<u>Agency Mission</u>: **To protect and promote the welfare of the people of Kansas.**

Kansas Board of Nursing
Landon State Office Building, Room 509
Education Committee Agenda
December 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
Steven Peterson, BSN, RN, CCRN, MEDSURG-BC, V. Chair
Ruth L.M. Burkhart, DNP, MSN, MA, RN-BC, LPCC
Angela Murray, MSN, RN, MICT
Karen Kidder, DNP, RN, CNE
Debra Pile, DNP, APRN, P-CNS
Patty Palmietto, DNP, MSN, RN

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

I.   Quorum (minimum of 4 members present) – Yes or No
II.   Call to Order
III.   Review of On-Site Packet
IV.   Additions/Revisions to the Agenda
V.   Announcements
VI.   Approval of Minutes – September 9, 2025

Consent Item Agenda
          A. Nursing Education Staff Report
          B. 2026 Site Visit schedule
          C. Petition to Test/Retest Summary 8/13/25 through 11/7/25

VII.   Site Visit Reports
          A. Allied Health Career Training – Follow-up after first graduation
          B. Salina Area Technical College – Reapproval ADN, PN
          C. Newman University – Reapproval DNAP
          D. Labette Community College – Reapproval PN
          E. Donnelly College – PN, ADN
          F. WSU Tech – LMHT initial visit
          G. Fort Scott CC – request for ADN

VIII.   New Business
    A. Major Curriculum Change Requests
        1. Pittsburg State University - BSN
        2. MidAmerica Nazarene University – BSN
        3. KU – Graduate, NAP
        4. Cloud Community College – ADN
        5. Rasmussen University – ADN
        6. KU SON – All programs
        7. KU SON - BSN
        8. KU SON – Master's Direct Entry in Nursing
        9. KU SON – Graduate programs
        10. KU SON – Post-Master's certificate programs

    B. Education Annual Report for Kansas Schools
    C. National Nursing Education Database
    D. Reapproval of undergraduate nursing programs
    E. Additional refresher courses for KS - discussion
        1. Colorado Nursing Center
        2. Sura College

IX.   Unfinished Business
    A. LMHT Task Force update
    B. Legislative Review Plans / Sample format introduction
    C. Five-Year Combined Statute and Regulation Review and schedule

X.   Agenda for March 2026
    a. 2025 NCLEX Report
    b. Fort Scott CC – rescheduled site visit
    c. Five-Year Review schedule - updated

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: Dec 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:
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Date: November 19, 2025

TO: KSBN Board Members

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

RE: December 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 August 15, 2025 through November 19, 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*
    - *Six **site visits** this quarter:*
        - ✓ *Allied Health Career Training – PN: completed a follow-up after first graduation site visit.*
        - ✓ *Salina Area Technical College – PN and ADN reapproval visits; ADN visit done in conjunction with an ACEN initial visit*
        - ✓ *Newman University, DNAP program – reapproval visit; first site visit since change from MSN to DNAP level.*
        - ✓ *Donnelly College – PN and ADN programs; board ordered site visit for cause; follow up to unscheduled visit from Feb. 2025.*
        - ✓ *Labette Community College – PN program – 5 year reapproval visit*
        - ✓ *WSU Tech – LMHT program – initial site visit*
    - ***Notification** from ACEN that Hutchinson Community College ADN received Continuing Accreditation and the next visit will be Spring 2033.*
    - ***Name change**: WSU announced that as of 8/29/25, the WSU school of nursing has a new name. It will now be known as Ascension Via Christi-Wichita State University School of Nursing.*

- ▪ ***Changes in Nursing Program Administration*** *through 11/18/25:*
  - ✓ *Donnelly College gave notice of the resignation of Interim Director of Nursing, Loran Fish, effective 11/14/25. Laura Sampson BSN, RN (MSN pending conferral) will take the Interim DON role while the college seeks a new Director of Nursing.*

- o ***KAR 60-2-103***
  - ▪ ***180 Faculty Qualification Reports were processed 4Q25***. *There were **418** processed for the year **2025**.*
    - ✓ *115 (**64%**) were **initial** FQRs; 55% of the initials were for those on hire exceptions and degree plans which means they did not meet regulatory requirements for faculty (K.A.R. 60-2-103)*
    - ✓ *65 (**36%**) were **updates**; 84% of updates were for those on continued hire exceptions or degree plans; 15% were for those completing degree plans.*
    - ✓ *51% were for BSN faculty; 35% for ADN faculty; 12% for PN faculty; 2% for APRN faculty*
  - ▪ *FQRs continue to be processed via secure email (since Sept. 2024) until new SoftDocs system is in place. No date has been set at this time for when that will be completed. Delay has been due to IT audits and cybersecurity priorities.*

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

- o Submitted response and reviewed results for five NCSBN web surveys for Education on the following topics:
  - ▪ NCLEX code determinants for nursing programs (separate campus vs. satellite) – OK BON
  - ▪ Clock hours for clinical – MA BON
  - ▪ Clinical instructor training – VA BON
  - ▪ APRN education award level – OR BON
  - ▪ APRN survey on required RN experience for APRN admittance – AL BON

- o *Education Annual Report – data issues for three KS schools delayed reporting to KSBN from NCSBN to October 3, 2025. Data is being analyzed for a report to the board at the December meeting*
  - ▪ *Primary issue for data clean up is the artificial separation of Level 1 and 2 for the bilevel ADN programs. KS has five bilevel programs that are primarily ADN programs that are approved as a PN program after the first year of the program in order to allow students to take the PN NCLEX if they choose. Reporting to their schools is done as one bilevel program and the KSBN annual education report is the only place this separation is reported. For the NCSBN core data survey it is important for the data to reflect the fact that each of these programs has a PN program code and an ADN program code that allows students to test at either or both levels.*

- o *Other Education Activities:*
  - ▪ ***NEW*** *– KSBN worked with NCSBN to produce a Kansas dashboard (similar to the one just developed by NCSBN for the aggregate national program data from 36 states). The first national dashboard has 2022 and 2023 data. The Kansas dashboard is available on the KSBN website (2023 KS data):* https://ksbn.kansas.gov/wp-content/uploads/2025/10/25-KansasAggregateReport-digital_final.pdf*.*
    - ✓ *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.*
  - ▪ ***LMHT task force follow up*** *– task force was able to meet one time to discuss a timeline and focus for moving forward.*
    - ✓ *Scott Brunner and Melinda Gaul from KDADS attended the task force meeting to discuss further the future of the LMHT as a licensing vs. certificate program.*
    - ✓ *Discussion by task force to keep the LMHT license and update the exam and the regulations for LMHT education to better reflect role and certification level. Also discussion on a "stacking" curriculum (potentially with CNA and CMA?)*
    - ✓ *Discussion of exam and how it is administered. Requirement is for a board-approved exam but does not say it must be administered by the board.*
  - ▪ *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 KCADNE Nursing conference on October 16-17, 2025.*
    - ✓ *Compassion Mindset training by Next Element*
    - ✓ *Presentation and discussion on Competency-based education vs Concept-based education, or do we need both?*
  - ▪ *Education Consultant from the Wyoming Board of Nursing attended a fall site visit with the KS team. I am in a mentoring relationship with WY Ed Consultant per an ask from NCSBN. She will attend another visit in the spring for a program that will also include ACEN.*
  - ▪ *Worked with Public Information Officer to draft an article regarding the Education annual report process for Kansas. The annual education report is an important informational report to the board for purposes of guiding work with the nursing programs in the coming year. Use of the NCSBN annual report guidelines is a helpful tool in evaluating nursing programs. It focuses on key quality indicators for nursing programs and helps highlight areas of focus for potential warning signs for programs. Link to the NCSBN Nursing Approval Guidelines:* https://www.ncsbn.org/public-files/Guidelines_for_Prelicensure_Nursing_Program_Approval_FINAL.pdf*.*

2026 Nursing & LMHT Program Site Visits

Spring 2026	School	Level	Visitors	Comments
Feb. 3-6, 2026	Neosho CC	ADN	Janelle Martin Patty Palmietto *Robin Cole (WY)	w/ ACEN
Feb. 18-19, 2026	Fort Scott CC (rescheduled)	ADN	Janelle Martin Karen Kidder	F/U on conditional approval status
Feb. 24-25, 2026	JCCC	PN	Janelle Martin Ruth Burkhart	Reapproval
March 17-18, 2026	Mid-America College of Health Sciences	PN	Janelle Martin Debie Pile *Amy Ackerson (MO)	Follow-up on Conditional approval per board
March 23-25, 2026	KSBN Board meetings			
April 7-8, 2026	WSU Tech	PN	Janelle Martin Angela Murray	Reapproval
April-May?? (waiting on CCNE dates)	Ottawa University	BSN	Janelle Martin Amy Hite	Follow up after 1st graduation
Fall 2026	**School**	**Level**	**Visitors**	**Comments**
Sept. 14-16	KSBN Board meetings			
Sept. 30-Oct 2	Benedictine College	BSN	Janelle Martin Amy Hite	w/ accreditation
Oct. 7-8	Colby CC	PN	Janelle Martin Angela Murray	Reapproval
Oct. 15-16	KCADNE Fall Forum			
Oct. (21), 22, 23	Washburn Tech	PN ADN	Janelle Martin Debie Pile	Reapproval Follow up after 1st graduation
Oct. 27-29	Fort Hays Tech|NC - Hays	PN	Janelle Martin Patty Palmietto	Reapproval
Nov. 3-4 or 4-5??	KCKCC	PN	Janelle Martin Karen Kidder	Reapproval

Petition for Permission to Test/Retest NCLEX Summary
8/16/2025 - 11/15/2025

Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Amber Finney (Hiebert)	RN	No - never taken exam	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	10.22.25
Alyssa Mullen	RN	No - never taken exam	Dec-21	1) Additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical to cover all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class(es) to review all unsuccessful areas	10.29.25

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

Program: _____ **Allied Health Career Training** _____ **Date(s):** _____ **Sept. 16-17, 2025** _____

Last KSBN Visit: __**February 2024**__ _____ **Accrediting Agency & Date of Last Visit:** _____ **KSBN approved only** _____

Visitors: __ Mechele Hailey, DNP, RN, CNE – KSBN Education Committee member; Janelle B. Martin MHSA, RN – KSBN Education Compliance Officer _____

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Initial app	X		Allied Health Career Training, LLC 1217 W. Douglas Wichita, KS 67213 877-376-8593
NSHB=Nursing Student Handbook NFHB= Nursing Faculty Handbook	Names of primary administrative officials	Initial app	X		Connor Powell, CEO/Co-owner Dianne Powell, ADN, RN, BS, LNHA, Director of Education /Co-Owner
CC=College Catalog FSCC HB= Faculty Handbook	Organizational chart for the institution	VRR	X		Student handbook
ACEN SS = SSR	Current contact information	VRR	X		Student handbook
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	VRR	X		Follow KBOR process for private institutions. Bonded and insured.
	Copy of school's current catalog	VRR	X		Reviewed
Description of nursing program	Organizational chart for nursing program	Self-Study (link) VRR	X		Part of school organizational chart – very small staff and one FT faculty who reports to Program Administrator

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Number of faculty	VRR – faculty table	X		2 FT PN faculty 2 PT PN faculty 1 PT faculty – not scheduled for PN but can step in as needed

	Number of non-teaching staff	VRR	X		6 – CEO/CFO
					    PN Program Administrator
					    IT Director
					    Director of Operations
					    Teacher's Asst. for PN / CNA
					    Admin Assistant

	Number of students admitted per year	Initial App VRR	X		KSBN has approved for:
					  20 admits annually
					    2024-25 18 adm / 12 grad
					    2025-26 20 admitted

Nursing Program Administrator and Faculty 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	VRR – faculty table	X		Danielle Kauffman, MSN, APRN-C, FNP
	Qualifications	VRR – faculty table	X		Experience in emergency care, cardiac care, family practice HC; also has previous teaching experience
	Teaching load	VRR – faculty table	X		No assigned teaching load.
	Responsibilities	VRR – faculty table and job description	X		VRR - Job description meets KSBN requirements. States position has oversight of the program.
Faculty selection and input into program	Faculty organizational by-laws	VRR	X		Faculty handbook describes policies and expectations for PN faculty
	Faculty job description	VRR	X		VRR – meet KSBN requirement
	Faculty selection process	VRR	X		In FHB
	Faculty orientation plan	VRR	X		Plan is written in FHB
	Faculty handbook	VRR Onsite	X		Reviewed
	General faculty meeting minutes for last 3 years	VRR	X		Minutes reviewed for past year (prior to start through present).
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		Faculty table in VRR – all areas required where on the table.
	FT or PT (use FTE)	Self-Study	X		ok
	Academic Credentials	Self-Study	X		ok

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Institution granting degree	Self-Study	X		ok
	Area of clinical expertise	Self-Study	X		ok
	Area(s) of assignment	Self-Study	X		ok
	Licensure	Self-Study	X		Need current verification in files (electronic files)
	Indicate degree plan and progress towards degree if applicable	Self-Study	n/a		
	List all faculty hire exceptions including course hired to teach	Self-Study	X		No hire exceptions
	Faculty file review	On-site	X		Files reviewed. Suggested keeping license verification in electronic file.
Preceptor Qualifications and Information	Preceptor criteria & selection	Self-study	n/a		No preceptors used in program. Preceptor policy written with a plan for use if needed. Not currently in use.
	Preceptor job description	Self-study VRR			
	Identified roles of preceptors, faculty, and students	Self-study VRR			
	Preceptor orientation materials	VRR			
	Preceptor signatures showing date orientation completed	VRR			
	Name of preceptor and course with prefix & course number	VRR			
	Preceptor state of license & license number	VRR			
	Methods of contact between faculty & preceptor	VRR			
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	VRR	X		One admission process - P&P Manual has academic metrics and requirements for admission. Pg. 3

Articulation defined – no transfer of nursing courses |

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Degree plan for each degree being granted	VRR	X		Nursing Student Handbook, pg. 11-12
	Oral and written English proficiency	VRR	X		Policy for Reading Assessment and an Essay to assess English proficiency No minimum score on policy; not intended to exclude any student from admission but as a resource for support services.
	Readmission	P&P Manual	X		Policy pg. 15-16 of P&P manual.
	Progression	P&P Manual	X		NSHB
	Counseling &guidance	VRR	X		Done by faculty and PA. Have outside referral sources if needed for MH counseling.
	Student role versus employee role	P&P Manual	X		P&P manual, pg. 8
	Representation on faculty governance	P&P Manual	X		P&P Manual, pg. 8. Students are welcome and included in faculty meetings that are done at the end of each Module (4 times a year). Meeting dates and notes are published for students on their online dashboard. Multiple surveys given to students throughout the program to provide usable data and input that leads to improvements.
	Graduation	P&P Manual			P&P – pg. 12-13
	Refund policies governing all fees and tuition paid by students	P&P Manual	X		Change in policy after the first year. Payments are made in 4 installments (for each 10 week period). This decreases large upfront debt and in cases when a student has to withdraw or dismissed, they only pay for sessions completed.
	Ethical practices including recruitment, admission, and advertising	VRR	X		NSHB pg. 3
	Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	P&P Manual	X		P&P manual, pg. 5 Student policy- acceptance conditional upon compliance with KSA 65-1120
	Student Handbook	VRR	X		reviewed

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Student support services	Description of student safety measures	VRR	X		P&P manual, pg. 18
	Description of student health services (available on-site or students have knowledge of available health services)	Onsite	X		No onsite health services – list of resources with contacts, addresses and phone numbers kept in student break room
Student records	Review student files	On-site	X		Student files are organized and kept by Business Office. Student records are electronic and password protected.
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	VRR	X		Elsevier provides platform for nursing students. Most assignments are done in the system. Also case studies and exams noted.
Curriculum **60-2-102, 60-2-104, & 60-2-105**					
List Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	VRR	X		NSHB pg. 11 – degree plan Pre-reqs: 14 credit hrs A&P – 5 cr hrs Human G&D – 3 cr hrs Med Term – 3 cr hrs Must be CNA – 3 cr hrs
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	VRR	X		Syllabi available on VRR have required information.
	Credit hours for each non-nursing course	VRR	X		See above
	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	VRR	X		All courses are defined as 25 clock hours per credit hour. Nursing courses: Credit / Clock Foundations of Nursing 4 100 Foundations Clinical 2 50 Pharm & Safe Med Admin 2 50 Care of Aging Adults 2 50 Nursing Care of Adults I 5 125 NCA I Clinical 2 50 Mental Health Nursing 2 50 Mat-Child Nursing 2 50 Mat-Child Clinical 1 25 NCA II 5 125 NCA II Clinical 2 50

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					Leadership, Roles, Issues 2 50 TOTAL Nursing: 31 775 Credit hours: 24 didactic / 7 clinical 775 clock hrs: 600 didactic / 175 clinical
	Identify clinical hours for combined nursing didactic and clinical courses	n/a	n/a		No combined courses
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	VRR	n/a		No current observation hours
	List all simulation hours for each relevant course (cannot exceed 50% of total clinical hours /course) and objectives for simulation experiences.	VRR	X		1) Mat/Child clinical – 8 /25 hours sim = 32% 2) Nursing Care of Adults I clinical – 20 / 50 hours simulation = 40%
	List all preceptor hours for each relevant course (cannot exceed 20% of total clinical hours in the nursing program). Capstone hours are excluded from this calculation.	VRR	n/a		No preceptors in PN program
	Testing process with test analysis and the written test procedure	VRR	X		PN Faculty Handbook, pg. 14
	Number of students per class	VRR	X		Classes are 1:20. Labs are divided into two groups of 10. All clinical is 1:10 or less.
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	VRR	X		Reviewed Clinical rotation calendars for each clinical course. All meet requirements. Current ratio is 1:6-8.
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	VRR	X		Pre-reqs and electives in curriculum cover these content areas.
	Art and science of nursing	VRR	X		PN Student Handbook, pg. 4, 8
	Didactic content and clinical experiences to meet the objectives in curriculum	VRR	X		Curriculum table in VRR

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	table that follows				
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Practical Nurse Program	Aspects of a safe, effective care environment, including coordination of care, safety, and infection control	VRR	X		Curriculum table provided
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	VRR	X		Curriculum table provided
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	VRR	X		Curriculum table provided
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	VRR	X		Curriculum table provided
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	VRR	n/a		Program identified no changes to curriculum since starting.
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	VRR & On-Site	X		2 classrooms that can easily accommodate 20 students. 2 skills/ simulation labs Break room for students and faculty Testing room with 25 computers. (students use own computers for testing – tests have lockdown browser in place).
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students.	VRR & On-Site	X		Currently have one private office and shared space for
	Secure space for student records	VRR & On-Site	X		Student records are electronic, and password protected with limited access.
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing.	Self-Study & On-Site	X		Students provided laptop if needed. If students use own device, it is checked by IT to ensure it meets minimum requirements. All required software is loaded by school and supported by IT and by Elsevier (24/7).

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Satellite program facilities		n/a		
	Other points of interest	Tour			
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs.	VRR & On-Site	X		Library of books kept onsite. PA is responsible for reviewing and keeping all resources current. Most resources are provided in the Elsevier platform used for the program. Houses all school books and resources required by program.
Clinical Resources 60-2-105					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	VRR & On-site	X		Reviewed 6 current clinical contracts – all had current dates and signatures
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	VRR & On-site	X		Contracts for each clinical course with adequate pt. loads
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students.	VRR & On-Site	X		PN students do not currently share any facility with other nursing students. At times there are CNA, CMA or other tech programs that may be present.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments.	VRR & On-Site	X		Appropriate language in all contracts that were reviewed.
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives.	On-Site	X		Catholic Care Center toured. Very large and well-kept facility. PN program uses the skilled areas and LTC areas when appropriate. Have also had students in the Memory Care unit and this year will have access to the attached BH unit. PN students not in clinical yet this

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					year but did inquire about last semester's experience with the PN students. All very positive.
Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104					
Program NCLEX pass rates	NCLEX PN Pass rates for the last 5 years (first time candidates)	Self-Study	X		**2025 to-date – 100% 1st time pass rate** All 12 graduates have tested and passed on the first attempt.
Advisory Committee	Review Advisory Committee minutes	On-site	X		Two meetings since start of program. Agenda includes information sharing from school to Advisory and also input from Advisory back to the program. Several changes were implemented from feedback on student surveys with input from Advisory.
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	VRR	X		Provided with a copy of both nurses and institution budget as well as a 3-year plan for nursing budget.
	Budget procedures		X		CEO also serves as CFO. Budget input from all staff including PN Administrator.
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See interview list
	General education and required support course faculty	On-Site	X		No Gen Ed faculty onsite today. Many of the gen ed courses are done online.
	Support services	On-Site	X		See interview list / same as Administration
	Students	On-Site	X		18 PN students from new class of 20; All very pleased with program.
Meet with members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	X		DON not available at CCC today but did speak with Supervisor of the Memory Care unit.
	Staff RN's	On-Site	X		Positive input from all staff that we spoke with. Allied has good reputation with staff and they have hired about half the graduates from the first class.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Individuals conducting observational experiences	On-Site	n/a		N/A
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ On-site	X	X	This is a new program with one graduating cohort in May 2025. An evaluation of the program was done and a few minor changes made based on the eval data. There is not a plan for evaluating end of program student learning outcomes or for ongoing evaluation.
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X	X	Again, data used to make changes for this new cohort but it is not documented in an ongoing plan of evaluation.

Onsite Interviews:

Administration/Support Services:

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

Student meeting: 18 of the 20 PN students admitted Fall 2025.

Nursing Faculty:

- Tasha Vela, BSN, LNHA – working on DNP – lead instructor for PN
- Karen Steveson, BSN, RN – PT for PN program – works closely with Tasha on didactic and skills days

Advisory Meeting:

- Kim Dispensa, LPN – KS Christian Home, Newton – Chair of Advisory. Kim was only Advisory able to meet today. She stated good participation with the two meetings they've had. She is impressed with the variety of members on Advisory that includes other healthcare folks but also has a good mix of other public members.

Clinical Observation: (lab/skills): clinical starts 9/30/25 – did visit site used in Spring. See classroom observation.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments

Classroom Observation: Foundations of Nursing is current class. Instructor: Tasha Vela. Skills lab/clinical on Tuesdays and didactic class on Thursday. Other days the students have online assignments to prepare for other 2 days.

Today Tasha was instructing students on dosage calculations. Tasha provided examples of dosage calculation scenarios and showed them two different ways to calculate the amounts. She spoke to them as if they were colleagues. Students were very responsive to her teaching methods and asked appropriate questions. She was easily able to answer their questions in a respectful manner.

Strengths:

- Excellent student support – Administrative support, IT support onsite and via text or email, tutoring, group study, remediation assistance. Goal is that we "don't lower standards – we remove barriers."
- Students are provided with all the resources needed for the program and licensing with one all-inclusive fee (books, office supplies, computer (if needed), scrubs, tools, NCLEX testing and licensing fees are also included (school pays for first NCLEX attempts) as a part of their program.
- Students feel very strongly that the school cares about them as people and ensuring they learn about compassionate care.
- Robust clinical experiences.
- Have used students surveys to make small but important changes to program supports:
  - Visual issue with classroom resolved with larger screens to accommodate bigger images for the narrow/long classroom
  - Virtual reality apps were problematic – students identified issue and IT fixed the problem
  - Required students to use laptops provided by AHCT; many students had their own laptop and wanted to use what they had; changed policy to allow for students to use own laptops and ACHT provides/installs needed software for the program
  - Built in Elsevier training for students at the very beginning of the class so they would be able to use full range of resources provided
- Clinical sites very supportive of program; very complimentary of students and faculty.
- Added remediation expectations to support testing and student success

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Opportunities:

- Clarify use of the term "preceptor" in handbooks and policy language. "Preceptor" has a specific definition and currently they are not used in program
- Testing policy – consider adding a leveling policy for tests as students progress

Recommendations:

1. No plan for ongoing evaluation development for the program and the end of program outcomes. Need to develop a systemic plan of evaluation for the program to include end of program outcomes. Submit draft of SPE to the KSBN Education Compliance Officer by 5/31/26. Include data from first year of the program.
2. Recommend approval of PN program for five years.

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

Program: _____Salina Area Technical College PN Program_____ **Date(s):** __Sept. 23-25, 2025_____

Last KSBN Visit: _____February 2020_____**Accrediting Agency& Date of Last Visit:** _KSBN approved only_____

Visitors: ___Karen R. Kidder, DNP, RN, CNE – KSBN Education Committee member; Janelle Martin, MHSA, RN – _____KSBN Education Compliance Officer_____

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	X		2562 Centennial Rd., Salina, KS 67401
	Names of primary administrative officials	Self-Study	X		Greg Nichols, EdD, MSc – President Jennifer Callis, VP of Student and Academic Affairs Jamie Palenske, VP Operations
	Organizational chart for the institution	Self-Study	X		Pres>VPSA/AA >DON>faculty
	Current contact information	Self-Study	X		Naomi Tatro 785 309 3105 naomi.tatro@salinatech.edu
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	X		VRR - Reviewed
	Copy of school's current catalog	Self-Study	X		Reviewed

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Description of nursing program	Organizational chart for nursing program	Self-Study	X		Nursing Faculty HB (NFHB) p.4
	Number of faculty	Self-Study	X		PN SS pg. 2 3 FT faculty 1 clinical coordinator – shared w/ ADN 1 lab/sim faculty – shared w/ ADN 1 clinical faculty (new) - shared
	Number of non-teaching staff	Self-Study	X		1 FT Health Occupations Specialist 1 FT HO Coordinator 1 FT Enrollment Specialist (all positions support nursing plus all other HO programs)
	Number of students admitted per year	Self-Study	X		SS pg. 4 Approved to admit up to 40 FT and 20 PT annually 2025 – admitted 19 to FT; 11 to PT

Nursing Program Administrator and Faculty 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	X		Naomi Tatro, MSN, RN. Director Nursing & Allied Health
	Qualifications	Self-Study	X		Job description
	Teaching load	Self-study	X		Consider removing required teaching responsibilities from DON job description
	Responsibilities	Self-Study	X		Job description

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		NFHB
	Faculty job description	Self-Study		X	PN Instructor job description is out of compliance. Regs say: BSN required. Could indicate that ADN with a BSN degree plan to be completed within years of hire would be considered.
	Faculty selection process	Self-Study	X		PN SS pg. 9
	Faculty orientation plan	Self-Study	X		SS p.35; NFHB & FHB
	Faculty handbook	On-site	X		VRR - Reviewed
.	General faculty meeting minutes for last 3 years	On-site VRR	X		Reviewed – would be good to see more connection in minutes to discussion, actions and follow up.
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		Faculty table – all required elements were on the table.
	FT or PT (use FTE)	Self-Study	X		
	Academic Credentials	Self-Study	X		
	Institution granting degree	Self-Study	X		
	Area of clinical expertise	Self-Study	X		
.	Area(s) of assignment	Self-Study	X		
	Licensure	Self-Study	X		
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		Clinical Coordinator is an RN and has a DP for MSN (RN to MSN program). Has completed all BSN requirements and will finish this fall with MSN.
	List all faculty hire exceptions, including course hired to teach	Self-Study	NA		

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Faculty file review	On-site	X		Review completed. Would help to have a process to ensure all faculty files have KSBN required documents.
Preceptor qualifications and information Nursing Student Handbook = NSHB College Student Handbook = SHB	Preceptor criteria & selection	Self-Study or VRR	n/a		Preceptors not used in the PN program at present. Preceptor Handbook is written and available should this change.
	Preceptor job description	Self-Study	NA		Preceptor Handbook, p.41
	Identified roles of preceptors, faculty, and students	Self-Study	NA		
	Preceptor orientation materials	Self-Study	NA		
	Preceptor signatures showing date orientation completed	Self-Study/On-site	NA		
	Name of preceptor and course with Prefix& number (ex: NURS 1011)	Self-Study	NA		
	Preceptor State of license &License	Self-Study	NA		

	number				
	Methods of contact between faculty & preceptor	Self-Study	NA		
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study	X		College catalog pg. 23 NSHB pg. 15-17 Rubric used for admission Enrollment Specialist assist w/ enrollment.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					4 pre-req courses w/ "C" or better; TEAS test for entry – min. 58% w/ math at 50% or higher; active CNA certificate; letter of recommendation required from a HC supervisor; typed essay following a rubric. (pg. 16-17 PN SHB)
	Degree plan for each degree being granted	Self-Study	X		PN SHB pg. 8 – Practical Nursing Certificate Program (Cert C)
	Oral and written English proficiency	Self-Study	X		PN SHB pg. 47
	Readmission	Self-Study	X		PN SHB pg. 18 – student is allowed one readmission. Dismissal for clinical safety issues may not be readmitted.
	Progression	Self-Study	X		PN SHB pg. 19 – No credit for courses that have both didactic and clinical if one is failed. "C" or higher required for all courses. Courses are sequential.
	Counseling &guidance	Self-Study	X		PN SHB pg. 45
	Student role versus employee role	Self-Study	X		PN SHB pg. 48
	Representation on faculty governance	Self-Study	X		PN SHB pg. 48-49
	Graduation	Self-Study	X		PN SNB pg. 45; also in CC pg. 33 Must earn at least 15 credit hours from SATC to graduate.
	Refund policies governing all fees and tuition paid by students	Self-Study	X		CC, p 28
	Ethical practices, including recruitment, admission, and advertising	Self-Study	X		CC, p 18

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					https://salinatech.edu/wp-content/uploads/Student-Services-Ethical-Standards-in-College-Recruitment.pdf https://salinatech.edu/wp-content/uploads/Admissions-Policy.pdf https://salinatech.edu/wp-content/uploads/Ethics-and-Integrity-Pay-Raises-Admissions-Registration-and-Financial-Aid-Employees.pdf
	Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study	X		In Admission packet and also in PN SHB pg. 48 which is available of the website at any time
	Student Handbook	On-site	X		VRR - reviewed
Student support services	Description of student safety measures	Self-Study	X		CC p. 18 PN SHB pg. 50
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		PN SHB pg. 38 – no student health services onsite; list of providers in the area are in the HB
Student records	Review student files	On-site	X		Reviewed student files – all in order.
Student documentation	Samples of completed student work for	On-Site	X		

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
submitted to meet course objectives	both theory and clinical courses (include observational and preceptor experiences)	VRR			

Curriculum **60-2-102, 60-2-104, & 60-2-105**					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	X		Medical Terminology – 3 College Algebra – 3 Human Anatomy & Physiology w/lab- 5 Human Development - 3
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X		Course descriptions on pg. 13-15 PN SHB. KSPN 100 Foundations of Nursing - 4 KSPN 101 Foundations of Nursing Clin- 2 KSPN 104 Fundamentals of Pharmacology & Safe Medication Administration - 2 KSPN 112 Care of Adult I - 5 KSPN 113 Care of Adults I Clinical - 3 KSPN 120 Care of Aging Adults - 2 KSPN 125 Maternal Child I - 2 KSPN 126 Maternal Child I Clinical - 1 KSPN 132 Care of Adults II - 5 KSPN 133 Care of Adults II Clinical - 3 KSPN 135 Mental Health Nursing - 2 KSPN 140 Leadership Roles and Issues – 1 Total = 32 credit hrs
	Credit hours for each non-nursing course	Self-Study	X		Above – 14 credit hours total
	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	Self-Study	X		46 cr hrs for PN Certificate: 32 credit hours – nursing courses 14 cr hrs pre-reqs

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments

					Clock hours nursing: 757.5
					   Didactic hours = 337.5
					   Clinical hours = 405
					   Lab hours = 15

	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	n/a		No combined courses
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	X		KSPN 133 – Care of Adults II 12 / 135 hours = 8%
	List all simulation hours for each relevant course (cannot exceed 50% of total clinical hours /course) and objectives for simulation experiences.	Self-study	X		1) KSPN 101 Foundations clinical 32 hrs/lab/Sim / 90 hours = 36% 2) KSPN 113 Care of Adults I 39 /135 hours = 29% 3) KSPN 126 – Mat/Child clinical 16 / 45 hours = 36% 4) KSPN 133 – Care of Adults II clin 32 / 135 hours = 24%
	List all preceptor hours for each relevant course (cannot exceed 20% of total clinical hours in the nursing program). Capstone course hours are excluded from this calculation.	Self-study VRR	NA		
	Testing process with test analysis and the written test procedure	Self-Study	X	X	PN SHB pg. 25-26 for students Faculty policy – need policy for faculty on test development and analysis - Update current student policy for Canvas testing
	Number of students per class	Self-Study	X		Up to 40:1 for didactic

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					No more than 10:1 for clinical or lab
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio –	Self-Study	X		All within regulation

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	includes observational sites)				
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	X		• MAT 150 College Algebra • BIO 150 Human Anatomy and Physiology • PSY 105 Human Development
	Art and science of nursing	Self-Study	X		• NUR 100 Foundations • NUR 101 Foundations Clinical • NUR 112 Adult Care I • NUR 113 Adult Care I clinical • NUR 125 Maternal child • NUR 126 Maternal Child Clinical • NUR 120 Aging Adult • NUR 135 Mental Health
	Didactic content and clinical experiences to meet the objectives in the curriculum table that follows	Self-Study	X		See table below
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Practical Nurse Program	Aspects of a safe, effective care environment, including coordination of care, safety, and infection control	Self-Study	X		NUR 100 Foundations NUR 104 Pharmacology NUR 112 Adult Care I NUR 101 Foundations Clinical NUR 113 Adult Care I Clinical NUR 120 Aging Adult NUR 125 Maternal Child NUR 126 Maternal Child Clinical NUR 132 Adult Care II NUR 133 Adult Care Clinical NUR 135 Mental Health

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		NUR 100 Foundations NUR 112 Adult Care I NUR 132 Adult Care II NUR 125 Maternal Child NUR 120 Aging Adult PSY 105 Human Development BIO 150 Human Anatomy and Physiology
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		NUR 100 Foundations NUR 112 Adult Care I NUR 113 Adult Care I clinical NUR 132 Adult Care II NUR 133 Adult Care II clinical NUR 120 Aging Adult NUR 135 Mental Health PSY 105 Human Development
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		NUR 100 Foundations NUR 104 Pharmacology NUR 112 Adult Care I NUR 101 Foundations Clinical NUR 113 Adult Care I Clinical NUR 120 Aging Adult NUR 125 Maternal Child NUR 126 Maternal Child Clinical NUR 132 Adult Care II NUR 133 Adult Care Clinical NUR 135 Mental Health
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	NA		
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	X		✓ 2 dedicated classrooms for PN – one for FT, one for PT class

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					✓ Large lab/ sim lab space – shared w/ ADN
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		All faculty have private office space with doors that lock. Other conference rooms are available if needed.
	Secure space for student records	Self-Study & On-Site	X		Records stored electronically in secure drives with restrictions.
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	Self-Study & On-Site	X		College has wireless internet - provided to all students, faculty, and staff. Two computer labs open to students as needed. Laptop rentals available (no cost – just check out and returned) College has a FT IT person to help students.
	Satellite program facilities		NA		
	Other points of interest		X		*Goode Learning Resource Center *The Grub Hub – room with grocery items, food, toiletries, supplies that students can access at no cost as needed. SATC recognized a need beyond academic and have college and community support for the room. *Student Emergency Fund – for non-academic emergencies to help w/ student success in program.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		PN SS pg. 17 Goode Learning Resource Center – computers and staff to help find online resources. Textbooks and current resource books available in each classroom to assist students w/ didactic learning.
Clinical Resources 60-2-105					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site VRR	X	X	VRR – reviewed 4 current contracts SRHC – needs language for "facility responsibility for patient care"
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	Self-Study & On-site	X		No issues noted
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Self-Study & On-Site	X		SRHC allows PN students to come for clinical – they compete with ADN from SATC and Cloud CC; also are 2 BSN programs in Salina that could have up to 90 students. Current availability is adequate.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & VRR	X		All contracts have appropriate language.
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Salina Regional Health Center (SRHC)– both PN and RN students attend clinical here. PN students in attendance for tour.

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104					
Program NCLEX pass rates	NCLEX PN Pass rates for the last 5 years (first time candidates)	Self-Study	X		2020 – 74.07% 2021 – 100% 2022 – 82.35% 2023 – 94.74% 2024 – 93.10 %
Advisory Committee	Review Advisory Committee minutes (for 3 most current years)	VRR	X		
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		Reviewed – no sig findings
	Budget procedures		X		DON has input to budget and once finalized has authority to manage budget.
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See interview list
	General education and required support course faculty	On-Site	X		See interview list
	Support services	On-Site	X		See interview list
	Students	On-Site	X		Met with 28 FT and PT students
Meet with members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	X		Salina Regional Medical Center. Met with Jonna Struble, Director of Organizational Development and Critical Care
	Staff RN's	On-Site	X		
		On-Site	NA		

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Individuals conducting observational experiences				
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ VRR	X		When you have nothing to improve, consider looking at different criteria. If you are considering having the PN program apply for accreditation, use the current ACEN standards for program evaluation. Document process w/ faculty in minutes!
	Use of program evaluation data for on-going program improvement	Self-study/ VRR	X	X	Faculty verbalize this; ensure documentation is readily available. How is this used for program improvement?

On-Site Interviews:

Administration:
- Greg Nichols – President, MSci, EdD (ABD)
- Jennifer Callis – VP of Student and Academic Affairs
- Jamie Palenske – VP of Operations
- Naomi Tatro - Director of Nursing

Student Support Services:
- Bekki Ringle – Health Occupations Coordinator
- Cierra Haith – Health Occupations Specialist
- Azalia Cunningham – Nursing Enrollment Specialist
- Rachel Galvin – Financial Aid Director
- Dusty Dahl – Campus Services Specialist

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments

- Lara Duran – Educational Services Coordinator
- Denise Hoeffner – Director of Institutional Research
- Ryan Weber – Director of Student Success
- Christina Woodhull - Learning Resource Specialist

General Education:
- James Knapp – College Algebra
- Sara Fisher – Human Development, General Psychology
- Nicole Welshans – A&P, Microbiology

Clinical Representatives:
- Amy Mapes – Director of Nursing, Bethany Home
- Jonna Struble – SRHC Director of Organizational Development & Director of Critical Care
- Amanda Mayfield – Director of Nursing, Pinnacle Park
- Jennifer Kresin – Lincoln Park
- Diane Walters – Lincoln Park
- Joyce Gfeller – Abilene Place
- Paul Meyers – Dignity Home Care
- Mandy McIntire – Reflections AL
- Sarah Rascoe – SRHC
- Kara Rogers – SRHC

Advisory Committee:
- Jonna Struble – SRHC Director of Organizational Development & Director of Critical Care
- Janeane Houchin – Director of Nursing Education, Kansas Wesleyan University
- Joyce Gfeller – Abilene Place
- Paul Meyers – Dignity Home Care

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments

Tour – Salina Regional Health Center:

- 4 PN Part-time students - Units 4, 5, & Rehab – clinical
- Salina Regional – Katherine, RN – rehab staff nurse
- Salina Regional – Nicole, RN – 4 – staff nurse

 PN Classroom Observation: KSPN 100 Fundamentals of Nursing; 18 students; Faculty – Mindy Martin BSN, RN

 Faculty:

- Briley Barta, BSN, RN
- Christina Krager, BSN, RN
- Mindy Martin, BSN, RN
- Melanie McDuffie, RN, Clinical Coordinator – shared with ADN
- Sandra Grubb, MSN, RN, Lab/Sim Instructor – shared with ADN

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Strengths:

- Strong nurse leadership by Naomi. She is well respected in the community and at college.
- Enthusiastic faculty with the common goal of excellence and student support.
- Salina Area Technical College has amazing student support available in terms of food pantry, emergency funds, and student services. Students recognize the support.
- Very convenient one-stop services for students in Building A.
- Nursing support staff is awesome and well regarded by faculty and students.
- Students feel very supported and that the faculty and staff want their success. Faculty recognize that students have a home life.
- Students came to Salina ATC due to the cost and the faculty.
- Public comment - "Strong Women run the College"

Opportunities:

- Create a standard procedure to ensure all required KSBN documents are in faculty files.
- Clarify the documentation of SPE and its application for improvement. Consider using ACEN standards for evaluation of both programs.
- Faculty minutes – ensure follow-through on all topics discussed in meetings. What was the outcome of adding NCLEX costs to fees?
- Testing policy – update for Canvas testing.

Recommendations:
- Update language in SRHC contract to include required language for facility responsibility for patient care. Send notification when updated to KSBN Education Compliance Officer.
- Recommend reapproval of the PN program for five years.

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

Program: <u>Salina Area Technical College ADN Program</u>   **Date(s):** <u>September 23-25, 2025</u>

Last KSBN Visit: <u>February 2021</u>   **Accrediting Agency& Date of Last Visit:** <u>ACEN Initial September 23-25, 2025</u>

Visitors: <u>Karen Kidder, DNP, RN – KSBN Education Committee member; Janelle Martin, MHSA, RN – KSBN Education Compliance Officer</u>

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program (KAR 60-2-102)					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study VRR	X		ACEN SS page 1 2562 Centennial Rd, Salina, KS 67401
	Names of primary administrative officials	Self-Study	X		ACEN SS page 1 Dr. Greg Nichols – President Jennifer Callis – VP, SA & AA Jamie Palenske – VP Operations
Accreditation Self-Study report = SSR	Organizational chart for the institution	Self-Study	X		ACEN SS page 10 President > VP SA & AA > DON> nursing faculty
KSBN SS = KSBN	Current contact information	Self-Study	X		ACEN SS page 1 CEO office 785.309.3182 Nursing office 785.309.3105
Virtual Resource Room = VRR	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site VRR	X		Reviewed – no issues
	Copy of school's current catalog	Self-Study VRR	X		VRR and emailed – Reviewed
Description of nursing program	Organizational chart for nursing program	Self-Study VRR	X		ACEN SS page 26 DON > Faculty and staff > students
	Number of faculty	Self-Study VRR	X		ACEN SS page 26 2 FT teaching faculty 1 FT Clinical Coordinator – also teaches clinical 1 FT clinical instructor 1 sim lab/lab faculty – shared w/ PN

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Number of non-teaching staff	Self-Study	X		ACEN SS pg. 17-20 1 FT Health Occupations Specialist 1 FT HO Coordinator 1 FT Enrollment Specialist
	Number of students admitted per year	Self-Study	X		ACEN SS pg. 8 Can accept up to 32 students annually 2025 – 32 admitted 2024 – 26 (22 grads) 2023 – 27 (25 grads) 2022 – 22 (19 grads) 2021 – 16 (17 grads)
Nursing Program Administrators, Faculty & Preceptors (KAR 60-1-104; 60-2-102 & 103; 60-1-104)					
Nursing Program Administrator	Name and credentials	Self-Study	X		ACEN SS pg. 1, 13 Naomi Tatro, MSN, RN
	Qualifications	Self-Study	X		ACEN SS pg. 13-14 12 years w/ SATC in various roles
	Responsibilities	Self-Study	X		ACEN SS pages 14-17 DON job description
Faculty selection and input into program Nursing Faculty Handbook = NFHB Faculty Handbook for college = FHB	Teaching responsibilities	Self-study	X		Teaches a 1 credit hr PN Leadership class
	Faculty organizational by-laws	Self-Study VRR	X		Faculty HB
	Faculty job description	Self-Study VRR	X		Faculty job description has appropriate reg requirements
	Faculty selection process	Self-Study	X		ACEN page 23-26
	Faculty orientation plan	Self-Study	X		ACEN SS pg. 35 Have college-level and program-specific onboarding and mentoring process
	Faculty handbook	Onsite or VRR	X		Attachment and VRR
	General faculty meeting minutes for last 3 years	On-site or VRR	X		VRR - Reviewed
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		Faculty tables, ACEN SS pg. 26-31 KSBN table provided w/ all required information
	FT or PT (use FTE)	Self-Study	X		ACEN pages 27-31 faculty tables
	Academic Credentials	Self-Study	X		ACEN pages 27-31 faculty tables
	Institution granting degree	Self-Study	X		ACEN pages 27-31 faculty tables
	Area of clinical expertise	Self-Study	X		ACEN pages 27-31 faculty tables

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Area(s) of assignment	Self-Study	X		ACEN pages 27-31 faculty tables
	Licensure	Self-Study	X		ACEN pages 27-31 faculty tables
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		ACEN pages 27-31 faculty tables 2 on Degree plans for MSN
	List all faculty hire exceptions including course hired to teach	Self-Study	n/a		ACEN pages 27-31 faculty tables
	Faculty file review	On-site	X		Completed – need process to ensure all KSBN required information is in faculty file.
Preceptor qualifications and information (for current semester) – **RN only** Nursing Student Handbook = NSHB College Student Handbook = SHB	Preceptor criteria & selection	Self-Study or VRR	X		ACEN SS pgs 40-42 Preceptor Handbook w/ all required information and orientation materials
	Preceptor job description	Self-Study	X		ACEN SS pgs 40-42
	Identified roles of preceptors, faculty, and students	Self-Study	X		ACEN SS pgs 40-42
	Preceptor orientation materials	Self-Study	X		ACEN SS page 41-42 Preceptor Handbook
	Preceptor signatures showing date orientation completed	Self-Study/On-site	X		On site – preceptor file
	Name of preceptor and course with Prefix& number (ex: NURS 1011)	Onsite	X	X	Reviewed file – form signed by preceptor – add course w/ prefix and number to the form
	Preceptor State of license &License number	Onsite	X		On preceptor form
	Methods of contact between faculty & preceptor	Self-Study	X		ACEN pages 40-42 Preceptor HB
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following College/Academic catalog = CC Nursing Student Handbook = NSHB College Student Handbook =	Admission of generic, transfer, and articulation students	Self-Study VRR Website	X		ACEN pages 43-44 College catalog pg. 23 NSHB pg. 15-17 Rubric used for admission Enrollment Specialist assist w/ enrollment
	Degree plan for each degree being granted	Self-Study	X		ACEN SS pg. 44 Program guide for nursing – website – 66 credit hr AAS degree
	Oral and written English proficiency	Self-Study			ACEN page 43, 65-67
	Readmission	Self-Study	X		ACEN page 43 NSHB pg. 20
	Progression	Self-Study	X		ACEN page 43-44 ADN SHB, pg. 19,-20; meet grade (78% passing), attendance,

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
SHB					practicum skills check offs and clinical outcome requirements. Must be successful in both didactic and practicum to progress on in program. Must be completed sequentially.
	Counseling &guidance	Self-Study	X		ACEN page 45,46,48-50 Good student services support with referral to services - SATC pays for limited MH visits
	Student role versus employee role	Self-Study	X		Student handbook page 52
	Representation on faculty governance	Self-Study	X		ACEN page 11 NSHB pg. 52 – 2 reps from each level – elected each semester
	Graduation	Self-Study	X		ACEN SS pg. 44 College catalog pg. 34 – complete all required assessments, earn a C or higher in all courses, earn at least 15 credits from SATC
	Refund policies governing all fees and tuition paid by students	Self-Study	X		ACEN pages 51-53
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		KSBN Self-Study page 1 https://salinatech.edu/wp-content/uploads/Student-Services-Ethical-Standards-in-College-Recruitment.pdf
	Information to any student who may be subject to licensure disqualification under K.S.A. 65-1120. (**Must be provided prior to program admission**)	Self-Study	X		KSBN Self-Study page 1 Admissions packet
	Student Handbook	On-site or VRR	X		On-site and VRR
Student support services	Description of student safety measures	Self-Study	X		KSBN Self-study page 1 College catalog pg. 16-18
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		KSBN self-study page 1 NSHB pg. 41-42 – no onsite health services NSHB has page for resources, pg. 43
Student records	Review student files	On-site or VRR	X		Reviewed – no issues
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	On-Site or VRR	X		On site

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum **60-2-102, 60-2-104, & 60-2-105**					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include: Nursing Student Handbook = NSHB College Student Handbook = SHB Nursing Faculty Handbook= NFHB	Required non-nursing courses	Self-Study	X		ACEN pages 65-67 NSHB pg. 10 – A&P w/ lab (5), Human Dev (3), College Algebra (3), Microbiology w/lab (5), Gen Pysch (3), Eng Comp (3), IP Comm (3) = 25 credits
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X		ACEN pages 58-66. NSHB pg. 15
	Credit hours for each non-nursing course	Self-Study	X		ACEN pages 69-70 25 credit hours – see above

	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	Self-Study	X		ACEN page 70
					NSHB pg. 15
					NUR200 Transitions (1)
					NUR205 HA / Adv Nrsg Skills (3)
					NUR 210 Complex Care of MH & Mat/Child Populations (8)
					NUR220 Complx Care of Adult (10)
					NUR230 Leadership & Mgmnt (2)
					LPN nrsg credits (17)
					Total nursing courses = 41 credit hrs
					Clock hours = 467.5 (24 crdt hrs ADN)
					  Didactic = 227.5 hrs
					  Lab = 15 hrs
					  Clinical= 225 hrs

	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		ACEN page 71
					  NUR210 – 6D, 2C (90 clock hrs)
					  NUR220 – 7D, 3C (135 clock hrs)

	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	X		ACEN page 71, 72 (see course Syllabi VRR) NUR210 12/90 = 13% NUR220 8/135 = 6%
	List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours per course).	Self-Study	X		ACEN SS pages 71-72 NUR210 up to 42/90 = 47% NUR220 up to 48/135 = 36%
	List all preceptor hours for each relevant course. (cannot exceed 20% of total clinical hours/nursing program excluding	Self-Study	X		ACEN pages 71-72 NUR210 15 hrs NUR220 16 hrs

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	capstone course)				Total = 31/225 = 14%
	Testing process with test analysis and the written test procedure	Self-Study	X		ACEN pages 83-85, Student Handbook pages 29-30. 35-36 Policy outlines process – consider clarifying and enhancing policy
	Number of students per class	Self-Study	X		ACEN SS pg. 26 32:1 Lecture 10:1 Lab 10:1 Clinical
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study or VRR	X		VRR for current and past cohorts – all are in compliance
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	X		KSBN SS pg. 2-3
	Art and science of nursing	Self-Study	X		KSBN SS pg. 2-3
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		KSBN SS pg. 2-3
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study VRR	X		KSBN SS pg. 2-3 Curriculum table provided
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		KSBN SS pg. 2-3
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		KSBN SS pg. 2-3
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		KSBN SS pg. 2-3
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	X		ACEN self-study page 55
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	X		KSBN Self-Study pg. 4 Textbook changes, ATI package upgraded, to Optimal

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Educational Facilities (KAR 60-2-106)					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	X		ACEN SS pgs 21-22 ADN has one dedicated classroom Share lab/ sim lab w/ PN class
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		ACEN SS pgs 21-22 Faculty have individual offices
	Secure space for student records	Self-Study & On-Site	X		ACEN pages 50-51, 52-54 Most student records are electronic and on protected drives. Nursing dept. has locked files for paper files.
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	Self-Study & On-Site	X		ACEN page 50-51 Students are complimentary of IT staff and IT help Classrooms have added technology and bigger screens for better visibility for all students
	Satellite program facilities		n/a		NA
	Other points of interest		X		KSBN Self-study page 4 – started The Grub Hub – room with grocery items, food, toiletries, supplies that students can access at no cost as needed. SATC recognized a need beyond academic and have college and community support for the room. Student Emergency Fund – for non-academic emergencies to help w/ student success in program.
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		KSBN SS pg. 4 Goode Learning Resource Center – computers and staff to help find online resources. Textbooks and current resource books available in each classroom to assist students w/ didactic learning.
Clinical Resources (KAR 60-2-105)					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site or VRR	X	X	VRR – reviewed 4 current contracts SRHC – needs language for "facility responsibility for patient care"

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	Self-Study & On-site	X		No issues noted
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Self-Study & On-Site	X		There are 2 BSN (could be up to 90 students) programs and one other ADN program (40 students) that are primary competitors for clinical space in Salina. These four programs get first pick for clinical spots at the large regional health center before other schools allowed to take spots.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		All contracts have appropriate language.
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Salina Regional Health Center – both PN and RN students attend clinical here.
Administrative Policies & Procedures (KAR 60-2-102, 60-2-103, & 60-2-104)					
Program NCLEX pass rates	NCLEX RN Pass rates for the last 5 (full) years for first time candidates	Self-Study	X		ACEN self-study page 95 – 3 year KSBN website – 5 yr look 2020 – 84.62 2021 – 100% 2022 – 89.47 2023 – 95.83 2024 – 91.3
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		Reviewed – no sig findings
	Budget procedures		X		ACEN pages 16, 17 DON has input to budget and once finalized has authority to manage budget.
Advisory Committee	Review Advisory Committee minutes	On-Site or VRR	X		VRR – reviewed – committee meets biannually – good community involvement
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See Interview list
	General education and required support course faculty	On-Site	X		See Interview list
	Support services	On-Site	X		See Interview list

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Students	On-Site	X		See Interview list
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	X		See Interview list
	Staff RN's	On-Site	X		On-site
	Preceptors	On-Site	n/a		On-site
	Individuals conducting observational experiences	On-Site	n/a		None available
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ On-site / VRR	X		ACEN pages 86-99 Attachment Faculty very knowledge about SPE document and process
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site / VRR	X	X	ACEN pages 86-99

On-Site Interviews:

Administration:
- Greg Nichols, President
- Jennifer Callis, VP Student and Academic Affairs
- Jamie Palenske, VP Operations
- Naomi Tatro, Director of Nursing Programs

ADN Classroom Observation – NUR 205 Health Assessment & Advanced Nursing Skills; Faculty – Markie Townsend, MSN, RN

Student meeting – met with 24 ADN students (1st semester)

Advisory Committee:
- Jonna Struble – SRHC Director of Organizational Development & Director of Critical Care
- Janeane Houchin – Director of Nursing Education, Kansas Wesleyan University
- Joyce Gfeller – Abilene Place
- Paul Meyers – Dignity Home Care

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments

Clinical Representatives:
- Amy Mapes – Director of Nursing, Bethany Home
- Jonna Struble – SRHC, Director of Organizational Development & Director of Critical Care
- Amanda Mayfield – Director of Nursing, Pinnacle Park
- Jennifer Kresin – Lincoln Park
- Diane Walters – Lincoln Park
- Joyce Gfeller – Abilene Place
- Paul Meyers – Dignity Home Care
- Mandy McIntire – Reflections AL
- Sarah Rascoe – SRHC
- Kara Rogers – SRHC

Student Services/Faculty Support:
- Bekki Ringle – Health Occupations Coordinator
- Cierra Haith – Health Occupations Specialist
- Azalia Cunningham – Nursing Enrollment Specialist
- Rachael Galvin – Financial Aid Director
- Dusty Dahl – Campus Services Specialist/Front Desk
- Lara Duran – Educational Services Coordinator / ATI Champion
- Denise Hoeffner – Director of Institutional Research/Registrar (temp)
- Ryan Weber – Director of Student Success

ADN Faculty:
- Markie Townsend, MSN, RN – FT faculty
- Tyffani Wesoloski, BSN, RN – FT faculty
- Sandra Grubb, MSN, RN – FT Lab/Simulation faculty (shared w/ PN)
- Melanie McDuffee, BSN, RN – RN Clinical Coordinator/Clinical faculty

General Education Faculty:

- James Knapp – math
- Sara Fisher – psych/soc
- Nicole Welshans

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Strengths:

- Strong nurse leadership by Naomi Tatro. She is well respected in the community and school. "Strong Women run the College"
- Enthusiastic faculty with the common goal of excellence and student support.
- Salina Area Technical College has amazing student support available in terms of food pantry, emergency funds, and student services. Students recognize the support.
- Very convenient one-stop services for students in Building A.
- Nursing support staff is awesome, and well-regarded by faculty and students.
- Students feel very supported and that the faculty and staff want their success. Faculty recognize that students have a home life.
- Students came to Salina ATC due to the cost and the faculty.

Opportunities:
- Create a standard procedure to ensure all required KSBN documents are in faculty files per regulation 60-2-103..
- Clarify the documentation of SPE and its application for improvement. Consider using ACEN standards for evaluation of both programs.
- Faculty minutes – ensure follow-through on all topics discussed in meetings. What was the outcome of adding NCLEX costs to fees?
- Testing policy – update for Canvas testing.
- Clarify preceptor policy to ensure consistent definitions; specify courses that utilize preceptors on the signed page

Recommendations:
- Update SRHC contract to add required language for responsibility of patient care prior to Spring 2026 semester.
- Recommend ADN program reapproval for the time period of initial national accreditation.

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

Program: __**Newman University – Registered Nurse Anesthesia Program**__   **Date(s):** ___**October 1-2, 2025**__

Last KSBN Visit: __**November 2021_(virtual)**_ **Accrediting Agency& Date of Last Visit:** __**COA – Nov. 2021 (virtual)**__

Visitors: __**Amy L. Hite, EdD(c), DNP, APRN, FNP-BC – KSBN Board member; Janelle Martin, MHSA, RN - KSBN Nursing Education Compliance Officer**__

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-17-103					
Description of legal body responsible for establishing program policies and for support of the program	Address of the institution	Self-Study	X		COA SS pg. 2 3100 McCormick Ave, Ste. 210 Wichita, KS
	Names of primary administrative officials	Self-Study	X		COA SS pg 2 – CEO, Dr. Kathleen Jagger, PhD DNAP Program Handbook (DNAP HB, p. 12)
	Organizational chart for the institution	Self-Study	X		DNAP HB pg. 11
	Current contact information	Self-Study	X		DNAP HB p. 12
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	VRR	X		Fiscal reports in VRR. Reviewed. No sig. findings
	Copy of school's current catalog	Self-Study VRR	X		2025-26 Graduate Catalog reviewed
Description of nursing program	Organizational chart for nursing program	Self-Study	X		DNAP HB pg. 11
	Number of faculty	Self-Study	X		COA SS pg. 43-44 1) 2 FT DNAP faculty (Program Director and Asst Program Director) 2) 2 PT CRNA faculty – 1 Lead Clinical Director, 1 Assoc.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					Clinical Director, 3 Adjunct CRNA faculty 3) 7 Adjunct non-CRNA faculty All are doctorally prepared except Associate Clinical Director who is an MSN, CRNA w/ experience.
	Number of non-teaching staff	Self-Study	X		COA SS pg. 48; NAP is part of School of HC Professions (SHCP); 1 FT Admin Coordinator and 1 FT Admin Asst for SHCP
	Number of students	Self-Study	X		COA SS pg. 2-3 – program is approved for 25 students annually Current numbers: 2023 admits - 18 2024 admits - 18 2025 admits - 20

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Nursing Program Administrator, Faculty & Preceptors 60-17-103 & 60-17-104					
Nursing Program Administrator	Name and credentials	Self-Study	X		COA SS pg. 2 Kimyatta Brent, DNP, MSN, CRNA – started 5/2023
	Qualifications	Self-Study	X		COA SS pg. 52-53 Dr Brent - over 10 years' in clinical CRNA practice; graduate preparation (masters and doctoral) in basic and clinical sciences relevant to nurse anesthesia practice; current knowledge of institutional and programmatic accreditation; Experience as an Asst Program Administrator at The University of Tulsa. Dr. Brent is actively involved in the organization and administration of the DNAP program, including governance, admissions coordination, applicant

					selection, curriculum development, and evaluation of program outcomes, oversight of clinical sites, and manages program outcomes assessment.
	Responsibilities	Self-Study	X		COA SS, pg.40 NAP HB pg. 22-23 - job description
Faculty selection and input into program (*each nurse faculty member who is assigned the responsibility of a course shall hold a graduate degree. Each faculty responsible for coordinating clinical instruction shall possess a license as a APRN in the role for which clinical instruction is provided and have a graduate degree.*)	Faculty organizational by-laws	Self-Study	X		Faculty Handbook pg. 10
	Faculty responsibilities	Self-Study	X		COA SS, pgs. 40-42, 56,58,60-61 Faculty Handbook, pg. 50 and NAP HB pg. 14, 24, 26-27
	Faculty selection process	Self-Study	X		Faculty HB, pgs. 25-26
	Faculty orientation plan	Self-Study	X		VRR - faculty orientation checklist DNAP HB pg. 16-17
	Faculty handbook	VRR	X		Newman Faculty Handbook and DNAP Faculty HB reviewed
	General faculty meeting minutes for last 3 years	VRR	X		Past 3 years of clinical coordinator committee meetings reviwed; also reviewed A&P Committee mtgs
Faculty qualifications Enclose a table that displays the following information: *(each nurse faculty member who is assigned the responsibility of a course shall hold a graduate degree. Each faculty responsible for coordinating clinical instruction shall possess a license as a APRN in the role for which clinical instruction is provided and have a graduate degree. Non nursing faculty shall have graduate degrees in the area of expertise*)	Name of faculty	Self-Study	X		COA SS pgs. 2, 126 Faculty table
	FT or PT (use FTE)	Self-Study	X		Faculty table
	Academic Credentials	Self-Study	X		Faculty table
	Institution granting degree	Self-Study	X		Faculty table ; On faculty CVs
	Area of clinical expertise	Self-Study	X		Faculty table
	Area(s) of assignment	Self-Study	X		Faculty table
	Licensure	Self-Study	X		Faculty table
	Indicate degree plan and progress towards degree if applicable	Self-Study	n/a		n/a
	Faculty file review	Onsite	X		Faculty files reviewed w/ NPA and Admin Coordinator
Preceptor qualifications and information (for current semester) *(Each preceptor or adjunct faculty shall be licensed as an APRN or be licensed as a physician in the state in which the individual is currently practicing)*	Preceptor criteria & selection	Self-Study	X		Pg. 4 – DNAP Clinical Coordinator Handbook Newman has many Clinical Affiliation agreements to provide varied clinical experiences. Each clinical site has a Clinical Site Coordinator (CSC) who oversees the students, assigns them to ORs and staff, all of whom are institutionally credentialed CRNAs or anesthesiologists, and are

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	Supporting Information	Location	Met	Not Met	Comments
					responsible for evaluation of the student while in their facility. All staff anesthesiologists and CRNAs in each facility may interact with RNA students per assignments by CSC.
	Preceptor responsibilities	Self-Study	X		Pg. 4-5 DNAP Clinical Coordinator Handbook
	Identified roles of preceptors, faculty, and students	Self-Study	X		Pg. 4-5 DNAP Clinical Coordinator Handbook
	Preceptor orientation materials (*includes information about pedagogical aspects of the student-preceptor relationship*)	Self-Study	X		DNAP Clinical Coordinator Handbook
	Preceptor signatures showing date orientation completed	Self-Study/VRR	X		Example of Coordinator Agreement reviewed; signed agreements in CC files
	Name of preceptor and course with Prefix& number	Self-Study	X		1) Bryan Broddle, MSNA, CRNA: DNAP 8045, 8055, 8061, 8069, and 8077 2) Elizabeth Moffitt, MSNA, CRNA: DNAP 8061, 8069, and 8077 3) Tracie Vogts, MSNA, CRNA: DNAP 8045, 8055, 8061, 8069, and 8077 4) Ashley Craig, DNP, CRNA: DNAP 8045, 8055, 8061, 8069, and 8077

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Preceptor State of license &License number	Self-Study	X		SS, KSBN crosswalk
	Methods of contact between faculty & preceptor	Self-Study	X		COA SS pg. 39 DNAP HB
Students 60-17-103 & 60-17-108					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students (*requirement that each student must have a current license to practice as a registered professional*	Self-Study	X		COA SS pg. 36, 62-63 Newman allows up to 20% of credit hours to be transferred from regionally accredited schools Graduate Catalog, pg. 12,

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			Met	Not Met	
	nursing gin the US or any of its territories)				NAP HB pg. 26
	Oral and written English proficiency	Self-Study	X		COA SS pg. 88 Graduate Catalog pg. 15
	Readmission	Self-Study	X		NAP NB pg. 37
	Progression criteria	Self-Study	X		NAP HB pg. 29-30
	Counseling &guidance	Self-Study	X		Grad catalog pg. 19 NAP HB pg. 63
	Student role versus employee role	Self-Study	X		COA SS pg. 96 NAP HB pg. 71
	Representation on faculty governance	Self-Study	X		COA SS pg 41-43 NAP HB pg. 22-23
	Graduation	Self-Study	X		COA SS pg 56 NAP HB pg. 11; 63; 79-81 Grad catalog pg. 59
	Refund policies governing all fees and tuition paid by students	Self-Study	X		Graduate Catalog pg. 25-30
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		COA SS pg. 132 Graduate catalog pg. 8-9, 42
	Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study	X		SS, Pg. 62 NAP HB, pg. 32
	Student Handbook	VRR	X		Reviewed NAP HB
Student records	Review student files	VRR	X		Reviewed
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	VRR	X		Typhon used for tracking cases and evaluations

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum 60-17-105					
Curriculum Requirements: Copy of current curriculum with date of last revision.	Required non-nursing courses	Self-Study	X		COA SS pg. 110-113; Chem/Physics for NA (4); HC Econ (3); Personal Leadership Dev (3); Ethics in HCA (3); Adv

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Include:					Anatomy (4); Adv Pharm (3); Adv Physiology (4) and Pathophysiology (4); Epidemiology (2); Biomed Stats (3); Learning Tech & Informatics (2) = 35 cr hrs NAP HB pg 13-14
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X		COA SS pg. 110-113 NAP HB 16-21
	Credit hours for each non-nursing course	Self-Study	X		COA SS pg. 110-116; DNAP HB pg. 14 - 35 credit hours for the above courses
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	n/a		n/a
	Consist of at least 45 semester credit hours or the academic equivalent	Self-Study	X		COA SS pg. 117 DNAP HB pg. 13 – 88 credit hours for DNAP program
	Clinical component shall consist of at least 500 hours of clinical learning in each clinical track (750 hours for those starting after 3/1/25), or the program shall provide documentation of the overlap if any clinical track consists of less than 500 clinical hours	Self-Study	X		COA SS pg. 117 DNAP HB pg. 42-44 COA - Program requires delivery of min. of 700 anesthetics and min. 2000 clinical hours Program has 2400 clinical hours in curriculum.
Curriculum includes the following:	Role alignment related to the distinction between practice as a registered professional nurse and the advanced role of an advanced practice registered nurse as specified in K.A.R. 60-11-101	Self-Study	X		DNAP HB pg. 6, 71 COA SS pg. 113-115 Clinical Practicum courses
	Theoretical instruction in the role or roles of advanced nursing practice for which the program provides instruction	Self-Study	X		COA SS pg. 113 DNAP 8031/8051- Professional Issues I & II
	The health care delivery system	Self-Study	X		The healthcare delivery system is explored and discussed in DNAP 8013- Ethics in HCA; and 8031 - Professional Issues I.
	The ethical and legal implications of advanced nursing practice	Self-Study	X		COA SS pg. 114 DNAP8031 Professional Issues 1

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Three college hours in advanced pharmacology or the equivalent	Self-Study	X		COA SS pg. 110 DNAP HB pg. 13 – DNAP 8017 Adv Pharm (3), DNAP 8035 Adv Topics in Pharm (2)
	Three college hours in advanced pathophysiology or its equivalent	Self-Study	X		COA SS pg. 110 DNAP HB pg. 13 – DNAP 8041 Adv Pathophysiology (4)
	Three college hours in advanced health assessment or its equivalent	Self-Study	X		COA SS pg. 110 DNAP HB pg. 13 – DNAP 8023 Adv Health Assmnt (3)
Clinical instruction in the area of specialization, which includes the following:	Performance of or ordering diagnostic procedures	Self-Study	X		DNAP HB pg. 41-46 Clinical Performance objectives
	Evaluation of diagnostic and assessment findings	Self-Study	X		DNAP HB pg. 41-46 Clinical Performance objectives
	Prescription of medication and other treatment modalities for client conditions	Self-Study	X		DNAP HB pg. 41-46 Clinical Performance objectives
The faculty in each advanced nursing education program shall fulfill these requirements:	Identify the competencies of the graduate for each role of advanced nursing practice for which the program provides instruction	Self-Study	X		COA SS pg. 67-109 NAP HB pg. 7

Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
	Determine the approach and content for learning experiences	Self-Study	X		COA SS pg. 118-119
	Direct clinical instruction as an integral part of the program	Self-Study	X		DNAP HB pg. 4 COA SS pg. 110-119 2400 clinical hours
	Provide for learning experiences of the depth and scope needed to fulfill the objectives or outcomes of advanced nursing courses	Self-Study	X		COA SS pg. 110-123 DNAP HB pg. 62-63 Over 700 cases – includes lifespan and across disease states, surgery, and anesthesia types
Educational Facilities 60-17-107					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type according to the number of students and the educational purposes for which the rooms are to be used	Self-Study & Tour	X		COA SS pg. 45-46 VRR – video tour of facilities
	A physical facility that is safe and conducive to learning	Self-Study & VRR	X		COA SS pg 45-46 – tour of facilities – classrooms roomy with good tech; sim labs well set up and

					conducive to learning; library with study rooms and smart boards; faculty available
	Secure space for nursing student records	Self-Study & On-Site	X		COA SS og. 131-132 Nurse Anesthesia student records are maintained within secure network database(s) including Google Drive (University protected Drive that meets FERPA requirements), Typhon (case logs), CastleBranch (student medical/immunization/license/background checks/drug screens/etc), Slate (University software for admissions information and documents); University Anesthesia Drive (only authorized persons may access). Some student records may be maintained in a file cabinet which is locked inside of a locked office.
	Student support services for distance learning if distance learning is provided	Self-Study & On-Site	X		COA SS pg. 46-47 – mostly distance clinical sites – well supported by Clinical Directors and Clinical Coordinators
	Satellite program facilities		n/a		N/A
Library resources and tour	Library holdings, instructional media, and materials shall be of sufficient recency, pertinence, level of content, and quantity as indicated by the curriculum to meet the needs of nursing students and faculty and shall be available to distance learning students	Self-Study & Zoom	X		COA SS pg. 46 DNAP HB pg. 4 Wesley Cornett – Dugan Library Services • "Up to Date" online databases per NAP request • Also used by non-nursing faculty who teach in the DNAP program • LibGuide for NA resources • Library Director speaks to students at Orientation and in EBP I
Clinical Resources 60-17-106					
Clinical resources	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	VRR Onsite	X		Reviewed 14 required clinical site contracts Total of 48 contracted clinical sites

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Clinical learning experiences and sites are selected to provide learning opportunities necessary to achieve the advanced nursing education program objectives or outcomes	Self-Study &	X		COA SS pg. 124 Total of 48 contracted clinical sites for required and enrichment clinical experiences. Newman has 2 cohorts in each class – one for Wichita clinical sites and one for OK clinical sites
	Faculty shall facilitate and evaluate student learning experiences in the clinical area	Self-Study Typhon	X		COA SS pg. 127-139 DNAP HB pg. 39-44
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
	Preceptors shall be responsible for assessing performance in the clinical setting	Self-study	X		Clin Coord HB pg. 10 DNAP HB pg. 52 Typhon shows evaluations and assessments
	The advanced nursing education program shall provide verification that each agency used for clinical instruction has clinical facilities that are adequate for the number of students served in terms of space, equipment, and other necessary resources, including an adequate number of patients or clients necessary to meet the program objectives or outcomes	Self-study VRR	X		COA SS pg. 3, 126 Prior to application for use of a clinical site to the COA, a program administrator must physically visit the clinical site to evaluate its suitability for use as a clinical site. This includes a tour of the facilities, a meeting with anesthesia personnel, meeting with any necessary hospital administration, and obtaining yearly case information on each clinical site. Regular clinical site visits are made by the program administrators and/or clinical directors to verify information.
	The advanced nursing education program contracts with an adequate number of appropriate affiliating agencies so there will be appropriate clinical experiences to meet curriculum objectives or outcomes	Self-Study	X		COA SS pg. 3, 72 • 30 current contracts w/ students assigned • other contracts are current but do not have students at this time
	The faculty provides the affiliating agency staff with the organizing curriculum framework and either the objectives or outcomes for the clinical learning experiences	Self-Study	X		COA SS pg. 124-125 Clinical site coordinators responsible for providing to any other staff at their respective sites.
	A sufficient number and variety of patients representing appropriate age groups shall be available to provide learning experiences to meet curriculum objectives or outcomes	Self-Study	X		COA SS pg. 124

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	If more than one advanced nursing education program uses the same affiliating agency, each advanced nursing education program shall document the availability of appropriate learning experiences for all of its students.	Self-Study	X		COA SS pg. 4-33 Clinical Site Demographics Obtaining adequate clinical experiences is not a problem for the Newman University Nurse Anesthesia Program. They do share sites with anesthesiology residents and one other school at larger facilities.
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Wesley Medical Center – Clinical Coordinator Bryan Brodde discussed process at Wesley

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

Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study VRR	X		DNAP Budgets reviewed
	Budget procedures		X		COA SS pg. 44-45 Discussed with CEO and w/ Director
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	Onsite	X		See interview list
	Support services	Onsite	X		See interview list
	Students	Onsite	X		Met w/ all 1st year (20) , 2nd year (18) and 3rd year (18) students.
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	n/a		
	Staff RN's	On-Site	X		See Interview list
	Preceptors	Onsite	X		See Interview list
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ On-site	X		COA SS pg. 153-157; 158 current Plan of Improvement

Comprehensive Program Assessment Plan – DNAP Faculty HB pg. 34-35 |
| | Use of program evaluation data for ongoing program improvement | Self-study/ On-site | X | | COA SS pg. 153-157 Meet state regs – COA gave partial compliance for not reporting outcomes to Advisory. KSBN spoke to Advisory and then are discussing outcomes and making improvements based on those discussions. Need to make sure documentation/minutes reflect work. |

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Interview List

Administration:

- Kathleen Jagger, PhD, MPH - President & CEO, Newman University
- Anthony Beata - VP Finance & Administration
- Michael Probus – VP of Enrollment Management
- Kimyatta Brent, DNP, MSN, CRNA – DNAP Program Director
- Thomas Watson, DNAP, CRNA – Assistant Program Director
- Geri Tyrell, DNP, RN, CNE – AVP, Academic Affairs / Dean SHCP, NAP
- Dean, School of Healthcare Professions – Tim Cho, MD, RRT
- Ashton Clarkson, MSN, RN - Division of Nursing, Director

Student Support Services:

- Sharisse Evans, Director Financial Aid
- Andi Giesen, Dean of Students
- Lawna Kurtyka, Director of Navigator Program, Student Academic Success Center
- Icer Vaughn, Chief Information Officer / Operations Manager
- Wesley Cornett, Director of Library Services

CRNA Faculty :

- Sara Conner, DNP, CRNA
- Sharon Nieman, DNAP, CRNA
- Andy Tracy, PhD, MSN, CRNA, CAc

Non-CRNA Faculty:

- David Moran, PharmD, BCCCP - Pharmacology
- Norm Duncan, PhD, MA
- Robert Lloyd, PhD, MBA
- Alan Oberly, PhD

Clinical Site Coordinators: 7 CRNAs/ 2 Anesthesiologists

- Bryan Broddle, MSNA, CRNA – Wesley
- Dana Howes, MSNA, CRNA – Wesley
- Kaitlin Smielevski, MSNA, CRNA – Hutchinson
- Tracie Vogts, MSNA, CRNA – ACS
- Justin Sandall, DO – ACS
- Davin Hart, DO – ACS
- Breanna Allender, MSNA, CRNA – Cypress
- Raymond Tomshack, MSNA, CRNA – St. Joseph
- Samantha Pihl, MSNA, CRNA – McPherson

Clinical Directors:

- Ashley Craig, DNP, MAEd, CRNA – main OK cohort person
- Hazel Leslie, MSN, CRNA – main KS cohort person

COA Site Visitors:

- Jim Walker, DNP, CRNA, FNAP, FAAN
- Darla Adams, PhD, CRNA

Strengths:

- Program Administration (Dr. Brent and Dr. Watson) are strong leaders
- Dedicated and supportive staff
- Supportive clinical community / excellent community resources
- Strong student support services
- Students highly recommend the program – feel like they get really good support from faculty; good communication with faculty and Directors and they feel their feedback is considered
- Low attrition rate
- High pass rates for the national exam

Opportunities:

- Need for additional faculty to maintain quality of the program and be able to grow the program (clinical demand for CRNAs) – currently only 2 FT faculty who are also program director and asst. program director, 2 PT faculty who also serve as Clinical Directors, and 3 Adjunct faculty (3.68 FTEs) – sustainable?
- Drug Testing policy for clinical – would help to clarify how testing carried out and where testing should be done
- Look at Typhon evaluation criteria – is it suitable for all levels? Asks about "independent CRNA" – may not be appropriate for Jr. vs. Sr. clinical students?
- Look at opportunity to share clinical calendars with Clinical Coordinators for entire semester (not FERPA if shared for clinical placement purposes? Policy for disbursement and use?
- Address/clarify Partial compliance (PC) standards/sub-standards for COA:
  - A.8 and A.9/ A10.1.4 – PC - Institution standards (19 standards/sub-standards) - r/t sufficient faculty for doctoral level and protected time for scholarly activities for faculty
  - A.10.5 – PC - recommend dedicated administrative person for DNAP program to streamline processes
  - B.14 /B.15 – PC - Faculty Standards (20) – have one MSN-CRNA – not a terminal degree for teaching didactic courses in program / Lead Clinical Dir needs APRN license in MO (have new facility in Joplin for OK students)
  - D.8 – PC - Graduate standards (51) – program requires complete H&P to be documented but no head to toe comprehensive written assessment found (currently use form)
  - E.2 - PC - Curriculum standards (14) – partial compliance r/t need lifespan coverage in AHA, Adv Physiology; deficits in chronic pain management, informatics, multi-cultural healthcare
  - H.1.2.4 /1.2.8 Evaluation standards (28) – students evaluate quality of clinical instruction, teaching-learning environment, advising, and program (Newman has already been addressing this and are working on a new tool to address evaluation for students
  - H.2.1/2.2/2.3 Program administration not meeting per policy; not looking at aggregate data for improvement

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Recommendations:

- Address all Non-Compliant (NC) standards/sub-standards for COA:
  - E.3 Curriculum meets commonly accepted national standards for similar degrees
  - H.1.1.1 terminal evaluation completed to demonstrate student achievement of Graduate standards (already working on a tool to address documenting and reporting)
  - H.1.3.1/1.3.2 faculty evaluation of program (new tool being deployed soon to address)
  - H.1.4.1/1.4.2 alumni evaluate quality of program (as above)
  - H.1.5 – not asking employers (formally) about grads
- Recommend reapproval of the DNAP program for a time period consistent with national (COA) accreditation.

