordinators of care and as members of the nursing profession. With knowledge of healthcare policy, finance, and regulatory environments, students are encouraged to envision and shape a preferred future for the nursing profession and healthcare in general. Module Six.

NURS 4684 Nursing Internship (4 hours)

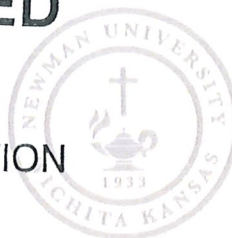
This course uses a preceptor model of learning to provide students an opportunity to synthesize and integrate all previous learning experiences. The ultimate goal of this course is for students to acclimate and transition to the professional role of a registered nurse. The setting of this course occurs in a clinical setting where students work with an assigned preceptor to deliver professional nursing care. Module Six.

NURS 4902 Acute-Complex Nursing Care (2 hours)

A study of evidence-based practice and "relationship-centered care" of patients who are at high risk for actual or potential life-threatening health problems. Students apply knowledge of systems, dysfunction, pathophysiology, diagnostic data, pharmacology, and treatment protocols in the process of providing, analyzing, and evaluating care processes of the acute-complex and/or critically ill patient. Module Six.

RECEIVED

FEB 26 2024



KSBN EDUCATION

February 21, 2024

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

Janelle,

Newman University BSN Program is submitting a curriculum change as the second part of the major curriculum change that was submitted and approved at the June 2023 committee and board meetings. This curriculum change is for the second year or senior level nursing courses. The rationale for the change is that a review of multiple areas indicated a need for an update in the overall nursing curriculum that included the work of the faculty to implement The Essentials: Core Competencies for Professional Nursing Education (2021) from the American Association of Colleges of Nursing (AACN), address the concern for declining first time NCLEX pass rates, and changes within nursing practice.

Faculty as a whole and through participation in the Curriculum and Assessment committees worked together to develop the changes presented. Review of performance on NCLEX and Kaplan Nursing Tests indicated a need for increase of content in certain areas. These changes along with the inclusion of The Essentials (2021) guided the adjustments faculty felt supported student development.

The proposed changes include the addition of NSG 4024 Adult Nursing Care 2 to the 3rd semester and will provide adult nursing through each semester of the program. The opportunity to experience healthcare and nursing in critical access hospitals will allow students the opportunity to see this level of acute care within Kansas.

② NSG 4054 Community Nursing will become NSG 4053 Community Nursing with clinical being removed from the course. Community nursing experiences will be spread throughout the curriculum to give students the opportunity to see how community nursing works in many different areas.

③ NSG 4136 Adult Nursing Care 2 will be eliminated and replaced with NSG 4125 Adult Nursing Care 3, a decrease of 1 credit hour from the didactic portion as some content more appropriately leveled into Adult Nursing Care 2. The goal of the three levels of Adult Nursing Care is to help students understand the increasing complexity of concepts as related to client nursing care. Adult Nursing Care 3 will focus on intensive care clients and advanced care needs within these settings.

④ NSG 4192 Senior Seminar will be eliminated and replaced with NSG 4133 Transition to Professional Practice, a three-credit hour course looking at nursing concepts and issues related to accountability and professionalism experienced in transition from student to professional nursing practice.

NSG 4153 Preceptorship- Extended Medical Surgical Experience will become NSG 4153 Capstone Clinical Experience. This change allows a capstone experience within a variety of clinical settings allowing opportunities in areas of interest to the student. Both students and clinical partners have requested the opportunity for broader experiences than only medical surgical areas.

Sincerely,

Ashton Clarkson, MSN, RN
Director of Nursing Program
Newman University

7

**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: 2/23/2024

Name of Program: Newman University Prelicensure BSN Program

Program Administrator including credentials: Ashton Clarkson, MSN, RN

Parent Institution: Newman University

Address of Institution: 3100 McCormick
Wichita, KS
67213

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

BSN

Briefly describe the
Change being requested:

Deletion of NSG 4031 Advanced Principles of Aging. Add
NSG 4024 Adult Nursing Care 2 continuing with leveling of
adult nursing care content including care of the elderly client.

Action Taken

Education Committee Review

_____ Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review

_____ Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Nursing Education Compliance Officer

Date

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

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

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

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Rationale: The program is completing a major curriculum revision. It was felt that the addition of a third med/surg course was necessary to help alleviate some of the content in the two med/surg courses that will surround this one. Content was taken from Adult Care 1 and what will be Adult Care 3 to complete this course as Adult Care 2.

Faculty Involvement: The BSN faculty worked monthly in committee to review and determine changes they felt would be helpful for the program.

Course Title	NSG 4024 Adult Nursing Care 2
Course Description	This course focuses on nursing care related to the biophysical needs of adults. This course integrates pathophysiological, psychosocial, and health promotion principles in caring for adults with chronic and acute illnesses. This course will add more complex problems and processes for the care of the adult client. Clinical experiences offer the opportunity to provide client centered care.
Course Objectives	<ol style="list-style-type: none"> 1. Describe the etiology, pathophysiology and clinical manifestations of increasingly complex alterations in healthcare of adults. 2. Discuss the current techniques and strategies for assessing and providing evidence-based nursing care to adults with increasingly complex alterations in health within the context of identified concepts. 3. Examine the ordered plan of treatment of adults experiencing increasingly complex alterations in health. 4. Prioritize the health teaching needs of adults and their significant others while providing for a safe care environment.
Sequence of course	Senior year- 1 st semester
Major content outline	<ol style="list-style-type: none"> 1. Fluid, Electrolytes and IV Therapy <ol style="list-style-type: none"> a. Administration blood products b. Compatibility and potential reactions c. Crystalloids vs. Colloids 2. Musculoskeletal and Mobility <ol style="list-style-type: none"> a. Osteoarthritis and rheumatoid arthritis management b. Amputations and prosthetics c. Fall risk in elderly, frailty d. BEERS drug list 3. Endocrine and Metabolic <ol style="list-style-type: none"> a. Atypical presentation diabetes b. Thyroid and parathyroid issues c. Jaundice d. Ascites e. Esophageal varices f. Cirrhosis g. Viral hepatitis h. Anterior & posterior pituitary disorders i. Diabetes insipidus

- j. SIADH
- k. Addison's disease and Cushing's syndrome
- 4. Integumentary
 - a. Pressure injuries, prevention and staging
 - b. Changes with elderly, signs of abuse
- 5. Oncological
 - a. Leukemia
 - b. Lymphoma
 - c. Multiple myeloma
- 6. Pain Management
 - a. Chronic pain management
 - b. Atypical presentations in elderly
 - c. Potential communication deficits
- 7. Reproductive
 - a. Changes with elderly
 - b. Benign breast conditions
 - c. Malignant breast conditions
 - i. mastectomy
 - ii. reconstructive surgery
 - iii. male breast conditions
 - iv. genetics in breast cancer
 - d. Hysterectomy
- 8. Renal and Urinary
 - a. Chronic renal failure
 - b. Dialysis
 - c. Chronic UTI
- 9. GI/ Elimination
 - a. Crohn's disease
 - b. Ulcerative colitis
 - c. Diverticulitis, diverticulosis
 - d. Irritable bowel syndrome
 - e. Ostomy types and care
 - f. Dietary guidelines and atypical presentation in elderly
- 10. Perfusion/Cardiovascular
 - a. Heart failure
 - b. Hypertension related to chronic renal disease
 - c. Structural disorders of heart valves
 - d. Inflammatory heart disease
 - e. Dysrhythmias- PVCs, bradycardia, pacemakers
 - f. Introduction to stroke- TIAs
- 11. Respiratory
 - a. Atypical presentations in elderly
 - b. Bipap/CPAP
 - c. Tracheostomy
 - d. Pulmonary emboli
 - e. Long COVID
- 12. Neurologic
 - a. Dementia

	<ul style="list-style-type: none"> b. Delirium c. Depression d. Care of confused person e. Support of caregivers f. Guillain Barre g. Multiple sclerosis h. Myasthenia gravis i. Seizure classifications and treatments j. Diagnostic testing- MRI, CT, Angiogram <p>13. Geriatrics</p> <ul style="list-style-type: none"> a. Frailty and geriatric syndromes b. End of life care c. Health aging d. Access to care e. Polypharmacy <p>14. Patient Care Skills/Monitoring</p> <ul style="list-style-type: none"> a. Sterile wound dressing change and wound packing b. Central line care and dressing changes
Clinical Facilities	William Newton Hospital, Winfield; Caldwell Regional Medical Center; Kingman Healthcare Center; Rice County District Hospital, Lyon;
Course evaluation	Unit exams; Comprehensive final exam; Quizzes; Kaplan Exam; Clinical Evaluation Tool

2

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

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

Date: 2/23/2024

Name of Program: Newman University Prelicensure BSN Program

Program Administrator
including credentials: Ashton Clarkson, MSN, RN

Parent Institution: Newman University

Address of Institution: 3100 McCormick

Wichita, KS

67213

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

BSN

Briefly describe the
Change being requested:

Reduce number of credit hours for NSG 4054 Community Nursing from 4 credit hour to 3 credit hours (NSG 4053 Community Nursing) from moving clinical experiences of community nursing into other clinical experiences throughout program. Community Nursing course will include a community project with planning, implementation, and evaluation.

Action Taken

Education Committee Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Nursing Education Compliance Officer Date

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

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

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

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Rationale: Students need to be aware of the nursing role across the continuum from prevention to chronic illness. With community experiences associated specifically with the community course, students seem to have a disconnect of the association between primary and specialist care in the community and acute care. Moving community experiences to be within other clinical experiences will help them see the association between these levels of care and the role of each in supporting the other.

Faculty Involvement: The BSN faculty worked monthly in committee to review and determine changes they felt would be helpful for the program.

Course	NSG 4054 Community Nursing	NSG 4053 Community Nursing
Course Description	This course emphasizes nursing care of the family, populations, and community as patients in community-based settings. The course goal is to understand the role of nursing in community and public health as it relates to health promotion, risk reduction, and disease prevention. Students will experience collaboration with both community and acute care providers regarding health care resources when referrals for care are needed.	This course emphasizes nursing care of the family and populations in community-based settings. The role of nursing in community and public health as it relates to health promotion, risk reduction, and disease prevention will be explored. A community-based project will allow application of principles.
Course Objectives	<ol style="list-style-type: none"> 1. Utilize the nursing process, the epidemiological process and public health core functions as a framework for the nursing care of families and populations. 2. Demonstrate communication skills in establishing relationships with the individuals and families that make up the populations in the community. 3. Identify specific community resources to meet needs of the population. 4. Examine specific legal and ethical implications in providing nursing care to the community. 5. Discuss relevant research and scholarly works that impact nursing practice for the community. 	<ol style="list-style-type: none"> 1. Utilize the nursing process, the epidemiological process and public health core functions as a framework for the nursing care of families and populations. 2. Examine specific legal and ethical implications in providing nursing care to the community. 3. Discuss relevant research and scholarly works that impact nursing practice for the community. 4. Delineate the nursing role and responsibilities when providing care for populations in the community. 5. Discuss the ethical considerations of health inequities.

	6. Delineate the nursing role and responsibilities when providing care for populations in the community. 7. Discuss the ethical considerations of health inequities. 8. Describe how technology is influencing the lives and independence of community dwelling seniors. 9. Discuss the historical, social and technological factors of community health.	6. Describe how technology is influencing the lives and independence of community dwelling seniors. 7. Discuss the historical, social and technological factors of community health.
Sequence of Course	Senior year, 1 st semester	Senior year, 1 st semester

3

**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: 2/23/2024

Name of Program: Newman University Prelicensure BSN Nursing Program

Program Administrator
including credentials: Ashton Clarkson, MSN, RN

Parent Institution: Newman University

Address of Institution: 3100 McCormick

Wichita, KS 67213

Level of the Program
for which the change
is being requested

Senior year- 2nd semester

Briefly describe the
Change being
requested:

Change in course name, course description, course objectives and course content for NSG 4136 Adult Care 2, a 6 credit hour didactic and clinical course to NSG 4125 Adult Care 3, a 5 credit hour didactic and clinical course.

Action Taken

Education Committee Review

_____ Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review

_____ Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Nursing Education Compliance Officer

Date

Prelicensure Major Curriculum Change Request

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

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

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

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Requested Revision: Change in course title, course description, course objectives and number of credit hours of NSG 4136 Adult Nursing Care 2, 6 credit hour didactic and clinical course to NSG 4125 Adult Nursing Care 3, 5 credit hour didactic and clinical course. This course change is due to the addition of a third adult nursing course to the curriculum and leveling of content across these 3 courses instead of 2 courses.

Faculty Involvement: The BSN faculty worked monthly in committee to review and determine changes they felt would be helpful for the program.

Course Title	NSG 4136 Adult Nursing Care 2	NSG 4125 Adult Nursing Care 3
Course Description	This course focuses on adult patients with acute and rapidly changing complex health needs. Practicum experiences emphasize safety/risk reduction, team collaboration, and continuous integration of patient data into the development and evaluation of an evidence-based plan of care.	This course focuses on the critically ill adult with acute single and multi-organ dysfunction and responses to life threatening illness. Clinical experiences emphasize safety/risk reduction, team collaboration, and continuous integration of patient data into the development and evaluation of an evidence-based plan of care.
Credit Hours	6 credit hours- 4 didactic, 2 clinical	5 credit hours- 3 didactic, 2 clinical
Course Objectives	<ol style="list-style-type: none"> 1. Analyze the nursing process in relationship to multifaceted health care needs of adults. 2. Apply communication techniques regarding multifaceted situations of individuals, families, groups and communities. 3. Evaluate roles of the professional nurse to meet the needs of individuals, families, groups and communities. 4. Evaluate research and scholarly works in relation to selected complex situations. 5. Examine legal and ethical aspects for the professional nurse in selected multifaceted situations. 6. Demonstrate advanced therapeutic interventions for restoration and maintenance of health. 	<ol style="list-style-type: none"> 1. Describe the concepts and principles of critical care nursing. 2. Communicate effectively with critically ill patients and their family members. 3. Perform advance cardiac life support skills. 4. Apply nursing process in caring for critically ill patients. 5. Participate effectively as a member of the health team. 6. Organize and demonstrate skills in management of critical care nursing services. 7. Make a plan for organization of critical care units.
Sequence of Course	Senior Year- 2 nd Semester	Senior Year- 2 nd Semester

4

Date: 2/23/2024

Program Administrator including credentials: Ashton Clarkson, MSN, RN

Address of Institution: 3100 McCormick_____

Wichita, KS 67213

Senior Year- 2nd Semester

Eliminate NSG 4192 Senior Seminar, 2 credit hour course, and implement NSG 4133 Transition to Professional Practice, 3 credit hour course.

