

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

**Kansas Board of Nursing
Landon State Office Building, Room 509
Education Committee Agenda
September 9, 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 – June 10, 2025

Consent Item Agenda

- A. Nursing Education Staff Report
 - a. Complaint Log - Education
- B. 2025-26 Site Visit schedule
- C. Petition to Test/Retest Summary 5/13/25 through 8/12/25

- VII. Site Visit Reports
 - A. Chamberlain University BSN – Initial site visit

- VIII. New Business
 - A. Major Curriculum Change Requests
 - 1. Rasmussen University
 - 2. Fort Hays State University – BSN

3. Fort Hays State University - DNP
4. Ottawa University
5. Highland Community College PN
6. Highland Community College ADN
- B. Master's Entry RN Programs – informational
- C. English Language Proficiency exams – review of Kansas policy

IX. Unfinished Business

- A. LMHT role in Kansas
 - a. Discussion with Scott Brunner (KDADS) – 10:00am
 - b. WSU Tech – LMHT request
 - c. LMHT CNE requirements
- B. Update on Improvement plan – Donnelly College
- C. Five-Year Combined Statute and Regulation Review Process
 1. K.A.R. 60-5-102 – Approval procedure (LMHT)
 2. K.A.R. 60-6-101 – Requirements (LMHT)

X. Agenda for December 2025

- A. Education Annual Report for KS schools
- B. National Nursing Education Database – comparison to KS
- C. Reapproval of undergraduate nursing programs

XI. 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.

You are invited to a Zoom webinar!

When: Sep 9, 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/82136518435?pwd=NXrus6LVbzaaYogTgsfV388dPyW3Di.1>

Passcode: KsbnEDComm

Phone one-tap:

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+13092053325,,82136518435#,,, *2556033406# US

Join via audio:

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+1 669 444 9171 US
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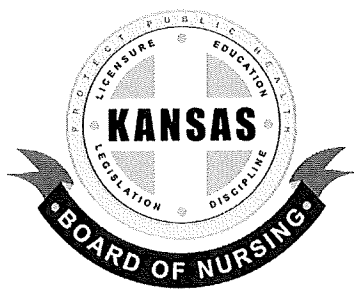
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Staff Report

Date: August 19, 2025

TO: KSBN Board Members

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

RE: September 2025 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 May 15, 2025, through August 15, 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**
 - *One site visit this quarter:*
 - *Chamberlain University – BSN: completed an initial site visit to the Overland Park campus*
 - *Notification from University of Kansas that the Adult Gerontology Primary Care Nurse Practitioner program track is being closed. All students enrolled in the program have graduated. Records and transcripts will stay with KU.*
 - *Changes in Nursing Program Administration through 8/15/25:*
 - *Highland Community College announced the retirement of Anna Fowler as the Director of Nursing programs effective 6/30/25. Dr. Patty Palmietto has been named as the new Director beginning 7/1/2025.*
- **KAR 60-2-103**
 - *110 Faculty Qualification Reports were processed this quarter (3Q25).*
 - *53% were initial FQRs; 47% were updates – about 25% of the updates were those that completed degree plans to meet regulation for faculty*

- 37% of the FQRs had Hire exceptions or Degree plans associated which means faculty did not meet regulatory requirement for faculty (similar to 2Q25 but still down from a high of 56% in last quarter of 2024)
- 53% were for BSN faculty; 35% for AND faculty; 8% for PN faculty; 4% for APRN faculty

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

- Submitted one **NCSBN web survey to all** Education network participants regarding:
 - How other states handle NCLEX failure
- Submitted response and reviewed results for six NCSBN web surveys for Education on the following topics:
 - Requirements for nursing program administrators
 - Use of e-Notify – required or not
 - Work force violence data
 - Fees for board approved programs
 - Out of state programs and clinical sites
 - Education program management software
- Other Education Activities:
 - Continuing data gathering from other states and Education Consultants regarding NCLEX failure and our petition process. Looking for input and recommendations for possible update to policy for petition conditions
 - LMHT task force follow up – per request of the LMHT task force, Carol Moreland and Janelle Martin met with Scott Brunner and Melinda Gaul from KDADS to discuss pros and cons of moving LMHT from a licensure program under regulation by KSBN to a certificate program that might potentially be with KDADS. KDADS is planning to be available for the September board meeting.
 - Annual report with NCSBN – KSBN updated the Additional Questions section to ask three new questions that would further delineate how many nursing seats are available in Kansas and the possible reasons that spots aren't being filled. Changes should yield a more accurate picture of the nursing pipeline for KS schools.
 - Annual report opened April 21, 2025, and all reports were returned prior to the June 30 deadline.
 - Surveys were completed by 68 programs (PN, ADN, BSN, APRN). Three programs were first time submissions.
 - Submissions are being reviewed by NCSBN survey team to ensure accuracy and completeness of the data. Raw data is expected by the end of August and NCSBN report for Kansas should be completed by October 1.
 - NEW – met with NCSBN to discuss a Kansas dashboard similar to the one just developed by NCSBN for the aggregate program data from 36 states. The first national dashboard has the 2022 data and 2023 data is expected to be added soon.
 - NCSBN Education Network monthly calls – stay connected with other state boards on education topics such as AI in nursing education, Model Education Rules & Act from

NCSBN, site visits – virtual vs. in person.

- *Attended the 2025 Kansas Nursing Education conference and Clinical Teaching Institute held at Newman University in Wichita on July 16-17.*
- *Attended NCSBN Annual meeting in Chicago August 13-15. Attended business meetings and forums to discuss AI in nursing regulation, Advanced Practice Nursing Education and regulation, effective strategies for finding NCSBN resources for Member Boards, and many networking opportunities.*
- *Started a mentoring relationship with an Education Consultant from the Wyoming Board of Nursing. She will be making a trip to Kansas to attend a site visit with a Kansas survey team this fall.*
- *Worked with Public Information Officer to draft two articles for the upcoming newsletter focusing on the importance of nursing program administrators in the leadership of nursing programs and on the importance of preceptors and clinical adjuncts for nursing programs as role models for nursing students and as a pipeline for schools as nursing faculty.*

School / Program	Date Rec'd	W=written V=verbal/p hone	Signed?	S=student P=public O=Other	Complaint Type C = communication CU = curriculum D = Director issue F = faculty issue G = General H = hostile school environment P = policy	Other complaints for same issue for this school? Y / N	Formal Complaint or Grievance filed with school? Y = yes N = No U = unknown	KSBN Statute or Regulation being addressed?	Date Action Taken by KSBN staff	Date Response Rec'd by KSBN	Further Action Required by school / program? Y/N
Rasmussen	5/19/2025	E	Y	S	P, C	N	Y, per student	K.A.R. 60-2-107	5.23.25	6/18/2025	N
Donnelly	5/22/2025	W	Y	S	C, CU, G, H, P	Y	Y, per student	KAR 60-2-104 K.A.R. 60-2-107	5.23.25	5/23/2025	Y
Donnelly	5/28/2025	V	Y	S	C, F, P	Y	U	K.A.R. 60-2-107	6.9.25	6.9.25	Y
Donnelly	5/28/2025	V	Y	S	C, CU, D, F, P	Y		KAR 60-2-104 K.A.R. 60-2-107	6.9.25	6.9.25 at Bd mtg	Y
Donnelly	6/3/2025	W	N	S		Y - similar		K.A.R. 60-2-107	6/9/2025		Y
Donnelly	6/16/2025	W	Y	P	CU, C, P	N	Y	K.A.R. 60-2-107	6/17/2025	6/19/2025	N
Donnelly	7/19/2025	W	Y	S	C, CU, P	Y		KAR 60-2-104 K.A.R. 60-2-107			
Donnelly	8/15/2025	W, V	N	S	C, D, G, H, P	Y	Y	KAR 60-2-104 K.A.R. 60-2-107	8/18/2025 to S 8/20/25 to school	8/19/2025 from student	Y
Donnelly	8/20/2025	W	Y	S	C, CU, D, P	Y	U	KAR 60-2-104 K.A.R. 60-2-107	8.20.25		

School / Program	Date Rec'd	W=written V=verbal/p hone	Signed?	S=student P=public O=Other	Complaint Type C = communication CU = curriculum D = Director issue F = faculty issue G = General H = hostile school environment P = policy	Other complaints for same issue for this school? Y / N	Formal Complaint or Grievance filed with school? Y = yes N = No U = unknown	KSBN Statute or Regulation being addressed?	Date Action Taken by KSBN staff	Date Response Rec'd by KSBN	Further Action Required by school / program? Y/N
MidAmerica Nazarene University	10.7.24	W	N	S	C, P	N	N	K.A.R. 60-2-107	10.11.24	10.25.24	N
Donnelly	11/19/2024	V	Y	S	C, D, P	Y	U	K.A.R. 60-2-107	12.13.24	12.17.24	Y
Donnelly	12.2.24	V	Y	S	C, D, P	Y	U	K.A.R. 60-2-107	12.10.24	12.17.24	Y
Donnelly	12.10.24	W	Y	S	C, H, P	Y	Y, per student	K.A.R. 60-2-107	12.10.24	12.17.24	Y
Donnelly	12.10.24	W	N	S	CU, H, P	Y	U	KAR 60-2-104 K.A.R. 60-2-107	12/13/2024	12/17/2024	Y
Donnelly	1/17/2025	W	Y	S	C, G, P	Y	U	K.A.R. 60-2-107	1.17.25	1/23/2024	Y - cont'd concerns
Donnelly	2/7/2025 and 2/20/25	V, W	Y	S	C, CU, P	Y	N	KAR 60-2-104 K.A.R. 60-2-107	2/11/2025	onsite at school	Y
Donnelly	3/21/2025	W	Y	?S		y-similar		K.A.R. 60-2-107	3/24/2025		Y
Fort Hays Tech NC-Hays	3/18/2025	V, W	N	P (parent)		N		K.A.R. 60-2-107		4/9/2025	N
Donnelly	5/1/2025	E	N	O (parent)		N		K.A.R. 60-2-107	5/1/2025	5/1/2025	N - KSBN did take further action

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
May 5, 2025	Cloud CCC	PN	Janelle Martin Patty Palmietto	Initial visit for PN (Cloud moving to bilevel status)
July 23-24, 2025	Chamberlain	BSN	Janelle Martin D. Pile	Initial visit
Fall 2025	School	Level	Visitors	Comments
Sept. 8-10	KSBN – board meetings			Tues. 9/10 – ED mtg @ 8:30, LSOB
Sept. 16-17	Allied Health Career Training	PN	Janelle Martin Mechele Hailey	Follow up after 1 st graduation
Sept. 23-25, 2025	SATC	ADN & PN	Janelle Martin Karen Kidder	Reapproval w/ ACEN initial
Oct. 1-2	Newman University	RNA	Janelle Martin Amy Hite	w/ COA
Oct. 8-9	WSU Tech	LMHT	Janelle Martin	Initial
Oct. 16-17	KCADNE Fall Forum			
Oct. 22-29	No visits			
Nov. 4-5, 2025	Labette CC	PN	Janelle Martin Debra Pile	Reapproval
Nov. 18-19	Fort Scott CC	ADN	Janelle Martin	Follow-up for Conditional approval

2026 Nursing & MHT Program Site Visits

Spring 2026	School	Level	Visitors	Comments
	Ottawa University	BSN	Janelle Martin	Follow up after 1 st graduation
	Donnelly College	ADN/PN	Janelle Martin	Follow up visit per board action
Feb. 3-6, 2026	Neosho CC	ADN	Janelle Martin Karen Kidder	w/ ACEN
Feb. 24-25, 2026	JCCC	PN	Janelle Martin	Reapproval
March 4-5??	WSU Tech	PN	Janelle Martin Angela Murray	Reapproval
March 17-18??	Mid-America College of Health Sciences	PN	Janelle Martin Debie Pile	Follow-up on Conditional approval per board
March 23-25, 2026	KSBN Board meetings			
Fall 2026	School	Level	Visitors	Comments
Sept. 14-16	KSBN Board meetings			
Sept. 30-Oct 2	Benedictine College	BSN	Janelle Martin	w/ accreditation
Oct. 6-7 or 7-8??	Colby CC	PN	Janelle Martin	
Oct. 15-16	KCADNE Fall Forum			
Oct. 27-29	Fort Hays Tech NC - Hays	PN	Janelle Martin	
Nov. 4-5??	KCKCC	PN		
Nov.	Washburn Tech	PN ADN		Reapproval Follow up after 1 st graduation

Petition for Permission to Test/Retest NCLEX Summary
5/22/2025 - 8/15/2025

Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Liberty Howard-Aranda	RN	Yes	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	8/11/2025
Valeria Garcia	RN	No	Dec-22	1) Additional 10 hours of study for each area on study plan 2) Total of 30 hours of observational clinical 3) Successful completion of formal Review Course with predictability score	8/7/2025
Sashaliz Santana Espada	RN	No	Dec-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	8/7/25 pg 1 8/19/2025

Requirements for Approval of Practical/Registered Nursing Programs

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

Name of Institution: Chamberlain University Date: July 23-24, 2025

Type of Program: BSN Name of Program: _____

Visitors: Debra Pile, DNP, APRN, P-CNS – KSBN Education Committee member; Janelle Martin, MHSA, RN – KSBN Education Compliance Officer

Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Administration & Organization 60-2-101 (a) (1) 60-2-101 (b) (4-7)	<ul style="list-style-type: none"> Payment of \$1,000.00 application fee 		X		Complete
	<ul style="list-style-type: none"> Name of controlling body 	Report College Catalog (send catalog with report)	X		Chamberlain University (as of 2017) – prior to that it was Chamberlain College of Nursing - controlling institution for the OP campus. Adtalem Global Education, Inc. owns Chamberlain University. Adtalem is a healthcare educator that partners with organizations to address future workforce needs and empower career development in healthcare industries. Also is the parent institution for Walden University which also offers nursing programs.
	<ul style="list-style-type: none"> Name & title of administrator of same 		X		Chamberlain University's administrator and President since August 2018 is Karen Cox, PhD, RN, FACHE, FAAN.
	<ul style="list-style-type: none"> Relevant contact information 	Report	X		Chamberlain and its governing entity, Adtalem, relocated to: 233 S. Wacker Drive, Suite 800 Chicago, IL 60606.

					<p>Local address for OP campus: 6130 Sprint Parkway, Ste 300 Overland Park, KS 66211 tleiker@chamberlain.edu (Tona Leiker is the program administrator for OP)</p>
	<ul style="list-style-type: none"> Description of legal body responsible for general policy and provides for financial support of nursing education program (includes all sources of financial support) <p>Chief Operating Officer – Patrick Rombalski, EdD</p> <p>Chief Academic Officer (CAO) – Jill Price, PhD, MSN, RN</p> <p>Executive Dean, Academic Quality – Ilse Wallace, PhD, RN, CNE (leads curriculum development for all University programs) – has specific responsibility for pre-licensure BSN program's overall academic quality and to ensure evaluation of all programs.</p> <p>VP, Campus Operations – Katie Kay, DNP, RN, PCCN-K – reports to COO. Provides operational leadership to all pre-licensure BSN programs and campuses.</p> <p>Two Regional VPs report to Dr. Kay. (Chamberlain grouped broadly into two regions)</p>	<p>Report</p> <p>Appendix B – all org charts for University, Region and local support</p>	X		<p>Deaconess College of Nursing was the precursor to the present program. Started in 1983, it was purchased by Adtalem Global Education Inc. in 2005 and became Chamberlain College of Nursing in 2006. July 2015, Chamberlain Board of Trustees approved expanded educational offerings outside nursing, and in 2017 became Chamberlain University with a College of Nursing and a College of Health Professions. Distinguishing philosophy is the culture of care called Chamberlain Care®. Launched in 2010 as a major cultural transformation initiative, focuses all operations, resources, and assessments.</p> <ul style="list-style-type: none"> ✓ Matrix administrative structure provides consistent implementation of programs across states/regions. ✓ Oversight is by a Board of Trustees (7-13 members). ✓ Managed by national leaders who provide broad oversight of academics, campus operations, online operations, academic support, and admissions. ✓ Location-specific leadership works closely with national to implement, support, and educate at the campus level. <p>Governance structure has 3 main groups:</p> <ul style="list-style-type: none"> ➤ President's Cabinet and Senior Leadership Team – strategic plan, strategic goals, overseeing proposals from national committees, departments, and task teams. ➤ National Academic Committees – developing and reviewing academic

	Local campus level – has a program administrator who may also serve as the Executive Dean.				<p>policies, programs, curricula, services, and structures. Faculty serve on all committees except the Student Advisory Committee.</p> <p>➤ Program-Based Committees – responsible for information and data-sharing, discussion of issues, discern needs and requests, and local decision-making. (faculty, staff, students can be members or guests).</p>
	<ul style="list-style-type: none"> Copy of current school bulletin or catalog 		X		Submitted and reviewed.
60-2-101 (a) (2)	<ul style="list-style-type: none"> Name of administrator of nursing education program 	Report	X		Tona Leiker, PhD, RN, CNE
	<ul style="list-style-type: none"> Title of administrator 	Report	X		Executive Dean / Program Administrator, OP campus
	<ul style="list-style-type: none"> Credentials of administrator 	Report	X		PhD in Nursing Professional Registered Nurse (RN) Certified Nurse Educator (CNE)
	<ul style="list-style-type: none"> Authority and responsibility for administering nursing education program is vested in the nurse administrator 	Job Description	X		Job description meets regulation. Appendix F w/ application
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		<p>Chamberlain is accredited by the Higher Learning Commission (HLC).</p> <p>The BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE) for all current campuses.</p>
Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
Nursing Program 60-2-101 (b)	The following shall be included in the application:	Report			

	<ul style="list-style-type: none"> Course of study (1) 		X		Bachelor of Science in Nursing
	<ul style="list-style-type: none"> Credential to be conferred (1) 		X		BSN
	<ul style="list-style-type: none"> Proposed curriculum with total number of hours of both theory and clinical instruction. Give clock to credit hour ratio (include clock and credit hours for each course) (8) 	Report	X		<p>122 credit hours in curriculum – 36-month schedule w/an academic year divided into three 16-week semesters with classes scheduled in two 8-week sessions per semester.</p> <p>General Education = 56 credit hours Nursing = 66 credit hours *Theory = 50 credit hours (800 clock hrs) Lab = 2 credit hours (64 clock hours) Clinical = 14 credit hours (672 clock hrs)</p> <p>*Theory is 16 clock hours, lab is 32 clock hours, and clinical is 48 clock hours per credit hour.</p>
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 and PN programs	Report	X		<p>Program outcomes are derived from standards defined by the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) and The Essentials: Core Competencies for Professional Nursing Education (2021).</p> <p>Additional standards used:</p> <ul style="list-style-type: none"> Quality & Safety Education for Nurses, 7th Edition (QSEN competencies) NCLEX-RN Test Plan (2022) <p>Eight Program Outcomes – how program assessed.</p>
	<ul style="list-style-type: none"> Aspects of safe, effective care environment, including the management of care, safety, and infection control 		X		

	<ul style="list-style-type: none"> Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease 		X		
	<ul style="list-style-type: none"> Psychosocial integrity, including coping, adaptation, and psychosocial adaptation and 		X		
	<ul style="list-style-type: none"> Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential and physiological adaptation 		X		
PN Only 60-2-104 (d) (5)	<ul style="list-style-type: none"> IV fluid therapy, including at a minimum, didactic, supervised laboratory or supervised clinical practice as specified in K.A.R. 60-16-104. 				
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		<p>Pg. 5 Updated report – initially 2 faculty have been hired – Tona Leiker, PhD, RN, CNE (Program Administrator) and Kelly Miller, MSN, RN, CPNP-PC (Assoc. Dean of Faculty for OP). Both are educators and have varied clinical experience. Dr. Leiker has clinical experience in addictions /behavioral/ mental health nursing and school nursing.</p> <p>Kelly Miller has clinical experience in pediatrics, quality and safety, and school nursing.</p> <p>Plan for a 1:35 faculty to student ratio and will expand faculty with the addition of</p>

					student admissions. Have several prospective faculty for OP campus.
Clinical Resources 60-2-101 (b) (15-16)	<ul style="list-style-type: none"> Name of each hospital and affiliating agency providing facilities for clinical experience must be licensed or approved by appropriate entities 	List in Report	X		<p>Pg. 5 – Updated Summary – list of clinical sites with contracts</p> <ul style="list-style-type: none"> DaVita MidAmerica Rehab Hospital Medicalodges (SNF) – several locations NW MO Psychiatric Rehabilitation Center Northland Rehab & HC Center (Tutera) Heartland Behavioral Health Excelsior Springs City Hospital (CAH) Nevada Regional Med Center Bothwell Regional Health Cener Have approval for MOKAN membership which allows access to 5 additional HC centers or systems (spots are not guaranteed and must be confirmed each semester) for which Chamberlain has Clinical Affiliation Agreements (CAA) in place.
	<ul style="list-style-type: none"> signed contracts or letters from clinical facilities stating they will provide clinical experiences for students 		X		See above – all have CAAs
Initial Survey - Application for Approval 60-2-101 (c) (1)	<p>The following shall be available:</p> <ul style="list-style-type: none"> Interviews with administrators, prospective faculty, prospective students, clinical facility representatives, support services personnel to discuss the prospective nursing program 	Onsite	X		See interview list at end of report.
	<ul style="list-style-type: none"> admissions material 	Exhibit	X		Appendix H: Academic Catalog pg. 87-89 All information is available on website for other Chamberlain programs. Will be specific to OP if approval given by KSBN.

	<ul style="list-style-type: none"> minutes of faculty meetings 	Exhibit	X		Reviewed. Chamberlain has a Faculty Curriculum Advisory Committee (FCAC) This committee has members across locations.
	<ul style="list-style-type: none"> describe any admission testing 	Exhibit	X		Need minimum GPA 2.75 Need HESI A2 admission assessment test – must have minimum of 73. Admissions are done 3 times per year with academic cycles that start in Sept, Jan. and May. Each cycle is 16 weeks.
	<ul style="list-style-type: none"> faculty and student handbooks 	Exhibit	X		Appendix I.4 from initial application has Nursing Student Handbook from another campus. Drafts for OP campus were made available onsite for the 25-26 AY.
	<ul style="list-style-type: none"> policies and procedures 	Exhibit	X		Appendix H (Academic Catalog) from Initial Application Pg. 86 English proficiency Pg. 98 Readmission policy Pg 97-98 Transfer policy Pg. 149-154 Progression & graduation Pg. 159-161 Refund policy Pg. 89 Potential for licensure disqualification (also on website where it can be accessed prior to admission)
	<ul style="list-style-type: none"> curriculum materials 	Exhibit	X		Appendix K from Initial Application – updated grid shows integration of the AACN 2021 Essentials, QSEN and ANA Code of Ethics for program outcomes and curriculum development (national curriculum approved by CCNE).
	<ul style="list-style-type: none"> copy of the nursing education program's budget 	Exhibit	X		Reviewed.
	<ul style="list-style-type: none"> affiliating agency contractual agreements (signed) 	Exhibit	X		Pg. 5 – Updated Summary – list of clinical sites with contracts

					<ul style="list-style-type: none"> • DaVita • MidAmerica Rehab Hospital • Medicalodges (SNF) – several locations • NW MO Psychiatric Rehabilitation Center • Northland Rehab & HC Center (Tutera) • Heartland Behavioral Health • Excelsior Springs City Hospital (CAH) • Nevada Regional Med Center • Bothwell Regional Health Cener <p>Have approval for MOKAN membership which allows access to 5 additional HC centers or systems (spots are not guaranteed and must be confirmed each semester) for which Chamberlain has clinical Affiliation Agreements in place.</p>
Topic & Regulation	Requirement	Supporting Information	Met	Not Met	Comments/Decision
60-2-101 (C)(2)	Inspect the following: <ul style="list-style-type: none"> • nursing education facilities including class rooms, laboratory, offices, student record storage 	Tour	X		Campus constructed on one level (3 rd floor) of one building in the Aspira complex. <ul style="list-style-type: none"> • 40,465 sq ft – laid out in square around the elevators • Reception area and lounge area up front with seating, small study rooms, kitchen and vending available • Meeting /conference rooms for faculty / students – small and large available • Faculty offices are private offices with doors – as faculty are added there is also space in cubicle type setup for several adjunct and visiting faculty • 4 classrooms - up to 32 students each; each of these may be combined to create 2 larger gathering spaces of up to 64 to be used for campus/community events. • Large “wet” science classroom/laboratory • Two large (6 bed) nursing skills labs • SIMCARE Center – 2 bay sim center w/ high fidelity manikins, 2 debriefing

					<ul style="list-style-type: none"> rooms and control rooms • Large prep area for simulation and supplies • Student records will be stored electronically w/ password access
	<ul style="list-style-type: none"> • library facilities 	Virtual tour	X		Did virtual tour of Library and associated sites for nursing students. Very robust, easily accessible and library assistance is available through several channels with direct request access on the main page of each syllabus.
	<ul style="list-style-type: none"> • satellite program facilities 		n/a		Only one Chamberlain site in KS.

Interviews onsite:

Administration:

- Karen Cox, PhD, RN, FACHE, FAAN – President, Chamberlain
- Jill Price, PhD, MSN, RN, FAAN – Chief Academic Officer
- Katie Kay, DNP, RN, PCCN-K – VP, Campus Operations
- Simendea Clark, DNP, RN – Executive Dean, Prelicensure BSN Programs
- Ilse Wallace, PhD, RN, CNE – Executive Dean, Academic Quality
- Lindsey Sorensen, MBA, BSN, RN – Regional VP, Campus Operations
- Barbara Halle, DNP, MSN, NPD, RN-BC – VP, Accreditation and Professional Regulation
- Tona Leiker, PhD, RN, CNE – Executive Dean & Program Administrator, OP campus

Student Support Services

- Jon Oliver - Director, Support Operations (Finance)
- Dann Fitzpatrick – Senior Manager, Finance
- Diana Martin – Director of Enrollment
- Emma Day, BS, MPA – Director, Campus Enrollment
- Abbey McElligott, BA, MHRM – Director, Registrar Office
- Timothy Sergeant – Sr. Associate, Registrar Office
- Lisa Petschenko, MS – Director of Advising and Retention Services
- Kim Brandt, MHRM – Director, Student Affairs
- Daniel Hanak, MBA, MISM, ITIL Sr. Manager, IT
- Stephen Ford, AAS, Electronics & Computer Technology – Sr. Specialist, Technical & Simulation Support

Library Services

- Leah Cordova, MLIS – Director Library & Information Services
- Layla Burroughs, MLIS – Regional Librarian, Library & Information Services

Prospective Students: Had one prospective student in person. Very excited about the Chamberlain opportunity. She is a returning student with nursing as a new career. She has talked with Chamberlain online but is really focused on being able to do the program with a nearby campus.

Nursing faculty:

- Tona Leiker, PhD, RN, CNE – Executive Dean & Program Administrator, OP campus
- Kelly Miller, MSN, RN, CPNP-PC – Associate Dean of Faculty, OP campus

Potential Faculty:

- Heather Roberts, MSN-Ed, RN – Clinical Learning Developer for Chamberlain – potential OP faculty
- Michele Fix, MSN, RN, NE-BC – Visiting Professor for Chamberlain online
- Carrie Miner, MSN, RN, Instructor online

General Ed faculty: Justin Wiethop, DC, MTAA – Associate Dean, General Education

Clinical Site Representatives:

- Paula Bunde, MS Ed, BSN, RN – Coordinator of Health Services, Shawnee Mission School District
- Barbara McArthur, MN, RN, FAAN – Director, The Kansas Nursing Workforce Center / Asst. Professor, KU SON
- Sarah Oakley, MSN, RN, NEA-BC – CNO, North Kansas City Health
- Mary Davis, MSN, NRN, PD-BC – Director of Professional Development / Student Placement Coordinator, North Kansas City Health
- Jessica Krueger, BSN, RN-C – Tintera Senior Living, Regional
- Jessica Stanley, BSN, RN – Director of Nursing, The Village at Mission

Advisory Committee:

- Paula Bunde, MS Ed, BSN, RN – Coordinator of Health Services, Shawnee Mission School District
- Barbara McArthur, MN, RN, FAAN – Director, The Kansas Nursing Workforce Center / Asst. Professor, KU SON
- Sarah Oakley, MSN, RN, NEA-BC – CNO, North Kansas City Health

Strengths

- National BSN curriculum is CCNE accredited
- Chamberlain Care® philosophy – holistic approach that focuses on meeting the current needs of the students by creating a culture of care and excellent service
- Student support and resources are in place for each campus even prior to first admission. Informational services available to interested applicants of what it is like to be nursing student at Chamberlain
- Based on internal research, Chamberlain developed the SDOL (Social Determinants of Learning) model which identifies six core factors (or domains) for building a more diverse pipeline of graduates: physical health, psychosocial health, economic stability, physical environment/community, social environment/community, and self-motivation. Students complete a SDOL assessment early in their program and appropriate interventions are offered based on assessment findings.
- Curriculum development done at “college” level with a team of curriculum designers. The curriculum teamwork with all campus faculty involved in curriculum development and revision through all faculty meetings and smaller cohorts or SME for each course. Standardized curriculum and assessment for all campuses give robust data for making curriculum change decisions.
- All faculty attend a robust onboarding program. There is Master Instruction process that offers three levels of pedagogy that faculty can move through in the first year of hire.

Recommendations:

- Initial approval to admit up to 120 students annually with three start times annually (Sept., Jan. and May)
- Follow-up site visit to be done after the first graduation and before requesting additional students.

**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: June 9, 2025

Name of Program: Bachelor of Science in Nursing

Program Administrator
including credentials: Jamie Magana, FNP, MSN

Parent Institution: Rasmussen University - Overland Park

Address of Institution: 11600 College Boulevard
Overland Park, KS 66210

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

Briefly describe the
Change being requested: In alignment with the CCNE Standards, the BSN program has updated the student learning outcomes (SLOs) to align with the 10 "Domains for Nursing" as part of the new 2021 AACN Essentials.

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.



June 9, 2025

Kansas State Board of Nursing
900 SW Jackson Street, Suite 1051
Topeka, KS 66612

Dear Board of Nursing,

The Rasmussen University – Overland Park Bachelor of Science in Nursing (BSN) program would like to seek the Board's approval for a change in student learning outcomes for the program.

The BSN program is programmatically accredited by the Commission on Collegiate Nursing Education (CCNE). CCNE has updated its Standards to include the American Association of Colleges of Nursing (AACN)'s updated *The Essentials: Core Competencies for Professional Nursing Education* (Essentials) (AACN, 2021).

In alignment with the CCNE Standards, the BSN program has updated the student learning outcomes (SLOs) to align with the 10 "Domains for Nursing" (Essentials). The changes made to the SLOs were linguistic in nature and do not represent a significant change to the BSN curriculum or the intended outcomes of the program; rather, the language was simply clarified to enhance understanding and consistency to better align with the 2021 Essentials.

Attached are the AACN 2021 Essentials: 10 Domains for Nursing and a comparison chart of the current BSN student learning outcomes and the proposed student learning outcomes, along with their alignment with the 10 Domains.

This change in student learning outcomes does not require any changes in resources or the adequacy of the current resources utilized by the program.

Please let me know if additional information is needed or if you have any questions regarding this change. I can be contacted at 913-491-7876 or via email at jamie.magana@rasmussen.edu.

Sincerely,

A handwritten signature in cursive script that reads "Jamie Magana".

Jamie Magana, FNP, MSN
Dean of Nursing and Nurse Administrator
Rasmussen University – Overland Park

Enclosed: 2021 AACN Essentials: 10 Domains for Nursing
Bachelor of Science in Nursing Student Learning Outcomes Comparison Table

2021 AACN Essentials: 10 Domains for Nursing

Domain 1: Knowledge for Nursing Practice

Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care

Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health

Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and nontraditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Domain 4: Scholarship for the Nursing Discipline

Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety

Descriptor: employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships

Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the health care experience, and strengthen outcomes.

Domain 7: Systems-Based Practice

Descriptor: Responding to and leading within complex systems of healthcare. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies

Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism

Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development

Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

**Bachelor of Science in Nursing (BSN)
Student Learning Outcomes (SLOs)
Comparison Table**

Current BSN SLOs	2021 AACN Essentials	Proposed BSN SLOs
Synthesize knowledge from the humanities, physical and social sciences, nursing theory, and applied research as a basis for evidence-based nursing practice and clinical reasoning.	Domain 1: Knowledge for Nursing Practice Domain 4: Scholarship for the Nursing Discipline	Apply theoretical and empirical knowledge from nursing and related natural and behavioral sciences as a foundation for planning holistic, evidence-based nursing practice in various environmental contexts.
Integrate leadership and management principles with knowledge of healthcare policy, finance, and regulatory guidelines to enhance quality care and patient safety while functioning within legal and ethical parameters of professional nursing.	Domain 2: Person-Centered Care Domain 3: Population Health Domain 5: Quality and Safety Domain 9: Professionalism	Demonstrate professional accountability and responsibility, in accordance with ethical, legal, professional and regulatory standards, to provide safe, effective and holistic care for patients (person, family, community, and populations).
Determine population-based strategies that incorporate health determinants to promote optimal health and prevent escalation of diseases and conditions.	Domain 3: Population Health	Utilize population-based strategies that incorporate determinants of health to promote optimal health, disease prevention, health maintenance, and health restoration.
Utilize effective intraprofessional and interprofessional communication to promote a continuous and reliable therapeutic environment.	Domain 2: Person-Centered Care Domain 6: Interprofessional Partnerships	Apply effective intraprofessional and interprofessional communication and collaboration strategies to engage in person-centered care, fostering mutuality, active participation, and empowerment.
Synthesize components of practice excellence, clinical judgment, and personal knowing as a foundation for complex client care and lifelong learning.	Domain 4: Scholarship for the Nursing Discipline Domain 10: Personal, Professional, and Leadership Development	Exhibit leadership, practice excellence, scholarly inquiry and introspection that promotes individual health, resilience, and overall well-being, lifelong learning, and enhanced nursing skills.
Analyze data from information systems and emerging healthcare technologies to guide decision-making and clinical reasoning.	Domain 7: Systems-Based Practice Domain 8: Informatics and Healthcare Technologies	Integrate knowledge of informatics and healthcare technologies, to deliver safe, high-quality and efficient nursing care across the healthcare system.

**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: August 7, 2025

Name of Program: Rasmussen University - Bachelor of Science in Nursing

Program Administrator including credentials: Jamie Magana, MSN, RN

Parent Institution: Rasmussen University - Overland Park

Address of Institution: 11600 College Boulevard
Overland Park, KS 66210

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

Briefly describe the Change being requested: Rasmussen University is requesting a change to increase the number of admitted students from 10 students to 20 students per quarter at the Overland Park campus, while maintaining the enrollment of 10 students per quarter at the Topeka campus, starting in January 2026.

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.



Statement of Explanation from the Program

Request Statement

Rasmussen University's Bachelor of Science in Nursing Program, located in Overland Park with a satellite site in Topeka, is requesting an increase to the approved student enrollment. The Bachelor of Science in Nursing (BSN) program was approved by the Kansas State Board of Nursing on December 14, 2016, to admit 10 students per site, per quarter. The first enrollment quarter was in March of 2017. Rasmussen University is requesting a change to increase the number of students admitted to 20 students per quarter for the Overland Park campus, while maintaining the enrollment of 10 students per quarter at the Topeka campus. This will result in the ability to admit 80 new students at the Overland Park campus and 40 new students at the Topeka campus yearly.

Due to strengthened local and community alliances and a targeted effort to raise awareness of the BSN program, the Overland Park campus has experienced a notable increase in enrollment interest. For the Summer 2025 quarter, the program reached its full capacity of 10 students and generated a waitlist of additional applicants. The upcoming Fall 2025 quarter is already fully enrolled, with another waitlist forming.

This sustained demand reflects both the enthusiasm of prospective students and the pressing need within the community for BSN-prepared registered nurses. In response, Rasmussen University respectfully requests approval to increase the current enrollment cap at the Overland Park campus. We propose expanding the limit to 20 students per quarter to better serve our community and meet the growing interest in the program.

Accreditation

The Rasmussen University BSN program is programmatically accredited by the Commission on Collegiate Nursing Education (CCNE). The most recent grant of accreditation was for 10 years, extending to December 31, 2029. CCNE accredits the entire BSN program and considers each campus location a "track" within the accredited program. The CCNE website states, "Institutions with more than one campus location are listed in the state where the main campus/headquarters is located." Therefore, the CCNE accreditation for the Rasmussen University BSN program is listed under the University's Minnesota headquarters.

Community Needs

The demand for skilled, bachelor-prepared registered nurses is accelerating nationwide—and Overland Park, Kansas, is no exception. According to the U.S. Bureau of Labor Statistics, national employment of registered nurses is expected to grow by 6% between 2023 and 2033, outpacing the average for all occupations. This growth is mirrored at the local level, where both population trends and healthcare workforce needs point to a clear and pressing demand.



Using Lightcast labor market analytics, we analyzed the 60-mile radius surrounding Rasmussen University's Overland Park campus. The region has experienced a population increase of 2.5% since 2019 and is projected to grow by another 2% through 2029, adding more than 55,000 new residents. This steady growth will place increased pressure on an already strained healthcare system.

Overland Park and its neighboring cities are home to numerous hospitals and healthcare systems, including major employers like HCA Healthcare and The University of Kansas Health System. From February 2024 to February 2025 alone, these two organizations posted a combined 3,631 unique RN job openings—demonstrating sustained and widespread demand for nursing professionals across diverse specialties.

However, a significant talent gap remains. Within the same 60-mile radius, the market data reveals that while an average of 2,217 RN positions are posted each month, only 1,170 hires are made. That's just one hire for every two openings—a ratio that underscores the urgent need for more qualified nurses in the region.

Resources

The Overland Park campus is fully equipped to support an increase in BSN student enrollment through its classroom and laboratory spaces. The campus has two nursing laboratories, a nursing skills laboratory with four beds, and a simulation laboratory with two beds, with both mid- and high-fidelity manikins. These labs are efficiently scheduled to ensure optimal use and hands-on learning opportunities for all students, even with a larger cohort.

In addition, faculty conduct quarterly reviews of projected student enrollment into each course to assess and secure the necessary supplies and resources. This ensures the program has sufficient supplies, equipment, and materials required for student success. This level of planning and resource management positions the campus to seamlessly accommodate an expanded student population without compromising educational quality.

The campus features six spacious classrooms, with seating ranging from 16 to 30 students, providing ample instructional space for both didactic and collaborative learning. Over 50 computers are available for student use, including secure environments for proctored testing—ensuring academic integrity and accessibility.

The current faculty consists of 9 full-time and 20 part-time faculty members. The BSN program is a hybrid program with lower-level nursing courses offered residually and upper-level nursing courses offered online. Online courses allow the program the ability to utilize the full- and part-time faculty across the Rasmussen University School of Nursing, given that the faculty meet the KSNB regulations for qualified faculty. Additional residential faculty will be hired on an as-needed basis based on enrollment numbers.



At the Overland Park campus, full-time nursing faculty each have designated desks with a lockable file cabinet located in a room specifically for faculty use at the campus. Part-time faculty are also provided with desks in the faculty space for use during the times they are on campus. The faculty office space at the campus has a printer for both full- and part-time nursing faculty use. Additionally, full-time faculty are provided with their own work computer equipped with software applications and internet access. The faculty room on the campus is a private space, and if students and faculty need to meet, they can either use an empty classroom or one of the three available meeting rooms on campus. The meeting rooms at the campus are equipped with a table, two chairs, and laptop computers are available for use when needed. This allows faculty to access online coursework or other information needed to support the success of nursing students. Each full-time nursing faculty has their own telephone number, and telephone lines are set up to allow faculty to receive phone calls at the campus. This enables students to contact nursing faculty even if they are working from the Topeka campus location.

Rasmussen University provides a fully online library and learning services accessible both on and off campus, and the resources and services available electronically to students and faculty rival those of major colleges and universities. The University's team of online librarians and learning services coordinators assist faculty in the selection of textbooks, library holdings, and learning/tutorial resources. The learning services coordinator at Rasmussen University holds a Learning Center Leadership Certification (LCLC) from the National University Learning Center Association. The LCLC provides individual learning assistance professionals with nationally recognized credentials and sets standards by which to foster their future growth and development. This certification provides validation of expertise in the field of learning assistance through external and objective review, and depending on their years in the field, level of education, and documentation of presentations at national conferences, individuals may progress through three rigorous levels of attainment.

The University's online library holds a variety of nursing-specific, as well as general education-specific, books and reference materials that may be accessed electronically, including over 649,761 electronic books. Through the University-wide system of electronic library databases, students and faculty have access to nearly 9,000 items in the nursing and health sciences collection, as well as access to 95 databases containing over 150,000 journals on various academic subjects. The database holdings specific to nursing and other health professions include Academic Search Complete, CINAHL Plus, Consumer Health Complete, Health Source: Nursing/Academic Edition, Medline, Nursing Reference Center Plus, Ovid nursing journals and books, PsycInfo, and Scientific and Medical Art Imagebase. Faculty and students also have access to interlibrary loan services using the World Cat/First Search Services.

Tutoring services are provided by a team of nursing-specific tutors hired, oriented, and supervised by the School of Nursing Learning Services Coordinator. The tutors go through a rigorous training cycle and work toward international certification through the University Reading and Learning Association (CRLA). Students have access to tutoring, offered by both Rasmussen University tutors and professional tutors, and appointments may be scheduled through the online tutoring platform, available to students 24/7. Tutoring in nursing and other subjects such as math and English is available on demand outside of the appointment system.

Students and faculty have access to the online learning resources 24/7 through the student and employee portals, and live library chat, staffed by Rasmussen University librarians, is also available and is accessible to students directly through their online courses. Both residential and online faculty and students are introduced to these learning resources during orientation and trained in their use throughout their time with the University. Faculty and students access learning resources and technology on campus, as well as online. Students may access learning resources remotely online, or they may work on campus using the computers available. Computer technology, classrooms, and learning areas are open to students and faculty during the campus' normal business hours, including laboratories and nursing equipment while under faculty supervision.

During any technical difficulties, faculty and students may contact the University's IT Help Desk/Classroom Support, available 24/7. The IT staff helps resolve technical issues with logins and passwords, online courses, as well as computer software and hardware. Students and faculty are introduced to the IT Help Desk/Classroom Support during orientation, and the web address and phone number are posted on pages throughout the online learning management system, student portal, and employee portal to remind everyone to rely on this team throughout their time with the University.

Clinical Facilities

Over the past several years, the Overland Park campus has proactively expanded its clinical partnerships, securing more than enough clinical placement opportunities to support both current and increased student populations. This ensures the campus is well-positioned to accommodate a proposed enrollment increase without compromising the quality of clinical education.

Appendix A provides a working model of the clinical schedule and reaffirms the 1:10 clinical ratio.

Outcomes and Summary

Rasmussen University continues to see sustained and growing interest in the BSN program at the Overland Park campus, consistently attracting a strong pool of qualified applicants.



However, current enrollment limits have required the university to restrict admission, leaving many capable candidates on a waitlist.

The BSN program also demonstrates strong student outcomes across key performance indicators. It has met or exceeded the NCLEX-RN® national pass rate for the past two years, achieving a 91.67% pass rate in 2023 and 83.33% in 2024. The most recent graduation rate stands at 75%, with one student still actively progressing, and 100% of the 2024 graduates have secured employment in the field.

Given the program's proven success, robust clinical capacity, and the ongoing demand for BSN-prepared nurses in the region, Rasmussen University respectfully requests consideration to increase the enrollment cap at the Overland Park campus. This expansion would allow more qualified students to pursue nursing education and directly contribute to addressing the critical workforce needs in healthcare.



7/29/2025

To whom it may concern,

On behalf of HCA Healthcare, HCA Midwest Health Division in MidAmerica, I am writing to express our support for the expansion of the Bachelor of Science in Nursing (BSN) program at Rasmussen University. As a healthcare organization committed to excellence in patient care and the professional development of our workforce, we recognize the critical importance of expanding access to high-quality nursing education in our region.

We are committed to working with Rasmussen University to provide clinical placements for BSN students. We believe experiential learning in real-world healthcare settings is essential, and we are prepared to offer a variety of clinical opportunities in areas such as medical-surgical, pediatrics, behavioral health, and community care, among others.

We are also dedicated to hiring graduates of the expanded BSN program. Our organization consistently seeks out highly qualified, nursing professionals.

Sincerely,

Johna Koelzer

HCA Healthcare/HCA Midwest Health
MidAmerica Division
Lead Recruiter
Graduate Nurse Programs and Student Nurse Extern Programs
816-401-3382 (M)
Johna.Koelzer@hcahealthcare.com

Osawatomie State Hospital
Ashley Byram, LMSW, Superintendent
500 State Hospital Drive
Osawatomie, KS 66064-0500



Phone: (913) 755-7000
www.kdads.ks.gov/OSH

Laura Howard, Secretary

Laura Kelly, Governor

To Whom It May Concern,

On behalf of Osawatomie State Hospital, I am writing to express our full support for the expansion of the Bachelor of Science in Nursing (BSN) program at Rasmussen University.

As a healthcare organization dedicated to excellence in patient care and the professional growth of our staff, we recognize the vital importance of increasing access to high-quality nursing education in our region. The demand for well-prepared, compassionate, and skilled nurses continues to grow, and the expansion of this program is a necessary step in meeting that demand.

