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

Kansas Board of Nursing
Landon State Office Building, Room 509
Education Committee Agenda
March 25, 2025

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: Amy Hite, EdD(c), DNP, APRN, FNP-C, Chair
Ruth L.M. Burkhart, DNP, MSN, MA, RN-BC, LPCC, V. Chair
Michelle Terry, Public Member
Mechele Hailey, DNP, RNC-OB, CNE
Debra Pile, DNP, APRN, P-CNS
Karen Kidder, DNP, RN, CNE
Angela Murray, MSN, RN, MICT

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 10, 2024

Consent Item Agenda

 A. Nursing Education Staff Report
 B. 2025 Site Visit schedule
 C. Petition Summary 11/16/24 thru 2/21/25
 D. Draft Regulation Review K.A.R. 60-17-106, 107, 108, 109, 110 and 111

VII.   Site Visit Reports

 A. Washburn Tech ADN – initial site visit
 B. Hutchinson Community College ADN – reapproval
 C. Hutchinson Community College PN – reapproval
 D. Donnelly College – unscheduled site visit for cause

VIII.   New Business

    A. Major Curriculum Change Requests
       1. Pittsburg State University – BSN
       2. University of Kansas – BSN
       3. Cloud County Community College - ADN
       4. Manhattan Area Technical College – ADN
       5. Kansas Wesleyan University – BSN
       6. University of Saint Mary – BSN (2)

    B. NCLEX Annual Report for Undergraduate Programs
    C. Occupational English Test (OET) – request to add as an approved ELP test
    D. International Education Evaluations (IEE) – request to add as an approved credentials evaluation provider for Kansas
    E. Petition to Test/Retest – recommendations for updates
    F. Five Year Legislative Review
       1. K.A.R. 60-5-102 – Approval procedure (LMHT)
       2. K.A.R. 60-6-101 – Requirements (LMHT

IX.   Unfinished Business

    A. Biennial Graduate Program Reapprovals
    B. Fort Scott Community College – plan update for ADN program
    C. LMHT Task Force – update
    D. KNPA regulation revisions – update on K.A.R. 60-3-114 and 60-17-

VIII.   Agenda for June 2025

IX.   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:
When: Mar 25, 2025 08:30 AM Central Time (US and Canada)
Topic: Kansas State Board of Nursing - Education Committee

Join from PC, Mac, iPad, or Android:
https://us02web.zoom.us/j/83118779299?pwd=C3M13zXDFo2D9hWSErJyYjJwy7a9T8.1
Passcode:KsbnEDComm

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Staff Report

Date: March 3, 2025

TO: KSBN Board Members

FR: Janelle B. Martin, MHSA, RN
Nursing Education Compliance Officer

RE: December 2024 Education Staff Report

Purpose of the Agenda Item and/or the Board Action Requested:
This report is an update on the activities of the Education Compliance Officer for November 15, 2024, through March 1, 2025, in support of the KSBN strategic plan. No Board action is requested at this time.

Strategic Outcome and actions to support the outcome:

Priority Objective 3 – 4 Oversee nursing education programs and continuing nursing education providers to ensure requirements in the Nurse Practice Act are met:

- *KAR 60-2-102*
    - *Three **site visits** this quarter: all completed within regulatory time frames*
        - *2 reapproval visits (Hutchinson CC – ADN, PN)*
        - *1 initial visit (Washburn Institute of Technology – ADN)*
    - *Unscheduled site visit for cause was done for Donnelly College nursing programs on 2/11/25.*
        - *Experienced Director left the college August 2024 – Interim Director appointed*
        - *ADON resigned Dec. 2024 after classes complete; two other FT faculty also resigned FT; one stayed as Adjunct*
        - *Nov-Dec. - Received written complaints and calls from students that were concerning*
        - *Interim DON resigned FT position with the college Dec. 2024*
        - *No nursing director hired at time of school closure for the holidays. No notification to students by the college that there could be an issue for January start.*
        - *School reopened 1/6/25. New program director hired 1/10/25 with a 1/13/25 start date. Classes scheduled to begin 1/22/25.*
        - *Donnelly admitted 47 new PN and 15 new RN students as well as 78 PN and 7 RN students returning to finish or continue with programs.*

- January - Received more student calls with concerns about program
- Site visit report on Agenda

- **KAR 60-2-103**
  - **98 Faculty Qualification Reports were processed this quarter (1Q25); 20 more received and awaiting approval.**
  - *62% were initial FQRs; 38% were updates*
  - *44% (down from 56% last quarter) of the FQRs had Hire exceptions or Degree plans associated which means faculty did not meet regulatory requirements*

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<u>Priority Objective 3 – 5 Communication provided is high quality, clear, accurate, current and includes effective methods available to give feedback to the Board:</u>

- *Submitted two **NCSBN web surveys to all** Education network participants regarding:*
  - 2:1 Simulation hours for clinical simulation - do other states allow this
  - Faculty education requirements for BSN, ADN and PN programs

- *Other Education Activities:*
  - *Revision to the petition application process and recommendations for updates to the petition conditions*
  - *LMHT exam task force – Dr. Ruth Burkhart, Chair for Task Force. Reviewing current regulations and working on plan for updating current LMHT licensing exam*
  - *Annual report with NCSBN – updating the report and are targeting April 1, 2025, as opening date for the survey.*
  - *NCSBN Education Network monthly calls – stay connected with other state boards on education topics*

2025 Nursing & MHT Program Site Visits

Spring 2025	School	Level	Visitors	Comments
Jan. 29-30, 2025	Washburn Tech	ADN	Janelle Martin Karen Kidder	Initial visit
Feb. 4-6, 2025	Hutch CC	ADN	Janelle Martin Patty Palmietto Angela Murray (O)	w/ ACEN
Feb. 6-7, 2025	Hutch CC	PN	Janelle Martin Patty Palmietto Angela Murray (O)	Reapproval
Feb. 11, 2025	Donnelly College	All	Janelle Martin Karen Kidder	Site visit for cause
March 11-12, 2025	Galen College	ADN	Janelle Martin Mechele Hailey	Follow up after first graduation
March 24-26, 2025	KSBN – board meetings			Tues. 3/25 – ED mtg @ 8:30, LSOB
April 29-30, 2025	FHTC	PN	Janelle Martin Debra Pile	Reapproval f/u
July 23-24, 2025	Chamberlain	BSN	Janelle Martin Amy Hite or D. Pile	Initial visit
Fall 2025	**School**	**Level**	**Visitors**	**Comments**
Sept. 8-10	KSBN – board meetings			
Sept. 16-17	Allied Health Career Training	PN	Janelle Martin Mechele Hailey	Follow up after 1st graduation
Sept. 23-25, 2025	SATC	ADN & PN	Janelle Martin Karen Kidder	Reapproval
Oct. 16-17	KCADNE Fall Forum			
Oct. 22-29	No visits			
COA date?	Newman University	RNA	Janelle Martin Amy Hite	w/ COA
Nov. 3-4, 2025	Labette CC	PN	Janelle Martin Debra Pile	Reapproval

Petition for Permission to Test/Retest NCLEX Summary
11/15/2024 to 2/25/2025

Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Stephanie Dang	RN	No	May-21	1) Additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical to cover all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class(es) to review all unsuccessful areas	11/25/2024
Kylah Wright	RN	No	Jul-20	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	12/4/2024
Vallie Sims	PN	No	Dec-21	1) Additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical to cover 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	12/17/2024
Hanna Dapkiewwicz	RN	Yes	May-20	1) Additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical to cover 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	2/24/2025

KSBN Regulation Review Form

Part 1 *(completed by agency staff)*:

Regulation Number: 106

Article Title: 17-Clinical Resourses

Rule and Reg Title: Advanced Nursing Education Program

Type (New/Amended): New

Effective Date (history): March 31, 2000

Authorizing K.S.A. 65-1133

Implementing K.S.A. 65-1133

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)
    In order to provide and verify advanced nursing practice clinical education this regulation ensures that there is oversite and proper clinical experiences. This provides a safer nurse for the constituents of 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: 107

Article Title: 17- Educational Facilities

Rule and Reg Title: Advanced Nursing Education Program

Type (New/Amended): Amended

Effective Date (history): April 20, 2007

Authorizing K.S.A. 65-1133

Implementing K.S.A. 65-1133

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)
   In order to provide the constituents of Kansas proper care by Advanced Practice Nurses it is imperative that structure around the learning environment is condusive to ultimate learning.
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: 108

Article Title: 17- Student Policies

Rule and Reg Title: Advanced Nursing Education Program

Type (New/Amended): Amended

Effective Date (history): April 20, 2007

Authorizing K.S.A. 65-1133

Implementing K.S.A. 65-1133

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)
   In order to provide the best care to Kansas constituents by Advanced Practice Nurses, this regulation gives structure to the admitting of students for the programs and ensures structure for their progression.
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:

Education Committee 17

KSBN Regulation Review Form

Part 1 *(completed by agency staff)*:

Regulation Number: 109

Article Title: 17- Reports

Rule and Reg Title: Advanced Nursing Education Program

Type (New/Amended): New

Effective Date (history): March 31, 2000

Authorizing K.S.A. 65-1133

Implementing K.S.A. 65-1133

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)
   In order to ensure the curriculum and program for Advanced Practice Nurses is of the highest standards including the faculty and direction this regulation is necessary. This helps to ultimately circle in the production of competent APRN students for the good of the constituents of 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: 110

Article Title: 17-Discontinuing an advanced practice registered nurse program

Rule and Reg Title: Advanced Nursing Education Program

Type (New/Amended): Amended

Effective Date (history): May 18, 2012

Authorizing K.S.A. 65-1129

Implementing K.S.A. 65-1133

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)
   In order to maintain safety and stability for advanced practice RN's, a plan for the discontinuation of an APRN program is necessary.
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: 111

Article Title: 17- Requirements for advanced practice registered nurse refresher course

Rule and Reg Title: Advanced Nursing Education Program

Type (New/Amended): Amended

Effective Date (history): May 18, 2012

Authorizing K.S.A. 65-1129

Implementing K.S.A. 65-1130 and 65-1133

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)
   In order to retain and bring former APRN nurses back into practice it is necessary to have a plan in place to give them a refrehser course for re-entry in the practice. This helps to ensure the best outcome for the constituents of 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:

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

Name of Institution: Washburn Institute of Technology   **Date:**   Jan. 29-30, 2025

Type of Program: ADN   **Name of Program:**   Washburn Tech ADN program

Visitors: Karen Kidder, DNP, RN – Education Committee member; Janelle Martin, MHSA, RN – Nursing Education Compliance Officer

Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Administration & Organization 60-2-101 (a) (1) 60-2-101 (b) (4-7)	• Payment of $1,000.00 application fee		X		Payment was sent with application
	• Name of controlling body	Report College Catalog (send catalog with report)	X		Associate Degree Registered Nurse program would be offered under the governance of Washburn University Institute of Technology, which is one of the schools/colleges of Washburn University.
	• Name & title of administrator of same	Report	X		1) Dr. JuliAnn Mazachek, President, WU 2) Dr. John Fritch, Provost and Vice President for Academic Affairs, WU 3) Scott Smathers, Dean WIT
	• Relevant contact information		X		Address: 5724 SW Huntoon Street, Topeka, KS 66604 Phone:
	• Description of legal body responsible for general policy and provides for financial support of nursing education program (includes all sources of financial support)		X		Washburn University is the legal body responsible for establishing policies and providing support for all programs.

Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
	• Copy of current school bulletin or catalog		X		https://catalog.washburn.edu/washburn-institute-technology/course-descriptions/
60-2-101 (a) (2)	• Name of administrator of nursing education program	Report	X		Pamela Masters, MSN, RN, CNL
	• Title of administrator	Report	X		Assistant Dean, Health Occupations (PN & ADN Administrator)
	• Credentials of administrator	Report	X		MSN, RN, CNL
	• Authority and responsibility for administering nursing education program is vested in the nurse administrator	Job Description	X		Job description
Accreditation 60-2-101 (a)(3)	Program shall be accredited, be part of an institution that is accredited, or be in the process of being accredited by an agency that is approved by the United States Department of Education.	Report Exhibit Copy of accreditation verification	X		Washburn Institute of Technology Accreditation Programs at Washburn Institute of Technology are included in the accreditation for Washburn University, which is accredited by: The Higher Learning Commission of the North Central Association: Higher Learning Commission (https://www.hlcommission.org/) 230 South LaSalle Street, Suite 7-500 Chicago, IL 60604 *Planning to apply for ACEN accreditation for the ADN program (and possibly for PN as well)
Topic & Regulation	**Requirement**	**Supporting Information**	**Met**	**Not Met**	**Comments/Decision**
Nursing Program 60-2-101 (b)	The following shall be included in the application:	Report	X		
	• Course of study (1)		X		Associate Degree RN Program
	• Credential to be conferred (1)		X		Associate of Applied Science-Registered Nurse
	• Proposed curriculum with total number of		X		**Semester 1 = 12 credit hours (CH)**

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	hours of both theory and clinical instruction. Give clock to credit hour ratio (include clock and credit hours for each course) (8)				1 credit hr didactic = 15 Clock hrs
					1 credit hr lab = 22.5 clock hrs
					1 credit hr clinical = 45 clock hrs
					ADN program: 15.5 didactic cr hrs (232.5)
					                             1 lab cr hr (22.5 cl hr)
					                     <u>7.5</u> clin cr hrs (330 cl hr)
					                    24 cr hrs (585 clock hr)
					Semester 1 = 12 credit hours
					NUS 250 Transition to Practice - 1 D (15 cl)
					NUS 255 Health Assessment - 1 D (15) / 1 Lab (22.5)
					NUS 258 Pharm for Prof Nurses - 2 D (30 cl hrs)
					NUS 260 Adult Med/Surg - 2 D (30 cl hrs), 2 C (90 cl hrs)
					NUS 265 Mental Health Nsg - 2 D (30 cl hrs), 1 C (45 cl)
					
					Semester 2 = 12 credit hours
					NUS 270 Mat/Child Nrsg - 2 D (30 cl hrs), 1 C (45 cl hrs)
					NUS 280 High Risk Adult - 2 D (30 cl hrs), 2 C (90 cl hrs)
					NUS 285 Leadership for Prof Nurses - 2 D (30 cl hrs)
					NUS 290 Capstone - 1.5 D (22.5 hrs), 1.5 C (60 cl hr)
					Core PN and prereq = 40 cr hrs
					Total Cr Hrs for AAS = 65

60-2-104 (c) (1-4) (d) (1-4)	Develop a table and Identify the primary courses that will meet each category Instruction and clinical experience in - **For RN program**	Report	X	Application	
	• Aspects of safe, effective care environment, including the management of care, safety, and infection control		X		Transition to Professional Nursing Health Assessment with Lab Pharmacology for the Professional Nurse Adult Medical Surgical Nursing with Practicum Mental Health Nursing with Practicum Maternal Child Nursing with Practicum High Risk Nursing with Practicum Leadership for the Professional Nurse Capstone and NCLEX RN Review
	• Health promotion and maintenance, including growth and development through		X		Health Assessment with Lab Adult Medical Surgical Nursing with Practicum Mental Health Nursing with Practicum Maternal Child Nursing with Practicum

			Met	Not Met	
	the life span and prevention and early detection of disease				High Risk Nursing with Practicum Capstone and NCLEX RN Review
	• Psychosocial integrity, including coping, adaptation, and psychosocial adaptation and		X		Transition to Professional Nursing Health Assessment with Lab Adult Medical Surgical Nursing with Practicum Mental Health Nursing with Practicum Maternal Child Nursing with Practicum High Risk Nursing with Practicum Leadership for the Professional Nurse Capstone and NCLEX RN Review
	• Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential and physiological adaptation		X		Health Assessment with Lab Pharmacology for the Professional Nurse Adult Medical Surgical Nursing with Practicum Mental Health Nursing with Practicum Maternal Child Nursing with Practicum High Risk Nursing with Practicum Leadership for the Professional Nurse Capstone and NCLEX RN Review
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		**Plan to hire 4 FT and 3 adjunct faculty when at capacity** *1 Nursing Program Director and 2 FT faculty have been hired; will have one PN faculty moving to ADN in the fall (will hire to the PN position)
Clinical Resources 60-2-101 (b) (15-16)	• Name of each hospital and affiliating agency providing facilities for clinical experience must be licensed or approved by appropriate entities	Report	X		1) Stormont Vail Health Hospital: L&D, SICU, Maternal/Fetal Med, ED (1:1 to 1:6) 2) Stormont Vail Health Clinics / Topeka Physician Clinics (1:1) 3) UKHS, St. Francis Hospital: PACU, ICU, Ortho/Neuro, Cancer Center, Medical, ED, Cath Lab (1:1 to 1:6) 4) UKHS - St. Francis Clinics (1:1) 5) Community Health Care System - Onaga, KS and St. Marys, KS : Hospital, Clinic, LTC (1:1 to 1:3) 6) Shawnee County Health Department: ID,

					WIC, STI, TB, Women's Health, Immunization, Family Health (1:1) 7) KS Juvenile Correctional Complex / Clinic (1:1) 8) Midland Care - clinic, hospice, home health, PACE, Hospice House (1:1) 9) Holton Hospice/Home Health - Home Health and Hospice (1:1) 10) USD 501 – School, Sheldon HeadStart (1:1) 11) Prairie Band Pottawatomie Public Health – clinic (1:1)
	• signed contracts or letters from clinical facilities stating they will provide clinical experiences for students		X		Contracts all signed (10) or in process (2)
Initial Survey - Application for Approval 60-2-101 (c) (1)	The following shall be available: • Interviews with administrators, prospective faculty, prospective students, clinical facility representatives, nursing advisory group, support services personnel, library director to discuss the prospective nursing program	Onsite	X		See list below
	• admissions material	Exhibit	X		Submitted revised initial application
	• minutes of faculty meetings	Exhibit	X		Submitted revised initial application Addendum D
	• describe any admission testing	Exhibit	X		ATI TEAS test – min score 60% must be obtained
	• faculty and student handbooks	Exhibit	X		
	• policies and procedures	Exhibit	X		

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Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
	• curriculum materials	Exhibit	X		• Will have hybrid and online courses • Plan to do NCLEX Live Review for ADN • Have ATI complete package which includes EMR for students • Preceptor handbook is done – will have preceptors for capstone
	• copy of the nursing education program's budget	Exhibit	X		Reviewed
	• affiliating agency contractual agreements (signed)	Exhibit	X		10 contracts signed 2 still in process
60-2-101 (C)(2)	Inspect the following: • nursing education facilities including class rooms, laboratory, offices, student record storage	Tour	X		No records as ADN students have not been admitted or started the program. Facilities are ready. ADN classroom (30 students); Nursing Director has office and more available for faculty as hired; lab spaces available in PN building; share simulation center w/ PN and BN students – has recording capabilities.
	• library facilities		X		Visited WU library, met with Sean Bird regarding library resources for the ADN students on the WIT campus on Huntoon.
	• satellite program facilities (if appropriate)				N/A

Onsite Interviews:

Administrators
- Dr. JuliAnn Mazachek, President
- Dr. John Fritch, Provost & VPAA
- Scott Smathers, WIT Dean
- Pamela Masters, Asst Dean Health Occupations PN & ADN Administrator

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Support Services
- Steven Bryant-Collier, Associate Dean, Student Life
- Dawnielle Newman, Campus Advocate
- Mattie Stevens, Assistant Director Academic Advising
- Alexis Lowder, Academic Advisor
- Jennifer Ewing, Student Records Administrator
- Andy Fogel, Director of Student Financial Aid
- Marie Hall, Asst Dean, Curriculum, Program & Grants
- Ian Marples, Associate Director of Tech Admissions
- Emily Shaw, Asst Director, Scholarships

Clinical Facility Representatives
- Salena Gillam, SVH VP & ACNO
- Mendy Crump, Nsg Educ. Mgr UKHSF
- Adam Meier, CNO UKHSF
- Angela Mendez, SVH Clinical placement
- Justin Barnes, SVH Nurse Manager of SV West and 5North.
- Aubrey Mink, SVH Clinical Educator
- Katie Doyle, KS Rehab Hospital (KRH)

Advisory Board
- Debbie Haas, Retired RN, Community Member
- Mendy Crump, Nsg Educ Mgr UKHSF
- Justin Barnes
- Angela Mendez, SVH Clinical Educator

Prospective Students – spoke with four prospective student: 1 PN Licensed graduate, 3 current LPN students

Library - Sean Bird, Senior Associate and Dean, University Library

Prospective Faculty
- Sandy Siebert, MSN,RN, CNL, ENPC - Director of Nursing Programs – PT teaching load (plan if for Leadership and Transition to Practice)
- Serena Robbins, APRN, CNM, WHNP – working on the ADN curriculum during the day and continues to teach PT PN evening students – will move to ADN program in the Fall
- Dr. Mark Green, MS Social Work, naturopathic medicine - Nursing Prerequisite Faculty – has been with WIT for 6 years

Strengths:
- Current program well respected and supported by WIT, WU, advisory Committee, and clinical partners
- Much support for the ADN to bridge the gap between the PN and BSN. Very attractive to students and clinical sites.
- Dedicated faculty working on logical flow of content from PN to RN, using many available resources.
- Proposed faculty very well qualified experientially and educationally.
- Program information is available and noted to be contingent upon KSBN approval.
- Campus Advocate available to students and is very cognizant of trauma informed approach to student wellness.
- WIT campus, and WU, have access to excellent resources for grants in support of all programs, including nursing.
- Students are very excited about having an ADN option where they are familiar and they love the smaller size and the resources that are available to them.
- Student Health Services – on campus – free to students and employees – have access to mental health services
- Have a ER Fund that can help nursing students with health testing costs up front if they can't afford them all at once

Opportunities:
- Consider rationale for requiring a TEAS test for ADN entry if student has already completed TEAS for PN entry and met the 60 requirement.

Recommendations:
- Recommend initial approval of the ADN (PN-RN bridge) program for Washburn Tech with permission to admit 60 students annually (30 in August / 30 in January) with a follow-up site visit to be done after the first graduation.

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

Program: ___Hutchison Community College ADN___(w/ ACEN)_____ **Date(s):** _____Feb 4-5, 2025_____

Last KSBN Visit: ___Feb 16, 2017_____ **Accrediting Agency& Date of Last Visit:** _ACEN, Feb, 2017_____

Visitors: ___Patty Palmietto, DNP, MSN, RN – Practice Committee member; Angela Murray, MSN, RN – KSBN Education Committee Member; Janelle B Martin, MHSA, RN, KSBN Education Compliance_____

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	Address of the institution	Self-Study VRR	X		Hutchinson Community College 1300 N. Plum, Hutchinson, KS 67501
	Names of primary administrative officials	Self-Study	X		Dr. Tricia Paramore, Ph.D., President Mel Whiteside, VP of Academic Affairs
	Organizational chart for the institution	Self-Study	X		Up to date
Accreditation Self-Study report = SSR	Current contact information	Self-Study	X		President's Office 620-665-3506 paramoret@hutchcc.edu
KSBN SS = KSBN Virtual Resource Room = VRR	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site VRR	X		Reviewed
	Copy of school's current catalog	Self-Study VRR	X		Received /reviewed
Description of nursing program	Organizational chart for nursing program	VRR	X		Reviewed ADN program administrator is currently also serving as the Dept. Chair.
	Number of faculty	Self-Study VRR	X		• 1 FT Director w/ teaching load (11 credit hrs Fall 24) • 7 Full-time positions(currently two vacant positions) • 4 Part-time
	Number of non-teaching staff	Self-Study	X		• Simulation Lab Coordinator – FT • Retention/Compliance specialist-FT • Program Secretary – 1 FT, 1 shared • Student worker – Federal work study program when one available

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Area(s) of assignment	Self-Study	X		See Faculty Table
	Licensure	Self-Study	X		Verified for all faculty
	Indicate degree plan and progress towards degree if applicable	On-site or Self-Study	X		See Faculty Table in VRR FT – 1 degree plan
	List all faculty hire exceptions including course hired to teach	On-site/Self-Study	X		See Faculty Table FT – 1 hire exception PT – 2 on Hire exceptions
	Faculty file review	On-site or VRR	X		Update FQRs with degree completions once conferred.
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		Handbook has appropriate criteria and selection process. Per interview "Preceptors are chosen by the charge nurses at the hospitals and vary day by day." Clarification from program: Preceptors are selected by faculty with collaboration from the facility. Prior to the start of the semester, orientation is provided to the selected preceptors by the faculty. Preceptor agreements are signed, and license verification is completed. Due to preceptor schedules being published after clinical schedules, students are assigned to a preceptor from the approved list the morning of clinical by the charge nurse, if faculty is not present to complete the assignment.
	Preceptor job description	Self-Study	X		
	Identified roles of preceptors, faculty, and students	Self-Study	X		Preceptor handbook is given describing these functions and roles are reviewed by faculty with students and preceptors.
	Preceptor orientation materials	Self-Study	X		There is a Preceptor Handbook.
	Preceptor signatures showing date orientation completed	Self-Study/On-site	X		On Preceptor Form
	Name of preceptor and course with Prefix& number (ex: NURS 1011)	Self-Study			On Preceptor Schedule Form
	Preceptor State of license & License number	Self-Study	X		On Preceptor Form
	Methods of contact between faculty & preceptor	Self-Study	X		It is reported that the instructors receive feedback from the preceptors and then the instructor will verify information and ask for more information if needed. At the end of the

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					semester there is a meeting with instructors and preceptors. Page 12 of the Preceptor Handbook states that "The preceptor's role includes those of coach, teacher, facilitator, resource person, and evaluator." 3/3/25 update This has been updated the preceptor handbook ("evaluator" removed)- updated handbook sent via email with this document. (p.12)
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	X		Page 52-53 Self Study describes the protocol for the admission, transfer and articulation of students.
	Degree plan for each degree being granted	VRR	X	??	Website www.hutchcc.edu/adn NSHB. There is some confusion with how the numbers and credit hours align between the handbook and the website and between the program options. Make sure all options are clear and read the same if they exist in more than one place. 3/3/25 per program – AND student handbook updated to reflect degree plan in alignment with the website.
	Oral and written English proficiency	VRR	X		Page 15 of College Catalog under International Student gives benchmark for the English proficiency for several tests and how to navigate through the process.
	Readmission	VRR	X		Self-Study Page 53. NHSB Pg 23. The policy for readmission is listed here and spells out the circumstances and next steps.
	Progression	VRR	X		Course Catalog Pg. 25. Progression in the major is explained in the catalog.
	Counseling & guidance	VRR	X		Self-Study Pg. 64-65. HCC does provide counseling and guidance both academically and personally.
	Student role versus employee role	VRR	X		Nursing Student Handbook Pg 31. The student role vs employee role is spelled out in the NSHB to address when

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					students are working at a place they are using for a clinical site.
	Representation on faculty governance	VRR	X		Self-Study Pg 16. It was confirmed that there is a Faculty Senate and many of the faculty serve a term on the Senate as well as other committees. Most committees and senates have limits to numbers and term length.
	Graduation	VRR	X		Self-Study 55, 62, 64, 92, 108 defines graduation and the completion of degrees.
	Refund policies governing all fees and tuition paid by students	VRR	X		Self-Study 71, 72, 73 Explains the policies around refund of monies and tuition paid by students.
	Ethical practices including recruitment, admission, and advertising	VRR	X		Self-Study 15, 71, 76, 106-107 speaks to what is considered ethical practices for recruitment, admission, and advertising.
	Information to any student who may be subject to licensure disqualification under K.S.A. 65-1120. (**Must be provided prior to program admission**)	VRR Website	X		Nursing Student Handbook 12 explains the student may be subject to licensure disqualification under K.S.A. 65-1120. https://www.hutchcc.edu/search?q=nursing+admission#gsc.tab=0&gsc.q=nursing%20admission&gsc.page=1 Also provided in the Nursing Program Application.
	Student Handbook	VRR	X		Provided in VRR and also on website. Reviewed
Student support services	Description of student safety measures	Self-Study	X		Internal and external safety measures.
	Description of student health services (available on-site or students have knowledge of available health services)	VRR	X		Student Health Services are provided by PrairieStar Health Services at 2700 E. 30th, Hutchinson, KS. • Services available to current HutchCC Students • Student can pick up a Student Health Services voucher at 3 locations on campus. • Once the student has a voucher, they can go to PrairieStar Health Center at 2700 E. 30th Avenue and to the Walk-In Clinic. • The voucher will cover the cost of the office visit co-pay and several routine labs and tests, problem

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Number of students admitted per year	Self-Study	X		Program is approved by KSBN to admit up to 100 AND students per year in the three program tracks. Current enrollment: 79 in trad program 37 in para/LPN bridge 0 in trad LPN bridge 116 total Admission number for past three years: 2022: 86 2023: 86 2024: 80
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		Alison Casebolt MSN, RN
	Qualifications	Self-Study	X		Teaching faculty for HCC prior to role as PA and Dept Chair
	Responsibilities	Self-Study	X		Reviewed job description – has appropriate language per KNPA
Faculty selection and input into program	Teaching responsibilities	Self-study	X		Part of job description
	Faculty organizational by-laws	Self-Study VRR	X		Faculty handbook
Nursing Faculty Handbook = NFHB	Faculty job description	Self-Study VRR	X		Reviewed – meet regulation
	Faculty selection process	Self-Study	X		Faculty handbook
Faculty Handbook for college = FHB	Faculty orientation plan	Self-Study	X		Implemented a new process in 2024 for FT faculty includes assigned mentors and use of orientation and mentoring checklists
	Faculty handbook	Onsite or VRR	X		Reviewed
	General faculty meeting minutes for last 3 years	On-site or VRR	X		Reviewed
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study/Faculty Table	X		Faculty Table – 7 FT, 4 PT
	FT or PT (use FTE)	Self-Study	X		On Faculty Table
	Academic Credentials	Self-Study	X		On Faculty Table
	Institution granting degree	Self-Study	X		Included on faculty table
	Area of clinical expertise	Self-Study	X		On Faculty Table

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					dental and eye exams; after the student's personal insurance is applied. • HutchCC Students are allowed two (2) student health referral vouchers per semester
Student records	Review student files	VRR	X		Student files contained all necessary information
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	VRR	X		Student work supports completion of course objectives.
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		Pre-reqs Co-reqs
					Eng Comp I – 3 ch Med Term-3
					A&P – 6 ch G&D - 3
					Gen Psych – 3 Public Spkg-3
					    12 cr hrs Microbio – 4
					                Nutrition or
					                Sociology – 3
					                    16 cr hrs
					Pathophysiology – 4 ch – required for bridge programs.

Nursing Student Handbook = NSHB College Student Handbook = SHB Nursing Faculty Handbook= NFHB	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		Descriptions in NSHB Syllabi also available for review
	Credit hours for each non-nursing course	Self-Study	X		See above
	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	Self-Study			Pgs 6-8 Nursing Student HB 1. Traditional – 36 nursing cr hrs 2. Trad LPN to RN bridge – 21 cr hrs prev credit for PN and 20 cr hrs in bridge. Paramedic/LPN bridge – 12 cr hrs for prev credit and 28 crd hrs in bridge.
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	n/a		no combined courses

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	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		Pg. 93 SS 4 courses with obs. – all are less than 15% of total course hours
	List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours per course).	Self-Study	X		Pg. 93 SS 80 hrs simulation over 4 clinical courses – highest is 22%
	List all preceptor hours for each relevant course. (cannot exceed 20% of total clinical hours/nursing program excluding capstone course)	Self-Study	X		Pg. 93 SS 90/460 are preceptor hours over 4 clinical courses –19.5%
	Testing process with test analysis and the written test procedure	Self-Study	X		Nrsg faculty handbook pg. 20-27
	Number of students per class	Self-Study	X		VRR: "Curriculum - Schedules" - Nursing Course Schedules Didactic: 1:14-20 Lab: 1:10
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study or VRR	X		Clinical calendars reviewed and meet regulation
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		Degree plan shows inclusion in content of all sciences
	Art and science of nursing	Self-Study	X		SS pg. 75-77 HutchCC ADN Student Handbook, p. 3-5. Program Organizing Theme is based on QSEN competencies. Program and Student outcomes include Evidence Based Practice, Communication, and Teamwork/collaboration.
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study VRR	X		NR113, NR103L, NR110L, NR118L, NR123L, NR211L, NR220L, NR221L
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		NR110, NR118, NR123, NR208, NR220
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		NR103, NR110, NR116, NR118, NR123, NR208, NR220
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		NR103, NR110, NR116, NR118, NR123, NR211L, NR208, NR220
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	X		
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	n/a		
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		Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		Faculty offices are adequate in size and privacy.
	Secure space for student records	Self-Study & On-Site	X		Records are in a locked cabinet in locked room and secure on computer systems.
	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		LRC/Library - 68 Computers, 9 study carrels, math lab, writing lab, 3 conference rooms.
	Satellite program facilities		N/A		N/A
	Other points of interest		X		2022 renovation of the Peel Center which houses Allied Health programs (next door to Davis Hall where nursing currently resides). Has new simulation area and skills labs. Also new classrooms which will be utilized by

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					nursing while reno done on Davis in 2025. Have already started the transition. New simulation unit at the local hospital which is a collaboration between HCC and Hutch Regional MC. Education sim specialists at hospital already working on sim for use with staff. As soon as tech issues resolved for HCC, it will be used by nursing.
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		LRC is open until 1 AM and Library is open until 9:00 AM. Separate nursing resources in the library. Complete online library includes e-books, OVID, Proquest, and Gale for nursing and allied health.
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	VRR	X	X	• Allied Holy Cross Evergreen signed 2008 students • DaVita Evergreen, not completely signed and signed in 2016-ADN only • Allied Health Boys and Girls Club- Evergreen from 2019 for students (clinical facility never dated) • Allied Health Hutchison USD Evergreen 3/13/15 for students • Allied Health Hutchison USD Evergreen 3/13/15 for Nurses • CHI Health Evergreen 2015 for students • San Juan Regional Medical Center 6/27/24 missing signature • Sidney Regional Med Ctr 3/19/15 Evergreen for Nursing Student • Wamego Health Ctr 9/1/15 Evergreen for Nursing Students.
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	VRR	X		There is adequate number of sites as well as clinical opportunities for ADN program
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	VRR	X		There is adequate number and bed space at contracted clinics for more than one school. Facilities have no barriers to accommodating the students for clinical.

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	VRR	X		Stipulations are in the contracts stating that the students are not there to cover census.
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Hutchison Community Hospital. *** Spoke with representatives from McPherson and Ascension Via Christi via zoom. Both are adequately equipped for the students and provide orientation for both the student and instructor before they are on the floor.
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		2019 83.08 2022 89.83 2020 85.00 2023 91.18 2021 84.06 2024 98.82 (not published yet)
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		Reviewed
	Budget procedures	On-site	X		Confirmed by administration about the process and control of the nursing budget and submission of items for the new budget
Advisory Committee	Review Advisory Committee minutes	VRR	X		Advisory meets regularly and is very involved in discussion with schools.
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		*See interview list below • Met with administration to ascertain level of nursing commitment. • The budget process happens in the spring and nursing is given full authorization over their budget. • Nursing administration and faculty are included in the college governance. • Orientation for the new faculty includes a New Faculty Teaching Academy. • Professional Development is included for the nursing

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					department. • Faculty work under a master contract which includes a workload of 15 credit hours per semester. Clinical counts as 2.25 load hours.
	General education and required support course faculty	On-Site	X		The co-chairs of the Fine Arts & Humanities and Science and Math courses were present and reported on the pre-req student
	Support services	On-Site	X		Support services include counseling, technology support, financial aid, a Learning Resource Center with computers, math lab, writing lab, and library with extended hours Sun-Fri.
	Students	On-Site	X		11 on ground students and 8 students on zoom. 8 were traditional students and 11 bridge students attended the meeting.
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer/Director	On-Site/Zoom	X		Interim DON at Hutch Hospital - Jamie Hicks
	Staff RN's	On-Site/Zoom	X		Tracy, Nick, Sarah. Impressed with the student's preparedness when they start clinicals.
	Preceptors	On-Site/Zoom	X		Preceptors are done 1:1 at Ascension and McPherson. Feedback is communicated to instructors during the semester. They are placed with pre-selected preceptors chosen by the charge nurses.
	Individuals conducting observational experiences	On-Site	X		Done at Health Department and had a preceptor.
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	There is data in the plan, however, the faculty was not involved and had little knowledge as to the reasoning for the selected assessment tool. Aggregated data was not analyzed. No actions taken on the results. There is a discrepancy in the time frames listed in the self-study and what is on the SPE.
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site / VRR		X	There is no evidence in faculty meeting minutes, advisory board minutes or in the SPE on what improvement measures for the program were arrived at based on the data in the SPE.

On-Site Interviews:

Governing Organization Administration
- Dr. Tricia Paramore, President
- Mel Whiteside, VP of Academic Affairs
- Julie Blanton, VP of Finance
- Christopher Lau, VP of Student Services
- Rex Cheever, Executive Director of IT

Support Personnel:
- Christopher Lau, VP of Student Services
- Diego Esparza, Director of Admissions
- Nathan Buche, Director of Financial Aid
- Christina Long, Registrar
- Brooks Mantooth, Director of Human Resources
- Marc Jean, Director of IT
- Don Rose, Director of Facilities
- Kristie Torgerson, Director of Outreach
- Amber Schweizer Systems Support Manager
- Dawn Hendricks-Academic Pre-Advisor

Via Zoom:
- Kelly Beikmann, Allied Health Advisor
- Rhonda Corwin, Director of Online Education

Nursing Faculty:
- Lindsey Galloway, BSN, RN - Fall of 24- clinicals and health assessment – on hire exception
- Shelli Hines, MSN, RN - 4th year, Mat Child, ICU, Leadership
- Staci Ford, EdD, MSN, RN - 2 years, 208 Clinical, MS
- Milissa Steffen, BSN, RN - 3 years - Fdn, Fdn lab, Assessment. Doing master's now
- Patrick Sullivan, MSN, RN – 4 years – FT faculty

Clinical Agency Staff: (Zoom)
- Tiffany Poyner, BSN, RN, Academic Coordinator Ascension Via Christi
- Sarah Baker, BSN, RN, Director of Med Surg and ICU at McPherson
- Jamie Hicks, BSN, RN, Director of Education and Patient Experience - McPherson

Advisory Board:
- Tiffany Poyner, BSN, RN - Ascension Via Christi - Wichita
- Jamie Hicks, BSN, RN Director of Education and Patient Experience – McPherson
- Emily Schwartzkopf, BSN, RN – Clinical Staff and Training Coordinator at Hutchinson Clinic

General Education and Required Support Course Faculty:
- Kim Ivancovich, Co-Chair Fine Arts and Humanities
- Frances Johannsen, Co-Chair Fine Arts and Humanities
- Erin Beavers, Co-Chair Science & Math
- Michelle Carey Co-Chair Science & Math

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments

Strengths:

1. Immense support for the Nursing Administrator by faculty, administration, and all who spoke.
2. Grant funding for programs and for nursing students.
3. Utilization of the Kansas Promise Act is used and very helpful for the students
4. Resources for students including campus cupboard (food).
5. Students are well prepared for the clinical experience and staff enjoy having them in the facilities.
6. Program Administrator cares about student success and the appearance of the program site.
7. Students were very complimentary of the faculty and the support they received through feedback.
8. The admission process was very easy to get through.
9. Students feel like they are very supported.
10. Advisors prepare the students for the program from the start.

Opportunities:
1. Several clinical contracts need to be refreshed, signed or updated. Policies need to be created to maintain current contracts and to do review periodically for evergreen contracts.
   a. 3/3/25 Process to be implemented in Spring 2025 for evergreen contracts - letter emailed to facility indicating program desire to continue contract for the coming academic year, allowing for review of current contract to be completed if desired by facility.
2. Students don't feel prepared to move from 2nd semester to 3rd semester workload. Expectations are dramatically higher.
3. Review Preceptor Handbook and materials and make sure it is clear that faculty are the only ones "evaluating" the student. Preceptors can provide feedback to the student and to the faculty regarding the student. Also, policy states that HCC will select preceptors; however, in interviews at Hutch Hospital it was stated that the hospital picks the preceptors and assigns them for the day. Make sure policy is clear and that it is being followed.
   a. 3/3/35 Preceptor handbook has been updated and the word "evaluator" has been removed.

Recommendations:
1. Students should not be attending clinicals at a site where there is not a completely signed clinical agreement.
   a. Received updated contract for site that was delinquent and two others that were missing signatures. All contracts are now fully executed.
2. The Systematic Program Evaluation needs more clarification on what the benchmarks, the purpose, and the tools used for assessment are used for. There is no evidence that the program evaluation is used in the decision-making process for the program. Not clear where faculty involvement is in the data gathering, discussion and review process. Submit plan for SPE update and process for faculty involvement to Education Compliance Officer by 9/1/2025.
3. Recommend reapproval of the ADN program for the time period of national accreditation.

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

Program: ___Hutchison Community College -McPherson Campus – PN program___ **Date(s):** ___Feb 6, 2025___

Last KSBN Visit: ___February 2016___ **Accrediting Agency& Date of Last Visit:** ___KSBN approved only___

Visitors: ___Patty Palmietto DNP, MSN, RN – KSBN Clinical Committee member;___ ___Janelle B. Martin MHSA, RN –___ ___KSBN Education Compliance Officer; Angela Murray, MSN, RN – KSBN Education Committee member___

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	X		McPherson Campus 2208 Plaza East Place, McPherson KS 67460
	Names of primary administrative officials	Self-Study	X		Dr. Tricia Paramore, Ph.D., President Mel Whiteside, VP of Academic Affairs
NFHB=nursing faculty handbook	Organizational chart for the institution	VRR	X		Up to date
NSHB = nursing student handbook	Current contact information	Self-Study	X		President's Office 620-665-3506 paramoret@hutchcc.edu
CC = college catalog	An audited fiscal report covering the previous two years, including a statement of income and expenditures	VRR	X		Reviewed
FHB = college faculty handbook					
SHB = college student handbook	Copy of school's current catalog	VRR	X		Received /reviewed
Description of nursing program	Organizational chart for nursing program	Self-Study	X		Reviewed Dept. Chair./Nursing Program Administrator is over all programs
	Number of faculty	Self-Study	X		4 FT faculty 1 PT clinical faculty – on HE
	Number of non-teaching staff	Self-Study	X		1 FT program secretary Sarah Dye, Counselor Jennifer Carter, Outreach (HS) Trish Reed, Academic Advising

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Number of students admitted per year	Self-Study	X		Approved for 100 admits annually (FT and PT programs)

Nursing Program Administrator and Faculty
60-2-102 & 60-2-103

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Nursing Program Administrator	Name and credentials	Self-Study	X		Janice Yoder, MA, MSN, RN – Interim Program Coordinator
	Qualifications	Self-Study	X		
	Teaching load	Self-study	X		Interim position – has teaching load as well as administrative responsibilities
	Responsibilities	Self-Study	X		NFHB pg. 7-11 Job description appropriate
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		NFHB pg. 14
	Faculty job description	VRR	X		NFHB pg. 7-11
	Faculty selection process	Self-Study	X		FHB
	Faculty orientation plan	Self-Study	X		NFHB pg. 17
	Faculty handbook	VRR	X		Reviewed
	General faculty meeting minutes for last 3 years	VRR		X	There are several months over the 3 years with no faculty minutes. Rationale?
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	VRR	X		See Faculty Table
	FT or PT (use FTE)	VRR	X		See Faculty Table
	Academic Credentials	VRR	X		See Faculty Table
	Institution granting degree	VRR	X		See Faculty Table
	Area of clinical expertise	VRR	X		See Faculty Table
	Area(s) of assignment	VRR	X		See Faculty Table
	Licensure	VRR	X		See Faculty Table
	Indicate degree plan and progress towards degree if applicable	VRR	n/a		No current degree plans
	List all faculty hire exceptions including course hired to teach	VRR	X		One clinical PT faculty on HE
	Faculty file review	On-site	X		Make sure degree completions are updated once conferred.
Preceptors	Preceptor criteria & selection	Self-study	n/a		n/a
Preceptor qualifications and information (for current semester)	Preceptor job description	Self-study	n/a		

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Identified roles of preceptors, faculty, and students	Self-study	n/a		
	Preceptor orientation materials	Self-study	n/a		
	Preceptor signatures showing date orientation completed	Self-study	n/a		
	Name of preceptor and course with Prefix & number (ex: NUR 101)	Self-study	n/a		
	Preceptor State of license & License number	Self-study	n/a		
	Methods of contact between faculty & preceptor	Self-study	n/a		
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study	X		https://www.hutchcc.edu/academics/allied-health/nursing-practical-nurse-lpn-cert-c-5209
	Degree plan for each degree being granted	Self-Study Website	X		Website www.hutchcc.edu/pn NSHB pg. 5
	Oral and written English proficiency	Self-Study Website	X		https://www.hutchcc.edu/cms/files/509
	Readmission	Self-Study		X?	Unable to find specific readmission policy for PN program
	Progression	Self-Study	X		NSHB pg. 32
	Counseling & guidance	Self-Study	X		NSHB pg. 32
	Student role versus employee role	Self-Study	X		NSHB pg. 23
	Representation on faculty governance	Self-Study	X		NSHB
	Graduation	VRR	X		NSHB pg. 33
	Refund policies governing all fees and tuition paid by students	VRR	X		NSHB pg. 11
	Ethical practices including recruitment, admission, and advertising	VRR	X		SS pg. 22
	Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	VRR Website	X		Information on the website in the nursing section. Information also in the admission packet and the nursing student handbook.
	Student Handbook	VRR	X		Reviewed
Student support services	Description of student safety measures	VRR	X		Internal and external safety measures.

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)	VRR	X		Pg. 27-30 of Self-study. Lists the local health centers with names, addresses, and phone numbers as well as hours of operation.
Student records	Review student files	On-site	X		Students files contained all necessary 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		Student work supports the completion of course objectives.

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			Gen Psych Human G&D A&P Nutrition or Med Term
	Required Nursing courses that include course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X		All required information in self study, syllabi, and website.
	Credit hours for each non-nursing course	Self-Study	X		Gen Psych – 3 ch Human G&D – 3 ch A&P – 6 ch Nutrition or Med Term – 3 ch **Total = 15 credit hrs**
	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	Self-Study	X		PN 104 Orientation PN 100 Foundations – 4 ch PN 115 Foundations clinical – 2 ch PN 119 Fundamentals of Pharm – 2 PN 106 Nursing Care of Adults I -5 PN 116 NCA I clinial – 2 PN 120 Mental Health – 2 PN 112 NCA II – 5 PN 117 NCA II clin – 2 PN 108 Mat/Child – 2 PN 118 Mat/Child clin – 1 PN 107 Care of Aging Adult – 2 PN 114 Leadership – 2 Total = 32 credit hrs nursing 47 credit hours for the PN certificate

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	n/a		
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	X		Self-Study pg. 36
	List all simulation hours for each relevant course (cannot exceed 50% of total clinical hours /course) and objectives for simulation experiences.	Self-study	X		Self-Study pg. 36
	Testing process with test analysis and the written test procedure	Self-Study	X		Self-Study pg. 36-39
	Number of students per class	Self-Study	X		Self-Study pg. 39
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		Self-Study pg. 39-40
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	X		
	Art and science of nursing	Self-Study	X		
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Practical Nurse Program	Aspects of a safe, effective care environment, including coordination of care, safety, and infection control	Self-Study	X		
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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 & Self-Study	X		Classrooms vary from 20 seats to over 40 seats. All have current technology. There are 2 ITV rooms for online. There are 2 simulation/skills labs and are of adequate size for student to work with the mannequins.
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	On-Site & Self-Study	X		Offices are private and adequate size for working and also meeting with students.
	Secure space for student records	On-Site & Self Study	X		Records are locked in cabinet and also locked in room.
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to students when accessing	On-Site & Self-Study	X		There are 2 main computer labs of 20 seats each with a reserve of 15 laptops if needed. There are also 4 computers for students in a study area.
	Satellite program facilities	N/A			N/A
	Other points of interest	N/A			N/A
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	On-Site	X		Use of online library from Hutchinson which includes e-books, OVID, Proquest, Gale
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
Clinical Resources 60-2-105					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site & VRR	X		*Salina Regional, Evergreen, signed in 2014 *Wesley Towers, Evergreen, signed in 2014 *Wesley Towers, Evergreen, signed in 2014 *Larned has an original contract, but also has the last signed update of 10/31/22. Update rec'd 2/7/25 *Kansas Lions Sight, Evergreen, signed in 2014

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	VRR	X		There is an adequate number of sites as well as clinical opportunities for PN program.
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	VRR	X		There is adequate number and bed space at contracted clinics for more than one school. Facilities have no barriers to accommodating the students for clinical.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	VRR	X		Stipulations are in the contracts stating that the students are not there to cover census.
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Spoke with representatives from McPherson , Hutchinson and Ascension Via Christi via zoom. Both are adequately equipped for the students and provide orientation for both the student and instructor before they are on the floor.
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)	Self-Study	X		2019 90.91 2020 83.67 2021 82.00 2022 87.23 2023 100 2024 (per KSBN) – 97.44
Advisory Committee	Review Advisory Committee minutes	VRR	X		• Tamra Andsager, Reno County Early Education Center - 4 yr member. • Lorie Scherbarth, Pleasant View Home - 1 year member • Michelle Neufield, Pleasant View Home - 5 year member • Beth Hedberg, Lindsborg Comm Hospital - 5 year member • Paige Cooper, Hutchison Regional Medical Center - less than 1 year member. Very complimentary of the preparation of students before they come to clinical. Students very interactive. Committee can add to agenda and

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					bring in topics pertinent to both industry and the program. Feedback is always shared both ways.
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	VRR	X		Report shows financial support.
	Budget procedures	Self-Study/On-Site	X		Confirmed by administration about the process and control of the nursing budget and submission of items for the new budget.
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		Met with administration to ascertain level of nursing commitment. The budget process happens in the spring and nursing is given full authorization over their budget. Nursing administration and faculty are included in the college governance. Orientation for the new faculty includes a New Faculty Teaching Academy. Professional Development is included for the nursing department. Faculty work under a master contract which includes a workload of 15 credit hours per semester.
	General education and required support course faculty	On-Site	X		Sarah Dye, Counselor Jennifer Carter, Outreach (HS) Trish Reed, Academic Advising
	Support services	On-Site	X		Support Services include counseling, technology support, and financial aid. Online library is also available with e-books)
	Students	On-Site	X		16 Part time new students 14 Full time May grads
Meet with members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer/Director	On-Site/Zoom	X		Jamie Hicks, Director of Education and Patient Experience Sarah Baker, Director of Med Surg and ICU. No barriers to meeting needs for clinical sites.
	Staff RN's	On-Site	X		Students prepared and anxious to learn on the floor. Always asking good questions and checking before doing.
	Individuals conducting observational experiences	On-Site	N/A		N/A

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	SPE contains data that does not have interpretation, only shows met/unmet without any variance on most EOPSLO's so no trending data from year to year. Many of the plans do not have dates or date ranges for re-evaluation such as when items are created to add to coursework. Next look dates need to be added when monitoring further i.e, "will watch/monitor 1 more semester".
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site		X	Unsure of the significance of a med dispensing system for EOPSLO 4 (informatics) for the assessment of informatics.