Education Committee Review _____
Date _____

Board of Nursing Review _____
Date _____

Nursing Education Compliance Officer

Date

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

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

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

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Requested change: Elimination of NSG 4192 Senior Seminar, 2 credit hour didactic course and implement NSG 4133 Transition to Professional Practice

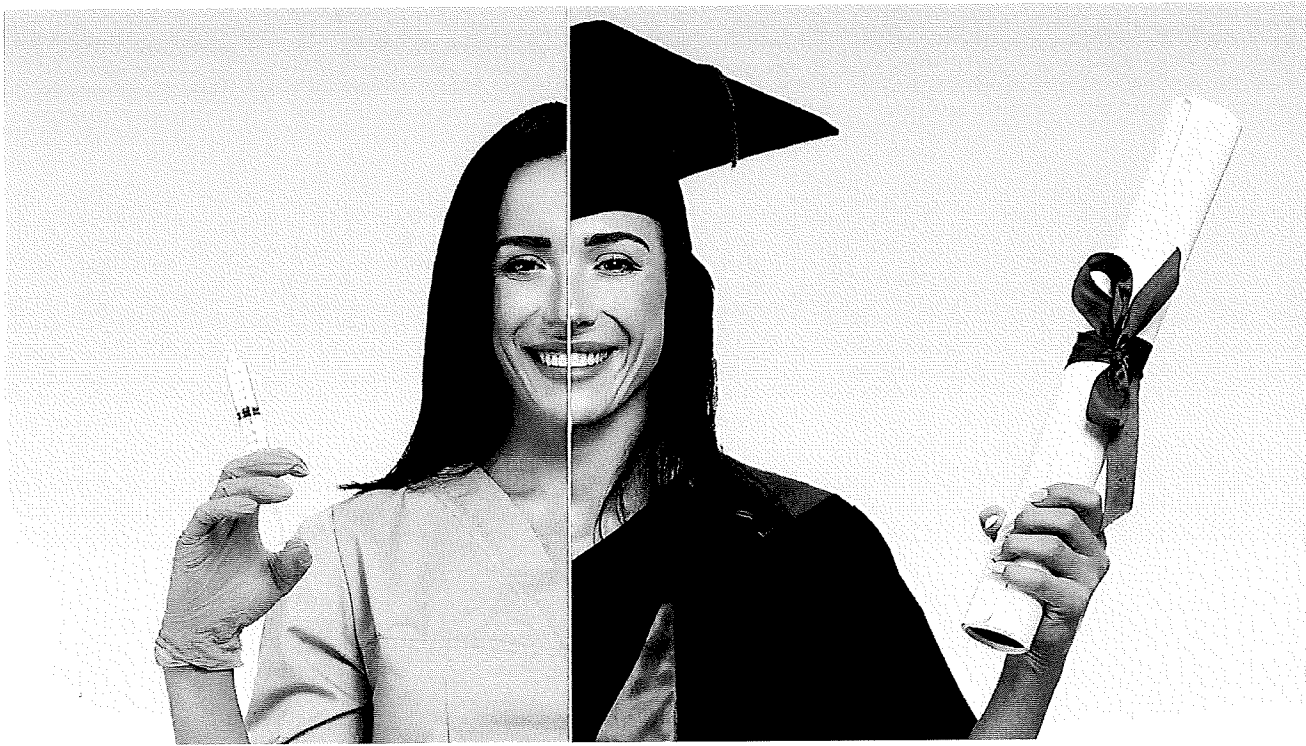
Rationale: Previously NCLEX review was done in clinical post-conference for 2 hours each week. Incorporating this into the NSG 4133 along with current issues the impact transition to practice will allow students to see correlation between legal aspects of licensure and practice along with preparation for licensing. Previously some overlap of content between Senior Seminar and Professional Development and this removes overlap with more focus on NCLEX preparation.

Faculty Involvement: The BSN faculty worked monthly in committee to review and determine changes they felt would be helpful for the program.

Course Name	NSG 4192 Senior Seminar	NSG 4133 Transition to Professional Practice
Course Description	This course examines contemporary community nursing concepts including global health issues, health policy and politics, and legal and ethical concerns encountered in healthcare today. The impact of regulatory requirements and safety initiatives on patient outcomes is explored as well as issues related to accountability and professionalism experienced in the transition to nursing practice.	This course explores nursing concepts and issues related to accountability and professionalism experienced in the transition to nursing practice. Healthcare issues and topics that assist in the transition to professional nursing practice will be examined through evidence-based literature and application to practice.
Contact Hours	2 contact hours didactic	3 contact hours didactic
Course Objectives	<ol style="list-style-type: none"> 1. Identify the process of health care policy development, participate in the political advocacy process, and identify the role of the professional working through the American Nurses Association (ANA) and the Kansas State Nurses Association (KSNA) in impacting legislative policy. 2. Explore issues related to global health and the role of the nurse in disaster planning at the state and national level 3. Discuss the legal, ethical, and accountability issues related to the professional practice of nursing. 4. Integrate knowledge of and experience with the national safety initiatives, regulatory requirements, and current 	<ol style="list-style-type: none"> 1. Identify important components of transition from student nurse to the professional nurse role. 2. Discuss legal, ethical, and accountability issues related to the professional practice of nursing. 3. Demonstrate the process and knowledge to obtain a professional nursing license. 4. Explore healthcare issues affecting professional nursing practice. 5. NCLEX Preparation

	<p>research data to proactively or reactively identify safety issues in patient care and determine changes needed that promote a culture of safety.</p> <p>5. Be prepared to transition into the professional role of the nurse through development of a resume and interviewing skills, knowledge of standards of care and the role of nursing peer review, and consideration of future advanced practice educational tracks based on long term goals.</p>	
Sequence of Course	Senior year- 2 nd semester	Senior year- 2 nd semester
Major Content Outline	<ol style="list-style-type: none"> 1. Creating a culture of safety and quality in health care- Use of the Root Cause Analysis Model, Student Presentations 2. Nursing Education 3. The role of communication in promoting safety in the healthcare environment 4. The role of the RN in politically advocating for health care- function of the legislature from bill to law, Kansas State Nurses Association, Political Advocacy Assignment 5. The role of the RN in disaster response/planning- local and national 6. Transitioning to professional practice- writing a professional resume/cover letter, preparing for a job interview 7. Legal and ethical aspects of professional practice- Kansas Nurse Practice Act, ANA Code of Ethics for Nurses, Ethical decision making in healthcare. 8. Accountability in professional nursing practice- Risk management law, role of 	<ol style="list-style-type: none"> 1. Creating culture of safety and quality 2. Legal and ethical aspects of professional nursing practice <ol style="list-style-type: none"> a. Kansas Nurse Practice Act b. Kansas Risk Management laws c. ANA Code of Ethics for Nurses, application in practice 3. Transition to practice <ol style="list-style-type: none"> a. License application b. NCLEX c. NCLEX review

	nursing peer review, Failure to Rescue	
Course Evaluation	Papers Group Project Exam	Papers Group Project Exam



In January 2023, we reported on the reasons why nursing exam pass rates fell opens in a new tab or window in 2020 and 2021. In this report, we follow up on what has happened since.

During the first 2 years of the COVID-19 pandemic, the share of candidates who passed the national licensure exam to work as a registered nurse fell sharply, from 88.2%opens in a new tab or window to 82.5%opens in a new tab or window, for first-time U.S.-educated candidates, with a smaller decline -- from 72.8%opens in a new tab or window to 68.9%opens in a new tab or window -- for all candidates, including internationally educated and repeat test-takers.

In 2022, pass rates continued to drop, averaging 79.9%opens in a new tab or window (8 percentage points lower than in 2019) for first-time U.S.-educated candidates, and 63.4%opens in a new tab or window for all candidates, the lowest point in the last decadeopens in a new tab or window.

In 2023, to most experts' surprise, that spiral appears to be turning around.

Things Are Looking Up

The reason for this reversal depends on whom you ask. Test developers have argued that rates improved due to radical transparency and massive outreach to stakeholders, while some online critics have suggested the test simply got easier. Other nurse educators agreed that the increased transparency and outreach impacted rates, but worry those same measures exacerbated a culture of "teaching to the test."

Understanding trends in exam pass rates also requires context.

YEAR-TO-DATE NCLEX-RN PASS RATES FOR 2023

	Jan.-March	April-June	July-Sept.	Oct.-Dec.	YTD Total
Total First-time U.S.-Educated	80.5%	94.3%	90.7%		88.6%
All Candidates	57.8%	81.6%	75.5%		70.4%

Year-to-Date NCLEX Pass rates for 2023

The National Council of State Boards of Nursing (NCSBN) produces the exam that aspiring nurses take to gain licensure: the National Council Licensure Examination (NCLEX). This exam uses computerized adaptive testing, opens in a new tab or window which means each test-taker gets virtually a different exam, the difficulty of which changes based on the response given.

Every 3 years, the NCSBN assesses the pass rates for the exam and determines whether the current passing standard opens in a new tab or window is appropriate. If the NCSBN's board of directors decides that the level of clinical judgment required of nurses in practice has increased, it can vote to raise the passing standard.

In December 2022, the NCSBN's board voted to keep the current passing standard on the NCLEX through March 31, 2026. Months later, on April 1, the NCSBN launched the Next Generation NCLEX (NGN) opens in a new tab or window, a new version of the NCLEX that aims to more effectively measure test-takers' clinical judgment.

Anytime a new exam is introduced, pass rates tend to dip by a few percentage points in the first two to three quarters, explained Philip Dickison, PhD, RN, CEO of the NCSBN. He said he was naturally a bit concerned about a new exam compounding the "drastic drop in the ability curve" seen during the pandemic, "but it was still the right thing to do."

Keith Rischer, PhD, RN, a nurse educator and owner of KeithRN, a nursing education company, recalled that the last major change to the NCLEX occurred when the passing standard was raised by 0.16 percentage points opens in a new tab or window in 2012. Pass rates fell more than 7 percentage points -- from 90.34% opens in a new tab or window for first-time candidates to 83.04% opens in a new tab or window -- in a single year.

While the NCSBN kept the same passing standard in 2022, the stronger emphasis on clinical judgment and the "unique six-question case studies" in the NGN was predicted to increase the difficulty of the exam in some respects.

"There was an anticipation that this was going to be another precipitous decline in NCLEX pass rates," Rischer said.

Post-Pandemic Rebound

However, that wasn't what happened. Instead, preliminary data showed a jump in pass rates, from 79.9% opens in a new tab or window in 2022 to 88.6% opens in a new tab or window in 2023, for all first-time U.S.-educated candidates. Importantly, the 2023 data exclude the fourth quarter of the calendar year, which typically has the lowest pass rate, experts noted.

Still, Dickison said he was "pretty amazed" at the speed of the recovery. Some viewed the change as a "huge increase," but he stressed that rates were starting from a low baseline following a 3-year period when other variables opens in a new tab or window, namely pandemic-related disruptions, impacted pass rates.

"What I think you're seeing ... is that we have rebounded to pre-pandemic ability levels in our measurements," he said.

Dickison credits the rebound to NCSBN's decision to let educators, regulators, and -- controversially -- preparatory groups "under the hood" of the new exam for several years before the NGN actually launched.

"The idea was to be as transparent as possible to all stakeholders," Dickison said. This meant leveraging opportunities at conferences and during webinars, and sharing what to expect of the new exam -- from case studies and measurement models -- in newsletters. Dickison also credited educators for the big role they played in helping prepare students.

Rayna Letourneau, PhD, RN, executive director of the Florida Center for Nursing, said that while some nurse educators have noted the exam has gotten "too easy," she suggested that perhaps the NGN is simply "a more logical way to measure what nursing students are being taught."

Similarly, she attributes the rise in pass rates to the focus on increased resources and preparation of candidates, including the implementation of "student success" coaching programs.

Teaching to the Test?

Rischer seemed to have a different view, pointing out that the NGN offers partial credit for certain "select-all-that-apply" multiple-choice questions. He said that he believes the real reason for improved pass rates is a shift in nursing education, though he added that his hypothesis is, at this point, "conjecture."

"What we have in the nursing literature for over almost 50 years ... is this widening gap between how nursing is taught in the university and college settings and how it's actually practiced at the bedside," he said. "We're not preparing our graduates for real-world practice realities."

Rischer said he grew even more concerned when he learned from online discussions that some professors were using NGN sample items to teach first-semester students.

"That's called teaching to the test," he argued. Instead of teaching students "alternative multiple-choice items, we need to be teaching our students the open-ended thinking of clinical practice."

For example, for a patient who had an appendectomy, Rischer said the appropriate steps are to take vital signs and conduct a head-to-toe assessment.

"There is not a 'select-all-that apply' multiple-choice item on your forehead that I could say, 'You know what? This is the correct answer,'" he added, noting that the NCSBN "is part of the problem." Currently, the primary mechanism that state nursing boards use to measure a program's performance is their first-time pass rate on the NCLEX, which only "reinforc[es] this unhealthy culture of teaching to the test."