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

Program: Labette Community College Bi-Level Nursing   **Date(s):** November 4-5, 2025

Last KSBN Visit: Fall 2020 - PN   **Accrediting Agency& Date of Last Visit:** ACEN (ADN) – Oct. 2021

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

	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	X		200 S. 14th St., Parsons, KS 67357 620.421.6700
	Names of primary administrative officials	Self-Study	X		SS., p 6 President – Dr. Mark Watkins VP Academic Affairs – Dr. Jason Sharp VP Student Affairs – Kelly Kirkpatrick VP Finance & Ops – Leanna Doherty Dean of Instruction – Dr. Kenneth Elliiott Dean of CTE and Workforce – Ross Harper
	Organizational chart for the institution	Self-Study Website	X		SS, p 6 https://www.labette.edu/about/annualreport/LCC-2025-Annual-Report.pdf - pg. 34
	Current contact information	Self-Study	X		SS., p 7-8 SNHB (Student Nursing Handbook) pg. 2, 10
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	X		Reviewed – last 2 years have received an "unqualified opinion" from auditors
	Copy of school's current catalog	Self-Study Website	X		On Website – included in VRR - reviewed
Description of nursing program	Organizational chart for nursing program	Self-Study Website	X		SS pg. 15 Website - https://www.labette.edu/about/annualreport/LCC-2025-Annual-Report.pdf - pg. 37
	Number of faculty	Self-Study	X		SS, p 14 - 7 FT, 2 PT clinical faculty, 1 Program Director (for ADN bilevel)

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	Supporting Information	Location	Met	Not Met	Comments
	Number of non-teaching staff	Self-Study	X		SS pg 15 – 1 Program Specialist - FT Sherry Simpson
	Number of students admitted per year	Self-Study	X		SS pg. Approved for 40 fall admits with max of 80 students in bi-level program Current enrollment is 71 students (38 1st year and 33 2nd year students)
Nursing Program Administrator, Faculty & Preceptors 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	X		SS pg. 6, 16 Dr. DeLyna Bohnenblust, EdD, EdS, MSN, BSN, APRN, CNE
. . . . .	Qualifications	Self-Study	X		SS, p 16
	Responsibilities	Self-Study	X		Home Institution Position Description SS Appendix C, pg. 155
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		Faculty HB, p 15
	Faculty job description	Self-Study	X		Faculty HB, p 8
	Faculty selection process	Self-Study	X		Nursing Faculty HB pg. 6 Clear policies and sample interview questions. Rating system for candidates.
	Faculty orientation plan	Self-Study	X		SSR pg. 13, 49 Nursing Faculty HB, p 6

	Supporting Information	Location	Met	Not Met	Comments
	Faculty handbook	On-site	X		NFH - reviewed
	General faculty meeting minutes for last 3 years	On-site	X		Organized, address curriculum at each meeting as well as standards for accreditation.
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		SS pg. 24 Faculty table for FT and Adjunct faculty; KSBN faculty notebook also has all table information. All required information was present
	FT or PT(use FTE)	Self-Study	X		SS p 24
	Academic Credentials	Self-Study	X		SS p 24
	Institution granting degree	Self-Study	X		SS p. 24-25
	Area of clinical expertise	Self-Study	X		SS, pg. 24-25
	Area(s) of assignment	Self-Study	X		SS pg. 24-25
	Licensure	Self-Study	X		KSBN Notebook Nursing Program SS pg. 24-25
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		2 faculty on degree plans – both teaching at Level 1 of the program w/ BSN
	List all faculty hire exceptions including course hired to teach	Self-Study	n/a		
	Faculty file review	On-site	X		Very organized and complete

	Supporting Information	Location	Met	Not Met	Comments
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	X		SS, p 23 Preceptors not utilized for Level 1 of the nursing program
	Preceptor job description	Self-Study	n/a		
	Identified roles of preceptors, faculty, and students	Self-Study	n/a		
	Preceptor orientation materials	Self-Study	n/a		
	Preceptor signatures showing date orientation completed	Self-Study/ On-site	n/a		
	Name of preceptor and course with Prefix& number (NURS 1011)	Self-Study	n/a		
	Preceptor State of license &License number	Self-Study	n/a		
	Methods of contact between faculty & preceptor	Self-Study	n/a		

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study	X		SS p. 24 College catalog (CC) pg. 103
	Degree plan for each degree being granted	Self-Study	X		SS pg. 25-26 CC pg. 100 - plan of study for ADN Level 1 and 2 NSHB pg. 21 and nursing information packet
	Oral and written English proficiency	Self-Study	X		SSR pg. 27 CC pg. 21-23
	Readmission	Self-Study	X		SS p 28 NSHB p 45-46
	Progression	Self-Study	X		SS p 28 NSHB p.23
	Counseling &guidance	Self-Study	X		SS p 29-30 FHB p 18 SHB p 47
	Student role versus employee role	Self-Study	X		SS pg. 30 NSHB p 46 – clarification might be needed to also include the other side of the role
	Representation on faculty governance	Self-Study	X		SS p 30 SNO bylaws, SHB p 51
	Graduation	Self-Study	X		SS p 33 College catalog pg. 19
	Refund policies governing all fees and tuition paid by students	Self-Study	X		SS p 33 College catalog pg. 37

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	Ethical practices including recruitment, admission, and advertising	Self-Study	X		CC p 14 SS p. 33-34
	Information to any student who may be subject to licensure denial under K.S.A. 65.1120. (Must be provided prior to program admission)	Self-Study	X		SS pg. 34 NSHB pg.58-59 Application packet addresses this also. (VRR)
	Student Handbook	On-site	X		SS and On Site Program Polices Notebook/File

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments (Miranda)
Student support services	Description of student safety measures	Self-Study	X		Catalog p 54
	Description of student health services (available on-site or students know available health services)	Self-Study	X		None on campus; students provided with a list of available physicians. Mental health – There is a person on campus for free one day a week. Also, 3 free visits (handled thru the case manager with local MH center.)
Student records	Review student files	On-site	X		Complete – 12% of Level 1 files reviewed. No issues
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	On-Site	X		Reviewed work from Level 1 - presentations, clinical rubrics, case scenarios

Curriculum
60-2-102, 60-2-104, & 60-2-105

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	X		SS pg. 36 CC pg. 101 / NSHB pg. 21 14 cr hrs. pre-req (College algebra (3), A&P w/ lab (5), Gen Psych (3), Eng Comp I (3) 6 cr hrs. Gen Ed for Level 1 (pathophysiology (3), Dev Psych (3))
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if	Self-Study	X		SS pg. 36 22 credit hrs nursing CC pg. 101 / NSHB pg.21 Education 75

applicable)				
Credit hours for each non-nursing course	Self-Study	X		SS pg 36 see above
Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	Self-Study	X		SS pg. 40 ** For Level I (PN): 510 clock hrs /22 cr hrs 240 theory clock hours / 16 cr hrs 270 clinical clock hours / 6 cr hrs **Total ADN clock hours are 405 theory hrs and 630 clinical hrs
Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		VRR – table / SS pg. 40-42 NURS 120 Fund 8 T / 2 C NURS 122 M/S I 6 T / 3 C NURS 124 Family Nrsg I 2 T / 1 C
List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	X		SS pg. 41 VRR table NURS 120 Fund 2/90 = 2%
List all simulation hours for each relevant course (cannot exceed 50% of total clinical hours / course and should have objectives for simulations experiences.	Self-Study	X		SS pg. 41 / VRR table NURS 120 14/90 = 15.5% NURS 122 17/135 = 12.6% NURS 124 11/45 = 24.4%
List all preceptor hours for each relevant course. (cannot exceed 20% excluding capstone of total clinical hours/nursing program – does not apply to capstone course)	Self-Study	n/a		
Testing process with test analysis and the written test procedure	Self-Study	X		FHB., p 32 Faculty clarified what is done with this data.

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	Number of students per class	Self-Study	X		SS p 15 Clinical max 1:10 and theory max 1:40
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		SS p 15 Clinical notebook w/ all clinical schedules
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	X		SS pg. 47 / VRR
	Art and science of nursing	Self-Study	X		SS pg. 47
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		SS p 47
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study	X		SS pg. 47-48 Reviewed level 1 (PN)
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		VRR, curriculum table
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		VRR, curriculum table
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, and physiological adaptation	Self-Study	X		VRR, curriculum table
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	n/a		

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-study / Onsite	X		SS pg. 49-53 Tour of nursing building, sim center, student resource office, student union, library

		Location	Met	Not Met	Comments
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students.	Self-Study/ On-Site	X		SS pg. 49-53 All faculty have private offices. Adjunct office for them when they are in office. Also one extra resource room that can be used for student conferences.
	Secure space for student records	Self-Study/ On-Site	X		SS pg. 50 Tour – locked in Prog. Specialist office in a locked file cabinet
	Technological resources are of sufficient quality and quantity to meet student learning needs, and there is support available to students when accessing	Self-Study/ On-Site	X		Computers in each large classroom Extensive IT dept with support also from Student Services Center SS pg. 51-52 IT resources
	Satellite program facilities		N/A		None
	Other points of interest		X		Simulation Center – set up like nursing unit with nurse desk, med room and carts, 6 pt rooms with computer tables at bedside, observation rooms for each pt room with video capability.
	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study/ On-Site	X		ProQuest is available for students. Current editions of journals. Intra-library loans options. Course textbooks maintained for student use in library and in the nursing dept. student resource room
Library resources and tour			X		Library has student study areas and access to computers and librarians. M-Th 7a-7p
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
Clinical Resources 60-2-105					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in the nursing education program office	On-site	X		All up to date and current. 8 contracts for Level 1.

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			Met	Not Met	
Clinical learning experiences and the site are adequate	The number of affiliation agencies and types of patients is sufficient to meet curriculum objectives	Self-Study/ On-site	X		Self-Study Table 4.23 pg. 31 Nursing faculty meet with clinical sites each academic year; a spreadsheet to help with shared clinical space – handled by mutual agreement with other schools and the site.
	If more than one nursing program uses the same affiliating agency, the nursing program documents the availability of appropriate learning experiences for all students	Self-Study/ On-Site	X		Course Syllabi Schedules Notebook/File On Site. Clinical site verbalized that they only have one school at a time.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments.	Self-Study/ On-Site	X		This was in all the contracts. There is a policy in the Student Handbook as well. Pg. 47
	Tour selected clinical agencies to determine the adequacy of the facilities in meeting expected program and course objectives.	On-Site	X		Incredible support for LCC program and students. Approximately 10-12 students per semester are hired. Labette Health has nurse residency program and an LPN training program.

Administrative Policies & Procedures
60-2-102, 60-2-103, &60-2-104

			Met	Not Met	
Program NCLEX pass rates	NCLEX RN or PN Pass rates for the last 5 years (first-time candidates)	Self-Study	X		Level 1 (PN) 2020 84.61% 2021 100% 2022 100% 2023 100% 2024 95.24%
Financial support for the nursing program	Audited nursing program fiscal report for the previous two (2) years, including income and expenditures	Self-Study	X		Reviewed – no issues noted
	Budget procedures		X		SS p 36 Policy 5.01
Advisory Committee	Review Advisory Committee minutes	On-Site	X		Advisory Committee Minutes all complete with meetings twice a year.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		President, VPAA, Dean of CTE & Workforce
	General education and required support course faculty	On-Site	X		See interview list

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	Support services	On-Site	X		Finance, Student Success, Bookstore, financial aid, CTE recruiter, VP Fin & Operations, facilities director, dean of enrollment/registrar
	Students	On-Site	X		Met with 35 Level 1 & 29 Level 2 students. (64/73 in program)
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	X		Met with Kerry Volmer, RN, CNO
	Staff RN's	On-Site	X		See Interview List
	Preceptors	On-Site	X		See Interview List
	Individuals conducting observational experiences	On-Site	N/A		
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ On-site	X		Detailed assessment data regarding EPSLOs, includes course reports, revision of HBs, curriculum crosswalk, GAP analysis, NLN Excellence assessment, review of curriculum, evaluation of faculty, review of clinical contracts, pass rates,
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		Several areas of documentation of evaluation and results of outcome reviewed.

Interviews on site:

Administration:
Dr, Mark Watkins - President
Dr. Jason Sharp – VP Academic Affairs
Kelly Kirkpatrick - VP Student Affairs
Leanna Doherty - VP Finance & Ops
Theresa Hundley – Dean of Enrollment Management
Ross Harper – Dean of CTE & Workforce

Support services:
Jody Bursinski, IT Director
April Bolinger, Director of Advising
Regina Decker, Case Manager
Megan Fugate, Financial Aid
Lauren Holmes, Academic Accessibility Manager
Elizabeth Robinson, Director of Student Success

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Advisory/Public Committee:

Advisory Members:
Janelle Wade, DON Mercy Hospital
Dr. Cheryl Giefer, Pittsburg State University
Paul Cook, Freeman Health
Robert Perez, General Education Faculty
Dr. Jan Schiefelbein, Pittsburg State University
Sherrie Shidler RN, Graduate
Kerry Volmer, CNO Labette Health
Nicki Bates , CNO Parsons State Hosptial
John Bolander RN, Graduate
Dr. Gena Coomes, Pittsburg State University (former adjunct LCC)
Harrison Hall, Student Life LCC
Kim McMunn, RN, Graduate
Dr. Stephen Miller, Retired Surgan
Dona Pendleton, LCC Clinical Adjunct
Dr. Amy Hite, Director of Nursing Pittsburg State University
Teresa DeMerritt, Quality/Accreditation Labette Health, Chair of Advisory

Public Members:
Matt Atteberry, Executive Director of Labette Center for Mental Health Services
David Winchell, Board of Trustees
Misti Mustain, CCD Instructor Labette Center for Mental Health Services
Monica Simpson, Mental Health of Labette Instructor
Dennis Dodd, Assistant Chief of Police
Montie Taylor, Board of Trustees and Local Banker
Robert Spinks, Chief of Police (Letter of Support)

Clinical Facility:
Mary Sears, RN, ER
Kim Schoenhoger, RN ER Past Graduate
Becky Shipley, RN ER Manager, Past Graduate
Mattie Hale, RN ICU, Past Graduate
Mandy Spencer, RN ICU
Stephanie Morris, RN ICU, Past Graduate
Kerry Volmer, RN, CNO
Cortney Neblett, Clinical Education Coordinator
Jessica Helt, HR
Missy Beasley, VP Medical Group-hires students at both levels
Teresa DeMerritt, RN Quality/Accreditation

General Education Faculty:
Randee Baty, English
Cathy Kibler, Business
Tonya Neises, Communication
Allie Reynolds, Math
Tim Miller, History
Jody Burzinski, IT

Nursing Faculty: (All teach in Bi-Level Program)
Julie Page, MSN, RN
Kathi Bennett, MSN, RN
Kim Beachner, MSN, RN
Kylie Gero, BSN, RN
Kayla Thurman, BSN, RN
Carly Beachner, MSN, RN
Haley Beeman, MSN, RN

Students:
64 students (35 Level I and 29 Level II)

Strengths:
1. Tremendous support for the program from the community, the college, and the local hospital.
2. Strong leadership recognized for Dr. Bohnenblust from students, administration, and faculty.
3. Sherry Simpson (program assistant) is very organized and supportive of faculty, students, and visitors.
4. Very cohesive and supportive faculty.
5. Students recognize the strengths of the program and the strong pass rates. Also expressed appreciation for accreditation, cost, and program outcomes.
6. Students are very pleased with clinical sites and simulation training, given advanced notice of dates of testing and clinical days.
7. Students feel the instructors care about their academic success, and they seem to love to teach.
8. Students, hospital staff, and college administration are very complimentary of the dedicated, student-oriented faculty and their wealth of experience, stability, and strength of the program.
9. Simulation lab with several manikins, control rooms, and dedicated faculty.
10. Strong IT support is available 24 hours a day. Canvas numbers are listed on Canvas, the syllabus, and around campus.
11. Creative and student-involved teaching techniques. Engaging class activities.
12. Provide many services for free, such as transcripts for testing, financial literacy, on-campus Mental Health 1 day a week, and access to another Mental Health facility off-site for up to 10 visits. Tutoring can be requested or referred to by faculty.
13. Clinical facilities state that the LCC nursing students are better prepared than other schools who hold their students back from clinicals until later.   Students are eager to learn and watch experiences. Graduates of LCC working at the facilities stated they felt more than ready to start when they graduated and started working.
14. Clinical facilities allow students in all areas of the facility for experiences.
15. Advisory and public members had high praise for the Director of the program, the instructors, and the dedication of the students as well as the immense impact they have on the community and families.
16. Clinical employers praise the students, their preparedness, and the amount of students that actually hire on and stay on with the facilities.
17. Gen Ed faculty feel well connected to the nursing faculty and feel that they have a great communication involving student needs.

Opportunities:
- Possibly give more clarification on the student vs employee role.

Recommendations:
- Recommend full reapproval for Level 1 of the LCC Associate Degree nursing program; 5-year approval for Level 1 (PN)

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

Program: _____Donnelly College PN/ADN nursing programs_____ **Date(s):** ___2/11/25___ 10/13-1/2025_____

Last KSBN Visit: _last visit 2/11/25 (uscheduled);___ADN - 10/2022; PN – 7/2020_
Accrediting Agency& Date of Last Visit: _KSBN Approved Only

Visitors: 2/11/25 Karen Kidder DNP, RN – KSBN Education Committee member; Janelle Martin, MHSA, RN – KSBN; _Education Compliance Officer__
10/13/25 Debra Pile, DNP, RN and Karen Kidder, DNP, RN – KSBN Education Committee members; Janelle Martin, MHSA, RN – KSBN Education Compliance Officer_____

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

					12/13/24. 1/6/25 was retained as adjunct faculty. • No returning FT faculty from previous semester. • New DON hired 1/10/25 (semester start was 1/22/25) • 8 new hires between 1/11/25 and time of visit on 2/11/24 – no documented orientations
	Current contact information	Interview	X X		Cynthia Riley, DON Mobile 913.709.5581 Loran Fish, MSN, RN – DON
	An audited fiscal report covering the previous two years, including a statement of income and expenditures		X X		Not requested at visit. Audited report was not provided at the time of the 2024 annual report. It was requested again prior to the Sept 2024 board meeting and did receive a copy from the former Dean of the College. 23-2024 Provided w/ annual report
	Copy of school's current catalog	Web link Provided onsite		X	Catalog	Programs 2024-25 catalog does NOT state the conditional approval for the ADN program. There are also other deficiencies and incongruencies with nursing handbook. Donnelly College - SmartCatalog www.academiccatalog.com
Description of nursing program	Organizational chart for nursing program	Catalog Interview	 X	X X	No current one available. The program is in significant flux. Available but not accurate
	Number of faculty	Interviews FQRs	X X	X	Unable to determine the exact number of faculty on the day classes started. 5 FT, 10 adjunct per DON on 2/11/25 **Per FQRs from 2/19/25:** 4 FT (1 MSN, 3 BSN), 4 PT (2 MSN, 2 BSN), and 6 Adjunct (1 DNP, 2 MSN, 3 BSN) KSBN has new list of faculty

				• 5 FT faculty (3 new for Fall2025; 1 hired Spr2025; one returned Fall25 and is FT for Donnelly but only teaching one nursing course) • 1 sim lab coordinator (working as faculty) – was PT sim faculty Spr25 and moved to FT role for Fall 2025- no credentials (BSN only) or experience w/ sim prior to this hire • 2 Adj didactic faculty • 8 clinical adjunct faculty** (1 hired prior to 2025, 2 hired SPR25 and the rest are new in Sept. '25) ** 4 are PN only adjuncts Almost complete turnover of FT faculty from Fall24 to Spring 25 and again from Spr25 to Fall 25.
	Number of non-teaching staff	1) Job descriptions 2) Website 3) Interview	X X		3 non-teaching positions: 1) Administrative Asst – PT 2) Nursing Intake coordinator – FT 3) Clinical coordinator – FT – works remotely much of the time 10/13/25 – have same 3 positions but added a Nursing Advisor position. Prev. Intake Coord took new Nrsg Advisor role 5 mo ago – new person in the Intake Coord position. This position now reports to Advising and Nursing concurrently.
	Number of students admitted per year	Interview KSBN documentation	X		KSBN has approved Donnelly to admit 50 PN students Jan & Aug (25 day & 25 eve/weekend) and 15 ADN students Jan. (Day schedule) & 15 ADN in June (evening cohort). ***Spring 2025 – admitted 15 ADN and 47 PN.** **Actual count on 2/11/25 was stated to be 22 ADN and 117 PN for all levels:** PN 1st sem – 45 RN 1st sem – 15

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					PN 2nd sem – 44 RN 3rd sem - 7 PN 4th sem – 28 **Currently: ADN - 14** **PN – 35 (3rd sem)** **PN – 31 (4th sem)**
			X		

Nursing Program Administrators, Faculty & Preceptors
(KAR 60-1-104; 60-2-102 & 103; 60-1-104)

Nursing Program Administrator	Name and credentials	Self-Study	X X		Cynthia Riley, MSN, RN Loran Fish MSN, RN - DON
	Qualifications	Self-Study	X X		MSN in Leadership/Nursing Ed – 2013 BSN - 1990 RN/Charge Nurse for SNF (2019-25), RN/Charge for Psych Hospital (2017-19), Clinical ops manager for PC telemed and mobile clinic, (2015-17) **Adj clinical instructor 2010-12**
	Responsibilities	Self-Study	X X	X	Nursing program administrator – responsible for oversight of all nursing programs Director not aware of required policies for college and nursing program; unclear on appeals, student numbers, sim lab issues, faculty issues
Faculty selection and input into program Nursing Faculty Handbook = NFHB Faculty Handbook for college = FHB	Teaching responsibilities	Self-study	X	X X	Job descriptions unclear. Job descriptions updated with appropriate regulatory requirements for PN and RN level except for Sim Lab Coordinator position (states MSN preferred NOT REQUIRED) This position teaches sim for PN and ADN; other than the nursing degree requirements the language is the same for all job descriptions (FT, PT and adjunct) in terms of summary and responsibilities.
	Faculty organizational by-laws	Self-Study VRR		X	(Provided school with a sample) Education 87

		X		In Faculty Handbook
Faculty job description	Self-Study VRR		X	Not all were available at visit. Sent to KSBN on 2/11/25. The nursing **faculty job descriptions are not in compliance 2.11.25**
		X		<mark>**In Faculty Handbook**</mark>
Faculty selection process	Self-Study	x	x	Unclear currently. Interviews done with a nursing faculty person present for all nursing interviews. 2/28/25 Dean states hiring process is posted on Donnelly website: https://www.donnelly.edu/staff/human-resources 10/13/25 Process in faculty handbook
		X		
Faculty orientation plan	Per 2/3/25 email	X	X	1) A mandatory orientation session was held on 1/14/24 to onboard all new faculty. **We did not receive a list of those present at the mandatory orientation at time of the site visit.** The session included: *Overview of Donnelly College's mission, policies, and nursing program objectives. *Training on regulatory and accreditation requirements. *Familiarization with the learning management system (LMS) and student resources. *Clinical-specific training to address facility requirements, documentation protocols, and student evaluations.
	Interview			2) Nursing had specific orientation which was "disorganized" per the new DON. **List of attendees received 2/24/25: N=new R=returning** N C. Riley – DON

				X	R J. Broski – FT (was adjunct 9/24) N L. Fish – FT N S. Barton – PT N T. Arties – Adj per FQR; FT per Dean N M. Shalinsky – Adj R C. Ekeh – Adj (1 year) R K. Kroen – Adj (was FT F24) N A. Becker – Adj R R. Robinson – Adj (was FT F24; served as Facilitator for the orientation) Orientation plan available in Nursing Faculty Handbook. Faculty (new) indicated they had no orientation. Limited documentation in faculty files – no dates or signatures from faculty
	Faculty handbook	Onsite	X	X	Received a college-wide faculty handbook; DON and Dean stated there was not a specific faculty HB for nursing *Faculty nursing handbook was available at last site visit per site visit report
	General faculty meeting minutes for last 3 years	Not requested onsite			NA – not reviewed Reviewed March through September – no set agenda; unable to determine how or when decisions were made about changes to the schedule or curriculum or program as a whole (new admission requirements, added ATI complete Fall 25, new nursing student handbook – no reference to any of these in minutes). No reference to the program evaluation or the "Pillars plan" for improvement.

X (in General faculty meeting minutes row)

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					No minutes prior to March provided
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Interviews FQRs		X	A great deal of movement in and out in the last 2-4 months with no clear direction. Four weeks into the class schedule and faculty are still being hired. One hired to start 1/22/25 did not show up for any classes. ***Nursing faculty are starting with little or no orientation to the school, program and curriculum. No nursing faculty handbook available and checklist for nursing was not produced for any new faculty. HR files had job descriptions (not in full compliance), resumes
				X	10/13/25 ***Nursing faculty are starting with little or no orientation to the school, program and curriculum. Faculty are changing syllabi (student contract) upon start, which may be 2-3 weeks into the program and changing what the expectations are. Day and evening faculty for PN do not seem to be in sync. Students are getting very different experiences.
	FT or PT (use FTE)	FQRs	X		FQRs provided on 2/19/25 and are being reviewed: FQRs document 4 FT, 4 PT and 6 Adjunct Hire dates are 1/11/25 to 2/19/25 for 8 new hires. 6 are returning faculty from Fall 2024 and before. Some are returning after a break in employment.
	Academic Credentials	FQRs		X	For some of the faculty, the HR file was available and a resume was in the file.

			X	X	One faculty file stated person hired had MSN but no transcript to support degree. Did not see transcripts in HR files. Transcripts are being provided with FQRs. Some are still missing. FQRs are mostly available – 3 faculty that require hire exceptions do not have them. They have "pending" MSN or no DP at all – still need hire exception. Sim Lab Coord does not have required credential to teach AD level – no hire exception submitted.
	Institution granting degree	FQR Transcripts	X		
	Area of clinical expertise	Resume	X	X	Areas of experience noted but not necessarily teaching to the listed strength and experience. Students in one of the specialty classes are concerned that the instructor has no experience and doesn't always understand the terms in the slides used to present material.
	Area(s) of assignment	FQRs	X	X	No FQRs submitted at time of the visit.
	Licensure	Onsite FQR		X	**Not verified onsite. Working on FQRs.** **Some still missing and others are outdated.**
	Indicate degree plan and progress towards degree if applicable	FQRs	X	X	Current FQR list shows 2 on degree plans – 1 FT, 1 Adjunct Missing degree plans/hire exceptions on several. (2 FT and 2 Adj)
	List all faculty hire exceptions including course hired to teach	FQRs		X	Currently identified 5 who need hire exceptions to work in areas hired for
	Faculty file review			X	HR provided some to review. Job descriptions present but reflected

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				X	incorrect educational requirements. Transcripts were not all available. 2/28/25 Updated job descriptions received – have appropriate qualification language No faculty files available by the program director. On-site faculty files reviewed. Missing orientation checklist for seven, license verification missing for three, Missing FQR for two. Missing transcript for one. Need DP/HE for four.
Preceptor qualifications and information (for current semester) – **RN only** Nursing Student Handbook = NSHB College Student Handbook = SHB	Preceptor criteria & selection	n/a			NA
	Preceptor job description				na
	Identified roles of preceptors, faculty, and students				na
	Preceptor orientation materials				na
	Preceptor signatures showing date orientation completed				na
	Name of preceptor and course with Prefix& number (ex: NURS 1011)				na
	Preceptor State of license &License number				na
	Methods of contact between faculty & preceptor				na

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

Student policies: Provide written evidence of the following College/Academic catalog = CC	Admission of generic, transfer, and articulation students	Documentation Review	? X	X	Admission guidelines available on the website, some in College Catalog and parts in student handbook. Outdated. Not always congruent. Admission guidelines have changed but no new students admitted since the change. NO mentions in faculty minutes or program eval regarding the change to admission requirements? Added TEAS test back but no indication if certain seeing level is

Nursing Student Handbook = NSHB College Student Handbook = SHB					required for admission. TEAS required for RN as well – no indication if they must meet a certain level and if they must retake if they took the previous year for the PN program.
	Degree plan for each degree being granted	Documentation Review	X	X	There is no degree plan for ADN level who start in the summer. Not listed in student handbook New 25-26 Nursing Student Handbook has degree plan – pg. 7.
			X		
	Oral and written English proficiency	Documentation Review		X	Not found in catalog or handbook. 2/28/25 per Dean: Donnelly College is an open admissions college. English proficiency is determined by their placement when testing using Accuplacer. Procedure described in College Catalog, in the General Enrollment Procedures page 5, proficiency/placement into college-level courses is described on page 6.
			X		https://donnelly.smartcatalogiq.com/en/2025-2026/academic-catalog/admissions-policies/general-enrollment-procedures Students will demonstrate **proficiency** in information literacy skills. If student does not do well on Accuplacer, they are enrolled in Success First which stresses English Proficiency. If they have previous college credit, they do not need to take the Accuplacer.
	Readmission	Documentation Review	X		Must re-apply (Student Nursing handbook). Considered on space available basis. CLARIFY when a returning student is not a readmission. Not clear on what constitutes readmission.
			x	x	
	Progression	Documentation Review	x		2/11/25 All courses must be passed in one semester to move to the next. Not following policies
				X	1) A PN student was not successful in Summer 2025 MCII didactic.

					Was put into and completed MCH clinical in Fall 2025. Now told has to repeat clinical with didactic. Doesn't want to pay again. 2) An RN student failed nursing pharmacology course in the spring25. She appealed May 14. She appealed to the Dean on June 11. Emails have received no response. She forwarded all the Ms, Fish. She was enrolled in MCH over the summer with clinical and passing meds. Appeal denied (email to student but no notes/resolution in file presented to site visitors.) in July. Student was enrolled in final semester w/ M/S and M/S clinical (passing meds). Will finish fall semester and still have to complete Pharmacology. NOT POLICY CLARIFY POLICY and COURSE PREREQUISITES for progression.
	Counseling &guidance	Documentation Review	x		In college catalog
	Student role versus employee role	Documentation Review	x		
	Representation on faculty governance	Documentation Review		x	In the 24-25 nursing student HB. Students we spoke with not aware 2/28/25 Dean: Student Senate has a nursing student member; student senate reports in academic council, all-staff community meetings and all college board. Student Senate reps were present and spoke to students during orientation.
	Graduation	Documentation Review	x		Info in Nursing student handbook

					No issues with pinning/graduation in the past. Students saying that they now can only invite one person to their pinning – very unhappy
	Refund policies governing all fees and tuition paid by students	Documentation Review		x	All we can verify is if there is military activation they will allow a refund. 2/28/25 per Dean - Refund policy is on page 26 in the college catalog, right above the military refund policy. 10/13/25 Students have had several issues with payments and refunds. Made DON aware of continued issues regarding books, fees, and refunds.
	Ethical practices including recruitment, admission, and advertising	Documentation Review	?		Currently they are not meeting the standards they are advertising.
	Information to any student who may be subject to licensure disqualification under K.S.A. 65-1120. (**Must be provided prior to program admission**)	Documentation Review	X		College catalog and nursing 2024-25 handbook. *Link to KSBN website takes to main page and not directly to the stated statute information.
	Student Handbook	Onsite	X X		2024-25 nursing student handbook available 25-26 student handbook available online. Students say this is the third handbook they have received – new one with every director. This one was from last week. Not always clear on changes.
Student support services	Description of student safety measures	Documentation Review	?		Clinical safety measures. Nothing on campus security.
	Description of student health services (available on-site or students have knowledge of available health services)	Documentation Review	x	x	No health services available on campus. Not clearly identified alternatives in catalog or handbook Education 95

					2/28/25 per Dean - Available counseling health services are noted in every syllabus and explained during orientation: access to a LPC for free clinical mental health services, resource guide provided by the counseling center and low-cost health insurance information provided at the beginning of this semester.
Student records	Review student files		X?		NA – no time to review 5 files reviewed – most have checklists for immunizations and clinical items. Not as clear on Admission items.
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)			X	NA – not reviewed Saw sample rubrics but not completed ones. Students talked about concept maps but did not see any work.

Curriculum
60-2-102, 60-2-104, & 60-2-105

List Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Documents	X X		Listed in NSHB and in degree plan
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Documents	X	X X	In nursing student handbook Missing degree plan for ADNs who start in the summer. No "live stick" done in the IVT part of the AC I class for PNs who started Spr25 – person who taught class no longer with Donnelly but current course does not have that as a proficiency, so students are passing with a lab stick on mannequin.
Nursing Student Handbook = NSHB	Credit hours for each non-nursing course	Documents	X X		
College Student Handbook = SHB	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	Documents	X	X	PN – 34 credit hours nursing 35 PN credits – no curriculum change brought to KSBN? Misprint in NSHB? Education 96

Nursing Faculty Handbook= NFHB					RN – 30 credit hours nursing + credit for PN courses (total 69 credit hrs for ADN degree) RN 30 credits
	Identify clinical hours for combined nursing didactic and clinical courses	Documents	X		Courses not combined
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Documents Interview	X		no observation noted in syllabi
	List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours per course)	Documents	??	X	Not able to ascertain simulation hours.
				XX	Not able to determine clinical and Sim. No syllabi received.
				XX	Simulation does not have the basic equipment needed. No simple face mask, no medication/sim vials or medication/sim tablets. Students provided with medication names but not dosage or routes when in sim. Missing an important opportunity to reinforce dosage ranges, and how to respond to an out-of-range order. Students do know how to read back orders to verify. No one actually placed stethoscope on patient who had elevated BP and HR in the scenario. <mark>Consider using vetted simulation scenarios.</mark> Mannequin was used as low fidelity when it should have high fidelity capabilities.
				XX	**This simulation is not replacement quality for clinical hours.**
				XX	No mention of clinical hours in catalog. No syllabi available to verify. Annual report

					stated that up to 100 sim hours were being used as clinical replacement (total of 360 clinical hours in the program).
	List all preceptor hours for each relevant course (cannot exceed 20% of total clinical hours/nursing program, excluding a capstone course	Documents	N/a		n/a
	Testing process with test analysis and the written test procedure	Onsite Test policy sent to KSBN in response to complaint inquiry	x	X X	Stated policy is to use ExamSoft. Two PN tests administered during our visit; one was given by paper and pencil. New faculty not oriented to ExamSoft well enough for them to use. They were also not aware of a test policy for faculty. Paper and pencil testing does not allow for analysis and does not meet expectations of the testing policy. There was one ExamSoft exam being proctored during the visit. Student issues and computer issues caused a 70 min delay in the start of the exam. *There is no nursing faculty handbook so Testing Policy resides in the faculty lounge area. NFHB - Testing policy describes student responsibilities. No discussion of system used nor any exam analysis or exam design for faculty to use. No leveling requirements. No exam analysis discussed. How do you know if the exam is an effective evaluation tool? Testing is currently the only evaluation tool used.
	Number of students per class	Interview	x		Most classes are 1:25 for PN and 1:15 for RN.

	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Course schedule from enrollment system	X	? X	Not all listed as 1:10 ratio; students are being reassigned to comply. Schedule not available
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Documentation	X		NA – no syllabi provided
	Art and science of nursing	Documentation	X		NA
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Documentation	X		NA
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Documents	x		NA
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Documents	X		NA
	Psychosocial Integrity, including coping, adaptation and psychosocial adaptation	Documents	X		NA
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Documents	X		NA

KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Documents	x		Program outcomes are aligned.
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	KSBN documentation			No changes submitted to KSBN in last six months.

Educational Facilities (KAR 60-2-106)

Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Onsite	X	X	Nursing had a relocation to the main admin building for renovation of the nursing building (Marian Hall). After the renovation was complete, furniture and supplies were "dumped" back in the lab spaces in Marian Hall and are still in major disarray. **They are not usable at time of KSBN visit.** Spring semester has lab assigned – it is the only thing Foundations class uses for clinical. What was the backup plan? What is being done for lab courses?? When will rooms be usable? Classrooms are available and adequate in size. All didactic instruction was moved back to the main building from the dedicated nursing building (just moved back into the nursing bldg. again last Spring. Sim and skills lab remain in Nursing building. Many supplies available but are not being accessed? Students not being adequately supported in simulation for clinical replacement hours.
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	On-Site		??	Faculty have offices that lock. Students complain that doors are always closed and faculty are not available or accessible. Education 100

			?		Faculty policies clear about number of physical hours and office hours. More doors open (per student report) and most faculty are available in offices.
	Secure space for student records	On-Site	?		Did not inquire about records. All faculty and DON have locked offices with locking file cabinets.
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	On-Site Interviews	? / X	? / X	eBooks for students. Not all were available for the first semester PN students. Some students bought their own books and now are being told they must pay for the eBooks required by the program. Computer labs are available in nursing building and in the main building. Not sure what tech support is for students or faculty – did not really address this question with myriad other concerns. Laptop loan program available. ATI is used for all courses. Some students did not have "adequate" instructions for using ATI. This is a big change and cost for students already in the program and using other resources for which they were originally oriented.
	Satellite program facilities				NA
	Other points of interest				NA
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	On-Site	X		not reviewed Leadership faculty saw need for textbook along with ATI resources (Fall 2025 made a complete switch to ATI abbreviated e-books). College bought some and have them in library for student use.

Clinical Resources (KAR 60-2-105)

Education 101

Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site		X	No contracts were available to see. Two contracts had been provided prior to visit – contracts appear to be in compliance.
			X		Reviewed the three contracts for sites currently being used.
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	On-site	?	X	Unknown – complaints at end of 2024 stated that at least one clinical group "had VR simulation for their clinical" – violation of KNPA which sets simulation at no more than 50% per course. Documentation requested for Fall semester for each faculty/clinical group. KSBN received documentation that seems to show the VR was scheduled by faculty instead of going to clinical site.
				X	No MCH clinical in summer for part of the PN students. Students all had didactic in summer and some are taking clinical this fall (which doubles their clinical hours and evening cohort is going every weekend instead of every other weekend. Students were told they had to take an Incomplete this summer because they didn't have faculty to cover clinical. Some lost jobs because of the change.
				XX	Students very concerned about lack of communication regarding clinical schedule. Constant last minute changes result in loss of jobs and unneeded travel expenses.
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	On-Site	?	?	Unknown
			?	X	Students indicate multiple schools using same sites. We spoke w/ one clinical coordinator and she was okay with Donnelly schedule she received at beginning of semester.

Education 102

	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Onsite	X		Two contracts reviewed appear to be in compliance.
				X	Three contracts were reviewed and were in compliance.
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site			NA
				X	Two site visitors went to Providence MC

5yjuk/ Administrative Policies & Procedures
(KAR 60-2-102, 60-2-103, & 60-2-104)

Program NCLEX pass rates	NCLEX RN Pass rates for the last 5 (full) years for first time candidates	KSBN website NCSBN reports		X	PN RN 2019 87% 60% 2020 77.5 77.78 Minimum Standard changed from 75 to 80% 2021 80 no data (no cohort this year per board order) 2022 87.1 54.55 2023 82.61 68.75 2024 72.73 77.78 – these rates being reported at March 2025 board meeting. Pulled from NCSBN web site. *ADN program on conditional approval since 2020. Rates had been steadily rising, and 2022 site visit was approved, along with PEP showing improvements.
				X	2025 62.22 65.38 as of 9/30/25
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study		x	Not addressed Last audited report was late and had concerns.
	Budget procedures				Not addressed
Advisory Committee	Review Advisory Committee minutes	On-Site or VRR		X	NA – did not request information Advisory Committee pending reengagement. De~~Education 103~~nx103

					currently. Has not met since Spring 2024.
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See below
	General education and required support course faculty	On-Site	n/a		NA
	Support services	On-Site	X		Met with nursing advisor (new to position), HR, Admissions, IT, nursing intake coordinator (new), career services, Student wellness counselor, academic librarian, Registrar, CFO
	Students	On-Site	X		1) Met with approximately 20 1st semester (new) PN students 2) Met with 15 4th semester PN students (final semester – grad in May) *see comments in Report Summary section -Met with 14 RN students, in last semester of their program. -Met with 25 3rd sem (May '26 grad class) PN students. Thirteen for day cohort and 12 evening cohort. -Met with 25 4th sem (Dec. '25 grad class) PN students – day and evening cohorts *See comments in Report Summary section
				X	
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	Section not addressed			NA
	Staff RN's				NA
	Preceptors				NA
	Individuals conducting observational experiences				NA NA

Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended, and analyzed) and actions taken	Onsite Interview		X	Not present; director not aware of the existence of a PEP for nursing
				X	PEP requested and not received.
	Use of program evaluation data for ongoing program improvement	Onsite		X	
				X	PEP requested and not received.

On-Site Interviews: Feb. 2025

Cynthia Riley -new DON

Dean Ana Maradiaga – Dean of the College / VPAA – new position 1/6/25

Monsignor Swetland - President

Patty Dickinson – Human Resources

Tiara Arties – new (rehired after a break) - FT faculty

Michael Shalinsky – new PN Adjunct

Faith Huff – Nursing PT Admin Assistant – sat in on all discussions

Briefly met Charity Risher (intake coordinator). Did not meet Deana Vanden Hull, clinical coordinator, as she works remotely.

Onsite Interviews: 10/13-14/25

Administration:

Loran Fish - MSN, RN – Interim Director of Nursing (started March 14, 2025) – resigned, last day 11/14/25 (Email received 11/7/25)

Dean Ana Maradiaga – Dean of the College/VPAA

Mary Planz – VP Student Affairs

Zoom meeting on 10/15/25 with Monsignor Swetland and Dean Maradiaga

Nursing faculty:

- Tiara Arties, BSN, MPH - didactic faculty (**started Jan. 2025**)
- Laura Sampson, BSN, RN – faculty (new August 2025) – finishing MSN Fall 2025
- Megan Kelly – DNP, APRN, PHMNP – FT faculty in 22-24; left after Fall24 semester; back to teach one nursing course (Mental Health)
- Deana Vanden Hull, MSN – Clinical Coordinator
- Nik (Nicole) Ponto – BSN, RN - Sim Coordinator – both levels (HE) - (started Feb 2025 as PT faculty; moved to FT role summer?)

- Tyneisha Orr, DNP, FNP, CPNP (new in August 2025) – evening faculty
- Russell Robinson, DNP, RN –Adjunct didactic faculty for RN
- Christine Nguyen, MSN, PMHNP – FT faculty (new Aug. 2025)

Support Services staff:

- Charity Risher – Nursing Academic Advisor
- Matthew Boland – Director of admissions, Oversees the nursing intake coordinator (new)
- Yolanda Juarez – Nursing Intake Coordinator. New role for her. Works with students as they wait to apply. Reports to Admissions and Nursing. New process for this position.
- Dr. Falcon – Career services, tutoring
- Diego Payan – IT / security
- Annie Payan – Student wellness counselor
- Carol Doms – academic librarian
- Robin Kimbrough – HR Director
- Jennifer Bales – Registrar, IR, accreditation
- Ron Dempsey – CFO, filling in for financial aid person

2/11/25 Student Interviews:

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

2) *Met with PN students in their last semester: about 15 students*
   - Students very vocal with concerns. They describe the program as being unorganized.

- They were told at the start of this spring semester that they must put all their immunizations, etc., into Clinical Student, which had not been used for these students previously. Some submitted documents on entry to the program and have no copies of their own. Some are paying for repeat tests/immunizations as they could not be found in their files. These are additional out of pocket costs they were not expecting. They feel emails regarding this are threatening. "We get a zero for clinical if we don't get approved before tomorrow." "**We are not being heard**."
- Students state that program staff are dismissive of their concerns and treat them like children. They voiced, "The curriculum is all over the place" "We are not prepared nurses, not confident." Commented that clinical site in the fall was very unwelcoming, and instructor brought them back to campus for VR. Felt this was very well done with debriefing and individual assignments due but they got little direct clinical experience.
- State their peds rotation was just "babysitting". **Stated that the clinical instructors need to be more engaged.**
- Started IVs on each other for their IV course. Expressed concern about doing that.
- They expressed that the faculty/staff need to be more professional in how they treat students.

10/13-14/25: Student Interviews

1) Met with 14 ADN students in their final semester

- RN students felt that they were prepared for graduation because they were already nurses. Only two of the 14 said they would choose this program again.
- 5-6 from the previous PN program
- Bumpy at the beginning.
- Now, faculty getting settled
- New are Sampson and Kuhlman
- All should be on the same page – different directors → different syllabi and policies
- Now need 80% to pass
- Syllabus not always followed. Live review mandatory,
- Still have old textbooks – have not used.
- Students just have access to ATI books – don't have very much in them.
- ATI introduced in Concepts class
- Did some clinical at Providence. ER paired with LPN. RN only charge. Some units are staffed with LPNs. Also doing clinicals at Olathe KU.
- Can give feedback on clinical sites.
- Overall clinicals are positive.
- This is now a different program – emotional rollercoaster
- Chaos – not just nursing, also college.
- Lack of communication
- Here because they are comfortable with Donnelly
- This semester better than last
- They go to Nik or Loran for clinical student - not able to contact Deanna.
- Problem with communication of timing for flu shot – ended up having to pay.
- They remediate ATI.

Education 108

- Current DON communication is better than previous.

Met with 25 PN 3rd semester students, day and evening groups

- **DAYS –** It has improved since February. More stable teachers
- Get clinical schedule upfront of semester
- No clinical for Mat-Child Health – took didactic in Summer
- Did get tutoring for Pharmacology and Med-Surg
- They love Christine
- **NIGHTS –** has only 1 helpful instructor
- Clinical is "all over" not stable – horrible communication with/from the clinical coordinator.
- One faculty is belittling, brings kids to class, shares grades with all class.
- They get list of clinical/sim dates – not which one is which
- One did not pass didactic in summer – was enrolled in clinical this fall and passed. Now told she needs to repeat it with the didactic course.
- We are "getting ourselves through this program."
- M/S teacher will not tutor.
- Feel there is no Respect, no Positivity
- The sense is "I was miserable so you will be, too".
- Diamond is great.

Met with 25 PN 4th semester students day and evening groups

- Started in Fall 2024 – faculty were not experienced.
- Charged for books $300 – did not receive them. Other resources were paid for and not received.
- Only some received payback for books. Paid for both hard copy and E-books
- All billing is received late. Their job will only pay if it is received before semester starts.
- Clinical experiences good
- Faculty do care
- Meadowbrook was a great experience. The other nursing home not as great. Students only assigned to one for the whole clinical. Could they switch midway?
- Some received an incomplete because there was no clinical instructor for the summer clinical.
- Simulation is okay, but supplies and equipment not available. Everything is pretend.
- OF the 25 students, only two indicated they would return to this program and that was for familiarity with Donnelly, not the nursing program.
- Feel they don't learn enough about medications. (Sim really showed this to be an issue).
- Loran is good but cries easily.
- They have invested lots of money in this.

Education 109

- **DAYS** – No additional feedback
- **Nights**- see below:
- Find out the night before if they have clinical, sometimes as late as 1 am
- Feel they get the short end of everything- just thrown in clinical
- Instructor tells them they are behind and unprepared. And compares them to a "child." She tells them they are only here because Donnelly " is easy to get in."
- Have emailed the president with no response.

Strengths:

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

- Two of the new faculty we spoke with are highly motivated and student-focused. Only one still with Donnelly
- Support from Dean is evident. However, she is very new to her position and does not have experience with nursing regulations and the nursing program. No change

Concerns:

- See attached timeline at end of report. Added information on timeline.
- Discussions with college Administration in December and January emphasized KSBN concern about numerous faculty changes and the lack of a qualified program administrator at end of semester. Reminded that the school could not move forward with student admission or nursing program without an administrator. Suggested that program consider not admitting for spring and work to maintain the 84 returning students.
- Admitting 62 new students along with 84 returning students when a new director with no previous experience as a program director was hired less than 2 weeks before class start date and no returning FT faculty, was a disservice to students, faculty and new director.
    - Loran is new to her position since March 2025. No prior formal educational experience. Not using mentors or consultants. Still not familiar with policies that are concerning for program and students.
    - Received E-mail 11/7/25 that Loran has resigned her position and her last day is 11/14/25 (semester ends 12/5/25) – planning to place new faculty Laura Sampson as Interim Director. Laura

- The tremendous faculty turnover since August 2024 has created confusion. Longtime director left in August 2024; FT faculty, Russell Robinson assumed interim role but resigned the Interim role in December; did return Spring 2025 in Adjunct status.
- FT faculty from the Fall semester are gone – one went to adjunct status. Three Adjuncts and three PT faculty are returning from last semester but some have never had an FQR submitted. One faculty was moved from Adjunct to FT but does not meet requirements to teach ADN level and still have concerns with this faculty regarding an unresolved clinical issue from Fall 2024.
    - Still a concern. Fall 25 has four new FT faculty again. Only 1 FT person remaining from spring 25. Several adjuncts left and new ones continued to be hired.

- **Students voiced many concerns**:
    1. Communication with students must be improved. CONTINUES to be a concern
    2. They need to see respect modeled and not be dismissed when they have concerns. CONTINUES to be a concern
    3. Asked to do Clinical Student without good understanding (this was the senior PN students). This only affects students who do clinical in MO-KAN facilities. Timing and MO-KAN requirements continue to be an issue and clinical coordinator availability affect this as well

4. "Will we be behind?" Students are very concerned that all the changes and chaos have put them behind and that they aren't learning what they need to in order to be successful with NCLEX. Feel unprepared when comparing to peers at other institutions. CONTINUES to be a concern
   a. Updated concern from RN student 3/4/25 – 6 weeks in to Med-Surg III class and some groups have still not been to clinical – concern there is not enough time to meet clinical hours requirements without major changes to the current schedule.
5. Some bought their own books as the school-ordered ones were not available when classes started. Now they are being told they still have to pay for the school provided ones?? CONTINUES to be a concern
6. Deana (Clinical Coordinator) works remotely, and it makes it hard for students to reach her and discuss concerns. Some stated they were told/warned not to keep emailing when they were having all the issues with Clinical Student. CONTINUES to be a huge concern. Find her difficult to contact and late with clinical assignments.

- Students commented on learning NANDA. The NCLEX does not test specific nursing diagnoses as they are not a universal nursing language. The concept of nursing evaluation and plan is important, not the nursing diagnosis. (This is not a student complaint – rather a visiting educator observation.)

- The students take the SIMCLEX for NCLEX preparation. They do not have the opportunity to remediate. **Taking questions without remediation is not a valuable learning opportunity.** If the program does not permit student review and remediation, the instructor should be able to review the student needs and then offer remediation. The instructor who proctors the SIMCLEX does not have administrator privileges to see where the students are lacking. There are other available programs that offer robust remediation opportunities if SIMCLEX does not. NOW USING ATI for NCLEX Prep

Opportunities:
- The turnover in faculty provides a perfect opportunity for resetting the culture. Strong leadership is required in order to prepare students and meet the requirements of KSBN. CONTINUES TO BE AN OPPORTUNITY
- **Strongly recommend an experienced Mentor for the new DON**. Many years of nursing and leadership experience but has not been a director before. CONTINUE WITH THIS RECOMMENDATION
- Orientation is essential for new faculty and is necessary; ongoing support is also important. Many of the new faculty hires have no experience in education. They need support, mentoring and opportunities/resources for teaching and learning. CONTINUES TO BE A CONCERN
- Advising had previously been done by a FT faculty member who is no longer with Donnelly. Students are uncertain who they need to talk to about academic concerns. Nursing Advisor is not a nurse and has been making decisions about enrolling students in classes when they have failed a previous class or have an appeal that is not resolved. This is not following policy.
  - Per Dean Maradiaga, Nursing Advisor checks in with DON before enrolling students, decision is on the DON, not the advisor. Advisor meets monthly with DON and VP of Student Affairs to address any student concerns, including any issues with enrollment and progress.
  - Response – students still being enrolled that are not per progression policies
- Classes started mid-week. Schedule has already been reduced from a 16-week to a 15-week schedule which is really 14.5 weeks. Need a plan for how missed classes and clinicals are going to be made up for the nursing students.
- Student complaints/grievances need to be addressed appropriately. CONTINUES TO BE A CONCERN

- Create an atmosphere of open communication and respect with students. This is better from most faculty but some staff and faculty continue to be a major concern.
- Opportunity – Donnelly and nursing grade appeal progress is not the same. (see below)
- No grievance policy found in Donnelly catalog or Nursing Policies.
  - Per Dean, https://www.donnelly.edu/students/index
    In the Students Info Hub page, Under College Policies, found as "Student Complaints"
  - Not in nursing handbook

Recommendations:

1. Faculty job descriptions are not all in compliance with regulations (K.A.R. 60-1-104 and 60-2-103). Need to review faculty and nursing administrator job descriptions and bring into compliance with regulation. Submit updated job descriptions by June 30, 2025.

   2/28/25 Updated job descriptions received – have appropriate qualification language but could use other clarifications.

   School is in compliance for qualifications of faculty EXCEPT Sim Lab Coordinator position – states BSN needed and this position works with PN and RN students; also consider customizing requirements and responsibilities for FT, PT, and adjunct (they all say the same thing right now). Submit updated job description for Sim Lab Coordinator by start of Spring 2026 semester.

2. Review student policies for presence and appropriateness and ensure all required ones are available and congruent between website and all school documents.

   a. Admission guidelines are on the website, some in college catalog and some in nursing student handbook. Parts are outdated (admission testing?) and not always congruent.
   b. Student representation on faculty governance – policy is in handbook but two groups we spoke to were not aware that they had representatives or that they had that opportunity.
   c. Refund policies – not clear. Only thing we could find was regarding military activation of a student.
      2/28/25 Received update information about where Refund policy resides.
      - Need specific progression policy – what qualifies as readmission? Update and clarify policies and submit to KSBN by 1/15/26.

3. School catalog does NOT state conditional approval for the ADN program. All printed and website material should reflect the appropriate approval. Review website and all school documents and be clear on approval status. **This is updated.**

4. Need updated organizational charts for institution and the nursing program. Students need to be clear on the hierarchy for complaints and appeals. Submit updated charts to KSBN Education Compliance Officer by April 30, 2025.
      2/28/25 Received an updated org chart – not sure where this is available?
      Nursing's is not accurate. Need to update and send copy to KSBN by start of Spring 2026 semester.

5. Need a faculty handbook for nursing program (Nursing faculty handbook was reviewed and approved at the 2022 site visit to the ADN program.)
   a. Orientation plan/checklist **Exists but is not followed.**
   b. Organizational by-laws for nursing   Exist
   c. Unclear on faculty selection process for nursing.
      2/28/25 Received notice of where to find selection process for all faculty at Donnelly. If interviewing nursing faculty there should always be a nursing representative present when hiring.

6. Need a plan for faculty orientation and mentoring for new faculty for FT, PT and Adjunct. Plan needs to include orientation to curriculum, curriculum resources, teaching and learning resources, faculty policies, clinical orientation, student evaluation, and faculty responsibility for program evaluation. **Still not available and what is available is not being followed.**

7. No evidence of a nursing program evaluation plan. Need to find/develop a plan for program evaluation that includes student learning outcomes. Submit plan by 9/30/2025. Received evaluation documents for the PN and ADN programs but these are not systematic plans for evaluation. Also do not include how end of program learning outcomes will be measured. **Not available**

8. Faculty files need to be maintained with KSBN required documentation. Files need current licensure verification, orientation verification, education verification (original transcripts), and current FQR approval from KSBN. **Submit plan for keeping updated faculty files to KSBN by 6/30/25. Faculty files missing some documents and a process never submitted. Submit plan / process for keeping faculty files current by 3/31/26.**

9. Current lab and simulation rooms are unusable at present. Students are supposed to be in lab now for both levels. Student 24-25 handbook states that certain lab demonstrations must be completed prior to going to clinical sites. Labs need attention immediately or alternate facilities need to be obtained. **Simulation process needs much work. See above in grid. Not currently clinical replacement quality. Recommend to limit/cease doing simulation for clinical replacement with scenarios, content, and methodology approved by mentor and experienced simulation faculty.**

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

11. NCLEX first-time pass rates have been below standard for RN program for last 3 years and PN program is below standard for 2024. Submit program analysis along with a pass-rate improvement plan for both programs by 6/30/25. Include plan for faculty stabilization in the analysis and plan.
This has not been resolved. We did receive the "Five Pillar plan" for improvement and many of the actions have been taken but little has stabilized and 8/12 recommendations from March 2025 are not resolved. First time pass rates have continued to drop and as of 11/12/25, **RN first time pass rate is 65.38% with repeat rate of 72% and PN first time pass rate is 60.87% with a repeat rate of 54%.**

12. **Due to the many deficiencies and instability issues, recommend both programs be put on conditional approval and that both programs cease admissions and focus on currently admitted students until program is stable for at**

least 6 months, with a site visit to be done before restarting admissions. Continue to see issues of incongruency, communication issues, student complaints and faculty turnover. Also now seeing issues with clinical and simulation.

13. **Recommend continued Conditional Approval for both programs <u>with no admissions</u> until above issues are resolved and board has approved to continue.**

Donnelly Grievance policy: in <mark>24-25 catalog</mark>   **https://www.donnelly.edu/students/index**

Grievances A grievance policy has been established to ensure fair treatment for every student. Any student at Donnelly College may report a general complaint or allege discriminatory treatment regarding, but not limited to, race, sex, color, religion, national origin, or disability. Students are encouraged to follow the informal resolution procedure before moving to the formal resolution procedure. * * If a student has a complaint dealing with sexual harassment, sexual assault/violence, or unlawful discrimination that could be considered a Title IX complaint, please refer to our specific Title IX web page to receive immediate assistance. Informal Resolution Procedure An informal resolution meeting is intended to address grade reporting errors, classroom behavior, electronic communication, fair treatment, and similar issues. The student arranges a meeting with the person involved in the complaint and the direct supervisor of the person involved. This must be done within fifteen days of the alleged grievance. If the informal process does not resolve the issue, a student may initiate the formal resolution procedure. Formal Resolution Procedure A formal complaint should be submitted in writing to the Assistant Dean of Student Affairs within fifteen days of the incident or within seven days of the informal resolution procedure. The complaint must include contact information, a description of the complaint, and suggested action(s). The Assistant Dean of Student Affairs will meet with the student/staff and then conduct any investigation deemed necessary. A written recommendation will be sent within seven days of the student meeting that states the information presented, and recommended actions, if any. Copies of the original complaint and the written recommendation will be sent to all parties involved in the matter. If any of the parties involved in the formal resolution process do not feel that the complaint is adequately resolved, they may submit a written appeal within fourteen days to the Dean of the College. The written appeal must include all documentation from the informal and/or the formal procedure and must specify the conditions believed to be not adequately taken into consideration. The Dean may refer the complaint to the President of the College. The President makes the final decision within fourteen days of receiving the appeal

[**Microsoft Word - 2024-2025 Catalog.docx**](#)

Grade Appeal Process from <mark>25-26 catalog</mark>

In the event students would like to contest a final grade, they
should contact the instructor of the course to discuss a grade
change. If the instructor elects to change the grade, they must complete the grade change form and submit it to

the Registrar's Office. If the instructor elects *not* to change the grade, the student may formally appeal the decision to the Dean of the College.

To formally appeal a grade change, the student must submit an Academic Appeal form, including a letter stating why the student contests the grade with supporting documentation. This must be filed with the Dean of the College within 12 weeks of the end of the semester in which the grade was assigned.

The Dean will meet with the instructor and the

Program Director, if appropriate, to discuss the grade appeal. The Dean will make the final decision on the grade appeal within ten business days. The student will be notified of the decision via email by the Registrar's Office.

[Donnelly College - Grade Appeal Process](#) from Nursing policies

Nursing grade appeal policy does not reflect the college's policy. Per nursing, student goes to faculty>academic advisor and program coordinator> DON

Reference to DON and Committee – no mention of who is on the committee.

NOTE: The committee's decision is final and cannot be appealed outside of the Department of Nursing for course or assignment grades.

Requirements for Approval of LMHT Programs
60-5-102 Approval Procedure
60-6-101 Requirements
Kansas State Board of Nursing

Name of Institution: __WSU Tech_____ **Date:** ___11/13-14, 2025_____

Type of Program: __LMHT_____ **Name of Program:** _____WSU Tech, LMHT Program___

Visitors: __Ruth Burkhart, DNP, MSN, MA, RN-BC, LPCC – KSBN Board member; Janelle B.____ **Martin, MHSA, RN – KSBN Education Compliance Officer**_____

Topic & Regulation	Requirement	Supporting Information	MET	NOT MET	Comments/Decision
Approval procedure 60-5-102	An institution contemplating the establishment of a program for MHT • Shall write a letter of intent to the KSBN • Shall submit the name and qualifications of the nurse administrator to KSBN for approval • Shall employ a qualified nurse administrator • Shall employ a second faculty member • Shall file with KSBN an application for an approved program two months prior to the anticipated opening date with the payment of any required fees • Shall receive in writing the decision of the board • Shall be approved prior to the admission of students	Letter of intent Application for an approved LMHT program report	X X X X X X X		Sept. 2024 board meeting Administrator – DeShaun (Linson) Willingham MHCL, RN Dean of Health Sciences/Nursing WSU Tech Faculty – Tessa Brock, MSN, RN – 4 yrs psych experience and 12 years clinical experience. 11/13/25 – new faculty for LMHT – Kerry Haley, RN – 20 years mental health experience – has worked with LMHTs in various roles. Tessa Brock took role as Director of Simulation for WSU Tech and will work with students in sim. Sept. 22, 2024 letter 11.13.25 8 students admitted Fall 2025 to the MHT Certificate program at WSU Tech – this program was approved by KBOR. Students not eligible for licensure until program approved by KSBN.