We are committed to collaborating with Rasmussen University to provide clinical placements for BSN students. We believe hands-on, real-world experience is a critical component of nursing education, and we are prepared to offer diverse clinical opportunities in behavioral health.

Furthermore, we are committed to hiring graduates from the expanded BSN program. Our organization continuously seeks out highly qualified nursing professionals, and we view Rasmussen graduates as strong candidates who are well-prepared to contribute meaningfully to our healthcare team.

We look forward to continuing our partnership with Rasmussen University and strongly support the growth of the BSN program.

Sincerely,

Debbi Brinkley, RN
Staff Development Education and Training
Osawatomie State Hospital
500 State Hospital Drive
Osawatomie, KS 66064
Office: (913)755-7090
debbi.brinkley@ks.gov



St. Joseph
Medical Center

August 7, 2025

Virginia Umscheid
Clinical Educator
1000 Carondelet Drive
Kansas City, MO 64114

To Whom It May Concern,

I'm writing to offer my support for Rasmussen University's proposal to expand their Bachelor of Science in Nursing (BSN) program.

As the Clinical Educator at St. Joseph Medical Center, I have had the opportunity to work with the students from Rasmussen. Our hospital provides clinical placements for these students in the following areas: Medical- Surgical, Progressive Care, Emergency Room, Intensive Care, Cath Lab, Operating Room, PACU, IV therapy, and more. The students arrive well-prepared and eager to learn. They demonstrate critical thinking skills and professionalism.

We have hired many graduates from Rasmussen's BSN program, and they have proven to be valuable additions to our team. They transition into practice well and are prepared for hospital nursing.

There is a real and growing need in the Kansas City metro area for skilled, competent, and educated nurses. Therefore, expanding the BSN program at Rasmussen University would make a positive impact on our community and the local healthcare system.

Sincerely,

Virginia Umscheid, RN, BSN, CEN
Clinical Educator
St. Joseph Medical Center

Rasmussen University – Overland Park Campus
Clinical Schedule

Cohort	Course Name	Clinical Hours Required	Number of Students / Group	# Hours per Week/Day of Week	Proposed Weeks	Proposed Clinical Facility
Q7 (20 students)	NUR2214LL Nursing Care of the Older Adult	30	Group A - 7- students	7.5/Thurs	Weeks 2 & 4	Tallgrass Creek
				5/Thurs	Week 3, 5, 7	Simulation
			Group B- 7- students	7.5/Thurs	Weeks 3 & 5	Tallgrass Creek
				5/Thurs	Week 2, 4, 6	Simulation
			Group C- 6- students	7.5/Weds	Weeks 2 & 3	Tallgrass Creek
				5/Weds	Week 4-6	Simulation
Q7 (20 students)	NUR2356LL Multidimensional Care I	60	Group A- 7- students	10/Weds	Weeks 2, 4, 5, 7	Ignite Medical Resort
				5/ Weds	Weeks 3, 6, 8, 10	Simulation
			Group B -7- students	10/Weds	Weeks 3, 6, 8, 10	Ignite Medical Resort
				5/ Weds	Weeks 2, 4, 5, 7	Simulation
			Group C- 6- students	10/Thurs	Weeks 2, 4, 5, 7	Ignite Medical Resort
				5/ Thurs	Weeks 3, 6, 8, 10	Simulation
Q8 (20 students)	NUR2392LL Multidimensional Care II	90	Group A- 7- students	10/Friday	Weeks 2-4	Select Medical
				10/Friday	Weeks 5, 7, 9	Kindred Hospital
				10/Friday	Week 6	Johnson County Rehab

				7/Friday	Weeks 8,10,11	Simulation
			Group B- 7- students	10/Friday	Weeks 5-7	Select Medical
				10/Friday	Weeks 4, 8, 10	Kindred Hospital
				10/Friday	Week 11	Johnson County Rehab
				7/Friday	Weeks 2, 3, 9	Simulation
			Group C- 6- students	10/Friday	Weeks 8-9, 11	Select Medical
				10/Friday	Weeks 2, 3, 6	Kindred Hospital
				10/Friday	Week 10	Johnson County Rehab
				7/Friday	Weeks 4, 5, 7	Simulation
			Q8 (20 students)	NUR2459LL Mental and Behavioral Health Nursing	60	Group A- 7- students
8/Weds	Week 7	Cottonwood Springs				
7/Weds	Weeks 6, 8, 11	Simulation				
Group B- 7- students	8/Weds	Weeks 2, 6-8				Osawatomie State Hospital
	8/Weds	Week 3				Cottonwood Springs
	7/Weds	Weeks 5, 9, 10				Simulation
Group C- 6- students	8/Weds	Weeks 2, 9-11				Osawatomie State Hospital
	8/Weds	Week 5				Cottonwood Springs
	7/Weds	Weeks 3, 4, 7				Simulation
Q9 (20 students)	NUR2502LL Multidimensional Care III	90				Group A- 7- students
			12/Friday	Weeks 4, 7, 10	St. Joseph Medical Center	

				6/Friday	Weeks 2, 5, 8	Simulation
			Group B- 7- students	12/Friday	Weeks 4, 7, 10	Research Medical Center
				12/Friday	Weeks 5, 8, 11	St. Joseph Medical Center
				6/Friday	Weeks 3, 6, 9	Simulation
			Group C- 6 students	12/Friday	Weeks 5, 8, 11	Research Medical Center
				12/Friday	Weeks 6, 9, 3	St. Joseph Medical Center
				6/Friday	Weeks 4, 7, 10	Simulation
Q9 (20 students)	NUR2633 Maternal Child Nursing	60	Group A-5- students	12/Thurs	Weeks 3 & 7	Centerpoint Medical Center
				5/Thurs	Weeks 2 & 6	OB Simulation
				4/Thurs	Weeks 4 & 8	Kindercare
				4/Thurs	Weeks 5 & 9	Gardner USD
				5/Thurs	Weeks 1 & 10	Peds Simulation
			Group B-5- students	12/Thurs	Weeks 4 & 8	Centerpoint Medical Center
				5/Thurs	Weeks 3 & 7	OB Simulation
				4/Thurs	Weeks 5 & 9	Kindercare
				4/Thurs	Weeks 6 & 10	Gardner USD
				5/Thurs	Weeks 2 & 11	Peds Simulation

			Group C-5- students	12/Thurs	Weeks 5 & 9	Centerpoint Medical Center
				5/Thurs	Weeks 4 & 8	OB Simulation
				4/Thurs	Weeks 6 & 10	Kindercafe
				4/Thurs	Weeks 7 & 11	Gardner USD
				5/Thurs	Weeks 2 & 3	Peds Simulation
			Group D-5- students	12/Thurs	Weeks 6 & 10	Centerpoint Medical Center
				5/Thurs	Weeks 5 & 9	OB Simulation
				4/Thurs	Weeks 7 & 11	Kindercafe
				4/Thurs	Weeks 2 & 8	Gardner USD
				5/Thurs	Weeks 3 & 4	Peds Simulation
Q10 (20 students)	NUR2755LL Multidimensional Care IV	90	Group A- 7 students	12/Friday	Weeks 2-4	Centerpoint Medical Center
				12/Friday	Weeks 5-7	Belton Regional
				6/Friday	Weeks 8-10	Simulation
			Group B- 7- students	12/Friday	Weeks 5-7	Centerpoint Medical Center
				12/Friday	Weeks 8-10	Belton Regional
				6/Friday	Weeks 2-4	Simulation
			Group C- 6- students	12/Friday	Weeks 8-10	Centerpoint Medical Center
				12/Friday	Weeks 2-4	Belton Regional
				6/Friday	Weeks 5-7	Simulation

Q10 (20 students)	NUR4244LL Public Health Nursing	60	Group A- 5-students	Varies Precepted	Weeks 1-5	Preceptors HCA Midwest Hospice, Wyandotte County HD, Haskell Indian Health Center, Shawnee County HD
			Group B- 5-students	Varies Precepted	Weeks 1-5	Preceptors HCA Midwest Hospice, Wyandotte County HD, Haskell Indian Health Center, Shawnee County HD
			Group C- 5-students	Varies Precepted	Weeks 6-10	Preceptors HCA Midwest Hospice, Wyandotte County HD, Haskell Indian Health Center, Shawnee County HD
			Group D- 5-students	Varies Precepted	Weeks 6-10	Preceptors HCA Midwest Hospice, Wyandotte County HD, Haskell Indian Health Center, Shawnee County HD
Q11 (20 students)	NUR4590LL Professional Identity of the Nurse Leader	45	Group A- 7-students	Varies Precepted	Weeks 2-11	Preceptors: University of Kansas Olathe, Kindred LTAC, Osawatomie State Hospital, St. Joseph Medical Center, CenterPoint Medical Center, VA-Leavenworth
			Group B- 7-students	Varies Precepted	Weeks 2-11	
			Group C- 6-students	Varies Precepted	Weeks 2-11	
Q11 (20 students)	NUR4756LL Transition to Practice	60	Group A- 7-students	Varies Precepted	Weeks 2-11	Preceptors: University of Kansas Olathe, Kindred LTAC, Osawatomie State Hospital, St. Joseph Medical Center, CenterPoint Medical Center, VA-Leavenworth
			Group B- 7-students	Varies Precepted	Weeks 2-11	Preceptors:

						University of Kansas Olathe, Kindred LTAC, Osawatomie State Hospital, St. Joseph Medical Center, CenterPoint Medical Center, VA-Leavenworth
			Group C- 6- students	Varies Precepted	Weeks 2-11	Preceptors University of Kansas Olathe, Kindred LTAC, Osawatomie State Hospital, St. Joseph Medical Center, CenterPoint Medical Center, VA-Leavenworth



FORT HAYS STATE UNIVERSITY

Forward thinking. World ready.

NURSING

August 6, 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, and the KSBN Committee members:

This major curriculum change request is from the Department of Nursing, Fort Hays State University (FHSU) in the Bachelor of Science in Nursing (BSN) program and the Doctor of Nursing Practice (DNP) program.

Enclosed please find the following documents:

- Section I. Change request and rationale
- Section II. Faculty support

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

Sincerely,

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

Kansas State Board of Nursing
Minor Curriculum Change for Nursing Programs

major

60-2-104 (g) Prelicensure

Must be received at least 30
days before the board meeting

Date: August 6, 2025_____

Name of Program: ___FHSU BSN_____

Program Administrator ___Jenny Manry, DNP, APRN-C_____

Include credentials:

Parent Institution: ___Fort Hays State University_____

Address of Institution: ___600 Park Street_____

___Hays, Kansas 67601_____

Level of the
Program for which
the change
Is being requested

___BSN_____

Briefly describe the

Change being requested: ___ We are requesting a change to the BSN program outcomes incorporating the 2021 AACN Essentials Domains and Concepts. We are requesting changes to course titles, course descriptions and course outcomes within the BSN program as needed to incorporate the 2021 AACN Essentials Domains and Concepts.

Action Taken

Education Committee Review

Date

Action Taken: ☐ Approved

☐ Not Approved

☐ Deferred

Board of Nursing Review

Section I. BSN Program Change request and rationale

The Department of Nursing faculty have revised the BSN program outcomes to be in alignment with the 2021 AACN Essentials. In addition, all courses within the BSN program were reviewed by faculty and revised as needed for alignment with the 2021 AACN Essentials. These revisions include incorporating verbiage of the Domains and Concepts of Professional Nursing as published in the 2021 AACN Essentials. These changes were approved by the full nursing department faculty on July 14, 2025. The AACN Essentials Domains and Concepts of Professional Nursing are listed below.

AACN Essentials Domains:

Domain 1: Knowledge for Nursing Practice
Domain 2: Person Centered Care
Domain 3: Population Health
Domain 4: Scholarship for the Nursing Discipline
Domain 5: Quality and Safety
Domain 6: Interprofessional Partnerships
Domain 7: Systems-Based Practice
Domain 8: Informatics and Healthcare Technologies
Domain 9: Professionalism
Domain 10: Personal, Professional, and Leadership Development

Concepts of Professional Nursing:

Clinical Judgment
Communication
Compassionate Care
Diversity, Equity, and Inclusion
Ethics
Evidence-Based Practice
Health Policy
Social Determinants of Health

The table below outlines the previous **BSN program** outcomes and the revised BSN program outcomes.

Old FHSU BSN Program Outcomes	New FHSU BSN Program Outcomes integrating 2021 ACCN Domains and Concepts
A. Integrate knowledge from the sciences and humanities with nursing to provide safe, competent, evidence-based nursing care to clients, families, and populations.	A. Graduates will integrate knowledge for nursing practice and from other disciplines to develop clinical judgment for safe, quality, compassionate, person-centered care. (Domains: 1, 2, Key Concepts: clinical judgment, compassionate care)

B. Demonstrate leader and followership behaviors in quality improvement and patient safety to improve outcomes in organizations and health care systems.	B. Graduates will demonstrate leadership and personal characteristics to enhance their professional identity and developing nursing expertise. (Domains: 9, 10)
C. Utilize informatics to plan, deliver, and improve care processes and client outcomes.	C. Graduates will use information and communication technologies to inform evidence-based practice decisions for safe and equitable care to diverse populations. (Domains: 3, 7, 8, Key Concepts: communication, equity, evidence-based practice)
D. Analyze legislative, regulatory, and organizational processes relevant to providing health care to clients, families, and populations.	D. Graduates will analyze legislative, regulatory, and organizational health policy processes in systems-based practice. (Domain: 7, Key Concepts: health policy)
E. Apply evidence-based concepts to improve organizational care processes, and client and population outcomes.	E. Graduates will plan and deliver safe, ethical, quality patient care for individuals and populations respecting diversity and inclusion. (Domains: 3, 5, 7, Key Concepts: diversity, inclusion)
F. Provide comprehensive, interdisciplinary, ethical, and high quality nursing care in global societies.	F. Graduates will apply ethical nursing scholarship to compassionate person-centered care while ensuring safety and quality. (Domains: 4, 2, Key Concepts: compassionate care, ethics)
G. Demonstrate nursing professionalism by using principles of ethics, legal responsibility and accountability to direct professional nursing care clients, families, and populations.	G. Graduates will collaborate with interdisciplinary partners to construct evidence-based, equitable, quality care for individuals and populations recognizing social determinants of health within the community. (Domains: 3, 5, 6, Key Concepts: evidence-based, social determinants of health, equity)
H. Apply the nursing process to provide safe, high quality nursing care for individuals, families, and populations.	

All courses in the **pre-licensure BSN pathway** are listed below. The table below outlines the changes if needed for the pre-licensure pathway courses. Course numbers that are highlighted in yellow indicate a change to the title, course description, and/or course outcomes. Pre-licensure BSN pathway course changes (on-campus & hybrid keep the same course descriptions/course outcomes).

NURS 282	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 282/Foundations of Nursing Care/ 2 credits	No changes.
Course Description	This course discusses common health problems, safety, and decision making based on the nursing process for the care of the adult client.	No change.
Course Outcomes	<ol style="list-style-type: none"> 1. Identify common health problems associated with the adult client. 2. Discuss communication and safety techniques for the adult client. 3. Utilize the steps of the nursing process when making client-based decisions. 	<ol style="list-style-type: none"> 1. Identify common health problems associated with the older adult client. 2. Discuss communication and safety techniques for the older adult client. 3. Utilize the steps of the nursing process and clinical judgment model when making client-based decisions.
NURS 282L	Old	New
		Rationale for change: No changes required after review.
Number/Title/Credit hour	NURS 282L/Foundations of Nursing Care Practicum/1 credit	No changes.
Course Description	This practicum is designed to provide the student with beginning opportunities to observe and provide nursing care for adult clients experiencing complications of health and illness in various settings.	No changes.
Course Outcomes	<ol style="list-style-type: none"> 1. Perform essential skills for nursing practice in the clinical setting. 2. Demonstrate appropriate use of essential nurse/patient therapeutic communication techniques in the clinical setting. 3. Demonstrate holistic care to diverse patients using evidence-based practice in the clinical setting. 4. Apply the nursing care process utilizing research and theory. 	

NURS 313	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 313/Nursing Professional Development/ 2 credits	No changes.
Course Description	Students in this course will explore the history and philosophy of nursing. Students will be introduced to the roles and ethical/legal responsibilities of a professional registered nurse. This course also provides background for nursing informatics and professionalism.	No changes.
Course Outcomes	<ol style="list-style-type: none"> 1. Examine the history and philosophy of nursing development. 2. Discuss legal and ethical issues as they pertain to nursing practice. 3. Develop an understanding of the role of informatics in nursing. 4. Discuss professionalism in nursing through delegation, teamwork, and inter-professional collaboration. 5. Examine the importance of providing culturally competent nursing care. 	<ol style="list-style-type: none"> 1. Examine the history and philosophy of nursing development. 2. Discuss legal and ethical issues as they pertain to nursing practice. 3. Develop an understanding of the role of informatics in nursing. 4. Discuss professionalism in nursing through delegation, teamwork, and inter-professional collaboration. 5. Examine the importance of providing culturally competent and compassionate nursing care.
NURS 303	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 303/Health Assessment/ 3 credits	No changes.
Course Description	This course provides theory of the nurse's role in performing health assessment including interviewing, mental health status, health history, and physical examination techniques for clients.	This course provides an in-depth exploration of the nurse's role in conducting comprehensive health assessments across the lifespan. Emphasizing a holistic approach, students will develop proficiency in obtaining detailed health histories, performing systematic physical examinations, and assessing mental health status. The curriculum integrates evidence-based techniques for interviewing, documentation, and clinical reasoning, ensuring students can accurately identify

		normal and abnormal findings. Emphasis is placed on the application of appropriate medical terminology and adherence to professional documentation standards to enhance clinical decision-making and patient care outcomes.
Course Outcomes	<ol style="list-style-type: none"> 1. Describe the professional nurse's role regarding health assessment techniques in various clinical settings. 2. Identify health management concepts which affect health potential for individuals. 3. Utilize professional communication skills to obtain health history data. 4. Develop a systematic approach to communicate health assessment data. 5. Interpret health assessment findings of the individual client. 	<ol style="list-style-type: none"> 1. Describe the professional nurse's role regarding health assessment techniques in various clinical settings and across the lifespan. 2. Identify health management concepts that affect health potential for individuals. 3. Utilize professional communication skills to obtain and document health history data while being respectful of the individual's unique attributes. 4. Develop a systematic approach to communicate and document health assessment data. 5. Interpret health assessment findings of the individual client.
NURS 303L	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 303L/Health Assessment Lab/ 1 credit	No changes.
Course Description	<p>This course provides theory of the nurse's role in performing health assessment including interviewing, mental health status, health history, and physical examination techniques for clients</p> <p>WD: Designed to assist the student in developing beginning skills in health assessment of clients of various ages.</p>	<p>This laboratory-intensive course provides nursing students with hands-on experience in refining health assessment techniques essential for comprehensive patient evaluation. Through guided practice and systems check-offs, students will master the systematic head-to-toe physical examination, employing inspection, palpation, percussion, and auscultation methods. Students will accurately document findings using appropriate medical terminology. Students will also start to recognize cues and</p>

		analyze findings to develop a problem list for their patient.
Course Outcomes	1. Utilize appropriate interview techniques to obtain a health history. 2. Perform and document developmental and/or physical assessments on individuals. 3. Interpret findings of physical examinations. 4. Utilize assessment findings as a basis for client education and promotion of personal wellness practices.	1. Utilize appropriate interview techniques to obtain a health history. 2. Perform and document developmental and/or physical assessments on individuals. 3. Interpret findings of physical examinations. 4. Utilize assessment findings as a basis for client education, appropriate referrals, and promotion of personal wellness practices.
NURS 310L	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 310L/Nursing Skills Laboratory/ 2 credits	No changes.
Course Description	This laboratory course will introduce the student to essential nursing skills. The student will perform hands-on nursing skills and apply clinical reasoning in the skills laboratory setting.	No change.
Course Outcomes	1. Demonstrate essential skills for nursing practice to diverse clients. 2. Integrate patient safety and reduction of risk potential in the performance of nursing skills. 3. Practice essential patient communication techniques with diverse populations prior to, during, and after the performance of a nursing skill. 4. Apply evidence-based practice to nursing skills, treatments, and procedures.	1. Apply evidence-based practice when demonstrating essential skills for nursing practice to diverse clients. 2. Integrate patient safety and reduction of risk potential in the performance of nursing skills. 3. Practice essential patient communication techniques with diverse populations prior to, during, and after the performance of a nursing skill. 4. Demonstrate documentation for nursing skills, treatments, and procedures.
NURS 306	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 306/Pathophysiology/ 3 credits	No changes.

Course Description	This course presents a foundation to the pathophysiology of the human body within diverse populations in the continuum of wellness, acute, and chronic illness.	No change.
Course Outcomes	<ol style="list-style-type: none"> 1. Relate knowledge from scientific and humanistic disciplines to the pathophysiology of illness and the promotion of wellness. 2. Evaluate the pathophysiologic rationale for commonly used physical assessment techniques. 3. Describe etiology, pathogenesis, risk factors, signs, symptoms, and diagnostic techniques and interventions of common conditions. 4. Understand pathophysiologic concepts as a foundation for nursing care 	<ol style="list-style-type: none"> 1. Integrate knowledge from scientific and humanistic disciplines to the pathophysiology of illness and the promotion of wellness. 2. Evaluate the pathophysiologic rationale for commonly used physical assessment techniques. 3. Describe etiology, pathogenesis, risk factors, signs, symptoms, diagnostic techniques, and interventions of common conditions. 4. Apply pathophysiologic concepts as a foundation for nursing care.
NURS 290	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 290/Math Calculations for Drug Administration/ 2 credits	Same number/New title: Introduction to Pharmacology/same credits
Course Description	This course will assist the student to attain a level of proficiency in calculating medication dosages as well as develop foundational principles of medications, medication classifications, pharmacokinetics and pharmacodynamics with an overall goal of developing safe medication administration practice.	No change.
Course Outcomes	<ol style="list-style-type: none"> 1. calculate drug dosages correctly; 2. label dosages accurately; 3. use medical terminology, including general concepts of pharmacokinetic and pharmacodynamic process and their application in drug therapy; 	<ol style="list-style-type: none"> 1. Calculate drug dosages correctly. 2. Label dosages accurately. 3. Convert among various unit systems. 4. Demonstrate understanding of pharmacologic and ethical principles surrounding

	4. convert among various unit systems; 5. understand the nurse's role in medication administration; 6. identify methods to ensure safe medication administration and avoid medication errors; 7. understand beginning medication classes	medication administration and their application in drug therapy across the lifespan. 5. Identify the nurse's role in medication administration. 6. Identify methods to ensure safe medication administration, including prevention and reporting of medication errors. 7. Demonstrate understanding of beginning medication classes
NURS 311	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 311/Acute Nursing Care/ 4 credits	No changes.
Course Description	This course introduces nursing care of diverse patient populations experiencing acute illness. Focus is on risk factors, signs and symptoms, nursing assessments and interventions for selected acute conditions	This course introduces nursing care of diverse patient populations experiencing common medical conditions. Focus is on risk factors, signs and symptoms, nursing assessments and interventions for selected conditions.
Course Outcomes	1. Relate knowledge from nursing and other scientific and humanistic disciplines to illness and promotion of wellness. 2. Integrate evidence-based research to provide safe, holistic, quality nursing care. 3. Discuss professional standards in caring for clients with acute conditions. 4. Apply the nursing care process to diverse populations to provide safe and culturally appropriate care. 5. Explain the etiology, pathology, risk factors, signs, symptoms, nursing assessments, diagnostic techniques, and nursing interventions for selected acute conditions.	1. Relate knowledge from nursing and other scientific and humanistic disciplines to illness and promotion of wellness. 2. Integrate evidence-based research to provide safe, holistic, quality nursing care. 3. Discuss professional standards in caring for clients with common medical conditions. 4. Apply the nursing care process to diverse populations to provide safe and culturally appropriate care. 5. Explain the etiology, pathology, risk factors, signs, symptoms, nursing assessments, diagnostic techniques, and nursing interventions for common medical conditions.
NURS 311L	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.

Number/Title/Credit hour	NURS 311L/Acute Nursing Care Practicum/ 2 credits	No changes.
Course Description	In this practicum, students will provide nursing care to clients with acute illnesses in diverse clinical settings.	In this practicum, students will provide nursing care to clients with common health conditions in diverse clinical settings.
Course Outcomes	<ol style="list-style-type: none"> 1. Utilize clinical reasoning for decision making with clients with acute health conditions in the clinical setting. 2. Perform evidence-based nursing skills and assessments for clients with acute health conditions in the clinical setting. 3. Administer medications accurately and safely, utilizing the rights of medication administration. 4. Demonstrate appropriate use of essential communication techniques in the clinical setting. 5. Demonstrate appropriate use of professional standards prior to, during and after the clinical setting. 6. Integrate nursing informatics to provide and improve safe, effective care 	<ol style="list-style-type: none"> 1. Apply critical thinking and clinical judgment to prioritize and manage care for patients with common health conditions. 2. Demonstrate competency in nursing procedures and in performing patient assessments by collecting and interpreting data from physical exams, health histories, and diagnostic results. 3. Safely administer medications and IV therapies by following the "Six Rights" of medication administration and recognizing potential adverse reactions. 4. Effectively communicate and collaborate with faculty, patients, and the interprofessional healthcare team, incorporating patient teaching to enhance understanding and promote optimal health outcomes. 5. Demonstrate professional growth and accountability through faculty-led clinical experiences, preceptor-led patient care, and self-reflection on clinical performance. 6. Utilize healthcare informatics and electronic health records (EHR) to document patient assessments, interventions, and care plans accurately while ensuring compliance with legal and ethical standards.
NURS 330	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 330/Chronic Nursing Care/ 4 credits	No changes.
Course Description	This course introduces nursing care of diverse patient populations experiencing chronic illness. The focus is on risk factors, signs and	This course provides an in-depth exploration of medical-surgical nursing, focusing on the care of adult patients with common health conditions.

	symptoms, nursing assessments, and interventions for selected chronic conditions	Emphasizing evidence-based practice, students will develop critical thinking and clinical reasoning skills necessary for assessing, planning, implementing, and evaluating nursing care.
Course Outcomes	<ol style="list-style-type: none"> 1. Relate knowledge from nursing and other scientific and humanistic disciplines to illness and the promotion of wellness. 2. Integrate evidence-based research to provide safe, holistic, quality nursing care. 3. Discuss professional standards in caring for clients with chronic conditions. 4. Apply the nursing care process to diverse populations to provide safe and culturally appropriate care. 5. Explain the etiology, pathology, risk factors, signs, symptoms, nursing assessments, diagnostic techniques, and nursing interventions for selected chronic conditions. 	<ol style="list-style-type: none"> 1. Relate knowledge from nursing and other scientific and humanistic disciplines to illness and the promotion of wellness. 2. Integrate evidence-based research to provide safe, holistic, quality nursing care. 3. Apply principles of patient-centered care, cultural competence, and therapeutic communication in the medical-surgical environment. 4. Explain etiology, pathology, risk factors, clinical manifestations, treatment, nursing assessments, and nursing interventions for selected conditions. 5. Demonstrate the ability to apply critical thinking and clinical judgment in managing the medical/surgical patient.
NURS 330L	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 330L/Chronic Nursing Care Practicum/ 2 credits	No changes.
Course Description	In this practicum, students will provide nursing care to clients with chronic illnesses in diverse clinical settings.	In this practicum, students will provide nursing care to clients with common health conditions in diverse clinical settings.
Course Outcomes	<ol style="list-style-type: none"> 1. Utilize clinical reasoning for decision making for clients with chronic health conditions in the clinical setting. 2. Perform nursing skills and assessments for clients with chronic health conditions in the clinical setting. 3. Administer medications accurately and safely, utilizing the rights of medication administration. 	<ol style="list-style-type: none"> 1. Apply critical thinking and clinical judgment to prioritize and manage care for patients with common health conditions. 2. Demonstrate competency in nursing procedures and in performing patient assessments by collecting and interpreting data from physical exams, health histories, and diagnostic results.

	<p>4. Demonstrate appropriate use of essential communication techniques in the clinical setting.</p> <p>5. Demonstrate appropriate use of professional standards prior to, during and after the clinical setting.</p> <p>6. Integrate nursing informatics to provide and improve safe, effective care</p>	<p>3. Safely administer medications and IV therapies by following the "Six Rights" of medication administration and recognizing potential adverse reactions.</p> <p>4. Effectively communicate and collaborate with faculty, patients, and the interprofessional healthcare team, incorporating patient teaching to enhance understanding and promote optimal health outcomes.</p> <p>5. Demonstrate professional growth and accountability through faculty-led clinical experiences, preceptor-led patient care, and self-reflection on clinical performance.</p> <p>6. Utilize healthcare informatics and electronic health records (EHR) to document patient assessments, interventions, and care plans accurately while ensuring compliance with legal and ethical standards.</p>
NURS 340	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 340/Pharmacology I/ 3 credits	No changes.
Course Description	This course explores medications, medication classifications, pharmacokinetics and pharmacodynamics based on pathophysiology concepts with an overall goal of developing safe medication administration practice. This course also explores the legal/ethical and professional parameters of medication therapy.	No changes.
Course Outcomes	<p>1. Understand the nurse's role in medication administration</p> <p>2. Describe the major classifications of pharmacologic agents used to treat common illnesses and conditions</p>	<p>1. Identify the nurse's role in medication administration.</p> <p>2. Describe the major classifications of pharmacologic agents used to treat common illnesses and conditions.</p>

	3. Apply general concepts of pharmacokinetic and pharmacodynamics processes and their application in drug therapy and the nursing process 4. Demonstrate accurate medication calculations, labeling, and administration 5. Identify methods to ensure safe medication administration and avoid medication errors 6. Discuss legal, ethical and professional implications of drug therapy.	3. Apply general concepts of pharmacokinetic and pharmacodynamics processes and their application in drug therapy and the nursing process. 4. Demonstrate accurate medication calculations, labeling, and administration. 5. Identify methods to ensure safe medication administration and avoid medication errors. 6. Discuss legal, ethical and professional implications of drug therapy.
NURS 430	Old	New
		Rationale for change: No changes required after review.
Number/Title/Credit hour	NURS 430/Complex Nursing Care/ 4 credits	No changes.
Course Description	This sequential course examines the complex nursing care of diverse patient populations. Focus is on risk factors, signs and symptoms, nursing assessments and interventions for selected conditions.	No changes.
Course Outcomes	1. Integrate standards of nursing care as they relate to the complex illnesses of adult populations. 2. Analyze professional standards as related to the complex health issues of adult populations. 3. Appraise the integration of evidence-based practice as it relates to the care of adult populations. 4. Plan the nursing care process as it relates to the complex health and illness issues of adult populations, emphasizing promotion, maintenance and restoration of health.	No changes.
NURS 430L	Old	New
		Rationale for change: No changes required after review.
Number/Title/Credit hour	NURS 430L/Complex Nursing Care Practicum/ 2 credits	No changes.

Course Description	This practicum is designed to provide the student with opportunities for complex nursing care for clients experiencing varying complications.	No changes.
Course Outcomes	1. Utilize clinical reasoning for decision making for clients with complex health conditions in the clinical setting. 2. Perform nursing skills and assessments for clients with complex health conditions in the clinical setting. 3. Administer medications accurately and safely, utilizing the rights of medication administration. 4. Demonstrate appropriate use of essential communication techniques in the clinical setting. 5. Demonstrate appropriate use of professional standards prior to, during and after the clinical setting. 6. Integrate nursing informatics to provide and improve safe, effective care.	No changes.
NURS 420	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 420/Maternal, Infant & Pediatric Nursing Care/ 3 credits	No changes.
Course Description	This course will assist the student to explore the knowledge, development, and management of the multidisciplinary care of the childbearing family, infants & pediatrics. Through the integration of evidenced based research in relation to health promotion, and disease prevention, the students will explore the common concerns of childhood and the childbearing family.	No changes.
Course Outcomes	1. Evaluate the care process as it relates to childbearing families, infants, children, & adolescents emphasizing	1. Evaluate the nursing care processes related to maternal, infant, and pediatric populations with an emphasis on health promotion, maintenance, and restoration of health.

	<p>promotion, maintenance and restoration of health.</p> <p>2. Integrate standards of care as they relate to childbearing families, infants, children, and adolescents.</p> <p>3. Debate legal, ethical, diversity, and professional issues relative to the care of childbearing families, infants, children & adolescents.</p> <p>4. Analyze the integration of theory (including family), practice and research as it relates to childbearing families, infants, children, & adolescents.</p> <p>5. Integrate developmental issues as they relate to birth, health and safety in childbearing families, infants, children, & adolescents.</p>	<p>2. Apply established standards of care related to maternal, infant, and pediatric populations.</p> <p>3. Examine legal, ethical, diversity, and professional issues pertinent to the care of maternal, infant, and pediatric populations.</p> <p>4. Analyze the integration of theory, practice, and research related to the care of maternal, infant, and pediatric populations.</p> <p>5. Integrate developmental considerations into the care of childbearing families, infants, children, and adolescents with a focus on birth, health, and safety.</p>
NURS 420L	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 420L/Maternal, Infant, & Pediatric Nursing Care/ 2 credits	No changes.
Course Description	<p>This practicum course affords the student the opportunity to manage and plan the care of mothers, infants, children, adolescents, and families from conception through childhood in diverse clinical settings utilizing the nursing care process.</p> <p>Attention given to the diverse needs of women, infants, children, adolescents and families with respect to differences in age, culture, and psychosocial attributes.</p>	No changes.
Course Outcomes	<p>1. Integrate standards of care (including legal/ethical, diversity, and professional issues) as they relate to childbearing families, infants, children, and adolescents.</p>	<p>1. Apply standards of care including legal, ethical, diversity, and professional issues related to maternal, infant, and pediatric populations.</p> <p>2. Identify risk factors that impact the health of maternal,</p>

	<ol style="list-style-type: none"> Summarize risk factors for individuals which affect their health potentials. Integrate principles of decision-making in individualizing approaches used in assessing health. Implement an organized approach in reporting and recording health assessment findings with regard to anatomy/physiology and the uniqueness of the individual. Integrate community resources, research, and theory into nursing care provided. 	<p>infant, and pediatric populations.</p> <ol style="list-style-type: none"> Utilize health assessment and decision-making principles to customize the plan of care for maternal, infant, and pediatric clients. Document and communicate pertinent assessment findings related to the care of maternal, infant, and pediatric clients. Integrate community resources, research, and theory into the nursing care provided to maternal, infant, and pediatric populations.
NURS 341	Old	New
		Rationale for change: No changes required after review.
Number/Title/Credit hour	NURS 341/Pharmacology II/ 2 credits	No changes.
Course Description	This course explores medications, medication classifications, pharmacokinetics and pharmacodynamics based on pathophysiology concepts with an overall goal of developing safe medication administration practice. This course also explores the legal/ethical and professional parameters of medication therapy.	No changes.
Course Outcomes	<ol style="list-style-type: none"> understand the nurse's role in medication administration; describe the major classifications of pharmacologic agents used to treat common illnesses and conditions; apply general concepts of pharmacokinetic and pharmacodynamics processes and their application in drug therapy and the nursing process; demonstrate accurate medication calculations, 	No changes.

	labeling, and administration to ensure safe medication practices; 5. discuss legal, ethical and professional implications of drug therapy.	
NURS 322V	Old	New
		Rationale for change: No changes required after review.
Number/Title/Credit hour	NURS 322/Evidence-Based Practice/ 2 credits	No changes.
Course Description	The purpose of this course is to investigate the processes required to interpret, evaluate, and integrate information into nursing practice for problem solving. This course includes the basic concepts of evidenced-based research for nursing practice, and an analysis of qualitative and quantitative research methods.	No changes.
Course Outcomes	<ol style="list-style-type: none"> 1. Explain the relationship among nursing theory, practice, and research. 2. Examine roles and ethical standards in nursing research. 3. Identify phases of the research process for quantitative and qualitative nursing research. 4. Critique selected nursing research. 5. Explain the significance of Evidenced-Based Practice in nursing practice 	No changes.
NURS 429	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 429/Community Nursing Care/ 3 credits	No changes.
Course Description	This course will assist the student in exploring the knowledge and management of populations, emphasizing community and mental health concepts, issues, roles, policies, and trends. Students will understand their own and others' cultures and possess the skills necessary to engage constructively with all kinds of people.	No changes.

Course Outcomes	<p>1. Integrate knowledge from nursing and other scientific and humanistic disciplines as it relates to community and mental health.</p> <p>2. Critique mental health/community health standards of care as they relate to diverse populations.</p> <p>3. Examine legal, ethical and professional roles related to community care as well as populations with mental health illness.</p> <p>4. Discuss concepts of therapeutic patient-nurse communication related to a diverse population.</p> <p>5. Formulate the nursing care process as it relates to promotion, maintenance and restoration of health while integrating ethnic and culturally diverse care.</p> <p>6. Explain nursing's role in disaster/bioterrorism preparedness and response</p>	<p>1. Integrate knowledge from nursing and other scientific and humanistic disciplines as it relates to community and mental health.</p> <p>2. Critique mental health/community health standards of care as they relate to diverse populations and social determinants of health.</p> <p>3. Examine legal, ethical and professional roles related to community care as well as populations with mental health illness.</p> <p>4. Discuss concepts of therapeutic patient-nurse communication related to a diverse population.</p> <p>5. Utilize clinical judgment as it relates to promotion, maintenance and restoration of health while integrating ethnic, culturally diverse, and equitable nursing care.</p> <p>6. Explain nursing's role in disaster/bioterrorism preparedness and response.</p>
NURS 429L	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 429L/Community Nursing Care Practicum/ 1 credit	No changes.
Course Description	This practicum course will assist the student to manage the care process for populations with emphasis on integrating mental and community health concepts.	No changes.
Course Outcomes	<p>1. Perform care across the lifespan in a variety of settings.</p> <p>2. Appraise the professional role in community care and in a mental health setting.</p> <p>3. Analyze current issues and emerging trends in mental health/community health related to promotion,</p>	<p>1. Perform compassionate nursing care across the lifespan in a variety of community and mental health settings.</p> <p>2. Demonstrate the professional nursing role in community care and in a mental health setting.</p> <p>3. Analyze current issues and emerging trends including social determinants of health</p>

	<p>maintenance, and restoration of health.</p> <p>4. Integrate technological resources to retrieve relevant public health data.</p>	<p>and health equity in mental health/community health related to promotion, maintenance, and restoration of health.</p> <p>4. Integrate technological resources to retrieve relevant public health data.</p>
NURS 413	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 413/Transition to Practice/ 3 credits	No change.
Course Description	This course will allow students to review essential professional nursing content and practice test taking strategies to prepare the student for the NCLEX-RN examination.	This course will allow students to review essential professional nursing content and practice test taking strategies to prepare the student for the NCLEX-RN examination. Students will participate in collaborative activities to enhance their professional identity and develop their nursing expertise.
Course Outcomes	<ol style="list-style-type: none"> 1. Apply nursing knowledge in patient care scenarios. 2. Demonstrate test taking strategies essential for clinical judgment. 3. Successfully complete multiple preparation questions for nursing role application. 4. Review professional nurse concepts. 	<ol style="list-style-type: none"> 1. Apply nursing knowledge and compassionate care in patient care scenarios. 2. Demonstrate test taking strategies essential for clinical judgment development. 3. Successfully complete multiple preparation questions for application of evidence-based practice. 4. Review professional nurse concepts including self-care and communication.
NURS 431	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 431/Nursing Management in Healthcare/ 3 credits	No change.
Course Description	This course will assist the student to synthesize key professional nursing concepts related to nursing leadership, clinical safety, change, policy, and personnel management in health care organizations. Healthcare access, quality, and cost in local, national, and	This course will assist the student to synthesize key professional nursing concepts related to nursing leadership, clinical safety and quality, systems-based practice change, organizational health policy, and personnel management in health care

	international populations will be examined.	organizations. Healthcare access, quality, and cost in local, national, and international populations will be examined.
Course Outcomes	<ol style="list-style-type: none"> 1. Develop professional nurse attributes for career readiness. 2. Participate in quality improvement in healthcare. 3. Analyze personnel management and cost analysis issues in healthcare settings. 4. Compare and contrast healthcare policy, systems, and legal issues regarding nursing management in healthcare. 	<ol style="list-style-type: none"> 1. Develop professional nurse attributes for career readiness including self-care management. 2. Participate in evidence-based quality improvement in healthcare. 3. Analyze personnel management and cost analysis issues in systems-based practice. 4. Compare and contrast healthcare policy, systems, and legal issues regarding nursing management in healthcare.
NURS 431L	Old	New
		Rationale for change: Revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 431/Capstone Internship/ 4 credits	No change.
Course Description	This Capstone internship practicum will provide the student with an in-depth precepted experience in focused areas of professional nursing practice. Students will provide and coordinate patient care in acute care and rural settings. Students will utilize clinical judgment skills and collaborate interprofessionally while integrating leadership principles with patient care.	This Capstone internship practicum will provide the student with an in-depth clinical experience in focused areas of professional nursing practice while developing nursing expertise. Students will provide and coordinate compassionate patient care in acute and rural settings using professional communication. Students will utilize clinical judgment skills and collaborate interprofessionally while integrating leadership principles with patient care.
Course Outcomes	<ol style="list-style-type: none"> 1. Practice as a competent professional nurse generalist using a holistic approach. 2. Demonstrate evidence-based practice while providing interdisciplinary comprehensive patient care. 3. Demonstrate nursing professionalism through 	<ol style="list-style-type: none"> 1. Practice as a competent professional nurse generalist using a patient-centered care approach. 2. Demonstrate evidence-based practice while providing interdisciplinary comprehensive patient care. 3. Demonstrate nursing professionalism through

	accountability and responsibility in healthcare settings. 4. Utilize leadership and management principles to assess quality outcomes in healthcare settings. 5. Make appropriate clinical judgments while providing safe and effective quality patient care.	accountability and responsibility in healthcare settings. 4. Utilize leadership and management principles to assess quality outcomes in systems-based practice. 5. Make appropriate clinical judgments while providing safe and effective quality patient care.
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Section II. Faculty support

The Department of Nursing faculty voted to adopt the revised BSN program outcomes and the course description and course outcomes changes. Below is a list of undergraduate faculty members.

Kelly Cole Kelly Cole
Tracey Post Tracey Post
Jordan Petz Jordan Petz
Lisa Brening Lisa Brening
Tanya Smith Tanya Smith
Katy Amrein Katy Amrein
Christina Lawver Christina Lawver
Katie McQueen Katie McQueen
Christine Hober Christine Hober
Karla Johnston Karla Johnston
Shauna Keil Shauna Keil
Cathryn Preisner Cathryn Preisner
Camille Suchy Camille Suchy
Tiffany Trapp Tiffany Trapp
Amanda Rudman Amanda Rudman

~~Minor~~ ^{Major} **Kansas State Board of Nursing
Curriculum Change for Nursing Programs**

60-2-104 (g) Prelicensure

Must be received at least 30
days before the board meeting

Date: August 6, 2025 _____

Name of Program: ___ FHSU DNP _____

Program Administrator ___ Jenny Manry, DNP, APRN-C _____
Include credentials:

Parent Institution: ___ Fort Hays State University _____

Address of Institution: ___ 600 Park Street _____

___ Hays, Kansas 67601 _____

Level of the
Program for which
the change
Is being requested

___ DNP _____

Briefly describe the

Change being requested: ___ We are requesting a change to the DNP program outcomes incorporating the 2021 AACN Essentials Domains and Concepts. We are requesting changes to course titles, course descriptions and course outcomes within the DNP Program as needed to incorporate the 2021 AACN Essentials Domains and Concepts.

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

Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Nursing Education Compliance Officer

Date

Section I. DNP Program Change request and rationale

The Department of Nursing faculty have revised the DNP program outcomes to be in alignment with the 2021 AACN Essentials. In addition, all courses within the DNP program were reviewed by faculty and revised as needed for alignment with the 2021 AACN Essentials. These revisions include incorporating verbiage of the Domains and Concepts of Professional Nursing as published in the 2021 AACN Essentials. These changes were approved by the full nursing department faculty on July 14, 2025. The AACN Essentials Domains and Concepts of Professional Nursing are listed below.

AACN Essentials Domains:

Domain 1: Knowledge for Nursing Practice
Domain 2: Person Centered Care
Domain 3: Population Health
Domain 4: Scholarship for the Nursing Discipline
Domain 5: Quality and Safety
Domain 6: Interprofessional Partnerships
Domain 7: Systems-Based Practice
Domain 8: Informatics and Healthcare Technologies
Domain 9: Professionalism
Domain 10: Personal, Professional, and Leadership Development

Concepts of Professional Nursing:

Clinical Judgment
Communication
Compassionate Care
Diversity, Equity, and Inclusion
Ethics
Evidence-Based Practice
Health Policy
Social Determinants of Health

The **DNP program outcomes** are listed below. The current outcomes are listed first, and the proposed outcomes are listed next. The rationale for all proposed changes is to better align with the 2021 AACN Essential Domains.