The end result of that, as studies have shown, is that "currently less than 10% [of new nurses] have what practice partners would say is entry-level clinical judgment competency," Rischer said, citing a [2021 study](#)opens in a new tab or window. "Complications develop when a nurse doesn't notice or recognize what's most important until it's too late. So ... clinical judgment competency is a big deal. And teaching to the test ... isn't going to solve that."

He said one solution is to move away from first-time test-taker metrics and potentially allow students to take the exam twice and then average their score.

Another, more dramatic, change would be to include a skills test or what Rischer calls "demonstrable competencies" for essential skills involved in clinical decision making, which could be evaluated by an "objective observer."

"It will take more time. It will take more money, but this is something that we can and should be doing," he said.

'Not the Only Measurement'

For his part, Dickison noted that the NGN, like any exam, has limitations.

While it "measures your cognitive and your thinking ability, our exam does not measure the affective domain, doesn't measure character," he said. For example, the exam cannot assess a "less-than-acceptable social interaction" a student has with a professor, nor does the exam know which student is always late to class.

"If they don't show up to class on time every day, that might be a [sign] that they're not going to show up to a patient when they need to," Dickison explained. "That's why you have a regulatory system. That's why we have an education [system] ... these all have to work together. If you don't pass the NCLEX, you don't go to work, but it is not the only measurement that tells us we have a good nurse."



Shannon Firth has been reporting on health policy as MedPage Today's Washington correspondent since 2014. She is also a member of the site's Enterprise & Investigative Reporting team.

National Council Licensure Examination for Registered Nurses
Program Summary - All First Time Registered Nurse Candidates Educated in Kansas
through December 31, 2023

	Program Type	2019	2020	2021	2022	2023	2023	3 Year Average
Program		% Pass	% Pass	% Pass	% Pass	% Pass	% All-Time	% Pass
Baker University	BSN	97.40	92.22	95.71	88.61	96.77	96.88	93.70
Barton County Community College	ADN	92.31	100.00	83.33	89.66	96.00	94.23	89.66
Benedictine College	BSN	100.00	93.33	96.88	93.10	96.77	96.88	95.58
Bethel College	BSN	89.66	86.36	83.33	100.00	100.00	87.50	94.44
Butler Community College	ADN	87.30	87.40	79.00	74.31	88.62	85.33	80.64
Cloud County Community College	ADN	82.14	87.10	72.22	78.57	90.00	83.67	80.26
Coffeyville Community College	ADN	90.00	85.00	73.68	64.71	100.00	100.00	79.46
Colby Community College	ADN	83.33	77.78	85.00	82.35	100.00	100.00	89.12
Dodge City Community College	ADN	92.31	93.33	77.78	88.89	100.00	100.00	88.89
Donnelly College	ADN	60.00	77.78	no data	54.55	68.75	56.25	61.65
Emporia State University	BSN	97.44	93.02	84.78	81.17	86.44	88.24	84.13
Fort Hays State University	BSN	82.35	89.19	95.35	93.33	95.56	93.75	94.75
Fort Scott Community College	ADN	70.00	77.78	62.86	66.67	78.95	76.00	69.49
Garden City Community College	ADN	74.19	84.21	95.45	88.24	90.48	91.30	91.39
Hesston College	BSN	74.36	90.91	89.13	89.47	96.97	94.59	91.86
Highland Comm College Technical Center	ADN	66.67	75.00	88.46	67.74	96.00	93.75	84.07
Hutchinson Community College	ADN	83.08	85.00	84.06	89.83	91.18	85.90	88.36
Johnson County Community College	ADN	98.00	94.23	91.30	94.29	100.00	100.00	95.20
Kansas City Kansas Community College	ADN	79.79	85.07	78.38	82.86	86.30	81.82	82.51
Kansas Wesleyan University	BSN	100.00	100.00	80.00	66.67	100.00	62.50	82.22
Labette Community College	ADN	100.00	89.66	90.00	91.67	100.00	100.00	93.89
Manhattan Area Technical College	ADN	90.24	93.33	96.15	84.85	95.83	96.15	92.28
Mid America Nazarene University	BSN	93.33	88.00	83.11	81.21	88.79	84.14	84.37
Neosho County Community College	ADN	68.00	82.83	83.15	83.93	84.75	80.25	83.94
Newman University	BSN	86.84	78.38	70.73	80.49	88.37	86.00	79.86
North Central KS Tech College-Beloit	ADN				new	93.33	90.91	New
North Central KS Tech College-Hays	ADN	96.43	81.48	79.31	73.08	95.65	92.59	82.68

	Program Type	2019	2020	2021	2022	2023	2023	3 Year Average
Program		% Pass	% Pass	% Pass	% Pass	% Pass	% All-Time	% Pass
Pittsburg State University	BSN	91.03	92.94	82.56	87.80	94.05	90.43	88.14
Pratt Community College	ADN	70.83	64.71	86.96	closed	closed		
Rasmussen College	ADN	76.83	73.77	66.88	71.26	84.56	72.77	74.23
Rasmussen College	BSN	93.75	77.78	86.36	79.55	91.67	79.49	85.86
Salina Area Technical College	ADN	New	84.62	100.00	89.47	95.83	92.59	95.10
Seward County Community College	ADN	74.07	52.63	87.10	47.62	85.71	78.26	73.48
University of Kansas Medical Center	BSN	83.74	88.03	92.48	84.50	93.60	92.25	90.19
University of St. Mary	BSN	92.98	96.67	94.83	76.09	97.06	97.30	89.33
Washburn University	BSN	89.78	86.89	83.22	79.72	91.55	86.63	84.83
Wichita State University	BSN	87.77	86.43	80.92	84.43	91.60	89.05	85.65
Kansas Pass Rate (RN)	-----	86.60	86.18	84.58 ^	81.54 ^	92.53 ^		
National Pass Rate (U.S. Educated)	-----	88.18	86.57	82.48**	79.9**	88.56**		

* 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 1/4/2024

^ADN pass rate - 87.44; BSN pass rate - 93.94

**ADN pass rate -87.75; BSN pass rate - 90.1

Denotes above Nat'l Average

Programs at 100%

National Council Licensure Examination for Practical Nurses
Program Summary - All First Time Practical Nurse Candidates Educated in Kansas
through December 31, 2023

	Program Type	2019	2020	2021	2022	2023	2023	3 Yr Average
Program		% Pass	% Pass	% Pass	% Pass	% Pass	% All-Time	% Pass
Barton County Community College	PN	100.00	100.00	100.00	96.88	100.00	100.00	98.96
Butler Community College	PN	100.00	95.83	70.59	100.00	100.00	100.00	100.00
Coffeyville Community College	PN	100.00	92.86	83.33	100.00	100.00	91.67	97.22
Colby Community College	PN	96.43	89.19	87.10	90.48	100.00	100.00	96.83
Dodge City Community College	PN	no PN grads	100.00	no PN grads	100.00	100.00	100.00	100.00
Donnelly College	PN	87.50	77.50	80.00	87.10	82.61	80.00	83.24
Flint Hills Area Technical College	PN	86.11	84.62	95.00	100.00	95.45	87.50	94.32
Garden City Community College	PN	96.67	100.00	91.67	92.00	100.00	100.00	97.33
Highland Community College Technical	PN	94.12	94.12	90.00	75.00	100.00	95.00	90.00
Hutchinson Community College	PN	90.91	83.67	82.00	87.23	100.00	97.67	94.97
Johnson County Community College	PN	95.83	88.89	91.30	88.00	95.12	90.00	91.04
Kansas City Kansas Community College	PN	91.49	82.46	71.79	93.33	90.91	91.43	91.89
Labette Community College	PN	100.00	78.95	100.00	100.00	100.00	100.00	100.00
Manhattan Area Technical College	PN	100.00	86.21	92.59	88.00	96.15	96.15	93.43
Neosho County Community College	PN	93.42	94.12	96.67	97.83	100.00	100.00	99.28
North Central Kansas Technical College – Beloit	PN	100.00	93.33	100.00	100.00	100.00	90.91	96.97
North Central Kansas Technical College - Hays	PN	92.31	96.97	75.68	81.25	100.00	100.00	93.75
Pratt Community College	PN	90.00	90.91	83.33	100.00	closed		
Salina Area Technical College	PN	80.00	74.07	100.00	82.35	94.74	90.91	89.33
Seward County Community College	PN	100.00	92.86	87.50	64.00	94.44	91.67	83.37
Washburn Institute of Technology	PN	87.88	93.33	83.87	87.50	100.00	96.61	94.70
WATC / WSU Tech	PN	80.67	82.26	78.72	83.84	91.51	80.29	85.21
Kansas Pass Rate (PN)		93.49	89.64	87.20	90.68	97.19		
National Pass Rate (U.S. Educated)		86.18	83.08	79.60	79.93**	86.67		

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

Passing rates obtained from NCS Pearson, Inc. & National Council of State Boards of Nursing 1/4/2024

Denotes above Nat'l Average

Programs at 100%

Jenny Manry, President
Kansas Association of College of Nurses (KACN)
600 Park St.
Hays, KS 67601
February 12, 2024

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

To Whom it May Concern,

We are writing as an organization to request the Kansas State Board of Nursing consider a request to change how simulation hours are counted. We believe that students in simulation spend extensive time in the simulation learning about pharmacology, nursing care, ethics, the nursing role, nursing leadership and advancing their skills. Students are also able to demonstrate the application of their knowledge and skills during simulation. In comparison, many students in the hospital setting experience times that they have limited access to patients due to low census or increased student count. Faculty in the hospital setting are pressed to find creative learning activities for students during "down" times.

We know that developing and implementing the simulations are time consuming for faculty and a 1:1 time ratio does not accurately reflect the amount each student gains from these experiences. Simulations are constructed so there are no "down" times. We are requesting that the board consider changing simulations to a 1:2-time ratio. We appreciate the board considering this request.

Sincerely,



Jenny Manry, President
Kansas Association of College of Nurses (KACN)
Enclosure

KACN Member list

Baker University

School of Nursing

Stormont-Vail Campus

Topeka, KS 66604

Barclay College

607 N. Kingman

Haviland, KS 67059

Benedictine College

Department of Nursing

Atchison, KS 66002-1499

Bethel College

Department of Nursing

North Newton, KS 67117

Emporia State University

Department of Nursing

Emporia, KS 66801-2523

Fort Hays State University

Department of Nursing

Hays, KS 67601-4099

Hesston College

Department of Nursing

Hesston, KS 67062

Kansas Wesleyan University

Division of Nursing Education

Salina, KS 67401-6196

MidAmerican Nazarene University

School of Nursing

Olathe, KS 66062-1899

Newman University

Department of Nursing

Wichita, KS 67213

Pittsburg State University

Department of Nursing

Pittsburg, KS 66762

Rasmussen College

Topeka & Overland Park, KS

University of Kansas

School of Nursing

Kansas City, KS 66160

University of Kansas

School of Nursing

138 N. Santa Fe

Salina, KS 67401

University of Saint Mary

Department of Nursing

Leavenworth, KS 66048

Washburn University

School of Nursing

Topeka, KS 66221-1117

Wichita State University

School of Nursing

Wichita, KS 67260-0041

KSBN Regulation Review Form

Part 1 (completed by agency staff):

Regulation Number: 106

Article Title: 2

Rule and Reg Title: Educational facilities

Type (New/Amended): Amended

Effective Date (history): January 1, 2022

Authorizing K.S.A. 65-1129

Implementing K.S.A. 65-1119

Part 2 (completed by committee members):

Necessity:

1. Is the rule and regulation necessary for the implementation and administration of state law? Y ☐ or N ☐
2. Does the rule and regulation service an identifiable public purpose in support of state law? Y ☐ or N ☐

Potential for Revocation:

1. Briefly describe how revocation would affect Kansans (max. 800 characters)

2. Is the rule and regulation being revoked? Y ☐ or N ☐
3. If the rule and regulation is not in active use, would revocation require a change to the authorizing or implementing statute? Y ☐ or N ☐

4. If the rule and regulation is not in active use and revocation would require a change in the authorizing or implementing statute, which changes? (max. 400 characters)

DRAFT

Additional information:

Additional information necessary to understanding the necessity of the rule and regulation (max. 1,200 characters)

DRAFT

Committee:

Chair:

Date:

DRAFT

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Scott Schwab

Kansas Secretary of State

Agency 60

State Board of Nursing

Article 2.—Requirements for Approved Nursing Programs

[Printable Format](#)

60-2-106. Educational facilities. (a) Classrooms, laboratories, and conference rooms shall be available when needed and shall be adequate in size, number, and type according to the number of students and the educational purposes for which the rooms are to be used.

(b) Each nursing program shall provide the following:

- (1) A physical facility that is safe and is conducive to learning;
- (2) space for counseling students in private that is available and adequate in size and number;
- (3) secure space for nursing student records; and
- (4) current technological resources and student support services for online or distance learning if online or distance learning is provided.

(c) The library resources, instructional media, and materials shall be of sufficient recency, pertinence, level of content, and quantity as indicated by the curriculum to meet the needs of nursing students and faculty and shall be available to online or distance learning students.

This regulation shall be effective on and after January 1, 2022. (Authorized by K.S.A. 65-1129; implementing K.S.A. 65-1119; effective April 4, 1997; amended Jan. 24, 2003; amended March 6, 2009; amended Jan. 1, 2022.)