Topic & Regulation	Requirement	Supporting Information	MET	NOT MET	Comments/Decision
Accreditation and approval 60-6-101 (a) (1-2)	• Each educational institution shall be approved by the appropriate state agency • Each hospital and agency providing facilities for clinical experience shall be licensed, accredited, or approved by • the licensing or certifying body •	Program application report	X X		
Administration and Organization 60-6-101 (b) (1-2)	• 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 • Authority and responsibility for administering the program shall be vested in the director of the educational unit	Program application report	X X		Per job description
Faculty 60-6-101 (c) (1-3)	Each faculty member shall have the necessary preparation, experience and personal qualification to meet the specifications of the position. • The director of the educational unit shall be licensed to practice as a registered professional nursing 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	Program application report Onsite file review	X		1) DeShaun Willingham, MCHL, RN – 10 years experience in psych nursing; 19 years clinical experience

Topic & Regulation	Requirement	Supporting Information	MET	NOT MET	Comments/Decision
	• Each instructor in a mental health technician program shall meet at least one of the following requirements: 1) Be licensed to practice as a registered professional nurse in Kansas and have at least two years of experience in psychiatric or developmental disability nursing; or 2) Be licensed to practice as a licensed mental health technician and have at least five years of experience post licensure. Two years of work experience shall be waived for those licensed mental health technicians possessing an associate degree • Each instructor in the behavioral sciences shall have earned an academic degree with appropriate education relative to area of instruction.				2) Kerry Haley, RN – 20 years MH experience – has worked with LMHTs in KS
Curriculum 60-6-101 (1), (2), (3) (A-B) (4) (A-B)	• 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 • The course, at a minimum, shall be of six months duration in which the	Program application report Onsite review of curriculum	X		Pg. 13 – MHT Certificate – 40 credit hours This changed to 43 credit hours due to requirements of certificate C for KBOR. Still has 450 clock hours for theory and clinical.

Topic & Regulation	Requirement	Supporting Information	MET	NOT MET	Comments/Decision
	institution shall provide for 18 weeks of schooling, one-half devoted to classroom instruction and one-half to clinical experience (KSA 65-4206)		X		Program is planned to be delivered over 3 semesters. No pre-reqs. Admission – must have HS diploma or equivalency, current CNA cert., and current CPR cert. for HC providers.
	• The curriculum shall be organized to cover both theoretical instruction and clinical instruction. The curriculum for mental health technician courses shall consist of a minimum of 450 hours of theoretical instruction and 450 hours of clinical instruction. In academic institutions, one semester hour of credit shall be equal to 15 hours of theoretical instruction or 45 hours of clinical instruction		X		MNT 120 Understanding Mental Illness MNT 130 Behavioral Science MNT 140 Technical Skills I (clinical) PSY 101 Gen Psych MNT 170 Pharm & Durg Administration MNT 180 Technical Skills II (clinical) PSY 120 Developmental Psych
	• 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		X		MNT 190 Therapeutic Communication MNT 200 Psychiatric Interventions
	1) Human growth and development. This course shall include aspects of growth and development from the prenatal period through senescence		x		PSY 120
	2) Behavioral science. This course shall include human needs, group processes, family dynamics, and social, economic, and cultural factors of behavior		x		MNT 130
	• The curriculum shall also include the following two courses, which shall include both theoretical and clinical instruction		X		
	1) Basic nursing concepts. This course shall include bed making, personal hygiene, administration and effect of medications, feeding, asepsis, elimination,		x		MNT 140, 170

Topic & Regulation	Requirement	Supporting Information	MET	NOT MET	Comments/Decision
	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 2) Psychiatric therapeutic treatment. This course shall include interpersonal relationships, psychopathology and classifications, coping mechanisms, communication skills, therapeutic modalities, and special reporting and recording techniques		X		MNT 180, 190, 200
Clinical facilities and resources 60-6-101 € (1-3)	• All clinical facilities shall be approved by the board, and appropriate contractual agreements shall be renewed annually with all cooperating agencies • Each clinical area used for student learning experiences shall be staffed by nursing service independent of student assignments • Each clinical unit used for educational purposes shall be under the direct supervision of a registered nurse •	Program application report Review clinical contracts	X X		4 potential clinical sites have been contacted Reviewed 2 current clinical contracts for: 1) Corterra of Wichita (Sr Beh Health IP facility) 2) AVC St Joseph for peds, adolescent, med psych, gero-psych Still working on contract with Comcare (SG county MH clinic for peds, adults and seniors
Students 60-6-101 (f) (1-3)	• Admission. Each program shall have clearly defined policies for admission • Credit for previous study. Each program shall have clearly defined written policies concerning credit for previous study, transfer or credits, and readmission of students. These policies shall conform to the	Program application report Review program policies onsite	X X		Pg 9 - Admission – • must have HS diploma or equivalency • current CNA cert. • current CPR cert. for HC providers • attend information session • Pay for and pass a criminal background check and drug-screen test

Topic & Regulation	Requirement	Supporting Information	MET	NOT MET	Comments/Decision
	policies of the institution • Promotion and graduation policies shall be in writing			X	No readmission policy for LMHT program – there is one for general admission to WSU-T. Also not a true progression policy?
Evaluation 60-6-101 (g)	A written plan for continuing program evaluation shall be developed and implemented	Program application report Onsite review	X		In process, have initial benchmarks for course outcomes and a planned process for course evaluation
Survey of the proposed course 65-4207	A survey of the proposed course and of the institution applying for accreditation of the course on mental health technology shall be made by an authorized employee of the board of members of the board who shall submit a written report concerning such study.				Site visit scheduled for 11/13/2025: Janelle Martin Ruth Burkhart
	The director of the educational unit shall make the following available to discuss the mental health technician program: • administrators, prospective faculty, and students • clinical facility representatives • student support services as applicable •	Interviews	X		See Interview list below
	The following shall be available: • minutes of faculty meetings • admissions material • faculty and student handbooks • policies and procedures • curriculum materials • affiliating agency contractual agreements • program evaluation plan	Exhibit	X X X X X X x		Also have Advisory meeting minutes Some of the curriculum altered in terms of course credit hours to comply with Cert C for KBOR – all required curriculum and clock hours are still met. 2 current contracts signed and ready. Working on a third with Comcare of Wichita

Topic & Regulation	Requirement	Supporting Information	MET	NOT MET	Comments/Decision
60-2-101 (C)(2)	Inspect the following: • education facilities including class rooms, laboratory, offices, student record storage • library facilities • satellite program facilities	Tour	X n/a		Great classroom, lab and simulation space. Student record storage is secure behind two locked doors. Library available but have primarily online resources. No satellite campus.

Interviews:

Administration:
- DeShaun (Linson) Willingham, MHCL, RN – Dean of Nursing and Administrator for LMHT program
- Sarah Leftwich – VP Health Sciences and Grants Management

Student Support Service:
- Jennifer Shaw, Advisor for Health Sciences

Faculty / Prospective faculty:
- Kerry Haley, AND, RN – FT faculty

Prospective students: spoke with 2 students currently admitted to the MHT certificate program – excited about new opportunity in HC; both have backgrounds that have led them to MH/BH. Feel faculty and staff and supportive and work to help students succeed. Very hands on and student focused.

Clinical facility representatives:
- KC Arnold – Corterra
- Tiffany Poyner - AVC

Strengths:

- Strong support from WSU Tech administration and community for new MHT program.

- LMHT Advisory group organized up after initial approval or program in 2024. Feedback and membership came out of the Nursing/Short-Term Health/Phelebotomy & EKG Advisory group.

- New mental health hospital being built in Wichita. The need for MH workers will continue to increase and the LMHT role has a place in this mix.

Opportunities:

- Meeting minutes for advisory are hard to follow consider format that would highlight key points and keep information focused

Recommendations:

- **Need policy for readmission and clarify progression policy for this program. Submit updated policies to KSBN by 3/31/26.**

- **Recommend initial approval for the LMHT program at WSU Tech with a follow up visit to be done in Spring 2027.**

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

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

Date:

10/13/2025 _____

Name of Program:

Program Administrator including credentials: Amy Hite, EdD(c), DNP, FNP-C _____

Parent Institution: Pittsburg State University

Address of Institution:

1701Broadway; Pittsburg, KS 66762 _____

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

PSU School of Nursing has adopted new Program Outcomes for the BSN Curriculum (approved 12/2023 by KSBN), reviewed and updated course descriptions and outcomes to align with "The Essentials: Core Competencies for Professional Nursing Education" (AACN, 2021)

Briefly describe the Change being requested:

NURS 322: change from 3 to 2 credits

NURS 318: change from 5 to 6 credits

NURS 452 change from 4 to 3 credits

NURS 462: change from 4 to 3 credits

NURS 457: re-activate for 2 credit hours (clinical from NURS 452 and 462)

NURS 499: change from 4 to 2 credits

NURS 600: change from 2 to 3 credits

NURS 601: change name to Captsone

Total upper division nursing hours is unchanged (62 credits, with 58 general education and pre-requ courses=120 total credits and 768 clinical hours, an increase from 720 clinical hours.

Education 126

Action Taken

Education Committee Review _____
                                              Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
                                              Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Nursing Education Compliance Officer   Date

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

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

    ☐ Philosophy

    ☐ Number of semesters of study

    ☐ Delivery method of nursing courses

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

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

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

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

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

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

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

Instructions

1. Complete page one. Pay particular attention to the section describing the change. This is usually used for the motion and should be written carefully.

2. On Page 2 indicate the revision requested.

3. If this change involves a new course, complete the curriculum revision or a course revision, including the following items:
   - Course title
   - Course objectives/outcomes
   - Sequence of the course
   - Major content outline
   - Clinical facility(ies) to be used
   - Course evaluation

4. **Submit 1 paper copy of the request form and all addenda on white paper, loose leaf and single-sided pages.**

5. Major Curriculum Change Requests are reviewed by the Education Committee and Board of Nursing at their scheduled meetings. The request will be approved/not approved/deferred.

6. Following the Education Committee and Board review and action, a copy of the form will be returned to you indicating Board action.

7. The program must receive board approval before implementation.

8. Notify the Nursing Education Compliance Officer to request Word document version

of this form to complete electronically, print and mail to KSBN with the requested information, if desired.

Education 129

Pittsburg State University
COLLEGE OF ARTS AND SCIENCES
Irene Ransom Bradley School of Nursing

McPherson Hall
1701 South Broadway · Pittsburg, KS 66762
620-235-4431 · pittstate.edu/nursing

October 13, 2025

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

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

Thank you for reviewing our Major Curriculum Change request for the PSU Irene Ransom Bradley School of Nursing. This change request is to align our Pre-Licensure BSN courses with *"The Essentials: Core Competencies for Professional Nursing Education"* (AACN, 2021). We have made changes in credit hours to seven courses, but our over-all credit hours remain at 62 upper division nursing and 58 general education or pre-requisites, for a total of 120 credit hours in the program.

Faculty, staff, students, alumni, clinical partners, and community stakeholders have been involved and provided input in the process. Specifically, faculty reviewed student exit surveys and outcomes. During Fall 2024, the revised curriculum draft was reviewed with current BSN students and our School of Nursing Advisory Board. Faculty have attended multiple AACN conferences and webinars to assist with this transition. The process started in 2023, after thorough review of our Program outcomes, mapping and gapping courses with *"The Essentials"* and final approval of the curriculum in August 2025. We plan to implement the changes with the Fall 2026 cohort of junior nursing students.

Please advise if further documentation is needed or questions about the planned curriculum change.

All my best,

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

Education 130

Approved Pre Licensure BSN Curriculum Plan (SONO 8/29/25)
Old Curriculum in (Bold)

First Semester

Course	Theory Credit Hrs.	Clinical Credit Hrs.	Total Credit Hrs.	Notes
NURS 265 Health Promotion and Disease Prevention	2	0	2	Student time scheduled
NURS 320 Health Assessment	2	1	3	each week by program:
NURS 390 Pathophysiology	3	0	3	12 hours of theory
NURS 322 Professional Nursing	2 (3)	0	2 (3)	12 hours of direct clinical
NURS 318 Nursing Fundamentals	3 (2)	3	6 (5)	24 hours per week
Totals	12	4	16	

Second Semester

Course	Theory Credit Hrs.	Clinical Credit Hrs.	Total Credit Hrs.	Notes
NURS 442 Pharmacology in Nursing	3	0	3	Student time scheduled
NURS 410 Nursing the Med-Surg Client	5	2	7	each week by program:
NURS 470 Nursing the Psych/Mental Health Client	3	1	4	11 hours of theory
Totals	11	3	14	9 hours of direct clinical
				20 hours per week

Or

Course	Theory Credit Hrs.	Clinical Credit Hrs.	Total Credit Hrs.	Notes
NURS 442 Pharmacology in Nursing	3	0	3	Student time scheduled
NURS 452 Nursing the Childbearing Family	3	0 (1)	3 (4)	each week by program:
NURS 462 Nursing the Child and Family	3	0 (1)	3 (4)	11 hours of theory
NURS 457 OB/Peds Clinical	0	2 (0)	2 (0)	9 hours of direct clinical
NURS 405 Gerontological Nursing	2	1	3	20 hours per week
Totals	11	3	14	

Education 131

Third Semester

Course	Theory Credit Hrs.	Clinical Credit Hrs.	Total Credit Hrs.	Notes
NURS 482 Evidence Based Practice and Research	2	0	2	Student time scheduled each week by program: 12 hours of theory 9 hours of direct clinical 23 hours per week
NURS 499 Concepts of Leadership in an Evolving Healthcare System	2 (4)	0	2 (4)	
NURS 410 Nursing the Med-Surg Client	5	2	7	
NRUS 470 Nursing the Psych/Mental Health Client	3	1	4	
Totals	12	3	15	

Or

Course	Theory Credit Hrs.	Clinical Credit Hrs.	Total Credit Hrs.	Notes
NURS 482 Evidence Based Practice and Research	2 (4)	0	2 (4)	Student time scheduled each week by program: 12 hours of theory 9 hours of direct clinical 23 hours per week
NURS 499 Concepts of Leadership in an Evolving Healthcare System	2	0	2	
NURS 452 Nursing the Childbearing Family	3	0 (1)	3 (4)	
NURS 462 Nursing the Child and Family	3	0 (1)	3 (4)	
NURS 457 OB/Peds Clinical	0	2 (0)	2 (0)	
Nurse 405 Gerontological Nursing	2	1	3	
Totals	12	3	15	

Fourth Semester

Course	Theory Credit Hrs.	Clinical Credit Hrs.	Total Credit Hrs.	Notes
NURS 502 Community Health Nursing	3	2	5	3 hours of lecture/week 96 hours of clinical/semester
NURS 525 Advanced care of the Med-Surg Client	4	2	6	4 hours of lecture/week 96 hours of clinical/semester
NURS 601 Capstone	0	2 (1)	2 (1)	96 hours of clinical/semester
NURS 600 Transitions in Nursing Practice	3 (2)	0	3 (2)	3 hours of lecture/week
Totals	10	6	16	

Total Credits: 120 (62 Nursing and 58 General Education)
Clinical hours 768 **(720)**

Pittsburg State University, Irene Ransom Bradley School of Nursing
BSN Curriculum Revision

First Semester (Fall)

Current	New
Course: NURS 265 Health Promotion and Disease Prevention Across the Lifespan	**Course:** NURS 265 Health Promotion/ Disease Prevention
Credit Hours: Theory 2/ Clinical 0	**Credit Hours:** Theory 2/ Clinical 0
Course Description: Concepts essential for health promotion and disease prevention across the lifespan. Emphasis is placed on levels of prevention, wellness, and teaching methods and planning. Open to all majors	**Course Description:** This course introduces foundational concepts essential for health promotion and disease prevention across the lifespan with emphasis on strategies at the individual, family, and community levels. Students will explore wellness concepts, levels of prevention, and effective health teaching methods.
Student Learning Outcomes: 1. Describe the foundational concepts of health promotion and disease prevention. 2.Explore health promotion relative to individuals and families in the community. 3.Discuss interventions for health promotion, including screening, health education, stress management and crisis interventions with individuals and families across the lifespan. 4.Apply health promotion and disease prevention interventions with individuals and families. 5.Explore health promotion within the community and evaluate the effectiveness of health promotion and disease prevention activities.	**Student Learning Outcomes:** 1. Describe the foundational concepts of health promotion and disease prevention across the lifespan. 2. Discuss health promotion relative to individuals and families in the community. 3. Discuss interventions for health promotion, including screening, health education, stress management, and crisis interventions with individuals and families across the lifespan. 4. Apply health promotion and disease prevention interventions with individuals and families 5. Develop and present a health promotion teaching project that addresses key objectives from Healthy People 2030 and focuses on improving health outcomes.

Current	New
Course: NURS 318 Nursing Fundamentals	**Course:** NURS 318 Nursing Fundamentals
Credit Hours: Theory 2/ Clinical 3	**Credit Hours:** Theory 3/ Clinical 3
Course Description: Focus on delivery of safe, high quality nursing care. Psychomotor skills necessary to safely perform therapeutic interventions are discussed, demonstrated, practiced in a laboratory setting and applied in structured acute care settings. This course may be taken for Academic Honors.	**Course Description**: Introduces essential skills for delivering safe, high-quality care. Through discussions, demonstrations, and hands-on practice in the lab, students develop proficiency in key nursing procedures, applying these skills in structured care settings to ensure safe and effective patient care.
Student Learning Outcomes: 1.Describe and demonstrate safe, high quality client care and management of patient care equipment throughout nursing procedures. 2. Accurately and safely compute dosage calculations for oral and parenteral medication administration with greater than 90% accuracy. 3. Incorporate current evidence-based practice research into delivery of safe and high-quality nursing interventions. 4. Demonstrate competence in the use of electronic medical record systems and patient care technologies. 5. Discuss healthcare policy, finance and regulatory processes as they impact delivery of safe, high quality patient care through nursing procedures. 6. Demonstrate intra- and inter-professional communication and collaboration in the delivery of safe, high quality client care. 7. Follow safety and education strategies to optimize health across the lifespan in the acute care setting. 8.Model behaviors of personal integrity and professional values as explicated in the ANA Code of Ethics and the PSU Irene Ransom Bradley School of Nursing Code of Conduct in all activities related to this course.	**Student Learning Outcomes:** 1.Demonstrate proficiency in fundamental nursing procedures, ensuring accuracy and adherence to safety protocols. 2. Develop critical thinking and decision-making skills to respond effectively to patient needs during nursing interventions. 3. Display effective communication and collaboration techniques that respect and incorporate the values, beliefs, and perspectives of diverse populations. 4. Utilize effective communication techniques to collaborate with patients, families, and healthcare teams. 5. Integrate ethical considerations and professional standards into nursing practice. 6. Demonstrate the use of informatics and patient care technologies to deliver safe, high-quality, efficient healthcare in accordance with best practices and standards. 7. Employ patient assessment techniques to gather relevant data and plan appropriate nursing care. 8. Evaluate the outcomes of nursing interventions to improve the delivery of patient care.

Current	New
Course: NURS 320 Health Assessment	**Course:** NURS 320 Health Assessment
Credit Hours: 2 Theory/1 Clinical	**Credit Hours:** 2 Theory/1 Clinical
Course Description: Examine nurse's role in conducting evidence-based health and physical assessments across the life span. Emphasis is on development of physical assessment skills, differentiating normal and abnormal findings, and completing proper documentation of findings.	**Course Description:** Explore the foundational role of the nurse in performing health and physical assessments across the lifespan. This course emphasizes developing essential skills for conducting comprehensive and focused assessments, identifying normal and abnormal findings, and accurately documenting results. Students will learn evidence-based techniques to gather patient history, perform systematic examinations, and communicate findings effectively in preparation for clinical practice.
Student Learning Outcomes: 1. Perform health history and physical assessments skills and techniques to determine normal or abnormal findings for diverse patients and populations across the life span. 2. Complete comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness factors, using developmentally, ethically, and culturally appropriate techniques. 3. Apply holistic, patient-centered assessments that demonstrate knowledge of human growth and development across the health-illness continuum, across the lifespan, and in a variety of healthcare settings. 4. Promote atmosphere of professionalism, safety and caring during health assessments with effective communication. 5. Demonstrate documentation of assessment findings with various patient care technologies, information systems, and communication devices that encourages safe nursing practice. 6. Utilize inter- and intra-professional communication and collaboration to deliver evidence-based nursing care in accordance with prioritization of health assessment findings.	**Student Learning Outcomes:** 1. Demonstrate the ability to gather a comprehensive patient history, including subjective and objective data, using effective communication techniques 2. Perform systematic health and physical assessments across the lifespan, incorporating evidence-based practices. 3. Differentiate between normal and abnormal assessment findings to identify potential health concerns. 4. Accurately document assessment findings in a clear, concise, and legally appropriate manner. 5. Apply critical thinking and clinical reasoning to interpret assessment data and prioritize patient care needs. 6. Utilize appropriate tools and techniques to conduct focused assessments based on patient-specific needs or presenting concerns. 7. Demonstrate cultural competence and sensitivity when performing assessments on diverse populations. 8. Collaborate with peers and instructors to enhance assessment skills through simulation and practice-based learning.

7. Initiate health promotion and disease prevention education with clients determined through assessment of protective and predictive factors influenced by genetic risks, environmental exposure, family history, current health problems, determinants of health, and health/illness beliefs.

8. Demonstrate head-to-toe nursing assessment according to critical elements evaluated in Lab Final Examination.

9. Model behaviors of personal integrity and professional values as explicated in the ANA Code of Ethics and the PSU Irene Ransom Bradley School of Nursing Code of Conduct in all activities related to this course.

Current	New
Course: NURS 322 Professional Nursing	**Course:** NURS 322 Professional Nursing
Credit Hours: Theory 3/ Clinical 0	**Credit Hours:** Theory 2/ Clinical 0
Course Description: Concepts, knowledge and skills essential for implementation of the practice of nursing. Assists with transition into a professional nursing program and provides specific techniques for success in the nursing major. May be taken for Honors.	**Course Description**: Introduces concepts, knowledge, and skills essential for implementation of the practice of nursing. Assists with transition into a professional nursing program and provides specific techniques for success in the nursing major.
Student Learning Outcomes: 1.Utilize time management, study, test-taking, writing skills, and library resources to improve evidence-based nursing practice. 2.Demonstrate individual, organizational, and system leadership in the provision of safe, high quality patient care. 3.Integrate theories and content from the sciences, arts, humanities, nursing and other disciplines to enhance the practice of nursing. 4.Demonstrate intra- and inter-professional communication and collaboration for improving health outcomes through leadership principles.	**Student Learning Outcomes:** 1.Integrate knowledge from the sciences, arts, humanities, nursing, and other disciplines to enhance and inform evidence-based nursing practice and ethical decision-making. 2. Demonstrate leadership at individual, organizational, and systems levels to promote safe, high-quality patient care and foster a culture of continuous improvement. 3. Critically evaluate and apply nursing research to advance evidence-based practices and improve patient care outcomes. 4. Apply a range of clinical information systems and patient care technologies to optimize clinical decision-making and improve healthcare delivery.

5.Discuss healthcare policy, finance and regulatory processes as they impact individuals, families, groups, communities and populations. 6.Model behaviors of personal integrity and professional values as explicated in the ANA Code of Ethics and the PSU Irene Ransom Bradley School of Nursing Code of Conduct in all activities related to this course.	5. Analyze the influence of healthcare policy, finance, and regulatory processes on individuals, families, communities, and populations, and their implications for healthcare practice. 6. Determine effective intraprofessional and interprofessional communication and collaboration strategies to improve patient health outcomes across healthcare settings.

Current	New
Course: NURS 390 Pathophysiologic Bases of Nursing	**Course:** NURS 390 Pathophysiologic Bases of Nursing
Credit Hours: Theory 3/Clinical 0	**Credit Hours:** Theory 3/Clinical 0
Course Description: Pathophysiologic Bases of Nursing is the study of disruptions of physiology in the human organism. The student will relate previously acquired knowledge of behavioral and physiologic sciences to selected pathological conditions which alter the body's ability to adapt. The inflammatory process, immune response, neoplasia, trauma and fluid and electrolyte and acid base imbalances are included. Examples of each of these processes are discussed. Discussion includes incidence; etiology; structural and functional alterations which result; the progression of these changes; clinical manifestations; the alterations in diagnostic studies which are indicative of the process; and the usual treatment regimen. The units may be rearranged to meet the needs of the curriculum.	**Course Description:** The study of disruptions of physiology in the human organism building on previously acquired knowledge of physiologic sciences. The inflammatory process, immune response, aspects of fluid, electrolyte and acid base imbalances, and selected pathological conditions are included.
Student Learning Outcomes: 1. Interpret and integrate content from chemistry, microbiology, anatomy, and physiology to the pathophysiologic process of disease to enhance the practice of nursing.	**Student Learning Outcomes:** 1.Interpret and integrate content from chemistry, microbiology, anatomy, and physiology to the pathophysiologic process of disease to enhance the practice of nursing.

Current	New
2. Demonstrate an awareness of the significance of understanding the pathophysiologic response to disease as a component of the nurse's role on the health care team.	2. Demonstrate an awareness of the significance of understanding the pathophysiologic response to disease as a component of the nurse's role on the health care team.

2. Demonstrate an awareness of the significance of understanding the pathophysiologic response to disease as a component of the nurse's role on the health care team.
3. Utilize relevant nursing and health research in the area of pathophysiology to increase one's knowledge and understanding needed to provide evidence-based nursing practice.
4. Demonstrate knowledge of the pathophysiologic bases of disease for application in providing health promotion and disease prevention education and in providing safe, quality nursing care.
5. Model behaviors of personal integrity and professional values as explicated in the ANA Code of Ethics and the PSU Irene Ransom Bradley School of Nursing Code of Conduct in all activities related to this course.

2. Demonstrate an awareness of the significance of understanding the pathophysiologic response to disease as a component of the nurse's role on the health care team.
3. Demonstrate knowledge of the pathophysiologic bases of disease for application in providing health promotion and disease prevention education based on individual characteristics and risks.

Second Semester (Spring)

Current	New
Course: NURS 410 Nursing the Adult Medical-Surgical Client	**Course:** NURS 410 Nursing the Adult Medical-Surgical Client
Credit Hours: Theory 5/Clinical 2	**Credit Hours:** Theory 5/Clinical 2
Course Description: Integrate theories and content from the sciences, arts, humanities, nursing, and other disciplines to facilitate adaptive responses of clients to chronic and acute physiological problems. Emphasis is placed on adults in hospital and community settings.	**Course Description:** Integrate knowledge from the sciences, arts, humanities, nursing, and related disciplines to support clients' adaptive responses to acute and chronic physiological conditions. Emphasizes evidence-based nursing care to promote health, manage illness, and enhance well-being for adults across diverse populations.
Student Learning Outcomes: 1.Implement a plan of care for adults experiencing illness utilizing theories and content from basic sciences and humanities. 2.Demonstrate safe patient care to adults experiencing chronic and acute physiological problems that results in high-quality patient outcomes.	**Student Learning Outcomes:** 1.Apply knowledge from various disciplines to provide evidence-based care that respects individual preferences and needs for adult clients with acute and chronic medical-surgical conditions.

3.Apply the basic elements of the research process and evidence to nursing practice for the improvement of health care for adults in hospital and community settings. 4.Utilize patient care technologies in the plan of care for adults experiencing illness. 5.Explore the social, ethical, legal and economic factors of the health care system that impact the adult and family. 6.Collaborate with each member of the health care team in meeting the needs of adults experiencing illness. 7.Assess health promotion and disease prevention beliefs and practices of individuals, families, communities, and populations. 8.Practice the concepts of responsibility and accountability in the role of nursing student.	2. Utilize clinical judgment to ensure safe, high-quality outcomes for adults experiencing diverse medical-surgical health needs. 3. Optimize well-being for adult clients through effective health promotion and disease prevention strategies. 4. Effectively communicate with interdisciplinary team members and coordinate resources to provide safe, equitable care to diverse populations. 5. Use healthcare technology and informatics to improve clinical decision-making when caring for medical-surgical clients. 6. Adhere to the nursing code of ethics and standards of practice while demonstrating accountability and responsibility in delivering high-quality nursing care. 7. Prioritize care, delegate tasks appropriately, and advocate for clients in the medical-surgical environment.

Current	New
Course: NURS 470 Psychiatric/Mental Health Client	**Course:** NURS 470 Psychiatric/Mental Health Client
Credit Hours: Theory 3/Clinical 1	**Credit Hours:** Theory 3/Clinical 1
Course Description: The study of promoting psychiatric/mental health throughout the lifespan. Synthesizes social and psychological evidence-based research in hospital and community settings.	**Course Description:** This course introduces psychiatric and mental health promotion across the lifespan, focusing on therapeutic communication, mental health assessment and evidence -based care in hospital and community settings.
Student Learning Outcomes: 1.Integrate nursing theories, models, and research related to psychiatric/mental health and illness to provide safe, high-quality evidence-based nursing care. 2.Discuss historical, political, social, economic, legal, ethical, and cultural aspects of health care to psychiatric/mental health nursing practice. 3.Collaborate with members of the health care team to discuss healthcare policy, finance, and regulatory processes as they	**Student Learning Outcomes:** 1. Develop therapeutic communication skills grounded in nursing principles to build trust and support individuals with mental health needs across diverse settings. 2. Conduct comprehensive mental health assessments throughout the lifespan, integrating clinical reasoning and patient-centered nursing practices. 3. Apply evidence-based nursing care to promote mental health and well-being in hospital and community environments.

impact the care of patients and communities in the psychiatric/mental health system.
4.Apply the basic principles of pharmacokinetics and pharmacodynamics of psychotropic medications related to psychiatric/mental health disorders.
5.Explore complementary and alternative therapies related to psychiatric/mental health nursing.
6.Model behaviors of personal integrity and professional values as explicated in the ANA Code of Ethics and the PSU Irene Ransom Bradley School of Nursing Code of Conduct in all activities related to this course

4. Recognize and address social, cultural, and environmental determinants of mental health to deliver equitable and inclusive nursing care.
5. Facilitate resilience, coping, and recovery in individuals and families through nursing interventions that prioritize holistic care.
6. Demonstrate ethical and legal accountability in psychiatric nursing, ensuring patient rights and confidentiality are upheld.
7. Collaborate effectively with interdisciplinary healthcare teams to plan and deliver comprehensive mental health services.
8. Reflect on personal values, biases, and professional standards to foster empathetic, culturally competent nursing care.

Current	New
Course: NURS 442 Pharmacology in Nursing	**Course:** NURS 442 Pharmacology in Nursing
Credit Hours: Theory 3/Clinical 0	**Credit Hours:** Theory 3/Clinical 0
Course Description: This course will focus on the nurse's role in pharmacological therapy of individuals across the lifespan. This course may be taken for Honors.	**Course Description**: This course will focus on the nurse's role in pharmacological therapy of individuals across the lifespan.
Student Learning Outcomes: 1. Describe implications of drug therapy. 2. Incorporate healthcare policy, finance, regulatory, legal and ethical aspects of drug therapy. 3. Select content from the sciences and humanities to help understand the rationale of drug therapy. 4. Identify teaching-learning principles as they relate to pharmacologic therapy. 5. Identify the nurse's role with health team members in the safe and effective delivery of drug therapy. 6. Demonstrate the concept of individual responsibility and accountability in providing effective drug therapy. 7. Identify leadership principles in managing drug therapy.	**Student Learning Outcomes:** 1.Integrate pharmacological principles to provide safe and effective medication management for individuals across the lifespan, ensuring evidence-based and patient-centered care. 2. Analyze the therapeutic uses, mechanisms of action, side effects, and interactions of major drug classifications, applying this knowledge to optimize patient outcomes. 3. Develop individualized pharmacological care plans that consider the unique needs of patients, including age, genetics, comorbidities, and cultural factors. 4. Evaluate the impact of pharmacological therapy on patient health and recovery, utilizing critical thinking and clinical reasoning to adjust treatment plans as necessary.

8. Identify research findings relevant to patient care and drug therapy. 9. Model behaviors of personal integrity and professional values as explicated in the ANA Code of Ethics and the PSU Irene Ransom Bradley School of Nursing Code of Conduct in all activities related to this course	5. Collaborate with healthcare team members to ensure comprehensive and coordinated pharmacological care, promoting safe medication practices and patient education.

Third Semester (Fall)

Current	New
Course: NURS 405 Gerontological Nursing	**Course:** NURS 405 Gerontological Nursing
Credit Hours: Theory 2/Clinical 1	**Credit Hours:** Theory 2/Clinical 1
Course Description: Promotes successful healthy aging while addressing the physical, psychosocial, and spiritual needs of older adults utilizing a holistic framework.	**Course Description:** Focus on promoting healthy aging by addressing the physical, psychosocial, and spiritual needs of older adults, utilizing a holistic approach to enhance nursing care and improve quality of life across diverse healthcare settings.
Student Learning Outcomes: 1. Identify factors that influence the aging experience 2. Define health and wellness within the context of aging and chronic illness. 3. Discuss factors contributing to a nurse's cultural sensitivity. 4. Identify the physiological changes associated with normal aging 5. Differentiate normal age-related changes from those that are potentially pathological. 6. Explain cognitive changes with age and strategies to enhance cognitive health. 7. Integrate leadership and communication techniques that foster discussion and reflection to positively impact the care of older adults	**Student Learning Outcomes:** 1. Provide ethical, holistic, and evidence-based care to enhance the quality of life for older adults. 2. Differentiate normal aging from disease and address related physical, mental, and spiritual challenges, including end-of-life care across diverse healthcare settings. 3. Collaborate with interdisciplinary teams to develop and implement individualized care plans using informatics and technology. 4. Engage in lifelong learning, self-reflection, and advocacy to support older adults' autonomy, dignity, and health goals.

| 8.Identify the range of care giving situation as well as potential challenges.
9.Discuss the importance of prevention of injuries and promotion of a culture of safety in all settings. | |

Current	New
Course: NURS 452 Nursing the Childbearing Family	**Course:** NURS 452 Nursing the Childbearing Family
Credit Hours: Theory 3/Clinical 1	**Credit Hours:** Theory 3/Clinical 0
Course Description: This course includes concepts, theories, and psychomotor skills essential for implementation of nursing care of the childbearing family. Assessment and care during the preconceptual, prenatal, intrapartal, postpartal, and neonatal phases of the childbearing cycle are included.	**Course Description:** The course includes concepts, theories, and psychomotor skills essential for implementation of nursing care of the childbearing family. Assessment and care during the preconceptual, prenatal, intrapartal, postpartal, and neonatal phases of childbearing are included.
Student Learning Outcomes: 1. Integrate theories and content from the sciences, humanities, nursing, and other disciplines in planning and implementation of nursing care for the childbearing family. (Program Outcome #1) 2. Demonstrate individual leadership in the provision of high-quality nursing care for the childbearing family. (Program Outcome #2) 3. Identify the application of research in improving evidence-based nursing practice for the childbearing family. (Program Outcome #3) 4. Explore historical, political, social, economic, legal, and ethical aspects of nursing care of childbearing families. (Program Outcome #5) 5. Collaborate with members of the health care team to promote safe, high quality, and effective care of the childbearing family. (Program Outcome #6) 6. Develop educational materials for promoting safety, health promotion, and care of the newborn and postpartum family. (Program Outcome #7)	**Student Learning Outcomes:** 1.Integrate theories and content from the sciences, humanities, nursing, and other disciplines in planning and implementation of nursing care for the childbearing family. 2. Identify social, legal, and ethical aspects of nursing care of childbearing families. 3. Demonstrate the knowledge and skills needed in the assessment and care of the childbearing family. 4. Identify the application of research in improving evidence-based nursing practice for the childbearing family. 5. Collaborate with members of the health care team to promote safe, high quality, and effective care of the childbearing family. 6. Model behaviors of personal integrity and professional values as explicated in the ANA Code of Ethics and the PSU Irene Ransom Bradley School of Nursing Code of Conduct in all activities related to this course.

7. Model behaviors of personal integrity and professional values as explicated in the ANA Code of Ethics and the PSU Irene Ransom Bradley School of Nursing Code of Conduct in all activities related to this course. (Program Outcome #8)	

Current	New
Course: NURS 457	**Course:** NURS 457
Credit Hours:	**Credit Hours: 2**
Course Description:	**Course Description:** This clinical course provides students with hands-on experience in delivering evidence-based, family-centered nursing care to childbearing women, pediatric patients, and their families. Clinical settings include hospitals, community agencies, and simulation labs, with emphasis on health promotion, disease prevention, interdisciplinary collaboration, and professional accountability.
Student Learning Outcomes:	**Student Learning Outcomes:** 1. Apply interdisciplinary knowledge from sciences, humanities, and nursing to plan and deliver evidence-based care, utilizing teaching and learning principles to promote health, safety, disease prevention, and overall well-being for childbearing women, children, and families. 2. Effectively communicate and collaborate with interdisciplinary team members and coordinate resources to provide safe, high-quality care, and family-centered care for childbearing women, children, and families. 3. Model nursing code of ethics and integrity in all course-related activities and demonstrate, leadership, accountability, and responsibility in nursing practice for childbearing women, children, and families.

Current	New
Course: NURS 462 Nursing the Child and Family	**Course:** NURS 462 Nursing the Child and Family
Credit Hours: Theory 3/ Clinical 1	**Credit Hours:** Theory 3/ Clinical 0
Course Description: This course will focus on the nurse's role in caring for the child and family. Focus is on infancy through adolescence as related to normal growth and development and disease processes as they relate to the pediatric patient. This class may be taken for Honors.	**Course Description:** An introduction to skills for caring for pediatric patients, from infancy through adolescence. Focus is on normal growth and development, common pediatric diseases, and essential nursing techniques. Assessment, communication, and clinical skills needed to provide safe, effective care while addressing physical, emotional, and developmental needs are included. Family-centered care and promotion of health and wellness are emphasized.
Student Learning Outcomes: 1.Integrate selected theories and content from the sciences, arts, humanities, nursing and other disciplines in the planning and implementation of nursing care for children and families. 2.Examine healthcare policy, finance, regulatory processes, social, and cultural factors as they impact child health promotion and the role of the nurse. 3.Identify teaching-learning principles as they relate to health promotion, education, safety, and disease prevention of the child and family. 4.Collaborate and coordinate with members of the health care team to promote safe, high quality, and effective care of the child and family. 5.Demonstrate individual responsibility and accountability for nursing practice in relation to child and family. 6.Demonstrate individual leadership principles in child health promotion. 7.Examine research to improve health promotion for children and families. 8.Demonstrate individual responsibility and accountability in the care of children and families.	**Student Learning Outcomes:** 1. Apply interdisciplinary knowledge from sciences, humanities, and nursing in planning and delivering pediatric care. 2. Analyze the impact of population health on child health promotion and the nurse's role. 3. Utilize teaching and learning principles to promote health, safety, and disease prevention for children and families. 4. Collaborate effectively with healthcare teams to ensure safe, high-quality care for pediatric patients. 5. Demonstrate accountability and responsibility in nursing practice for child and family care. 6. Exhibit leadership in promoting pediatric health and wellness. 7. Model professional ethics and integrity in all course-related activities.

9.Model behaviors of personal integrity and professional values as explicated in the ANA Code of Ethics and the PSU Irene Ransom Bradley School of Nursing Code of Conduct in all activities related to this course.

Current	New
Course: NURS 482 Evidence-Based Practice/Research	**Course:** NURS 482 Evidence-Based Practice/Research
Credit Hours: Theory 2/ Clinical 0	**Credit Hours:** Theory 2/ Clinical 0
Course Description: Introduction to research methods and evidence-based practice as a basis for providing high quality nursing care. Basic steps of the research process and factors in critical evaluation of research studies will be included.	**Course Description:** Introduction to evidence-based practice and research methods as a basis for providing high quality nursing care. Basic steps of the research process and factors in evaluation of research studies will be included.
Student Learning Outcomes: 1.Demonstrate an understanding of the basic elements of the research process. 2. Describe different approaches to quantitative and qualitative research in nursing. 3. Distinguish the importance of advocating for the protection of human subjects in research. 4. Plan and discuss an evidence-based project proposal to improve an aspect of nursing care. 5. Develop skills in critiquing published research. 6. Model behaviors of personal integrity and professional values as explicated in the ANA Code of Ethics and the PSU Irene Ransom Bradley School of Nursing Code of Conduct in all activities related to this course.	**Student Learning Outcomes:** 1.Demonstrate an understanding of the basic elements of the research process including differences in quantitative and qualitative approaches to research. 2. Demonstrate an understanding of maintaining ethical principles and advocating for the protection of human subjects in research. 3. Synthesize research studies in development of an evidence-based project proposal to improve an aspect of nursing care. 4. Model behaviors of personal integrity and professional values as explicated in the ANA Code of Ethics and the PSU Irene Ransom Bradley School of Nursing Code of Conduct in all activities related to this course.

Current	New
Course: NURS 499 Concepts of Leadership in an Evolving Healthcare System	**Course:** NURS 499 Concepts of Leadership in an Evolving Healthcare System
Credit Hours: Theory 4/ Clinical 0	**Credit Hours:** Theory 2/ Clinical 0
Course Description: Exploration of concepts of leadership and their application to current practice and future in the healthcare environment; informatics and healthcare policy. Developing decision making, time management, and delegation and prioritization skills for application in management of nursing care.	**Course Description**: This course prepares undergraduate nursing students for leadership roles in diverse healthcare settings. Emphasizing nursing theory, evidence-based practice, and interdisciplinary collaboration, it develops skills in communication, advocacy, and ethical decision-making with a focus on diversity, equity, and inclusion.
Student Learning Outcomes: 1. Identify theories and content from the sciences, arts, humanities, nursing and other disciplines that influence nursing leadership in healthcare delivery and healthcare delivery models. 2. Demonstrate individual, organizational and system leadership in the provision of safe, high quality patient care. 3. Describe the nurse leader's role in the application of a variety of information systems and patient care technologies. 4. Discuss healthcare policy, finance and regulatory processes as they impact individuals, families, groups, communities, and populations. 5. Analyze intraprofessional and interprofessional communication and collaboration for improving healthcare delivery. 6. Model behaviors of personal integrity and professional values as explicated in the ANA Code of Ethics and the PSU Irene Ransom Bradley School of Nursing Code of Conduct in delegating to and supervising other members of the healthcare team and in all activities related to this course.	**Student Learning Outcomes:** 1. Foster clear, effective communication that facilitates partnerships and quality care delivery. 2. Demonstrate advocacy strategies that promote safety, equity, and well-being for individuals and work environments. 3. Integrate best evidence into nursing practice and apply quality improvement principles to enhance care quality, patient outcomes, and foster a culture of safety for patients and providers. 4. Work with other professions to maintain mutual respect, shared values, and collaborative learning. 5. Demonstrate ethical comportment, compliance with laws and regulations, and accountability to individuals, society, and the profession. 6. Demonstrate a commitment to professional nursing identity by integrating diversity, equity, and inclusion; prioritizing personal health and well-being; and cultivating leadership skills to advance nursing and healthcare systems.

Fourth Semester (Spring)

Current	New
Course: NURS 502 Community Health Nursing	**Course:** NURS 502 Community Health Nursing
Credit Hours: Theory 3/ Clinical 2	**Credit Hours:** Theory 3/ Clinical 2
Course Description: Concepts of nursing and public health applied to promoting health of families and other population aggregates, and assessing health states and resources available to specific populations. Clinical experiences take place in selected community settings. May be taken for honors.	**Course Description**: This course covers community and public health nursing with an emphasis on health promotion, disease prevention, and care across diverse populations. Students will apply knowledge from nursing, science, humanities, and public health to improve health outcomes for individuals, families, and communities.
Student Learning Outcomes: 1.Utilize selected theories and content from the community/public health, sciences, humanities and nursing to promote health and disease prevention in the community. 2.Implement community/public health nursing interventions including health education, health maintenance activities, health restoration, coordination of health care, management and evaluation of needs, problems, and care of individuals, families and aggregates within communities. 3.Discuss historical, political, social, economic, legal and ethical aspects of health care for community/public health nurses practicing in communities. 4.Develop teaching-learning principles applicable to the promotion of health of individuals, families, groups and populations in communities. 5.Utilize the nursing process in assessment, planning, implementation and evaluation the health of individuals, families, aggregates and populations in communities. 6.Collaborate and consult with other health care providers and support systems for improvement of health outcomes for individuals, families, and aggregates in communities. 7.Demonstrate knowledge of community resources and the process for referring clients for assistance in communities.	**Student Learning Outcomes:** 1.Apply knowledge from nursing science and related disciplines to enhance understanding of nursing practice and the human experience. 2. Demonstrate social responsibility and advocate for global health equity. 3. Collaborate with individuals and teams to develop care plans. 4. Advance Equitable and Effective Population Health Strategies 5. Strengthen Collaborative and Resilient Healthcare Systems 6. Optimize healthcare systems through innovation and evidence-based practice. 7. Use technology to gather data and generate knowledge while ensuring accountability to individuals, society, and the profession.

Current	New
Course: NURS 525 Advanced Care/ Med-Surg Client	**Course:** NURS 525 Advanced Care/Med-Surg Client
Credit Hours: Theory 4/ Clinical 2	**Credit Hours:** Theory 4/Clinical 2
Course Description: Focuses on client-centered care to optimize human responses of adults with complex/multiple health problems in a variety of environments. May be taken for Honors.	**Course Description:** This course builds on prior knowledge to enhance students' ability to provide client-centered care for adults with complex, multi-system health conditions. It focuses on advanced clinical reasoning, evidence-based practices, and interdisciplinary collaboration to optimize patient outcomes in diverse healthcare settings.
Student Learning Outcomes: 1. Integrate theories and content from all disciplines to enhance the practice of nursing and provide safe, high quality patient care. (Essential/Outcome 1 & 2) 2. Demonstrate leadership in coordination and collaboration with intra- and inter-professionals of the healthcare team to improve health outcomes. (Essential/Outcome 2 & 6 & 9) 3. Integrate research to improve evidence-based nursing practice and delivery of health care. (Essential/Outcome 3) 4. Demonstrate skills in the use of patient care technologies and information systems that reflect nursing's distinctive contribution to patient outcomes. (Essential/Outcome 4) 5. Formulate safety, health promotion, education and disease prevention strategies to promote health and manage illness. (Essential/Outcome 7) 6. Demonstrate professional standards of moral, ethical and legal conduct. (Essential/Outcome 8) 7. Model behaviors of personal integrity and professional values as explicated in the ANA Code of Ethics and the PSU Irene Ransom Bradley School of Nursing Code of Conduct in all activities related to this course. (Essential/Outcome 8)	**Student Learning Outcomes:** 1.Apply advanced clinical reasoning to assess, diagnose, and manage adults with complex, multi-system health conditions in diverse healthcare settings. 2. Utilize evidence-based practices to develop and implement individualized care plans that optimize patient outcomes. 3. Collaborate with interdisciplinary teams to coordinate comprehensive care for adults with complex medical-surgical needs. 4. Analyze the impact of psychosocial, cultural, and ethical factors on patient care and outcomes in complex healthcare situations. 5. Evaluate the effectiveness of interventions through critical reflection and ongoing adjustments based on patient responses and evolving conditions. 6. Promote patient advocacy by ensuring safe, effective, and compassionate care that respects patient preferences and improves quality of life. 7. Coordinate resources to provide safe, quality, and equitable care to diverse populations within complex systems of healthcare.

Current	New
Course: NURS 600 Transitions in Nursing Practice	**Course:** NURS 600 Transitions in Nursing Practice
Credit Hours: Theory 2/ Clinical 0	**Credit Hours:** Theory 3/ Clinical 0
Course Description: A capstone experience establishing readiness for professional nursing practice and competency for licensure.	**Course Description:** This capstone course serves as the culminating experience for last-semester nursing students, providing the opportunity to synthesize and apply the knowledge, skills, and clinical judgment gained throughout the nursing program. Emphasis is placed on establishing readiness for professional nursing practice and competency for licensure.
Student Learning Outcomes: 1.Integrate theories and content from the sciences, arts, humanities, nursing and other disciplines to enhance the practice of nursing. 2.Demonstrate individual, organizational and system leadership in the provision of safe, high quality patient care. 3.Evaluate research to improve evidence-based nursing practice. 4.Demonstrate the application of a variety of information systems and patient care technologies. 5.Discuss healthcare policy, finance and regulatory processes as they impact individuals, families, groups, communities and populations. 6.Determine intra-professional and inter-professional communication and collaboration for improving health outcomes. 7.Develop safety, health promotion, education, and disease prevention strategies to optimize health across the lifespan in a variety of environments. 8.Model behaviors of personal integrity and professional values. 9.Illustrate competent baccalaureate generalist nursing practice. 10.Model behaviors of personal integrity and professional values as explicated in the ANA Code of Ethics and the PSU Irene	**Student Learning Outcomes:** 1.Synthesize Nursing Knowledge and Skills: Integrate theoretical knowledge and clinical judgment to effectively manage complex patient care scenarios. 2. Demonstrate Critical Thinking: Apply critical thinking and decision-making skills to assess, plan, implement, and evaluate patient care in diverse clinical contexts. 3. Prepare for Professional Practice: Refine communication, leadership, and teamwork skills to ensure readiness for entry into professional nursing practice. 4. Enhance Test-Taking Strategies: Develop and apply effective test-taking strategies to prepare for standardized ATI assessments and the NCLEX-RN. 5. Achieve NCLEX Competency: Demonstrate proficiency in key nursing concepts and clinical reasoning required for NCLEX licensure. 6. Engage in Reflective Practice: Conduct self-assessment and reflection to identify strengths, areas for improvement, and strategies for continued professional growth. 7. Prepare for Licensure: Engage in targeted preparation activities to build confidence and ensure readiness for the. NCLEX-RN exam. 8. Apply Ethical and Legal Standards: Demonstrate understanding and application of ethical principles and legal

Ransom Bradley School of Nursing Code of Conduct in all activities related to this course.	guidelines in nursing practice, ensuring patient safety and professional integrity.

Current	New
Course: NURS 601 Internship in Nursing Practice	**Course:** NURS 601 Capstone
Credit Hours: Theory 0/Clinical 1	**Credit Hours:** Theory 0/ Clinical 2
Course Description: A clinical experiences capstone course in primarily acute care settings, with emphasis on assuming the role of the professional nurse, managing care for a group of clients, and synthesizing nursing knowledge. Students practice clinical skills while working with clinical mentors under the direction of faculty.	**Course Description**: A capstone clinical course that focuses on the integration and application of knowledge, skills, and clinical judgment in healthcare settings. Through hands-on clinical practice, students refine critical thinking, leadership, and professional communication skills.
Student Learning Outcomes: 1.Integrate theories and content from the sciences, arts, humanities, nursing and other disciplines to enhance the practice of nursing. 2.Demonstrate individual, organizational and system leadership in the provision of safe, high quality patient care. 3.Evaluate research to improve evidence-based nursing practice. 4.Demonstrate the application of a variety of information systems and patient care technologies. 5.Discuss healthcare policy, finance and regulatory processes as they impact individuals, families, groups, communities and populations. 6.Determine intra-professional and inter-professional communication and collaboration for improving health outcomes.	**Student Learning Outcomes:** 1. Demonstrate safe, evidence-based nursing care by integrating theoretical knowledge and clinical skills in diverse healthcare settings. 2. Apply critical thinking and clinical judgment to assess, plan, implement, and evaluate patient-centered care. 3. Exhibit professional communication and collaboration skills when interacting with patients, families, and interprofessional healthcare teams. 4. Utilize leadership and management principles to prioritize care, delegate tasks, and contribute to effective team functioning. 5. Incorporate evidence-based practices, current research, and healthcare informatics into clinical decision-making to improve patient outcomes and enhance care delivery. 6. Evaluate personal and professional growth through reflective practice and feedback from preceptors and faculty.

Current	New
7.Develop safety, health promotion, education, and disease prevention strategies to optimize health across the lifespan in a variety of environments. 8.Model behaviors of personal integrity and professional values. 9.Illustrate competent baccalaureate generalist nursing practice.	7. Demonstrate ethical decision-making and patient advocacy in alignment with nursing standards and professional values. 8. Prepare for the transition to professional nursing practice by demonstrating readiness for entry-level responsibilities and licensure requirements.

Electives:

Current	New
Course: NURS 314 Health Care Terminology and Drug Calculations	**Course:** NURS 314 Healthcare Terminology and Dug Calculations
Credit Hours: Theory 3	**Credit Hours: Theory 3**
Course Description: Health care terminology and math skills applied to solving problems of drug dosage calculations, interpretation of physicians' orders and instructions on how to read drug labels.	**Course Description**: This course introduces nursing students to health care terminology and essential math skills for drug dosage calculations. Students will learn to interpret physicians' orders, read drug labels, and apply math principles to ensure safe medication administration and effective patient care.
Student Learning Outcomes: 1. Demonstrate knowledge of the meaning of prefixes, suffixes, and word roots used in medical terms. 2. Demonstrate knowledge of medical terms and their meanings related to body structure and systems. 3. Identify diseases, disorders, and diagnostic terms pertaining to different body systems. 4. Recite correct pronunciation of terms used in the health care field. 5. Demonstrate knowledge to accurately perform computations using mathematical concepts of fractions, decimals, percent, ratios, and proportions.	**Student Learning Outcomes:** 1. Define key health care terminology related to medication administration and patient care. 2. Demonstrate proficiency in performing drug dosage calculations using basic math principles. 3. Accurately interpret physicians' orders and instructions for medication administration 4. Analyze and interpret drug labels to ensure correct medication administration 5. Utilize critical thinking to assess the safety and appropriateness of prescribed drug dosages.

6. Demonstrate knowledge of computation of equivalents between metric, apothecaries, and household measures.
7. Accurately interpret drug labels for safe administration of medications.
8. Perform computations accurately to solve problems with oral, parenteral and intravenous drug dosages for adults and children.

Current	New
Course: NURS 370 Women's Health Issues	**Course:** NURS 370 Women's Health Issues
Credit Hours: Theory 2	**Credit Hours: Theory 2**
Course Description: Overview of health care needs and common health concerns of women throughout the life cycle. Emphasis is placed on preventative measures and use of available community resources.	**Course Description**: Overview of health care needs and common health concerns of women throughout the life cycle. Emphasis is placed on preventative measures and use of available community resources.
Student Learning Outcomes: 1. Identify major health conditions as they relate to women. 2. Examine the effect of violence, abuse, drugs, and environment on women's health. 3. Ascertain community resources available to women. 4. Explore the effect of relationships and sexuality on women. 5. Consider reproductive choices available to women. 6. Review the influence of infertility, assisted reproduction, and childbearing loss on women. 7. Survey the aging process relative to women and health	**Student Learning Outcomes:** 1. Identify major health conditions as they relate to women. (Blooms: remembering) 2. Examine the effect of violence, abuse, drugs, and the environment on women's health. (Blooms: Understanding) 3. Ascertain community resources available to women. (Blooms: Applying) 4. Explore the effect of relationships and sexuality on women. (Blooms: Understanding) 5. Consider reproductive choices available to women. (Blooms: Applying) 6. Review the influence of infertility, assisted reproduction, and childbearing loss on women. (Blooms: Understanding) 7. Survey the aging process relative to women and health. (Blooms: Remembering)

Current	New
Course: NURS 445 Transcultural Health Care	**Course:** NURS 445 Transcultural Health Care
Credit Hours: 1-3	**Credit Hours: Theory 1-3**
Course Description: An introduction to the issues of cultural diversity when providing health care, including concepts and theories of transcultural care. The importance of cultural awareness and culturally sensitive care will be included. This is a Writing to Learn (WL) course. Each student must receive a passing grade on all writing assignments to pass the course. This course may be taken for honors.	**Course Description**: An introduction to the issues of cultural diversity when providing health care, including concepts and theories of transcultural care. The importance of cultural awareness and culturally sensitive care will be included.
Student Learning Outcomes: 1. Students will identify health issues among a specific cultural group including areas of health risk and aspects of strengths that may be evident. 2. Students will understand the importance of developing cultural competence and how they would strive to implement culturally competent care. 3. Students will identify barriers that inhibit the provision of culturally competent professional nursing care and/or other aspects of health care.	**Student Learning Outcomes:** 1. Identify health issues among a specific culture including areas of health risks and strengths. 2. Articulate the importance of developing cultural awareness and culturally respectful care. 3. Identify factors that may serve as barriers in the provision of culturally appropriate professional health care.

Current	New
Course: NURS 570 Special Topics in Nursing	**Course:** NURS 570 Special Topics in Nursing
Credit Hours: 1-3	**Credit Hours: Theory 1-3**
Course Description: Intensive study of nursing or health problem, trend, or issue	**Course Description**: This course provides an in-depth exploration of a selected nursing or health-related problem, trend, or issue. The specific focus of the course will vary each time it is offered, allowing students to engage with current and relevant topics in the field. Students may repeat the course for credit when the content differs.
Student Learning Outcomes:	**Student Learning Outcomes:**

1. The student will be able to identify methods for controlling the spread of infection using proper personal protective equipment and handwashing and being aware of isolation precautions.	1. Analyze a specific nursing or health-related problem, trend, or issue using evidence-based resources.
2. The student will be able to describe common fall prevention techniques and describe how to properly transfer residents with mobility issues ensuring the safety of the student and resident.	2. Evaluate the historical, social, and cultural factors influencing the selected topic.
	3. Investigate the impact of the issue on patient outcomes, nursing practice, and the healthcare system.
3. The student will be able to define skin breakdown and explain methods of prevention.	4. Synthesize current research and best practices related to the chosen topic.
4. The student will be able to outline the appropriate procedures for restraints including; when it is appropriate to use restraints, what is considered restraints and how to properly apply the correct restraint.	5. Develop strategies to address challenges or gaps associated with the specific nursing or health issue.
	6. Collaborate with peers and faculty to critically discuss and present findings on the selected topic.
5. The student will have the ability to perform all basic hygiene applications to residents in their care.	7. Reflect on the implications of the topic for professional nursing practice and personal career development.
	8. Create a project or presentation that demonstrates comprehensive understanding and application of the course content.

Current	New
Course: NURS 580 Readings in Nursing	**Course:** NURS 580 Readings in Nursing
Credit Hours: 1-6	**Credit Hours: 1-6**
Course Description: A nursing elective. Directed individual reading in selected topics in nursing. Offered by appointment to registered nurses desiring to update and increase knowledge in specified areas and for generic students wishing additional elective credit in nursing. May be repeated if subject matter differs.	**Course Description**: This course provides registered nurses and generic students with an opportunity for directed individual study in selected topics within the field of nursing. The course allows for flexibility, with content tailored to meet the individual learning needs and interests of each student. It is offered by appointment and can be repeated for additional elective credit if the subject matter differs from previous enrollments.
Student Learning Outcomes: 1. Develop Critical Appraisal Skills:	**Student Learning Outcomes:** 1. Develop Critical Appraisal Skills:

Critically analyze nursing research for validity, reliability, and relevance, while understanding methodologies, study designs, and statistical analyses used in studies 2. Evaluate the Quality of Evidence: Assess the strength and limitations of evidence in nursing articles, differentiating between various levels of evidence (e.g., systematic reviews, randomized controlled trials, cohort studies) to determine their reliability and applicability to clinical practice. 3. Enhance Professional Writing Skills: Develop the ability to write clear, concise, and well-structured reviews of nursing research articles, effectively communicating complex findings to both professional and non-professional audiences. 4. Foster Ethical Considerations in Research: Understand and analyze ethical issues in nursing research, including patient consent, confidentiality, researcher integrity, and the implications of research findings on nursing practice.	Critically analyze nursing research for validity, reliability, and relevance, while understanding methodologies, study designs, and statistical analyses used in studies. 2. Evaluate the Quality of Evidence: Assess the strength and limitations of evidence in nursing articles, differentiating between various levels of evidence (e.g., systematic reviews, randomized controlled trials, cohort studies) to determine their reliability and applicability to clinical practice. 3. Enhance Professional Writing Skills: Develop the ability to write clear, concise, and well-structured reviews of nursing research articles, effectively communicating complex findings to both professional and non-professional audiences. 4. Foster Ethical Considerations in Research: Understand and analyze ethical issues in nursing research, including patient consent, confidentiality, researcher integrity, and the implications of research findings on nursing practice.

Current	New
Course: NURS 605 Independent Study	**Course:** NURS 605 Independent Study
Credit Hours: 1-6	**Credit Hours: Theory 1-6**
Course Description: Development of a project under direct supervision of appropriate faculty member. Prerequisite: Completion of Level I nursing courses or permission of instructor. May be repeated if subject matter differs.	**Course Description**: Self-directed development of a project under direct supervision of appropriate faculty member.
Student Learning Outcomes: 1. Examine professionally reviewed articles on topics related to selected topic. 2. Summarize and synthesize nursing literature to inform and enhance the project's design and practical application.	**Student Learning Outcomes:** 1. Examine professionally reviewed articles on topics related to selected topic. 2. Summarize and synthesize nursing literature to inform and enhance the project's design and practical application.

3. Evaluate nursing content from professional journals to ensure relevance and applicability to the project's objectives and future nursing practice.	3. Evaluate nursing content from professional journals to ensure relevance and applicability to the project's objectives and future nursing practice.

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: October 16, 2025_____

Name of Program: MidAmerica Nazarene University BSN_____

Program Administrator
 including credentials: Jennifer Ferguson, DNP, RN

Parent Institution: MidAmerica Nazarene University _____

Address of Institution: 2030 E College Way, Olathe, KS 66062_____

_____

_____

Level of the Program
for which the change
Is being requested

BSN

Briefly describe the
Change being
requested:

> We are requesting approval to align clinical hours across all three BSN tracks, with the addition of dedicated mental health clinical experiences. As part of this change, we are requesting updates to course numbers to accurately reflect the revised clinical and course hour requirements.

Action Taken

Education Committee Review   _____
                                                                        Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review   _____
                                                                  Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

_____   _____
Nursing Education Compliance Officer   Date

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

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

    ☐ Philosophy

    ☐ Number of semesters of study

    ☐ Delivery method of nursing courses

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

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

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

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

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

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

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

Instructions

1. Complete page one. Pay particular attention to the section describing the change. This is usually used for the motion and should be written carefully.

2. On Page 2 indicate the revision requested.

3. If this change involves a new course, complete the curriculum revision or a course revision, including the following items:
    - Course title
    - Course objectives/outcomes
    - Sequence of the course
    - Major content outline
    - Clinical facility(ies) to be used
    - Course evaluation

4. **Submit 1 paper copy of the request form and all addenda on white paper, loose leaf and single-sided pages.**

5. Major Curriculum Change Requests are reviewed by the Education Committee and Board of Nursing at their scheduled meetings. The request will be approved/not approved/deferred.

6. Following the Education Committee and Board review and action, a copy of the form will be returned to you indicating Board action.

7. The program must receive board approval before implementation.

8. Notify the Nursing Education Compliance Officer to request Word document version of this form to complete electronically, print and mail to KSBN with the requested information, if desired.

Section II.

The Department of Nursing has revised the clinical hour requirements to better reflect current trends in nursing education and the needs of the population we serve. When the Accelerated BSN and Traditional BSN tracks were originally developed, they served very different student populations; however, this distinction is no longer present, and students now move between tracks for a variety of reasons. To ensure consistency and best practice, the faculty voted to align clinical hours across all three BSN tracks, which results in an increase for the Accelerated and Hybrid BSN program and a decrease for the Traditional BSN program. In the past, our program did not clearly designate clinical hours for mental health. By adding them now, we can ensure every student gains this important experience and receives a more well-rounded nursing education.

Current Clinical Load Hours with Credit Hours

Clinical experiences in each track of the baccalaureate program and their associated clinical hours are included in the table below:

Clinical Courses	TBSN	ABSN/ HBSN
NURS 3068: Health Restoration I (4 credits theory/4 credits clinical)	• 163 Clinical Site Hours • 5 Simulation Hours	• 107 Clinical Site Hours • 5 Simulation Hours
NURS 3178: Health Restoration II (4 credits theory/4 credits clinical)	• 163 Clinical Site Hours • 5 Simulation Hours	• 107 Clinical Site Hours • 5 Simulation Hours
NURS 3185: Fundamentals of Nursing Care (3 credits theory/2 credits clinical)	• 42 Lab Hours • 40 Clinical Site Hours • 2 Simulation Hours	• 35 Lab Hours • 40 Clinical Site Hours • 2 Simulation Hours
NURS 3602: Health Assessment (1.5 credits theory/0.5 credits clinical)	• 21 Lab Hours	• 21 Lab Hours
NURS 4113: Maternal & Women's Health Nursing (2 credits theory/1 credit clinical)	• 39.5 Clinical Site Hours • 2.5 Simulation Hours	• 39.5 Clinical Site Hours • 2.5 Simulation Hours
NURS 4313: Pediatric Nursing (2 credits theory/1 credit clinical)	• 37.5 Clinical Site Hours • 4.5 Simulation Hours	• 37.5 Clinical Site Hours • 4.5 Simulation Hours
NURS 4513: Population Based Health 2 credits theory/1 credit clinical)	• 42 Clinical Site Hours	• 42 Clinical Site Hours
NURS 4684: Nursing Internship (4 credits clinical)	• 168 Clinical Site Hours	• 168 Clinical Site Hours
	Total Clinical: 653 Total Lab: 63 Total SIM: 19 Total Contact Hours: 735	Total Clinical: 541 Total Lab: 56 Total SIM: 19 Total Contact Hours: 616

Hours were approved during the KSBN and CCNE reaccreditation visit in 2023

Proposed Clinical Load Hours with Credit Hours

Clinical Courses	TBSN	ABSN
NURS 3067: Health Restoration I (4 credits theory/3 credits clinical)	• 121 Clinical Site Hours • 5 Simulation Hours	• 121 Clinical Site Hours • 5 Simulation Hours
NURS 3177: Health Restoration II (4 credits theory/3 credits clinical)	• 121 Clinical Site Hours • 5 Simulation Hours	• 121 Clinical Site Hours • 5 Simulation Hours
NURS 3185: Fundamentals of Nursing Care (3 credits theory/2 credits clinical)	• 42 Lab Hours • 40 Clinical Site Hours • 2 Simulation Hours	• 42 Lab Hours • 40 Clinical Site Hours • 2 Simulation Hours
NURS 3602: Health Assessment (1.5 credits theory/0.5 credits clinical)	• 21 Lab Hours	• 21 Lab Hours
NURS 4113: Maternal & Women's Health Nursing (2 credits theory/1 credit clinical)	• 39.5 Clinical Site Hours • 2.5 Simulation Hours	• 39.5 Clinical Site Hours • 2.5 Simulation Hours
NURS 4313: Pediatric Nursing (2 credits theory/1 credit clinical)	• 37 Clinical Site Hours • 5 Simulation Hours	• 37 Clinical Site Hours • 5 Simulation Hours
NURS 4513: Population Based Health 2 credits theory/1 credit clinical)	• 37 Clinical Site Hours • 5 Simulation Hours	• 37 Clinical Site Hours • 5 Simulation Hours
NURS 3503: Mental Health Nursing (2 credit theory/1 credit hour clinical)	• 39.5 Clinical Site Hours • 2.5 Simulation Hours	• 39.5 Clinical Site Hours • 2.5 Simulation Hours
NURS 4684: Nursing Internship (1 credit theory/3 credits clinical)	• 126 Clinical Site Hours	• 126 Clinical Site Hours
	Total Clinical: 561 Total Lab: 63 Total SIM: 27 Total: 651	Total Clinical: 561 Total Lab: 63 Total SIM: 27 Total: 651

*42 clinical hours = 1 credit hour load for student

National trends emphasize the importance of mental health clinical experiences to prepare graduates for the growing demand for behavioral health care. In the past, students may have had the opportunity to complete a mental health clinical as part of their community clinical experience, but this was not consistent. Adding designated mental health clinical hours will ensure that all students gain this essential experience, increasing awareness of this specialty, enhancing their competence in addressing mental health needs, and better preparing them for diverse clinical settings. As part of this revision, we also standardized what one clinical credit hour represents across all courses and adjusted the credit hour distribution accordingly. One credit hour was added to mental health to account for the clinical hours, and both Health Restoration I and Health Restoration II were decreased by one credit hour to maintain consistency across the curriculum.

We are also proposing to increase the number of credit hours for our Transitions to Nursing Practice course. Upon review, we recognized that the amount of time and effort required to complete the course assignments is equivalent to two credit hours. This change ensures that students receive appropriate credit for the work they are completing. Please note that this adjustment will not change the total number of credit hours required for the nursing program. The program will continue to require 60 nursing credits, with general education courses and nursing prerequisites requiring an additional 60 credits, for a total of 120 credit hours.