Onsite Interviews:

Governing Organization Administration

- Dr. Tricia Paramore, President
- Mel Whiteside, VP of Academic Affairs
- Julie Blanton, VP of Finance
- Christopher Lau, VP of Student Services
- Marc Jean, Director of IT

Support Personnel:
- Christopher Lau, VP of Student Services
- Diego Esparza, Director of Admissions
- Nathan Buche, Director of Financial Aid
- Christina Long, Registrar
- Brooks Mantooth, Director of Human Resources
- Rex Cheever, Executive Director of ITS
- Don Rose, Director of Facilities
- Kristie Torgerson, Director of Outreach

Via Zoom:
- Kelly Beikmann, Allied Health Advisor
- Rhonda Corwin, Director of Online Education

Faculty: all FT faculty
- Christi Watters, MSN, RN
- Joyce Armbrust, MSN, RN
- Vicki Fickes, MSN, RN

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Clinical Staff:
- Jamie Hicks, RN, BSN, Director Education and Pt. Experience, McPherson Hospital
- Sarah Baker, RN, BSN, Director of Medical Surgical and ICU, McPherson Hospital

Advisory Board:
- Tamra Andsager, RN, Reno County Early Education Center
- Lorie Scherbarth, RN, Pleasant View Home
- Michelle Neufeld, RN, Pleasant View Home
- Beth Hedberg, RN, Lindsborg Community Hospital
- Paige Cooper, Hutchison Regional Hospital

McPherson Support staff:
- Sarah Dye, Counselor
- Jennifer Carter, Outreach (HS)
- Trish Reed, Academic Advising

Strengths:
1. Immense support for the Program Coordinator by faculty.
2. Grant funding for programs and for nursing students.
3. Utilization of the Kansas Promise Act is used and very helpful for the students
4. The nursing facility is very spacious and has several student study areas.
5. Students feel the faculty really cares and helps as much as possible.
6. The admission process was seamless and there were many communications to guide them.

Opportunities:

1. Nursing administration and staff need to be more involved in campus governance & committees
2. A protocol or plan should be in place to review clinical contracts in a cyclical timeframe. There are contracts that were first signed in 2014, and even though evergreen, they should be looked at and communicate to the site that they are still in effect and possibly re-sign with current signatures.
3. Finding other methods than ATI for assessment of student knowledge.
4. In the interest of FERPA it might be better not to put student names and scores on the faculty minutes.
5. Missing Faculty minutes for several months over the last 3 years. Document when meetings are cancelled or postponed to account for change to stated policy/process.

Recommendations:
1. The Systematic Program Evaluation needs to follow regulation as far as assessment, planning and making decisions from the assessment and looking at needed changes to the program/curriculum. Program review should include faculty in the process. Update SPE to include ELAs, frequency of measure, analysis and how analysis used to make decisions. Send updated plan to Education Compliance Officer by 9/1/25.

2. Recommend reapproval of PN program for 5 years.

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

Program: _____Donnelly College PN/ADN nursing programs_____ **Date(s)**: ___2/11/25___

Last KSBN Visit: _ADN - 10/2022; PN – 7/2020_ **Accrediting Agency& Date of Last Visit**: _KSBN Approved Only_

Visitors: _____Karen Kidder DNP, RN – KSBN Education Committee member; Janelle Martin, MHSA, RN – KSBN_____ Education Compliance Officer

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program (KAR 60-2-102)					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution		X		608 N. 18th St, Kansas City, KS 66102
	Names of primary administrative officials	Interviews	X		1) Monsignor Stuart Swetland, President; 2) Ana Maradiaga, Dean of College, VPAA (appointed to this position 1/6/2025).
Accreditation Self-Study report = SSR KSBN SS = KSBN Virtual Resource Room = VRR	Organizational chart for the institution	Self-Study	X	X	No current organizational chart found on website or in handbooks . **Did receive an email copy of an updated org chart on 2/28/25 Major changes for the college in the last 2 months and for the nursing program for the last 6 months. • Nursing Program Director hired 8/2019 - resigned 8/9/24 • Interim DON named 8/13/24

					• Interim DON tendered resignation for the FT Interim DON role on 12/13/24. 1/6/25 was retained as adjunct faculty. • No returning FT faculty from previous semester. • New DON hired 1/10/25 (semester start was 1/22/25) • 8 new hires between 1/11/25 and time of visit
	Current contact information	Interview	X		Cynthia Riley, DON Mobile 913.709.5581
	An audited fiscal report covering the previous two years, including a statement of income and expenditures		X		Not requested at visit. Audited report was not provided at the time of the 2024 annual report. I requested again prior to the Sept board meeting and did receive a copy from the former Dean of the college.
	Copy of school's current catalog	Web link Provided onsite		X	Catalog	Programs 2024-25 catalog does NOT state the conditional approval for the ADN program. There are also other deficiencies and incongruencies with nursing handbook.
Description of nursing program	Organizational chart for nursing program	Catalog Interview		X	No current one available. The program is in significant flux.
	Number of faculty	Interviews FQRs	X	X	Unable to determine the exact number of faculty on the day classes started. 5 FT, 10 adjunct per DON on 2/11/25 **Per FQRs from 2/19/25:** 4 FT (1 MSN, 3 BSN), 4 PT (2 MSN, 2 BSN), and 6 Adjunct (1 DNP, 2 MSN, 3 BSN)

	Number of non-teaching staff	1) Job descriptions 2) Website 3) Interview	X		3 non-teaching positions: 1) Administrative Asst – PT 2) Intake coordinator – FT 3) Clinical coordinator - FT
	Number of students admitted per year	Interview KSBN documentation	x		KSBN has approved to admit 50 PN students Jan & Aug (25 day & 25 eve/weekend) and 15 ADN students Jan. (Day schedule) & 15 ADN in June (evening cohort). ***Spring 2025 – admitted 15 ADN and 47 PN. Actual count on 2/11/25 was stated to be 22 ADN and 117 PN for all levels:** PN 1st sem – 45 RN 1st sem - 15 PN 2nd sem – 44 RN 3rd sem - 7 PN 4th sem - 28

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		Cynthia Riley, MSN, RN
	Qualifications	Self-Study	x		MNU Sim lab director; JCCC clinical adjunct
	Responsibilities	Self-Study	x		Nursing program administrator – responsible for oversight of all nursing programs
;Faculty selection and input into program	Teaching responsibilities	Self-study		x	Job descriptions unclear.
	Faculty organizational by-laws	Self-Study VRR		x	(Provided school with a sample)
Nursing Faculty Handbook = NFHB	Faculty job description	Self-Study VRR		X	Not all were available at visit. Sent to KSBN on 2/11/25. The nursing **faculty job descriptions are Not in compliance 2.11.25**

Faculty Handbook for college = FHB	Faculty selection process	Self-Study	x	x	Unclear currently. Interviews done with a nursing faculty person present for all nursing interviews. 2/28/25 Dean states hiring process is posted on Donnelly website: https://www.donnelly.edu/staff/human-resources

	Faculty orientation plan	Per 2/3/25 email		X	1) A mandatory orientation session was held on 1/14/24 to onboard all new faculty. **We did not receive a list of those present at the mandatory orientation at time of the site visit.** The session included:
					*Overview of Donnelly College's mission, policies, and nursing program objectives.
					*Training on regulatory and accreditation requirements.
					*Familiarization with the learning management system (LMS) and student resources.
					*Clinical-specific training to address facility requirements, documentation protocols, and student evaluations.
					
					2) Nursing had specific orientation which was "disorganized" per the new DON.
					List of attendees received 2/24/25: N=new R=returning
					  N C. Riley – DON
					  R J. Broski – FT (was adjunct 9/24)
					  N L. Fish – FT
					  N S. Barton – PT
					  N T. Arties – Adj per FQR; FT per Dean

The "Interview" label appears in the third column aligned with item 2.

					N M. Shalinsky – Adj R C. Ekeh – Adj (1 year) R K. Kroen – Adj (was FT F24) N A. Becker – Adj R R. Robinson – Adj (was FT F24; served as Facilitator for the orientation)
	Faculty handbook	Onsite		X	Received a college-wide faculty handbook; DON and Dean stated there was not a specific faculty HB for nursing *Faculty nursing handbook was available at last site visit per site visit report
	General faculty meeting minutes for last 3 years	Not requested onsite			NA – not reviewed
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Interviews FQRs		X	A great deal of movement in and out in the last 2-4 months with no clear direction. Four weeks into the class schedule and faculty are still being hired. One hired to start 1/22/25 did not show up for any classes. ***Nursing faculty are starting with little or no orientation to the school, program and curriculum. No nursing faculty handbook available and checklist for nursing was not produced for any new faculty. HR files had job descriptions (not in full compliance), resumes
	FT or PT (use FTE)	FQRs	X		FQRs provided on 2/19/25 and are being reviewed:

					FQRs document 4 FT, 4 PT and 6 Adjunct Hire dates are 1/11/25 to 2/19/25 for 8 new hires. 6 are returning faculty from Fall 2024 and before. Some are returning after a break in employment.
	Academic Credentials	FQRs		X	For some of the faculty the HR file was available and a resume was in the file. One faculty file stated person hired had MSN but no transcript to support degree. Did not see transcripts in HR files. Transcripts are being provided with FQRs. Some are still missing.
	Institution granting degree	FQR Transcripts			
	Area of clinical expertise	Resume			
	Area(s) of assignment	FQRs			No FQRs submitted at time of the visit.
	Licensure	Onsite FQR			**Not verified onsite. Working on FQRs.**
	Indicate degree plan and progress towards degree if applicable	FQRs			Current FQR list shows 2 on degree plans – 1 FT, 1 Adjunct
	List all faculty hire exceptions including course hired to teach	FQRs			Currently identified 5 who need hire exceptions to work in areas hired for
	Faculty file review			X	HR provided some to review. Job descriptions present but reflected incorrect educational requirements. Transcripts were not all available. 2/28/25 Updated job descriptions received – have appropriate qualification language No faculty files available by the program director.

Preceptor qualifications and information (for current semester) – **RN only** Nursing Student Handbook = NSHB College Student Handbook = SHB	Preceptor criteria & selection	n/a			NA
	Preceptor job description				na
	Identified roles of preceptors, faculty, and students				na
	Preceptor orientation materials				na
	Preceptor signatures showing date orientation completed				na
	Name of preceptor and course with Prefix& number (ex: NURS 1011)				na
	Preceptor State of license &License number				na
	Methods of contact between faculty & preceptor				na

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

Student policies: Provide written evidence of the following College/Academic catalog = CC Nursing Student Handbook = NSHB	Admission of generic, transfer, and articulation students	Documentation Review	?	x	Admission guidelines available on the website, some in College Catalog and parts in student handbook. Outdated. Not always congruent.
	Degree plan for each degree being granted	Documentation Review	x		There is no degree plan for ADN level who start in the summer. Not listed in student handbook
	Oral and written English proficiency	Documentation Review		x	Not found in catalog or handbook. 2/28/25 per Dean: Donnelly College is an open admissions college. English proficiency is determined by their placement when testing using Accuplacer. Procedure described in College Catalog, in the General Enrollment Procedures page 5, proficiency/placement into college-level courses is described on page 6.

College Student Handbook = SHB	Readmission	Documentation Review	x		Must re-apply (Student Nursing handbook). Considered on space available basis.
	Progression	Documentation Review	x		All must be passed to move to the next level.
	Counseling &guidance	Documentation Review	x		In college catalog
	Student role versus employee role	Documentation Review	x		
	Representation on faculty governance	Documentation Review		x	In the 24-25 nursing student HB. Students we spoke with not aware 2/28/25 Dean: Student Senate has a nursing student member; student senate reports in academic council, all-staff community meetings and all college board. Student Senate reps were present and spoke to students during orientation.
	Graduation	Documentation Review	x		Info in Nursing student handbook
	Refund policies governing all fees and tuition paid by students	Documentation Review		x	All we can verify is if there is military activation they will allow a refund. 2/28/25 per Dean - Refund policy is on page 26 in the college catalog, right above the military refund policy.
	Ethical practices including recruitment, admission, and advertising	Documentation Review	?		Currently they are not meeting the standards they are advertising.
	Information to any student who may be subject to licensure disqualification	Documentation Review	x		College catalog and nursing 2024-25 handbook.

	under K.S.A. 65-1120. **(Must be provided prior to program admission**)				*Link to KSBN website takes to main page and not directly to the stated statute information.
	Student Handbook	Onsite	x		2024-25 nursing student handbook available
Student support services	Description of student safety measures	Documentation Review	?		Clinical safety measures. Nothing on campus security.
	Description of student health services (available on-site or students have knowledge of available health services)	Documentation Review	x	x	No health services available on campus. Not clearly identified alternatives in catalog or handbook 2/28/25 per Dean - Available counseling health services are noted in every syllabus and explained during orientation: access to a LPC for free clinical mental health services, resource guide provided by the counseling center and low-cost health insurance information provided at the beginning of this semester.
Student records	Review student files				NA – no time to review
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)				NA – not reviewed
Curriculum **60-2-102, 60-2-104, & 60-2-105**					
	Required non-nursing courses	Documents	X		Listed in NSHB and in degree plan

List Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Documents	X	x	In nursing student handbook Missing degree plan for ADNs who start in the summer.
	Credit hours for each non-nursing course	Documents	X		
	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)	Documents	X		PN – 34 credit hours nursing RN – 30 credit hours nursing + credit for PN courses (total 69 credit hrs for ADN degree)
Nursing Student Handbook = NSHB College Student Handbook = SHB Nursing Faculty Handbook= NFHB	Identify clinical hours for combined nursing didactic and clinical courses	Documents	X		Courses not combined
	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)	Documents Interview	X		no observation noted in syllabi
	List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours per course)	Documents	??		Not able to ascertain simulation hours.
	List all preceptor hours for each relevant course (cannot exceed 20% of total clinical hours/nursing program excluding a capstone course	Documents	N/a		n/a
	Testing process with test analysis and the written test procedure	Onsite Test policy sent to KSBN in	x	X	Stated policy is to use ExamSoft. Two PN tests administered during our visit; one was given by paper and pencil. New faculty not oriented to ExamSoft well

		response to complaint inquiry			enough for them to use. They were also not aware of a test policy for faculty. Paper and pencil testing does not allow for analysis and does not meet expectations of the testing policy. There was one ExamSoft exam being proctored during the visit. Student issues and computer issues caused a 70 min delay in the start of the exam. *There is no nursing faculty handbook so Testing Policy resides in the faculty lounge area.
	Number of students per class	Interview	x		Most classes are 1:25 for PN and 1:15 for RN.
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Course schedule from enrollment system	x	?	Not all listed as 1:10 ratio; students are being reassigned to comply.
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Documentation	x		
	Art and science of nursing	Documentation	x		
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Documentation	x		
Curriculum Table: Identify the nursing a nursing courses	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Documents	x		

contribute to the s learning for these ou For Registered Nurse (professional) Progra	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Documents	x	
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Documents	x	
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Documents	x	
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Documents	x	Program outcomes are aligned.
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	KSBN documentation		No changes submitted to KSBN in last six months.

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.	Onsite	X	Nursing had a relocation to the main admin building for renovation of the nursing building (Marian Hall). After the renovation was complete, furniture and supplies were "dumped" back in the lab spaces in Marian Hall and are still in major disarray. **They are not usable at time of KSBN visit.** Spring semester has lab assigned – it is the only thing Foundations class uses for clinical. What was the backup plan? What is being done for

				x	lab courses?? When will rooms be usable? Classrooms are available and adequate in size.
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	On-Site		x	??	Faculty have offices that lock. Students complain that doors are always closed and faculty are not available or accessible.

	Secure space for student records	On-Site	?		Did not inquire about records. All faculty and DON have locked offices with locking file cabinets.
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	On-Site Interviews	?	?	eBooks for students. Not all were available for the first semester PN students. Some students bought their own books and now are being told they must pay for the eBooks required by the program. Computer labs are available in nursing building and in the main building. Not sure what tech support is for students or faculty – did not really address this question with myriad other concerns.
	Satellite program facilities				NA
	Other points of interest				NA
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	On-Site			not reviewed

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		X	No contracts were available to see. Two contracts had been provided prior to visit – contracts appear to be in compliance.
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	Unknown – complaints at end of 2024 stated that at least one clinical group "had VR simulation for their clinical" – violation of KNPA which sets simulation at no more than 50% per course. Documentation requested for Fall semester for each faculty/clinical group. KSBN received documentation that seems to show the VR was scheduled by faculty instead of going to clinical site
	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	?	?	unknown
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Onsite	X		Two contracts reviewed appear to be in compliance.
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site			NA

Administrative Policies & Procedures
(KAR 60-2-102, 60-2-103, & 60-2-104)

				X	PN RN
Program NCLEX pass rates	NCLEX RN Pass rates for the last 5 (full) years for first time candidates	KSBN website NCSBN reports		X	2019 87% 60% 2020 77.5 77.78 Minimum Standard changed from 75 to 80% 2021 80 no data (no cohort this year per board order) 2022 87.1 54.55 2023 82.61 68.75 2024 72.73 77.78 – these rates being reported at March 2025 board meeting. Pulled from NCSBN web site. *ADN program on conditional approval since 2020. Rates had been steadily rising and 2022 site visit was approved along with PEP showing improvements.
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study			Not addressed
	Budget procedures				Not addressed
Advisory Committee	Review Advisory Committee minutes	On-Site or VRR			NA – did not request information
Meet with the following members of the educational institution to determine	Administration	On-Site	X		See below
	General education and required support course faculty	On-Site	n/a		NA

adequate support for nursing program	Support services	On-Site			Not addressed
	Students	On-Site	X		1) Met with approximately 20 1st semester (new) PN students 2) Met with 15 4th semester PN students (final semester – grad in May) *see comments in Report Summary section
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	Section not addressed			NA
	Staff RN's				NA
	Preceptors				NA
	Individuals conducting observational experiences				NA NA
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Onsite Interview		X	Not present; director not aware of the existence of a PEP for nursing
	Use of program evaluation data for ongoing program improvement	Onsite		X	

On-Site Interviews:

Cynthia Riley -new DON
Dean Ana Maradiaga – Dean of the College / VPAA – new position 1/6/25
Monsignor Swetland - President
Patty Dickinson – Human Resources
Tiara Arties – new (rehired after a break) - FT faculty
Michael Shalinsky – new PN Adjunct
Faith Huff – Nursing PT Admin Assistant – sat in on all discussions
Briefly met Charity Risher (intake coordinator). Did not meet Deana Vanden Hull, clinical coordinator, as she works remotely.

Student Interviews:

1) *Met with new PN students: about 20 students*
   - New students expressed several frustrations.
   - They came for orientation/class and were told there was no faculty for the class and they should come back next week.
   - They were concerned about multiple schedule changes that negatively impacted work schedules that have been set based on course schedules posted on Donnelly website when they enrolled.
   - They want better communication. They are told by faculty/staff that "it's not my responsibility" and to "read the handbook" and students are unsure where to go for assistance.
   - Books were late arriving – not available until week three. Some opted to purchase books themselves and now are being charged for eBooks that were not available on time. Still missing their Medical Terminology book in week 4.
   - Still do not have stethoscopes. They have clinical (lab) without the lecture first so unsure of what they are doing.
   - They sense faculty frustration. They are frustrated with Canvas not working. They have no advisors assigned, and several shared they were fearful and uncertain about the program. Very concerned they will be behind and how they will make up the missed content and missed labs.

2) *Met with PN students in their last semester: about 15 students*
   - Students very vocal with concerns. They describe the program as being unorganized.
   - They were told at the start of this spring semester that they must put all their immunizations, etc., into Clinical Student, which had not been used for these students previously. Some submitted documents on entry to the program and have no copies of their own. Some are paying for repeat tests/immunizations as they could not be found in their files. These are

additional out of pocket costs they were not expecting. They feel emails regarding this are threatening. "We get a zero for clinical if we don't get approved before tomorrow." **"We are not being heard."**

- Students state that program staff are dismissive of their concerns and treat them like children. They voiced, "The curriculum is all over the place" "We are not prepared nurses, not confident." Commented that clinical site in the fall was very unwelcoming, and instructor brought them back to campus for VR. Felt this was very well done with debriefing and individual assignments due but they got little direct clinical experience.
- State their peds rotation was just "babysitting". **Stated that the clinical instructors need to be more engaged.**
- Started IVs on each other for their IV course. Expressed concern about doing that.
- They expressed that the faculty/staff need to be more professional in how they treat students.

Strengths:

- **Cynthia Riley**, new director, hired in January 2025. Cynthia Riley is a strength to Donnelly. She is motivated, organized and eager to make improvements. **She needs a strong mentor as she does not have program director experience. She needs support with administrative tasks and organization, and orienting faculty on lecturing, PPTs, ExamSoft, test analysis, clinical requirements and program evaluation. She needs the laboratory spaces organized immediately for student use.**
    - 3/3/25 Received notice from DON that she had resigned her position. Last day will be 3/14/25.

- Two of the new faculty we spoke with are highly motivated and student focused.
- Support from Dean is evident. However, she is very new to her position and does not have experience with the nursing regulations and the nursing program

Concerns:
- See attached timeline at end of report
- Discussions with college Administration in December and January emphasized KSBN concern about numerous faculty changes and the lack of a qualified program administrator at end of semester. Reminded that the school could not move forward with student admission or nursing program without an administrator. Suggested that program consider not admitting for spring and work to maintain the 84 returning students.
- Admitting 62 new students along with 84 returning students when a new director with no previous experience as a program director was hired less than 2 weeks before class start date and no returning FT faculty, was a disservice to students, faculty and new director.

- The tremendous faculty turnover since August 2024 has created confusion. Longtime director left in August 2024; FT faculty, Russell Robinson assumed interim role but resigned the Interim role in December; did return Spring 2025 in Adjunct status.
- FT faculty from the Fall semester are gone – one went to adjunct status. Three Adjuncts and three PT faculty are returning from last semester but some have never had an FQR submitted. One faculty was moved from Adjunct to FT but does not meet requirements to teach ADN level and still have concerns with this faculty regarding an unresolved clinical issue from Fall 2024.
- **Students voiced many concerns:**
  1. Communication with students must be improved.
  2. They need to see respect modeled and not be dismissed when they have concerns.
  3. Asked to do Clinical Student without good understanding (this was the senior PN students). This only affects students who do clinical in MO-KAN facilities.
  4. "Will we be behind?" Students are very concerned that all the changes and chaos have put them behind and that they aren't learning what they need to in order to be successful with NCLEX. Feel unprepared when comparing to peers at other institutions.
     a. Updated concern from RN student 3/4/25 – 6 weeks in to Med-Surg III class and some groups have still not been to clinical – concern there is not enough time to meet clinical hours requirements without major changes to the current schedule.
  5. Some bought their own books as the school ordered ones were not available when classes started. Now they are being told they still have to pay for the school provided ones??
  6. Deana (Clinical Coordinator) works remotely, and it makes it hard for students to reach her and discuss concerns. Some stated they were told/warned not to keep emailing when they were having all the issues with Clinical Student.

- Students commented on learning NANDA. The NCLEX does not test specific nursing diagnoses as they are not a universal nursing language. The concept of nursing evaluation and plan is important, not the nursing diagnosis. (This is not a student complaint – rather a visiting educator observation.)
- The students take the SIMCLEX for NCLEX preparation. They do not have the opportunity to remediate. **Taking questions without remediation is not a valuable learning opportunity.** If the program does not permit student review and remediation, the instructor should be able to review the student needs and then offer remediation. The instructor who proctors the SIMCLEX does not have administrator privileges to see where the students are lacking. There are other available programs that offer robust remediation opportunities if SIMCLEX does not.

Opportunities:

- The turnover in faculty provides a perfect opportunity for resetting the culture. Strong leadership is required in order to prepare students and meet the requirements of KSBN.
- **Strongly recommend an experienced Mentor for the new DON.** Many years of nursing and leadership experience but has not been a director before.
- Orientation is essential for new faculty and is necessary; ongoing support is also important. Many of the new faculty hires have no experience in education. They need support, mentoring and opportunities/resources for teaching and learning.
- Advising had previously been done by a FT faculty member who is no longer with Donnelly. Students are uncertain who they need to talk to about academic concerns.
- Classes started mid-week. Schedule has already been reduced from a 16-week to a 15-week schedule which is really 14.5 weeks. Need a plan for how missed classes and clinicals are going to be made up for the nursing students.
- Student complaints/grievances need to be addressed appropriately.
- Create an atmosphere of open communication and respect with students.

Recommendations:

1. Faculty job descriptions are not all in compliance with regulations (K.A.R. 60-1-104 and 60-2-103). Need to review faculty and nursing administrator job descriptions and bring into compliance with regulation. Submit updated job descriptions by June 30, 2025.
   2/28/25 Updated job descriptions received – have appropriate qualification language but could use other clarifications.
2. Review student policies for presence and appropriateness and ensure all required ones are available and congruent between website and all school documents.

   a. Admission guidelines are on the website, some in college catalog and some in nursing student handbook. Parts are outdated (admission testing?) and not always congruent.
   b. Student representation on faculty governance – policy is in handbook but two groups we spoke to were not aware that they had representatives or that they had that opportunity.
   c. Refund policies – not clear. Only thing we could find was regarding military activation of a student.
      2/28/25 Received update information about where Refund policy resides.
3. School catalog does NOT state conditional approval for the ADN program. All printed and website material should reflect the appropriate approval. Review website and all school documents and be clear on approval status.

4. Need updated organizational charts for institution and the nursing program. Students need to be clear on the hierarchy for complaints and appeals. Submit updated charts to KSBN Education Compliance Officer by April 30, 2025.

    2/28/25 Received an updated org chart – not sure where this is available?

5. Need a faculty handbook for nursing program (Nursing faculty handbook was reviewed and approved at the 2022 site visit to the ADN program.)

    a. Orientation plan/checklist
    b. Organizational by-laws for nursing
    c. Unclear on faculty selection process for nursing.

        2/28/25 Received notice of where to find selection process for all faculty at Donnelly. If interviewing nursing faculty there should always be a nursing representative present when hiring.

6. Need a plan for faculty orientation and mentoring for new faculty for FT, PT and Adjunct. Plan needs to include orientation to curriculum, curriculum resources, teaching and learning resources, faculty policies, clinical orientation, student evaluation and faculty responsibility for program evaluation.

7. No evidence of a nursing program evaluation plan. Need to find/develop a plan for program evaluation that includes student learning outcomes. Submit plan by 9/30/2025.

8. Faculty files need to be maintained with KSBN required documentation. Files need current licensure verification, orientation verification, education verification (original transcripts), and current FQR approval from KSBN. Submit plan for keeping update faculty files to KSBN by 6/30/25.

9. Current lab and simulation rooms are unusable at present. Students are supposed to be in lab now for both levels. Student 24-25 handbook states that certain lab demonstrations must be completed prior to going to clinical sites. Labs need attention immediately or alternate facilities need to be obtained.

10. Clinical schedules /syllabi need to clearly reflect direct clinical experience hours, simulation hours, observation hours and preceptor hours as part of the total clock and credit hours for each course. Must have clear policy on how clinical will be made up if hours are missed and if students are allowed any missed hours before make-up time is required. Need to set expectations for students at beginning of semester. Submit clinical schedules for each clinical group in each clinical course for Spring 2025 for RN and PN students. Needs to clearly reflect above information. Submit by 4/15/25.

11. NCLEX first-time pass rates have been below standard for RN program for last 3 years and PN program is below standard for 2024. Submit program analysis along with a pass-rate improvement plan for both programs by 6/30/25. Include plan for faculty stabilization in the analysis and plan.

12. **Due to the many deficiencies and instability issues, recommend both programs be put on conditional approval and that both programs cease admissions and focus on currently admitted students until program is stable for at least 6 months, with a site visit to be done before re-starting admissions.**

Timeline for Donnelly College nursing program:

Date/ Time Frame	Event / Issue
8/3/2024	Notified by DON that she is no longer with Donnelly - effective immediately
8/8/2024	Email notification from VPAA that Intermin DON named - Russell Robinson, DNP, RN (has been PT with school for 4 years)
8/14/2024	Classes start at Donnelly
11/13/2024	Call with Donnelly President and VPAA regarding nursing program
12/2/2024	Several appeals made by Donnelly students who failed courses - Director not available so appeals handled by ADON and FT faculty
12/4/2024	Three verbal (calls) and two written complaints regarding Donnelly in last couple of weeks - complaints mostly about "disorganization of program", director not responsive to questions/issues from students. They are told "its not that big a deal" or "not my responsibiility" in answer to questions abou getting help
12/13/2024	Email sent to Interim DON at Donnelly regarding complaints
12/16/2024	ADON and 1 FT faculty doing a "remediation day" for 7 students who failed a course and made appeals regarding the course; they will be allowed to do the remediation and retake their final.
12/16/2024	Email from Donnelly VPAA that Interim DON resigned his position on Friday, 12/13/24 and it was effectively immediately. DON has not been at the school in the last 2 weeks so all end of semester appeals, grades etc. were handled by the ADON. ADON will be Interim until end of the work year (school closes 12/21/24 to 1/6/25 for the holiday. ADON has also resigned the FT ADON position effective 12/21/24.
12/17/2024	Received email response from VPAA regarding the 12/13/24 email to DON - responded to program numbers but not the complaints
12/18/2024	Call w/ VPAA at Donnelly - discussed need to have a nursing program director before they can proceed with spring enrollments and communication with students. Questioned if students should be notified of possible issues so they could plan if there were to be a change. she will discuss with President.
12/19/2024	Received email from VPAA that she is "no longer with Donnelly" and that all concerns should be sent to Msgr. Swetland.
12/20/24 AM	Email from Mgsr. Swetland. Only stated they were "making progress and have several candidates to interview during the holiday season".

12/20/2024 PM	Email from KSBN to Donnelly President regarding concerns:
	 - Interim DON resigned
	 -ADON did DON role until today and then has resigned role
	 -The VPAA/Dean of the College and also the supervisor for the nursing director is no
	    longer with the college.
	 -Stated regulation requires they have a program director and they cannot proceed w/
	    enrolling students without one.
	 -Also mentioned concern that they have no DON, down 3 FT faculty and they have 84
	    returning students with another 65 planned for admission to Spring2025 class.

12/23/2025	Call with Donnelly President regarding state of the nursing program:
	  *Stated that DON had not really resigned and that they were "hoping to get him back
	    as the Interim DON"
	  *No acknowledgement of FT faculty resigning - stated they just moved from FT to
	    adjunct but would still be there
	  *They are not notifying students of any issues as they believe they will be resolved
	  *Still planning to admit the new cohorts - 72 PN and 15 ADN in Jan. 2025 (have 84
	    returning students as well and currently only 3 PT and 2 adjuncts still on file with KSBN
	    as faculty); encouraged again to consider not admitting the new cohorts and just
	    focusing on the current students until faculty more stable
	  *Asked for response by 1/9/25 regarding a DON for the program (school opens 1/6/25)

1/7/2025	Phone call w/ Msgr. Not able to retain Interim DON. Have hired a new DON (no experience as a nursing program administrator/many years experience with simulation and clinical teaching). Supposed to start 1/9/25
1/10/2025	Call with Msgr. /KSBN Ex Admin and Edu Compliance Officer - hired new DON - plan to hire faculty with her help and classes start 1/22/25. Students have not had orientation to the nursing program (usu done end of semester prior to start). Student complaints received by KSBN that Donnelly is not responding to students with needed information. website still notes all the old faculty and students think they are enrolling with those faculty. Clinical sites have not been confirmed.
1/13/2025	New DON starts in new role
1/14/2025	Nursing faculty orientation - attended by DON and 8 faculty (6 new and 2 returning) - led by former Interim DON
1/15/2025	Email from new DON after receiving NCLEX reports was "stunned" at the72% and 78% rates.
1/17/2025	Email response from Msgr. From December complaints. Did not really anwer the questions regarding VR sim done for an entire semester. New student complaints regarding communication from school received.
1/22/2025	Classes start at Donnelly - first day of one class the new faculty hired for that class did not show up. Attendance taken and students told to come back next week - hope to have faculty.
2/3/2025	Email from DON to KSBN regarding program questions sent week earlier. Student complaints of classes changing the day before they are scheduled and no books for classes
2/11/2025	Unscheduled site visit to Donnelly by J Martin and K. Kidder

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: 2/25/25

Name of Program: Pre-Licensure BSN

Program Administrator
including credentials: Amy Hite, EdD(c), DNP, APRN, FNP

Parent Institution: Pittsburg State University

Address of Institution: 1701 Broadway Street; Pittsburg, KS 66762

Level of the Program
for which the change
Is being requested

BSN

Briefly describe the Change being requested: We are requesting to increase the number of yearly admission seats from 95 to 120 students for the Pre-Licensure BSN 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

Education Committee 76

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.

Education Committee 77

Pittsburg State University

COLLEGE OF ARTS AND SCIENCES

Irene Ransom Bradley
School of Nursing
McPherson Hall
1701 South Broadway ■ Pittsburg, KS 66762-7514
620-235-4431 fax: 620-235-4449
www.pittstate.edu/nurs

February 24, 2025

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

Dear Ms. Martin, Education Committee Members and KSBN Committee Members,

This request is for a major curriculum change in the Irene Ransom Bradley School of Nursing at Pittsburg State University, Bachelor of Science in Nursing (BSN) program. We are requesting 25 additional students admission each year. We were receiving 25-30 qualified applications, more than we could accept each year. During COVID-19 our applications decreased. Post pandemic we are seeing a healthy return of qualified applications. We had major renovations to McPherson Nurse Education Building, including additional classroom space and a Simulation Hospital. We have adequate resources for student success: library, AV equipment, and laboratory space,. Our 3-year retention rate is 99% and our 3-year first time NCLEX pass average is 93.08%. We have administrative and faculty support to implement this growth in a progressive, methodical, and evaluative approach. We have significant support from our clinical partners, to assist with the increased students, maintaining the 1 faculty: 10 student clinical ratio.

Please find the enclosed documents:

Section 1: Change Request and Rationale
Section 2: Clinical Site Support
Section 3: Faculty Support

All my best,

Amy Hite, EdD(c), DNP, APRN, FNP-C
Director and Professor
PSU School of Nursing

February 21, 2025

Kansas State Board of Nursing
900 SW Jackson St # 1051
Topeka, KS 66612

Dear Members of the Board:

We are writing to express our support for expansion of the Pre-Licensure Bachelor of Science in Nursing program at Pittsburg State University. As advocates for quality education and healthcare, we firmly believe that this stellar program will greatly benefit both aspiring nurses and the communities they serve. The Irene Ransom Bradley School of Nursing continually educates exemplary nursing students. Our student cohorts have high pass rates on the NCLEX, extremely low attrition, and supportive clinical partnerships.

PSU has a long history of successfully delivering nursing education and has the infrastructure necessary to support students and faculty involved in strategic growth for the Pre-Licensure BSN program. Nursing workforce shortages and the abundance of qualified applicants are critical to the success of this expansion proposal. In addition, the university will work with the IRBSON Director, faculty, and staff to provide infrastructure support for program expansion. PSU has already committed to supporting carefully designed program expansion with the recent addition of the Simulation Hospital and renovation of state-of-the-art classroom and laboratory spaces. The IRBSON has coordinated with numerous clinical sites throughout the region, receiving commitment to support program expansion efforts from regional clinical partners.

We support program expansion and respectfully ask the Kansas State Board of Nursing and the Commission on Collegiate Nursing Education to support the Major Curriculum Change to increase the number of yearly admissions from 95 to 120 students in the BSN Program. By embracing growth, innovation, flexibility, and excellence, the BSN program will continue to follow the university's mission of "making life better through education" with highly skilled and compassionate nurses. Thank you for your consideration of this proposal.

Sincerely,

Christopher Childers, PhD
Dean, College of Arts and Sciences

Susan C. Bon, JD, PhD
Provost and Executive Vice President for Academic Affairs

Daniel Shipp, EdD
President

Mercy✝

February 14, 2025

Mercy Hospital Joplin
Administration
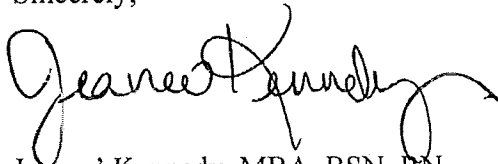100 Mercy Way
Joplin, MO 64804
417-781-2727
www.mercy.net

To whom it may concern:

It is my pleasure to provide a letter of support for the Pittsburg State University, Irene Ransom Bradley School of Nursing (PSU IRBSON), request to increase yearly Pre-Licensure Student Admits from 95 to 120 students. Due to the continued national nursing shortage, the Mercy Joplin Communities are proud to partner with the PSU School of Nursing to provide a quality clinical education for nursing students. The increase of nursing students has the potential to assist in the nursing workforce shortage.

The Mercy Joplin Communities which include: Mercy Hospital Carthage, the Mercy Joplin Clinics, LLC, Mercy Hospital Columbus, Mercy Specialty Hospital Southeast Kansas, Mercy Hospital Joplin, and Mercy Hospital Pittsburg are primary clinical sites for clinical experiences for pre-licensure nursing students at PSU IRBSON. We will continue to provide flexibility with scheduling students to create the most valuable experience for the students. The PSU School of Nursing's' collaboration with clinical partners, fosters the development of strong clinical students and future nurses. Our professional clinical relationships serve the needs of our healthcare organization and the community of patients we serve. By increasing the number of nursing students per year, PSU IRBSON will potentially increase the number of nursing graduates eligible to take the NCLEX-RN to become Registered Nurses in the Midwest.

The Mercy Joplin Communities and the nursing units look forward to collaborating with the clinical instructors to design and implement clinical experiences that meet the nursing program outcomes and strengthen the students' overall nursing skills. The Mercy Joplin Communities are excited to support the request for an increase in nursing students per year and assist with consistent nursing shortage. We look forward to our continued successful work with PSU's School of Nursing to help continue clinical education of future nurses.

Sincerely,

Kevin Manning, Chief Nursing Officer
Mercy Hospital Joplin

To Whom It May Concern,

It is my pleasure to provide a letter of support for the Pittsburg State University, Irene Ransom Bradley School of Nursing (PSU IRBSON), request to increase yearly Pre-Licensure Student Admits from 95 to 120 students. Due to the continued national nursing shortage, Freeman Health System is proud to partner with the PSU School of Nursing to provide a quality clinical education for nursing students. The increase of nursing students has the potential to assist in the nursing workforce shortage.

Freeman Health System is a primary clinical site for clinical experiences for pre-licensure nursing students at PSU IRBSON. We will continue to provide flexibility with scheduling students to create the most valuable experience for the students. The PSU School of Nursing's' collaboration with clinical partners, fosters the development of strong clinical students and future nurses. Our professional clinical relationship serves the needs of our healthcare organization and the community of patients we serve. By increasing the number of nursing students per year, PSU IRBSON will potentially increase the number of nursing graduates eligible to take the NCLEX-RN to become Registered Nurses in the Midwest.

Freeman Health System and the nursing units look forward to collaborating with the clinical instructors to design and implement clinical experiences that meet the nursing program outcomes and strengthen the students' overall nursing skills. Freeman Health System is excited to support the request for an increase in nursing students per year and assist with consistent nursing shortage. We look forward to our continued successful work with PSU's School of Nursing to help continue clinical education of future nurses.

Sincerely,

Jeanee' Kennedy, MBA, BSN, RN

Chief Nursing Officer

Freeman Health System

Education Committee 81

February 21, 2025

To Whom It May Concern,

It is my pleasure to provide a letter of support for the Pittsburg State University, Irene Ransom Bradley School of Nursing (PSU IRBSON), request to increase yearly Pre-Licensure Student Admits from 95 to 120 students. Due to the continued national nursing shortage, Community Health Center of Southeast Kansas, (CHC/SEK), is proud to partner with the PSU IRBSON to provide a quality clinical education for nursing students. The increase of nursing students has the potential to assist in the nursing workforce shortage.

CHC/SEK, the largest federally qualified health center (FQHC) in Kansas, is a primary clinical site for clinical experiences for pre-licensure nursing students at PSU IRBSON. We will continue to provide flexibility with scheduling students to create the most valuable experience for the students. The PSU School of Nursing's collaboration with clinical partners fosters the development of strong clinical students and future nurses. Our professional clinical relationship serves the needs of our healthcare organization and the community of patients we serve. By increasing the number of nursing students per year, PSU IRBSON will potentially increase the number of nursing graduates eligible to take the NCLEX-RN to become Registered Nurses in the Midwest.

CHC/SEK and the nursing units look forward to collaborating with the clinical instructors to design and implement clinical experiences that meet the nursing program outcomes and strengthen the students' overall nursing skills. We are excited to support the request for an increase in nursing students per year and assist with consistent nursing shortage and look forward to our continued successful work with PSU's School of Nursing to help continue clinical education of future nurses.

Sincerely,

Krista Postai, CEO
Community Health Center of Southeast Kansas

February 14, 2025

To Whom It May Concern,

As the CEO of Girard Medical Center, it is my pleasure to provide a letter of support for the Pittsburg State University, Irene Ransom Bradley School of Nursing (PSU IRBSON), request to increase yearly Pre-Licensure Student Admits from 95 to 120 students. Due to the continued national nursing shortage, Girard Medical Center is proud to partner with the PSU School of Nursing to provide a quality clinical education for nursing students. The increase of nursing students has the potential to assist in the nursing workforce shortage, a challenge that rural hospitals continue to face.

Girard Medical Center is a primary clinical site for clinical experiences for pre-licensure nursing students at PSU IRBSON. We will strive to provide flexibility with scheduling students to create the most valuable experience for them. Our collaboration with the PSU School of Nursing as a clinical partner, fosters the development of strong clinical students and future nurses. Our professional clinical relationship serves the needs of our healthcare organization and the community of patients we serve. By increasing the number of nursing students per year, PSU IRBSON will potentially increase the number of nursing graduates eligible to take the NCLEX-RN to become Registered Nurses in the Midwest.

Girard Medical Center and the nursing units look forward to collaborating with the clinical instructors to design and implement clinical experiences that meet the nursing program outcomes and strengthen the students' overall nursing skills. We're excited to support the request for an increase in nursing students. We look forward to our continued successful work with PSU's School of Nursing to help continue clinical education of future nurses.

Sincerely,

Ruth A Duling, CEO

2/17/2025

To Whom It May Concern,

As the Chief Nursing Officer at Menorah Medical Center, is my pleasure to provide a letter of support for Pittsburg State University (PSU) and their School of Nursing in their request to increase yearly Pre-Licensure Student Admits from 95 to 120 students. Menorah and the other 6 Hospitals that are part of the HCA MidAmerica Division are proud to partner with the PSU School of Nursing. PSU provides an outstanding Nursing Program that consistently graduates some of the best new Nursing graduates in the Kansas City area. If approved, the additional nursing students graduating from PSU will not only help alleviate the nursing workforce shortage but also raise the level of quality students in our hospitals.

Menorah Medical Center (MMC) is a primary clinical site for clinical experiences for pre-licensure nursing students at PSU IRBSON. MMC is committed to provide flexibility with scheduling students to create the most valuable experience for the students. The PSU School of Nursing's' collaboration with clinical partners, fosters the development of strong clinical students and future nurses. Our professional clinical relationship serves the needs of our healthcare organization and the community of patients we serve. By increasing the number of nursing students per year, PSU IRBSON will potentially increase the number of nursing graduates eligible to take the NCLEX-RN to become Registered Nurses in the Midwest.

MMC and HCA look forward to collaborating with PSU and their incredible staff. Together we will design and implement clinical experiences that will strengthen the students' overall nursing skills setting them up for a successful career that will aid many along the way. Thank you for this consideration and if there is a need for additional information feel free to call my personal phone or emails me.

Thank you,

Angel Monroy, MSN, RN, FNP-BC

Chief Nursing Officer

Menorah Medical Center

Angel.Monroy@hcamidwest.com

C (816) 820-4085

HCA
Healthcare | MidAmerica
Division

Section 3: Faculty Support

The Irene Ransom Bradley School of Nursing at Pittsburg State University voted to increase the student admission capacity from 95 to 120 per a year for the Pre-Licensure BSN program. This has been discussed at multiple School of Nursing Organization faculty meetings during the 2024-2025 academic year and voted on at the February 21, 2025 meeting. Below is a list of faculty members present to vote.

Name	Signature
AnnaBeth Gilmore	*AnnaBeth Gilmore*
Taylor Mason	*Taylor Mason*
Bailey Kuhlman	*Bailey Kuhlman*
Bethany Fehen	*BFehen*
Karen Marquardt	*K Marquardt*
Joy Brigance	*Joy Brigance*
Tracy Stahl	*Stahl*
Barb McClaskey	*Barb McClaskey*
Kristi Frisbee	*Kristi Frisbee*
Ashleigh Heter	*Ashleigh Heter*
Trina Lavery	*Lavery*
Jennifer Harris	*J Harris*
Janis Schiefelbein	*Janis Schiefelbein*
Madison DeLissa	*Madison DeLissa*
Cheryl Giefer	*Cheryl Giefer*
Karen Johnson	*Karen Johnson*
Ashley Bawl	*Ashley Bawl*
Gena Coomes	*Gena Coomes*

Online Votes:

Name	Signature
Mary Carol Pomatto	
Marina Rogers	
D'Ann Dennis	
Mandi Alonzo	

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: 2/14/2025

Name of Program: University of Kansas School of Nursing, Kansas City Campus

Program Administrator Dr. Jean Giddens, PhD, RN, FAAN, ANEF

Parent Institution: University of Kansas

Address of Institution: 3901 Rainbow Blvd

Kansas City, KS 66160

Level of the program
for which the change
is being requested: Traditional BSN, Kansas City Campus

Briefly describe the change
being requested:
Increase admissions from 150/year to 240/year in traditional undergraduate program on the Kansas City Campus; no increase requested for Salina Campus.

Action Taken

Education Committee Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

_____ _____
Nursing Education Compliance Officer Date

Education Committee 86

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.

KSBN Major Curriculum Change Request
University of Kansas School of Nursing-BSN Program
Major Curriculum Change Request: Proposal A: Increase Admissions
February 14, 2025

<u>Rationale for the Change:</u>
The University of Kansas (KU) School of Nursing (SON) is requesting an increase in the number of students admitted from the current 150 students per year to 240 per year at the Kansas City Campus (no increase is being requested for the Salina campus). Historically, the KU SON has admitted one cohort of up to 120 students each fall. Beginning Spring 2025, the KU SON added a spring cohort by admitting 30 students to maximize our current KSBN approved admission capacity of 150 students/year.

Each year the KU SON receives far more qualified applicants than can be admitted and the number of these qualified applicants has been increasing. In fact, the KU SON has seen a 74% increase in BSN applications over the last two years. In 2023-24, approximately 100 qualified candidates were denied admission to the BSN program due to the enrollment capacity. Many of those denied admission were pre-nursing students enrolled at the KU Lawrence campus – and the number of pre-nursing students at KU has increased over the last three years. Currently, there are 616 pre-nursing students completing their pre-requisite coursework at the university. During a critical nursing workforce shortage, it seems counter-intuitive to be unable to serve this large number of qualified students seeking professional nursing education. Additional BSN seats would allow the KU SON to retain and educate more of these qualified applicants who are interested in continuing their baccalaureate nursing education at KU, as well as continuing to accept qualified applicants wishing to transfer from other schools. Because of the high retention to graduation rate at KU SON, an increase in students admitted will translate to an increase in the number of BSN prepared registered nurses for Kansas.

The KU SON is fully accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Kansas State Board of Nursing (KSBN) through November 2032. The KU SON is a nationwide leader in nursing education, consistently demonstrating strong program outcomes and performance. Key highlights for the KU SON include:
- U.S. News and World Report (2024) ranks the KU SON
  - Top 5% of similar programs in the country
  - No. 26 of 686 accredited baccalaureate nursing programs in the US that were ranked by U.S. News
  - No. 19 among such programs at public institutions.
- KU SON program outcome data
  - NCLEX-RN® pass rate for 2024 is 98.39%. and for 2023 was 93.6%
  - The program completion rate has exceeded 90% for the past 5 graduating cohorts

<u>Resources to Support Students and Administer the Program:</u>
The KU SON recognizes that an increase in the number of students admitted will require additional resources to support student success and ensure the achievement of course and program outcomes. For this reason, the requested increase in those admitted will occur gradually over several years. This phased approach will enable KU SON to progressively secure required clinical sites, classroom space, prepare resources, and hire additional faculty as needed.

Currently, all full-time and part-time faculty positions are filled at the KU SON Kansas City campus, and the school is well supported with a sufficient number of adjunct and affiliate clinical faculty. The KU SON maintains a strong relationship with the University of Kansas Health System (TUKHS) and Children's Mercy Hospital to support adjunct and affiliate faculty needs.

The administration at the University of Kansas Medical Center Campus (KUMC) has shown a strong commitment to providing the necessary resources for increasing the number of nursing students. Dean Dr. Jean Giddens, has already engaged with various departments across KUMC to ensure the availability of

required resources, should this request be approved. Specific resources that have been discussed include:
- Technology support and infrastructure
- Facilities and classrooms
- Simulation and laboratory space
- Clinical placements
- Program faculty and administration
- Student support services (advising, student health, student life, student success/learning coach)

Letters of support from the nursing leaders at TUKHS and Children's Mercy Hospital (see attachments) reflect support for the proposed increase in admissions; they have demonstrated commitment to providing the additional needed clinical sites for students.

Table 1 below presents a proposed fall schedule demonstrating how all students will achieve the required number of clinical hours and experiences. All clinical sections will maintain the required 10:1 faculty student ratio as required by the Kansas Nurse Practice Act. Table 2 below presents the types of clinical experiences students will complete by course.

An additional strategy to maximize resource utilization for the program is adjusting clinical hour to credit hour ratio from the current 4:1 to a 3:1 ratio. This adjustment will align us more closely with similar programs and allow for more efficient use of clinical sites and simulation resources. A concurrent Major Curriculum Change Request outlining this proposed change, including the rationale, and supporting documents has also been submitted by the KU SON (see Proposal B for rationale and further information about this request).

Finally, an additional concurrent Major Curriculum Change request (Proposal C) will allow the KU SON to offer certain BSN coursework in a hybrid format. Courses were identified that have curriculum that lend well to a hybrid format. This change will allow the KU SON to effectively integrate technology into the curriculum, enhancing the delivery of coursework using a flexible hybrid modality. It will also optimize the use of physical space and resources, while providing students with greater flexibility in completing their required coursework. (See Proposal C for rationale and further information about this request).

Table 1: Example of Future Fall Semester Clinical Courses and Cohorts in a Single Semester

Course	Semester	Credits	Hours	Unit	Type	Days/Week	Length	Cohort Size	Group Size	# of Groups
333	1	1	45	MedSurg	Cohort	1	8 weeks	120	9	14
339	2	3	135	MedSurg + OR	Cohort+ OBS+SIM	1	15 weeks	120	9	14
475	3	3	135	OB/Peds/CC +MH+PP*	Cohort+ OBS+SIM	1	15 weeks	120	9	14
477	4	3	135	Capstone**	Precepted+SIM	2	8 weeks	60	10	6
480	4	2	90	Population Health**	Precepted	2	8 weeks	60	10	6

*Note: in 475: All students have one observation day in pre/post op and one in Mental Health observation. Students choose 2 of 3 specialties (peds/OB/mental health) during this course.

**Note: This is the proposed schedule should Proposal B be approved for a ratio of 3 clinical hours:1 credit

Table 2: KU SON Summary of Clinical Experience Hours per Clinical Course

Course	Direct Care	Precepted	OBS	SIM	LAB	Total Hrs
333	45	0	0	0	0	45
339	101	0	10	16	8	135
475	89	0	16	27	3	135
477	N/A	117	0	13	5	135
480	N/A	90	0	0	0	90
Totals	**235**	**207**	**26**	**56**	**16**	**540**

References

U.S. News. (2024). *US News education rankings-colleges.* https://www.usnews.com/best-colleges/rankings

THE UNIVERSITY OF KANSAS HEALTH SYSTEM

Executive Office

February 6, 2025

Kansas State Board of Nursing

Kansas State Board of Nursing Education Committee

Dear Colleagues
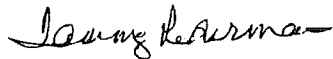
We recognize the growing need for nurses both now and in the future, and we are grateful for the efforts of our regional nursing schools to educate future nurses. In order to support current and future workforce needs, the Dean at the University of Kansas School of Nursing has communicated an interest in increasing the number of students admitted to the KU prelicensure baccalaureate program from 150 students per year to 240 students per year over the next couple of years.

On behalf of The University of Kansas Health System, we are supportive of this request and can help ensure clinical experiences for future students. The recent expansion of our health system to include Olathe Health and Liberty Hospital, as well as our other hospital locations, including ambulatory health care clinics, and cancer center locations throughout the region will enable us to increase clinical placement requests without negatively impacting the clinical placements of nursing students from our other nursing education partners.
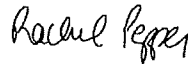
We are proud to support the KU School of Nursing, and happy to do our part to support an increase in the number of baccalaureate-prepared registered nurses.