KSBN Regulation Review Form

Part 1 (completed by agency staff):

Regulation Number: 107

Article Title: 2

Rule and Reg Title: Student policies

Type (New/Amended): Amended

Effective Date (history): January 1, 2022

Authorizing K.S.A. 65-1129

Implementing K.S.A. 65-1119

Part 2 (completed by committee members):

Necessity:

1. Is the rule and regulation necessary for the implementation and administration of state law? Y ☐ or N ☐
2. Does the rule and regulation service an identifiable public purpose in support of state law? Y ☐ or N ☐

Potential for Revocation:

1. Briefly describe how revocation would affect Kansans (max. 800 characters)

2. Is the rule and regulation being revoked? Y ☐ or N ☐
3. If the rule and regulation is not in active use, would revocation require a change to the authorizing or implementing statute? Y ☐ or N ☐

4. If the rule and regulation is not in active use and revocation would require a change in the authorizing or implementing statute, which changes? (max. 400 characters)

DRAFT

Additional information:

Additional information necessary to understanding the necessity of the rule and regulation (max. 1,200 characters)

DRAFT

Committee:

Chair:

Date:

DRAFT

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Scott Schwab

Kansas Secretary of State

Agency 60

State Board of Nursing

Article 2.—Requirements for Approved Nursing Programs

[Printable Format](#)

60-2-107. Student policies. (a) Each nursing program shall have clearly defined written student policies for the following:

- (1) Admission:
 - (A) Generic students;
 - (B) transfer students; and
 - (C) articulation;
- (2) oral and written English proficiency;
- (3) readmission;
- (4) progression criteria;
- (5) counseling and guidance;
- (6) the difference between the student role and the employee role;
- (7) representation on faculty governance;
- (8) graduation;
- (9) refund policies governing all fees and tuition paid by students; and
- (10) ethical practices for the performance of activities including recruitment,

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admission, and advertising.


(b) Each nursing program shall have a written policy providing information to all students regarding licensure disqualifications pursuant to K.S.A. 65-1120, and amendments thereto. The information shall be provided to each student before admission to the nursing program.


This regulation shall be effective on and after January 1, 2022. (Authorized by K.S.A. 65-1129; implementing K.S.A. 65-1119; effective April 4, 1997; amended Nov. 7, 2008; amended Jan. 1, 2022.)

[Printable Format](#)

Kansas Secretary of State


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120 SW 10th Avenue
Topeka, KS 66612-1594


 785-296-4564

 kssos@ks.gov


 8:00 a.m. to 5:00 p.m.


Business Services Division

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Elections Division

 800-262-VOTE(8683)

 election@ks.gov

Publications Division

 785-296-BOOK(2665)

 sos_lawbooks@ks.gov

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KSBN Regulation Review Form

Part 1 (completed by agency staff):

Regulation Number: 108

Article Title: 2

Rule and Reg Title: Reports

Type (New/Amended): Amended

Effective Date (history): January 1, 2022

Authorizing K.S.A. 65-1129

Implementing K.S.A. 65-1119

Part 2 (completed by committee members):

Necessity:

1. Is the rule and regulation necessary for the implementation and administration of state law? Y ☐ or N ☐
2. Does the rule and regulation service an identifiable public purpose in support of state law? Y ☐ or N ☐

Potential for Revocation:

1. Briefly describe how revocation would affect Kansans (max. 800 characters)

2. Is the rule and regulation being revoked? Y ☐ or N ☐
3. If the rule and regulation is not in active use, would revocation require a change to the authorizing or implementing statute? Y ☐ or N ☐

4. If the rule and regulation is not in active use and revocation would require a change in the authorizing or implementing statute, which changes? (max. 400 characters)

DRAFT

Committee:

Chair:

Date:

DRAFT

An official State of Kansas government website. [Here's how you know.](#)

Scott Schwab

Kansas Secretary of State

Agency 60

State Board of Nursing

Article 2.—Requirements for Approved Nursing Programs

[Printable Format](#)

60-2-108. Reports. (a) An annual report and all applicable fees shall be submitted to the board by each nursing program on or before June 30 of each year. Each report shall include the following:

- (1) Changes in the nursing program policies, organizing curriculum framework, objectives or outcomes, and major and other curriculum changes;
- (2) faculty responsibilities for required and elective nursing courses;
- (3) for each faculty member, the name, license number, academic credentials, employment date, and full-time or part-time status;
- (4) for each preceptor, the name, license number, academic credentials, current clinical area of practice, and place where currently employed;
- (5) the nurse administrator's teaching responsibilities;
- (6) for each affiliating agency, the following information:
 - (A) The name;
 - (B) the location; and
 - (C) the student-faculty clinical ratio for the reporting period;
- (7) statistics for generic, articulation, and transfer students, including the following:

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- (A) Admissions, readmissions, withdrawals, and graduations; and
- (B) first-time pass rate for each of the last five years;
- (8) faculty statistics, including hiring, retention, and separation;
- (9) the budget spent for library and audiovisual acquisitions to support the nursing program for the most recent year;
- (10) an audited fiscal report covering the previous two years, including a statement of income and expenditures;
- (11) any complaints involving educational statutes and regulations;
- (12) a response to the recommendations and requirements from the last annual report or last survey or site visit;
- (13) any plans for the future, including proposed changes to the nursing program;
- (14) a description of the practices used to safeguard the health and well-being of students;
- (15) a copy of the school's current catalog;
- (16) the total number of library holdings and number of holdings regarding nursing;
- (17) a list of the theory courses and the clinical courses in the curriculum; and
- (18) statistics for each clinical course, including the following:
 - (A) Total number of hours;
 - (B) total number of clinical observation experience hours;
 - (C) total number of precepted hours; and
 - (D) total number of simulation experience hours.
- (b) If the nursing program fails to meet the requirements of the board or to submit required reports within a designated period of time, the nursing program shall be notified and given the opportunity for a hearing regarding the board's intent to remove the nursing program from the list of approved nursing programs.

This regulation shall be effective on and after January 1, 2022. (Authorized by K.S.A. 65-1129; implementing K.S.A. 65-1119; effective April 4, 1997; amended Jan. 24, 2003; amended Nov. 7, 2008; amended Jan. 1, 2022.)

ARTICLE VII. - COMMITTEES

Section 1. The committees serve as an advisory body to the Board.

- a. Standing committees shall be Practice, Continuing Nursing Education/IV Therapy, Advanced Practice, Finance, Investigative, Education, and Certified Nurse-Midwife Council.
- b. Committees may submit recommendations to the Board. A Board member will need to make the recommendation in a motion which would then be subject to approval by the entire Board.
- c. Committee meetings shall conform to the law regarding open meetings. The dates, times, and places of all committee meetings shall be listed with their agenda.
- d. Members of the Board on standing committees shall be appointed by the President in consultation with the Vice President following the annual meeting.
- e. Non-Board members shall be appointed to standing committees by the President in consultation with the Vice President and shall serve for two year terms. Each non-Board committee member shall have qualifications related to the committee of appointment.
- f. Appropriate Board staff shall serve as non-voting members of all committees. Board staff or designees shall provide support services to each committee, and prepare and distribute minutes and agendas of each meeting to committee members.
- g. Agendas will be prepared in accordance with Agenda Policy (see attachment A).

Section 2. Practice Committee

- a. Membership: A minimum of three Board Members, including at least one Practice RN member, one LPN member, and at least five non-Board members engaged in practice and/or IV Therapy.
- b. Purpose: To review and recommend revisions in APRN and RNA statutes and regulations. To provide nonbinding guidance on the scope of nursing and LMHT practice in response to written inquiries. To make recommendations to amend the practice act that reflect current nursing and mental health technician practice.

Section 3. Continuing Nursing Education/ IV Therapy Committee

- a. Membership: A minimum of three Board Members, including one RN member and three non-board members who are representatives of approved CNE providers.
- b. Purpose: To review continuing nursing and mental health technician education; To review and recommend revisions to CNE statutes and regulations; To monitor and approve CNE providers for both initial and renewal status; To review statistical information regarding providers of CNE. To review and recommend revisions in educational statutes and regulations for IV therapy programs. To review educational policies for IV therapy programs; to review all reports and evaluations of IV therapy programs.

Section 4. Advanced Practice

- a. Membership: A minimum of three Board Members including at least one APRN member and four non-Board members representing each of the categories of advanced practice registered nurses: clinical nurse specialist, nurse midwife, nurse practitioner, and registered nurse anesthetist. The K-TRACS Advisory Council representative should be a “licensed advanced

practice provider” and prefer to have experience with prescribing controlled substances and using K-TRACS. This advisory council meets approximately every other month. There is always a virtual option, and some meetings have an in-person option at the Topeka office. The time commitment is generally the duration of meeting (1.5-3 hours) and any prep time needed to review materials before the meeting.

- b. Purpose: To review and recommend revisions to statutes and regulations for approval of APRN and RNA programs in collaboration with the Education Committee. To hear updates about the K-TRACS program and provide feedback on future program directions as well as hearing confidential cases involving patients, prescribers and pharmacies of concern related to the use of controlled substances.

Section 5. Finance Committee

- a. Membership: A minimum of three Board Members.
- b. Purpose: To review and project budgetary needs to support agency; To maintain a structured system for monitoring impaired licensees; To review and recommend revisions to the impaired assistance program yearly contract.
- c. Fee Fund Balance Guidelines Purpose: The Board has established these guidelines to ensure that the agency maintain a sufficient balance in the fee fund to ensure continuous operation of the agency if there was a decrease in revenue or an emergency in which all equipment, furniture, supplies, office space, etc were destroyed by a natural or manmade disaster. The State of Kansas is self insured, and the agency is a fee funded agency which receives no state general funds.
- d. Fee Fund Balance Guidelines Policy: The agency is required to submit a biennial

budget. During the budget process, the fee fund is reviewed. The fee fund balance should be reviewed by the Board after budget has been submitted to the Governor and receiving the Governors' Recommendations. The following criteria will be applied to determine the balance to be maintained in the fee fund:

- (1) The replacement cost of all physical assets
- (2) The cost for temporary relocation of office for up to six months of expenses
- (3) Six months of operating expense

Section 6. Investigative

- a. Membership: A minimum of three Board Members including at least one RN member.
- b. Purpose: To review and recommend revisions in investigative and discipline statutes and regulations. To conduct a review of cases opened by the legal department, determine what type of disciplinary proceeding, and recommend proceedings be initiated. To review and recommend changes to investigative and discipline policies and procedures. To maintain a structured system for monitoring impaired licensees; to review and recommend revisions to the impaired assistance program yearly contract.

Section 7. Education

- a. Membership: A minimum of three Board Members including at least two Educator RNs and four non-Board members representing the four types of educational programs: LPN, ADN, BSN, and APRN.
- b. Purpose: To review and recommend revisions in educational statutes and

regulations for nursing, APRN, RNA, and LMHT programs. To review educational policies for nursing and LMHT programs; to review all reports, evaluations, and site visits of schools of nursing, APRN, RNA, and LMHT programs.

Section 8. Nurse-midwives Council

- a. Membership: A minimum of four non-Board Members who are certified nurse-midwives licensed and appointed by the Board Nursing and a minimum of two members licensed by the board of Healing Arts to practice medicine and surgery and whose specialty and customary practice includes obstetrics, appointed by the Board of Healing Arts.
- b. Purpose: The statute establishes a Nurse-midwives Council to advise the Board of Healing Arts in developing, reviewing, and implementing the rules and regulation pertaining to certified nurse-midwives engaging in the independent practice of midwifery.

Section 9. Other Committees

Such other committees, standing or ad hoc, shall be appointed by the President as deemed necessary to carry on the work of the Board. The President shall provide any such committee with a stated purpose or mission.

2023 Kansas Statutes

65-1115. Licensure of professional nurses; qualifications of applicants; examination; refresher course; renewal license; title and abbreviation; temporary permit; exempt license. (a)

Qualifications of applicants. An applicant for a license to practice as a registered professional nurse shall:

- (1) Have graduated from an approved school of professional nursing in the United States or its territories or from a school of professional nursing in a foreign country which is approved by the board as defined in rules and regulations;
 - (2) have obtained other qualifications not in conflict with this act as the board may prescribe by rule and regulation; and
 - (3) file with the board written application for a license.
- (b) Applicant deficient in qualifications. If the board finds in evaluating any applicant that such applicant is deficient in qualification or in the quality of such applicant's educational experience, the board may require such applicant to fulfill such remedial or other requirements as the board may prescribe.
- (c) License. (1) The board shall issue a license to an applicant to practice as a registered professional nurse who has:
- (A) Met the qualifications set forth in subsections (a) and (b);
 - (B) passed a written examination as prescribed by the board; and
 - (C) no disqualifying factors under K.S.A. 65-1120, and amendments thereto.
- (2) The board may issue a license to practice nursing as a registered professional nurse to an applicant who has been duly licensed as a registered professional nurse by examination under the laws of another state or territory if, in the opinion of the board, the applicant meets the qualifications required of a registered professional in this state. Verification of the applicant's licensure status shall be required from the original state of licensure.
- (3) Refresher course. Notwithstanding the provisions of subsections (a) and (b), an applicant for a license to practice as a registered professional nurse who has not been licensed to practice professional nursing for five years preceding application shall be required to successfully complete a refresher course as defined by the board.
- (4) Renewal license. A licensed professional nurse licensed under this act shall be eligible for renewal licenses upon compliance with K.S.A. 65-1117, and amendments thereto.
- (5) Licensure examination within 24 months of graduation. (A) Persons who do not take the licensure examination within 24 months after graduation shall petition the board for permission prior to taking the licensure examination. The board may require the applicant to submit and complete a plan of study prior to taking the licensure examination.
- (B) Persons who are unsuccessful in passing the licensure examination within 24 months after graduation shall petition the board for permission prior to subsequent attempts. The board may require the applicant to submit and complete a plan of study prior to taking the licensure examination a subsequent time. The study plan shall contain subjects related to deficiencies identified on the failed examination profiles.
- (6) An application for initial licensure or endorsement will be held awaiting completion of meeting qualifications for a time period specified in rules and regulations.
- (d) Title and abbreviation. Any person who holds a license to practice as a registered professional nurse in this state shall have the right to use the title, "registered nurse," and the abbreviation, "R.N." No other person shall assume the title or use the abbreviation or any other words, letters, signs or figures to indicate that the person is a registered professional nurse.
- (e) Temporary permit. The board may issue a temporary permit to practice nursing as a registered professional nurse for a period not to exceed 120 days. A temporary permit for 120 days may be issued to an applicant for licensure as a registered professional nurse who is a graduate of a professional school of nursing in a foreign country after verification of licensure in that foreign country and approval of educational credentials.
- (f) Exempt license. The board may issue an exempt license to any licensee as defined

in rules and regulations who makes written application for such license on a form provided by the board, who remits a fee as established pursuant to K.S.A. 65-1118, and amendments thereto and who is not regularly engaged in the practice of professional nursing in Kansas but volunteers professional nursing service or is a charitable health care provider as defined by K.S.A. 75-6102, and amendments thereto. Each exempt licensee shall be subject to all provisions of the nurse practice act, except as otherwise provided in this subsection (f). Each exempt license may be renewed biennially subject to the provisions of this section. The holder of the exempt license shall not be required to submit evidence of satisfactory completion of a program of continuing nursing education for renewal. To convert an exempt license to an active license, the exempt licensee shall meet all the requirements of subsection (c) or K.S.A. 65-1117, and amendments thereto. The board shall have authority to write rules and regulations to carry out the provisions of this section.