Old Course Number and Course Description	New Course Number and Course Description
NURS 3502 Mental Health Nursing (2 hours) This course provides an in-depth examination of evidence-based practice and nursing care of individuals with mental illness. Developmental, sociocultural, psychological, and situational aspects of life that impact the mental health of individuals, families, and communities are explored. Special emphasis is given to the delivery of person-centered care within a holistic framework as it applies to mental health promotion, maintenance, and restoration. Principles of communication as an intervention to develop therapeutic relationships are emphasized.	**NURS 3553 Mental Health Nursing (3 hours)** This course provides an in-depth examination of evidence-based practice and nursing care of individuals with mental illness. Developmental, sociocultural, psychological, and situational aspects of life that impact the mental health of individuals, families, and communities are explored. Special emphasis is given to the delivery of person-centered care within a holistic framework as it applies to mental health promotion, maintenance, and restoration. Principles of communication as an intervention to develop therapeutic relationships are emphasized. Theory-to-practice application is facilitated in both hospital and community-based settings.
NURS 3068 Health Restoration I (8 hours) Part one of a two-part course series focusing on person-centered care of adults experiencing acute illness, exacerbation of a chronic condition, and/or surgery. Course content emphasizes the development of knowledge and skills for patient problems related to: the perioperative experience, fluid and electrolyte imbalance, inflammation and immune dysfunction (including cancer), the respiratory, gastrointestinal and musculoskeletal systems. In addition to caring for the physical needs of the patient, students are encouraged to consider the patient's spiritual, emotional, and learning needs. Students continue to develop testing skills based upon the structure and format of the most recently published NCLEX-RN® test plan. Clinical learning	**NURS 3067 Health Restoration I (7 hours)** Part one of a two-part course series focusing on person-centered care of adults experiencing acute illness, exacerbation of a chronic condition, and/or surgery. Course content emphasizes the development of knowledge and skills for patient problems related to: the perioperative experience, fluid and electrolyte imbalance, inflammation and immune dysfunction (including cancer), the respiratory, gastrointestinal and musculoskeletal systems. In addition to caring for the physical needs of the patient, students are encouraged to consider the patient's spiritual, emotional, and learning needs. Students continue to develop testing skills based upon the structure and format of the most recently published NCLEX-RN® test plan. Clinical

experiences occur in the acute-care clinical setting.	learning experiences occur in the acute-care clinical setting.
NURS 3178 Health Restoration II (8 hours) Part two of a two-part course series, building upon knowledge gained in NURS 3068 Health Restoration I. Focuses on person-centered care of adults experiencing acute illness, exacerbation of a chronic condition, and/or surgery. Emphasis focuses on the development of knowledge and skills for patient problems related to the following systems: cardiovascular, hematologic, endocrine, genitourinary, and integumentary. In addition to caring for the physical needs of the patient, students are encouraged to consider the patient's spiritual, emotional, and learning needs. Students continue to develop testing skills based upon the structure and format of the most recently published NCLEX-RN® test plan. Builds upon knowledge gained in previous and concurrent courses to provide a comprehensive and overall understanding of how to care for adults in the acute-care clinical setting.	**NURS 3177 Health Restoration II (7 hours)** Part two of a two-part course series, building upon knowledge gained in NURS 3068 Health Restoration I. Focuses on person-centered care of adults experiencing acute illness, exacerbation of a chronic condition, and/or surgery. Emphasis focuses on the development of knowledge and skills for patient problems related to the following systems: cardiovascular, hematologic, endocrine, genitourinary, and integumentary. In addition to caring for the physical needs of the patient, students are encouraged to consider the patient's spiritual, emotional, and learning needs. Students continue to develop testing skills based upon the structure and format of the most recently published NCLEX-RN® test plan. Builds upon knowledge gained in previous and concurrent courses to provide a comprehensive and overall understanding of how to care for adults in the acute-care clinical setting.
NURS 4211 Transition to Nursing Practice (1 hour) This course is designed to prepare senior nursing students for the challenges of becoming a professional nurse. Students will prepare a high-quality nursing resume suitable for employment applications. Additionally, students will participate in mock interviews and receive feedback from qualified interviewers in preparation for interviews with potential employers. Students will gain understanding of their relationship with the State Board of Nursing and professional licensure requirements. Additionally, students will be challenged to prepare for the NCLEX-RN® examination with a	**NURS 4212 Transition to Nursing Practice (2 hour)** This course is designed to prepare senior nursing students for the challenges of becoming a professional nurse. Students will prepare a high-quality nursing resume suitable for employment applications. Additionally, students will participate in mock interviews and receive feedback from qualified interviewers in preparation for interviews with potential employers. Students will gain understanding of their relationship with the State Board of Nursing and professional licensure requirements. Additionally, students will be challenged to prepare for the NCLEX-RN® examination with a

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

Governance and Approval Process

This curriculum proposal was developed under the leadership of Professor Danielle Traudt, chair of the Curriculum Committee. It was carefully reviewed and revised by the full Curriculum Committee before being presented to the School of Nursing for a decision.

At the School of Nursing meeting, the proposal was brought forward as a motion and approved. Following our shared governance policy, it advanced through the university review process, including the University Curriculum Committee and the Academic Affairs Committee, before receiving approval from the full Faculty Congress on September 29, 2025.

We now respectfully request final approval from KSBN to ensure continued excellence and responsiveness of nursing education at MidAmerica Nazarene University.

November 1, 2025

Janelle Martin, MHSA, RN
Education Specialist
Education Committee Member
Kansas State Board of Nursing (KSBN)
Landon State Office Building
900 SW Jackson St., Suite 1051
Topeka, KS 666112

Dear Education Committee and the KSBN Committee members,

This major curriculum change request is from the Department of Nursing, MidAmerica
Nazarene University (MNU) in the Bachelor of Science in Nursing (BSN) program.

Enclosed please find the following documents
- Section II

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

Sincerely,

Jennifer Ferguson DNP, RN
Associate Dean, School of Nursing
Professor of Nursing
913.971.3821 | jlferguson@mnu.edu | mnu.edu
2030 E. College Way, Olathe, KS 66062

Section II. Faculty Support

The department of nursing faulty voted to align clinical hours across all three BSN tracks, with the addition of dedicated mental health clinical experiences. As part of this change, we are updating course numbers to accurately reflect the revised clinical hour requirements and course workload.

Below is a list of the BSN faculty members.

Susan Larson _____

Gwen Wagner _____

Shirley Nichols _____

Mackenzie Holzrichter _____

Danielle Traudt _____

Kathryn Dixon _____

Jared Kellum _____

Sarah Miller _____

Susannah Hart _____

Kathryn Johnson _____

Amanda Addis _____

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

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

Date: 10/27/2025

Name of Program: University of Kansas Dept of Nurse Anesthesia Education_

Program Administrator
 including credentials: Karri Arndt, DNP, CRNA Chair/Program Director_____

Parent Institution: University of Kansas Medical Center_____

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

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

Briefly describe the
Change being requested: increase in selected course credit hours
to match the increase in content, lecture time,
Simulation, and clinical time as well as
align more closely with the Universities definition
of a credit hours

Action Taken

Education Committee Review _____
                                                        Date

Action Taken: ☐ Approved   ☐ Not Approved   ☐ Deferred

Board of Nursing Review _____
                                                  Date

Action Taken: ☐ Approved   ☐ Not Approved   ☐ Deferred

_____   _____
Nursing Education Compliance Officer   Date

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

Education 167

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

The following shall be considered major revisions to the curriculum:

☐ Any significant change in the plan of curriculum organization

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

☐ Any significant change in the plan of curriculum

☐ any change in content

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

Instructions:

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

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

October 27, 2025

KSBN
Landon State Office Building
900 SW Jackson Street
Suite 1051
Topeka, KS 66612-1230

Below is a summary of each course's original credits, the proposed increase, the new total, and the term of delivery.

Course Code	Course Title	Original Credits	Credit Increase	New Credits	Term
NURA 805	Clinical Anatomy	4	+2	6	Summer Year 1
NURA 833	Basic Principles of Anesthesia Practice	3	+2	5	Fall Year 1
NURA 812	Advanced Theory II	3	+1	4	Spring Year 2
NURA 912	Leadership in Nurse Anesthesia	1	+1	2	Fall Year 3
NURA 822	Advanced Practicum II	2	+1	3	Fall Year 2
NURA 823	Advanced Practicum III	2	+1	3	Spring Year 2
NURA 925	Advanced Practicum V	2	+1	3	Fall Year 3
NURA 926	Advanced Practicum VI	2	+1	3	Spring Year 3

Department of Nurse Anesthesia Education
Mail Stop 2020 | Kansas City, KS 66160 | (913) 588-6612 | FAX (913) 588-3334 | NA.KUMC.EDU | 711 (TTY)

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There are no changes or additional resources needed. There is no change in content as it has all been incorporated over the past 10 years. The timeline for program completion is not affected.

Please see attached documents that provide the rationale for the proposed changes, faculty support, current curriculum outline, proposed curriculum outline, and course descriptions.

We appreciate the Council's thorough review and welcome any further questions or data requests prior to the December Board meeting.

Respectfully,

Karri Arndt, DNP, CRNA

Karri Arndt, DNP, CRNA
Interim Chair/Program Director
University of Kansas Medical Center
Nurse Anesthesia Education Department
913-588-6612

Proposal for Credit Hour Increases

Doctor of Nurse Anesthesia Practice Program

University of Kansas School of Health Professions

Submitted to: Kansas State Board of Nursing
Prepared by: Karri Arndt, DNP, CRNA Interim Chair and Program Director Nurse Anesthesia Education Department and Paul Bennetts, Ph.D., CRNA Interim Assistant Program Director Nurse Anesthesia Education Department
Date: September 2025

Executive Summary

The University of Kansas Doctor of Nurse Anesthesia Practice (DNAP) program respectfully requests approval to increase program credit hours from 81 to 91 total credits. This adjustment addresses a critical misalignment between actual instructional time and credited hours that has developed over the past 20 years of curriculum evolution. The proposed changes ensure compliance with federal credit hour definitions, support accreditation standards, and align our program with regional peer institutions.

Proposed Changes Summary:

- NURA 805 Clinical Anatomy: Increase from 4 to 6 credit hours (+2)
- NURA 833 Basics Principles of Anesthesia Practice: Increase from 3 to 5 credit hours (+2)
- NURA 812 Advanced Theory in Anesthesia II: Increase from 3 to 4 credit hours (+1)
- Advanced Practicum Courses (Spring/Fall semesters): Increase from 2 to 3 credit hours each (+4 total)
- NURA 912 Leadership in Nurse Anesthesia I: Increase from 1 to 2 credit hours (+1)
- **Total Program Increase: 10 credit hours (81 → 91 credits)**

Institutional Framework and Compliance

University of Kansas Credit Hour Definition

The University of Kansas adheres to the federal definition of a credit hour, which requires:

"One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of

credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work including simulation, online/distance/hybrid courses, standardized patient experiences, preceptor visits, internships, practica, studio work, independent study, and other academic work leading to the award of credit hours."

Our current credit allocations significantly underrepresent actual instructional time and student workload, creating a fundamental misalignment between earned credits and demonstrated learning outcomes.

Course-Specific Justifications

NURA 805 Clinical Anatomy (Increase from 4 to 6 graduate credit hours)

Current Gap: This foundational course requires intensive laboratory work, cadaveric study, and clinical correlation essential for anesthesia practice. This is a multidisciplinary course simultaneously taught to Physical Therapy students (PTRS 710), Athletic Training (ATTR 709) and Nurse Anesthesia (NURA 805) The Physical Therapy and Athletic Training students enrolled in the equivalent anatomy courses receive 6 credits for identical content and contact hours

Justification: Standardizing credit allocation ensures equitable recognition of student workload across university programs and maintains consistency in degree requirements while eliminating the need for instructors to decrease course content for Nurse Anesthesia students to meet the 4 credit hours currently awarded for successful completion of the course. The didactic lectures, laboratory components, assessments and anticipated personal student study time clearly meet the requirements for the additional 2 credit hours (lecture hours=60.5, lab hours=58, total 118.5 hours plus study time).

NURA 833 Basic Principles of Anesthesia Practice (Increase from 3 to 5 graduate credit hours)

Current Gap: This course substantially exceeds the 3-credit framework with:

- 4 hours per week of in-person lecture (33% above standard 3-credit allocation)
- Extended semester duration (2 weeks longer than standard 15-week format)
- Comprehensive simulation curriculum including high-fidelity patient scenarios which has been added to the course since its inception as a 3-credit hour course
- 8-week clinical observation component requiring direct faculty supervision
- Advanced technology integration and hands-on skill development that has evolved since the inception of the course.

Justification: The actual contact hours and learning outcomes clearly meet 5-credit requirements under federal definitions. This course serves as the critical bridge between didactic knowledge and clinical application, requiring intensive faculty supervision and student engagement that warrants appropriate credit recognition.

NURA 812 Advanced Theory in Anesthesia II (Increase from 3 to 4 graduate credit hours)

Current Gap: Recent additions mandated by contemporary practice standards include:

- Central line simulation laboratory requiring specialized equipment and extended practice time
- Advanced airway management simulation with high-fidelity mannequins
- Additional faculty-supervised skill development sessions
- Addition of a chest x-ray interpretation module that has recently been added to the curriculum to comply with accreditation standards.

Justification: These essential competencies, required by accreditation standards and contemporary practice demands, represent substantial additional instructional time equivalent to one additional credit hour under federal definitions.

Advanced Practicum Courses - Spring/Fall Semesters (Increase from 2 to 3 graduate credit hours each)

Current Gap: Junior and senior year spring and fall practicum courses involve:

- Continuous clinical rotations without semester breaks
- Higher clinical hour requirements compared to summer rotations
  - Spring and fall semesters are 21 weeks x 36-50 clinical hours per week
  - Summer semesters are 10 weeks x 36-50 clinical hours per week
- Intensive one-on-one clinical preceptorship
- Real-time case management and decision-making responsibilities
- Daily comprehensive clinical competency assessments, in-depth clinical evaluations and student progress reviews with faculty members that occur twice per semester vs one evaluation in summers semesters

Justification: The extended clinical engagement and learning intensity during these semesters substantially exceed current 2-credit allocation, particularly when compared to the less intensive summer clinical experiences.

NURA 912: Leadership in Nurse Anesthesia (Increase from 1 to 2 graduate credit hours)

Current Gap: Effective leadership in the nurse anesthesia field involves guiding anesthesia teams, making critical decisions, ensuring patient safety, fostering collaboration, and managing

complex, high-pressure situations. This course allows students to refine their leadership competencies to become well-rounded anesthesia providers with the following objectives:

- Develop leadership skills
- Enhance team collaboration
- Apply leadership theories
- Refine conflict management strategies
- Build reflective leadership practices
- Assess leadership impact

Through the implementation of group leadership projects, individual student time spent on each project averages 67 hours.

Justification: The expanded scope of leadership competencies required for advanced practice preparation aligns with national standards. Our current credit allocation underrepresents actual student workload, creating a fundamental misalignment between earned credits and demonstrated learning outcomes.

Rationale for Course Credit Revisions

Twenty-Year Evolution of Anesthesia Practice

The course credits awarded for our curriculum have remained unchanged since we converted to a clinical doctorate program in 2012. During this period, advances in anesthesia practice and technology have necessitated expanded curriculum content without corresponding credit hour adjustments:

Technological Advancements:

- Advanced monitoring systems requiring specialized training
- Ultrasound-guided regional anesthesia techniques
- Robotic surgery interface and positioning considerations
- Electronic health record integration and documentation requirements
- Point-of-care testing and interpretation

Procedural Advances:

- Minimally invasive surgical techniques requiring specialized anesthetic management
- Enhanced recovery after surgery (ERAS) protocols
- Perioperative medicine integration
- Advanced cardiac life support updates and simulation requirements

Patient Population Complexity:

- Increased patient acuity and comorbidity management
- Pediatric and geriatric specialization requirements
- Bariatric anesthesia considerations
- Outpatient surgery expansion requiring specialized techniques

Simulation and Laboratory Integration

Contemporary anesthesia education mandates extensive simulation training that represents a fundamental shift in educational methodology:

- High-fidelity patient simulators for crisis management
- Task-specific trainers for procedural skills
- Standardized patient encounters for assessment and communication
- Team-based simulation for interprofessional collaboration

These simulation-based learning experiences meet the federal definition of equivalent academic work and require formal credit recognition.

Accreditation and Professional Standards Alignment

The Council on Accreditation of Nurse Anesthesia Educational Programs (COA) requires comprehensive curriculum coverage that has expanded significantly since our last credit hour revision. The proposed increases ensure:

- Compliance with current accreditation standards
- Alignment with national competency expectations
- Preparation for board certification requirements
- Maintenance of program quality and student success rates

Implementation Considerations

Student Impact

Academic: Better alignment between workload and credit recognition supports accurate academic planning and transcript representation.

Financial: Credit hour increases provide transparent recognition of educational value received, supporting informed decision-making.

Professional: Enhanced preparation for contemporary anesthesia practice demands improves graduate competitiveness and patient safety outcomes.

Faculty Resources

Current faculty are already providing instruction equivalent to the proposed credit levels. This adjustment formally recognizes existing teaching commitments rather than requiring additional faculty resources.

Competitive Positioning

Preliminary analysis indicates our program's credit hours, and cost structure are below regional averages. These adjustments will improve alignment with peer institutions while maintaining program accessibility.

Conclusion

This credit hour adjustment represents a necessary alignment between our program's actual educational delivery and institutional credit recognition. The proposed increases accurately reflect of curriculum evolution since 2012, while maintaining our commitment to producing competent, well-prepared nurse anesthetists.

The changes ensure compliance with federal credit hour definitions, support accreditation standards, and provide students with appropriate credit recognition for their educational investment. These modifications position the University of Kansas DNAP program to maintain excellence while meeting contemporary and future educational and professional standards.

We respectfully request approval of these modifications to ensure continued program quality, accreditation compliance, and competitive positioning within the regional educational landscape.

NURA 912: Leadership in Nurse Anesthesia I

The first of two leadership courses designed for students in the University of Kansas Medical Center (KUMC) Nurse Anesthesia program. Students will apply a variety of leadership theories as they conduct leadership projects with nurse anesthesia faculty supervision. At the course conclusion, students will be evaluated on individual contributions and qualities essential for an effective leader.

Effective leadership in the nurse anesthesia field involves guiding anesthesia teams, making critical decisions, ensuring patient safety, fostering collaboration, and managing complex, high-pressure situations. This course will allow students to refine their leadership competencies to become well-rounded anesthesia providers.

An increase in credit hours for this course will more accurately represent the academic time commitments of both students and faculty, as well as the scope of experiential learning activities encompassed within the course. The leadership project offerings have been expanded to ensure continued alignment with the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) standards and to reflect the evolving leadership responsibilities of today's Nurse Anesthesiologist. As lead faculty for the course, we contributed to the development and preparation of supporting materials to justify and facilitate the proposed credit hour adjustment.

Dr. Jen Bendure, DNP, CRNA

Dr. Brittany Hollabaugh, DNP-A, CRNA

NURA 833: Basic Principle of Anesthesia Practice

This course introduces students to the introductory principles and theories regarding the art and science of anesthesia practice. Students will develop a conceptual basis for practice gained through a systems approach applied to development of anesthesia care based upon a strong foundation in physical assessment, physiological monitoring, applications of pharmacology, anesthesia systems, physical and chemical basic sciences.

The course includes faculty led classroom lectures, orientation to nurse anesthesia clinical practice in the operating room, and faculty instructed low and high fidelity simulation (anesthesia machine, anesthesia delivery systems, anesthesia airway management [mask ventilation, direct laryngoscopy, video laryngoscopy, supraglottic airway devices, airway adjuncts], induction of general anesthesia techniques, arterial line placement [landmark based and ultrasound], neuraxial anesthesia techniques [spinal block, epidural block, and combined spinal-epidural anesthesia]).

I have taught and developed this core anesthesia course for more than 17 years and I support increasing the credit hours to more accurately reflect student and faculty academic time commitments and experiential learning activities. The course content offerings have expanded to maintain alignment with the National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA), 2024 Updated NCE Content Outline and Bibliography list. Some of these additional content areas include contemporary anesthetic delivery systems (anesthesia machines with advanced ventilatory modes, monitoring, electronics, technology, software, safety features), expanded anesthesia techniques (total intravenous anesthesia, Enhanced Recovery After Surgery [ERAS], regional anesthesia, ultrasound imaging), video-based airway devices, updates to basic and advanced airway management approaches, evolving pharmacologic agents, safety and positioning considerations with new surgical technologies, and anesthesia crisis management preparedness. Time dedicated to software orientation and mandatory university and hospital trainings has increased significantly over the recent years (Blackboard Ultra, EPIC, Voalte, Omnicell, Codonics, Intune, SABA, Typhon case record keeping). Additionally, clinical anesthetizing areas have increased for both operating room (Cambridge tower) and non-operating room sites at the University of Kansas Medical School campus which requires further knowledge and clinical proficiency to optimize anesthesia patient safety.

Best Regards,

Shelley Barenklau DNP, CRNA
Clinical Assistant Professor
KU Nurse Anesthesia Education

NURA 833 SIMULATION SCHEDULE

Fall 2025-Spring 2026 (Class of 2028)

Location: KUMC Campus (Sudler Building and HEB)

Attire: Personal scrubs and covered shoes (i.e., no sandals)

Orientation, Set-up, and Anesthesia Machine Safety Checkout. SUDLER G028

8/27/25 (Wednesday): Barenklau

Session 1 (0800-1000): Lacey Albers, Mariia Brown, Alexis Castillo, Jac Decker

Session 2 (1015-1215): Cy Booth, Claire Butcher, Haley Cook, Derick Ezeh

Session 3 (1300-1500): Ben Fiarkoski, Jared Frickenstein, Alaina Hergott, McKenzie Jones

8/28/25 (Thursday): Barenklau

Session 1 (0800-1000): Jon Foley, Caroline Huerter, Dakota Kesling, Janice Levina

Session 2 (1015-1215): Joe Linder, Michael Martin, Kirsten Mitchell, Rachael Mueller

9/2/25 (Tuesday): Barenklau

Session 1 (0800-1000): Katie Loescher, Chloe McKeone, Keaton Meeks, Drew Merritt

Session 2 (1015-1215): Jess Morrison, Patricia Navarrete, Lindsey Pack, Hannah Simeroth

9/3/25 (Wednesday): Barenklau

Session 1 (0800-1000): Eddah Owiti, Jessica Rogers, Hayley Synder, Raylynn Wartman

Session 2 (1015-1215): Anna Suellentrop, Tim Williamson, Megan Wisbey

Basic Airway Management Workshop. HEB *(Room number will be posted soon)*

9/9/25 (Tuesday): Barenklau, Bell, Chow

Session 1 (0800-1000):

Derick Ezeh, Jon Foley, Caroline Huerter, Drew Merritt, Jessica Rogers, Tim Williamson

Session 2 (1000-1200):

Eddah Owiti, Jared Frickenstein, Lindsey Pack, Michael Martin, Rachael Mueller, Megan Wisbey

Basic Airway Management Workshop. HEB *(Room number will be posted soon)*

9/10/25 (Wednesday): Barenklau, Bell, McDonald

Session 1 (0800-1000):
McKenzie Jones, Dakota Kesling, Keaton Meeks, Jess Morrison, Anna Suellentrop, Raylynn Wartman

Session 2 (1000-1200):
Janice Levina, Katie Loescher, Patricia Navarrete, Kirsten Mitchell, Hayley Synder

9/11/25 (Thursday): Barenklau, Chow, McDonald

Session 1 (0800-1000):
Lacey Albers, Claire Butcher, Ben Fiarkoski, Joe Linder, Chloe McKeone, Hannah Simeroth

Session 2 (1000-1200):
Cy Booth, Mariia Brown, Alexis Castillo, Haley Cook, Jac Decker, Alaina Hergott

Induction of General Anesthesia. SUDLER G028

10/21/25 (Tuesday): Barenklau, Arndt

Session 1 (0800-1000): Derick Ezeh, Alaina Hergott, Patricia Navarrete, Joe Linder

Session 2 (1015-1215): Alexia Castillo, Jared Frickenstein, Eddah Owiti, Tim Williamson

Session 3 (1300-1500): Caroline Huerter, McKenzie Jones, Rachel Mueller, Jessica Rogers

10/22/25 (Wednesday): Barenklau, Arndt

Session 1 (0800-1000): Katie Loescher, Hannah Simeroth, Jess Morrison, Anna Suellentrop

Session 2 (1015-1215): Cy Booth, Ben Fiarkoski, Chloe McKeone, Raylynn Wartman

Session 3 (1300-1500): Mariia Brown, Haley Cook, Dakota Kesling, Keaton Meeks

10/23/25 (Thursday): Barenklau, Arndt

Session 1 (0800-1000): Claire Butcher, Jon Foley, Michael Martin, Kirsten Mitchell

Session 2 (1015-1215): Lacey Albers, Jac Decker, Janice Levina, Drew Merritt

Session 3 (1300-1500): Lindsey Pack, Hayley Snyder, Megan Wisbey

Regional Anesthesia (Spinal, Epidural), Arterial Line Insertion (Ultrasound). HEB 5203

11/4/25 (Tuesday): Barenklau, Arndt, Hertel

Session 1 (0800-1000):
Alexia Castillo, Alaina Hergott, Caroline Huerter, McKenzie Jones, Joe Linder, Tim Williamson

Session 2 (1000-1200):
Derick Ezeh, Jared Frickenstein, Patricia Navarrete, Eddah Owiti, Rachel Mueller, Jessica Rogers

11/5/25 Wednesday): Barenklau, Kindel, Bell

Session 1 (0800-1000):
Mariia Brown, Katie Loescher, Dakota Kesling, Ben Fiarkoski, Chloe McKeone, Anna Suellentrop

Session 2 (1000-1200):
 Cy Booth, Haley Cook, Keaton Meeks, , Hannah Simeroth, Jess Morrison, Raylynn Wartman

11/6/25 (Thursday): Barenklau, Arndt, Bell

Session 1 (0800-1000): Lacey Albers, Jon Foley, Janice Levina, Drew Merritt, Linsey Pack, Megan Wisbey

Session 2 (1000-1200): Claire Butcher, Jac Decker, Michael Martin, Hayley Snyder, Kirsten Mitchell

SPRING 2026 SIMULATION: *Assigned SRNA sessions and location TBA*

Malignant Hyperthermia. Assigned SRNA sessions and location TBA

02/19/26: 0800-1000; 1000-1200. (Barenklau, Bendure)

2/20/26: 0800-1000; 1000-1200. (Barenklau, Chow)

2/24/26: 0800-1000; 1000-1200; 1300-1500 (Barenklau, Bell)

2/25/26: 0800-1000;1000-1200. (Bendure, Chow)

Advanced Airway Workshop:

4/2/26: Barenklau, Hertel, Kindel

4/3/26: Barenklau, Chow, Bendure

4/8/26: Barenklau, Chow, Bendure

Curriculum Design 2025-2028
University of Kansas – Doctor of Nurse Anesthesia Practice

SUMMER 2025			FALL 2025			SPRING 2026		
NURA 805	Clinical Anatomy	4	NURA 761	Nurse Anesthesia Pharmacology I	3	NURA 764	Nurse Anesthesia Pharmacology II	3
NURA 831	Advanced Chemistry / Physics 🖥	2	NURA 806	Advanced Physiology 🖥	4	NURA 801	Introduction to Practicum	1
			NURA 833	Basic Principles of Anesthesia Practice	3	NURA 809	Advanced Pathophysiology 🖥	3
			NURA 835	Adv Physical Assessment and Patient Care Technology for Anesthesia	3	NURA 889	Introduction to Theory, Research Methods & EBP 🖥	3
						NURA 892	Applied Statistics and Analysis in Health Care 🖥	3
	Total	6		Total	13		Total	13

SUMMER 2026			FALL 2026			SPRING 2027		
NURA 808	The Social Context for Health Care Policy 🖥	2	NURA 800	Professional Aspects of Anesthesia 🖥	3	NURA 812	Advanced Theory in Anesthesia II 🖥	3
NURA 821	Advanced Practicum I	2	NURA 811	Advanced Theory in Anesthesia I 🖥	3	NURA 823	Advanced Practicum III	2
NURA 839	Regional Anesthesia/ Pain Management 🖥	3	NURA 822	Advanced Practicum II	2	NURA 902	Eval & Application of EBP in Anesthesia II 🖥	1
			NURA 901	Eval & Application of EBP in Anesthesia I 🖥	1	PRVM 826	Epidemiology for Adv Nursing Practice 🖥	3
	Total	7		Total	9		Total	9

SUMMER 2027			FALL 2027			SPRING 2028		
NURA 813	Advanced Theory in Anesthesia III 🖥	2	NURA 814	Advanced Theory in Anesthesia IV 🖥	3	NURA 815	Advanced Theory in Anesthesia V 🖥	3
NURA 924	Advanced Practicum IV	2	NURA 903	Eval & Application of EBP in Anesthesia III 🖥	1	NURA 820	Information Systems & Data Mgmt in Anesthesia 🖥	1
NURA 980	DNAP Scholarly Project	2	NURA 912	Leadership in Nurse Anesthesia	1	NURA 904	Eval & Application of EBP in Anesthesia IV 🖥	1
			NURA 925	Advanced Practicum V	2	NURA 913	Leadership in Nurse Anesthesia	1
			NURA 980	DNAP Scholarly Project	2	NURA 926	Advanced Practicum VI	2
						NURA 980	DNAP Scholarly Project	1
	Total	6		Total	9		Total	9

🖥 Indicates web-based courses presented totally online. Other courses may have an online, integrated component.

Program Total = 81 Credit Hours

Curriculum Design Proposed
University of Kansas – Doctor of Nurse Anesthesia Practice

SUMMER 1			FALL 1			SPRING 1		
NURA 805	Clinical Anatomy	6	NURA 761	Nurse Anesthesia Pharmacology I	3	NURA 764	Nurse Anesthesia Pharmacology II	3
NURA 831	Advanced Chemistry / Physics 🖥	2	NURA 806	Advanced Physiology 🖥	4	NURA 801	Introduction to Practicum	1
			NURA 833	Basic Principles of Anesthesia Practice	5	NURA 809	Advanced Pathophysiology 🖥	3
			NURA 835	Adv Physical Assessment and Patient Care Technology for Anesthesia	3	NURA 889	Introduction to Theory, Research Methods & EBP 🖥	3
						NURA 892	Applied Statistics and Analysis in Health Care 🖥	3
	Total	8		Total	15		Total	13

SUMMER 2			FALL 2			SPRING 2		
NURA 808	The Social Context for Health Care Policy 🖥	2	NURA 800	Professional Aspects of Anesthesia 🖥	3	NURA 812	Advanced Theory in Anesthesia II 🖥	4
NURA 821	Advanced Practicum I	2	NURA 811	Advanced Theory in Anesthesia I 🖥	3	NURA 823	Advanced Practicum III	3
NURA 839	Regional Anesthesia/ Pain Management 🖥	3	NURA 822	Advanced Practicum II	3	NURA 902	Eval & Application of EBP in Anesthesia II 🖥	1
			NURA 901	Eval & Application of EBP in Anesthesia I 🖥	1	PRVM 826	Epidemiology for Adv Nursing Practice 🖥	3
	Total	7		Total	10		Total	11

SUMMER 3			FALL 3			SPRING 3		
NURA 813	Advanced Theory in Anesthesia III 🖥	2	NURA 814	Advanced Theory in Anesthesia IV 🖥	3	NURA 815	Advanced Theory in Anesthesia V 🖥	3
NURA 924	Advanced Practicum IV	2	NURA 903	Eval & Application of EBP in Anesthesia III 🖥	1	NURA 820	Information Systems & Data Mgmt in Anesthesia 🖥	1
NURA 980	DNAP Scholarly Project	2	NURA 912	Leadership in Nurse Anesthesia	2	NURA 904	Eval & Application of EBP in Anesthesia IV 🖥	1
			NURA 925	Advanced Practicum V	3	NURA 913	Leadership in Nurse Anesthesia	1
			NURA 980	DNAP Scholarly Project	2	NURA 926	Advanced Practicum VI	3
						NURA 980	DNAP Scholarly Project	1
	Total	6		Total	11		Total	10

🖥 Indicates web-based courses presented totally online. Other courses may have an online, integrated component.

Program Total = 91 Credit Hours

Course Descriptions

NURA 805. Clinical Anatomy.

An intensive study of the major anatomical systems and regions of the body which have clinical significance for anesthetists and others. Particular attention devoted to the respiratory, cardiovascular, and nervous systems. Regional topics include the anatomy of the head, neck, vertebral column, thorax, axilla, and femoral triangle. Involves both lectures and cadaver dissection, plus appropriate models, x-ray films, and audiovisual materials. Prerequisite: Admission to the Nurse Anesthesia Program or permission of instructor.

NURA 833. Basic Principles of Anesthesia Practice.

This course introduces students to the introductory principles and theories regarding the art and science of anesthesia practice. Students will develop a conceptual basis for practice gained through a systems approach applied to development of anesthesia care based upon a strong foundation in physical assessment, physiological monitoring, applications of pharmacology, anesthesia systems, physical and chemical basic sciences. Prerequisite: Admission to the nurse anesthesia program or permission of instructor.

NURA 812. Advanced Theory in Anesthesia II.

This is the second of five successive courses relative to the didactic study of the art and science of nurse anesthesiology. Students will acquire the knowledge base pertinent to the perioperative anesthetic management of gastrointestinal and hepatobiliary disorders, bariatrics, robotic/ laparoscopic procedures, otorhinolaryngology disorders, and renal disorders. Students enhance their critical thinking, problem-solving skills and ability to synthesize didactic information to the clinical environment. In addition, students will be required to engage in analysis of currently published research to identify "best practices" based on research evidence. Prerequisite: Permission of Instructor.

NURA 912. Leadership in Nurse Anesthesia I.

The first of two leadership courses designed for students in the University of Kansas Medical Center (KUMC) Nurse Anesthesia program. Students will apply a variety of leadership theories as they conduct leadership projects with nurse anesthesia faculty supervision. At the course conclusion, students will be evaluated on individual contributions and qualities essential for an effective leader.

Effective leadership in the nurse anesthesia field involves guiding anesthesia teams, making critical decisions, ensuring patient safety, fostering collaboration, and managing complex, high-pressure situations. This course will allow students to refine their leadership competencies to become well-rounded anesthesia providers.

Prerequisites: Successful completion of the prior seven semesters of study with the University of Kansas Medical Center (KUMC) Nurse Anesthesia curriculum.

NURA 822. Advanced Practicum in Anesthesia II.

This is the second of six courses relative to the application of the art and science of nurse anesthesia. Each section is designed to address specific surgical categories and the relevant patient care needs and risks. Completion of each course requires acquisition and refinement of clinical skills. Students will demonstrate progression in cognitive, psychomotor and affective skills appropriate to a professional nurse anesthetist. Prerequisite: Permission of Instructor.

NURA 823. Advanced Practicum in Anesthesia III.

This is the third of six courses relative to the application of the art and science of nurse anesthesia. Each section is designed to address specific surgical categories and the relevant patient care needs and risks. Completion of each course requires acquisition and refinement of clinical skills. Students will demonstrate progression in cognitive, psychomotor, and affective skills appropriate to a professional nurse anesthetist. Prerequisite: Permission of Instructor.

NURA 925. Advanced Practicum V.

Fifth of six clinically based courses related to the art and science of advanced nurse anesthesia practice and care of patients with specialized anesthesia care. The courses are divided into sequential clinical practicum related to diverse patient types in both normal and abnormal states and for those requiring anesthesia care in specialized areas (cardiothoracic, obstetrics, neurosurgical, etc.) Participation in case presentations may be required as warranted by clinical events. An opportunity is provided to apply advanced clinical decision-making skills and evidence-based research to the assessment, management, and evaluation of complex health care problems of a diverse patient population in the perianesthesia care setting. Prerequisite: Permission of instructor.

NURA 926. Advanced Practicum VI.

Sixth of six clinically based courses related to the art and science of advanced nurse anesthesia practice and care of patients with specialized anesthesia care. The courses are divided into sequential clinical practicum related to diverse patient types in both normal and abnormal states and for those requiring anesthesia care in specialized areas (cardiothoracic, obstetrics, neurosurgical, etc.) Participation in case presentations may be required as warranted by clinical events. An opportunity is provided to apply advanced clinical decision-making skills and evidence-based research to the assessment, management, and evaluation of complex health care problems of a diverse patient population in the perianesthesia care setting. Prerequisite: Permission of instructor

Major Curriculum Change Request
Kansas State Board of Nursing
60-2-104 (g) (1) (2) (3) - Prelicensure
Must be received by KSBN at least 30 days before the board meeting

Date: 11.06.2025

Name of Program: Cloud County Community College

Program Administrator   Stefanie Perret, MSN, RN
including credentials:

Parent Institution: Cloud County Community College

Address of Institution: 2221 Campus Drive, Concordia, KS 66901

Level of the Program
for which the change
Is being requested   First year - ADN

Briefly describe the   Request for change in delivery method to either
Change being requested: in-person or hybrid modality for NR110 Health
Assessment for Nurses.

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.

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CLOUD COUNTY
COMMUNITY COLLEGE

November 6, 2025

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

Dear Mrs. Martin,

Enclosed is documentation from Cloud County Community College outlining a request for a major curriculum change to the Bilevel Associate Degree Nursing (ADN) Program. Specifically, this request seeks approval to modify the delivery method for NR110 Health Assessment for Nurses to allow instruction in either a face-to-face or hybrid format.

This proposed change will provide both faculty and students with increased flexibility in how course content is delivered while maintaining the quality and rigor of instruction required by the program. The ADN program faculty recommend implementing this delivery structure beginning in Spring 2026. This proposal has been collaboratively developed, reviewed, and endorsed by the ADN program faculty.

Supporting documentation is included in the attached packet for your review. We appreciate your time and consideration of this request and respectfully seek permission to present these proposed changes to the Education Committee during the December 2025

Respectfully,

Stefanie Perret MSN, RN
Cloud County Community College
Division Dean
Nurse Administrator

Sara Beikman MSN, RN
Cloud County Community College
Nursing Faculty Member

Kim Smith MSN, RN
Cloud County Community College
Nursing Faculty Member

Christina Reid MSN
Cloud County Community College
Nursing Faculty Member

Amber Simmons BSN, RN
Cloud County Community College
Nursing Faculty Member

Enc: Major Curriculum Change request

2221 Campus Drive · PO Box 1002 · Concordia, Kansas 66901 · 800.729.5101
631 Caroline Avenue · Junction City, Kansas 66441
www.cloud.edu

Education 188

Rationale for the Change

The Cloud County Community College Associate Degree Nursing Program requests a change in modality for NR110 Health Assessment for Nurses from an in-person format to the option of also offering the course in a hybrid format. The content of NR110 Health Assessment for Nurses can easily be taught using either of these modalities. The ability to offer this course in either format (in-person or hybrid) allows greater flexibility in classroom space utilization and greater flexibility in faculty teaching assignments.

Faculty Involvement in the Process

Faculty who have previously taught or are currently teaching the submitted course collaborated with colleagues and current students to evaluate the advantages of updating the course delivery method. Instructors with prior experience teaching hybrid courses contributed their expertise and shared best practices to guide the transition and ensure effective implementation. This proposal has strong support from both faculty and administration.

Comparison of Old to New Delivery Methods

Previous Delivery Method:
Prior to this request, NR110 Health Assessment for Nurses has been offered solely in a face-to-face format. In this structure, the instructor is physically present with students for all scheduled class meetings to deliver instructional content.

Proposed Hybrid Delivery Method:
In alignment with College Policy D24, *"Cloud County Community College maintains procedures based on best practices for course delivery formats including, but not limited to, face-to-face, distance, hybrid, web-enhanced, flipped, and guided study. The President or their designee has the authority to establish these procedures."*

Procedure D24 further defines Hybrid Delivery Format as follows:
"In hybrid delivery format, the instructor uses a combination of face-to-face and asynchronous distance delivery to convey the course content. The students meet in class with the instructor for interactive activities applying the concepts studied online in the asynchronous distance course component. Typically, the online portion of the hybrid course constitutes fifty (50) to seventy-five (75) percent of the course's content, materials, assignments, or assessments."

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Transitioning NR110 to a hybrid model introduces enhanced flexibility in content delivery and supports diverse learning modalities. Hybrid courses can be structured in various effective ways, including but not limited to:

- Delivering a portion of the content in a traditional classroom setting, while the remaining portion is facilitated online. The online component may be either synchronous or asynchronous.

- Organizing students into smaller groups for in-person clinical and hands-on activities, while students not attending on a given day complete asynchronous online coursework to meet course requirements.

Resources to Support Implementation

The Academic Affairs Department at Cloud County Community College fully supports the implementation of hybrid course offerings. A strong team of knowledgeable and experienced instructors is available to assist faculty in redesigning courses to align with the hybrid format. Course development and instructional standards will be reviewed and approved by the Academic Affairs Office to ensure consistency and quality across all course delivery formats.

CLOUD COUNTY COMMUNITY COLLEGE

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

Course Number:	NR 110
Course Name:	Health Assessment for Nurses
Credit Hours:	3 Credit Hours

- Didactic: 2.6hrs (39 clock hours)
- Clinical: 0.4hrs (18 clock hours)
  Lab/Skills – 18 clock hrs

Placement:	First Year
Prerequisites:	Completion of:

SC 126 Anatomy & Physiology (or) SC 120 A&P 1 and SC 121 A&P II
(with grade C or higher.)

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

Course Outcomes (CO)

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

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

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

Major Curriculum Change Request
Kansas State Board of Nursing
60-2-104 (g) (1) (2) (3) - Prelicensure
Must be received by KSBN at least 30 days before the board meeting

Date: _____November 7, 2025_____

Name of Program: _____Rasmussen University - Professional Nursing Associate Degree (ADN)_____

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 _____Associate Degree in Nursing_____

Briefly describe the
Change being requested: Rasmussen University is requesting a change to increase the number of admitted students from 64 students to 100 students per quarter, shared between the Overland Park campus and 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.

Instructions

1. Complete page one. Pay particular attention to the section describing the change. This is usually used for the motion and should be written carefully.

2. On Page 2 indicate the revision requested.

3. If this change involves a new course, complete the curriculum revision or a course revision, including the following items:
   - Course title
   - Course objectives/outcomes
   - Sequence of the course
   - Major content outline
   - Clinical facility(ies) to be used
   - Course evaluation

4. **Submit 1 paper copy of the request form and all addenda on white paper, loose leaf and single-sided pages.**

5. Major Curriculum Change Requests are reviewed by the Education Committee and Board of Nursing at their scheduled meetings. The request will be approved/not approved/deferred.

6. Following the Education Committee and Board review and action, a copy of the form will be returned to you indicating Board action.

7. The program must receive board approval before implementation.

8. Notify the Nursing Education Compliance Officer to request Word document version of this form to complete electronically, print and mail to KSBN with the requested information, if desired.

Statement of Explanation from the Program

Request Statement

Rasmussen University's Professional Nursing Associate (ADN) Program, located in Overland Park with a satellite site in Topeka, is requesting an increase in the approved student enrollment. The ADN program was approved by the Kansas State Board of Nursing for a shared enrollment of 64 students per quarter beginning in October 2019.

Over the past year, Rasmussen University has noted a consistent student waiting list for the ADN program. This, coupled with strong program outcomes, Rasmussen University respectfully requests a change to increase enrollment by 36 students per quarter for a total of 100 students per quarter, utilizing either site. This would equal a potential increase in enrollment from 256 to 400 in total per year.

Rasmussen University's ADN Program operates as a unified entity under a shared organizational and governance structure, led by a single Dean/Nurse Administrator and Associate Dean. Both campuses are supported by the Senior Campus Executive Director, along with dedicated admissions, advising, and student support teams. To best serve students and meet community needs, the University seeks to maintain reasonable flexibility in assigning enrollment across its two locations. This approach enables students to select the campus and courses that align with their preferences and circumstances.

Accreditation

The Rasmussen University - Overland Park ADN program, with a satellite in Topeka, received its initial accreditation with the Accreditation Commission for Education in Nursing (ACEN) in March 2017. The program's current status is Continuing Accreditation, with the next site visit in Spring of 2030.

Community Needs

The US Bureau of Labor Statistics' occupational outlook handbook projects a 5% growth of the national employment of RNs from 2024 to 2034, which is faster than average for all occupations. This growth is driven in part by population aging and the expanded demand for preventative and outpatient care.

At a state level, the Kansas Hospital Association specifically highlights challenges and trends of sustaining a skilled workforce and cites "access to sustainable, skillful, dedicated workforce is one of the most demanding challenges hospitals face" (KHA). Between 2020 and 2030, Registered Nurses in the state of Kansas have the highest numerical increase in jobs with 3,192 new registered nurse positions expected to be created by 2030.

It is not only important to review the anticipated addition of net new RN positions, but also to consider how the workforce composition trends further exacerbate the risk of RN shortages. A

"State of Nursing in Kansas" report issued by the Kansas Nursing Workforce Center notes that with the mean age of an RN in Kansas being 50 years old, "….more Kansas RNs (29.3%) planned to retire within 5 years than the national sample (28.7%).

Broad collaboration is required to address Kansas's nursing sustainability issues in order to contribute to positive health outcomes for Kansas residents. Rasmussen University is dedicated to being an active contributor in supporting Kansas' solution to educating future nurses.

Resources

The ADN program is fully equipped to support an increased enrollment. The facilities were intentionally designed to accommodate quarterly cohorts exceeding the additional 36 students per quarter. The Overland Park and Topeka campuses offer six and five classrooms, respectively, providing ample space for both didactic and collaborative instruction. Each campus has more than 50 student-accessible computers, including secure environments for proctored exams to ensure academic integrity. Both campuses feature two nursing skills labs with four beds each, and simulation labs with two beds equipped with mid- and high-fidelity manikins. These labs are efficiently scheduled to maximize hands-on learning opportunities for all students, even with larger cohorts.

In addition, faculty conduct quarterly reviews of projected student enrollment on 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 program to seamlessly accommodate an expanded student population without compromising educational quality.

The Topeka and Overland Park campuses currently employ 9 full-time and 28 part-time nursing faculty. Additional faculty will be hired as needed based on enrollment. Full-time faculty have dedicated workspaces with lockable file cabinets in designated faculty areas at both campuses. Part-time faculty are also provided with workspace while on site. Each campus includes a shared printer accessible to all nursing faculty.

Full-time faculty are assigned individual work computers equipped with the necessary software and internet access. Faculty rooms on both campuses are private, and meetings with students can be held in available classrooms or designated meeting rooms. These rooms are furnished with a table, two chairs, and laptop computers to support access to online coursework and academic resources. Each nursing faculty member has a direct phone line, configured to receive calls at either campus, ensuring consistent communication with students regardless of 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, PyscInfo, 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 actively expanded its clinical partnerships, securing enough clinical placement opportunities to support both current and future student populations. This positions the campus well to handle a proposed enrollment increase without sacrificing the quality of clinical education. Additionally, the Topeka campus maintains a sufficient number of clinical contracts with surrounding facilities, with only a few sites currently used each term. Therefore, the Topeka campus has contracts in place to support the expected growth of the ADN program at that location.

Appendices A and B provide a working model of the clinical schedule, reaffirming the 1:10 clinical ratio for the Overland Park and Topeka campuses, respectively.

Appendix C provides letters of support.

Outcomes and Summary

The ADN program has achieved consistent and solid outcomes in NCLEX-RN first-time pass rates and employment rates. The program has met and exceeded the first-time pass rates in 2023 (84.56%), 2024 (89.90%), and with the first two quarters in 2025 (90.91%). In addition to the strong pass rates, the program also has excellent employment rates, which is tracked within one year of graduation. Of the 117 graduates responding to our inquiries from the 2022-2023 cohorts, 115 are employed in the field, and two are continuing their education (27 graduates did not respond to our outreach). Of the 104 responding graduates from the 2023-2024 graduating cohorts, 103 are employed in the field and one is continuing their education (4 graduates did not respond). This is a 99% employment rate for responding graduates from the most recent finalized data.

Given the program's proven success, robust clinical capacity, and the ongoing demand for ADN-prepared nurses in the region, Rasmussen University respectfully requests consideration to increase the enrollment cap at the Overland Park & Topeka campuses. This expansion would allow more qualified students to pursue nursing education and directly contribute to addressing the critical workforce needs in healthcare. The University is proud of its ADN nursing reputation in the community, and we look forward to educating quality, safe nurses who will positively impact our community.

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
Q4 (50 students)	NUR2214LL Nursing Care of the Older Adult	30	Group A - 10-students	7.5/Thurs 5/Thurs	Weeks 2 & 4 Week 3, 5, 8	Healthcare Resort Simulation
			Group B- 10-students	7.5/Thurs 5/Thurs	Weeks 3 & 5 Week 2, 6, 9	Healthcare Resort Simulation
			Group C- 10-students	7.5/Thurs 5/Thurs	Weeks 6 & 8 Week 4, 7, 10	Healthcare Resort Simulation
			Group D- 10-students	7.5/Weds 5/Weds	Weeks 2 & 4 Week 3, 5, 7	Healthcare Resort Simulation
			Group E- 10-students	7.5/Weds 5/Weds	Weeks 3 & 5 Week 2, 4, 6	Healthcare Resort Simulation
Q4 (50 students)	NUR2356LL Multidimensional Care I	60	Group A- 10-students	10/Weds 5/ Weds	Weeks 2, 4, 5, 8 Weeks 3, 6, 7, 9	Ignite Medical Resort Simulation
			Group B -10-students	10/Weds 5/ Weds	Weeks 3, 6, 7, 9 Weeks 2, 4, 8, 10	Ignite Medical Resort Simulation
			Group C- 10-students	10/Tues 5/ Tues	Weeks 2, 4, 5, 7 Weeks 3, 6, 8, 9	Ignite Medical Resort Simulation

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			Group D- 10-students	10/Thurs	Weeks 2, 4, 5, 8	Ignite Medical Resort
				5/ Thurs	Weeks 3, 6, 7, 9	Simulation
			Group E- 10-students	10/Thurs	Weeks 3, 6, 7, 9	Ignite Medical Resort
				5/Thurs	Weeks 2, 4, 8, 10	Simulation
Q5 (50 students)	NUR2392LL Multidimensional Care II	90	Group A- 7-students	10/Monday	Weeks 2, 5, 8	Select Medical
				10/Monday	Weeks 3, 6, 9	Kindred Hospital
				9/Monday	Week 11	Johnson County Rehab
				7/Monday	Weeks 4, 7, 10	Simulation
			Group B- 7-students	10/Monday	Weeks 3, 6, 9	Select Medical
				10/Monday	Weeks 4, 7, 10	Kindred Hospital
				9/Monday	Week 2	Johnson County Rehab
				7/Monday	Weeks 5, 8, 11	Simulation
			Group C- 7-students	10/Monday	Weeks 4, 7, 10	Select Medical
				10/Monday	Weeks 5, 8, 11	Kindred Hospital
				9/Monday	Week 3	Johnson County Rehab
				7/Monday	Weeks 6, 9, 2	Simulation
			Group D- 7-students	10/ Weds	Weeks 2, 5, 8	Select Medical
				10/ Weds	Weeks 3, 6, 9	Kindred Hospital

				9/ Weds	Week 11	Johnson County Rehab
				7/Weds	Weeks 4, 7, 10	Simulation
			Group E- 7-students	10/ Weds	Weeks 3, 6, 9	Select Medical
				10/ Weds	Weeks 4, 7, 10	Kindred Hospital
				9/ Weds	Week 2	Johnson County Rehab
				7/ Weds	Weeks 5, 8, 11	Simulation
			Group F- 7-students	10/ Weds	Weeks 4, 7, 10	Select Medical
				10/ Weds	Weeks 5, 8, 11	Kindred Hospital
				9/ Weds	Week 3	Johnson County Rehab
				7/ Weds	Weeks 6, 9, 2	Simulation
			Group G- 8-students	10/Tuesday	Weeks 2, 5, 10	Select Medical
				10/Tuesday	Weeks 7, 8, 11	Kindred Hospital
				10/Monday	Week 4	Johnson County Rehab
				7/Tuesday	Weeks 3, 6, 9	Simulation
Q5 (50 students)	NUR2459LL Mental and Behavioral Health Nursing	60	Group A- 7-students	8/Tues	Weeks 1-3	Osawatomie State Hospital
				8/Weds	Week 8	Cottonwood Springs
				7/Tues	Week 7	Lansing State Prison
				7/Tues	Weeks 4, 8, 10	Simulation
			Group B- 7-students	8/Tues	Weeks 1, 5, 6	Osawatomie State Hospital

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				8/Weds	Week 11	Cottonwood Springs
				7/Tues	Week 2	Lansing State Prison
				7/Tues	Weeks 3, 9, 11	Simulation
			Group C- 7-students	8/Tues	Weeks 1, 4, 5	Osawatomie State Hospital
				8/Friday	Week 9	Cottonwood Springs
				7/Tues	Week 3	Lansing State Prison
				7/Tues	Weeks 2, 6, 7	Simulation
			Group D- 7-students	8/Tues	Week 1, 6, 7	Osawatomie State Hospital
				8/Friday	Week 10	Cottonwood Springs
				7/Tues	Week 9	Lansing State Prison
				7/Mon	Weeks 3, 8, 9	Simulation
			Group E- 7-students	8/Tues	Week 1, 8, 9	Osawatomie State Hospital
				8/Friday	Week 6	Cottonwood Springs
				7/Tues	Week 10	Lansing State Prison
				7/Mon	Week 4, 6, 10	Simulation
			Group F- 7-students	8/Tues	Week 1, 10, 11	Osawatomie State Hospital
				8/Friday	Week 2	Cottonwood Springs
				7/Tues	Week 8	Lansing State Prison
				7/Friday	Week 3, 5, 9	Simulation

Education 202

			Group G- 8-students	8/Weds	Week 1	Osawatomie State Hospital
				8/Friday	Weeks 2, 3	Osawatomie State Hospital
				8/Weds	Week 4	Cottonwood Springs
				7/Tues	Week 4	Lansing State Prison
				7/Mon	Weeks 2, 5, 7	Simulation
Q6 (50 students)	NUR2502LL Multidimensional Care III	90	Group A- 9-students	12/Mon	Weeks 3, 6, 9	VA Medical Center Leavenworth
				12/Mon	Weeks 4, 7, 10	Olathe Medical Center
				6/Mon	Weeks 2, 5, 8	Simulation
			Group B- 9-students	12/Mon	Weeks 4, 7, 10	VA Medical Center Leavenworth
				12/Mon	Weeks 5, 8, 11	Olathe Medical Center
				6/Mon	Weeks 3, 6, 9	Simulation
			Group C- 9 students	12/Mon	Weeks 5, 8, 11	VA Medical Center Leavenworth
				12/Mon	Weeks 6, 9, 3	Olathe Medical Center
				6/Mon	Weeks 4, 7, 10	Simulation
			Group D- 9-students	12/Thurs	Weeks 3, 6, 9	Research Medical Center
				12/Thurs	Weeks 4, 7, 10	St. Joseph Medical Center
				6/Thurs	Weeks 2, 5, 8	Simulation
			Group E- 9-students	12/Thurs	Weeks 4, 7, 10	Research Medical Center
				12/Thurs	Weeks 5, 8, 11	St. Joseph Medical Center
				6/Thurs	Weeks 3, 6, 9	Simulation

Education 203

			Group F- 9 students	12/Thurs	Weeks 5, 8, 11	Research Medical Center
				12/Thurs	Weeks 6, 9, 3	St. Joseph Medical Center
				6/Thurs	Weeks 4, 7, 10	Simulation
Q6 (50 students)	NUR2633 Maternal Child Nursing	60	Group A-6-students	12/Thurs	Weeks 3 & 7	Olathe 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-6-students	12/Thurs	Weeks 4 & 8	Olathe 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-6-students	12/Thurs	Weeks 5 & 9	Olathe Medical Center
				5/Thurs	Weeks 4 & 8	OB Simulation
				4/Thurs	Weeks 6 & 10	Kindercare
				4/Thurs	Weeks 7 & 11	Gardner USD
				5/Thurs	Weeks 2 & 3	Peds Simulation
			Group D-6-students	12/Weds	Weeks 6 & 10	Olathe Medical Center

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				5/Weds	Weeks 5 & 9	OB Simulation
				4/Weds	Weeks 7 & 11	Kindercare
				4/Weds	Weeks 2 & 8	Gardner USD
				5/Weds	Weeks 3 & 4	Peds Simulation
			Group E-6-students	12/Weds	Weeks 1 & 6	Centerpoint Medical Center
				5/Weds	Weeks 2 & 7	OB Simulation
				4/Weds	Weeks 3 & 8	Kindercare
				4/Weds	Weeks 4 & 9	Gardner USD
				5/Weds	Weeks 5 & 10	Peds Simulation
			Group F-5-students	12/Weds	Weeks 2 & 7	Centerpoint Medical Center
				5/Weds	Weeks 3 & 8	OB Simulation
				4/Weds	Weeks 4 & 9	Kindercare
				4/Weds	Weeks 5 & 10	Gardner USD
				5/Weds	Weeks 6 & 11	Peds Simulation
			Group G-5-students	12/Weds	Weeks 3 & 8	Centerpoint Medical Center
				5/Weds	Weeks 4 & 9	OB Simulation
				4/Weds	Weeks 5 & 10	Kindercare
				4/Weds	Weeks 6 & 11	Gardner USD
				5/Weds	Weeks 1 & 7	Peds Simulation

Education 205

			Group H-5-students	12/Weds	Weeks 4 & 9	Centerpoint Medical Center
				5/Weds	Weeks 5 & 10	OB Simulation
				4/Weds	Weeks 6 & 11	Kindercare
				4/Weds	Weeks 1 & 7	Gardner USD
				5/Weds	Weeks 2 & 8	Peds Simulation
			Group I-5-students	12/Weds	Weeks 5 & 10	Centerpoint Medical Center
				5/Weds	Weeks 6 & 11	OB Simulation
				4/Weds	Weeks 1 & 7	Kindercare
				4/Weds	Weeks 2 & 8	Gardner USD
				5/Weds	Weeks 3 & 9	Peds Simulation
Q7 (50 students)	NUR2755LL Multidimensional Care IV	90	Group A- 10 students	12/Monday	Weeks 2-4	Centerpoint Medical Center
				12/Monday	Weeks 5-7	Belton Regional
				6/Monday	Weeks 8-10	Simulation
			Group B- 10-students	12/Monday	Weeks 5-7	Centerpoint Medical Center
				12/Monday	Weeks 8-10	Belton Regional
				6/Monday	Weeks 2-4	Simulation
			Group C- 10-students	12/Monday	Weeks 8-10	Centerpoint Medical Center
				12/Monday	Weeks 2-4	Belton Regional
				6/Monday	Weeks 5-7	Simulation

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			Group D- 10-students	12/Thurs	Weeks 5-7	Centerpoint Medical Center
				12/Thurs	Weeks 8-10	Belton Regional
				6/Thurs	Weeks 2-4	Simulation
			Group E- 10-students	12/Thurs	Weeks 8-10	Centerpoint Medical Center
				12/Thurs	Weeks 2-4	Belton Regional
				6/Thurs	Weeks 5-7	Simulation
Q7 (50 students)	NUR2832LL Leadership and Professional Identity	60	Group A- 10-students	7.5/Tuesday	Weeks 2-9	Sites Vary: Centerpoint Medical Center, Olathe Medical Center, St. Joseph Medical Center, Kindred Northland, VA Medical Center
			Group B- 10-students	7.5/Tuesday	Weeks 2-9	
			Group C- 10-students	7.5/Tuesday	Weeks 2-9	
			Group D- 10-students	7.5/Tuesday	Weeks 2-9	
			Group E- 10-students	7.5/Tuesday	Weeks 2-9	

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Rasmussen University – Topeka Campus
Clinical Schedule

Cohort	Course Name	Clinical Hours Required	Number of Students / Group	# Hours per Week/Day of Week	Proposed Weeks	Proposed Clinical Facility
Q4 (50 students)	NUR2214LL Nursing Care of the Older Adult	30	Group A - 10-students	7.5/Mon 5/Mon	Weeks 2 & 4 Week 3, 5, 8	The Gardens at Aldersgate Simulation
			Group B- 10-students	7.5/Mon 5/Mon	Weeks 3 & 5 Week 2, 6, 9	The Gardens at Aldersgate Simulation
			Group C- 10-students	7.5/Mon 5/Mon	Weeks 6 & 8 Week 4, 7, 10	The Gardens at Aldersgate Simulation
			Group D- 10-students	7.5/Tues 5/Tues	Weeks 2 & 4 Week 3, 5, 7	The Gardens at Aldersgate Simulation
			Group E- 10-students	7.5/Tues 5/Tues	Weeks 3 & 5 Week 2, 4, 6	The Gardens at Aldersgate Simulation
Q4 (50 students)	NUR2356LL Multidimensional Care I	60	Group A- 10-students	10/Tues 5/ Tues	Weeks 2, 4, 5, 8 Weeks 3, 6, 7, 9	Presbyterian Manor Simulation
			Group B -10-students	10/Tues 5/ Tues	Weeks 3, 6, 7, 9 Weeks 2, 4, 8, 10	Presbyterian Manor Simulation
			Group C- 10-students	10/Weds 5/ Weds	Weeks 2, 4, 5, 7 Weeks 3, 6, 8, 9	Presbyterian Manor Simulation

			Group D- 10-students	10/Mon	Weeks 2, 4, 5, 8	Presbyterian Manor
				5/ Mon	Weeks 3, 6, 7, 9	Simulation
			Group E- 10-students	10/Mon	Weeks 3, 6, 7, 9	Presbyterian Manor
				5/Mon	Weeks 2, 4, 8, 10	Simulation
Q5 (50 students)	NUR2392LL Multidimensional Care II	90	Group A- 6-students	10/Tues 10/Saturday	Weeks 2 & 7 Week 3	Kansas Rehab Hospital Kansas Rehab Hospital
				10/Monday 10/Tues	Weeks 4 & 9 Week 5	Kansas Neurological Institute Kansas Neurological Institute
				7.5/Monday	Weeks 1, 5, 7, 10	Simulation
			Group B- 6-students	10/Tues 10/Saturday	Weeks 3 & 8 Week 4	Kansas Rehab Hospital Kansas Rehab Hospital
				10/Monday 10/Tues	Weeks 5 & 10 Week 6	Kansas Neurological Institute Kansas Neurological Institute
				7/Monday	Weeks 2, 3, 4, 8	Simulation
			Group C- 6-students	10/Tues 10/Saturday	Weeks 4 & 9 Week 5	Kansas Rehab Hospital Kansas Rehab Hospital
				10/Monday 10/Tues	Weeks 6 & 11 Week 7	Kansas Neurological Institute Kansas Neurological Institute
				7.5/Tues	Weeks 2, 5, 8, 10	Simulation

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			Group D- 6-students	10/Tues 10/Sat	Weeks 5 & 10 Week 6	Kansas Rehab Hospital Kansas Rehab Hospital
				10/Mon 10/Tue	Weeks 7 & 2 Week 8	Kansas Neurological Institute Kansas Neurological Institute
				7.5/Tues	Weeks 3, 6, 9, 11	Simulation
			Group E- 6-students	10/Tues 10/Saturday	Weeks 6 & 11 Week 7	Kansas Rehab Hospital Kansas Rehab Hospital
				10/Monday 10/Tues	Weeks 8 & 3 Week 9	Kansas Neurological Institute Kansas Neurological Institute
				7.5/Mon	Weeks 2, 4, 6, 9	Simulation
			Group F- 6-students	10/Saturday 10/Sunday	Week 8 Week 4	Kansas Rehab Hospital Kansas Rehab Hospital
				10/Tuesday 10/Weds	Week 10 Weeks 2, 6, 11	Kansas Neurological Institute Kansas Neurological Institute
				7.5/Weds	Weeks 1, 3, 5, 7	Simulation
			Group G- 6-students	10/Saturday 10/Sunday	Week 9 Week 6	Kansas Rehab Hospital Kansas Rehab Hospital
				10/Tuesday 10/Weds	Week 11 Weeks 3, 7, 10	Kansas Neurological Institute Kansas Neurological Institute
				7.5/Weds	Weeks 2, 4, 6, 8	Simulation
			Group H- 6-students	10/Saturday 10/Sunday	Week 10 Week 8	Kansas Rehab Hospital Kansas Rehab Hospital

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				1 0/Tuesday 10/Weds	Week 2 Weeks 1, 4, 8	Kansas Neurological Institute Kansas Neurological Institute
				7.5/Weds	Weeks 3, 5, 7, 9	Simulation
			Group I- 6-students	10/Saturday 10/Sunday	Week 11 Week 10	Kansas Rehab Hospital Kansas Rehab Hospital
				10/Tuesday 10/Weds	Week 3 & 4 Weeks 5, 9	Kansas Neurological Institute Kansas Neurological Institute
				7.5/Weds	Weeks 4, 6, 8, 10	Simulation
Q5 (50 students)	NUR2459LL Mental and Behavioral Health Nursing	60	Group A- 8-students	11/Thurs 11/Sat	Weeks 1 & 2 Week 6	VA Medical Center (Topeka)
				8/Tues-Wed	Weeks Vary x1	Topeka Correctional Facility
				5/Weds	Week 6	Aldersgate
				7.5/Thurs	Weeks 3 & 8	Simulation
			Group B- 8-students	11/Thurs 11/Sat	Weeks 3 & 4 Week 7	VA Medical Center (Topeka)
				8/Tues-Wed	Weeks Vary x1	Topeka Correctional Facility
				5/Weds	Week 7	Aldersgate
				7.5/Thurs	Weeks 2 & 10	Simulation
			Group C- 8-students	11/Thurs 11/Sat	Weeks 5 & 6 Week 8	VA Medical Center (Topeka)
				8/Tues-Wed	Weeks Vary x1	Topeka Correctional Facility

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				5/Weds	Week 3	Aldersgate
				7.5/Thurs	Weeks 4 & 11	Simulation
			Group D- 8-students	11/Thurs 11/Sat	Weeks 7 Week 4, 9	VA Medical Center (Topeka)
				8/Tues-Wed	Weeks Vary x1	Topeka Correctional Facility
				5/Weds	Week 10	Aldersgate
				7.5/Thurs	Weeks 1 & 5	Simulation
			Group E- 8-students	11/Thurs 11/Sat	Weeks 9 & 10 Week 11	VA Medical Center (Topeka)
				8/Tues-Wed	Weeks Vary x1	Topeka Correctional Facility
				5/Weds	Week 2	Aldersgate
				7.5/Thurs	Weeks 6 & 8	Simulation
			Group F- 5-students	11/Thurs 11/Sat	Weeks 11 Week 1 & 3	VA Medical Center (Topeka)
				8/Tues-Wed	Weeks Vary	Topeka Correctional Facility
				5/Weds	Week 4	Aldersgate
				7.5/Thurs	Weeks 4 & 7	Simulation
			Group G- 5-students	11/Thurs 11/Sat	Week 8 Week 2 & 10	VA Medical Center (Topeka)
				8/Tues-Wed	Weeks Vary	Topeka Correctional Facility
				5/Weds	Week 5	Aldersgate

				7.5/Thurs	Weeks 5 & 9	Simulation
Q6 (50 students)	NUR2502LL Multidimensional Care III	90	Group A- 6-students	12/Weds	Weeks 4 & 5	Holton
				12/Thurs	Weeks 8	Sabetha Community Hospital
				12/Thurs	Weeks 3	VA Medical Center (Topeka)
				12/Weds	Weeks 2	KU St. Francis
				7.5/Weds	Week 1, 6, 9, 11	Simulation
			Group B- 6-students	12/Weds	Weeks 6 & 7	Holton
				12/Thurs	Weeks 9	Sabetha Community Hospital
				12/Thurs	Weeks 4	VA Medical Center (Topeka)
				12/Weds	Weeks 3	KU St. Francis
				7.5/Weds	Weeks 2, 5, 8, 10	Simulation
			Group C- 6-students	12/Weds	Weeks 8 & 9	Holton
				12/Thurs	Weeks 10	Sabetha Community Hospital
				12/Thurs	Weeks 5	VA Medical Center (Topeka)
				12/Weds	Weeks 4	KU St. Francis
				7.5/Weds	Weeks 3, 5, 7, 11	Simulation
			Group D- 7-students	12/Weds	Weeks 10 & 11	Holton

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				12/Thurs	Weeks 3	Sabetha Community Hospital
				12/Thurs	Weeks 6	VA Medical Center (Topeka)
				12/Weds	Weeks 5	KU St. Francis
				7.5/Weds	Weeks 2, 4, 7, 9	Simulation
			Group E- 6-students	12/Weds	Weeks 2 & 3	Holton
				12/Thurs	Weeks 1	Sabetha Community Hospital
				12/Thurs	Weeks 7	VA Medical Center (Topeka)
				12/Weds	Weeks 6	KU St. Francis
				7.5/Friday	Weeks 2, 5, 8, 10	Simulation
			Group F- 7 students	12/Weds	Weeks 1	Holton
				12/Thurs	Weeks 2 & 11	Sabetha Community Hospital
				12/Thurs	Weeks 8	VA Medical Center (Topeka)
				12/Weds	Weeks 7	KU St. Francis
				7.5/Friday	Week 1, 6, 9, 11	Simulation
			Group G- 6-students	12/Weds	Weeks	Holton
				12/Thurs	Weeks 4 & 5	Sabetha Community Hospital
				12/Thurs	Weeks 9	VA Medical Center (Topeka)

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			12/Weds	Weeks 8 & 10	KU St. Francis
			7.5/Friday	Weeks 3, 5, 7, 11	Simulation
		Group H- 6 students	12/Weds	Weeks	Holton
			12/Thurs	Weeks 6 & 7	Sabetha Community Hospital
			12/Thurs	Weeks 2 & 10	VA Medical Center (Topeka)
			12/Weds	Weeks 9	KU St. Francis
			7.5/Friday	Weeks 2, 4, 7, 9	Simulation
Q6 (50 students)	NUR2633 Maternal Child Nursing	60	Group A-6-students	12/Friday	Weeks 2 & 3	University of KS St. Francis
				4/Friday	Weeks 5 & 9	Christ the King
				7.5/Friday	Weeks 1, 4, 8, 11	OB Simulation
			Group B-6-students	12/Friday	Weeks 4 & 5	University of KS St. Francis
				4/Friday	Weeks 7 & 11	Christ the King
				7.5/Friday	Weeks 2, 3, 6, 10	OB Simulation
			Group C-6-students	12/Friday	Weeks 6 & 7	University of KS St. Francis
				4/Friday	Weeks 2 & 4	Christ the King
				7.5/Friday	Weeks 1, 5, 8, 9	OB Simulation
			Group D-7-students	12/Friday	Weeks 8 & 9	University of KS St. Francis

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				4/Friday	Weeks 3 & 6	Christ the King
				7.5/Friday	Weeks 2, 4, 7, 10	OB Simulation
			Group E-6-students	12/Thurs	Weeks	University of KS St. Francis
				4/Thurs	Weeks	Christ the King
				7.5/Thurs	Weeks	OB Simulation
			Group F-7-students	12/Thurs	Weeks	University of KS St. Francis
				4/Thurs	Weeks	Christ the King
				7.5/Thurs	Weeks	OB Simulation
			Group G-5-students	12/Thurs	Weeks	University of KS St. Francis
				4/Thurs	Weeks	Christ the King
				7.5/Thurs	Weeks	OB Simulation
			Group H-5-students	12/Thurs	Weeks	University of KS St. Francis
				4/Thurs	Weeks	Christ the King
				7.5/Thurs	Weeks	OB Simulation
Q7 (50 students)	NUR2755LL Multidimensional Care IV	90	Group A- 6 students	12/Friday 12/Saturday	Weeks 6 Weeks 2 & 7	Lawrence Memorial Hospital
				12/Mon	Weeks 3 & 8	Providence Medical Center
				7.5/Friday	Week 1, 4, 5, 9	Simulation

			Group B- 6-students	12/Friday 12/Saturday	Weeks 3 Weeks 4 & 9	Lawrence Memorial Hospital
				12/Mon	Weeks 5 & 10	Providence Medical Center
				7.5/Friday	Weeks 2, 6, 7, 11	Simulation
			Group C- 6-students	12/Friday 12/Saturday	Weeks 5 & 10 Weeks 6	Lawrence Memorial Hospital
				12/Mon	Weeks 2 & 7	Providence Medical Center
				7.5/Friday	Weeks 3, 4, 8, 11	Simulation
			Group D-6-students	12/Friday 12/Saturday	Weeks 1 & 7 Weeks 8	Lawrence Memorial Hospital
				12/Mon	Weeks 4 & 9	Providence Medical Center
				7.5/Friday	Weeks 2, 5, 6, 10	Simulation
			Group E- 6-students	12/Friday 12/Saturday	Weeks 9 Weeks 10	Lawrence Memorial Hospital
				12/Tues	Weeks 2, 5, 6	Providence Medical Center
				7.5/Weds	Weeks 1, 3, 7, 11	Simulation
			Group F- 6 students	12/Friday 12/Saturday	Weeks 11 Weeks 1	Lawrence Memorial Hospital
				12/Tues	Weeks 3, 4, 7	Providence Medical Center
				7.5/Weds	Week 2, 6, 8, 9	Simulation

			Group G- 7 students	12/Friday 12/Saturday	Weeks 2 Weeks 3	Lawrence Memorial Hospital
				12/Tues	Week 9, 10, 11	Providence Medical Center
				7.5/Weds	Weeks 1, 4, 5, 8	Simulation
			Group H- 7 students	12/Friday 12/Saturday	Weeks 4 & 8 Weeks 5	Lawrence Memorial Hospital
				12/Tues	Weeks 1 & 8	Providence Medical Center
				7.5/Weds	Weeks 2, 6, 9, 10	Simulation
Q7 (50 students)	NUR2832LL Leadership and Professional Identity	60	Group A- 10-students	7.5/Tuesday	Weeks 2-9	Sites Vary: Capper Foundation, Kansas Rehab Hospital, Holton Community Hospital, Aldersgate, Presbyterian Manor
			Group B- 10-students	7.5/Tuesday	Weeks 2-9	
			Group C- 10-students	7.5/Tuesday	Weeks 2-9	
			Group D- 10-students	7.5/Tuesday	Weeks 2-9	
			Group E- 10-students	7.5/Tuesday	Weeks 2-9	

Education 218

Kindred Hospital
Northland

Dedicated to Hope, Healing and Recovery

To whom it may concern,

On behalf of Kindred Hospital Northland, I am pleased to offer our strong support for the proposed expansion of the Professional Nursing Associate in Applied Science (ADN) program at Rasmussen University. As a healthcare organization dedicated to delivering exceptional patient care and fostering the ongoing development of our staff, we understand the vital role that high-quality nursing education plays in strengthening the healthcare workforce in our community.