Thank you for considering this request.

Sincerely,

Tammy Peterman, MS, RN, NEA-BC, FAAN
President, Kansas City Division,
Executive Vice President,
Chief Operating Officer
Chief Operating Officer
& Chief Nursing Officer

Rachel Pepper, DNP RN, NEA-BC
Senior Vice President,
Chief Nursing Officer,
Kansas City Division

Education Committee 92

Children's Mercy
KANSAS CITY

2401 Gillham Road
Kansas City, Missouri 64108
(816) 234-3000

February 10, 2025

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

Dear Board and Committee Members,

On behalf of Children's Mercy Hospital, I am writing to you in support of the University of Kansas School of Nursing's request to increase enrollment in their undergraduate, prelicensure nursing program. Specifically, the KU School of Nursing hopes to increase the allowable number of students admitted from 150 per year to 240 students per year. Children's Mercy Hospital has a long-standing collaboration with the University of Kansas School of Nursing by offering clinical placements for their students. With the increased enrollment, Children's Mercy Hospital is committed to facilitating clinical placements of these students, without negatively affecting clinical placements of students from other areas nursing programs.

Children's Mercy Hospital is proud to partner with the University of Kansas School of Nursing to educate the future nursing workforce.

Thank you for considering this request.

Sincerely,

Stephanie Meyer

Stephanie Meyer, MS-FNP, RN, NEA-BC
Senior Vice President/Chief Nursing Officer
P| 816-234-3527
E| slmeyer@cmh.edu

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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: 2/14/25

Name of Program: University of Kansas School of Nursing

Program Administrator   Jean Giddens, PhD, RN, FAAN, ANEF
including credentials:

Parent Institution: University of Kansas

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

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

Briefly describe the
Change being requested: The University of Kansas (KU) School of Nursing is requesting flexibility to offer NURS 327, 334, 471, 476 and 478 in either in-person or hybrid modality. The course content for these courses lends well to both formats. This update will also assist in addressing space and faculty constraints with a proposed increase in admitted students, while still allowing for achievement of student learning objectives. One or two courses were strategically chosen each semester to distribute the hybrid options across the curriculum.

Action Taken

Education Committee Review   _____
                                               Date

Action Taken: ☐ Approved   ☐ Not Approved   ☐ Deferred

Board of Nursing Review   _____
                                               Date

Action Taken: ☐ Approved   ☐ Not Approved   ☐ Deferred

_____   _____
Nursing Education Compliance Officer   Date

Education Committee 94

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.

Education Committee 95

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.

Education Committee 96

University of Kansas School of Nursing
KSBN Major Curriculum Change Request-Proposal C: Change in Course Modality
February 14, 2025

Rationale for the Change

Currently, the KU School of Nursing (KU SON) delivers a fully in-person curriculum to our students. The KU SON is requesting flexibility to offer NURS 327, 334, 471, 476 and 478 in either in-person or hybrid modality. One to two courses from each semester were strategically chosen to spread the hybrid options across the curriculum. The table below provides an overview of which courses are being requested and where they are located within the curriculum. Instructors who have taught or are currently teaching these courses believe that the content in these courses can be effectively delivered in either an in-person or hybrid format. Hybrid courses offer students the advantage of diverse learning methods and greater flexibility, when participating in both in-person and remote learning. Offering these courses in a hybrid format will allow for greater flexibility for faculty to design learning activities tailored for both online and classroom learning sessions. In some cases, hybrid delivery can allow for a reduced number of students in classrooms at a time; it is known that active, collaborative learning is more efficient with smaller numbers of students. These courses, offered in either an in-person or hybrid formats, will continue to effectively deliver the course material while supporting achievement of student learning outcomes. Another potential benefit of being able to provide these courses in a hybrid manner will be to provide greater flexibility in scheduling and classroom space utilization if the proposal to increase the number of students admitted is approved (see KU SON Proposal A), while ensuring students achieve their learning objectives for the curriculum.

Faculty Involvement in the Process

Faculty who have taught or are currently teaching NURS 327, 334, 471, 476, and 478 discussed the value of updating the delivery method of these courses with the BSN On-Campus Program Director. Faculty who have extensive experience with online delivery of courses are available to offer their expertise on best practices for implementing a hybrid model. There is a high level of agreement on the value and feasibility of offering these requested courses in a hybrid format, and doing so will have no negative impact on students' ability to achieve desired learning objectives.

Comparison of Old to New Delivery Methods

According to the KU Center for Teaching Excellence, hybrid courses are described as courses that contain an in-person and an online component. There are multiple ways to facilitate hybrid courses, including the scenario where a portion of the course credit hours are facilitated in the classroom, and the other portion is facilitated online. The online portion can be synchronous or asynchronous. Another form of hybrid is to divide students into two groups and have one group attend class on a particular day or week, and the other group attends on a different day or week. When students are not attending in-person, they are working on asynchronous assignments to fulfill the coursework requirements.

In regard to resources, the Teaching and Learning Technologies team at the KU SON is supportive of the opportunity to implement hybrid courses. There is a strong team of knowledgeable, skilled specialists to support faculty in implementing this change using evidence-based teaching methods and technologies for successfully facilitating hybrid learning.

KU SON Curriculum by Semester

Semester 1	CR	Semester 2	CR	Semester 3	CR	Semester 4	CR
**NURS 327	3	**NURS 334	3	**NURS 471	3	**NURS 476	4
NURS 328	2	NURS 335	2	NURS 472	2	NURS 477 (Clinical)	3
NURS 329	2	NURS 336	3	NURS 473	2	**NURS 478	1
NURS 330	2	NURS 337	2	NURS 474	4	NURS 480 (Clinical)	2
NURS 331 (Lab)	3	NURS 338	3	NURS 475 (Clinical)	3	NURS 486	2
NURS 332	3	NURS 339 (Clinical)	3	NURS 485	2		
NURS 333 (Clinical)	1						
	16		16		16		12

**Courses requested for in-person or hybrid modality.

Course Descriptions for Courses Proposed

NURS 327. Communicating and Managing Healthcare Information. 3 Credits.

Basic theories of interpersonal communication, information technologies, and information management are explored. Use of these skills and technologies to develop therapeutic relationships with patients and the interdisciplinary healthcare team is emphasized. Legal and ethical issues related to health information technology and health information exchanges will be examined.

NURS 334. Professional Development II: Image, Roles, and Ethics. 3 Credits.

Ethical principles are applied to care of persons in diverse settings. Team building and group process skills are explored to facilitate students working within teams. The role of the nurse as a member of the interprofessional team is examined using concepts of ethics, advocacy, group process, and team building. The professional responsibilities and role of the advocate will be explored.

NURS 471. Development of a Microsystem Leader. 3 Credits.

Development of a microsystem leader supports the student's understanding of nursing leadership opportunities at all levels of nursing practice. Emphasis will be placed on building and growing teams, modeling a culture of safety and resource utilization, allocation and financial management. Students will be given the opportunity to demonstrate effective decision making and clinical judgement while exploring their role in the healthcare microsystem.

NURS 476. Nursing in an Evolving Healthcare System

COURSE DESCRIPTION: Nursing practice in an evolving health care system is addressed with emphasis on the unique challenges presented to the nurse. The role of the nurse as provider of direct and indirect patient care is expanded to include the external influences of the health care organization, the regulatory environment, and the professional association. The development of the nurse as a member of a profession is expected. Inherent is a developing knowledge and appreciation for the diversity of opinions and organizations that exist to provide assistance in the delivery of direct patient care.

NURS 478. Integration of Concepts and Clinical Competencies. 1 Credit.

COURSE DESCRIPTION: Students integrate concepts discussed in the classroom with competencies learned in the clinical setting. Students will continue building a skill set that shows knowledge of and appreciation for the roles of direct care provider, designer, manager and coordinator of care, and member of the profession.

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: 2/14/25

Name of Program: University of Kansas School of Nursing

Program Administrator
including credentials: Jean Giddens, PhD, RN, FAAN, ANEF

Parent Institution: University of Kansas

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

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

Briefly describe the
change being
requested:

The University of Kansas (KU) School of Nursing requests a change in the clinical hour to credit hour ratio from 4:1 to 3:1. This change will result in a reduction of the program's overall clinical hours from 720 to 540. This recalculation and reduction in clinical hours will maximize the use of clinical sites and faculty while still allowing for achievement of clinical course learning objectives.

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.

Education Committee 101

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.

University of Kansas School of Nursing
KSBN Major Curriculum Change Request-Proposal B: Change in Clinical Hours and Ratio
February 14, 2025

Rationale for the Change

Currently, the KU School of Nursing (KU SON) calculates clinical hours based on a 4:1 ratio of clinical hours to credit hours. In a review of area nursing schools, as well as other comparable nursing schools nationwide, a 3:1 ratio is more typically used. Additionally, we acknowledge the 4:1 ratio creates a significant burden for our clinical partners and potentially negatively impacts access to clinical placements for other programs. Changing the clinical hour to credit ratio from 4:1 to 3:1 results in a change in the total number of clinical hours for the program from 720 to 540 (see table below for comparison of clinical course credits and hours for proposed ratio change). Moran, et al. 2024 report that programs having 500 or more clinical hours demonstrate successful NCLEX-RN® pass rates. Based on our analysis, the KU SON recommends adjusting the ratio of clinical hours to credit hours from 4:1 to 3:1 to better align with current trends and evidence in nursing education and alleviate any potential burden on our clinical partners.

This change also will enable more effective use of clinical sites and faculty resources. The plan includes leveraging the University of Kansas Health System (TUKHS) for NURS 333 and NURS 475, as these courses require distinct types of clinical hours (medical-surgical and specialty, respectively). The Clinical Learning Specialist (CLS) at KU SON has arranged for clinical opportunities at various community partners for NURS 339 (medical-surgical). This approach will distribute the need for medical-surgical placements among diverse healthcare settings, while also giving students a range of experiences as they meet these revised hour requirements. Additionally, in planning to increase enrollment gradually over the next 5 years at the KU SON (see Proposal A), it will be necessary to maximize clinical placements and implement strategies to facilitate strong clinical experiences. Clinical courses will continue to incorporate a high-quality simulation component throughout the curriculum. Clinical and simulation experiences will continue to ensure that students meet all desired learning objectives.

Faculty Involvement in the Process

Faculty have engaged in discussions regarding the proposed change in clinical hour to credit hour ratio. The Clinical Experiential Learning Committee (CELC) considered this adjustment in Spring 2024. The Clinical Learning Specialist (CLS) explored options and drafted a comprehensive plan for how clinical hours would be distributed across the courses with these potential changes in mind.

The proposed change was then discussed extensively by the BSN Program Director, Associate Dean of Undergraduate Programs and the Dean of the School of Nursing and then presented to the Undergraduate Academic Council for faculty input. There was strong agreement that this adjustment in hours would better structure students' clinical experiences without negatively impacting their achievement of clinical learning objectives. No opposition to this change was voiced.

Education Committee 103

Table: KU SON Clinical Course Credits and Hours: Current and Proposed Change

Course	Credit Hours	Current Calculation	Current Clinical Hours	Proposed Calculation	Proposed Clinical Hours
NURS 333	1	1 credit x 15 weeks x4	60	1 credit x 15 weeks x3	45
NURS 339	3	3 credits x 15 weeks x 4	180	3 credits x 15 weeks x 3	135
NURS 475	3	3 credits x 15 weeks x 4	180	3 credits x 15 weeks x 3	135
NURS 477	3	3 credits x 15 weeks x 4	180	3 credits x 15 weeks x 3	135
NURS 480	2	2 credits x 15 weeks x 4	120	2 credits x 15 weeks x 3	90
Totals	12	12 credits x 15 weeks x 4	720	12 credits x 15 weeks x 3	540

The University of Kansas School of Nursing Clinical Course Descriptions

NURS 333: Practicum 1: Foundations of Nursing
Course Description:
Evidenced-based clinical reasoning is applied in the care of individual patients with acute and chronic illness to ensure safe and quality outcomes. Emphasis is placed on the patient and/or designee as the source of control and full partner in providing compassionate and coordinated care. Tools of communication and technology are utilized in the delivery and documentation of care. The role of the nurse within the interdisciplinary team is demonstrated.

NURS 339: Practicum II: Nursing Across the Lifespan
COURSE DESCRIPTION:
Students engage patients in active partnerships to manage acute and chronic illness and promote health across the lifespan. Multiple sources of evidence are incorporated into the planning, implementation and evaluation of nursing care including nurse sensitive quality indicators. Coordination, integration and continuity of care for multiple patients will be applied in the healthcare microenvironment. Emphasis is placed on further development of clinical judgment and interprofessional collaboration to ensure safe and quality outcomes. Technology and information management tools are utilized to support safe processes of care across the lifespan.

NURS 475: Practicum III: Nursing Within Dynamic Microsystems
COURSE DESCRIPTION:
Coordination, integration, and continuity of care for diverse patients will be applied in dynamic micro-systems such as: maternity, pediatrics, mental health, and critical care. Patients/designees are engaged in active partnerships that promote health, safety, well-being, and self- care management. Analysis of patient care interventions in a patient or population relative to evidenced based practice are used to evaluate safe and quality care for patients. Informatics processes that support clinical judgment, error prevention, and care coordination are used along with teamwork and collaboration.

NURS 477: Practicum V: Capstone
COURSE DESCRIPTION:
A preceptor model of learning professional nursing practice provides opportunities to synthesize and integrate previous learning experiences. Emphasis is placed on the roles of the nurse as provide of indirect and direct care; designer, manager and coordinator of care; and member of the profession. The focus is on individual transition to the professional nursing role, recognizing the organizational, social, political, economic, ethical, and legal context in which interdisciplinary health care is delivered in a selected clinical setting.

Education Committee 104

NURS 480: Practicum IV: Leadership in a Population Health Setting
COURSE DESCRIPTION:
Concepts and theories from leadership and population health are applied to the health care of multiple patients: individuals, groups, communities, and populations. There is a concentrated focus on leadership in health promotion that provides safe, effective, and efficient care. Leadership concepts such as systems theory, quality improvement, economics, and evidence are applied. Students are provided opportunities for inter-professional collaboration in the planning of health care and promotion of quality outcomes for diverse populations.

References

Moran, V., Bultas, M., Evans, C., Wenner, T. A., Israel, H., & Fuller, K. (2024). Examination of the relationship between clinical hours and NCLEX success. *Nurse Educator, 49*(6), E355-E359. https://doi.org/10.1097/NNE.0000000000001683

Education Committee 105

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 20, 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: First year - ADN

Briefly describe the Change being requested: Request Bilevel designation for Associate Degree Nursing Program permitting students to sit for NCLEX-PN after completion of the first year of the program. Continue current program enrollment Authorizing enrollment up to 100 students total for 1st & 2nd year

Action Taken

Education Committee Review _____
                                        Date

Action Taken: ☐ Approved   ☐ Not Approved   ☐ Deferred

Board of Nursing Review _____
                                    Date

Action Taken: ☐ Approved   ☐ Not Approved   ☐ Deferred

_____   _____
Nursing Education Compliance Officer   Date

Education Committee 106

Application for Initial Approval of a Nursing Program
K.S.A. 65-1118 & K.A.R. 60-2-101
Kansas State Board of Nursing
Checklist & Table of Contents

Page Number(s)	Contents
	Administration & Organization
Pg. 7	Application for approval-schools and programs of nursing is $1,000.00
Pg. 6	Name of controlling institution
Pg. 6	Name and title of administrator of controlling institution
Pg. 6	Description of legal body responsible for general policy and provides financial support of nursing education program
Pg. 7	Name, title and credentials of the administrator of the nursing education program
Pg. 34	Administrator job description
Pg. 12	Sources of all financial support and proposed budget
	Nursing Program
Pg. 14	Course of study
Pg. 13	Credential to be conferred
Pg. 13	Proposed date of initial admission of students to the program
Pg. 14	Number of admissions each year and number of students per admission
Pg. 14 Pg. 48	Admission requirements
Pg. 14 Pg. 60	Proposed curriculum with total number of hours of both theoretical and clinical instruction
Pg. 19 Pg. 64	Curriculum table
	Clinical Agencies
Pg. 73	List of each affiliating agency and census of each
Pg. 73	Signed contracts of letters from clinical facilities stating they will provide clinical experiences for the program's students
	Faculty
Pg. 28 Pg. 83	Number, qualifications and assignments of faculty members.

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CLOUD COUNTY COMMUNITY COLLEGE

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

Application for Approval of a Major Curriculum Change

Request: Bilevel designation for ADN Program

with PN Program Application

Submitted to the Kansas State Board of Nursing

January 2025

Contact:
Stefanie N. Perret MSN, RN
Associate Degree Nursing Program
Cloud County Community College
2221 Campus Drive
Concordia, KS 66901
Email: sperret@cloud.edu

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Request Letter

CLOUD COUNTY
COMMUNITY COLLEGE

January 27, 2025

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 enclosed documentation from Cloud County Community College outlines a request for a major curriculum change to the Associate Degree Nursing (ADN) Program. Specifically, we seek approval to establish bilevel status for the program, with an initial application for Practical Nurse (PN) approval.

This designation would allow students to sit for the NCLEX-PN and pursue licensure as a Practical Nurse after completing the first year of the ADN program. The proposed change is supported by feedback from current ADN students, the Advisory Committee, and pre-nursing students.

The faculty recommends implementing this bilevel structure beginning in 2025. We also request to maintain the current enrollment capacity of up to 100 students in the program at any given time, with admissions occurring in both the fall and spring semesters. Additionally, we seek flexibility within cohort sizes, allowing up to 40 students per cohort.
This proposal has been developed, supported, and approved by the ADN program faculty.

Supporting documentation is included in the attached packet for your reference. Thank you for reviewing and considering this request. We respectfully request permission to present these proposed changes to the Education Committee during the March 2025 Education Committee meeting.

Respectfully,

Stefanie Perret MSN, RN Cloud County Community College Division Dean Nurse Administrator	Sara Beikman MSN, RN Cloud County Community College Nursing Faculty Member	Kim Smith MSN, RN Cloud County Community College Nursing Faculty Member
Amanda Haug MSN, FNP-C Cloud County Community College Nursing Faculty Member	Amber Simmons BSN, RN Cloud County Community College Nursing Faculty Member	Tena Myer MSN Cloud County Community College Nursing Faculty Member

Enc: Major Curriculum Change request
Program Application: Bilevel with PN

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Section One: Administration & Organization

Executive Summary

General Information

Program Type Degree	Associate Degree Nursing (ADN) Associate of Applied Science in Nursing Practical Nurse Certificate
Purpose	Bilevel designation for ADN Program Initial Application Practical Nursing (PN)
Name and Address of Governing Organization	Cloud County Community College 2221 Campus Drive Concordia, KS 66901
Chief Executive Officer	Amber Knoettgen President
Governing Organization Accrediting Body	The Higher Learning Commission Accredited Next Visit: September 2026
Nursing Education Unit	Department of Nursing Cloud County Community College 2221 Campus Drive Concordia, KS 66901
Nursing Education Unit Administrator	Stefanie Perret, MSN Office Telephone: 785-243-1435 ext. 332 Email address: sperret@cloud.edu
State Board of Nursing	Kansas State Board of Nursing Initial Approval:1976 Inception 1977 Continued Approval: Spring 2019 Next Visit: Spring 2027
Accreditation: ACEN	Accreditation Commission for Education in Nursing (ACEN) Initial Accreditation: 1980 Date of last visit: February 2019 Status: Accredited Next Visit: Spring 2027

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Program Type: Associate Degree Nursing Program
Request: Bilevel designation
                   Initial application PN Program

Application for approval-schools and programs in nursing is $1,000.00
The application fee of $1,000 is included with this application for approval of Bilevel designation.
Check # 148317

I.   GENERAL INFORMATION

Nursing Education Unit Nursing Department 2221 Campus Drive Concordia, KS 66901	Governing Organization Cloud County Community College 2221 Campus Drive Concordia, KS 66901
Nurse Administrator Stefanie N Perret MSN, RN Division Dean Telephone: 785-243-1435 ext. 332 Fax: 785-243-1043 E-mail: sperret@cloud.edu	Chief Executive Officer (entire governing organization) Amber Knoettgen President Cloud County Community College Telephone: 785-243-1435 ext. 201 Fax: 785-243-1043 E-mail: aknoettgen@cloud.edu
State Regulatory Agency Approval Status Agency: Kansas State Board of Nursing Last Review: 02/14/2019 Outcome: Approved Next Review: Spring 2017	
Accreditation Status (Program) Agency: Accreditation Commission for Education in Nursing Last Review: 02/14-15/20219 Outcome: Accredited Next Review: Spring 2027	Accreditation Status (Governing Organization) Agency: The Higher Learning Commission Reaffirmation 2022-2023 Outcome: Accredited Next Review: 09/21/2026

Program Demographics:
Year Nursing Program Established: **1977**
Year of Initial ACEN Accreditation: **1980**

Faculty:

Nursing Faculty Academic Credentials – (Highest Degree Only) – Associate **Full-time**								
	Doctoral		Master's		Baccalaureate		Associate	
Number of Faculty	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing
FT Exclusive			3					
FT Shared					1			
Nursing Faculty Academic Credentials – (Highest Degree Only) – **Part-Time**								
	Doctoral		Master's		Baccalaureate		Associate	
Number of Faculty	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing	Nursing	Non-nursing
PT Exclusive			1					
PT Shared								

Students:

Total enrollment:	58
Generic Traditional Option:	43
Advanced Standing LPN-ADN Option	15

Enrollment as of January 15, 2025

Program Options/Length:

Name of Program Option:	Generic Traditional Option
Method of Program Delivery:	☒ Face-to-Face ☒ Hybrid (1-49%) ☐ Distance Education (50% or >)
Official Program of Study:	☒ Full-time ☐ Part-time ☐ Both
Academic Term Type:	☒ Semesters ☐ Trimesters ☐ Quarters
Length of Academic Term (in weeks):	16 Weeks
Length of Time/Required Number of Academic Terms (including any prerequisites):	5 Semesters
Total Number of Credits for Entire Program option:	67
Nursing Credits:	40
Non-Nursing/General Education Credits (including prerequisites):	27
Transfer Credits (included in the nursing/general education credits above) based on the governing organization or state policies:	Up to 27 general education credits can be transferred into the program option.

Program Options/Length:

Name of Program Option:	Advanced Standing LPN – ADN Option
Method of Program Delivery:	☒ Face-to-Face ☒ Hybrid (1-49%) ☐ Distance Education (50% or >)
Student Enrollment Status:	☒ Full-time ☐ Part-time ☐ Both
Academic Term Type:	☒ Semesters ☐ Trimesters ☐ Quarters
Length of Academic Term (in weeks):	16 Weeks
Length of Time/Required Number of Academic Terms (including any prerequisites):	5 Semesters
Total Number of Credits for Entire Program option:	67
Nursing Credits:	22
Non-nursing/General Education Credits (including prerequisites):	27
Transfer Credits (included in the nursing/general education credits above) based on the governing organization or state policies:	Up to 27 general education credits can be transferred into the program option. Up to 17 nursing credits can be transferred into the program option.

Introduction

Cloud County Community College (CCCC) serves educational needs through its mission to prepare students to lead successful lives and enhance the vitality of our communities. CCCC was founded in 1965 as a member of the Kansas public higher education system. The College serves the educational needs of 12 counties in North Central Kansas that span over 9,000 square miles. The Kansas Board of Regents governs the state universities and coordinates the community and technical colleges. CCCC, like all Kansas community colleges, is governed by a locally elected Board of Trustees. Residents of Cloud County support operational funding through a tax levy, which accounts for approximately 30% of operational revenue. Student tuition and state performance-based funding are the other two primary sources of operational revenue.

CCCC offers a wide variety of career and transfer programs that lead to an associate degree, as well as certificates of completion. The College provides programs that promote individual opportunity and support the region's economic health. In support of the mission, CCCC is focused on students and maintaining a highly collaborative relationship with the community. Our commitment to student success garnered national recognition as we were selected as one of 25 semifinalists for the 2023 Aspen Prize for Community College Excellence. This distinction is based on achieving high, improving, and equitable outcomes for students. The data used was in key areas of student retention, completion, transfer, and equity.

CCCC has twelve departments: Agriculture and Industrial Technology; Business; Communications; Education; Health and Human Performance; Humanities and Fine Arts; Interdisciplinary Studies; Mathematics and Engineering; Nursing and Allied Health; Renewable Energy (RE); Science; and Social and Behavioral Science.

CCCC offers four associate degrees, representing transfer, generalized and career programs. Degrees include the Associate of Science, Associate of Arts, Associate of Applied Science, and Associate of General Studies degrees. A complete list of degree options can be found in the 2024-2025 College catalog and on the College website at www.cloud.edu. In addition to the educational offerings, a wide range of student activities, including intercollegiate athletics, are offered to the student body.

Evidence of the college's dedication to public service and general public instruction is demonstrated in its strong Outreach, Online, and Dual Credit (to include concurrent) course offerings. Through the Kansas Excel in CTE initiative, tuition is waived for high school students taking technical education courses. Through partnerships with service area high schools, students can take instruction at their high school, online, in person at Concordia or GCC, or at the Regional Rural Technical Center in LaHarpe, Kansas. These opportunities have increased the number of students who complete high school with their diploma and a considerable number of college credits, including some who earn a certificate, industry credential, or an Associate's Degree while in high school.

At inception in 1977, the associate degree nursing program was delivered as a joint program with North Central Kansas Technical School. At that time students were admitted to CCCC for their general education requirements, transferred to NCKTC for the practical nurse program, and then transferred back to CCCC to complete their ADN. In 2009, NCKTC chose to end this collaborative arrangement leaving CCCC with an LPN to AD Nursing program without a specific feeder program. This delivery model required CCCC to recruit the student twice – first for general education requirements and then to complete the ADN program. Up until summer 2017 this transfer option was the only pathway to an ADN that CCCC's program provided, making it the only one of this kind in Kansas.

A new generic ADN curriculum and program revision was implemented in 2017. The curriculum offered two completion options, the Generic Traditional Option and the Advanced Standing LPN-ADN option. This curriculum continues the LPN-ADN admission practice, but it also allows other individuals to complete CCCC's ADN program start to finish at the CCCC through the Generic Traditional Option.

Due to the increase of 1+1 programs in our region, CCCC's LPN applicant pool had decreased. The nursing shortage continues to negatively impact the college's ability to satisfy the demand for nurses in the rural areas it serves, creating a need for this Bilevel request.

Starting in spring 2022, CCCC started offering Nursing courses at the satellite location on the Geary County Campus. Up to 100% of the program can be delivered at this location. Currently select courses are offered allowing students more opportunity to complete program requirements.

The Bilevel program revision allows for sustainability by providing students the opportunity to take the PN NCLEX after completion of the first year of the ADN program. With two entry options and direct pool of applicants. This revision allows CCCC to be more student-centered in the following ways:

- Students can stay at CCCC for the entire AD Nursing program. Earning two credentials
- Students do not have to pay twice for supplies such as uniforms, ATI testing, textbooks, etc, if they wish to take the NCLEX-PN and become licensed.
- Students are indoctrinated in the scope of practice for a registered nurse from the beginning of their nursing education.
- Students who choose to continue to a RN-BSN program would be applying for a second nursing program rather than a third program as previously required with the PN credential.
- Students are able to enroll in BSN partnership opportunities while completing a Bilevel program at Cloud.

This program revision will support students with continuity and a stronger investment in the College and surrounding community.

The technical programs consider external perspectives through Advisory Board Meetings and gather relevant information, such as planning for curriculum changes. The college actively engages with external constituents through a variety of ways at the community and state level which includes examples such as participation on community boards, intergovernmental meetings, informational sessions and discussions, and through partnerships.

The assessment of end-of-program student learning outcomes and program outcomes is shared with communities of interest, and the communities of interest have input into program processes and decision-making. The communities of interest include potential students, alumni, employers, and clinical agencies. These stakeholders are informed about the structure and function of the nursing program through the web site, meetings in the advisement center, job fairs, open houses, and advisory committee meetings. NCLEX-RN pass rates, curriculum revisions, etc. are openly shared to enhance transparency.

The Department of Nursing Advisory Committee meets biannually providing input in strategic planning, community needs, curriculum relevance, and employment opportunities. Advisory Committee membership is diverse and includes area nursing administrators from acute care facilities, community nursing services, nursing educators, Cloud alumni, Cloud nursing students, and current Cloud faculty.

The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.

The Administrator job description is located in Appendix B. Stefanie Perret, Nursing Administrator, received her Associate of Applied Science Degree from Barton County Community College in May 2004 and her Bachelor of Science in Nursing from the University of Kansas in May 2008. Perret then continued her education at the University of Kansas earning a Master of Science in Nursing in May 2011.

The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.

Stefanie Perret was appointed Nursing Administrator in July 2017. Ms. Perret's educational background meets the governing organization requirement that the position title of Nursing Administrator at Cloud County Community College holds a Master's degree. The role description for this position is located in Appendix B. Ms. Perret's educational background of a Master of Science in Nursing also meets the Kansas State Board of Nursing requirement as outlined in the Kansas Nurse Practice Act 60-2-103 Faculty and preceptor qualifications (4)(A) "The nurse administrator who is responsible for the development and implementation of the nursing education program shall have had successful experience in administration or teaching and shall have a graduate degree. Each person who is hired as a nurse administrator after July 1, 1999 shall have a graduate degree in nursing, except for any person who has a graduate degree conferred on or before July 1, 1999." (May, 2018).

Stefanie Perret had over ten years of leadership and management experience in the acute care setting in both formal and informal roles prior to accepting a full-time faculty position at Cloud. Ms. Perret became a full-time faculty member at Cloud in August 2014 where she team taught in the ADN program. Teaching focus included medical surgical, critical care, leadership and management content along with leading a clinical group. In addition Ms. Perret has served on various college wide committees. Ms. Perret was orientated and mentored in her role as Nursing Administrator by her predecessor, Krista Bryant and KCADNE appointed mentor Pam Covault administrator at Neosho County Community College.

Ms. Perret is a member and treasurer of the Kansas Council Associate Degree Nurse Educators. She is also a member of the Kansas Organization of Nursing Leaders (KONL), Kansas City Regional Simulation Alliance (KCRSA), Kansas State Nurses Association (KSNA), and American Nurses Association (ANA). As service to her community Perret served a three year term from 2014 -2017 on the Cloud County Hospital Board of Trustees and currently serves her community through local 4-H and Community Health Foundations.

Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization

CCCC links its processes for assessment of student learning, evolution of operations, planning, and budget in the utilization of annual program reviews, ZBB process, and budget presentations open to the institution as indicated in Policy and Procedure D25.

CCCC's Strategic Plan identifies enhancing institutional effectiveness as a goal. The Strategic Plan further links this through Strategic Initiatives. "Strategic Initiative 2.B" connects processes by using assessment data to continuously make improvements to curricula and programs. All academic and co-curricular programs, as well as departments, complete the annual review process. Within the process is a budget development section for academic and cocurricular to link findings in the review process to the

budget. Budget requests are tied to student learning outcomes and initiatives from the Strategic Plan. The budget worksheet completed as part of the annual review process is then used to inform college planning and budgeting. Each request must align with the strategic initiatives and a student learning outcome. This process solidifies the links in the processes for student learning, evaluation of operations, planning and budget.

The budget planning process aligns each request to the strategic plan and student learning outcomes. Each budget manager meets with their department to develop priorities. The priorities are taken to the division and then to the administrative team to ensure a shared governance approach to decision making. Each budget manager requests funds during budget presentations before the deans, vice-presidents, and president. These sessions are open to the whole college for transparency. In addition to routine processes, CCCC periodically engages in additional, focused initiatives to connect processes. The college holds a budget study session each year with the BOT to help develop the budget for the next fiscal year. This session is led by the Vice President of Administrative Services (VPAS) to provide a brief recap of the currently ending fiscal year, but more importantly, to discuss the current landscape of funding in preparation for the following year's budget. Topics include fluctuating state funding, enrollment, and assessed valuation, which can significantly impact expected revenue. The session also includes any legislation that may impact funding. The purpose of the session is to finalize and agree on recommendations for the next fiscal year's budget.

Funding sources available to the Nursing Department include tuition, fees, and state funding. In addition, the Nursing Department has continued to receive the Kansas Nurse Initiative Grant, which is used to support new faculty annual salary, faculty development, student support services, and consumable supplies. The nursing program is eligible for Carl Perkins funding which also supports professional development, equipment purchase, and resource purchase. The total budget is sufficient to meet the needs of the program and ensure the achievement of outcomes, ensuring sustainability of the program.

All departments at Cloud County Community College follow the same budgetary process thereby supporting the achievement of student learning outcomes. This process includes faculty input as described above and is evaluated at several levels to ensure fair and equal allocation of resources.

The budget supports the development, implementation, and growth of the Nursing Program in a Bilevel designation.

Table 1.1 shows the FY24 & FY25 nursing Budget. This table reflects fiscal commitment of CCCC to the nursing department.

Table 1.1 Department of Nursing Budget

Object Code	Description	FY24 Budget	FY24 Expenses	FY25 Budget	Student Learning Outcome
516	Admin Salaries*			103,000	PLO-Program Learning Outcomes
521	Faculty Salaries	$ 430,000	294,289.91	260,000	PLO-Program Learning Outcomes
522	Overload Salaries		12,599.02	7,680	PLO-Program Learning Outcomes
524	Part Time Salaries	$ 30,000	48,116.00	60,000	PLO-Program Learning Outcomes

531	Support Staff Salary	$ 35,000	31,742.19	35,000	PLO-Program Learning Outcomes
601	Travel	$ 5,000	1,224.67	5,000	ILO-Institutional Learning Outcome
614	Public Relations	$ 1,000	773.34	2,000	ILO-Institutional Learning Outcome
681	Memberships	$ 6,300	6,.015.00	6,300	ILO-Institutional Learning Outcome
701	Classroom Supplies	$ 3,000	593.72	3,000	ILO-Institutional Learning Outcome
705	Books	$ 300		500	PLO-Program Learning Outcomes
852	Equipment	$ 4,493	565.66	4,297	CLO-Course Learning Outcomes
	Total	$ 515,093		486,777	

*Includes Division Dean, Simulation Coordinator, previously in Faculty Salaries FY24.

Section Two: Nursing Program

Course of Study

Bilevel ADN

Cloud County Community College will continue to provide an Associate Degree Nursing Program as the course of study. The Bilevel designation will allow students to take the NCLEX-PN and seek licensure after completion of the first year of the Program. The ADN curriculum plan is available to the public and prospective students on the Cloud website. Each course syllabi (Appendix E) and the College Catalog online at www.cloud.edu provides detailed information courses offered in the program. The course syllabi contain course information currently approved by KSBN for the Associate Degree Program.

Credential to be conferred

Associate of Applied Science – Nursing

- Bilevel designation
  - o Practical Nurse certification after completion of the first year.

Upon completion of the first year (three semesters) of study, students will be provided the necessary education to sit for the NCLEX-PN to become a licensed practical nurse if they choose to seek licensure.

Upon completion of the program (5 semesters) students will earn an Associate of Applied Science Degree (ADN), providing them with the necessary education to sit for the NCLEX-RN to become a licensed registered nurse.

The total program length is five semesters, including one semester of pre-requisite coursework if completed full-time. The sample curriculum is in (Appendix C).

Proposed date of admission

Bilevel designation date: Summer 2025

Number of Admissions

Cloud County Community College requests admissions twice per year as currently approved. Current approval is for admission in the fall and spring semesters which is segregated by program (GTO, LPN-ADN). We seek flexibility to admit up to 40 students per cohort with a maximum enrollment of 100 students within the program.

Admission Requirements

Cloud County Community College will continue the same admission requirements as currently utilized. Admission Specialists and Academic Advisors assist prospective students with the college acceptance and enrollment process. Nursing Faculty Advisors then assist students with the Nursing application, admission, and enrollment process. The college admission process is identified in the College Catalog located online www.cloud.edu with additional links located in Appendix F including policy and procedure E2. The Nursing Admission process is found in Appendix G below.

Curriculum

The curriculum supports the achievement of the identified end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.

The proposed bilevel ADN curriculum consists of 67 total credit hours. Cloud's nursing program is designed to be completed in five (5) sixteen-week semesters which includes one semester of pre-requisites. Once students are admitted to the nursing program, the program can be completed in two years or four semesters. The sample curriculum located in Appendix C provides students with a guide for completion. The curriculum mirrors best practice and national trends. Nursing courses total 40 credit hours with a credit hour to clinical ratio of 1:3 (didactic credits are 1:1) and comprise 59.7% of the total 67 program credit hours. Non-nursing courses total 27 credit hours and comprise 40.3% of the total 67 program credit hours.

The Kansas Board of Regents (KBOR) indicates credit-to-contact hour ratios are 1:1 for theory and 1:3 for clinical. KBOR describes credit-to-contact hour allocations requiring that (1) semester credit be awarded for at least 750 minutes of theory and 2,700-minutes of clinical experiences in health occupations. This calculation has been consistently utilized by the program and aligns with customary practices in nursing.

Upon program completion and the Kansas State Board of Nursing eligibility determination, graduates are prepared to take the licensure exam to become a registered nurse. Nursing students must complete all courses listed in the College Catalog (67 credit hours) in order to receive the Associate of Applied Science degree in Nursing.

The request of Bilevel designation would allow students to take the NCLEX-PN after completing the first year of the Nursing Program or semesters one through three in the table below. This would be a total of forty-three credit hours with twenty-two credit hours within nursing courses. The certified nurse aide certification hours (five credit hours) are not included in the program curriculum hours. However, CNA credentialing or patient care experience is required for the program.

The following table illustrates the current distribution of program credit hours, theory and clinical hours, and program sequence for the generic traditional student.

Curriculum Hours

Table 1.2: 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 Contact Hours
		1st Semester		
SC 126	Anatomy and Physiology	5 credit hr	45 hrs (3cr)Lecture 45 hrs (2cr) Lab 1hr:22.5 clock	
CM 101	English Composition I	3 credit hr	45 hrs (3cr)	
MA xx	Math General Education 100 level *or above*	3 credit hr	45 hrs (3cr)	
SS 105	Human Growth & Development	3 credit hr	45 hrs (3cr)	
Prerequisite Totals:		**14 credit hr**	**225 hrs**	
		2nd Semester		
NR 128	Pathophysiology	4 credit hr	60 hrs (4cr)	
NR 110	Health Assessment	3 credit hr	45 hrs (3cr	
NR 111	Lifespan Nursing I	6 credit hr	45 hrs (3cr)	135 hrs (3cr)
NR 113	Pharmacology I	1 credit hr	15 hrs (1cr)	
Total:		**14 credit hr**	**165 hrs**	**135 hrs**
		3rd Semester		
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	4 credit hr	60 hrs (4cr)	
Total:		**16 credit hr**	**195 hrs**	**135 hrs**
		4th Semester		
	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:		**12 credit hr**	**135 hrs**	**135 hrs**
		5th Semester		
	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	840 hrs	540 hrs

Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies and has clearly articulated end-of-program student learning outcomes.

Cloud County Community College Associate Degree program prepares students for contemporary standards of practice by utilizing established professional standards to guide the program. The nursing program has adopted the Kansas Board of Regents program outcomes for ADN graduates as the Learning Outcomes for the graduates of the program (EPSLO)s. The table in Appendix I illustrates the consistency these EPSLOs have with the PN Core Alignment Outcomes, NLN Competencies for ADN graduates, & QSEN competencies. Graduates of Cloud County Community College Associate Degree Nursing Program will be able to perform the end-of-program student learning outcomes as listed in the table. Student who complete the first year of the program will have met the PN Core alignment competencies. KBOR Core alignment documents are located in Appendix H.

Faculty utilize EPSLO's in organizing content of courses with course outcomes and selection of activities. Faculty recognize that student learning occurs at several levels within a nursing program that ends with the goal of successful achievement of program outcomes. The outcomes for each nursing course are derived from the student learning outcomes. From there the delivery of instruction and learning activities have been developed to measure the course student learning outcomes. The table in Appendix J reflects the mapping of Course Outcomes to End of Program Student Learning Outcomes EPSLO.

Course student learning outcomes are leveled through semesters and developed with consideration of populations served, patient acuity and expectations of student learning utilizing Bloom's taxonomy. Course outcomes are integrated throughout the curriculum in the course outline, the course syllabus, the Summative Clinical Evaluation Tool, and are mapped to the content level. Course learning outcomes increase in difficulty and expectation as the student progresses through the program.

The table located in Appendix J provides an overview of how ADN and PN alignment outcomes are met within each course. Nursing courses offered in the first year of the program include NR128, NR110, NR111, NR112, and NR116. This table illustrates how our program fits and meets the criteria for Bilevel designation allowing students to sit for the PN NCLEX.

Student learning outcomes are used to organize the curriculum at the content level, guide the delivery of instruction, direct learning activities, and evaluate student progress. The table 1.3 below provides examples from NR111 that map the relationship between the course student learning outcomes, content and instructional delivery method and/or learning activity.

Table 1.3: Examples of Course Outcomes and Instructional Delivery Methods

Course	Course Module (Topic) Examples	Course Outcome	Instructional Delivery Method
NR 111	Foundational Concepts	1-Demonstrate safe and skillful performance of	• Chain of Infection Exercise • Situational scenarios /case study

		foundational nursing responsibilities.	• Interactive Lecture
			• Evolve Clinical Skills Essentials (Demos & quizzes)
			• Interactive Video Clip Activity on Handwashing
			• Infection Worksheet
			• Hygiene
			• Reading assignments
			• Quiz questions
			• Power-point jeopardy
			• Simulation Center guidelines
			• Clinical Skill Practice and Performance includes items such as:
			   o Universal Precautions
			   o Isolation Precautions
			   o PPE
			   o Handwashing – glow germ
			   o Positioning and Transfer
			   o Vital Signs
			   o Simulation focusing on safety and communication.

	Nursing Process Evidence Based Practice	3 – Display behaviors consistent with the role of the professional nurse.	• EBP brochure creation • Student presentation on topic • Interactive Lecture • Discussion board • Think Pair Share • Reading assignments • ATI Nurse Logic
	Culture	4 - Utilizes the nursing process to promote and maintain health and deliver basic culturally competent patient care.	• Hunger dinner simulation • Role play • Writing reflection • Interpretation of video vignettes • Case Study • Interactive Lecture • Reading assignments

The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

The curriculum is faculty developed and driven with unified decisional process. To help facilitate this process a national consultant was utilized to review the GTO ADN curriculum prior to implementation in 2017. Curriculum is addressed at monthly faculty meetings where focused discussions are conducted. Minor changes can be made and implemented as needed. Major curriculum adjustments are made during the end-of-semester retreat held biannually in winter and summer.

The curriculum focus is foundational pre-licensure content with offering at the main and satellite campus locations. Outcomes are consistent between both program options by aligning student learning outcomes in NR210 (LPN to ADN Bridge Course) with student learning outcomes in NR112 (Lifespan Nursing II).

Cognitive level and skills are validated within both options through the use of standardized testing, skill validation and simulation. For example, the fundamental proctored ATI exam is administered in the first year and the NR210 course. It is anticipated that results reflect consistency between the two cohorts. In NR211 the program options are merged into one class to complete the final two semesters of the nursing program.

The program is geared towards success, placing an emphasis on exams which represents 90% of the final grade. Due to patient safety and the rigor and complexity of the NCLEX, the courses require a minimum passing standard of 80% each semester. If a student scores below 80% on a unit exam, remediation is highly encouraged. Remediation is conducted with the student's huddle leader to promote student success. Utilization of content and comprehensive ATI standardized testing allows for comparative analysis with the national average within each focused area. The program's expected level of achievement for first time NCLEX-RN has been maintained at a 80% or above and continuance is expected for all cohorts. The program's expected level of achievement if approved for Bilevel, on the NCLEX-PN will be at 90% or above.

Consistent with contemporary practice, our curriculum reflects professional standards and evidence-based practice. It is maintained through the feedback of our Advisory Board, professional memberships, professional development and nursing practice. Incorporation of current standards are evidenced by utilization of best practice guidelines, QSEN standards, adoption of current edition textbooks, faculty maintaining nursing licensure in good standing and continuing education for latest practice. Assessment is cyclical and occurs during the winter and summer faculty retreat.

The curriculum includes general education courses that enhance professional nursing knowledge and practice.

National trends, local expertise, KBOR A.D.N. Nursing Program Alignment, and KBOR PN Nursing Program Alignment (Appendix H) have been used by the faculty to make decisions regarding the requirement of general education. Course selection is based on what will best prepare the student to not only be successful within the program but also allow the student to present themselves as professionals. Courses are arranged in a logical sequence, from basic to complex, requiring a higher level of functioning for successful completion in each consecutive course. Each course expands on the knowledge base built in previous courses.

KBOR identifies 85 general education courses, which are aligned support courses between all public schools in Kansas. General education courses are also guided by articulation agreements with institutions that facilitate a successful transition to higher learning. General education courses are selected to support nursing coursework and enhance transferability for advanced degree completion as students are encouraged to continue their education after Cloud. All general education courses must be completed prior to graduation. Prerequisite courses are identified in the table below. Students who complete the program receive an Associate of Applied Science Degree which includes a total of 27 credit hours in general education course credit. The table in Appendix L reflects the justification and support for each of the general education courses that are required for the program. The curriculum is logically structured and internally consistent. The table in Appendix K provides course requirements and descriptions for both General Education and Nursing courses.

Curriculum Table

The curriculum table below identifies the KSA regulation, curriculum requirements, and courses that meet that requirement.

K.S.A. Regulation	Curriculum Requirement	Courses in curriculum that meet requirements
60-2-104(b)(1)	Content in the biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	• SC126 Anatomy & Physiology • SS101 General Psychology • SS105 Human Growth & Development • Humanities Course – recommended Ethics • NR128 Pathophysiology
60-2-104(b)(2)	The art and science of nursing	• NR110 Health Assessment • NR111 Lifespan Nursing I • NR112 Lifespan Nursing II • NR116 Pharmacology • NR210 LPN-ADN Bridge • NR211 Lifespan Nursing III • NR212 Lifespan Nursing IV
60-2-104(b)(3)	Didactic content and clinical experience to meet the objectives or student learning outcomes specified in subsection	
60-2-104(c)	Each professional nursing program shall provide instruction and clinical learning experience in the following areas:	
60-2-104(c)(1)	Aspects of safe, effective care environment including management of care, safety, and infection control concepts	• NR110 Health Assessment • NR111 Lifespan Nursing I • NR112 Lifespan Nursing II • NR116 Pharmacology • NR210 LPN-ADN Bridge • NR211 Lifespan Nursing III • NR212 Lifespan Nursing IV
60-2-104(c)(2)	Health promotion and maintenance including growth and development through the lifespan and prevention and early detection of disease concepts.	• SS105 Human Growth & Development • NR128 Pathophysiology • NR110 Health Assessment • NR111 Lifespan Nursing I • NR112 Lifespan Nursing II • NR116 Pharmacology • NR210 LPN-ADN Bridge • NR211 Lifespan Nursing III • NR212 Lifespan Nursing IV
60-2-104(c)(3)	Concepts of psychosocial integrity, including coping, adaptation, and psychosocial adaptation	• SS105 Human Growth & Development • NR110 Health Assessment • NR111 Lifespan Nursing I • NR112 Lifespan Nursing II • NR116 Pharmacology

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		• NR210 LPN-ADN Bridge • NR211 Lifespan Nursing III • NR212 Lifespan Nursing IV
60-2-104(c)(4)	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction or risk potential, and physiological adaptation topics	• NR128 Pathophysiology • NR110 Health Assessment • NR111 Lifespan Nursing I • NR112 Lifespan Nursing II • NR116 Pharmacology • NR210 LPN-ADN Bridge • NR211 Lifespan Nursing III • NR212 Lifespan Nursing IV
60-2-104(d)	Each practical nursing program shall provide instruction and clinical learning experience in the following areas:	
60-2-104(d)(1)	The aspects of a safe, effective care environment, including the coordination of care, safety, and infection control;	• NR110 Health Assessment • NR111 Lifespan Nursing I • NR112 Lifespan Nursing II • NR116 Pharmacology
60-2-104(d)(2)	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease;	• SS101 General Psychology • SS105 Human Growth & Development • NR128 Pathophysiology • NR110 Health Assessment • NR111 Lifespan Nursing I • NR112 Lifespan Nursing II • NR116 Pharmacology
60-2-104(d)(3)	Psychosocial integrity, including coping, adaptation, and psychosocial adaptation;	• NR110 Health Assessment • NR111 Lifespan Nursing I • NR112 Lifespan Nursing II • NR116 Pharmacology
60-2-104(d)(4)	Physiological integrity, including basic care and comfort, pharmacology, reduction of risk potential, and physiological adaptation; and	• NR128 Pathophysiology • NR110 Health Assessment • NR111 Lifespan Nursing I • NR112 Lifespan Nursing II • NR116 Pharmacology
60-2-104(d)(5)	intravenous fluid therapy, including, at minimum, didactic, supervised laboratory or supervised clinical practice as specified in K.A.R. 60-16-104.	• NR112 Lifespan Nursing II • NR116 Pharmacology
60-2-104(e)(1)	Each practical nursing program shall have at least 15 credit hours in nursing courses or the equivalent in clock-hours	• NR128 Pathophysiology • NR110 Health Assessment • NR111 Lifespan Nursing I • NR112 Lifespan Nursing II • NR116 Pharmacology
60-2-104(e)(2)	Each professional nursing program shall have at least 30 credit hours in the nursing major.	• NR128 Pathophysiology • NR110 Health Assessment • NR111 Lifespan Nursing I • NR112 Lifespan Nursing II

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		• NR116 Pharmacology
		• NR210 LPN-ADN Bridge
		• NR211 Lifespan Nursing III
		• NR212 Lifespan Nursing IV

The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.

Cloud CC Nursing program curriculum and philosophy reflect Malcolm Knowles's Adult Learning Theory which includes the four principles of andragogy:

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for the learning activities.
3. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
4. Adult learning is problem-centered rather than content-oriented.

According to renowned American educator, Malcolm Knowles there are five assumptions concerning the characteristics of adult learners. Faculty support the five assumptions of Knowles by creating learning experiences that offer instruction with maximal autonomy. Faculty believe that adults expect to assume responsibility for their decisions and are self-directed. Faculty include a wide range of instructional design models to appeal to varied experience levels and backgrounds. For example students are expected to complete worksheets and case studies in class or in preparation for class by referring to their reading assignments. Another example is the incorporation of modern technology into learning assignments through the use of media and social networks. Students need to know the reasons for learning something, faculty incorporate this throughout the curriculum through experiential learning. Students must develop critical thinking and be able to make safe decisions in providing care to patients. Faculty challenge students to think about the thinking process making connections from classroom to clinical and questioning the why. As students move through the program they are expected to become more independent in their practice and develop a broader base of understanding. This correlates with Knowles's first assumption that adult learners move from being dependent to a self-directed human being.

Adult learners bring life experiences and knowledge to learning. Students come in with former health-care experiences to build on; specifically the nursing assistant and/or the LPN work experience. They also build upon former experiences gleaned from completing the general education requirements. The faculty also address student's learning styles throughout the program. As students participate in clinical real-life experiences and simulation they apply their knowledge to patient needs. Students are able to experience the immediate results of applying their education.

Students are motivated because they have decided upon their choice of a career. They can correlate what is learned in the curriculum to what they will do as the nurse. Learning strategies such as simulation, role-playing, and clinical performance are applicable to practice. The curriculum establishes and reflects the concepts of caring, communication, evidence-based practice, teamwork & collaboration, informatics, patient-centered care, safety, and professionalism as they are applied to the practice of nursing. Thus, supporting Knowles assumption five relating to motivation of learning correlated with maturity.

The instructional process within the lecture and clinical learning environment promotes active experiential learning. Faculty incorporate interactive teaching strategies, technology and projects into the

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didactic and clinical components of the curriculum. A variety of teaching methods are used including a scramble the classroom, case studies, concept mapping, role-playing, worksheets, goose chase, clickers, Sim EHR and simulation bringing clinical into the classroom. Students are empowered through life experiences, projected goals and educational exposure to enhance clinical judgment. To engage students in active learning the preparatory information is delivered via the Canvas Learning Management System which provides a uniform way to disseminate information. The program curriculum has been structured to emphasize self-directed learning, which promotes a shift from knowledge to application.