OLD	
1.	Professionalism-Graduates will use inter-professional collaboration with ethical competency to improve patient and population health outcomes.
2.	Theory-Graduates will analyze and integrate knowledge from research and theory to develop and implement evidence-based practice.
3.	Evidence Based Practice: Utilize the process of systematic inquiry to translate, implement, and evaluate evidence-based practice to improve patient outcomes.
4.	Leadership-Graduates will apply leadership to lead health care systems to improve health outcomes of individuals, communities, and populations through interdisciplinary collaboration and implementation of high-quality and cost-effective care.
5.	Advanced Practice Role-Graduates will utilize the advanced practice role to improve health outcomes, evaluate and improve business practices, actively participate in health care policy, evaluate information systems, and promote health and disease prevention for individuals, communities, and populations.
6.	Informatics-Graduates will analyze, utilize, and evaluate information technology to provide leadership and improve patient care.
7.	Health Care System-Graduates will advocate, influence, and evaluate policy making and implementation.
8.	Holistic View-Graduates will provide comprehensive health care to populations while exhibiting sensitivity to cultural diversity.

New	
A.	Graduates will integrate diverse sources of scientific knowledge to inform evidence-based practice and enhance patient care outcomes.
B.	Graduates will design, manage, and evaluate comprehensive person-centered care, respecting diversity, preferences, and determinants of health unique to individuals.
C.	Collaborate with diverse stakeholders to promote equitable population health outcomes through preventive interventions, disease management strategies, and community-based initiatives.
D.	Graduates will analyze and integrate knowledge from research and theory to develop and implement evidence-based practice.
E.	Graduates will utilize improvement science methodologies to enhance quality and safety for providers, patients, populations, and systems of care.
F.	Graduates will engage in intentional collaboration across professions and with diverse stakeholders to optimize care delivery, enhance patient experiences, and improve healthcare outcomes
G.	Graduates will effectively navigate and lead within complex healthcare systems, demonstrating proactive coordination of resources to deliver safe, quality, and equitable care to diverse populations.
H.	Graduates will analyze, utilize, and evaluate information and communication technologies to provide leadership and improve patient care.
I.	Graduates will embody the characteristics and values of nursing professionalism, demonstrating accountability, collaborative disposition, and ethical comportment in all aspects of practice

- J. Graduates will actively engage in self-reflection, lifelong learning, and leadership activities to foster personal health, resilience, and well-being, while continuously advancing their nursing expertise and leadership skills.

DNP Course Proposed Changes

All courses in the **DNP program** are listed below. The original course number, title, description, and outcomes are listed on the left, and the proposed changes listed on the right. Course title changes are highlighted in yellow. **The rationale for all proposed changes is to better address the 2021 AACN Domains and better describe the goals for each course.**

NURS 808	OLD	New
Rationale for change: no changes		
Course Number/Title Credit hours	NURS 808 Advanced Statistics 3 credits	No changes.
Course Description	This course is designed to address the topics of collecting, classifying, analyzing, utilizing, and making inferences about statistical data applications regarding healthcare phenomena.	No changes.
Course Outcomes	<ol style="list-style-type: none"> 1. Compare and contrast appropriate descriptive statistics for specific healthcare data. 2. Apply statistical tools to assist in decision-making 3. Categorize the functions of inferential statistics 4. Evaluate hypotheses, processes, and results of research 5. Select appropriate statistical tests for healthcare specific data and/or research questions. 6. Utilize appropriate statistical software to input and analyze healthcare data. 	No changes.
NURS 810	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 810 Developing Nursing Theories 3 credits	No changes.
Course Description	The theory-research-practice relationship is examined as key to professional advanced nursing. Theory development in nursing is explored using select criteria. Process and practice of nursing theory evaluation is considered.	No changes.

Course Outcomes	<ol style="list-style-type: none"> 1. Integrate the development of scientific knowledge into the development of the body of knowledge for nursing. 2. Construct concept analysis related to clinical cases using theoretical frameworks and evidence-based practice. 3. Evaluate various nursing theoretical frameworks for guiding nursing performance improvement and practice. 4. Analyze components of nursing and health-related theories for practice and research. 	<ol style="list-style-type: none"> 1. Integrate the development of scientific knowledge into the development of the body of knowledge for nursing. 2. Construct concept analysis related to clinical cases using theoretical frameworks and evidence-based practice. 3. Evaluate various nursing theoretical frameworks for guiding nursing performance improvement and practice. 4. Analyze components of nursing and health-related theories for practice and research.
NURS 872	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 872: Informatics in Health Care Systems 3 credits	NURS 872 Quality Improvement and Technology in Healthcare 3 credits
Course Description	The focus of this course is to use technological methods to improve patient care. Students will explore data mining, patient safety, privacy, and security. The point of care applications will be examined in an effort to improve quality care. Applications to improve student learning and implementation of evidence based practice will be explored.	This course examines individual and system-level factors that impact the quality of health outcomes, with a particular focus on the use of technology and data, including information systems, to improve the safety and quality of healthcare. Students will explore how technological advancements and data analytics can be leveraged to enhance patient care and operational efficiency. The course emphasizes the integration of technology in advanced nursing practice to drive quality improvement initiatives.

Course Outcomes	<ol style="list-style-type: none"> 1. Analyze processes associated with clinical information systems. 2. Explore technological tools used in improving patientcare. 3. Articulate the use of informatics in keeping patient privacy and security. 	<ol style="list-style-type: none"> 1. Analyze Health Outcomes: Analyze individual and system-level factors that influence health outcomes. 2. Evaluate Technology and Data: Evaluate the role of technology and data in improving healthcare safety and quality. 3. Apply Data Analytics: Apply data analytics to enhance patient care and operational efficiency. 4. Integrate Technological Advancements: Integrate technological advancements into advanced nursing practice. 5. Develop Information System Strategies: Develop strategies for leveraging information systems to drive quality improvement initiatives. 6. Assess Technological Impact: Critically assess the impact of technological solutions on healthcare delivery and outcomes.
NURS 882	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 882 Nursing Research 3 credits	No changes.
Course Description	This course examines methods of nursing research in practice, administration, and in education.	This course expands the student's knowledge of graduate level evidence-based practice and examines practical methods of nursing research in practice, administration, and in education.
Course Outcomes	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the purpose and process of conducting research. 2. Apply knowledge of various types of research methodologies to nursing problems/questions. 3. Critique and interpret research. 4. Develop a proposal for a research study appropriate for a thesis or clinical project. 	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the purpose and process of conducting evidence-based research. 2. Apply knowledge of various types of evidence-based research methodologies to nursing problems/questions. 3. Critique and interpret evidence-based research publications. 4. Develop a proposal for an evidence-based research study appropriate for a clinical project.
NURS 903	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 903 Advanced Health Assessment 3 credits	No changes.

Course Description	The course is designed to assist students to refine history taking, psychosocial assessment, and physical assessment skills. Content focuses on assessment of individuals throughout the lifespan. Emphasis is placed on detailed health history taking, differentiation, interpretation, and documentation of normal and abnormal findings. The course includes lecture, discussion, and demonstration of history taking and an integrated physical assessment.	This course builds on foundational nursing knowledge, equipping students with the knowledge necessary to conduct comprehensive health assessments across the lifespan. Emphasis is placed on detailed health history taking, as well as differentiation, interpretation, and documentation of normal and abnormal assessment findings to systematically gather data to determine an individual's health status.
Course Outcomes	<ol style="list-style-type: none"> 1. Collect and interpret data related to the health history, chief complaint, and history of the present illness. 2. Analyze communication methods for obtaining the health history. 3. Differentiate between variations of normal and abnormal assessment data. 4. Document assessment findings. 5. Determine health status based on assessment data. 6. Analyze and interpret data gathered during physical assessment 	<ol style="list-style-type: none"> 1. Analyze Communication Techniques: Investigate communication methods for obtaining subjective data, including health history, chief complaint, and reason for the visit. 2. Apply a Systematic Approach: Assess specific complaints using various exam techniques. 3. Utilize Clinical Knowledge: Determine the appropriate components of a focused exam based on subjective data. 4. Evaluate assessment findings: Differentiate between normal and abnormal variants of historical and physical findings based on lifespan changes and normal anatomy and physiology.
NURS 903L	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 903L Advanced Health Assessment Practicum 1 credit	NURS 903L Advanced Health Assessment Lab 1 credit (no change)
Course Description	Advanced skill in comprehensive physical, psychosocial, and developmental assessment across the lifespan. Analysis and synthesis of this data in order to develop critical thinking skills and diagnostic reasoning.	In this course, students will practice assessment techniques to develop a systematic approach to gathering subjective and objective data. Students will demonstrate gathering, analyzing, and interpreting subjective and objective data to identify health problems, develop patient-centered care plans, and promote optimal health outcomes.
Course Outcomes	<ol style="list-style-type: none"> 1. Conduct an effective interview using good communication skills and appropriate interviewing techniques. 2. Obtain a complete history to include identifying data, patient profile, chief complaint, history of present illness, past 	<ol style="list-style-type: none"> 1. Document accurately: Systematically collect, interpret, and document relevant subjective and objective data, including health history, chief complaint, reason for visit, and physical exam. 2. Demonstrate Effective Communication: Demonstrate

	<p>health history, family history, social/occupational history and review of symptoms.</p> <ol style="list-style-type: none"> 3. Perform a thorough and complete physical examination of each body system using the four parameters of exam, i.e., inspection, palpation, percussion and auscultation. 4. Differentiate normal from abnormal findings. 5. Record and report findings of the history and physical examination in a logical, organized sequence using appropriate nursing/medical terminology. 6. Adapt history and physical examination to the needs of the patient, i.e., pediatric and geriatric patient. 7. Identify appropriate diagnostic tests and arrange appropriate consultation and/or referral. 8. Formulate initial list of differential diagnoses, including nursing diagnosis. 	<p>therapeutic communication to obtain person-centered subjective data, including health history, chief complaint, and reason for the visit.</p> <ol style="list-style-type: none"> 3. Apply a Systematic Approach: Perform a complete and systematic physical examination using techniques of inspection, palpation, percussion, and auscultation on patients across the lifespan. 4. Evaluate assessment findings: Differentiate between normal and abnormal variants of historical and physical findings based on lifespan changes and normal anatomy and physiology.
NURS 905	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 905 Advanced Pharmacology 3 credits	No changes.
Course Description	The clinical application of specific categories of drugs, commonly encountered in primary care settings is discussed. The use of protocols, prescription writing, and the ethical/legal, and economic issues surrounding the advanced nurses' role in prescribing and monitoring pharmacologic therapies in the ambulatory setting are explained. Factors such as age appropriate content related to pharmacokinetics, dosages, expected outcomes, and side effects of the drugs are discussed. First line versus second line drugs, alternate drugs, drug interactions, adjusting drug dosages, patient education, and compliance issues related to drug therapy are addressed. The nurse's role and responsibility related to data collection, problem identification,	This advanced course delves into the pharmacological principles and clinical applications of drugs commonly encountered in primary care settings. Emphasis is placed on the use of protocols, prescription writing, and the ethical, legal, and economic considerations surrounding the advanced nurse's role in prescribing and monitoring pharmacologic therapies across the lifespan in ambulatory settings. The course covers age-appropriate content related to pharmacokinetics, dosages, expected outcomes, and side effects of drugs. It also addresses the selection of first-line versus second-line drugs, alternative medications, drug interactions, dosage adjustments, patient education, and compliance issues. The advanced practice nurse's role in data collection, problem identification, and consultation with physicians is thoroughly explored.

	and consultation with the physician is explored. Application is made through age-appropriate studies.	Practical application is achieved through age-appropriate case studies.
Course Outcomes	<ol style="list-style-type: none"> 1. Discuss appropriate drug therapy and drug product selection for treatment of specific health problems in the ambulatory setting. 2. Describe your responsibility in prescribing and monitoring pharmacologic therapies in patients across the lifespan. 3. Analyze ethical and legal issues incumbent on the nurse who prescribes drug therapy. 4. Discuss economic issues related to drug therapy, especially for patients on long term drug therapy. 5. Evaluate internal and external environmental factors influencing the efficacy of specific pharmacologic therapies. 6. Examine issues related to patient compliance/adherence to drug therapy 	<ol style="list-style-type: none"> 1. Apply Clinical Knowledge: Apply current knowledge of pharmacokinetics, pharmacodynamics, and other multi-disciplinary research to specific therapies, diseases, and patient conditions. 2. Demonstrate Clinical Application: Apply knowledge of pharmacological concepts related to prescribing that address patient-specific factors, including socioeconomic status, gender, race, culture, and disease states. 3. Synthesize Knowledge: Demonstrate knowledge of side effects, adverse drug reactions, drug-drug, drug-nutrient, and drug-disease interactions of selected drugs to determine safe and effective drug therapy. 4. Analyze Responsibilities: Determine the legal, ethical, and professional responsibilities of the advanced practice provider in prescribing, educating, and monitoring pharmacological therapies across the lifespan. 5. Address Age-Specific Needs: Tailor pharmacologic interventions to the specific needs of different age groups, from pediatrics to geriatrics, using age-appropriate studies.
NURS 906	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 906 Advanced Pathophysiology 3 credits	No changes.
Course Description	The course provides students with an in-depth scientific knowledge base relevant to selected pathophysiological states confronted in primary care. This course provides a basis for the formulation of clinical decisions related to diagnostic tests and the initiation of therapeutic regimens. Age-specific and developmental alterations are correlated with clinical diagnosis and management. Application is made through age-appropriate examples.	This course provides students with an in-depth scientific knowledge base relevant to selected pathophysiological states encountered in primary care. It offers a foundation for formulating clinical decisions related to diagnostic tests and initiating therapeutic regimens. Age-specific and developmental alterations are correlated with clinical diagnosis and management. Application is made through age-appropriate examples across the lifespan.

Course Outcomes	<ol style="list-style-type: none"> 1. Discuss the internal and external factors that affect specific physiological states along the health and illness continuum. 2. Describe the epidemiology, etiology, pathophysiology, and clinical and laboratory manifestations of specific disease processes. 3. Apply diagnostic reasoning in assessing and evaluating patients with specific pathophysiologic alterations 	<ol style="list-style-type: none"> 1. Apply Knowledge: Analyze internal and external factors that affect physiological states along the health and illness continuum. 2. Evaluate Pathophysiological Conditions: Explain specific disease processes' epidemiology, etiology, and pathophysiology of specific disease processes. 3. Develop Clinical Judgement: Correlate clinical manifestations and diagnostic test results to disease processes to determine differential diagnoses. 4. Individualize Assessment and Diagnosis: The learner will correlate age-specific and developmental alterations with clinical diagnosis. 5. Incorporate Age-Specific Factors: The learner will apply age-appropriate examples to clinical practice. 6. Reflect on Pathophysiological Processes: Reflect on personal and peer understanding of pathophysiological processes.
NURS 914	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 914 Healthcare Finance and Health Policy for the APRN 3 credits	NURS 914 Healthcare Finance and Health Policy for the DNP APRN 3 credits (no change)
Course Description	This course will analyze strategies in health policy, finances, politics and delivery systems utilized by advanced practice registered nurses in order to improve population health.	This course provides an in-depth analysis of strategies in health policy, finance, politics, and delivery systems utilized by advanced practice registered nurses (APRNs) to improve population health. Students will explore the complexities of healthcare financing, policy-making processes, and the political landscape that influences healthcare delivery. Emphasis will be placed on the role of APRNs in advocating for policy changes and implementing financial strategies to enhance healthcare outcomes. Students will continue developing the skills to navigate and effectively influence the healthcare system.
Course Outcomes	<ol style="list-style-type: none"> 1. Analyze health policy and the politics that drive the healthcare delivery system to determine opportunities in healthcare outcomes. 2. Explore the evolution of healthcare policy, politics, 	<ol style="list-style-type: none"> 1. Analyze Health Policy: Evaluate current health policies and their impact on healthcare delivery and population health. 2. Navigate Political Processes: Understand the political

	<p>finances, informatics and delivery systems.</p> <ol style="list-style-type: none"> 3. Examine healthcare finance in the United States. 4. Investigate grant writing and the role grants play in rural health. 5. Recognize entrepreneurship opportunities in advanced practice nursing. 	<p>processes that influence health policy and the role of APRNs in advocating for policy changes.</p> <ol style="list-style-type: none"> 3. Evaluate Delivery Systems: Assess various healthcare delivery systems and their effectiveness in meeting population health needs. 4. Develop Advocacy Skills: Develop strategies for effective advocacy in health policy and finance to improve healthcare outcomes. 5. Apply Financial Strategies: Implement financial strategies to optimize resource utilization and improve the quality of care, including budgeting, reimbursement, and financial management in healthcare settings. 6. Reflect on Policy and Finance Practices: Reflect on their role in influencing health policy and finance, identifying strengths and areas for further development.
NURS 916	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 916 Nurse Practitioner Roles in Primary Care 3 credits	NURS 916 Advanced Practice Nursing Roles and Issues 3 credits (no change)
Course Description	The course is designed to explore various advanced practice nursing roles. The advanced practice role is analyzed from a historical perspective and includes theoretical, research, ethical, legal, political and economic issues of the nurse practitioner. Current trends and future directions of the nurse practitioner are examined within the context of a diverse, global healthcare environment	This course is designed to explore various advanced practice nursing roles, analyzing them from a historical perspective and examining the theoretical, research, ethical, legal, political, and economic issues that influence them. Students will investigate current trends and future directions for nurse practitioners within a diverse, global healthcare environment. Emphasis is placed on understanding the evolution of the nurse practitioner's role and its impact on healthcare delivery. Students will continue preparing for leadership and advanced practice roles in nursing.
Course Outcomes	<ol style="list-style-type: none"> 1. Demonstrate in clinical practice commitment to quality health care for the individual, family, and community. 2. From a global perspective, analyze current issues and future directions of the family nurse practitioner in caring for the individual, family, and community. 	<ol style="list-style-type: none"> 1. Analyze Historical Perspectives: Understand the historical development of advanced practice nursing roles and their impact on contemporary practice. 2. Examine Theoretical Foundations: Explore the theoretical underpinnings of advanced practice nursing and their application in clinical settings.

	<ol style="list-style-type: none"> 3. Communicate effectively with healthcare providers, clients, administrators and political leaders to foster empowerment of the nurse practitioner role. 4. Integrate theoretical concepts and research into an evidence-based advanced nursing practice. 5. Demonstrate leadership skills by implementing political and economic strategies related to the nurse practitioner role. 6. Analyze the legal, professional, economic, and ethical issues impacting the nurse practitioner role. 7. Exhibit a commitment to the implementation, preservation, and evolution of the nurse practitioner role. 	<ol style="list-style-type: none"> 3. Evaluate Research Issues: Critically evaluate research issues relevant to advanced practice nursing, including evidence-based practice and clinical research. 4. Address Ethical and Legal Issues: Identify and address ethical and legal issues that affect nurse practitioners, ensuring adherence to professional standards. 5. Analyze Political and Economic Influences: Analyze the political and economic factors influencing advanced practice nursing roles and healthcare delivery. 6. Investigate Current Trends: Examine current trends and future directions for nurse practitioners in a global healthcare environment. 7. Reflect on Professional Development: Reflect on their professional development and the evolving role of the nurse practitioner, identifying strengths and areas for further growth.
NURS 918	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 918 Primary Care for the Adult and Geriatric Population 3 credits	No changes.
Course Description	This course presents knowledge necessary for the practice of primary health care of the well adult and geriatric populations. Course content includes the principles of health promotion, disease prevention and assessment, and management of common primary health care problems in diverse populations. Emphasis is placed on gender and age specific needs in addition to pathophysiologic processes underlying certain conditions. The impact of the family on the health of the adult and geriatric patient is explored.	This course provides the essential knowledge necessary for the practice of primary health care for well-adult and geriatric populations. Course content includes the principles of health promotion, disease prevention, assessment, and management of common primary health care problems in diverse populations. Emphasis is on understanding gender and age-specific needs, as well as the pathophysiologic processes underlying certain conditions. The course also explores the impact of the family on the health of adult and geriatric patients.
Course Outcomes	<ol style="list-style-type: none"> 1. Analyze the empirical and theoretical knowledge of the unique anatomic structures, physiological and psychological process in the care of the adult and geriatric patient. 2. Apply family and developmental theory in the 	<ol style="list-style-type: none"> 1. Promote Adult and Geriatric Health: Implement principles of health promotion and disease prevention tailored to well-adult and geriatric populations. 2. Analyze Comprehensive Assessments: Discuss and utilize case studies to practice thorough

	<p>care of the adult and geriatric patient.</p> <p>3. Use current research in the management of health and illness in the adult and geriatric patient role using research methodologies</p>	<p>assessments of adult and geriatric patients, considering gender and age-specific needs.</p> <p>3. Investigate Common Health Conditions: Investigate the management of common primary health care problems in adult and geriatric patients using evidence-based practices.</p> <p>4. Apply Pathophysiologic Processes: Apply the pathophysiologic processes for underlying common conditions affecting adult and geriatric populations.</p> <p>5. Evaluate Family Impact: Assess the impact of family dynamics on the health and well-being of adult and geriatric patients, including financial needs and resources.</p> <p>6. Integrate Evidence-Based Guidelines: Apply evidence-based practice guidelines to improve health outcomes in adult and geriatric populations.</p> <p>7. Reflect on Adult and Geriatric Practice: Reflect on their experiences in adult and geriatric healthcare, identifying strengths and areas for further development.</p>
NURS 921	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 921 Primary Care I 3 credits	No changes.
Course Description	Management of common health problems seen in individuals and families throughout the life span are discussed in this first of two sequential courses. Applications of current research and theory based interventions appropriate for management by Advanced registered nurse practitioners will be stressed. Strategies and protocols to manage common problems, in urban and rural patients, interventions to restore individual's and family's levels of pre-illness health, and positive behaviors will be emphasized.	This course is the first in a two-course sequence that employs a systems approach, emphasizing a multi-dimensional and inter-professional perspective on assessment, differential diagnosis, and treatment formulation for the primary care needs of individuals and families across the lifespan. Students will explore common acute health conditions in the context of health promotion, health maintenance, assessment, diagnosis, and management of episodic, chronic, and complex conditions. The course aims to develop critical thinking skills and the application of evidence-based practice guidelines in diagnosing and managing primary care needs. Additionally, students will learn to incorporate cultural and

		spiritual diversity, as well as patient preferences, into healthcare decision-making, with a focus on person-centered care.
Course Outcomes	<ol style="list-style-type: none"> 1. Use differential diagnoses from subjective and objective patient data to establish a working diagnosis that will assist in health promotion and illness management of common health problems in primary care. 2. Integrate theory and research findings appropriate to the care of patients and their families with common health problems 3. Critiques established protocols and existing national standards/guidelines to modify protocols as needed for management of common health problems across the life span. 4. Examine pharmacological, complementary, and non-pharmacological therapies appropriate for nurse practitioners in the management of common health problems 	<ol style="list-style-type: none"> 1. Apply a Systems Approach: Utilize a systems approach to assess, diagnose, and formulate treatment plans for acute primary care needs across the lifespan. 2. Promote Health and Wellness: Implement strategies for health promotion and maintenance, addressing common health conditions. 3. Develop Critical Thinking Skills: Apply critical thinking skills in the context of differential diagnosis and treatment planning. 4. Use Evidence-Based Guidelines: Assess evidence-based practice guidelines to develop rationales for diagnosing and managing primary care needs. 5. Determine Patient Preferences: Recognize and incorporate cultural and spiritual diversity as well as patient preferences in healthcare decisions to enhance patient-centered care. 6. Manage Common Health Conditions: Assess, diagnose, and manage common acute conditions affecting individuals and families.
NURS 924	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 924 DNP Preceptorship 1 3 credits	No changes.
Course Description	Develops competency in implementing the nurse practitioner's role in health promotion, health protection, disease prevention, and treatment.	This practicum course is the first clinical practicum course in the nurse practitioner program. Students are introduced to using a systems approach, emphasizing a multi-dimensional and inter-professional perspective on assessment, differential diagnosis, and treatment formulation for the primary care needs of individuals and families across the lifespan. The course aims to develop critical thinking skills and the application of evidence-based practice guidelines in diagnosing and managing primary care needs. Additionally, students will learn to incorporate cultural and spiritual diversity, as well as patient preferences, into healthcare decision-

		making, with a focus on person-centered care.
Course Outcomes	<ol style="list-style-type: none"> 1. Develops competency in implementing the nurse practitioner's role in health promotion, health protection, disease prevention, and treatment. Synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states. 2. Demonstrate personal, collegial, and collaborative approaches to enhance delivery of patient care. 3. Apply skills of interpreting and individualizing therapies through the activities of advocacy, teaching, coaching and counseling to impart knowledge and related psychomotor skills to patients, families and communities. 4. Demonstrate a commitment to the implementation, preservation, and evolution of the family nurse practitioner role. 5. Manage and negotiate health care delivery systems to achieve improved health outcomes for patients, families, and communities. 	<ol style="list-style-type: none"> 1. Apply a Systems Approach: Utilize a systems approach to assess, diagnose, and formulate treatment plans to manage acute, chronic, and complex health conditions in the rural setting. 2. Integrate Evidence-Based Guidelines: Investigate evidence-based practice guidelines to improve patient outcomes and healthcare quality. 3. Develop Clinical Decision-Making: Employ critical thinking and clinical decision-making skills. 4. Communicate Effectively: Implement effective written and oral communication to interact with patients, families, other healthcare providers, and the community. 5. Deliver Patient-Centered Care: Incorporate patient preferences, and cultural and spiritual diversity into healthcare decision-making to ensure person-centered care. 6. Evaluate Clinical Practice: Reflect on the experiences in the clinical setting, identifying strengths and areas for further development in healthcare practice.
NURS 932	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 932 Primary Care II 3 credits	No changes.
Course Description	The second of two core specialty courses using a systems approach that emphasizes a multidimensional and inter-professional approach to assessment, differential diagnosis and treatment formulation for the primary care needs of individuals and families across the lifespan. Common health conditions are explored in relation to health promotion, health maintenance, assessment, diagnosis, and management of common episodic,	This course is the second in a two-course sequence that employs a systems approach that emphasizes a multidimensional and inter-professional perspective on assessment, differential diagnosis, and treatment formulation for the primary care needs of individuals and families across the lifespan. Students will explore common chronic health conditions in the context of health promotion, health maintenance, assessment, diagnosis, and management of episodic, chronic, and complex conditions. The course aims to develop critical thinking skills and the

	chronic, and complex conditions affecting health. Students will develop skills in critical thinking and the use of evidence-based practice guidelines in developing the rationale for diagnosing and managing primary care needs. In addition to cultural and spiritual diversity, students learn patient preferences in health care decision making with a focus on person centered care.	application of evidence-based practice guidelines in diagnosing and managing primary care needs. Additionally, students will learn to incorporate cultural and spiritual diversity, as well as patient preferences, into healthcare decision-making, with a focus on person-centered care.
Course Outcomes	<ol style="list-style-type: none"> 1. Use differential diagnoses from subjective and objective patient data to establish a working diagnosis that will assist in health promotion and illness management of common health problems in primary care. 2. Integrate theory and research findings appropriate to the care of patients and their families with common health problems 3. Critiques established protocols and existing national standards/guidelines to modify protocols as needed for management of common health problems across the life span. 4. Examine pharmacological, complementary, and non-pharmacological therapies appropriate for nurse practitioners in the management of common health problems. 5. Recognize the nurse practitioner responsibilities when common health problems require consultation or referral. 	<ol style="list-style-type: none"> 1. Apply a Systems Approach: Utilize a systems approach to assess, diagnose, and formulate treatment plans for acute, chronic, and complex primary care needs across the lifespan. 2. Promote Health and Wellness: Implement strategies for health promotion and maintenance, addressing common health conditions. 3. Develop Critical Thinking Skills: Implement critical thinking skills in the context of differential diagnosis and treatment planning. 4. Use Evidence-Based Guidelines: Apply evidence-based practice guidelines to develop rationales for diagnosing and managing primary care needs. 5. Determine Patient Preferences: Recognize and incorporate cultural and spiritual diversity as well as patient preferences in healthcare decisions to enhance patient-centered care. 6. Manage Common Health Conditions: Assess, diagnose, and manage common episodic, chronic, and complex health conditions affecting individuals and families.
NURS 934	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 934 DNP Preceptorship III 3 credits	No changes.
Course Description	Develops competency in implementing the nurse practitioners role in health promotion, health protection, disease prevention, and treatment.	This practicum course emphasizes evidence-based clinical evaluation, differential diagnosis, health promotion, disease prevention, and management of common to complex health problems and comorbidities across the lifespan. Students will apply advanced practice

		skills in real-world clinical settings, focusing on comprehensive patient care and integrating evidence-based guidelines. The course aims to develop critical thinking and clinical decision-making skills, ensuring students are prepared to address diverse health needs effectively.
Course Outcomes	<ol style="list-style-type: none"> Synthesizes theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states. Demonstrate personal, collegial, and collaborative approaches to enhance delivery of patient care. Applies skills of interpreting and individualizing therapies through the activities of advocacy, teaching, coaching and counseling to impart knowledge and related psychomotor skills to patients, families and communities. Demonstrates a commitment to the implementation, preservation, and evolution of the family nurse practitioner role. Managing and negotiating health care delivery systems to achieve improved health outcomes for patients, families and communities. Employ the family nurse practitioner role in monitoring and delivering holistic quality care by participating in self, interdisciplinary peer, and systems review. 	<ol style="list-style-type: none"> Apply a Systems Approach: Utilize a systems approach to assess, diagnose, and formulate treatment plans to manage acute, chronic, and complex health conditions. Integrate Evidence-Based Guidelines: Apply evidence-based practice guidelines to improve patient outcomes and healthcare quality. Develop Clinical Decision-Making: Demonstrate critical thinking and clinical decision-making skills. Communicate Effectively: Implement effective written and oral communication to interact with patients, families, other healthcare providers, and the community. Deliver Patient-Centered Care: Incorporate patient preferences, cultural and spiritual diversity into healthcare decision-making to ensure person-centered care. Evaluate Clinical Practice: Reflect on the experiences in the clinical setting, identifying strengths and areas for further development in healthcare practice.
NURS 935	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 935: Primary Care for the Pediatric Population 3 credits	NURS 935 Primary Care for Pediatric Populations 3 credits (no change)
Course Description	Primary Care for the Pediatric Population (2 credit hours): This course presents knowledge necessary for the practice of primary health care of children. Course content includes the principles of health promotion,	This course will equip the student with the knowledge and competency to deliver exemplary holistic primary care to the pediatric population. It emphasizes growth and developmental surveillance, wellness promotion, and the management of common health conditions in this specific

	disease prevention and assessment, and management of common primary health care problems in diverse pediatric populations. Emphasis is placed on development needs and the pathophysiologic processes underlying certain conditions. The impact of the family on the health of the child is explored.	age group. By the conclusion of this course, students will have developed a foundational understanding and skill set for providing respectful, effective, inclusive, and equitable care to the youngest patients, setting the stage for advanced practice in pediatric primary care.
Course Outcomes	<ol style="list-style-type: none"> 1. Perform an appropriate comprehensive physical examination on pediatric patients. 2. Document a comprehensive physical examination on pediatric patients. 3. Perform an appropriate symptom-focused physical examination on pediatric patients. 4. Determine barriers and enablers specific to a patient's environment using case-based scenarios. 5. Document a symptom-focused physical examination on pediatric patients. 	<ol style="list-style-type: none"> 1. Assess Growth and Developmental Milestones: Evaluate growth and developmental milestones in pediatric patients. 2. Promote Wellness and Preventive Care: Implement wellness and preventive care strategies for children. 3. Manage Common Pediatric Health Conditions: Diagnose and manage common health conditions in the pediatric population. 4. Apply Holistic Care Principles: Integrate principles of holistic care in pediatric primary care settings. 5. Demonstrate Effective Communication: Demonstrate respectful, effective, and inclusive communication with pediatric patients, their families, and members of the interdisciplinary healthcare team.
NURS 945	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 945 Population Health 3 credits	NURS 945 Population Health and Epidemiology 3 credits (no change)
Course Description	This course is designed to examine health promotion and disease prevention interventions. This course will prepare leaders to integrate evidence-based approaches that impact the health of populations, building upon skills and knowledge developed throughout the DNP program.	This course examines health promotion and disease prevention interventions within healthcare, preparing leaders to integrate evidence-based approaches that positively impact the health of populations. Students will consider social determinants of health and their effects, building upon skills and knowledge developed throughout the DNP program. Additionally, the course will cover the application of epidemiological techniques appropriate for health sciences, preparing students to think quantitatively, assess data critically, and apply epidemiological methods to disease prevention and control.
Course Outcomes	<ol style="list-style-type: none"> 1. Design a health improvement initiative utilizing the four pillars of population health. 2. Evaluate the need for a population health approach to 	<ol style="list-style-type: none"> 1. Apply Health Promotion and Disease Prevention: Explain key concepts and strategies related to health promotion and disease prevention in healthcare settings.

	<p>healthcare education, delivery, and policy.</p> <p>3. Examine how the U.S. healthcare system influences population health.</p> <p>4. Analyze the role of the advanced practice nurse to overcoming access barriers by providing culturally relevant and high-quality healthcare for vulnerable and high-risk populations.</p>	<p>2. Integrate Evidence-Based Approaches: Apply evidence-based interventions to improve population health, considering the impact of social determinants of health.</p> <p>3. Analyze Social Determinants of Health: Evaluate the role of social determinants in health outcomes and develop strategies to address these factors.</p> <p>4. Address Ethical Implications: Identify and address ethical considerations in health promotion and disease prevention, focusing on vulnerable communities.</p> <p>5. Apply Epidemiological Techniques: Utilize epidemiological methods to assess and control disease, thinking quantitatively and critically about health data.</p> <p>6. Develop Health Improvement Strategies: Design and implement strategies to reduce health disparities and enhance the health of populations.</p> <p>7. Reflect on Population Health Practices: Reflect on their role in promoting population health and preventing disease, identifying strengths and areas for further development.</p>
NURS 952	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 952: Foundations for the Doctoral Leader 3 credits	No changes.
Course Description	This course is an introductory course to the DNP program. Students will review the various roles of the DNP. They will examine the DNP essential domains and understand options related to the DNP capstone.	This foundational course provides an in-depth exploration of the history and evolution of the Doctor of Nursing Practice (DNP) degree, as well as the professional development of DNP-prepared advanced practice nurses. Students will analyze the AACN Essentials to understand their significance in advanced nursing practice and explore various options related to their DNP project. The course aims to build a strong foundation for the DNP curriculum, preparing students for leadership roles in healthcare and enhancing their understanding of the scope and impact of DNP-prepared nurses.
Course Outcomes	1. Examine the role of the DNP Essentials in doctoral nurse education.	1. Understand the History of the DNP Degree: Describe the historical development and evolution of the

	<ol style="list-style-type: none"> 2. Relate the DNP role in health policy, technology, clinical practice, and academia. 3. Appraise clinical problems or issues relevant to the scholarly capstone project. 4. Understand the leadership role of the DNP in relationship to health care providers and stakeholders. 5. Assess the leadership role the doctoral leader plays in the delivery of health care. 	<p>DNP degree and its significance in the nursing profession.</p> <ol style="list-style-type: none"> 2. Analyze Professional Development: Examine the professional development and roles of DNP-prepared advanced practice nurses in various healthcare settings. 3. Analyze DNP Essentials: Critically analyze the AACN Essentials and their application in advanced nursing practice. 4. Explore DNP Project Options: Identify and evaluate potential options for their DNP project, aligning with the DNP Essentials. 5. Develop Leadership Skills: Enhance leadership skills necessary for effective practice and advocacy in healthcare. 6. Reflect on Professional Development: Reflect on their professional development and the impact of the DNP Essentials on their practice. 7. Plan for DNP Project: Develop a preliminary plan for their DNP project, considering the roles and responsibilities of DNP-prepared nurses.
NURS 953	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 953 Evidence Based Practice and Scholarly Tools 3 credits	NURS 953 Evidence-Based Practice in Nursing 3 credits (no change)
Course Description	Students will appraise evidenced based practice and evaluate its application in practice settings. The course will build on master's level research methodology as students investigate research problems and explore appropriate research designs to solving clinical questions.	This course emphasizes the critical interrelationships among theory, research, and practice, providing the foundational knowledge necessary for students to critically appraise the literature and engage effectively in evidence-based advanced nursing practice. Students learn to translate evidence into practice by identifying relevant problems for their DNP projects. The course fosters skills in critical thinking, research evaluation, and practical application of evidence to improve healthcare outcomes.
Course Outcomes	<ol style="list-style-type: none"> 1. Analyze the components of evidence-based practice. 2. Apply evidence-based research to clinical practice. 3. Explore clinical problems for DNP project. 4. Examine the principles of collaboration and peer review 	<ol style="list-style-type: none"> 1. Illustrate Theory, Research, and Practice Interrelationships: Analyze the connections between nursing theory, research, and clinical practice, and their importance in evidence-based practice. 2. Critically Appraise Literature: Evaluate and synthesize

	<p>in both scholarship and practice.</p> <p>5. Investigate options for dissemination of evidence-based practice in healthcare.</p>	<p>research literature to determine its relevance and applicability to clinical practice.</p> <p>3. Translate Evidence into Practice: Apply research findings to identify and address clinical problems, forming the basis for their DNP project.</p> <p>4. Develop Problem Identification Skills: Identify and articulate clinical problems that can be addressed through evidence-based interventions.</p> <p>5. Reflect on Evidence-Based Practice: Reflect on the process of integrating evidence into practice, recognizing the impact on patient outcomes and professional development.</p>
NURS 954	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 954 Advanced Nursing Leadership 3 credits	No changes
Course Description	This course will incorporate leadership theories and communication techniques necessary to be an effective leader in a health care setting. Students will evaluate professional ethics in advanced nursing leadership roles and understand skills necessary for organization systems leadership.	This course explores advanced principles of leadership, change management, and systems theory to enhance healthcare outcomes within complex systems. Students will develop the skills necessary to lead effectively in diverse healthcare settings, incorporating advanced communication techniques and professional ethics. The course emphasizes the role of nurse leaders in driving positive change and improving patient care.
Course Outcomes	<ol style="list-style-type: none"> 1. Understand ethical implications foundational to nursing leadership, research, and practice. 2. Differentiate theoretical frameworks for leadership. 3. Analyze interprofessional collaboration in practice 4. Examine the role development of nurse leaders in culturally relevant healthcare systems. 5. Evaluate the influence of culture on organizational systems. 6. Assess individual professional values to promote ethical decision-making frameworks 	<ol style="list-style-type: none"> 1. Determine Leadership Principles: Explain key principles of leadership and their application in healthcare settings. 2. Apply Change Management Strategies: Utilize change management strategies to facilitate improvements in healthcare systems. 3. Analyze Systems Theory: Apply systems theory to understand and address complexities within healthcare environments. 4. Demonstrate Effective Communication: Incorporate advanced communication techniques to effectively lead teams and engage stakeholders. 5. Exhibit Professional Ethics: Demonstrate professional

	7. Acquire and appraise communication skills necessary for nursing leadership.	ethics in decision-making and leadership practices to ensure integrity and accountability. 6. Reflect on Leadership Development: Reflect on their growth as nurse leaders, identifying strengths and areas for further development.
NURS 956	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 956 DNP Quality Improvement Methods 3 credits	NURS 956: DNP Project Methodology and Quality Improvement 3 credits (no change)
Course Description	This course will investigate quality improvement (QI) processes in healthcare.	This course delves into quality improvement (QI) processes within healthcare, providing students with the knowledge and skills necessary to develop robust methodologies for their DNP projects. Building towards competency in the AACN Essentials, students will explore various QI frameworks, tools, and techniques. By the end of the course, students will have a well-defined methodology for their DNP project, ready for implementation in subsequent courses.
Course Outcomes	<ol style="list-style-type: none"> 1. Describe QI models, tools and steps in the QI process 2. Compare and contrast QI outcome measurement tools. 3. Relate advanced topics of and principles of healthcare leadership to a QI initiative. 4. Application of methods of disseminating results and planning for continuous improvement. 5. Design a QI initiative through application of quality improvement methods. 	<ol style="list-style-type: none"> 1. Apply QI Processes: Determine key concepts and principles of QI in healthcare, including common frameworks and methodologies. 2. Develop Project Methodology: Design a comprehensive and feasible methodology for their DNP project, incorporating appropriate QI tools and techniques. 3. Analyze QI Data: Utilize data analysis techniques to assess the effectiveness of QI initiatives and inform project methodology. 4. Collaborate with Stakeholders: Engage with interdisciplinary teams and stakeholders to refine project methodology and ensure alignment with organizational goals. 5. Integrate Evidence-Based Practices: Incorporate evidence-based practices into QI initiatives. 6. Reflect on Methodology Development: Reflect on the process of developing their project methodology, identifying strengths and areas for improvement.
NURS 957	OLD	New

Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 957 DNP Project I 3 credits	NURS 957 DNP Project I: Proposal 3 credits (no change)
Course Description	This course is the first of three clinical project courses that prepares advanced practice nurses for a clinical doctorate. Students in this course will identify a clinical problem and synthesize journal articles from a literature review. They will analyze ethical dilemmas related to their identified problem and explore options for data collection and analysis.	This foundational course marks the beginning of the Doctor of Nursing Practice (DNP) project sequence, focusing on developing a comprehensive project proposal. Students will demonstrate competency in the AACN Essentials by identifying a clinical problem, reviewing relevant literature, and designing a project plan. The course emphasizes critical thinking, evidence-based practice, and effective communication skills, culminating in the project proposal presentation.
Course Outcomes	<ol style="list-style-type: none"> 1. Determine a clinical problem and research question relevant to the student's area of clinical practice. 2. Analyze current literature through the development of a literature review matrix. 3. Develop a project proposal based on a culmination of leadership, theory, philosophical foundations, and scientific inquiry. 4. Begin an analysis of how doctoral educational courses have met the AACN DNP Essentials and NONPF competencies. 5. Conduct 200 hours specific to doctoral evidence. 	<ol style="list-style-type: none"> 1. Determine a Clinical Problem: Select and articulate a relevant clinical problem or practice issue to address through their DNP project. 2. Conduct a Literature Review: Perform a thorough review of current literature to support the need for their project and inform their proposal. 3. Develop a Project Proposal: Create a detailed project proposal, including objectives, methodology, and anticipated outcomes. 4. Demonstrate Competency in AACN Essentials: Exhibit proficiency in the AACN Essentials, particularly in areas related to project planning and evidence-based practice. 5. Present the Project Proposal: Deliver a clear and compelling presentation of their project proposal to peers and faculty, demonstrating effective communication and presentation skills. 6. Reflect on Proposal Development: Reflect on the proposal development process, identifying strengths and areas for improvement.
NURS 958	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 958 DNP Project II 3 credits	NURS 958 DNP Project II: Implementation 3 credits (no change)
Course Description	This course is the second of three scholarly DNP project courses that prepares advanced practice nurses for a clinical doctorate. During this course student will finalize the	This course represents the implementation phase of the Doctor of Nursing Practice (DNP) project, focusing on demonstrating competency in the AACN Essentials. Students will collaborate with their teams

	Institutional Review Board (IRB) process and implement their DNP Project.	to execute their project plans, systematically collect data, and address any challenges that arise during implementation. The course emphasizes the practical application of advanced nursing practices, teamwork, and data management skills essential for successful project execution.
Course Outcomes	<ol style="list-style-type: none"> 1. Complete an analysis of best research processes for data collection and analysis of the final project. 2. Assess quality improvement outcomes as related to the DNP Project. 3. Complete IRB requirements as related to doctoral evidence-based project proposal. 4. Conduct an analysis of how doctoral educational courses have met the AACN DNP Essentials and NONPF Competencies. 5. Conduct 200 hours specific to the DNP Project. 	<ol style="list-style-type: none"> 1. Implement Project Plans: Effectively carry out the implementation phase of their DNP project, adhering to established timelines and protocols. 2. Collaborate with Teams: Work collaboratively with interdisciplinary teams to ensure smooth project execution and address any issues that may arise. 3. Collect and Manage Data: Systematically collect and manage data related to their project, ensuring accuracy and integrity. 4. Apply AACN Essentials: Demonstrate practical application of the AACN Essentials in the context of their project implementation. 5. Problem-Solve Implementation Challenges: Identify and address challenges encountered during the implementation phase, utilizing critical thinking and problem-solving skills. 6. Reflect on Implementation Process: Reflect on the implementation process, evaluating their performance and identifying areas for improvement.
NURS 959	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 959 DNP Project III 3 credits	NURS 959 DNP Project III: Integration and Dissemination 3 credits
Course Description	This course is the third course in a three-part series of DNP project courses. In this course students will finalize their DNP Project. Students will collect and analyze clinical data. They will cumulate their doctoral education through a completed DNP project that utilizes theory, research and practice. It will be disseminated into a scholarly manuscript.	This course is the culmination of the Doctor of Nursing Practice (DNP) program, designed to demonstrate students' competency in the AACN Essentials. Throughout this course, students will engage in a comprehensive analysis of their project data, develop dissemination materials, and present their project results. Emphasis will be placed on critical thinking, evidence-based practice, and effective communication skills to ensure students are prepared to contribute to advancing nursing practice and healthcare outcomes.