We are excited to collaborate with Rasmussen University by providing clinical placement opportunities for ADN students. We firmly believe that hands-on experience in real-world healthcare settings is an essential component of nursing education, and we are committed to offering a wide range of clinical rotations in areas such as medical-surgical, wound care, and critical care.

Furthermore, we are enthusiastic about the prospect of hiring graduates from the expanded ADN program. Kindred Hospital Northland is always on the lookout for skilled and compassionate nursing professionals, and we are confident that graduates from this program will contribute significantly to the quality of care we provide to our patients.

We wholeheartedly support the expansion of this program and look forward to the opportunity to work together with Rasmussen University to build a stronger, more skilled nursing workforce for our region.

Sincerely,

Melody Van Pelt
Education Manager

Education 219

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

Kansas
Department for Aging
and Disability Services

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 strong support for the expansion of the Professional Nursing Associate in Applied Science (ADN) program at Rasmussen University.

As a healthcare organization committed to excellence in patient care and the professional growth of our workforce, we recognize the critical importance of expanding access to high-quality nursing education within our region. Increasing educational opportunities for aspiring nurses directly supports our mission to provide compassionate, evidence-based care to our patients and community.

Osawatomie State Hospital is committed to collaborating with Rasmussen University to provide clinical placements for ADN students. We believe experiential learning in real-world healthcare settings is essential for preparing competent and confident nursing professionals. To that end, we are prepared to offer clinical experiences in Behavioral Health, an area in which we have significant expertise and capacity to support student learning.

In addition, we are dedicated to hiring graduates of the expanded ADN program. Our organization consistently seeks highly qualified nursing professionals, and we view Rasmussen University graduates as valuable contributors to our workforce and to the broader healthcare community.

We fully support Rasmussen University's efforts to expand its ADN program and appreciate the opportunity to partner in advancing nursing education and workforce development.

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

October 24, 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 Professional Nursing Associate in Applied Science (ADN) 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 ADN 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 ADN 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

August 21, 2025

Janelle Martin
Nursing Compliance Manager
Kansas State Board of Nursing
900 SW Jackson Street, NW Suit 1051
Topeka, KS 66612

Dear Ms. Martin and the Kansas State Board of Nursing Members,

I am writing to inform you of recent updates to our Mission, Vision, and Values of the University of Kansas School of Nursing. These updates are detailed in the attached Major Curriculum Change Request for your review and consideration.

Please feel free to contact us if you have any questions or need additional information.

Thank you.

Sincerely,

Jean Giddens, Ph.D., RN, FAAN, ANEF
Dean and Professor
University of Kansas School of Nursing

Major Curriculum Change Request
Kansas State Board of Nursing
60-2-104 (g) (1) (2) (3) - Prelicensure
Must be received by KSBN at least 30 days before the board meeting

Date: 8/21/25

Name of Program: University of Kansas

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

Parent Institution: University of Kansas

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

Level of the Program for which the change Is being requested: All programs

Briefly describe the Change being requested: The University of Kansas School of
Nursing has revised the Mission, Vision, and Values. These updates apply to all
undergraduate and graduate programs and certificates.

Action Taken

Education Committee Review   _____
                                                              Date

Action Taken: ☐   Approved   ☐   Not Approved   ☐   Deferred

Board of Nursing Review   _____
                                                              Date

Action Taken: ☐   Approved   ☐   Not Approved   ☐   Deferred

_____   _____
Nursing Education Compliance Officer   Date

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

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

☒ Philosophy

☐ Number of semesters of study

☐ Delivery method of nursing courses

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

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

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

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

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

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

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

Education 224

Instructions

1. Complete page one. Pay particular attention to the section describing the change. This is usually used for the motion and should be written carefully.

2. On Page 2 indicate the revision requested.

3. If this change involves a new course, complete the curriculum revision or a course revision, including the following items:
   - Course title
   - Course objectives/outcomes
   - Sequence of the course
   - Major content outline
   - Clinical facility(ies) to be used
   - Course evaluation

4. **Submit 1 paper copy of the request form and all addenda on white paper, loose leaf and single-sided pages.**

5. Major Curriculum Change Requests are reviewed by the Education Committee and Board of Nursing at their scheduled meetings. The request will be approved/not approved/deferred.

6. Following the Education Committee and Board review and action, a copy of the form will be returned to you indicating Board action.

7. The program must receive board approval before implementation.

8. Notify the Nursing Education Compliance Officer to request Word document version of this form to complete electronically, print and mail to KSBN with the requested information, if desired.

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Rationale for Updating Mission, Vision, and Values 2024-25

The KU School of Nursing updated their mission, vision, and values statements during the 2024-2025 academic year with a goal to authentically reflect who the school is today and to define its aspirational goals for the future.

The KU School of Nursing is one of three schools that comprise the University of Kansas Medical Center. Our updated vision and mission articulate the broad goals of our school and align with the university mission and vision with a future-forward focus on education, research, and service to Kansans and beyond.

- **Updated University of Kansas School of Nursing- Mission:** To lead education, practice and research that empowers nurses to strengthen the health of Kansas communities and beyond.

- **University of Kansas-Institutional Mission:** To educate leaders, build healthy communities, and make discoveries that change the world.

- **University of Kansas School of Nursing-Vision:** Developing nurses who care, innovate, and lead.

- **University of Kansas-Institutional Vision:** To be an exceptional learning community that lifts each member and advances society.

There are no changes to program outcomes currently. See Table 1 for a comparison of the revised mission, vision, and value statements to the institution and to prior versions.

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Table 1: University of Kansas School of Nursing: Mission, Vision, Values: Comparison Old to New

	Institutional	Revised KU School of Nursing	Previous KU School of Nursing
Mission	To educate leaders, build healthy communities, and make discoveries that change the world.	To lead education, practice and research that empowers nurses to strengthen the health of Kansas communities and beyond.	To educate diverse students for evolving roles as clinicians, educators, researchers, and leaders; discover and integrate new knowledge for nursing and healthcare practice; and apply expertise in service to the global community.
Vision	To be an exceptional learning community that lifts each member and advances society." **KU Medical Center** "To improve lives and communities in Kansas and beyond through partnership and innovation in education, research and health care.	Developing nurses who care, innovate, and lead.	None
Values	The acronym "IRISE" spells out the first letter of each of the university's five values: •Integrity- Honorable in my actions, both on and off campus. •Respect- Kind, inclusive, and care about others' wellbeing and sense of belonging. •Innovation- Inventive, productive, and adaptive in solving problems and creating new ideas. •Stewardship- Take pride in being a Jayhawk and promote the mission of KU. •Excellence- Endeavor to achieve KU's mission to lift students and society.	Same as institution; IRISE values	Same as institution; IRISE values

Education 227

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: October 15, 2025
Name of Program: Bachelor of Science in Nursing
Program Administrator   Jean Giddens, PhD, RN, FAAN, ANEF
including credentials:
Parent Institution: University of Kansas

Address of Institution: University of Kansas Medical Center – School of Nursing
                                         3901 Rainbow Blvd. | Mail Stop 4043
                                         Kansas City, KS 66160

Level of the Program
for which the change
Is being requested   Undergraduate – Bachelor's degree

Briefly describe the
Change being requested: The University of Kansas School of Nursing (KU SON)
                          Baccalaureate Program has revised the curriculum to reflect
                          the 2021 AACN Essentials. The new curriculum will
                          continue to be concept-based and will also incorporate
                          competency-based methodology that is in alignment with the
                          AACN recommendations for baccalaureate nursing
                          education.

_____

Action Taken

Education Committee Review   _____
                                                   Date

Action Taken: ☐   Approved   ☐   Not Approved   ☐   Deferred

Board of Nursing Review   _____
                                                   Date

Action Taken: ☐   Approved   ☐   Not Approved   ☐   Deferred

_____   _____
Nursing Education Compliance Officer   Date

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

☒ **(1)** Any change in the plan of nursing curriculum organization involving:
  ☐ Philosophy
  ☐ Number of semesters of study
  ☒ Delivery method of nursing courses

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

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

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

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

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

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

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

Instructions

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

2. **Any change in the plan of nursing curriculum organization involving (Delivery Method of Courses):**

Rooted in the philosophy that nursing education must cultivate both deep understanding and practical competence, the new KU SON curriculum builds upon the foundational AACN Core Competencies for Professional Nursing Education. While some content will appear similar in scope to prior offerings, course content has been redefined and redistributed throughout the curriculum. This new curriculum layers in concept-based disciplinary knowledge that helps students make meaning of complex health and care phenomena, while the integration of a competency-based education (CBE) model—anchored in Miller's Pyramid of Clinical Competence—offers a developmental framework for evaluating how knowledge is translated into performance. In this model, concepts define what students must understand; competencies define how that understanding is enacted in practice. Use of this competency-based model allows for intentional practice and ultimate demonstration of the nursing skills needed for the graduate generalist nurse. This intentional design fosters a dynamic, learner-centered environment that bridges knowing and doing—preparing graduates not only to enter the profession, but to lead and thrive within it.

Learning experiences for students will encompass 4 spheres of the care continuum, as defined within the 2021 AACN Essentials, and include: Wellness and Disease Prevention, Management of Chronic Conditions, Restorative and Regenerative Care, and Hospice and Palliative Care. The spheres of care provide a developmental scaffold for student progression across the curriculum. Students begin in Term One with a foundational focus on wellness and disease prevention, learning to assess well individuals and deliver health education. In Term Two, they build on this foundation by managing chronic conditions and addressing long-term care needs. In Term Three, students integrate their knowledge in acute and restorative care settings, while Term Four culminates in complex care toward practice readiness. Hospice and palliative care are intentionally interwoven throughout, ensuring holistic, person-centered care across the lifespan. This approach reinforces the understanding that nursing practice is holistic and interconnected, preparing students to think critically and apply their competencies across diverse populations, settings, and points along the care continuum.

This program is designed to primarily be an on-ground program, although alternative modality methods are being requested for each course to allow for some flexibility in course delivery when needed.

Enclosed in the curriculum packet are the revised end of program student learning outcomes, program description, concept list, sample degree plan, abbreviated syllabi for

3

core and elective courses, clinical facility list, clinical hour comparison, and assessment plan with signature assignments. Also enclosed is a table showing the current and proposed plan of study.

Overview of Faculty Involvement

Faculty engagement has been integral throughout the curriculum revision process at the University of Kansas School of Nursing. The initiative originated in October 2024, when the Academic Repositioning Taskforce recommended convening a full task force to lead curriculum revision on behalf of the faculty and School of Nursing.

Task Force Composition
- **November 2024 Formation:** The task force was established with 10 faculty members, including:
  - A Chair (Simulation Director)
  - Two Co-Chairs (faculty appointees for undergraduate and graduate levels)
  - Faculty representatives covering undergraduate, graduate, DEI, informatics, assessment, and population health
  - Two practice partner nurses from the health system
- **February 2025 Additions:** The project manager and both program directors were added to ensure comprehensive oversight.

Phased Project Approach

The curriculum revision was structured in five phases, with faculty feedback integrated at each step:
1. **Phase 1 (Completed January 2025):** End of Program Student Learning Outcomes (EPSLOs) rewritten and aligned to AACN Essentials domains.
2. **Phase 2 (Completed February 2025):** New program, track, and concentration descriptions developed.
3. **Phase 3 (Completed May 2025):** Course descriptions, objectives, and AACN Essential Competency/Sub-Competency alignments created.
4. **Phase 4 (Completed June 2025):** Assessment plan finalized.
5. **Phase 5 (Ongoing):** Integration of feedback and preparation of final program materials.

At the conclusion of each phase, faculty were surveyed via REDCap for comprehensive feedback, which was incorporated into revisions as the curriculum evolved.

Stakeholder Engagement
- **June–July 2025:** Associate Deans, program directors, co-chairs, and project manager conducted an external stakeholder roadshow to discuss curriculum content with practice partners, identifying alignment opportunities between academic preparation and workforce needs.
- **August 2025:** An all-school retreat included a gallery walk showcasing program structures, clinical opportunities, simulated experiences, and assessment strategies. Additional faculty feedback was collected at this event.

- **September 2025:** Detailed program packets were distributed to faculty via email for edits and feedback. Responses were addressed in writing and through open dialogue at the September Faculty Assembly.

Faculty Approval

The final faculty vote occurred on **October 13, 2025**, with approval granted for submission to:
- University of Kansas Medical Center (KUMC) councils
- Kansas State Board of Nursing (KSBN)

Conclusion

The process has demonstrated strong faculty leadership, systematic stakeholder engagement, and rigorous alignment with AACN Essentials and practice partner expectations. The School of Nursing respectfully submits this documentation as part of its curriculum approval request.

2. On Page 2 indicate the revision requested.

3. If this change involves a new course, complete the curriculum revision or a course revision, including the following items:
- Course title
- Course objectives/outcomes
- Sequence of the course
- Major content outline
- Clinical facility(ies) to be used
- Course evaluation

4. **Submit 1 paper copy of the request form and all addenda on white paper, loose leaf and single-sided pages.**

University of Kansas On-Campus BSN Curriculum Table for RN (Pre-licensure) Program-Curriculum Revision 2025

KSBN Curriculum Requirements	Courses in Curriculum that meet requirements
Aspects of a safe, effective care environment, including management of care, safety, and infection control	**Semester 1:** NURS 301 Health Assessment Across the Lifespan NURS 302 Pathophysiology and Pharmacology I NURS 360 Person Centered Care I: Wellness and Disease Prevention NURS 390 Applied Practice I: Foundations of Nursing Practice **Semester 2:** NURS 303 Pathophysiology and Pharmacology II NURS 450 Informatics Safety and Quality in Health Care NURS 460 Person Centered Care II: Chronic Disease Management NURS 490 Applied Practice II: Emerging Nursing Practice **Semester 3:** NURS 350 Evidence Informed Practice NURS 560 Person-Centered Care III: Restorative and Regenerative Care NURS 590 Applied Practice III: Integrating Nursing Practice **Semester 4:** NURS 660 Person-Centered Care IV: Complex Care Management NURS 688 Nurse as Leader NURS 689 Practice Readiness NURS 690 Applied Practice IV: Transition to the Baccalaureate Nurse Role
Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	**Pre-Requisite:** Human Development **Semester 1:** NURS 301 Health Assessment NURS 302 Pathophysiology and Pharmacology I NURS 360 Person Centered Care I: Wellness and Disease Prevention NURS 390: Applied Practice I: Foundations of Nursing Practice **Semester 2:** NURS 303 Pathophysiology and Pharmacology II NURS 460 Person Centered Care II: Chronic Disease Management NURS 490 Applied Practice II: Emerging Nursing Practice **Semester 3:** NURS 551 Population Health, Health Policy, and Nursing Advocacy NURS 560 Person-Centered Care III: Restorative and Regenerative Care

	NURS 590 Applied Practice III: Integrating Nursing Knowledge **Semester 4:** NURS 660 Person-Centered Care IV: Complex Care Management NURS 689 Practice Readiness NURS 690 Applied Practice IV: Transition to the Baccalaureate Nurse Role
Psychosocial integrity, including coping, adaptation, and psychosocial adaptation	**Semester 1:** NURS 301 Health Assessment NURS 302 Pathophysiology and Pharmacology I NURS 360 Person Centered Care I: Wellness and Disease Prevention NURS 390: Applied Practice I: Foundational Skills **Semester 2:** NURS 303 Pathophysiology and Pharmacology II NURS 460 Person Centered Care II: Chronic Disease Management NURS 490 Applied Practice II: Emerging Nursing Knowledge **Semester 3:** NURS 560 Person-Centered Care III: Restorative and Regenerative Care NURS 590 Applied Practice III: Integrating Nursing Knowledge **Semester 4:** NURS 660 Person-Centered Care IV: Complex Care Management NURS 689 Practice Readiness NURS 690 Applied Practice IV: Transition to the Baccalaureate Nurse Role
Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction or risk potential, physiological adaptation	**Semester 1:** NURS 301 Health Assessment NURS 302 Pathophysiology and Pharmacology I NURS 360 Person Centered Care I: Wellness and Disease Prevention NURS 390 Applied Practice I: Foundational Skills **Semester 2:** NURS 303 Pathophysiology and Pharmacology II NURS 450 Informatics Safety and Quality in Health Care NURS 460 Person Centered Care II: Chronic Disease Management NURS 490 Applied Practice II: Emerging Nursing Knowledge **Semester 3:** NURS 350 Evidence Informed Practice NURS 551 Population Health, Health Policy, and Nursing Advocacy NURS 560 Person-Centered Care III: Restorative and

	Regenerative Care NURS 590 Applied Practice III: Integrating Nursing Knowledge **Semester 4:** NURS 660 Person-Centered Care IV: Complex Care Management NURS 689 Practice Readiness NURS 690 Applied Practice IV: Transition to the Baccalaureate Nurse Role

Bachelor of Science in Nursing (BSN) Proposed 2026-27 Curriculum

The University of Kansas School of Nursing

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BSN End-of-Program Student Learning Outcomes (EPSLOs)

Outcome	Current EPSLOs	Revised EPSLOs
1.	Effectively communicate with all members of the health care team, including patients and their support system.	Demonstrate clinical judgment through safe, effective care founded on the knowledge of nursing practice, derived from theories of nursing and other disciplines.
2.	Use clinical judgment to design quality, safe, evidence-based patient care.	Deliver person-centered care across the spheres of care.
3.	Deliver safe, compassionate, culturally competent, patient-centered nursing care across the lifespan.	Apply principles of population health and social justice to address the needs of populations across the care continuum.
4.	Use healthcare resources to effectively deliver high quality, cost-effective patient care.	Integrate sources of evidence that inform nursing practice.
5.	Demonstrate leadership in the evaluation of outcomes, improvement of care, and advancement of nursing practice.	Contribute to a culture of safety and quality improvement that promotes desired health outcomes.
6.	Provide health promotion, disease prevention, end-of-life care, and/or palliative care to individuals and populations in a variety of settings.	Collaborate with interprofessional healthcare teams, patients, families, communities, and stakeholders to improve care and strengthen outcomes.
7.	Examine the micro- and macro-systems that influence health care delivery to achieve quality patient care within economic boundaries.	Apply knowledge of complex systems and resource management that promote equitable outcomes in an evolving continuum of care.
8.	Contribute the unique nursing perspective with the interdisciplinary health care team to achieve optimal health care outcomes.	Utilize informatics processes and communication technologies to deliver safe, quality care.
9.	Demonstrate professionalism in attitudes and behaviors.	Demonstrate a professional identity that reflects nursing's knowledge, values, and ethical comportment.
10.	N/A	Develop personal, professional, and leadership attributes and skills.

Previous Program Description	Revised Program Description
The Bachelor of Science in Nursing (BSN) program prepares baccalaureate generalist nurses for professional nursing practice. The American Association of Colleges of Nursing's (AACN) *The Essentials: Core Competencies for Professional Nursing Education* provide the framework for this first step in professional nursing education (AACN, 2021). The roles of the baccalaureate generalist include: provider of care; designer/manager/coordinator of care; and member of a profession. Baccalaureate generalist education provides the foundation for all graduate nursing education. The on-campus BSN program is a full-time program, requiring on-campus attendance; it is offered through both the Kansas City and Salina campus locations and admits cohorts in Fall and Spring.	**Bachelor of Science in Nursing (BSN)** The **Bachelor of Science in Nursing (BSN)** prepares students to practice in an evolving and dynamic healthcare environment. The program integrates nursing science with liberal arts education--preparing the graduate for a career as professional registered nurse (RN). **On-Campus BSN** This entry-level track is for students who want to become a registered nurse. Upon completion, graduates are eligible to take the National Council Licensure Examination (NCLEX) to become a licensed registered nurse. This BSN track is offered at Kansas City and Salina campus locations.

BSN Program Concept List | 2026

Health Care Recipient Concepts
Attributes, Resources, and References
1. Development
2. Functional Ability
3. Family Dynamics
4. Culture
5. Self-Management

Health and Illness Concepts
Homeostasis and Regulation
6. Fluid and Electrolytes
7. Acid-Base Balance
8. Thermoregulation
9. Sleep
10. Cellular Regulation
11. Intracranial Regulation
12. Hormonal Regulation
13. Glucose Regulation
14. Nutrition
15. Elimination
16. Perfusion
17. Clotting
18. Gas Exchange

Sexuality and Reproduction
19. Reproduction
20. Sexuality

Protection and Movement
21. Immunity
22. Inflammation
23. Infection
24. Mobility
25. Tissue Integrity
26. Sensory Perception
27. Pain
28. Fatigue

Mood, Cognition, Behavior
29. Stress and Coping
30. Mood and Affect
31. Anxiety
32. Cognition
33. Psychosis
34. Substance Misuse and Addiction
35. Interpersonal Violence

Professional Nursing and Health Care Concepts
Personal Development
36. Professional Identity
37. Well-Being and Resilience
38. Leadership
39. Evidence (Evidence-Based Practice*)
40. Clinical Judgment*

Holistic Care
41. Person-Centered Care
42. Ethics*
43. Diversity, Equity, and Inclusion*

Care Competencies
44. Communication*
45. Collaboration
46. Safety
47. Health Care Quality
48. Technology and Informatics
49. Health Disparities and Health Equity
50. Care Coordination
51. Health Promotion
52. Patient Education
53. Palliative Care
54. Population Health
55. Public Health Emergencies

Health Care Infrastructure
56. Spheres of Practice
57. Health Systems
58. Health Care Economics
59. Health Policy*
60. Health Care Law

61. Compassionate Care*
62. Social Determinants of Health*

AACN Concepts*
American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*. https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf
Giddens, J. F. (2023). *Concepts for nursing practice* (4th ed.). Elsevier Health Sciences.

Bachelor of Science in Nursing - Sample Degree Plan
Students Admitted 2026

Year (Credit Hours)	Semester (Credit Hours)	Course Number	Title	Credit Hours
Year 1 **2026-27** **(30 CH)**	**Term 1** **16 CH**	NURS 300	Knowledge for Nursing Practice	3
		NURS 301	Health Assessment Across the Lifespan	2
		NURS 302	Pathophysiology and Pharmacology I	4
		NURS 360	Person-Centered Care I: Wellness and Disease Prevention	3
		NURS 390	Applied Practice I: Foundations of Nursing Practice	4
	Term 2 **14 CH**	NURS 303	Pathophysiology and Pharmacology II	4
		NURS 450	Informatics, Safety, and Quality in Health Care Teams	3
		NURS 460	Person-Centered Care II: Chronic Disease Management	3
		NURS 490	Applied Practice II: Emerging Nursing Practice	4
Year 2 **2027-28** **(27 CH)**	**Term 3** **14 CH**	NURS 550	Evidence-Informed Nursing Practice	3
		NURS 551	Population Health, Health Policy, and Nursing Advocacy	3
		NURS 560	Person-Centered Care III: Acute and Restorative Care	3
		NURS 590	Applied Practice III: Integrating Nursing Knowledge	5
	Term 4 **13 CH**	NURS 660	Person-Centered Care IV: Complex Care Management	2
		NURS 688	Nurse as Leader	3
		NURS 689	Practice Readiness	3
		NURS 690	Applied Practice IV: Transitioning to the Baccalaureate Nurse Role	5
Elective **(3 CH)**			1 Electives*	3

Total Credits = 60

Education 242

University of Kansas-School of Nursing: Comparison Current to Revised BSN Plan of Study

Semester	Current Curriculum: Course and Credits	Clinical/Simulation Hours	Revised Curriculum: Course and Credits	Clinical/Simulation Hours
1	NURS 327 Communicating and Managing Healthcare Information (3 cr.)		NURS 300 Knowledge for Nursing Practice (3 cr.)	
	NURS 328 Professional Development I: Introduction to the Profession (2 cr.)		NURS 301 Health Assessment Across the Lifespan (2 cr.)	
	NURS 329 Alterations in Physiological Functioning 1 (2 cr.)		NURS 302 Pathophysiology and Pharmacology I (4 cr.)	
	NURS 330 Pharmacology I (2 cr.)		NURS 360: Person-Centered Care I: Wellness and Disease Prevention (3 cr.)	
	NURS 331 Basic Assessment and Clinical Skills (3 cr.)		NURS 390: Applied Practice I: Foundations of Nursing Practice (4 cr.)	90 hours
	NURS 332 Health and Illness: Foundations of Nursing (3 cr.)			
	NURS 333 Practicum I: Foundations of Nursing (1 cr.)	45 hours		
Total for Semester	**16 credits**		**16 credits**	**90 hours**
2	NURS 334 Professional Development II: Image, Roles, and Ethics (3 cr.)		NURS 303 Pathophysiology and Pharmacology II (4 cr.)	
	NURS 335 Quality Improvement (2 cr.)		NURS 450 Informatics, Safety and Quality in Health Care Teams (3 cr.)	
	NURS 336 Alterations in Physiological Functioning II (3 cr.)		NURS 460 Person-Centered Care II: Chronic Disease Management (3 cr.)	
	NURS 337 Pharmacology II (2 cr.)		NURS 490 Applied Practice II: Emerging Nursing Practice (4 cr.)	135 hours
	NURS 338 Health and Illness: Nursing Across the Lifespan (3 cr.)			
	NURS 339 Practicum II: Nursing Across the Lifespan (3 cr.)	135 hours		
Total for Semester	**16 credits**		**14 credits**	**135 hours**

3	NURS 471 Development of a Microsystem Leader (3 cr.)		NURS 550 Evidence-Informed Nursing Practice (3 cr.)	
	NURS 47: Evidence-Based Practice: Translating Research to Practice (2 cr.)		NURS 551 Population Health, Health Policy, and Nursing Advocacy (3 cr.)	
	NURS 473 Professional Development III: Transition to Practice (1 cr.)		NURS 560 Person-Centered Care III: Acute and Restorative Care (3 cr.)	
	NURS 474 Health and Illness with Diverse Populations (4 cr.)		NURS 590 Applied Practice III: Integrating Nursing Knowledge (5 cr.)	180 hours
	NURS 475 Practicum III: Nursing with Diverse Populations (3 cr.)	135 hours		
	NURS 485 Population Health, From Local to Global Health I (2 cr.)			
Total for Semester	**15 credits**		**14 credits**	**180 hours**
4	NURS 476 Nursing in an Evolving Healthcare System (4 cr.)		NURS 560 Person-Centered Care IV: Complex Care Management (2 cr.)	
	NURS 477 Practicum V: Capstone (3 cr.)	135 hours, capstone precepted	NURS 688 Nurse as Leader (3 cr.)	
	NURS 478 Integration of Concepts and Clinical Competencies (1 cr.)		NURS 689 Practice Readiness (3 cr.)	
	NURS 480 Practicum IV: Leadership in a Population Health Setting (2 cr.)	90 hours, precepted	NURS 690 Applied Practice IV: Transitioning to the Baccalaureate Nurse Role (5 cr.)	180 hours, capstone, precepted
	NURS 486 Population Health, Form Local to Global Health II (2 cr.)		1 Elective at any time (3 cr.)	
	Elective, if not completed in Summer 1 (2 cr.)			
Total for Semester	**14 credits**	**225 hours**	**16 credits**	**180 hours**
Total for Program	**61 credits**	**540 hours**	**60 credits**	**585 hours**

There will be no change to pre-requisite courses or requirements

BSN Course Syllabi

2026-2027

COURSE NAME: NURS 300 Knowledge for Nursing Practice
MODALITY: Online/In Person/Hybrid
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students explore foundational knowledge, values, and ways of knowing that shape nursing practice. Nursing theories, spheres of care, and the integration of personal values, emotional intelligence, and self-awareness will be explored. Emphasis is placed on developing professional identity, ethical practice, and lifelong learning through clinical judgment, technology use, and self-assessment.

COURSE OBJECTIVES:
Upon successful completion of this course, students will be able to:
1. Identify the scientific discipline and theories from nursing and related disciplines that shape professional identity and contribute to the historical development of nursing practice.
2. Reflect on the impact of personal and professional values on decision-making.
3. Utilize ethical and professional standards for written and verbal communication including the responsible use of technology.
4. Integrate data from feedback and self-assessment to set goals for professional growth.
5. Recognize nursing's role in promoting a just, respectful, and inclusive learning and practice environment across the spheres of care.

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COURSE NAME: NURS 301 Health Assessment Across the Lifespan
MODALITY: In-Person/Hybrid
CREDIT HOURS: 2
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students develop foundational nursing knowledge and skills to conduct comprehensive, person-centered health assessments across the lifespan. A focus on safety, clinical judgment, and communication skills essential for effective patient care and documentation will be emphasized.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Identify components of a comprehensive health history and physical assessment across the lifespan.
2. Recognize normal and abnormal assessment findings.
3. Demonstrate principles of therapeutic communication techniques used across the lifespan.
4. Describe how information and communication technologies support patient and team communication.
5. Recognize essential safety measures to minimize risks and to create a culture of safety.

COURSE NAME: NURS 302 Pathophysiology and Pharmacology I
MODALITY: In Person/Hybrid
CREDIT HOURS: 4
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students learn foundational concepts of pathophysiology and pharmacology across the lifespan, building on prior knowledge. The focus will be on understanding disease processes, drug classifications, and safe medication practices. Students will connect disease mechanisms with pharmacologic treatments to support safe, ethical, and evidence-based nursing care.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Describe key physiological changes associated with common disease processes.
2. Discuss the use, mechanism of action and side effects associated with selected classifications of medications.
3. Integrate knowledge of pathophysiology and pharmacology to make informed nursing decisions regarding medication administration and patient care.
4. Develop patient education plans related to disease processes, medication use, safety, and physiologic responses.
5. Explain the nurse's role in safe medication administration, including legal and ethical responsibilities in various clinical situations.

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COURSE NAME: NURS 303 Pathophysiology and Pharmacology II
MODALITY: In Person/Hybrid
CREDIT HOURS: 4
PREREQUISITES: NURS 302 Pathophysiology and Pharmacology I
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will continue to learn foundational concepts of pathophysiology and pharmacology across the lifespan, building on prior knowledge. The focus will be on understanding disease processes, drug classifications, and safe medication practices. Students will connect disease mechanisms with pharmacologic treatments to support safe, ethical, and evidence-based nursing care.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Explain complex alterations in physiology associated with acute and chronic conditions across multiple body systems.
2. Evaluate pharmacologic therapies for effectiveness, safety, interactions, and alignment with evidence-based guidelines.
3. Apply clinical judgment to manage medication administration in patients with multi-system conditions.
4. Apply protocols to promote patient safety and reduce risk when administering medication.
5. Develop person-centered education plans to promote medication adherence and optimize therapeutic outcomes.

COURSE NAME: NURS 360 Person-Centered Care I: Wellness and Disease Prevention
MODALITY: In Person/Hybrid
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students gain foundational knowledge in wellness, health promotion, and disease prevention across the spheres of care by applying clinical judgment, to assess risks, prioritize needs, and collaborate using culturally responsive, holistic approaches. Students will be prepared to deliver safe, person-centered care across the lifespan.

COURSE OBJECTIVES:
1. Develop person-centered care plans that promote wellness, disease prevention, and cultural relevance.
2. Identify person-centered care principles of health promotion and disease prevention, incorporating individual, cultural, and community factors.
3. Use foundational clinical judgment to support health maintenance, illness prevention, and high-risk behaviors associated with different age groups.

COURSE NAME: NURS 390 Applied Practice I: Foundations of Nursing Practice
MODALITY: In Person/Hybrid
CREDIT HOURS: 4 (1: Comprehensive Health Assessment Lab, 1: Foundational Skills Lab, 2: Simulation/Clinical)
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will use foundational nursing skills and behaviors in simulated and clinical settings in performing health assessments, practicing clinical skills, and communicating effectively using a holistic approach to support wellness and disease prevention. By the end of the course, students will be able to provide basic care, communicate, and reflect on their role as future nurses.

Total – 150 hrs.
(60 Laboratory Hours, 90 Clinical and Simulation Hours – *Simulation experience shall constitute no more than 50% of the total hours for the clinical course, per KSBN. Clinical observation shall constitute no more than 15% of the total hours for the clinical course*).
> **Lab:** (1cr) (lab hours are calculated on 2:1 ratio)
> - **Example:** Comprehensive health assessment across the lifespan
> **Lab:** (1cr) (labs hours are calculated on a 2:1 ratio)
> - Foundational Lab Examples: PO/Injections, Mobility, IVs, Health Promotion/Health Education)
> **Clinical/Simulation:** (2cr) (calculated on a 3:1 ratio)
> - Clinical and simulation will focus on comprehensive health assessment, wellness and disease prevention needs of patients across the lifespan, and foundational clinical skills
> - **Clinical Site Examples:** Schools, Ambulatory Care Clinics, OB Clinics (prenatal care and education), Community Centers, Long Term Care, or Rehabilitation Hospital, Acute Care focused on assessment and wellness and prevention health promotion measures.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Demonstrate foundational clinical judgment through safe, effective care supported by nursing knowledge and holistic assessment.
2. Perform compassionate, relationship-centered care that reflects empathy, cultural humility, and respect for individuals and families.
3. Demonstrate the ability to educate individuals and families on evidence-based self-care strategies that promote health, prevent illness, and support effective management of existing health conditions.
4. Apply ethical and professional standards in practice, including the use of technology, patient confidentiality, and informed decision-making.

5. Integrate self-reflection and feedback to support the development of professional identity.
6. Apply developmentally appropriate health assessment techniques across the lifespan.

COURSE NAME: NURS 450 Informatics, Safety, and Quality in Health Care Teams
MODALITY: Online/Hybrid
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students explore how nurses use information, technology, artificial intelligence, and communication tools to function as a member of a team and support safe, ethical, person-centered care by examining principles of health informatics, teamwork, and quality improvement strategies. Emphasis is placed on the integration of informatics, safety, and quality that support effective nursing practice.

COURSE OBJECTIVES:
Upon successful completion of this course, students will be able to:
1. Use health informatics systems to enhance clinical judgment, support care coordination, and deliver person-centered care.
   Demonstrate ethical digital communication that reflects professional and legal standards.
2. Demonstrate accountability for safety by using standardized documentation, protocols, screenings, identifying and reporting errors, near misses, and unsafe conditions to reduce patient harm.
3. Analyze system level and human factors that influence client risk, shape a culture of safety, and a just culture.
4. Apply quality improvement methods to improve care processes and patient outcomes.
5. Evaluate the role of Artificial intelligence impact on clinical decision making, patient safety, and ethical practice.

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COURSE NAME: NURS 460 Person-Centered Care II: Chronic Disease Management
MODALITY: In Person/Hybrid
CREDIT HOURS: 3
PREREQUISITES: NURS 360 Person-Centered Care I: Wellness and Disease Prevention
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will demonstrate emerging competency across the spheres of care with a focus on providing care to those with chronic health conditions by using clinical judgment to support wellness, prevention, and palliative care. Students will be prepared to make collaborative, evidence-based decisions that enhance quality of life and health outcomes.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Demonstrate beginning clinical judgment to deliver care to individuals, families, and communities with chronic conditions, including wellness and disease prevention.
2. Prioritize nursing interventions that are accessible and equitable for patients with chronic illnesses.
3. Integrate interprofessional and community resources to manage complex care needs.
4. Select person-centered health education materials to promote health and manage complex care needs.

COURSE NAME: NURS 490 Applied Practice II: Emerging Nursing Practice
MODALITY: In Person/Hybrid
CREDIT HOURS: 4 (1: Emerging Skills Lab, 3: Simulation/Clinical)
PREREQUISITES: NURS 390 Applied Practice I: Foundational Nursing Practice
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will demonstrate emerging nursing competency in simulated and clinical settings. The emphasis is on applying clinical judgment, communication, and teamwork while managing care for individuals with chronic conditions. Students will progressively assume greater independence in care, collaborate effectively, and provide holistic support to patients and families.

Total – 165 hrs.
(30 Laboratory Hours, 135 Clinical and Simulation Hours – *Simulation experience shall constitute no more than 50% of the total hours for the clinical course, per KSBN. Clinical observation shall constitute no more than 15% of the total hours for the clinical course*).
 Lab: (1cr): (labs hours are calculated on a 2:1 ratio)
 - **Emerging Skills Examples:** IVs, IVP meds, Primary IV admin., Secondary IV admin., Foleys, NGs, Central Line Dressing Changes, Sterile Technique, Blood Admin, Trach care/suctioning, Feeding Tube, Parenteral Nutrition, Orthopedic Devices, Ostomy Care
 Clinical/Simulation (3cr) (calculated on a 3:1 ratio)
 - Clinical and simulation will focus on managing patients with chronic conditions across the lifespan and emerging clinical skills.
 - **Clinical Site Examples:** Ambulatory Care Clinics (Diabetes, CF, Heart Disease, etc.), Inpatient, and/or Outpatient Services (Wound Care/Ostomy), Home Care, Hospice, Schools, Rehabilitation Hospital, Long Term Care, VA-Mental Health or Other.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply emerging nursing skills to provide person centered care for clients with chronic health conditions.
2. Demonstrate effective and caring communication with individuals, families, and interprofessional care teams
3. Use health information, data, and technology tools to guide decision-making and promote safe, quality care.
4. Demonstrate ethical and culturally sensitive care.
5. Integrate self-reflection and feedback to improve clinical performance and enhance professional growth.

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COURSE NAME: NURS 550 Evidence-Informed Nursing Practice
MODALITY: Online/Hybrid
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will learn how to evaluate and apply evidence, including artificial intelligence, to guide nursing decisions. Students will develop skills to support safe, equitable, and ethical practices in health care delivery. Emphasis is placed on ethical scholarship, person-centered care, and improving outcomes across diverse populations and systems.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Examine databases and scientific peer-reviewed literature to support evidence-informed nursing care and system improvement.
2. Evaluate the quality and relevance of evidence to inform nursing practice.
3. Select evidence-informed interventions to create person-centered care plans.
4. Demonstrate ethical conduct in nursing scholarship and practice change.
5. Integrate evidence-informed interventions and theoretical frameworks to improve health outcomes for individuals, families, and populations.

COURSE NAME: NURS 551 Population Health, Health Policy, & Nursing Advocacy
MODALITY: Online/Hybrid
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will explore population health, policy development, and advocacy across the spheres of care. Emphasis is placed on examining public health principles, population data, and social, ethical, and global factors affecting health outcomes through assessing community needs and addressing system-level challenges.

COURSE OBJECTIVES:
1. Analyze population health data to identify community priorities.
2. Apply public health and ethical principles to promote optimal population health outcomes.
3. Develop population-focused action plans and policy recommendations that advocate for optimal health outcomes.
4. Evaluate health policies that address population health needs.
5. Apply strategies to address systems-level challenges, environmental health threats, and public health emergencies.

COURSE NAME: NURS 560 Person-Centered Care III: Acute and Restorative Care
MODALITY: In Person/Hybrid
CREDIT HOURS: 3
PREREQUISITES: NURS 460 Person-Centered Care II: Chronic Disease Management
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will integrate nursing competencies across the spheres of care with a focus on caring for those experiencing acute health conditions across the lifespan. Emphasis is placed on clinical judgment that supports recovery and palliative care that enhances quality of life to meet evolving restorative and regenerative care needs.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply developing clinical judgment to deliver care to those experiencing acute alterations in health conditions.
2. Adapt standards of nursing practice to address unique needs of individuals and support optimal recovery outcomes.
3. Evaluate the impact of health disparities and social determinants on care delivery and health outcomes.
4. Prioritize nursing interventions that are timely and equitable for patients experiencing acute and restorative health conditions.

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COURSE NAME: NURS 590 Applied Practice III: Integrating Nursing Knowledge
MODALITY: In Person/Hybrid
CREDIT HOURS: 5 (2: Integrating Skills Lab, 3: Simulation/Clinical)
PREREQUISITES: NURS 490 Applied Practice II: Emerging Nursing Practice
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will integrate nursing knowledge and skills through simulated and clinical experiences, focusing on safe, ethical, and person-centered care. Students will apply clinical judgment and collaborate across disciplines to manage acute, restorative, and regenerative care across the lifespan.

Total – 195 hrs.
(60 Laboratory Hours, 135 Clinical and Simulation Hours – *Simulation experience shall constitute no more than 50 % of the total hours for the clinical course, per KSBN. Clinical observation shall constitute no more than 15% of the total hours for the clinical course)*.

> **Lab:** (2cr): (labs hours are calculated on a 2:1 ratio)
> - Integrating Skills Lab Examples: Chest tubes, IV drips/titrations, Advanced Oxygenation Delivery, Ventilators, Arterial lines, IO placement, Dialysis, Wound Drains, Chest Tube Suction, Negative Pressure Wound Therapy
>
> **Clinical/Simulation (3cr):** (calculated on a 3:1 ratio)
> - Clinical and simulation will focus on acute regenerative and restorative care of patients while integrating clinical skills from Terms 1-3.
> - **Clinical Site Examples:** Acute Care, Inpatient (Maternity), Rehabilitation Hospital, Long Term Care

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Demonstrate contributions to nursing care by documenting assessments, explaining clinical reasoning, and collaborating in shared decision-making.
2. Evaluate care outcomes to determine response to interventions.
3. Demonstrate ethical decision-making and professional accountability when providing nursing care.
4. Critically analyze self-assessment and feedback to advance professional growth.

COURSE NAME: NURS 660 Person-Centered Care IV: Complex Care Management
MODALITY: In Person/Hybrid
CREDIT HOURS: 2
PREREQUISITES: NURS 560 Person-Centered Care III: Acute & Restorative Care
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will demonstrate accomplished clinical judgment when caring for individuals with complex health conditions across the lifespan and spheres of care. Emphasis is placed on prioritizing, managing, and evaluating nursing care and outcomes. Students will apply their understanding of expected norms and patterns to balance the needs of multiple patients.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Demonstrate accomplished clinical judgment in environments with increasing complexity.
2. Integrate principles of care coordination across the spheres of care.
3. Utilize evidence-based clinical decision-making to support safe and effective nursing practice.
4. Evaluate care outcomes for clients.

COURSE NAME: NURS 688 Nurse as Leader
MODALITY: Online/Hybrid
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will examine the nurse's evolving role as a leader in complex healthcare systems. Emphasis is placed on leadership, effective team management, self-efficacy, accountable care, and advocacy. Students will be able to evaluate systems, apply leadership principles, engage in professional development, and articulate the nurse's role as a leader across healthcare settings.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply leadership and management principles to improve quality and ensure patient safety.
2. Analyze organizational structures, financial models, and systems processes to inform nursing leadership decisions related to the delivery of cost-effective, equitable, high-quality person-centered care.
3. Demonstrate professional leadership behaviors.
4. Evaluate nursing's impact on policy development and practice transformation within evolving systems.

COURSE NAME: NURS 689 Practice Readiness
MODALITY: Online/Hybrid
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will engage in the transition to professional nursing practice by exploring the realistic expectations of the profession, including its complexities, challenges, and rewards. Through guided reflection and practice, students will learn how to navigate the realities of practice and connect to their purpose. By the end of the course, students will apply strategies for self-directed growth and wellbeing to engage with the broader nursing profession.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply regulatory standards and professional codes of ethics to complex practice scenarios while fostering a culture of respect, equity, and inclusion.
2. Evaluate practice challenges through a spirit of inquiry, integrating evidence, reflection, and professional judgment to inform decision-making.
3. Synthesize strategies to manage conflict between personal and professional responsibilities while sustaining wellbeing and professional comportment.
4. Engage in professional organizations, mentorship, and role-modeling to support personal and professional development and lifelong learning.
5. Demonstrate self-efficacy and professional identity formation through active participation in transition-to-practice activities, mentorship, and reflective practice.

COURSE NAME: NURS 690 Applied Practice IV: Transitioning to the Baccalaureate Nurse Role
MODALITY: In Person/Hybrid
CREDIT HOURS: 5 (1: Transitioning Skills Lab, 4: Simulation/Clinical)
PREREQUISITES: NURS 590 Applied Practice III: Integrating Nursing Knowledge
COREQUISITES: N/A

COURSE DESCRIPTION:
Through immersive clinical and simulated experiences, students integrate clinical judgment, leadership, collaboration, and care coordination to deliver safe, cost-effective, person-centered care. Emphasis is placed on the transition to practice within diverse, complex healthcare environments.

Total – 210 hrs.
(30 Laboratory Hours, 180 Clinical and Simulation Hours – *Simulation experience shall constitute no more than 50% of the total hours for the clinical course, per KSBN. Clinical observation shall constitute no more than 15% of the total hours for the clinical course).*

Lab: (1cr): (labs hours are calculated on a 2:1 ratio)
  • **Transitioning Skills Lab Examples:** Multi-Patient Sim skills and preparation
Clinical/Simulation (4cr): (calculated on a 3:1 ratio)
  • Clinical and simulation will focus on complex regenerative and restorative care of patients, organizing and managing workload to deliver safe patient care.
  • **Clinical Site Examples:** Capstone setting with vary across the spheres of care.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
  1. Create a cost-efficient person-centered plan of care that adapts to dynamic healthcare situations.
  2. Demonstrate leadership, delegation, and collaboration with the interprofessional health care team.
  3. Advocate for the rights and self-determination of individuals and communities in both personal and professional decision-making.

BSN Elective Course Syllabi

2026-2027

COURSE NAME: NURS 469 Independent Study
MODALITY: Online/In Person
CREDIT HOURS: 1-3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students engage in intensive study within a chosen area or population of interest, guided by their written goals, conceptual framework, objectives, and evaluation plan (1-3 credit hours). Experiences are designed in collaboration with a faculty advisor, who also determines the prerequisite coursework.

COURSE OBJECTIVES:
Course objectives are developed by the student and faculty advisor.
Upon completion of this course, students will be able to:

COURSE NAME: NURS 520 Spirituality in Healthcare
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students explore the relationship between spirituality and a person's health. Students examine global spiritual traditions and needs through a non-religious lens fostering empathy and culturally responsive care.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Identify spiritual needs of people of all faiths, races, and cultural backgrounds.
2. Explore links between spiritual understanding and physical/mental health.
3. Develop a plan to improve competency in providing spiritual care.

COURSE NAME: NURS 521 Lifestyle Considerations in Nursing
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students are introduced to the concept of healthy lifestyle considerations including nutrition, sleep, physical activity, stress management, and social connections from multiple, diverse perspectives. The relationship of lifestyle considerations with health promotion, disease prevention, and chronic disease care will be explored. Emphasis is placed on the registered nurse's unique role in promoting positive lifestyle changes and health equity across diverse populations.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Describe the registered nurse's role in providing lifestyle education appropriate to all persons that is sensitive to cultural and community affiliations.
2. Apply the principles of lifestyle considerations and health equity to nursing self-care and diverse populations of persons.
3. Design a health promotion plan using the concept of lifestyle considerations.

AACN COMPETENCIES:
- 2.8 Promote self-care management
- 3.2 Engage in effective partnerships
- 3.3 Consider the socioeconomic impact of the delivery of health care
- 10.1 Demonstrate a commitment to personal health and well-being

COURSE NAME: NURS 522 Nursing Specialty Internship
MODALITY: Hybrid
CREDIT HOURS: 3 (1 credit hour didactic | 2 credit hours clinical: 90 clock hours)
PREREQUISITES: Acceptance to KU School of Nursing and Completion of the First Semester
COREQUISITES: N/A

COURSE DESCRIPTION:
The student will explore a nursing specialty with an emphasis placed on understanding the challenges, resources, and patterns of health and illness within the chosen specialty. The student will learn how to apply evidence-informed nursing practice to ensure safe and quality outcomes. The course fosters compassionate, person-centered care that is responsive to diverse cultural, geographic, and social context.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Compare perspectives, practices, and challenges unique to the selected specialty area of nursing.
2. Examine and articulate the nurse's role within the chosen specialty, including contributions to the interdisciplinary team.
3. Apply evidence-informed nursing interventions to deliver safe, high-quality, patient-centered care.
4. Demonstrate professionalism consistent with nursing standards.
5. Reflect on the influence of cultural, social, and contextual factors related to the health outcomes of the specialty population.

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COURSE NAME: NURS 523 Basic Spanish for Nurses
MODALITY: Online/In Person
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will develop working language skills, learning techniques for optimal communication, phonetics, morphology, grammar, understanding sentence structure, conjugation and cultural aspects applicable to the current health care environment. The goal is for students with minimal or no Spanish language education to achieve proficiency and confidence when using the Spanish language with Hispanic patients.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Introduce themselves, greet patients, obtain personal information, ask about symptoms, and describe medical conditions.
2. Hold basic conversations with patients about pain, diabetes, diet, trauma, cardiac issues, depression and anxiety.
3. Use and recognize basic cultural practices such as forms of address, family structure, beliefs about medicine, as well as how to work with a translator.

COURSE NAME: NURS 595 Topics in Nursing
MODALITY: In Person/Hybrid/Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will explore selected topics that reflect current issues, innovations, or emerging areas of interest within the nursing profession. Content varies by term, allowing students to engage with timely trends and specialized subject matter. This course may be repeated for credit when topics differ.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Describe key concepts, theories, or practices related to the selected topic in nursing.
2. Summarize evaluate current issues, trends, or emerging research relevant to the topic of study.
3. Apply disciplinary knowledge to practical or theoretical problems associated with the chosen topic.
4. Participate in collaborative learning activities to deepen understanding of the specialized subject matter.

COURSE NAME: NURS 800 Leadership & Professionalism
TERM: 1
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:

In this course, students will cultivate essential communication, leadership, and collaboration skills to advance the nursing profession, while modeling a culture of civility, ethical decision-making, and interprofessional team leadership. Grounded in a competency-based education framework, students will demonstrate advanced communication, ethical decision-making, and advocacy skills.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Employ advanced communication techniques and leadership strategies for effective collaboration.
2. Model a culture of civility and ethical decision making.
3. Advocate for the nursing profession through leadership that enhances the visibility and influence of nursing.

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COURSE NAME: NURS 808 Health Policy & Advocacy
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:

In this course students will critically analyze the impact of policy decisions across organizational, local, state, and federal levels while developing advocacy strategies, influencing policy change, and collaborating to advance care and improve health outcomes. Students will demonstrate competency in policy analysis, stakeholder collaboration, and strategic advocacy to improve health outcomes.

COURSE OBJECTIVES:

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

1. Analyze the impact of policy decisions at organizational, local, state, and federal levels.
2. Develop advocacy strategies to influence system-level policy changes.
3. Collaborate to advance care and improve health outcomes.

THE UNIVERSITY OF KANSAS
School of Nursing

COURSE NAME: NURS 809 Informatics, Technology, & Communication
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:

In this course, students will explore informatics principles, enhanced healthcare technologies, and emerging AI to enhance care delivery and patient outcomes while refining skills in using and evaluating information and communication technologies to optimize clinical performance and ensure data security. Students will demonstrate competency in designing informatics, communication, and technology strategies, using health information technologies, including AI, to optimize patient and population outcomes.

COURSE OBJECTIVES:

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

1. Utilize health information technologies (e.g., EHR, artificial intelligence) to enhance interprofessional communication, support team-based care, and improve patient outcomes.
2. Design ICT strategies that optimize patient care and advance healthcare system goals.
3. Evaluate the ethical, clinical, and operational impacts of AI-enhanced health information technologies on patient engagement, digital access, and data security.
4. Assess the impact of health information technologies on patient engagement, digital access, and data security.

THE UNIVERSITY OF KANSAS
School of Nursing

COURSE NAME: NURS 811 Determinants of Health
TERM: 4
CREDIT HOURS: 3
MODALITY: Online, 8 Weeks/10 Weeks/14 Weeks/16 Weeks
PREREQUISITES: Consent of Instructor
COREQUISITES: N/A

COURSE DESCRIPTION

This course focuses on theoretical and analytical approaches to understanding and addressing determinants of health for health promotion, disease prevention and treatment. Students will examine biological, behavioral, environmental, economic, political, social, and structural determinants of health. Determinants of health interrelationships will be explored to understand susceptibility and risk factors for morbidity and mortality and strategies to mitigate risk for optimal health and wellbeing.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:
1. Appraise the biological, behavioral, environmental, economic, political, social, and structural determinants of health.
2. Examine the relationships between environmental, political, and structural determinants of health and biological mechanisms, such as epigenetics, that contribute to differences in health outcomes across social groups (i.e. race/ethnicity, gender, and socioeconomic status).
3. Evaluate theoretical frameworks for guiding scholarship to examine associations between determinants of health and testing multi-modal interventions.

BSN Clinical Experiences and Clinical Hour Summary by Semester

Course	Semester	Sphere of Care Emphasis	Total Clinical Hours	Direct Patient Care Hours	Simulation Hours	Lab Hours	Types of Clinical Sites
691	1	**Wellness and Health Promotion***	90	86	4	60	Schools, Ambulatory Care Clinics, OB Clinics (prenatal care and education), Community Centers, Long Term Care, or Rehabilitation Hospital, Acute Care all clinicals will focus on assessment, vaccine clinics, community health fairs, wellness and prevention - health promotion measures.
692	2	**Chronic Disease Care***	135	125	10	30	Ambulatory Care Clinics (Diabetes, CF, Heart Disease, etc.), Inpatient, and/or Outpatient Services (Wound Care/Ostomy), Home Care, Hospice, Schools, Rehabilitation Hospital, Long Term Care, VA-Mental Health or other.
791	3	**Regenerative/ Restorative Care***	180	164	16	30	Ambulatory Care Clinics, Inpatient (Maternity), and/or Outpatient Services (Obstetrics, Wound Care), Mental Health-VA, Rehabilitation Hospital, Long Term Care or other.
792	4	**All spheres**	180	168	12	30	Capstone setting, sites will vary across the spheres of care.

*Hospice/palliative sphere of care will be incorporated throughout curriculum

List of Affiliating Clinical Agencies | Census

Name of Institution	Semester	Type of Facility	Census	Contact Person
Advent Health Shawnee Mission (AHSM)	3rd, 4th	Hospital	600 beds	Amber Delphia amber.delphia@adventhealth.com 913-676-2102
Blue Valley Center for Advanced Professional Studies	4th	School	1school	Meghan Boehm mboehm@bluevalleyk12.org
Children's Mercy Hospital (CMH)	3rd, 4th, Elective	Hospital/ Clinic	338 beds	Brie Cantrell bacantrell@cmh.edu 816-701-4520
City Union Mission (CUM)	4th	Community	2 facilities	Dinae Chichester dinae.chichester@cityunionmission.org
Cradle KC	4th	Community	1 facility	Mariah Chrans mchrans@wycohealth.com
Gardner Elementary	4th	School	1 school	Krysta Duft duftk@usd231.com
Home Holistic	4th	Community	1 facility	Ashley Walburn ashley@homeholistic.com
Jewish Vocational Services	4th	Community	1 facility	Katie Norman knorman@jvskc.org
Johnson County Health Dept	4th	Community	1 facility	Adam Boydston Adam.Boydston@jocogov.org; Deb Kellison Debra.Kellison@jocogov.org
Kansas City VA	4th	Hospital/Clinic		Cetta Martin Cetta.Martin@va.gov
KC Hospice & Palliative Care	4th	Home/LTC/Inpatient	6 teams	Kelli Traylor ktraylor@kchospice.org
Lawrence Memorial Hospital (LMH)	4th	Hospital	162 beds	Ken Sarber ken.sarber@lmh.org 785-505-3070 KacieKneidel Kacie.Kneidel@LMH.ORG
Lawrence Pediatrics Clinic	4th	Clinic	1 clinic	Cathy Worcester cathyw@lawrencepeds.com
Liberty Hospital (LH)	3rd & 4th	Hospital	204 beds	Heather Wilkie heather.wilkie@libertyhospital.org
Miami County Health Dept	4th	Community	1 facility	KD Pond kdpond@miamicountyks.org
The University of Kansas Health System-Paola	4th	Hospital	39 beds	Brea Kasson bkasson@kumc.edu
Midland Care Connection (MCC)	4th	Community	2 facilities	Crystal Butler cbutler@midlandcc.org

North Kansas City Hospital (NKCH)	3rd & 4th	Hospital	451 beds	Mary Davis Mary.Davis@nkch.org 816-691-1362 or Joni Graff Joni.Graff@nkch.org
The University of Kansas Health System-Olathe	3rd & 4th	Hospital/Clinic	300 beds	Terri Koehler tkoehler2@kumc.edu
Olathe School District (OSD)	4th	School	60 schools	Sarah Gilliland "Sarah Gilliland" <slgilliland@olatheschools.org>
Overland Park Regional Medical Center (OPRMC) – part of HCA	4th	Hospital	383 beds	Ishani Akpovona (OPR) Ishani.Akpovona@hcamidwest.com Fernanda Avila (HCA) Fernanda.Avila@hcahealthcare.com Julie Mitchell (HCA) Julie.Mitchell@hcamidwest.com
Prime Healthcare (Providence & St. John's Hospitals)	4th	Hospital	445 beds/76 beds	Tiffany Day TDay@primehealthcare.com
Research Medical Center (RMC)- part of HCA	4th	Hospital	487 beds	Nellie Cross (RMC) Nellie.Cross@hcamidwest.com Fernanda.Avila@hcahealthcare.com Julie Mitchell (HCA) Julie.Mitchell@hcamidwest.com
Shawnee Mission School District (SMSD)	4th	School	46 schools	Paula Bunde paulabunde@smsd.org
St. Luke's East Hospital	4th	Hospital	240 beds	Alisa Barker abarker@saint-lukes.org 319-431-3594 or Ursula Krieg ukrieg@saint-lukes.org
St. Luke's Hospital (Plaza)	4th	Hospital	484 beds	Alisa Barker abarker@saint-lukes.org 319-431-3594 or Ursula Krieg ukrieg@saint-lukes.org
St. Michael's School	4th	School	1 school	Cathy Rysavy school.nurse@stmichaelcp.org
Stormont Vail	4th	Hospital	586 beds	Kelsey Joice clinicalexperience@stormontvail.org 785-354-5825
The University of Kansas Health System (TUKHS)	1st, 2nd, 3rd, & 4th	Hospital/Clinic/Community	1045 beds	Cate Stubenrauch cstubenrauch@kumc.edu, Caroline Black cmasson2@kumc.edu
University Health (UH)	4th	Hospital	214 beds	Kendrah Simmons Kendrah.Simmons@uhkc.org
USD 497 Lawrence Schools	4th	School	20 schools	Linda Redding linda.redding@usd497.org
Vital Core HS (Corrections)	4th	Community	2 facilities	Jenny Ehrlich JEhrlich@VitalCoreHS.com

Assessment Plan for the Bachelor of Science in Nursing

Assessment Plan | Assignment Overview

The comprehensive evaluation process was guided by the following principles:
1) All signature assignments are directly aligned with the 2021 AACN Essentials
2) Competency is demonstrated through achievements of the associated sub-competencies at either Level 1 or Level 2
3) Signature assignments are scaffolded to track learner progress toward competency and the ability to apply learning in real-world contexts.
4) Signature assignments will occur at key points in the curriculum and increase in complexity.

To clarify the key assessment terms and how they connect:

- ***Benchmark assignments*** *are assessments* <u>*for learning*</u> *embedded at specific points within a course. They help faculty gauge whether learners are on track to meet course outcomes and progressing toward competency.*

- ***Signature assignments*** *are evaluations of learning placed at key points across the curriculum. They are intentionally scaffolded and increase in complexity to evaluate a learner's achievement of AACN sub-competencies.*

- ***Program evaluation*** *is the comprehensive evaluation of the overall outcomes of the program, which would include aggregate attainment of competencies by the learners (examples include signature assignments, evaluation of standardized testing, clinical evaluation tools, learner self-evaluations)*

Together, these elements form an intentional assessment system that allows us to monitor learning, guide instruction, and ensure our graduates are prepared to meet the expectations of professional nursing practice.

Signature Assignment Progression

Term 1	Term 2	Term 3	Term 4
Signature Assignment: Day in the Life of a Nurse			
Building Trust, Culture, and Communication	**Communication and Team Behaviors to Support Safe, Patient-Centered Care**	**Advocacy in Action or Global Wellness Leader**	**The Nurse as Leader – Advocacy, Teamwork, and Professional Growth**
Three interactive vignettes involving a clinical patient, peer interaction, and interprofessional team. Sets the stage for future work in advocacy, intervention design, and outcome evaluation.	*Places students in a pediatric med-surg scenario where students demonstrate teamwork, communication, and safety practices across three unfolding parts: safety huddle and data review, medication reconciliation and family communication, event reporting and QI proposal.*	*Places student in role as nurse advocates by designing an evidence-informed intervention or campaign addressing a real-world health issue. Explore a practice question, conduct a literature review, and either write a policy brief or create a global wellness campaign.*	*Simulates a nurse's leadership role across three real world scenarios: Leading a quality improvement initiative, navigating personal-professional boundaries, and advocating for global health through a professional organization.*
Signature Assignment 2: Objective Structured Clinical Examination (OSCE)			
OSCE #1	**OSCE #2**	**OSCE #3**	**OSCE #4**
Care for simulated patient who is post-operative day one following an open reduction and internal fixation (ORIF) of a right, lower-leg fracture.	*Care for simulated patient recovering from an appendectomy who is now exhibiting signs of post-operative complication (e.g., nausea, pain).*	*Care for a simulated patient newly diagnosed with type 2 diabetes. Patient is now stable and preparing for discharge.*	*Manage care for multiple patients during a simulated clinical shift. Scenario includes competing priorities, delegation opportunities, and unexpected interruptions (e.g., changes in patient status, questions from team, or family concerns).*

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Appendix. Courses Mapped to BSN Program Objectives (Outcomes) – On-Campus, CCNP, & RN-BSN

#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Demonstrate clinical judgment through safe, effective care founded on the knowledge of nursing practice, derived from theories of nursing and other disciplines.	Deliver person-centered care across the spheres of care	Apply principles of population health and social justice to address the needs of populations across the care continuum.	Evaluate sources of evidence that inform nursing practice.	Contribute to a culture of safety and quality improvement that promotes desired health outcomes.	Collaborate effectively with interprofessional healthcare teams, patients, families, communities, and stakeholders to improve care and strengthen outcomes.	Apply knowledge of complex systems and resource management that promote equitable outcomes in an evolving continuum of care.	Utilize informatics processes and communication technologies to deliver safe, quality care.	Demonstrate a professional identity that reflects nursing's knowledge, values, and ethical comportment.	Develop personal, professional, and leadership attributes and skills
*NURS 300 – 1, 2	NURS 301 – 1, 2, 3	NURS 301 - 5	*NURS 450 - 5	*NURS 300 - 5	*NURS 300 – 2, 3	*NURS 450 - 4	*NURS 300 - 3	*NURS 300 – 1, 2, 4, 5	*NURS 300 – 2, 4
NURS 302 – 1, 2, 3	NURS 302 - 4	NURS 390 - 4	NURS 490 - 1	NURS 301 - 5	*NURS 450 - 2	NURS 460 - 1	NURS 301 - 4	NURS 302 - 5	NURS 490 - 5
NURS 303 – 1, 2, 3, 4	NURS 303 - 5	*NURS 450 - 2	*NURS 550 – 1, 2, 3, 4, 5	NURS 390 - 1	NURS 490 - 2	NURS 490 - 1	NURS 390 - 4	NURS 303 - 4	^NURS 589 - 4
NURS 390 – 1	NURS 360 – 1, 2, 3, 4	NURS 460 - 2	^NURS 589 - 2	*NURS 450 – 3, 4, 5	^NURS 559 - 1	*NURS 551 - 3	*NURS 450 – 1, 2, 4	NURS 390 – 2, 3, 5	NURS 660 - 5
NURS 490 – 1	NURS 390 – 1, 3	*NURS 551 – 1, 2, 3, 4, 5	NURS 660 - 3	*NURS 550 - 3	^NURS 589 - 3	^NURS 559	NURS 490 – 1, 3	*NURS 450 – 2, 3	*NURS 688 – 1, 3, 4
*NURS 550 - 5	*NURS 450 – 1, 2			*NURS 551 - 3	NURS 660 – 2	NURS 560 – 2, 3	*NURS 551 - 1	NURS 490 - 4	*NURS 689 – 1, 2, 3, 4
NURS 590 – 3	NURS 460 – 1, 2, 3, 4			^NURS 559 – 2, 4	*NURS 688 – 1	^NURS 589 - 2	^NURS 559 – 3, 4	*NURS 551 - 3	NURS 690 - 3
NURS 660 – 1	NURS 490 – 1, 2, 4			NURS 660 – 3, 4	NURS 690 - 2	NURS 660 - 2	^NURS 589 - 2	^NURS 559 – 1, 2, 5	
*NURS 688 - 3	*NURS 550 - 3					*NURS 688 – 2		^NURS 589 – 1, 3, 4, 5	
	^NURS 559 - 4					NURS 690 - 1		NURS 590 - 3	
	NURS 560 – 1, 2							NURS 660 - 5	
	NURS 590 – 1, 2							*NURS 688 - 4	
	NURS 660 – 1, 2, 4							*NURS 689 – 1, 3, 4	
	NURS 690 – 1, 2							NURS 690 - 3	

* = CCNP Curriculum Integrated

^ = CCNP/RN-BSN Curriculum Only

N = NURS course number

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:	October 15, 2025
Name of Program:	Master of Science in Nursing
Program Administrator including credentials:	Jean Giddens, PhD, RN, FAAN, ANEF
Parent Institution:	University of Kansas
Address of Institution:	University of Kansas Medical Center – School of Nursing 6911 Rainbow Blvd. | Mail Stop 4043 Kansas City, KS 66160
Level of the Program for which the change Is being requested	Graduate - Masters
Briefly describe the Change being requested:	The University of Kansas School of Nursing (KU SON) Master's Program has revised the curriculum to reflect the 2021 AACN Essentials. The Master of Science in Nursing (MSN) degree at [University/School of Nursing] is undergoing a planned transition in its academic focus to better align with evolving workforce needs, accreditation standards, and national priorities in nursing education. The new curriculum is modeled after the BSN with both concept-based and competency-based methodologies in alignment with the AACN recommendations for pre-licensure nursing education.

Action Taken

Education Committee Review _____
<div align="center">Date</div>

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
<div align="center">Date</div>

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

_____   _____
Nursing Education Compliance Officer   Date

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

☒ **(1)** Any change in the plan of nursing curriculum organization involving:
☐ Philosophy
☐ Number of semesters of study
☒ Delivery method of nursing courses

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

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

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

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

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

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

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

Instructions

1. **Any change in the plan of nursing curriculum organization involving (Philosophy):**
   N/A

2. **Any change in the plan of nursing curriculum organization involving (Delivery Method of Courses):**

The transition from a Master of Science with major in nursing to a Master of Science in Nursing – Direct Entry (MDE) pre-licensure program represents more than a name change; it marks a fundamental philosophical and structural shift in graduate nursing education at the KU School of Nursing. The prior MS program prepared nurses for roles in education, public health, and organizational leadership—areas rooted in post-licensure specialization. By contrast, the new MSN–Direct Entry program is designed exclusively for students who hold a bachelor's degree in a non-nursing discipline and seek entry into the nursing profession. It does not contain specialties; rather, it provides the full complement of didactic, simulation, and clinical experiences required for licensure as an entry-level registered nurse.

This new program is explicitly framed as pre-licensure generalist preparation, not as advanced practice nursing. It is grounded in the *AACN Core Competencies for Professional Nursing Education* and intentionally structured to ensure graduates develop the knowledge, skills, and professional identity necessary for entry-level nursing practice. Concept-based disciplinary knowledge equips students to make sense of complex health and care phenomena, while the competency-based education (CBE) framework—anchored in Miller's Pyramid of Clinical Competence—offers a developmental pathway for translating that knowledge into performance. In this model, concepts define what students must understand, and competencies define how that understanding is enacted in practice.