Interdisciplinary collaboration is achieved throughout the program using a variety of methods. Some examples include incorporating roles of interdisciplinary team members into simulation experience, i.e. physician, rapid response team, phlebotomy, and respiratory therapy. During off site clinical, students experience multidisciplinary collaboration to include radiology, discharge planning, respiratory therapy, pharmacy, physical therapy and others. Guest speakers from various backgrounds are invited to the classroom setting for example, Midwest Transplant Network to discuss end of life issues, patient advocate regarding burn care and a nurse participating in the Kansas Nurse Assistance Program. The Mental Health First Aid course is also incorporated into the curriculum. The Nursing program in collaboration with the Cloud County Campus Culture Committee hosts an annual conference covering topics such as Human Trafficking, Bystander Intervention, and Mandatory Reporting.

Faculty are committed to promoting safe patient care and sound clinical judgment through the incorporation of QSEN concepts, evidence-based practice and current standards. This is illustrated within references for each content area. Examples include, but are not limited to: Kansas Nurse Practice Act, ANA, CDC, National Patient Safety Goals, list serves, journals and library resources. Faculty collaborate with other schools of nursing and professionals by attending local and national conferences such as the annual KCADNE Conference, ACEN Self-Study and Boot Camp for Nursing Educators.

Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the student learning outcomes.

The Cloud Nursing Program uses a variety of evaluation methods that are highlighted in the table below. These methods reflect established professional and practice competencies. The method of student evaluation is varied and based on practice competencies, achievement of content level student learning outcome that link to course student learning outcomes and end of program outcomes. Students are assessed in every course through a variety of methods. Learning activities are developed to ensure that students can achieve course and end-of-program student learning outcomes EPSLOs. This table outlines examples of evaluation utilized in first year nursing courses.

Table 1.4 Examples of Nursing Course Evaluation Methodologies

Course	Evaluation Methodologies
NR 110 NR 111	Unit and final exam questions, quizzes, written assignments, return demonstration, graded rubrics, skill validation, Head to Toe assessment, clinical journal, Discussion board, Weekly Clinical Evaluation Tool and Summative Clinical Evaluation Tool, Evidence Based Practice brochure, study guide questions, Cultural Sensitivity in Healthcare Skit, ticket to enter, Gerontological Assessment, Intro to Physical Assessment: System Poster Presentation, Journal, Documentation worksheet.
NR 112	Unit and final exam questions, quizzes, written assignments, return demonstration, graded rubrics, clinical journal, Discussion Board, Weekly Clinical Evaluation Tool and Summative Clinical Evaluation Tool, skill validation, Simulation, Projects.

The faculty designed the assessment/ evaluation tools and grading procedures. These procedures are published in each course syllabus. To achieve success in a course the student will need to complete all coursework with an 80% or higher average. Students will receive a grade based on the overall number of points earned as compared to the number of points possible. Clinical grades will be recorded as Pass / Fail. Students must complete the course with a Final Grade of ≥ 80% and a Pass in clinical to be successful in the course.

The student is graded on exams, assignments, projects, clinical journals, and other methods of evaluation. In order to pass a nursing course the student must:

1. Meet all outcomes of the clinical component of the course.
2. Earn a grade of 80 % or higher on total exam and assignment points (includes unit exams and comprehensive final exam)

If a student is not successful in a course or fails clinical, he/she will not be able to progress to the next Lifespan Nursing Course in the Nursing Program.

Clinical performance is assessed using the formative Weekly Clinical Evaluation Tool. Courses identify expected behaviors of achievement, QSEN competencies and relate to course student learning outcomes. The student earns a Safe/Satisfactory (S), Needs Improvement (I), Unsafe/Unsatisfactory (U), or Not Applicable (NA) weekly. If there is a trend or pattern of I's, the student will be required to develop a contract for success improvement plan to address the deficiency. If the student does not demonstrate improvement in this behavior trend, the student will fail clinical. Students are provided feedback from their clinical instructor, which allows performance improvement to meet the course outcomes. Evaluations are performed by a network of people within the faculty team within onsite and offsite clinical locations.

At midterm and end of the clinical course, the Summative Clinical Evaluation Tool is used to evaluate if the student has met the course student learning outcomes. If the student has not met the course student learning outcomes the student receives a failing clinical grade. In this event, the student receives a "Fail" for the course regardless of the grade achieved in the didactic portion of the course. Students must pass both the theory (didactic) and clinical components of the course to progress in the program.

Clinical assessment methods include a self-reflection component. The self-reflection is an integral part of the assessment process. A clinical journal is assigned for some clinical experiences and the grading rubric is available on Canvas. During professional practicum students also complete a self-evaluation of their clinical performance. Points assigned to clinical paperwork and the clinical reflective journal are included in the assignment component of the theory grade. For the purpose of maintaining consistency in the evaluation of students, as well as providing the opportunity to discuss student difficulties, full-time nursing faculty and clinical adjunct faculty meet several times over the semester and communicate by phone, email or in person.

Examinations comprise the major component of the theory portion of the course grade. Examinations assess application of knowledge that students learn in class, their assigned reading, and homework. Content exams and the final comprehensive exam consist primarily of NCLEX®-style multiple-choice and alternate-formatted item questions. Faculty use criteria based on cognitive levels and the nursing process in order to ensure measurement at the appropriate cognitive level for each course and to address each component of the nursing process. Exams are given at various times during the semester, and students are given feedback on their performance. Students who do not achieve a passing score are encouraged to seek academic coaching from their huddle leader. Grades are posted in Canvas for

student's availability and privacy. Additional course points are earned under assignments and include projects, quizzes, daily course work, and clinical paperwork.

ATI testing is used to evaluate student performance in each nursing course. During the first year, two proctored content specific ATI Assessments are administered. If a Level II or better is not achieved on a proctored assessment, the student will be expected to remediate and retake the proctored exam. One exam grade is based on the proctored ATI Assessments. Each student begins with 70 out of 100 points possible. When a Level II or III is achieved on the first attempt of a proctored exam, 10 points are added to the original score. If a Level I or below is achieved on the first attempt of a proctored exam, a retake is required. If a Level II or III is achieved on the retake proctored exam 5 points are added to the original score. A similar design is used for second year courses with the content specific proctored tests.

If Bilevel is approved, the program plans to add additional content specific PN ATI proctored exams to the first year of the program. The PN comprehensive will also be administered at the end of the NR112 Lifespan Nursing II along with a PN comprehensive review course.

Evaluation methods utilized in each course prepare students for End of Program Student Learning Outcomes. End of Program Student Learning Outcomes are prescribed in the A.D.N. Curriculum Alignment through Kansas Board of Regents. Course student learning outcomes are aligned with End of Program Student Learning Outcomes as shown in the following table students take the ATI comprehensive Predictor Exam at the end of their last semester. This exam score does not provide points towards the exam grade but allows for a direct measurement of the End of Program Student Learning Outcomes. The PN outcomes aligned through KBOR will be evaluated at the completion of the first year of the program in a similar methodology.

Table 1.5: End-of-Program SLO with example Course Outcome and Evaluation Method

End-of-program EPSLO (ADN)	Example Course Outcome	Evaluation Method
1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population.	NR 211 – Implement competent, compassionate care for diverse patient populations.	Simulation Clinical evaluations
2. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.	NR 116 – Explain the nurse's scope of practice and professional standards related to medication administration.	Simulation Quizzes/examinations Case studies
3. Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.	NR 212 – Collaborate with members of the interprofessional healthcare team to promote optimal outcomes for patients with multisystem healthcare problems.	Simulation Professional Roles Clinical rotation Clinical Practicum Professional Roles presentation Concept mapping
4. Formulate safe and effective clinical judgments guided by the nursing process,	NR 116 - Plan interventions to reduce risk related to medication	Medication infomercial project Quizzes/examinations Clinical evaluations Case studies

clinical reasoning, and evidence-based practice.	administration to patients across the lifespan.	
5. Manage care and provide leadership to meet client needs using available resources and current technology.	NR 212 - Delegate appropriately to provide safe and effective nursing care	Standardized testing: Leadership content specific ATI Professional Roles Clinical rotation Clinical Practicum Concept mapping
6. Generate teaching and learning processes to promote and maintain health and to reduce risks for global populations.	NR 211 - Select nursing interventions to reduce risk and maintain safety for patients with complex health care problems.	Evidence Based Practice Poster Quizzes/examinations Clinical evaluations Case studies
7. Demonstrate effective communication methods to manage client needs and to interact with other health care team members.	NR 212 – Collaborate with members of the interprofessional healthcare team to promote optimal outcomes for patients with multisystem healthcare problems	Weekly Clinical Evaluation Tool Summative Clinical evaluation Tool Simulation Case studies

Table 1.6: Program SLO (PN) with example Course Outcome and Evaluation Method

Program SLO (PN)	Example Course Outcome	Evaluation Method
1. Relationship-Centered Care: Provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial, and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes.	NR111 5. Correlates knowledge of physiologic and psychosocial changes with care required to meet the unique needs of diverse adult patients. NR112 3. Demonstrate knowledge, skills and attitudes required to provide patient centered care for patients across the lifespan.	Simulation Clinical evaluations Evidence Based Practice Brochure EBP Teaching Project
2. Teamwork and Collaboration: Collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making.	NR111 1.Utilize beginning communication skills with patients and nursing team members. NR112 5. Select therapeutic techniques to facilitate effective communication with patients and families.	Simulation EBP Teaching Project Clinical evaluation Mental Health Clinical Rotation

3. **Evidence-Based Practice:** Use current evidence as a basis for nursing practice.	NR111 1.Demonstrate safe and skillful performance of foundational nursing responsibilities. NR112 4. Implement safe and effective nursing care guided by the nursing process and best practices. NR116 2. Formulate safe and effective evidence-based nursing interventions related to medication administration and management that enhance client centered care.	Simulation Concept mapping Pharmacology Presentation Clinical Evaluation Quizzes/ examinations
4. **Informatics:** Use information and client care technology to support the delivery of safe, quality client care.	NR110 5. Thoroughly and accurately document the health history and assessment. NR112 1. Promote informed decision making to support healthy behaviors across the lifespan.	Medication infomercial project Quizzes/examinations Clinical evaluations Electronic Health Record
5. **Quality Improvement:** Participate in quality improvement activities assessing their effect on client outcomes.	NR110 3. Perform a basic physical, cognitive, psychosocial, cultural, spiritual, and functional assessment in a systematic manner. NR111 5. Correlates knowledge of physiologic and psychosocial changes with care required to meet the unique needs of diverse adult patients. NR112 1. Promote informed decision making to support healthy behaviors across the lifespan.	Evidence Based Practice Presentation / Brochure Health History & Head to Toe check off EBP Teaching Project
6. **Safety:** Provide an environment that is safe and reduces risk of harm for clients, self, and others.	NR110 4. Differentiate between normal and abnormal findings. NR112 2.Function in the role of the professional nurse within the healthcare team to provide care for patients across the lifespan	Evidence Based Practice Poster Quizzes/examinations Clinical evaluations Case studies Simulation

	experiencing common acute and chronic health care alterations NR116 5. Collaborate with the interprofessional health care team to optimize outcomes for clients with complex health alterations	
7. Professionalism: Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.	NR110 2. Perform a Head to Toe assessment along with a focused system assessment. NR111 1. Display behaviors consistent with the role of the professional nurse.	Weekly Clinical Evaluation Tool Summative Clinical evaluation Tool Simulation Case studies Head to Toe clinical check off
8. Leadership: Use leadership skills that support the provision and coordination of client care.	NR111 4. Utilizes the nursing process to promote and maintain health and deliver basic culturally competent patient care.	EBP Teaching project Geriatric Presentation

Section Three: Clinical Agencies

Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.

Clinical experiences for students are primarily selected for their ability to allow students to meet the course learning outcomes. Clinical sites utilized by Cloud County Community College Nursing Department are particularly evaluated for services available, evidence-based standards and contemporary practices. The nursing program uses sites with current state and national recognition for clinical experiences. These facilities work diligently to meet national patient health and safety goals. The table in Appendix M identifies clinical sites accreditation, approvals, or oversight.

The Department of Nursing Clinical Facility Selection Guidelines is used to evaluate current and potential clinical sites. Clinical sites are also evaluated for characteristics such as sufficient staffing, appropriate role modeling and the ability to provide a safe environment that is conducive to learning. Results of student feedback and surveys regarding clinical sites are considered. It is desired that the site offers the variety and depth of experiences needed for completion of clinical outcomes. The clinical component is designed to allow the development of increasingly sophisticated and complex knowledge, skills, and attitudes.

The learning environments are chosen based on each site's ability to facilitate the achievement of student learning outcomes at every level of the program. Nursing faculty work with all clinical affiliates to foster open communication and build positive collegial relationships. The nursing program utilizes a variety of agencies through collaborative partnerships that expose students to rural, urban, educational, community

and age-related settings. The need for creative scheduling is required to ensure that students get sufficiently challenging experience in clinical assignments. Historically, clients in this rural area have been relatively homogenous, but an increase in cultural variation and alternative lifestyle populations is being observed.

The simulation environment is utilized to enhance the student clinical experience. Scheduled simulation experiences occur each semester and increase in complexity as students' progress through the program. The simulation center includes high-fidelity human simulators, an electronic health record, and video debriefing system. The simulation clinical experience hours are less than twenty percent of total clinical hours.

CCCC also houses a cadaver laboratory onsite. This laboratory is available for a one credit elective experience concurrent to the anatomy and physiology course. Many students, including the nursing students, take this human body dissection course. The Nursing faculty also incorporate this resource when discussing the different systems. For example the lungs are evaluated when discussing topic such as pulmonary and lung disease. Whereas, the brain is examined in discussion of the central nervous system.

Students receive majority of their clinical experience in healthcare facilities in Clay, Cloud, Marshall, Geary, Mitchell, Republic, and Saline County. These counties are representative of our student population. The broad generalist experience received in critical access hospitals, community health, and regional healthcare centers prepares students well for practice. Students gain exposure to a comprehensive acute care hospital at Salina Regional Health Center. Community experiences are provided in the areas of mental health, pediatrics and preventative healthcare. Through these experiences graduates and employers express satisfaction with preparation for nursing practice. Students have also been consistently successful on NCLEX-RN.

Clinical Agency List with signed contracts – see Appendix M

Section Four: Faculty

Qualified faculty are academically and experientially prepared to provide the leadership and support necessary to attain the goals and outcomes of the nursing education unit. Full-time, part-time faculty, and adjunct faculty are in compliance with the academic and professional requirements of Cloud County Community College, KSBN, KBOR, and HLC. As required by KSBN all registered nurses complete a minimum of thirty (30) contact hours of approved continuing education every two years.

Preceptors are utilized in the second year of the nursing program in the clinical setting. Preceptors are identified on an annual basis with all required documentation completed as governed by the KSBN. The preceptor orientation process includes selection, orientation to the role, and preceptor evaluation of the experience. All student clinical evaluations are conducted by faculty. Feedback to the student is facilitated by the clinical faculty.

The number of faculty is sufficient to ensure that the student learning outcomes are achieved at every level: content level, course level, overall program level and Program Outcomes. Full-time faculty's workload assignment is per the Faculty Master Contract. The faculty to student ratio for the five core nursing courses didactically is one faculty to about fifteen (1:14.5) students if the program is at maximum capacity. Clinical ratios are no more than one faculty to ten students. The rural clinical sites require a smaller ratio which is typically one faculty to six students due to patient census.

Embracing CCCC's Mission that Cloud prepares students to lead successful lives and enhances the vitality of our community. Nursing faculty serve as role models at the college for developing creative learning environments, student learning activities, and applied learning technology in the classroom. Faculty performance reflects scholarship, evidence-based teaching, and clinical practice in applied clinical learning experiences such as simulation.

Full-time nursing faculty hold educational qualifications and experiences as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

There are four full-time faculty members employed within Cloud County Community College's Nursing Program. (See Faculty Profile Table appendix O). The job description for full time faculty may be found in Appendix N. Faculty credentials are approved by the Kansas State Board of Nursing and are in compliance with the Kansas Nurse Practice Act. Three faculty members hold a Master's of Science in Nursing. One shared faculty member holds a BSN and are currently enrolled in a Master of Science in Nursing degree program. A faculty degree plan is on file with KSBN for this instructor. One masters-prepared nurse is employed part time as an instructor. All nursing faculty have a completed a Faculty Qualification Report that is required for the Kansas State Board of Nursing. Clinical adjunct faculty are hired on a semester by semester basis. Adjunct faculty members are approved through KSBN by a the Faculty Qualification Report. Adjunct faculty members either have a degree plan or hire exception on file if not MSN prepared.

Cloud County Community College's Nursing faculty (full- time) credentials meet governing organization and state requirements. The organizations which determine faculty requirements for CCCC's nursing faculty include the Higher Learning Commission (HLC), Kansas Board of Regents (KBOR), Cloud County Community College (CCCC), and Kansas State Board of Nursing (KSBN).

The number of full-time faculty is sufficient to ensure that end-of-program student learning outcomes and program outcomes are achieved.

Program outcomes and end-of-program student learning outcomes are consistently achieved with CCCC's current complement of four full-time faculty. CCCC adheres to the KSBN Nurse Practice Act (60-2-105) requirement of maximum of a 1:10 faculty-to-student ratio in the clinical setting. The College expects full-time faculty to carry a normal teaching load which is defined in the faculty master contract. A copy of the faculty master contract will be available in the Document Room. The maximum number of students in an academic year is 100, which makes the ratio of faculty to students as no more than 1:20. The table below illustrates the maximum faculty/student ratios in classroom and clinical. Up to forty students are admitted into NR 111 the first course of the Generic traditional Option. Advanced Standing LPN-ADN students are then admitted to NR 210 to fill NR 211 to a maximum of 40 students in the cohort.

Table 1.7: Faculty/Student Ratios in Classroom and Clinical

Course	Classroom Faculty/Student Ratio	Clinical Faculty/Student Ratio
NR 111	1:40	1:10
NR 112	1:40	1:10
NR 211	1:40	1:10
NR 212	1:40	1:10

In all courses the clinical faculty/student ratio is 1:10 or less, as stipulated by the Kansas State Board of Nursing when this rural program was initially approved. The NPA indicates the clinical ratio to be 1:10. This clinical ratio ensures that the learning needs of students are met. Information is supplied annually to the Kansas State Board of Nursing through the annual report. Each semester students evaluate the clinical site as part of course evaluation.

The full-time nursing faculty, in addition to teaching, must hold office hours and be available to advise students, to serve on committees, and to complete other related duties. Nursing faculty invest a significant amount of time in interdepartmental and interagency collaboration. Program collaboration is essential in planning clinical experiences, maintaining the integrity of theory instruction and managing the Simulation Center supplies and availability. Full-time faculty evaluations are performed by the Division Dean in accordance with the Faculty Master Contract.

Adjunct clinical faculty are supervised and evaluated by the Nurse Administrator and/or designee. This faculty member is contracted each semester at the special contract rate. The adjunct clinical faculty member is required to complete the designated course clinical hours as determined by the individual contract and facility.

Faculty workload is determined equitably within the Nursing Program. Faculty are assigned a combination of theory, clinical instruction, and/or student consultation. Expertise and preference is taken into account when determining load. Full-time faculty do not have required overload responsibilities. However, they can request to teach overload when it is needed. Faculty volunteer and are paid the same as for the rest of the college. Adjunct faculty are primarily utilized in the clinical setting.

In addition to teaching responsibilities, full-time faculty members also participate in committee assignments, student advising, course coordination and program accreditation processes. All full-time faculty members participate in monthly Nursing faculty meetings and Division meetings. Part-time faculty members are invited to attend the Nursing Department faculty meetings. The number of full-time faculty is sufficient to support the nursing program; therefore, meeting the learning needs of the students and program outcomes.

Faculty are oriented and mentored in their areas of responsibility.

All new full-time faculty at CCCC are required to complete new faculty orientation which is facilitated by the Human Resource Department. The agenda for fall 2024-25 included introduction to college services and departments, tour of facilities, personal policies, benefits, and technology.

The CCCC department of nursing has a specific faculty orientation process for full and part-time faculty, which is facilitated by the Nursing Administrator and nursing faculty mentor. This process involves matching experienced faculty with new faculty members. The table below reflects an academic mentoring model which was adopted by nursing faculty. With the small number of faculty the Constellation model is often incorporated where one mentee is supported by several faculty members. This mentor process is anticipated to be approximately one year depending on the individual.

Best Practices in Academic Mentoring: A Model for Excellence

Best Practices in Academic Mentoring: A Model for Excellence			
Responsibilities and Outcomes			
Orientation to the faculty role	Socialization to the academic community	Development of teaching,	Facilitation of the growth of future leaders in nursing and nursing education

			research, and service skills		
Practices to achieve best outcomes					
Achieve appropriately matched dyads by: • Using pairing scenarios • Seeking dyad input during matching process	Establish clear mentorship purpose & goals by: • Expressing reciprocity • Specifying time commitment • Planning activities spread over time	Solidify the dyad relationship by: • Creating collegiality • Establishing regular communication • Exchanging frequent feedback from mentor and protégé • Building a supportive environment	Advocate for and guide the protégé by: • Providing psychosocial support • Achieving life balance • Advising career progression	Integrate the protégé into the academic culture by: • Teaching networking skills • Facilitating socialization	Mobilize institutional resources by: • Gaining administrative support • Including mentoring expectations in promotion and workload documents • Offering mentor training programs • Providing release time

This is directly developed from The Model: Best Practices in Academic Mentoring: A Model for Excellence. Fourth Cohort, NLN/Johnson & Johnson Faculty Leadership and Mentoring Program.

Reference: Nick, J. M., Delahoyde, T. M., Prato, D. D., Mitchell, C., Ortiz, J., Ottley, C., &.... Siktberg, L (2012). Best practices in academic mentoring: A model for excellence. *Nursing Research & Practice*, 1-9. doi:10.1155/2012/937906

During the paid clinical orientation faculty receive and review a copy of the Nursing Faculty Handbook, Nursing Student Handbook, clinical evaluation tools, student list, and current clinical assessment paperwork. During orientation a CCCC Nursing Department new faculty orientation checklist is completed. Full and part-time faculty participate the orientation process.

Faculty performance is regularly evaluated in accordance with the governing organization's policy/procedures, and demonstrates effectiveness in assigned area(s) of responsibility.

The Nursing Department follows the CCCC faculty evaluation process. Full-time faculty evaluations are completed by Division Deans in accordance with the Faculty Master Contract. Evaluation take place each semester in year one and two of employment, once the third year, once the fourth year, and once every three years after. Adjunct faculty are evaluated by the Nurse Administrator or designee on the same schedule. All evaluations of adjunct faculty are signed by the Nurse Administrator to indicate a formal review of evaluation has been completed. A record of full-time faculty evaluation is housed in the office of Academic Affairs.

Faculty engage in ongoing development and receive support for instructional and distance technologies

Cloud County Community College provides all new full-time faculty with employee orientation and faculty training. Technology orientation is also provided to full-time faculty, including education on CANVAS, Smart Board, and basic computer function. College faculty development is also utilized to assist faculty with Canvas and its assessment capabilities. During campus wide faculty in-services, presentations are provided to improve faculty members' knowledge about technology.

The nursing department also offers technology orientation specific to programs utilized within the nursing program for faculty. This instruction includes orientation to electronic health records, simulation technology, clickers, TracPrac, textbook resources, and ATI learning systems to list a few.

Appendix

Appendix A: Administrative letter of support

CLOUD COUNTY
COMMUNITY COLLEGE

Memorandum

To: Stefanie Perret CCCC Division Dean
CCCC Nursing Department Faculty

From: Amber Knoettgen, President

Date: January 15, 2025
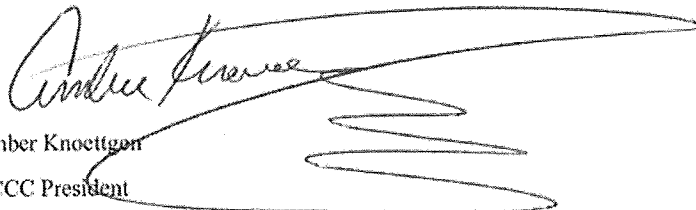
Re: Support for Two Year Bilevel ADN program

Cloud County Community College (CCCC) is fully committed to delivering both years of our Associate Degree Nursing (ADN) program in a bilevel format. The college, along with our dedicated nursing staff, is committed to providing support to our nursing students throughout their educational journey.

Our current nursing facilities are equipped to sustain the Associate Degree Nursing Program in a bilevel structure. CCCC's new Technical Education and Innovation Center opened in August 2024 and provides a state-of-the-art learning environment designed to enhance student success. Students learn in an immersive space designed to mirror the structure, equipment, and feel of the hospital environment making it ideal for the bilevel format.

Furthermore, the college is steadfast in our commitment to our faculty, ensuring they have the resources and support necessary to deliver high-quality teaching and learning experiences. Cloud County Community College is devoted to preparing students to excel as skilled and competent nurses.

Please let me know of any other needs that arise as CCCC moves toward enhancing our learning opportunity with the transition to a Bilevel ADN program.

Amber Knoettgen
CCCC President

CLOUD COUNTY COMMUNITY COLLEGE

Administrative Support Job Description

Position Title: Division Dean of Health Professions (Nurse Administrator)

Reports To: Vice President for Academic Affairs

Type of Contract: Administrative Support

Length of Contract: 12 months

Date of Position Description: **July 2023**

Date Position Description Approved by President:

The administration retains the right to change duties at any time.

GENERAL NARRATIVE DESCRIPTION OF THE POSITION:

Under the direction of the appropriate Vice President, the Division Dean of Health Professions (Nurse Administrator) will serve in the administrative capacity for providing leadership to all professional employees within the Department. A master's degree is required. As well as the possession of/or eligibility of a valid, current Kansas license as a registered nurse. Additionally, it is preferable that the candidate has college teaching experience, management experience, and experience in business and industry.

The Nurse Administrator will be responsible for assisting the Vice President in the coordination of all academic programs for Cloud County Community College and must have a commitment to curriculum development, student learning, assessment and program review, as well as enforcing the expectations of the Higher Learning Commission (HLC) and Accreditation Commission for Education in Nursing (ACEN).

RESPONSIBILITIES:
The Division Dean will:
1. Supervise Faculty, Staff and Professional Development

❖ Oversee the department and provide assistance as needed;

❖ Lead the hiring of all full time and adjunct faculty, as needed;

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- ❖ Assist in the implementation of a comprehensive mentoring and orientation plan for all new faculty;

- ❖ Coordinate the evaluation of all full time faculty in the Health Professions Department;

- ❖ Perform evaluations of all online and adjunct faculty;

- ❖ Attend workshops and seminars as necessary (valid driver's license required, overnight travel may be required);

- ❖ Participate in professional development activities on an annual basis;

- ❖ Keep current with nursing and skills and maintain membership in professional nursing organization

- ❖ Work within the division and departments in the program review process;

2. Supervise Curriculum Development

- ❖ Participate in all division, departments, and faculty activities including working with advisory committees for degree programs;

- ❖ Oversee the incorporation of state approved competencies (ADN Alignment) into departmental and course goals;

- ❖ Work within the department in the development of competencies for courses;

- ❖ Work within the division and departments in the development and approval of additional associate degree articulations and programs with other KBOR institutions;

- ❖ Ensure the preparation of syllabi for all courses taught following the format prescribed by the State of Kansas and have those syllabi on file in the Vice President for Academic Affairs Office;

- ❖ Review faculty syllabi as needed prior to submission to the Academic Affairs Office;

- ❖ Provide information to the Academic Affairs Office for federal, state, and internal reports;

- ❖ Incorporate technology into the curriculum and keep abreast of current technology;

- ❖ Supervise the selection of textbooks and audio-visuals and learning resource sand equipment.

- ❖ Work with other disciplines to develop interdisciplinary programs;

3. Recruitment Planning, program development and assessment.

❖ Assist in the recruitment of students;

❖ Interview applicants and participate in selection, progression and retention of students

❖ Counsel and refer students as indicated regarding academic or personal problems

❖ Handle and attempt to resolve all student complaints related to academic issues in accordance with the Cloud County Community College student complaint policy procedure;

❖ Handle and attempt to resolve all instructor complaints related to academic issues in accordance with the Cloud County Community College Board of Trustees Policy and the Master Contract;

❖ Work within the division and departments on follow-up of graduates;

❖ Work within the division and departments in the student outcome assessment process;

4. Focus on Student Learning

❖ Work with CCCC Student Services in advising students, assisting in registration, and other responsibilities related to student services;

❖ Review student's medical forms and monitor monthly for immunization updates

❖ Establish-the class schedule for each semester, summer school, interterm, and day and evening, with the outcome being increased enrollment and a course schedule that ensures efficiency and effectiveness;

❖ Coordinate the process of student evaluations of faculty;

5. College Operations

❖ Assist in the implementation of CCCC Comprehensive Strategic Plan;

❖ Coordinate the department activities including admission of students, graduation/Licensure Exam for State Board of Nursing and prepare and maintain department record and reports.

❖ Coordinate Advisory Committee activities

❖ Preside at department faculty meetings

❖ Interpret the objectives of the department to cooperating agencies, health team members and the public

❖ Represent the department to the Kansas State Board of Nursing, the Kansas Council of Associate Degree Nurse Educator, and the Accreditation Commission for Education in Nursing (ACEN).

❖ Evaluate an initiate contracts for utilization of clinical resources for learning experiences

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- ❖ Develop and evaluate program procedures

- ❖ Remain cognizant of agency policies and procedures

- ❖ Apprise the Vice President of Academic Affairs pertaining to Departmental and other matters

- ❖ Retain official grade and attendance documentation

- ❖ Prepare and maintain nursing program records and reports of accrediting agencies

- ❖ Assist in the preparation and administration of the budget and approve department purchase requisitions, supervise the annual inventory through consultation with faculty and administrators;

- ❖ Attend the Instructional Services meetings;

- ❖ Assign full-time faculty to courses;

- ❖ Assign as needed adjunct faculty to CCCC courses;

- ❖ Serve on committees to hire full-time faculty employees;

- ❖ Attend general faculty and department meetings and participate in scheduled activities of the institution;

- ❖ Work with diverse populations;

- ❖ This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by their supervisor. This job description may be revised upon development of other duties and changes in responsibilities.

6. Community Liaison Efforts:

- ❖ Work with the Tech Prep and Perkins programs including the development of articulation agreements with high schools;

- ❖ Work with and assist in delivering educational programs and other services to companies and organizations;

- ❖ Maintain good public relations by working with business and industry to develop relationships and support for all academic programs

Appendix C: Sample Curriculum – Traditional Option

Nursing AAS Sample Curriculum

Cloud County Community College – Traditional Option

Course	Course Name	Cr. Hr.				
	Pre-requisites					
CM 101	English Composition I	3				
SS 105	Human Growth and Development	3				
MA xxx*	General Education Math Course Example: Algebra, Statistics, Contemporary Math.	3				
SC 126	Anatomy & Physiology w/lab *or* SC120 A&P 1 and SC121 A&P 2	5 8				
CNA Certification		14				

1st year Fall				**1st year Spring**		
NR 111	Lifespan Nursing I	6		NR 112	Lifespan Nursing II	9
NR 110	Health Assessment for Nurses	3		NR 116	Pharmacology for Nurses	4
NR 128	Pathophysiology	4		SS 101	General Psychology	3
		13				16
2nd year Fall				**2nd year Spring**		
NR 211	Lifespan Nursing III	9		NR 212	Lifespan Nursing IV	9
				XXXX	Humanities Course	3
CM 240 (or) CM 115	Interpersonal Communication (or) Public Speaking	3				
		12				12

Total Credit Hours = 67

Please note that this sample plan is provided to demonstrate one possible example of degree completion.
Actual general education course enrollment progression may vary.

KEY:

Black = Required General Education Courses
Blue = Nursing Courses
Required by Cloud CC

*Starting fall 2025

10//2024

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Appendix D: Sample Curriculum – Advanced Standing LPN-ADN Option

Nursing AAS Sample Curriculum

Cloud County Community College – LPN to ADN Option

Course	Course Name	Cr. Hr.			
Pre-requisites					
SS 101	General Psychology	3		LPN transfer credit hours*	**17**
SS 105	Human Growth and Development	3			
MA xxx*	General Education Math Course Example: Algebra, Statistics, Contemporary Math.	3			
SC 126	Anatomy & Physiology w/lab *or* SC120 A&P 1 and SC121 A&P 2	5 8			
CM 101	English Composition I	3			
SC 128	Pathophysiology	4			
		21			

2nd year Fall				**2nd year Spring**		
NR 210	LPN to ADN Bridge	1		NR 212	Lifespan Nursing IV	9
NR 211	Lifespan Nursing III	9		XXXX	Humanities Course	3
NR 116	Pharmacology for Nurses	4				
CM 240 (or) CM 115	Interpersonal Communication (or) Public Speaking	3				
		17				**12**

Total Credit Hours = 67

Please note that this sample plan is provided to demonstrate one possible example of degree completion.
Actual general education course enrollment progression may vary.

KEY:

Black = Required General Education Courses
Blue = Nursing Courses
Required by Cloud CC

*Starting fall 2025

10//2024

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NR110 Health Assessment

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 110
Course Name:	Health Assessment for Nurses
Credit Hours:	3 Credit Hours
	• Didactic: 2.6hrs (39 clock hours)
	• Clinical: 0.4hrs (18 clock hours)
	Lab/Skills – 18 clock hrs
Placement:	First Year
Prerequisites:	Completion of:
	SC 126 Anatomy & Physiology (or) SC 120 A&P 1 and SC 121 A&P II
	(with grade C or higher.)

Course Time:	Wednesday 0900-1155
Course Location:	TF 109
Course Description:	This course is designed to provide students with a basic understanding and working knowledge of health assessment to begin making clinical judgments. Opportunities are provided for students to demonstrate competencies in assessment of the individual across the life span. Emphasis is placed on the interview process and recognition of expected finding for history and physical examination of each system.

Course Outcomes (CO)

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

1. Assess the patient's health status by completing a basic health history and individualized assessment considering the condition, age, gender, and culture of the patient. – EPSLO #4
2. Perform a Head to Toe assessment along with a focused system assessment. – EPSLO #2
3. Perform a basic physical, cognitive, psychosocial, cultural, spiritual, and functional assessment in a systematic manner. – EPSLO #6
4. Differentiate between normal and abnormal findings. – EPSLO #3
5. Thoroughly and accurately document the health history and assessment. – EPSLO #7

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

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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 111
Course Name: Lifespan Nursing I
Credit Hours: 6 Credit Hours
- Didactic: *3hrs (45 clock hours)*
- Clinical: 3 hrs (135 clock hours)
    - Lab/Skills/Sim – 35 clock hours
    - Long Term Care – 40 clock hours
    - Acute Care – 60 clock hours

Placement: First Year
Prerequisites: Admission to the Associate Degree Nursing Program.
Completion of:
       SC 126 Anatomy & Physiology (or) SC 120 A&P 1 and SC 121 A&P II
       SS 105 Human Growth and Development
       CM 101 English Composition I
       MA XXX General Education math course
NR128 Pathophysiology *(must be taken concurrently or completed prior)*
NR110 Health Assessment for Nurses *(must be taken concurrently or completed prior)*

Course Time: Monday 0630 – 1630; Friday 0900 – 1255
Course Location: TF 109

Course Description: This course is an introduction to the professional role of the nurse and nursing process. Foundational psychomotor skills, safe practice, and basic communication skills are taught to provide care to adults and older adults. Requisite clinical experiences are part of the course.

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

1. Demonstrates safe and skillful performance of foundational nursing responsibilities. – EPSLO #4
2. Utilize beginning communication skills with patients and nursing team members. – EPSLO #7
3. Display behaviors consistent with the role of the professional nurse. – EPSLO #2
4. Utilizes the nursing process to promote and maintain health and deliver basic culturally competent patient care. - EPSLO # 4, #5, & #6
5. Correlates knowledge of physiologic and psychosocial changes with care required to meet the unique needs of diverse adult patients. - EPSLO #1 & #6

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

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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 112

Course Name: Lifespan Nursing II

Credit Hours: 9 Credit Hours
- Didactic: *6hrs (90 clock hours)*
- Clinical: 3 hrs (135 clock hours)

  - Acute care – 90 clock hours
  - Mental health – 26 clock hours
  - Skills / Simulation – 19 clock hours (skills 13 / Sim 6)

  Observation experiences will vary per student and not exceed 15% of clock hours (20.25hr).

Placement: First Year

Prerequisites: Admission to the Associate Degree Nursing Program.
Completion of:
NR128 Pathophysiology
NR110 Health Assessment for Nurses
NR111 Lifespan Nursing I

Course Time: Monday or Tuesday 0630 – 1630; Wednesday & Friday 0900 – 1255

Course Location: TF109

Course Description: This course is an introduction to the care of healthy families, health promotion, and patient centered care associated with common acute and chronic physical and psychosocial health alterations across the lifespan. Requisite lab and clinical experiences are part of this course.

Course Outcomes (CO)

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

1. Promote informed decision making to support healthy behaviors across the lifespan. EPSLO #6, EPSLO #1
2. Function in the role of the professional nurse within the healthcare team to provide care for patients across the lifespan experiencing common acute and chronic health care alterations. EPSLO #3
3. Demonstrate knowledge, skills and attitudes required to provide patient centered care for patients across the lifespan. EPSLO #1
4. Implement safe and effective nursing care guided by the nursing process and best practices. EPSLO #4
5. Select therapeutic techniques to facilitate effective communication with patients and families. EPSLO #7

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

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:	TBD
Course Location:	Hybrid
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

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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 210

Course Name: LPN to ADN Bridge Course

Credit Hours: 1 Credit Hour
- Didactic: 0.8*hrs (12 clock hours)*
- *Clinical: 0.2hrs (9 clock hours)*
  - Skills lab 7 clock hours
  - Simulation 2 clock hours

Placement: Second Year

Prerequisites: Completion of a practical nurse program, LPN licensure, admission to the ADN program, Anatomy and Physiology, Human Growth and Development, General Psychology, English Composition I, Intermediate Algebra and Pathophysiology (with grade C or higher.)

Course Time: Monday, Wednesday, Friday 0800-1400 – short session course
(Times will vary – see schedule)

Course Location: TW 100

Course Description: This course focuses on professional standards, scope of practice, clinical reasoning and psychomotor skills for the Registered Nurse.

Course Outcomes (CO)

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

1. Differentiate variations in scope of practice between the LPN and RN - EPSLO #2
2. Demonstrate understanding of clinical reasoning in nursing practice – EPSLO #4
3. Demonstrate proficiency in basic nursing skills of the Registered Nurse – EPSLO #4

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

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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 211
Course Name: Lifespan Nursing III
Credit Hours: 9 Credit Hours
- Didactic: *6hrs (90 clock hours)*
- Clinical: 3 hrs (135 clock hours)

  o Skills – 4 clock hours
  o USD School Nurse– 6 clock hours
  o Simulation – 12 clock hours
  o Acute Care – 120 clock hours
    - CAH – MCHHS - 24 clock hours
    - SRHC - 96 clock hours
      - SRHC Student Orientation Fair – 3 clock hours
  o Service Learning - 2 clock hours

Observation experiences will vary per student and not exceed 15% of clock hours (20.25hr)

Placement: Second Year
Prerequisites: Admission to the Associate Degree Nursing Program.
Completion of:

Generic Traditional Option	LPN to ADN Option
NR112 Lifespan Nursing II	LPN licensure
(With grade B or higher.)	Anatomy and Physiology
	Human Growth and Development
	General Psychology
	Math 100 level (or higher)
	English Composition I
	Pathophysiology
	(All with grade C or higher.)
	NR210 LPN to ADN Bridge (Co-requisite)

Course Time: Monday 0630 – 1830; Tuesday 0900-1255; Thursday 0900-1255

Course Location: TF 103
Course Description: This course builds to provide care for patients with complex, acute and chronic, physical and psychosocial health problems. The concepts of prioritization and clinical judgment are incorporated to provide care for patients across the lifespan. Requisite clinical experiences are part of this

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Course Outcomes (CO)

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

1. Prioritize nursing care using clinical judgment for patients with complex acute and chronic physical and psychosocial health problems. EPSLO #4
2. Select nursing interventions to reduce risk and maintain safety for patients with complex health care problems. EPSLO # 6
3. Implement competent, compassionate care for diverse patient populations. EPSLO #1, #4 , #7
4. Evaluate resources for use in management of nursing care within the interprofessional health care team. EPSLO #5
5. Demonstrate professional behaviors consistent with legal and ethical standards of nursing practice. EPSLO #2

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

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 212

Course Name: Lifespan Nursing IV

Credit Hours: 9 Credit Hours
- Didactic: *6hrs (90 clock hours)*
- Clinical: 3 hrs (135 clock hours)
  - Preceptorship: 72 clock hours
  - Acute Care: 48 clock hours
  - Simulation: 18 clock hours

Placement: Second Year

Prerequisites: Completion of:
NR211 Lifespan Nursing III

Course Time: Monday 0630-1830; Tuesday 0900-1255; Thursday 0900 – 1255

Course Location: TF103

Course Description: This course addresses emergent and multisystem healthcare problems. It supports the transition of the student to the professional role of the nurse. Requisite lab and clinical experiences are part of this course.

Course Outcomes (CO)

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

1. Integrate knowledge and current evidence to guide decision making for effective patient care management. EPSLO #4
2. Collaborate with members of the interprofessional healthcare team to promote optimal outcomes for patients with multisystem healthcare problems. EPSLO # 3, EPSLO #4
3. Delegate appropriately to provide safe and effective nursing care – EPSLO #2, #3 & #5
4. Apply ethical/legal principles to nursing practice EPSLO #2
5. Advocate for the delivery of compassionate care for diverse populations EPSLO #1, EPSLO #5

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

Appendix F: College Admission Process

https://www.cloud.edu/Assets/pdfs/academics/catalog/24-25/2024-2025-Catalog-final.pdf

E2 – Admissions: https://www.cloud.edu/about/board-of-trustees/policies/

Cloud County Community College maintains established procedures for credit and non-credit courses. The President or their designee has the authority to establish these procedures.

Reviewed: 4/30/2024

CLOUD COUNTY COMMUNITY COLLEGE   1

TOPIC:	Policy Number:
Admissions - Procedures	E2

Non-Discrimination Policy
Refer to the Nondiscrimination Policy C5.

Requirements
A student wishing to be admitted as a degree seeking student to Cloud County Community College (CCCC) must meet one of the following requirements:
- A graduate of an accredited high school
- A recipient of a general educational diploma (GED) or equivalent

Applicants who do not meet any of the above requirements will be admitted as non-degree seeking student.

Admission Procedures

New Students
Students applying for admission as a degree-seeking student to Cloud County Community College who have not completed previous coursework with the College (including transfer students) should follow each step outlined in this section. All required documents must be submitted to the Office of Admissions, 2221 Campus Drive, Concordia, KS 66901.
1. Complete and submit an Application for Admission online at www.cloud.edu
    a By providing a cell phone number, applicants agree to receive text messaging communication from Cloud County Community College. Applicants will have the option to opt-out of text messaging at any time.
2. Submit an official* high school transcript, including final grade and graduation date, or GED examination results.
3. Submit official transcripts from all previously attended post-secondary institutions.
4. Transcripts of college credit earned prior to attendance at Cloud County Community College will be evaluated in their entirety. All transfer credit will be converted to the semester-hour system.
5. Submit ACT, SAT or other appropriate placement scores as approved by the Vice President for Academic Affairs. (Placement testing is available through the Advisement Center and the Office of Student Services on the Geary County Campus.)

A transcript must be received from the originating institution or be in the original sealed envelope to be considered official. All other transcripts will be considered unofficial.

Note: Cloud County Community College's Associate of Applied Science in Nursing is a selective admissions program. Admission to the College does not guarantee enrollment in this program. Students interested in the Associate of Applied Science in Nursing program should visit the department website for specific application instructions.

Adopted:	Reviewed	Reviewed	Reviewed	Revised	Revised	Revised
4/26/11	11/18/14	10/27/15	1/30/18	12/3/19	5/16/23	4/30/24

TOPIC:	Policy Number:
Admissions - Procedures	E2

Returning Students

Former Cloud County Community College students who have not attended in the previous year must complete a new application, which is available online at www.cloud.edu.

It is the responsibility of all degree-seeking students (new or returning) to inform Cloud County Community College of attendance at other institutions and provide the College with official transcripts from those institutions. Degree-seeking students will not be able to enroll in courses until all official transcripts (high school and college) are received. An exception will be made for high school seniors in their final semester; however, an enrollment hold will be applied if all official transcripts are not received by the start of the next academic term for which the student is enrolling.

Veteran, Active Duty, or National Guard Readmission

Students who left Cloud to join the military may be readmitted to the same academic status they held when they left. However, the following exceptions may apply:

- If the length of absence is greater than 5 years
- If the veteran received a dishonorable discharge, or a bad conduct charge, or was found guilty in a court-martial.

Dual Credit Students

High school sophomores, juniors and seniors, including homeschooled students, may enroll in dual credit college courses with written permission from their high school principal. A signed dual credit cooperative agreement with the school district or the home study school must be on file. Students should contact their high school counselor, dual credit coordinator or CCCC Director of Dual Credit and Outreach Education for more information.

Gifted Students

Students who are freshmen in high school and enrolled in a recognized gifted program may enroll in dual credit college courses. Written permission from their high school principal and a copy of the student's IEP must be on file at the College before class selection is approved. Students below the 9th grade level will not be allowed to enroll in or to audit college classes.

Non-Degree Seeking Students

Students who are admitted as non-degree seeking are not required to submit transcripts unless the student is taking a course with a prerequisite. Should the student status change to "degree seeking", all transcripts must be received before financial aid, including scholarships and grantin-aid awards, will be disbursed.

Adopted:	Reviewed	Reviewed	Reviewed	Revised	Revised	Revised
4/26/11	11/18/14	10/27/15	1/30/18	12/3/19	5/16/23	4/30/24

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TOPIC: Admissions - Procedures	Policy Number: E2

Transient Students

Transient students are non-degree seeking students enrolled in CCCC courses with the intent of transferring CCCC credit hours back to his/her home institution. (Students taking CCCC courses with a prerequisite will need to submit an official transcript from their home institution as proof of meeting prerequisite.)

A transient student is defined as one of the following:
1. Currently enrolled (taking classes) as a student at another college or university (referred to here as "home institution")
   OR
2. Taking a break in attendance (not enrolled in the current term) from a home institution AND the intention of transferring any earned CCCC credits back to a home institution without making a declaration to graduate from CCCC.

International Students

An international student is defined as a student applying for admission at the college to attend on an F-1 non-immigrant student visa.

International students are not eligible for admission to the following terms/semesters:
- Summer term
- Winter term
- Second sessions of the Fall or Spring semesters

Requirements for Admission – Deadlines
Fall (August) start date: All documents must be submitted by June 15
Spring (January) start date: All documents must be submitted by November 15

Requirements for Admission
1) Complete the Application for Admission online at www.cloud.edu.
2) Submit a copy of current passport.
3) International students who complete high school outside the United States need to submit verification of high school completion through a transcript evaluation from SpanTran, World Education Services (WES), ECE Credential Evaluation or another member of the National Association of Credential Services (NACS). Students are responsible for evaluation fees.
4) Submit official test scores from one of the following tests, demonstrating proficiency in both oral and written use of the English language. Minimum score requirements are as follows:
   a) TOEFL test: a score of 61 (iBT)
   b) IELTS Academic: a score of 6.0
   c) Duolingo English Test: a score of 95

Adopted: 4/26/11	Reviewed 11/18/14	Reviewed 10/27/15	Reviewed 1/30/18	Revised 12/3/19	Revised 5/16/23	Revised 4/30/24

TOPIC:	Policy Number:
Admissions - Procedures	E2

    d) **Exemption:** Students from a country with English as an official language, may submit a letter from their school administrator indicating that English was used for the majority of the school's instruction and curriculum. If the primary and secondary instruction was not English, only an English language proficiency score will be accepted. Students exempt from proficiency scores must still take an Accuplacer test upon arrival for placement into ESL, English, and/or Math courses.

6) Sponsor Complete the Sponsor Affidavit Form and obtain all necessary signatures. Without signatures from the applicant's sponsors, application will not be processed. Note: If there are multiple account holders on the bank statement, please submit one affidavit from each of the account holders.

7) Submit an original bank statement/letter from the bank or other financial institution with the information listed below. The name of the person on the bank statement should match the name of the person identified on the Sponsor Affidavit Form.

    a) The bank statement/letter must be in English. If the bank statement/letter is not in English, please provide a certified English translation of the document.

        The funds must be from a checking, saving, or certificate of deposit account. Note: We do not accept funds such as stocks, investments, retirement, etc.

    b) The statement/letter must contain the date, name of the account holder(s), and states that there is funding available in the amount of at least $13,704 United States Dollar (USD).

    c) Bank statement/letter is valid for 3 months from the date of issue.

    d) The statement/letter must also be signed and stamped by a bank official at the financial institution.

All required documents must be submitted together to be considered a complete application. Incomplete applications will **not** be reviewed.

After All Documents Are Submitted

After the steps above are completed, the Principal Designated School Official (PDSO) and/or the Designated School Official (DSO) will review the contents and make a decision regarding the student's admission.

If the decision is favorable, an I-20 form and official letter of admission will be issued directly to the student. These documents will allow the student to apply to the nearest U.S. Consular Office for an F-1 non-immigrant student visa.

Once the visa has been obtained, received, and processed by the Office of Admissions, the student will be permitted to complete a housing application and enroll in courses for the upcoming term.

Adopted:	Reviewed	Reviewed	Reviewed	Revised	Revised	Revised
4/26/11	11/18/14	10/27/15	1/30/18	12/3/19	5/16/23	4/30/24

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TOPIC: Admissions - Procedures	Policy Number: E2

International students under the age of 24 on the Concordia campus are encouraged to live in campus housing the first two semesters of studies.

Note: Acceptance for Admissions to Cloud County Community College is at the discretion of the Principle Designated School Official (PDSO) or the Designated School Official (DSO).

Denial of Admission

Cloud County Community College reserves the right to deny admission, readmission, or enrollment, temporarily or permanently, to any individual who has shown sufficient reason for denial of admission. Reasons may include, but are not limited to:

- Falsified admissions information on the Application for Admission.
- Submission of fraudulent documentation or failure to submit any/all required documentation required for admission.
- When Cloud County Community College is unable to provide the services, courses, or programs necessary to assist the student to meet their educational objectives.

Such decisions will be made by the Director of Admissions after a complete review and consultation with the appropriate academic and student services department(s).

Should a denial of admission be deemed appropriate, the applicant will be notified by the Admissions Office. The individual has the right to appeal the decision within five (5) business days by requesting a conference with the Vice President of Student Services. The Vice President of Student Services or their designee is authorized to hold the conference and issue a decision.

Adopted: 4/26/11	Reviewed 11/18/14	Reviewed 10/27/15	Reviewed 1/30/18	Revised 12/3/19	Revised 5/16/23	Revised 4/30/24

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Appendix G: Nursing Program Admission Process

NURSING PROGRAM

TOPIC:

   Admission Requirements

Admission to Cloud County Community College (CCCC) is required for consideration into the Nursing Program. For details, see Admission Policy and Procedure E2.

General Admission Criteria
The following factors determine admission to the Nursing Program:

- Entrance exam scores*
- Official Transcripts
- Completion of prerequisite courses
- Professional references

The Nursing Program seeks students with strong communication skills, caring attributes, personal integrity, accountability, ethical decision-making, and critical thinking abilities.