Course Outcomes	<ol style="list-style-type: none"> 1. Finalize the project within the organization and collect and analyze clinical data from the project and evaluate outcomes at completion. 2. Disseminate the doctorate evidence-based practice project. 3. Conduct an analysis of how the doctoral educational courses have met the AACN DNP essentials & NONPF guidelines. 4. Conduct 200 hours specific to the DNP Project. 	<ol style="list-style-type: none"> 1. Analyze Project Data: Critically evaluate and interpret data collected from their DNP project to draw meaningful conclusions and inform practice changes. 2. Develop Dissemination Materials: Create professional dissemination materials, including abstracts, posters, and manuscripts, to effectively communicate project findings to diverse audiences. 3. Present Project Results: Deliver a comprehensive presentation of their DNP project results, demonstrating mastery of content and the ability to engage and inform stakeholders. 4. Demonstrate Competency in AACN Essentials: Exhibit proficiency in the AACN Essentials, showcasing advanced nursing practice skills, leadership, and a commitment to improving healthcare outcomes. 5. Reflect on Professional Growth: Reflect on their professional development throughout the DNP program and articulate how their project has contributed to their growth as a nurse leader.
NURS 960	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 960 DNP Preceptorship II 3 credits	No changes.
Course Description	This course is an advanced residency course aimed at increasing student knowledge and skills in a specialty area. Students will implement advanced practice skills in health assessment, health promotion, pharmacology, diagnosis and treatment in a specialty setting. The clinical setting of choice is determined by the interests of the student. Clinical experience may be performed in acute care, a specialty clinic, family practice, community setting, long-term care or a hospital setting. Students will devise course goals with their instructor.	This advanced residency course aims to enhance student knowledge and skills in a chosen specialty. Students will implement advanced practice skills in health assessment, health promotion, pharmacology, diagnosis, and treatment within a specialty setting. The interests of the student determine the clinical setting and may include acute care, specialty clinics, family practices, community settings, long-term care, or hospital environments. Students will collaborate with their instructor to devise personalized course goals.
Course Outcomes	<ol style="list-style-type: none"> 1. Implement advance practice skills in a specialty clinic. 2. Use differential diagnoses to assist in the treatment of patients. 	<ol style="list-style-type: none"> 1. Apply a Systems Approach: Apply a systems approach to assess, diagnose, and formulate treatment plans to manage acute, chronic, and

	<ol style="list-style-type: none"> 3. Explore and implement an expanded role for patient care in a specialty setting. 4. Integrate and translate new knowledge and skills for patient care in a specialty setting. 5. Integrate evidence-based practice, practice inquiry, leadership, and policy into practice. 6. Assimilate knowledge in an advanced specialty practice. 7. Collaborate with multi-disciplinary colleagues to improve patient outcomes. 	<p>complex health conditions in the specialty setting.</p> <ol style="list-style-type: none"> 2. Assess Evidence-Based Guidelines: Identify evidence-based practice guidelines to improve patient outcomes and healthcare quality. 3. Develop Clinical Decision-Making: Demonstrate critical thinking and clinical decision-making skills. 4. Communicate Effectively: Utilize effective written and oral communication to interact with patients, families, other healthcare providers, and the community. 5. Deliver Patient-Centered Care: Incorporate patient preferences, and cultural and spiritual diversity into healthcare decision-making to ensure person-centered care. 6. Evaluate Clinical Practice: Reflect on experiences in the clinical setting, focusing on how specialty care applies to primary care and identifying personal strengths and areas for further development in healthcare practice.
NURS 961	OLD	New
Rationale for change: Incorporation of the 2021 AACN Domains and better description of course goals.		
Course Number/Title Credit hours	NURS 961 DNP Preceptorship IV 3 credits	No changes.
Course Description	Students will implement advanced practice skills in health assessment, health promotion, pharmacology, diagnosis and treatment in a specialty setting. The clinical setting of choice is determined by the interests of the student. Clinical experiences may be performed in urgent care, family practice, or an area of specialty. Students will devise course goals with their instructor.	This course provides a hands-on rural residency experience where students will implement advanced practice skills in health assessment, health promotion, pharmacology, diagnosis, and treatment in a rural setting. Emphasizing rural healthcare's unique challenges and opportunities, students will apply their knowledge and skills to improve health outcomes in underserved communities. Throughout the course, students will continue to enhance their ability to deliver high-quality care in diverse environments.
Course Outcomes	<ol style="list-style-type: none"> 1. Implement advance practice skills in a rural clinic. 2. Use differential diagnoses to assist in the treatment of patients. 3. Explore and implement an expanded role for patient care in a rural setting. 4. Integrate and translate new knowledge and skills for patient care in a rural setting 	<ol style="list-style-type: none"> 1. Apply a Systems Approach: Implement a systems approach to assess, diagnose, and formulate treatment plans to manage acute, chronic, and complex health conditions in the rural setting. 2. Integrate Evidence-Based Guidelines: Integrate evidence-based practice guidelines and innovative methods to improve patient outcomes

	5. Integrate evidence-based practice, practice inquiry, leadership, and policy into practice. 6. Assimilate knowledge in an advanced specialty practice. 7. Collaborate with multi-disciplinary colleagues to improve patient outcomes.	and healthcare quality in the rural setting. 3. Demonstrate Clinical Decision-Making: Demonstrate high-level critical thinking and clinical decision-making skills. 4. Communicate Effectively: Model effective written and oral communication to interact with patients, families, other healthcare providers, and the community. 5. Deliver Patient-Centered Care: Incorporate patient preferences, and cultural and spiritual diversity into healthcare decision-making to ensure person-centered care. 6. Evaluate Clinical Practice: Reflect on their experiences and others in the clinical setting, identifying strengths and areas for further development in healthcare practice.
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Section II. Faculty support

The Department of Nursing faculty voted to adopt the revised DNP program outcomes and the DNP course title, description, and outcome changes. Below is a list of the graduate faculty members.

Jenny Manry Jenny Manry
Michelle VanDerWege M VanDerWege
Janelle Harding J Harding
Valerie Yu Valerie Yu
Dorothy Ochs Dorothy Ochs PhD
Mary Jo Gubitoso Mary Jo Gubitoso
Bonnie Landgraf Bonnie Landgraf
Christine Hober Christine Hober
Tanya Smith Tanya Smith

**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: 05/15/2025

Name of Program: Ottawa University

Program Administrator including credentials: Dr. Ruth Burkhardt, DNP, MSN, MA, RN-BC, LPCC

Parent Institution: Ottawa University

Address of Institution: 6450 Sprint Parkway, Suite 200
Overland Park, KS 66211

Level of the Program for which the change is being requested

BSN Prelicensure

Briefly describe the Dividing Pharmacology into 2 courses: Introduction to

Change being requested: Pharmacology Term 2 (2 credit hours) and Pharmacology, Term 3, (3 credit hours). Decrease of Capstone from (6) to (4) hours, no change in overall didactic hours, remains at (60). Rationale: one Pharmacology course in a 16-month program with 8 terms has not been sufficient for expected scores on standardized examinations. Six (6) credit hours of Capstone- didactic and Preceptorship - along with the (3) hour Leadership &

Management course, is excessive and counterproductive for content review and NCLEX prep in the last term of the program.

Action Taken

Education Committee Review

Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review

Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Nursing Education Compliance Officer

Date

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

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

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

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Proposal for Curriculum Revision: Adjustment to NRS 49100 Capstone Course Credit Hours and Pharmacology Course Restructure

Ottawa University's Department of Nursing respectfully submits a proposed revision to the Bachelor of Science in Nursing (BSN) curriculum for final approval by the State Board of Nursing. This proposal includes two key modifications: (1) a change in credit hour allocation for the capstone practicum course and (2) a restructuring of pharmacology instruction to enhance student learning outcomes and clinical preparedness.

Capstone Course Credit Hour Adjustment

We propose a revision to NRS 49100: Capstone Practicum, reducing the course from 6 credit hours to 4 credit hours. The 120 required clinical contact hours will remain unchanged. This adjustment is designed to:

- Alleviate the academic burden of the final semester, which previously required students to complete 17 credit hours,
- Eliminate redundant content that overlaps with NRS 44100: Nursing Leadership and Management, and
- Promote a more balanced and sustainable distribution of coursework across the program.

Pharmacology Course Restructure

In response to student feedback and faculty observations regarding the need for greater foundational pharmacologic knowledge earlier in the program, we propose restructuring the current 3-credit-hour Pharmacology course (NRS 32010) into a two-part sequence:

NRS 32004: Introduction to Pharmacology (2 credit hours) – A new course offered in the second term that introduces core pharmacologic principles, dosage calculations, and safety concepts.

NRS 32010: Pharmacology (3 credit hours) – A revised course offered in the third term, building on the foundational content with an emphasis on clinical application and pharmacotherapeutics.

This sequence allows for developmental learning and earlier integration of pharmacologic principles into clinical courses. It also aligns with best practices for preparing students for safe medication administration and NCLEX-RN success.

Total Program Credit Hours

These changes do not alter the total credit hours for the BSN program. The program will continue to include 120 total credit hours, comprised of 60 nursing course credit hours, and 60 prerequisite/general education credit hours.

Governance and Approval Process

This proposal was developed under the leadership of Dr. Samantha Young, DNP, APRN, CPNP-PC, BSN Program Director, and reviewed and approved by nursing faculty and academic leadership team, including Dr. Ruth Burkhart and Dr. Diann DeWitt. The proposal was then reviewed and approved by the full nursing faculty. Finally, it was unanimously approved by the School of Arts and Sciences Faculty Assembly following a comprehensive curriculum review process. (See Appendix A for faculty meeting minutes).

We respectfully request final approval of this curriculum revision to ensure continued excellence and responsiveness in nursing education at Ottawa University.

Current Pharmacology Curriculum	Proposed Pharmacology Curriculum
<p>NRS 32010: Introduction to Pharmacology (2 credit hours)</p> <p>Method of Instruction: On Campus 4 hours per week</p> <p>Instructor(s): Dr. Cynthia Lancaster, Dr. Samantha Young, Alan Jenkins, MSN</p> <p>Prerequisite: Acceptance into the Pre-licensure BSN Program; Introduction to Professional Nursing; and Pathophysiology</p> <p>Course Objectives: This course is designed to develop theoretical knowledge of pharmacotherapeutics for nursing practice. Emphasis is placed on the major classes of clinically important medications and their safe administration. For each therapeutic drug classification, the basic mechanism of drug actions, side effects, routes of administration, and common indications will be reviewed. Nursing implications relative to the utilization of drug therapy are examined.</p>	<p>NRS 32010: Introduction to Pharmacology (2 credit hours)</p> <p>Method of Instruction: On Campus 4 hours per week</p> <p>Instructor(s): Dr. Cynthia Lancaster, Dr. Samantha Young, Alan Jenkins, MSN</p> <p>Prerequisites: Acceptance into the Pre-licensure BSN Program; Introduction to Professional Nursing; and Pathophysiology with a grade of C or better</p> <p>Course Description: This course is designed to develop foundational theoretical knowledge of pharmacotherapeutics for nursing practice. Emphasis is placed on the basic principles of pharmacology, drug therapy across the lifespan, dosage calculation, and safe medication administration. Nursing implications relative to the utilization of drug therapy are examined. Pharmacology as it relates to the various body systems is introduced.</p>

<p>Course Outcomes/Objectives:</p> <p>Upon completion of the course, students will:</p> <ol style="list-style-type: none"> 1. Apply general concepts of pharmacokinetic and pharmacodynamic processes and their application in drug therapy and the nursing process. 2. Discuss commonly used drug groups in relation to their actions, uses, side effects, and nursing implications. 3. Describe the professional responsibility and standards of practice for the professional nurse as related to the medication administration process. 4. Explain how patient variability, route and dosage, and concomitant administration of other drugs may affect pharmacologic response. 5. Describe strategies employed for patient safety during the preparation and administration of medications. 6. Examine the role of drug therapy in relation to health promotion, disease prevention, and management across the lifespan. 	<p>Course Outcomes/Objectives:</p> <p>Upon completion of the course, students will:</p> <ol style="list-style-type: none"> 1. Apply general concepts of pharmacokinetic and pharmacodynamic processes and their application in drug therapy and the nursing process. 2. Explain how patient variability, route and dosage, and concomitant administration of other drugs may affect pharmacologic response. 3. Describe strategies employed for patient safety during the preparation and administration of medications. 4. Examine the role of drug therapy in relation to health promotion, disease prevention, and management across the lifespan. 5. Explain and practice the principles of safe medication administration, including proper dosage calculations, drug interactions, and error prevention. 6. Understand the legal and ethical issues and professional standards related to pharmacology, including patient rights, informed consent, and professional responsibilities in drug administration.
<p>No additional courses</p>	<p>NRS 32010: Pharmacology (3 credit hours)</p> <p>Method of Instruction: On Campus 6 hours per week</p> <p>Instructor(s): Dr. Cynthia Lancaster, Dr. Samantha Young, Alan Jenkins, MSN</p> <p>Course Description: This course is designed to develop theoretical knowledge of pharmacotherapeutics for nursing practice. Emphasis is placed on the major classes of clinically important medications and their safe administration. For each therapeutic drug classification, the basic mechanism of drug actions, side effects, routes of administration, and common indications will be reviewed. Nursing implications relative to the utilization of drug therapy are examined.</p>

	<p>Prerequisites: Acceptance into the Pre-licensure BSN Program; Introduction to Professional Nursing; and Pathophysiology</p> <p>Course Outcomes/Objectives: Upon completion of the course, students will:</p> <ol style="list-style-type: none"> 1. Apply general concepts of pharmacokinetic and pharmacodynamic processes and their application in drug therapy and the nursing process. 2. Discuss commonly used drug groups in relation to their actions, uses, side effects, and nursing implications. 3. Describe the professional responsibility and standards of practice for the professional nurse as related to the medication administration process. 4. Explain how patient variability, route and dosage, and concomitant administration of other drugs may affect pharmacologic response. 5. Describe strategies employed for patient safety during the preparation and administration of medications. 6. Examine the role of drug therapy in relation to health promotion, disease prevention, and management across the lifespan.
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Current vs. Proposed Pharmacology Curriculum

NRS 32010: Current Curriculum

Week 1: Introduction to Pharmacology	<p><u>Readings</u></p> <ul style="list-style-type: none"> • Chapter 1: Orientation to Pharmacology • Chapter 2: Application of Pharmacology in Nursing Practice • Chapter 3: Drug Regulation: Development: Names: and Information • Chapter 4: Pharmacokinetics • Chapter 5: Pharmacodynamics • Chapter 6: Drug Interactions • Chapter 7: Adverse Drug Reactions and Medication Errors • Chapter 8: Individual Variation in Drug Responses • Chapter 9: Genetic and Genomic Considerations
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	<ul style="list-style-type: none"> • Chapter 10: Introduction to Immunomodulators
Week 2: Neuropharmacology – Peripheral Nervous System	<p>Readings</p> <ul style="list-style-type: none"> • Chapter 14: Basic Principles of Neuropharmacology • Chapter 15: Physiology of the Peripheral Nervous System • Chapter 16: Muscarinic Agonists • Chapter 17: Muscarinic Antagonists • Chapter 18: Cholinesterase Inhibitors and Their Use in Myasthenia Gravis • Chapter 19: Drugs That Block Nicotinic Cholinergic Transmission • Chapter 20: Adrenergic Agonists • Chapter 21: Adrenergic Antagonists • Chapter 22: Indirect-Acting Antiadrenergic Agents • Chapter 23: Introduction to Central Nervous System Pharmacology • Chapter 24: Drugs for Parkinson Disease • Chapter 25: Drugs for Alzheimer Disease • Chapter 26: Drugs for Multiple Sclerosis
Week 3: Neuropharmacology – Central Nervous System	<p>Readings</p> <ul style="list-style-type: none"> • Chapter 27: Drugs for Seizure Disorders • Chapter 28: Drugs for Muscle Spasm and Spasticity • Chapter 29: Local Anesthetics • Chapter 30: General Anesthetics • Chapter 31: Opioid Analgesics: Opioid Antagonists: and Nonopioid Centrally Acting Analgesics • Chapter 32: Pain Management in Patients With Cancer • Chapter 33: Drugs for Headache • Chapter 34: Antipsychotic Agents and Their Use in Schizophrenia • Chapter 35: Antidepressants • Chapter 36: Drugs for Bipolar Disorder • Chapter 37: Sedative-Hypnotic Drugs • Chapter 38: Management of Anxiety Disorders • Chapter 39: Central Nervous System Stimulants and Attention-Deficit/Hyperactivity Disorder • Chapter 40: Substance Use Disorders I: Basic Considerations • Chapter 41: Substance Use Disorders II: Alcohol • Chapter 42: Substance Use Disorders III: Nicotine • Chapter 43: Substance Use Disorders IV: Major Drugs of Abuse Other Than Alcohol and Nicotine
Week 4: Endocrine and Fluid Volume Drugs	<p>Readings</p> <ul style="list-style-type: none"> • Chapter 44: Diuretics • Chapter 45: Agents Affecting the Volume and Ion Content of Body Fluids • Chapter 60: Drugs for Diabetes Mellitus • Chapter 61: Drugs for Thyroid Disorders • Chapter 62: Drugs Related to Hypothalamic and Pituitary Function

	<ul style="list-style-type: none"> • Chapter 63: Drugs for Disorders of the Adrenal Cortex • Chapter 64: Estrogens and Progestins: Basic Pharmacology and Noncontraceptive Applications • Chapter 65: Birth Control • Chapter 66: Drug Therapy for Infertility • Chapter 67: Drugs That Affect Uterine Function • Chapter 68: Androgens • Chapter 69: Drugs for Erectile Dysfunction and Benign Prostatic Hyperplasia • Chapter 70: Transgender Health
Week 5: Cardiovascular Drugs	<p><u>Readings</u></p> <ul style="list-style-type: none"> • Chapter 46: Review of Hemodynamics • Chapter 47: Drugs Acting on the Renin-Angiotensin-Aldosterone System • Chapter 48: Calcium Channel Blockers • Chapter 49: Vasodilators • Chapter 50: Drugs for Hypertension • Chapter 51: Drugs for Heart Failure • Chapter 52: Antidysrhythmic Drugs • Chapter 53: Drugs That Help Normalize Cholesterol and Triglyceride Levels • Chapter 54: Drugs for Angina Pectoris • Chapter 55: Anticoagulant: Antiplatelet: and Thrombolytic Drugs • Chapter 56: Management of ST-Elevation Myocardial Infarction • Chapter 57: Drugs for Hemophilia • Chapter 58: Drugs for Deficiency Anemias • Chapter 59: Hematopoietic Agents
Week 6: Immunologic, musculoskeletal, and allergy drugs	<p><u>Readings</u></p> <ul style="list-style-type: none"> • Chapter 71: Review of the Immune System • Chapter 72: Childhood Immunization • Chapter 73: Immunosuppressants • Chapter 74: Antihistamines • Chapter 75: Cyclooxygenase Inhibitors: Nonsteroidal Antiinflammatory Drugs and Acetaminophen • Chapter 76: Glucocorticoids in Nonendocrine Disorders • Chapter 77: Drug Therapy for Rheumatoid Arthritis • Chapter 78: Drug Therapy for Gout • Chapter 79: Drugs Affecting Calcium Levels and Bone Mineralization • Chapter 80: Drugs for Asthma and Chronic Obstructive Pulmonary Disease • Chapter 81: Drugs for Allergic Rhinitis: Cough: and Colds • Chapter 82: Drugs for Peptic Ulcer Disease • Chapter 83: Laxatives • Chapter 84: Other Gastrointestinal Drugs

<p>Week 7: Anti-Infectives</p>	<p><u>Readings</u></p> <ul style="list-style-type: none"> • Chapter 88: Basic Principles of Antimicrobial Therapy • Chapter 89: Drugs That Weaken the Bacterial Cell Wall I: Penicillins • Chapter 90: Drugs That Weaken the Bacterial Cell Wall II: Other Drugs • Chapter 91: Bacteriostatic Inhibitors of Protein Synthesis: Tetracyclines: Macrolides: and Others • Chapter 92: Aminoglycosides: Bactericidal Inhibitors of Protein Synthesis • Chapter 93: Sulfonamide Antibiotics and Trimethoprim • Chapter 94: Drug Therapy for Urinary Tract Infections • Chapter 95: Antimycobacterial Agents: Drugs for Tuberculosis • Chapter 96: Miscellaneous Antibacterial Drugs: Fluoroquinolones: Metronidazole: Daptomycin: Rifampin: Rifaximin: and Fidaxomicin • Chapter 97: Antifungal Agents • Chapter 98: Antiviral Agents I: Drugs for Non-HIV Viral Infections • Chapter 99: Antiviral Agents II: Drugs for HIV Infection and Related Opportunistic Infections • Chapter 100: Drug Therapy for Sexually Transmitted Infections • Chapter 101: Antiseptics and Disinfectants
<p>Week 8: Vitamins, Complementary and Alternative Therapies, and Misc. Drugs</p>	<p><u>Readings</u></p> <ul style="list-style-type: none"> • Chapter 85: Vitamins • Chapter 86: Drugs for Weight Loss • Chapter 87: Complementary and Alternative Therapy • Chapter 102: Anthelmintics • Chapter 103: Antiprotozoal Drugs I: Antimalarial Agents • Chapter 104: Antiprotozoal Drugs II: Miscellaneous Agents • Chapter 105: Ectoparasiticides • Chapter 106: Basic Principles of Cancer Treatment • Chapter 107: Anticancer Drugs I: Cytotoxic Agents • Chapter 108: Anticancer Drugs II: Hormonal Agents: Targeted Drugs: and Other Noncytotoxic Anticancer Drugs • Chapter 109: Drugs for Eye Conditions and Diseases • Chapter 110: Drugs for Skin Conditions • Chapter 111: Drugs for Ear Conditions • Chapter 112: Management of Poisoning • Chapter 113: Potential Weapons of Biologic: Radiologic: and Chemical Terrorism • Chapter 11: Drug Therapy During Pregnancy and Breastfeeding • Chapter 12: Drug Therapy in Pediatric Patients • Chapter 13: Drug Therapy in Older Adults

Week 1: Principles of Pharmacology	Chapters 1-5 <ul style="list-style-type: none"> • Chapter 1: Orientation to Pharmacology • Chapter 2: Application of Pharmacology in Nursing Practice • Chapter 3: Drug Regulation: Development: Names: and Information • Chapter 4: Pharmacokinetics • Chapter 5: Pharmacodynamics
Week 2: Medication Safety	Chapters 6-10 & Dosage Calculation <ul style="list-style-type: none"> • Chapter 6: Drug Interactions • Chapter 7: Adverse Drug Reactions and Medication Errors • Chapter 8: Individual Variation in Drug Responses • Chapter 9: Genetic and Genomic Considerations • Chapter 10: Introduction to Immunomodulators
Week 3: Intro to Peripheral Nervous System Drugs	Chapters 14-17 <ul style="list-style-type: none"> • Chapter 14: Basic Principles of Neuropharmacology • Chapter 15: Physiology of the Peripheral Nervous System • Chapter 16: Muscarinic Agonists • Chapter 17: Muscarinic Antagonists
Week 4: Peripheral Nervous System Part II	Chapters 18-22 <ul style="list-style-type: none"> • Chapter 18: Cholinesterase Inhibitors and Their Use in Myasthenia Gravis • Chapter 19: Drugs That Block Nicotinic Cholinergic Transmission • Chapter 20: Adrenergic Agonists • Chapter 21: Adrenergic Antagonists • Chapter 22: Indirect-Acting Antiadrenergic Agents
Week 5: Pain Management	Chapters 29-33; 75 <ul style="list-style-type: none"> • Chapter 29: Local Anesthetics • Chapter 30: General Anesthetics • Chapter 31: Opioid Analgesics: Opioid Antagonists: and Nonopioid Centrally Acting Analgesics • Chapter 32: Pain Management in Patients With Cancer • Chapter 33: Drugs for Headache • Chapter 75: Cyclooxygenase Inhibitors: Nonsteroidal Antiinflammatory Drugs and Acetaminophen
Week 6: Introduction to Hematology and Endocrine Drugs	Chapters 57-61 <ul style="list-style-type: none"> • Chapter 57: Drugs for Hemophilia • Chapter 58: Drugs for Deficiency Anemias • Chapter 59: Hematopoietic Agents • Chapter 60: Drugs for Diabetes Mellitus • Chapter 61: Drugs for Thyroid Disorders

Week 7: Introduction to Immunologic & Musculoskeletal	Chapters 71-74; 76-79 <ul style="list-style-type: none"> • Chapter 71: Review of the Immune System • Chapter 72: Childhood Immunization • Chapter 73: Immunosuppressants • Chapter 74: Antihistamines • Chapter 76: Glucocorticoids in Nonendocrine Disorders • Chapter 77: Drug Therapy for Rheumatoid Arthritis • Chapter 78: Drug Therapy for Gout • Chapter 79: Drugs Affecting Calcium Levels and Bone Mineralization
Week 8: Complementary, Nutrition, Anti-parasitic Drugs	85-87, 102-105 <ul style="list-style-type: none"> • Chapter 85: Vitamins • Chapter 86: Drugs for Weight Loss • Chapter 87: Complementary and Alternative Therapy • Chapter 102: Anthelmintics • Chapter 103: Antiprotozoal Drugs I: Antimalarial Agents • Chapter 104: Antiprotozoal Drugs II: Miscellaneous Agents • Chapter 105: Ectoparasiticides

NRS 32010: Pharmacology Curriculum (Revised Course)

Week 1: Central Nervous System Drugs	Chapters 23-28 <ul style="list-style-type: none"> • Chapter 23: Introduction to Central Nervous System Pharmacology • Chapter 24: Drugs for Parkinson Disease • Chapter 25: Drugs for Alzheimer Disease • Chapter 26: Drugs for Multiple Sclerosis • Chapter 27: Drugs for Seizure Disorders • Chapter 28: Drugs for Muscle Spasm and Spasticity
Week 2: Psychiatric & Mental Health Drugs	Chapters 34-43 <ul style="list-style-type: none"> • Chapter 34: Antipsychotic Agents and Their Use in Schizophrenia • Chapter 35: Antidepressants • Chapter 36: Drugs for Bipolar Disorder • Chapter 37: Sedative-Hypnotic Drugs • Chapter 38: Management of Anxiety Disorders • Chapter 39: Central Nervous System Stimulants and Attention-Deficit/Hyperactivity Disorder • Chapter 40: Substance Use Disorders I: Basic Considerations • Chapter 41: Substance Use Disorders II: Alcohol • Chapter 42: Substance Use Disorders III: Nicotine • Chapter 43: Substance Use Disorders IV: Major Drugs of Abuse Other Than Alcohol and Nicotine
Week 3: Diuretic & Cardiovascular Drugs	Chapters 44-51 <ul style="list-style-type: none"> • Chapter 44: Diuretics

	<ul style="list-style-type: none"> • Chapter 45: Agents Affecting the Volume and Ion Content of Body Fluids • Chapter 46: Review of Hemodynamics • Chapter 47: Drugs Acting on the Renin-Angiotensin-Aldosterone System • Chapter 48: Calcium Channel Blockers • Chapter 49: Vasodilators • Chapter 50: Drugs for Hypertension • Chapter 51: Drugs for Heart Failure
Week 4: Cardiovascular Drugs	Chapters 52-56 <ul style="list-style-type: none"> • Chapter 52: Antidysrhythmic Drugs • Chapter 53: Drugs That Help Normalize Cholesterol and Triglyceride Levels • Chapter 54: Drugs for Angina Pectoris • Chapter 55: Anticoagulant: Antiplatelet: and Thrombolytic Drugs • Chapter 56: Management of ST-Elevation Myocardial Infarction
Week 5: Endocrine & Reproductive Health	Chapters 62-70 <ul style="list-style-type: none"> • Chapter 62: Drugs Related to Hypothalamic and Pituitary Function • Chapter 63: Drugs for Disorders of the Adrenal Cortex • Chapter 64: Estrogens and Progestins: Basic Pharmacology and Noncontraceptive Applications • Chapter 65: Birth Control • Chapter 66: Drug Therapy for Infertility • Chapter 67: Drugs That Affect Uterine Function • Chapter 68: Androgens • Chapter 69: Drugs for Erectile Dysfunction and Benign Prostatic Hyperplasia • Chapter 70: Transgender Health
Week 6: Respiratory, Gastrointestinal, and Introduction to Infectious Disease Drugs	Chapters 80-84 & 88-90 <ul style="list-style-type: none"> • Chapter 80: Drugs for Asthma and Chronic Obstructive Pulmonary Disease • Chapter 81: Drugs for Allergic Rhinitis: Cough: and Colds • Chapter 82: Drugs for Peptic Ulcer Disease • Chapter 83: Laxatives • Chapter 84: Other Gastrointestinal Drugs • Chapter 88: Basic Principles of Antimicrobial Therapy • Chapter 89: Drugs That Weaken the Bacterial Cell Wall I: Penicillins
Week 7: Infectious Disease Drugs	Chapters 91-101 <ul style="list-style-type: none"> • Chapter 91: Bacteriostatic Inhibitors of Protein Synthesis: Tetracyclines: Macrolides: and Others • Chapter 92: Aminoglycosides: Bactericidal Inhibitors of Protein Synthesis • Chapter 93: Sulfonamide Antibiotics and Trimethoprim • Chapter 94: Drug Therapy for Urinary Tract Infections

	<ul style="list-style-type: none"> • Chapter 95: Antimycobacterial Agents: Drugs for Tuberculosis • Chapter 96: Miscellaneous Antibacterial Drugs: Fluoroquinolones: Metronidazole: Daptomycin: Rifampin: Rifaximin: and Fidaxomicin • Chapter 97: Antifungal Agents • Chapter 98: Antiviral Agents I: Drugs for Non-HIV Viral Infections • Chapter 99: Antiviral Agents II: Drugs for HIV Infection and Related Opportunistic Infections • Chapter 100: Drug Therapy for Sexually Transmitted Infections • Chapter 101: Antiseptics and Disinfectants
Week 8: Cancer & HEENT Drugs, Toxicology, & Drug Therapy Across the Lifespan	<p>Chapters 11-13 & 106-113</p> <ul style="list-style-type: none"> • Chapter 11: Drug Therapy During Pregnancy and Breastfeeding • Chapter 12: Drug Therapy in Pediatric Patients • Chapter 13: Drug Therapy in Older Adults • Chapter 106: Basic Principles of Cancer Treatment • Chapter 107: Anticancer Drugs I: Cytotoxic Agents • Chapter 108: Anticancer Drugs II: Hormonal Agents: Targeted Drugs: and Other Noncytotoxic Anticancer Drugs • Chapter 109: Drugs for Eye Conditions and Diseases • Chapter 110: Drugs for Skin Conditions • Chapter 111: Drugs for Ear Conditions • Chapter 112: Management of Poisoning • Chapter 113: Potential Weapons of Biologic: Radiologic: and Chemical Terrorism

Current Capstone Curriculum	Proposed Capstone Curriculum
<p>NRS 49100: Capstone (6 credit hours)</p> <p>Method of Instruction: Online instruction; 120 clinical hours</p> <p>Instructor(s): Dr. Samantha Young, Dr. Megan Kelly</p> <p>Current Curriculum:</p> <ul style="list-style-type: none"> • RN Comprehensive Practice A • RN Comprehensive Practice B • RN Comprehensive 1 & 2: 180 questions / 180 minutes • RN Fundamentals Practice A • RN Fundamentals Practice B • RN Fundamentals 70 questions / 70 minutes • RN Community Health Practice A 	<p>NRS 49100: Capstone (4 credit hours)</p> <p>Method of Instruction: On Campus 6 hours per week; 120 clinical hours</p> <p>Instructor(s): Dr. Samantha Young, Dr. Megan Kelly</p> <p>Proposed Curriculum:</p> <p><i>*Practice exams will be completed in the course associated with the content area instead of during capstone</i></p> <ul style="list-style-type: none"> • RN Comprehensive 1 & 2: 180 questions / 180 minutes • RN Fundamentals 70 questions / 70 minutes • RN Community Health 60 questions / 60 minutes

<ul style="list-style-type: none"> • RN Community Health Practice B • RN Community Health 60 questions / 60 minutes • RN Leadership Practice A • RN Leadership Practice B • RN Leadership 70 questions / 70 minutes • RN Maternal Newborn Practice A • RN Maternal Newborn Practice B • RN Maternal Newborn 70 questions / 70 minutes • RN Pediatrics Practice A • RN Pediatrics Practice B • RN Pediatrics 70 questions / 70 minutes • RN Mental Health Practice A • RN Mental Health Practice B • RN Mental Health 70 questions / 70 minutes • RN Medical-Surgical Practice A • RN Medical-Surgical Practice B • RN Medical-Surgical 70 questions / 70 minutes • RN Nutrition Practice A • RN Nutrition Practice B • RN Nutrition 70 questions / 70 minutes • RN Pharmacology Practice A • RN Pharmacology Practice B • RN Pharmacology 70 questions / 70 minutes • Critical Thinking Exit 40 questions / 40 minutes • Critical Thinking Entrance 40 questions / 40 minutes • RN Dosage 35 questions / 90 minutes 	<ul style="list-style-type: none"> • RN Leadership 70 questions / 70 minutes • RN Maternal Newborn 70 questions / 70 minutes • RN Pediatrics 70 questions / 70 minutes • RN Mental Health 70 questions / 70 minutes • RN Medical-Surgical 70 questions / 70 minutes • RN Nutrition 70 questions / 70 minutes • RN Pharmacology 70 questions / 70 minutes • Critical Thinking Exit 40 questions / 40 minutes • Critical Thinking Entrance 40 questions / 40 minutes • RN Dosage 35 questions / 90 minutes • 3 Day Live NCLEX Review • In class NCLEX preparation
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Appendix A: Online Faculty Meeting Minutes

April 9^h, 2025, at 4:00 PM CT/ 2:00 PM AZ

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Participants: A & S Faculty in addition to critical stakeholders.

**Attendance:** Brianne Fulton-Miller, Jordan Smith, Steve Foulke, Kevin Maret, Murle Mordy, Robert Fletcher, Patricia Marsh, Callie Ballenger, Diann Dewitt, Andrew Potter, Abigail Geiger, Alaia Galiana, Amanda Fields, Andrew Wright, Dan Thomas, Cynthia Lancaster, Karen Bryson, Rebekah Watkins, Andy Hazucha, Gayani Balasuriya, George Ackerman, Hayley Smith, Janice Koenig, Jency Wilson, Jeff Thomas, Kay Magee, Kevin Hickman, Lauren Curtright, Lana Fretz-Mason, Marjorie Swann, Megan Kelley, Paul Ginsburg, Ruth Burkhart, Rick Hutchison, Sam Potter, Samantha Young, Shannon Dyer, Steven Boese, Susan Salahshor, Summer Snowden, Xiaobin Zou, Yana Dashevsky, Karen Ohnesorge.

\*Information unrelated to nursing redacted from these minutes\*

### g. Nursing

- a. *BSN Pre-Licensure Changes* – Dr. Samantha Young (BSN Program Director) provided information on the need to include Introduction to Pharmacology as a pre-requisite to the pre-licensure program for Nursing including an update to the sequencing of the program to ensure student comprehension was maximized. Course changes to the Pharmacology course, and the Capstone Courses were presented. Pre-requisite was added for Adult Health 1.
- b. The changes to the BSN-Pre-licensure degree passed without abstention or opposition.
- c. *Pre-requisite* changes for the BSN-Prelicensure program were provided by Dr. Samantha Young.

The Pre-requisite changes passed.

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

**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.*



August 6, 2025

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

Dear Ms. Martin,

Please find this letter of rationale for the Major Curriculum Change for Highland Community College's LPN program. We are asking for three changes, which I will review one by one.

1. Reduce NUR 126 (Foundations Clinical) from 2 credit hours to 1 credit hour. The faculty feel that one credit hour is more than sufficient to accomplish what they need for the Foundations Clinical course.
2. Add one credit hour to the NUR 103 (PN Success) to make it a two-credit-hour course. Currently, the faculty recognizes some deficiencies that may be attributed to higher attrition in the first semester. Because we also spend time reviewing test success for the NCLEX in this class, we feel that it would be beneficial to have more time for medical terminology review and anatomical landmark review and move the NCLEX test success to another course.
3. Add a 1-credit hour Concept Synthesis course to the last semester of the LPN program beginning in the Spring of 2026. Again, the NCLEX pass rate has been 100% for the previous 2 years, and we know that all testers have tested this year and were all successful, but the attrition rate is high, and we feel that the structure currently in place could be the reason for it.

Thank you for considering this request and the Major Curriculum Change.

Sincerely,

*Patty Palmietto, DNP, MSN, RN*

Patty Palmietto, DNP, MSN, RN

Director of Nursing

Highland Community College Nursing Programs

Members of the Kansas State Board of Nursing,

As a faculty member of Highland Community College's LPN program, I fully support the attached proposed curriculum changes. These were designed and considered to further enhance our nursing students' academic experience and clinical readiness, while also better aligning our program with workforce demands and best practices in nursing education.

The following modifications would reflect updates that aim to optimize our student learning outcomes, support student success in licensure, and meet the demands of our rural healthcare.

1. Reduction in Foundations:
  - a. The Foundations of Nursing clinical course offers an initial clinical experience where students primarily focus on building upon current knowledge gained from their CNA. Reducing this credit hour more accurately reflects the scope and instructional demands of this experience while maintaining the essentials needed for our program's learning outcomes.
2. Increase PN Success Course:
  - a. The PN Success course will be increased by one credit hour to allow expanded instruction time in critical areas for success within the program. This course introduces students to the expectations of nursing education, time management, test-taking strategies, scope of practice, and the legal and ethical foundations outlined within the KS Nurse Practice Act. This additional time will better prepare students for their transition into professional-level coursework.
3. Additional Concept Synthesis Course:
  - a. Adding a Concept Synthesis course to our LPN curriculum will help improve student confidence and competence before graduation and NCLEX testing. This course will focus on helping students analyze NCLEX-style questions, develop effective strategies for high-stakes testing, and review the essential content before licensure, ensuring no gaps in curriculum and practice.

I believe the above changes will enhance the program's overall structure, allow for more accurate allocation of instructional hours, and reflect our commitment to quality nursing education within our student-centered program.

Thank you for your time and consideration,

Erin Winger, MSN-Ed, RN  
Highland Community College  
Nursing Faculty



August 7, 2025

Kansas State Board of Nursing,

I am aware of the major curriculum changes we are requesting for the Spring 2026 semester for the Highland Community College Technical Center. I understand that we will be adding hours to the NUR 103 course to better prepare our students for the PN nursing program. Hopefully this change will allow us better retention of students and give students a realistic plan for succeeding in our program. We also want to add a Concept Synthesis course to the PN program for better preparation for the NLCEX-PN test. We will be reducing Foundations Clinical from 2 credit hours to 1 credit hour to accommodate these changes. I am in support of these changes to better serve our student population and prepare them to be competent new graduate nurses. I understand that this will add time to our nursing program. I agree that these changes are to improve our program and will better prepare our graduates. I am willing to put in the work to make these changes happen for the program and our students.

Thank you,

Amy Hall

MSN-Ed, RN

Nursing Instructor

Highland Community College

August 7, 2025

KSBN  
900 Jackson Street  
Topeka, KS 66612

Dear KSBN Board Members,

The members of the nursing faculty at Highland Community College have been actively involved in proposed curriculum changes for the LPN program.

I support these changes as outlined below.

Increasing PN success from one credit to two credits will allow for a more robust presentation of the skills needed for the PN student to succeed in their courses. This enhanced course will assist our diverse student population in successfully attaining their LPN goal.

The addition of the concept synthesis course is critical for the developing nursing student. This course will develop those thinking skills that move beyond recall of facts to applying knowledge in those complex clinical situations. This course will also help the student combine the knowledge of separate courses to enhance their performance on the NCLEX\_PN exam.

Sincerely,

Julie Martinez MSN, RN

*Faculty*  
Highland Community College

Jenna Penning, BSN, RN

HCC Nursing Instructor

1501 W. Riley St.

Atchison, KS 66002

785-442-6215

Kansas State Board of Nursing

900 SW Jackson St. #1051

Topeka, KS 66612

To Whom It May Concern:

I am writing to demonstrate my support for necessary changes toward progress in our Practical Nursing program. For the time that I have been a part of the Highland Community College Nursing program, it has not functioned well for instructors or for students. Removing a credit hour from the clinical course will help make our NUR 106 course and NUR 126 course flow better together. We have been unnecessarily putting more time and effort into that course for years and it would be great to adjust this issue. Adding time to our current PN success course will help our students be successful throughout the program. It has become increasingly difficult to help students understand how to test and how to succeed while in the nursing program. The type of student we are seeing has changed significantly in a short time and adjusting to their needs is necessary to maintain our current success. Additionally, creating a course to be used in the second semester will help our students prepare for NCLEX in a better and more structured way.

Thank you for your consideration, I appreciate your time.

Sincerely,

Jenna Penning, BSN, RN

## HIGHLAND COMMUNITY COLLEGE LPN PROGRAM CURRICULUM CHANGE

| Course # | Course Name           | Current Credit Hrs | Proposed Credit Hrs | Current Program Cr | Proposed Program Cr |
|----------|-----------------------|--------------------|---------------------|--------------------|---------------------|
| NUR 103  | PN Success            | 1                  | 2                   |                    |                     |
| NUR 126  | Fdn Clinical          | 2                  | 1                   |                    |                     |
| NUR 1XX  | LPN Concept Synthesis | N/A                | 1                   |                    |                     |
|          |                       |                    |                     | 32                 | 33                  |

### First Semester of PN Program with proposed changes

| Course # | Course Name                    | Credit Hours |
|----------|--------------------------------|--------------|
| NUR 103  | PN Success                     | 2            |
| NUR 106  | Foundations                    | 4            |
| NUR 126  | Foundations Clinical           | 1            |
| NUR 109  | Fund of Pharm                  | 2            |
| NUR 122  | Nursing Care of Adult I        | 5            |
| NUR 127  | Nursing Care of Adult Clinical | 2            |

### Second Semester of PN Program with proposed changes

| Course # | Course Name          | Credit Hours |
|----------|----------------------|--------------|
| NUR 150  | Care of Aging        | 2            |
| NUR 156  | Mental Health        | 2            |
| NUR 157  | Mat/Child            | 2            |
| NUR 168  | Mat/Child            | 1            |
| NUR 159  | Care of Adult II     | 5            |
| NUR 170  | Care of Adult II Cl  | 2            |
| NUR 163  | Leadership           | 2            |
| NUR 1XX  | PN Concept Synthesis | 1            |

**Department:**

Practical Nursing

**Course Description:**

This course provides orientation to the program and promotes student success. Students are introduced to the student role, end-of-program student learning outcomes, college and program resources, learning and learning styles, test taking strategies, use of credible resources, wellness, and self-care strategies.

**Course Competencies:**

Upon completion of the course, the student should be able to:

1. Examine the student role in the PN program.
2. Discuss end-of-program student learning outcomes.
3. Explore resources for students in the PN program.
4. Develop learning strategies unique to student's learning style.
5. Examine various test-taking strategies.
6. Discuss wellness and self-care strategies.
7. Design a self-care and wellness plan to promote success in the program.
8. Evaluate reference materials for credibility as it relates to the role of the student practical nurse.
9. Define and contrast Critical Thinking Measurement Model and Clinical Reasoning.

**Course Content:**

- A. Role of the PN Student
  1. Define the role of the PN student.
  2. Review PN student guidelines and expectations of performance.
  3. Explore grading and progression guidelines.
  4. Discuss End-of-Program Student Learning Outcomes
- B. HCC Student Resources
  1. Discuss HCC library resources.
  2. Explore student services including financial aid and academic counseling and guidance.
  3. Define the role of PN faculty.
- C. Learning Styles
  1. Identify personal learning style.
  2. Explore learning strategies unique to preferred learning style.
  3. Implement appropriate learning strategies.
  4. Design personal learning plan.
- D. Critical Thinking and Clinical Reasoning
  1. Define Critical Thinking Measurement Model
  2. Define Clinical Reasoning
  3. Contrast Critical Thinking Measurement Model and Clinical Reasoning



**Department:**

Practical Nursing

**Course Description:**

This course provides an introduction to the skills required to practice nursing. The theoretical foundation for basic data collection and nursing skills are presented and the student is given an opportunity to demonstrate these skills in a clinical laboratory setting. Students are also given the opportunity to apply the nursing process to client-related situations.

**Course Competencies:**

Upon completion of the course, the student should be able to:

1. Practice assessment techniques on adult clients recognizing expected findings.
2. Apply the nursing process to client care that is based on the physiological, psychosocial, and spiritual needs of clients and acknowledges their uniqueness related to preferences, values, beliefs, and cultural differences.
3. Describe the various roles of members of the inter-professional health care team, including nurse as advocate.
4. Practice using effective verbal and non-verbal communication techniques with educators, peers, and clients.
5. Demonstrate how to safely and securely use client care technology while documenting in an accurate and timely manner.
6. Use current evidence as a basis for nursing practice.
7. Identify education needs of clients based on data.
8. Practice establishing a safe environment for client, self, and others.
9. Identify concerns related to the quality of client care.
10. Demonstrate professional behaviors in academic and client care settings.
11. Practice leadership skills that support the educational process (organization, time management, priority-setting).