History: L. 1949, ch. 331, § 4; L. 1963, ch. 314, § 2; L. 1968, ch. 231, § 1; L. 1972, ch. 231, § 9; L. 1975, ch. 316, § 3; L. 1982, ch. 261, § 1; L. 1983, ch. 207, § 1; L. 1986, ch. 233, § 1; L. 1990, ch. 221, § 1; L. 1992, ch. 151, § 1; L. 1993, ch. 194, § 9; L. 1994, ch. 149, § 1; L. 1997, ch. 158, § 1; L. 1999, ch. 84, § 1; L. 2001, ch. 161, § 1; L. 2009, ch. 81, § 1; July 1.

2023 Kansas Statutes

65-1116. Licensure of practical nurses; qualifications of applicants; examination; refresher course; renewal license; title and abbreviation; temporary permit; exempt license. (a) Qualification. An applicant for a license to practice as a licensed practical nurse shall:

- (1) Have graduated from an approved school of practical nursing or professional nursing in the United States or its territories or from a school of practical nursing or professional nursing in a foreign country which is approved by the board as defined in rules and regulations;
- (2) have obtained other qualifications not in conflict with this act as the board may prescribe by rule and regulation; and
- (3) file with the board a written application for a license.

(b) If the board finds in evaluating any applicant that such applicant is deficient in qualification or in the quality of such applicant's educational experience, the board may require such applicant to fulfill such remedial or other requirements as the board may prescribe.

(c) License. (1) The board shall issue a license to an applicant to practice as a practical nurse who has:

- (A) Met the qualifications set forth in subsections (a) and (b);
- (B) passed a written examination as prescribed by the board; and
- (C) no disqualifying factors under K.S.A. 65-1120, and amendments thereto.

(2) The board may issue a license to practice nursing as a practical nurse to an applicant who has been duly licensed as a practical nurse by examination under the laws of another state or territory if, in the opinion of the board, the applicant meets the qualifications required of a practical nurse in this state. Verification of the applicant's licensure status shall be required from the original state of licensure.

(3) The board may authorize the educational requirement under subsection (a)(1) to be waived for an applicant who has attained a passing score on the national council licensure examination for practical nurses and provided evidence to the board of such applicant's practical nursing experience with the military. To qualify for such a waiver, the applicant must have been a member of the army, navy, marine corps, air force, air or army national guard, coast guard or any branch of the military reserves of the United States, and separated from such military service with an honorable discharge. If such applicant was separated from such military service with a general discharge under honorable conditions and meets the requirements of this paragraph, the board may authorize the educational requirements under subsection (a)(1) be waived.

(4) Refresher course. Notwithstanding the provisions of subsections (a) and (b), an applicant for a license to practice as a licensed practical nurse who has not been licensed to practice practical nursing for five years preceding application shall be required to successfully complete a refresher course as defined by the board.

(5) Renewal license. A licensed practical nurse licensed under this act shall be eligible for renewal licenses upon compliance with K.S.A. 65-1117, and amendments thereto.

(6) Licensure examination within 24 months of graduation. (A) Persons who do not take the licensure examination within 24 months after graduation shall petition the board for permission prior to taking the licensure examination. The board may require the applicant to submit and complete a plan of study prior to taking the licensure examination.

(B) Persons who are unsuccessful in passing the licensure examination within 24 months after graduation shall petition the board for permission prior to subsequent attempts. The board may require the applicant to submit and complete a plan of study prior to taking the licensure examination a subsequent time. The study plan shall contain subjects related to deficiencies identified on the failed examination profiles.

(7) An application for initial licensure or endorsement will be held awaiting completion of meeting qualifications for a time period specified in rules and regulations.

(d) Title and abbreviation. Any person who holds a license to practice as a licensed practical nurse in this state shall have the right to use the title, "licensed practical

nurse," and the abbreviation, "L.P.N." No other person shall assume the title or use the abbreviation or any other words, letters, signs or figures to indicate that the person is a licensed practical nurse.

(e) Temporary permit. The board may issue a temporary permit to practice nursing as a licensed practical nurse for a period not to exceed 120 days. A temporary permit for 120 days may be issued to an applicant for licensure as a licensed practical nurse who is a graduate of a practical school of nursing in a foreign country after verification of licensure in that foreign country and approval of educational credentials.

(f) Exempt license. The board may issue an exempt license to any licensee as defined in rules and regulations who makes written application for such license on a form provided by the board, who remits a fee as established pursuant to K.S.A. 65-1118, and amendments thereto, and who is not regularly engaged in the practice of practical nursing in Kansas but volunteers practical nursing service or is a charitable health care provider as defined by K.S.A. 75-6102, and amendments thereto. Each exempt licensee shall be subject to all provisions of the nurse practice act, except as otherwise provided in this subsection (f). Each exempt license may be renewed biennially subject to the provisions of this section. The holder of the exempt license shall not be required to submit evidence of satisfactory completion of a program of continuing nursing education for renewal. To convert an exempt license to an active license, the exempt licensee shall meet all the requirements of subsection (c) or K.S.A. 65-1117, and amendments thereto. The board shall have authority to write rules and regulations to carry out the provisions of this section.

History: L. 1949, ch. 331, § 5; L. 1963, ch. 314, § 3; L. 1968, ch. 231, § 2; L. 1975, ch. 316, § 4; L. 1982, ch. 261, § 2; L. 1983, ch. 207, § 2; L. 1986, ch. 233, § 2; L. 1990, ch. 221, § 2; L. 1992, ch. 151, § 2; L. 1993, ch. 194, § 10; L. 1994, ch. 149, § 2; L. 1997, ch. 158, § 2; L. 1999, ch. 84, § 2; L. 2001, ch. 161, § 2; L. 2009, ch. 81, § 2; L. 2013, ch. 95, § 3; July 1.

60-17-101. Definitions. Each of the following terms, as used in this article of the board's regulations, shall have the meaning specified in this regulation:

(a) An "advanced nursing ~~education~~ program" may be housed within a part of any of the following organizational units within an academic institution:

- (1) A college;
- (2) a school;
- (3) a division;
- (4) a department; or
- (5) an academic unit.

(b) "Academic equivalent" means the proportionate credit for formal academic coursework if that coursework is completed on the basis of trimester or quarter credit hours rather than semester credit hours.

(c) "Affiliating agency" means an agency that cooperates with the advanced nursing ~~education~~ program to provide ~~elinical~~ facilities and resources for selected student experiences.

(e) ~~(d)~~ "Clinical learning experience" means an active process in which the student participates in advanced nursing activities while being guided by a member of the faculty.

~~(d)~~ (e) "Contractual agreement" means a written contract ~~or letter~~ signed by the legal representatives of the advanced nursing ~~education~~ program and the affiliating agency.

(e) ~~"Preceptor" means an advanced practice registered nurse or a physician who provides clinical supervision for advanced practice registered nurse students as a part of nursing courses taken during the advanced nursing education program.~~

(f) ~~"Satellite program" means an existing, accredited advanced nursing education program provided at a location geographically separate from the parent program. The students may spend a portion or all of their time at the satellite location. The curricula in all locations shall be the same, and each credential shall be conferred by the parent institution.~~

(f) “Criteria for unscheduled survey or site visit” means indications that the advanced nursing program no longer meets the requirements in the nurse practice act or the board’s regulations.

(g) “Debriefing” means an activity that follows a simulation experience and is led by a facilitator. Participants’ reflective thinking is encouraged and feedback is provided regarding the participants’ performance while various aspects of the completed simulation are discussed. Participants are encouraged to explore emotions and question, reflect, and provide feedback to one another in order to facilitate the transfer of learning to future situations.

(h) “Loss of approval” means the status that results when the board withdraws its approval of an advanced nursing program.

(i) “Online or distance learning” means the acquisition of knowledge and skills through information and instruction provided by means of a variety of technologies.

(j) “Practice hour” means 60 minutes allotted for clinical learning.

(k) “Preceptor” means an advanced practice registered nurse or a physician supervising a student in the clinical setting who is not employed as nursing faculty. The preceptor provides oversight of each student’s patients and gives feedback to the student and clinical instructor. The nursing program faculty shall not be required to be in the affiliating agency’s facilities but shall be immediately available.

(l) “Program evaluation plan” means an advanced nursing program’s written systematic methodology or plan for measuring and analyzing student learning outcomes and program outcomes against defined standards and timelines to determine effectiveness and provide for ongoing program improvement.

(m) “Satellite program” means an existing, approved advanced nursing program that is offered at a location geographically separate from the parent advanced nursing program. The students may spend a portion or all of their time at the satellite location. The curricula in all locations shall be the same, and each credential shall be conferred by the parent institution.

(n) “Semester credit hours” means at least 13 clock-hours of formal, didactic classroom instruction that occurred over the course of an academic semester and for which the applicant received formal academic credit.

(o) “Simulation” means a teaching strategy utilizing technology to replace or amplify clinical situations with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.

(p) “Survey or site visit” means an in-person assessment of all components of an advanced nursing program to validate information submitted by the advanced nursing program or to follow up on the board’s determination that there is consistent evidence reflecting deficiencies in meeting the requirements.

(q) “Student learning outcomes” means the achievement of expected knowledge, skills, and attributes demonstrated by students at course and program levels. Student learning outcomes are measured in classroom and experiential settings and are reported in individual and aggregate formats, including retention and graduation rates, performance on certification examinations, and employment rates.

~~(g)~~ (r) “Transfer student” means an individual who is permitted to apply advanced nursing courses completed at another institution to a different advanced nursing education program.

(s) “Quarter credit hour” means two-thirds of a semester credit hour. Quarter credit hours shall be rounded as follows:

(1) One quarter credit hour equals .7 semester hours.

(2) Two quarter credit hours equals 1.3 semester hours.

(3) Three quarter credit hours equals 2.0 semester hours.

(4) Four quarter credit hours equals 2.7 semester hours.

(5) Five quarter credit hours equals 3.3 semester hours. (Authorized by K.S.A. 65-1129 and K.S.A. 2010 2017 Supp. 74-1106; implementing K.S.A. 2017 Supp. 65-1133, as amended by L. 2011, ch. 114, sec. 47; effective March 31, 2000; amended May 18, 2012; amended P-_____.)

60-17-102. Requirements for initial approval. (a) ~~Each hospital and agency serving as an affiliating agency and providing facilities for clinical experience shall be licensed or accredited by the appropriate credentialing groups.~~ Administration and organization.

(b)(1) ~~The Each~~ advanced nursing ~~education~~ 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 the financial support for the advanced nursing ~~education~~ program.

(2) Authority and responsibility for administering the advanced nursing ~~education~~ program shall be vested in the dedicated nurse administrator of the advanced nursing education program who has sufficient administrative time and support to achieve and maintain positive program/student outcomes.

(3) The advanced nursing program shall be accredited, be part of an institution that is accredited, or be in the process of being accredited by an agency that is approved by the United States department of education.

(c) Application. Each ~~new proposed~~ advanced nursing ~~education~~ program shall submit; an initial application at least 60 days before a scheduled board meeting, ~~an initial application.~~ The application which shall include all of the following:

- (1) The course of study and credential to be conferred;
- (2) the name and title of the ~~nurse~~ administrator of the advanced nursing ~~education~~ program;
- (3) the name of the controlling body;
- (4) the name and title of the administrator ~~for~~ of the controlling body;
- (5) the organizational chart;
- (6) all sources of financial support, including a three-year budget;
- (7) a proposed curriculum, indicating the total number of hours of both theoretical and clinical instruction;
- (8) the program objectives or outcomes;
- (9) the number, qualifications, and assignments of faculty members;
- (10) the faculty policies;

(11) the admission requirements;

(12) a copy of the current school bulletin or catalog;

(13) a description of clinical facilities and client census data;

(14) each contractual agreements by affiliating agencies for clinical facilities agreement, which shall be signed at least three months before the first date on which students may enroll. Each hospital and agency serving as an affiliating agency providing facilities for clinical experience shall be licensed or accredited by the appropriate credentialing groups;

(15) the program evaluation plan; and

(16) a proposed date of initial admission of students to the advanced nursing program.

(d) Each advanced nursing ~~education~~ program shall ~~be surveyed for approval by the board~~ have a site visit to validate information submitted in the program's application before granting approval, with the exception of nurse anesthesia programs, as determined by K.A.R. 60-13-103.

(1) During ~~a survey~~ each site visit, the nurse administrator ~~of the program~~ shall make available all of the following:

(A) Administrators, prospective faculty and students, affiliating agencies, representatives, preceptors, and support services personnel to discuss the advanced nursing ~~education~~ program;

(B) ~~minutes of faculty meetings~~ meeting minutes;

(C) faculty and student handbooks;

(D) policies and procedures;

(E) curriculum materials;

(F) a copy of the advanced nursing ~~education~~ program's budget; and

(G) ~~affiliating agency~~ contractual agreements.