Application Steps
To be considered for admission, students must:

1. Submit the Cloud County Community College Online Application.

2. Complete the Cloud Nursing Program Application.

3. Complete the Entrance Exam (components: Standardized, Critical Thinking, & math).

4. Provide professional references:
   - If practical nursing graduation occurred within the past two years, at least one reference must be from a full-time nursing faculty member.
   - References must evaluate the applicant's performance as a student or employee. References identified as "friends" will not be accepted.
   - Utilize program reference form.
   - Minimum of three positive responses on file.
   - Valid for one year after signature date.

5. Submit official high school or GED transcripts.

6. Submit official college transcripts for all completed or in-progress coursework.

Responsibility for File Completion
It is the student's responsibility to ensure their file is complete by the posted deadline.

Criteria for Starting the Program

1. **High School Graduation**: Students must graduate from a state-approved high school or hold an equivalent qualification before beginning the nursing program.

2. **Official Transcripts**: All official transcripts must be on file in the Admissions Office.

3. **Prerequisite Completion**: All program prerequisites must be completed with a grade of **C or higher**. Pass/Fail grades are not accepted unless confirmed by the registrar to equate to a C or higher.

4. **Cumulative GPA**: A prerequisite GPA of at least 2.0 on a 4.0 scale is required.

5. **Essential Functions**: Students must meet the program's essential functions criteria.

Option-Specific Requirements

Associate Degree Nursing (ADN) *option*

- **Certified Nursing Assistant (CNA)**: Current certification or equivalent.
  A waiver may be granted for active healthcare experience or equivalent certification.

- **Prerequisite Courses**: Must be completed with a grade of C or higher:
  - Anatomy and Physiology with Lab – minimum 5 credit hours
  - Human Growth and Development – 3 credit hours
  - English Composition I – 3 credit hours
  - Math General Education Course – 3 credit hours

LPN to ADN – Advanced Standing *option*

- **Licensed Practical Nurse (LPN)**: Must hold a Kansas-recognized license.
  - Students may apply while enrolled in a practical nursing program but must be licensed prior to NR211 (Lifespan Nursing III).
  - LPNs licensed more than six months prior to program start must demonstrate recent nursing practice.

- **Prerequisite Courses**: Must be completed with a grade of C or higher:
  - Anatomy and Physiology with lab – minimum 5 credit hours
  - Human Growth and Development – 3 credit hours
  - Intermediate Algebra (or higher) – 3 credit hours
  - English Composition I – 3 credit hours
  - General Psychology – 3 credit hours
  - Pathophysiology – 4 credit hours

Courses taken multiple times to get the minimum "C" grade may jeopardize admission.

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Additional Enrollment Requirements

1. **Background Check:**

   o Admission is contingent upon satisfactory completion of a background check. Criminal convictions may affect program admission, continuation, or licensure eligibility.

2. **Health Requirements:**

   o Physical and emotional health sufficient for professional healthcare demands.
   o A physical exam and health history must be submitted before the semester start.
   o All immunizations and approved TB screening must be current.

3. **CPR Certification:**

   o Accepted students must provide current CPR certification at the Healthcare Provider level (American Heart Association or Red Cross). Certification must remain current throughout the program.

Applicant Ranking for Admission

ADN			Advanced Standing (LPN to ADN)		
Points are awarded based on the following criteria:					
Element	**Points**		**Element**	**Points**	
Score on Standardized Exam	Variable		Score on Standardized Exam	Variable	
Score on Critical Thinking	Variable		Score on Critical Thinking	Variable	
Score on Math Exam	Variable		Score on Math Exam	Variable	
English Composition I	5		General Psychology	5	
Anatomy and Physiology	10		Anatomy and Physiology	10	
Human Growth and Development	5		Human Growth and Development	5	
Math General Education Course	10		Math General Education Course	10	
Pathophysiology*	10		Pathophysiology	10	
General Psychology*	5		English Composition I	5	
Humanities (3 credit hours)*	5		Humanities (3 credit hours)*	5	
Public Speaking (3 credit hours)*	5		Public Speaking (3 credit hours)*	5	
NR128 Pathophysiology*	10		LPN IV Certification	5	
NR110 Health Assessment*	10		NR116 Pharmacology*	10	
NR116 Pharmacology*	10		Total		
Total					
May be taken concurrently with Lifespan Nursing Courses.					

Courses repeated one time because of failing grades will be counted as ½ the number of points.

Key Notes

- Repeating prerequisite courses due to failing grades may affect admission points. Courses repeated more than once may jeopardize admission.

- Students must submit official transcripts for completed courses to Admissions. If coursework is in progress, provide an in-progress transcript with completion plan and submit transcripts upon completion.

English Proficiency

Applicants with English as a second language must take the TOEFL exam unless they have completed CM101 (English Composition I) with a grade of C or better.

Nursing Direct Admission (NDA)

Cloud County Community College (CCCC) students majoring in Health Professions AS are eligible for Nursing Direct Admission. Selected students are exempt from the competitive standardized entrance exam component. To maintain eligibility, students must remain in good standing and meet all NDA and Nursing Department requirements for full admission.

Application Requirements

To apply, students must:

- Be admitted to Cloud County Community College.

- Declare Health Professions (Nursing) as their intended major.

- Complete the Nursing Program application form.

- Submit a minimum of three professional references with positive responses on the correct form.

- Have a cumulative GPA of 3.3 or higher in all college coursework.

- Complete entrance exam components

  o Critical Thinking

  o Math Exam

- Current Certified Nursing Assistant (CNA) certification or equivalent.

- Completion of the following prerequisite courses (grade B or higher) before starting the NR111 Lifespan Nursing I course:

  o Anatomy and Physiology with Lab (minimum 5 credit hours).
  o Human Growth and Development (3 credit hours).
  o English Composition I (3 credit hours).
  o Math General Education course (3 credit hours).

Additional Requirements

- Entrance exam requirement is waived for NDA.

- Successful completion of a background check.

- High school graduation (or equivalent) before beginning the Nursing AAS program.

- All prerequisites completed with a grade of B or higher (Pass/Fail grades are not accepted unless confirmed equivalent to a B or higher).

- Overall prerequisite cumulative GPA of at least 3.3.

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- Ability to meet Essential Functions criteria.

Ranking Criteria

Points are awarded as follows:

Element	Available Points (Grade of A)	Available Points (Grade of B)	Points Awarded
GPA > 3.75	20		
GPA 3.3 – 3.74	10		
Critical Thinking Score	Variable		
Math Exam Score	Variable		
Anatomy and Physiology w/Lab+			
• Anatomy & Physiology (5 credit hours)	15	10	
• Anatomy & Physiology I (4 credit hours)	7.5	5	
• Anatomy & Physiology II (4 credit hours)	7.5	5	
Human Growth and Development	10	5	
Math General Education Course	10	5	
English Composition I	10	5	
General Psychology*	10	5	
Humanities (3 credit hours)*	10	5	
Public Speaking or Interpersonal Communications (3 credit hours)*	10	5	
NR128 Pathophysiology+*	20	10	
NR110 Health Assessment*	20	10	
NR116 Pharmacology*	20	10	

| Total Points | | | _____ |

Notes:

1. **Courses Repeated**: If a course is repeated due to a low grade, the points for that course will be counted as **half** the number of available points.
2. **Course Expiration**:
   o +Anatomy & Physiology w/Lab must have been completed **within 5 years**. *(or)* completion of NR128 Pathophysiology **within 2 years**.
3. **Concurrent Enrollment**: Courses marked with * may be taken concurrently with Lifespan courses.

Selection and Priority

- Applications are subject to a priority deadline.
- In case of ties in ranking, interviews with the Nursing Department may be conducted to finalize selections.

Provisional Admission

Students who do not meet the NDA criteria may apply through the General Admission process for consideration. As part of this process, they must complete the Standardized Entrance Examination and achieve the required minimum score.

Readmission to the Nursing Program

Students who have withdrawn from or failed a course—whether due to academic or non-academic reasons (e.g., illness, family issues)—must apply for readmission to the Nursing Program. Readmission is **not guaranteed**, and progression in the program is contingent upon meeting the criteria outlined below.

General Readmission Process:

- Students who fail a nursing course or withdraw for any reason must reapply for readmission to the program.
- Students who do not achieve a final grade of **80% or higher** in any course cannot progress in the program and must apply for readmission.
- Out-of-sequence progression for Lifespan Nursing courses is not permitted.
- Students dismissed for **disciplinary reasons** are permanently ineligible for readmission to the Nursing Program.

Timeframe for Readmission:

- Readmission must occur within **12 months** of withdrawal or failure.
- Students must re-enter at the same course level in which they were previously enrolled.
- Readmission is contingent upon the **availability of space** in the program.

Steps for Readmission:

- **Notify the Nurse Administrator** of the intent to reapply.
- Submit a new **Nursing Program Application**.
- Provide a **written plan of action** to the Nurse Administrator. This plan must include:
    - A self-assessment identifying areas that need improvement and factors contributing to the previous withdrawal or failure.
    - Specific actions taken to improve performance and enhance success in nursing school.
    - Steps taken to maintain and develop nursing skills (e.g., as a CNA, CMA, or LPN), with verification from an employer.
- Meet all current **admission requirements**, including immunizations, CPR certification, and any other program prerequisites.

Course-Specific Readmission Criteria:

- Students re-entering **NR 111**, **NR 210**, or **NR 211** must meet the general admission criteria and processes for new applicants.
- If a student has remained engaged in the Nursing Program by:
    - Enrolling in courses like **NR 116** or **NR 110**
    - Maintaining regular contact with their assigned faculty huddle leader
    Then they may bypass the general admission process.
- Students who have completed all available NR courses but have not yet re-entered must maintain regular communication with their assigned faculty huddle leader to avoid being subject to the general admission process.

Adopted:	Revised
1976	01/25

Appendix H: KBOR Core alignment documents ADN & PN

Associate Degree Nurse (A.D.N.) Program Alignment – CIP: 51.3801

Effective: Fall 2023
Issued 6/13/22

A.A.S.
Maximum of 72 Credit Hours

Professional Nurse
• RN Credential

Required Courses within Program

Support Courses	24-29 credits:
Anatomy and Physiology	5-8 credits
English 101 or English Composition	3 credits
General Psychology	3 credits
Microbiology	4-5 credits
OR	
Pathophysiology	3-4 credits
AND	
Elective Credits	Up to 10 credits

Nursing programs may designate Support Courses as pre or co-requisite courses within their curriculum.

Course list sequence has no implication on course scheduling by colleges.

Institutions may add additional competencies based on local demand.

Competencies identified within the Common Courses represent opportunities for articulation with K-12.

Notes

Specifics pertaining to A.D.N. Nursing programs:

1. Program educational standards and outcomes are established by the Kansas State Board of Nursing.

2. The Kansas Board of Regents defers A.D.N. nursing faculty requirements to those of the Higher Learning Commission and the Kansas State Board of Nursing. Nursing programs and their governing organizations will ensure compliance within those requirements.

3. Successful program completers will be eligible to sit for the National Council Licensure Examination (NCLEX), the passing of which culminates in the Registered Nurse (RN) credential.

4. The Kansas Nurse Practice Act requires an associate degree as the minimum for entry into employment as a Registered Nurse. There are no other exit points.

5. All A.D.N. programs must be approved by the Kansas Board of Nursing.

6. Aligned programs must use the seven revised program outcomes approved by KSBN. If a program required additional program outcomes, additions must be approved by KSBN.

ADN Program Outcomes:

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 frame works.
3. Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.
4. Formulate safe and effective clinical judgements 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 reduce risks for a global population.
7. Demonstrate effective communication methods to manage client needs and to interact with other healthcare team members.

Certificate C
45-59 credit hours

Practical Nurse
• LPN Credential

Required Courses within Program

Support Courses*	7 credits:
Human Anatomy & Physiology	min 4 credits
Human Growth & Development	3 credits

Course list sequence has no implication on course scheduling by colleges.

Institutions may add additional competencies based on local demand.

Competencies identified within the Support Courses represent opportunities for articulation with K-12.

*Institutions may utilize existing like course titles for Support Courses that adhere to the agreed upon course lengths.

Notes

Specifics pertaining to Practical Nurse program:

1. Colleges may choose to require an active Certified Nurse Aide credential for entrance into PN programs.

2. Program educational standards and outcomes are established by the Kansas State Board of Nursing.

3. Practical Nurses must be licensed to practice and are regulated by the Kansas State Board of Nursing.

4. Successful program completers will be eligible to sit for the National Council Licensure Examination (NCLEX), the passing of which culminates in the Licensed Practical Nurse

LPN Program Outcomes:

Upon completion of the Practical Nursing program, the graduate will demonstrate the following in a structured setting:

1. Relationship-Centered Care: Provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial, and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes.
2. Teamwork and Collaboration: Collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making.
3. Evidence-Based Practice: Use current evidence as a basis for nursing practice.
4. Informatics: Use information and client care technology to support the delivery of safe, quality client care.
5. Quality Improvement: Participate in quality improvement activities assessing their effect on client outcomes.
6. Safety: Provide an environment that is safe and reduces risk of harm for clients, self, and others.
7. Professionalism: Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
8. Leadership: Use leadership skills that support the provision and coordination of client care.

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Appendix I: Correlation of Outcomes

Correlation of CCCC (ADN) End-of-Program Student Learning Outcomes, PN Outcomes, EPSLOs with NLN and QSEN Competencies

CCCC Nursing End-of-Program Student Learning Outcomes (EPSLO) *Kansas ADN Core Alignment (Ks 7)* Aligned with KBOR outcomes for ADN graduates	**EPSLO 1** Integrate caring behaviors in practicing the art and science of nursing within a diverse population	**EPSLO 2** Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.	**EPSLO 3** Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.	**EPSLO 4** Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidence-based practice.	**EPSLO 5** Provide leadership in the management of care to meet client needs using available resources and current technology.	**EPSLO 6** Generate teaching and learning processes to promote and maintain health and to reduce risks for global populations.	**EPSLO 7** Demonstrate effective communication methods to manage client needs and to interact with other health care team members.
Practical Nursing Program Alignment *Kansas PN Core Alignment* Aligned with KBOR outcomes for PN graduates	**1. Relationship-Centered Care:** Provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial, and spiritual needs of clients with commonly occurring	**7. Professionalism:** Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.	**6. Safety:** Provide an environment that is safe and reduces risk of harm for clients, self, and others.	**3. Evidence-Based Practice:** Use current evidence as a basis for nursing practice.	**4. Informatics:** Use information and client care technology to support the delivery of safe, quality client care. **8. Leadership:** Use leadership skills that support the provision and coordination of	**5. Quality Improvement:** Participate in quality improvement activities assessing their effect on client outcomes.	**2. Teamwork and Collaboration:** Collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making.

	health alterations that have predictabl e outcomes.				client care.		
NLN	NLN Core Values -Caring -Diversity -Ethics - Excellenc e -Holism- -Integrity -Patient Centeredn ess	Profession al Identity *Implement one's role as a nurse in ways that reflect integrity, responsibi lity, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and communit y context.*	Human Flourishin g *Advocate for patients and families in ways that promote their self-determina tion, integrity, and ongoing growth as human beings.*	Nursing Judgment *Make judgments in practice, substantia ted with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and communit y context.*	Integratin g Concepts *Context and environme nt* - *Knowledg e and Science* -Personal / Profession al Developm ent -Quality and safety - Relationsh ip-Centered Care - Teamwork	Spirit of Inquiry *Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlyin g assumptio ns, and offer new insights to improve the quality of care for patients, families, and communiti es.*	Integratin g Concepts *Context and environme nt* - *Knowledg e and Science-Personal/ Profession al Developm ent* -Quality and safety - Relationsh ip-Centered Care - Teamwork

QSEN	Patient Centered Care		Patient Centered Care	Evidence Based Practice Safety	Teamwork and Collaboration Informatics	Quality Improvement Evidence Based Practice Safety	Teamwork and Collaboration Informatics Safety
Cloud County Community College Nursing Program has adopted the Kansas Board of Regents program outcomes for ADN graduates as the Learning Outcomes for the graduates of the program. The above grid demonstrates consistency with the NLN Education Competencies of ADN graduates & QSEN Competencies.							

Appendix J: Outcomes Map (CLO, PN, EPSLO)

ADN End of Program Student Learning Outcome EPSLO (Ks 7)	PN Program Outcomes	NR110	NR 111	NR 112	NR 116	NR 210	NR 211	NR 212
1.Integrate caring behaviors in practicing the art and science of nursing within a diverse population.	**1. Relationship-Centered Care:** Provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial, and spiritual needs of clients with commonly occurring health		5. Correlates knowledge of physiologic and psychosocial changes with care required to meet the unique needs of diverse adult patients.	3. Demonstrate knowledge, skills and attitudes required to provide patient centered care for patients across the lifespan.		3. Implement competent, compassionate care for diverse patient populations.	5. Advocate for the delivery of compassionate care for diverse populations

alterations that have predictable outcomes.								
2.Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.	**7. Professionalism:** Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.	2. Perform a Head to Toe assessment along with a focused system assessment.	1. Display behaviors consistent with the role of the professional nurse.		3. Explain the nurse's scope of practice and professional standards related to medication administration	1. Differentiate variations in scope of practice between the LPN and RN	5. Demonstrate professional behaviors consistent with legal and ethical standards of nursing practice.	3. Delegate appropriately to provide safe and effective nursing care 4. Apply ethical/legal principles to nursing practice
3.Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.	**6. Safety:** Provide an environment that is safe and reduces risk of harm for clients, self, and others.	4. Differentiate between normal and abnormal findings.		2.Function in the role of the professional nurse within the healthcare team to provide care for patients across the lifespan experien	5. Collaborate with the interprofessional health care team to optimize outcomes for clients with complex health alterations			2. Collaborate with members of the interprofessional healthcare team to promote optimal outcomes for patients with multisystem m

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				cing common acute and chronic health care alterations				healthcare problems.
								3. Delegate appropriately to provide safe and effective nursing care
4.Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidence-based practice.	3. **Evidence-Based Practice:** Use current evidence as a basis for nursing practice.	1. Assess the patient's health status by completing a basic health history and individualized assessment considering the condition, age, gender, and culture of the patient.	1.Demonstrate safe and skillful performance of foundational nursing responsibilities.	4. Implement safe and effective nursing care guided by the nursing process and best practices.	1. Describe the pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of selected medications, differentiating between desired effects and adverse reactions. 2. Formulate safe and effective evidence-based nursing interventions related to medication administration and management that enhance	2. Demonstrate understanding of clinical reasoning in nursing practice 3. Demonstrate proficiency in basic nursing skills for the Registered Nurse	1. Prioritize nursing care using clinical judgment for patients with complex acute and chronic physical and psychosocial health problems. 3. Implement competent, compassionate care for diverse patient populations.	1. Integrate knowledge and current evidence to guide decision making for effective patient care management. 2. Collaborate with members of the interprofessional healthcare team to promote optimal outcomes for

								client centered care.				patients with multisystem healthcare problems.

5.Manage care and provide leadership to meet client needs using available resources and current technology.	**4. Informatics:** Use information and client care technology to support the delivery of safe, quality client care. **8. Leadership:** Use leadership skills that support the provision and coordination of client care.		4. Utilizes the nursing process to promote and maintain health and deliver basic culturally competent patient care.	1. Promote informed decision making to support healthy behaviors across the lifespan.			4. Evaluate resources for use in management of nursing care within the interprofessional health care team.	3. Delegate appropriately to provide safe and effective nursing care 5. Advocate for the delivery of compassionate care for diverse populations
6.Generate teaching and learning processes to promote and maintain health and to reduce risks for global populations.	**5. Quality Improvement:** Participate in quality improvement activities assessing their effect on client outcomes.	3. Perform a basic physical, cognitive, psychosocial, cultural, spiritual, and functional assessment in a systemat	4. Utilizes the nursing process to promote and maintain health and deliver basic culturally competent patient care.	1. Promote informed decision making to support healthy behaviors across the lifespan.	4. Create a health teaching plan related to prescribed medication therapy incorporating personal, genetic, and environmental factors		2. Select nursing interventions to reduce risk and maintain safety for patients with complex health care problems.	5. Advocate for the delivery of compassionate care for diverse populations

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		ic manner.	5. Correlates knowledge of physiologic and psychosocial changes with care required to meet the unique needs of diverse adult patients.				
7.Demonstrate effective communication methods to manage client needs and to interact with other health care team members.	**2. Teamwork and Collaboration:** Collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making.	5. Thoroughly and accurately document the health history and assessment.	1.Utilize beginning communication skills with patients and nursing team members.	5. Select therapeutic techniques to facilitate effective communication with patients and families.		3. Implement competent, compassionate care for diverse patient populations.	

Appendix K: Course Descriptions

General Education			Course Description
Course # hours	**Course Name**	**Credit**	
SC 126	Anatomy & Physiology with Lab OR	5	Anatomy and Physiology is an introduction to the basic concepts of biochemistry, cytology, histology, and cellular
SC 120	A& P I – w/lab And	4	physiology that relate to all tissues, organs and organ systems of the human body. It will focus on the
SC 121	A & P II – w/lab	4	anatomical and physiological aspects of the following

			organ systems an topics: integumentary, skeletal, muscular, nervous, special senses, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive. This course includes three hours of lecture and three hours of laboratory time.
CM 101	English Composition 1	3	English Composition I provides instruction in writing with emphasis on grammatical correctness, acceptable usage, effective organization, and expression of ideas. Assigned reading, research and expository writing are required. Prerequisites: Appropriate ACT/Accuplacer score or Transitional English (CM098) with a C or better and enrollment in co-requisite, Composition Workshop (CM094). Co-requisite: Composition Workshop (CM094) determined by appropriate ACT/Accuplacer score
SS 101	General Psychology	3	General Psychology is an introductory course covering a survey of methods, facts, and principles relating to basic psychological processes. Major topic areas include neural bases of behavior, learning and motivation, psychosocial development and psychological disorders, human cognition, cognitive development, and individual differences and social psychology.
SS 105	Human Growth & Development	3	The class is a study of the self and steps which lead to psychological maturity. The class will include an analysis of our culture in relationship to the needs for personal growth and will study the individual from conception through death. The course will cover physical, mental, and cultural needs for a rich and satisfying life.
MA xxx	General Education Math course with Minimum requirement of 100 level or above	3	Provides students with knowledge of mathematical concepts and a foundation for development of skills in math calculations needed for safe nursing practice.
NR 128	Pathophysiology (pre-req of Anatomy & Physiology) or	4	Focuses on pathophysiologic concepts related to the functional and structural changes that accompany disease processes and the application of basic concepts to body systems and selected disease processes. Etiologies, signs, symptoms, courses, and complications of common diseases of the following organ systems are included: neurologic, endocrine, reproductive, hematologic, cardiovascular, lymphati, pulmonary, renal and urologic, digestive, musculoskeletal, and integumentary. This course is a four hour lecture class. This course has no lab. Prerequisite: SC126 Anatomy and Physiology or SC120 Human Anatomy and Physiology I and SC121 Human Anatomy and Physiology II.

CM 115	Public Speaking	3	Public Speaking is an elementary course in the study and practice of the basic principles of speech and interpersonal communication with emphasis on critical thinking, the creative and intelligent selection of material, organization and oral presentation. Students taking this class in an online format will be required to record and submit speeches electronically. All speeches must be recorded in front of a live audience which the students must arrange. Minimum audience numbers vary by speech.
CM 240	OR Interpersonal Communication		
	Course in Humanities	3	The study of how people process and document the human experience including a cultural and global exploration and awareness, understanding of historical perspectives, evolution, expression, and transmission of culture or understanding of legal and governmental systems depending upon course elective. Knowledge of the human condition enhances empathetic care of patients. Knowledge of the legal and government systems gives nurses agency in understanding and advocating change within regulatory systems.

Nursing			**Course Description**
Course #	**Course Name** hours	**Credit**	
NR 110	Health Assessment	3	This course is designed to provide students with a basic understanding and working knowledge of health assessments to begin making clinical judgments. Opportunities are provided for students to demonstrate competencies of the individual across the life span. Emphasis is placed on the interview process and recognition of expected findings for history and physical examination of each system. Prerequisite: Anatomy & Physiology, Human Growth & Development, Intermediate Algebra or higher, and English Composition I with a grade C or higher.
NR 111	Lifespan Nursing I	6	This course is an introduction to the professional role of the nurse and nursing process. Foundational psychomotor skills, safe practice, and basic communication skills are taught to provide care to adults and older adults. Requisite lab and clinical experiences are part of this course. Prerequisite: Anatomy & Physiology, Human Growth and Development, English Composition I, Intermediate Algebra or higher with grade C or higher, admission to the associate degree nursing program, and NR110 taken concurrently or completed with an 80% (B) or higher.
NR 112	Lifespan Nursing II	9	This course is an introduction to the care of healthy families, health promotion, and patient centered care

			associated with common acute and chronic physical and psychosocial health alterations across the lifespan. Requisite lab and clinical experiences are part of this course. Prerequisite: Successful completion of Lifespan Nursing I and Health Assessment for Nurses with a grade of 80% (B) or higher.
NR 116	Pharmacology	4	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. Prerequisite: Pathophysiology, Human Growth & Development, Intermediate Algebra or higher, and English Composition I with a grade C or higher,
NR 210	LPN-ADN Bridge	1	This course focuses on professional standards, scope of practice, clinical reasoning and psychomotor skills for the Registered Nurse. Prerequisite: Completion of a practical nurse program, LPN licensure or candidate for licensure, admission to the ADN program, Anatomy and Physiology, Human Growth and Development, Intermediate Algebra, General Psychology, English Composition I, and Pathophysiology
NR 211	Lifespan Nursing III	9	This course builds to provide care for patients with complex, acute and chronic, physical and psychosocial health problems. The concepts of prioritization and clinical judgment are incorporated to provide care for patients across the lifespan. Requisite lab and clinical experiences are part of this course. Prerequisite: Successful completion of Lifespan Nursing II with a grade 80% (B) or higher (or) LPN licensure and Concurrent NR210; and admission to the ADN program.
NR 212	Lifespan Nursing IV	9	This course addresses emergent and multisystem healthcare problems. It supports the transition of the student to the professional role of the nurse. Requisite lab and clinical experiences are part of this course. Prerequisite: Pharmacology II and Lifespan Nursing III with a grade 80% (B) or higher.

Appendix L: Rationale for Support Courses in Nursing Curriculum

General Education Courses				
General Education			**Rationale**	
Course # Course Name **Credit hours**			**Foundational Purpose:**	
SC 126 SC 120 SC 121	Anatomy & Physiology with Lab *OR* A& P I – w/lab *And* A & P II – w/lab	5 4 4	Provides students with foundations of anatomical structure and physiology of the human body thereby establishing a knowledge base for nursing. Demonstrates an understanding of the importance of homeostasis in regulation of human health. Identify structures of the human body and describe understanding of the interactions among the systems of the human body.	Prerequisite to both program options
CM 101	English Composition 1	3	Provides the student instruction in writing with emphasis on grammatical correctness, acceptable usage, effective organization, and expression of ideas necessary to the profession of nursing.	Prerequisite to both program options
SS 101	General Psychology	3	Familiarizes the student with relevant topic areas including neural bases of behavior, learning and motivation, psychosocial development and abnormal psychology, human cognition, cognitive development, individual differences and social psychology to reinforce a nursing knowledge base.	Prerequisite for LPN to ADN Advanced Standing Option Generic Traditional Option May be completed concurrently.
SS 105	Human Growth & Development	3	Provides students with analysis of our culture in relationship to the needs for personal growth. Demonstrate knowledge of the human development process and will study the individual from conception through death providing a knowledge base for nursing. This course helps nurses enhance care to patients at any stage of the life process.	Prerequisite to both program options
MA xxx	General Education Math course with Minimum requirement of 100 level or above	3	Provides students with knowledge of mathematical concepts and a foundation for development of skills in math calculations needed for safe nursing practice.	Prerequisite to both program options

NR 128	Pathophysiology (pre-req of Anatomy & Physiology) or	4	Pathophysiology provides the student with pathophysiologic concepts related to functional and structural changes that accompany disease processes with application of basic concepts to body systems and selected disease processes.	Prerequisite for LPN to ADN Advanced Standing Option Co-requisite: Generic Traditional Option May be completed with NR111 Lifespan Nursing I
CM 115 CM 240	Public Speaking OR Interpersonal Communication	3	Provides the student with a study and practice of the basic principles of speech and interpersonal communication with emphasis on the creative and cogent selection of material, organization and oral presentation essential to the practice of nursing. The course enhances clear communication between colleagues and patients.	May be completed concurrently for both options.
	Course in Humanities	3	The study of how people process and document the human experience including a cultural and global exploration and awareness, understanding of historical perspectives, evolution, expression, and transmission of culture or understanding of legal and governmental systems depending upon course elective. Knowledge of the human condition enhances empathetic care of patients. Knowledge of the legal and government systems gives nurses agency in understanding and advocating change within regulatory systems.	May be completed concurrently for both options.

Each class must be completed with a "C" grade or better.

Appendix M: Clinical Sites

Facility	Contact Name	Accreditation, approval, or oversight.	Areas Utilized	Max Faculty: Student Ratio Allowed by Agency	Meets clinical site guidelines & contract on file
Ascension Via Christi Manhattan	Jennifer Goehring jennifer.jenkins-goehring@ascension.org	General Acute Care Hospital CMS Certification Joint Commission Accreditation	Acute Care, ER, Outpatient	10	Yes

		Licensed by Kansas Department of Health and Environment			
Belleville Medical Clinic 2337 G Street Belleville, KS 66935	Lori Frybarger 785-527-5524 rcfp@nckcn.com	Licensed by Kansas Department of Health and Environment	Acute clinic / Urgent Care	2	Yes
Beloit Medical Center 1005 N Lincoln Ave. Beloit, KS 67420	Christine Marozas D.O. 785-738-2246	Licensed by Kansas Department of Health and Environment	Acute clinic / Urgent Care	2	Yes
Brodstone Healthcare 520 E 10th St Superior, NE 68978	Director of Nursing 402-879-3281 DON@brodstone.org	Critical Access Hospital CMS Certification Nebraska Department of Health and Human Services	Acute Care, OB, OR, ER, Clinic, Specialty Clinic, Outpatient	6	Yes
Chapman Valley Manor 1009 Marshall, P.O. Box 219 Chapman, KS 67431	Brianna Loy, RN Director of Nursing chapval@chapmanvalleymanor.org 785-922-6525	Licensed by Kansas Department of Health and Environment	Long term care	10	Yes
Clay County Health Department 820 Spellman Circle Clay Center, KS 67432	Dana Rickley, RN Administrator drickley@claycountykansas.org	Licensed by Kansas Department of Health and Environment	All	2	Yes
Clay County Medical Center 617 Liberty Clay Center, KS 67432	Julie Crimmins Director of Nursing 785-632-2144 Ext 3544	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Acute Care, OB, OR, ER, Clinic, Specialty Clinic, Outpatient	6-8 depending on census	Yes
Cloud County Health Department	Tonya Sulanka Administrator 785-243-8140	Licensed by Kansas Department of	All	2	Yes

and Home Health Services 910 W 11th Street Concordia, KS 66901		Health and Environment			
Community Memorial Healthcare 798 N. 18th St. Marysville, KS 66508	Diane Luebcke, BSN, RN Director of Nursing 785- 562-2311 ddluebcke@cmhcare.com	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Acute Care, OR, ER, Clinic, Specialty Clinic, Outpatient	8	Yes
Fillmore County Hospital 1900 F. St. Geneva, NE 68361	Lisa Hopecan, RN, BSN Director of Nursing 402-759-3167	Critical Access Hospital CMS Certification Nebraska Department of Health and Human Services	Acute Care, OB, OR, ER, Clinic, Specialty Clinic, Outpatient	2	Yes
Hilltop Lodge Health and Rehab 815 N. Independence Ave Beloit, KS 67420	Janelle Lechtenberg, RN DON 785-738-3516 jlechtenberg@hilltoplodgeHRC.com	Long term care facility Licensed by Kansas Department of Health and Environment	LTC, Assisted Living	10	Yes
Irwin Army Community Hospital 650 Huebner Road Fort Riley, KS 66442-4030	Donna Medek Agreements Manager 405-362-0021 Donna.j.medek.civ@mail.mil	Army medical facility	Acute Care Specialty areas	2	Yes
Jewell County Hospital 100 Crestvue Ave Mankato, KS 66956	Director of Nursing 785-378-3137 dsimon@jewellcohospital.org	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Acute Care, LTC	6	Yes

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Konza Prairie Community Health Center 361 Grant Avenue | Junction City, KS 66441 2030 Tecumseh Road, Ste 100 | Manhattan, KS 66502	Tahani Leon Guerrero Clinic Coordinator **t** 785-238-4711 **f** 866-309-8893 **e** **tleonguerrero @kpchc.org | www.kpchc.or g**	Licensed by Kansas Department of Health and Environment	Clinic, specialty areas	2		Yes
Larned State Hospital 1301 Kansas 264 Larned, KS 67550	Jayci Wyant, RN 620-285-4569 Jayci.Wyant@ LSH.KS.GOV	Accreditation – The Joint Commission	All units available	10 per instructor		Yes
Linn Community Nursing Home 612 3rd St Linn, KS 66953	Sarena Rosebaugh, RN Director of Nursing 785-348-5551 don@linncom m.org	Long term care facility Licensed by Kansas Department of Health and Environment	LTC, Assisted Living	10		Yes
McPherson Hospital, Inc. 1000 Hospital Drive McPherson, KS 67460	Jamie Hicks, BSN, RN Director of Education JamieHicks@ mcphersonhos pital.org	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Acute, ER, Clinic	6		Yes
Meadowlark Hills 2121 Meadowlark Cir. Manhattan, KS 66502	Jennifer Schoenhofer, RN Director of Nursing 785-556-5295 jschoenhofer@ meadowlark.or g	Long term care facility Licensed by Kansas Department of Health and Environment	LTC, Assisted Living	10		Yes
Memorial Health System 511 NE 10th St	Angie Johnson, CNO	Critical Access Hospital	LTC, Acute Care,	6-8		Yes w/SRHC Affiliate no

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Abilene, KS 67410	ajohnson@MHSKS.org 785-263-6646	Licensed by Kansas Department of Health and Environment			separate contract
Minneapolis Health and Rehabilitation Center 815 N. Rhothsay Ave, Minneapolis, KS 67467	Kathy Walmsley, BA, LNHA Executive Administrator kwalmsley@minneapolisHRC.com 785-392-2162	Licensed by Kansas Department of Health and Environment	LTC	10	Yes
Mitchell County Hospital Health Systems 400 W 8th Beloit, KS 67420	Nicki Cleveland, CNO 785-738-2266 ncleveland@mchks.com	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Acute Care, OB, OR, ER, Clinic, Specialty Clinic, Outpatient LTC, Skilled	10	Yes
Nicol Home 303 E Buffalo St. Glasco, KS 67445	Lori Porter Director of Nursing lori@nicolhome.org	Long term care facility Licensed by Kansas Department of Health and Environment	LTC, Skilled	10	Yes
North Central Kansas Medical Center 155 W College Drive | Concordia, Ks 66901	Della Strait, MBA MSN RN Senior Director of Nursing Email: rstrait@nckmed.com	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Acute Care, OR, ER, Clinic, Specialty Clinic, Outpatient	6-8 depending on census	Yes
Ottawa County Health Center 215 East Eighth Street Minneapolis, KS 67467	Jody Parks Administrator 785-392-9131 jparks@ochc.net	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Acute Care ISB LTC, skilled	6 -10	Yes
Ottawa County Health Department	Trisha Smith Health Officer 785.392.2822	Licensed by Kansas Department of	All available	2	Yes

817 Argyle Ave Minneapolis, KS 67467	ottawahd@gmail.com	Health and Environment			
Park Villa Nursing Home 114 S. High Clyde, KS 66938	Abigail Schmidt Administrator 785-446-2818 pvnhadmin@parkvillanursinghome.org	Long term care facility Licensed by Kansas Department of Health and Environment	LTC, Skilled	10	Yes
Pawnee Mental Health 210 W 21st. St. Concordia, KS	Joey Hopkins, RN 785-243-8900 Joey.hopkins @pawnee.org	Community Mental Health License - Licensed by Kansas Department of Social and Rehabilitation Services (SRS) Also licensed by the Kansas Department of Addiction and Prevention Services	Day program, Telehealth	6-8	Yes
Republic County Health Department and Home Health 2316 G St, Belleville, KS 66935	Faye Jones, MSN, RN Administrator 785-527-5671 rchdhha@nckcn.com	Licensed by Kansas Department of Health and Environment	All available	2	Yes
Republic County Hospital 2420 G Street Belleville, KS 66935	Kelli Devine Director of Acute Nursing 785-527-2254 kdevine@rphospital.org	Critical Access Hospital Accreditation – The Joint Commission Licensed by Kansas Department of Health and Environment	Acute Care, OB, OR, ER, ISB, Clinic, Specialty Clinic, Outpatient	6-8	Yes
Salina Regional Healthcare Center	Jonna Struble, MSN, RN Director of Education	Accredited Long-Term Care Hospital	Med/Surg, OR, ICU, ER, OB, Infusion, Outpatient,	10	Yes

400 S Santa Fe Ave. Salina, KS 67401	785-452-7000 jostrubl@srhc.com	Accreditation – HFAP Licensed by Kansas Department of Health and Environment	Step Down, PACU/ Amb		
Salina Rescue Mission 1716 Summers Rd PO Box 1667 Salina, KS 67401	Chad Young Executive Director 785- 823-2610 chad@salinarescuemission.com	Not for Profit 501 (c) Organization – Reports to a volunteer Board of Directors		10	Yes
Smith County Memorial Hospital 921 E Hwy 36 Smith Center, KS 66967	Sarah Ragsdale Director of Nursing 785-282-6845 Sarah.ragsdale@scmhks.org	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Acute Care, OB, OR, ER, ISB, Clinic, Specialty Clinic, Outpatient	6	Yes
Stoneybrook Health and Rehab 2025 Little Kitten Ave. Manhattan, KS 66503	Antonio Burns Director of Nursing 785-776-0065 aburns@stoneybrook-retirement.com	Long term care facility Licensed by Kansas Department of Health and Environment	LTC, Skilled	10	Yes
Stormont Vail Health Vail Flint Hills Campus 1102 St Marys Rd Junction, City KS 66441	Kelsey Joice, BS-BA Student Placement & Contract Specialist clinicalexperience@stormontvail.org	Accredited – The Joint Commission Licensed by Kansas Department of Health and Environment	Acute Care, OR, ER, Clinic, Specialty Clinic, Outpatient	6-8	Yes
Sunset Home 620 2nd Ave Concordia, KS 66901	Director of Nursing 785-243-2720 Ext 123 don@sunsethomeinc.com	Long term care facility Licensed by Kansas Department of Health and Environment	LTC, Skilled, Assisted Living	10	Yes

Washington County Hospital 304 E 3rd St Washington, KS 66968	Director of Nursing kotott@bluevalley.net	Critical Access Hospital Licensed by Kansas Department of Health and Environment	Acute Care, OB, OR, ER, ISB, Clinic, Specialty Clinic, Outpatient	6		Yes
Valley View Senior Life 1417 West Ash Street Junction City, KS 66441	Tyrone Wilkens Executive Administrator twilkens@vvseniorlife.com 785-762-2162 ext. 223	Licensed by Kansas Department of Health and Environment	LTC, Skilled, Assisted Living	10		Yes

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CCCC Children's Center 2221 Campus Drive Concordia, KS 66901	Michelle Charbonneau Director 785-243-1435 x 755	Licensed by Kansas Department of Health and Environment	Yes
Public School System #333 217 West 7th Street Concordia, KS 66901	Quentin Breese Superintendent 785-243-3518	Overseen by KDHE	Yes
Public School System #475 123 N Eisenhower Dr. Junction City, KS 66441	Julie Dennis USD 475 Jslogan2@yahoo.com JCHS Nurse JulieDennis@usd475.org	Overseen by KDHE	Yes
USD 379 807 Dexter St. Clay Center, KS 67432	Jaclyn Pfizenmaier School Nurse jaclynpfizenmaier@usd379.org	Overseen by KDHE	Yes

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Appendix N: Faculty Job Description
CLOUD COUNTY COMMUNITY COLLEGE
PROFESSIONAL EMPLOYEE JOB DESCRIPTION

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Position Title: Instructor in Nursing

Reports To: Division Dean

Type of Contract: Professional Employee (Faculty)

Length of Contract: 9 month, academic year

Date of Position Description: October 2021

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GENERAL NARRATIVE DESCRIPTION OF THE POSITION

The Instructor in Nursing will be responsible for teaching courses within the Nursing Department. Each nurse faculty member who is assigned the responsibility of a course shall hold a Graduate Degree in Nursing, preferably in the clinical area being taught, except for any person whose graduate degree is conferred on or before July 1, 2001. Bachelor's degree and enrolled in a graduate nursing program will be considered with graduate degree plan and hire exception. Each nurse faculty member on a degree plan shall provide to the KSBN a faculty degree plan that projects completion of a graduate degree in nursing within the designated timeframe.

The possession of/or eligibility for a valid, current Kansas license as a registered nurse is required. Two years of nursing experience is required. Additionally, it is preferable that the candidate has college teaching experience and experience in nursing or the medical industry.

The administration retains the right to change the responsibilities at any time.

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RESPONSIBILITIES

The Nursing Instructor will:

1. discharge effectively and efficiently the duties and responsibilities as defined in the Master Contract;

2. teach courses within the Nursing Department;

3. work with the division and department in the development of assessment and competencies for courses in the department and division;

4. work with the department and the division in the development and approval of Associate of Applied Science programs and transfer programs;

5. work with the department and division in the program review process;

6. work with the department and division in maintaining ongoing national nursing education accreditation;

7. work with the department and division in the student outcome assessment process;

8. assist in the mentoring of faculty both on and off-campus;

9. work with the department and division on follow-up of graduates;

10. work with the Articulation Coordinator in developing articulation agreements for transfer programs;

11. participate in division, department, and faculty activities including working with advisory committees for AAS programs;

12. work with other instructors in scheduling and performing clinical instruction;

13. prepare syllabi for all courses taught following prescribed format

14. work with the division department chair and division dean on the preparation of the class schedule each semester;

15. provide information to the Academic Affairs' office for federal, state, and internal reports;

16. work with the department chair and the division dean on the preparation of the budget;

17. assist in the development of promotional materials for the nursing program and the division, and assist in the recruitment of students;

18. incorporate technology into the curriculum;

19. assist in the development and delivery of online courses in the nursing program if applicable;

20. work with business and industry to develop relationships and support for the nursing program;

21. emphasize working in the global society within the curriculum;

22. work with other disciplines to develop interdisciplinary programs;

23. attend workshops and seminars, if necessary (valid driver's license required and overnight travel may be required);

24. maintain unrestricted nursing license in Kansas.

25. assist in delivering educational programs and other services to companies and organizations;

26. attend and participate in nursing pinning ceremony and commencement exercises in academic attire; and

27. perform other duties as assigned by the Vice President for Academic Affairs, the Division Dean, or the Department Chair.

Appendix O: Faculty Profile Table

FACULTY PROFILE TABLE

Agency Information

Name of Institution: Cloud County Community College
Date Form Completed: 01/20/2025

Name of Nursing Education Unit: Cloud County Community College Nursing Program

Agency	Name of Agency	Full- and Part-Time Faculty Requirements *Directions: List the specific academic, licensure, practice/teaching, and/or other requirements (as applicable) for full and part-time faculty by agency and include the reference (link or location) where information can be verified. If requirements are not applicable for an agency, provide a brief explanation why.*
The program's state regulatory agency for nursing	**Kansas State Board of Nursing**	**Reference:** State of Kansas NPA by Statute or Rules and Regulations 60-2-103 Faculty and preceptor qualifications https://ksbn.kansas.gov/wp-content/uploads/NPA/60-2-103.pdf **Requirements:** 60-2-103. Faculty and preceptor qualifications. (a) Professional nursing education programs. (1) Each nurse faculty member shall be licensed as a registered professional nurse in Kansas. (2) Each preceptor shall meet the following requirements: (A) Be licensed as a registered professional nurse in the state in which the individual is currently practicing nursing; and (B) complete a preceptor orientation which shall include information about the factors influencing the student-preceptor relationship and course information. (3) Each program shall have a written plan that includes the method of selection of preceptors, the

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roles of the faculty members and preceptors, and the methods of contact between faculty members and preceptors during the preceptorship.

(4) Each nurse faculty member shall have academic preparation and experience as follows:
(A) The nurse administrator who is responsible for the development and implementation of the nursing education program shall have had successful experience in administration or teaching and shall have a graduate degree. Each person who is hired as a nurse administrator after July 1, 1999 shall have a graduate degree in nursing, except for any person whose graduate degree is conferred on or before July 1, 1999.

(B) 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 after July 1, 2001 shall have a graduate degree in nursing, preferably in the clinical area being taught, except for any person whose graduate degree is conferred before July 1, 2001.

(C) Each nurse faculty member responsible for clinical instruction shall possess a graduate degree or provide to the board a faculty degree plan that projects completion of a graduate degree. Each person who is hired as a nurse faculty member responsible for clinical instruction after July 1, 2001 shall meet one of the following requirements:

(i) Have a graduate degree in nursing, preferably in the clinical area being taught, except for any person whose graduate degree is conferred on or before July 1, 2001; or

(ii) provide to the board a faculty degree plan that projects completion of a graduate degree with the graduate degree to be in nursing if the degree is projected to be completed after July 1, 2001.

(c) (1) For each nursing education program, each nurse administrator shall submit to the board the following:

(A) A faculty qualification report for each faculty member newly employed. Faculty with a continuing appointment shall have an appropriate degree;

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		(B) a faculty degree plan reflecting completion of the degree within six years for each instructor without the appropriate degree. Upon completion of the degree, a transcript showing completion of the program shall be submitted to the board; and (C) notification and a rationale for each faculty member who is not following the degree plan as submitted. (2) The nurse administrator may request a faculty hire exception to be approved by the board's professional staff, if faculty meeting the criteria specified in this regulation are not available, by providing documentation of the following: (A) A lack of qualified applicants; (B) a rationale for the need to hire the applicant; (C) the applicant's qualifications; and (D) a plan for faculty recruitment. History: (Authorized by and implementing K.S.A. 2001 Supp. 65-1119; effective April 4, 1997; amended January 24, 2003.)
Other state agency (e.g., state department of education, state system, etc.)	**Kansas Board of Regents**	**Reference:** Kansas Board of Regents Coordinated Institutions Rules and Regulations https://www.kansasregents.org/about/rules-regulations/coordinated-institutions-rules-regulations?showall=1 **Requirements:** Under section 88-26-2-b-1-2 Accreditation: (a) Accreditation by the higher learning commission of the north central association of colleges and schools shall be presumptive evidence that the criteria specified in subsection (b) are met. (2) The faculty members hold the credentials appropriate to the academic program offered as follows: (A) Each faculty member shall possess an academic degree that is relevant to what the individual is teaching and that is at least one level above the level at which the individual is teaching. Alternatively, for each faculty member employed based on equivalent experience, the institution shall establish criteria for minimum equivalent experience that will be used in the appointment process. (B) Each instructor, including instructors in dual-credit,

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		contractual, and collaborative programs, shall be appropriately credentialed.
The program's governing organization	**Cloud County Community College**	**Reference:** Cloud County Community College Nursing Instructor Job Description *(complete job description available in digital document room)* CCCC Board of Trustees Policy D 22 http://www.cloud.edu/About/Board-of-Trustees/policies/index **Requirements:** In accordance with Kansas Board of Regents policy and Higher Learning Commission Assumed Practice B, Cloud County Community College maintains established definitions and procedures for determining faculty qualifications. The President or his/her designee has the authority to establish these procedures. From Policy Number D22: Faculty Qualifications Faculty will be qualified to teach for Cloud County Community College based on their academic credentials, industry certifications or licensures, non-academic work experiences in the field or discipline, or a combination of these criteria. No more than nine (9) graduate credit hours based on industry certifications or licensures or non-academic work experiences will be attributed toward a faculty member's qualifying credentials. Faculty will be classified in one of the following ways: • MasterA (or DocA) The individual holds a master's degree (or doctorate) in the field in which they teach. • MasterB (or DocB) The individual holds a master's degree (or doctorate) in a related field and has 18 graduate hours in the field in which they teach. • MasterC (or DocC) The individual holds a master's degree (or doctorate) in a related field yet does not have 18 graduate hours in the field in which they teach. Faculty teaching non-occupational courses (courses at the 100 level and above in the disciplines of communications, mathematics, fine arts, natural sciences, and social and behavioral sciences) must hold a master's degree or higher in the discipline in which they teach (MasterA) or in a related discipline. If the degree is in a related discipline, the

faculty must have a minimum of 18 graduate hours in the discipline in which they teach (MasterB). If the individual does not meet classifications MasterA or MasterB, he/she must implement a professional improvement plan to come into compliance.

Faculty teaching career or occupational courses (courses incorporated into an associate of applied science degree or certificate and not within the non-occupational disciplines defined above) will hold a bachelor's degree or, at a minimum, an associate's degree in addition to direct work-related experience and/or industry endorsed certification/licensure or recognized distinction in the field in which they are teaching.

Deviation from this policy may be made in extreme or emergency situations only, with the approval of the Vice President for Academic Affairs.

CLOUD COUNTY COMMUNITY COLLEGE PROFESSIONAL EMPLOYEE JOB DESCRIPTION
Position Title: Instructor in Nursing, Division of Sciences and Business
Reports To: Dean, Division of Sciences and Technical Programs
Type of Contract: Professional Employee (Faculty)
Length of Contract: 9 month, academic year

GENERAL NARRATIVE DESCRIPTION OF THE POSITION
The Instructor in Nursing will be responsible for teaching courses within the Nursing Department. Each nurse faculty member who is assigned the responsibility of a course shall hold a Graduate Degree in Nursing, preferably in the clinical area being taught, except for any person whose graduate degree is conferred on or before July 1, 2001. Bachelor's degree and enrolled in a graduate nursing program will be considered with graduate degree plan and hire exception. Each nurse faculty member on a degree plan shall provide to the KSBN a faculty degree plan that projects completion of a graduate degree in nursing within the designated timeframe.

The possession of/or eligibility for a valid, current Kansas license as a registered nurse is required. Two years of nursing experience is required. Additionally, it is preferable that the candidate has college teaching experience and experience in nursing or the medical industry.

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The governing organization's accrediting agency	The Higher Learning Commission	Reference: HLC Policy CCRT.B.10.020 partB.2:"Assumed Practices" http://www.hlcommission.org/Policies/assumed-practices.html CCCC Board of Trustees Policy D 22 http://www.cloud.edu/About/Board-of-Trustees/policies/index **Requirements:** Requirements: HLC faculty credentialing requirements indicate that faculty should hold one degree higher than the level they are teaching. For courses intended for transfer to a four-year degree, faculty should posses, at minimum, a master's degree in their field. For faculty who hold a degree outside of their field, they must have 18 graduate credit hours within the field. For technical courses (not intended primarily for transfer), faculty must have a bachelor's degree within their field. In accordance with HLC guidelines, the college also considers "equivalent experience" to determine mastery within a field. Board of Trustees policy D22 defines these experiences as industry licensure, related work experience, National Board certification, Advanced Placement Course instruction, PRAXIS exams, continued professional development, evidence of distinction in the discipline, and up to three graduate credit hours in a curriculum / instruction course. As this HLC policy is new and represents significant changes, particularly to faculty credentialing in concurrent settings, the college has applied for and received an extension until 2020, specifically for faculty hired prior to the policy's adoption and for concurrent faculty who need additional time to meet the new guidelines.