**Course Content:**

- A. Documentation Skills Lab: Demonstrate proper documentation techniques that support accurate, thorough, and timely charting, including:
  1. Documentation skills lab/subjective and objective data
  2. Documentation skills lab/narrative charting
  3. Documentation skills lab/flow sheets and trending records
  4. Documentation skills lab/computer information systems and computerized records
- B. Nursing Process: Apply principles of the nursing process to the assessing, planning, implementation, and evaluation of safe client care.
  1. Nursing Process/Assessment
  2. Nursing Process/Planning
  3. Nursing Process/Implementation
  4. Nursing Process/Evaluation

**Department:**

Practical Nursing

**Course Description:**

This course provides a review of the NCLEX-PN blueprint, NEXGEN test items, and test taking strategies over the courses offered in the LPN program

**Course Competencies:**

Upon completion of the course, the student should be able to:

1. Recognize the NCLEX-PN test blueprint.
2. Recognize and explain the NCSBN (National Council of State Boards of Nursing).
3. Explain and understand the Nurse Practice Act from their state board.
4. Create and implement a personal study plan for the NCLEX-PN exam based on identified strengths and weaknesses.
5. Examine various test-taking strategies.
6. Take and be successful on a predictor type of test (ATI, SimClex, Hurst) before the course is finished.

**Course Content:**

- A. Blueprint of the NCLEX-PN Exam
  1. Understand the elements of the blueprint.
  2. Examine the content areas and percentage of that content to the exam.
  3. Examine the subcategories of the blueprint.
- B. NCSBN (National Council of State Boards of Nursing)
  1. Understand the purpose, mission, vision and values.
  2. Show familiarity with the website and how the student will interact with it.
  3. Apply for the NCLEX-PN exam at the end of the semester.
- C. Nurse Practice Act
  1. Explain the purpose, mission, vision and values.
  2. Understand the difference between states and value of the compact license.
  3. Explain the role of the applicable State Board of Nursing's role in licensure.
- D. Personal Study Plan for NCLEX-PN exam
  1. Understand results from practice exams and remediation that will be needed.
  2. Define a timeframe for remediation, study, practice testing after graduation and before sitting for the NCLEX-PN.
  3. Understand the types of study tools and remediation options available.
- E. Test Taking Strategies
  1. Examine various test taking strategies.
  2. Develop a personal plan for practicing NCLEX-style questions.
  3. Understand and explain NEXGEN type questions and unfolding case studies.
  4. Define high stakes testing.
  5. Discuss the implications of high stakes testing.
- F. Predictor Exams

**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: 8/6/2025

Name of Program: Highland Community College LPN-RN ADN

Program Administrator including credentials: Patty Palmietto, DNP, MSN, RN

Parent Institution: Highland Community College

Address of Institution: 1501 W Riley  
Atchison, KS 66002

Level of the Program for which the change is being requested LPN-RN Bridge

Briefly describe the Change being requested: Increase RN Seats by 15 for a fall admission to begin in Fall of 26. Reduce NUR 235 Mental Health from 3 cr hr to 2 cr hr and create a separate course number for 1 cr hr for the Mental Health Clinical. Reduce NUR 230 Advanced Medical Surgical from 6 cr hrs to 4 cr hrs and create a separate course for the 2 hr clinical. Reduce NUR 225 Advanced Assessment from 4 cr hrs to 3 cr hrs. Increase NUR 220 from 1 cr hr to 2 cr hrs (Transitions class). Add a 3 cr hr Advanced Pharmacology course and add a Concept Synthesis course for 1 cr hour. Reduce NUR 250 (Practicum) from 4 cr hrs to 3 cr hrs of clinical. This would be a total add of 3 cr hrs to the program.

**Action Taken**

Education Committee Review \_\_\_\_\_  
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review \_\_\_\_\_  
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

\_\_\_\_\_  
Nursing Education Compliance Officer

\_\_\_\_\_  
Date

## Prelicensure Major Curriculum Change Request

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

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

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

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

**Provide:**

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

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

**Provide:**

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

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

**Provide:**

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

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



August 6, 2025

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

Dear Ms. Martin,

Please find this letter of rationale for the Major Curriculum Change for Highland Community College's LPN-RN Bridge program. We are asking for three changes, which I will review one by one.

1. We currently have 30 seats for Spring admission in the bridge program. While we have always had a wait list, we have noticed a significant increase in applications for the RN Bridge in the last three months. We want to add another 15 seats for fall admission to help alleviate the increased application traffic and to give students who are unsuccessful in the first semester a quicker path to retaking a course. Currently, with one admission, they must wait for the following spring to retake a class.
2. Currently, Mental Health (NUR 235) is a three-credit-hour course (2 credit hours didactic and one credit hour clinical) under one course number. It is possible that with all the scores going under one course number, someone could fail clinical, but it would not show in the overall grade when combined with the didactic. We want to align this course with the other didactic/clinical courses, separate the clinical component, and assign it an individual course number.
3. Advanced Medical Surgical (NUR 230) is like Mental Health as it is a six-credit hour course (4 credit hours didactic and two clinical). We want to proceed with aligning this one the same way, so the clinical component is separate with a different course number.
4. Currently, the Health Assessment course (NUR 225) is four credit hours, and we want to have three credit hours, as the faculty feel they can achieve the outcomes of the course in the three credit hours.
5. The Practicum course (NUR 250) is four credit hours, and the faculty would like to reduce it to 3 credit hours. The 180 hours of clinical time are excessive and result in taking a great deal of the students' time away from other studies and family time. We feel reducing it to 135 hours is still a great deal of clinical time for the students in their final semester, in addition to their other clinical time. It also helps students succeed in their studies and gives them more personal time.

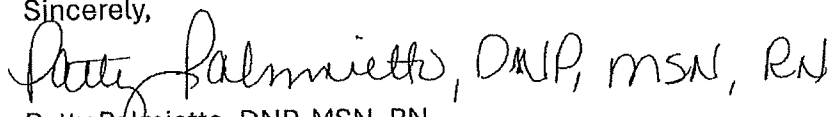


6. The transitions course is currently one credit hour, and we would like to move it to 2 credit hours to give more time and role identity instruction for the bridge students. Both clinical facilities and clinical adjuncts have voiced concern that they may not understand this new role and all that is involved.
7. The faculty feels that adding an Advanced Pharmacology course for three credit hours would be beneficial for the students. Right now, pharmacology is taught in other classes, and they are learning the material together. While NCLEX scores are in the 90s, the number of students who are unsuccessful in the first term is high, and this is one of the areas that the faculty feel could be the reason. A quick assessment showed that the Advanced Med Surg class, where much of Pharmacology was taught, was the highest contributor to the failure of the first semester students. This pharmacology course will be done in the first semester.
8. Because NCLEX test taking was covered in many classes, including leadership, we would like to keep the courses to their outcomes and add a Concept Synthesis course for one credit hour in the final semester of the bridge program to dedicate time for the review of prior classes. This course will be taught in the final semester.

These changes will result in a total increase in program hours of 3 credit hours. The two new classes will not require clinical placement.

Thank you for considering this request and the Major Curriculum Change.

Sincerely,

A handwritten signature in black ink, appearing to read "Patty Palmietto", followed by the text "DNP, MSN, RN".

Patty Palmietto, DNP, MSN, RN

Director of Nursing

Highland Community College Nursing Programs

Members of the Kansas State Board of Nursing,

As a faculty member of Highland Community College's Associate Degree in Nursing LPN to RN Bridge program, I fully support the attached proposed curriculum changes. These were designed and considered to further enhance our nursing students' academic experience and clinical readiness, while also better aligning our program with workforce demands and best practices in nursing education.

The following modifications would reflect updates that aim to optimize our student learning outcomes, support student success in licensure, and meet the demands of our rural healthcare.

1. Increase program capacity:
  - a. Adding a secondary fall cohort of fifteen students in addition to our current 30-student Spring cohort would increase access to nursing education and directly impact workforce shortages seen across our region.
2. Mental Health Course Restructuring
  - a. Reducing our mental health course by one credit hour and creating a separate course number for its clinical component allows for a clear differentiation between didactic and clinical performance, enhancing grade transparency and the ability to track true clinical competency
3. Advanced Med-Surg Nursing Restructuring:
  - a. Reducing the credit hours for the Adv Med/Surg course and establishing a separate course number for its clinical component aids in improving clarity in student progression, grade transparency, clinical competency, and supports a more individualized evaluation in the clinical setting.
4. Advanced Health Assessment Restructuring:
  - a. Reducing this course by one credit hour reflects the advanced learning of our LPN bridge students. This ensures efficiency in building on current knowledge without compromising essential competencies.
5. LPN to RN Transitions Restructuring:
  - a. Increasing this course by one credit hour allows a deeper focus on professional role identity, delegation, prioritization, and skills necessary for a proper LPN to RN transition of practice and responsibilities associated with the degree path.
6. Addition of Advanced Pharmacology Course:
  - a. Adding a dedicated Advanced Pharmacology course offers students pertinent pharmacological concepts they often struggle with. A stand-alone course that provides focused time to strengthen understanding, medication safety, reduction of errors, and application to patient care is much needed for the bridge program.
7. Addition of Concept Synthesis Course:
  - a. By introducing a Concept Synthese course, students will be more prepared for high-stakes testing, the NCLEX, upon graduation. This additional course

will strengthen and ensure mastery of NCLEX-style questions and help close gaps between curriculum and licensure exam performance.

These proposed changes have been thoughtfully considered based on student feedback, NCLEX performance trends, and my own faculty input within the classroom. Furthermore, these changes allow proper adjustments to better align course credit hours with actual instructional needs and professional readiness for our graduates.

Thank you for your time and consideration,

Erin Winger, MSN-Ed, RN  
Highland Community College  
Nursing Faculty

August 7, 2025

Kansas State Board of Nursing,

I am aware of the major curriculum change request we are submitting for Highland Community College Technical Center's LPN-RN nursing program. I am in support of adding seats to begin in the Fall 2026 semester. I understand the credit hours changing with Mental Health and Mental Health Clinical, Advanced Medical Surgical course & clinical, as well as Advance Pharmacology course. I understand and support adding the Concept Synthesis course to better prepare our students for the NCLEX-RN. I know this will add credit hours to the program. I believe that these changes will better support our students' learning and improve their comprehension. Increasing the credit hours to the Transitions course will better prepare students and give a realistic plan for them to be successful in the program. I believe these changes can help improve retention rates and NCLEX-RN pass rates for our student population. I am willing to put in the work to help successfully implement these changes for the betterment of our students and the program.

Thank you,

Amy Hall

MSN-Ed, RN

Highland Community College Technical Center

August 7, 2025

KSBN  
900 Jackson Street  
Topeka, KS 66612

Dear KSBN Board Members,

The members of the nursing faculty at Highland Community College have been actively involved in proposed curriculum changes for the LPN-RN program.

I support these changes as outlined below.

- Increasing RN seats will assist with the rural nursing shortage.
- Reducing NUR 235 from 3 credits to 2 credits while creating a separate clinical course will provide instructional and assessment clarity for both faculty and students.
- NUR 230 Advanced Medical Surgical reduction to 4 credits for the didactic course while creating a separate clinical course will also provide instructional and assessment clarity for faculty and students.
- The transition from LPN to RN is a substantial transition. Increasing NUR 220 from one credit to 2 credits will assist both the novice and experienced LPN in a successful role change.
- The addition of Advanced Pharmacology will assist the student in obtaining needed knowledge of medication and enhance overall patient safety.
- The concept synthesis course will bring together knowledge from a variety of areas to prepare for the NCLEX-RN exam.

Sincerely,

Julie Martinez MSN, RN

*Nursing Faculty*  
Highland Community College

Jenna Penning, BSN, RN

HCC Nursing Instructor

1501 W. Riley St.

Atchison, KS 66002

785-442-6215

Kansas State Board of Nursing

900 SW Jackson St. #1051

Topeka, KS 66612

To Whom It May Concern:

I am writing to demonstrate my support for necessary changes for progress in our LPN-RN Bridge program. For the time that I have been a part of the Highland Community College Nursing Program, there has been much confusion over the use of 1 course number which combines two courses. It makes the grades difficult to calculate and also a problem in relation to a student grade appeal. This will help make this program much easier to keep track of for the instructors and students.

I am also writing in support of the addition of an Advanced Pharmacology course and increasing seat numbers. Adding an advanced pharmacology course would help bridge a gap that our students have seen for years now and help them in preparing for their NCLEX. As far as seat numbers are concerned, we have many times had a large number of students looking to complete the bridge program each year. We have had to turn those students away sometimes as we are not able to take them all. Increasing numbers of students will benefit the student as well as helping the program.

Thank you for your consideration, I appreciate your time.

Sincerely,

Jenna Penning, BSN, RN



# HIGHLAND COMMUNITY COLLEGE LPN-RN BRIDGE PROGRAM CHANGE

| Course # | Course Name           | Current Credit Hrs    | Proposed Credit Hrs | Current Program Cr | Proposed Program Cr |
|----------|-----------------------|-----------------------|---------------------|--------------------|---------------------|
| NUR 220  | LPN-RN Transitions    | 1                     | 2                   |                    |                     |
| NUR 225  | Health Assessment     | 4                     | 3                   |                    |                     |
| NUR 2XX  | Advanced Pharmacology | N/A                   | 3                   |                    |                     |
| NUR 2XX  | RN Concept Synthesis  | N/A                   | 1                   |                    |                     |
| NUR 230  | Advanced Med Surg     | 6 (includes clinical) | 4                   |                    |                     |
| Nur 2XX  | Advanced Med Surg Cl  | Included in Nur 230   | 2                   |                    |                     |
| NUR 235  | Mental Health         | 3 (includes clinical) | 2                   |                    |                     |
| NUR 2XX  | Mental Health CL      | Included in NUR 235   | 1                   |                    |                     |
| NUR 250  | Practicum Clinical    | 4                     | 3                   |                    |                     |
|          |                       |                       |                     | 22                 | 25                  |

## First Semester of LPN-RN Program with proposed changes

| Course # | Course Name                        | Credit Hours |
|----------|------------------------------------|--------------|
| NUR 220  | LPN-RN Transitions                 | 2            |
| NUR 225  | Health Assessment                  | 3            |
| NUR 230  | Advanced Medical Surgical          | 4            |
| NUR 2XX  | Advanced Medical Surgical Clinical | 2            |
| NUR 2XX  | Advanced Pharmacology              | 3            |

## Second Semester of LPN-RN Program with proposed changes

| Course # | Course Name            | Credit Hours |
|----------|------------------------|--------------|
| NUR 235  | Mental Health          | 2            |
| NUR 2XX  | Mental Health Clinical | 1            |
| NUR 240  | Leadership             | 2            |
| NUR 250  | Practicum Clinical     | 3            |
| NUR 245  | Maternal/Child         | 2            |
| NUR 2XX  | RN Concept Synthesis   | 1            |

**Department:**

Nursing: LPN to RN Completion Program

**Course Description:**

This course provides a review of the NCLEX-RN blueprint, NEXGEN test items, and test taking strategies over the courses offered in the LPN-RN program

**Course Competencies:**

Upon completion of the course, the student should be able to:

1. Recognize the NCLEX-RN test blueprint.
2. Recognize and explain the NCSBN (National Council of State Boards of Nursing).
3. Explain and understand the Nurse Practice Act from their state board.
4. Create and implement a personal study plan for the NCLEX-RN exam based on identified strengths and weaknesses.
5. Examine various test-taking strategies.
6. Take and be successful on a predictor type of test (ATI, SimClex, Hurst) before the course is finished.

**Course Content:**

- A. Blueprint of the NCLEX-PN Exam
  1. Understand the elements of the blueprint.
  2. Examine the content areas and percentage of that content to the exam.
  3. Examine the subcategories of the blueprint.
- B. NCSBN (National Council of State Boards of Nursing)
  1. Understand the purpose, mission, vision and values.
  2. Show familiarity with the website and how the student will interact with it.
  3. Apply for the NCLEX-RN exam at the end of the semester.
- C. Nurse Practice Act
  1. Explain the purpose, mission, vision and values.
  2. Understand the difference between states and value of the compact license.
  3. Explain the role of the applicable State Board of Nursing's role in licensure.
- D. Personal Study Plan for NCLEX-RN exam
  1. Understand results from practice exams and remediation that will be needed.
  2. Define a timeframe for remediation, study, practice testing after graduation and before sitting for the NCLEX-RN.
  3. Understand the types of study tools and remediation options available.
- E. Test Taking Strategies
  1. Examine various test taking strategies.
  2. Develop a personal plan for practicing NCLEX-style questions.
  3. Understand and explain NEXGEN type questions and unfolding case studies.
  4. Define high stakes testing.
  5. Discuss the implications of high stakes testing.
- F. Predictor Exams

**Department:**

Nursing: LPN to RN Completion Program

**Course Description:**

This course will focus on therapeutic pharmacological methods and evidence-based practice used in patient care both in the acute and maintenance plan of the patient. Correct administration, dosage calculation, dosage verification and documentation will be emphasized. Differences between the LPN and the RN practice regarding administration, calculation, and routes (i.e. IV push) will also be discussed based on the applicable nurse practice act. Safe and ethical care, nursing process and QSEN will be topics of the class as well.

**Course Competencies:**

Upon completion of the course, the student should be able to:

1. Apply evidence-based knowledge regarding standard drugs for specific health complexities.
2. Demonstrate proper medication administration based on a physician order, via proper route and administration device.
3. Demonstrate the ability to pass a dosage calculation exam by 100% on various types of medication problems including IV medication, enteral and parenteral methods. .
4. Integrate knowledge of pharmacology, pathophysiology, nutrition, and established evidence-based practices when caring for adult clients.
5. Demonstrate knowledge of patient and caregiver education on pharmaceutical changes and new medications when given.
6. Analyze potential medication adverse interactions and identify the precautions and remedies that would ensure patient safety and efficacy.
7. Demonstrate knowledge of information and sources for information to remain current with pharmacological concepts.
8. Demonstrate the ability to administer medications using the rights of medication administration and properly documenting these items.

8/12/2025

To whom it may concern

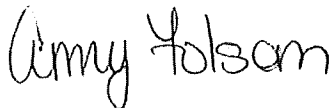
This letter is a statement of support from Amberwell Health Atchison for the expansion of Highland Community College's nursing program, specifically the proposal to accommodate an additional cohort of 15 Registered Nursing (RN) students.

As you know, the nursing profession is experiencing increasing demands, especially in rural communities such as Atchison. Highland Community College's nursing program has shown a commitment to producing high-quality nursing graduates, who go on to serve their communities and increase the pool of qualified nurses in this area. Amberwell, like other critical access hospitals, continues to experience shortages in our nursing departments. The expansion of this program would be a positive step in addressing the need for registered nurses in our rural area.

Amberwell Health Atchison is dedicated to the well-being of Atchison and its surrounding communities and recognizes the important role that nursing plays in providing quality healthcare services. Amberwell Health currently partners with Highland Community College to provide facilities and an instructor for clinical experiences and will continue to work with Highland to provide clinical experiences to students in all the LPN and RN programs.

We anticipate that this expansion will have a positive impact on critical access and other hospitals in this area.

Sincerely,



**Amy Folsom BSN, RN**

Executive Director of Patient Care Services

*Amberwell Atchison*

Phone: 913-360-5314

Fax: 913-674-2025

[afolsom@amberwellhealth.org](mailto:afolsom@amberwellhealth.org)

800 Raven Hill Drive

Atchison, KS 66002

[amberwellhealth.org](http://amberwellhealth.org)



*Thank you for choosing Amberwell!*

Dr. Palmietto,

Mosaic is excited to learn that HCC is increasing in enrollment. We have enjoyed our partnership with Highland and look forward to hosting more students in the future.

It is our sincere hope that the students have a wonderful experience with Mosaic and come to work with us in the future.

Thank You,

Laura Palmer MS, CTRS

Student Clinical Coordinator



August 13, 2025

To Whom It May Concern:

On behalf of Dooley Center, I am writing to express our support for the proposed expansion of the LPN to RN Bridge program at Highland Community College.

Dooley Center has been a proud partner in providing clinical experiences for the LPN to RN Bridge students, and we are committed to continuing to offer placement opportunities for both current and future students. We believe that expanding the program will help address the growing demand for highly qualified registered nurses in our community and beyond.

We fully support this expansion and are confident that, together, we can provide the necessary clinical learning opportunities for the additional students.

Sincerely,

Stacey Handke, RN

Director of Nursing -- Dooley Center]



| Care of Adults 1    | 19-Sep | 25-Sep                      | 26-Sep | 2-Oct | 3-Oct | 9-Oct | Total |  | 22-Aug   | 10-Oct | 16-Oct | 17-Oct    | 23-Oct |
|---------------------|--------|-----------------------------|--------|-------|-------|-------|-------|--|----------|--------|--------|-----------|--------|
| Alexis Mullins      | D      | ML                          | ML     | D     | ML    |       | 5     |  | CI St/MC |        | H      | MC        | H      |
| Amarya Edie         |        | D                           | ML     | ML    | D     | ML    | 5     |  | CI St/MC | MC     | H      | H         | MC     |
| Caidence Brune      |        | ML                          | ML     | ML    | D     | ML    | 5     |  | CI St/MC |        |        | MC        | A      |
| Dominic Rogers      | D      | ML                          | ML     | ML    | ML    |       | 5     |  | CI St/MC | H      |        | MC        | MC     |
| George Thummel      |        |                             |        |       |       |       |       |  | CI St/MC | MC     | MC     | A         | H      |
| Hailee Welch        | D      | ML                          | ML     |       | ML    | ML    | 5     |  | CI St/MC | MC     | MC     | H         | A      |
| Hayden George       |        | ML                          | ML     | ML    | D     | ML    | 5     |  | CI St/MC | MC     | A      | H         | MC     |
| Jasmine Penney      |        | ML                          | D      | ML    | ML    | ML    | 5     |  | CI St/MC | MC     | MC     | MC        | H      |
| Leah Kesler         |        | ML                          | ML     | ML    | D     | ML    | 5     |  | CI St/MC | MC     | MC     | MC        | A      |
| Lillian Beagle      |        | ML                          | D      | ML    | D     | ML    | 5     |  | CI St/MC |        | A      | MC        | MC     |
| Madelyn Julo        |        | ML                          | D      | ML    | ML    | ML    | 5     |  | CI St/MC | MC     | A      | H         | MC     |
| Mariah Shafer       |        | D                           | ML     | ML    | ML    | ML    | 5     |  | CI St/MC | A      | MC     | A         | H      |
| Paige Smith         |        | D                           | D      | ML    | ML    | ML    | 5     |  | CI St/MC |        | MC     |           | A      |
| Randi Detweiler     |        | D                           | ML     | D     | ML    | ML    | 5     |  | CI St/MC | H      | MC     | MC        | MC     |
| Siddeequah Abdullah |        | D                           | ML     | ML    | ML    | ML    | 5     |  | CI St/MC | MC     | MC     | A         | MC     |
| Sterling Harris     |        | ML                          | ML     | D     | ML    | ML    | 5     |  | CI St/MC | MC     | H      | MC        | MC     |
| Makyah Boldridge    | D      | ML                          |        | ML    | ML    | D     | 5     |  | CI St/MC | MC     |        |           |        |
| Abby Kallam         |        | ML                          | D      | D     | ML    | ML    | 5     |  | CI St/MC | A      | MC     |           |        |
| Kari Sherer         |        | ML                          | ML     | ML    | ML    | D     | 5     |  | CI St/MC | H      | A      |           | MC     |
| Emma Handke         |        | ML                          | ML     | ML    | ML    | D     | 5     |  | CI St/MC | A      | MC     | MC        |        |
| Jennifer Hudgens    |        | ML                          | ML     | D     | ML    | ML    | 5     |  | CI St/MC | A      |        |           | MC     |
| Rebecca Cain        | D      | ML                          | ML     | ML    | ML    |       | 5     |  | CI St/MC | H      | H      | MC        |        |
| Jenna               | D=5    | D=5                         | D=5    | D=5   | D=5   | D=3   |       |  |          | H=4    | H=4    | H=4       | H=4    |
| Amy                 | ML=0   | ML=8                        | ML=8   | ML=8  | ML=8  | ML=8  |       |  |          | A=4    | A=4    | A=3       | A=4    |
| Erin                | ML=0   | ML=8                        | ML=7   | ML=7  | ML=8  | ML=7  |       |  |          | MC=10  | MC=10  | MC=10     | MC=10  |
|                     |        | ML= Medical Lodge D= Dooley |        |       |       |       |       |  |          |        |        | MC=Mosaic |        |

| 24-Oct                      | 30-Oct | 31-Oct | 6-Nov | 7-Nov | 13-Nov | 14-Nov | 20-Nov | 21-Nov | Total |
|-----------------------------|--------|--------|-------|-------|--------|--------|--------|--------|-------|
|                             |        |        |       |       |        |        |        |        |       |
| MC                          | MC     | A      | MC    | MC    |        | MC     |        |        | 10    |
| A                           | MC     | MC     | MC    | MC    |        |        |        |        | 10    |
| H                           |        | A      | MC    | MC    |        | MC     | MC     | MC     | 10    |
| A                           | MC     | MC     | MC    | MC    |        |        | MC     |        | 10    |
| H                           | MC     | MC     | MC    |       |        |        |        | MC     | 10    |
| MC                          | MC     |        | A     | MC    |        |        |        | MC     | 10    |
| MC                          | MC     | H      | MC    | MC    |        |        |        |        | 10    |
| A                           | MC     | A      | MC    | MC    |        |        |        |        | 10    |
| MC                          | H      | MC     | A     |       | MC     |        |        |        | 10    |
| MC                          | H      | MC     | A     |       | MC     | MC     |        |        | 10    |
| MC                          | MC     | A      | MC    |       | MC     |        |        |        | 10    |
|                             | MC     | MC     |       | MC    | MC     | MC     |        |        | 10    |
| MC                          | A      | H      |       | MC    | MC     | MC     | MC     |        | 10    |
| MC                          | A      |        | A     |       |        | MC     | MC     |        | 10    |
| H                           | A      |        | MC    |       | MC     | MC     |        |        | 10    |
| MC                          | A      | MC     |       | A     |        | MC     |        |        | 10    |
| MC                          | H      | H      | MC    | A     | MC     |        | MC     | MC     | 10    |
| H                           | MC     | H      |       | MC    | MC     |        | MC     | MC     | 10    |
|                             |        | MC     | H     | A     | MC     |        | MC     | MC     | 10    |
|                             | H      | MC     | H     |       | MC     |        | MC     | MC     | 10    |
| A                           | H      | H      | H     |       |        | MC     | MC     | MC     | 10    |
|                             |        | MC     | H     | A     |        | MC     | MC     | MC     | 10    |
|                             |        |        |       |       |        |        |        |        |       |
| H=5                         | H=5    | H=5    | H=4   | H=0   | H=0    | H=0    | H=0    | H=0    |       |
| A=4                         | A=4    | A=4    | A=4   | A=4   | A=0    | A=0    | A=0    | A=0    |       |
| MC=10                       | MC=10  | MC=10  | MC=10 | MC=10 | MC=10  | MC=10  | MC=10  | MC=9   |       |
| c, Amb=Amberwell, H= Holton |        |        |       |       |        |        |        |        |       |

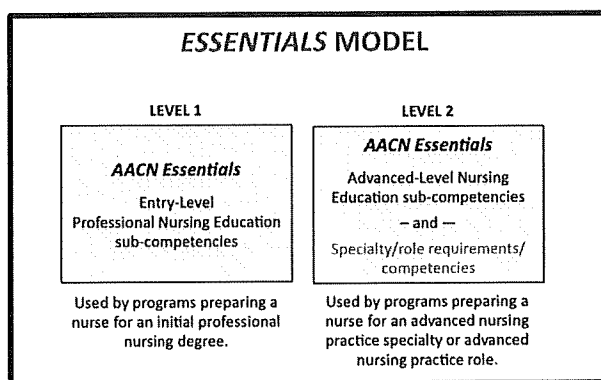
Rev 0716

## Master's Entry Level Program in Nursing

### What is a Master's Entry Level Program

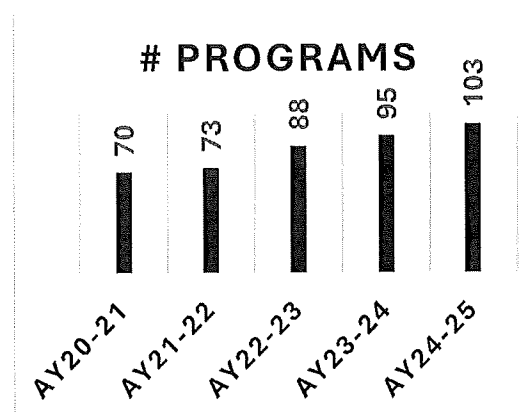
A master's entry level program, also known as a Master's Direct Entry (MDE) program is a prelicensure program for students who already have a college degree and are seeking a degree in nursing as a second career choice. Students graduate with a Master's degree in Nursing and take the NCLEX-RN upon completion of program. A Master's Entry Level Program does not prepare students for advanced practice or specialty roles such as a nurse practitioner program.

AACN recognizes Master's Entry Level programs as a type of Level 1 (Entry Level) program that prepare a nurse for an initial professional nursing degree. Students would achieve AACN Level 1 sub competencies. Students take many of the same foundational courses as BSN students but would also have area of emphasis supported by courses at the graduate level. Examples of emphasis areas include informatics, care coordination, primary care, palliative care, to name a few.



### Growing Demand

Master's Entry programs represent a growing trend in nursing schools, particularly after the adoption of the AACN 2021 Essentials. These programs offer an alternative degree option for individuals who already have a college degree. The primary nursing degree option historically has been a second bachelor's degree. In other words, a master's entry program is for college graduates (bachelor degree or higher) who want to become a nurse and earn a Master's Degree in Nursing as opposed to earning a second bachelor's degree. Although tuition is higher in graduate programs than bachelor's degree programs, many with college degrees have tapped out financial aid available for bachelor degree preparation. According to American Association of Colleges of Nursing, there has been a steady increase in the number of programs offering Master's Entry option – up from 70 schools in 2020-21 to 103 schools in AY2024-25. Additionally, 16 nursing schools report working on adding a entry-level Master's for future offering.



## Tests Of English Language Proficiency (ELP):

- All applicants must show proficiency in oral and written English if their primary language was not English or if their nursing education was not in English.
- The Board has approved both the **TOEFL** (Test of English as a Foreign Language) exam and the **IELTS** (International English Language Testing System) exam. Both are internet-based exams but can also be explored as in-person exams at approved testing centers.

|                                                                                                                                            |                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>TOEFL Publications</b><br>P.O. Box 6154<br>Princeton, New Jersey 08541-6154<br>609-771-7100<br><a href="http://toefl.org">toefl.org</a> | <b>IELTS</b><br><a href="http://ielts.org">ielts.org</a><br>(Online and in-person tests can be booked on this site.) |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|

- Approved Minimum scores for the exams are as follows: (each area must meet the minimum requirement):

|                  | <b>TOEFL</b> | <b>IELTS</b> |
|------------------|--------------|--------------|
| <i>Reading</i>   | 19           | 6.5          |
| <i>Writing</i>   | 20           | 5.5          |
| <i>Listening</i> | 20           | 6.5          |
| <i>Speaking</i>  | 20           | 6.5          |

- Request the results to be sent to the Kansas State Board of Nursing by using the code number 9149 in the results reporting list. Results will not be accepted if directly submitted by individuals/applicants.

# Updated List of Tests and Scores for Foreign Health Care Workers (as of May 24, 2022)

| English Competency Tests                                                                        | Scores: Occupational Therapists/Physical Therapists                         | Scores: Registered Nurses and other B.S. level Health Care Workers           | Scores: <B.S. level Health Care Workers                                     |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Cambridge Assessment English: B2 First, C1 Advanced, or C2 qualifications exams                 | Cambridge English Scale 185 overall and 185 Speaking                        | Cambridge English Scale 176 overall and 185 Speaking                         | Cambridge English Scale 169 overall and 185 Speaking                        |
| Educational Testing Service: Test of English as a Foreign Language (TOEFL) Paper-delivered Test | 560                                                                         | 540                                                                          | 530                                                                         |
| Educational Testing Service: TOEFL Internet-Based Test                                          | 89 with minimum of 63 on Reading, Listening, and Writing and 26 on Speaking | 81 with minimum of 57 on Reading, Listening, and Writing and 24 on Speaking  | 77 with minimum of 53 on Reading, Listening, and Writing and 24 on Speaking |
| Educational Testing Service: TOEIC (Listening and Reading)                                      | No                                                                          | 725                                                                          | 700                                                                         |
| Educational Testing Service: TOEIC (Speaking/Writing)                                           | Not applicable                                                              | 160 Speaking/150 Writing                                                     | 160 Speaking/150 Writing                                                    |
| International English Language Testing System (IELTS)                                           | Not applicable                                                              | 6.5 academic with minimum of 7 on Speaking                                   | 6 academic or general with minimum of 7 on Speaking                         |
| Michigan English Test (MET)                                                                     | Not applicable                                                              | Overall 55; minimum Speaking section score of 55                             | Overall 55; minimum Speaking section score of 55                            |
| Occupational English Test (OET)                                                                 | Not applicable                                                              | OET Grade C+ for Reading, Writing, and Listening<br>OET Grade B for Speaking | OET Grade C for Reading, Writing, and Listening<br>OET Grade B for Speaking |
| Pearson PTE Academic                                                                            | Not applicable                                                              | 55, no section below 50                                                      | 55, no section below 50                                                     |

In making the determinations, HRSA relied on information obtained following a request for comments published in the *Federal Register* (PDF - 200 KB) in May 2019.

Holding a certificate indicating that an individual meets these updated English proficiency standards does not establish an individual’s eligibility to enter the United States for the purpose of performing health care or constitute professional authorization to practice in that health care occupation.

This updated list only describes one aspect of the required processes administered by the Department of Homeland Security (DHS), U.S. Citizenship and Immigration Services (USCIS), for authorizing entry of foreign health care workers to the United States to perform as health care workers.

# Kansas Administrative Regulations

## Agency 60

### State Board of Nursing

#### Article 12.—Continuing Education for Mental Health Technicians

**60-12-106. License renewal.** (a) Each licensee shall submit a renewal application and the renewal fee specified in K.A.R. 60-8-101 no later than December 31 in each even-numbered year.

(b) Any licensed mental health technician may be required to submit proof of completion of 30 contact hours during the most recent prior licensing period. Contact hours accumulated in excess of the 30-hour requirement shall not be carried over to the next license renewal period. This proof of completion shall be documented as follows:

(1) (A) Name of the continuing mental health technician education (CMHTE) offering or college course;

(B) provider name or name of the accrediting organization;

(C) provider number or number of the accrediting organization, if applicable;

(D) offering date; and

(E) number of contact hours; or

(2) approved IOA.

(c) Any individual attending an offering not previously approved by the board may submit an application for an individual offering approval (IOA). Credit may be given for offerings that the licensee demonstrates to be relevant to the licensee's practice of mental health technology. Each separate offering shall be approved before the licensee submits the license renewal application.

(d) Approval shall not be granted for identical offerings completed within a license renewal period.

(e) Any licensed mental health technician may acquire 30 contact hours of CMHTE from independent study, as defined in K.S.A. 65-4202 and amendments thereto.

(f) Any licensed mental health technician may accumulate 15 contact hours of the required CMHTE from instructor credit. Each presenter shall receive instructor credit only once for preparation and presentation of each course. The provider shall issue a certificate listing the



## 2021 Kansas Statutes

**65-4205. Renewal of license; application; fees; continuing education; renewal of lapsed license; notification of change in name or address or criminal conviction.** (a) The board shall send a notice for renewal of license to all licensed mental health technicians at least 60 days prior to the expiration date of December 31. Every mental health technician who desires to renew a license shall file with the board, on or before December 31 of even-numbered years, a renewal application together with the prescribed renewal fee. Every licensee who is no longer engaged in the active practice of mental health technology may so state by affidavit and submit such affidavit with the renewal application. An inactive license may be requested along with payment of a fee as determined by rules and regulations of the board. Except for the first renewal for a license that expires within 30 months following licensure examination or for renewal of a license that expires within the first nine months following licensure by reinstatement or endorsement, every licensee with an active mental health technology license shall submit with the renewal application evidence of satisfactory completion of a program of continuing education required by the board. The board by duly adopted rules and regulations shall establish the requirements for such program of continuing education. Continuing education means learning experiences intended to build upon the educational and experiential bases of the licensed mental health technician for the enhancement of practice, education, administration, research or theory development to the end of improving the health of the public.

Upon receipt of such application and evidence of satisfactory completion of the required program of continuing education and upon being satisfied that the applicant meets the requirements set forth in K.S.A. 65-4203, and amendments thereto, in effect at the time of initial licensure of the applicant, the board shall verify the accuracy of the application and grant a renewal license.

(b) Any licensee who fails to secure a renewal license within the time specified may secure a reinstatement of such lapsed license by making verified application therefor on a form prescribed by the board together with the prescribed reinstatement fee and, satisfactory evidence as required by the board that the applicant is presently competent and qualified to perform the responsibilities of a mental health technician and of satisfying all the requirements for reinstatement. A reinstatement application for licensure will be held awaiting completion of such documentation as may be required, but such application shall not be held for a period of time in excess of that specified in rules and regulations.

(c) (1) Each licensee shall notify the board in writing of (A) a change in name or address within 30 days of the change or (B) a conviction of any felony or misdemeanor, that is specified in rules and regulations adopted by the board, within 30 days from the date the conviction becomes final.

(2) As used in this subsection, "conviction" means a final conviction without regard to whether the sentence was suspended or probation granted after such conviction. Also, for the purposes of this subsection, a forfeiture of bail, bond or collateral deposited to secure a defendant's appearance in court, which forfeiture has not been vacated, shall be equivalent to a conviction. Failure to so notify the board shall not constitute a defense in an action relating to failure to renew a license, nor shall it constitute a defense in any other proceeding.

**History:** L. 1973, ch. 308, § 5; L. 1983, ch. 207, § 6; L. 1993, ch. 194, § 18; L. 1995, ch. 97, § 5; L. 1997, ch. 146, § 3; L. 2007, ch. 99, § 4; July 1.



**DONNELLY  
COLLEGE**

EST. 1949

August 18, 2025

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

***Re: Request for Reinstatement of Nursing Admissions***

Dear Members of the Education Committee of the Kansas State Board of Nursing,

On behalf of Donnelly College, we respectfully submit this letter to request reinstatement of approval to admit new students into our Practical Nursing and Associate Degree in Nursing programs beginning January 2026. We understand the gravity of being placed on conditional approval and have taken this period as a critical opportunity for reflection, improvement, and growth.

Since the imposition of conditional status, we have undertaken significant, measurable steps to ensure that our nursing program exceeds the standards expected by the Board and aligns fully with our mission to serve the underserved with compassion, competence, and integrity. The following highlights reflect our recent progress:

- We have completed a comprehensive PN and RN program review to identify and address weaknesses and strengths. One of the key issues identified was the inconsistency of testing practices among faculty. We found that test questions were often limited to the definition or understanding cognitive domain level, and the instructors failed to increase the level of test complexity to the higher order domains, of applying, analyzing and evaluating, by the end of the semester. We immediately addressed this by reviewing best practices for test creation with our faculty and by integrating ATI into our curriculum. With ATI, students will complete a predictive exam in a concept mastery area and receive an individualized plan for remediation from an ATI instructor. Nursing faculty will also have access to ATI test bank resources to ensure that our exams are valid and challenging our students to think critically.
- We are growing our DC Nursing Faculty Team and have successfully onboarded four new, full-time faculty members for the fall of 2025. This includes (2) additional Master's-prepared nurse educators and (2) Doctoral-prepared nurse educators who bring both bedside experience and instructional excellence. These faculty are passionate about nursing education, have experience in nursing education and we are already receiving positive feedback from our students.
- We have implemented robust faculty development initiatives, including weekly instructional strategy sessions, ATI integration training, and NCLEX coaching workshops. Before next semester we require that our Clinical Adjunct Faculty.

- We have implemented and communicated our process for addressing student concerns in a timely manner. This is outlined in the nursing student and faculty handbooks. We are currently working with our IT department to develop an automated system for customer service calls from nursing students that would route their calls to the correct individuals with prompts for reminders for timely follow up.
- Upon reviewing our NCLEX results from 5/25, we are seeing some improvement. Many of our students who took the NCLEX Live review last spring called to say that they passed and were thankful to have this live preparation. We have already scheduled our ATI Live Review for both PN and RN grading Cohorts in December 2025. Our Concept Synthesis Classes for PN and RN will also have the ATI Capstone for NCLEX style testing with reports for remediation. NCLEX Live was not utilized as much as it could have been last spring, so this year this will be mandatory for our students as it provides them with the best opportunity to be successful in passing the NCLEX exam. With these initiatives in place, our goal is to exceed a pass rate of 90% for the graduating PN and RN, 1225 Cohorts. (See more detailed analysis of our NCLEX pass rates in our five pillar action plan)
- We have strengthened our partnerships with local clinical sites and increased clinical placement opportunities, enhancing the depth and variety of student experiences. We secured placements with University Health Hospital Hill and Lakewood, Olathe Medical Center (University of Kansas Health System), and Providence Medical Center for the fall of 2025.

These accomplishments reflect our unwavering commitment to nursing excellence, student success, and public safety. Donnelly College's Nursing Program is now better positioned than ever to prepare compassionate, capable, and practice-ready nurses for the communities we serve.

We are confident that the improvements we have implemented not only address the concerns raised by the Board but demonstrate a level of performance that merits full reinstatement of admissions.

We welcome the opportunity for a site visit or additional review and look forward to your positive consideration of our request.

Sincerely,

*Loran Fish, BSN, MSN, RN*

Loran Fish BSN, MSN, RN | Interim Director of Nursing

**DONNELLY COLLEGE** | (913) 621-8700 | 608 N. 18<sup>th</sup> Street | Kansas City, KS 66102 | [donnelly.edu](http://donnelly.edu)

Donnelly College is a Catholic institution of higher education that seeks to continue the mission of Jesus Christ in our time by making the love of God tangible in our world. Specifically, the mission of Donnelly College is to provide education and community services with personal concern for the needs and abilities of each student, especially those who might not otherwise be served.

# FIVE PILLAR ACTION PLAN

| Pillar I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Pillar II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Pillar III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Pillar IV                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pillar V                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Improve Student Satisfaction, Engagement and Morale</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Stabilize Current Faculty. Recruit and Retain Qualified Nurse Educators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Improve Student Academic Performance and Increase NCLEX Pass Rates</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Expand SIM Lab to Improve Student Skill Competence and Critical Thinking</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Implement Program Evaluation Tool to Track Progress and Monitor Plan Effectiveness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>ACTION PLAN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Completed</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>1.1. Communicate Open Door Philosophy to all faculty and support staff and post faculty on availability for student conferences. <i>(Appendix C.101)</i></p> <p>1.2. Develop a process with clear guidelines for students and faculty on addressing student concerns. <i>(Appendix C.102)</i></p> <p>1.3. Hire a full-time Nursing Academic Advisor to address student concerns and develop a plan for resolution or remediation. <i>(Appendix C.103)</i></p> <p>1.4. Provide planned and impromptu departmental gatherings to build trust and rapport between students, faculty, and leadership. <i>(Appendix C.104)</i></p> <p><i>DON and support staff were present during the first days to engage students, answer questions and to support faculty as well. We provided healthy snacks and water on their first day.</i></p> <p>1.6. Develop an open student appointment system. <i>(Appendix C. 106)</i></p> <p><i>All faculty and staff are utilizing the Book time to meet with email app along with posted office hours.</i></p> | <p>2.1. Provide remote and onsite training on software and other technology required for teaching and evaluation of learning. <i>(Appendix C.201)</i></p> <p>2.2. Hold frequent in-person and remote faculty meetings to engage faculty in identifying problems and developing solutions for our program. <i>(Appendix C.202)</i></p> <p>2.3. Assign full-time faculty to one of three committees to address noted areas of improvement needed:</p> <ul style="list-style-type: none"> <li>1. Student Engagement</li> <li>2. Academic Improvement</li> <li>3. Graduation</li> </ul> <p>2.4. Establish consistent messaging and a consistent approach to the learning environment. "Set the Students up for success then set high expectations for performance".</p> <p>2.5. Increase faculty salary to enable us to better compete in the market for qualified nurse educators</p> | <p>3.1. Revise admissions process to require TEAS testing, written essay and an interview with multiple nursing staff members.</p> <p>3.2. Develop a process for early identification of students that are struggling and work with the student to develop a plan for remediation and success. <i>(Appendix C.302)</i></p> <p>3.3. Work with the Academic Resource Center to connect nursing students with peer tutors.</p> <p>3.4. Train math tutor to provide specialized dosage calculation tutoring.</p> <p>3.5. Connect students with on-campus counseling and support services for stress management and test anxiety. <i>(Appendix C.305)</i></p> <p>3.6. Contract with ATI to provide a Comprehensive Learning Platform to increase student engagement and improve content retention. Signed contract on May 14, 2025, for ATI Complete Partnership to begin Fall 2025.</p> | <p>4.1. Refurbish and redeploy SIM LAB. <i>(Appendix A.16.)</i></p> <p>4.2. Submit proposal requesting grant funds to purchase an additional SIM Mannequin.</p> <p>4.3. Train clinical faculty in use of the SIM Mannequins, unfolding case studies and documentation of learning SIM clinicals. <i>(Appendix C.403)</i></p> <p>4.4. Hire Full-Time SIM Lab Coordinator. <i>(Appendix C.404)</i></p> <p>Intent to Hire Contract signed by Nicole Ponto to begin in August 2025.</p> <p>a. Existing faculty Nicole Ponto accepted role of Clinical SIM Lab Coordinator</p> | <p>5.1. Implement Watermark software technology to provide timely assessment and evaluation of program success. <i>(Appendix C.501)</i></p> <p>a. Information is currently being collected, organized, and entered the Watermark software system, which serves as a tool to enhance the organization and accessibility of Donnelly College's program reports and data. This platform has supported improved tracking and analysis of program outcomes. Key areas under evaluation include graduate performance on the NCLEX, SWOT analyses of the nursing programs, annual enrollment patterns, and identification of specific action items that have contributed to program improvements throughout the review cycle. Notably, data indicate that NCLEX pass rates began to decline when the program transitioned away from the use of ATI resources. Additional contributing factors may include faculty turnover and/or faculty leaving mid-semester that led to a disruption in student learning.</p> |





Book time to meet with me

1.7 Provide challenging and diverse clinical experiences in the hospital setting

a. All clinical placements for the Fall 2025 PN and RN cohorts are conducted in hospital settings, with active affiliations at Olathe Medical Center, Providence Medical Center, University Health—Truman Medical Center, and University Health—Truman Lakewood

2.6 Hire a PN Coordinator to support PN faculty. (Appendix C.206)

a. A nursing faculty member was appointed to this position in May 2025 and subsequently resigned in July 2025 due to health-related circumstances.

b. It was determined that an ADON would be a better fit for our needs at this time. We have hired Laura Sampson BSN (pending MSN). She will be full time faculty until she completes her MSN in September 2025. Then she agreed to move into the ADON role.