(2) The nurse administrator ~~of the advanced nursing education program~~ or designated personnel shall take the survey site visit team to inspect the nursing educational facilities, including satellite program facilities and library facilities.

(3) Upon completion of the survey site visit, the nurse administrator shall be asked to correct any inaccurate statements contained in the survey site visit report, limiting these comments to errors, unclear statements, or omissions.

(e) Each institution ~~contemplating the establishment of~~ wanting to establish an advanced nursing education program shall ~~be surveyed~~ have a site visit and ~~accredited~~ be approved by the board before the admission of any students.

(f) If an advanced nursing ~~education~~ program fails to meet the requirements of the board within a designated period of time, the advanced nursing program shall be notified by the board's designee of the board's intent to deny approval. (Authorized by ~~and~~ K.S.A. 2017 Supp. 74-1106; implementing K.S.A. ~~2015~~ 2017 Supp. 65-1133; effective March 31, 2000; amended April 20, 2007; amended April 29, 2016; amended P-

_____.)

60-17-103. Reapproval requirements. (a) ~~Based on the annual report required by K.A.R. 60-17-109,~~ each advanced nursing ~~education~~ program shall be reviewed for reapproval by the board every two years.

(b) Each advanced nursing ~~education~~ program shall ~~be resurveyed~~ have a survey or site visit every five to 10 years.

(1) A survey or site visit may be conducted if there is ~~consistent~~ evidence indicating ~~deficiencies~~ any deficiency in meeting requirements.

(2) A survey or site visit of each nurse anesthesia program shall be conducted as required by K.A.R. 60-13-103-~~(d)~~(4).

(3) If the advanced nursing program is accredited by a national nursing accreditation agency, the ~~resurvey~~ survey or site visit may be made in coordination with a national nursing accreditation agency visit. Each advanced nursing program without national nursing accreditation shall ~~be resurveyed~~ have a survey or site visit every five years.

(c) The nurse administrator of each advanced nursing ~~education~~ program shall make available all of the following information during a survey or site visit:

(1) Data about the advanced nursing program, including the following:

(A) The number of students;

(B) the legal body responsible for establishing advanced nursing program policies ~~and for support of the program~~;

(C) an organizational chart; and

(D) a description of the budgetary process;

(2) a description of the nurse administrator's responsibilities;

(3) information about the faculty and preceptors, including the following:

(A) A description of the responsibilities of each position;

(B) the selection policies;

(C) the orientation plan;

(D) faculty organization by-laws; and

(E) the number of full-time and part-time faculty and nonnursing faculty with academic credentials and assignments;

(4) the faculty degree plan, if applicable;

(5) a copy of the current curriculum with the date of last revision;

(6) a description of education facilities, including classrooms, offices, library, and computers;

(7) a list of clinical facilities;

(8) the number of students enrolled; and

(9) policies for students as listed in K.A.R. ~~60-2-107~~ 60-17-108.

(d) During a survey or site visit, the nurse administrator of the advanced nursing ~~education~~ program shall make available all of the following:

(1) Educational institution administrators, faculty, support services personnel, preceptors, and students;

(2) staff at selected clinical facilities;

(3) faculty meeting minutes for at least the previous three years;

(4) faculty and student handbooks;

(5) student records;

(6) policies and procedures;

(7) curriculum materials;

(8) a copy of the advanced nursing ~~education~~ program's budget; ~~and~~

(9) ~~affiliating agency~~ contractual agreements;

(10) an audited fiscal report covering the previous two years, including a statement of income and expenditures; and

(11) the testing process, with test analysis and the written test procedure.

(e) The nurse administrator of the advanced nursing ~~education~~ program or designated personnel shall take the survey or site visit team to the nursing educational facilities, including satellite program facilities, library facilities, and affiliating or clinical facilities.

(f) Upon completion of the survey or site visit, the nurse administrator shall correct any inaccurate statements contained in the survey or site visit report, limiting these comments to errors, unclear statements, or omissions.

(g) If an advanced nursing ~~education~~ program fails to meet requirements of the board within a designated period of time, the advanced nursing program shall be notified by the board's designee of the board's intent to deny reapproval. ~~This notification shall be made pursuant to K.S.A. 77-512, and amendments thereto, and shall inform the program of its right to a hearing pursuant to the Kansas administrative procedures act.~~ (Authorized by ~~and~~ K.S.A. 2017 Supp. 74-1106; implementing K.S.A. 2017 Supp. 65-1133; effective March 31, 2000; amended April 20, 2007; amended P-_____.)

60-17-104. Administrator, faculty and preceptor qualifications. (a) Each nurse faculty member shall be licensed as a registered professional nurse in Kansas.

(b) Each preceptor shall be licensed in the state in which the preceptor is currently practicing. Each preceptor shall complete a preceptor orientation that includes information about the pedagogical aspects of the student-preceptor relationship and course information.

(c) For advanced nursing ~~education~~ programs in the role of nurse anesthesia, each nurse faculty member shall have the following academic preparation and experience:

(1) The dedicated nurse administrator who is responsible for the development and implementation of the advanced nursing ~~education~~ program shall have had successful experience in administration or teaching and shall have a graduate degree in nursing. The program administrator shall have sufficient administrative time and support to achieve and maintain positive program/student outcomes.

(2) Each nurse faculty member who is assigned the responsibility of a course shall hold a graduate degree in nursing.

(3) Each nurse faculty member responsible for clinical instruction shall possess a license as an advanced practice registered nurse and a graduate degree in nursing.

(d) For advanced nursing ~~education~~ programs in any role other than nurse anesthesia, each nurse faculty member shall have the following academic preparation and experience:

(1) The nurse administrator who is responsible for the development and implementation of the advanced nursing ~~education~~ program shall have had experience in administration or teaching and shall have a graduate degree in nursing.

(2) Each nurse faculty member who is assigned the responsibility of a course shall hold a graduate degree. Each person who is hired as a nurse faculty member shall have a graduate degree in nursing, except for any person whose graduate degree was conferred before July 1, 2005.

(3) Each nurse faculty member responsible for coordinating clinical instruction shall possess a license as an advanced practice registered nurse in the role for which clinical instruction is provided and shall have a graduate degree. Each person who is hired as a nurse faculty member shall have a graduate degree in nursing, except for any person whose graduate degree was conferred before July 1, 2005.

(4) Each ~~preceptor or~~ adjunct faculty member shall be licensed as an advanced practice registered nurse or shall be licensed as a physician in the state in which the individual is currently practicing. ~~Each preceptor shall complete a preceptor orientation including information about the pedagogical aspects of the student preceptor relationship.~~

(e) The nonnursing faculty of each advanced nursing ~~education~~ program shall have graduate degrees in the area of expertise.

(f) The nurse administrator of each advanced nursing ~~education~~ program shall submit to the board a faculty qualification report for each faculty member who is newly employed by the advanced nursing program.

(Authorized by K.S.A. ~~65-1129 and K.S.A. 2010~~ 2017 Supp. 74-1106; implementing K.S.A. 2017 Supp. 65-1133, as amended by L. 2011, ch. 114, sec. 47; effective March 31, 2000; amended April 20, 2007; amended May 18, 2012; amended P-_____.)

60-17-105. Curriculum requirements. (a) The faculty in each advanced nursing education program shall fulfill these requirements:

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

(b) The curriculum in each advanced nursing education program shall include all of the following:

(1) 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;

(2) theoretical instruction in the role or roles of advanced nursing practice for which the program provides instruction;

(3) the health care delivery system;

(4) the ethical and legal implications of advanced nursing practice;

(5) three college semester credit hours or the academic equivalent hours in advanced pharmacology ~~or the equivalent~~;

(6) three college semester credit hours or the academic equivalent hours in advanced pathophysiology ~~or its equivalent~~ and three college semester credit hours or the academic equivalent hours in advanced health assessment ~~or its equivalent~~ for licensure as an advanced practice registered nurse in a role other than nurse anesthesia and nurse midwifery;

(7) ~~if completing an~~ for any advanced practice registered nurse nursing program completed after July 1, 2009, three college semester credit hours or the academic equivalent hours in advanced pathophysiology ~~or its~~

~~equivalent~~ and three college semester credit hours or the academic equivalent hours in advanced health assessment ~~or its equivalent~~; and

(8) clinical instruction in the area of specialization, which shall include the following:

(A) Performance of or ordering diagnostic procedures;

(B) evaluation of diagnostic and assessment findings; and

(C) the prescription of medications and other treatment modalities for client conditions.

(c)(1) Each advanced nursing program shall consist of at least 45 semester credit hours or the academic equivalent. ~~As used in this regulation, "academic equivalent" shall mean the prorated proportionate credit for formal academic coursework if that coursework is completed on the basis of trimester or quarter hours rather than semester hours.~~

(2) The clinical component shall consist of at least 260 practice hours ~~of clinical learning~~. After January 1, 2003, the clinical component shall consist of at least 500 practice hours ~~of clinical learning~~. After July 1, 2009, the clinical component shall consist of at least 500 practice hours ~~of clinical learning~~ in each clinical track, or the advanced nursing program shall provide documentation of the overlap if any clinical track consists of less than 500 ~~clinical~~ practice hours.

(d) Each nurse administrator shall meet the following requirements:

(1) Develop and implement a ~~written plan for~~ program evaluation plan; and

(2) submit any major revision to the curriculum of advanced nursing courses for board approval at least 30 days before a meeting of the board. The following shall be considered major revisions to the curriculum:

(A) Any significant change in the plan of curriculum organization; and

(B) any change in content.

(e) Each nurse administrator shall submit all revisions that are not major revisions, as defined in paragraph (d)(2), to the board or the board's designee for approval. (Authorized by ~~K.S.A. 65-1129~~ and K.S.A. ~~2010~~ 2017 Supp. 74-1106; implementing K.S.A. 2017 Supp. 65-1133, as amended by L. 2011, ch. 114, sec. 47; effective

March 31, 2000; amended April 20, 2007; amended May 18, 2012; amended P-
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60-17-106. Clinical resources. (a) Each advanced nursing ~~education~~ program shall have ~~appropriate written~~ contractual agreements ~~with each affiliating agency~~. Each ~~signed contract~~ contractual agreement shall be kept on file in the advanced nursing ~~education~~ program office.

(b) Clinical learning experiences and sites shall be selected to provide learning opportunities necessary to achieve the ~~advanced nursing education program objectives or~~ student learning outcomes.

(c) Faculty shall facilitate and evaluate student learning experiences in the clinical area.

(d) Preceptors shall be responsible for assessing performance in the clinical setting.

(e) 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~~ student learning outcomes.

(f) The advanced nursing ~~education~~ program shall contract with an adequate number of appropriate affiliating agencies so that there will be appropriate clinical learning experiences to meet curriculum objectives or outcomes. The advanced nursing ~~education~~ program faculty shall provide the affiliating agency staff with the organizing curriculum framework and either the objectives or outcomes for that clinical learning experience. A sufficient number and variety of patients representing appropriate age groups shall be available to provide clinical learning experiences to meet ~~curriculum objectives or~~ student learning outcomes. If more than one advanced nursing ~~education~~ program uses the same affiliating agency, each advanced nursing ~~education~~ program shall document the availability of appropriate clinical learning experiences for all of its students.

(Authorized by ~~and~~ K.S.A. 2017 Supp. 74-1106; implementing K.S.A. 2017 Supp. 65-1133; effective March 31, 2000; amended P-_____.)

60-17-107. Educational facilities. (a) Classrooms, laboratories, and conference rooms shall be available at the time needed and shall be adequate in size, number, and type, according to the number of students and the educational purposes for which the rooms are to be used.

(b) The advanced nursing ~~education~~ program shall provide all of the following:

(1) A physical facility that is safe and conducive to learning;

(2) space for counseling students in private that is available and adequate in size, ~~amount,~~ and number ~~type to provide faculty with privacy in counseling students;~~

(3) secured space for nursing student records; and

(4) current technological resources and student support services for online or distance learning if online or distance learning is provided.

(c) 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 online or distance learning students. (Authorized by ~~and~~ K.S.A. 2017 Supp. 74-1106; implementing K.S.A. 2017 Supp. 65-1133; effective March 31, 2000; amended April 20, 2007; amended P-
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60-17-108. Student policies. ~~(a)~~ Each advanced nursing ~~education~~ program shall have clearly defined written student policies for all of the following:

~~(a)~~ (1) Admission, including a requirement that each student in the advanced nursing program must have a current license to practice as a registered professional nurse in the United States or any of its territories;

~~(b)~~ (2) transfer students;

~~(c)~~ (3) readmission;

~~(d)~~ (4) counseling and guidance;

~~(e)~~ (5) progression criteria;

~~(f)~~ (6) student representation in faculty governance; and

~~(g)~~ (7) graduation;

(8) oral and written English proficiency as specified in K.A.R. 60-3-106;

(9) the difference between the student role and the employee role;

(10) refund policies governing all fees and tuition paid by the student; and

(11) ethical practices for the performance of activities, including recruitment, admission, and advertising.

(b) Each advanced nursing program shall have a written policy providing information to all students regarding licensure denial pursuant to K.S.A. 65-1120, and amendments thereto. The information shall be provided to each student before admission to the advanced nursing program. (Authorized by and K.S.A. 2017 Supp. 74-1106; implementing K.S.A. 2017 Supp. 65-1133; effective March 31, 2000; amended April 20, 2007; amended P-_____.)