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

LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBLITY	
Beikman, Sara	July 2017 (CCCC part-time clinical instructor from 2006 to 2009)	BSN- April 1996 University of Texas School of Nursing MSN – January 2019 Master of Science in Nursing Education- Grand Canyon University Faculty Qualification Report on file with KSBN.	Kansas License #14-79986 Expires: 03/31/2026 BLS- expires 07/2025 ACLS- expires 12/2025 NRP- expires 08/2025 Certified in fetal Monitoring Certified Breast Feeding Educator AWHONN Fetal Monitoring Instructor	All Lifespan courses are team taught. Didactic and clinical instruction for the following courses: NR110 NR 111 NR 112 NR 210 NR 211-Lead Faculty NR 212-Lead Faculty	Assessment Committee Criterion 5 (HLC) HLC Steering Committee BIT Appeals Committee D17 Policy Review Committee Tech Bldg Committee International Student Association Hiring Committees Independent Faculty Review Student Affairs
Haug, Amanda	January 2025 (CCCC adjunct clinical instructor from 2023-2024)	ADN – Dec 2011 Manhattan Area Technical College BSN- 2016 Newman University MSN – 2020 Chamberlain University Faculty Qualification Report on file with KSBN.	Kansas License #13-117275 Expires: 06/30/2026 Nurse Practitioner License # 53-79896-062 BLS- expires 01/2027 ACLS- expires 07/2025	All Lifespan courses are team taught. Didactic and clinical instruction for the following courses: NR 110 NR 111 NR 112 NR 116 NR 211 NR 212	New (no outside committees for 1st year per master contract)
Smith, Kimberly	January 2020	ADN – May 2016 Cloud County Community College	Kansas License #13-135692 Expires:12/31/2026	All Lifespan courses are team taught. Didactic and clinical	General Education committee Hiring Committees Calendar Committee

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	(Coordinator position Aug – Dec 2019)	BSN- 2020 Ottawa University MSN – 2022 Ottawa University Faculty Qualification Report on file with KSBN.	BLS- expires 07/31/2025 ACLS – expires 04/30/2025 PALS – expires 12/31/2026	instruction for the following courses: NR110 NR 111– Lead Faculty NR 112- Lead Faculty NR 210 NR 211 NR 212	Level Up RN Liaison Assists administrator with clinical faculty orientation.

Qualifications of Full-Time Shared Faculty in the Nursing Program

Simmons, Amber	August 2024 (Shared with Allied Health Dept for FT status)	ADN – May 2012 Cloud County Community College BSN – 2024 Pittsburg State University Currently enrolled in Master of Science in Nursing Education- projected date of completion is Spring 2026 Fort Hays State University Faculty Degree Plan on file with KSBN.	Kansas License #13-119344 Expires: 07/31/2025 BLS- expires 04/2025	All Lifespan courses are team taught. Didactic and clinical instruction for the following courses: NR 111 NR 112 NR 211 NR 212	ATI Testing TracPrac Liaison Community Involvement Committee

Qualifications of Part-Time Faculty Exclusive to Nursing Program

LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBLITY	
Myer, Tena	May 2008	ADN – May 1985 Cloud County Community College BSN- 1998 Fort Hays State University MSN – 2005 Fort Hays State University	Kansas License # 13-52115 Expires 05/31/2026	All Lifespan courses are team taught. Clinical instruction for the following courses:	(None)

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				NR 111
				NR 112
	Faculty Qualification Report on file with KSBN			NR 211
				NR 212
				NR116- Lead Faculty

Faculty Profile Table
Qualifications of Adjunct Faculty Exclusive to Nursing Program

LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBLITY	
Autry, Katrina	January 2024	BSN – December 2014 Baker University Faculty Hire Exception on file with KSBN.	Kansas License # 13-131222 Expires 06/30/2025	All Lifespan courses are team taught. **Clinical instruction** for the following courses: NR 111 NR 112 NR 211 NR 212	(None)
Fowler, Jenni Kristine	October 2022	ADN – May 2012 North Central Kansas Technical College BSN – 2015 Fortt Hays State University Currently enrolled in MSN/DNP in Nursing Education- projected date of completion is 2026. Fort Hays State University Faculty Degree Plan on file with KSBN.	Kansas License # 13-119230 Expires 01/31/2027	All Lifespan courses are team taught. **Clinical instruction** for the following courses: NR 111 NR 112 NR 211 NR 212	(None)
Grant, Aubrey	January 2025	ADN – May 2015 Cloud County Community College BSN – 2019	Kansas License # 13-131558 Expires 06/30/2025	All Lifespan courses are team taught. **Clinical instruction** for the following courses:	(None)

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		Bethel College Faculty Hire Exception on file with KSBN.		NR 111 NR 112 NR 211 NR 212	
Longfellow, Kelsy	January 2022	ADN – May 2017 Cloud County Community College BSN- 2019 Fort Hays State University MSN – 2022 Fort Hays State University Faculty Qualification Report on file with KSBN.	Kansas License #13-139760 Expires:07/31/2026	All Lifespan courses are team taught. Didactic and clinical instruction for the following courses: NR 111 NR 112 NR 211 NR 212	(None)
Mehl, Rhonda	September 2019	ADN – May 1988 Cloud County Community College BSN – 2002 Fort Hays State University Faculty Hire Exception on file with KSBN.	Kansas License # 13-58905 Expires 07/31/2025	All Lifespan courses are team taught. **Clinical instruction** for the following courses: NR 111 NR 112 NR 211 NR 212	(None)
Parker, James	January 2021	ADN –2016 Brown Macki College BSN – 2018 Capella University Currently enrolled in Master of Science in Nursing FNP- projected date of completion is May 2025. Maryville University Faculty Degree Plan on file with KSBN.	Kansas License # 13-135129 Expires 03/31/2025	All Lifespan courses are team taught. **Clinical instruction** for the following courses: NR 111 NR 112 NR 211 NR 212	(None)

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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: **February 17, 2025**

Name of Program: **Manhattan Area Technical College Associate Degree_**

Program Administrator   **Kimberly K. Davis MSN RN**
including credentials:

Parent Institution: **Manhattan Area Technical College**

Address of Institution: **3136 Dickens Ave. Manhattan, Ks. 66503**

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

                             First semester of ADN program

Briefly describe the
Change being requested: **Eliminate NUR 201 RN Transition; Change NUR 220
Nursing Across the Lifespan to NUR 221 Nursing Across the Lifespan and
increasing the course credit hours from 10 to 12 credit hours. The content taught
in NUR 201 will be distributed into NUR 221. This does not change the overall
credit hours of the program of study.**

Action Taken

Education Committee Review   _____
                                               Date

☐
Action Taken: Approved   ☐   Not Approved   ☐   Deferred

Board of Nursing Review   _____
                                               Date

☐
Action Taken: Approved   ☐   Not Approved   ☐   Deferred

Education Committee 199

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

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

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

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

Provide:
- Statements of explanation from the program

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- 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.

I. **Rationale for the change**

The last revision for this course was completed in 2022. During the faculty curriculum review process, it was decided to eliminate the three-week NUR 201 RN Transition Course and add the 2 credit hours to the already existing NUR 220 Nursing Across the Lifespan course. The content of the Transition course will be added to the other two courses of the program. This does not change total semester or program hours but will change the course number from NUR 220 to NUR 221. The overall goal is to assist students with knowledge retention and application of the assessment pieces along with program retention. With the short three-week course, students could fall behind academically and not have enough time to rectify the academic issues in time before the course was over. The assessment portion of the Transition course will be taught with the appropriate body systems. Students admitted to our 1+1 program are LPN's and demonstrate their assessment skills prior to the clinical portion of the course.

II. **Show faculty involvement in process –may use statements of support from faculty and/or evidence of understanding of the change**

This change is faculty driven. Attached in Appendix A are letters of support from the two full-time ADN faculty members.

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III. A Table that shows the differences between the old and new curriculum.

Old vs. New Curriculum (Final course NUR 230 Management of Patient Care unchanged and not included).

Item	NUR 201 RN Transition 2 credit hours (Old)	NUR 220 Nursing Across the Lifespan 10 credit hours (Old)	NUR 221 Nursing Across the Lifespan 12 credit hours (New)
Objectives/Outcomes	**Learning Outcomes:** 1.Discuss the ability to think critically and make safe and effective clinical judgments through the use of the nursing process including the incorporation of evidenced-based practice. 2. Identify caring behaviors in practicing the art and science of nursing within a diverse population. 3. Recognize effective communication and collaborative processes with clients and members of the health care team. 4. Discover the professional standards and scope of practice for the registered nurse including legal, ethical, and regulatory frameworks. **Course Competencies:** 1. Demonstrate a focused/head-to-toe	**Learning Outcomes:** 1. Apply the ability to think critically and make safe and effective clinical judgments using the nursing process. 2. Discuss caring behaviors in practicing the art and science of nursing within a diverse population. 3. Apply effective communication and collaborative processes with clients and members of the interdisciplinary healthcare team. 4. Outline patient care that implements professional standards and scope of practice within legal, ethical, and agency policies. 5. Demonstrate the care and leadership needed to meet client needs using available resources and current technology.	**Learning Outcomes:** 1. Apply the ability to think critically and make safe and effective clinical judgments using the nursing process. 2. Discuss caring behaviors in practicing the art and science of nursing within a diverse population. 3. Apply effective communication and collaborative processes with clients and members of the interdisciplinary healthcare team. 4. Outline client care that implements professional standards and scope of practice within legal, ethical, and agency policies. 5. Demonstrate the care and leadership needed

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	assessment on a client throughout the lifespan. 2. Demonstrates caring behaviors including sensitivity, privacy, dignity, and special needs of a simulated patient. 3. Communicates to client prior to and during assessments and reports findings to appropriate health care team members to identify client needs and optimize outcomes. 4. Complete comprehensive plan of care utilizing the nursing process and beginning critical thinking skills for the hospitalized client. 5. Verbalize and demonstrate understanding of differences in the LPN and RN roles.	6. Implement the teaching and learning processes needed to promote and maintain health and to reduce risks for a variety of clients. **Course Competencies:** 1.Demonstrates the ability to implement nursing care for 1-2 patients based on assessment findings, using the nursing process in caring for clients across the lifespan and inclusive of the interdisciplinary health care team. 2.Modifies communication patterns to promote therapeutic relationships in every environment. A. Healthcare setting b. Classroom c. Community 3. Applies learned knowledge to prepare and implement client teaching, to include disease process and maintenance, health promotion/wellness and/or awareness of community resources.	to meet client needs using available resources and current technology. 6. Implement the teaching and learning processes needed to promote and maintain health and to reduce risks for a variety of clients. **Course Competencies:** 1. Perform focused and comprehensive head-to-toe assessments across the lifespan, demonstrating sensitivity to privacy, dignity, and special needs. 2. Identify caring behaviors in practicing the art and science of nursing within a diverse population. 3. Communicate effectively with clients and interdisciplinary team members to promote therapeutic communication, address client needs, and

| | | 4. Selects informational resources that are peer reviewed and specific to meeting the needs of an individual client or group. 5. Demonstrates critical thinking skills in caring for clients with acute and chronic conditions while seeking learning opportunities to strengthen own educational experiences. 6. Demonstrates safe initiation, management, maintenance, and discontinuation of parenteral fluid therapy. 7. Demonstrates safe administration of medications via all routes as learned to date for patients in all assigned healthcare environments. 8. Critiques standards of care and scope of practice within current parameters of educational preparation to address: a. Ethical dilemmas b. Legal constraints c. Cultural differences | optimize health outcomes. 4.Implement nursing care utilizing the nursing process, clinical judgment, and critical thinking to address acute and chronic conditions across the lifespan for individuals and groups. 5.Develop comprehensive nursing care that incorporates evidence-based practice, client teaching, and community resources to promote health, wellness, and disease management with recognition of cultural differences. 6.Demonstrate safe and accurate administration of medications and parenteral fluid therapy while maintaining adherence to professional standards and legal guidelines. 7. Compare the roles and scope of practice of |

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			the licensed practical nurse and the registered nurse including, but not limited to, legal and ethical boundaries. 8. Utilize technological resources to enhance client care, ensuring alignment with individual or group health needs. 9. Apply theories of organization, management, and leadership to the care of client groups in various healthcare environments.
Sequence of Course	First semester	First Semester	First Semester
Major content outline	RN Transition Head-to-toe Assessment Focused Assessments: Cardiac, Respiratory, and Neurological	IV Therapy Mental Health Maternal Child Med/Surg	RN Transition IV Therapy Mental Health Maternal Child Med/Surg (including assessment)
Clinical Facility	None	Ascension Via Christi Manhattan Surgical Hospital Stormont Vail Flint Hills	Ascension Via Christi Manhattan Surgical Hospital Stormont Vail Flint Hills

IV. Include single page course descriptions. **Do Not submit entire course syllabus**

OLD CURRICULUM:

Associate Degree Nursing Program

MANHATTAN AREA TECHNICAL COLLEGE

Course Outline

NUR 201 RN Transition Course
2 Credit Hours

Course Description
Focus is on the role transition from LPN to RN. Emphasis is placed on the transition of the LPN to RN role, physical assessment skills, communication, and critical thinking skills. The student's responsibility for learning, self-evaluation, and collaboration is also emphasized.

Prerequisite(s)
Admission to the ADN Program.

Purpose of Course
To begin transition from LPN to RN and enhance physical assessment skills, communication and critical thinking.

Required Materials
Textbook(s): Textbook(s): Required Materials provided through course fees.

Other: Simple function calculator (not on your phone), clinical uniform, nursing lab materials (stethoscope, scissors, pen light, tape measure).

Any drug guide for nurses less than 3 years old.

Any diagnostic & laboratory test textbook no more than 3 years old.

Any medical dictionary such as Stedman's or Taber's.

Learning Outcomes:
The intention is for the student to be able to:
1. Discuss the ability to think critically and make safe and effective clinical judgments through the use of the nursing process including the incorporation of evidenced-based practice.
2. Identify caring behaviors in practicing the art and science of nursing within a diverse population.
3. Recognize effective communication and collaborative processes with clients and members of the health care team.

4. Discover the professional standards and scope of practice for the registered nurse including legal, ethical, and regulatory frameworks.

Course Competencies:
Actions that are essential to achieve the learning outcomes:
1. Demonstrate a focused/head-to-toe assessment on a client throughout the lifespan.
2. Demonstrates caring behaviors including sensitivity, privacy, dignity, and special needs of a simulated patient.
3. Communicates to client prior to and during assessments and reports findings to appropriate health care team members to identify client needs and optimize outcomes.
4. Complete comprehensive plan of care utilizing the nursing process and beginning critical thinking skills for the hospitalized client.
5. Verbalize and demonstrate understanding of differences in the LPN and RN roles.

OLD CURRICULUM:

Associate Degree Nursing Program

Approval Date:
8/22/2019

MANHATTAN AREA TECHNICAL COLLEGE

Course Outline

NUR 220   Nursing Across the Lifespan
10 Credit Hours

Course Description
This course focuses on IV therapy, health promotion, illness prevention, and maintenance of health in acute or chronic conditions for individuals experiencing psychological/psychiatric, maternal/child, and medical or surgical problems across the lifespan. Clinical experiences may be gained on the Obstetrical, Pediatric, Psychiatric, and Medical-surgical units. Nursing role emphasis is on organizing care for individuals using the nursing process. Critical thinking differentiates client needs based on age, health status, and acuity of condition, ethnic origins, and prognosis. The client's role within the family, his/her occupation, and society are taken into account. Principles and practices of IV therapy are emphasized.

Prerequisite(s)
NUR 201 RN Transition Course with a grade of "C" or better.

Purpose of Course
To achieve beginning RN competency skills in medical/surgical nursing, obstetrical nursing, and behavioral health nursing.

Required Materials

Required materials purchased through course fees.

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Other: Simple function calculator (not on your phone), clinical uniform, nursing lab materials (stethoscope, scissors, pen light, tape measure).

Any drug guide for nurses less than 3 years old.

Any diagnostic & laboratory test textbook no more than 3 years old.

Any medical dictionary such as Stedman's or Taber's.

Other Textbooks and Related materials:

Any drug guide for nurses less than 3 years old.
Any diagnostic & laboratory test textbook no more than 3 years old.
Any medical dictionary such as Stedman's or Taber's

Learning Outcomes:
The intention is for the student to utilize evidence-based practice and:
1. Apply the ability to think critically and make safe and effective clinical judgments using the nursing process.
2. Discuss caring behaviors in practicing the art and science of nursing within a diverse population.
3. Apply effective communication and collaborative processes with clients and members of the interdisciplinary healthcare team.
4. Outline patient care that implements professional standards and scope of practice within legal, ethical, and agency policies.
5. Demonstrate the care and leadership needed to meet client needs using available resources and current technology.
6. Implement the teaching and learning processes needed to promote and maintain health and to reduce risks for a variety of clients.

Course Competencies:
Actions that are essential to achieve the learning outcomes:
1. Demonstrates the ability to implement nursing care for 1-2 patients based on assessment findings, using the nursing process in caring for clients across the lifespan and inclusive of the interdisciplinary health care team.
2. Modifies communication patterns to promote therapeutic relationships in every environment.
   a. Healthcare setting
   b. Classroom
   c. Community
3. Applies learned knowledge to prepare and implement client teaching, to include disease process and maintenance, health promotion/wellness and/or awareness of community resources.
4. Selects informational resources that are peer reviewed and specific to meeting the needs of an individual client or group.
5. Demonstrates critical thinking skills in caring for clients with acute and chronic conditions while seeking learning opportunities to strengthen own educational experiences.

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6. Demonstrates safe initiation, management, maintenance, and discontinuation of parenteral fluid therapy.
7. Demonstrates safe administration of medications via all routes as learned to date for patients in all assigned healthcare environments.
8. Critiques standards of care and scope of practice within current parameters of educational preparation to address:
   a. Ethical dilemmas
   b. Legal constraints
   c. Cultural differences

NEW CURRICULUM:

Associate Degree Nursing Program   2/14/2025

MANHATTAN AREA TECHNICAL COLLEGE

Course Outline

NUR 221   Nursing Across the Lifespan
12 Credit Hours (9 didactic, 3 clinical)

Course Description
This course focuses on the transition from the LPN to RN roles with an emphasis on therapeutic communication, health promotion, critical thinking, clinical judgment, and the utilization of the nursing process. Emphasis will be placed on IV therapy principles and practices, maintenance and care of individuals across the lifespan with acute or chronic conditions experiencing psychological/psychiatric, maternal/child, and medical/surgical complications. Critical thinking differentiates client needs based on age, health status, and acuity of condition, ethnic origins, and prognosis. The client's role within the family, their occupation, and society are considered. The student's responsibility for learning, self-evaluation, and collaboration is also emphasized. Clinical experiences are focused on obstetrics and medical-surgical units.

Prerequisite(s)
Admission to the ADN program.

Purpose of Course
To achieve beginning RN competency skills in medical/surgical nursing, obstetrical nursing, and behavioral health nursing.

Required Materials
Textbook(s):   Enter author(s) last name(s). (Enter year). *Textbook title* (Enter edition number.). City of Publication: Publisher name. ISBN.

Required materials purchased through course fees.

Other: Simple function calculator (not on your phone), clinical uniform, nursing lab materials (stethoscope, scissors, pen light, tape measure).

Any drug guide for nurses less than 3 years old.
Any diagnostic & laboratory test textbook no more than 3 years old.
Any medical dictionary such as Stedman's or Taber's.

Learning Outcomes:

The intention is for the student to utilize evidence-based practice and:

1. Apply the ability to think critically and make safe and effective clinical judgments using the nursing process.
2. Discuss caring behaviors in practicing the art and science of nursing within a diverse population.
3. Apply effective communication and collaborative processes with clients and members of the interdisciplinary healthcare team.
4. Outline client care that implements professional standards and scope of practice within legal, ethical, and agency policies.
5. Demonstrate the care and leadership needed to meet client needs using available resources and current technology.
6. Implement the teaching and learning processes needed to promote and maintain health and to reduce risks for a variety of clients.

Course Competencies:

Actions that are essential to achieve the learning outcomes:

1. Perform focused and comprehensive head-to-toe assessments across the lifespan, demonstrating sensitivity to privacy, dignity, and special needs.
2. Identify caring behaviors in practicing the art and science of nursing within a diverse population.
3. Communicate effectively with clients and interdisciplinary team members to promote therapeutic communication, address client needs, and optimize health outcomes.
4. Implement nursing care utilizing the nursing process, clinical judgment, and critical thinking to address acute and chronic conditions across the lifespan for individuals and groups.
5. Develop comprehensive nursing care that incorporates evidence-based practice, client teaching, and community resources to promote health, wellness, and disease management with recognition of cultural differences.
6. Demonstrate safe and accurate administration of medications and parenteral fluid therapy while maintaining adherence to professional standards and legal guidelines.
7. Compare the roles and scope of practice of the licensed practical nurse and the registered nurse including, but not limited to, legal and ethical boundaries.
8. Utilize technological resources to enhance client care, ensuring alignment with individual or group health needs.
9. Apply theories of organization, management, and leadership to the care of client groups in various healthcare environments.

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NEW CURRICULUM: (This course the only change was to eliminate the pre-requisite for the NUR 201 RN Transition course).

Associate Degree Nursing Program

Approval Date:
2/14/2025

MANHATTAN AREA TECHNICAL COLLEGE

Course Outline

NUR 230   Management of Patient Care
12 Credit Hours (8 didactic, 4 clinical)

Course Description
This course focuses on the management of patient care for larger groups. Health promotion and other treatment modalities are explored. Critical thinking is emphasized in the organization, coordination, and delegation of client care. Clinical experience is provided in the care of patients with more acute or complex conditions in areas such as medical, surgical, critical care, emergency room, and perioperative services. Leadership and management issues are explored as they relate to nursing practice.

Prerequisite(s)
NUR 221 Nursing Across the Lifespan with a grade of "C" or higher.

Purpose of Course
To achieve RN competency skills in the management, organization and delegation of patient care for larger groups with more acute or complex conditions.

Required Materials
Textbook(s): Required materials purchased through course fees.
- Any drug guide for nurses less than 3 years old.
- Any diagnostic & laboratory test textbook no more than 3 years old; such as Mosby's Manual of Diagnostic & Laboratory tests.
- Any medical dictionary such as Stedman's or Taber's.

Other: Simple function calculator (not on your phone), clinical uniform, nursing lab materials (stethoscope, scissors, pen light, tape measure).

Other: computer requirements: https://manhattantech.edu/student-life/support-resources/technology-assistance/system-requirements

Learning Outcomes and Competencies
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 frame works.
3. Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.
4. Formulate safe and effective clinical judgements guided by the nursing process, clinical reasoning, and evidenced-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 reduce risk for a global population.
7. Demonstrate effective communication methods to manage client needs and to interact with other healthcare team members.

Course competencies:
Actions that are essential to achieve the learning outcomes:
1. Implement delegation practices in clinical simulation and acute care settings.
2. Utilize caring behaviors, clinical judgment, and the nursing process to evaluate and revise nursing care of a diverse client population.
3. Competently perform advanced skills with other therapeutic nursing interventions using available resources and current technology.
4. Use appropriate means to communicate with health team members and provide support for clients.
5. Prepare and implement teaching to meet the needs of clients and families.
6. Participate in group decision-making activities.
7. Systematically analyze collected data to determine needed applications to client care.
8. Apply theories of organization and management to the care of client groups.
9. Contribute to illness prevention, health promotion, and health maintenance activities utilizing evidence-based practice within healthcare settings and the community.
10. Practice within legal and ethical boundaries aligned with the registered nurse scope of practice.

Appendix A: Faculty Letters of Support

Easlyn Koch, MSN, RNC-OB, RNC-MNN

Manhattan Area Technical College

Associate Degree Nursing Faculty

3136 Dickens Avenue

Manhattan, Kansas 66503

(785) 587-2800 ext. 4507

January 28, 2025

Kansas State Board of Nursing

c/o Education Committee

900 SW Jackson St

#1051

Topeka, Kansas 66612

Manhattan Area Technical College ADN Curriculum Change

Kansas State Board of Nursing Education Committee,

As an Associate Degree Nursing (ADN) faculty member at Manhattan Area Technical College (MATC) in Manhattan, Kansas I am writing to express my support of the recent ADN curriculum change request. ADN faculty, including myself, have discussed the need for a curriculum change over the last year in detail. In addition to ADN faculty support and discussion, we as faculty have also brought ideas and requested insight from the Dean of Nursing Education and Health Programs in developing a curriculum that would be of greater benefit to our students.

The changes proposed include removing NUR 201 RN Transition and dispersing these credit hours into NUR 221 Nursing Across the Lifespan, previously known as NUR 220 Nursing Across the Lifespan. The faculty felt that students who are coming into the ADN program have a good standing knowledge of the health assessment and that it would be of most benefit to students if individual system health assessment was covered with the content area, such as the cardiac assessment, placed immediately before covering cardiac complications. Placing the system-specific health assessment will help develop a further understanding of the importance of not only the assessment process but also focused assessment, as well as allowing for in-depth application. With the understanding that content among systems is spread throughout NUR 221 Nursing Across the Lifespan and NUR 230 Management of Patient Care faculty have also discussed that content rearrangement is also needed while still maintaining the requirements of the Kansas Nurse Practice Act and Kansas State Board of Regents.

As an ADN faculty member, I ask that you consider this curriculum change as it will be of most benefit to the students and their learning. We, as ADN faculty, strive for the best for our students at MATC and want to make this necessary improvement to continue working towards that goal and continue to educate competent registered nurses.

Thank you for your consideration of the curriculum change at Manhattan Area Technical College.

Sincerely,

Easlyn Koch, RN

Easlyn Koch, MSN, RNC-OB, RNC-MNN

Associate Degree Nursing Faculty

Faculty Letters of Support

January 27, 2025

To: Kansas State Board of Nursing

RE: Manhattan Area Technical College Associate Degree Nursing Program Major Curriculum Change

Dear Board Members,

My name is Deirdre Greeley, and I am a full-time faculty member of Manhattan Area Technical College's Associate Degree Nursing Program. I teach or have taught both the didactic and clinical content in our NUR 201, NUR 220, and NUR 230 nursing courses. I am a proponent of the proposed Major Curriculum Change for our nursing program that is being presented to you by our Dean, Kim Davis.

I am writing this letter as evidence to support the prospective change and to verify that I have been active in the decision-making process that brings our faculty to this decision. We are proposing to remove the NUR 201 RN Transition Course and integrate that course content into our NUR 220 course, Nursing Across the Lifespan. Much of the content taught in NUR 201 was physical assessment of the major body systems, to ensure incoming ADN students were knowledgeable and proficient in how to perform both a head-to-toe physical assessment and a focused systems assessment. However, we feel that moving this assessment content to our Medical Surgical units in NUR 220 and NUR 230 would allow for a more seamless transition through the nursing process, from assessment through evaluation. Further, our ADN program curriculum is based on Tanner's Clinical Judgement Model: Noticing, Interpreting, Responding, and Reflecting. By integrating the assessment content into the Medical Surgical system's content, I feel we will be able to better align with Tanner's Clinical Judgement Model, bringing the assessment content in line with Tanner's Noticing component.

Additionally, we propose to better align our Medical Surgical didactic content with its associated clinical location. For example, our nursing faculty believes that moving the Perioperative Nursing didactic content out of NUR 230 and into NUR 220 allows students to learn about perioperative nursing and then apply this knowledge in their surgical hospital clinical rotation that takes place in NUR 220.

Thank you for this opportunity to advocate for Manhattan Area Technical College's Associate Degree Nursing program curriculum change, and I hope that I have been able to answer any questions the board members may have regarding faculty support and participation during this curriculum change process.

Best Regards,

Deirdre Greeley, MSN, RN, CHSE

Manhattan Area Technical College

Associate Degree Nursing Program

deirdregreeley@manhattantech.edu

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: 2.15.25

Name of Program: Kansas Wesleyan University

Program Administrator
including credentials: Janeane Houchin, MSN, RN

Parent Institution: Kansas Wesleyan University

Address of Institution: 100 E. Claflin Ave.

Salina, KS 67401

Level of the Program
for which the change
Is being requested: Bachelor of Science, major in nursing

Briefly describe the
Change being requested: Change in delivery method of NURS 250 Introduction to Professional

Nursing from online to hybrid option.

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.

Education Committee 216

KWU Major curriculum change: NURS 250 Introduction to Professional Nursing – online to hybrid option

Rational for Change in delivery method:

The KWU nursing program is requesting the option to offer NURS 250 Introduction to Professional Nursing as a hybrid course. This course is currently offered online each term. Students take the course as sophomores prior to entering the nursing major.

The KWU nursing program is planning to offer an optional flexible curriculum schedule with select courses offered in the summer and in the sophomore year to decrease the credit hours in the junior and senior semesters. This option appeals to students in athletics and activities, who make up 85% of the students enrolled at KWU, as allowing space for participation in their sport or activity.

As part of the optional flexible schedule, NURS 250 will be offered as a hybrid course in the fall of the sophomore year with the option to also offer it as a hybrid course in the spring. The course would remain an online course if needed for transfer students during the summer term.

The rationale for the change in delivery method is to offer face-to-face time with students to clarify expectations, assess understanding of content and share success strategies. NURS 250 is the first nursing course that students complete. The opportunity to meet in person will enhance student success in the course, increase comfort with nursing faculty and better prepare them for future nursing courses.

Resources:

The change from online to hybrid option would require faculty to teach additional face-to-face hours which could create scheduling conflicts with nursing faculty course schedules. The course has been taught in load by current full-time faculty or adjuncts and therefore is included in the nursing budget. There are adequate resources to provide for any resulting overload pay or to utilize a current qualified adjunct if needed.

Other resources would be classroom supplies used for active learning strategies such as poster paper, markers, and handouts. Adequate resources are available for this use and currently included in the nursing budget.

Comparison of old and new content: The same content will be covered regardless of delivery method. Select online assignments will be altered to in class activities in the hybrid option.

Week	OLD Content - Online	Week	NEW Content – Hybrid option
Week # 1	Review Syllabus Review APA style & Data Base Search (CLO #1,2)	Week # 1 Monday: 1:10-3:00pm	Review Syllabus Review APA style & Data Base Search (CLO #1,2) In class- Review of course expectations.
Week #2	Read CHAPTER 1: Nursing Today (ULOs#1-6) Read CHAPTER 2: The Health Care Delivery System (ULOs# 1 – 11) (CLOs#1,2,3,5)	Week #2 Monday: 1:10-3:00pm	Read CHAPTER 1: Nursing Today (ULOs#1-6) Read CHAPTER 2: The Health Care Delivery System (ULOs# 1 – 11) (CLOs#1,2,3,5) In class activities & review of concepts
Week #3	Read CHAPTER 3: Community-Based Nursing Practice (ULOs# 1 – 7) (CLOs #1,2,5)	Week #3 Monday: 1:10-3:00pm	Read CHAPTER 3: Community-Based Nursing Practice (ULOs# 1 – 7) (CLOs #1,2,5)

			In class activities & review of concepts – discussion of Nurse Practice Act
Week #4	Exam #1 (Chapters 1,2,3) will be completed on 2/3/2025. Read **CHAPTER 4: Theoretical Foundations of Nursing Practice** (ULOs# 1 – 7)	Week #4 Monday: 1:10- 3:00pm	Exam #1 (Chapters 1,2,3) will be completed on 2/3/2025. Read **CHAPTER 4: Theoretical Foundations of Nursing Practice** (ULOs# 1 – 7) In class activities & review of concepts – discussion of nurse interviews
Week #5	Read **CHAPTER 5: Evidence-Based Practice** (ULOs# 1-8) (CLO #7)	Week #5 Monday: 1:10- 3:00pm	Read **CHAPTER 5: Evidence-Based Practice** (ULOs# 1-8) (CLO #7) In class activities & review of concepts – Nursing theorists review
Week #6	Read **CHAPTER 15: Critical Thinking in Nursing Practice** (ULOs# 1 – 8) (CLO #1,4,7)	Week #6 Monday: 1:10- 3:00pm	Read **CHAPTER 15: Critical Thinking in Nursing Practice** (ULOs# 1 – 8) (CLO #1,4,7) In class activities & review of concepts – discussion of research articles
Week #7	Read **CHAPTER 6: Health and Wellness** (ULOs# 1-10) (CLO #1)	Week #7 Monday: 1:10- 3:00pm	Read **CHAPTER 6: Health and Wellness** (ULOs# 1-10) (CLO #1) In class activities & review of concepts – case study
Week #8	Read **CHAPTER 7: Caring in Nursing Practice** (ULOs 1 – 8) (CLO #1)	Week #8 Monday: 1:10- 3:00pm	Read **CHAPTER 7: Caring in Nursing Practice** (ULOs 1 – 8) (CLO #1) In class activities & review of concepts – case study
SPRING BREAK	**SPRING BREAK**	SPRING BREAK	**SPRING BREAK**
Week #9	Exam #2 (Chapters 4,5,6,7,15) will be completed on 3/17/2025. Read **CHAPTER 9: CULTURAL COMPETENCE** (ULOs # 1 – 7)	Week #9 Monday: 1:10- 3:00pm	Exam #2 (Chapters 4,5,6,7,15) will be completed on 3/17/2025. Read **CHAPTER 9: CULTURAL COMPETENCE** (ULOs # 1 – 7) In class activities & review of concepts – case study
Week #10	Read **CHAPTER 22: Ethics and Values** (ULOs# 1 – 6) (CLO #1)	Week #10 Monday: 1:10- 3:00pm	Read **CHAPTER 22: Ethics and Values** (ULOs# 1 – 6) (CLO #1) In class activities & review of concepts – discussion of ethics & values assignment
Week #11	Read **CHAPTER 23: Legal Implications in Nursing Practice** (ULOs# 1 – 10) (CLO #1,5,7)	Week #11 Monday: 1:10- 3:00pm	Read **CHAPTER 23: Legal Implications in Nursing Practice** (ULOs# 1 – 10) (CLO #1,5,7) In class activities & review of concepts – case study
Week #12	Read **CHAPTER 24: Communication** (ULOs 1 – 10) (CLO #1,2,5,6	Week #12 Monday: 1:10- 3:00pm	Read **CHAPTER 24: Communication** (ULOs 1 – 10) (CLO #1,2,5,6) In class activities & review of concepts – communication exercise
Week #13	Exam #3 (Chapters 9,22,23,24) will be completed on 4/14/2025. Read **CHAPTER 25: Patient Education**	Week #13	Exam #3 (Chapters 9,22,23,24) will be completed on 4/14/2025. Read **CHAPTER 25: Patient Education**

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KWU Major curriculum change: NURS 250 Introduction to Professional Nursing – online to hybrid option

	(ULOs 1 – 13) (CLO #1,2,5,6,7)	Monday: 1:10- 3:00pm	(ULOs 1 – 13) (CLO #1,2,5,6,7) In class activities & review of concepts – case study
Week #14	Read **CHAPTER 35: SPIRITUAL HEALTH** (ULOs 1 – 8) (CLO #1, 5, 6	Week #14 Monday: 1:10- 3:00pm	Read **CHAPTER 35: SPIRITUAL HEALTH** (ULOs 1 – 8) (CLO #1, 5, 6) In class activities & review of concepts – case study
Week #15	Read **CHAPTER 37: STRESS and COPING** (ULOs# 1 – 8)	Week #15 Monday: 1:10- 3:00pm	Read **CHAPTER 37: STRESS and COPING** (ULOs# 1 – 8) In class activities & review of concepts – case study
Week #16	**SUMMATIVE PROJECT** (CLO #1,2,4,5,6,7)	Week #16 Monday: 1:10- 3:00pm	**SUMMATIVE PROJECT PRESENTATIONS** (CLO #1,2,4,5,6,7)
Finals Week	**FINAL EXAM on 5/12/2025 (Chapters 25,35, 37 and cumulative of all other chapters).**	Finals Week	**FINAL EXAM on 5/12/2025 (Chapters 25,35, 37 and cumulative of all other chapters).**

The following is a comparison of old and optional new curriculum:

NEW (optional)		OLD (continue to offer)	
Freshman FALL	**CrHrs**	**Freshman FALL**	**CrHrs**
ENGL 120 Introductory English Composition (foundational course) or ENGL 118 (prerequisite)	3/4	ENGL 120 Introductory English Composition (foundational course) or ENGL 118 (prerequisite)	3/4
BIOL 110 General Biology (with on-campus lab) (ST) (prerequisite)	4	BIOL 110 General Biology (with on-campus lab) (NW) (prerequisite)	4
INTD 105 Wesleyan Experience (foundational course only for first-time freshmen)	2	INTD 105 Wesleyan Experience (foundational course only for first-time freshmen)	2
INTD 115 Wesleyan Heritage (foundational course for students new to KWU)	1	INTD 115 Wesleyan Heritage (foundational course for students new to KWU)	1
INTD 102 Foundations for Nursing Success (1st 8 weeks)	1	INTD 102 Foundations for Nursing Success (1st 8 weeks)	1
PSYC 101 Introduction to Psychology (SW) (prerequisite)	3	PSYC 101 Introduction to Psychology (PA) (prerequisite)	3
Total Semester Credit Hours	**14**	**Total Semester Credit Hours**	**14**
Freshman SPRING	**CrHrs**	**Freshman SPRING**	**CrHrs**
ENGL 121 Intermediate English Composition (foundational) (prerequisite)	3	ENGL 121 Intermediate English Composition (foundational) (prerequisite)	3
BIOL 221 Anatomy and Physiology I (with on-campus lab) (prerequisite)	4	BIOL 221 Anatomy and Physiology I (with on-campus lab) (prerequisite)	4
EDUC 244 Developmental Psychology (SW) (prerequisite)	3	EDUC 244 Developmental Psychology (PA) (prerequisite)	3

KWU Major curriculum change: NURS 250 Introduction to Professional Nursing – online to hybrid option

Course	CrHrs	Course	CrHrs
SPES 180 Medical Terminology (online) (CR) (prerequisite)	3	SPES 180 Medical Terminology (online) (HE) (prerequisite)	3
Elective: *If needed* MATH 120 College Algebra or Liberal Studies choice	3	Elective: *If needed* MATH 120 College Algebra or Liberal Studies choice	3
Total Semester Credit Hours	**16**	**Total Semester Credit Hours**	**16**
Sophomore FALL	**CrHrs**	**Sophomore FALL**	**CrHrs**
BIOL 222 Anatomy and Physiology II (with on-campus lab) (prerequisite)	4	BIOL 222 Anatomy and Physiology II (with on-campus lab) (prerequisite)	4
BIOL 226 Microbiology (with on-campus lab) (prerequisite) (DD)	4	BIOL 226 Microbiology (with on-campus lab) (prerequisite) (DD)	4
Liberal Studies suggested: SCTH 130 Public Speaking (CM)	3	Liberal Studies suggested: SCTH 130 Public Speaking (HE)	3
*NURS 250 Intro to Professional Nursing (hybrid)	3	Liberal Studies suggested: (CW) SPES 120 Personal, Community & Global Health	3
Total Semester Credit Hours	**14**	**Total Semester Credit Hours**	**14**
Sophomore SPRING	**CrHrs**	**Sophomore SPRING**	**CrHrs**
*NURS 275 Pathophysiology (hybrid) **must** complete A&P I & 2.	3	***NURS 250 Intro to Professional Nursing (online)**	3
BSHS 210 Statistics (foundational quantitative reasoning) (prerequisite)	3	BSHS 210 Statistics (foundational quantitative reasoning) (prerequisite)	3
CHEM 120 Concepts in Chemistry (with on-campus lab) (ST) (prerequisite)	4	CHEM 120 Concepts in Chemistry (with on-campus lab) (NW) (prerequisite)	4
Liberal Studies (CD) Cultural Anthropology or Diversity or Environmental Sociology	3	Liberal Studies suggested: (CW) REPH 1111 Intro to Ethics	3
Total Semester Credit Hours	**13**	**Total Semester Credit Hours**	**13**
Summer term (optional)			
Liberal Studies suggested: REPH 111 Intro to Ethics or BUSA 100 Intro to Business (online) (CE)	3		
Liberal Studies suggested: (CI) SPES 120 Personal, Community & Global Health	3		
Intro to Professional Nursing (transfers)	3		
Total semester credit hours	**6**		
+*Total Pre-requisite credit hours	**57**	**+*Total Pre-requisite credit hours**	**57**

*COUNTED IN NURSING MAJOR COURSES (required 60 CH in major)

NEW Liberal Studies starting Fall 2026:	Current Liberal Studies:
ST-Scientific Method & Technology	NW- Natural World Stewardship
SW-Self-awareness & Wellness	HE- Human Expression

KWU Major curriculum change: NURS 250 Introduction to Professional Nursing – online to hybrid option

CR–Creative Expression & Innovation	CW- Community World Exploration
CD-Collaboration, Diversity & Contexts	PA-Personal Awareness
CM-Communication; Oral & Visual/Aesthetic	
CI-Citizenship, Stewardship & Service	
CE-Character & Ethics	
DD-Deeper Dive	

NURSING MAJOR DEGREE PLAN (60 CH)

NEW (optional)		OLD (continue to offer this schedule)	
Junior FALL	**CrHrs**	**Junior FALL**	**CrHrs**
NURS 304 Nursing Interventions (4cr) & Clinical (2cr) 90 clinical hrs	6	NURS 304 Nursing Interventions (4cr) & Clinical (2cr) 90 clinical hrs	6
NURS 318 Pharmacology (hybrid)	3	NURS 318 Pharmacology (hybrid)	3
NURS 380 Assessment in Nursing with Lab	3	NURS 380 Assessment in Nursing with Lab	3
		NURS 375 Pathophysiology (hybrid)	3
Total Semester Credit Hours	**12**	**Total Semester Credit Hours**	**15**
Junior SPRING	**CrHrs**	**Junior SPRING**	**CrHrs**
NURS 308 Adult Health I (4cr) & Clinical (3cr) **1st 8 weeks** (Chronic) 135 clinical hrs	7	NURS 308 Adult Health I (4cr) & Clinical (3cr) **1st 8 weeks** (Chronic) 135 clinical hrs	7
NURS 355 Mental Health Nursing (2cr) **2nd 8 weeks** & Clinical (1cr) 45 clinical hrs	3	NURS 355 Mental Health Nursing (2cr) **2nd 8 weeks** & Clinical (1cr) 45 clinical hrs	3
NURS 360 Evidence-Based Practice (online)	3	NURS 360 Evidence-Based Practice (online)	3
OR NURS 378 Healthy Aging (online)	2	NURS 378 Healthy Aging (online)	2
Total Semester Credit Hours	**12-13**	**Total Semester Credit Hours**	**15**
Summer term (optional)			
NURS 378 Healthy Aging (online) (take or retake if needed)	2		
OR NURS 360 Evidence-Based Practice (online)	3		
NURS 409 Community Health Nursing (online) (2cr) & Clinical (1cr) 45 clinical hrs (precepted)	3		
Total Semester Credit Hours	**5-6**		
Senior FALL	**CrHrs**	**Senior FALL**	**CrHrs**
NURS 408 Adult Health II (4cr) & Clinical (2cr) (Acute) 90 clinical hrs	6	NURS 408 Adult Health II (4cr) & Clinical (2cr) (Acute) 90 clinical hrs	6

KWU Major curriculum change: NURS 250 Introduction to Professional Nursing – online to hybrid option

NURS 432 Family-Centered Health (4cr) & Clinical (2cr)　90 clinical hrs	6	NURS 432 Family-Centered Health (4cr) & Clinical (2cr)　90 clinical hrs	6
		NURS 409 Community Health Nursing (online) (2cr) & Clinical (1cr)　45 clinical hrs (mostly precepted) (retake if needed)	3
Total Semester Credit Hours	**12**	**Total Semester Credit Hours**	**15**
Senior SPRING	**CrHrs**	**Senior SPRING**	**CrHrs**
NURS 429 Adult Health III (5cr) & Clinical (2cr) **1st 8 weeks** (Complex)　90 clinical hrs	7	NURS 429 Adult Health III (5cr) & Clinical (2cr) **1st 8 weeks** (Complex)　90 clinical hrs	7
NURS 453 Nursing Leadership (1cr) (online) & Clinical (1cr) **1st 8 weeks**　45 clinical hrs	2	NURS 451 Leadership & Issues in Nursing (online)	2
NURS 482 Nursing Capstone (1cr) & Entry to Practice (online) (2cr) **2nd 8 weeks**　90 clinical hrs	3	NURS 479 Leadership Practicum (1cr) 45 clinical hrs **1st 8 weeks** & Capstone (2cr) 90 clinical hrs **2nd 8 weeks**	3
Total Semester Credit Hours	**12**	**Total Semester Credit Hours**	**12**
Total program credit hours	**120**	**Total program credit hours**	**120**

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

Date: 02/25/2025

Name of Program: USM Undergraduate BSN Program

Program Administrator including credentials: Tina Howard, PhD, RNC, BSN Program Director

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: BSN

Briefly describe the Change being requested: Increasing the credit hour of NU(AT) 325 from five credit hours to six credit hours. There will be no change to content delivered. There is a need for more time to cover the current content.

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.

NU(AT) 325 Maternal Child Health (6)

Semester/Term/Year: xxx
Six credit hours: 4 didactic; 1.5 clinical; .5 simulation
Class meeting times/Location:
TBD
Instructor Contact Information & Office Hours:
TBD

University Information

Refer to the Learning Management System (LMS) and the USM Catalog for University Mission, Values, and Learning Objectives, ADA Academic Accommodations, and other University Academic and Classroom Policies.
Refer to the LMS and the USM Catalog for University Mission, Values, and Learning Objectives, and other University Academic and Classroom Policies.

- Academic Catalog Academic Catalog | University of Saint Mary (stmary.edu) o University Mission Statement o University Values Statement o University Learning Outcomes o Academic Honesty Policy o University Attendance Policy o Disability Services (Academic Accommodations) Policy
- Requesting Accommodations: Accommodations | University of Saint Mary (stmary.edu)
- Academic Calendar Academic Calendar | University of Saint Mary (stmary.edu)
- Final Exam Schedule Exam Schedule | University of Saint Mary (stmary.edu)
- Student Handbook Student Handbook | University of Saint Mary (stmary.edu) o Disability

and Accommodations Services o Student Code of Conduct o Alcohol, Drugs, Tobacco Policies o Campus Offices Information

Division/Program Information
See the LMS Getting Started page for program learning outcomes.

Course Description:
This six-credit hour course provides an integrative, family-centered approach to the care of childbearing women, newborns, infants, and children. Emphasis is placed on normal and high-risk pregnancies, normal growth and development, family dynamics, common pediatric disorders, and the promotion of healthy behaviors in patients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care in selected settings. (Six credit hours: 4 didactic; 1.5 clinical; 0.5 simulation)

Course Learning Outcomes:
At the completion of this course, the student will be able to:
1. Perform comprehensive health assessments of childbearing women, newborns, and children which identify deviations from normal as well as health risks. (ULO 1a, 1b, 2; PLO 1, 2, 3; EBE 2.4a Synthesize assessment data in the context of the individual's current preferences, situation, and experience)

2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of cultural, spiritual, and developmental variations and makes recommendations for the adoption of health promoting behaviors for women, newborns, and children. (ULO 1-3; PLO 1, 3, 5; EBE 2.5c Prioritize care based on best evidence; EBE 2.5d Incorporate evidence-based intervention to improve outcomes and safety)

3. Collaborate with members of the interdisciplinary health care team and act as a client advocate in the provision of quality care that promotes client safety for childbearing women, newborns, and children. (ULO 1,2,6; PLO 2, 5; EBE 3.5 Demonstrate Advocacy strategies)

4. Demonstrate clinical judgment and evaluate outcomes when providing care to childbearing women, newborns, and children. (ULO 1,2,3; PLO 1, 3; EBE 3.1h Describe general principles and practices for the clinical management of populations across the age continuum)

5. Integrate knowledge of pharmacology, pathophysiology, genetics, and nutrition as well as concepts from previous nursing courses and evidence-based practice to the care of childbearing women, newborns, and children. (ULO 3; PLO 1, 3, 5; EBE 1.3b Integrate nursing knowledge (theories, multiple ways of knowing, evidence) and knowledge from other disciplines and inquiry to inform clinical judgment.

6. Use verbal and nonverbal communication that promotes caring therapeutic relationships with clients, families, as selected groups as well as professional relationships with members of the health care team. (ULO 6; PLO 2, 5; EBE 2.2b Consider individual beliefs, values, and personalized information in communication; EBE 2.2c Use a variety of communication modes appropriate for the context; EBE 2.2 f Demonstrate emotional intelligence in communications.)

7. Use information technologies to access evidence-based literature and client information as well as communicate with members of the healthcare team, accurately documenting client care in a secure and timely manner. (ULO 1,2,3,6; PLO 2, 4; EBE 8.2a Enter accurate data when chronicling care; EBE 8.2c Use appropriate data when planning care; EBE 8.2e Describe the importance of standardized nursing data to reflect the unique contribution of nursing practice.)

8. Develop and provide health and safety related education to clients and their families while recognizing the nurse's role as educator and change agent. (ULO 3,6; PLO 1, 3, 5; EBE 2.2e Use evidence-based patient teaching materials, considering health literacy, vision, hearing, and cultural sensitivity.)

9. Use organizational, priority setting, and decision-making skills when providing care to childbearing women, newborns, and children in selected settings. (ULO 2; PLO 1,2,3; EBE 2.4c Prioritize problems/health concerns; EBE 6.1c Elicit the perspectives of team members to inform person-centered care decision making.)

10. Recognize the nurse's role in reporting client safety and quality care concerns and in supporting activities that promote performance improvement. (ULO 1,2,3,6; PLO 1, 3, 5; EBE 5.2a Describe the factors that create a culture of safety; EBE 5.2d Assume accountability for reporting unsafe conditions, near misses, and errors to reduce harm.)

11. Provide care to childbearing women, newborns, and children, while adhering to ethical and legal standards and maintaining accountability and responsibility for care provided. (ULO 1,2,3; PLO 2, 3, 5; EBE 1.2e Demonstrate ethical decision making.)

12. Demonstrate the 5 C's of caring: commitment, conscience, competence, compassion, and confidence in the clinical setting. (ULO 5,6; PLO 5; EBE 2.1 LMS with the individual in establishing a caring relationship; EBE 9.2a Employ the use of intentional presence to facilitate shared meaning of the experience between nurse and recipient of care. 9.2b Facilitate health and healing through compassionate caring. 9.2c Demonstrate empathy to the individual's life experience.)

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

Date: 02/25/2025

Name of Program: USM Undergraduate BSN Program

Program Administrator including credentials: Tina Howard, PhD, RNC, BSN Program Director

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: BSN

Briefly describe the Change being requested: Reducing the credit hour of NU(AT) 305 from 5 credit hours to 4 credit hours. There will be no change to the content delivered. This will be only a decrease in seat time.

Action Taken

Education Committee Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

_____   _____
Nursing Education Compliance Officer   Date

Education Committee 228

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. **<u>Do Not submit entire course syllabus</u>**

☐ **(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.

Education Committee 229

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.

UNIVERSITY *of* SAINT MARY

NU(AT) 305 Foundations of Nursing and Health Promotion (4)

Semester/Term/Year: XXX

Class meeting times/Location: TBD

Seat time: 45 hours didactic, 30 hours lab

Instructor Contact Information & Office Hours:

TBD

University Information

Refer to LMS and the USM Catalog for University Mission, Values, and Learning Objectives, ADA Academic Accommodations, and other University Academic and Classroom Policies.

Refer to LMS and the USM Catalog for University Mission, Values, and Learning Objectives, and other University Academic and Classroom Policies.

- Academic Catalog <u>Academic Catalog | University of Saint Mary (stmary.edu)</u>
  - o University Mission Statement
  - o University Values Statement
  - o University Learning Outcomes
  - o Academic Honesty Policy
  - o University Attendance Policy
  - o Disability Services (*Academic Accommodations*) Policy
    - Requesting Accommodations: <u>Accommodations | University of Saint Mary (stmary.edu)</u>
- Academic Calendar <u>Academic Calendar | University of Saint Mary (stmary.edu)</u>
- Final Exam Schedule <u>Exam Schedule | University of Saint Mary (stmary.edu)</u>
- Student Handbook <u>Student Handbook | University of Saint Mary (stmary.edu)</u>
  - o Disability and Accommodations Services
  - o Student Code of Conduct
  - o Alcohol, Drugs, Tobacco Policies
  - o Campus Offices Information

Division/Program Information

See LMS Division of Nursing Community Page for program learning outcomes.