The curriculum is organized across four spheres of care, as defined within the 2021 AACN Essentials: Wellness and Disease Prevention, Management of Chronic Conditions, Acute and Restorative Care, and Complex Care Management. These spheres provide the developmental scaffold for progression, beginning with wellness promotion and health education in Term One, advancing to chronic care management in Term Two, expanding into acute and restorative care in Term Three, and culminating in Term Four with complex care integration for practice readiness. Hospice and palliative care are intentionally interwoven throughout the curriculum to ensure holistic, person-centered care across the lifespan.

The curriculum for the MDE is distinct from the BSN entry-level, pre-licensure curriculum through its end of program student learning outcomes and course level objectives. These outcomes are intentionally designed to reflect a higher level of academic rigor consistent with graduate education standards, while still preparing students as generalist, entry-to-practice nurses. Additionally, the program has been designed so that students will have three opportunities during the curriculum to take

DNP level courses which include: Informatics, Communication, and Technology; Principles of Nursing Scholarship; and Population Health and Epidemiology. This will give students advanced knowledge and skills in these areas and create a seamless pathway for students seeking to continue their educational opportunities in our DNP.

This program is designed to primarily be an on-ground program, although alternative modality methods are being requested for each course to allow for some flexibility in course delivery when needed.

Enclosed in the curriculum packet are the revised end of program student learning outcomes, program description, concept list, sample degree plan, abbreviated syllabi for core and elective courses, clinical facility list, clinical hour comparison, and assessment plan with signature assignments. Also enclosed is a table showing the current and proposed plan of study.

Overview of Faculty Involvement
Faculty engagement has been integral throughout the curriculum revision process at the University of Kansas School of Nursing. The initiative originated in October 2024, when the Academic Repositioning Taskforce recommended convening a full task force to lead curriculum revision on behalf of the faculty and School of Nursing.

Task Force Composition
- **November 2024 Formation:** The task force was established with 10 faculty members, including:
  - A Chair (Simulation Director)
  - Two Co-Chairs (faculty appointees for undergraduate and graduate levels)
  - Faculty representatives covering undergraduate, graduate, DEI, informatics, assessment, and population health
  - Two practice partner nurses from the health system
- **February 2025 Additions:** The project manager and both program directors were added to ensure comprehensive oversight.

Phased Project Approach
The curriculum revision was structured in five phases, with faculty feedback integrated at each step:
1. **Phase 1 (Completed January 2025):** End of Program Student Learning Outcomes (EPSLOs) rewritten and aligned to AACN Essentials domains.
2. **Phase 2 (Completed February 2025):** New program, track, and concentration descriptions developed.
3. **Phase 3 (Completed May 2025):** Course descriptions, objectives, and AACN Essential Competency/Sub-Competency alignments created.
4. **Phase 4 (Completed June 2025):** Assessment plan finalized.
5. **Phase 5 (Ongoing):** Integration of feedback and preparation of final program materials.

At the conclusion of each phase, faculty were surveyed via REDCap for comprehensive feedback, which was incorporated into revisions as the curriculum evolved.

4

Stakeholder Engagement
- **June–July 2025:** Associate Deans, program directors, co-chairs, and project manager conducted an external stakeholder roadshow to discuss curriculum content with practice partners, identifying alignment opportunities between academic preparation and workforce needs.
- **August 2025:** An all-school retreat included a gallery walk showcasing program structures, clinical opportunities, simulated experiences, and assessment strategies. Additional faculty feedback was collected at this event.
- **September 2025:** Detailed program packets were distributed to faculty via email for edits and feedback. Responses were addressed in writing and through open dialogue at the September Faculty Assembly.

Faculty Approval
The final faculty vote occurred on **October 13, 2025**, with approval granted for submission to:
- University of Kansas Medical Center (KUMC) councils
- Kansas State Board of Nursing (KSBN)

Conclusion
The process has demonstrated strong faculty leadership, systematic stakeholder engagement, and rigorous alignment with AACN Essentials and practice partner expectations. The School of Nursing respectfully submits this documentation as part of its curriculum approval request.

On Page 2 indicate the revision requested.

3. **If this change involves a new course, complete the curriculum revision or a course revision, including the following items:**
   - Course title
   - Course objectives/outcomes
   - Sequence of the course
   - Major content outline
   - Clinical facility(ies) to be used
   - Course evaluation

University of Kansas On-Campus MSN Curriculum Table for RN Program
Curriculum Revision 2025

KSBN Curriculum Requirements	Courses in Curriculum that meet requirements
Aspects of a safe, effective care environment, including management of care, safety, and infection control	**Semester 1:** NURS 601 Health Assessment Across the Lifespan NURS 602 Pathophysiology and Pharmacology I NURS 661 Person Centered Care I: Wellness and Disease Prevention NURS 691 Applied Practice I: Foundations of Nursing Practice **Semester 2:** NURS 603 Pathophysiology and Pharmacology II NURS 809 Informatics, Communication, and Technology NURS 662 Person Centered Care II: Chronic Disease Management NURS 692 Applied Practice II: Emerging Nursing Practice **Semester 3:** NURS 700 Principles of Nursing Scholarship NURS 761 Person-Centered Care III: Restorative and Regenerative Care NURS 791 Applied Practice III: Integrating Nursing Knowledge **Semester 4:** NURS 762 Person-Centered Care IV: Complex Care Management NURS 788 Nurse as Leader NURS 789 Practice Readiness NURS 792 Applied Practice IV: Transition to the Registered Nurse Role
Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	**Pre-Requisite:** Human Development **Semester 1:** NURS 601 Health Assessment Across the Lifespan NURS 602 Pathophysiology and Pharmacology I NURS 661 Person Centered Care I: Wellness and Disease Prevention NURS 691: Applied Practice I: Foundations of Nursing Practice **Semester 2:** NURS 603 Pathophysiology and Pharmacology II NURS 662 Person Centered Care II: Chronic Disease Management NURS 692 Applied Practice II: Emerging Nursing Knowledge **Semester 3:** NURS 701 Population Health and Epidemiology NURS 761 Person-Centered Care III: Restorative and Regenerative Care NURS 791 Applied Practice III: Integrating Nursing Knowledge **Semester 4:** NURS 762 Person-Centered Care IV: Complex Care Management NURS 789 Practice Readiness NURS 792 Applied Practice IV: Transition to the Registered Nurse Role

Psychosocial integrity, including coping, adaptation, and psychosocial adaptation	**Semester 1:** NURS 601 Health Assessment Across the Lifespan NURS 602 Pathophysiology and Pharmacology I NURS 661 Person Centered Care I: Wellness and Disease Prevention NURS 691: Applied Practice I: Foundations of Nursing Practice **Semester 2:** NURS 603 Pathophysiology and Pharmacology II NURS 662 Person Centered Care II: Chronic Disease Management NURS 692 Applied Practice II: Emerging Nursing Practice **Semester 3:** NURS 761 Person-Centered Care III: Restorative and Regenerative Care NURS 791 Applied Practice III: Integrating Nursing Knowledge **Semester 4:** NURS 762 Person-Centered Care IV: Complex Care Management NURS 789 Practice Readiness NURS 792 Applied Practice IV: Transition to the Registered Nurse Role
Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction or risk potential, physiological adaptation	**Semester 1:** NURS 601 Health Assessment Across the Lifespan NURS 602 Pathophysiology and Pharmacology I NURS 661 Person Centered Care I: Wellness and Disease Prevention NURS 691 Applied Practice I: Foundations of Nursing Practice **Semester 2:** NURS 603 Pathophysiology and Pharmacology II NURS 809 Informatics, Communication, and Technology NURS 662 Person Centered Care II: Chronic Disease Management NURS 692 Applied Practice II: Emerging Nursing Practice **Semester 3:** NURS 700 Principles of Nursing Scholarship NURS 701 Population Health and Epidemiology NURS 761 Person-Centered Care III: Restorative and Regenerative Care NURS 791 Applied Practice III: Integrating Nursing Knowledge **Semester 4:** NURS 762 Person-Centered Care IV: Complex Care Management NURS 789 Practice Readiness NURS 792 Applied Practice IV: Transition to the Registered Nurse Role

Proposed Sources of Financial Support

FUNDING SOURCES *(projected as appropriate)*	First FY (20 Admits)	Second FY (40 Admits)	Third FY (60 Admits)
Tuition / State Funds • KS Resident Tuition ($457.70/cr hr) • KC Metro Rate Tuition ($457.70/cr hr) • Non-Resident Tuition ($1,075.50/cr hr)	$274,620	$796,398	$1,318,176
School of Nursing Student Fees ($144.10/cr hr)	$86,460	$250,734	$374,660
KUMC Campus Fee ($425.40/term)	$17,016	$51,048	$81,080
Summer Campus Fee ($63 – 1x Initial Fee)	$0	$1,260	$2,520
GRAND TOTAL FUNDING	**$378,096**	**$1,099,440**	**$1,776,436**

FY 1:
- 20 New Students x 30 credits x $457.70 = $274,620 (Tuition)
- 20 New Students x 30 credits x $144.10 = $86,460 (SON Fee)
- 20 New Students x 2 Terms x $425.40 = $17,016 (KUMC Campus Fee)

FY 2:
- 20 Returning Students x 27 credits x $457.70 =$247,158 (Tuition)
- 40 New Students x 30 credits x $457.70 = $549,240 (Tuition)
- 20 Returning Students x 27 credits x $144.10 = $77,814 (SON Fee)
- 40 New Students x 30 credits x $144.10 = $172,920 (SON Fee)
- 20 Returning Students x 2 Terms x $425.40 = $17,016 (KUMC Campus Fee)
- 40 New Students x 2 Terms x $425.40 = $34,032 (KUMC Campus Fee)
- 20 Returning Students x $63 = $1,260 (Summer Campus Fee)

FY 3:
- 40 Returning Students x 27 credits x $457.70 =$494,316 (Tuition)
- 60 New Students x 30 credits x $457.70 = $823,860 (Tuition)
- 40 Returning Students x 27 credits x $144.10 = $115,280 (SON Fee)
- 60 New Students x 30 credits x $144.10 = $259.380 (SON Fee)
- 40 Returning Students x 2 Terms x $425.40 = $34,032 (KUMC Campus Fee)
- 60 New Students x 2 Terms x $425.40 = $51,048 (KUMC Campus Fee)
- 40 Returning Students x $63 = $2,520 (Summer Campus Fee)

Proposed Curriculum

Term	Theoretical (42 credits)		Lab (6 credits)		Clinical (12 credits)		
	Credits	Hours	Credits	Hours	Simulation Hours	Direct Patient Care Hours	Total Credits
1	12	540	2	60	4	86	2
2	10	450	1	30	10	125	3
3	9	405	1	30	16	164	4
4	8	360	1	30	12	168	4
Total(s)	42	1,890	6	180	42	543	12

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

Course	Semester	Credits of clinical/sim	Hours	Days/Week	Length	Cohort Size	Group Size	# of Groups
691	1	2	90	1	15 weeks	60	9	7
692	2	3	135	1	15 weeks	60	9	7
791	3	4	180	1	15 weeks	60	9	7
792	4	4	180	1	15 weeks	60	9	7

Faculty: Number, Qualifications, and Assignments

First Name	Last Name	Credentials	Business Title	Highest Degree	Grad Appt	FTE
Jessica	Brunsman	DNP, RN, CPN	Level I Program Director; Clinical Assistant Professor	DNP	YES	1
Samantha	Cintron	PhD, RN, PCCN	Assistant Professor	PhD	YES	1
Michelle	Cochran	DNP, RN	Clinical Assistant Professor	DNP	YES	1
Kendra	Ford	MSN, RN, CNE	Clinical Assistant Professor	MSN	YES	1
Tanner	Funk	DNP, RN	Clinical Assistant Professor	DNP	YES	0.4
Jessica	Gay	PhD, RNC-MNN, CNE	Clinical Assistant Professor	PhD	YES	1
Kathy	Guilkey	MSN, RN	Clinical Assistant Professor	MSN		1
Angela	Hommertzheim	MS, RN, CEN	Clinical Instructor	MSN		1
Gina	Johnson	MS, RN	Clinical Assistant Professor	MSN		1
Erin	Keith-Chancy	DNP, MS-NE, RN, CCRN-NIC	Clinical Assistant Professor	DNP		1
Laura	Klenke-Borgmann	PhD, RN, CHSE	Associate Dean for Undergraduate Programs and Department Chair; Clinical Associate Professor	PhD	YES	1
Delois	Laverentz	RN, MN, CCRN-K	Clinical Assistant Professor	MSN		0.75
Alyson	Luckenbach	MSN, RN	Clinical Learning Specialist; Clinical Assistant Professor	MSN		1
Nathan	Mattson	MSN-NE, RN, CNEcl, CPN, CHSE	Clinical Assistant Professor	MSN		1
Christina	Phillips	DNP, APRN, FNP-C	Clinical Associate Professor	DNP	YES	1
Brandie	Smith	DNP, APRN, WHNP-BC	Clinical Assistant Professor	DNP		0.5
George	Tarwater	DNP, MS-NE, RN, CHSE	Clinical Assistant Professor	DNP		1

Megan	Turner	MSN, RN, CNEn, CHSE	Clinical Instructor	MSN		1
Deana	Wilhoite	MS, RN	Clinical Assistant Professor	MSN		1
Kelly	Bosak	PhD, APRN, ANP-BC, FHFSA	Associate Professor	PhD	YES	1

Credential to be Conferred

The credential to be conferred is the Master of Science in Nursing (MSN). It should be noted that this is a direct-entry, pre-licensure program designed for students who hold a non-nursing bachelor's degree and are preparing for initial licensure as a registered nurse.

Date of Initial Admission

The requested date for initial admission to the program is August 2027.

Number of Admissions per year

The requested number of admissions per year is 60.

Number of Admissions per semester

This program is anticipated to admit students in the fall term only. The projected number of new admissions per year will follow a tiered approach:

- Fall 2027: 20 new admits
- Fall 2028: 40 new admits
- Fall 2029: 60 new admits

Admission Requirements

Students entering the Master of Science in Nursing Direct Entry program must have a completed bachelor's degree from an accredited institution, pre-requisite coursework with a B or better (completed in the last 7 years), and a minimum cumulative and pre-requisite grade-point average of 3.0 is required to apply.

Admission Criteria

The School of Nursing is meeting the changing needs of society by selecting applicants who demonstrate the academic achievement, maturity, integrity, and motivation necessary for the successful study and practice of nursing, and who will best meet the needs of the citizenry. Students are selected based on college scholastic achievement, interest in and commitment to nursing, letters of reference, extracurricular activities, personal characteristics, and health-related work and volunteer experience. The University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression, and genetic information in the university's programs and activities.

Program Completion Time Limit

Master of Science in Nursing degree requirements must be completed within five years of the date of first enrollment in MSN program courses.

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- Applications open November 1
- Applications due April 1
- Notification of Acceptance by June 1

Pre-Requisite Coursework
- Human Development
- Anatomy and Physiology with Lab
- Biostatistics (Graduate Level)

All pre-requisite coursework must be competed with a B or better and taken within the past seven years. Anatomy and Physiology can be taken jointly but must be at least 8 credit hours total and have a lab component.

Biostatistics is a pre-requisite for graduate level coursework embedded within the MDE. Students can take KUMC's BIOS 704 prior to admission or equivalent graduate level biostatistics course from an accredited institution.

Locations

The School of Nursing has two campuses: one on the University of Kansas Medical Center campus in Kansas City, KS, about one hour east of the Lawrence Campus, and one on the University of Kansas Medical Center campus in Salina, KS, about two hours west of the Lawrence campus. The MSN Direct Entry program is only available at the Kansas City, KS location.

MSN – DE End-of-Program Student Learning Outcomes (EPSLOs)

Outcome	Proposed Pre-Licensure BSN EPSLOs	Proposed Pre-Licensure MSN-DE EPSLOs
1	Demonstrate clinical judgment through scare founded on the knowledge of nursing practice, derived from theories of nursing and other disciplines.	Analyze nursing and interdisciplinary theories to inform clinical judgment in delivering safe, equitable care across diverse settings.
2	Deliver person-centered care across the spheres of care.	Use clinical judgment in the design and implementation of person-centered care plans across the continuum.
3	Apply principles of population health and social justice to address the needs of populations across the care continuum.	Analyze population-level data to inform nursing interventions that promote health equity and address disparities across the care continuum.
4	Integrate sources of evidence that inform nursing practice.	Appraise evidence to inform practice decisions and contribute to the advancement of nursing knowledge.
5	Contribute to a culture of safety and quality improvement that promotes desired health outcomes.	Design strategies that foster a culture of safety and quality improvement in healthcare environments.
6	Collaborate effectively with interprofessional healthcare teams, patients, families, communities, and stakeholders to improve care and strengthen outcomes.	Facilitate interprofessional collaboration to enhance care coordination and improve health outcomes for individuals and populations.
7	Apply knowledge of complex systems and resource management that promote equitable outcomes in an evolving continuum of care.	Assess healthcare systems and resource utilization to advocate for policies and practices that promote equitable and efficient care delivery.
8	Utilize informatics processes and communication technologies to deliver safe, quality care.	Integrate informatics tools and emerging technologies to optimize communication, decision-making, and safety outcomes. (
9	Demonstrate a professional identity that reflects nursing's knowledge, values, and ethical comportment.	Integrate professional identity that reflects nursing's knowledge, values, and ethical comportment.
10	Develop personal, professional, and leadership attributes and skills.	Engage in reflective practice to support lifelong learning, resilience, and professional growth.

Proposed BSN Pre-Licensure Program Description	Proposed MSN Program Description
Bachelor of Science in Nursing (BSN) The **Bachelor of Science in Nursing (BSN)** prepares students to practice in an evolving and dynamic healthcare environment. The program integrates nursing science with liberal arts education--preparing the graduate for a career as professional registered nurse (RN). **On-Campus BSN** This entry-level track is for students who want to become a registered nurse. Upon completion, graduates are eligible to take the National Council Licensure Examination (NCLEX) to become a licensed registered nurse. This BSN track is offered at Kansas City and Salina campus locations.	The Master of Science in Nursing – Direct Entry (MSN – DE) prepares graduates for a career as a professional registered nurse (RN). This entry-level program, designed for individuals holding a non-nursing baccalaureate degree, builds on prior academic and professional experience. Students will receive advanced nursing content in informatics, nursing scholarship, and population health. Upon completion, graduates are eligible to take the National Council Licensure Examination (NCLEX) to become a licensed registered nurse. This program is offered at the Kanas City campus.

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Health Care Recipient Concepts
Attributes, Resources, and References
1. Development
2. Functional Ability
3. Family Dynamics
4. Culture
5. Self-Management

Health and Illness Concepts
Homeostasis and Regulation
6. Fluid and Electrolytes
7. Acid-Base Balance
8. Thermoregulation
9. Sleep
10. Cellular Regulation
11. Intracranial Regulation
12. Hormonal Regulation
13. Glucose Regulation
14. Nutrition
15. Elimination
16. Perfusion
17. Clotting
18. Gas Exchange

Sexuality and Reproduction
19. Reproduction
20. Sexuality

Protection and Movement
21. Immunity
22. Inflammation
23. Infection
24. Mobility
25. Tissue Integrity
26. Sensory Perception
27. Pain
28. Fatigue

Mood, Cognition, Behavior
29. Stress and Coping
30. Mood and Affect
31. Anxiety
32. Cognition

33. Psychosis
34. Substance Misuse and Addiction
35. Interpersonal Violence

Professional Nursing and Health Care Concepts
Personal Development
36. Professional Identity
37. Well-Being and Resilience
38. Leadership
39. Evidence (Evidence-Based Practice*)
40. Clinical Judgment*

Holistic Care
41. Person-Centered Care
42. Ethics*
43. Diversity, Equity, and Inclusion*

Care Competencies
44. Communication*
45. Collaboration
46. Safety
47. Health Care Quality
48. Technology and Informatics
49. Health Disparities and Health Equity
50. Care Coordination
51. Health Promotion
52. Patient Education
53. Palliative Care
54. Population Health
55. Public Health Emergencies

Health Care Infrastructure
56. Spheres of Practice
57. Health Systems
58. Health Care Economics
59. Health Policy*
60. Health Care Law

61. Compassionate Care*
62. Social Determinants of Health*

AACN Concepts*
American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*. https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf
Giddens, J. F. (2023). *Concepts for nursing practice* (4th ed.). Elsevier Health Sciences.

Master of Science in Nursing – Sample Degree Plan
Students Admitted 2027

Year (Cr Hours)	Semester (Cr Hours)	Course Number	Title	Credit Hours
Year 1 2026-27 (33 CH)	Term 1 Fall 16 CH	NURS 600	Knowledge for Nursing Practice	3
		NURS 601	Health Assessment Across the Lifespan	2
		NURS 602	Pathophysiology and Pharmacology I	4
		NURS 661	Person-Centered Care I: Wellness and Disease Prevention	3
		NURS 691	Applied Practice I: Foundations of Nursing Practice	4
	Term 2 Spring 14 CH	NURS 603	Pathophysiology and Pharmacology II	4
		NURS 809	Informatics, Technology, and Communication	3
		NURS 662	Person-Centered Care II: Chronic Disease Management	3
		NURS 692	Applied Practice II: Emerging Nursing Practice	4
Year 2 2027-28 (27 CH)	Term 3 Fall 14 CH	NURS 701	Population Health and Epidemiology	3
		NURS 700	Principles of Nursing Scholarship	3
		NURS 761	Person-Centered Care III: Acute and Restorative Care	3
		NURS 791	Applied Practice III: Integrating Nursing Knowledge	5
	Term 4 Spring 13 CH	NURS 762	Person-Centered Care IV: Complex Care Management	2
		NURS 788	Nurse as Leader	3
		NURS 789	Practice Readiness	3
		NURS 792	Applied Practice IV: Transitioning to the Registered Nurse Role	5

Total Credits 57

Students will complete 585 clinical hours over the course of four terms (semesters).

University of Kansas-School of Nursing: Comparison of Plans of Study for Pre-Licensure

Semester	Revised Curriculum- BSN: Course and Credits	Clinical/ Simulation	New Curriculum-Master's Direct Entry: Course and Credits	Clinical/ Simulation
1	NURS 300 Knowledge for Nursing Practice (3 cr.)		NURS 600 Knowledge for Nursing Practice (3 cr.)	
	NURS 301 Health Assessment Across the Lifespan (2 cr.)		NURS 601 Health Assessment Across the Lifespan (2 cr.)	
	NURS 302 Pathophysiology and Pharmacology I (4 cr.)		NURS 602 Pathophysiology and Pharmacology I (4 cr.)	
	NURS 360 Person-Centered Care I: Wellness and Disease Prevention (3 cr.)		NURS 661 Person-Centered Care I: Wellness and Disease Prevention (3 cr.)	
	NURS 390 Applied Practice I: Foundations of Nursing Practice (4 cr.)	90 hours	NURS 691 Applied Practice I: Foundations of Nursing Practice (4 cr.)	90 hours
Total for Semester	**16 credits**	**90 Hours**	**16 credits**	**90 hours**
2	NURS 303 Pathophysiology and Pharmacology II (4 cr.)		NURS 603 Pathophysiology and Pharmacology II (4 cr.)	
	NURS 450 Informatics, Safety, and Quality in Health Care Teams (3 cr.)		NURS 809 Informatics, Technology, and Communication (3 cr.)	
	NURS 460 Person-Centered Care II: Chronic Disease Management (3 cr.)		NURS 662 Person-Centered Care II: Chronic Disease Management (3 cr.)	
	NURS 490 Applied Practice II: Emerging Nursing Practice (4 cr.)	135 hours	NURS 692 Applied Practice II: Emerging Nursing Practice (4 cr.)	135 hours
Total for semester	**14 credits**	**135 hours**	**14 credits**	**135 hours**
3	NURS 550 Evidence-Informed Nursing Practice (3 cr.)		NURS 700 Principles of Nursing Scholarship (3 cr.)	
	NURS 551 Population Health, Health Policy, and Nursing Advocacy (3 cr.)		NURS 701 Population Health and Epidemiology (3 cr.)	
	NURS 560 Person-Centered Care III: Acute and Restorative Care (3 cr.)		NURS 761 Person-Centered Care III: Acute and Restorative Care (3 cr.)	
	NURS 590 Applied Practice III: Integrating Nursing Knowledge (5 cr.)	180 hours	NURS 791 Applied Practice III: Integrating Nursing Knowledge (5 cr.)	180 hours
Total for semester	**14 credits**	**135 hours**	**14 credits**	**180 hours**

4	NURS 660 Person-Centered Care IV: Complex Care Management (2 cr.)		NURS 762 Person-Centered Care IV: Complex Care Management (2 cr.)	
	NURS 688 Nurse as Leader (3 cr.)		NURS 788 Nurse as Leader (3 cr.)	
	NURS 689 Practice Readiness (3 cr.)		NURS 789 Practice Readiness (3 cr.)	
	NURS 690 Applied Practice IV: Transitioning to the Baccalaureate Nurse Role	180 hours; capstone, precepted	NURS 792 Applied Practice IV: Transitioning to the Registered Nurse Role (5 cr.)	180 hours; capstone, precepted
Total for semester	**16 credits**	**180 hours**	**16 credits**	**180 hours**
Total for Program	**60 credits***	**585 hours**	**57 credits**	**585 hours**

*3 credit hour elective can be taken in terms 2, 3, or 4

Education 302

MSN Course Syllabi

2026-2027

COURSE NAME: NURS 600 Knowledge for Nursing Practice
MODALITY: Online/In Person/Hybrid
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will be introduced to foundational knowledge for nursing practice by integrating multiple ways of knowing, including nursing theories and related disciplines and the spheres of care. Students explore how personal values, emotional intelligence, and self-awareness influence decision-making and professional identity. Emphasis is placed on clinical judgment, ethical practice, responsible use of technology, and the development of lifelong learning habits through self-assessment and goal setting.

COURSE OBJECTIVES:
Upon successful completion of this course, students will be able to:
1. Analyze the scientific discipline and theories from nursing and related disciplines that shape professional identity and contribute to the historical development of nursing practice.
2. Explore the impact of personal and professional values on decision-making.
3. Apply ethical and professional standards for written and verbal communication including the responsible use of technology.
4. Integrate data from feedback and self-assessment to set goals for professional growth.
5. Identify the nurse's role in promoting a just, respectful, and inclusive learning and practice environment.

COURSE NAME: NURS 601 Health Assessment Across the Lifespan
MODALITY: In-Person/Hybrid
CREDIT HOURS: 2
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students utilize nursing knowledge and skills to conduct comprehensive, person-centered health assessments across the lifespan. The focus will be on safety, clinical judgment, and communication skills essential for effective patient care and documentation.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply the components of a comprehensive health history and physical assessment across the lifespan.
2. Identify normal and abnormal assessment findings.
3. Differentiate the principles of therapeutic communication techniques used across the lifespan.
4. Utilize information and communication technologies to support patient and team communication.
5. Recognize essential safety measures to minimize risks and to create a culture of safety.

COURSE NAME: NURS 602 Pathophysiology and Pharmacology I
MODALITY: In Person/Hybrid
CREDIT HOURS: 4
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students learn concepts of pathophysiology and pharmacology across the lifespan. The course focuses on understanding disease processes, drug classifications, and safe medication practices. Students will connect disease mechanisms with pharmacologic treatments to support safe, ethical, and evidence-based nursing care.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Explain the key physiological changes associated with common disease processes.
2. Integrate knowledge of pathophysiology and pharmacology to make informed nursing decisions regarding medication administration and patient care.
3. Communicate patient education plans related to disease processes, medication use, safety, and expected outcomes.
4. Evaluate the nurse's role in medication administration, including legal and ethical responsibilities in various clinical situations.

COURSE NAME: NURS 603 Pathophysiology and Pharmacology II
MODALITY: In Person/Hybrid
CREDIT HOURS: 4
PREREQUISITES: NURS 602 Pathophysiology and Pharmacology I
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will continue to build on foundational concepts of pathophysiology and pharmacology across the lifespan, emphasizing the integration of disease mechanisms with pharmacologic management. Students will apply clinical reasoning to evaluate health conditions, optimize pharmacologic interventions, and address patient-specific variables through evidence-informed care.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Analyze complex alterations in physiology associated with acute and chronic conditions across multiple body systems.
2. Synthesize current evidence and clinical guidelines for effectiveness, safety, and appropriateness of pharmacologic therapies, including potential interactions and implications for nursing care.
3. Integrate clinical judgment and interdisciplinary communication to manage safe and effective medication administration in patients with multi-system conditions.
4. Apply knowledge of safety protocols and adverse drug reactions to promote patient safety and reduce risk when administering medication.
5. Develop person-centered education plans to promote medication adherence and optimize therapeutic outcomes.

COURSE NAME: NURS 661 Person-Centered Care I: Wellness and Disease Prevention
MODALITY: In Person/Hybrid
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students gain knowledge in wellness, health promotion, and disease prevention across the spheres of care by applying clinical judgment to assess risks, prioritize needs, and collaborate using culturally responsive, holistic approaches. Students will be prepared to deliver safe, person-centered care across the lifespan.

COURSE OBJECTIVES:
1. Apply developmentally appropriate health assessment techniques across the lifespan.
2. Develop person-centered care plans that promote wellness, disease prevention, and cultural relevance.
3. Evaluate person-centered care principles of health promotion and disease prevention, incorporating individual, cultural, and community factors.
4. Utilize foundational clinical judgment to support health maintenance, illness prevention, and high-risk behaviors associated with different age groups.

COURSE NAME: NURS 662 Person-Centered Care II: Chronic Disease Management
MODALITY: In Person/Hybrid
CREDIT HOURS: 3
PREREQUISITES: NURS 661 Person-Centered Care I: Wellness and Disease Prevention
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will develop competencies in managing chronic health conditions across the spheres of care, emphasizing clinical judgment to promote wellness, prevention, and palliative care. Students will integrate evidence-based, person-centered strategies and collaborate with interdisciplinary teams to optimize quality of life and health outcomes.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Demonstrate beginning clinical judgment to design and implement evidence-based care plans for individuals, families, and communities with chronic conditions, including wellness and disease prevention.
2. Develop nursing interventions that are accessible, equitable, and advocate for patients with chronic illnesses.
3. Identify interprofessional and community resources to manage complex care needs.
4. Synthesize person-centered health education materials to coordinate and optimize complex care management for patients with chronic illness.

THE UNIVERSITY OF KANSAS
School of Nursing

COURSE NAME: NURS 691 Applied Practice I: Foundations of Nursing Practice
MODALITY: In Person/Hybrid
CREDIT HOURS: 4 (1: Comprehensive Health Assessment Lab, 1: Foundational Skills Lab, 2: Simulation/Clinical)
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will use nursing skills and behaviors in simulated and clinical settings in performing health assessments, practicing clinical skills, and communicating effectively using a holistic approach to support wellness and disease prevention. By the end of the course, students will be able to provide care, communicate, and reflect on their role as future nurses.

Total – 150 hrs.
(60 Laboratory Hours, 90 Clinical and Simulation Hours – *Simulation experience shall constitute no more than 50% of the total hours for the clinical course, per KSBN. Clinical observation shall constitute no more than 15% of the total hours for the clinical course).*

Lab: (1cr) (lab hours are calculated on 2:1 ratio)
 • Example: Comprehensive health assessment across the lifespan
Lab: (1cr) (labs hours are calculated on a 2:1 ratio)
 • Foundational Lab Examples: PO/Injections, Mobility, IVs, Health Promotion/Health Education)
Clinical/Simulation: (2cr) (calculated on a 3:1 ratio)
 • Clinical and simulation will focus on comprehensive health assessment, wellness and disease prevention needs of patients across the lifespan, and foundational clinical skills.
 • **Clinical Site Examples:** Schools, Ambulatory Care Clinics, OB Clinics (prenatal care and education), Community Centers, Long Term Care, or Rehabilitation Hospital, Acute Care focused on assessment and wellness and prevention health promotion measures.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
 1. Demonstrate clinical judgment through safe, effective care supported by nursing knowledge and holistic assessment.
 2. Integrate compassionate, relationship-centered care that reflects empathy, cultural humility, and respect for individuals and families.
 3. Communicate professionally with clients, families, and interprofessional team members in both simulated and clinical environments.
 4. Evaluate ethical and professional standards in practice, including the use of technology, patient confidentiality, and informed decision-making.

5. Analyze personal performance to support the development of professional identity.

COURSE NAME: NURS 692 Applied Practice II: Emerging Nursing Practice
MODALITY: In Person/Hybrid
CREDIT HOURS: 4 (1: Emerging Skills Lab, 3: Simulation/Clinical)
PREREQUISITES: NURS 691 Applied Practice I: Foundational Nursing Practice
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will demonstrate emerging nursing competency in simulated and clinical settings. The emphasis will be on refining clinical judgment, therapeutic communication, and interprofessional collaboration while managing care for individuals with chronic conditions. By the end, students will take increasing responsibility for care planning, coordination, and decision-making in both simulated and clinical environments.

Total – 165 hrs.
(30 Laboratory Hours, 135 Clinical and Simulation Hours – *Simulation experience shall constitute no more than 50% of the total hours for the clinical course, per KSBN. Clinical observation shall constitute no more than 15% of the total hours for the clinical course)*.

Lab: (1cr): (labs hours are calculated on a 2:1 ratio)
- **Emerging Skills Examples:** IVs, IVP meds, Primary IV admin., Secondary IV admin., Foleys, NGs, Central Line Dressing Changes, Sterile Technique, Blood Admin, Trach care/suctioning, Feeding Tube, Parenteral Nutrition, Orthopedic Devices, Ostomy Care

Clinical/Simulation (3cr) (calculated on a 3:1 ratio)
- Clinical and simulation will focus on managing patients with chronic conditions across the lifespan and emerging clinical skills.
- **Clinical Site Examples:** Ambulatory Care Clinics (Diabetes, CF, Heart Disease, etc.), Inpatient, and/or Outpatient Services (Wound Care/Ostomy), Home Care, Hospice, Schools, Rehabilitation Hospital, Long Term Care, VA-Mental Health or Other.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply clinical reasoning and emerging nursing competencies to deliver safe, person-centered care for clients with chronic health conditions.
2. Demonstrate effective and caring communication with individuals, families, and interprofessional care teams to support therapeutic relationships and coordinate care.
3. Utilize health data, clinical decision support tools, and technology systems to inform practice, reduce risk, and promote high-quality, evidence-based care.
4. Deliver ethical, culturally responsive care by integrating patient values, professional standards, and health equity principles into clinical practice.

5. Integrate self-reflection, feedback, and goal setting to continuously improve clinical performance and foster professional identity formation.

COURSE NAME: NURS 700 Principles of Nursing Scholarship
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will develop advanced skills in integrating theoretical and philosophical frameworks, nursing and other disciplinary sciences, nursing historical perspectives, and emerging AI-enhanced technologies to enhance critical thinking, support decision-making, and lead change in healthcare. Grounded in a competency-based education framework, students will focus on applying nursing knowledge and ethical frameworks that optimize person-centered care.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Evaluate nursing knowledge, including insights from emerging AI-enhanced technologies, to inform education, practice, and research.
2. Strengthen critical thinking and decision making to address complex healthcare challenges.
3. Critically reflect on personal and professional practices to foster professional growth.

COURSE NAME: NURS 701 Population Health & Epidemiology
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will examine the evolving landscape of population health by integrating epidemiology and health strategies, while developing skills to evaluate and address the health needs of diverse populations. Through competency-based learning, students will develop skills in building partnerships, addressing demographic variations in health outcomes, and leading collaborative efforts to improve care delivery across the health continuum.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Design comprehensive approaches to managing care transitions across the health continuum, ensuring continuity and quality of care for populations.
2. Develop plans for engaging organizations and stakeholders and creating intervention strategies responsive to demographic variations.
3. Evaluate health data to address priority needs within populations.

COURSE NAME: NURS 761 Person-Centered Care III: Restorative and Regenerative Care
MODALITY: In Person/Hybrid
CREDIT HOURS: 3
PREREQUISITES: NURS 662 Person-Centered Care II: Chronic Disease Management
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will continue to integrate nursing competencies across the spheres of care with a focus on caring for those experiencing acute health conditions across the lifespan. Students will design evidence informed strategies that support recovery, palliative care, and quality of life to meet evolving restorative and regenerative care needs.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Integrate developing clinical judgment with evidence informed strategies to manage complex alterations in acute health conditions across diverse populations.
2. Uphold the standards of nursing practice to meet individualized recovery goals and optimize outcomes.
3. Evaluate the influence of health disparities and social determinants on care delivery and propose strategies to mitigate their impact on health outcomes.
4. Design person-centered care strategies that are responsive to individual goals, environmental factors, and available community resources to support optimal healing and function.

COURSE NAME: NURS 762 Person-Centered Care IV: Complex Care Management
MODALITY: In Person/Hybrid
CREDIT HOURS: 2
PREREQUISITES: NURS 761 Person-Centered Care III: Acute and Restorative Care
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will reflect on accomplished clinical judgment when caring for individuals with complex health conditions across the lifespan and spheres of care. Emphasis is placed on care coordination, clinical judgment strategies, evaluating care decisions, quality improvement, and the impact of professional behaviors on client and team outcomes. Students will apply their understanding of expected norms and patterns to balance the needs of multiple patients.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Implement accomplished clinical judgment strategies to optimize decision-making in complex and evolving healthcare environments.
2. Analyze care coordination strategies across the spheres of care to enhance continuity, quality, and person-centered outcomes.
3. Appraise evidence to inform practice decisions that enhance safety, effectiveness, and quality in nursing practice.
4. Design strategies to promote safety and improve client health outcomes.
5. Analyze how professional accountability influences nursing decision-making, client outcomes, and team collaboration.

COURSE NAME: NURS 788 Nurse as Leader
MODALITY: Online/Hybrid
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will examine the nurse's evolving role as a leader in complex healthcare systems. Emphasis is placed on leadership, effective team management, self-efficacy, and advocacy. Students will be able to evaluate systems, recommend cost-effective strategies for supporting quality care, differentiate leadership principles, analyze the impact of professional leadership behaviors, and articulate the nurse's role as a leader across healthcare settings.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Differentiate leadership, management, and followership behaviors in the context of improving quality and ensuring patient safety.
2. Evaluate organizational structures, financial models, and systems processes to recommend strategies that support cost-effective and equitable person-centered care in nursing leadership.
3. Analyze the impact of professional leadership behaviors on team dynamics, patient outcomes, and organizational effectiveness.
4. Design innovative nursing strategies that influence policy development and drive practice transformation within evolving healthcare systems.

THE UNIVERSITY OF KANSAS
School of Nursing

COURSE NAME: NURS 789 Practice Readiness
CREDIT HOURS: 3
MODALITY: Online/Hybrid
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will engage in the transition to professional nursing practice by exploring the realistic expectations of the profession, including its complexities, challenges, and rewards. Through guided reflection and practice, students will learn how to navigate the realities of practice and connect to their purpose. By the end of the course, students will apply strategies for self-directed growth and wellbeing to engage with the broader nursing profession.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:

1. Appraise regulatory standards and professional codes of ethics to complex practice scenarios while fostering a culture of respect, equity, and inclusion.
2. Evaluate practice challenges through a spirit of inquiry, integrating evidence, reflection, and professional judgment to inform decision-making.
3. Design strategies to manage conflict between personal and professional responsibilities while sustaining wellbeing and professional comportment.
4. Engage in professional organizations, mentorship, and role-modeling to support personal and professional development and lifelong learning.
5. Demonstrate self-efficacy and professional identity formation through active participation in transition-to-practice activities, mentorship, and reflective practice.

THE UNIVERSITY OF KANSAS
School of Nursing

COURSE NAME: NURS 791 Applied Practice III: Integrating Nursing Knowledge
MODALITY: In Person/Hybrid
CREDIT HOURS: 5 (2: Integrating Skills Lab, 3: Simulation/Clinical)
PREREQUISITES: NURS 692 Applied Practice II: Emerging Nursing Practice
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will integrate nursing knowledge and skills through simulated and clinical experiences, focusing on safe, ethical, and person-centered care. Students will apply clinical judgment and collaborate across disciplines to manage acute, restorative, and regenerative care across the lifespan.

Total – 195 hrs.
(60 Laboratory Hours, 135 Clinical and Simulation Hours – *Simulation experience shall constitute no more than 50 % of the total hours for the clinical course, per KSBN. Clinical observation shall constitute no more than 15% of the total hours for the clinical course).*

Lab: (2cr): (labs hours are calculated on a 2:1 ratio)
- **Integrating Skills Lab Examples:** Chest tubes, IV drips/titrations, Advanced Oxygenation Delivery, Ventilators, Arterial lines, IO placement, Dialysis, Wound Drains, Chest Tube Suction, Negative Pressure Wound Therapy

Clinical/Simulation (3cr): (calculated on a 3:1 ratio)
- Clinical and simulation will focus on acute regenerative and restorative care of patients while integrating clinical skills from Terms 1-3.
- **Clinical Site Examples:** Ambulatory Care Clinics, Inpatient (Maternity), and/or Outpatient Services (Obstetrics, Wound Care), Mental Health-VA, Rehabilitation Hospital, Long Term Care

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Synthesize clinical data and shared decision-making to justify nursing care contributions, including documentation and clinical reasoning.
2. Evaluate care outcomes to refine interventions and anticipate future care needs.
3. Integrate ethical frameworks and professional standards to guide decision-making in complex care scenarios.
4. Critically analyze self-assessment and feedback to advance professional growth.

COURSE NAME: NURS 792 Applied Practice IV: Transitioning to the Baccalaureate Nurse Role
MODALITY: In Person/Hybrid
CREDIT HOURS: 5 (1: Transitioning Skills Lab, 4: Simulation/Clinical)
PREREQUISITES: NURS 791 Applied Practice III: Integrating Nursing Knowledge
COREQUISITES: N/A

COURSE DESCRIPTION:
Through immersive clinical and simulated experiences, students integrate clinical judgment, advocacy, stewardship, leadership, collaboration, and care coordination to design and evaluate safe, cost-effective, person-centered care. Emphasis is placed on the transition to practice within diverse complex healthcare environments.

Total – 210 hrs.
(30 Laboratory Hours, 180 Clinical and Simulation Hours – *Simulation experience shall constitute no more than 50% of the total hours for the clinical course, per KSBN. Clinical observation shall constitute no more than 15% of the total hours for the clinical course)*.

Lab (1cr): (labs hours are calculated on a 2:1 ratio)
- **Transitioning Skills Lab Examples:** Multi-Patient Sim skills and preparation

Clinical/Simulation (4cr): (calculated on a 3:1 ratio)
- Clinical and simulation will focus on complex regenerative and restorative care of patients, organizing and managing workload to deliver safe patient care.
- **Clinical Site Examples:** Capstone setting with vary across the spheres of care.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Develop a flexible, evidence-informed care plan that balances cost-efficiency with person-centered outcomes in complex healthcare environments.
2. Analyze the roles of leadership, delegation, and collaboration in optimizing interprofessional team performance and patient outcomes.
3. Design advocacy strategies that promote health and uphold the rights and self-determination of individuals and communities.

THE UNIVERSITY OF KANSAS
School of Nursing

COURSE NAME: NURS 809 Informatics, Technology, & Communication
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will explore informatics principles, enhanced healthcare technologies, and emerging AI to enhance care delivery and patient outcomes while refining skills in using and evaluating information and communication technologies to optimize clinical performance and ensure data security. Students will demonstrate competency in designing informatics, communication, and technology strategies, using health information technologies, including AI, to optimize patient and population outcomes.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Utilize health information technologies (e.g., EHR, artificial intelligence) to enhance interprofessional communication, support team-based care, and improve patient outcomes.
2. Design informatics, communication, and technology strategies that optimize patient care and advance healthcare system goals.
3. Evaluate the ethical, clinical, and operational impacts of AI-enhanced health information technologies on patient engagement, digital access, and data security.
4. Assess the impact of health information technologies on patient engagement, digital access, and data security.

MSN – Direct Entry Clinical Experiences and Clinical Hour Summary by Semester

Course	Semester	Sphere of Care Emphasis	Total Clinical Hours	Direct Patient Care Hours	Simulation Hours	Lab Hours	Types of Clinical Sites
691	1	Wellness and Health Promotion*	90	86	4	60	Schools, Ambulatory Care Clinics, OB Clinics (prenatal care and education), Community Centers, Long Term Care, or Rehabilitation Hospital, Acute Care all clinicals will focus on assessment, wellness and prevention, community health fairs, vaccine clinics - health promotion measures.
692	2	Chronic Disease Care*	135	125	10	30	Ambulatory Care Clinics (Diabetes, CF, Heart Disease, etc.), Inpatient, and/or Outpatient Services (Wound Care/Ostomy), Home Care, Hospice, Schools, Rehabilitation Hospital, Long Term Care, VA-Mental Health or other.
791	3	Acute/ Restorative Care*	180	164	16	30	Ambulatory Care Clinics, Inpatient (Maternity), and/or Outpatient Services (Obstetrics, Wound Care), Mental Health-VA, Rehabilitation Hospital, Long Term Care or other.
792	4	All spheres	180	168	12	30	Capstone setting, sites will vary across the spheres of care.

Hospice/palliative sphere of care will be incorporated throughout curriculum

List of Affiliating Clinical Agencies | Census

Name of Institution	Semester	Type of Facility	Census	Contact Person
Advent Health Shawnee Mission (AHSM)	3rd, 4th	Hospital	600 beds	Amber Delphia amber.delphia@adventhealth.com 913-676-2102
Blue Valley Center for Advanced Professional Studies	4th	School	1school	Meghan Boehm mboehm@bluevalleyk12.org
Children's Mercy Hospital (CMH)	3rd, 4th, Elective	Hospital/ Clinic	338 beds	Brie Cantrell bacantrell@cmh.edu 816-701-4520
City Union Mission (CUM)	4th	Community	2 facilities	Dinae Chichester dinae.chichester@cityunionmission.org
Cradle KC	4th	Community	1 facility	Mariah Chrans mchrans@wycohealth.com
Gardner Elementary	4th	School	1 school	Krysta Duft duftk@usd231.com
Home Holistic	4th	Community	1 facility	Ashley Walburn ashley@homeholistic.com
Jewish Vocational Services	4th	Community	1 facility	Katie Norman knorman@jvskc.org
Johnson County Health Dept	4th	Community	1 facility	Adam Boydston Adam.Boydston@jocogov.org; Deb Kellison Debra.Kellison@jocogov.org
Kansas City VA	4th	Hospital/Clinic		Cetta Martin Cetta.Martin@va.gov
KC Hospice & Palliative Care	4th	Home/LTC/Inpatient	6 teams	Kelli Traylor ktraylor@kchospice.org
Lawrence Memorial Hospital (LMH)	4th	Hospital	162 beds	Ken Sarber ken.sarber@lmh.org 785-505-3070
				KacieKneidel Kacie.Kneidel@LMH.ORG
Lawrence Pediatrics Clinic	4th	Clinic	1 clinic	Cathy Worcester cathyw@lawrencepeds.com
Liberty Hospital (LH)	3rd & 4th	Hospital	204 beds	Heather Wilkie heather.wilkie@libertyhospital.org
Miami County Health Dept	4th	Community	1 facility	KD Pond kdpond@miamicountyks.org
The University of Kansas Health System-Paola	4th	Hospital	39 beds	Brea Kasson bkasson@kumc.edu
Midland Care Connection (MCC)	4th	Community	2 facilities	Crystal Butler cbutler@midlandcc.org
North Kansas City Hospital (NKCH)	3rd & 4th	Hospital	451 beds	Mary Davis Mary.Davis@nkch.org

				816-691-1362 or Joni Graff Joni.Graff@nkch.org
The University of Kansas Health System-Olathe	3rd & 4th	Hospital/Clinic	300 beds	Terri Koehler tkoehler2@kumc.edu
Olathe School District (OSD)	4th	School	60 schools	Sarah Gilliland "Sarah Gilliland" <slgilliland@olatheschools.org>
Overland Park Regional Medical Center (OPRMC) – part of HCA	4th	Hospital	383 beds	Ishani Akpovona (OPR) Ishani.Akpovona@hcamidwest.com Fernanda Avila (HCA) Fernanda.Avila@hcahealthcare.com Julie Mitchell (HCA) Julie.Mitchell@hcamidwest.com
Prime Healthcare (Providence & St. John's Hospitals)	4th	Hospital	445 beds/76 beds	Tiffany Day TDay@primehealthcare.com
Research Medical Center (RMC)- part of HCA	4th	Hospital	487 beds	Nellie Cross (RMC) Nellie.Cross@hcamidwest.com Fernanda.Avila@hcahealthcare.com Julie Mitchell (HCA) Julie.Mitchell@hcamidwest.com
Shawnee Mission School District (SMSD)	4th	School	46 schools	Paula Bunde paulabunde@smsd.org
St. Luke's East Hospital	4th	Hospital	240 beds	Alisa Barker abarker@saint-lukes.org 319-431-3594 or Ursula Krieg ukrieg@saint-lukes.org
St. Luke's Hospital (Plaza)	4th	Hospital	484 beds	Alisa Barker abarker@saint-lukes.org 319-431-3594 or Ursula Krieg ukrieg@saint-lukes.org
St. Michael's School	4th	School	1 school	Cathy Rysavy school.nurse@stmichaelcp.org
Stormont Vail	4th	Hospital	586 beds	Kelsey Joice clinicalexperience@stormontvail.org 785-354-5825
The University of Kansas Health System (TUKHS)	1st, 2nd, 3rd, & 4th	Hospital/Clinic/Community	1045 beds	Cate Stubenrauch cstubenrauch@kumc.edu, Caroline Black cmasson2@kumc.edu
University Health (UH)	4th	Hospital	214 beds	Kendrah Simmons Kendrah.Simmons@uhkc.org
USD 497 Lawrence Schools	4th	School	20 schools	Linda Redding linda.redding@usd497.org
Vital Core HS (Corrections)	4th	Community	2 facilities	Jenny Ehrlich JEhrlich@VitalCoreHS.com

Children's Mercy

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

9/30/2025

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

Dear Board and Committee Members,

On behalf of Children's Mercy Hospital, I am writing to you in support of the University of Kansas School of Nursing's request for a Master of Science in Nursing, Direct Entry program. This program offers a unique pathway toward a nursing degree, targeting those who already have a college degree at the baccalaureate level or higher. This program will be the first of its kind in Kansas and represents progressive nursing education models seen across the United States. The benefit to this program is the graduation of more new nurses who will support the health and wellness of our communities.

Children's Mercy Hospital has a long-standing collaboration with the University of Kansas School of Nursing by offering clinical placements for their students. With the increased enrollment, Children's Mercy Hospital is committed facilitating clinical placements of these students, without negatively affecting clinical placements of students from other areas nursing programs.

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

Thank you for considering this request.

Sincerely,

Stephanie Meyer, RN, MS-FNP, NEA-BC
Executive Vice President/Chief Nurse Executive
Chief Operating Officer Acute Care
Bernell Hevner O'Donnell, RN Endowed Chair

In Academic Affiliation with The University of Missouri - Kansas City School of Medicine and The University of Kansas School of Medicine
An Equal Opportunity/Affirmative Action Employer – Services provided on a non-discriminatory basis

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Education 326

THE UNIVERSITY OF KANSAS HEALTH SYSTEM

Executive Office

September 24, 2025

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

Dear Colleagues,

We are grateful for the efforts of our regional nursing schools to educate future nurses, as our country faces a nursing shortage. To support current and future workforce needs, the Dean at the University of Kansas School of Nursing (KU SON) has communicated an interest in starting a master's in nursing, direct entry program (MSN-DE). This program represents another pathway into nursing, specifically designed for individuals who already have a college degree, baccalaureate or higher, in another discipline. While this type of nursing pathway is a growing trend throughout the United States, this would represent the first degree of this type in Kansas. By attracting degreed professionals to a nursing career, the health and wellness of our communities could benefit.

On behalf of The University of Kansas Health System, we are pleased about this new degree program and offer our support. We are committed to ensuring clinical experiences for future students. Our health system, which includes hospitals in Olathe, Kansas and Liberty, Missouri, as well as ambulatory and behavioral health care facilities throughout the region, gives us confidence in supporting increased clinical placement requests. We can continue to increase the number of clinical placements in our facilities, so all our education partners are supported and not negatively impacted with the growth of this program.

We look forward to advancing our collaboration with KU SON and doing our part to support increasing the registered nurse workforce in Kansas.

Thank you for considering this request.

Sincerely,

Tammy Peterman MS, RN, NEA-BC, FAAN
President, Kansas City Division

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

Assessment Plan for the Master of Science in Nursing

Assessment Plan | Assignment Overview

The comprehensive evaluation process was guided by the following principles:

1) All signature assignments are directly aligned with the 2021 AACN Essentials
2) Competency is demonstrated through achievements of the associated sub-competencies at either Level 1 or Level 2
3) Signature assignments are scaffolded to track learner progress toward competency and the ability to apply learning in real-world contexts.
4) Signature assignments will occur at key points in the curriculum and increase in complexity.

To clarify the key assessment terms and how they connect:

- ***Benchmark assignments*** *are assessments* <u>*for learning*</u> *embedded at specific points within a course. They help faculty gauge whether learners are on track to meet course outcomes and progressing toward competency.*

- ***Signature assignments*** *are evaluations of learning placed at key points across the curriculum. They are intentionally scaffolded and increase in complexity to evaluate a learner's achievement of AACN sub-competencies.*

- ***Program evaluation*** *is the comprehensive evaluation of the overall outcomes of the program, which would include aggregate attainment of competencies by the learners (examples include signature assignments, evaluation of standardized testing, clinical evaluation tools, learner self-evaluations)*

Together, these elements form an intentional assessment system that allows us to monitor learning, guide instruction, and ensure our graduates are prepared to meet the expectations of professional nursing practice.

Signature Assignment Progression

Term 1	Term 2	Term 3	Term 4
Signature Assignment: Day in the Life of a Nurse			
Building Trust, Culture, and Communication	**Communication and Team Behaviors to Support Safe, Patient-Centered Care**	**Advocacy in Action or Global Wellness Leader**	**The Nurse as Leader – Advocacy, Teamwork, and Professional Growth**
Three interactive vignettes involving a clinical patient, peer interaction, and interprofessional team. Sets the stage for future work in advocacy, intervention design, and outcome evaluation.	*Places students in a pediatric med-surg scenario where students demonstrate teamwork, communication, and safety practices across three unfolding parts: safety huddle and data review, medication reconciliation and family communication, event reporting and QI proposal.*	*Places student in role as nurse advocates by designing an evidence-informed intervention or campaign addressing a real-world health issue. Explore a practice question, conduct a literature review, and either write a policy brief or create a global wellness campaign.*	*Simulates a nurse's leadership role across three real world scenarios: Leading a quality improvement initiative, navigating personal-professional boundaries, and advocating for global health through a professional organization.*
Signature Assignment 2: Objective Structured Clinical Examination (OSCE)			
OSCE #1	**OSCE #2**	**OSCE #3**	**OSCE #4**
Care for simulated patient who is post-operative day one following an open reduction and internal fixation (ORIF) of a right, lower-leg fracture.	*Care for simulated patient recovering from an appendectomy who is now exhibiting signs of post-operative complication (e.g., nausea, pain).*	*Care for a simulated patient newly diagnosed with type 2 diabetes. Patient is now stable and preparing for discharge.*	*Manage care for multiple patients during a simulated clinical shift. Scenario includes competing priorities, delegation opportunities, and unexpected interruptions (e.g., changes in patient status, questions from team, or family concerns).*

Appendix. Courses Mapped to MSN Program Objectives (Outcomes) – On-Campus, CCNP, & RN-BSN

#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Analyze nursing and interdisciplinary theories to inform clinical judgment in delivering safe, equitable care across diverse settings.	Use clinical judgment in the design and implementation of person-centered care plans across the continuum.	Analyze population-level data to inform nursing interventions that promote health equity and address disparities across the care continuum.	Appraise evidence to inform practice decisions and contribute to the advancement of nursing knowledge.	Design strategies that foster a culture of safety and quality improvement in healthcare environments.	Facilitate interprofessional collaboration to enhance care coordination and improve health outcomes for individuals and populations.	Assess healthcare systems and resource utilization to advocate for policies and practices that promote equitable and efficient care delivery.	Integrate informatics tools and emerging technologies to optimize communication, decision-making, and safety outcomes.	Integrate professional identity that reflects nursing's knowledge, values, and ethical comportment.	Engage in reflective practice to support lifelong learning, resilience, and professional growth.
NURS 600 – 1, 2	NURS 601 – 1, 2, 3	NURS 601 - 5	NURS 692 – 1	NURS 600 - 5	NURS 600 – 2, 3	NUS 662 - 1	NURS 600 - 3	NURS 600 – 1, 2, 4, 5	NURS 692 - 5
NURS 602 -1, 2, 3	NURS 602 - 4	NURS 662 - 2	*NURS 700 – 1, 2	NURS 601 - 5	NURS 692 - 2	NURS 692 - 1	NURS 601 - 4	NURS 602 - 5	NURS 762 - 5
NURS 603 – 1, 2, 3, 4	NURS 603 - 5	NURS 691 – 4	NURS 762 - 3	NURS 691 – 1	NURS 700 - 3	NURS 761 - 3	NURS 691 - 4	NURS 691 – 2, 3, 5	NURS 788 – 1, 3, 4
NURS 691 - 1	NURS 661 – 1, 2, 3, 4	*NURS 700 -2, 3		NURS 762 - 3	NURS 762 – 2	NURS 788 -2	NURS 692 -1, 3	NURS 692 - 4	NURS 789 – 1, 2, 3, 4
NURS 692 – 1	NURS 662 – 1, 2, 3, 4			NURS 792 – 3, 4	NURS 788 - 1	NURS 792 - 1	*NURS 809 – 1, 2, 3	*NURS 700 - 3	NURS 792 - 3
*NURS 700 – 1, 2	NURS 691 – 1, 3				NURS 792 - 2			NURS 762 - 5	
NURS 762 - 1	NURS 692 – 1, 2, 4				*NURS 809 - 1			NURS 788 - 4	
NURS 791 - 3	*NURS 700 – 2, 3							NURS 789 – 1, 4	
NURS 788 -3	*NURS 701 - 1							NURS 791 - 3	
	NURS 761 – 1, 2							NURS 792 - 3	
	NURS 762 – 1, 2, 4								
	NURS 791 – 1, 2								
	NURS 792 – 1, 2								
	NURS 809 – 1, 2								

* = MSN/DNP Shared Course
N = NURS course number

Education 331

Graduate Program Major Curriculum Change Request
Kansas State Board of Nursing
60-17-105 (d) (2) (A) (B) – Graduate
Must be received by KSBN at least 30 days before the board meeting

Date: October 15, 2025
Name of Program: Doctor of Nursing Practice
Program Administrator   Jean Giddens, PhD, RN, FAAN, ANEF
including credentials:
Parent Institution: University of Kansas

Address of Institution: University of Kansas Medical Center – School of Nursing
                                   6911 Rainbow Blvd. | Mail Stop 4043
                                   Kansas City, KS 66160

Level of the Program
for which the change
Is being requested   Graduate – Doctor of Nursing Practice

Briefly describe the
Change being requested: The University of Kansas School of Nursing (KU SON)
                         Doctor of Nursing Practice (DNP) Program has revised the
                         curriculum to reflect the 2021 AACN Essentials. The new
                         curriculum will incorporate competency-based methodology
                         that is in alignment with the AACN recommendations for
                         advanced practice.

Action Taken

Education Committee Review   _____
                                               Date

Action Taken: ☐   Approved   ☐   Not Approved   ☐   Deferred

Board of Nursing Review   _____
                                               Date

Action Taken: ☐   Approved   ☐   Not Approved   ☐   Deferred

_____   _____
Nursing Education Compliance Officer   Date

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Education 332

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

☒ **(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.

2

Instructions

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

2. **Any change in the plan of nursing curriculum organization involving (Delivery Method of Courses):**

The Doctor of Nursing Practice (DNP) at the University of Kansas School of Nursing represents the highest level of clinical nursing preparation, designed to prepare nurses for advanced clinical practice, leadership, and scholarship across diverse health systems. Grounded in the *AACN Core Competencies for Advanced-Level Nursing Education (2021)*, the program integrates concept-based learning with a competency-based education (CBE) model to ensure graduates demonstrate mastery across the domains of advanced nursing practice.

The program offers five concentrations, of which one is a non-advanced practice concentration for executive leaders. The other four are advanced practice certification concentrations: Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Nurse-Midwifery, and Psychiatric-Mental Health Nurse Practitioner. Each pathway incorporates the competencies and requirements of their respective accrediting and certifying bodies—such as the Accreditation Commission for Midwifery Education (ACME), the National Organization of Nurse Practitioner Faculties (NONPF), the American Midwifery Certification Board (AMCB), the American Nurses Credentialing Center (ANCC), the American Association of Nurse Practitioners (AANP), and the AACN Certification Corporation—ensuring graduates are fully prepared for national certification and licensure in their chosen specialty.

In addition to specialty preparation, all students complete doctoral-level coursework in leadership, health policy, quality improvement, informatics, and evidence-based practice, and all advanced practice students complete doctoral-level coursework in advanced health assessment, pathophysiology, and pharmacology. The didactic courses culminate in a DNP Scholarly Project where students translate scientific evidence into practice and generate meaningful contributions to individual and population health, advanced nursing practice, and healthcare systems.

This program is designed to primarily be an online program, although alternative modality methods are being requested for selected didactic and practicum courses to provide flexibility in teaching and learning activities when needed.

Enclosed in the curriculum packet are the revised end of program student learning outcomes, program description, sample degree plans, abbreviated syllabi for core and concentration courses, clinical practicum hour comparison, and evaluation plan with signature assignments. Also enclosed is a table showing the current and proposed plan of study.

Overview of Faculty Involvement

Faculty engagement has been integral throughout the curriculum revision process at the University of Kansas School of Nursing. The initiative originated in October 2024, when the Academic Repositioning Taskforce recommended convening a full task force to lead curriculum revision on behalf of the faculty and School of Nursing.

Task Force Composition

- **November 2024 Formation:** The task force was established with 10 faculty members, including:
  o A Chair (Simulation Director)
  o Two Co-Chairs (faculty appointees for undergraduate and graduate levels)
  o Faculty representatives covering undergraduate, graduate, DEI, informatics, assessment, and population health
  o Two practice partner nurses from the health system
- **February 2025 Additions:** The project manager and both program directors were added to ensure comprehensive oversight.

Phased Project Approach

The curriculum revision was structured in five phases, with faculty feedback integrated at each step:

1. **Phase 1 (Completed January 2025):** End of Program Student Learning Outcomes (EPSLOs) rewritten and aligned to AACN Essentials domains.
2. **Phase 2 (Completed February 2025):** New program, track, and concentration descriptions developed.
3. **Phase 3 (Completed May 2025):** Course descriptions, objectives, and AACN Essential Competency/Sub-Competency alignments created.
4. **Phase 4 (Completed June 2025):** Assessment plan finalized.
5. **Phase 5 (Ongoing):** Integration of feedback and preparation of final program materials.

At the conclusion of each phase, faculty were surveyed via REDCap for comprehensive feedback, which was incorporated into revisions as the curriculum evolved.

Stakeholder Engagement

- **June–July 2025:** Associate Deans, program directors, co-chairs, and project manager conducted an external stakeholder roadshow to discuss curriculum content with practice partners, identifying alignment opportunities between academic preparation and workforce needs.
- **August 2025:** An all-school retreat included a gallery walk showcasing program structures, clinical opportunities, simulated experiences, and assessment strategies. Additional faculty feedback was collected at this event.
- **September 2025:** Detailed program packets were distributed to faculty via email for edits and feedback. Responses were addressed in writing and through open dialogue at the September Faculty Assembly.

Faculty Approval

The final faculty vote occurred on **October 13, 2025**, with approval granted for submission to:

- University of Kansas Medical Center (KUMC) councils
- Kansas State Board of Nursing (KSBN)

Conclusion

The process has demonstrated strong faculty leadership, systematic stakeholder engagement, and rigorous alignment with AACN Essentials and practice partner expectations. The School of Nursing respectfully submits this documentation as part of its curriculum approval request.

3.   If this change involves a new course, complete the curriculum revision or a course revision, including the following items:

- Course title
- Course objectives/outcomes
- Sequence of the course
- Major content outline
- Clinical facility(ies) to be used
- Course evaluation

Doctor of Nursing Practice (DNP) Proposed 2026-27 Curriculum

The University of Kansas School of Nursing

Contents

University of Kansas School of Nursing
DNP End-of-Program Student Learning Outcomes (EPSLOs) | 2026

Outcome	Current EPSLOs	Revised EPSLOs
1.	Integrate science-based theories with clinical expertise and organizational management to provide leadership in health care systems and in development of health care policy.	Synthesize theory and evidence to provide equitable care for individuals and populations across the care continuum. (Domains 1,2,3)
2.	Apply research utilization skills in various health care delivery systems.	Demonstrate exemplary levels of clinical judgment in delivering evidence-based, person-centered care to optimize health outcomes. (Domains 1,2)
3.	Demonstrate professional values in advanced nursing practice roles.	Integrate ethical frameworks for implementation and dissemination of knowledge that advances nursing practice. (Domain 4)
4.	Synthesize, interpret, and apply knowledge from nursing practice, research, and theory to promote and sustain evidence-based advanced nursing practice.	Lead systems-based interventions that enhance informatics processes and quality and safety practices. (Domains 5,7,8)
5.	Communicate and collaborate with colleagues in nursing and other disciplines to meet the health needs of client systems in varied health care delivery systems.	Lead interprofessional teams that include patients, families, communities, and other stakeholders to improve care and strengthen outcomes. (Domain 6)
6.	Use information and technology in the development and implementation of programs to evaluate outcomes of care, care systems, and quality improvement.	Exemplify a sustainable professional identity in nursing. (Domain 9)
7.	N/A	Create strategies to support lifelong learning, critical self-reflection, and personal well-being. (Domain 10)

University of Kansas-School of Nursing: Comparison of Current/Revised DNP Program Descriptions

Previous Program Description	Revised Program Description
The **Doctor of Nursing Practice (DNP)** degree prepares graduates for nursing practice at the highest level. The DNP offers sophisticated, cutting-edge experiences that help nurses actively engage in a complex, dynamic and demanding health care field. Skills in collaboration, innovation, and evaluation — complemented by advanced nursing practice skills — prepare nurses to shape the future of health care. Graduates of the DNP program provide patient-centered care that is evidence-based, contribute to the development of evidence-based practice, and pursue leadership roles in a variety of health care and educational settings. All DNP graduates must have completed at least 1,000 hours of supervised, post-baccalaureate, practice experiences.	**Doctor of Nursing Practice** The Doctor of Nursing Practice (DNP) prepares registered nurses for advanced practice roles and specialties. Graduates learn to evaluate practice initiatives, use evidence-based practice to implement change, lead advanced decision-making and strategies to influence health policies and facilitate interprofessional collaboration in health care systems. This program is offered in a hybrid format. There are five specialty concentrations – four advanced practice and an executive leadership -, and a DNP completion track leading to a DNP degree. 1. **Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)** Prepares students to provide direct acute care to adolescents through aging adults. Upon completion, graduates are eligible to sit for national certification examination and to apply for the Advanced Practice Registered Nurse (APRN) license. 2. **Family Nurse Practitioner (FNP)** Prepares students to provide primary care services to patients and families across the lifespan and in a wide range of settings across the continuum of care. Upon completion, graduates are eligible to sit for national certification examinations and to apply for the Advanced Practice Registered Nurse (APRN) license. 3. **Nurse-Midwifery** Prepares students to provide primary care, as well as sexual, reproductive, and gynecologic care to patients across the lifespan. Upon completion, graduates are eligible to sit for national certification examination and to apply for the Advanced Practice Registered Nurse (APRN) license. 4. **Psychiatric-Mental Health Nurse Practitioner (PMHNP)** Prepares students to provide primary mental health care services to groups, patients, and families across the lifespan. Upon completion, graduates are eligible to sit for national certification examinations and to apply for the Advanced Practice Registered Nurse (APRN) license.