60-17-109. Reports. (a) Each advanced nursing ~~education~~ program shall submit an annual report to the board on or before June 15 30 of each year, which shall include all of the following data:

(1) Any changes in advanced nursing program policies, the organizing framework for the curriculum, and advanced nursing program objectives or outcomes and any all curriculum changes as specified in K.A.R. 60-17-105;

(2) ~~a description of~~ faculty responsibilities for required advanced nursing courses;

(3) the name, license number, academic credentials, employment date, and ~~full-~~ full-time or part-time status of each member of the advanced nursing program faculty;

(4) the name, license number, academic credentials, professional experience, and place of practice for each preceptor;

(5) ~~a description of~~ the nurse administrator's teaching responsibilities;

(6) the name and address of each affiliating agency;

(7) student enrollment, retention, and graduation statistics;

(8) faculty hiring, retention, and separation statistics;

(9) the total number of library holdings and the number of holdings regarding nursing;

(10) for the most recent year, ~~either a list of new library and audiovisual acquisitions or the budget spent on~~ library and audiovisual acquisitions for the advanced nursing program;

(11) a response to the recommendations and requirements identified by the board based on the advanced nursing program's last annual report or the last survey site visit; ~~and~~

(12) any proposed changes to the advanced nursing program;

(13) an audited fiscal report covering the previous two years, including a statement of income and expenditures;

(14) any complaints involving KSBN educational statutes and regulations;

(15) a description of the practices used to safeguard the health and well-being of students; and

(16) copy of the school's current catalog.

(b) If the advanced nursing ~~education~~ program fails to meet requirements of the board or to submit required reports within a designated period of time, the advanced nursing program shall be removed from notified and given the opportunity for a hearing regarding the board's intent to remove the program from the list of ~~accredited approved advanced nursing education programs after it has received notice and has been given an opportunity to be heard. These proceedings shall be conducted in accordance with the provisions of K.S.A. 77-512 and amendments thereto.~~ (Authorized by and K.S.A. 2017 Supp. 74-1106; implementing K.S.A. 2017 Supp. 65-1133; effective March 31, 2000; amended P-_____.)

60-17-110. Discontinuing an advanced practice registered nurse program. Each school terminating its program shall submit, for board approval, the school's plan for its currently enrolled students and for disposition of its records.

History: (Authorized by K.S.A. 65-1129 and K.S.A. 2010 Supp.74-1106; implementing K.S.A. 65-1133, as amended by L. 2011, ch. 114, sec. 47; effective March 31, 2000; amended April 20, 2007; amended May 18, 2012.)

DRAFT

LMHT Education Feedback

Number of contact hours:

- CNA is 90 contact hours, CMA is an additional 75 contact hours. It would be good to put the LMHT somewhere between the 164 hours of these two and the LPN
- CNA is 6 credit hours, CMA is 5 credit hours, EMT is 12 credit hours, so 40 hours for LMHT seems to be excessive

Curriculum:

- I think you could possibly use the foundations course (or the equivalent) as a basic nursing starting place. (I say equivalent because we no longer have foundations, but I would consider our Nursing Assessment course and Patient Centered Care course equitable). I think you would be looking at anywhere from 5 – 8 credit hours for that course. It would be reasonable that they are going to need some Pharmacology, so the questions would be, do they take the nursing pharmacology – a 3 credit hour course - or is there a pharm course created for them that is tapered to the LMHT role specifically. I can't speak for the others, but our mental health is integrated into the first level, so it would be hard for us to plug them into that content. Psychology and Developmental Psychology seem foundational to me, and I think at most colleges these courses would be 3 credit hours a piece. So, if I was thinking of doing something that will set them up to move right into the PN program if they wished, I would be looking at 7 credit hours for foundations, 6 credit hours for psych and developmental psych, and 3 credit hours for the pharmacology we arrive at (possible less if we were to create a course LMHT specific). So that would be 16 credit hours, without looking at any practicum or mental health specific content. That leads me to wonder if 20 – 22 credit hours would be reasonable – thinking we might have a 2 -3 hours practicum and 2 – 3 hours mental health course. I say this but would really need to compare the LMHT curriculum to the courses mentioned to be sure that we had no left anything out. What I am not sure about is this student in the foundations course without the A & P or English Comp I course that our nursing students have already had. You add those two courses at 5 and 3 credit hours respectively, and then you could possible be up to 28 – 30 credit hours. If you consider that my PN students who have completed the first semester of the nursing program would have about 25 credit hours – minus the 3 credit hours of Pharmacology that they generally take in the summer semester between first and second semester – that just seems more reasonable to me. But I could be missing something huge.
- The curriculum shall be organized to cover both theoretical instruction and clinical instruction. The curriculum for the licensed mental health technician courses shall consist of 360 hours of theoretical instruction and 270 hours of clinical instruction
- Psychiatric therapeutic treatment which shall include geriatric, pediatric, abnormal, and adult treatment. Pharmacology shall be taken or can be waived with the possession of a current CMA license through the State of Kansas. 5 credit hours of Anatomy and Physiology shall be taken or transferred, according to policy.

- All clinical facilities shall have appropriate contractual agreement with renewal statements clearly called out
- LMHT completion shall be documented and forwarded to the Kansas State Board of Nursing when ready to test for licensure

Regulations:

- I think the regulations are very clear, easy to follow, and reasonable. My biggest concern is the number of total credit hours required because, with 40 total credit hours, you are looking at very near a PN certificate. I am worried that the difference between the wages of a LMHT and PN might be significant enough to drive the student numbers away from the LMHT program. I also wonder about the feasibility of finding faculty with the psychiatric/developmental disability experience. (The option of having 5 years of post-licensure experience seems a bit more feasible.) Finding instructors with that kind of experience that want to teach has been a challenge for the nursing programs. I just wonder if it will be here as well.
- The administrator of the LMHT program shall be licensed to practice as a registered professional nurse in Kansas and meet facility or academic requirements set by the academic entity. The Director shall have a minimum of a Master's degree or equivalent in administration or teach in psychiatric or developmental disability nursing.
- Authority and responsibility for administering the mental health technician program shall be vested in the administrator of the mental health technician program or allied health director
- The proposed date and number of initial admission of students to the mental health technician program
- The administrator shall have a minimum of a baccalaureate degree, successful experience in administration or teaching, and at least two years of experience in psychiatric or developmental disability nursing or education of same.
- Each faculty member shall be licensed to practice as a registered professional nursing in Kansas and have at least two years of experience in psychiatric or developmental disability nursing or education of same
- Could a LPN serve as a preceptor?
- If the students cannot have more than 35% of clinical hours with a preceptor or observing, what should they be doing? We were thinking observational and precepted clinical would help them learn the most

Possible 2 semester LMHT curriculum – 30 hours

Semester 1:

Psychology 3 credit hours

Basic Nursing 4 credit hours

Basic Nursing Lab 1 credit hour

Anatomy & Physiology 4 credit hours

Medical Terminology 1 credit hour

Semester 2:

Abnormal Psych 2 credit hours

Abnormal Psych clinical 2 credit hours

Human Growth and Development 3 credit hours

Pharmacology 2 credit hours or CMA certificate

Pediatric Psyc 1 credit hours – 8 weeks

Pediatric Psych clinical 1 credit hour

Geriatric Psych 1 credit hour – 8 weeks

Geriatric Psych clinical 1 credit hour

Community Mental Health 2 credit hour

Community mental Health clinical 2 credit hours

***** Formatting will be corrected after content is finalized*****

60-6-101. Requirements Definitions. (a) ~~Accreditation and approval.~~

~~(1) Each educational institution shall be approved by the appropriate state agency.~~

~~(2) Each hospital and agency providing facilities for clinical experience shall be licensed, accredited, or approved by the licensing or certifying body.~~

~~(b) Administration and organization.~~

~~(1) 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.~~

~~(2) Authority and responsibility for administering the program shall be vested in the director of the educational unit.~~

~~(c) Faculty for mental health technician programs. Each faculty member shall have the necessary preparation, experience, and personal qualifications to meet the specifications of the position.~~

~~(1) 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.~~

~~(2) Each instructor in a mental health technician program shall meet at least one of the following requirements:~~

~~(A) 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~~

~~(B) be licensed to practice as a licensed mental health technician and have at least five years of experience postlicensure. Two years of work experience shall be waived for those licensed mental health technicians possessing an associate degree.~~

~~(3) Each instructor in the behavioral sciences shall have earned an academic degree with appropriate education relative to the area of instruction.~~

~~(d) Curriculum.~~

~~(1) Before implementation of the program, the institution shall submit the proposed curriculum in writing to the board for approval. 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.~~

~~(2) 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 300 hours of theoretical instruction and 300 hours of clinical instruction. By July 1, 1978, the curriculum 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.~~

~~(3) 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.~~

~~(A) Human growth and development. This course shall include aspects of growth and development from the prenatal period through senescence.~~

~~(B) Behavioral science. This course shall include human needs, group processes, family dynamics, and social, economic, and cultural factors of behavior.~~

~~(4) The curriculum shall also include the following two courses, which shall include both theoretical and clinical instruction.~~

~~(A) 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.~~

~~(B) Psychiatric therapeutic treatment. This course shall include interpersonal relationships, psychopathology and classifications, coping mechanisms, communication skills, therapeutic modalities, and special reporting and recording techniques.~~

~~(c) Clinical facilities and resources.~~

~~(1) All clinical facilities shall be approved by the board, and appropriate contractual agreements shall be renewed annually with all cooperating agencies.~~

~~(2) Each clinical area used for student learning experiences shall be staffed by nursing service independent of student assignments.~~

~~(3) Each clinical unit used for educational purposes shall be under the direct supervision of a registered nurse.~~

~~(f) Students.~~

~~(1) Admission. Each program shall have clearly defined policies for admission.~~

~~(2) Credit for previous study. Each program shall have clearly defined written policies concerning credit for previous study, transfer of credits, and readmission of students. These policies shall conform to the policies of the institution.~~

~~(3) Promotion and graduation policies shall be in writing.~~

~~(g) Evaluation. A written plan for continuing program evaluation shall be developed and implemented.~~

Each of the following terms, as used in this article and article 5 of the board's regulations, shall have the meaning specified in this regulation:

(a) "Affiliating agency" means a hospital or an agency that cooperates with the mental health technician program to provide facilities and clinical resources for selected student experiences.

(b) “Approval” means the status granted by the board to a mental health technician program that provides evidence of both of the following:

(1) The mental health technician program is operating on a sound educational basis that is consistent with the board’s educational requirements as specified in the nurse practice act and the board’s regulations.

(2) The mental health technician program has no deficiencies.

(c) “Clinical learning experience ” means an active process in which the student participates in nursing and mental health technician activities while being guided by a member of the faculty.

(d) “Clinical observational experience” means the process in which the student views health care interventions but does not participate in the interventions. Affiliating agency personnel shall be responsible for patient care. However, a student may use any of the five senses while with the patient for the sole purpose of observing while the agency professional who has assessed and provided care to the patient supports the student. The instructor shall not be required to be present, but the students shall be included in the faculty-student ratio.

(e) “Conditional approval” means the limited-time status that the board imposes on an approved mental health technician program if the board finds evidence that the mental health technician program has failed to comply with education requirements specified in the nurse practice act and the board’s regulations. When placed on conditional approval, the mental health technician program may be directed by the board to cease admissions.

(f) “Contractual agreement” means a written contract or letter signed by the legal representatives for the mental health technician program and the affiliating agency.

(g) “Criteria for unscheduled survey or site visit” means indications that the mental health technician program possibly is not meeting board standards.

(h) “Debriefing” means an activity that follows a simulation experience and is led by a facilitator. Participants’ reflective thinking is encouraged and feedback is provided regarding the participants’ performance while various aspects of the completed simulation are discussed. Participants are encouraged to explore

emotions and question, reflect, and provide feedback to one another in order to facilitate the transfer of learning to future situations.

(i) "Initial approval" means the approval period from the first admission of mental health technician students to the mental health technician program through the first full implementation of the curriculum and graduation.

(j) "Loss of approval" means the status that results when the board withdraws its approval of a mental health technician program.

(k) "Online or distance learning" means the acquisition of knowledge and skills through information and instruction provided by means of a variety of technologies.

(l) "Preceptor" means a registered professional nurse or licensed mental health technician supervising a student in the clinical setting. The preceptor provides oversight of the student's patients and gives feedback to the student and clinical instructor. The mental health technician program faculty shall not be required to be in the affiliating agency's facilities but shall be immediately available.

(m) "Program evaluation plan" means a mental health technician program's written systematic methodology or plan for measuring and analyzing student learning outcomes and program outcomes against defined standards and timelines to determine effectiveness and provide for ongoing mental health technician program improvement.

(n) "Refresher course" means an educational program for mental health technicians whose licenses are inactive or have lapsed for more than five years.

(o) "Simulation" means a teaching strategy utilizing technology to replace or amplify clinical situations with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.

(p) “Survey or site visit” means an in-person assessment of all components of a mental health technician program to validate information submitted by the mental health technician program or to follow up on the board’s determination that there is consistent evidence reflecting deficiencies in meeting the requirements.

(q) “Student learning outcomes” means the achievement of expected knowledge, skills, and attributes demonstrated by students at course and mental health technician program levels. Student learning outcomes are measured in classroom and experiential settings and are reported in individual and aggregate formats, including retention and graduation rates, performance on licensure and certification examinations, and employment rates.

(Authorized by K.S.A. ~~1998 Supp. 65-4206~~ 2017 Supp. 65-4203 and K.S.A. 2017 Supp. 74-1106; implementing K.S.A. ~~1998 Supp. 65-4206~~; modified, L. 1975, Ch. 302, Sec. 7, May 1, 1975; amended March 31, 2000; amended P-_____.)

***** Formatting will be corrected after content is finalized*****

60-6-102. Program approval and governance. (a) Initial approval process

(1) Each institution wanting to offer a mental health technician program shall be a legally constituted body. The controlling body shall be responsible for general policy and shall provide for the financial support of the mental health technician program.

(2) Authority and responsibility for administering the mental health technician program shall be vested in the administrator of the mental health technician program.

(3) Each institution shall be approved by the appropriate state agency.