Course Description:

This course introduces nursing and roles of the nurse in healthcare systems, as well as professional and client care concepts and health promotion concepts and theories. Emphasis is placed on the knowledge, skills, and attitudes needed to provide safe, quality care within the legal, ethical, political, social, global, and economic context of nursing. The theoretical foundation for basic nursing skills is presented, and the student is given an opportunity to practice and demonstrate these skills in laboratory settings. An introduction to the nursing process provides a decision-making framework to assist students in developing effective clinical judgment skills. Prerequisite: Admission to the nursing program. Offered: Fall semester (Four credit hours: 3 didactic; 1 lab)

Course Learning Outcomes:

At the completion of this course, the student will be able to:
1. Discuss the role of the baccalaureate generalist nurse and scope of practice in healthcare systems, and supporting guidelines including standards of nursing practice; code of ethics; nurse practice acts; legal, regulatory and institutional policies; and professional registrations/certifications.
2. Integrate principles of wellness and health promotion, and disease prevention into client care and education.
3. Review the spectrum of health care settings across which client care is provided.
4. Review the importance of selected concepts and issues related to professional nursing as they pertain to providing, designing, coordinating, and managing safe, effective, and quality client centered care.
5. Develop skills necessary to utilize critical thinking and evidence to affect practice, and address issues important to nursing, locally and globally.
6. Describe the nurse's role in identifying and supporting physiologic and psychosocial needs of clients, taking into account their diverse backgrounds, preferences, and values.
7. Discuss nursing, and other health professional roles, in documenting and collaborating to implement strategies to promote an environment that is safe for the client, self, and others.
8. Demonstrate basic nursing skills using proper techniques and measures to promote safe, effective, quality client-centered care.
9. Apply the various elements of the nursing process to clinical decision-making.
10. Explain the elements and relationship of the 5 C's of Caring to professional nursing practice.

Roach, M.S. (1991). The call to consciousness: Compassion in today's health world. In D.A.Gaut, &
          M.M. Leininger (Eds.), Caring: The compassionate healer (pp.7-17). New York: NLN Press.

NCLEX®
The Pathway to Practice

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

2024

RN[1]	Jan. – March		April – June		July – Sept.		Oct. – Dec.		YTD Total	
Type of Candidate	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
First-time, U.S.-educated										
Diploma	576	94.10%	867	92.85%	693	88.60%	286	83.57%	2,422	90.83%
Baccalaureate Degree	26,913	94.61%	34,407	93.52%	28,427	90.24%	9,431	83.51%	99,178	91.92%
Associate Degree	24,306	93.98%	30,985	92.05%	21,405	88.10%	7,847	81.51%	84,543	90.63%
Invalid or Special Program Codes	151	39.07%	126	37.30%	128	41.41%	138	29.71%	543	36.83%
Total First-time, U.S.-educated	51,946	94.15%	66,385	92.72%	50,653	89.19%	17,702	82.21%	186,686	91.16%
Repeat, U.S.-educated	6,609	52.78%	6,870	43.10%	9,764	57.14%	8,795	48.77%	32,038	50.93%
First-time, Internationally Educated	14,006	58.77%	15,011	54.09%	14,671	54.50%	15,374	48.37%	59,062	53.81%
Repeat, Internationally Educated	9,263	44.05%	9,928	37.38%	9,715	35.92%	11,018	29.05%	39,924	36.27%
All Candidates	81,824	79.08%	98,194	77.75%	84,803	73.39%	52,889	55.74%	317,710	73.26%

PN[2]	Jan. – March		April – June		July – Sept.		Oct. – Dec.		YTD Total	
Type of Candidate	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
First-time, U.S.-educated	12,844	91.09%	10,809	88.31%	16,333	90.04%	10,584	82.60%	50,570	88.38%
Repeat, U.S.-educated	2,811	45.39%	2,972	42.77%	2,797	42.33%	3,191	37.70%	11,771	41.92%
First-time, Internationally Educated	91	51.65%	92	51.09%	108	62.04%	104	39.42%	395	51.14%
Repeat, Internationally Educated	96	29.17%	103	19.42%	111	27.03%	96	19.79%	406	23.89%
All Candidates	15,842	82.38%	13,976	77.87%	19,349	82.62%	13,975	71.59%	63,142	79.07%

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

Contacts

Inquiries about NCLEX:
Examinations Department
nclexinfo@ncsbn.org

NCSBN
312.525.3600 | +1.312.525.3600 (international calls)
www.ncsbn.org

Education Committee 233

National Council Licensure Examination for Registered Nurses
Program Summary - All First Time Registered Nurse Candidates Educated in Kansas
through December 31, 2024

Program	Program Type	2020 % Pass	2021 % Pass	2022 % Pass	2023 % Pass	2024 % Pass	2024 % All-Time	3 Year Average % Pass
Baker University	BSN	92.22	95.71	88.61	96.77	94.34	92.73	93.24
Barton County Community College	ADN	100.00	83.33	89.66	96.00	100.00	100.00	95.22
Benedictine College	BSN	93.33	96.88	93.10	96.77	97.14	97.22	95.67
Bethel College	BSN	86.36	83.33	100.00	100.00	92.86	88.24	97.62
Butler Community College	ADN	87.40	79.00	74.31	88.62	97.62	96.95	86.85
Cloud County Community College	ADN	87.10	72.22	78.57	90.00	86.49	85.42	85.02
Coffeyville Community College	ADN	85.00	73.68	64.71	100.00	100.00	100.00	88.24
Colby Community College	ADN	77.78	85.00	82.35	100.00	78.57	64.10	86.97
Dodge City Community College	ADN	93.33	77.78	88.89	100.00	90.91	75.00	93.27
Donnelly College	ADN	77.78	no data	54.55	68.75	77.78	70.27	67.84
Emporia State University	BSN	93.02	84.78	81.17	86.44	90.91	91.89	86.17
Fort Hays State University	BSN	89.19	95.35	93.33	95.56	100.00	100.00	96.30
Fort Scott Community College	ADN	77.78	62.86	66.67	78.95	93.33	84.21	79.65
Garden City Community College	ADN	84.21	95.45	88.24	90.48	100.00	100.00	92.91
Hesston College	BSN	90.91	89.13	89.47	96.97	94.44	94.59	93.63
Highland Community College /Tech Center	ADN	75.00	88.46	67.74	96.00	93.10	93.33	85.61
Hutchinson Community College	ADN	85.00	84.06	89.83	91.18	98.82	96.70	93.28
Johnson County Community College	ADN	94.23	91.30	94.29	100.00	98.25	98.28	97.51
Kansas City Kansas Community College	ADN	85.07	78.38	82.86	86.30	96.08	93.10	88.41
Kansas Wesleyan University	BSN	100.00	80.00	66.67	100.00	100.00	92.86	88.89
Labette Community College	ADN	89.66	90.00	91.67	100.00	100.00	100.00	97.22
Manhattan Area Technical College	ADN	93.33	96.15	84.85	95.83	96.00	96.15	92.23
Mid America Nazarene University	BSN	88.00	83.11	81.21	88.79	91.59	86.29	87.20
Neosho County Community College	ADN	82.83	83.15	83.93	84.75	85.45	82.61	84.71
Newman University	BSN	78.38	70.73	80.49	88.37	83.78	80.00	84.21
North Central KS Tech College-Beloit	ADN			new	93.33	92.31	82.35	New
North Central KS Tech College-Hays	ADN	81.48	79.31	73.08	95.65	100.00	100.00	89.58

Program	Program Type	2020 % Pass	2021 % Pass	2022 % Pass	2023 % Pass	2024 % Pass	2024 % All-Time	3 Year Average % Pass
Pittsburg State University	BSN	92.94	82.56	87.80	94.05	97.40	96.30	93.08
Pratt Community College	ADN	64.71	86.96	closed	closed	closed		
Rasmussen College	ADN	73.77	66.88	71.26	84.56	89.90	77.95	81.91
Rasmussen College	BSN	77.78	86.36	79.55	91.67	83.33	75.00	84.85
Salina Area Technical College	ADN	84.62	100.00	89.47	95.83	91.30	88.00	92.20
Seward County Community College	ADN	52.63	87.10	47.62	85.71	68.97	71.88	67.43
University of Kansas Medical Center	BSN	88.03	92.48	84.50	93.60	98.39	98.41	92.16
University of St. Mary	BSN	96.67	94.83	76.09	97.06	96.15	96.23	89.77
Washburn University	BSN	86.89	83.22	79.72	91.55	97.50	94.66	89.59
Wichita State University	BSN	86.43	80.92	84.43	91.60	95.38	93.48	90.47
WSU Tech	ADN				NEW	65.52	70.00	new
Kansas Pass Rate (RN)^	----------	86.18	**84.58^**	**81.54^**	**92.53**	**92.26^**		
National Pass Rate - RN (U.S. Educated)	----------	**86.57**	82.48	79.9*	88.56	91.16**		

Passing Standard - reviewed 12/2022-upheld current standard of 0.00 logits through 3/31/2026.

Pass Rates obtained from NCS Pearson, Inc. & National Council of State Boards of Nursing 1/8/2025

Denotes above Nat'l Average

National Council Licensure Examination for Practical Nurses
Program Summary - All First Time Practical Nurse Candidates Educated in Kansas
### through December 31, 2024

Program	Program Type	2020 % Pass	2021 % Pass	2022 % Pass	2023 % Pass	2024 % Pass	2024 All-Time# % Pass	3 Yr Average % Pass
Barton County Community College	PN	100.00	100.00	96.88	100.00	100.00	100.00	98.96
Butler Community College	PN	95.83	70.59	100.00	100.00	94.44	100.00	98.15
Coffeyville Community College	PN	92.86	83.33	100.00	100.00	100.00	100.00	100.00
Colby Community College	PN	89.19	87.10	90.48	100.00	96.15	96.30	95.54
Dodge City Community College	PN	100.00	no PN grads	100.00	100.00	no PN grads	100.00	100.00
Donnelly College	PN	77.50	80.00	87.10	82.61	72.73	69.57	80.81
Flint Hills Area Technical College	PN	84.62	95.00	100.00	95.45	100.00	88.00	98.48
Garden City Community College	PN	100.00	91.67	92.00	100.00	100.00	100.00	97.33
Highland Community College Technical	PN	94.12	90.00	75.00	100.00	100.00	100.00	91.67
Hutchinson Community College	PN	83.67	82.00	87.23	100.00	97.44	97.56	94.89
Johnson County Community College	PN	88.89	91.30	88.00	95.12	94.92	93.55	92.68
Kansas City Kansas Community College	PN	82.46	71.79	93.33	90.91	93.94	89.47	92.73
Labette Community College	PN	78.95	100.00	100.00	100.00	95.24	95.24	98.41
Manhattan Area Technical College	PN	86.21	92.59	88.00	96.15	95.83	92.00	93.33
Mid-America College of Health Sciences	PN			NEW	47.06	63.89	60.34	new
Neosho County Community College	PN	94.12	96.67	97.83	100.00	97.06	97.14	98.30
North Central Kansas Technical College–Beloit	PN	93.33	100.00	100.00	100.00	100.00	100.00	100.00
North Central Kansas Technical College - Hays	PN	96.97	75.68	81.25	100.00	85.71	76.74	88.99
Pratt Community College	PN	90.91	83.33	100.00	closed	closed		
Salina Area Technical College	PN	74.07	100.00	82.35	94.74	93.10	93.75	90.06
Seward County Community College	PN	92.86	87.50	64.00	94.44	92.00	92.00	83.48
Washburn Institute of Technology	PN	93.33	83.87	87.50	100.00	97.22	97.22	94.91
WATC / WSU Tech	PN	82.26	78.72	83.84	91.51	95.28	91.60	90.21
Kansas Pass Rate (PN)		**89.64**	**87.20**	**90.68**	**94.91**	**93.57**		
National Pass Rate (U.S. Educated)		83.08	79.60	79.93**	86.67	88.38		

Passing Standard - slight incease April 2020; reviewed 12/2022-upheld current standard of- 0.18 logits through 3/31/2026.   Denotes above Nat'l Average

Passing rates obtained from NCS Pearson, Inc. & National Council of State Boards of Nursing 1/8/2025

#All-Time is the number of 1st time and Repeat test takers for the school for the calendar year.
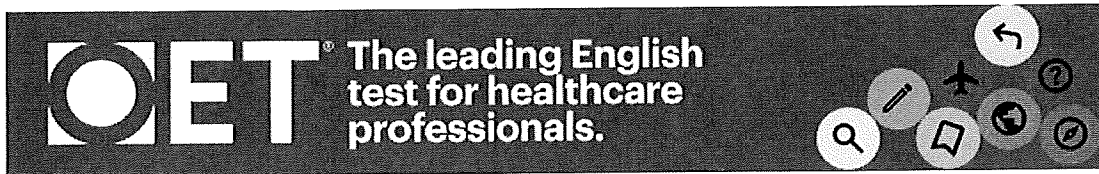
REQUEST TO MAKE PRESENTATION

This document is a formal request to include a presentation on the Occupational English Test (OET) for the Kansas Board of Nursing. The OET is the **only** English language proficiency test that is specific to healthcare, testing the ability of internationally-educated nurse (IEN) candidates to communicate effectively in all four skills (reading, listening, speaking and writing) using authentic healthcare scenarios. Test materials are developed by expert English test writers in conjunction with subject-matter experts (practicing professionals and healthcare educators).

The **unique focus** of the OET on use of English **in healthcare scenarios** engages candidates significantly more than general English tests designed for academic purposes such as college admission. As a result, candidates study harder, engage more with preparation and can improve their English proficiency to a point where they are more prepared for clinical situations immediately following licensure. The candidate is also beginning to learn about concepts that are critical in the US healthcare system such as patient safety and interprofessional communication.

OET (operated by Cambridge Boxhill Language Assessment - CBLA) is co-owned by Cambridge Assessment English, a department of Cambridge University. Cambridge Assessment also co-owns and produces the IELTS test which ensures that the two tests map to each other with a high level of confidence. This provides the Board of Nursing a way to set comparable passing expectations between those English proficiency examinations that are accepted. Passing levels have been set by the Health Resources and Service Administration (HRSA). CGFNS accepts the OET for all their credentials review products.

Dr. Phil Dickison at NCSBN has reviewed the test and confirmed that he finds it fit for purpose in assessing English proficiency for Nursing. Dr. Dickison specifically analyzed the data informing the mapping of OET with IELTS and was satisfied that the mapping allows each Board to adopt the correct OET passing levels based on the IELTS level that they may currently accept. This endorsement makes it simple for Boards to determine acceptable scores.

OET is currently accepted by 42 states for licensure by examination or endorsement for IENs although new states are being added to this number frequently. It has been the **only** accepted English language proficiency test for nursing in Australia, New Zealand, the United Kingdom, and Ireland for multiple years. The test was approved in Canada in 2024 with individual provinces now implementing its use. In the US, **OET Medicine** was adopted by the Educational Commission for Foreign Medical Graduates (**ECFMG**) in July 2020 as the **exclusive means** of assessing English proficiency for international medical graduates.

Since OET is accepted by HRSA for immigration and CGFNS, the IEN may be able to utilize one test for immigration purposes, to meet requirements of a credentialing process (such as VisaScreen©), and for state licensure application. The acceptance of OET may streamline the challenging licensing process for the IEN.

Request respectfully submitted February 18, 2025 by: Joy Ingwerson, MSN, RN, (CNE 2015-2020)

OET Subject Matter Expert and Consultant

Andrea Carr*

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OET vs IELTS: FINDING THE MOST APPROPRIATE WAY TO TEST LANGUAGE SKILLS FOR MEDICINE

Abstract

The question of whether someone is 'proficient' in a language or not can be difficult to measure. The problems that surround language testing are well researched and the suitability of tests such as the International English Language Testing System (IELTS) has been studied extensively. How well studying for tests such as IELTS equips learners with language needed for the world of work is, however, less researched. This paper focusses on the suitability of two tests, the Occupational English Test (OET) and IELTS, for the evaluation of language competency in people who wish to access employment and register in a medical profession, where the need to communicate effectively is essential for professionals such as nurses and doctors to be safe at work. Rather than looking at the tests themselves to ascertain their suitability, this paper explores the views of the test-taker and investigates their experiences of preparing for the two tests and their opinions of the test content. The findings show that candidates overwhelmingly prefer the OET, rating it more achievable, more relevant and more motivational than the IELTS.

Key words

measuring language proficiency, Medical English, high-stakes tests, OET, IELTS, test-takers' perspective.

* Corresponding address: Andrea Carr, REACHE North-West, Salford Royal Hospital, Stott Lane, Salford, UK.

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1. INTRODUCTION

Language proficiency can be difficult to measure. In language assessment research, questions that relate to the kind of English we are testing, what is meant by standard English and, in an increasingly globalised world, questions that relate to the suitability of approaches to testing are areas of debate (Bachman & Purpura, 2008; Hall, 2014; Pennychook, 2007; Pilcher & Richards, 2017). The validity of specific language tests such as the International English Language Testing System (IELTS) has also been investigated (Bayliss & Ingram, 2006; Dooey & Oliver, 2002) as has the question of whether the English learnt when studying for an exam will equip that student with the language needed to succeed academically (Pilcher & Richards, 2017), or whether this English will enable a student to cope in the outside world beyond the language classroom (Badwan, 2017).

Language tests are increasingly used by employers and professional bodies who wish to determine the language proficiency of an overseas professional. In healthcare, communicating effectively is paramount to patient safety. Hull (2015) emphasises the possible risks for patients should there be a breakdown in communication and highlights "the potential to positively or negatively affect patient outcomes" (2015: 158). Hull distinguishes between 'medical language' and 'standard language' and states that "neither command nor fluency of a standard language guarantees success in specific contexts such as medicine and healthcare" (2015: 159). Bachman and Purpura (2008: 460) agree: "those who achieve the grade required by their profession are assumed to be prepared to function successfully in their relevant professional context". The barrier between the test-taker and their goal is often language based, however, even when the grade required has been reached, the 'assumed' outcome mentioned above, has not always been achieved.

The medical professional's communicative task is challenging and includes balancing the use of medical terminology (or jargon) with language known by the patient along with carefully selecting empathetic language, which is essential for a task such as breaking bad news. Hull (2015) called for a more contextualised test which prepares a learner more appropriately with language they need for the workplace. This paper considers whether the OET is better able than IELTS to do this for healthcare workers.

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2. BACKGROUND

Currently the General Medical Council (GMC) and the Nursing and Midwifery Council (NMC) accept two tests for doctors and nurses to evidence their language

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capability in order to gain registration[1] to work in the UK. One of the tests is IELTS and the other is the Occupational English Test (OET).

IELTS was originally designed in the 1980s specifically to assess the language proficiency of people who wished to study in academic or training contexts in countries where English is the first language (Ingram, 1995). The test takes around three hours to complete and uses a nine-band scale to clearly identify levels of proficiency, from non-user (band score 1) through to expert (band score 9) (IELTS, 2019). According to IELTS the topics covered avoid cultural bias and are general enough for all candidates to be able to answer (IELTS, 2019).

Universities generally accept an overall band score of around 5.5/6 from foreign students with some specifying a minimum score in any or each of the four skills. For professional registration purposes however, the required IELTS band score is higher. For doctors wishing to gain registration to practise in the UK the requirement is an overall band score of 7.5, with a minimum of a band 7.0 in any of the four skills. For other healthcare professionals such as nurses, dentists and pharmacists, the score needed for registration purposes is similarly high, with the overall band score requirement being between 7.0 and 7.5. Until the NMC and the GMC decided to accept OET, achieving high band scores in the academic module of IELTS had been the only way for healthcare professionals to demonstrate their language proficiency to professional bodies.

The announcement that the GMC would routinely accept OET as proof of language skills for overseas doctors was made by the GMC's Chief Executive, Charlie Massey in February 2018, one year after the NMC had announced that OET would be accepted as proof of language competency for overseas nurses.

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The Occupational English Test (OET), which was developed in Australia, is a language for specific purposes test that "assesses the language communication skills of healthcare professionals who seek to register and practise in an English-speaking environment" (OET, 2019). As well as being newly adopted by two professional bodies in the UK, the test is also currently used in Australia, New Zealand and Singapore for the registration purposes of one or more of twelve healthcare professions including veterinarians, radiographers and physiotherapists. Like IELTS, the OET evaluates the four language skills: reading, writing, speaking, and listening, though unlike IELTS, OET uses topics which are "profession-relevant in content" (McNamara et al., 2018: 19). The reading and listening modules are the same for all test-takers and are based on a clinical topic of some kind, but the writing and speaking modules are specific to the profession of the candidate. So, for example, a doctor can be asked to write a referral letter to another clinician

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[1] Evidence of language proficiency forms only part of the requirements needed for registration purposes with the NMC and the GMC. For example, the GMC also ask qualified doctors to demonstrate their "knowledge and skills necessary to practise medicine in the UK" by passing further exams: Professional Linguistic Assessment Board (PLAB) 1 and PLAB 2, before they can gain registration.

while a nurse may be asked to talk to a carer about a patient's aftercare following an operation.

For registration with the GMC, doctors are required to achieve a grade 'B' in each of the four skills in one sitting. Each sub-test is marked out of 500 and scores between 350 and 440 equate to a 'B'. For nurses, the NMC require 'B's in all skills except in writing, where they accept a C+. Furthermore, the NMC will accept the required scores being achieved over two separate sittings of the exam. According to OET (2019) a grade 'B' is equivalent to a band 7.0–7.5 in IELTS. At the time of writing, there are other healthcare professional bodies which do not yet recognise the OET, such as the General Dental Council (GDC) and the General Pharmaceutical Council (GPC), both of whom continue to accept only IELTS.

While extensive research has been carried out to establish the suitability of IELTS, its suitability for professional registration purposes has been significantly less researched. A study by Merrifield (2009) looked at the rationale behind the decision of regulatory boards to use IELTS for registration purposes. One of the key aims was an evaluation of "the appropriateness of the test for the purpose of association membership or registration" (Merrifield, 2009: 6). However, only 14 of the 24 associations Merrifield approached agreed to participate, with a possible explanation being that "they were reluctant to be interviewed, even in an informal manner, on a subject about which they had limited knowledge" (2009: 8). This may demonstrate that professional bodies feel that their knowledge of English language testing is 'limited'. In her study, Merrifield (2009: 5) comments on the increase of those using IELTS and states that "the growing trend for IELTS to be adopted by users outside of academia, [....] may constitute a risk for the test owners if the assessment system cannot be validated for the purposes for which it is being used." She states what is needed as the 'growing trend' continues:

> [The] development of a body of knowledge of what is happening in the professional world is an important aspect of risk management for the managing partners. The IELTS partners need to understand the non-expert's perception of how good the "fit" is, the means by which entry level band scores are established, how often minimum levels are revisited and what support might be needed from the IELTS administration. (Merrifield, 2009: 5)

OET is relatively new to the UK and Europe, so literature around the suitability of the test is scarce. Soon after the GMC's announcement, Ceri Butler was interviewed for the British Medical Journal (BMJ) and stated that "my gut instinct is that having a test like the OET, which is based on a clinical setting, is better as a measure of a doctor's ability. The OET gives us the opportunity to approach language in a way that is appropriate for a healthcare setting" (Rimmer, 2018: 298). She also commented on how IELTS is used for testing how someone speaks or writes at an academic level and points to the question of the 'appropriateness' of using IELTS to test doctors, unless they are wishing to do a PhD or a Masters (Rimmer, 2018: 298).

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3. HIGH STAKES TESTS

Research undertaken by Saville (2009), which demonstrates the impact language testing can have on both society and individuals, has been considered in this study. High stakes tests, along with high band requirements to access a qualification, or even requalification with a professional body, can indeed have a high impact, and not only on the nurse who is desperate to return to her profession, but also on a society where there is a great shortage of such skills, yet where the need for effective communication is pivotal for patient safety. One could argue that the 'impact' on the individual is significantly increased in migrant workers and in refugees and asylum seekers.

For this research, data has been collected from members of the organisation where I work. The organisation is called Reache North West.[2] At this organisation, refugee and asylum-seeking doctors and nurses are prepared with the skills they need to requalify in the UK. Before transitioning to OET in April 2018, members of this organisation studied IELTS. By considering the experiences and opinions of those who prepared for IELTS and/or OET within this organisation, a comparative analysis of the two high stakes tests was undertaken.

4. AIMS

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The aim of this study was to evaluate the content of two English language tests: the International English Language Testing System (IELTS) and the Occupational English Test (OET); and through the investigation of student opinions and their experiences of preparing for the two tests, this study also aims to ascertain the suitability of each test, by evaluating how effectively each prepares the students for their career.

5. METHODS

This study used quantitative data collected from 50 doctors and nurses, over two periods of time. The first period was in April 2018, and the second was in January 2019. Fifty participants took part: 47 doctors and 3 nurses. All were aged between 28 and 55. Twenty-one participants had already obtained the required IELTS exam

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[2] Reache North West defines its organisation as being "an education centre that supports refugee health professionals to gain the necessary skills and qualifications to re-enter their profession and become safe and effective practitioners in the UK National Health Service. We are funded by NHS Health Education England and operate as part of Salford Royal NHS Foundation Trust. We run English language classes and clinical teaching programmes with a particular emphasis on practice in the context of British culture and the NHS" (2019).

result for professional registration. The remaining 29 participants had not yet passed their English exam and were studying towards OET. Data was also collected qualitatively through interviews with six of the participants at the latter stage of the data collection process. Ethical approval was sought and approved at both stages and before any data was collected. Participants were ensured full anonymity and confidentiality throughout the process, and the careful saving, handling and deleting of any data was also explained and carried out.

When the GMC announced in February 2018 that they would accept OET as an alternative test to IELTS, many members of Reache North West and myself included, were shocked and somewhat apprehensive. The news had not been anticipated, and many members had already invested a considerable amount of time, money and energy into IELTS.

Along with preparing the pilot group to take the OET test, it was important to also establish how the members felt about transitioning from IELTS to OET before any decisions to do so could be made. At this stage, the participants were therefore asked to complete a short questionnaire (Appendix A) and were also asked to write a reflective piece on their experience of the most recent IELTS exam they had taken. I chose to begin at this point and in this way in order to get a sense of how the members of Reache felt about their studies for IELTS thus far, their approach, and how effective they felt it had been, before they moved over to study for a different exam. I also wanted to discover what they thought about the language they had learnt so far in terms of its suitability. This was not asked explicitly, though I wondered if it would be mentioned in their comments.

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In January 2019, the second stage of the data collection process began, and an online questionnaire was distributed to the entire Reache North West membership. Of the 50 participants, the average length of time indivduals had been members of Reache North West was 2 years. Twenty-one had passed their English exam and there were 29 who had not yet passed it. Of the former group, 18 had passed OET and 3 had passed IELTS. It should be mentioned that the 3 who passed IELTS had never studied towards OET, and of the group that had passed OET, 7 had never studied for IELTS, meaning that 40 of the 50 participants had the experience of studying towards and/or taking both tests.

The questionnaire consisted of 29 questions and was semi-structured, containing a combination of open and closed questions. Some of the Likert scale ranked questions were followed by an open-ended question where participants could explain their response. This was done in the hope that a more in-depth insight into the experiences of the learners, and how they felt about both tests, could be captured. The questions were framed positively to avoid bias.

The objectives of this study remained a point of reference for each of the 17 questions written for the interviews. While some of the questions were semi-structured, all were indirect, as the aim was to gain the participants' opinion throughout.

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6. ANALYSIS TOOLS

For the first stage, the comments made by individuals regarding the transition from one test to another and which felt they would need to improve the most moving from IELTS to OET were examined. The reflective pieces were analysed to gauge how the leaners felt about studying for IELTS and the progress they thought they had made. Comments made by the healthcare professionals when asked about the appropriateness of the OET test in contrast to IELTS were also considered. For the second stage, the results from the online questionnaire were also analysed, and from the data collected at the two stages, themes began to emerge. I then analysed the transcribed interviews and looked for any continuation of the themes identified in the questionnaires. As well as identifying a continuation of themes, additional emerging themes were also recognised. Eventually, five themes were established and a colour was assigned to each theme. I then reviewed the questionnaire responses with the themes in mind, and colour-coded words or phrases thematically.

7. RESULTS

7.1. First stage findings

The findings at this stage in the research were that students held views that were generally negative. Many participants expressed a significant amount of frustration and felt that they had not progressed satisfactorily considering the amount of time they had spent studying towards their IELTS exams.

Only two of the thirty participants who wrote the reflective pieces said that they were 'happy' with the progress they had made in their studies. Others used words such as 'depressed', 'devastated', 'struggling' and 'stressed' to express how they felt about their most recent IELTS test and/or their results. Dr AH said 'I feel sometimes that this is an impossible test and I cannot ever achieve the marks that I need to pass the exam'.

A number of participants wrote about their many attempts to pass the IELTS exam, three mentioned that they had made at least five attempts.[3] Some said they obtained the required mark in three of the four areas tested, but failed in one. Then in another attempt, the individual passed in the area they had failed in previously, but failed in a different area. For example, Dr F said 'in the first exam, I scored 7 overall, with a 7.5 in writing and a 6.5 in reading. However, as I took the next two

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[3] The IELTS exam costs £165 and can be taken in various centres across the UK every second Saturday.

exams, I improved my reading and passed, but I got 6.5 in writing both times.' She also wrote 'scoring 6.5 in writing twice, in subsequent exams, shattered me and I lost my confidence.'

When asked (in question 6) for their initial thoughts on the news of the GMC accepting OET, the comments reflected a more optimistic outlook. Dr W said 'I am very optimistic. I think being more relevant to medical topics will make it easier to pass OET because we are familiar with these topics'. The word 'optimistic' featured quite frequently in the answers to this question. Another member, Dr H, stated 'I am very optimistic about taking the OET exam as a proof of my English ability as I believe the language that I'll be tested on is more relevant to what I was and will be practicing and easier in my opinion.' (Carr, 2018).

7.2. Second stage findings

When asked whether participants thought that IELTS had been beneficial in the improvement of their English language skills, a total of 68% either agreed or strongly agreed, and only around 10% disagreed or strongly disagreed. Reading seemed to be the skill that many considered as being developed the most, and when asked why, 11 explanations included words or phrases such as: 'reading quickly', 'skimming and scanning', 'speed reading'. Those who mentioned writing indicated that 'grammatical structures', 'sentence structure', and 'structuring an essay' were aspects they had 'specifically improved'. 'Learning new vocabulary' was also given as a reason. When asked whether participants thought that OET had been beneficial in the improvement of their English language skills, a total of 75% either agreed or strongly agreed, and only around 6% disagreed or strongly disagreed. In the responses to the question which asked what specifically had improved in their choice of skill, many commented that their writing of a referral letter had improved. One said that this was 'very important for doctors'.

'Communication' was one word which reoccurred frequently in the responses and one participant said 'I learnt how to avoid jargons, also the style of language that [is] used with patients'. Another who indicated that they were being more suitably prepared by studying towards this exam said 'I learnt to speak naturally, not like a robot'.

When asked which part of studying OET had been most beneficial, many answered 'all' or 'most of them'. One person wrote: 'I'm pretty sure almost all the topics I studied in OET were relevant to my profession.' The word 'relevant' appeared numerous times and one person said 'everything, something related to my career and I need it in everyday practise.'

When asked how interested they were in the topics studied for OET, 96% chose either strongly agree or agree. Some of the reasons why were that the topics are 'familiar', or they said they were 'interested' in them. One respondent said the

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topics 'put me on the right track for my career and help me improve in both sides, English and practically for medicine.'

Interestingly, some of the responses indicated that the level of engagement was increased as they enjoyed or understood the topics. One participant wrote: 'because the topics are familiar, I understand very well' and another said 'because when I studied English with my favourite topics, I found my English burst up'.

When asked if the topics in OET related to their future career, one person stated:

> Studying for OET helped me to get my confidence back to study and prepare
> for my future career. Studying for OET played a major role in improving my
> speaking and writing skills. Because we are learning how to explain medical
> language in a language that can be understood by the patients.

As well as the more positive tone detected in the responses, the relevance of the content also seemed to be of significant importance to the participants. One person reflected on the relevance of studying for OET: 'that is what I need and what I will use in the future. Otherwise, in IELTS, I have to know everything, spades, dinosaurs, oceans.' The percentage of those studying for OET, who considered the topics relevant to their future career, was significantly high with 83% in strong agreement. This was in contrast to the percentage of those who considered the topics studied for the IELTS exam to be relevant. The response was significantly lower, as only 14% either agreed or strongly agreed with this. When asked why they had responded to this question in such a way, the most common words or phrases used in the responses were 'irrelevant' (topics) or 'not related to' or 'close to' (medical field/my career/my field/future career). Words such as 'boring' and 'uninterested' also appeared. One person said: 'I'm not interested in reading talking about insects or animals', and another stated 'it was like having a branch from each tree in the jungle. History, environmental issues and building a dam.'

The issue of time was also mentioned in relation to the IELTS preparation: 'it takes us away from our profession and let us forget most of our career information because of lack of enough time to keep updated in medical knowledge'. Themes of time, relevancy and engagement were emerging, but it was clear that for further explanations, quantitative data would need to be collected.

The overall rating given to the experience of studying towards the two tests was significantly different. For OET, 44 of the participants rated it good or excellent, whereas for IELTS, just 3 rated it as excellent.

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7.3. Interviews

Of the six participants invited for interview, all were doctors, four of whom were male and two were female. The ages ranged between 30 and 45 years, and apart

from one (Dr T), they had all studied at Reache North West for an average of two years. All of those interviewed had experienced preparing for and taking both tests, apart from Dr A, who had never sat an IELTS exam because he 'saw friends struggling to get results so [he] never attempted it'. The remaining doctors had studied IELTS for an average of one and a half years. Dr T had, however, been attempting to pass IELTS for four years. Whilst most of the interviewees had studied IELTS for a similar length of time, the time each had spent studying for OET differed.

The average overall IELTS band score of the participants at the point of transitioning to OET was between 6 and 7. However, Dr H's and Dr T's (who both passed in April 2018) overall band scores were 7.5/8, and both reported that writing had been the issue, as they could only reach 6.5 in that skill each time they sat the exam. Dr T said 'I would get 8, 8.5, even 9 in listening and/or reading, but every time I would get 6.5 or even 6 in writing. It was very frustrating.'

When asked about their experience of studying IELTS, the general response was fairly negative. Dr S stated 'it was all just a bit vague, I mean, you didn't know what to study. It's a general language exam [...] it was just a long tunnel, never-ending. And my colleagues – no one was passing'. Dr M stated that 'the content wasn't very appealing. We were doing topics which weren't related to my career so I wasn't motivated at all. I wasn't really engaged. You just think it's going to take a really long time.'

In contrast, when asked about their experience of studying towards OET, the comments were quite different. Dr M, for example, said 'OET felt like this is what I need. I was more engaged, so I did more homework and studied more, wrote a load of referral letters and I remembered the language from medical school so could still use the language I had learnt [there].'

In terms of the development of the participants' English skills, when asked which skill they thought had improved the most, each of the four skills were mentioned. Furthermore, when asked whether studying for IELTS or studying for OET had helped the most to improve this skill, the answers were mixed. However, Dr F gave an interesting response. She said that OET had helped her to develop her strongest skills (writing and reading) the most, because she had been able to 'focus more on the language rather than the topic.' This comment prompted consideration of the idea of having the space to focus on the language when the topic is familiar. This had also been mentioned in the questionnaires.

When asked what advice they would give to a healthcare professional who is trying to decide whether to study for and sit IELTS or OET for registration purposes, the responses were unanimous. All six of the interviewees expressed the view that they would encourage the person to work toward OET. Dr A said: 'OET is achievable and feasible and will help a healthcare professional in his future career and with his communication skills.' Dr M gave the following response:

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> OET is the best exam for healthcare professionals in general, because it has a direct relationship with your profession and this is not just about passing the test, it's about learning the language that you will need in the world or you will need to deal with patients, so its very helpful for healthcare professionals to study OET.

The final question asked for their opinions on the suitability of each test for testing the English skills of a healthcare professional. Dr F stated:

> OET is a strong test, it's not easy, but it's more useful. IELTS is useful for general English. Both are good, but with IELTS, I would struggle preparing for PLAB 1 and 2 and also working in the UK as I've been exposed to medical topics and the healthcare system here as I learnt some of that whilst preparing for the test.

8. DISCUSSION

Four themes emerged from the participants' responses: (1) achievability; (2) motivation; (3) relevancy; and (4) time.

The idea that IELTS is 'unachievable' has been a constant theme throughout both stages of the research. First it was mentioned by participants of the pilot study, and then this idea was reflected on again, during the interviews in the second stage. Dr H said 'in the 3 exams I took I passed the modules except writing, I always got 6.5.' Table 1 shows the figures which have been taken from the database at Reache North West, and whilst they are not a statistic, they can act as a guide as to how the members of Reache North West have fared in their English exams over the last five years.

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From 1st April – 31st March	Number of members who passed IELTS	Number of members who passed OET
2015/2016	5	n/a
2016/2017	9	n/a
2017/2018	9	n/a
2018/2019*	0	29

*from 1st April 2018 until 2nd February 2019 (the last test date of which OET results were published – before the completion of this research).

Table 1. Numbers of Reache North West members who have passed OET or IELTS in the last 5 years

As the table demonstrates, the number of members who passed OET in less than one year is greater (at 29) than the total number of those who passed IELTS in the entire five-year period (23 members). It should be mentioned that, at Reache North West, there is usually a total of between 30-35 students in the two English classes, at any one time. The test results shown above undoubtedly motivated the

members of Reache North West as they witnessed significant numbers of their colleagues pass through the part of their journey which had previously been considered almost unachievable.

Through considering the comments and written responses of the Reache members who participated in this study, it would seem that, generally speaking, the members felt that passing the IELTS exam with an overall band of 7.5 (with a minimum of 7 in any skill) was an extremely daunting prospect. According to the feedback of many of the participants, it seems (overall) that despite the amount of time spent trying to study for and pass the exam, the variety of resources used to study, the mode of study and the long lengths of time spent studying, the exam was very difficult to achieve. The suitability of the style of writing being tested was also questioned by many, as was the appropriateness of learning language to deal with an extension range of non-medically related topics.

The participants interviewed expressed a preference for being tested on language which was 'career-related' and that they can 'do' something with. Dr A said he had 'learnt how to speak like a robot for IELTS, but for OET, it felt like a real conversation, with a patient or a person, so it's the real English that we need in our career and in this country.' Dr A said when talking about preparation for OET: 'I felt more motivated, it seemed like something feasible, achievable, and related to my future career. I studied and worked harder as I knew all the vocabulary and information I would learn in that period would be used in my future career.'

Time and how it was considered 'wasted' was also an emerging theme 100 particularly in stage one of the data collection process. Many students had spent a long time attempting to pass IELTS.

I would like to conclude this section by offering some insight into my own experience of teaching both OET and IELTS. The resources and materials used to deliver English for OET are, of course, more medical and therefore relate to the learner's career. However, what this has also allowed, is a greater opportunity for me and my colleagues to expose the learners to topics that are culturally different yet extremely important for healthcare professionals to be aware of before taking up work in countries such as the UK. The cultural perspective, which is intrinsic in a globalised world (Jiang, 2013), is given more time and space as the language needed for this test can be found, studied and practised within topics which lend themselves to the exploration of culturally relevant, but sometimes very culturally different themes.

Topics such as Safeguarding, Palliative Care and Discharge Planning are all processes which can differ significantly in a clinical setting in different countries. Noun phrases such as 'care home' or 'home carer' are words which often do not translate, as in the home countries of many of my learners, these places and roles do not exist. Challenging or controversial topics such as euthanasia and abortion can be stressful and problematic for the learner and often require a great deal of sensitivity in the approach. However, it would be fair to say that exposure to such topics is vital when international healthcare professionals enter the world of work

as they will undoubtedly work with others and treat patients who may have very different attitudes or views to their own. Most of my students are Arabic learners from Muslim countries, so topics such as alcohol and drug abuse can be problematic in that the existing knowledge is often very limited. For example, defining what constitutes a 'heavy' or a 'social' drinker could be very different from one person to the next, particularly if one person is from a country where alcohol is prohibited and is of a religion that forbids its consumption. The narrowed scope of topics in OET can be useful in that a greater exploration of topics, which are vital for healthcare professionals to be aware of if they are going to practice within a UK context, can be accessed and explored. In contrast, for IELTS, the focus of the lesson would need to be on topics which would be expected or anticipated to be seen in the exam. Topics such as global warming and space exploration would often leave no room for topics which are related to the healthcare professional's career.

9. CONCLUSION

This research has highlighted some of the key issues surrounding the use of a language test such as IELTS for purposes for which it was not designed. The issues around language tests which assess a person's competence in a 'standard' form of a language have been questioned as has the suitability of using one test for so many different functions. Beyond university, there is the English needed for the globalised world as well as the English needed for the world of work. 'Messy communication' is how out-of-class communication has been described (Badwan, 2017) but there is also the 'highly evolved, career specific, technical and cultural-bound' language (Hull, 2015), which is needed by healthcare professionals at work. Having a test such as OET which deals specifically with the language needed in the occupation of a group of people can perhaps form the backdrop for us to see just how unsuitable a test such as IELTS is for some learners, and it may also provide a model for other specific purposes English tests.

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There was a need for formal evidence to prove that OET is a more suitable test for the healthcare industry than IELTS, and this study shows how the OET can enhance language proficiency in candidates in a more effective way. The GMC and NMC have acknowledged this, as they now accept OET as an alternative to IELTS for registration purposes. It is hoped that this research can provide some evidence for other healthcare regulatory bodies and for other countries employing English-speaking healthcare professionals to consider accepting the OET as evidence of language competency.

OET is a test which is relatively new to the UK. The data for this study was collected from participants who had had a maximum of 11 months of experience of the exam. It may therefore be beneficial for further research at a later stage, when the experience of individuals who started to study towards the exam with a lower

level of English may be examined further. Furthermore, the success rate of doctors who need to pass PLAB 1 and PLAB 2 after passing their English through OET may also need investigating, as how doctors cope with the demands of the medical registration exams which follow OET is yet to be thoroughly assessed. Finally, the sample for this research included only a few nurses, therefore it would be more appropriate to collect data from a more balanced sample of doctors and nurses for any further research in this area.

Acknowledgements

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ANDREA CARR has taught EAP and ESP to refugee and asylum healthcare professionals at a hospital in Manchester, UK since 2014. She teaches IELTS and OET exam preparation and has worked extensively with healthcare professionals looking to improve their communication skills in the workplace. She has also taught ESOL in community settings to various levels of learners. She is interested in the teaching, learning and testing of workplace language.

Appendix A

Questionnaire (distributed in April 2018)

1. How long have you been at Reache North West?
2. How long have you been studying for IELTS?
3. How effective is your method of study?
4. Are you happy with the progress you have made so far?
5. If not, why not?
6. As you know, for registration purposes, the GMC are now accepting OET (Occupational English Test) as an alternative language test to the currently accepted IELTS exam. What were your initial thoughts on this news?
7. Have your initial thoughts changed since then? If so, why?
8. Do you intend to continue preparing for IELTS?
9. Why or why not?
10. In terms of preparing for the OET exam, which aspects of your English language skills do you think you would need to improve the most?

Appendix B

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Questionnaire: About You

1. What is your name? (please only answer this question if you are happy to be invited for an interview)
   Optional _____
2. What is your profession?
   Doctor _____   Nurse _____
3. What date did you join Reache North West? (Dates need to be in the format 'DD/MM/YYYY', for example 27/03/1980). _____

Your English Test

4. Have you passed an English exam at the level required for registration with the General Medical Council or the Nursing and Midwifery Council?
   Yes _____   No (please go to question 7) _____
5. Which test did you pass?
   IELTS _____   OET _____
6. When did you pass the exam? (Dates need to be in the format 'DD/MM/YYYY', for example 27/03/1980). _____

International English Language Testing System (IELTS)

7. Have you ever studied IELTS? Yes _____   No _____ (please go to question 20)
8. Which date did you start studying for IELTS? (Dates need to be in the format 'DD/MM/YYYY', for example 27/03/1980.) _____
9. To what extent do you agree with the following statement: 'my English language skills improved considerably during the period in which I studied for IELTS'. *Please don't select more than 1 answer(s) per row.*

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	1	2	3	4	5	6	
1 - Strongly Agree							6 - Strongly Disagree

10. Which of the four language skills would you say you developed the most through studying for IELTS?
reading ___   writing ___   listening ___   speaking ___
11. What specifically did you improve in this skill?

_____

12. Which aspects of studying for IELTS did you find beneficial?

_____

13. To what extent do you agree with this statement: "I found the subjects I studied for IELTS to be beneficial." *Please don't select more than 1 answer(s) per row.*

	1	2	3	4	5	6	
1 - Strongly Agree							6 - Strongly Disagree

14. To what extent do you agree with the following statement: 'I was interested in the topics I covered when I was studying for IELTS.' *Please don't select more than 1 answer(s) per row.*

	1	2	3	4	5	6	
1 - Strongly Agree							6 - Strongly Disagree

14a. Can you explain why?

_____

15. To what extent do you agree with this statement: 'I found the subjects I studied for IELTS to be related to my future career.' *Please don't select more than 1 answer(s) per row.*

	1	2	3	4	5	6	
1 - Strongly Agree							6 - Strongly Disagree

16. Can you explain your choice of answer for question 15?

_____

17. Overall, how would your rate your experience of studying for IELTS? *Please don't select more than 1 answer(s) per row. Please select exactly 1 answer(s). Please don't select more than 1 answer(s) in any single column.*

	1	2	3	4	5	6	
1 – Not good at all							6 - Excellent

18. Can you explain your choice of answer for question 17?

_____

19. When did you transition to studying for OET? If you didn't, please go to page 6. *Dates need to be in the format 'DD/MM/YYYY', for example 27/03/1980.* _____

Occupational English Test (OET)

20. To what extent do you agree with the following statement: 'my English language skills improved/have improved considerably since I started studying for OET'. *Please don't select more than 1 answer(s) per row.*

	1	2	3	4	5	6	
1 - Strongly Agree							6 - Strongly Disagree

21. Which of the four language skills would you say you have developed the most through studying for OET?
reading ___   writing ___   listening ___   speaking ___
22. What specifically has improved in this skill?

_____

23. Which aspects of studying for OET do/did you find beneficial?

_____

24. To what extent do you agree with this statement: 'I find/found the subjects I study/studied for OET to be beneficial.' Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	6	
1 - Strongly Agree							6 - Strongly Disagree

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25. To what extent do you agree with the following statement: 'I am/was very interested in the topics I cover/ed when studying for OET.' Please don't select more than 1 answer(s) per row.

	1	2	3	4	5	6	
1 - Strongly Agree							6 - Strongly Disagree

25a. Can you explain why?

_____

26. To what extent do you agree with this statement: 'I found the subjects I studied/am studying for OET to be related to my future career.' *Please don't select more than 1 answer(s) per row.*

	1	2	3	4	5	6	
1 - Strongly Agree							6 - Strongly Disagree

27. Can you explain your choice of answer for question 26?

_____

28. Overall, how would your rate your experience of studying for OET? *Please don't select more than 1 answer(s) per row. Please select exactly 1 answer(s). Please don't select more than 1 answer(s) in any single column.*

	1	2	3	4	5	6	
1 – Not good at all							6 - Excellent

29. Can you explain your choice of answer for question 28?

_____

Appendix C

Interview Questions: General

1. Name? (anonymity will be guaranteed and this question will be deleted from the data but is needed at this stage so that I can select individuals for interviews based on their answers)
2. What is your profession?
3. How long have you been at Reache?
4. Have you passed your English exam/which one did you pass/when?
5. Did you study medicine/nursing in your first language?
6. Did you study IELTS? / How long for?
7. Can you tell me more about your experience of studying IELTS? Time spent studying/which resources/strengths/weaknesses/areas developed most/topic?
8. What did you think about the decision made by Reache North West to transition from delivering IELTS to OET last April? How did you feel?
9. Where were you in terms of your English level at this stage (for example, what band/s had you been achieving in IELTS or which class were you in)?
10. Can you tell me more about your experience of studying OET? Time spent studying/which resources/strengths/weaknesses/areas developed most/topics.
11. Can you tell me about your experience of studying for each test? IELTS and OET.
12. Which of the 4 skills (reading, writing, listening and speaking) would you say is your strongest skill?
13. Do you think you developed this skill more through studying for IELTS or studying for OET? Can you explain why?
14. What were the most beneficial things you learnt whilst studying for IELTS?
15. What were the most beneficial things you learnt whilst studying for OET?
16. What would your advice be to a healthcare professional who is trying to decide whether to study for and sit IELTS or OET for registration purposes?
17. Overall, what do you think about the two tests in terms of their suitability for testing the English skills of a healthcare professional?

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Title: Evolution of Educational Commission for Foreign Medical Graduates Certification in the Absence of the USMLE Step 2 Clinical Skills Examination

Academic Medicine

Evolution of Educational Commission for Foreign Medical Graduates Certification in the Absence of the USMLE Step 2 Clinical Skills Examination

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Abstract

The United States Medical Licensing Examination (USMLE) Step 2 Clinical Skills (CS) was paused in 2020 because of the ongoing COVID-19 pandemic and discontinued in 2021. Step 2 CS was an important tool to assess readiness of international medical graduates (IMGs) to enter graduate medical education (GME) in the United States. This article describes the Educational Commission for Foreign Medical Graduates' (ECFMG's) response to the discontinuation of Step 2 CS. ECFMG certifies IMGs who seek eligibility for GME and licensure in the United States. Requirements for ECFMG certification include, among other factors, demonstration of adequate clinical skills and English proficiency, which were previously assessed as part of Step 2 CS. Beginning in June 2020 and during the next year, ECFMG modified the certification process with the introduction of 6 opportunities (pathways) for IMGs to demonstrate adequate clinical skills and a new test of English proficiency. In addition, permanent ECFMG certification is now granted only after the successful completion of the first year of residency, as determined by the program director. The COVID-19 pandemic and discontinuation of Step 2 CS caused a significant crisis for many IMGs who sought entrance into the United States, impacting the careers of those who had planned entry and those who would be eligible for U.S. training and the future workforce. Despite challenges due to the ongoing global pandemic, ECFMG certification continues to allow qualified physicians to enter U.S. GME and ensures that these individuals are ready to begin supervised training.

The Educational Commission for Foreign Medical Graduates (ECFMG), a member of Intealth,

certifies international medical graduates (IMGs) seeking to enter accredited graduate medical

education (GME) programs in the United States. Requirements for ECFMG certification include,

among other factors, demonstration of adequate clinical skills and English proficiency.

ECFMG's methods for evaluation of these competencies have evolved during the past decades.

In 1998, ECFMG initiated the Clinical Skills Assessment,[1] a performance-based examination

that was replaced in 2004 with the similar United States Medical Licensing Examination

(USMLE) Step 2 Clinical Skills (CS).[2]

In Step 2 CS, medical trainees' and graduates' clinical skills were evaluated through a series of

encounters with standardized patients.[1] The exam, administered at 5 sites in the United States,

assessed an examinee's ability to gather patient data through a medical interview and physical

examination and to summarize and synthesize relevant information into a patient note. The

standardized patients also evaluated the communication and interpersonal skills of the

examinees, including effective interview techniques, appropriate body language, and the ability

to conduct a physical examination respectful of the patient's modesty and comfort. Spoken

English proficiency was assessed based on how effectively an examinee was able to

communicate with the standardized patients in English.[2] The IMG first-attempt pass rate on this

exam was 75% in 2019-2020.[3]

Because of the worldwide spread of SARS-CoV-2, in March 2020 Step 2 CS was temporarily

paused; this was followed in May 2020 by an extension of the suspension for 12 to 18 months.

At the time, plans were underway to revise Step 2 CS, using approaches that would minimize

direct contact between examinees and patients. Some considerations were the use of avatars,

telemedicine, and other multimedia approaches.[4] However, on January 26, 2021, the cosponsors

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of the USMLE program, the National Board of Medical Examiners and the Federation of State

Medical Boards, announced permanent discontinuation of their plan to revise and relaunch Step

2 CS.[5]

The decision to discontinue Step 2 CS provoked a variety of responses, with many U.S. medical

students and others who were critical of the exam praising the decision.[6] Others expressed

concern about a potential subsequent lack in emphasis on the teaching and evaluation of clinical

skills at U.S. medical schools and the need to develop new assessments.[7,8] In this article, we

describe ECFMG's necessary and rapid response to the absence of Step 2 CS. Although the gap

left with the discontinuation of the exam in the United States could be expected to be filled by

medical schools in the United States, ECFMG certification requires evaluation of IMGs' clinical

skills and English proficiency. Thus, ECFMG needed to rapidly implement a new certification

system to reassure GME program directors and the public that IMGs are qualified[9-11] and to

allow IMGs to continue to participate in the U.S. physician workforce and provide essential

patient care.