2.8 Develop a comprehensive orientation and onboarding process for all nursing faculty. (Appendix C.208)

a. All new full-time faculty members were paired with three experienced full-time faculty to support their onboarding and ensure a thorough understanding of DC nursing program requirements. This process includes weekly meetings to facilitate successful orientation and timely training on key program platforms, including Canvas, Exam Soft, and Empower.

2.9 Offer professional development workshops focused on specific content areas such as writing reviews and exam questions in NCLEX format. ATI workshops are offered to all faculty. (Appendix C.211)

a. All faculty have been informed of budgeted funds for professional development. Beginning in December, all clinical faculty will be required to attend a 'Clinical Faculty Academy' event, which will help enhance teaching effectiveness, strengthen clinical instruction skills, and provide ongoing support for faculty success in nursing education

Mandatory All Faculty Orientation with ATI scheduled for June 27<sup>th</sup> at 2:00 pm CST via Zoom. And an all-Student Orientation on June 28<sup>th</sup> from 9 – noon and 5 – 8 pm via Zoom 3.7. Provide ATI NCLEX Live Review sessions for new graduates and for students that did not pass the first time. (Assign this project to a full-time faculty member).

Full-Time Faculty, Tiara Arties is serving as the NCLEX Advisor for our new graduates. She hosted an ATI NCLEX Live Review for PNs on May 28 and 29. (Appendix C.306) There will also be a virtual NCLEX review for new graduates and graduates who did not pass the first time.

a. 12 PN students participated in the NCLEX Live Review in May.

b. Mandatory ATI orientation was held per the above noted schedule but based on student preference and ATI approval, we held this remotely and students were able to create their account.

c. NCLEX results for PN and RN 2025 are attached. In the most recent RN pass rate summary, the program achieved a 64% first-time pass rate among 25 RN students, with a 100% pass rate among the 5 students who retested. It is important to note that several of the first-time test takers faced significant psychosocial stressors outside of the program such as health challenges, marital conflict, and major life transitions including new parenthood. These factors may have adversely affected exam performance. DC has several resources that are available to help address significant psychosocial stressors including the Counseling Center where students are able to schedule appointments with a licensed counselor.

Additionally, it was identified that 3 of the unsuccessful students who did not pass on their first attempt were English as a Second Language (ESL) learners, which may indicate that language proficiency, rather than academic preparation, posed a barrier to NCLEX success. Upon review of the most recent PN pass rate summary, DC reported a first-time pass rate of 61.9% among 42 LPN

5.2. Establish an ongoing evaluation plan for our RN and PN programs every year. (Appendix C.502)

students. Of the 16 students who did not pass on their first attempt, 12 were identified as English as a Second Language (ESL) learners. This trend suggests that language proficiency may have contributed to testing challenges, indicating that these outcomes may reflect difficulties with the exam format rather than inadequate preparation within the nursing program. To address this and challenge this conclusion, currently, prospective students must achieve a minimum score of 60 on the TEAS exam for the RN program and 50 for the PN program to be considered for admission. By establishing these minimum requirements, the DC Nursing Program aims to gain a clearer preliminary assessment of each applicant's academic proficiency in mathematics, science, English, and language usage. This benchmark is set in hopes that we are able to better identify students who may be struggling with any of these areas. Furthermore, according to NCLEX reports, students from international education programs tend to test much lower than nursing students educated in the U.S. Although no definition of internationally educated students was available, 31% of Donnelly's 2023-24 PN and RN graduates were either born outside the U.S. or were educated internationally. While Donnelly's NCLEX pass rates have trended below the state minimum, they have been above average for students with English language challenges. Though non-native-English-speaking students may struggle with standardized testing like the NCLEX, numerous studies indicate that health outcomes improve when patients are served by healthcare professionals who can interact with them in their native language.

*Appendix C.306*

[Appendix E.15. NCLEX Pass Rates 2024 - Test Prep \(2\).pdf](#)

*Appendix C.307*

[Appendix E.16 - Enhancing Diversity Factsheet \(1\).pdf](#)



## In Progress

### 1.8. Restart Student Nurse Association (SNA).

1.9 Ensure there is nursing student representation and ensure Student Nurse representation on the Donnelly College Student Senate and at nurse faculty meetings.

a. DON, Loran Fish met with all core classes for PN and one class for RN students encouraging them to identify and nominate a few candidates in their respective cohorts who they believe would provide them with a unified voice. Nicole Ponto BSN will lead be the faculty lead for SNA and will coordinate the meetings.

### 1.9 Hire student tutors 1 day and 1 evening

a. We currently have one nursing student tutor

Set clear expectations for faculty availability for student advising and individual or group tutoring.

Utilize PT adjunct faculty to fill in mentorship roles and provide individual or group remediation in the tutoring center.

Michael Shalinsky, APRN has accepted this role for the day students.

1.10. Develop student information packets for prospective and incoming nursing students. IN PROGRESS – for new students for returning, ATI handouts, videos and webinars are all online at ATI testing.com

### 1.11. Develop and implement a student mentorship program

a. Nursing faculty is currently reviewing the literature on best practice for student mentorship programs based on the unique realities of our non-traditional student population.

1.12 Three full time faculty plus DON visited each core, day and evening class

2.10 Hire an RN/BSN Coordinator to support faculty in those programs. (Appendix C.207)

b. It was determined that the leadership needs for this program would be better served by an ADON. After an intense recruitment period, we have hired Laura Sampson who will be completing her MSN in September after completing her Capstone at Washburn University. Laura will be full-time until then.

2.11. Draft a new and returning faculty resource guide.

a. Our Faculty Handbook has been updated to reflect all current standards and expectations for nurse educators.

2.12. Offer professional development workshops focused on specific content areas such as writing reviews and exam questions in NCLEX format. ATI workshops are being offered to all faculty.

a. All faculty are using ATI resources, webinars and tutorials to learn best practice in the integration of ATI into our curriculum.

2.12 Develop an intentional recruiting plan to increase full time faculty by two instructors and increase clinical adjunct faculty by four instructors

a. Four full-time teaching faculty were hired and were on board and in attendance the first day of class Fall August 2025. All of these full-time faculty have advanced practice degrees: 2 DNPs, 1 APRN and 1 MSN.

b. Four previous clinical adjuncts continue with a new contract for Fall 2025, and I am actively interviewing for additional adjuncts.

3.13. Conduct a comprehensive review of the entire PN and RN curriculum (summer 2025) and submit any proposed changes to KSBN for approval.

a. Full-Time Faculty Tiara Arties continues to serve as project lead for the NCLEX Live Review already scheduled with ATI for December 2025 for PN and RN Cohorts.

b. Attendance and completion of this live NCLEX review will be mandatory before their transcripts will be released.

3.8 PN and RN Cohort 1225 have started their Capstone with ATI in their "Concept Synthesis" class. This will include a predictive assessment and individualized remediation study plan.

3.9 PN and RN Cohorts now have access to "Board Vitals" in ATI.

4.1 Establish clear guidelines on test development to ensure the following:

a. DC Nursing students are being appropriately challenged and there are consistent testing and grading practices among various classes and faculty.

b. Testing complexity increases at a regular rate through the semester culminating with the final which should require higher order thinking.

c. The category for each question is aligned with the appropriate NCLEX category: Safe and Effective Care, Health Promotion and Maintenance, Psychosocial Integrity and Physiological Integrity. (These categories are in place in Exam Soft).

d. Develop clear and consistent grading policies for missed exams, proctoring exams and grading policies on exams. Including the weighting of formative vs summative higher stakes testing. These expectations and policies are to also clearly defined in all DC Nursing Syllabus.

4.5 Expand SIM Lab programming.

a. New SIM Lab Coordinator will collaborate with clinical adjuncts in developing lab exercises to increase competence and confidence in nursing skills

a. New F/T faculty Laura Sampson has experience in holding skills fairs.

b. IV Cert Skills Lab is set up and available for students to sign up and review and practice IV starts (PNS Certified Last Spring)

c. For PN students completing their IV Certification this month, the IV competency check-off and proctored examination have been updated to reflect current best practices in skill instruction and to ensure alignment with established professional guidelines.

d. SIM Lab Clinical Coordinator will collaborate with Lead Instructors and co-instructors to provide meaningful and effective SIM Lab experiences.

e. SIM Lab Clinical Coordinator will develop an open lab schedule to allow students the ability to practice their skills while they are already on campus and have real time support from the Lab Instructor.

f. Utilize RN students as SIM Lab Assistants.

5.3. Review and analyze end-of-semester student course evaluations to identify areas for improvement.

a. Data was not significant for identifying areas of improvement needed.

5.4. Develop a nursing advisory board that includes external experts and representatives from local clinical partners to advise on best practices for nursing education.

a. DON Loran Fish and Deana Vanden Hull are currently renewing the trust of our clinical partners. For this fall, we have student placements at OMC, PMC, UHTMC and UHLW. In addition, we are closely monitoring clinical adjunct faculty to ensure they are following the requirements of the facility as well as the expectations for the role of the clinical faculty and students as representatives of DC Nursing Professionalism.

b. DON, Loran Fish, has actively engaged with experts and leaders in the field of Nursing Education. This includes a Zoom meeting with Brie Cantrell, MOKAN Placement Coordinator, to discuss best practices for clinical education. Additional networking efforts have included attending an ATI Conference and collaborating with Deans and Directors of Nursing from programs across the Great Lakes region.

5.7 PN ADN Program Reviews (assessments) are in the process of using Exam Soft data, and other key indicators of program outcomes. The results are being entered into our "Watermark Software".

The data from July 2025's program review suggests that our faculty have not consistently aligned test questions with the appropriate Cognitive Domain Level per Blooms Taxonomy. Additionally, Faculty were not increasing the complexity of the test questions in a systematic manner. Further data mined from Exam Soft indicated that students were generally at or above the 80% grade expectation



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| <p>to welcome students back, introduce new faculty and set clear expectations for attendance, make up work and the benefits of completing their work on time. Key elements of the updated Nursing Student Handbooks. One new addition to the handbook is the new campus wide cell phone policy that the Student and Senate Faculty approved. There were no changes in the handbook from previous editions; however, there were key policies regarding testing, make up exams and grading that were not consistently followed by previous faculty.</p> | <p>c. We are currently engaged in an accelerated recruitment effort through Indeed to hire more Clinical Adjunct Faculty. We have two that are currently in the hiring process, and we have 10 Zoom interviews scheduled this week.</p> <p>c. In the future, clinical faculty will be required to complete the “Clinical Faculty Academy Training”</p> <p>2.13. Implement evidence-based practice guidelines for test development, methodology, and grading.</p> <p>2.14 Provide timely and meaningful performance reviews:</p> <p>a. Faculty evaluations will be conducted after the first 90 days of employment, annually thereafter, and additionally as needed for coaching or to address performance concerns.</p> | <p>4.2 Developed collaborative agreement with DC’s Academic Resource Librarian to hold ATI Books and other recommended resources in reserve, for nursing students to check out. This is especially helpful for ESL students.</p> <p>The data from July 2025’s program review indicates that our faculty have not consistently aligned test questions with the appropriate Cognitive Domain Level per Blooms Taxonomy. Additionally, faculty were not increasing the complexity of the test questions in a systematic manner. Further data mined from Exam Soft indicated that students were generally at or above the 80% grade expectation until they took the Concept Synthesis Class and Struggled to apply their understanding of a concept to a higher level of application demanded of the NCLEX and NGN</p> | <p>until they took the Concept Synthesis Class and struggled to apply their understanding of a concept to a higher level of application demanded of the NCLEX and NGN.</p>                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Planned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>1.13 Continue to develop a robust student/faculty mentoring system.</p> <p>1.14 Continue to place students first when addressing concerns or needs and provide timely responses to expressions of frustration or anxiety.</p> <p>1.15 Continue to promote and provide free mental health counseling, along with resources for financial, housing, childcare or other needs.</p> <p>1.16 Encourage students to utilize these resources. Anne Pagan now offers group therapy, which can be less intimidating for a student.</p>                      | <p>2.15 Continue to recruit qualified faculty</p> <p>2.16 Continue to support a high functioning team of educators who collaborate well together, feel a sense of purpose in their work and are able to build caring mentorships with their students and other faculty.</p> <p>2.17 Continue to build an “Adjunct Clinical Team” who have been properly vetted, trained in best practice for clinical instruction and have a passion for precepting nursing students.</p>                                                                                                                                                                                                                                               | <p>3.10. Request a course curriculum change to include an Intro to Professional Nursing Course for first semester PN students. (Pending KSBN Board Approval)</p> <p>3.13. Hire RN students or recent graduates to tutor PN students, including evening and weekend tutoring.</p> <p>3.14. Develop and implement a new theoretical framework shifting towards a less rigid, more caring culture that</p>                                                                                                                                                                                                                                                                                                                                                                                                            | <p>4.5 h. New SIM Lab Coordinator will collaborate with Foundations in Nursing instructors to provide open hours in the SIM Lab for self-initiated student practice sessions.</p> <p>4.6 Utilize grant money to purchase new adult and OB Gyn mannequin.</p> <p>4.7 Hire PT faculty to provide CPR certification to students, faculty and the community.</p> <p>4.8 Expand SIM use to include more complex scenarios such as emergency triage, evacuation of a burning building, armed intruder alerts, codes, restraints and disaster preparedness.</p> | <p>5.8 Along with yearly program reviews and faculty testing practices should be monitored closely for erroneous testing practices, ineffective use of blooms taxonomy or not appropriately categorizing a question.</p> <p>5.9 Core Curricular classes that are offered at different times with different instructors will have one lead instructor, who will design the course content and ensure that the syllabus reflects all course work and schedule for exams, as well as well as consistent learning and teaching modalities. Additionally, the lead instructor will collaborate with the rest of the team on developing exams and providing oversight for consistent content and testing for all sections being taught.</p> |
| Color Key                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Yellow is in progress but not yet completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Red indicates the action has been discontinued or changed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Green has been completed since we first submitted this action plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Blue is additional data that supports an action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



## Policies:

Policies governing faculty, staff, and students can be found on Donnelly's website:  
<https://donnelly.smartcatalogiq.com/2025-2026/academic-catalog/>

## Philosophy/Mission and Objectives/Outcomes

### Donnelly College Mission Statement:

Donnelly College is a Catholic institution of higher education that seeks to continue the mission of Jesus Christ in our time by making the love of God tangible in our world.

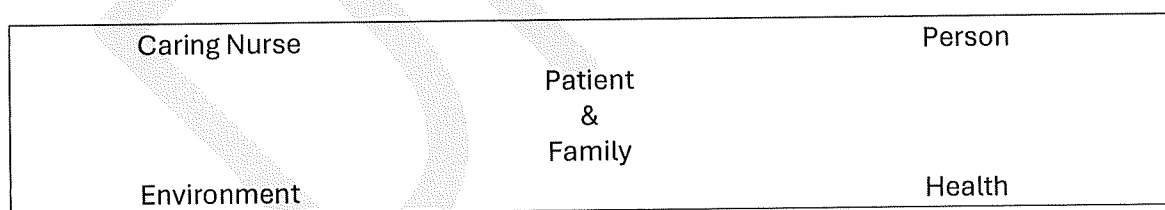
Specifically, the mission of Donnelly College is to provide education and community services with personal concern for the needs and abilities of each student, especially those who might not otherwise be served.

### Nursing Mission Statement:

The nursing program seeks to accomplish the mission of Donnelly College by educating the students for health care employment and to meet the health care employment needs of the community, and to educate the students to care for patients with caring, compassion, concern and dignity.

### Conceptual Framework:

The curriculum is based on a conceptual framework that reflects the college's philosophy (as is identifiable in the objectives of the program of nursing education and the mission statement). Our conceptual framework is based on Roy's Adaptation Model.



### Adaptation

- Roy's model sees the person as "a biopsychosocial being in constant interaction with a changing environment." The person is an open, adaptive system who uses coping skills to deal with stressors.
- Roy sees the environments "all conditions, circumstances and influences that surround and affect the development and behavior of the person."
- Roy believes that health and illness are on a continuum with many different states or degrees possible. She states that health is the process of being and becoming an integrated and whole person.
- Roy's goal for nursing is "the promotion of adaptation in each of the four modes, thereby contributing to the person's health, quality of life and dying with dignity." These four modes are physiological, self-concept, role function and interdependence.

### **Philosophy of Nursing Program:**

The faculty believes at the completion of the program the graduates will have the knowledge, skills, attitudes, and abilities needed to practice safely and effectively. As an entry level practical nurse, the graduate will be able to meet the client's basic needs throughout the lifespan requiring promotion, maintenance, and/or restoration of health.

**Clients** -The faculty believe clients (individuals, families, and significant others), are finite beings with varying capacities to function in society. They are unique individuals who have defined systems of daily living that reflect their values, cultures, motives, and lifestyles. Additionally, clients have the right to make decisions regarding their health care needs.

**Health** - The faculty believe health is defined within three areas: promotion, maintenance, and restoration. Health promotion and maintenance are defined as client care that incorporates knowledge of expected stages of growth and development, and prevention and/or early detection of health problems. Restoration is defined as assisting the client to achieve an optimal level of health.

**Nursing** - The faculty believe nursing is both an art and a science. We believe nurses provide care for clients' basic biological, cultural, spiritual, and psychosocial needs throughout the lifespan. Nurses provide comfort in a caring environment. Critical thinking and the nursing process are the primary clinical problem solving tools of the nurse. The nurse is part of the interdisciplinary health care team who collaborates within the healthcare system and the community. Nurses are accountable for providing care within the scope of ethical and legal responsibilities.

**Education and learning** - The faculty and students believe they are partners in the acquisition of knowledge, skills, attitudes, and abilities in a supportive adult learning environment. Promoting student success and instilling a value of life-long learning is integral to success of the nursing discipline.

**Environment** - The faculty believes the environment is both external and internal. External environment is the set of circumstances, objects or external conditions that positively or negatively affect the well-being of the client. Internal environment includes biological, cultural, spiritual, and psychosocial aspects.

### **Program Learning Outcomes:**

Upon successful completion of the Associate of Applied Science in Registered Nursing, students will demonstrate:

1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population.
2. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.
3. Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.
4. Formulate safe and effective clinical judgements guided by the nursing process, clinical reasoning, and evidence-based practice.

5. Manage care and provide leadership to meet client needs using available resources and current technology.
6. Generate teaching and learning processes to promote and maintain health and reduce risks for a global population.
7. Demonstrate effective communication methods to manage client needs and to interact with other healthcare team members.

## **Educational Facilities, Resources, and Services**

### **Educational Facilities:**

Details about specific rooms and accommodations can be found in the faculty handbook online here: <https://donnelly.smartcatalogiq.com/en/2025-2026/nursing-faculty-handbook/building-facilities/>

Donnelly has recently completed updates to our nursing facilities. Some examples of completed projects are:

- Following a series of leaks and emergency repairs in the nursing building (constructed in 1959), Donnelly moved all nursing classes and offices to the main academic building for Summer and Fall 2024 to allow the College to complete a \$2.1 million infrastructure renovation project that replaced all the mechanical, piping and electrical in the nursing building. Although the project was completed as scheduled (project closeout on 12/26/24 and final occupancy on 12/31/2024), nursing faculty turnover combined with the short time frame (12 business days) between project completion and classes starting on January 22 resulted in some labs being disorganized at the beginning of the semester.
- The SIM labs were fully operational as of 3.28.2025, and all nursing faculty have completed on-site or remote training on the use of SIM mannequins, unfolding case studies and the related documentation required. (Appendix A.17) Donnelly's nursing students began using the SIM labs for clinical training on 4.9.2025. Per KSBN regulations, nursing students are required to have completed at least 50% of their clinical hours at an approved clinical site before they can use the SIM lab for clinical credit. Donnelly's nursing students did not reach the 50% clinical onsite percentage until the second week in April 2025.
- Since the SIM lab opened to students on 4.9.2025, Donnelly's nursing faculty have offered more than 20 SIM lab makeup dates to accommodate small groups of students. This schedule enabled Donnelly to catch up 100% of students on clinical hours that were excused or cancelled due to inclement weather or to delayed clinical start dates.
- Donnelly is in the process of hiring a full-time SIM Lab Coordinator starting Fall 2025 who will expand SIM Lab programming and collaborate with our clinical team and Foundations in Nursing instructors to increase student access to SIM lab practice. Our students have verbalized enjoying the SIM lab experience and faculty concur that it helps our students gain competence and confidence in their nursing and critical thinking skills.



- Tutoring Center
- Career Center
- Student Senate
- Campus Cupboard
- Testing Center
- Campus Ministry
- Financial Aid Office
- Counseling Center

Additional information can be found at: <https://donnelly.smartcatalogiq.com/en/2025-2026/nursing-faculty-handbook/building-facilities/>

## Student Learning Outcomes Assessment and Curriculum

### Program of Study, Curriculum, and Instructional Techniques

#### Program of Study:

For the most up to date degree requirements, see the Academic Catalog online here: <https://donnelly.smartcatalogiq.com/en/2025-2026/academic-catalog/associate-degrees/associate-of-applied-science-in-nursing/>

Below is the proposed course of study for the program, approved by KSBN. This is subject to change based on individual student approved transfer credits.

These courses are subject to change based on recommendations or requirements from KSBN.

#### Course Sequence:

##### January Start

**3 Semesters - 69 Credit Hours (Including co/pre-req's)**

| Course # | Course Name | Credits |
|----------|-------------|---------|
|----------|-------------|---------|

#### Semester 1 (12 credits)

|         |                               |       |
|---------|-------------------------------|-------|
| NU 208  | Advanced Skills               | 3 Cr. |
| NU 210  | Advanced Pharmacology         | 3 Cr. |
| NU 213  | Medical Surgical III          | 3 Cr. |
| NU 2091 | Medical Surgical III Clinical | 3 Cr. |

#### Semester 2 (5 credits)

|        |                       |       |
|--------|-----------------------|-------|
| NU 206 | LPN to RN Transitions | 3 Cr. |
| NU 222 | Leadership in Nursing | 2Cr.  |

#### Semester 3 (13 credits)

|         |                              |       |
|---------|------------------------------|-------|
| NU 227  | Medical Surgical IV          | 4 Cr. |
| NU 2211 | Medical Surgical IV Clinical | 3 Cr. |

|        |                                 |       |
|--------|---------------------------------|-------|
| NU 215 | Maternal Child & Family Nursing | 3 Cr. |
| NU 224 | Mental Health Nursing           | 2 Cr. |
| NU 225 | Concept Synthesis-RN Review     | 1 Cr. |

### June Start

#### 3 Semesters - 69 Credit Hours (Including co/pre-req's)

| Course # | Course Name | Credits |
|----------|-------------|---------|
|----------|-------------|---------|

#### Semester 1 (5 credits)

|        |                       |       |
|--------|-----------------------|-------|
| NU 206 | LPN to RN Transitions | 3 Cr. |
| NU 222 | Leadership in Nursing | 2Cr.  |

#### Semester 2 (12 credits)

|         |                               |       |
|---------|-------------------------------|-------|
| NU 208  | Advanced Skills               | 3 Cr. |
| NU 210  | Advanced Pharmacology         | 3 Cr. |
| NU 213  | Medical Surgical III          | 3 Cr. |
| NU 2091 | Medical Surgical III Clinical | 3 Cr. |

#### Semester 3 (13 credits)

|         |                                 |       |
|---------|---------------------------------|-------|
| NU 227  | Medical Surgical IV             | 4 Cr. |
| NU 2211 | Medical Surgical IV Clinical    | 3 Cr. |
| NU 215  | Maternal Child & Family Nursing | 3 Cr. |
| NU 224  | Mental Health Nursing           | 2 Cr. |
| NU 225  | Concept Synthesis-RN Review     | 1 Cr. |

### Course Descriptions:

#### NU 206 LPN TO RN TRANSITION

This course will assist the LPN student in transitioning from their current role as LPN to an associate degree nursing student. Nursing process, professional behaviors, documentation, therapeutic interventions, differences in an LPN and RN are the core concepts reviewed. Emphasis will be placed on methods of success in classroom requirements and clinical practice of the associate degree student. Upon completion of the course students will be able to successfully transition into classes meant for an associate degree nursing student.

#### NU 208 ADVANCED SKILLS

This course will prepare the LPN transition into the RN role by instruction with performance of thorough health assessments, complete intravenous procedures including insertion, maintenance and discontinuation, advanced pharmacologic therapy with IV, instruction and perfection of advanced skill sets in airway management, various procedures that will be performed or that the nurse will assist with, stoma care, wound care, and other procedures geared toward the acutely or critically ill patient. Instruction will be conducted in a simulation/skills lab with discussion, teach/teach back/perform, and will require competency testing.

#### NU 210 ADVANCED PHARMACOLOGY

This course will focus on pharmacotherapeutic methods used to restore wellness in the patient as well as maintain wellness of the patient. Emphasis will be on the correct administration, documentation, and dosage calculation of medications as well as the proper routes. Focus on differences between LPN to RN with regard to dosage administration and routes that registered nurses are allowed to do based on the Nurse Practice Act. Nursing process and safe and ethical patient care are also topics of the class.

### **NU 213 MEDICAL/SURGICAL NURSING III**

This course will expand and build on the concepts of nursing practice already learned as LPN's. This expansion will involve utilizing technology, communication, patient teaching and collaboration as well as increased knowledge in disease processes and nursing functions in both recognition and reaction to the care of patient. This includes interdisciplinary teamwork related to patient-centered nursing, professional nursing practice and how to use learned concepts in the care of adults and children with acute and complex conditions.

### **NU 215 MATERNAL, CHILD AND FAMILY NURSING**

This course is to educate and familiarize nurses with the care of clients during the childbearing years, and the care of children and their families. To include enhancement of the client's health, recognition of potential complications and a focus on their cultural diversity.

### **NU 222 LEADERSHIP IN NURSING**

This course will provide a broad introduction to the knowledge base needed to manage both the skills of nursing care management and nursing leadership/management. Covered topics include leadership, critical thinking and decision making, legal and ethical issues, team building, delegation, conflict management/resolution, organizational structure, and strategic management. Other issues that will also be explored are quality, safety, staffing and scheduling, disaster preparedness and workplace violence.

### **NU 224 MENTAL HEALTH NURSING**

This course provides basic concepts and trends in mental health nursing. Treatment modalities related to the nursing care of patients and their families are also highlighted. Maladaptive behaviors as well as the safe and competent nursing skills are introduced.

### **NU 225 CONCEPT SYNTHESIS-RN REVIEW**

This course offers a structured review of the main areas covered by the NCLEX-RN: care of the adult, psychiatric, pharmacology, maternal-neonatal clients, care of the child, leadership and assessment. A variety of interactive teaching/learning techniques provide questions, answers, rationales and client needs information. Test taking skills are reviewed to prepare the student for the actual exam. Students must successfully complete a mock NCLEX-RN testing requirement (Predictor).

### **NU 227 MEDICAL/SURGICAL NURSING IV**

This course will expand and build on the concepts of nursing practice already learned as LPN's. This expansion will involve utilizing technology, communication, patient teaching and collaboration as well as increased knowledge in disease processes and nursing functions in both recognition and reaction to the care of the patient. This includes interdisciplinary teamwork related to patient-centered nursing, professional nursing practice and how to use learned concepts in the care of adults and children with acute and complex conditions.

### **NU 2091 MEDICAL/SURGICAL NURSING III CLINICAL**

This experience uses simulated and actual care situations of selected systems throughout the life span, utilizing acute care settings. An emphasis is placed on critical thinking and

clinical decision-making skill development. Principles of leadership for the professional nurse will be implemented, as well as multi-task management skills for transition as a professional nurse.

### NU 2211 MEDICAL/SURGICAL NURSING IV CLINICAL

This experience uses simulated and actual care situations of selected systems throughout the life span, utilizing acute care settings. An emphasis is placed on critical thinking and clinical decision-making skill development. Principles of leadership for the professional nurse will be implemented, as well as multi-task management skills for transition as a professional nurse.

### Instructional Techniques:

**Lecture:** This style of learning is delivering information to the class with the professor being the lead in the delivery of this information. This style of learning is used in some capacity across the curriculum. DIRECTOR GIVE EXAMPLE OF SOME OF THE CLASSES However, more of the nursing coursework utilizes a hands on approach from the students instead of lecture.

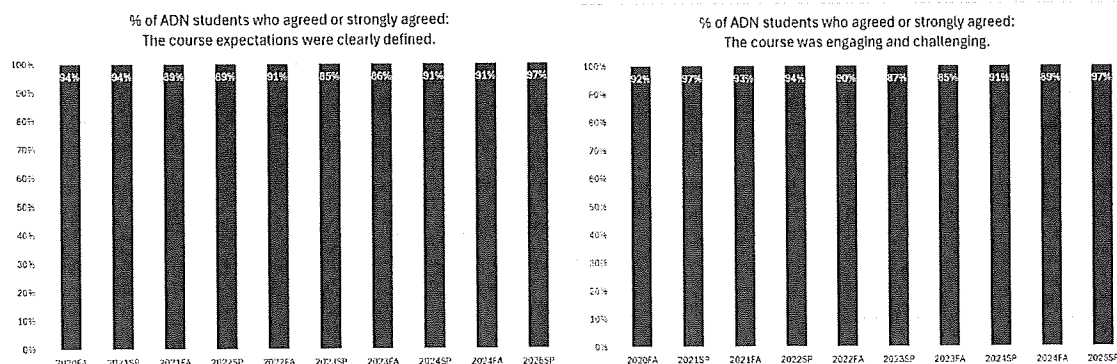
**Problem-Based Learning:** This approach is different from the lectures as it has the students as the center of the learning where they are learning nursing concepts through solving open-ended problems. DIRECTOR GIVE EXAMPLE OF SOME CLASSES/ASSIGNMENTS. This is utilized across curriculum and is the more popular approach to student learning as it places the students at the center of their own learning, develops deeper critical thinking skills, and better prepares them to be future nurses.

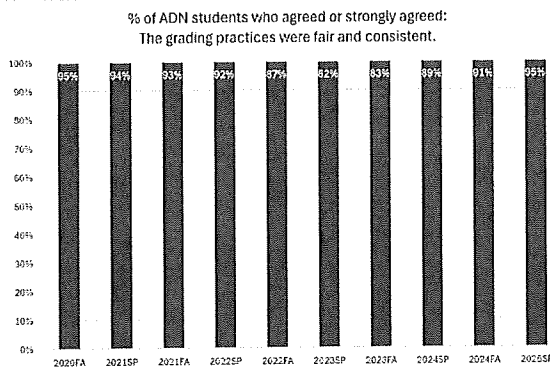
**Simulation:** This approach allows students to engage with the material and concepts of nursing through real life examples and real life scenarios. DIRECTOR GIVE EXAMPLES OF CLASSES/ASSIGNMENTS. This approach is used across the curriculum as it works very well with problem-based learning in developing problem solving skills that are paramount for future nurses to have.

**Flipped Classroom Model:** This is an approach to learning that has students engage with material before the course to gain foundational knowledge and be able to dig deeper into the material during class time. This helps to develop deeper critical thinking on the topics and is used in conjunction with all the other styles to better prepare students for comprehension of material during class time.

### Course Evaluations:

Data from three questions from the end-of-semester course evaluations for all ADN program courses was analyzed for all Fall and Spring semesters between Fall 2020 and Spring 2025.





## Curriculum Map

A full curriculum map can be found online here:

<https://planning.watermarkinsights.com/share/curriculum-map/d863565b-83a4-4ae6-b10e-b45b10d51f3d>

## Program Learning Outcomes:

Upon successful completion of the Associate of Applied Science in Registered Nursing, students will demonstrate:

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

## Measures:

The Registered Nursing program has student learning outcomes that were measured through the use of their exams and quizzes in Examsoft. The benchmark for each outcome was a class average of 80%. Examsoft questions were categorized by QSEN competencies and NCLEX categories that our outcomes align with therefore, to measure student proficiency for the learning outcomes these categories were used. In the future measures will be directly related to the PLO in Examsoft. There will be specific categories for the PLOs and each question on exams and quizzes will be aligned to the outcome. This will give more accurate data that will help to make more pinpointed decisions and action items moving forward.

\*\* QSEN institutes competencies were used **as a standard** and **guide** when assessing and evaluating students as they aligned well with our mission, vision and values.

| End-of-program Student Learning Outcomes and Program Outcomes                                                   |                                                                       |                                                                                                                                         |                                                         |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PLAN                                                                                                            |                                                                       |                                                                                                                                         |                                                         | IMPLEMENTATION                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                               |
| Component                                                                                                       | Assessment Method(s)*                                                 | Expected Level(s) of Achievement                                                                                                        | Data Collection and Assessment Frequency                | Results of Data Collection Including actual level(s) of achievement                                                                                                                                                        | Analysis and Actions for Program Development, Maintenance, or Revision                                                                                                                                                                                                                                                                                                                                        |
| SLO 1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population.     | QSEN Patient Centered care questions asked across courses in Examsoft | Students will achieve an average of an 80% or better on test and quizzes questions that are under the category of Patient Centered Care | Director and Faculty will review every May and December | Medical Surgical III: 80.04%<br>Medical Surgical IV: 73.38%<br>Concept Synthesis: 77.25%<br>Mental Health Nursing: 91.33%<br>Advanced Pharmacology: 71.09%<br>Leadership: 74.07%                                           | Notes: Most of the courses within this section are below the outlined benchmark. The scores show that students have a borderline grasp on the concept of integrating care behaviors in practicing the art and science of nursing within a diverse population<br>Action Item: Changes in curriculum to ensure consistency from class to class specifically as it relates to the formulation of test questions. |
| SLO 2. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks. | NCLEX Management of Care questions asked across courses in Examsoft   | Students will achieve an average of an 80% or better on test and quizzes questions that are under the category of Management of Care    | Director and Faculty will review every May and December | Medical Surgical III: 83.3%<br>Medical Surgical IV: 81.61%<br>Concept Synthesis: 72.15%<br>Mental Health Nursing: 93.33%<br>Maternal Child & Family Nursing: 74.09%<br>Advanced Pharmacology: 79.49%<br>Leadership: 83.82% | Notes: There are many classes that are scoring above benchmark a few that are falling slightly below, however, the Advanced skills course has results that are far below the benchmark.<br>Action Item: Changes in the curriculum of the LPN to RN transitions course as                                                                                                                                      |



|                                                                                                                             |                                                                                       |                                                                                                                                               |                                                         |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                             |                                                                                       |                                                                                                                                               |                                                         | LPN to RN Transitions: 90.98%<br>Advanced Skills: 61.54% Spring 2022 was the only year                                                                                                                                                                                              | it is one of the first classes that the cohort takes and should prepare them for their future coursework. The goal would be to increase the rigor of this course.                                                                                                                                                                                                                                                                                                                           |
| SLO 3.<br>Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.      | QSEN Teamwork and Collaboration questions asked across courses in Examsoft            | Students will achieve an average of an 80% or better on test and quizzes questions that are under the category of Teamwork and Collaboration  | Director and Faculty will review every May and December | Medical Surgical III: 81.82%<br>Concept Synthesis-RN: 92.31%<br>Leadership: 67.81%                                                                                                                                                                                                  | Notes: There are only 3 classes that address this specific SLO. We can observe that they are mostly meeting above the benchmark for this SLO except for in their leadership coursework.<br>Action Item: The action item would be in the future to ensure that clinicals are used and evaluated in this assessment to gather a more accurate picture of the data to make better decisions moving forward. To do so, there will be clinical information/assessment data entered into the LMS. |
| SLO 4.<br>Formulate safe and effective clinical judgements guided by the nursing process, clinical reasoning, and evidence- | NCLEX Physiological Integrity & adaptation questions asked across courses in Examsoft | Students will achieve an average of an 80% or better on test and quizzes questions that are under the category of Physiological Integrity and | Director and Faculty will review every May and December | <ul style="list-style-type: none"> <li>● Medical Surgical III (Integrity): 77.38% <ul style="list-style-type: none"> <li>○ Adaptation: 76.81%</li> </ul> </li> <li>● Medical Surgical IV: 79.81% <ul style="list-style-type: none"> <li>○ Adaptation: 79.16%</li> </ul> </li> </ul> | Notes: Many of these courses are falling just below or at the benchmark. However, the notable course that is falling below in both categories and is lower than all the rest of the courses is the concept synthesis course. This course is generally taken                                                                                                                                                                                                                                 |

|                                                                                                                  |                                                                     |                                                                                                                                      |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| based practice.                                                                                                  |                                                                     | Physiological Adaptation                                                                                                             |                                                         | <ul style="list-style-type: none"> <li>● Concept Synthesis: 70.14% <ul style="list-style-type: none"> <li>○ Adaptation: 71.2%</li> </ul> </li> <li>● Mental Health: 84.72% <ul style="list-style-type: none"> <li>○ No Data</li> </ul> </li> <li>● Maternal Child Nursing: 80.16% <ul style="list-style-type: none"> <li>○ Adaptation: 78%</li> </ul> </li> <li>● Advanced Pharmacology: 79.86% <ul style="list-style-type: none"> <li>○ Adaptation: 77.33%</li> </ul> </li> <li>● Leadership: 83.29% <ul style="list-style-type: none"> <li>○ Adaptation: 84.26%</li> </ul> </li> <li>● Advanced Skills: 90.11% <ul style="list-style-type: none"> <li>○ Adaptation: 84.62%</li> </ul> </li> </ul> | <p>towards the end of the students time and is to prepare for their NCLEX.</p> <p>Action Item: The lower score in the concept synthesis is of concern as it showcases that the students may not perform well on their NCLEX in these categories.</p> <p>Therefore, ensuring there is better alignment within the testing and curriculum to their licensure is an action item. New faculty will be hired with goals and expertise in mind to make curriculum changes to address this gap.</p> |
| SLO 5. Manage care and provide leadership to meet client needs using available resources and current technology. | NCLEX Management of Care questions asked across courses in Examsoft | Students will achieve an average of an 80% or better on test and quizzes questions that are under the category of Management of Care | Director and Faculty will review every May and December | <p>Medical Surgical III: 83.3%</p> <p>Medical Surgical IV: 81.61%</p> <p>Concept Synthesis: 72.15%</p> <p>Mental Health Nursing: 93.33%</p> <p>Maternal Child &amp; Family Nursing: 74.09%</p> <p>Advanced Pharmacology: 79.49%</p> <p>Leadership: 83.82%</p> <p>LPN to RN Transitions: 90.98%</p>                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Notes: We see pretty consistent numbers in this category above or right below the benchmark except for one class that is the advanced skills course.</p> <p>Action Item: Due to the inconsistency of performance across coursework in this particular learning outcome the action item would be to ensure consistency across the curriculum as it</p>                                                                                                                                     |

|                                                                                                                                                                   |                                                                                                                                           |                                                                                                                                                                                                                                  |                                                                           |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                   |                                                                                                                                           |                                                                                                                                                                                                                                  |                                                                           | Advanced Skills:<br>61.54% Spring 2022<br>was the only year                                                                                                                                                                                                                                                                                                  | comes to addressing<br>managing care.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| SLO 6.<br>Generate<br>teaching and<br>learning<br>processes to<br>promote and<br>maintain<br>health and<br>reduce risks<br>for a global<br>population.            | NCLEX<br>Health<br>Promotion<br>and<br>Maintenance<br>questions<br>asked<br>across<br>courses in<br>Examsoft                              | Students<br>will achieve<br>an average<br>of an 80%<br>or better on<br>test and<br>quizzes<br>questions<br>that are<br>under the<br>category of<br>Health<br>Promotion<br>and<br>Maintenance                                     | Director<br>and<br>Faculty<br>will review<br>every May<br>and<br>December | Medical Surgical III:<br>83.32%<br>Medical Surgical IV:<br>83.6%<br>Concept Synthesis:<br>71.97%<br>Mental Health<br>Nursing: 82.46%<br>Maternal Child &<br>Family Nursing:<br>80.86%<br>Advanced<br>Pharmacology:<br>76.53%<br>Leadership: 82.69%<br>LPN to RN<br>Transitions: 81.41%                                                                       | Notes: These<br>numbers are mostly<br>meeting benchmark<br>Action Item: Due to<br>the consistency of<br>the numbers across<br>the curriculum the<br>goals moving<br>forward in this area<br>would be to increase<br>tutoring and study<br>skills workshops to<br>help reach<br>benchmark. In<br>addition, seeing the<br>concept synthesis<br>class with a lower<br>score indicates<br>some changes that<br>are needed in the<br>curriculum that have<br>been addressed in<br>previous sections. |
| SLO 7.<br>Demonstrate<br>effective<br>communication<br>methods to<br>manage<br>client needs<br>and to<br>interact with<br>other<br>healthcare<br>team<br>members. | NCLEX<br>Health<br>Promotion<br>and<br>Maintenance<br>Psychosocial<br>Integrity<br>questions<br>asked<br>across<br>courses in<br>Examsoft | Students<br>will achieve<br>an average<br>of an 80%<br>or better on<br>test and<br>quizzes<br>questions<br>that are<br>under the<br>category of<br>Health<br>Promotion<br>and<br>Maintenance<br>and<br>Psychosocial<br>Integrity | Director<br>and<br>Faculty<br>will review<br>every May<br>and<br>December | Health Promotion and<br>Maintenance:<br>Medical Surgical III:<br>83.32%<br>Medical Surgical IV:<br>83.6%<br>Concept Synthesis:<br>71.97%<br>Mental Health<br>Nursing: 82.46%<br>Maternal Child &<br>Family Nursing:<br>80.86%<br>Advanced<br>Pharmacology:<br>76.53%<br>Leadership: 82.69%<br>LPN to RN<br>Transitions: 81.41%<br>Psychosocial<br>Integrity: | Notes: These<br>numbers are mostly<br>meeting benchmark<br>Action Item: Due to<br>the consistency of<br>the numbers across<br>the curriculum the<br>goals moving<br>forward in this area<br>would be to increase<br>tutoring and study<br>skills workshops to<br>help reach<br>benchmark. In<br>addition, seeing the<br>concept synthesis<br>class with a lower<br>score indicates<br>some changes that<br>are needed in the<br>curriculum that have<br>been addressed in<br>previous sections. |

|                                 |                                                                                                    |           |                                                                                                                         |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------|----------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exam Pass Rate+<br>NCLEX        | KSBN<br>NCLEX<br>Report                                                                            | 80%       | Director<br>and<br>Faculty<br>review in<br>September, January<br>and June                                               | RN<br>2019 60%<br>2020 77.78%<br>Minimum Standard<br>changed from 75 to<br>80%<br>2021 no data (no<br>cohort this year per<br>board order)<br>2022 54.55%<br>2023 68.75%<br>2024 77.78% | Notes: As we can<br>see the only year<br>that met the<br>benchmark was in<br>2020 before the<br>minimum standard<br>was changed.<br>Action Item: This is<br>an indication of a<br>larger curriculum<br>change that needs to<br>happen to ensure<br>that the skills are<br>aligning with<br>licensure. To do so<br>there have been<br>faculty hired to make<br>curriculum and<br>testing changes to<br>ensure alignment<br>and increase test<br>scores. |
| Program<br>Completion<br>Rate++ | Number of<br>students<br>who<br>started<br>program vs<br>number of<br>students<br>who<br>graduated | NEED DATA | Director<br>and<br>faculty<br>review in<br>June and<br>January                                                          |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Job<br>Placement<br>Rate        | Student<br>Survey                                                                                  | NEED DATA | Director,<br>Faculty<br>and<br>Career<br>Services<br>to review<br>in<br>February<br>and<br>September<br>of each<br>year |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Participation in Assessment

The faculty are participating in assessment through their use of Examsoft. They are entering their test and quizzes and categorizing the questions based upon the categories in this software. In doing so and having students use the software they participate every semester. There will be changes made to this process moving forward as there will be categories that are specific to the program learning outcomes to categorize the questions. In addition,

clinical rubrics for assessment will be required to be put into the LMS for collection and analysis of data. There will be new due dates of rubric scores being entered into the LMS within a week of clinical completion for the director. These changes will encourage more participation and timely data collection for clinicals. In addition, the changes to Examsoft will gather more accurately aligned data to student learning.