(b) Application. Each proposed mental health technician program shall submit an initial application at least 60 days before a scheduled board meeting. The application shall include the following:

- (1) The name and title of the administrator of the mental health technician program;
- (2) the name of the controlling body;
- (3) the name and title of the administrator of the controlling body;
- (4) a detailed proposed three-year budget that includes all sources of financial support;
- (5) a proposed curriculum, as specified in K.A.R. 60-6-104, with the total number of hours of both theoretical and clinical instruction;
- (6) the number, qualifications, and assignments of faculty members;
- (7) a proposed date of initial admission of students to the mental health technician program;
- (8) the number of times students are to be admitted each year and the proposed number of students per admission;
- (9) the admission requirements;
- (10) a description of the adequate clinical facilities;

(11) the name of each hospital or affiliating agency providing facilities for clinical learning experiences and clinical observational experiences. Each hospital and affiliating agency shall be licensed, accredited, or approved by the appropriate licensing or certifying body; and

(12) a contractual agreement from each clinical facility stating that the clinical facility will provide clinical learning experiences and clinical observational experiences for the mental health technician program's students.

(a) Each mental health technician program shall have clearly defined written student policies for the following:

- (1) Admission and readmission criteria;
- (2) progression and graduation criteria;
- (3) counseling and guidance;
- (4) the difference between the student role and the employee role;
- (5) representation on faculty governance;
- (6) ethical practices for the performance of activities including recruitment, admission, and advertising; and
- (7) refund policies governing all fees and tuition paid by students.

(b) Each mental health technician program shall have a written student policy providing information to all students regarding licensure denial pursuant to K.S.A. 65-4209, and amendments thereto. The information shall be provided before each student's admission to the mental health technician program.

(c) Site visit. Each mental health technician program shall be surveyed for initial approval by the board. A site visit shall be conducted by the board to validate information submitted in the mental health technician program's initial application before granting initial approval.

(1) During an initial site visit, the administrator of the mental health technician program shall make available the following:

(A) Administrators, prospective faculty and students, clinical facility representatives, and support services personnel to discuss the mental health technician program;

(B) minutes of faculty meetings;

(C) faculty and student handbooks;

(D) policies and procedures;

(E) curriculum materials;

(F) a copy of the mental health technician program's budget;

(G) each contractual agreement; and

(H) a program evaluation plan that addresses compliance with the mental health technician licensure act and board regulations.

(2) The administrator of the mental health technician program or designated personnel shall take the site visit team to inspect the educational facilities, including satellite program facilities and library facilities.

(3) Upon completion of the site visit, the mental health technician program administrator shall be asked to correct any inaccurate statements contained in the site visit report, limiting comments to errors, unclear statements, and omissions.

Receive board approval before the admission of any students

(d) Continued initial approval. Each mental health technician program seeking approval shall perform the following:

(1) Submit a progress report that includes the following:

(A) Updated information on all areas identified in the initial application;

(B) the current number of admissions and enrollments;

(C) the current number of qualified faculty; and

(D) detailed course syllabi; and

(2) have a site visit conducted by the board's site visit team after the first graduation.

(e) Denial of approval. If a mental health technician program fails to meet the requirements of the board within a designated period of time, the mental health technician program shall be notified by the board's designee of the intent to deny approval.

a) An annual report and all applicable fees shall be submitted to the board by each mental health technician program on or before June 30 of each year. Each report shall include the following:

(1) Changes in the mental health technician program policies, objectives, or outcomes and curriculum changes;

(2) faculty responsibilities for courses;

(3) for each faculty member, the name, license number, academic credentials, employment date, and full-time or part-time status;

(4) for each preceptor, the name, license number, academic credentials, current clinical area of practice, and place where currently employed;

(5) the administrator's teaching responsibilities;

(6) for each affiliating agency, the following information:

(A) The program name and location;

(C) the student-faculty clinical ratio for the reporting period;

(7) statistics for students, including the following:

(A) Admissions, readmissions, withdrawals, and graduations; and

(B) first-time pass rate for each of the last five years;

(8) any complaints involving educational statutes and regulations;

(9) a response to the recommendations and requirements from the last annual report or last site visit;

(10) any plans for the future, including any proposed changes to the mental health technician program;

(11) a description of the practices used to safeguard the health and well-being of students;

(12) a list of the theory courses and the clinical courses in the curriculum; and

(13) statistics for each clinical course, including the following:

(A) Total number of theory hours, clinical observational experience hours; preceptored hours and simulation experience hours

(b) If the mental health technician program fails to meet the requirements of the board or to submit required reports within a designated period of time, the program shall be notified and given the opportunity for a hearing regarding the board's intent to remove the program from the list of approved mental health technician programs. (Authorized by K.S.A. 2017 Supp. 65-4203 and 74-1106; implementing K.S.A. 65-4207; effective P-

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***** Formatting will be corrected after content is finalized*****

60-6-103. Administrator, faculty, and preceptor qualifications. (a)(1) The administrator of the mental health technician program shall be licensed to practice as a registered professional nurse in Kansas and shall be responsible for the development and implementation of the mental health technician program. The administrator shall have a baccalaureate degree, successful experience in administration or teaching, and at least two years of experience in psychiatric or developmental disability nursing.

(2) Each faculty member in a mental health technician program shall meet at least one of the following requirements:

(A) 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

(B) be licensed to practice as a licensed mental health technician and have at least five years of experience postlicensure. Two years of work experience shall be waived for each licensed mental health technician possessing an associate's degree.

(3) Each preceptor shall meet the following requirements:

(A) Be licensed as a registered professional nurse or mental health technician in the state in which the individual is currently practicing; and

(B) complete a preceptor orientation, which shall include information about the factors influencing the student-preceptor relationship and course information.

(b) For each mental health technician program, the administrator shall submit to the board a faculty qualification report for each faculty member newly employed. Each faculty member shall have the required preparation, experience, and personal qualifications to meet the specifications of the position. (Authorized by K.S.A. 2017 Supp. 65-4203 and 74-1106; implementing K.S.A. 65-4206; effective P-

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***** Formatting will be corrected after content is finalized*****

60-6-104. Curriculum requirements. (a) The faculty in each mental health technician program shall develop a curriculum to meet program and student learning outcomes and the following requirements:

(1) The curriculum shall be organized to cover both theoretical instruction and clinical instruction. The curriculum shall consist of at least 450 clock-hours of theoretical instruction and 450 clock-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.

(2) The curriculum shall include the following two courses, which shall be theoretical in nature. Each course shall consist of 45 clock-hours of instruction:

(A) Human growth and development. This course shall include aspects of growth and development from the prenatal period through senescence; and

(B) behavioral science. This course shall include human needs, group processes, family dynamics, and social, economic, and cultural factors of behavior.

(3) The curriculum shall also include the following two courses, which shall include both theoretical and clinical instruction:

(A) 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; and

(B) psychiatric therapeutic treatment. This course shall include interpersonal relationships, psychopathology and classifications, coping mechanisms, communication skills, therapeutic modalities, and special reporting and recording techniques.

(b) The faculty in each mental health technology program shall develop and implement a program evaluation plan.

(c) Each mental health technician program shall submit curriculum revisions for approval by the board at least 30 days before the board meetings. These curriculum revisions shall include the following:

- (1) Any change in plan or curriculum organization;
- (2) any change in delivery method of courses; and
- (3) any change in number of approved admissions to the program.

(d) The administrator shall submit to the board office each change not requiring board approval. This information shall be submitted in writing with the annual report.

Clinical resources. (a) Each contractual agreement shall be renewed annually and kept on file in the administrator's office.

(b) Clinical learning experiences and sites shall be selected to provide learning opportunities necessary to achieve student learning outcomes.

(c) The faculty of each mental health technician program shall be responsible for student learning outcomes and evaluation in the clinical area.

(d) The mental health technician program shall provide verification that each affiliating agency used for clinical instruction has clinical facilities that are adequate for the number of students served in terms of space, equipment, and other necessary resources, including an adequate number of patients or clients necessary to meet the mental health technician program objectives or outcomes.

(e) A maximum of a 1:10 faculty-to-student ratio, including students at observational sites, shall be maintained during the clinical learning experience and the clinical observational experience.

(f) Each clinical unit used for student learning experiences shall be staffed by independently of student assignments.

(g) Each clinical unit used for educational purposes shall be under the direct supervision of a registered nurse.

(h)(1) The objectives or student learning outcomes for each clinical observational experience shall reflect observation rather than participation in nursing interventions.

(2) Affiliating agencies in which clinical observational experiences take place shall not be required to be staffed by registered nurses.

(3) Clinical observational experiences shall constitute no more than 15 percent of the total clinical hours for the course.

(i) Clinical learning experiences with preceptors shall be no more than 20 percent of the total clinical hours of the mental health technician program.

(j) Simulated experiences shall constitute no more than 50 percent of the total hours for the clinical course.

(k) The faculty shall provide the affiliating agency staff with the objectives for clinical learning experiences.

Educational facilities. (a) Classrooms, laboratories, and conference rooms shall be available when needed and shall be adequate in size, number, and type according to the number of students and the educational purposes for which the rooms are to be used.

(b) Each mental health technician program shall provide the following:

(1) A physical facility that is safe and is conducive to learning;

(2) space for counseling students in private that is available and adequate in size and number;

(3) secure space for nursing student records; and

(4) current technological resources and student support services for online or distance learning, if online or distance learning is provided.

(c) The library resources, instructional media, and material shall be of sufficient recency, pertinence, level of content, and quantity as indicated by the curriculum to meet the needs of the students and faculty and shall be available to online or distance learning students. (Authorized by K.S.A. 2017 Supp. 65-4203 and 74-1106; implementing K.S.A. 65-4206; effective P-_____.)

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***** Formatting will be corrected after content is finalized*****

60-6-109. Reapproval requirements. (a) Each approval shall be valid for not more than five years.

(b) An unannounced site visit may be conducted at any time other than a scheduled site visit if the board determines that there is evidence reflecting any deficiency in meeting the requirements of the board or whether or not any deficiency has been corrected by a mental health technician program on conditional approval.

(c) ~~Each~~ Any deficiency sufficient to warrant action by the board shall include any deficiency specified in subsections (d) through (g). Failure to correct any deficiency within the period prescribed by the board may result in the board's placement of the mental health technician program on conditional approval or may result in loss of approval.

(d)(1) If the first-time candidates in a mental health technician program have an annual pass rate on the licensure examination of less than 80 percent for one calendar year, the mental health technician program shall receive a written notice of concern from the board.

(2) The mental health technician program shall have three months after the date of the written notice of concern to submit a written report analyzing all aspects of the education program identifying areas contributing to the pass rate and the mental health technician program's plan of action to improve the pass rate. The mental health technician program shall have one year after the date of the written notice to demonstrate evidence of implementing strategies to correct deficiencies to bring the pass rate up to at least the 80 percent criteria.

(3) If the mental health technician program has an annual pass rate of less than 80 percent for two consecutive calendar years, the mental health technician program may receive a site visit for evaluation and recommendation and be placed on conditional approval. The administrator of the mental health technician program shall appear before the board and present an analysis of the measures taken and an analysis of the reasons for the mental health technician program's pass rate below 80 percent.

(4) If the mental health technician program has an annual pass rate for first-time candidates of less than 80 percent for three consecutive calendar years, the mental health technician program's pass rate shall go to the board for review. The mental health technician program may be directed by the board to cease admissions.

(e) Failure to meet the requirements of the education statutes and regulations shall result in action by the board.

(f) Each complaint involving education statutes and regulations reported to board members or staff shall initiate an investigation by the board and may require a site visit, depending on the seriousness and number of complaints.

(g) The administrator of the mental health technician program shall make the following information available during each site visit:

(1) Data about the mental health technician program, including the following:

(A) ~~The number of students;~~

(B) the legal body responsible for policy and support of mental health technician program;

(C) the organizational chart; and

(D) an audited fiscal report covering the previous two years, including a statement of income and expenditures;

(2) the administrator's responsibilities;

(3) for faculty members and preceptors, the following information:

(A) Job descriptions;

(B) selection policies;

(C) orientation plan;

(D) faculty organization by-laws;

(E) number of full-time and part-time faculty and nonnursing faculty, with academic credentials and assignments; and

(F) faculty-student clinical ratio;

(4) a copy of the current curriculum with the date of last revisions;

(5) the testing process, with test analysis and the written test procedure;

(6) a description of education facilities, including classrooms, offices, library, and computers;

(7) a list of clinical facilities;

(8) the number of students by classes; and

(9) the student policies as specified in K.A.R. 60-6-102.

(h) During each site visit, the administrator of the mental health technician program shall make available the following:

(1) The institution's administrators, faculty, support services personnel, and students;

(2) staff members of selected affiliating agencies;

(3) faculty meeting minutes for the previous three years;

(4) faculty and student handbooks;

(5) student records;

(6) policies and procedures;

(7) curriculum materials;

(8) a copy of the mental health technician program's audited fiscal report covering the previous two years, including income and expenditures;

(9) each contractual agreement; and

(10) program evaluation plan and evidence of mental health technician program effectiveness that addresses compliance with board regulations.

(i) The administrator of the mental health technician program or designated personnel shall take the site visit team to the educational facilities, including satellite program facilities, library facilities, and clinical agencies.

(j) Upon completion of the survey or site visit, the administrator shall be asked to correct any inaccurate statements contained in the survey or site visit report, limiting comments to errors, unclear statements, and omissions.

(k) If the mental health technician program fails to meet the requirements of the board or to submit required reports within a designated period of time, the program shall be notified and given the opportunity for a hearing ~~regarding the board's intent to remove the program from the list of approved mental health technician programs~~ denied approval after providing notice and being given an opportunity to be heard. (Authorized by K.S.A. 2017 Supp. 65-4203 and 74-1106; implementing K.S.A. 65-4206 and 65-4207; effective P-

_____.)