IMGs in the U.S. Health Care System

IMGs seeking ECFMG certification are a linguistically and culturally heterogeneous group. They

are citizens of nearly every country in the world and are educated at more than 2,800 medical

schools. Because of global variations in medical education and patient care, evaluation of IMGs'

clinical skills and English proficiency as part of the ECFMG certification process ensures the

readiness of these physicians for entry into GME and health care systems in the United States.

IMGs are crucial to the provision of health care in the United States. In 2020, IMGs comprised

approximately one-quarter of physicians[12] and are more likely than U.S. graduates to practice

primary care and provide services in underserved communities.[13] As the United States continues

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to become increasingly multicultural, IMGs contribute needed diversity to the health care workforce.[14] The vital role of IMGs in the U.S. health care system has become evident throughout the COVID-19 pandemic as IMGs have provided front-line services and care for vulnerable patients.[15]

ECFMG Certification After Discontinuation of Step 2 CS

ECFMG certification pathways

Because of the importance of ensuring the readiness of IMGs to enter GME, obtain subsequent licensure, and practice in the United States following the discontinuation of Step 2 CS, ECFMG was tasked with rapidly implementing a system that would continue to ensure IMG applicants possess necessary clinical skills. Beginning in June 2020 and evolving during the next year, ECFMG identified opportunities (pathways)[16] for IMGs to demonstrate adequate clinical skills that allow qualified IMGs who did not have the opportunity to take Step 2 CS or had not passed the exam to meet the requirements for ECFMG certification. The current 6 pathways, described below, allow ECFMG certification to continue to perform its critical function of providing assurance to the public and GME programs that IMGs are ready to enter supervised training. Although an ECFMG certification applicant may only apply through 1 pathway, these designations are not mutually exclusive (i.e., a pathway 1 applicant could potentially also meet additional pathways).

- *Pathway 1: Already licensed to practice medicine in another country.* For applicants who currently hold or have recently held a license or registration to practice medicine without supervision and whose license or registration has not been subject to disciplinary action.

- *Pathway 2: Already passed a standardized clinical skills exam for medical licensure.* For applicants who do not currently hold, or have not recently held, a license or registration

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to practice medicine without supervision (pathway 1) but who have successfully completed a secure, standardized clinical skills exam that ECFMG has determined acceptable as a requirement for medical licensure or registration in a country other than the United States.

- *Pathway 3: Medical school accredited by agency recognized by the World Federation for Medical Education.*

- *Pathway 4: Medical school accredited by agency that has received a determination of comparability by the National Committee on Foreign Medical Education and Accreditation.*

- *Pathway 5: Medical school issues degree jointly with a U.S. medical school accredited by the Liaison Committee on Medical Education.* Pathways 3, 4, and 5 are for applicants who have not yet obtained a license or registration to practice medicine without supervision (pathway 1) and who have not already passed an acceptable standardized clinical skills exam for medical licensure (pathway 2). An applicant to one of these pathways must be a student or a recent graduate of a medical school that meets eligibility requirements established by ECFMG. In addition, an authorized official of the applicant's medical school must attest to their clinical skills.

- *Pathway 6: Evaluation of clinical patient encounters by licensed physicians.* Introduced in August 2021 for applicants who do not meet the eligibility requirements for pathways 1, 2, 3, 4, or 5 and/or failed Step 2 CS. An applicant's clinical skills must be evaluated by licensed physicians using the ECFMG's mini-clinical evaluation exercise for pathway 6.

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The introduction of the pathways has decreased some of the barriers for entry into U.S. GME. Financial costs for ECFMG certification before the COVID-19 pandemic included the Step 2 CS registration fee ($1,600) and travel to a test center in the United States, which also necessitated that some IMGs obtain a travel visa. The fee for applying to an ECFMG pathway in 2022 is $900. Virtual interviews with residency programs, as a result of the pandemic, also provide cost savings for IMGs seeking to begin GME. In most cases, the ECFMG certification process and applying for and obtaining a U.S. residency position can be completed entirely from an applicant's home country.

Occupational English test for medicine

Given ECFMG's mission to ensure the readiness of IMGs to begin GME, which includes the ability to effectively interact with patients and peers in English, the discontinuation of Step 2 CS as a direct measure of communication skills with (simulated) patients necessitated establishing an alternative evaluation for this domain. Beginning in 2020, ECFMG certification applicants who pursue 1 of the pathways must also satisfy the communication skills requirement by obtaining a satisfactory score on the Occupational English Test (OET) Medicine.[15] The OET Medicine is a half-day assessment of 4 elements of communication: speaking, listening, reading, and writing. In contrast to general English language tests, which do not assess the specific skills required for successful health care communication, passing performance on the OET Medicine demands knowledge and effective use of profession-specific language. As part of the performance components of speaking and writing, the exam evaluates a physician's communications skills beyond English proficiency, including assessment of personal and interpersonal dynamics, the ability to demonstrate empathy and inspire trust, and the appropriate organization of relevant information and situational awareness. The OET Medicine registration

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fee is approximately $450, and test centers are located in major cities throughout the world, with an option to take the test at home via a secure proctored setting (available for some examinees). Although the format of the OET Medicine differs from the English proficiency component of Step 2 CS, the language skills measured are comparable across the 2 exams.[17]

ECFMG certification subject to expiration

To ensure the currency and relevancy of ECFMG certification based on application through the pathways, beginning in 2020 ECFMG modified the process for provision of certification. For IMGs who meet the clinical and communication skills requirement for ECFMG certification through a pathway, the ECFMG certificate, previously valid indefinitely, is now subject to expiration. Once applicants successfully complete the first year of an accredited GME program, as determined by the program director, the ECFMG certificate will become valid indefinitely. This modified ECFMG certification process allows individuals who directly supervise IMGs newly entering GME to provide an additional verification that IMGs certified through the pathways demonstrate adequate clinical skills, including essential communication and interpersonal skills along with English proficiency.

ECFMG Pathways, Certification, and Match Data

Despite the ongoing pandemic challenges, IMGs from around the world continue to seek ECFMG certification and obtain residency positions in the United States. Table 1 presents the number of IMG applicants who met the clinical and communication skills required for ECFMG certification through the pathways for the 2021 and the 2022 cycles of the National Resident Matching Program Main Residency Match (the Match).

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In 2021, 11,178 physicians successfully completed ECFMG certification requirements, some of whom took Step 2 CS before discontinuation and were therefore not required to complete certification through a pathway. This number of ECFMG-certified individuals reflects an increase over the 9,022 certified individuals in 2020 and the 9,452 certified in 2019.[18]

In the 2022 Match, a total of 7,670 IMGs matched to a GME residency position, which represents an increase of 162 individuals from 2021. Of the 7,670 IMGs who matched, 3,099 are U.S. citizens and 4,571 are citizens of other nations. The match rates for U.S. citizen and non–U.S. citizen IMGs were 61.4% and 58.1%, respectively, both increases compared with the 2021 Match.[19]

Conclusions

The COVID-19 pandemic and discontinuation of Step 2 CS caused a significant crisis for many IMGs, impacting the careers of those who had planned to enter and who would be eligible for U.S. training and the future workforce. IMGs play a critical role in the provision of health care in the United States. They have worked on the front lines caring for individuals during the COVID-19 pandemic, and they provide needed diversity and enhanced perspective and knowledge to the health care system. Despite challenges due to the ongoing global pandemic, ECFMG certification continues to allow qualified physicians to enter U.S. GME programs and ensures that these individuals are ready to begin supervised training.

Although the discontinuation of Step 2 CS eliminated a standardized exam that directly evaluated clinical skills in a simulated setting, ECFMG's aim is for the pathways, together with the OET Medicine requirement, to be a commensurate process. ECFMG certification assesses critical characteristics of the individual, acknowledges the status of the IMG's clinical practice and licensure in their own country, requires verification of clinical experience by their medical

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school, and tests critical communication skills. Of note, the ECFMG certificate is subject to expiration until after the IMG successfully completes postgraduate year 1.

We will continue to monitor, evaluate, and develop additional metrics that will help ECFMG assure the public and the community of educators that IMGs who enter the United States for training are adequately prepared to deliver supervised medical care.

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Table 1
Numbers of IMG Applicants Who Met the Clinical and Communication Skills Requirement for ECFMG Certification Through the 6 Pathways in 2021 and 2022

Pathway	Description	No. of IMG applicants 2021 pathways	2022 pathways
1	Already licensed to practice medicine in another country	3,366	4,589
2	Already passed a standardized clinical skills exam for medical licensure	178	269
3, 4, 5	Student or a recent graduate of a medical school that meets eligibility requirements	2,936	3,391
6	Evaluation of clinical patient encounters by licensed physicians	NA	1,639

Abbreviations: IMG, international medical graduate; ECFMG, Educational Commission for Foreign Medical Graduates; NA, not applicable.

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February 24, 2025

Hello Janelle,

International Education Evaluations (IEE) is requesting approval to provide credential evaluations for Registered Nurses and Licensed Practical/Vocational Nurses through the Kansas Board of Nursing. IEE is an independent organization providing evaluation and translation services since 1981. IEE is a member of the National Association of Credential Evaluation Services (NACES). Reports generated by IEE staff are used for immigration, education, employment, professional licensing, and teacher certification. IEE does not represent, recruit, or serve as a placement organization for domestic or international nursing.

In addition to providing credential evaluations for internationally educated nurses to submit a licensing request to a U.S. Board of Nursing, IEE has recently (October 25, 2024) received approval by the U.S. Citizenship and Immigration Services (USCIS) to provide Health Care Worker (HCW) certificates for nursing visas. We are the third company in the U.S. with this approval. IEE plans to provide the HCW certificate within ten (10) days of verification of all required documents. We are currently able to provide credential reports within five (5) days of verification. IEE has gained approval by sixteen (16) U.S. Boards of Nursing (see attached list) for credentials review.

I have developed and led the IEE nursing division since May 2023. We utilize the best practices identified for credentialing organizations through NACES and the National Council of State Boards of Nursing (NCSBN). I am including my CV to demonstrate knowledge and competency to lead the IEE Nursing Division.

I am including as attachments:
- Executive summary page with salient information regarding IEE services
- Slide with Boards of Nursing approving IEE reports for licensure
- CV – Dr. Susan Sanders

Thank you in advance for your consideration. Please contact me as needed for any follow-up. We look forward to obtaining approval from your board as we are anxious to begin further assisting the nursing workforce.

Sincerely,
Susan

Susan Sanders, DNP, RN, NEA-BC

Chief Nurse Executive, IEE

To: Kansas Board of Nursing

From: Dr. Susan Sanders, DNP, RN, NEA-BC

Date: February 24, 2025

Subject: Credential Reviewer Approval

Thank you for your consideration of International Education Evaluations (IEE) as a credential review organization for internationally educated nurses. IEE is an independent organization providing evaluation and translation services since 1981. IEE is a member of the National Association of Credential Evaluation Services (NACES).

IEE Nursing has been working with the North Carolina Board of Nursing for over twenty (20) years. To date, IEE has been approved by sixteen (16) boards of nursing for credential evaluation of internationally educated nurses. The best practices for credentialing organizations as designed by NACES and the National Council of State Boards of Nursing (NCSBN) are utilized.

In addition to providing credential evaluations for U.S. Boards of Nursing, IEE has recently been approved to provide Health Care Worker (HCW) certificates for nurses immigrating to the U.S.

The IEE Nursing Division is led by Dr. Susan Sanders, DNP, RN, NEA-BC, an experienced nursing educator and expert in international credentialing, NCLEX® preparation, test development, and accreditation standards. Dr. Sanders brings extensive experience in curriculum design and standardized testing methodologies, ensuring IEE maintains the highest level of service and accuracy in credential evaluations.

The major competitors for IEE are CGFNS and JASilny. The standard pricing for each company is noted in Table 1. The differentiator for IEE from the other companies are:

- Quality – all reports are reviewed by a registered nurse prior to delivery to the board of nursing
- Timeliness – the reports are completed within five (5) business days after the documents are verified
- IEE has 24/7 customer service via email, phone or chat
- IEE maintains the lowest price for services (Table 1)
- IEE has a secure portal for delivery of reports and documents to the boards of nursing

IEE Nursing Division   1

Table 1

	State Licensure (std)	Expedited
IEE	$395 (5 day)	$350 + $395 = $745
CGFNS	$485	$485 + 425 = $910
Silny	$400	$400 + 300 = $800

A sample of the IEE nursing licensure report is seen below. Primary/original documents are obtained verify academic credentials, licensure/registration and English Language Proficiency.

Boards of Nursing Approval
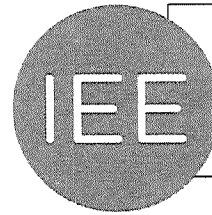
IEE GlobalBridge for Nurses

Colorado	DC	Florida	Hawaii
Idaho	Illinois	Kentucky	Montana
North Carolina	North Dakota	N. Mariana Islands	South Carolina
Utah	Virginia	Washington	Wyoming
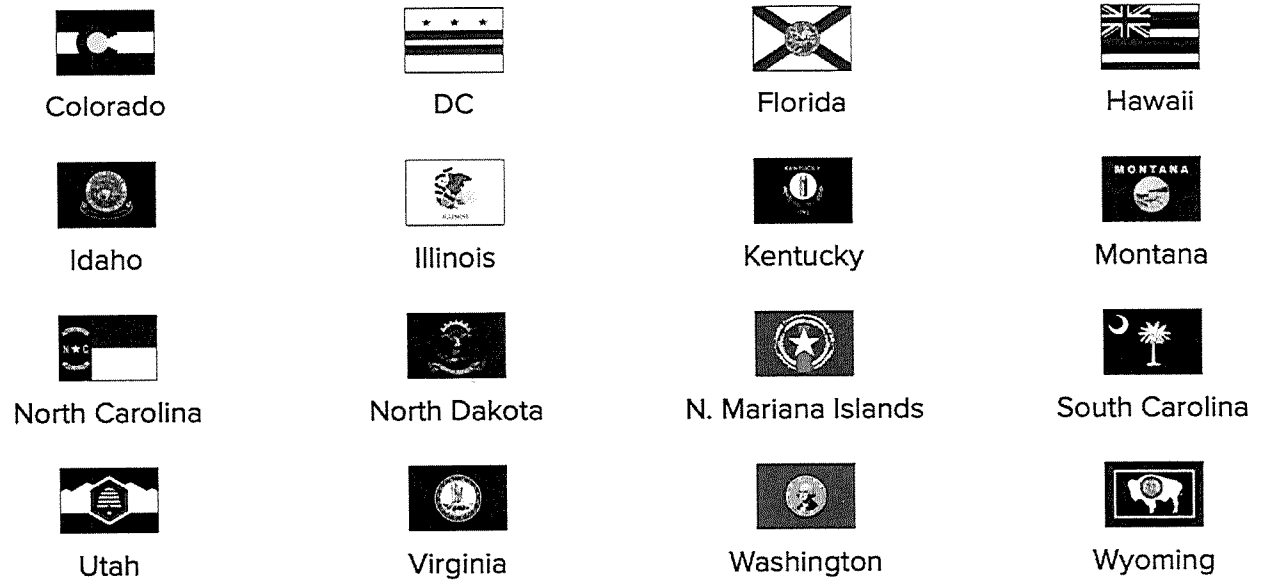
DATE: January 14, 2024
NAME: First Middle Last
OTHER NAMES: First Middle Last
DATE OF BIRTH: February 02, 1983

REF: Sample Report DC Nursing
COUNTRY: Mexico, Philippines, Maldives
SS# If Available: 111-11-1111

EVALUATION TYPE
• Professional License (Nursing)

ANALYSIS METHODOLOGY
• Year-count, as described in the Statement of Evaluation section

US COMPARABILITY
• High school diploma
• Bachelor of Science in Nursing degree

COUNTRY OVERVIEW
Primary education in Mexico currently has a duration of six primary grades. Secondary education in Mexico currently has a duration of three lower secondary grades and three upper secondary grades. At the end of Grade 12, students receive the *Bachillerato* or *Preparatoria*. The first undergraduate degree in Mexico is the *Licenciatura*; the length of this program can vary.

EVALUATION

Credential 1   **Certificado Bachillerato Tecnológico**

Authentication:	Original record received directly from Escuela Preparatoria "Amigas"
Country:	Mexico
Admission requirement:	Grade 9
Program duration:	3 years
Period of study:	1995-1999
Program completion:	May 1999
Field(s) of study:	General academic
Issuing institution:	Escuela Preparatoria "Amigas"
Institution status:	Regionally accredited
US comparability:	High school diploma
Gives access to:	*May be considered for undergraduate admission to colleges and universities in the United States.*

Credential 2   **Nursing Diploma**

Authentication:	Original record received directly from St. Agnes School of Nursing
Country:	Philippines
Program duration:	4 years
Period of study:	1999-2003
Program completion:	June 2003
Field(s) of study:	Nursing
Issuing institution:	St. Agnes School of Nursing
Institution status:	Regionally accredited
Language of instruction:	English, with Tagalog textbooks
US comparability:	Bachelor of Science in Nursing degree
Gives access to:	*Nurse licensure examinations, further nursing education, or graduate-level admission. May be considered for graduate admission to colleges and universities in the United States.*

SAMPLE BOARD of NURSING REPORT Page 1 of 3

MYIEE ORG/GUIDELINES

IEE Nursing Division

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Credential 2

Licensure Subjects Nurse Education, St. Agnes School of Nursing	Theory Hours	Clinical Hours
Adult Medical Nursing	350.00	400.00
Adult Surgical Nursing	0	0
Maternal / Infant Nursing	80.00	80.00
Nursing Care of Children	80.00	80.00
Psychiatric / Mental Health	50.00	50.00
Gerontology and Geriatric Care	25.00	50.00
Community Nursing and Public Health	25.00	50.00
Total	**610.00**	**710.00**

Medical and surgical nursing were taught concurrently.

Science Core Subjects Nurse Education, St. Agnes School of Nursing	Theory Hours	Practical Hours
Anatomy and Physiology	45.00	80.00
Microbiology	45.00	80.00
Pharmacology	45.00	25.00
Nutrition	45.00	0
Chemistry	45.00	80.00
Physics	45.00	80.00
Total	**270.00**	**345.00**

LICENSURE

Professional Title:	**Professional Nurse**
Professional License Number:	98715MM05
Issuing Institution:	Maldives Health Authority
Authentication:	Received directly from Maldives Health Authority
License Issued:	12 January 2004
License Expires:	11 January 2025
Discipline:	No disciplinary action has been recorded against this license
Eligibility:	Completed first-level general nursing program at a government-approved school of nursing; passed the national nursing examination administered by NMC
US Comparability:	First level general (registered) nurse
Scope of Practice:	Collaborate with other health care providers for the curative, preventive, and rehabilitative aspect of care and restoration of health, and administration of written prescription for treatment; provide health education to individuals, families, and communities.

LANGUAGE

Native Language:	Spanish
English Proficiency Exam:	TOEFL
Exam Scores:	91

SAMPLE BOARD of NURSING REPORT Page 2 of 3

MYIEE.ORG/GUIDELINES

IEE Nursing Division

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STATEMENT OF EVALUATION
IEE evaluations and assessments are based on the judgment of evaluators experienced in international nursing education, a review of current literature, and documentation provided. Guidance is provided through the IEE Nursing Division, led by an experienced nurse educator. IEE staff are trained in research methods, fraud detection, familiarity with foreign education systems and information sources, and communication with applicant and third parties. We are members of NACES (National Association of Credential Evaluation Services), AACRAO (American Association of Collegiate Registrars and Admissions Officers), TAICEP: The Association for International Credential Evaluation Professionals, and NAFSA: Association of International Educators. This evaluation is simply advisory and is in no way binding on any institution, agency, or organization, each of which has the authority to make decisions that it chooses regarding the application of this analysis.

************************This is the final line of this report, nothing follows************************

SAMPLE BOARD of NURSING REPORT Page 3 of 3

Dr. Susan T. Sanders, DNP, RN, NEA-BC

RECENT WORK EXPERIENCE

International Education Evaluations (IEE)
Charlotte, NC
Chief Nurse Executive
Develop and oversee Nursing Division for Nursing Licensure/Education Evaluations and GlobalBridge™ Health Care Worker Certificates.

Commission on Graduates of Foreign Nursing Schools (CGFNS)
Philadelphia, PA
Chief of Programs and Learning
- Oversaw credentialing programs (staff, customer service, marketing)
- Contributed to thought leadership related to nurse credentialing and migration
- Assisted with business development
- Designed education programs
- Recommended standards for credentialing internationally educated nurses

Kaplan, Inc.
New York, NY
Vice President, Nursing
- Guided vision and strategy for product development and positioning
- Informed marketing and product positioning for the Nursing suite of tools/services
- Created a team of nursing consultants for nursing faculty support
- Curriculum review and consulting for domestic and international programs of nursing
- Increased market share and margin of nursing product
- Promoted brand through publications and presentations

Quorum Health Resources (QHR)
Brentwood, TN
Associate Vice President, Clinical Operations
- Created and provided educational programs
- Coached and mentored nursing leaders
- Performed on-site consulting for healthcare facilities on
  - o Education
  - o Operations
  - o Magnet® criteria
  - o Regulatory agencies
  - o Nursing excellence
  - o Productivity and finance

Dr. Susan Sanders

Chief Nursing Officer
Multiple Hospitals
- Managed hospital and home health clinical services
- Shared administrative responsibilities
- Ensured compliance with JCAHO standards
- Achieved successful state surveys

ACADEMIC EXPERIENCE

Middle Tennessee State University
Murfreesboro, TN
Adjunct Professor
- Provided on-line courses for undergraduate and graduate (MSN) program
- Assisted with development of syllabi, course structure, administered grades
- Courses included: Health Assessment, Health Policy, Research, Professional Role Development, Advanced Pathophysiology, Scholarly Synthesis, Theoretical Foundations.

Union University
Jackson, TN
Adjunct Professor
- Taught on-line courses for graduate students
- Courses included: Nursing Administration and the Law, Nursing Administration Resource Management.

Motlow State Community College
Lynchburg, TN
Director of Nursing Education and Allied Health
- Led the Associate Degree Nursing Program with stellar student performance
- Achieved successful NLN Accreditation
- Instructed select topics such as management, leadership, trauma, and role development

EDUCATION

University of Tennessee Health Science Center
Memphis, TN
Doctor of Nursing Practice, Administration
Residency Project: "Evaluating Preparation for Nursing Excellence"

University of Alabama
Huntsville, AL
Master of Science, Nursing
Thesis: "Faculty Expectations of Clinical Competence of Graduating Associate and Baccalaureate Degree Nursing Students"

Dr. Susan Sanders

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University of Tennessee
Knoxville, TN
Bachelor of Science, Nursing

Certified Nursing Executive, Advanced
Board Certified, American Nurses Credentialing Center

PUBLICATIONS

Doherty, C. & Sanders, S. (July, 2023). Contributing "Know the way, show the way". In Mentoring in Nursing Through Narrative Stories Across the World. Springer Publishing.

Lilyquist, K., Sanders, S., Parsh, B. (2015). Why teach an NCLEX prep course? *Nursing 2015, 45 (2),* 55-56.

Ng, P., Lilyquist, K., Sanders, S., Parsh, B. (2015). Prepping for NCLEX? Eight tips to get you started. *Nursing 2015, 45 (4),* 19-20.

Sanders, S. (2014, August 28). Kaplan survey: Nearly half of recent nursing school graduates are concerned about working in a hostile environment or becoming victims of workplace bullying (Press release). Retrieved August 28, 2014 from.

Sanders, S. (2011). Assisting nursing students through linguistic modification of multiple- choice questions. Unpublished whitepaper.

Sanders, S. (2010). How Nursing students study. Unpublished whitepaper.

Sanders, S. (2010). The Efficacy of remediation on nursing student success. Unpublished whitepaper.

Sanders, S. (2008). Generations at work. The Business of Caring. Healthcare Financial Management Association.

Sanders, S. (2007). Getting the right dollars from payors. The Business of Caring. Healthcare Financial Management Association.

Sanders, S. (2004). Nurse Leaders in Tennessee. Tennessee Nurse.

Confer, D.; Frantz, R.; Nemiroff, P.; Junen, A.; Mitchell, S.; Palmer, J. Evolving Wound Care Modalities. Acute and Chronic Nursing Management (1992) Ed. Ruth A. Bryant. Mosby Year Book.

ACADEMIC PRESENTATIONS

Podium Presenter, OADN, November 2021. Correlating Nursing Clinical Decision-Making to NCLEX RN Outcomes.

Podium Presentation STTI International Research Conference, Abu Dhabi – virtual 2020. "Best Practices in Undergraduate Nursing Education: Concept-Based Curriculum."

Poster Presentation STTI International Research Conference, Calgary, July 2019. "Next Generation NCLEX-RN and Virtual Simulation"

Dr. Susan Sanders   3

Poster Presentation STTI International Research Conference, Calgary, July 2019. "Next Generation NCLEX-RN® and Virtual Simulation".

Podium Presentation – STTI International Research Conference, Calgary, July 2019. "Preparing Nurses for Global Mobility".

Podium Presentation – International Council of Nurses, Singapore, June 2019. "Global Mobility and Preparation for Nursing in the United States".

Podium presenter STTI/NLN Nursing Education Research Conference, Washington, DC, April 2018. "A Model for Sustaining NCLEX-RN® Success".

Poster Presentation STTI International Research Conference, Melbourne, Australia, July 2018. "Assessing and Correlating Nursing Clinical Decision Making to NCLEX-RN® Outcomes"

Accepted Poster Presentation STTI 28th International Nursing Research Congress, "Selecting Internationally Educated Nurses (IEN) to Participate in a Program of NCLEX-RN® Preparation"

Poster presenter ICN 2017, "NCLEX®-RN Preparation Success for the Internationally Educated Nurse (IEN)" A joint poster with CGFN (Commission on Graduate Foreign Nurses) + SACM (Saudi Arabian Cultural Mission) + Kaplan Nursing.

Podium presenter ICN 2017, "Guiding the Internationally Educated Nurse to Pass the NCLEX®-RN"

Keynote Speaker and Presenter, Kansas AODN, October 2016. "Test Construction and Item Writing Workshop", "How Nursing Students Study", "Nursing Student Retention".

Invited Speaker at 8th Annual Medical Career Day, October, 2016 – King Abdulaziz University, King Abdulaziz Medical Center, Princes Nora University. "How to be Successful in Nursing", "Inside the NCLEX®", "Nursing Specialization – Issues & Reality".

Poster Presentation at Conference for Nurse Educators, June 2016. "What are the predictors for student success as measured by program completion and first time passing of NCLEX®-RN?" Co-presented with Dr. Anthony Ramsey, Dr. Sharla Cooper.

Poster Presentation at Nursing Educators Forum, Las Vegas, January 2016. "What are the predictors for student success as measured by program completion and first time passing of NCLEX®-RN?" Co-presented with Dr. Anthony Ramsey, Dr. Sharla Cooper.

Podium Presentation @ Sigma Theta Tau Research Conference, July 2015. "Invited to Repeat the NCLEX-RN? How Faculty Can Help Improve Student Outcomes".

Podium Presenter for 2 day CE program @ Nurse Educators Conference, Cleveland State Community College, June 2015.

Podium Presentation @ St Anselm Nursing Educators Conference, May 2015. "Test Construction and Item Writing."

Podium Presentation @ Sigma Theta Tau 2013. "Assisting Nursing Students through Linguistic Modification of Multiple Choice Questions".

Poster Presenter @2012 St. Anselm Conference "Assisting Nursing Students

Dr. Susan Sanders

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through Linguistic Modification of Multiple Choice Questions", June, 2012.

Poster Presenter @ 2011 Arkansas Nurses Association Conference "How Do Nursing Students Study?" October, 2011.

Poster Presenter @ 2011 Emerging Technology Conference "The Efficacy of On-Line Remediation on Nursing Student NCLEX-RN® Success" July, 2011.

Poster Presenter @ 2011 Nurse Educators Conference in the Rockies "How Do Nursing Students Study?" July, 2011.

Poster Presenter @ 2009 Nursing and Quality Leadership Summit "Achieving Clinical Excellence: Putting Evidence into Practice" on October 28, 2009, Nashville, TN

Presenter @ American College Healthcare Executives, Annual Congress, March 2009," Nursing Department Strategic Plan Development for the Nurse Executive"

Presenter, @ Healthcare Financial Management 2009 Executive Summit, March 2009, "Nursing and the Business of Caring"

Presenter @ Healthcare Financial Management Association Annual Conference, June 2008,"How a Nursing-Finance Collaboration Delivers on Quality & Bottom
Line Goals

Presenter @ Alabama Hospital Association, CEO Meeting, June 2008, "What Your CNO Needs from You"

Poster Presenter @ Nursing Management's Recruitment and Retention Conference, Boston, April 2008, "Customizing Leadership Development for Retention, Patient Satisfaction and Productivity"

Presenter @ American College of Healthcare Executives, Congress, March 2008. "Increasing Hospital Throughput"

Presenter @ Colorado Organization of Nurse Leaders, February 2008, "Bridging the Gap between Clinicians and the Revenue Cycle"

Presenter @ Healthcare Consortia, October 24, 2007, "Why Does the Nursing Department Need a Strategic Plan?"

Presenter @ New York Healthcare Financial Management Association, October 17, 2007. "How Nurses Impact the Revenue Cycle".

Presenter @ HealthTrust Purchasing Group, August 21, 2007, "Different Generations, Different Expectations"

Presenter @ AONE Annual Meeting, April 2007. "How Nurses Impact the Revenue Cycle"

Presenter @ various state organizations, topics: "Key Competencies for Nurse Executives", "Patient Safety", "Generational Differences"

Dr. Susan Sanders

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PROFESSIONAL AND COMMUNITY ACTIVITIES

Secretary, inaugural Board of Directors of the Global Nursing Accreditation and Certification Council (GNACC), working with the Society of Internationally Educated Nurses (SIENNA) (2024)

Past President, Advisory Board, University of Tennessee Health Science Center, College of Nursing

Independent consultant developing Associate Degree Nursing Programs Past

Sigma Theta Tau, member

President (2005-2007) Tennessee Nurses Association

State President (2002) National Organization for Associate Degree Nursing

Member State Consultant (1996-2000) TN Association for Student Nurses

TNA, State Treasurer (2000-2002, 2002-2004)

TNA District 8 President (2001-2004)

Past Chair, TNA Committee on Continuing Education Review (6 years)

Past member American Nurses Credentialing Center, Commission

Accreditation

NCLEX-RN Item Writer

Consultant, TN Board of Nursing – Complaint Review

Dr. Susan Sanders

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PETITIONS to Test or Retest for the NCLEX: Frequently Asked Questions

1. **When do I have to complete a petition in order to take / retake the NCLEX?** The Kansas Nurse Practice Act (KSA 65-1115 or 65-1116 and KAR 60-3-106) states that the NCLEX must be taken within 24 months of graduation from a nursing program or a petition must be submitted to and approved by the Board of Nursing before an applicant can take/ retake the NCLEX exam. So once you reach 24 months from your graduation date and have not taken or passed the NCLEX then you will need to submit a petition.

2. **Where do I send my petition when it is complete?**   You should mail all the information needed at the same time to: Kansas State Board of Nursing, Landon State Office Building, 900 SW Jackson, Suite 1051, Topeka, KS 66612-1230. Make sure you mail the petition in plenty of time to meet the 30 business days deadline for a Board meeting.

3. **Who can I contact if I have questions after reviewing all this information?** You can contact the KSBN Education Department at **785-296-5036** or via email at: Janelle.martin@ks.gov

4. **What happens to my petition after I submit it to KSBN?** Your petition is reviewed by the Nursing Education Compliance Officer to ensure it is complete (all information submitted per instructions). If it is complete, it will be prepared for the Board to review. If it is not complete, you will be notified of the incomplete status. Once the Board approves with conditions or denies your petition, you receive a letter from the Nursing Education Compliance Officer outlining the Board's decision re: your petition request. Any next steps you will need to complete will be outlined in the letter. The letter containing the Board decision and next steps will be mailed out 7-10 days following the Board meeting in which the petition was presented.

5. **What happens to my petition if I forget to submit some of the information listed in the instructions?** Your petition will be incomplete if all the information is not received and it will not be prepared for the Board to review. If your petition is incomplete, you will receive email or letter notification stating what information is missing. This could delay your petition being reviewed by the Board. Refer to the **Checklist for Petition Submission** on page 8 of the Petition to ensure you have submitted all the necessary information.

6. **What conditions may be applied to my petition if it is approved by the Board?** The following guidelines will be utilized by KSBN when reviewing the petition for approval to test. The conditions outlined for the petition are NOT part of the petition submission process. The KSBN Nursing Education Compliance Officer will notify the applicant regarding the conditions of the petition approval after the Board reviews the petitions. **After approval of petition, any conditions applied to the approval must be completed within twelve months of the petition approval or the petition is considered abandoned.**

Guidelines for Petition for Permission to Test/Retest NCLEX

Years Since Graduation	Number of Times Written Exam	Number of exam areas unsuccessful	Number of Months since Completion of Study Plan	Number of Months since Completion of Review Course	Conditions for Petition Approval K.A.R. 60-3-106 (e)(f)(g)(h)
2-3 years	5 or less	5 or less	3 or less or Not completed yet	6 months or less	**Study Plan**: K.A.R. 60-3-106 (f) (4) (A) 30 hours of study for each unsuccessful area on the exam (original study plan) **Clinical**: K.A.R. 60-3-106 (h) Total of 15 hours of observational clinical (to cover objectives for all unsuccessful areas of the exam
2-3 years	More than 5	More than 5	Greater than 3 months since completed	Greater than 6 months ago OR have not completed a formal review course	**Study Plan**: K.A.R. 60-3-106 (f) (4) (A) *30 hours of study for each unsuccessful area on exam, PLUS **10 additional hours of study for each unsuccessful area** on exam beyond original study plan [K.A.R. 60-3-106 (h)] **Clinical**: K.A.R. 60-3-106 (h) Total of 15 hours of observational clinical (to cover objectives for all unsuccessful areas of the exam **Review Course**: K.A.R. 60-3-106 (h) Successful completion of formal Review Course with predictability score
3-4 years	5 or less	5 or less	3 or less OR Not yet completed	6 months or less	**Study Plan**: K.A.R. 60-3-106 (f) (4) (A) *30 hours of study for each unsuccessful area on exam, PLUS **20 additional hours of study for each unsuccessful area** on exam beyond original study plan [K.A.R. 60-3-106 (h)] **Clinical**: K.A.R. 60-3-106 (h) Total of 30 hours of observational clinical (to cover objectives for all unsuccessful areas of the exam **Retake Nursing Content**: K.A.R. 60-3-106 (h) Audit nursing course(s) that cover content for all unsuccessful areas
3-4 years	More than 5	More than 5	More than 3 months	More than 6 months OR Not completed formal review course	**Study Plan**: K.A.R. 60-3-106 (f) (4) (A) *30 hours of study for each unsuccessful area on exam, PLUS **20 additional hours of study for each unsuccessful area** on exam beyond original study plan [K.A.R. 60-3-106 (h)] **Clinical**: K.A.R. 60-3-106 (h) Total of 30 hours of observational clinical (to cover objectives for all unsuccessful areas of the exam **Retake Nursing Content**: K.A.R. 60-3-106 (h) Audit nursing course(s) that cover content for all unsuccessful areas **Review Course**: K.A.R. 60-3-106 (h) Successful completion of formal Review Course with predictability score
Over 5 years					**Must retake entire nursing program K.A.R. 60-3-106 (h)**

7. **What happens if I cannot complete the conditions of my petition within the twelve-month period?** You will have to submit a new petition if you are requesting to take/retake the NCLEX and you are still within the 2 to 5 year period after graduation. No extensions will be given to the twelve-month time period.

PETITION FOR PERMISSION TO TEST OR RETEST

<u>Please print or type</u>

Name: _____

Address: _____ D.O.B. _____ Phone: (____)_____-_____

City: _____ State: _____ Zip _____

Email address: _____

Name of Nursing Program: _____

Program Address:_____

Date of Graduation: Month: _____ Year _____

Degree Obtained (circle one): BSN   ADN   PN

Indicate the NCLEX test you are petitioning to take: RN ⬜   PN ⬜
Do you currently hold a Kansas LPN License: YES ⬜   NO ⬜
LPN license number: _____

Total number of times NCLEX-RN taken: _____   NCLEX-PN: _____

Dates of examinations: RN   1._____   4._____   PN   1._____   4._____
                               2._____   5._____   2._____   5._____
                               3._____   6._____   3._____   6._____

If you have taken NCLEX more than 6 times please list all the dates on a separate paper.

I declare under penalty of perjury under the laws of the state of Kansas that the information I have provided is true and correct to the best of my knowledge.

Signature: _____   Date: _____

For Office Use Only
Petition ____ Approved with conditions listed below   ____ Referred for Board Action
Conditions applied to approval: *(check applicable)*
- o   Complete study plan as submitted
- o   Additional study hours required _____ per unsuccessful area
- o   Successful completion of formal review course with predictability score
- o   _____ total hours of observational clinical for all unsuccessful areas of exam
- o   Audit nursing class(es) in all unsuccessful areas

Comments:

_____
_____

_____   _____
Nursing Education Compliance Officer   Date

Petition Instructions

- An applicant requesting to take/retake the NCLEX must petition the Board for permission to test/retest the NCLEX when it has been more than 24 months but less than five (5) years from the date of graduation

- *When it has been <u>more than 5 years after graduation</u>, the applicant will not be given permission to test/retest the NCLEX until the applicant <u>retakes a nursing program</u>*

- A <u>completed petition</u> must be <u>received</u> by the Kansas State Board of Nursing no later than <u>30 business days</u> prior to a scheduled Board meeting. Board meeting dates can be found at <u>ksbn.kansas.gov/board-meetings/</u> or go to the KSBN website at ksbn.kansas.gov/; Board; Meetings; Board Meeting Schedule and Location.

- If the petition request is <u>approved</u> by the Board the petitioner is given <u>twelve months to complete the conditions applied to the petition.</u> If the conditions are not completed within twelve months after the petition is approved, the petition is considered abandoned and the petitioner must submit another petition to take/retake the NCLEX.

- Each approved petition is good for <u>one</u> NCLEX attempt

- Your petition for permission to take/retake the NCLEX must contain the following information to be considered complete, and all documentation must be submitted at the same time: *(see Checklist on page 8 of these instructions for a helpful tool to ensure completeness of the petition)*

    o **Completed page 1 of this document with signature and date**

    o **Study plan** – *developed as per* **Study Plan Instructions** *included on page 3 of this document*

    o **Candidate Reports** for each unsuccessful NCLEX testing attempt – *refer to* **Candidate Report Instructions** *included on page 5 of this document*

    o **Question #1** answered – *refer to* **Question #1 Instructions** *included on page 5 of this document*

    o **Question #2** answered – *refer to* **Question #2 Instructions** *included on page 5 of this document*

    o **Scope of Practice Paper** – *refer to* **Scope of Practice Paper Instructions** *included on page 6 of this document*

    o **Formal NCLEX Review Course** (if completed in last 3 months) – *refer to* **Formal NCLEX Review Course Instructions** *included on page 7 of this document*

Study Plan Instructions:

All applicants must submit a formal study plan with the petition for permission to test/retest. <u>No handwritten study plans will be accepted</u> – must be typed/word processed.

A study plan should contain the following: *(see Sample Study Plan on Page 4 for example of one NCLEX area with complete information per instructions)*

1. The name and contact information for an actively licensed RN designated to oversee the completion of the study plan. *(the petitioner is responsible for arranging for an RN to oversee your study plan)*

2. A specific content outline for all of the areas not successfully passed (below or near passing scores) on the diagnostic profile **from the last unsuccessful test attempt**. <u>All eight areas should be covered for any applicant who has not taken the NCLEX before.</u>

3. Methods of study, including the following:

    a. self-study

    b. study groups

    c. tutors; or

    d. any other methods approved by the board

4. A <u>schedule</u> for study that meets the following requirements:

    a. **30 hours <u>for each area not successfully passed</u>** (below or near passing scores or all eight areas of the NCLEX for any applicant who has not taken the NCLEX before)

        i. **Example: if 2 areas of the NCLEX had below or near passing scores then the study plan should have a specific content outline for each of these 2 areas with a specific schedule of how 30 hours of study in each of the 2 areas will be obtained. (see sample study plan)**

    b. a <u>start date</u>; and

    c. <u>proposed completion date</u> (within twelve months of start date)

5. Learning resources identified to be used in the study that meet these requirements:

    a. a written bibliography in a <u>standard documentation format</u> (*APA preferred*), with resources no more than five years old; and

    b. **Four (4) types for each low performance area** selected from the list as follows:

        i. textbooks

        ii. journals

        iii. review books

        iv. audiovisuals

        v. computer-assisted instructions; or

        vi. computer review programs

    c. **The time spent on a formal NCLEX Review Course cannot count toward the study plan hours, so should not be listed as a reference on the study plan.**

Use a column format as illustrated in the Sample Study Plan table below. Each area of unsuccessful passing (below or near passing score) from the last diagnostic profile should be included on the plan. If the petition is approved, the applicant should complete the study plan as written. After completion of the study plan, verification of completion is required by the designated RN and should be sent directly (may be emailed) to the Nursing Education Compliance Officer at the Board office.

SAMPLE STUDY PLAN

NAME of Petitioner: Mary Roe
ADDRESS: 123 Lane
                                   Sunflower, Kansas 66666

RN VERIFICATION BY: NAME: Ann Doe, RN
                                       ADDRESS: 234 Lane
                                                               Sunflower, Kansas 66666
                             PHONE NUMBER: (913) 222-5555
                             Email: ann.doe@sunflowertech.edu

BEGINNING DATE (Month & Year): April 2020
PROPOSED COMPLETION DATE (Month & Year):   June 2020

Study Plan					
Candidate Performance Report	**Content Outline**	**Method**	**Schedule**	**Resources**	**Verification**
1) Safe, effective care environment – Management of Care	Management of care. 1. Coordinating care with health care team. 2. Patient advocacy. 3. Continuity of care.	Self-Study	2 hours/day Monday-Friday beginning week of April 6 for three weeks, for a total of <u>30 hours</u>. **OR** 2 hours/day, Mon-Fri from April 6 – April 24 **Total hours: 30 hrs**	1) Adler, J., & Adler, K. (Year). <u>Nursing care of the family</u> (2nd ed.). New York: Hall. Chapter 2, 100-110. 2) Adler, J., & Adler, K. (Year) Nursing care of the elderly. <u>American Journal of Nursing</u>, vol (issue no.), page numbers.	Ann Doe, RN, will give a quiz on content on April 24.
	Safety & infection control. 1. Protecting clients from hazards 2. Role of nurse in identifying a nursing diagnoses	Tutor. To review case studies Computer: Interactive Program	1 hour/day Monday-Friday beginning week of April 27 for a total of <u>30 hours</u> **OR** 2 hours/day, Mon -Fri from April 27 – June 5 **Total Hours: 30 hours**	3) Adler, J., & Adler, K. (Year) <u>Respiratory nursing care</u>. [video]. New York: American Journal of Nursing. 4) Adler, J., & Adler, K. (year) <u>Respiratory nursing care</u>. [computer disk]. New York: American Journal of Nursing.	Ann Doe will give a quiz on content on June 5.

Sample Reference List (references no more than 5 years old, APA format preferred)

Textbooks:

Adler, J., & Adler, K. **(Year)**. Nursing care of the family (6th ed.). New York: Hall.

Adler, J., & Adler, K. **(Year)**. Family care [review book]. New York: Hall.

Journals:
Adler, J., & Adler, K. (Year) Nursing care of the elderly. American Journal of Nursing, vol (issue no.), page numbers.

Computer Software

Adler, J., & Adler, K. (year) Respiratory nursing care. [computer disk]. New York: American Journal of Nursing.

Video/Filmstrip/Audio Cassette

Adler, J., & Adler, K. (year) Respiratory nursing care. [video/filmstrip/audio-cassette]. New York: American Journal of Nursing.

Candidate Report Instructions:
Submit a copy of all Candidate Reports with this application. **There should be a Candidate Report for each unsuccessful testing attempt.** If you do not have a Candidate Report for each NCLEX attempt use the *Records Request Form* on the KSBN website (www.ksbn.kansas.gov). This form can be located under **Forms; Records Request; Records Request Form**. Wait for reports to be returned to you and then submit with other petition documentation.

Question #1 Instructions:
What nursing content in your low performance categories have you studied since the last attempt to take the licensure examination (this should include anything you have done that is NOT on your current study plan)? Please be specific and include the following information:
- content studied
- time studying in clock hours,
- method of study,
- teaching assistance, and
- textbooks, journals, audiovisuals and computer software used

Answer to this question must be typed/word processed, no handwritten answers will be accepted.

Question #2 Instructions:
State yes or no if you worked as an aide or technician or licensed practical nurse in the last two years? If yes, please be specific and include the following information:
- the nature of your clinical experience,
- number of hours per week,
- self-evaluation of your performance in the last two years and
- relate how the clinical experience addresses your categories of low performance

Answer to this question must be typed/word processed, no handwritten answers will be accepted.

Scope of Practice Paper Instructions:

All applicants petitioning to take the NCLEX must <u>write a paper</u> addressing:

Differences in Scope of Practice for RN and LPN

Paper requirements:

The Paper Addresses…	Addressed thoroughly 5	Addressed partially 3	Did not address 1	Score
Content				
***Practice Differences** (K.S.A. 65-1113 from Kansas Nurse Practice Act)				
***Educational Preparation** (K.S.A. 65-1115 from KNPA)				
***IV Therapy** (K.S.A. 65-1136 from KNPA)				
***Delegation** (K.S.A. 65-1165 from KNPA)				
Organization				
Purpose and focus of the writing are clear. Sequencing of ideas makes writer's points easy to follow.				
Sentence Structure/ Grammar				
Written as formal paper. Sentences are structured and words are chosen to communicate ideas clearly. No grammatical errors. Appropriate citations.				
References				
Uses 3 to 6 references: one reference must be the current version of KS Nurse Practice Act (KNPA), available via www.ksbn.kansas.gov. Other references < 5 years old. **Utilizes APA format.**				
Total Points				

* Do not just copy and paste the statutes as a response – no credit will be given. Must have discussion in your own words to support your writing.

Acceptable paper criteria:
>   **Address thoroughly all of the content section** and address thoroughly or partially the organization of the paper, sentence structure/grammar and references. Word processed using the style format requested.

Unacceptable paper criteria (paper must be revised and resubmitted):
- **Address partially any of the content section,** regardless of scores in other areas.
- Not word processed
- Style doesn't meet requirements.

Formal NCLEX Review Course Instructions:

- Formal review course should be separate from the study plan and hours spent here should not be included in Study Plan hours

- You are not required to have completed a formal NCLEX Review Course <u>before submission</u> of your petition request. If you have completed a formal NCLEX Review Course prior to submission of this petition request include the following information with the submission:

  - ✓ Name of formal review course

  - ✓ Dates attended

  - ✓ Proof of successful completion (certificate of completion, etc.) with predictability scores

- Formal review course may be done online or in person

- KSBN has no formal recommendation for the review course to be completed

Checklist for Petition Submission

Utilize this checklist to ensure all required information is submitted. <u>Incomplete petitions will not be reviewed.</u>

_____ Completed petition (including signature) – must be received by KSBN no later than 30 business days prior to the next scheduled Board Meeting

_____ Develop and submit formal study plan as per instructions (30 hrs per unsuccessful NCLEX area)

_____ RN for Study Plan verification identified (must be actively licensed RN)

_____ References for Study Plan <u>no more than 5 years old</u>

_____ Candidate Report for each unsuccessful NCLEX testing attempt (if you have not attempted the NCLEX you will have no Candidate Reports to submit)

_____ Question #1 answered as per instructions

_____ Question #2 answered as per instructions

_____ Scope of Practice paper as per instruction

_____ Submit formal review course information if already completed (this is not required for petition submission but will be required to complete petition conditions if approved)

- Name of formal review course
- Dates attended
- Proof of successful completion

Kansas Administrative Regulations

Agency 60

State Board of Nursing

Article 5.—Approval of Educational Programs for Mental Health Technicians

60-5-102. Approval procedure. (A) An institution contemplating the establishment of a program for mental health technicians:

(1) Shall write a letter of intent to the Kansas state board of nursing.

(2) Shall submit the name and qualifications of the nurse administrator to the board of nursing for approval.

(3) Shall employ a qualified nurse administrator.

(4) Shall employ a second faculty member.

(5) Shall file with the board an application for an approved program two months prior to the anticipated opening date with the payment of any required fees.

(6) Shall receive in writing the decision of the board.

(7) Shall be approved prior to the admission of students. (Authorized by K.S.A. 65-4201 *et seq.*, K.S.A. 1974 Supp. 74-1106 *et seq.*; modified, L. 1975, Ch. 302, Sec. 6, May 1, 1975.)

***** Authenticated Kansas Administrative Regulation *****

Agency 60

State Board of Nursing

Article 6.—Requirements for Approved Programs for Mental Health Technicians

60-6-101. Requirements. (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

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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 senescense.

(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.

(e) 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.

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(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. (Authorized by K.S.A. 1998 Supp. 65-4206 and 74-1106; implementing K.S.A. 1998 Supp. 65-4206; modified, L. 1975, Ch. 302, Sec. 7, May 1, 1975; amended March 31, 2000.)

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Kansas State Board of Nursing

Requested Documents – FSCC Nursing Program

KSBN Requested Documents			
Requested Item	**Required Submission Date**	**Submission Date**	**Feedback**

Course Syllabi Face Sheets with Credit Hours/Clock/ Clinical/Observation/Simulation Hours
  Fundamentals of Patient Centered Care
  Health Assessment
  Pathophysiology
  Pharmacology for Nursing
  Childbearing Family PCC
  Pediatric Patient Centered Care
  Basic Medical/Surgical PCC
  Acute and Complex Medical-Surgical PCC
  Capstone Clinical Immersion
  Leadership and Management of Care
	December 31, 2024	**December, 2024**	

Job Descriptions
  Nursing Instructor
  Nursing Adjunct Clinical Instructor
  Director of Nursing
	March 31, 2025	**December 2024**	

Admission Policies
  Generic Student Admission Policy
  LPN to RN Admission Policy
		December 2024	

FSCC Nursing Progression Policy		**December 2024**	

FSCC ADN Plan of Study
  Generic Student Plan of Study
  LPN to RN Plan of Study
		December 2024	

Qualifications for Applying for Registered Nurse License in Kansas Bars to RN Licensure		**December 2024**	
Preceptor Data -Fall 2024	December 2024	**December 2024**	
Systematic Plan of Evaluation – Standards 1-4 with KSBN Education Regs		**December 2024**	

Faculty Orientation Sheets - File		**February 21, 2025**	
FSCC Nursing Student Testing Policy	March 31, 2025	**February 21, 2025**	
FSCC Nursing Faculty Testing Policy	March 31, 2025	**February 21, 2025**	
FSCC Nursing Student Health Policy		**February 21, 2025**	
FSCC Faculty Orientation Policy	March 31, 2025	**February 21, 2025**	
Faculty Selection Process		**February 21, 2025**	
Faculty Table with License Information		**February 21, 2025**	
ACEN Standard 5 – Evaluation of EPSLOs, Program Completion, NCLEX rates, Employment Rates	June 30, 2025	**February 21, 2025**	
Faculty Meeting Minute Dates		**February 21, 2025**	
Advisory Council Members		**February 21, 2025**	
Efforts to Improvement NCLEX Rates January Testing Workshop – See Agenda		**February 21, 2025**	
Curriculum Change See Schedule	In progress		

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