## **Action Items and Use of Results**

### **Action Items During the Cycle:**

The biggest action item during the cycle of this program review has been the move away from ATI and the reincorporation of the ATI software starting Fall 2025. The expectations of this incorporation will be an increase in NCLEX readiness and an increase in NCLEX scores. There have also been new faculty hires as an action item to address some areas of the curriculum.

### **Future Action Items:**

The future action items will be to continue at the lead of new faculty to make some curricular changes to align with PLOs and Licensure expectations. In addition, ensuring that there is consistency from course to course in the types of questions that are asked on exams. Increasing the rigor in the LPN to RN transitions course is another specific curricular change that will be made. Also, the grading scale for nursing will be changed to a weighted scale moving forward helping to ensure that students are ready for their next coursework. For example, the comprehensive mid-term and finals will hold a greater weight than other assignments. This ensures that students are understanding the material comprehensively and are ready for their next coursework.

## **Affiliating Agencies and Clinical Learning**

### Current and/or Recent Past Clinical Affiliates

- Activities Big Blue Healthcare
- Camber Children's Mental Health
- Emmanuel Family and Childcare Develop.
- Healthcare Resort of Olathe
- Kindred Hospital Northland
- Meadowbrook Rehabilitation Hospital
- Merrium Gardens Healthcare Rehab
- Olathe Medical Center
- Providence Medical Center
- Providence Place
- Recover Care
- Rediscover Mental Health- Urgent Care
- Select Specialty Hospital, Kansas City
- Shawnee Gardens Healthcare and Rehab
- St. John Hospital
- St. Joseph Medical Center
- University Health @ Lakewood
- University Health Medical Center

- University of Kansas
- Villa St. Francis Catholic Care Center

## Simulation Activities

Simulation in nursing education offers several evidence-based benefits, such as enhanced clinical skills, improved critical thinking, increased confidence, and better patient outcomes. It offers a safe and controlled environment for students to develop essential skills, enhance clinical reasoning, and build confidence before interacting with real patients. It allows for the practice of both routine and critical situations, fostering teamwork, communication, and decision-making skills in a risk-free setting. Specifically, simulation is used to bridge the gap between classroom theory and clinical practice.

Our Skills lab operates in a similar way with risk-free learning to get the essential movements into muscle memory before ever coming in contact with a patient.

Moving forward this school year 2025-2026, we will be developing a handbook where we will outline the policies, procedures, and guidelines for using simulation as a learning tool in our nursing program. We will also be developing standardized simulations for every class, ensuring consistency in training, allowing all students to experience the same quality of learning, regardless of the specific simulation scenario or instructor.

## Student Achievement

### Enrollment:

| Term        | Number of Students |
|-------------|--------------------|
| 2024 Fall   | 34                 |
| 2025 Spring | 21                 |
| 2025 Summer | 14                 |

\*\* 2025 Fall is forthcoming pending roster verification & census day.

## Curriculum/Course Retention and Success

### DF Withdraw Incomplete (DFWI) Rates:

| Semester:   | Rate: |
|-------------|-------|
| 2020 Fall   | N/A   |
| 2021 Spring | 0%    |
| 2021 Summer | N/A   |
| 2021 Fall   | 27%   |
| 2022 Spring | 2%    |
| 2022 Summer | 0%    |
| 2022 Fall   | 0%    |



|             |     |
|-------------|-----|
| 2023 Spring | 8%  |
| 2023 Summer | 2%  |
| 2023 Fall   | 0%  |
| 2024 Spring | 14% |
| 2024 Summer | 0%  |
| 2024 Fall   | 0%  |
| 2025 Spring | 6%  |

#### Explanation:

The goal for the DFWI rates is to stay below a 20% each semester. We did not meet that goal for 2 of the semesters throughout this cycle.

### Graduate Performance on the Licensing Exam

#### Graduate Performance on the Licensing Exam - NCLEX Pass Rates

##### NCLEX Pass Rate:

| Year: | Pass Rate:                          |
|-------|-------------------------------------|
| 2019  | 60%                                 |
| 2020  | 77.78%                              |
| 2021  | No cohort this year per board order |
| 2022  | 54.55%                              |
| 2023  | 68.75%                              |
| 2024  | 77.78%                              |

### Program Analysis

#### SWOT Analysis

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strengths | <ul style="list-style-type: none"> <li>● <b>Personalized Instruction:</b> Donnelly's personalized learning environment, characterized by reduced class sizes, facilitates individualized attention and strengthens faculty-student relationships.</li> <li>● <b>Accessible Faculty:</b> All faculty maintain a minimum of five dedicated office hours per week specifically for student support. This information is clearly indicated on each instructor's syllabus, which is provided to students on the first day of the course. Students are strongly encouraged</li> </ul> |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <p>to utilize these hours to foster mentorship and receive individualized guidance.</p> <ul style="list-style-type: none"> <li>● <b>Partnership with ATI:</b> Donnelly College's Nursing Program has partnered with Assessment Technologies Institute (ATI) to provide integrated review modules, practice assessments, and NCLEX preparation resources to enhance student readiness and support first-time NCLEX success. All nursing faculty have completed an ATI orientation to obtain a better understanding of available products and strategies to foster comprehensive student support in Summer 2025.</li> <li>● <b>Mission-Driven Faculty:</b> Donnelly College's nursing faculty are deeply mission-focused, demonstrating a strong commitment to the college's values of service, integrity, and excellence. This has been through careful review and critique during the hiring process. They are dedicated to fostering a supportive and caring environment where each student is guided, encouraged, and empowered to succeed academically, professionally, and personally.</li> <li>● <b>Faculty Mentorship:</b> At Donnelly College, every new nursing faculty member is paired with an experienced faculty mentor to ensure a strong, successful start. This intentional mentorship provides consistent, in-person weekly meetings and robust training in key instructional platforms including Exam Soft, Canvas, and Empower. Mentorship is key to empowering faculty with the tools, confidence, and support needed to excel in their roles and deliver exceptional education to nursing students.</li> </ul> |
| Weaknesses | <ul style="list-style-type: none"> <li>● NCLEX scores</li> <li>● data collection, retention, and analysis</li> <li>● Uniformity of information across handbooks, LMS, and website</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|               |                                                                                                                                                                                                                                                                                                   |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opportunities | <ul style="list-style-type: none"> <li>● Partnerships with the tutoring center for more nursing based workshops</li> <li>● Partnerships with HCA for student job opportunities and mock interviews</li> <li>● New data collection plan for more timely accurate reporting and analysis</li> </ul> |
| Threats       | <ul style="list-style-type: none"> <li>● Turn Over of faculty and staff</li> <li>● Organization causing delays in meeting deadlines and reporting</li> <li>● NCLEX Scores</li> </ul>                                                                                                              |

## Campus Facility and Resources

Details about specific rooms and accommodations can be found in the faculty handbook online here: <https://donnelly.smartcatalogiq.com/en/2025-2026/nursing-faculty-handbook/building-facilities/>

### Narrative:

Donnelly provides support services designed to effectively serve its target population of low-income, minority, immigrant and first-generation college students. The design of the new academic building allows for consolidated student services that help underserved students navigate and succeed in the higher education environment; accommodations, admissions, bookstore, business office, career services, financial aid, financial literacy education, food pantry, health care, mental health counseling, orientation, registrar, TRIO, and student engagement.

During COVID-related remote learning, many processes and forms were moved online to facilitate access. For example, in lieu of in-person visits, admission counselors and advisors increased the use of texting, phone calls and one-to-one zoom meetings to remain in constant contact with students. Tutors offered online tutoring and student orientations were held in smaller cohorts in online formats. The Counseling Center also offered mental health counseling via telehealth.

Donnelly's "Student First" philosophy is college-wide and applies to all subsets of its student population, including incarcerated students at the Lansing Correctional facility, dual credit students taking Donnelly classes at their high schools, and adult learners returning to complete their degrees.

Donnelly provides the infrastructure and resources to support effective teaching and learning.

**Classrooms** – Donnelly two academic buildings house 30 classrooms with 738 seats and 9 Computer labs with 164 workstations. The classroom capacity ranges from 12 to 50 and all rooms are equipped with technology (detailed further in 5.B.1). This is a 12% increase from our pre-construction capacity which was limited to 28 classroom and 660 seats.

**Academic Resource Center** – Donnelly's two-story Academic Resource Center is located at the center of the new academic building and includes a first-floor library and second floor

tutoring center. The library houses more than 4,600 physical books, 74 online databases and 15 serials. The College has added the Gale database to expand resources for technology and business students. To help students develop their research skills, Donnelly's Academic Librarian developed two new one-credit courses (a 100-level and 300-level course) that were approved by Academic Council in fall 2022. They are included in the 2022-23 catalog.

ESL support – An ESL tutor is available in the Academic Resource Center for associate and bachelor's degree students and the Nursing Department provides hands-on and visual resources that help students connect English medical terms to nursing equipment, procedures, and medical conditions. Nursing students also have access to ATI software, which provides a terminology and pronunciation guide for each module, as well as step-by-step videos demonstrating key skills.

Performance Spaces – The 150-seat Event Center is used for student theatrical performances and guest performances. The campus assembly steps are also used for student events. Since the pandemic use of the space has been limited for Community partners. Scheduling priority given to on-Campus events.

Technological Infrastructure and Resources – Donnelly's Information Technology (IT) Services Department provides hardware and software technology support for the College. In addition to maintaining computer labs and system networks (drives and internal wiring), IT maintains, and services copy machines, SMART boards, the phone system and other technology around campus.

Donnelly invested Higher Education Emergency Relief Funds (HEERF) to equip classrooms with technology that facilitates distance learning such as document cameras, OWLs, remote cameras, projectors, whiteboards, laptops and lecterns. HEERF funds also provided training for faculty and staff in best practices for remote instruction; additionally, they covered the cost of expanded online resources for students including the ALEKS® system for math students, connect access for bachelor's students, and expanded Cengage to associate degree students in Fall 2022. The Cengage Unlimited subscription gives students access to e-books for all classes as well as online resources for a flat fee of \$119/semester. During 2022-23, Donnelly will use HEERF funds to pay this fee on behalf of students. If the pilot is successful, students will be charged a book fee each semester to cover the cost.

Learning Management System (LMS) and Student Information System (SIS) – In 2017, Donnelly transitioned from Moodle to Canvas, a more user-friendly LMS with improved technology support services. The College also transitioned to the Empower SIS that same year. Faculty receive Canvas training throughout the year. All faculty, staff, and administrators receive Empower training appropriate to their roles. For our Lansing students we use a secure LMS called Brightspace, which is approved by the Kansas Department of Corrections. Students use tablets purchased by Donnelly to access the LMS. Students are charged a technology fee for tablet use.

#### Laboratories –

- Scientific Laboratories – When Donnelly moved into its new academic building in Fall 2020, it added a physics lab and upgraded the biology and chemistry labs to include prep rooms, a second fume hood, an accessible station and additional safety equipment including an eyewash station.
- Simulation Labs – Donnelly's nursing students have access to four simulation labs—a maternal/child lab, two medical/surgical labs, and an IV and phlebotomy lab. These

labs feature full-body computerized mannequins that can be programmed to provide real-time physiological measurements reflecting a variety of health conditions. These simulators allow students to practice specific clinical skills and gain exposure to scenarios that might not arise during clinical experiences.

- Skills Labs – The Nursing Department’s two skills labs are designed to give students the opportunity to learn and practice basic skills such as placement of chest tubes and Foley catheters, care of tracheostomies, and safe practices for obtaining physical assessments.

Clinical Practice Sites – In addition the simulation Care of Clinical Nursing I, Care of Nursing II Clinical, Maternal Child Clinical and Foundations of Nursing Clinical Lab. Education and Nursing clinical sites are monitored by Donnelly Clinical Adjuncts and Donnelly Nursing faculty. Kansas State Board of Nursing (KSBN) requires annual reporting and makes regular site visits, most recently in October 2022. Nursing clinical and lab component courses align with KBOR alignment.

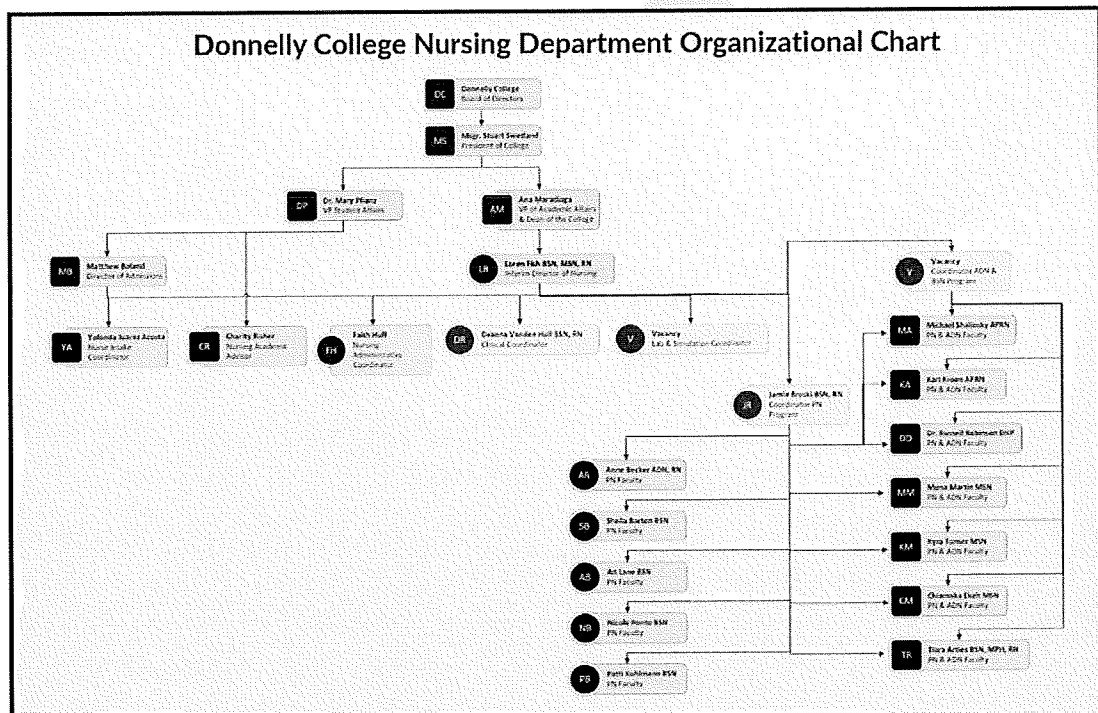
# DRAFT Fall 2020 - Spring 2025 Program Review: Practical Nursing

## Organization and Administration of the Program

### Narrative:

This program review is still in progress. It reflects the practical nursing certificate program data between 2020 and Spring 2025. The projected completion date for this program review is Friday September 26, 2025. This draft does include assessment data analysis, course evaluation analysis as well as a SWAT analysis of the program.

### Organization:



*\*Organizational Chart updated for Spring 2025*

Donnelly's Dean is working closely with the Director of Nursing and the administration to stabilize faculty in both the PN and RN programs. The College has already raised salaries for the Director of Nursing and the full-time nursing faculty to be more competitive with surrounding colleges and with local hospitals and other health care settings. As a nonprofit college committed to keeping costs low to increase accessibility, Donnelly has struggled to retain nursing instructors who can command much higher salaries in the marketplace.

Within the last year, the College also has created and filled three new positions in the nursing department to better support students and faculty: 1) a clinical coordinator, 2) a full-time nursing advisor, and 3) a full-time administrative assistant. To provide support for the Director of Nursing, Donnelly has also created two new leadership positions: a Coordinator of the PN program (already hired) and a Coordinator of the RN program and the RN-to-BSN completion program. A Master's in Nursing (MSN) is required for the RN and RN-to-BSN Coordinator and



responsibilities for both positions include faculty training/supervision, curriculum review, student support, and oversight of compliance with KSBN regulations.

## **Policies:**

Policies governing faculty, staff, and students can be found on Donnelly's website:  
<https://donnelly.smartcatalogiq.com/2025-2026/academic-catalog/>

## **Philosophy/Mission and Objectives/Outcomes**

### **Donnelly College Mission Statement:**

Donnelly College is a Catholic institution of higher education that seeks to continue the mission of Jesus Christ in our time by making the love of God tangible in our world.

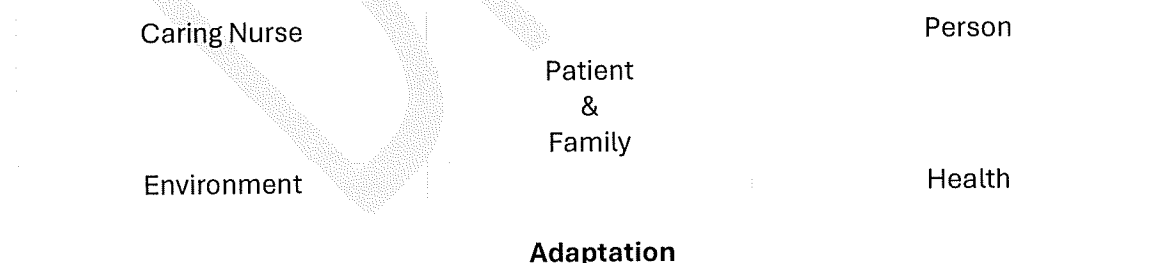
Specifically, the mission of Donnelly College is to provide education and community services with personal concern for the needs and abilities of each student, especially those who might not otherwise be served.

### **Nursing Mission Statement:**

The nursing program seeks to accomplish the mission of Donnelly College by educating the students for health care employment and to meet the health care employment needs of the community, and to educate the students to care for patients with caring, compassion, concern and dignity.

### **Conceptual Framework:**

The curriculum is based on a conceptual framework that reflects the college's philosophy (as is identifiable in the objectives of the program of nursing education and the mission statement). Our conceptual framework is based on Roy's Adaptation Model.



- Roy's model sees the person as "a biopsychosocial being in constant interaction with a changing environment." The person is an open, adaptive system who uses coping skills to deal with stressors.
- Roy sees the environments "all conditions, circumstances and influences that surround and affect the development and behavior of the person."
- Roy believes that health and illness are on a continuum with many different states or degrees possible. She states that health is the process of being and becoming an integrated and whole person.

- Roy's goal for nursing is "the promotion of adaptation in each of the four modes, thereby contributing to the person's health, quality of life and dying with dignity." These four modes are physiological, self-concept, role function and interdependence.

### **Philosophy of Nursing Program:**

The faculty believes at the completion of the program the graduates will have the knowledge, skills, attitudes, and abilities needed to practice safely and effectively. As an entry level practical nurse, the graduate will be able to meet the client's basic needs throughout the lifespan requiring promotion, maintenance, and/or restoration of health.

**Clients** -The faculty believe clients (individuals, families, and significant others), are finite beings with varying capacities to function in society. They are unique individuals who have defined systems of daily living that reflect their values, cultures, motives, and lifestyles. Additionally, clients have the right to make decisions regarding their health care needs.

**Health** - The faculty believe health is defined within three areas: promotion, maintenance, and restoration. Health promotion and maintenance are defined as client care that incorporates knowledge of expected stages of growth and development, and prevention and/or early detection of health problems. Restoration is defined as assisting the client to achieve an optimal level of health.

**Nursing** - The faculty believe nursing is both an art and a science. We believe nurses provide care for clients' basic biological, cultural, spiritual, and psychosocial needs throughout the lifespan. Nurses provide comfort in a caring environment. Critical thinking and the nursing process are the primary clinical problem solving tools of the nurse. The nurse is part of the interdisciplinary health care team who collaborates within the healthcare system and the community. Nurses are accountable for providing care within the scope of ethical and legal responsibilities.

**Education and learning** - The faculty and students believe they are partners in the acquisition of knowledge, skills, attitudes, and abilities in a supportive adult learning environment. Promoting student success and instilling a value of life-long learning is integral to success of the nursing discipline.

**Environment** - The faculty believes the environment is both external and internal. External environment is the set of circumstances, objects or external conditions that positively or negatively affect the well-being of the client. Internal environment includes biological, cultural, spiritual, and psychosocial aspects.

### **Program Learning Outcomes:**

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.

This program has the above eight program learning outcomes. The outcomes are closely aligned to the QSEN institutes competencies for pre licensure and graduate nursing. These were used **as a standard and guide** when assessing and evaluating students as they aligned well with our mission, vision and values.

## **Educational Facilities, Resources, and Services**

### **Educational Facilities:**

Details about specific rooms and accommodations can be found in the faculty handbook online here: <https://donnelly.smartcatalogiq.com/en/2025-2026/nursing-faculty-handbook/building-facilities/>

Donnelly has recently completed updates to our nursing facilities. Some examples of completed projects are:

- Following a series of leaks and emergency repairs in the nursing building (constructed in 1959), Donnelly moved all nursing classes and offices to the main academic building for Summer and Fall 2024 to allow the College to complete a \$2.1 million infrastructure renovation project that replaced all the mechanical, piping and electrical in the nursing building. Although the project was completed as scheduled (project closeout on 12/26/24 and final occupancy on 12/31/2024), nursing faculty turnover combined with the short time frame (12 business days) between project completion and classes starting on January 22 resulted in some labs being disorganized at the beginning of the semester.
- The SIM labs were fully operational as of 3.28.2025, and all nursing faculty have completed on-site or remote training on the use of SIM mannequins, unfolding case studies and the related documentation required. (Appendix A.17) Donnelly's nursing students began using the SIM labs for clinical training on 4.9.2025. Per KSBN regulations, nursing students are required to have completed at least 50% of their clinical hours at an approved clinical site before they can use the SIM lab for clinical credit. Donnelly's nursing students did not reach the 50% clinical onsite percentage until the second week in April 2025.

- Since the SIM lab opened to students on 4.9.2025, Donnelly's nursing faculty have offered more than 20 SIM lab makeup dates to accommodate small groups of students. This schedule enabled Donnelly to catch up 100% of students on clinical hours that were excused or cancelled due to inclement weather or to delayed clinical start dates.
- Donnelly is in the process of hiring a full-time SIM Lab Coordinator starting Fall 2025 who will expand SIM Lab programming and collaborate with our clinical team and Foundations in Nursing instructors to increase student access to SIM lab practice. Our students have verbalized enjoying the SIM lab experience and faculty concur that it helps our students gain competence and confidence in their nursing and critical thinking skills.

#### **Services and Resources:**

- Tutoring Center
- Career Center
- Student Senate
- Campus Cupboard
- Testing Center
- Campus Ministry
- Financial Aid Office
- Counseling Center

Additional information can be found at: <https://donnelly.smartcatalogiq.com/en/2025-2026/nursing-faculty-handbook/building-facilities/>

## **Student Learning Outcomes Assessment and Curriculum**

### **Program of Study, Curriculum, and Instructional Techniques**

#### **Program of Study**

For the most up to date degree requirements, see the Academic Catalog online here: <https://donnelly.smartcatalogiq.com/en/2025-2026/academic-catalog/certificates/certificate-in-practical-nursing/>

Below is the proposed course of study for the program, approved by KSBN. This is subject to change based on individual student approved transfer credits.

These courses are subject to change based on recommendations or requirements from KSBN.

#### **Course Sequence:**

##### **January Start**

**4 Semesters – 35 Credit Hours**

**With Prerequisites – 43 Credit Hours**

| Course Number | Course Name | Credits |
|---------------|-------------|---------|
|---------------|-------------|---------|

#### Semester 1

10 credits

|        |                                      |           |
|--------|--------------------------------------|-----------|
| NU 100 | KSPN Foundations of Nursing          | 4 credits |
| NU 101 | KSPN Foundations of Nursing Clinical | 1 credit  |
| HC 107 | Medical Terminology                  | 1 credit  |
| NU 205 | KSPN Mental Health Nursing           | 2 credits |
| NU 204 | KSPN Care of the Aging Adult         | 2 credits |

#### Semester 2

3 credits

|        |                                      |           |
|--------|--------------------------------------|-----------|
| NU 202 | KSPN Maternal Child Nursing          | 2 credits |
| NU 203 | KSPN Maternal Child Nursing Clinical | 1 credit  |

#### Semester 3

10 credits

|        |                                                    |           |
|--------|----------------------------------------------------|-----------|
| NU 106 | KSPN Fundamentals of Pharmacology & Safe Med Admin | 2 credits |
| NU 102 | KSPN Nursing Care of Adults I                      | 5 credits |
| NU 104 | KSPN Nursing Care of Adults I Clinical             | 3 credits |

#### Semester 4

12 credits

|        |                                         |           |
|--------|-----------------------------------------|-----------|
| NU 200 | KSPN Nursing Care of Adults II          | 5 credits |
| NU 203 | KSPN Nursing Care of Adults II Clinical | 3 credits |
| NU 226 | Concept Synthesis PN Review             | 2 credits |
| NU 105 | KSPN Leadership, Roles & Issues         | 2 credits |

### August Start

4 Semesters – 35 Credit Hours

With Prerequisites – 43 Credit Hours

| Course Number | Course Name | Credits |
|---------------|-------------|---------|
|---------------|-------------|---------|

#### Semester 1

10 credits

|        |                                 |           |
|--------|---------------------------------|-----------|
| NU 100 | KSPN Foundations of Nursing     | 4 credits |
| NU 101 | Foundations of Nursing Clinical | 1 credit  |
| HC 107 | Medical Terminology             | 1 credit  |
| NU 205 | KSPN Mental Health Nursing      | 2 credits |
| NU 204 | KSPN Care of the Aging Adult    | 2 credits |

#### Semester 2

10 credits

|        |                                                  |           |
|--------|--------------------------------------------------|-----------|
| NU 102 | KSPN Nursing Care of Adults I                    | 5 credits |
| NU 104 | KSPN Nursing Care of Adults I Clinical           | 3 credits |
| NU 106 | KSPN Fundamentals of Pharmacology & Safe Med Adm | 2 credits |

#### Semester 3

3 credits

|        |                                      |           |
|--------|--------------------------------------|-----------|
| NU 202 | KSPN Maternal Child Nursing          | 2 credits |
| NU 201 | KSPN Maternal Child Nursing Clinical | 1 credit  |

| Semester 4 |                                         | 12 credits |
|------------|-----------------------------------------|------------|
| NU 200     | KSPN Nursing Care of Adults II          | 5 credits  |
| NU 201     | KSPN Nursing Care of Adults II Clinical | 3 credits  |
| NU 226     | Concept Synthesis PN Review             | 2 credits  |
| NU 105     | KSPN Leadership, Roles & Issues         | 2 credits  |

### Core Curriculum Sequences:

NU 100 KSPN Foundations of Nursing co-requisites with NU 101.1, NU 101, NU 204, NU 105  
 NU 101 KSPN Foundations of Nursing Clinical co-requisites with NU 100, NU 100.1, NU 204, NU 105 Leadership, Roles, and Issues no pre-requisites or corequisites  
 NU 202 KSPN Maternal Child Nursing successful completion of NU 100, NU100.1, NU 101  
 NU 203 KSPN Maternal Child Nursing Clinical successful completion of NU 100, NU 100.1, NU 101  
 NU 102 KSPN Care of Adults I successful completion of NU 100, NU 100.1, NU 101, co-requisite with NU 103, NU 104.  
 NU 103 Pharmacology successful completion of NU 100, NU 100.1, NU 101  
 NU 104 Medical Surgical Nursing I Clinical successful completion of NU 100, NU 100.1, NU 101, co-requisite with NU 102.  
 NU 200 Medical Surgical Nursing II successful completion of NU 100, NU 100.1, NU 101, NU 102, and NU 104.  
 NU 201 Medical Surgical Nursing II Clinical successful completion of NU 100, NU 100.1, NU 101, NU 102,  
 NU 204 Care of Aging Adults no pre-requisites or co-requisites  
 NU 205 Mental Health no pre-requisites or co-requisites  
 NU 220 NCLEX-PN Review successful completion of all nursing classes with co-requisite of NU 200, NU 201, & NU 105.

All core classes must be passed to progress to next level. Care of Aging Adults, Leadership, and Mental Health Can be repeated without holding from next level.

### Course Descriptions:

#### NU 100 KSPN FOUNDATIONS OF NURSING

This course provides an introduction to practical nursing and roles of the practical nurse as well as profession-and client-related care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for basic data collection and nursing skills is presented and an introduction to the nursing process provides the student with a framework for decision making.

#### NU 101 KSPN FOUNDATIONS OF NURSING CLINICAL

This course provides an introduction to the skills required to practice nursing. The theoretical foundation for basic data collection and nursing skills is presented and the student is given an opportunity to practice application of the nursing process to client-related situations.

#### NU 102 KSPN NURSING CARE OF ADULTS I

This course focuses on the care of adult clients experiencing common medical/surgical health alterations with predictable outcomes. Emphasis is placed on the care of the clients with alterations in cardiac output and tissue perfusion, oxygenation, regulation and



metabolism, and integument. Principles of pre-and post-operative care and IV therapy are also addressed.

#### **NU 104 KSPN NURSING CARE OF ADULTS I CLINICAL**

This course focuses on the care of adult clients with common medical/surgical health alterations. The clinical laboratory experience provides the student an opportunity to apply the theoretical concepts from Nursing Care of Adults I and implement safe client care in selected settings.

#### **NU 105 KSPN LEADERSHIP, ROLES, AND ISSUES**

This course provides orientation to leadership roles of the LPN and related responsibilities. It will introduce issues to the student they will encounter in the workplace.

#### **NU 106 KSPN FUNDAMENTALS OF PHARMACOLOGY & SAFE MEDICATION ADMINISTRATION**

This course introduces the principles of pharmacology, drug classifications, and the effects of selected medications on the human body. The nursing process is used as a framework for ensuring safe and effective nursing care for clients across the lifespan.

#### **NU 200 KSPN NURSING CARE OF ADULTS II**

This course focuses on the effect of disorders of selected systems throughout the lifespan and applies the nursing process in meeting basic needs. Health promotion and maintenance, rehabilitation and continuity of care are emphasized. The role of the practical nurse is incorporated throughout.

#### **NU 201 KSPN NURSING CARE OF ADULTS CLINICAL**

This experience uses simulated and actual care situations of selected systems throughout the life span, utilizing acute and long-term care settings. An emphasis is placed on critical thinking and clinical decision-making skill development. Principles of leadership for the practical nurse will be implemented, as well as multi-task management skills for transition as a practical nurse.

#### **NU 202 KSPN MATERNAL CHILD NURSING**

This course focuses on pre-and post-natal maternal nursing care, as well as the care of children from infancy to adolescence. Emphasis is given to normal reproduction and frequently occurring biological, cultural, spiritual, and psychosocial needs of the childbearing and child-rearing family.

#### **NU 203 KSPN MATERNAL CHILD NURSING CLINICAL**

This clinical course applies concepts from Maternal Child Theory. Emphasis is placed on the nursing process and meeting the basic needs of the maternal child client.

#### **NU 204 KSPN CARE OF AGING ADULTS**

This course is designed to explore issues related to the aging adult using the nursing process as the organizing framework. Also discussed are the impact of ageism, alterations in physiological and psycho-social functioning, and the role of the practical nurse in caring for older adult clients.

#### **NU 205 KSPN MENTAL HEALTH NURSING**

This course explores basic concepts and trends in mental health nursing. Therapeutic modalities and client behavior management are discussed. Emphasis is placed on using the

nursing process and meeting the basic human needs of the mental health client.

## NU 226 CONCEPT SYNTHESIS-PN REVIEW

This course offers a structured review of the main areas covered by the NCLEX-PN: care of the adult, psychiatric, pharmacology, maternal-neonatal clients, and care of the child. A variety of interactive teaching/learning techniques provide questions, answers, rationales, and client needs information. Test taking skills are reviewed to prepare the student for the actual exam.

## Instructional Techniques:

**Lecture:** This style of learning is delivering information to the class with the professor being the lead in the delivery of this information. This style of learning is used in some capacity across the curriculum. DIRECTOR GIVE EXAMPLE OF SOME OF THE CLASSES However, more of the nursing coursework utilizes a hands on approach from the students instead of lecture.

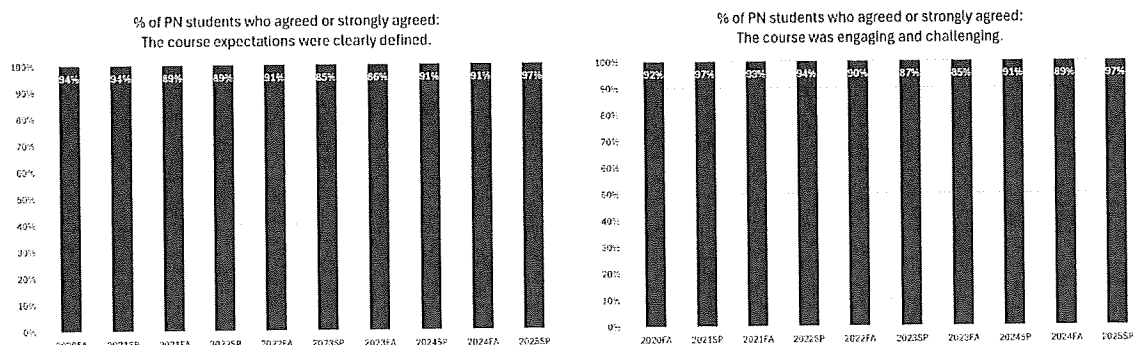
**Problem-Based Learning:** This approach is different from the lectures as it has the students as the center of the learning where they are learning nursing concepts through solving open-ended problems. DIRECTOR GIVE EXAMPLE OF SOME CLASSES/ASSIGNMENTS. This is utilized across curriculum and is the more popular approach to student learning as it places the students at the center of their own learning, develops deeper critical thinking skills, and better prepares them to be future nurses.

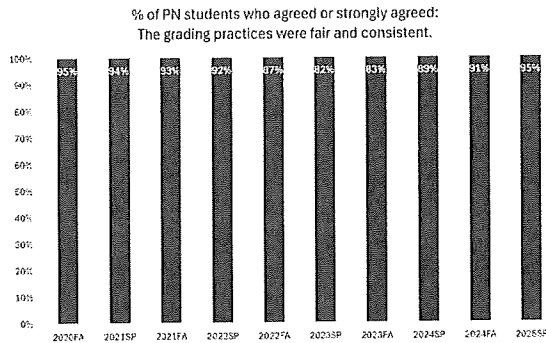
**Simulation:** This approach allows students to engage with the material and concepts of nursing through real life examples and real life scenarios. DIRECTOR GIVE EXAMPLES OF CLASSES/ASSIGNMENTS. This approach is used across the curriculum as it works very well with problem-based learning in developing problem solving skills that are paramount for future nurses to have.

**Flipped Classroom Model:** This is an approach to learning that has students engage with material before the course to gain foundational knowledge and be able to dig deeper into the material during class time. This helps to develop deeper critical thinking on the topics and is used in conjunction with all the other styles to better prepare students for comprehension of material during class time.

## Course Evaluations:

Data from three questions from the end-of-semester course evaluations for all PN program courses was analyzed for all Fall and Spring semesters between Fall 2020 and Spring 2025.





## Curriculum Map

### Narrative:

A full curriculum map can be found online here:

<https://planning.watermarkinsights.com/share/curriculum-map/8b0ec80a-7edf-4e17-82e4-107537d43375>

### Program Learning Outcomes:

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.

This program has the above eight program learning outcomes. The outcomes are closely aligned to the QSEN institutes competencies for pre licensure and graduate nursing. These were used **as a standard and guide** when assessing and evaluating students as they aligned well with our mission, vision and values.

### Measures:

The Practical Nursing program has student learning outcomes that were measured through the use of their exams and quizzes in Examsoft. The benchmark for each outcome was a class average of 80%. Examsoft questions were categorized by QSEN competencies that our

outcomes align with therefore, the QSEN competency that aligned with the particular outcome was used to gather the data. In the future measures will be directly related to the PLO in Examsoft. There will be specific categories for the PLOs and each question on exams and quizzes will be aligned to the outcome. This will give more accurate data that will help to make more pinpointed decisions and action items moving forward.

### Student Learning Outcomes and Program Outcomes

| Component                                                                                                                                                                                                                                                                     | PLAN                                                                                                                                                                                                                                                                                            |                                                                                                                | Data Collection and Assessment Frequency (This section features the action item moving forward for data collection and review) | IMPLEMENTATION                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                               | Assessment Method(s)*                                                                                                                                                                                                                                                                           | Expected Level(s) of Achievement                                                                               |                                                                                                                                | Results of Data Collection Including actual level(s) of achievement                                                                                                                                                                                                     | Analysis and Actions for Program Development, Maintenance, or Revision                                                                                                                                                                                                                                                                                         |
| PLO #1:<br>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 | Using questions from exams/quizzes in Examsoft that align with QSEN competencies for Patient-Centered Care for the following courses is how PLO#1 will be assessed as they align. KSPN Care of the Adult I (NU 102). KSPN Leadership, Roles & Issues (NU 105) KSPN Fundamentals of Pharm & Safe | Students will achieve an average of 80% or better on the exam/quiz questions addressing patient-centered care. | Director and Faculty will review every May and December                                                                        | Date Range: Fall 2020-Spring 2025 (08/29/2020-05/15/2025)<br>Average for Care of the Adult I: 72.74%<br>Average for Leadership, Roles & Issues: 67.68%<br>Average for Fundamentals of Pharm & Safe Medication Admin: 85.26%<br>Average for Care of the Adult II: 77.65% | Notes: There are many courses that fall on the borderline of the expected levels of achievement (those are ones between 65-79%). The courses that fall below 65% are the courses that need vast improvements. These overall numbers were broken down by the semester to look for patterns and more details. We can see that the concept synthesis course needs |

|                                                                                                                                                               |                                                                                                                         |                                                                                                                     |                                                         |                                                                                                             |                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                               | Medication Admin (NU 106)                                                                                               |                                                                                                                     |                                                         | Average for Maternal Child Nursing: 77.44%                                                                  | improvements in scores related to relationship-centered care.                                                                                                                               |
|                                                                                                                                                               | Care of the Adult II (NU 200)                                                                                           |                                                                                                                     |                                                         | Average for Care of Aging Adults: 88.6%                                                                     | From the semester breakdown, numbers have risen and fallen without any discernible pattern.                                                                                                 |
|                                                                                                                                                               | KSPN Maternal Child Nursing (NU 202)                                                                                    |                                                                                                                     |                                                         | Average for Mental Health Nursing: 84.68%                                                                   | Action Item: The school will begin using ATI for testing as they have specifics aimed at NCLEX preparation.                                                                                 |
|                                                                                                                                                               | KSPN Care of Aging Adults (NU 204)                                                                                      |                                                                                                                     |                                                         | Average for Concept Synthesis-PN: 61.08%                                                                    | The school is also hosting test-prep sessions and will begin offering test-taking skills workshops in partnership with the tutoring center and study group sign-ups in the tutoring center. |
|                                                                                                                                                               | KSPN Mental Health Nursing (NU 205)                                                                                     |                                                                                                                     |                                                         | Break Down of Semester Numbers for Concept Synthesis: Spring 2021: 63.89%                                   | Mandatory tutoring if exam scores are below 80%.                                                                                                                                            |
|                                                                                                                                                               | KSPN Concept Synthesis-PN (NU 220)                                                                                      |                                                                                                                     |                                                         | Fall 2021: 46%                                                                                              |                                                                                                                                                                                             |
|                                                                                                                                                               |                                                                                                                         |                                                                                                                     |                                                         | Spring 2022: 52%                                                                                            |                                                                                                                                                                                             |
|                                                                                                                                                               |                                                                                                                         |                                                                                                                     |                                                         | Fall 2022: 86.89%                                                                                           |                                                                                                                                                                                             |
|                                                                                                                                                               |                                                                                                                         |                                                                                                                     |                                                         | Spring 2023: 67.01%                                                                                         |                                                                                                                                                                                             |
|                                                                                                                                                               |                                                                                                                         |                                                                                                                     |                                                         | Fall 2023: 81.03%                                                                                           |                                                                                                                                                                                             |
|                                                                                                                                                               |                                                                                                                         |                                                                                                                     |                                                         | Spring 2024: 60.81%                                                                                         |                                                                                                                                                                                             |
|                                                                                                                                                               |                                                                                                                         |                                                                                                                     |                                                         | Fall 2024: 58.64%                                                                                           |                                                                                                                                                                                             |
| PLO #2: Teamwork and Collaboration: collaborate with the client and members of the interprofessional health care team to promote continuity of client of care | Using questions from exams/quizzes in Examsoft that align with QSEN competencies for Teamwork and Collaboration for the | Students will achieve an average of 80% or better on the exam/quiz questions addressing Teamwork and Collaboration. | Director and Faculty will review every May and December | Date Range: Fall 2020-Spring 2025 (08/29/2020-05/15/2025)<br>Average for Leadership, Roles & Issues: 89.97% | Notes: This is an area in which students are exceeding the benchmark expectation for Teamwork and Collaboration. For this there will be continued instruction the                           |

and shared  
decision-making

following  
courses is how  
PLO#2 will be  
assessed as  
they align.

.  
KSPN  
Leadership,  
Roles & Issues  
(NU 105)  
KSPN Care of  
Aging Adults  
(NU 204)  
KSPN Concept  
Synthesis-PN  
(NU 220)

Average for  
Care of Aging  
Adults:  
89.47%  
Average for  
Concept  
Synthesis-PN:  
91.18%

incorporates  
teamwork  
throughout the  
curriculum.  
Although, more  
data could be  
collected in this  
section  
particularly  
from the  
clinical.  
Students are  
assessed in  
their clinicals  
using a rubric  
that is centered  
around core  
concepts and  
the course.

Action Item: The  
action item for  
data collection  
in clinicals  
moving forward  
is to keep this  
data in our LMS,  
so it is  
accessible.

These  
completed  
rubrics will be  
due within a  
week of  
completion of  
the clinical to  
the LMS for the  
director to run  
reporting. This  
will help to  
assess the area  
of Teamwork  
and  
Collaboration  
more  
thoroughly.

Notes: There  
are many  
courses that fall  
on the  
borderline of  
the expected

PLO #3:  
Evidence based  
practice: use  
current evidence  
as a basis for  
nursing practice

Using  
questions  
from  
exams/quizzes  
in Examsoft  
that align with

Director and  
Faculty will  
review every  
May and  
December

Date Range:  
Fall 2020-  
Spring 2025  
(08/29/2020-  
05/15/2025)



QSEN competencies for Evidence Based Practice for the following courses is how PLO#3 will be assessed as they align.

KSPN Care of the Adult I (NU 102).

KSPN Leadership, Roles & Issues (NU 105)

Care of the Adult II (NU 200)

KSPN Maternal Child Nursing (NU 202)

KSPN Care of Aging Adults (NU 204)

KSPN Mental Health Nursing (NU 205)

KSPN Concept Synthesis-PN (NU 220)

|                                                                           |                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Average for Care of the Adult I: 77.23%                                   | levels of achievement (those are ones between 65-79%). The courses that fall below 65% are the courses that need vast improvements.                                                                                                                                          |
| Average for Leadership, Roles & Issues: 77.09%                            | These overall numbers were broken down by the semester to look for patterns and more details.                                                                                                                                                                                |
| Average for Care of the Adult II: 78.81%                                  | We can see that the concept synthesis course needs improvements in scores related to Evidence Based Practice. From the semester breakdown, we can see the numbers have remained consistently low aside from Fall 2022. This is due to the use of ATI at the time of testing. |
| Average for Maternal Child Nursing: 78.47%                                | The school moved away from using this testing software in Fall 2023, which we can see a reoccurrence in decline after the school no longer used ATI.                                                                                                                         |
| Average for Care of Aging Adults: 97.37%                                  | Action Items:                                                                                                                                                                                                                                                                |
| Average for Mental Health Nursing: 82.84%                                 | The implementation of ATI is one                                                                                                                                                                                                                                             |
| Average for Concept Synthesis-PN: 48.62%                                  |                                                                                                                                                                                                                                                                              |
| Break Down of Semester Numbers for Concept Synthesis: Spring 2021: 68.75% |                                                                                                                                                                                                                                                                              |
| Fall 2021: 29.41%                                                         |                                                                                                                                                                                                                                                                              |
| Spring 2022: 38.75%                                                       |                                                                                                                                                                                                                                                                              |
| Fall 2022: 82.89%                                                         |                                                                                                                                                                                                                                                                              |
| Spring 2023: 46.55%                                                       |                                                                                                                                                                                                                                                                              |
| Spring 2024: 36.59%                                                       |                                                                                                                                                                                                                                                                              |
| Fall 2024: 46.67%                                                         |                                                                                                                                                                                                                                                                              |

|                                                                                                                                 |                                                                                                                                                                                                                                        |                                                                                                             |                                                                |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>PLO #4:<br/>Informatics: use information and client care technology to support the delivery of safe, quality client care</p> | <p>Using questions from exams/quizzes in Examsoft that align with QSEN competencies for Informatics following courses is how PLO#4 will be assessed as they align. KSPN Concept Synthesis-PN (NU 220) Done in the Clinical Setting</p> | <p>Students will achieve an average of 80% or better on the exam/quiz questions addressing Informatics.</p> | <p>Director and Faculty will review every May and December</p> | <p>Date Range:<br/>Fall 2020-Spring 2025<br/>(08/29/2020-05/15/2025)<br/>Average for Concept Synthesis-PN: 46.5%<br/>Break Down of Semester Numbers for Concept Synthesis:<br/>Fall 2021: 35.29%<br/>Spring 2022: 30%<br/>Fall 2022: 100%<br/>Spring 2023: 100%<br/>Spring 2024: 24.39%<br/>Fall 2024: 22.22%</p> | <p>action that will be taken to address the lower scores in Concept Synthesis and the borderline scores in the rest of the courses. Ensuring that questions for exams are uniform and there are more application questions in testing throughout the semester is one way to improve their progression in this area.</p> <p>Notes: This section shows that we only had one course that asked questions addressing informatics. This is also done in the Clinical Setting using a rubric specific to the class and competencies to evaluate. The Concept Synthesis course is a course taken in a students last semester. This being the only class that addressed this competency outside of</p> |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

PLO #5: Quality Improvement: participate in quality improvement activities assessing their effect on client outcomes

Using questions from exams/quizzes in Examsoft that align with QSEN competencies for Quality and Improvement for the following courses is how PLO#5 will be assessed as they align.