University of Kansas-School of Nursing: Comparison Sample Plan of Study-Core Curriculum for DNP Advanced Practice Concentrations

Current DNP Core Curriculum: Course and Credits	Practicum Hours	Revised DNP Core Curriculum	Practicum Hours
NRSG 748 Theories for Practice and Research (3 cr.)		NURS 700: Principles of Nursing Scholarship (3 cr.)	
NRSG 754: Health Care Research (2 cr.)		NURS 701: Population Health and Epidemiology (3 cr.)	
NRSG 755: Professionalism in Advanced Nursing Practice (3 cr.)		NURS 800: Leadership and Professionalism (3 cr.)	
NURS 801: Advanced Health Assessment and Clinical Reasoning (3 cr.)			
NRSG 804: Interpreting Research for Applied Science (3 cr.)		NURS 801: Advanced Health Assessment and Clinical Reasoning (3 cr.)	
NRSG 808: The Social Context for Health Care Policy (2 cr.)		NURS 802: Advanced Pathophysiology (3 cr.)	
NRSG 811: Principles of Clinical Epidemiology (3 cr.)		NURS 803: Advanced Pharmacology (3 cr.)	
NRSG 812: Advanced Pathophysiology (3 cr.)			
NRSG 813: Advanced Pharmacology (3 cr.)			
NRSG 911: Tools for Practice Doctorate Scholarship (3 cr.)		NURS 808: Health Policy and Advocacy (3 cr.)	
NRSG 935: Professionalism and Scholarship Workshop (2 cr.)		NURS 809: Informatics, Technology, and Communication (3 cr.)	
NRSG 941: Preparing for Doctoral Leadership (2 cr.)		NURS 901: Quality Improvement Methods and Evaluation (3cr.)	
NRSG 948: Methods for Assessing Organizational and Clinical Practice Outcomes (2 cr.)		NURS 902: Systems Change Management (2 cr.)	
NRSG 954: DNP Synthesis Workshop (1 cr.)		NURS 980: DNP Project Development (2 cr.)	
NRSG 981 DNP Project Development (2cr.)		NURS 981: DNP Project Implementation (3 cr.)	250
NRSG 982 DNP Project Implementation (3 cr.)	192	NURS 982: DNP Project Evaluation and Dissemination (3 cr.)	
NRSG 983 DNP Project Evaluation and Dissemination (1 cr.)		NURS 983: Transition to Doctoral Leadership (3 cr.)	
IPHI 850 Introduction to Health Informatics (2 cr.)			
Totals: 41 credits	**192 hours**	**40 credits**	**250 hours**

DNP Advanced Practice Specialty Concentration – Sample Degree Plan

Year (Credit Hours)	Semester (Credit Hours)	Course Number	Title	Credit Hours
Year 1 2026-27 (24 CH)	Fall 1* 9 CH	NURS 700	Principles of Nursing Scholarship	3
		NURS 701	Population Health and Epidemiology	3
		NURS 808	Health Policy and Advocacy	3
	Spring 1 9 CH	NURS 801	Advanced Health Assessment and Clinical Reasoning	3
		NURS 802	Advanced Pathophysiology	3
		NURS 803	Advanced Pharmacology	3
	Summer 1 6 CH	NURS XXX	Concentration Course	3
		NURS XXX	Concentration Course	3
Year 2 2027-28 (24 CH)	Fall 2 9 CH	NURS 800	Leadership & Professionalism	3
		NURS 809	Informatics, Technology, and Communication	3
		NURS XXX	Concentration Course	3
	Spring 2 9 CH	NURS XXX	Concentration Course	3
		NURS XXX	Concentration Course	2
		NURS 901	Quality Improvement Methods and Evaluation	3
	Summer 2 6 CH	NURS 902	Systems Change Management	2
		NURS 980	DNP Project Development	2
		NURS XXX	Practicum I	2
Year 3 2027-28 (19 CH)	Fall 3 9 CH	NURS XXX	Concentration Course	3
		NURS XXX	Practicum II	3
		NURS 981	DNP Project Implementation	3
	Spring 3 9 CH	NURS XXX	Practicum III	3
		NURS 982	DNP Project Evaluation and Dissemination	3
		NURS 983	Transition to Doctoral Leadership	3

Total Credits = 56-67*

*A graduate-level statistics course (BIOS 704 or equivalent) is required and may be completed prior to admission or during first semester of enrollment. Consult with your advisor about whether you have met this prerequisite requirement.

**Courses will vary according to individual student plan with advisor approval. Students from the University of Kansas Direct Entry MSN may have up to 9 credit hours waived in prior credit.

***The AACN Essentials for DNP Education notes a minimum of 1,000 post-baccalaureate practice hours in school.
Full-time study may not be possible and is not recommended if the student also works full-time.

DNP Core Course Syllabi
2026-2027

THE UNIVERSITY OF KANSAS
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COURSE NAME: NURS 700 Principles of Nursing Scholarship
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will develop advanced skills in integrating theoretical and philosophical frameworks, nursing and other disciplinary sciences, nursing historical perspectives, and emerging AI-enhanced technologies to enhance critical thinking, support decision-making, and lead change in healthcare. Grounded in a competency-based education framework, students will focus on applying nursing knowledge and ethical frameworks that optimize person-centered care.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Evaluate nursing knowledge, including insights from emerging AI-enhanced technologies, to inform education, practice, and research.
2. Strengthen critical thinking and decision making to address complex healthcare challenges.
3. Critically reflect on personal and professional practices to foster professional growth.

COURSE NAME: NURS 701 Population Health & Epidemiology
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will examine the evolving landscape of population health by integrating epidemiology and health strategies, while developing skills to evaluate and address the health needs of diverse populations. Through competency-based learning, students will develop skills in building partnerships, addressing demographic variations in health outcomes, and leading collaborative efforts to improve care delivery across the health continuum.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Design comprehensive approaches to managing care transitions across the health continuum, ensuring continuity and quality of care for populations.
2. Develop plans for engaging organizations and stakeholders and creating intervention strategies responsive to demographic variations.
3. Evaluate health data to address priority needs within populations.

COURSE NAME: NURS 800 Leadership & Professionalism
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will cultivate essential communication, leadership, and collaboration skills to advance the nursing profession, while modeling a culture of civility, ethical decision-making, and interprofessional team leadership. Grounded in a competency-based education framework, students will demonstrate advanced communication, ethical decision-making, and advocacy skills.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Employ advanced communication techniques and leadership strategies for effective collaboration.
2. Model a culture of civility and ethical decision making.
3. Advocate for the nursing profession through leadership that enhances the visibility and influence of nursing.

COURSE NAME: NURS 801 Advanced Health Assessment & Clinical Reasoning
MODALITY: Hybrid
CREDIT HOURS: 3
PREREQUISITES: NURS 802 Advanced Pharmacology, NURS 803 Advanced Pathophysiology **OR**
COREQUISITES: NURS 802 Advanced Pharmacology, NURS 803 Advanced Pathophysiology

COURSE DESCRIPTION:
Students will develop advanced skills in comprehensive health assessment across the lifespan, including history-taking, physical examination, and clinical reasoning. Through competency-based learning, students will collect and interpret subjective and objective data to identify normal and abnormal findings, formulate differential diagnoses, and support clinical decision-making.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Perform comprehensive and focused health assessments across the lifespan.
2. Interpret assessment data to differentiate normal from abnormal findings.
3. Apply patient-centered approaches to health assessment.

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COURSE NAME: NURS 802 Advanced Pathophysiology
MODALITY: Online, 14 Weeks/16 Weeks
CREDIT HOURS: 3
PREREQUISITES:
COREQUISITES: NURS 801 Advanced Health Assessment and Clinical Reasoning, NURS 803 Advanced Pharmacology

COURSE DESCRIPTION:

Students will explore the advanced principles of human pathophysiology across the lifespan, emphasizing the biological and clinical manifestations of disease. Through competency-based education, students will use a systems-based approach to analyze alterations in normal physiological function and their implications for clinical decision-making in advanced practice.

COURSE OBJECTIVES:

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

1. Analyze alterations in physiological function across the lifespan to support advanced clinical decision-making.
2. Integrate systems-based knowledge of disease processes to inform differential diagnosis.
3. Evaluate clinical manifestations of pathophysiologic conditions to guide evidence-based care.

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COURSE NAME: NURS 803 Advanced Pharmacology
MODALITY: Online
PREREQUISITES: N/A
COREQUISITES: NURS 802 Advanced Pathophysiology, NURS 801 Advanced Health Assessment and Clinical Reasoning

COURSE DESCRIPTION:
Students will examine the advanced principles of pharmacotherapeutics, pharmacokinetics, and pharmacodynamics across the lifespan. Through competency-based learning, students will evaluate the clinical application of pharmacologic agents used in the prevention and treatment of disease, with an emphasis on safe, effective, and evidence-based prescribing.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Evaluate pharmacologic therapies based on mechanism of action, efficacy, and patient-specific variables.
2. Apply evidence-based guidelines to inform safe and effective prescribing practices.
3. Integrate pharmacologic principles to optimize therapeutic outcomes across diverse populations

COURSE NAME: NURS 808 Health Policy & Advocacy
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will critically analyze the impact of policy decisions across organizational, local, state, and federal levels while developing advocacy strategies, influencing policy change, and collaborating to advance care and improve health outcomes. Students will demonstrate competency in policy analysis, stakeholder collaboration, and strategic advocacy to improve health outcomes.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Analyze the impact of policy decisions at organizational, local, state, and federal levels.
2. Develop advocacy strategies to influence system-level policy changes.
3. Collaborate to advance care and improve health outcomes.

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COURSE NAME: NURS 809 Informatics, Technology, & Communication
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will explore informatics principles, enhanced healthcare technologies, and emerging AI to enhance care delivery and patient outcomes while refining skills in using and evaluating information and communication technologies to optimize clinical performance and ensure data security. Students will demonstrate competency in designing informatics, communication, and technology strategies, using health information technologies, including AI, to optimize patient and population outcomes.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Utilize health information technologies (e.g., EHR, artificial intelligence) to enhance interprofessional communication, support team-based care, and improve patient outcomes.
2. Design informatics, technology, and communication strategies that optimize patient care and advance healthcare system goals.
3. Evaluate the ethical, clinical, and operational impacts of AI-enhanced health information technologies on patient engagement, digital access, and data security.
4. Assess the impact of health information technologies on patient engagement, digital access, and data security.

COURSE NAME: NURS 901 Quality Improvement Methods & Evaluation
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will develop skills necessary for leading quality improvement initiatives by analyzing healthcare data to identify gaps, monitoring trends, and designing strategies to improve care and safety outcomes. Students will demonstrate competency in designing and leading quality improvement initiatives that support system performance, patient safety, and improve outcomes.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Analyze healthcare data to inform improvements in patient safety and overall care quality.
2. Design quality improvement strategies to enhance system performance and patient safety across healthcare settings.
3. Design sustainable quality initiatives in healthcare settings.
4. Demonstrate leadership skills for developing and sustaining quality improvement initiatives.

COURSE NAME: NURS 902 Systems Change Management
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 901 Quality Improvement Methods & Evaluation
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will evaluate the drivers of change in complex healthcare systems by integrating systems thinking, strategic planning, and health policy, while developing the advanced knowledge and skills needed to inform, influence, and support transformation across diverse healthcare settings. Students will demonstrate competency in developing evidence-informed strategies to manage system-level change and evaluating policies and system-level influences on healthcare transformation.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Develop evidence-informed strategies for managing change across healthcare systems.
2. Evaluate the impact of fiscal and regulatory policies on healthcare systems.
3. Analyze complex system-level influences for sustainable healthcare transformation.

COURSE NAME: NURS 909 Immersion Practicum
MODALITY: Online
CREDIT HOURS: 1-3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will be provided with the opportunity to apply advanced clinical, leadership, or systems-level knowledge in real-world settings. Students will engage in individualized practicum experiences that align with their professional goals and contribute to the accrual of required practicum hours. Students will demonstrate competency in synthesis, integration, and translation of advanced knowledge, leadership, and systems thinking to evaluate outcomes of applied doctoral level initiatives.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply advanced knowledge to address complex healthcare challenges.
2. Demonstrate doctoral level leadership and systems thinking through engagement in interprofessional collaboration, quality improvement, or organizational change efforts.
3. Synthesize prior learning and professional experiences to develop and document DNP competencies.
4. Evaluate the outcomes of applied doctoral-level initiatives within clinical, organizational, or policy contexts.

COURSE NAME: NURS 980 DNP Project Development
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 901 Quality Improvement Methods & Evaluation
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will Integrate evidence-based practice and scholarly inquiry to design a DNP project that applies evidence, fosters innovation, engages stakeholders, and upholds the standards of ethical scholarly practice. Students will use a competency-based approach to demonstrate ethical and scholarly practice to collaborate with stakeholders and develop a project addressing important issues.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Design a DNP project to influence healthcare outcomes through evidence-based practice and innovation.
2. Integrate diverse stakeholder perspectives in the DNP project design process to improve practice.
3. Model ethical scholarly practice throughout project development.

COURSE NAME: NURS 981 DNP Project Implementation
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 980 DNP Project Development
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will implement a DNP project. Through competency-based learning, students will demonstrate the leadership and collaborative skills necessary to drive change to improve healthcare outcomes.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Demonstrate leadership competencies by effectively guiding the implementation of a DNP project.
2. Lead an evidence based, sustainable DNP project.
3. Apply leadership strategies for effective interprofessional collaboration.

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COURSE NAME: NURS 982 DNP Project Evaluation & Dissemination
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 981 DNP Project Implementation
COREQUISITES: N/A

COURSE DESCRIPTION:

Students will evaluate and disseminate the outcomes of the DNP project. Students will demonstrate competency in critically assessing effectiveness of the project, leading project dissemination to diverse audiences, and collaborating with stakeholders to ensure sustainability.

COURSE OBJECTIVES:

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

1. Evaluate the effectiveness of DNP project outcomes using evidence-based methods.
2. Disseminate findings to diverse audiences.
3. Collaborate with stakeholders to ensure the long-term sustainability of project outcomes.

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COURSE NAME: NURS 983 Transition to Doctoral Leadership
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: Must be enrolled in final semester
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will synthesize and integrate knowledge and skills acquired throughout the program. Students will demonstrate competency in the student learning outcomes and readiness to transition into the advanced practice role of the Doctor of Nursing Practice, while engaging in critical reflection on their development as clinical scholars, leaders, mentors, advocates, and lifelong learners.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Advocate for policies that empower nurses to practice to the full extent of their education and expertise, actively engaging in professional organizations and contributing to the advancement of the nursing profession.
2. Engage in professional development through mentoring, lifelong learning, and leadership opportunities that advance personal and collective growth within the nursing profession.
3. Demonstrate leadership and advocacy for the nursing profession by effectively managing change in complex environments, while promoting a positive, accurate, and distinctive image of nursing.

Curriculum Comparison | Psychiatric Mental Health Nurse Practitioner Specialty Content

	Current Curriculum: Course and Credits	Practicum Hours	Revised Curriculum: Course and Credit	Practicum Hours
	NRSG 801 Advanced Health Assessment and Clinical Reasoning (3 cr.)		NURS 801 Advanced Health Assessment & Clinical Reasoning (3 cr.)	
	NRSG 809 Health Promotion (2 cr.)		NURS 802 Advanced Pathophysiology (3 cr.)	
	NRSG 812 Advanced Pathophysiology (3 cr.)		NURS 803 Advanced Pharmacology (3 cr.)	
	NRSG 813 Advanced Pharmacology (3 cr.)		NURS 830 Advanced Psychiatric Assessment Across the Lifespan (3 cr.)	
	NRSG 844 Advanced Psychiatric Assessment (3 cr.)		NURS 831 Psychotherapeutic Interventions I (3 cr.)	
	NRSG 850 Mental Health Assessment of Infants, Children and Adolescents (3 cr.)		NURS 832 Psychopharmacology for Advanced Nursing Practice (3 cr.)	
	NRSG 851 Psychopharmacology for Advanced Nursing Practice (3 cr.)		NURS 930 Pediatric Mental Health: Foundations of Assessment and Early Intervention (3 cr.)	
	NRSG 929 Psychotherapeutic Interventions 1: PMHNP (3 cr.)		NURS 931 Psychotherapeutic Interventions II (3 cr.)	
	NRSG 930 Psychotherapeutic Interventions 2: PMHNP (3 cr.)		NURS 932 Common Medical Conditions in PMHNP Care (3 cr.)	
	NRSG 931 Psychotherapeutic Practicum I: PMHNP (2 cr.)	128	NURS 935 Psychotherapeutics Practicum I (2-4 cr.)	167-333
	NRSG 932 Psychotherapeutic Practicum II: PMHNP (4 cr.)	256	NURS 936 Psychotherapeutics Practicum II (2-4 cr.)	167-333
	NRSG 933 Psychotherapeutic Practicum III: PMHNP (3-4 cr.)	192-256	NURS 937 Psychotherapeutics Practicum III (2-4 cr.)	167-333
Total	**35-36 credits**	**576-640 hours**	**36 credits**	**750 hours**

All students must achieve a total of 1,000 practicum hours

DNP w/Specialty Concentration | Psychiatric-Mental Health Nurse Practitioner – Sample Degree Plan

Year (Credit Hours)	Semester (Credit Hours)	Course Number	Title	Credit Hours
Year 1 2026-27 (24 CH)	Fall 1* 9 CH	NURS 700	Principles of Nursing Scholarship	3
		NURS 701	Population Health and Epidemiology	3
		NURS 808	Health Policy and Advocacy	3
	Spring 1 9 CH	NURS 801	Advanced Health Assessment and Clinical Reasoning	3
		NURS 802	Advanced Pathophysiology	3
		NURS 803	Advanced Pharmacology	3
	Summer 1 6 CH	NURS 830	Advanced Psychiatric Assessment Across the Lifespan	3
		NURS 831	Psychotherapeutic Interventions I	3
Year 2 2027-28 (25 CH)	Fall 2 9 CH	NURS 809	Informatics, Technology, and Communication	3
		NURS 800	Leadership & Professionalism	3
		NURS 832	Psychopharmacology for Advanced Nursing Practice	3
	Spring 2 9 CH	NURS 930	Pediatric Mental Health: Foundations of Assessment and Early Intervention	3
		NURS 931	Psychotherapeutic Interventions II	3
		NURS 901	Quality Improvement Methods and Evaluation	3
	Summer 2 7 CH	NURS 902	Systems Change Management	2
		NURS 980	DNP Project Development	2
		NURS 935	Psychotherapeutics Practicum I	3
Year 3 2027-28 (18 CH)	Fall 3 9 CH	NURS 932	Common Medical Conditions in PMHNP Care	3
		NURS 936	Psychotherapeutics Practicum II	3
		NURS 981	DNP Project Implementation	3
	Spring 3 9 CH	NURS 937	Psychotherapeutics Practicum III	3
		NURS 982	DNP Project Evaluation and Dissemination	3
		NURS 983	Transition to Doctoral Leadership	3

Total Credits = 67*

*A graduate-level statistics course (BIOS 704 or equivalent) is required and may be completed prior to admission or during first semester of enrollment. Consult with your advisor about whether you have met this prerequisite requirement.

**Courses will vary according to individual student plan with advisor approval.

***The AACN Essentials for DNP Education notes a minimum of 1,000 post-baccalaureate practice hours in school.
Full-time study may not be possible and is not recommended if the student also works full-time.

COURSE NAME: NURS 830 Advanced Psychiatric Assessment Across the Lifespan
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 801 Advanced Health Assessment and Clinical Reasoning, NURS 802 Advanced Pathophysiology, NURS 803 Advanced Pharmacology
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will conduct developmentally appropriate, culturally responsive, and trauma-informed psychiatric evaluations. Students will develop skills in interviewing, differential diagnosis, and clinical reasoning through simulated and case-based learning. Assessment domains include substance use disorders, mood and anxiety disorders, psychosis, neurodevelopmental and neurocognitive conditions, and high-risk behaviors. Ethical, legal, and professional considerations in psychiatric assessment are integrated, including crisis evaluation and intervention.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Conduct comprehensive, developmentally appropriate psychiatric evaluations using patient-centered, trauma-informed, and culturally responsive interviewing techniques across the lifespan.
2. Synthesize data from biopsychosocial history, physical and behavioral health findings, diagnostic test results, and pharmacologic considerations to inform differential diagnosis of psychiatric disorders.
3. Apply ethical, legal, and professional standards to psychiatric assessment, including confidentiality, mandated reporting, and informed consent.
4. Evaluate and respond to risk for harm to self or others using evidence-based tools and crisis intervention strategies to promote safety.
5. Document psychiatric assessments clearly, concisely, and accurately using standardized formats and language that supports interprofessional communication and continuity of care.

COURSE NAME: NURS 831 Psychotherapeutic Interventions I
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: NURS 830 Advanced Psychiatric Assessment Across the Lifespan

COURSE DESCRIPTION:
Students will focus on assessing vulnerabilities, personal and community-level influences, and resilience factors that influence mental health. Through competency-based learning students examine episodic, situational, and time-limited mental health conditions across the lifespan. Through experiential learning students will learn to apply brief psychotherapeutic interventions. The course also explores professional, ethical, and role-specific challenges in delivering advanced mental health care as a psychiatric-mental health nurse practitioner.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Analyze vulnerabilities, personal and community-level influences, and systemic factors that impact mental health through case-based learning, and apply brief, evidence-based psychotherapeutic interventions aligned with current treatment guidelines.
3. Differentiate episodic, situational, and time-limited mental health conditions across the lifespan.
4. Integrate principles of early intervention, health promotion, and systemic influences into psychotherapeutic planning.
4. Evaluate professional, ethical, and role-related considerations in the delivery of brief mental health care.
5. Demonstrate beginning application of brief psychotherapeutic interventions through simulation experiences.

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COURSE NAME: NURS 832 Psychopharmacology for Advanced Nursing Practice
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 831 Psychotherapeutic Interventions I
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will apply psychopharmacology concepts for treating psychiatric disorders across the lifespan. Students will examine neurobiological mechanisms, neurotransmitter systems, and the pharmacokinetics and pharmacodynamics of psychotropic medications. Major drug classes, indications, dosing, interactions, adverse effects, and monitoring are covered. Drug development and legal, ethical, and population-specific prescribing considerations are addressed.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Describe neurobiological, neurotransmitter, and receptor mechanisms as they relate to the action and monitoring of psychotropic medications.
2. Differentiate major classes of psychotropic medications, including therapeutic indications and associated symptom domains
3. Evaluate pharmacokinetic and pharmacodynamic principles—including drug metabolism, interactions, and adverse effects—considering comorbidities, age, and population-specific factors.
4. Evaluate the drug development and FDA approval process for psychotropic medications, including ethical and legal considerations related to labeling and the common practice of off-label prescribing.
5. Apply evidence-based practices and clinical decision-making frameworks to psychopharmacologic case scenarios across the lifespan.

COURSE NAME: NURS 930 Pediatric Mental Health: Foundations of Assessment and Early Intervention
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 832 Psychopharmacology
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will build on prior foundational coursework to develop skills in early identification, assessment, and formulation of treatment approaches for pediatric populations within developmental, cultural, and systems-based frameworks. Students will examine typical and atypical development and analyze the impact of biopsychosocial, environmental, and systemic factors on pediatric mental health conditions. Emphasis is placed on recognizing risk and protective factors, identifying evidence-based assessment tools, and applying developmentally appropriate biopsychosocial interventions. Legal, ethical, and professional responsibilities in working with children and families are critically examined.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Analyze typical and atypical pediatric development across developmental, cultural, and systems-based frameworks to inform mental health assessment and early intervention.
2. Evaluate the impact of biopsychosocial factors on pediatric mental health conditions.
3. Identify risk and protective factors and select evidence-based assessment tools to support early recognition of pediatric mental health concerns.
4. Through experiential learning, apply developmentally appropriate biopsychosocial interventions for pediatric populations.
5. Critically examine legal, ethical, and professional responsibilities in the assessment and care of children and families.

COURSE NAME: NURS 931 Psychotherapeutic Interventions II
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 831 Psychotherapeutic Interventions I
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will develop the knowledge and skills to deliver comprehensive recovery-oriented and person-centered care, including psychotherapy and medication management. Emphasis on identifying and applying interventions for individuals, families and populations with complex, persistent psychiatric disorders. Students will integrate assessment, risk evaluation, recovery-oriented principles, and clinical guidelines to inform treatment planning and the application of psychotherapeutic interventions. Students will examine the evolving role of the psychiatric-mental health nurse practitioner (PMHNP) within integrated care systems with attention to ethical, legal, and system factors that influence access to care, service delivery, and treatment outcomes in mental health settings.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Evaluate the role of the psychiatric-mental health nurse practitioner in delivering recovery-oriented, person-centered care across diverse healthcare settings.
2. Integrate theoretical frameworks, clinical guidelines, and evidence to inform treatment planning that includes psychotherapy and medication management for individuals with complex and persistent psychiatric disorders.
3. Analyze ethical, legal, and systemic factors that impact psychiatric care access, quality, and outcomes.
4. Formulate strategies to inform mental health policy and improve care delivery across settings.
5. Examine the use of informatics and decision-support tools in therapeutic planning and outcome monitoring.

COURSE NAME: NURS 932 Common Medical Conditions in PMHNP Care
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
This course equips psychiatric-mental health nurse practitioner (PMHNP) students with essential knowledge and clinical decision-making skills for identifying, assessing, and managing common acute and chronic primary care conditions encountered in psychiatric settings. Students will learn to perform focused assessments, initiate treatment when appropriate, recognize red flags requiring referral, and integrate physical healthcare within the scope of psychiatric practice.

COURSE OBJECTIVES:
1. Assess and differentiate common acute and chronic primary care conditions that may present in psychiatric settings or require immediate intervention.
2. Initiate evidence-based management strategies for uncomplicated primary care conditions.
3. Collaborate effectively with primary care and specialty providers to coordinate care for patients with coexisting medical and psychiatric conditions.

COURSE NAME: NURS 935 Psychotherapeutics Practicum I
MODALITY: Hybrid
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
This course is the first of three practicum experiences. Students will apply evidence-based psychotherapeutic interventions across varied clinical settings. Emphasis is placed on conducting comprehensive psychiatric assessment, formulating differential diagnoses, and implementing psychotherapeutic treatment plans in collaboration with interdisciplinary teams through experiential-based learning.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply knowledge of psychotherapeutic interventions and evidence-based practices in delivering comprehensive psychiatric mental health care to individuals, groups, and families across the lifespan.
2. Identify and address emerging ethical, legal, and population specific considerations in advanced psychiatric mental health nursing practice.
3. Demonstrate foundational skills in individual and system level psychotherapeutic interventions, with emphasis on building and maintaining therapeutic relationships.
4. Exhibit professionalism and effective collaboration in interactions with clients, families, and interdisciplinary team members.

COURSE NAME: NURS 936 Psychotherapeutics Practicum II
MODALITY: Hybrid
CREDIT HOURS: 3
PREREQUISITES: NURS 935 Psychotherapeutics Practicum I
COREQUISITES: N/A

COURSE DESCRIPTION:
In the second of three practicum courses, students will advance their clinical competencies in delivering psychiatric mental health care across the lifespan. Using experiential-based learning, students integrate evidence-based psychotherapeutic, pharmacologic, and psychoeducational approaches in the treatment of individuals and groups with complex mental health needs. Emphasis is placed on collaboration with interdisciplinary teams to provide individualized care, with the application of ethical principles and legal standards in practice.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Implement evidence-based biobehavioral and biopsychosocial interventions for individuals and groups across the lifespan.
2. Coordinate individualized, evidence-based psychiatric care through collaboration with interdisciplinary teams, families, and community resources.
3. Apply ethical principles, legal standards, and professional guidelines to psychotherapeutic decision-making.
4. Integrate the advanced practice role functions of education, consultation, collaboration, and advocacy into clinical practice.
5. Demonstrate clinical reasoning and therapeutic communication skills to promote engagement, symptom management, and health promotion.
6. Through simulation, implement the role of psychotherapist.

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COURSE NAME: NURS 937 Psychotherapeutics Practicum III
MODALITY: Hybrid
CREDIT HOURS: 3
PREREQUISITES: NURS 936 Psychotherapeutics Practicum II
COREQUISITES: N/A

COURSE DESCRIPTION:
In the third of three clinical practicum courses, students prepare for transition to the psychiatric mental health nurse practitioner (PMHNP) role. Students will integrate advanced diagnostic reasoning with evidence-based psychotherapeutic, pharmacologic, and psychoeducational approaches to deliver comprehensive care across the lifespan. Emphasis is placed on interdisciplinary collaboration, consultation, and referral processes to support optimal patient outcomes.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Demonstrate independent clinical judgment and diagnostic reasoning to implement psychotherapeutic interventions across the lifespan as part of transition to advanced practice.
2. Integrate biopsychosocial and psychoeducational strategies into individualized, evidence-based, person-centered treatment plans.
3. Collaborate with interdisciplinary teams to coordinate care, facilitate consultation and referral, and optimize transitions across treatment settings.
4. Apply professionalism, ethical principles, and advocacy strategies in the delivery of psychiatric mental health care.
5. Address and resolve interpersonal and systemic conflicts that arise in the implementation of the PMHNP role.
6. Implement the PMHNP role through simulation, demonstrating assessment, diagnosis, and treatment planning.

Curriculum Comparison | Family Nurse Practitioner Specialty Content

	Old Curriculum: Course and Credits	Practicum Hours	New Curriculum	Practicum Hours
			NURS 801 Advanced Health Assessment & Clinical Reasoning (3 cr.)	
			NURS 802 Advanced Pathophysiology (3 cr.)	
			NURS 803 Advanced Pharmacology (3 cr.)	
	NRSG 801 Advanced Health Assessment and Clinical Reasoning (3 cr.)		NURS 850 Diagnostic Reasoning (3 cr.)	
	NRSG 809 Health Promotion (2 cr.)		NURS 854 Clinical Readiness (2 cr.)	
	NRSG 812 Advanced Pathophysiology (3 cr.)		NURS 851 Family Health I (3 cr.)	
	NRSG 813 Advanced Pharmacology (3 cr.)		NURS 852 Family Health II (3 cr.)	
	NRSG 914 Primary Care I-Family Health (3 cr.)		NURS 950 Family Health III (3 cr.)	
	NRSG 915 Primary Care II-Family Health (3 cr.)		NURS 951 Complex Management – Family (3 cr.)	
	NRSG 916 Primary Care Practicum I-FNP (2-4 cr.)	128-256	NURS 958 Foundations Practicum (1 cr.)	83
	NRSG 917 Primary Care Practicum II-FNP (4 cr.)	256	NURS 955 Family Health Practicum I (2-3 cr.)	167-252
	NRSG 918 Primary Care Practicum III-FNP (2-4 cr.)	128-256	NURS 956 Family Health Practicum II (2-4 cr.)	167-333
			NURS 956 Family Health Practicum III (3 cr.)	167-333
Total	**25-29 credits**	**512-768**	**36 credits**	**750**

All students must achieve a total of 1,000 practicum hours

DNP w/Specialty Concentration | Family Nurse Practitioner – Sample Degree Plan

Year (Credit Hours)	Semester (Credit Hours)	Course Number	Title	Credit Hours
Year 1 2026-27 (24 CH)	Fall 1* 9 CH	NURS 700	Principles of Nursing Scholarship	3
		NURS 701	Population Health and Epidemiology	3
		NURS 808	Health Policy and Advocacy	3
	Spring 1 9 CH	NURS 801	Advanced Health Assessment and Clinical Reasoning	3
		NURS 802	Advanced Pathophysiology	3
		NURS 803	Advanced Pharmacology	3
	Summer 1 6 CH	NURS 850	Diagnostic Reasoning	3
		NURS 851	Family Health I	3
Year 2 2027-28 (24 CH)	Fall 2 9 CH	NURS 800	Leadership & Professionalism	3
		NURS 809	Informatics, Technology, and Communication	3
		NURS 852	Family Health II	3
	Spring 2 9 CH	NURS 950	Family Health III	3
		NURS 854	Clinical Readiness	2
		NURS 958	Foundations Practicum	1
		NURS 901	Quality Improvement Methods and Evaluation	3
	Summer 2 6 CH	NURS 902	Systems Change Management	2
		NURS 980	DNP Project Development	2
		NURS 955	Family Health Practicum I	2
Year 3 2027-28 (19 CH)	Fall 3 9 CH	NURS 952	Complex Management - Family	3
		NURS 956	Family Health Practicum II	3
		NURS 981	DNP Project Implementation	3
	Spring 3 9 CH	NURS 957	Family Health Practicum III	3
		NURS 982	DNP Project Evaluation and Dissemination	3
		NURS 983	Transition to Doctoral Leadership	3

Total Credits = 67*

*A graduate-level statistics course (BIOS 704 or equivalent) is required and may be completed prior to admission or during first semester of enrollment. Consult with your advisor about whether you have met this prerequisite requirement.

**Courses will vary according to individual student plan with advisor approval.

***The AACN Essentials for DNP Education notes a minimum of 1,000 post-baccalaureate practice hours in school.

Full-time study may not be possible and is not recommended if the student also works full-time.

COURSE NAME: NURS 850 Diagnostic Reasoning
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 801 Advanced Health Assessment and Clinical Reasoning, NURS 802 Advanced Pathophysiology, NURS 803 Advanced Pharmacology
COREQUISITES: N/A

COURSE DESCRIPTION:
Clinical Reasoning empowers advanced nursing students to make rapid, accurate diagnostic and management decisions. Students will integrate history, examination findings, and diagnostic data to differentiate common from complex presentations, mitigate cognitive error, and design evidence-informed care plans across the lifespan.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Integrate clinical reasoning processes to identify and mitigate cognitive biases in diagnostic decision-making.
2. Formulate diagnostic conclusions using a defendable, systematic approach grounded in advanced scientific knowledge.
3. Utilize critical thinking and evidence-based approaches to develop accurate differential diagnoses and design appropriate patient-centered care plans based on clinical assessments.
4. Synthesize clinical, diagnostic, and contextual data to distinguish common from complex presentations across the lifespan.

COURSE NAME: NURS 851 Family Health I
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will integrate pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics, to generate accurate differentials and evidence-informed plans of care for patients across the lifespan. Grounded in a competency-based approach, students will develop initial clinical reasoning skills to improve diagnostic accuracy. Students will build content knowledge using a body-systems approach.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Recognize clinical decision-making frameworks and begin using them to prioritize care.
2. Identify fundamental disease mechanisms and common clinical findings associated with primary care conditions.
3. Identify relevant clinical information and apply structured reasoning frameworks to begin forming basic, symptom-focused differentials.
4. Describe basic clinical findings and diagnostic results to begin informing initial care decisions.
5. Identify key components of person-centered care and begin organizing evidence-informed management plans that reflect patient needs.
6. Understands expected treatment outcomes.

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COURSE NAME: NURS 852 Family Health II
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will analyze and apply pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics, to refine differentials and evidence-informed plans of care for patients across the lifespan. Using a competency-based approach students will further advance clinical reasoning skills to improve diagnostic accuracy.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply clinical decision-making frameworks to prioritize and plan care.
2. Analyze clinical findings and correlate them with underlying disease mechanisms to support diagnostic reasoning.
3. Analyze patient presentations by integrating clinical data to prioritize and justify differential diagnoses.
4. Interpret clinical data and diagnostic results to develop appropriate, person-centered, evidence-informed plans of care.
5. Construct person-centered, evidence-informed management plans that incorporate clinical guidelines, patient goals, and social determinants of health.
6. Assess patient progress and modify the diagnosis or management plan based on clinical findings and patient feedback.

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COURSE NAME: NURS 950 Family Health III
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will synthesize pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics, to generate accurate differentials and evidence-informed plans of care in complex situations for patients across the lifespan. Using a competency-based approach, students will advance clinical reasoning skills to improve diagnostic accuracy in times of uncertainty.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Adapt clinical decision-making frameworks to manage complex or evolving primary care situations, ensuring care prioritization aligns with individual patient needs and system constraints.
2. Synthesize detailed clinical findings and complex disease mechanisms to accurately correlate and explain underlying pathology in diverse clinical scenarios.
3. Synthesize complex and evolving clinical information to generate and defend nuanced differential diagnoses.
4. Evaluate complex or conflicting clinical and diagnostic data to guide individualized, person-centered plans of care.
5. Design comprehensive, person-centered management plans that integrate evolving clinical information, patient preferences, and system-level considerations for acute and chronic conditions.
6. Evaluate complex patient cases by systematically monitoring treatment response and independently revising diagnosis and management plans to optimize outcomes.

COURSE NAME: NURS 951 Clinical Readiness for Family Nurse Practitioner Students
MODALITY: Online
CREDIT HOURS: 2
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:

Students will prepare for the clinical experiences that they will encounter during their training. Through a combination of lectures, case studies, and interactive simulations, students will develop essential skills in patient assessment, clinical decision-making, and communication. Grounded in a competency-based education students will emphasize the application of evidence-based practices, professional behaviors, and strategies for managing common clinical scenarios. By the end of the course, students will have the foundational knowledge and confidence required to succeed in their clinical rotations.

COURSE OBJECTIVES:

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

1. Conduct thorough patient evaluations, including medical history taking, physical examination, and interpretation of diagnostic findings.
2. Integrate research and clinical guidelines to deliver high-quality, patient-centered care in clinical settings.
3. Demonstrate clear, compassionate communication with patients, families, and healthcare teams to ensure safe and effective care.
4. Utilize critical thinking to assess and address common clinical challenges, prioritize patient needs, and make informed decisions in a variety of healthcare settings.

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COURSE NAME: NURS 952 Complex Management - Family
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:

This course is designed for novice Family Nurse Practitioner students to develop comprehensive skills in managing complex health conditions across diverse patient populations. Through competency-based learning, students will integrate advanced clinical decision-making, lab interpretation, and diagnostic imaging to develop person-centered plans of care.

COURSE OBJECTIVES:

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

1. Apply clinical decision-making frameworks to manage complex and evolving primary care situations, prioritizing care based on individual patient needs and system constraints.
2. Integrate detailed clinical findings and complex disease mechanisms to explain underlying pathophysiology in diverse clinical scenarios.
3. Construct nuanced differential diagnoses by synthesizing complex and evolving clinical information.
4. Evaluate conflicting clinical and diagnostic data to develop individualized, person-centered plans of care.
5. Design comprehensive management plans that incorporate evolving clinical data, patient preferences, and system-level considerations.
6. Assess treatment responses in complex cases and revise diagnosis and management plans to optimize patient outcomes.

COURSE NAME: NURS 955 Family Health Practicum I
MODALITY: Hybrid
CREDIT HOURS: 2-4
PREREQUISITES: NURS 854 Clinical Readiness or Enrollment in Post-Masters Certificate
COREQUISITES: N/A

COURSE DESCRIPTION:
This beginning practicum introduces students to the clinical environment with an emphasis on applying foundational knowledge, developing the nurse practitioner role, and understanding population-specific scope of practice. This practicum supports the development of basic assessment and diagnostic skills, the application of evidence to patient care, and the use of effective communication, clinical reasoning, and ethical decision-making. Using a competency-based approach, students begin to build professional accountability and establish the foundation for interprofessional collaboration and mentorship.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Demonstrate professional accountability by practicing within the defined NP population focus area and maintaining a professional manner in all clinical interactions.
2. Employ empathetic communication to engage effectively with patients, families, and the interprofessional team.
3. Evaluate social determinants of health that impact patient well-being and care outcomes.
4. Communicate clinical findings in a concise and systematic manner.
5. Develop clinical decision-making skills to assess common clinical challenges, prioritize patient needs, and make informed decisions.

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COURSE NAME: NURS 956 Family Health Practicum II
MODALITY: Hybrid
CREDIT HOURS: 2-4
PREREQUISITES: NURS 955 Family Health Practicum I
COREQUISITES: N/A

COURSE DESCRIPTION:
This intermediate practicum emphasizes the integration of advanced clinical reasoning, holistic person-centered care, and interprofessional collaboration. Students refine assessment and diagnostic skills, apply evidence-based guidelines, and develop comprehensive care plans that address complex health conditions. Using a competency-based approach, students will manage multifaceted patient needs, coordinate care, and utilize frameworks and health technologies.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Synthesize clinical and contextual data to develop comprehensive, person-centered plans of care.
2. Design coordinated, interprofessional care strategies that engage patients, caregivers, and team members for safe and effective care transitions.
3. Integrate health information technologies and quality improvement principles to enhance safety and communication.
4. Demonstrate professional accountability.

COURSE NAME: NURS 957 Family Health Practicum III
MODALITY: Hybrid
CREDIT HOURS: 2-4
PREREQUISITES: NURS 956 Family Health Practicum II
COREQUISITES: N/A

COURSE DESCRIPTION:

In this advanced practicum, students integrate foundational knowledge, evidence-based decision-making, and advanced clinical judgment into full-scope practice They apply refined assessment and diagnostic reasoning skills to manage complex health conditions, deliver high-quality, person-centered care, and evaluate care outcomes across diverse populations. Through a competency-based approach, students will evaluate care outcomes, foster interprofessional communication, and integrate self-care, health promotion, and disease prevention strategies, preparing students for independent clinical decision-making and leadership as advanced practice registered nurses.

COURSE OBJECTIVES:

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

1. Demonstrate advanced clinical judgment to provide person-centered, equitable, and evidence-based care.
2. Engage in therapeutic communication with individuals, caregivers, and interprofessional teams.
3. Exemplify professionalism and leadership through ethical practice and patient advocacy.

COURSE NAME: NURS 958 Foundations Practicum
MODALITY: Hybrid
CREDIT HOURS: 1-4
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
This immersion practicum provides Doctor of Nursing Practice (DNP) students with the opportunity to apply advanced clinical, leadership, or systems-level knowledge in real-world settings. Students will engage in individualized practicum experiences that align with their professional goals and contribute to the accrual of required practicum hours. All activities demonstrate synthesis, integration, and translation of doctoral-level competencies.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply advanced knowledge to address complex healthcare challenges.
2. Demonstrate doctoral level leadership and systems thinking through engagement in interprofessional collaboration, quality improvement, or organizational change efforts.
3. Synthesize prior learning and professional experiences to develop and document DNP competencies.
4. Evaluate the outcomes of applied doctoral-level initiatives within clinical, organizational, or policy contexts.

Curriculum Comparison | Nurse Midwifery Specialty Content

	Current Curriculum: Course and Credits	Practicum Hours	Revised Curriculum	Practicum Hours
	NRSG 801 Advanced Health Assessment and Clinical Reasoning (3 cr.)		NURS 801 Advanced Health Assessment & Clinical Reasoning	
	NRSG 809 Health Promotion (2 cr.)		NURS 802 Advanced Pathophysiology	
	NRSG 812 Advanced Pathophysiology (3 cr.)		NURS 803 Advanced Pharmacology	
	NRSG 813 Advanced Pharmacology (3 cr.)		NURS 860 Foundations of Midwifery (3 cr.)	
	NRSG 841 Reproductive Endocrinology (2 cr.)		NURS 861 Integrative Hormonal Health and Primary Care for Women (3 cr.)	
	NRSG 921 Nurse-Midwifery I: Sexual, Reproductive, and Gynecologic Health in Primary Care (3 cr.)		NURS 862 Gynecologic Health and Clinical Management (3 cr.)	
	NRSG 922 Nurse-Midwifery II: Preconception and Prenatal Care (3 cr.)		NURS 960 Intrapartum Management (3 cr.)	
	NRSG 923 Nurse-Midwifery III: Postpartum and Newborn Care (2 cr.)		NURS 961 Prenatal, Postpartum, and Newborn Care (3 cr.)	
	NRSG 924 Nurse-Midwifery IV: Intrapartum Care (3 cr.)		NURS 962 Complex Management in Reproductive and Gynecologic Health (3 cr.)	
	NRSG 962 Nurse-Midwifery Professionalism Seminar (2 cr.)		NURS 965 Nurse-Midwifery Practicum I (2-3 cr.)	167-252
	NRSG 966 Nurse-Midwifery Practicum I (4 cr.)	256	NURS 966 Nurse-Midwifery Practicum II (2-4 cr.)	167-333
	NRSG 967 Nurse-Midwifery Practicum II (2 cr.)	128	NURS 967 Nurse-Midwifery Practicum III (2-4 cr.)	167-333
	NRSG 968 Nurse-Midwifery Practicum III (4 cr.)	256		
Total	**36 credits**	**640**	**36 credits**	**750**

All students must achieve a total of 1,000 practicum hours

DNP w/Specialty Concentration | Nurse-Midwifery – Sample Degree Plan

Year (Credit Hours)	Semester (Credit Hours)	Course Number	Title	Credit Hours
Year 1 2026-27 (24 CH)	Fall 1* 9 CH	NURS 700	Principles of Nursing Scholarship	3
		NURS 701	Population Health and Epidemiology	3
		NURS 808	Health Policy	3
	Spring 1 9 CH	NURS 801	Advanced Health Assessment and Clinical Reasoning	3
		NURS 802	Advanced Pathophysiology	3
		NURS 803	Advanced Pharmacology	3
	Summer 1 6 CH	NURS 860	Foundations of Midwifery Practice	3
		NURS 861	Integrative Hormonal Health and Primary Care for Women	3
Year 2 2027-28 (25 CH)	Fall 2 9 CH	NURS 809	Informatics, Technology, and Communication	3
		NURS 800	Leadership & Professionalism	3
		NURS 862	Gynecologic Health and Clinical Management	3
	Spring 2 9 CH	NURS 960	Intrapartum Care	3
		NURS 961	Prenatal, Postpartum, and Newborn Care	3
		NURS 901	Quality Improvement Methods and Evaluation	3
	Summer 2 7 CH	NURS 902	Systems Leadership and Managing Change	2
		NURS 980	DNP Project Development	2
		NURS 965	Nurse Midwifery Practicum I	3
Year 3 2027-28 (18 CH)	Fall 3 9 CH	NURS 962	Complex Management in Reproductive and Gynecologic Health	3
		NURS 966	Nurse Midwifery Practicum II	3
		NURS 981	DNP Project Implementation	3
	Spring 3 9 CH	NURS 967	Nurse Midwifery Practicum III	3
		NURS 982	DNP Project Evaluation and Dissemination	3
		NURS 983	Transition to Doctoral Leadership	3

Total Credits = 67*

*A graduate-level statistics course (BIOS 704 or equivalent) is required and may be completed prior to admission or during first semester of enrollment. Consult with your advisor about whether you have met this prerequisite requirement.

**Courses will vary according to individual student plan with advisor approval.

***The AACN Essentials for DNP Education notes a minimum of 1,000 post-baccalaureate practice hours in school.

Full-time study may not be possible and is not recommended if the student also works full-time.

COURSE NAME: NURS 860 Foundations of Midwifery Practice
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 801 Advanced Health Assessment and Clinical Reasoning, NURS 802 Advanced Pathophysiology, NURS 803 Advanced Pharmacology
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will be introduced to the philosophy, history, and professional scope of nurse-midwifery. Through the American College of Nurse Midwives Core Competencies, students will critically analyze the historical, political, legal, ethical, and cultural forces shaping midwifery locally and globally while developing foundational knowledge essential for advancing midwifery care within complex healthcare systems.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Describe the history and evolution of midwifery in the United States and globally.
2. Explain the role of midwives within interprofessional teams and collaborative care models.
3. Analyze legal, ethical, and policy issues affecting the scope and standards of midwifery practice.
4. Apply foundational concepts of midwifery care to evidence-based, person-centered practice scenarios.

COURSE NAME: NURS 861 Integrative Hormonal Health and Primary Care for Women
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 801 Advanced Health Assessment and Clinical Reasoning, NURS 802 Advanced Pathophysiology, NURS 803 Advanced Pharmacology
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will have a comprehensive overview of primary care, gynecologic, reproductive, and sexual health for women across the lifespan. Utilizing a holistic and evidence-based approach, the course integrates concepts of health promotion, disease prevention, and the management of common, self-limited, and chronic conditions with a particular focus on hormonal regulation and its impact on overall health. Rooted in the core competencies of nurse-midwifery practice, students will develop advanced assessment skills to identify both normal and abnormal findings, formulate evidence-informed management strategies, and apply therapeutic interventions. The course also emphasizes the crucial roles of consultation, collaboration, and referral to ensure safe and patient-centered care.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply knowledge of hormonal physiology, health promotion, and disease prevention in reproductive health and primary care across the lifespan.
2. Utilize advanced health assessment skills to identify normal and deviations from normal across all body systems, with a specific emphasis on hormonal, reproductive, and sexual health.
3. Formulate evidence-based care plans and holistic management strategies for common health conditions, including biopsychosocial and cultural factors impacting health.
4. Analyze complex clinical scenarios to determine appropriate management, therapeutic interventions, and the need for consultation, collaboration, or referral as indicated.

COURSE NAME: NURS 862 Gynecologic Health and Clinical Management
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 861 Integrative Hormonal Health & Primary Care for Women
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will develop knowledge and clinical reasoning skills to provide comprehensive, evidence-based care for gynecologic health across the lifespan. Students will develop competencies in assessment, diagnosis, and management for common gynecologic concerns. Integration of physiologic principles, health promotion, ethical practice, and cultural appropriateness that will support delivery of individualized care.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Demonstrate understanding of comprehensive assessments for evaluating gynecologic health across the lifespan.
2. Formulate individualized management plans for common gynecologic concerns.
3. Integrate physiologic, psychosocial, cultural, and ethical considerations into gynecologic care planning to promote wellness and respect patient autonomy.
4. Analyze legal, ethical, and social factors influencing gynecologic care within midwifery practice.
5. Utilize principles of shared decision-making and interprofessional collaboration in care coordination and health promotion planning.

COURSE NAME: NURS 960 Intrapartum Care
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 860 Foundations of Midwifery Practice
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will develop competency in the theoretical knowledge and clinical reasoning appropriate for midwifery care during the intrapartum period. Students will critically analyze normal physiologic birth as well as deviations, complications, and emergencies using evidence-based frameworks. Integrate ethical, legal, nutritional, pharmacotherapeutic, and health promotion considerations to support safe, respectful, and person-centered care planning during the intrapartum period**.**

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Integrate clinical knowledge and evidence-based practices to develop care plans for physiologic and complicated intrapartum scenarios.
2. Demonstrate critical thinking in providing safe, respectful, and person-centered care during labor, birth, and the immediate postpartum period.
3. Apply midwifery standards and core competencies to ethical, legal, and culturally sensitive intrapartum care.

COURSE NAME: NURS 961 Prenatal, Postpartum, and Newborn Care
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 862 Gynecologic Health and Clinical Management
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will develop knowledge to distinguish normal and abnormal conditions, apply evidence-based strategies, and health promotion across the lifespan with a focus on care of individuals and families during prenatal, postpartum, and newborn time periods. Emphasis is placed on ethical practice, cultural appropriateness, collaboration, and nurse-midwifery roles in care coordination.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Synthesize health science, biopsychosocial, and cultural concepts in planning care for prenatal, postpartum, and newborn time periods.
2. Differentiate physiologic from pathologic conditions in maternal, fetal, postpartum, and newborn systems.
3. Apply evidence-based therapeutics and interventions within prenatal, postpartum, and newborn care.
4. Develop individualized, culturally sensitive care plans emphasizing consultation, collaboration, and appropriate referral.

COURSE NAME: NURS 962 Complex Management in Reproductive and Gynecologic Health
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 862 Gynecologic Health and Clinical Management
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will advance competencies in clinical decision-making, evidence-based management strategies, and interprofessional collaboration in complex reproductive and gynecologic health conditions. The course supports the development of adaptable, person-centered care approaches that address physiological, psychosocial, and systemic influences on health outcomes.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply advanced clinical reasoning to assess and manage complex reproductive and gynecologic health conditions.
2. Integrate evidence-based guidelines and standards of care in planning and delivering person-centered care.
3. Utilize interprofessional collaboration and referral frameworks in the management of complex clinical scenarios.
4. Demonstrate ethical, culturally responsive, and trauma-informed approaches to care for individuals with multifaceted needs.
5. Evaluate the impact of psychosocial, physiologic, and systemic factors on reproductive and gynecologic health outcomes.

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COURSE NAME: NURS 965 Nurse-Midwifery Practicum I
MODALITY: Hybrid
CREDIT HOURS: 2-3
PREREQUISITES: Instructor Consent
COREQUISITES: N/A

COURSE DESCRIPTION:
The first midwifery practicum course prepares students for entry into practice as nurse-midwives. Students gain experience in health promotion, disease prevention, risk assessment, care of well persons, identification of deviations from normal and appropriate collaboration, consultation, and/or referral. Students will develop competencies in managing patients across midwifery practice settings.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Demonstrate midwifery competencies at a novice level including health assessment, clinical decision making, critical thinking, and diagnostic reasoning.
2. Provide care for well persons in a variety of midwifery practice environments.
3. Assess the educational needs of patients and families.
4. Recognize deviations from normal in an individual's health condition.
5. Apply evidence-based approaches to patient care as a member of the health care team.

COURSE NAME: NURS 966 Nurse-Midwifery Practicum II
MODALITY: Hybrid
CREDIT HOURS: 2-4
PREREQUISITES: NURS 965 Nurse-Midwifery Practicum I
COREQUISITES: N/A

COURSE DESCRIPTION:
In the second practicum course, students will develop competencies in the advanced practice midwifery role in health promotion, disease prevention, risk assessment, care of well persons, identification of deviations from normal and appropriate consultation or referral. Students will synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of patients in a variety of midwifery practice environments.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Develop midwifery competencies at an advanced level including health assessment, clinical decision making, critical thinking, and diagnostic reasoning.
2. Provide care for well and ill persons in a variety of midwifery practice environments.
3. Design educational plans for patient-centered care of patients and families.
4. Provide effective communication and therapeutic relationships in an environment of trust.
5. Evaluate evidence-based approaches to patient care as a member of the health care team.

COURSE NAME: NURS 967 Nurse-Midwifery Practicum III
MODALITY: Hybrid
CREDIT HOURS: 2-4
PREREQUISITES: NURS 966 Nurse-Midwifery Practicum II
COREQUISITES: N/A

COURSE DESCRIPTION:
In the third and final practicum course students will prepare for entry into nurse-midwifery practice through intensive, supervised clinical experience. Students demonstrate competency in advanced clinical skills and evidence-based care in diverse midwifery settings. Emphasis is placed on increasing independence and clinical decision-making.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Synthesize nurse-midwifery knowledge and core competencies into implementation of full-scope nurse-midwifery practice.
2. Apply evidence-based practice principles in a variety of experiences and environments.
3. Assumes the role of the novice nurse-midwife in primary, collaborative, consultative, co-management, and referral roles.
4. Manage the care of individuals and families according to national professional standards of practice, demonstrating core competencies for basic midwifery practice.
5. Evaluate the health care delivery system and the role of nurse-midwifery in that system.
6. Monitor quality of care and assume accountability for practice.

Curriculum Comparison | Adult Gerontological Nurse Practitioner Specialty Content

	Old Curriculum: Course and Credits	Practicum Hours	New Curriculum	Practicum Hours
	NRSG 801 Advanced Health Assessment and Clinical Reasoning (3 cr.)		NURS 801 Advanced Health Assessment & Clinical Reasoning	
	NRSG 812 Advanced Pathophysiology (3 cr.)		NURS 802 Advanced Pathophysiology	
	NRSG 813 Advanced Pharmacology (3 cr.)		NURS 803 Advanced Pharmacology	
	NRSG 971 Special Considerations for the Acute Care Nurse Practitioner (1 cr.)		NURS 870 Diagnostic Reasoning – Acute Care	
	NRSG 972 Advanced Pharmacology for the Acute Care Setting (2 cr.)		NURS 871 Acute Care I	
	NRSG 973 Acute Care 1: Adult-Gero NP (3 cr.)		NURS 872 Acute Care II	
	NRSG 974 Acute Care 2: Adult-Gero NP (3 cr.)		NURS 970 Acute Care III	
	NRSG 975 Acute Care Practicum I: Adult-Gero NP (4 cr.)	128	NURS 971 Invasive Procedures – Acute Care	
	NRSG 976 Acute Care Practicum II: Adult-Gero NP (2-4 cr.)	256	NURS 972 Complex Management – Acute Care	
	NRSG 977 Acute Care Practicum III: Adult-Gero NP (2-4 cr.)	192-256	NURS 975 Acute Care Practicum I (2-3 cr.)	167-252
	NRSG 971 Special Considerations for the Acute Care Nurse Practitioner (1 cr.)		NURS 976 Acute Care Practicum II (2-4 cr.)	167-333
	NRSG 972 Advanced Pharmacology for the Acute Care Setting (2 cr.)		NURS 977 Acute Care Practicum III (2-4 cr.)	167-333
Total	35-36 credits	576-640	27 credits	750

All students must achieve a total of 1,000 practicum hours

DNP w/Specialty Concentration | Adult Gerontological Acute Care Nurse Practitioner – Sample Degree Plan

Year (Credit Hours)	Semester (Credit Hours)	Course Number	Title	Credit Hours
Year 1 2026-27 (24 CH)	Fall 1* 9 CH	NURS 700	Principles of Nursing Scholarship	3
		NURS 701	Population Health and Epidemiology	3
		NURS 808	Health Policy	3
	Spring 1 9 CH	NURS 801	Advanced Health Assessment and Clinical Reasoning	3
		NURS 802	Advanced Pathophysiology	3
		NURS 803	Advanced Pharmacology	3
	Summer 1 6 CH	NURS 870	Diagnostic Reasoning	3
		NURS 871	Acute Care I	3
Year 2 2027-28 (25 CH)	Fall 2 9 CH	NURS 809	Informatics, Technology, and Communication	3
		NURS 800	Leadership & Professionalism	3
		NURS 872	Acute Care II	3
	Spring 2 9 CH	NURS 970	Acute Care III	3
		NURS 971	Clinical Readiness for Adult Gerontological Acute Care Nurse Practitioners	2
		NURS 972	Invasive Procedures - Acute Care	1
		NURS 901	Quality Improvement Methods and Evaluation	3
	Summer 2 7 CH	NURS 902	Systems Leadership and Managing Change	2
		NURS 980	DNP Project Development	2
		NURS 975	Acute Care Practicum I	3
Year 3 2027-28 (18 CH)	Fall 3 9 CH	NURS 973	Complex Management – Acute Care	3
		NURS 976	Acute Care Practicum II	3
		NURS 981	DNP Project Implementation	3
	Spring 3 9 CH	NURS 977	Acute Care Practicum III	3
		NURS 982	DNP Project Evaluation and Dissemination	3
		NURS 983	Transition to Doctoral Leadership	3

Total Credits = 67*

*A graduate-level statistics course (BIOS 704 or equivalent) is required and may be completed prior to admission or during first semester of enrollment. Consult with your advisor about whether you have met this prerequisite requirement.

**Courses will vary according to individual student plan with advisor approval.

***The AACN Essentials for DNP Education notes a minimum of 1,000 post-baccalaureate practice hours in school.

Full-time study may not be possible and is not recommended if the student also works full-time.

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COURSE NAME: NURS 870 Diagnostic Reasoning – Acute Care
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 801 Advanced Health Assessment and Clinical Reasoning, NURS 802 Advanced Pathophysiology, NURS 803 Advanced Pharmacology
COREQUISITES: N/A

COURSE DESCRIPTION:
Students are introduced to the role of the AGACNP and the importance of clinical reasoning to make rapid, accurate diagnostic and management decisions. Students will integrate history, examination findings, and diagnostic data to differentiate common from complex presentations, mitigate cognitive error, and design evidence-informed care plans across the lifespan.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Integrate clinical reasoning processes to identify and mitigate cognitive biases in diagnostic decision-making.
2. Formulate diagnostic conclusions using a defendable, systematic approach grounded in advanced scientific knowledge.
3. Utilize critical thinking and evidence-based approaches to develop accurate differential diagnoses and design appropriate patient-centered care plans based on clinical assessments.
4. Synthesize clinical, diagnostic, and contextual data to distinguish common from complex presentations across the lifespan.

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COURSE NAME: NURS 871 Acute Care I
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
In the first of three adult gerontologic acute care-focused didactic courses, students will identify and integrate pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics to generate accurate differential diagnoses and evidence-informed individual and collaborative plans of care for adults and older adults with acute, acute plus chronic, and critical illnesses. Students will develop initial clinical reasoning skills to improve diagnostic accuracy.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Recognize clinical decision-making frameworks and implement them to prioritize care.
2. Identify fundamental disease mechanisms and common clinical findings associated with acute conditions and acute plus chronic conditions.
3. Identify relevant clinical information and apply structured reasoning frameworks to form differential diagnoses based on signs and symptoms.
4. Describe clinical findings and diagnostic results to begin informing acute and chronic care decisions.
5. Identify key components of person-centered care and organize timely evidence-informed management plans that reflect patient needs.
6. Understand expected treatment outcomes.

COURSE NAME: NURS 872 Acute Care II
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 871 Acute Care I
COREQUISITES: N/A

COURSE DESCRIPTION:
Through a competency-based approach, students will analyze and apply pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics, to refine differentials and evidence-informed plans of care for adult and older adult patients with acute, acute plus chronic, and critical illnesses. Students will further advance clinical reasoning skills to improve diagnostic accuracy with progressively complex patient presentations.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply clinical decision-making frameworks to prioritize and plan care.
2. Analyze clinical findings and correlate them with underlying chronic disease mechanisms to support diagnostic reasoning.
3. Analyze acute patient presentations by integrating clinical data to prioritize and justify differential diagnoses.
4. Interpret clinical data and diagnostic results to develop appropriate, person-centered, evidence-informed plans of care.
5. Construct timely person-centered, evidence-informed management plans that incorporate clinical guidelines, patient goals, and social determinants of health.
6. Assess patient progress and modify the diagnosis or management plan based on clinical findings and patient feedback.

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COURSE NAME: NURS 970 Acute Care III
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 872 Acute Care II
COREQUISITES: N/A

COURSE DESCRIPTION:
Through a competency-based approach, students will synthesize pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics, to generate accurate differentials and evidence-informed plans of care in complex situations for adult and older adult patients with acute, acute plus chronic, and critical illnesses. Students will advance clinical reasoning skills to improve diagnostic accuracy in times of uncertainty.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Adapt clinical decision-making frameworks to manage complex acute and chronic presentations, ensuring care prioritization aligns with individual patient needs and system constraints.
2. Synthesize detailed clinical findings and complex disease mechanisms to accurately correlate and explain underlying pathology in diverse clinical scenarios.
3. Synthesize complex and evolving clinical information to generate and defend nuanced differential diagnoses.
4. Evaluate complex or conflicting clinical and diagnostic data to guide individualized, person-centered plans of care.
5. Design comprehensive, person-centered management plans that integrate evolving clinical information, patient preferences, and system-level considerations for acute and chronic conditions.
6. Evaluate complex patient cases by systematically monitoring treatment response and independently revising diagnosis and management plans to optimize outcomes.

COURSE NAME: NURS 971 Clinical Readiness for Adult Gerontological Acute Care Nurse Practitioner Students
MODALITY: Online
CREDIT HOURS: 2
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will prepare for the clinical experiences that they will encounter during their training. Through a combination of lectures, case studies, and interactive simulations, students will develop essential skills in patient assessment, clinical decision-making, and communication. Grounded in a competency-based education students will emphasize the application of evidence-based practices, professional behaviors, and strategies for managing common clinical scenarios. By the end of the course, students will have the foundational knowledge and confidence required to succeed in their clinical rotations.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Conduct thorough patient evaluations, including medical history taking, physical examination, and interpretation of diagnostic findings.
2. Integrate research and clinical guidelines to deliver high-quality, patient-centered care in clinical settings.
3. Demonstrate clear, compassionate communication with patients, families, and healthcare teams to ensure safe and effective care.
4. Utilize critical thinking to assess and address common clinical challenges, prioritize patient needs, and make informed decisions in a variety of healthcare settings.

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COURSE NAME: NURS 972 Invasive Procedures – Acute Care
MODALITY: Online
CREDIT HOURS: 1
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
This course provides advanced instruction and hands-on experience for AGACNP students of diagnostic and therapeutic procedures for complex acute, critical, and chronic conditions in acute and critical care settings. Through a competency-based approach, students will use advanced decision-making to order and interpret clinical diagnostics and evaluate the need for advanced procedural intervention. This course will use simulation to develop the procedural skills necessary for independent and collaborative practice.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Perform key diagnostic and therapeutic procedures with technical proficiency and clinical rationale including central line placement, arterial line insertion, lumbar puncture, thoracentesis, paracentesis, chest tube placement, and airway management.
2. Integrate advanced technologies and informatics tools in procedure-related decision-making and documentation.
3. Demonstrate sound clinical judgment and prioritization when managing procedure-related complications and emergencies.
4. Collaborate effectively within interdisciplinary teams to ensure safe, ethical, and patient-centered procedural care, respecting the autonomy and dignity of adult and older adult populations.
5. Analyze institutional, state, and federal policies impacting scope of practice, credentialing, and reimbursement related to AGACNP procedural care.
6. Evaluate personal procedural competency and readiness for independent practice, engaging in reflective practice and professional development to enhance clinical proficiency and safety.

COURSE NAME: NURS 973 Complex Management – Acute Care
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
This course is designed for Acute Care Nurse Practitioner students to develop comprehensive skills in managing complex health conditions across diverse patient populations. Through competency-based learning, students will integrate advanced clinical decision-making, lab interpretation, and diagnostic imaging to develop person-centered plans of care.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply clinical decision-making frameworks to manage complex and evolving primary care situations, prioritizing care based on individual patient needs and system constraints.
2. Integrate detailed clinical findings and complex disease mechanisms to explain underlying pathophysiology in diverse clinical scenarios.
3. Construct nuanced differential diagnoses by synthesizing complex and evolving clinical information.
4. Evaluate conflicting clinical and diagnostic data to develop individualized, person-centered plans of care.
5. Design comprehensive management plans that incorporate evolving clinical data, patient preferences, and system-level considerations.
6. Assess treatment responses in complex cases and revise diagnosis and management plans to optimize patient outcomes.

COURSE NAME: NURS 975 Acute Care Practicum I
MODALITY: Hybrid
CREDIT HOURS: 2-3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will transition to acute care practice and apply foundational diagnostic and clinical reasoning principles in the acute care clinical setting. Through a competency-based approach, students will apply pathophysiology and clinical assessment skills developed in prerequisite coursework to manage acute and chronic health conditions for adults and older adults. Students will integrate professional accountability in the Adult Gerontological Acute Care Nurse Practitioner (AGACNP) role.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Demonstrate professional accountability by practicing within the defined population focus area maintaining professional comportment in all clinical interactions.
2. Utilize empathetic communication to engage effectively and deliver relevant clinical information to patients, caregivers and multidisciplinary teams.
3. Evaluate social determinants of health that impact patient well-being and care outcomes.
4. Communicate clinical findings in a concise and systematic manner.
5. Refine clinical decision-making skills to assess common clinical challenges, prioritize patient needs, and make informed decisions.
6. Integrate relevant clinical and nonclinical data into medical decision making and patient care delivery.

COURSE NAME: NURS 976 Acute Care Practicum II
MODALITY: Hybrid
CREDIT HOURS: 2-4
PREREQUISITES: NURS 975 Acute Care Practicum I
COREQUISITES: N/A

COURSE DESCRIPTION:
This intermediate practicum emphasizes the integration of advanced clinical reasoning, holistic person-centered care, and interprofessional collaboration. Students refine assessment and diagnostic skills, apply evidence-based guidelines, and develop comprehensive care plans that address complex health conditions. Through a competency-based approach students will use reflective learning and supervised clinical experiences to manage multifaceted patient needs, coordinate care, and utilize frameworks and health technologies.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Synthesize clinical and contextual data to develop comprehensive, person-centered plans of care.
2. Design coordinated, interprofessional care strategies that engage patients, caregivers, and team members for safe and effective care transitions.
3. Integrate health information technologies and quality improvement principles to enhance safety and communication.
4. Demonstrate professional accountability.

COURSE NAME: NURS 977 Acute Care Practicum III
MODALITY: Hybrid
CREDIT HOURS: 2-4
PREREQUISITES: NURS 976 Acute Care Practicum II
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will integrate foundational knowledge, evidence-based decision-making, and advanced clinical judgment into full-scope practice. Through a competency-based approach, students will apply refined assessment and diagnostic reasoning skills to manage complex health conditions, deliver high-quality, person-centered care, and evaluate care outcomes across diverse populations. Emphasis is placed on evaluating care outcomes, fostering interprofessional communication, and integrating self-care, health promotion, and disease prevention strategies. Students will be prepared for independent clinical decision-making and leadership as advanced practice registered nurses.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Demonstrate advanced clinical judgment to provide person-centered, equitable, and evidence-based care.
2. Engage in therapeutic communication with individuals, caregivers, and interprofessional teams.
3. Exemplify professionalism and leadership through ethical practice and patient advocacy.

Assessment Plan

Signature Assignments

CORE Signature Assignment	Nurse Practitioner Signature Assignment	Nurse Midwifery Signature Assignment
Doctoral Leadership Portfolio	**Standardized Patient**	**High Fidelity Simulation**
Demonstrates the application of specialty knowledge, reflects on professional roles and identity, and highlights the ability to lead ethically and articulate the DNP's role as a leader and driver of change. Portfolio highlights engagement in mentorship, scholarly activities, and lifelong learning.	*Summative assessment, participating in a comprehensive Standardized Patient (SP) encounter designed to evaluate integrating advanced clinical judgment and therapeutic communication in a simulated setting (e.g., primary care, acute care, or mental health).*	*Summative assessment, participating in a comprehensive high-fidelity simulation designed to evaluate integrating advanced clinical judgment and therapeutic communication in a simulated setting.*
DNP Project Evaluation & Dissemination *Communicate project outcomes through a scholarly manuscript suitable for consideration to a peer-reviewed publication and oral delivered to both peers/faculty and the practice organization.*		

Appendix: Curriculum Tables for Doctor of Nursing Practice

Table 1: Comparison of Old to New APRN Certificate Program Descriptions

Previous Certificate Description	Revised Program Description
The advanced practice clinical certificates programs require that applicants have completed an advanced practice registered nurse (APRN) educational program from a nationally accredited school of nursing. Applicants must also have completed the following advanced practice prerequisite courses (either as part of their previous graduate degree or as post-graduate study through an accredited university): advanced health assessment, advanced pathophysiology, advanced pharmacology, and health promotion. 1. The **Adult/Gerontology Acute Care Nurse Practitioner (AGACNP) Certificate** (19 credit hours) is designed to provide APRNs who have a baseline preparation in primary care with an opportunity for additional training in acute care, as part of an interprofessional healthcare team. The curriculum includes core concepts of the advanced practice nursing role in acute care settings, expanded models of acute care, care transitions, and age-related considerations of the adult/gerontology patient in acute care. The role of the AGACNP may include episodic management of a patient in a clinical specialty unit, following a caseload of patients during a hospitalization, or caring for patients across the acute care continuum. 2. The **Family Nurse Practitioner (FNP) Certificate** (16 credit hours) focuses on the knowledge and skills required to educate advanced practice nurses to provide primary health care to clients and families across the lifespan. Family Nurse Practitioners provide comprehensive health promotion services to ambulatory clients; evaluate presenting problems at the client's initial contact with the primary care system; and continuing care to clients with acute and stable chronic illnesses.	**Post-Master Certificate Program** Prepares registered nurses who have previously earned a graduate nursing degree for advanced nursing practice roles as family, psychiatric, or adult-gerontology nurse practitioners, midwifes, leaders, or health professions educators. 1. **Adult-Gerontology Acute Care Nurse Practitioner Certificate** (18 credit hours) Prepares students to provide direct acute care to adolescents through aging adults. Upon completion, graduates are eligible to sit for national certification examination. 2. **Family Nurse Practitioner Certificate (**18 credit hours) Prepares students to provide primary care services to patients and families including wellness and preventative, episodic, and chronic care across the lifespan. Upon completion, graduates are eligible to sit for national certification examination(s). 3. **Nurse-Midwifery Certificate** (27 credit hours) Prepares students to provide primary care, as well as sexual, reproductive, and gynecologic care to patients across the lifespan. Upon completion, graduates are eligible to sit for national certification examination. 4. **Psychiatric-Mental Health Nurse Practitioner Certificate** (27 credit hours) Prepares students to provide primary mental health care services to groups, patients, and families across the lifespan. Upon completion, graduates are eligible to sit for national certification examination(s).