KSPN Leadership, Roles & Issues (NU 105)  
KSPN Fundamentals of Pharm & Safe Medication

Students will achieve an average of 80% or better on the exam/quiz questions addressing Quality Improvement.

Director and Faculty will review every May and December

Date Range:  
Fall 2020-Spring 2025 (08/29/2020-05/15/2025)  
Average for Leadership, Roles & Issues: 98.39%  
Average for Fundamentals of Pharm & Safe Medication Admin: 50%  
Break Down of Semester Numbers for Pharm & Safe Med Admin: Summer 2024: 50%  
Average for Mental Health Nursing:

clinical highlights a need to weave more information throughout the program in relation to informatics.

Action items: Incorporate concepts about informatics earlier on. Have additional questions about informatics on exams to get a better data sample to be able to analyze student understanding.

Notes: This is one area in which more data across the curriculum is needed as we only have two courses that are addressing this concept. Yet, they show quite different averages of achievement.

Action Items: Questions that address PLO #5 will be incorporated in more coursework throughout the curriculum.

|                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                 |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PLO #6: Safety: provide an environment that is safe and reduces risk of harm for clients, self, and others | Admin (NU 106)<br>KSPN Mental Health Nursing (NU 205)                                                                                                                                                                                                                                                                                                                                                                       | Students will achieve an average of 80% or better on the exam/quiz questions addressing Safety. | Director and Faculty will review every May and December | 81.82%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                            | Using questions from exams/quizzes in Examsoft that align with QSEN competencies for Safety for the following courses is how PLO#6 will be assessed as they align.<br>KSPN Care of the Adult I (NU 102).<br>KSPN Fundamentals of Pharm & Safe Medication Admin (NU 106)<br>Care of the Adult II (NU 200)<br>KSPN Care of Aging Adults (NU 204)<br>KSPN Mental Health Nursing (NU 205)<br>KSPN Concept Synthesis-PN (NU 220) |                                                                                                 |                                                         | Date Range: Fall 2020-Spring 2025 (08/29/2020-05/15/2025)<br>Average for Care of the Adult I: 78.69%<br>Average for Leadership, Roles & Issues: 75.56%<br>Average for Fundamentals of Pharm & Safe Medication Admin: 85.45%<br>Average for Care of the Adult II: 78.29%<br>Average for Care of Aging Adults: 80.68%<br>Average for Mental Health Nursing: 90.55%<br>Average for Concept Synthesis-PN: 63.72%<br>Breakdown of Semester Numbers for Concept Synthesis? Spring 2021: 63.89%<br>Fall 2021: | Notes: There are many courses that fall on the borderline of the expected levels of achievement (those are ones between 65-79%). The courses that fall below 65% are the courses that need vast improvements. These overall numbers were broken down by the semester to look for patterns and more details. We can see that the concept synthesis course needs improvements in scores related to safety. From the semester breakdown, numbers have risen and fallen without any discernible pattern.<br>Action Item: The school will begin using ATI for testing as they have specifics aimed towards NCLEX |

PLO #7:  
Professionalism:  
demonstrate  
accountability  
for client care  
that  
incorporates  
legal and ethical  
principles,  
regulatory  
guidelines, and  
standards of  
nursing practice

Clinicals

Director and  
Faculty will  
review every  
May and  
December

50.6%  
Spring 2022:  
52.5%  
Fall 2022:  
96.43%  
Spring 2023:  
73.98%  
Spring 2024:  
64.43%  
Fall 2024:  
64.68%

preparation.  
The school is  
also hosting  
test-prep  
sessions and  
will begin  
offering test-  
taking skills  
workshops in  
partnership  
with the tutoring  
center and  
study group  
sign-ups in the  
tutoring center.  
Mandatory  
tutoring if exam  
scores are  
below 80%.

Notes:  
This particular  
PLO is  
addressed in  
the clinical  
setting. This  
data was kept  
manually via  
rubrics that was  
not digitized  
and data has  
been lost over  
time.

Action Item:  
The action item  
for data  
collection in  
clinicals moving  
forward is to  
keep this data  
in our LMS, so it  
is accessible.  
These  
completed  
rubrics will be  
due within a  
week of  
completion of  
the clinical to  
the LMS for the  
director to run

|                                                                                                                  |                                                                                                                                                                            |                                                                                   |                                                                   |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>PLO #8:<br/>Leadership: use leadership skills that support the provision and coordination of client care.</p> | <p>Using questions from exams/quizzes in Examsoft from NU 105 Leadership, Roles &amp; Issues is how PLO#8 will be assessed as the overall course aligns with this PLO.</p> | <p>Students will receive an average of an 80% on all exams/quizzes in NU 105.</p> | <p>Director and Faculty will review every May and December</p>    | <p>Fall 2020:<br/>79.76%<br/>Spring 2021:<br/>78.93%<br/>Summer 2021:<br/>82.74%<br/>Fall 2021:<br/>91.40%<br/>Spring 2022:<br/>85.27%<br/>Fall 2022:<br/>83.95%<br/>Spring 2023:<br/>83.28%<br/>Fall 2023:<br/>82.53%<br/>Spring 2024:<br/>75.12%<br/>Fall 2024:<br/>86.29%<br/>Spring 2025:<br/>82.14%</p> | <p>reporting. This will help to assess the area of Teamwork and Collaboration more thoroughly.</p> <p>Notes: Overall most semesters were meeting the benchmark or slightly below.</p> <p>Action Items:<br/>The hiring of new faculty and continuing with the curriculum in this area is the plan moving forward.</p>  |
| <p>Exam Pass Rate+ NCLEX</p>                                                                                     | <p>KSBN NCLEX Report</p>                                                                                                                                                   | <p>The minimum standard is 80%.</p>                                               | <p>Director and Faculty review in September, January and June</p> | <p>PN<br/>2019 87%<br/>2020 77.5<br/>Minimum Standard changed from 75 to 80%<br/>2021 80<br/>2022 87.1<br/>2023 82.61<br/>2024 72.73</p>                                                                                                                                                                     | <p>Notes: NCLEX numbers had remained above the required standard for every year besides the 2024 year. This dip in scores can be partially attributed to the turn over in department faculty and staff, in addition to the move away from ATI.</p> <p>Action Items:<br/>New full-time faculty and staff have been</p> |



|                           |                                                                            |                |                                                                                                                                                                                                                                                                                                 |
|---------------------------|----------------------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program Completion Rate++ | Number of students who started program vs number of students who graduated |                | hired. There is also a plan to implement ATI in Fall 2025. These changes in addition to study skills sessions are expected to increase scores back up to the minimum standard.                                                                                                                  |
|                           |                                                                            |                | Action Item:<br>This data will be run each semester to have a better idea of persistence rates. The director of nursing will send a cohort list to the registrar at the beginning of each semester and the registrar will send a report to the director of nursing at the end of each semester. |
| Job Placement Rate        | Student Survey                                                             | NEED THIS DATA | Action Item:<br>HCA-Student Job Opportunities and Mock and Interviews                                                                                                                                                                                                                           |

## Participation in Assessment

The faculty are participating in assessment through their use of Examsoft. They are entering their test and quizzes and categorizing the questions based upon the categories in this software. In doing so and having students use the software they participate every semester. There will be changes made to this process moving forward as there will be categories that are specific to the program learning outcomes to categorize the questions. In addition, clinical rubrics for assessment will be required to be put into the LMS for collection and analysis of data. There will be new due dates of rubric scores being entered into the LMS.

within a week of clinical completion for the director. These changes will encourage more participation and timely data collection for clinicals. In addition, the changes to Examsoft will gather more accurately aligned data to student learning.

## **Action Items and Use of Results**

### **Action Items During the Cycle:**

The biggest action item during the cycle of this program review has been the move away from ATI and the reincorporation of the ATI software starting Fall 2025. The expectations of this incorporation will be an increase in NCLEX readiness and an increase in NCLEX scores. We can see through the course of the cycle scores decreasing when the school moved away from using ATI. Other changes have been in hiring new faculty to the program.

### **Future Action Items:**

The future action items are to increase test readiness, study skills, and note-taking through a partnership with the tutoring center. There will be workshops that will give students these skills to be better prepared for lecture style notetaking and preparing to take exams in class and the NCLEX. In addition, there will be a new policy for students making below 80% on their exams/quizzes for mandatory tutoring sessions in the tutoring center. The use of a weighted scale for exams will be put into effect moving forward to ensure that students are ready for their next series of coursework. For example, the comprehensive mid-term and finals will hold a greater weight than other assignments. This ensures that students are understanding the material comprehensively and are ready for their next coursework. In addition, incorporating informatics, and application style questions/assignments earlier on in the curriculum is going to be implemented.

## **Affiliating Agencies and Clinical Learning**

### Current and/or Recent Past Clinical Affiliates

- Activities Big Blue Healthcare
- Camber Children's Mental Health
- Emmanuel Family and Childcare Develop.
- Healthcare Resort of Olathe
- Kindred Hospital Northland
- Meadowbrook Rehabilitation Hospital
- Merrium Gardens Healthcare Rehab
- Olathe Medical Center
- Providence Medical Center
- Providence Place
- Recover Care
- Rediscover Mental Health- Urgent Care
- Select Specialty Hospital, Kansas City
- Shawnee Gardens Healthcare and Rehab
- St. John Hospital
- St. Joseph Medical Center
- University Health @ Lakewood

- University Health Medical Center
- University of Kansas
- Villa St. Francis Catholic Care Center

## Simulation Activities

Simulation in nursing education offers several evidence-based benefits, such as enhanced clinical skills, improved critical thinking, increased confidence, and better patient outcomes. It offers a safe and controlled environment for students to develop essential skills, enhance clinical reasoning, and build confidence before interacting with real patients. It allows for the practice of both routine and critical situations, fostering teamwork, communication, and decision-making skills in a risk-free setting. Specifically, simulation is used to bridge the gap between classroom theory and clinical practice.

Our Skills lab operates in a similar way with risk-free learning to get the essential movements into muscle memory before ever coming in contact with a patient.

Moving forward this school year 2025-2026, we will be developing a handbook where we will outline the policies, procedures, and guidelines for using simulation as a learning tool in our nursing program. We will also be developing standardized simulations for every class, ensuring consistency in training, allowing all students to experience the same quality of learning, regardless of the specific simulation scenario or instructor.

## Student Achievement

### Enrollment:

| Term        | Number of Students |
|-------------|--------------------|
| 2024 Fall   | 132                |
| 2025 Spring | 118                |
| 2025 Summer | 72                 |

\*\* 2025 Fall is forthcoming pending roster verification & census day.

## Curriculum/Course Retention and Success

### DF Withdraw Incomplete (DFWI) Rates:

| Semester:   | Rate: |
|-------------|-------|
| 2022 Fall   | 12%   |
| 2023 Spring | 19%   |
| 2023 Summer | 18%   |
| 2023 Fall   | 13%   |
| 2024 Spring | 11%   |
| 2024 Summer | 13%   |
| 2024 Fall   | 14%   |
| 2025 Spring | 16%   |

**Explanation:**

The goal for the DFWI rates is to stay below a 20% each semester. We did not meet that goal for 2 of the semesters throughout this cycle.

**Graduate Performance on the Licensing Exam**

Graduate Performance on the Licensing Exam - NCLEX Pass Rates

**NCLEX Pass Rate:**

| Year: | Pass Rate: |
|-------|------------|
| 2019  | 87%        |
| 2020  | 77.5%      |
| 2021  | 80%        |
| 2022  | 87.1%      |
| 2023  | 82.61%     |
| 2024  | 72.73%     |

**Explanation:**

There was a change in minimum standard from 75 to 80% between 2020 and 2021 with this information in mind we have been below the pass rate for the NCLEX in 2024 only. This could be attributed to department turn over and the move away from ATI as those were the biggest changes in those years. In order to reach the minimum standard moving forward there are changes being made that were outlined in the assessment portion of the review.

**Program Analysis****SWOT Analysis:****Strengths**

- **Personalized Instruction:** Donnelly's personalized learning environment, characterized by reduced class sizes, facilitates individualized attention and strengthens faculty-student relationships.
- **Accessible Faculty:** All faculty maintain a minimum of five dedicated office hours per week specifically for student support. This information is clearly indicated on each instructor's syllabus, which is provided to students on the first day of the course. Students are strongly encouraged to utilize these hours to foster mentorship and receive individualized guidance.
- **Partnership with ATI:** Donnelly College's Nursing Program has partnered with Assessment Technologies Institute (ATI) to provide integrated review modules, practice assessments, and NCLEX preparation resources to enhance student readiness and Education 203

support first-time NCLEX success. All nursing faculty have completed an ATI orientation to obtain a better understanding of available products and strategies to foster comprehensive student support in Summer 2025.

- **Mission-Driven Faculty:** Donnelly College's nursing faculty are deeply mission-focused, demonstrating a strong commitment to the college's values of service, integrity, and excellence. This has been through careful review and critique during the hiring process. They are dedicated to fostering a supportive and caring environment where each student is guided, encouraged, and empowered to succeed academically, professionally, and personally.
- **Faculty Mentorship:** At Donnelly College, every new nursing faculty member is paired with an experienced faculty mentor to ensure a strong, successful start. This intentional mentorship provides consistent, in-person weekly meetings and robust training in key instructional platforms including Exam Soft, Canvas, and Empower. Mentorship is key to empowering faculty with the tools, confidence, and support needed to excel in their roles and deliver exceptional education to nursing students.

#### Weaknesses

- NCLEX scores
- data collection, retention, and analysis
- Uniformity of information across handbooks, LMS, and website

#### Opportunities

- Partnerships with the tutoring center for more nursing based workshops
- Partnerships with HCA for student job opportunities and mock interviews
- New data collection plan for more timely accurate reporting and analysis

#### Threats

- Turn Over of faculty and staff
- Organization causing delays in meeting deadlines and reporting

## Campus Facility and Resources

Details about specific rooms and accommodations can be found in the faculty handbook online here: <https://donnelly.smartcatalogiq.com/en/2025-2026/nursing-faculty-handbook/building-facilities/>

#### Narrative:

Donnelly provides support services designed to effectively serve its target population of low-income, minority, immigrant and first-generation college students. The design of the new academic building allows for consolidated student services that help underserved students navigate and succeed in the higher education environment; accommodations, admissions, bookstore, business office, career services, financial aid, financial literacy education, food pantry, health care, mental health counseling, orientation, registrar, TRIO, and student engagement.

During COVID-related remote learning, many processes and forms were moved online to facilitate access. For example, in lieu of in-person visits, admission counselors and advisors increased the use of texting, phone calls and one-to-one zoom meetings to remain in constant contact with students. Tutors offered online tutoring and student orientations were held in smaller cohorts in online formats. The Counseling Center also offered mental health counseling via telehealth.

Donnelly's "Student First" philosophy is college-wide and applies to all subsets of its student population, including incarcerated students at the Lansing Correctional facility, dual credit students taking Donnelly classes at their high schools, and adult learners returning to complete their degrees.

Donnelly provides the infrastructure and resources to support effective teaching and learning.

**Classrooms** – Donnelly two academic buildings house 30 classrooms with 738 seats and 9 Computer labs with 164 workstations. The classroom capacity ranges from 12 to 50 and all rooms are equipped with technology (detailed further in 5.B.1). This is a 12% increase from our pre-construction capacity which was limited to 28 classroom and 660 seats.

**Academic Resource Center** – Donnelly's two-story Academic Resource Center is located at the center of the new academic building and includes a first-floor library and second-floor tutoring center. The library houses more than 4,600 physical books, 74 online databases and 15 serials. The College has added the Gale database to expand resources for technology and business students. To help students develop their research skills, Donnelly's Academic Librarian developed two new one-credit courses (a 100-level and 300-level course) that were approved by Academic Council in fall 2022. They are included in the 2022-23 catalog.

**ESL support** – An ESL tutor is available in the Academic Resource Center for associate and bachelor's degree students and the Nursing Department provides hands-on and visual resources that help students connect English medical terms to nursing equipment, procedures, and medical conditions. Nursing students also have access to ATI software, which provides a terminology and pronunciation guide for each module, as well as step-by-step videos demonstrating key skills.

**Performance Spaces** – The 150-seat Event Center is used for student theatrical performances and guest performances. The campus assembly steps are also used for student events. Since the pandemic use of the space has been limited for Community partners. Scheduling priority given to on-Campus events.

**Technological Infrastructure and Resources** – Donnelly's Information Technology (IT) Services Department provides hardware and software technology support for the College. In addition to maintaining computer labs and system networks (drives and internal wiring), IT maintains, and services copy machines, SMART boards, the phone system and other technology around campus.



Donnelly invested Higher Education Emergency Relief Funds (HEERF) to equip classrooms with technology that facilitates distance learning such as document cameras, OWLs, remote cameras, projectors, whiteboards, laptops and lecterns. HEERF funds also provided training for faculty and staff in best practices for remote instruction; additionally, they covered the cost of expanded online resources for students including the ALEKS® system for math students, connect access for bachelor's students, and expanded Cengage to associate degree students in Fall 2022. The Cengage Unlimited subscription gives students access to e-books for all classes as well as online resources for a flat fee of \$119/semester. During 2022-23, Donnelly will use HEERF funds to pay this fee on behalf of students. If the pilot is successful, students will be charged a book fee each semester to cover the cost.

Learning Management System (LMS) and Student Information System (SIS) – In 2017, Donnelly transitioned from Moodle to Canvas, a more user-friendly LMS with improved technology support services. The College also transitioned to the Empower SIS that same year. Faculty receive Canvas training throughout the year. All faculty, staff, and administrators receive Empower training appropriate to their roles. For our Lansing students we use a secure LMS called Brightspace, which is approved by the Kansas Department of Corrections. Students use tablets purchased by Donnelly to access the LMS. Students are charged a technology fee for tablet use.

#### Laboratories –

- Scientific Laboratories – When Donnelly moved into its new academic building in Fall 2020, it added a physics lab and upgraded the biology and chemistry labs to include prep rooms, a second fume hood, an accessible station and additional safety equipment including an eyewash station.
- Simulation Labs – Donnelly's nursing students have access to four simulation labs—a maternal/child lab, two medical/surgical labs, and an IV and phlebotomy lab. These labs feature full-body computerized mannequins that can be programmed to provide real-time physiological measurements reflecting a variety of health conditions. These simulators allow students to practice specific clinical skills and gain exposure to scenarios that might not arise during clinical experiences.
- Skills Labs – The Nursing Department's two skills labs are designed to give students the opportunity to learn and practice basic skills such as placement of chest tubes and Foley catheters, care of tracheostomies, and safe practices for obtaining physical assessments.

Clinical Practice Sites – In addition the simulation Care of Clinical Nursing I, Care of Nursing II Clinical, Maternal Child Clinical and Foundations of Nursing Clinical Lab. Education and Nursing clinical sites are monitored by Donnelly Clinical Adjuncts and Donnelly Nursing faculty. Kansas State Board of Nursing (KSBN) requires annual reporting and makes regular site visits, most recently in October 2022. Nursing clinical and lab component courses align with KBOR alignment.

**Kansas State Board of Nursing (KSBN)  
Combined Statute and Regulation Review Plan**

**August 14, 2025**

**Current Situation:** In June 2025, the KSBN decided to integrate and align the **internal standard and governance policy** for statutes and regulations review to include the **K.S.A. 77-415 statutory review of regulation** on a five-year cycle.

**The purpose** of this document is to assign all the statutes and regulations of The Kansas Nurse Practice Act (NPA) to at least one committee to be reviewed once every five years.

**The goal** of this legislative statute and regulation review plan is for each KSBN Committee to approval this proposed five-year schedule for their own committee.

**The KSBN 2025 to 2028 Strategic Plan** states the importance of this work as described in...

*Priority #1: Promoting Nursing and Allied Health Standards; safe nursing through education, licensure, and regulation*

**Strategic Objective 4. Legislative Engagement**

**The intention** of this work is to identify opportunities and prepare priorities for partnership with the Kansas legislature in the revision of specific statutes and regulations in the next legislative session.

**The objective** of this process is to have each KSBN Committee make a motion similar to this statement:

**Proposed Committee Motion:** After reviewing the proposed five-year legislative statute and regulation review schedule for our committee, I am moving approval of this proposed plan as amended with the priorities for the next two years and the quarter scheduled for review.

**Introduction:**

The following attachments list the statutes and regulations of the Kansas Nurse Practice Act (KNPA) approved by the Kansas Legislature listed by KSBN Committee in the order they appear in the KNPA.

Each statute and regulation has a hyperlink to the actual KNPA language to be reviewed by each committee in the next five years.

Committees are listed in the sequence of meeting each quarter as listed on the KSBN website.

The column with “**Review Year\***” needs to be reviewed for by each committee to agree are the **priorities for the next two years.**

The column with “**Quarter Review\*\***” needs to be reviewed for by each committee to agree are the **quarter scheduled for review for the next two years.**

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## Investigative Committee Legislative Review Schedule

| <u>Article Title</u>                                                                                                                                                                                                                                               | <u>Review Year*</u> | <u>Quarter Review**</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------|
| <u>74-1110 - Civil fine.</u>                                                                                                                                                                                                                                       | 2026                |                         |
| <u>65-1114 - Unlawful acts.</u>                                                                                                                                                                                                                                    | 2026                |                         |
| <u>65-1120 - Grounds for disciplinary actions; proceedings; witnesses; costs; professional incompetency defined; criminal justice record information.</u>                                                                                                          | 2026                |                         |
| <u>65-1120a - Reinstatement of revoked licenses; burden of proof; board of nursing report to legislature.</u>                                                                                                                                                      | 2026                |                         |
| <u>65-1121a - Judicial review of board's actions.</u>                                                                                                                                                                                                              | 2026                |                         |
| <u>65-1122 - Misdemeanors; penalties.</u>                                                                                                                                                                                                                          | 2028                |                         |
| <u>65-1123 - Injunctions.</u>                                                                                                                                                                                                                                      | 2028                |                         |
| <u>65-1127 - Reporting of malpractice incidents and other information; immunity from liability in civil actions for reporting, communicating and investigating certain information concerning alleged malpractice incidents and other information; conditions.</u> | 2027                |                         |
| <u>65-1135 - Complaint or information relating to complaint confidential; exceptions.</u>                                                                                                                                                                          | 2026                |                         |
| <u>60-3-110. Unprofessional conduct</u>                                                                                                                                                                                                                            | 2026                |                         |
| <u>65-4209 - Grounds for disciplinary actions; proceedings; witnesses; costs; professional incompetency defined; criminal history record information.</u>                                                                                                          | 2026                |                         |
| <u>65-4210 - Disciplinary proceedings; complaint; notice and hearing.</u>                                                                                                                                                                                          | 2026                |                         |
| <u>65-4211 - Judicial review.</u>                                                                                                                                                                                                                                  | 2027                |                         |
| <u>65-4213 - Injunctions.</u>                                                                                                                                                                                                                                      | 2028                |                         |
| <u>65-4214 - Violations; penalties.</u>                                                                                                                                                                                                                            | 2026                |                         |
| <u>65-4216 - Report of certain actions of mental health technician; persons required to report; medical care facility which fails to report subject to civil fine; definitions.</u>                                                                                | 2027                |                         |
| <u>65-4217 - Immunity from liability in civil actions for reporting, communicating or investigating certain information.</u>                                                                                                                                       | 2027                |                         |
| <u>60-7-106. Unprofessional conduct</u>                                                                                                                                                                                                                            | 2028                |                         |
| <u>60-7-111. Reporting of certain misdemeanor convictions by the licensee</u>                                                                                                                                                                                      | 2029                |                         |

Needs to be reviewed by committee to agree

\* These are the priorities for the next two years.

\*\* on the quarter scheduled for review for the next two years.

## Nursing Education Committee Legislative Review Schedule

| <u>Article Title</u>                                                                                                                                                                                             | <u>Review Year*</u> | <u>Quarter Review**</u> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------|
| <u>65-1119 - Schools of nursing; approval; approval of providers of continuing education offerings; application fee; criteria for evaluating out-of-state schools; nationally accredited schools of nursing.</u> | 2026                |                         |
| <u>60-1-102. Approval procedure</u>                                                                                                                                                                              | 2028                |                         |
| <u>60-1-103. Discontinuing a school of nursing</u>                                                                                                                                                               | 2028                |                         |
| <u>60-1-104. Definitions</u>                                                                                                                                                                                     | 2026                |                         |
| <u>60-2-101. Requirements for initial approval</u>                                                                                                                                                               | 2026                |                         |
| <u>60-2-102. Reapproval requirements</u>                                                                                                                                                                         | 2028                |                         |
| <u>60-2-103. Nursing program faculty and preceptor qualifications</u>                                                                                                                                            | 2027                |                         |
| <u>60-2-104. Curriculum requirements</u>                                                                                                                                                                         | 2026                |                         |
| <u>60-2-105. Clinical resources</u>                                                                                                                                                                              | 2026                |                         |
| <u>60-2-106. Educational facilities</u>                                                                                                                                                                          | 2026                |                         |
| <u>60-2-107. Student policies</u>                                                                                                                                                                                | 2026                |                         |
| <u>60-2-108. Reports</u>                                                                                                                                                                                         | 2026                |                         |
| <u>60-3-114. Satisfactory completion of a refresher course approved by the board</u>                                                                                                                             | 2026                |                         |
| <u>60-17-101. Definitions</u>                                                                                                                                                                                    | 2029                |                         |
| <u>60-17-102. Requirements for initial approval</u>                                                                                                                                                              | 2029                |                         |
| <u>60-17-103. Reapproval requirements</u>                                                                                                                                                                        | 2029                |                         |
| <u>60-17-104. Administrator, faculty and preceptor qualifications</u>                                                                                                                                            | 2029                |                         |
| <u>60-17-105. Curriculum requirements</u>                                                                                                                                                                        | 2029                |                         |
| <u>60-17-106. Clinical resources</u>                                                                                                                                                                             | 2029                |                         |
| <u>60-17-107. Educational facilities</u>                                                                                                                                                                         | 2029                |                         |
| <u>60-17-108. Student policies</u>                                                                                                                                                                               | 2029                |                         |
| <u>60-17-109. Reports</u>                                                                                                                                                                                        | 2029                |                         |
| <u>60-17-110. Discontinuing an advanced practice registered nurse program</u>                                                                                                                                    | 2028                |                         |
| <u>60-17-111. Requirements for advanced practice registered nurse refresher course</u>                                                                                                                           | 2026                |                         |
| <u>60-5-102. Approval procedure</u>                                                                                                                                                                              | 2029                |                         |
| <u>60-5-103. Discontinuing a program for mental health technicians</u>                                                                                                                                           | 2027                |                         |
| <u>60-6-101. Requirements</u>                                                                                                                                                                                    | 2026                |                         |

Needs to be reviewed by committee to agree

\* These are the priorities for the next two years.

\*\* on the quarter scheduled for review for the next two years.

## CNE & IV Therapy Committee Legislative Review Schedule

| <u>Article Title</u>                                                                                                                                                                                 | <u>Review Year*</u> | <u>Quarter Review**</u> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------|
| <u>65-1136 - Intravenous fluid therapy; qualifications of licensed practical nurses to administer; definitions; rules and regulations; advisory committee established; prohibitions; exceptions.</u> | 2026                |                         |
| <u>60-9-105. Definitions</u>                                                                                                                                                                         | 2028                |                         |
| <u>60-9-106. Continuing nursing education for license renewal</u>                                                                                                                                    | 2029                |                         |
| <u>60-9-107. Approval of continuing nursing education</u>                                                                                                                                            | 2026                |                         |
| <u>Exceptions</u>                                                                                                                                                                                    | 2026                |                         |
| <u>60-16-101. Definitions</u>                                                                                                                                                                        | 2026                |                         |
| <u>60-16-102. Scope of practice for licensed practical nurse performing intravenous fluid therapy</u>                                                                                                | 2028                |                         |
| <u>60-16-103. Stand-alone course approval procedure; competency examinations; recordkeeping</u>                                                                                                      | 2027                |                         |
| <u>60-16-104. Standards for course and program curriculum content</u>                                                                                                                                | 2027                |                         |
| <u>65-1159 - Qualifications of applicant for renewal of an authorization to practice; continuing education.</u>                                                                                      | 2026                |                         |
| <u>65-4206 - Approved courses of mental health technology; standards; qualifications; providers of continuing education offerings.</u>                                                               | 2026                |                         |
| <u>65-4207 - List of approved courses; survey of proposed course and institution; resurvey; notice to deficient institution; removal from list; records.</u>                                         | 2026                |                         |
| <u>60-12-104. Approval of continuing education offerings</u>                                                                                                                                         | 2027                |                         |
| <u>60-12-105. Definitions</u>                                                                                                                                                                        | 2027                |                         |

Needs to be reviewed by committee to agree

\* These are the **priorities for the next two years.**

\*\* on the **quarter** scheduled for review for the next two years.



## APRN Committee Legislative Review Schedule

| <u>Article Title</u>                                                                                                                                                                                                                                                              | <u>Review Year*</u> | <u>Quarter Review**</u> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------|
| <u>65-1130 - Advanced practice registered nurse; standards and requirements for licensure; rules and regulations; roles, titles and abbreviations; prescription of drugs authorized; licensure of currently registered individuals; malpractice insurance coverage required..</u> | 2026                |                         |
| <u>65-1131 - Advanced practice registered nurse; licensure; fees; license with temporary permit; exempt license; inactive license.</u>                                                                                                                                            | 2026                |                         |
| <u>65-1132 - Renewal of license for advanced practice registered nurse; reinstatement of lapsed license.</u>                                                                                                                                                                      | 2027                |                         |
| <u>65-1133 - Same; educational and training programs for advanced practice registered nurses; approval; survey; nationally accredited programs.</u>                                                                                                                               | 2027                |                         |
| <u>60-11-101. Definition of expanded role</u>                                                                                                                                                                                                                                     | 2027                |                         |
| <u>60-11-102. Roles of advanced practice registered nurses</u>                                                                                                                                                                                                                    | 2026                |                         |
| <u>60-11-103. Licensure and educational requirements for advanced practice registered nurses</u>                                                                                                                                                                                  | 2027                |                         |
| <u>60-11-104. Functions of the advanced practice registered nurse in the role of nurse practitioner</u>                                                                                                                                                                           | 2027                |                         |
| <u>60-11-104a. Prescription orders</u>                                                                                                                                                                                                                                            | 2027                |                         |
| <u>60-11-105. Functions of the advanced practice registered nurse in the role of nurse-midwife</u>                                                                                                                                                                                | 2027                |                         |
| <u>60-11-106. Functions of the advanced practice registered nurse; nurse anesthetist</u>                                                                                                                                                                                          | 2026                |                         |
| <u>60-11-107. Functions of the advanced practice registered nurse in the role of clinical nurse specialist</u>                                                                                                                                                                    | 2027                |                         |
| <u>60-11-113. License renewal</u>                                                                                                                                                                                                                                                 | 2027                |                         |
| <u>60-11-116. Reinstatement of inactive or lapsed license</u>                                                                                                                                                                                                                     | 2029                |                         |
| <u>60-11-118. Temporary permit to practice</u>                                                                                                                                                                                                                                    | 2028                |                         |
| <u>60-11-120. Expiration dates of licenses; applications</u>                                                                                                                                                                                                                      | 2028                |                         |
| <u>60-11-121. Exempt license</u>                                                                                                                                                                                                                                                  | 2028                |                         |
| <u>65-1151 - Definitions.</u>                                                                                                                                                                                                                                                     | 2028                |                         |
| <u>65-1152 - Qualifications for authorization to practice as a registered nurse anesthetist; approval of schools of nurse anesthesia, criteria.</u>                                                                                                                               | 2028                |                         |
| <u>65-1153 - Temporary authorization to practice.</u>                                                                                                                                                                                                                             | 2028                |                         |
| <u>65-1154 - Application; fees; deposit of moneys.</u>                                                                                                                                                                                                                            | 2026                |                         |
| <u>65-1155 - Expiration of authorizations to practice; renewal; lapsed authorization; reinstatement fee.</u>                                                                                                                                                                      | 2026                |                         |
| <u>65-1158 - Duties of registered nurse anesthetists.</u>                                                                                                                                                                                                                         | 2027                |                         |
| <u>60-13-102. Approval procedure</u>                                                                                                                                                                                                                                              | 2029                |                         |
| <u>60-13-103. School approval requirements</u>                                                                                                                                                                                                                                    | 2029                |                         |
| <u>60-13-104. Exam approval</u>                                                                                                                                                                                                                                                   | 2029                |                         |
| <u>60-13-110. Reinstatement of inactive or lapsed authorization</u>                                                                                                                                                                                                               | 2029                |                         |
| <u>60-13-111. Continuing education definitions</u>                                                                                                                                                                                                                                | 2026                |                         |
| <u>60-13-112. License renewal</u>                                                                                                                                                                                                                                                 | 2029                |                         |
| <u>60-13-113. Approval of registered nurse anesthetist continuing education</u>                                                                                                                                                                                                   | 2026                |                         |

## Practice Committee Legislative Review Schedule

| <u>Article Title</u>                                                                                                                                                                                         | <u>Review Year*</u> | <u>Quarter Review**</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------|
| <u>65-1113 - Definitions.</u>                                                                                                                                                                                | 2026                |                         |
| <u>65-1115 - Licensure of professional nurses; qualifications of applicants; examination; refresher course; renewal license; title and abbreviation; temporary permit; exempt license.</u>                   | 2027                |                         |
| <u>65-1116 - Licensure of practical nurses; qualifications of applicants; examination; refresher course; renewal license; title and abbreviation; temporary permit; exempt license.</u>                      | 2027                |                         |
| <u>65-1117 - Renewal of license; inactive license, fee; continuing education requirements; rules and regulations; notification of change in name or address or criminal conviction; multi-state license.</u> | 2027                |                         |
| <u>65-1124 - Acts which are not prohibited.</u>                                                                                                                                                              | 2026                |                         |
| <u>65-1165 - Supervision of delegated nursing procedures.</u>                                                                                                                                                | 2028                |                         |
| <u>60-3-101. Licensure</u>                                                                                                                                                                                   | 2029                |                         |
| <u>60-3-102. Duplicate of initial license</u>                                                                                                                                                                | 2026                |                         |
| <u>60-3-103. Change of name</u>                                                                                                                                                                              | 2026                |                         |
| <u>60-3-105. Reinstatement of license</u>                                                                                                                                                                    | 2026                |                         |
| <u>60-3-106. Licensure qualifications</u>                                                                                                                                                                    | 2027                |                         |
| <u>60-3-106a. Temporary permit</u>                                                                                                                                                                           | 2027                |                         |
| <u>60-3-107. Expiration dates of applications</u>                                                                                                                                                            | 2026                |                         |
| <u>60-3-108. License expiration and renewal</u>                                                                                                                                                              | 2026                |                         |
| <u>60-3-109a. Standards of practice</u>                                                                                                                                                                      | 2028                |                         |
| <u>60-3-111. Inactive license</u>                                                                                                                                                                            | 2026                |                         |
| <u>60-3-112. Exempt license</u>                                                                                                                                                                              | 2027                |                         |
| <u>60-15-101. Definitions and functions</u>                                                                                                                                                                  | 2027                |                         |
| <u>60-15-102. Delegation procedures</u>                                                                                                                                                                      | 2027                |                         |
| <u>60-15-103. Supervision of delegated tasks or procedures</u>                                                                                                                                               | 2027                |                         |
| <u>60-15-104. Medication administration in a school setting</u>                                                                                                                                              | 2027                |                         |
| <u>65-1162 - Unlawful acts.</u>                                                                                                                                                                              | 2026                |                         |
| <u>65-4202 - Definitions.</u>                                                                                                                                                                                | 2026                |                         |
| <u>65-4203 - Licensure of mental health technicians; application; qualifications; examination; refresher course; temporary permits; exempt license; rules and regulations.</u>                               | 2027                |                         |
| <u>65-4204 - Title and abbreviations.</u>                                                                                                                                                                    | 2027                |                         |
| <u>65-4205 - Renewal of license; application; fees; continuing education; renewal of lapsed license; notification of change in name or address or criminal conviction.</u>                                   | 2027                |                         |
| <u>65-4212 - Exclusions.</u>                                                                                                                                                                                 | 2028                |                         |
| <u>65-4215 - Practice of medicine not authorized.</u>                                                                                                                                                        | 2028                |                         |
| <u>60-7-101. Licensure</u>                                                                                                                                                                                   | 2027                |                         |
| <u>60-7-102. Duplicate of initial license</u>                                                                                                                                                                | 2026                |                         |
| <u>60-7-103. Change of name</u>                                                                                                                                                                              | 2026                |                         |
| <u>60-7-104. Reinstatement of license</u>                                                                                                                                                                    | 2026                |                         |
| <u>60-7-105. Standards of practice</u>                                                                                                                                                                       | 2027                |                         |
| <u>60-7-108. Inactive license</u>                                                                                                                                                                            | 2026                |                         |
| <u>60-7-109. Exempt license</u>                                                                                                                                                                              | 2028                |                         |
| <u>60-7-110. Expiration dates of licenses; applications</u>                                                                                                                                                  | 2028                |                         |
| <u>60-12-106. License renewal</u>                                                                                                                                                                            | 2029                |                         |

## Finance and Risk Management Committee Legislative Review Schedule

| <u>Article Title</u>                                                                                                                                                                                | <u>Review Year*</u> | <u>Quarter Review**</u> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------|
| <u>74-1106 - Board of nursing; appointment; terms; vacancies; qualifications; duties and powers; executive administrator and other employees; rules and regulations; compensation and expenses.</u> | 2027                |                         |
| <u>74-1108 - Board of nursing fee fund.</u>                                                                                                                                                         | 2026                |                         |
| <u>74-1109 - Fees for institutes, conferences and other educational programs offered by board; education conference fund.</u>                                                                       | 2026                |                         |
| <u>74-1111 - Assistant attorneys general to represent board in proceedings or litigation arising from discharge of board duties; appointment; salary.</u>                                           | 2027                |                         |
| <u>74-1112 - Board of nursing; fingerprinting and criminal history record check; fees; criminal background and fingerprinting fund.</u>                                                             | 2026                |                         |
| <u>65-1118 - Fees.</u>                                                                                                                                                                              | 2026                |                         |
| <u>65-1118a - Fees; consultants' travel expenses.</u>                                                                                                                                               | 2026                |                         |
| <u>65-1126 - Invalidity of part.</u>                                                                                                                                                                | 2027                |                         |
| <u>65-1129 - Rules and regulations.</u>                                                                                                                                                             | 2026                |                         |
| <u>65-1166 - Nurse licensure compact.</u>                                                                                                                                                           | 2028                |                         |
| <u>60-4-101. Payment of fees</u>                                                                                                                                                                    | 2026                |                         |
| <u>60-4-103. Fees and travel expenses for school approval and approval of continuing education providers</u>                                                                                        | 2026                |                         |
| <u>65-1134 - Citation of Kansas nurse practice act.</u>                                                                                                                                             | 2026                |                         |
| <u>60-11-119. Payment of fees</u>                                                                                                                                                                   | 2026                |                         |
| <u>65-1163 - Application of act.</u>                                                                                                                                                                | 2027                |                         |
| <u>65-1164 - Rules and regulations.</u>                                                                                                                                                             | 2026                |                         |
| <u>60-13-101. Payment of fees</u>                                                                                                                                                                   | 2026                |                         |
| <u>65-4201 - Citation of act.</u>                                                                                                                                                                   | 2026                |                         |
| <u>65-4208 - Fees.</u>                                                                                                                                                                              | 2026                |                         |
| <u>60-8-101. Payment of fees</u>                                                                                                                                                                    | 2026                |                         |

Needs to be reviewed by committee to agree

\* These are the **priorities for the next two years.**

\*\* on the **quarter scheduled for review for the next two years.**

## DRAFT - KSBN Revised Statutory and Regulatory Review Form

**NOTE:** The majority of the information in this DRAFT Form will be automatically populated by KSBN Staff. Board Committees would be focus primarily on the **four** questions with a “\*”.

### IDENTIFY THE STATUTE, RULE AND REGULATION

Number

Article Title

Statute, Rule and Regulation Title

Type (new, amended)

Effective Date (history)

Authorizing KSA(s) and/or Related KAR(s)

Implementing KSA(s) and/or Related KAR(s)

Legislative History

### KSBN STRUCTURE

KSBN Oversight Committee

Staff Review Owner

Review Year Cycle Number

Quarter of Review

**PURPOSE:** Briefly describe the public purpose of the statute, rule and regulation. (*limited to 400 characters*)

### Environmental Assessment

Is KSBN operating in good faith and reasonable compliance with this statute, rule or regulation?

Is the statute, rule or regulation in agreement with current healthcare practice?

How does this statute, rule or regulation compare with other states, model legislation, or healthcare accreditation standards?

Have there been any changes in the National Licensure Compact, case law, statutes, rules or regulations that might impact this statute, rule or regulation?

\* If changes are needed in statute, rule or regulation, what are the key elements of the substance of the revisions that need to be made?

### NECESSITY (Primarily for Rules and Regulations)

\* Is the rule and regulation necessary for the implementation and administration of state law, or could it be revoked? (*necessary/ could be revoked*)

Does the rule and regulation serve an identifiable public purpose in support of state law? *yes/no*

Is the rule and regulation broader than necessary to meet its public purpose? (*yes/no*)

**TIES TO FEDERAL PROGRAMS (Typically not applicable to KSBN)**

\* Is the rule and regulation federally required for state participation in a federal program or authority?  
(yes/no)

Is the rule and regulation necessary for federal delegation of enforcement authority to the State?

If the rule and regulation is federally required, the state and federal program names and the federal agency name (yes/no)

Could federal moneys be in jeopardy under current law if the rule and regulation were repealed?  
(yes/no)

If federal moneys could be in jeopardy, the approximate amount received for the most recent fiscal year.

**POTENTIAL FOR REVOCATION (Primarily for Rules and Regulations)**

Briefly describe how revocation would affect Kansans. *(limited to 600 characters)*

If the rule and regulation is not in active use, would revocation require a change to the authorizing or implementing statute? *(in active use/ yes/ no)*

\* If the rule and regulation is not in active use and revocation would require a change to the authorizing or implementing statute, which change(s)? *(limited to 400 characters)*

**ADDITIONAL INFORMATION**

Additional information necessary to understanding the necessity of this rule and regulation *(limited to 1,200 characters)*

## Rules and Regulation

### 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.)



## 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 appropriate education relative to the area of instruction.

(d) Curriculum.

(1) Before implementation of the program, the institution shall submit the proposed curriculum in writing to the board for approval. The institution shall submit, in writing, any proposed changes to an approved curriculum to the board for its approval before the changes may be implemented.

(2) The curriculum shall be organized to cover both theoretical instruction and clinical instruction. The curriculum for mental health technician courses shall consist of a minimum of 300 hours of theoretical instruction and 300 hours of clinical instruction. By July 1, 1978, the curriculum shall consist of a minimum of 450 hours of theoretical instruction and 450 hours of clinical instruction. In academic institutions, one semester hour of credit shall be equal to 15 hours of theoretical instruction or 45 hours of clinical instruction.

(3) The curriculum shall also include the following two courses, which shall be of a theoretical nature. Each course shall consist of 45 hours of instruction.

(A) Human growth and development. This course shall include aspects of growth and

development from the prenatal period through senescence.

(B) Behavioral science. This course shall include human needs, group processes, family dynamics, and social, economic, and cultural factors of behavior.

(4) The curriculum shall also include the following two courses, which shall include both theoretical and clinical instruction.

(A) Basic nursing concepts. This course shall include bed making, personal hygiene, administration and effect of medications, feeding, asepsis, elimination, recognition of illness, vital signs, basic nutrition, special care of patients, first aid and emergency nursing, assisting with physical examinations, and admission and discharge of patients.

(B) Psychiatric therapeutic treatment. This course shall include interpersonal relationships, psychopathology and classifications, coping mechanisms, communication skills, therapeutic modalities, and special reporting and recording techniques.

(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.

(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.)