3. The **Nurse-Midwife Certificate** (25 credit hours) prepares advanced practice nurses to focus on the care and management of well women's primary and reproductive health care needs throughout the life span. The program content is family-centered, respectful of individual and cultural variations, and promotes health through individual choice and participation. Courses are offered online and on the KU Medical Center campus. Required didactic courses (NRSG 841, NRSG 921, NRSG 922, NRSG 923, NRSG 924, NRSG 962) are offered online. Practicum courses **(NRSG 966**, **NRSG 967**, and **NRSG 968**) require visits to the KU Medical Center campus several times during each semester for Clinical Intensive workshops, simulation experiences, and Standardized Patient exams.

4. The **Psychiatric/Mental Health Nurse Practitioner (PMHNP) Certificate** (24 credit hours) prepares advanced practice nurses to diagnose and treat common mental health conditions in general medical settings and to deliver effective psychiatric care in mental health settings. Students are prepared to apply knowledge and skills in interpersonal, psychotherapeutic, and psychopharmacologic interventions for individuals, groups, and families with psychiatric disorders.

Table 2. Psychiatric-Mental Health Post-Master Certificate – Sample Degree Plan
Students Admitted 2027

Year (Credit Hours)	Semester (Credit Hours)	Course Number	Title	Credit Hours
Year 1 2027-28 (27 CH)	Summer 1 9 CH	NURS 830	Advanced Psychiatric Assessment Across the Lifespan	3
		NURS 831	Psychotherapeutic Interventions I	3
		NURS 935	Psychotherapeutics Practicum I	3
	Fall 1 9 CH	NURS 832	Psychopharmacology for Advanced Nursing Practice	3
		NURS 932	Common Medical Conditions in PMHNP Care	3
		NURS 936	Psychotherapeutics Practicum II	3
	Spring 1 6 CH	NURS 930	Pediatric Mental Health: Foundations of Assessment and Early Intervention	3
		NURS 931	Psychotherapeutic Interventions II	3
		NURS 937	Psychotherapeutics Practicum III	3

Total Credits = 27

Table 3. Psychiatric Mental Health Practitioner Post-Master Certificate: Comparison of Plans of Study

Current Curriculum: Course and Credits	Practicum Hours	Revised Curriculum: Course and Credits	Practicum Hours
NRSG 844 Advanced Psychiatric Assessment (3 cr.)		NURS 830 Advanced Psychiatric Assessment Across the Lifespan (3 cr.)	
NRSG 850 Mental Health Assessment of Infants, Children and Adolescents (3 cr.)		NURS 831 Psychotherapeutic Interventions I (3 cr.)	
NRSG 851 Psychopharmacology for Advanced Nursing Practice (3 cr.)		NURS 832 Psychopharmacology for Advanced Nursing Practice 1 (3 cr.)	
NRSG 929 Psychotherapeutic Interventions I: PMHNP (3 cr.)		NURS 930 Pediatric Mental Health: Foundations of Assessment and Early Intervention (3 cr.)	
NRSG 930 Psychotherapeutic Interventions II: PMHNP (3 cr.)		NURS 931 Psychotherapeutic Interventions II (3 cr.)	
NRSG 931 Psychotherapeutic Practicum I: PMHNP (2 cr.)	128	NURS 932: Common Medical Condition sin PMHNP Care (3 cr.)	
NRSG 932 Psychotherapeutic Practicum II: PMHNP (4 cr.)	256	NURS 935 Psychotherapeutics Practicum I (2-3 cr.)	167-252
NRSG 933 Psychotherapeutic Practicum III: PMHNP (3-4 cr.)	192-256	NURS 936 Psychotherapeutics Practicum II (2-4 cr.)	167-333
		NURS 937 Psychotherapeutics Practicum III (2-4 cr.)	167-333
24 credits	**576-640**	**27 credits**	**576 -750**

All students must achieve a total of 1,000 practicum hours

Table 4. Nurse-Midwifery Post-Master Certificate – Sample Degree Plan
Students Admitted 2027

Year (Credit Hours)	Semester (Credit Hours)	Course Number	Title	Credit Hours
Year 1 2027-28 (27 CH)	Summer 1 9 CH	NURS 860	Foundations of Midwifery Practice	3
		NURS 861	Integrative Hormonal Health and Primary Care for Women	3
		NURS 965	Nurse Midwifery Practicum I	3
	Fall 1 9 CH	NURS 862	Gynecologic Health and Clinical Management	3
		NURS 962	Complex Management in Reproductive and Gynecologic Health	3
		NURS 966	Nurse Midwifery Practicum II	3
	Spring 1 9 CH	NURS 960	Intrapartum Care	3
		NURS 961	Prenatal, Postpartum, and Newborn Care	3
		NURS 967	Nurse Midwifery Practicum III	3

Total Credits = 27

Table 5. Nurse-Midwifery Post-Masters Certificate: Comparison of Plans of Study

Current Curriculum: Course and Credits	Practicum Hours	Revised Curriculum	Practicum Hours
NRSG 841 Reproductive Endocrinology (2 cr.)		NURS 860 Foundations of Midwifery (3 cr.)	
NRSG 921 Nurse-Midwifery I: Sexual, Reproductive, and Gynecologic Health in Primary Care (3 cr.)		NURS 861 Integrative Hormonal Health and Primary Care for Women (3 cr.)	
NRSG 922 Nurse-Midwifery II: Preconception and Prenatal Care (3 cr.)		NURS 862 Gynecologic Health and Clinical Management (3 cr.)	
NRSG 923 Nurse-Midwifery III: Postpartum and Newborn Care (2 cr.)		NURS 960 Intrapartum Care (3 cr.)	
NRSG 924 Nurse-Midwifery IV: Intrapartum Care (3 cr.)		NURS 961 Prenatal, Postpartum, and Newborn Care (3 cr.)	
NRSG 962 Nurse-Midwifery Professionalism Seminar (2 cr.)		NURS 962 Complex Management in Reproductive and Gynecologic Health (3 cr.)	
NRSG 966 Nurse-Midwifery Practicum I (4 cr.)	256	NURS 965 Nurse-Midwifery Practicum I(2-3 cr.)	167-252
NRSG 967 Nurse-Midwifery Practicum II (2 cr.)	128	NURS 966 Nurse-Midwifery Practicum II (2-4 cr.)	167-333
NRSG 968 Nurse-Midwifery Practicum III (4 cr.)	192-256	NURS 967 Nurse-Midwifery Practicum III (2-4 cr.)	167-333
25 credits	**576-640**	**27 credits**	**750**

All students must achieve a total of 1,000 practicum hours

Table 6. Family Nurse Practitioner Post-Master Certificate – Sample Degree Plan
Students Admitted 2027

Year (Credit Hours)	Semester (Credit Hours)	Course Number	Title	Credit Hours
Year 1 2027-28 (18 CH)	Summer 1 6 CH	NURS 851	Family Health I	3
		NURS 955	Family Health Practicum I	3
	Fall 1 6 CH	NURS 852	Family Health II	3
		NURS 956	Family Health Practicum II	3
	Spring 1 6 CH	NURS 853	Family Health III	3
		NURS 957	Family Health Practicum III	3

Total Credits = 18

Table 7. Family Nurse Practitioner Post-Master Certificate: Comparison of Plans of Study

Current Curriculum: Course and Credits	Practicum Hours	Revised Curriculum: Course and Credits	Practicum Hours
NRSG 914 Primary Care 1-Family Health (3 cr.)		NURS 851 Family Health I (3 cr.)	
NRSG 915 Primary Care 2-Family Health (3 cr.)		NURS 955 Family Health Practicum I (2-3 cr.)	167-252
NRSG 916 Primary Care Practicum 1-FNP (2-4 cr.)	128-256	NURS 852 Family Health II (3 cr.)	
NRSG 917 Primary Care Practicum 2-FNP (4 cr.)	256	NURS 956 Family Health Practicum II (2-4 cr.)	167-333
NRSG 918 Primary Care Practicum 3-FNP (2-4 cr.)	128-256	NURS 853 Family Health III (3 cr.)	
		NURS 957 Family Health Practicum III (2-4 cr.)	167-333
14-18 credits	**512-768**	**18 credits**	**750**

All students must achieve a total of 1,000 practicum hours

Table 8. Adult Gerontological Acute Care Nurse Practitioner Post-Master Certificate – Sample Degree Plan Students Admitted 2026

Year (Credit Hours)	Semester (Credit Hours)	Course Number	Title	Credit Hours
Year 1 2026-27 (1 CH)	Summer 1 7 CH	NURS 972	Invasive Procedures – Acute Care	1
		NURS 871	Acute Care I	3
		NURS 975	Acute Care Practicum I	3
	Fall 1 6 CH	NURS 872	Acute Care II	3
		NURS 976	Acute Care Practicum II	3
	Spring 1 6 CH	NURS 970	Acute Care III	3
		NURS 977	Acute Care Practicum III	3

Total Credits = 19

Table 9. Adult Gerontological Acute Care NP Post-Master Certificate: Comparison of Plans of Study

Current Curriculum: Course and Credits	Practicum Hours	Revised Curriculum: Course and Credits	Practicum Hours
NRSG 971 Special Considerations for the Acute Care Nurse Practitioner (1 cr.)		NURS 972 Invasive Procedures – Acute Care (1 cr.)	
NRSG 972 Advanced Pharmacology for the Acute Care Setting (2 cr.)		NURS 871 Acute Care I (3 cr.)	
NRSG 973 Acute Care I: Adult-Gero NP (3 cr.)		NURS 975 Acute Care Practicum I (2-3 cr.)	167-252
NRSG 974 Acute Care II: Adult-Gero NP (3 cr.)		NURS 872 Acute Care I (3 cr.)	
NRSG 975 Acute Care Practicum I: Adult-Gero NP (4 cr.)	256	NURS 976 Acute Care Practicum II (2-4 cr.)	167-333
NRSG 976 Acute Care Practicum II: Adult-Gero NP (2-4 cr.)	128-256	NURS 873 Acute Care III (3 cr.)	
NRSG 977 Acute Care Practicum III: Adult-Gero NP (2-4 cr.)	128-256	NURS 977 Acute Care Practicum III (2-4 cr.)	167-333
19 Credits	**750**	**18 Credits**	**750**

All students must achieve a total of 1,000 practicum hours

University of Kansas School of Nursing APRN Clinical Facilities

Clinical Site Name	Clinical Site Address	Clinical Site City	Clinical Site State	Clinical Site Zip Code	Facility Type

A&U Family Medicine	17034 University Blvd., #900 Riverstone	Sugar Land	TX	77479	Clinic
Aestheticare	9225 Ward Parkway, Suite 200	Kansas City	MO	64114	Clinic
AFC Urgent Care	3161 N Rock Rd	Wichita	KS	67226	Urgent Care
Amber Med	826 18th St Ste A	Hoxie	KS	67740	Clinic
Amberwell	300 Utah St	Hiawatha	KS	66434	Hospital
Arista Recovery	901 E. Miami Street	Paola	KS	66071	Rehabilitation
Ascension Via Christi Hospital St. Joseph - Wichita	929 N. St. Francis	Wichita	KS	67214	Hospital and clinics
Ascension Vian Christi - Immediate Care	3311 E Murdock	Wichita	KS	67208	Immed Care
Ascension Vian Christi - St. Teresa	14800 St. Teresa St.	Wichita	KS	67235	Emergency Dept
Associates in Women's Health - East	3232 E. Murdock	Wichita	KS	67208	Clinic
Bespoke Psychiatry	1203 W. Augusta Boulevard, Unit 1	Chicago	IL	60642	Clinic
Boca Pediatric Group	5458 Town Center Rd.	Boca Raton	FL	33486	Clinic
CHI Health Birth Center Lincoln	8020 O Street	Lincoln	NE	68506	Birth Center
CHI Health Immanuel	6829 N 72nd St	Omaha	NE	68122	Hospital and clinics
Clinical Associates, PA	8629 Bluejacket St. Suite 100	Lenexa	KS	66214	Clinic
Clinical MI Doctor	5230 Aldine Mail Rte. Rd	Houston	TX	77039	Clinic
CMH Parkview Geriatric Wellness	1500 N. Oakland Ave	Bolivar	MO	65613	Clinic
Cotton O'Neil-Meriden	407 S Wyandotte St	Meriden	KS	66512	Clinic
Cotton O'Neil-Netawaka	200 White Way St	Netawaka	KS	66516	Clinic
Cottonwood Springs - Olathe	13351 S. Arapaho Dr.	Olathe	KS	66062	Clinic
Cox Health	1000 E. Walnut Lawn	Springfield	MO	65807	Hospital and clinics
Daniel Sanchez Family Medicine	1210 N. Washington Street	Plainville	KS	67663	Clinic
Elizabeth Layton Center, Inc.	25955 W. 327th St.	Paola	KS	66071	Clinic
First Med, PA	2323 Ridge Ct.	Lawrence	KS	66046	Clinic
Fitzgibbon Hospital	2305 S. Hwy 65	Marshall	MO	65340	Hospital
Freeman Health - Ozark Obstetrics and Gynecology	1532 W 32nd St #201	Joplin	MO	64801	Clinic
F. W. Huston Medical Center - Jefferson County Mem	408 Delaware Street	Winchester	KS	66097	Hospital and clinics
Grace Med Health Clinics	1611 N Mosley	Wichita	KS	67214	Clinic
Guidance Center (The)	500 Limit Street	Leavenworth	KS	66048	Clinic

Health Ministries Clinic - Halstead	126 Main St.	Halstead	KS	67056	Clinic
Health Partnership Clinic - Olathe	407 S. Clairborne Rd.	Olathe	KS	66062	Clinic
Healthcore Clinic	2707 E. 21st Street N.	Wichita	KS	67214	Clinic
Healthylooks Medspa & Wellness	12701 Metcalf Ave., Suite 103	Overland Park	KS	66213	Clinic
Heartland Regional Medical Center Mosaic Life Care	901 Heartland Rd. Suite 2800	St. Joseph	MO	64506	Clinic
Hutchinson Clinic	2101 N. Waldron	Hutchinson	KS	67502	Clinic
Hutchinson Regional Medical Center	1701 E. 23rd Avenue	Hutchinson	KS	67502	Hospital
I 635 Primary Care Specialists	1420 S. 42nd St.	Kansas City	KS	66106	Clinic
Johnson County Orthopedics & Sports Medicine	20920 W. 151st Street, Suite 100	Olathe	KS	66061	Clinic
Kansas City Hospice & Palliative Care - KCMO	1500 Meadow Lake Pkwy, Suite 200	Kansas City	MO	64114	Inpatient and Home Hospice
Kansas City VA Medical Center	4801 Linwood Blvd.	Kansas City	MO	64128	Clinic
Kansas City Women's Clinic	16180 W 135th Street	Olathe	KS	66062	Clinic
Kansas Medical Associates	9390 E. Central, Suite 101	Wichita	KS	67037	Clinic
Kansas Mental Health Medicine	3460 N Ridge Rd., Suite 120	Wichita	KS	67205	Clinic
Kansas Renewal Institute	401 Woodland Hills Blvd.	Fort Scott	KS	66701	Clinic
Kids TLC	480 S. Rogers Rd.	Olathe	KS	66062	Clinic
Konza Prairie Community Health Center - Manhattan	2030 Tecumseh Rd., #100	Manhattan	KS	66502	Health Center
KU - The University of Kansas Health System	4000 Cambridge St.	Kansas City	KS	66160	Health System
KU - The University of Kansas Health System	4000 Cambridge St.	Kansas City	KS	66160	Clinic
KU - The University of Kansas Health System-CV Medicine	7420 Switzer Rd	Shawnee	KS	66203	Clinic
KU - The University of Kansas Health System-Wichita MPA-SBHC	1745 W Grand Ave	Haysville	KS	67060	Clinic
KU - The University of Kansas Health System	2000 Olathe Blvd	Kansas City	KS	66160	Clinic
KU - The University of Kansas Health System	6501 W. 135th St., Suite F7	Olathe	KS	66223	Clinic
KU - The University of Kansas Health System	2301 Holmes Street	Kansas City	MO	64108	Clinic
KU - The University of Kansas Health System	539 Grand Blvd	Kansas City	MO	64106	Clinic
KU - The University of Kansas Health System	210 Olathe Blvd	Kansas City	KS	66103	Clinic
KU - The University of Kansas Health System	3901 Rainbow Blvd. MS 1042	Kansas City	KS	66160	Hospital

KU - The University of Kansas Health System	2650 Shawnee Mission Parkway	Westwood	KS	66205	Clinic
KU - The University of Kansas Health System	6501 W 135th St Suite F7	Overland Park	KS	66223	Clinic
KU - The University of Kansas Health System	10787 Nall Ave Suite 310	Overland Park	KS	66211	Clinic
KU - TUKHS Indian Creek	10730 Nall Avenue Suite 200	Overland Park	KS	66211	Clinic
KU Health System Strawberry Hill Campus	901 N 5th Street	Kansas City	KS	66101	Hospital and clinics
Lakemary Center	100 Lakemary Drive	Paola	KS	66071	Clinic
Lawrence Family Practice First Med	3211 S. Iowa St., Suite 100	Lawrence	KS	66046	Clinic
Lawrence Internal Medicine Group	4525 W. 6th St., Suite 100	Lawrence	KS	66049	Clinic
Lawrence Memorial Hospital	325 Maine Street	Lawrence	KS	66044	Hospital
Lincoln Health Center OB/GYN	301 S. 70th Street Suite 200	Lincoln	NE	68510	Clinic
Lyons Medical Center	1221 W. Noble	Lyons	KS	67554	Clinic
Mercy	100 Mercy Way	Joplin	MO	64804	Hospital and Clinics
Mercy GO Health	9551 Watson	Crestwood	MO	63126	Urgent Care
Meritas Health	2790 Clay Edwards Dr	North Kansas City	MO	64113	Clinic
Mid-America Orthopedics	12112 W. Kellogg	Wichita	KS	67235	Clinic
Mid-City OBGYN	7205 W. Center Road	Omaha	NE	68124	Clinic
Morris Co Hospital	600 North Washington	Council Grove	KS	66846	Hospital
Mosaic Life Health Center	901 Heartland Rd	St. Jospeh	MO	64506	Clinic
Mosaic Life Care - Urgent Care	1115 N. Belt Hwy	St. Jospeh	MO	64506	Clinic
Nevada Regional Medical Center	800 S Ash	Nevada	MO	64772	Hospital/Clinic
New Birth Company - Overland Park	9209 W. 110th Street	Overland Park	KS	66210	Birth Center
Newman Regional Health	1201 W. 12th Avenue	Emporia	KS	66801	Clinic
Olathe Health - Urgent Care	15435 W. 134th Pl.	Olathe	KS	66062	Clinic
OU School of Community Medicine Tulsa	4444 E. 41st	Tulsa	OK	74135	Clinic
Phillips County Health Systems	1719 US-183	Phillipsburg	KS	67661	Clinic
Physician Care Center	7166 N Nob Hill Rd	Tamarac	FL	33071	Clinic
Planned Parenthood Great Plains	1007 S Peoria Ave	Tulsa	OK	74120	Clinic
Planned Parenthood Great Plains	4401 w 109th St. suite 100	Overland Park	KS	66211	Clinic

Prairie Winds Family Care	904 5th Street	Wamego	KS	66547	Clinic
Research Med Ctr/Midwest Women's Healthcare Specialists	2349 E Meyer. Blvd Bldg. 2 Suite 598	Kansas City	MO	64132	Clinic
Responsive Centers	7501 College Boulevard Suite 250	Overland Park	KS	66210	Clinic
Saint Luke's Women's Health East Clinic	2737 NE McBaine Dr.	Lee's Summit	MO	64064	Clinic
Salina Regional Healthcare Center	400 S. Santa Fe	Salina	KS	64701	Hospital, clinic
Siperstein Dermatology Group	1401 N. Federal Highway	Bocca Raton	FL	33432	Clinic
Southwest Medical Center	315 W. 15th St.	Liberal	KS	67901	Hospital, Clinic
St. Luke's Cancer Specialists	110 NE Saint Luke's Blvd Ste 500	Lee's Summit	MO	64086	Clinic
Sterling Medical Center	239 N. Broadway	Sterling	KS	67579	Medical Center
Stormont Vail Health	4505 NW Fielding	Topeka	KS	66618	Clinic
Stormont-Vail - Cotton O'Neil Clinic	901 Garfield	Topeka	KS	66606	Clinic
Swope Medicine	3801 Dr. Martin Luther King Jr Blvd	Kansas City	MO	64130	Clinic
Swope Health Wyandotte	21 N. 12th St., Suite 400	Kansas City	KS	66102	Clinic
Team Health	10540 Marty Street, #100	Overland Park	KS	66212	Clinic
The University of Kansas Health System	3825 Cambridge St. MS 2012	Kansas City	KS	66061	Hospital
University Health Infectious Disease Clinic	2301 Holmes Street, Floor 5	Kansas City	MO	64108	Hospital
VA St. Louis Health Care System VAMC	1 Jefferson Barracks Dr.	St. Louis	MO	63125	Clinic
Vibrant Health	21 N. 12th St.	Kansas City	KS	66102	Clinic
University of KS Health Systems Student Health-Watkins Memorial Health	1200 Schwegler Drive	Lawrence	KS	66045	Clinic
Westwood Internal Medicine	2650 Shawnee Mission Pkwy	Westwood	KS	66205	Clinic
Wichita Dermatology & Aesthetics	1911 N. Webb Rd.	Wichita	KS	67206	Clinic
Wichita OB/GYN Associates	551 N. Hillside St., Suite 510	Wichita	KS	67214	Clinic
Xpress Wellness Urgent Care - Haysville	7107 S. Meridian	Haysville	KS	67060	Urgent Care

Appendix. Courses Mapped to DNP Program Objectives (Outcomes) – DNP with Specialty Core Courses

#1	#2	#3	#4	#5	#6	#7
Translate theory and evidence to provide equitable care for individuals, populations, and systems across the care continuum. (Domains 1, 2, 3)	Demonstrate exemplary levels of clinical judgment in delivering evidence-based, person-centered care to optimize health outcomes. (Domains 1,2)	Integrate ethical comportment to implement and disseminate knowledge to advance Nursing science. (DomaiN4)	Lead systems-based interventions that enhance informatics processes and quality and safety practices. (Domains 5,7,8)	Lead effectively with interprofessional healthcare teams, patients, families, communities, and stakeholders to improve care and strengthen outcomes. (DomaiN6)	Exemplify a sustainable professional identity in nursing. (DomaiN9)	Expand strategies for lifelong learning, ongoing self-reflection, and personal well-being. (DomaiN10)
N700-1-3	N700-1-3	N700-1	N701-2	N700-3	N700-3	N800-2-3
N701-1-3	N701-1	N801-1	N800-2-3	N802-2	N800-2-3	N808-2
N800-1-2	N801-1-3	N803-1-3	N808-1,3	N808-3	N808-1, 2	N902-1, 3
N801-3	N802-1-3	N980-1-3	N809-1-3	N809-1	N901-3	N981-1, 3
N802-1, 3	N803-1-3	N981-1	N901-1-3	N980-2	N902-2	N982-1, 3
N803-1-3	N809-1-2	N982-2	N902-1-3	N981-2-3	N981-1-2	N983-1-3
N808-1-3	N901-1		N980-1-2	N983-1, 3	N982-3	
N809-1-2	N902-1, 3		N981-2		N983-1, 3	
N901-1	N980-1-2		N982-2-3			
N902-1, 3	N981-1-2		N983-2-3			
N980-11-2	N982-1, 3					
N981-1-2	N983-1					
N982-1, 3						
N983-1						

N = N course number

Psychiatric-Mental Health Nurse Practitioner Specialty Courses

#1	#2	#3	#4	#5	#6	#7
Translate theory and evidence to provide equitable care for individuals, populations, and systems across the care continuum. (Domains 1, 2, 3)	Demonstrate exemplary levels of clinical judgment in delivering evidence-based, person-centered care to optimize health outcomes. (Domains 1,2)	Integrate ethical comportment to implement and disseminate knowledge to advance nursing science. (Domain 4)	Lead systems-based interventions that enhance informatics processes and quality and safety practices. (Domains 5,7,8)	Lead effectively with interprofessional healthcare teams, patients, families, communities, and stakeholders to improve care and strengthen outcomes. (Domain 6)	Exemplify a sustainable professional identity in nursing. (Domain 9)	Expand strategies for lifelong learning, ongoing self-reflection, and personal well-being. (Domain 10)
N830-1-5	N830-1-5	N830-3	N830-5	N831-1, 4	N830-1-5	N831-5
N831-1-5	N831-1-5	N832-4	N831-1	N832-3	N831-4-5	N935-3
N832-1-5	N832-1-5	N936-3	N832-4	N930-6	N832-5	N936-1
N930-1-5	N930-1-5	N937-4	N930-1,3	N931-4	N930-5-6	N937-1, 5
N931-1-5	N931-1-5		N931-4	N932-1, 3	N931-3-4	
N932-1-3	N932-1-3		N935-3	N935-1,3,4	N932-3	
N935-1-4	N935-1-4		N937-5-6	N936-2, 4	N935-2-4	
N936-1-6	N936-1-6			N937-3-6	N936-2-4	
N937-1-6	N937-1-6				N937-1-6	

Family Nurse Practitioner Specialty Courses

#1	#2	#3	#4	#5	#6	#7
Translate theory and evidence to provide equitable care for individuals, populations, and systems across the care continuum. (Domains 1, 2, 3)	Demonstrate exemplary levels of clinical judgment in delivering evidence-based, person-centered care to optimize health outcomes. (Domains 1,2)	Integrate ethical comportment to implement and disseminate knowledge to advance nursing science. (Domain 4)	Lead systems-based interventions that enhance informatics processes and quality and safety practices. (Domains 5,7,8)	Lead effectively with interprofessional healthcare teams, patients, families, communities, and stakeholders to improve care and strengthen outcomes. (Domain 6)	Exemplify a sustainable professional identity in nursing. (Domain 9)	Expand strategies for lifelong learning, ongoing self-reflection, and personal well-being. (Domain 10)
N850-1-4	N850-1-4	N850-1	N952-5	N950-5	N952-5	N850-1
N851-1-6	N851-1-6	N957-3	N956-3	N951-3	N955-1-3	N958-3
N852-1-6	N852-1-6	N958-3	N958-1-4	N952-5	N956-1-3	
N950-1-6	N950-1-6			N955-2	N957-1-3	
N951-1-4	N951-1-4			N956-1-3	N958-1-4	
N952-1-6	N952-1-6			N957-1-3		
N955-1-5	N955-1-5			N958-1-4		
N956-1-4	N956-1-4					
N957-1-3	N957-1-3					
N958-1-4	N958-1-4					

Nurse-Midwifery Specialty Courses

#1	#2	#3	#4	#5	#6	#7
Translate theory and evidence to provide equitable care for individuals, populations, and systems across the care continuum. (Domains 1, 2, 3)	Demonstrate exemplary levels of clinical judgment in delivering evidence-based, person-centered care to optimize health outcomes. (Domains 1,2)	Integrate ethical comportment to implement and disseminate knowledge to advance nursing science. (Domain 4)	Lead systems-based interventions that enhance informatics processes and quality and safety practices. (Domains 5,7,8)	Lead effectively with interprofessional healthcare teams, patients, families, communities, and stakeholders to improve care and strengthen outcomes. (Domain 6)	Exemplify a sustainable professional identity in nursing. (Domain 9)	Expand strategies for lifelong learning, ongoing self-reflection, and personal well-being. (Domain 10)
N860-1-4	N860-4		N967-5-6	N860-2	N861-2-3	
N861-1-4	N861-1-4			N862-4	N862-3, 5	
N862-1-5	N862-1-5			N961-4	N960-2-3	
N960-1-3	N960-1-3			N962-3	N961-4	
N961-1-4	N961-1-4			N965-5	N962-3-4	
N962-1-5	N962-1-5			N966-4-5	N966-4-5	
N965-1-5	N965-1-5			N967-3-6	N967-3-6	
N966-1-5	N966-1-5					
N967-1-6	N967-1-6					

Adult Gerontological Nurse Practitioner Specialty Courses

#1	#2	#3	#4	#5	#6	#7
Translate theory and evidence to provide equitable care for individuals, populations, and systems across the care continuum. (Domains 1, 2, 3)	Demonstrate exemplary levels of clinical judgment in delivering evidence-based, person-centered care to optimize health outcomes. (Domains 1,2)	Integrate ethical comportment to implement and disseminate knowledge to advance nursing science. (Domain 4)	Lead systems-based interventions that enhance informatics processes and quality and safety practices. (Domains 5,7,8)	Lead effectively with interprofessional healthcare teams, patients, families, communities, and stakeholders to improve care and strengthen outcomes. (Domain 6)	Exemplify a sustainable professional identity in nursing. (Domain 9)	Expand strategies for lifelong learning, ongoing self-reflection, and personal well-being. (Domain 10)
N870-1-4	N870-1-4	N975-1-3	N970-5	N871-5	N870-1	N971-6
N871-1-6	N871-1-6	N976-4	N971-5	N872-4-6	N872-6	N976-4
N872-1-6	N872-1-6	N977-3	N972-5	N970-1,2, 5	N970-1, 5	N977-3
N970-1-6	N970-1-6		N976-3	N971-4, 6	N971-1	
N971-1-6	N971-1-6			N972-1, 5, 6	N975-1-4	
N972-1-6	N972-1-6			N975-1, 2, 4	N976-1-2, 4	
N975-1-6	N975-1-6			N976-1-4	N977-1-3	
N976-1-4	N976-1-4			N977-1-3		
N977-1-3						

Executive Leadership Specialty Courses

#1	#2	#3	#4	#5	#6	#7
Translate theory and evidence to provide equitable care for individuals, populations, and systems across the care continuum. (Domains 1, 2, 3)	Demonstrate exemplary levels of clinical judgment in delivering evidence-based, person-centered care to optimize health outcomes. (Domains 1,2)	Integrate ethical comportment to implement and disseminate knowledge to advance nursing science. (Domain 4)	Lead systems-based interventions that enhance informatics processes and quality and safety practices. (Domains 5,7,8)	Lead effectively with interprofessional healthcare teams, patients, families, communities, and stakeholders to improve care and strengthen outcomes. (Domain 6)	Exemplify a sustainable professional identity in nursing. (Domain 9)	Expand strategies for lifelong learning, ongoing self-reflection, and personal well-being. (Domain 10)
N840-1-3	N840-2	N841-4	N840-1, 3	N840-3	N841-4	N849-1-4
N841-1-4	N841-4	N842-1	N841-1-4	N841-2-4	N842-1-2	N945-3
N842-1-3	N842-1-3	N849-1	N842-1-3	N842-1-3	N845-2-3	
N845-1-4	N845-1		N845-1-4	N845-2-3	N846-2-3	
N846-1-3	N846-1-3		N846-1-3	N846-1-3	N849-1-3	
N849-1-4	N940-1		N849-2-4	N849-4	N940-1-3	
N940-1-3	N941-1, 3, 4		N940-3	N940-1-3	N941-4	
N941-1-4	N942-1		N941-1-4	N941-4	N942-1-3	
N942-1-3	N945-1-3		N942-1-3	N942-1-3	N945-3	
N945-1-3	N946-2-4		N945-1-3	N945-1-3	N946-1-2	
N946-1-4	N947-1-3		N946-2-4	N946-1-2	N947-1-3	
N947-1-3			N947-1-3	N947-1-3		

Graduate Program Major Curriculum Change Request
Kansas State Board of Nursing
60-17-105 (d) (2) (A) (B) – Graduate
Must be received by KSBN at least 30 days before the board meeting

Date: October 15, 2025
Name of Program: Doctor of Nursing Practice
Program Administrator   Jean Giddens, PhD, RN, FAAN, ANEF
including credentials:
Parent Institution: University of Kansas

Address of Institution: University of Kansas Medical Center – School of Nursing
                                               6911 Rainbow Blvd. | Mail Stop 4043
                                               Kansas City, KS 66160

Level of the Program
for which the change
Is being requested   Graduate – Post-Masters Certificate

Briefly describe the
Change being requested: The University of Kansas School of Nursing (KU SON)
                                               Doctor of Nursing Practice (DNP) Program has revised the
                                               curriculum to reflect the 2021 AACN Essentials. The new
                                               curriculum will incorporate competency-based methodology that is
                                               in alignment with the AACN recommendations for advanced
                                               practice.

Action Taken

Education Committee Review   _____
                                                        Date

Action Taken: ☐   Approved   ☐   Not Approved   ☐   Deferred

Board of Nursing Review   _____
                                                        Date

Action Taken: ☐   Approved   ☐   Not Approved   ☐   Deferred

_____   _____
Nursing Education Compliance Officer   Date

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

☒ **(1)** Any change in the plan of nursing curriculum organization involving:
      ☐ Philosophy
      ☐ Number of semesters of study
      ☒ Delivery method of nursing courses

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

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

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

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

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

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

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

Instructions
1. **Any change in the plan of nursing curriculum organization involving (Philosophy):**
2. **Any change in the plan of nursing curriculum organization involving (Delivery Method of Courses):**

The Doctor of Nursing Practice (DNP) at the University of Kansas School of Nursing represents the highest level of clinical nursing preparation, designed to prepare nurses for advanced clinical practice, leadership, and scholarship across diverse health systems. Grounded in the *AACN Core Competencies for Advanced-Level Nursing Education (2021)*, the program integrates concept-based learning with a competency-based education (CBE) model to ensure graduates demonstrate mastery across the domains of advanced nursing practice.

The program offers five concentrations, of which one is a non-advanced practice concentration for executive leaders. The other four are advanced practice certification concentrations: Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Nurse-Midwifery, and Psychiatric-Mental Health Nurse Practitioner. Each pathway incorporates the competencies and requirements of their respective accrediting and certifying bodies—such as the Accreditation Commission for Midwifery Education (ACME), the National Organization of Nurse Practitioner Faculties (NONPF), the American Midwifery Certification Board (AMCB), the American Nurses Credentialing Center (ANCC), the American Association of Nurse Practitioners (AANP), and the AACN Certification Corporation—ensuring graduates are fully prepared for national certification and licensure in their chosen specialty.

In addition to the degree pathways, the School of Nursing also offers post-master's certificates in advanced practice nursing specialties. These certificates are designed for master's-prepared nurses who seek to expand their scope of practice or transition into a new specialty area. The certificate programs follow the same rigorous competency-based framework and specialty accreditation standards as the DNP concentrations, ensuring graduates are prepared for advanced clinical roles, national certification, and licensure eligibility in their chosen field.

Enclosed in the curriculum packet are the revised program descriptions, sample degree plan, abbreviated syllabi, and comparison tables of current and revised curriculum.

Overview of Faculty Involvement
Faculty engagement has been integral throughout the curriculum revision process at the University of Kansas School of Nursing. The initiative originated in October 2024, when the Academic Repositioning Taskforce recommended convening a full task force to lead curriculum revision on behalf of the faculty and School of Nursing.

Task Force Composition
- **November 2024 Formation:** The task force was established with 10 faculty members, including:

- o   A Chair (Simulation Director)
- o   Two Co-Chairs (faculty appointees for undergraduate and graduate levels)
- o   Faculty representatives covering undergraduate, graduate, DEI, informatics, assessment, and population health
- o   Two practice partner nurses from the health system
- **February 2025 Additions:** The project manager and both program directors were added to ensure comprehensive oversight.

Phased Project Approach

The curriculum revision was structured in five phases, with faculty feedback integrated at each step:

1. **Phase 1 (Completed January 2025):** End of Program Student Learning Outcomes (EPSLOs) rewritten and aligned to AACN Essentials domains.
2. **Phase 2 (Completed February 2025):** New program, track, and concentration descriptions developed.
3. **Phase 3 (Completed May 2025):** Course descriptions, objectives, and AACN Essential Competency/Sub-Competency alignments created.
4. **Phase 4 (Completed June 2025):** Assessment plan finalized.
5. **Phase 5 (Ongoing):** Integration of feedback and preparation of final program materials.

At the conclusion of each phase, faculty were surveyed via REDCap for comprehensive feedback, which was incorporated into revisions as the curriculum evolved.

Stakeholder Engagement

- **June–July 2025:** Associate Deans, program directors, co-chairs, and project manager conducted an external stakeholder roadshow to discuss curriculum content with practice partners, identifying alignment opportunities between academic preparation and workforce needs.
- **August 2025:** An all-school retreat included a gallery walk showcasing program structures, clinical opportunities, simulated experiences, and assessment strategies. Additional faculty feedback was collected at this event.
- **September 2025:** Detailed program packets were distributed to faculty via email for edits and feedback. Responses were addressed in writing and through open dialogue at the September Faculty Assembly.

Faculty Approval

The final faculty vote occurred on **October 13, 2025**, with approval granted for submission to:

- University of Kansas Medical Center (KUMC) councils
- Kansas State Board of Nursing (KSBN)

Conclusion
The process has demonstrated strong faculty leadership, systematic stakeholder engagement, and rigorous alignment with AACN Essentials and practice partner expectations. The School of Nursing respectfully submits this documentation as part of its curriculum approval request.

3. If this change involves a new course, complete the curriculum revision or a course revision, including the following items:
- Course title
- Course objectives/outcomes
- Sequence of the course
- Major content outline
- Clinical facility(ies) to be used
- Course evaluation

Adult Gerontological Acute Care Nurse Practitioner Post-Master's Certificate

Proposed 2027-28 Curriculum

The University of Kansas School of Nursing

Previous Certificate Description	New Certificate Description
The advanced practice clinical certificates programs require that applicants have completed an advanced practice registered nurse (APRN) educational program from a nationally accredited school of nursing. Applicants must also have completed the following advanced practice prerequisite courses (either as part of their previous graduate degree or as post-graduate study through an accredited university): advanced health assessment, advanced pathophysiology, advanced pharmacology, and health promotion. 1. The **Adult/Gerontology Acute Care Nurse Practitioner (AGACNP) Certificate** (19 credit hours) is designed to provide APRNs who have a baseline preparation in primary care with an opportunity for additional training in acute care, as part of an interprofessional healthcare team. The curriculum includes core concepts of the advanced practice nursing role in acute care settings, expanded models of acute care, care transitions, and age-related considerations of the adult/gerontology patient in acute care. The role of the AGACNP may include episodic management of a patient in a clinical specialty unit, following a caseload of patients during a hospitalization, or caring for patients across the acute care continuum.	**Post-Graduate Certificate Program** Prepares registered nurses who have previously earned a graduate nursing degree for advanced nursing practice roles as family, psychiatric, or adult-gerontology nurse practitioners, midwifes, leaders, or health professions educators. **Adult-Gerontology Acute Care Nurse Practitioner Certificate** Prepares students to provide direct acute care to adolescents through aging adults. Upon completion, graduates are eligible to sit for national certification examination.

Table 1. Adult Gerontological Acute Care Nurse Practitioner Post-Master Certificate – Sample Degree Plan Students Admitted 2026

Year (Credit Hours)	Semester (Credit Hours)	Course Number	Title	Credit Hours
Year 1 2026-27 (1 CH)	Summer 1 7 CH	NURS 971	Invasive Procedures – Acute Care	1
		NURS 871	Acute Care I	3
		NURS 975	Acute Care Practicum I	3
	Fall 1 6 CH	NURS 872	Acute Care II	3
		NURS 976	Acute Care Practicum II	3
	Spring 1 6 CH	NURS 970	Acute Care III	3
		NURS 977	Acute Care Practicum III	3

Total Credits = 19

Table 2. Adult Gerontological Acute Care NP Post-Master Certificate: Comparison of Plans of Study

Current Curriculum: Course and Credits	Practicum Hours	Revised Curriculum: Course and Credits	Practicum Hours
NRSG 971 Special Considerations for the Acute Care Nurse Practitioner (1 cr.)		NURS 972 Invasive Procedures – Acute Care (1 cr.)	
NRSG 972 Advanced Pharmacology for the Acute Care Setting (2 cr.)		NURS 871 Acute Care I (3 cr.)	
NRSG 973 Acute Care I: Adult-Gero NP (3 cr.)		NURS 975 Acute Care Practicum I (3 cr.)	167-252
NRSG 974 Acute Care II: Adult-Gero NP (3 cr.)		NURS 872 Acute Care II (3 cr.)	
NRSG 975 Acute Care Practicum I: Adult-Gero NP (4 cr.)	256	NURS 976 Acute Care Practicum II (2-4 cr.)	167-333
NRSG 976 Acute Care Practicum II: Adult-Gero NP (2-4 cr.)	128-256	NURS 873 Acute Care III (3 cr.)	
NRSG 977 Acute Care Practicum III: Adult-Gero NP (2-4 cr.)	128-256	NURS 977 Acute Care Practicum III (2-4 cr.)	167-333
19 Credits	**750**	**18 Credits**	**750**

All students must achieve a total of 1,000 practicum hours

THE UNIVERSITY OF KANSAS
School of Nursing

COURSE NAME: NURS 871 Acute Care I
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:

In the first of three adult gerontologic acute care-focused didactic courses, students will identify and integrate pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics to generate accurate differential diagnoses and evidence-informed individual and collaborative plans of care for adults and older adults with acute, acute plus chronic, and critical illnesses. Students will develop initial clinical reasoning skills to improve diagnostic accuracy.

COURSE OBJECTIVES:

Upon completion of this course, students will be able to:
1. Recognize clinical decision-making frameworks and implement them to prioritize care
2. Identify fundamental disease mechanisms and common clinical findings associated with acute conditions and acute plus chronic conditions.
3. Identify relevant clinical information and apply structured reasoning frameworks to form differential diagnoses based on signs and symptoms.
4. Describe clinical findings and diagnostic results to begin informing acute and chronic care decisions.
5. Identify key components of person-centered care and organize timely evidence-informed management plans that reflect patient needs.
6. Understand expected treatment outcomes.

THE UNIVERSITY OF KANSAS
School of Nursing

COURSE NAME: NURS 872 Acute Care II
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 871 Acute Care I
COREQUISITES: N/A

COURSE DESCRIPTION:
Through a competency-based approach, students will analyze and apply pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics, to refine differentials and evidence-informed plans of care for adult and older adult patients with acute, acute plus chronic, and critical illnesses. Students will further advance clinical reasoning skills to improve diagnostic accuracy with progressively complex patient presentations.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply clinical decision-making frameworks to prioritize and plan care.
2. Analyze clinical findings and correlate them with underlying chronic disease mechanisms to support diagnostic reasoning.
3. Analyze acute patient presentations by integrating clinical data to prioritize and justify differential diagnoses.
4. Interpret clinical data and diagnostic results to develop appropriate, person-centered, evidence-informed plans of care.
5. Construct timely person-centered, evidence-informed management plans that incorporate clinical guidelines, patient goals, and social determinants of health.
6. Assess patient progress and modify the diagnosis or management plan based on clinical findings and patient feedback.

COURSE NAME: NURS 970 Acute Care III
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 872 Acute Care III
COREQUISITES: N/A

COURSE DESCRIPTION:
Through a competency-based approach, students will synthesize pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics, to generate accurate differentials and evidence-informed plans of care in complex situations for adult and older adult patients with acute, acute plus chronic, and critical illnesses. Students will advance clinical reasoning skills to improve diagnostic accuracy in times of uncertainty.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Adapt clinical decision-making frameworks to manage complex acute and chronic presentations, ensuring care prioritization aligns with individual patient needs and system constraints.
2. Synthesize detailed clinical findings and complex disease mechanisms to accurately correlate and explain underlying pathology in diverse clinical scenarios.
3. Synthesize complex and evolving clinical information to generate and defend nuanced differential diagnoses.
4. Evaluate complex or conflicting clinical and diagnostic data to guide individualized, person-centered plans of care.
5. Design comprehensive, person-centered management plans that integrate evolving clinical information, patient preferences, and system-level considerations for acute and chronic conditions.
6. Evaluate complex patient cases by systematically monitoring treatment response and independently revising diagnosis and management plans to optimize outcomes.

COURSE NAME: NURS 972 Invasive Procedures – Acute Care
MODALITY: Online
CREDIT HOURS: 1
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
This course provides advanced instruction and hands-on experience for AGACNP students of diagnostic and therapeutic procedures for complex acute, critical, and chronic conditions in acute and critical care settings. Through a competency-based approach, students will use advanced decision-making to order and interpret clinical diagnostics and evaluate the need for advanced procedural intervention. This course will use simulation to develop the procedural skills necessary for independent and collaborative practice.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Perform key diagnostic and therapeutic procedures with technical proficiency and clinical rationale including central line placement, arterial line insertion, lumbar puncture, thoracentesis, paracentesis, chest tube placement, and airway management.
2. Integrate advanced technologies and informatics tools in procedure-related decision-making and documentation.
3. Demonstrate sound clinical judgment and prioritization when managing procedure-related complications and emergencies.
4. Collaborate effectively within interdisciplinary teams to ensure safe, ethical, and patient-centered procedural care, respecting the autonomy and dignity of adult and older adult populations.
5. Analyze institutional, state, and federal policies impacting scope of practice, credentialing, and reimbursement related to AGACNP procedural care.
6. Evaluate personal procedural competency and readiness for independent practice, engaging in reflective practice and professional development to enhance clinical proficiency and safety.

COURSE NAME: NURS 975 Acute Care Practicum I
MODALITY: Hybrid
CREDIT HOURS: 2-3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will transition to acute care practice and apply foundational diagnostic and clinical reasoning principles in the acute care clinical setting. Through a competency-based approach, students will apply pathophysiology and clinical assessment skills developed in prerequisite coursework to manage acute and chronic health conditions for adults and older adults. Students will integrate professional accountability in the Adult Gerontological Acute Care Nurse Practitioner (AGACNP) role.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Demonstrate professional accountability by practicing within the defined population focus area maintaining professional comportment in all clinical interactions.
2. Utilize empathetic communication to engage effectively and deliver relevant clinical information to patients, caregivers and multidisciplinary teams.
3. Evaluate social determinants of health that impact patient well-being and care outcomes.
4. Communicate clinical findings in a concise and systematic manner.
5. Refine clinical decision-making skills to assess common clinical challenges, prioritize patient needs, and make informed decisions.
6. Integrate relevant clinical and nonclinical data into medical decision making and patient care delivery.

COURSE NAME: NURS 976 Acute Care Practicum II
MODALITY: Hybrid
CREDIT HOURS: 2-4
PREREQUISITES: NURS 975 Acute Care Practicum I
COREQUISITES: N/A

COURSE DESCRIPTION:

This intermediate practicum emphasizes the integration of advanced clinical reasoning, holistic person-centered care, and interprofessional collaboration. Students refine assessment and diagnostic skills, apply evidence-based guidelines, and develop comprehensive care plans that address complex health conditions. Through a competency-based approach students will use reflective learning and supervised clinical experiences to manage multifaceted patient needs, coordinate care, and utilize frameworks and health technologies.

COURSE OBJECTIVES:

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

1. Synthesize clinical and contextual data to develop comprehensive, person-centered plans of care.
2. Design coordinated, interprofessional care strategies that engage patients, caregivers, and team members for safe and effective care transitions.
3. Integrate health information technologies and quality improvement principles to enhance safety and communication.
4. Demonstrate professional accountability.

COURSE NAME: NURS 977 Acute Care Practicum III
MODALITY: Hybrid
CREDIT HOURS: 2-4
PREREQUISITES: NURS 976 Acute Care Practicum II
COREQUISITES: N/A

COURSE DESCRIPTION:

Students will integrate foundational knowledge, evidence-based decision-making, and advanced clinical judgment into full-scope practice. Through a competency-based approach, students will apply refined assessment and diagnostic reasoning skills to manage complex health conditions, deliver high-quality, person-centered care, and evaluate care outcomes across diverse populations. Emphasis is placed on evaluating care outcomes, fostering interprofessional communication, and integrating self-care, health promotion, and disease prevention strategies. Students will be prepared for independent clinical decision-making and leadership as advanced practice registered nurses.

COURSE OBJECTIVES:

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

1. Demonstrate advanced clinical judgment to provide person-centered, equitable, and evidence-based care.
2. Engage in therapeutic communication with individuals, caregivers, and interprofessional teams.
3. Exemplify professionalism and leadership through ethical practice and patient advocacy.

University of Kansas School of Nursing APRN Clinical Sites

Clinical Site Name	Site Address	City	State	Zip Code	Facility Type
A&U Family Medicine	17034 University Blvd., #900 Riverstone	Sugar Land	TX	77479	Clinic
Aestheticare	9225 Ward Parkway, Suite 200	Kansas City	MO	64114	Clinic
AFC Urgent Care	3161 N Rock Rd	Wichita	KS	67226	Urgent Care
Amber Med	826 18th St Ste A	Hoxie	KS	67740	Clinic
Amberwell	300 Utah St	Hiawatha	KS	66434	Hospital
Arista Recovery	901 E. Miami Street	Paola	KS	66071	Rehabilitation
Ascension Via Christi Hospital St. Joseph - Wichita	929 N. St. Francis	Wichita	KS	67214	Hospital and clinics
Ascension Vian Christi - Immediate Care	3311 E Murdock	Wichita	KS	67208	Immed Care
Ascension Vian Christi - St. Teresa	14800 St. Teresa St.	Wichita	KS	67235	Emergency Dept
Associates in Women's Health - East	3232 E. Murdock	Wichita	KS	67208	Clinic
Bespoke Psychiatry	1203 W. Augusta Boulevard, Unit 1	Chicago	IL	60642	Clinic
Boca Pediatric Group	5458 Town Center Rd.	Boca Raton	FL	33486	Clinic
CHI Health Birth Center Lincoln	8020 O Street	Lincoln	NE	68506	Birth Center
CHI Health Immanuel	6829 N 72nd St	Omaha	NE	68122	Hospital and clinics
Clinical Associates, PA	8629 Bluejacket St. Suite 100	Lenexa	KS	66214	Clinic
Clinical MI Doctor	5230 Aldine Mail Rte. Rd	Houston	TX	77039	Clinic
CMH Parkview Geriatric Wellness	1500 N. Oakland Ave	Bolivar	MO	65613	Clinic
Cotton O'Neil-Meriden	407 S Wyandotte St	Meriden	KS	66512	Clinic
Cotton O'Neil-Netawaka	200 White Way St	Netawaka	KS	66516	Clinic
Cottonwood Springs - Olathe	13351 S. Arapaho Dr.	Olathe	KS	66062	Clinic
Cox Health	1000 E. Walnut Lawn	Springfield	MO	65807	Hospital and clinics

Daniel Sanchez Family Medicine	1210 N. Washington Street	Plainville	KS	67663	Clinic
Elizabeth Layton Center, Inc.	25955 W. 327th St.	Paola	KS	66071	Clinic
First Med, PA	2323 Ridge Ct.	Lawrence	KS	66046	Clinic
Fitzgibbon Hospital	2305 S. Hwy 65	Marshall	MO	65340	Hospital
Freeman Health - Ozark Obstetrics and Gynecology	1532 W 32nd St #201	Joplin	MO	64801	Clinic
F. W. Huston Medical Center - Jefferson County Mem	408 Delaware Street	Winchester	KS	66097	Hospital and clinics
Grace Med Health Clinics	1611 N Mosley	Wichita	KS	67214	Clinic
Guidance Center (The)	500 Limit Street	Leavenworth	KS	66048	Clinic
Health Ministries Clinic - Halstead	126 Main St.	Halstead	KS	67056	Clinic
Health Partnership Clinic - Olathe	407 S. Clairborne Rd.	Olathe	KS	66062	Clinic
Healthcore Clinic	2707 E. 21st Street N.	Wichita	KS	67214	Clinic
Healthylooks Medspa & Wellness	12701 Metcalf Ave., Suite 103	Overland Park	KS	66213	Clinic
Heartland Regional Medical Center Mosaic Life Care	901 Heartland Rd. Suite 2800	St. Joseph	MO	64506	Clinic
Hutchinson Clinic	2101 N. Waldron	Hutchinson	KS	67502	Clinic
Hutchinson Regional Medical Center	1701 E. 23rd Avenue	Hutchinson	KS	67502	Hospital
I 635 Primary Care Specialists	1420 S. 42nd St.	Kansas City	KS	66106	Clinic
Johnson County Orthopedics & Sports Medicine	20920 W. 151st Street, Suite 100	Olathe	KS	66061	Clinic
Kansas City Hospice & Palliative Care - KCMO	1500 Meadow Lake Pkwy, Suite 200	Kansas City	MO	64114	Inpatient and Home Hospice
Kansas City VA Medical Center	4801 Linwood Blvd.	Kansas City	MO	64128	Clinic
Kansas City Women's Clinic	16180 W 135th Street	Olathe	KS	66062	Clinic
Kansas Medical Associates	9390 E. Central, Suite 101	Wichita	KS	67037	Clinic
Kansas Mental Health Medicine	3460 N Ridge Rd., Suite 120	Wichita	KS	67205	Clinic
Kansas Renewal Institute	401 Woodland Hills Blvd.	Fort Scott	KS	66701	Clinic
Kids TLC	480 S. Rogers Rd.	Olathe	KS	66062	Clinic

Konza Prairie Community Health Center - Manhattan	2030 Tecumseh Rd., #100	Manhattan	KS		66502	Health Center
KU - The University of Kansas Health System	4000 Cambridge St.	Kansas City	KS		66160	Health System
KU - The University of Kansas Health System	4000 Cambridge St.	Kansas City	KS		66160	Clinic
KU - The University of Kansas Health System-CV Medicine	7420 Switzer Rd	Shawnee	KS		66203	Clinic
KU - The University of Kansas Health System-Wichita MPA-SBHC	1745 W Grand Ave	Haysville	KS		67060	Clinic
KU - The University of Kansas Health System	2000 Olathe Blvd	Kansas City	KS		66160	Clinic
KU - The University of Kansas Health System	6501 W. 135th St., Suite F7	Olathe	KS		66223	Clinic
KU - The University of Kansas Health System	2301 Holmes Street	Kansas City	MO		64108	Clinic
KU - The University of Kansas Health System	539 Grand Blvd	Kansas City	MO		64106	Clinic
KU - The University of Kansas Health System	210 Olathe Blvd	Kansas City	KS		66103	Clinic
KU - The University of Kansas Health System	3901 Rainbow Blvd. MS 1042	Kansas City	KS		66160	Hospital
KU - The University of Kansas Health System	2650 Shawnee Mission Parkway	Westwood	KS		66205	Clinic
KU - The University of Kansas Health System	6501 W 135th St Suite F7	Overland Park	KS		66223	Clinic
KU - The University of Kansas Health System	10787 Nall Ave Suite 310	Overland Park	KS		66211	Clinic
KU - TUKHS Indian Creek	10730 Nall Avenue Suite 200	Overland Park	KS		66211	Clinic
KU Health System Strawberry Hill Campus	901 N 5th Street	Kansas City	KS		66101	Hospital and clinics
Lakemary Center	100 Lakemary Drive	Paola	KS		66071	Clinic
Lawrence Family Practice First Med	3211 S. Iowa St., Suite 100	Lawrence	KS		66046	Clinic
Lawrence Internal Medicine Group	4525 W. 6th St., Suite 100	Lawrence	KS		66049	Clinic
Lawrence Memorial Hospital	325 Maine Street	Lawrence	KS		66044	Hospital
Lincoln Health Center OB/GYN	301 S. 70th Street Suite 200	Lincoln	NE		68510	Clinic
Lyons Medical Center	1221 W. Noble	Lyons	KS		67554	Clinic
Mercy	100 Mercy Way	Joplin	MO		64804	Hospital and Clinics

Mercy GO Health	9551 Watson	Crestwood	MO	63126	Urgent Care
Meritas Health	2790 Clay Edwards Dr	North Kansas City	MO	64113	Clinic
Mid-America Orthopedics	12112 W. Kellogg	Wichita	KS	67235	Clinic
Mid-City OBGYN	7205 W. Center Road	Omaha	NE	68124	Clinic
Morris Co Hospital	600 North Washington	Council Grove	KS	66846	Hospital
Mosaic Life Health Center	901 Heartland Rd	St. Jospeh	MO	64506	Clinic
Mosaic Life Care - Urgent Care	1115 N. Belt Hwy	St. Jospeh	MO	64506	Clinic
Nevada Regional Medical Center	800 S Ash	Nevada	MO	64772	Hospital/Clinic
New Birth Company - Overland Park	9209 W. 110th Street	Overland Park	KS	66210	Birth Center
Newman Regional Health	1201 W. 12th Avenue	Emporia	KS	66801	Clinic
Olathe Health - Urgent Care	15435 W. 134th Pl.	Olathe	KS	66062	Clinic
OU School of Community Medicine Tulsa	4444 E. 41st	Tulsa	OK	74135	Clinic
Phillips County Health Systems	1719 US-183	Phillipsburg	KS	67661	Clinic
Physician Care Center	7166 N Nob Hill Rd	Tamarac	FL	33071	Clinic
Planned Parenthood Great Plains	1007 S Peoria Ave	Tulsa	OK	74120	Clinic
Planned Parenthood Great Plains	4401 w 109th St. suite 100	Overland Park	KS	66211	Clinic
Prairie Winds Family Care	904 5th Street	Wamego	KS	66547	Clinic
Research Med Ctr/Midwest Women's Healthcare Specialists	2349 E Meyer. Blvd Bldg. 2 Suite 598	Kansas City	MO	64132	Clinic
Responsive Centers	7501 College Boulevard Suite 250	Overland Park	KS	66210	Clinic
Saint Luke's Women's Health East Clinic	2737 NE McBaine Dr.	Lee's Summit	MO	64064	Clinic
Salina Regional Healthcare Center	400 S. Santa Fe	Salina	KS	64701	Hospital, clinic
Siperstein Dermatology Group	1401 N. Federal Highway	Bocca Raton	FL	33432	Clinic

Southwest Medical Center	315 W. 15th St.	Liberal	KS	67901	Hospital, Clinic
St. Luke's Cancer Specialists	110 NE Saint Luke's Blvd Ste 500	Lee's Summit	MO	64086	Clinic
Sterling Medical Center	239 N. Broadway	Sterling	KS	67579	Medical Center
Stormont Vail Health	4505 NW Fielding	Topeka	KS	66618	Clinic
Stormont-Vail - Cotton O'Neil Clinic	901 Garfield	Topeka	KS	66606	Clinic
Swope Medicine	3801 Dr. Martin Luther King Jr Blvd	Kansas City	MO	64130	Clinic
Swope Health Wyandotte	21 N. 12th St., Suite 400	Kansas City	KS	66102	Clinic
Team Health	10540 Marty Street, #100	Overland Park	KS	66212	Clinic
The University of Kansas Health System	3825 Cambridge St. MS 2012	Kansas City	KS	66061	Hospital
University Health Infectious Disease Clinic	2301 Holmes Street, Floor 5	Kansas City	MO	64108	Hospital
VA St. Louis Health Care System VAMC	1 Jefferson Barracks Dr.	St. Louis	MO	63125	Clinic
Vibrant Health	21 N. 12th St.	Kansas City	KS	66102	Clinic
University of KS Health Systems Student Health-Watkins Memorial Health	1200 Schwegler Drive	Lawrence	KS	66045	Clinic
Westwood Internal Medicine	2650 Shawnee Mission Pkwy	Westwood	KS	66205	Clinic
Wichita Dermatology & Aesthetics	1911 N. Webb Rd.	Wichita	KS	67206	Clinic
Wichita OB/GYN Associates	551 N. Hillside St., Suite 510	Wichita	KS	67214	Clinic
Xpress Wellness Urgent Care - Haysville	7107 S. Meridian	Haysville	KS	67060	Urgent Care

Graduate Program Major Curriculum Change Request
Kansas State Board of Nursing
60-17-105 (d) (2) (A) (B) – Graduate
Must be received by KSBN at least 30 days before the board meeting

Date: October 15, 2025
Name of Program: Doctor of Nursing Practice
Program Administrator   Jean Giddens, PhD, RN, FAAN, ANEF
including credentials:
Parent Institution: University of Kansas

Address of Institution: University of Kansas Medical Center – School of Nursing
                                         6911 Rainbow Blvd. | Mail Stop 4043
                                         Kansas City, KS 66160

Level of the Program
for which the change
Is being requested   Graduate – Post-Masters Certificate

Briefly describe the
Change being requested: The University of Kansas School of Nursing (KU SON)
                                         Doctor of Nursing Practice (DNP) Program has revised the
                                         curriculum to reflect the 2021 AACN Essentials. The new
                                         curriculum will incorporate competency-based methodology that is
                                         in alignment with the AACN recommendations for advanced
                                         practice.

Action Taken

Education Committee Review   _____
                                                              Date

Action Taken: ☐   Approved   ☐   Not Approved   ☐   Deferred

Board of Nursing Review   _____
                                                         Date

Action Taken: ☐   Approved   ☐   Not Approved   ☐   Deferred

_____   _____
Nursing Education Compliance Officer   Date

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

☒ **(1)** Any change in the plan of nursing curriculum organization involving:
    ☐ Philosophy
    ☐ Number of semesters of study
    ☒ Delivery method of nursing courses

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

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

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

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

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

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

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

Instructions
1. **Any change in the plan of nursing curriculum organization involving (Philosophy):**
2. **Any change in the plan of nursing curriculum organization involving (Delivery Method of Courses):**

The Doctor of Nursing Practice (DNP) at the University of Kansas School of Nursing represents the highest level of clinical nursing preparation, designed to prepare nurses for advanced clinical practice, leadership, and scholarship across diverse health systems. Grounded in the *AACN Core Competencies for Advanced-Level Nursing Education (2021)*, the program integrates concept-based learning with a competency-based education (CBE) model to ensure graduates demonstrate mastery across the domains of advanced nursing practice.

The program offers five concentrations, of which one is a non-advanced practice concentration for executive leaders. The other four are advanced practice certification concentrations: Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Nurse-Midwifery, and Psychiatric-Mental Health Nurse Practitioner. Each pathway incorporates the competencies and requirements of their respective accrediting and certifying bodies—such as the Accreditation Commission for Midwifery Education (ACME), the National Organization of Nurse Practitioner Faculties (NONPF), the American Midwifery Certification Board (AMCB), the American Nurses Credentialing Center (ANCC), the American Association of Nurse Practitioners (AANP), and the AACN Certification Corporation—ensuring graduates are fully prepared for national certification and licensure in their chosen specialty.

In addition to the degree pathways, the School of Nursing also offers post-master's certificates in advanced practice nursing specialties. These certificates are designed for master's-prepared nurses who seek to expand their scope of practice or transition into a new specialty area. The certificate programs follow the same rigorous competency-based framework and specialty accreditation standards as the DNP concentrations, ensuring graduates are prepared for advanced clinical roles, national certification, and licensure eligibility in their chosen field.

Enclosed in the curriculum packet are the revised program descriptions, sample degree plan, abbreviated syllabi, and comparison tables of current and revised curriculum.

Overview of Faculty Involvement
Faculty engagement has been integral throughout the curriculum revision process at the University of Kansas School of Nursing. The initiative originated in October 2024, when the Academic Repositioning Taskforce recommended convening a full task force to lead curriculum revision on behalf of the faculty and School of Nursing.

Task Force Composition
- **November 2024 Formation:** The task force was established with 10 faculty members, including:

- A Chair (Simulation Director)
- Two Co-Chairs (faculty appointees for undergraduate and graduate levels)
- Faculty representatives covering undergraduate, graduate, DEI, informatics, assessment, and population health
- Two practice partner nurses from the health system
- **February 2025 Additions:** The project manager and both program directors were added to ensure comprehensive oversight.

Phased Project Approach

The curriculum revision was structured in five phases, with faculty feedback integrated at each step:

1. **Phase 1 (Completed January 2025):** End of Program Student Learning Outcomes (EPSLOs) rewritten and aligned to AACN Essentials domains.
2. **Phase 2 (Completed February 2025):** New program, track, and concentration descriptions developed.
3. **Phase 3 (Completed May 2025):** Course descriptions, objectives, and AACN Essential Competency/Sub-Competency alignments created.
4. **Phase 4 (Completed June 2025):** Assessment plan finalized.
5. **Phase 5 (Ongoing):** Integration of feedback and preparation of final program materials.

At the conclusion of each phase, faculty were surveyed via REDCap for comprehensive feedback, which was incorporated into revisions as the curriculum evolved.

Stakeholder Engagement

- **June–July 2025:** Associate Deans, program directors, co-chairs, and project manager conducted an external stakeholder roadshow to discuss curriculum content with practice partners, identifying alignment opportunities between academic preparation and workforce needs.
- **August 2025:** An all-school retreat included a gallery walk showcasing program structures, clinical opportunities, simulated experiences, and assessment strategies. Additional faculty feedback was collected at this event.
- **September 2025:** Detailed program packets were distributed to faculty via email for edits and feedback. Responses were addressed in writing and through open dialogue at the September Faculty Assembly.

Faculty Approval

The final faculty vote occurred on **October 13, 2025**, with approval granted for submission to:

- University of Kansas Medical Center (KUMC) councils
- Kansas State Board of Nursing (KSBN)

Conclusion

The process has demonstrated strong faculty leadership, systematic stakeholder

engagement, and rigorous alignment with AACN Essentials and practice partner expectations. The School of Nursing respectfully submits this documentation as part of its curriculum approval request.

3. If this change involves a new course, complete the curriculum revision or a course revision, including the following items:

- Course title
- Course objectives/outcomes
- Sequence of the course
- Major content outline
- Clinical facility(ies) to be used
- Course evaluation

Family Nurse Practitioner Post-Master's Certificate

Proposed 2027-28 Curriculum

The University of Kansas School of Nursing

University of Kansas School of Nursing
Post-Graduate Certificate Descriptions | 2026-2027

Current Certificate Description	Revised Certificate Description
The advanced practice clinical certificates programs require that applicants have completed an advanced practice registered nurse (APRN) educational program from a nationally accredited school of nursing. Applicants must also have completed the following advanced practice prerequisite courses (either as part of their previous graduate degree or as post-graduate study through an accredited university): advanced health assessment, advanced pathophysiology, advanced pharmacology, and health promotion. The **Family Nurse Practitioner (FNP) Certificate** (16 credit hours) focuses on the knowledge and skills required to educate advanced practice nurses to provide primary health care to clients and families across the lifespan. Family Nurse Practitioners provide comprehensive health promotion services to ambulatory clients; evaluate presenting problems at the client's initial contact with the primary care system; and continuing care to clients with acute and stable chronic illnesses.	**Post-Master Certificate Program** Prepares registered nurses who have previously earned a graduate nursing degree for advanced nursing practice roles as family, psychiatric, or adult-gerontology nurse practitioners, midwifes, leaders, or health professions educators. **Family Nurse Practitioner Certificate (**18 credit hours) Prepares students to provide primary care services to patients and families including wellness and preventative, episodic, and chronic care across the lifespan. Upon completion, graduates are eligible to sit for national certification examination(s).

Table 1. Family Nurse Practitioner Post-Master Certificate – Sample Degree Plan
Students Admitted 2027

Year (Credit Hours)	Semester (Credit Hours)	Course Number	Title	Credit Hours
Year 1 2027-28 (18 CH)	Summer 1 6 CH	NURS 851	Family Health I	3
		NURS 955	Family Health Practicum I	3
	Fall 1 6 CH	NURS 852	Family Health II	3
		NURS 956	Family Health Practicum II	3
	Spring 1 6 CH	NURS 853	Family Health III	3
		NURS 957	Family Health Practicum III	3

Total Credits = 18

Table 2. Family Nurse Practitioner Post-Master Certificate: Comparison of Plans of Study

Current Curriculum: Course and Credits	Practicum Hours	Revised Curriculum: Course and Credits	Practicum Hours
NRSG 914 Primary Care 1-Family Health (3 cr.)		NURS 851 Family Health I (3 cr.)	
NRSG 915 Primary Care 2-Family Health (3 cr.)		NURS 955 Family Health Practicum I (2-3 cr.)	167-252
NRSG 916 Primary Care Practicum I-FNP (2-4 cr.)	128-256	NURS 852 Family Health II (3 cr.)	
NRSG 917 Primary Care Practicum II-FNP (4 cr.)	256	NURS 956 Family Health Practicum II (2-4 cr.)	167-333
NRSG 918 Primary Care Practicum III-FNP (2-4 cr.)	128-256	NURS 853 Family Health III (3 cr.)	
		NURS 957 Family Health Practicum III (2-4 cr.)	167-333
14-18 credits	**512-768**	**18 credits**	**750**

All students must achieve a total of 1,000 practicum hours

THE UNIVERSITY OF KANSAS
School of Nursing

COURSE NAME: NURS 850 Diagnostic Reasoning
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 801 Advanced Health Assessment and Clinical Reasoning, NURS 802 Advanced Pathophysiology, NURS 803 Advanced Pharmacology
COREQUISITES: N/A

COURSE DESCRIPTION:
Clinical Reasoning empowers advanced nursing students to make rapid, accurate diagnostic and management decisions. Students will integrate history, examination findings, and diagnostic data to differentiate common from complex presentations, mitigate cognitive error, and design evidence-informed care plans across the lifespan.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Integrate clinical reasoning processes to identify and mitigate cognitive biases in diagnostic decision-making.
2. Formulate diagnostic conclusions using a defendable, systematic approach grounded in advanced scientific knowledge.
3. Utilize critical thinking and evidence-based approaches to develop accurate differential diagnoses and design appropriate patient-centered care plans based on clinical assessments.
4. Synthesize clinical, diagnostic, and contextual data to distinguish common from complex presentations across the lifespan.

COURSE NAME: NURS 851 Family Health I
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will integrate pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics, to generate accurate differentials and evidence-informed plans of care for patients across the lifespan. Grounded in a competency-based approach, students will develop initial clinical reasoning skills to improve diagnostic accuracy. Students will build content knowledge using a body-systems approach.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Recognize clinical decision-making frameworks and begin using them to prioritize care.
2. Identify fundamental disease mechanisms and common clinical findings associated with primary care conditions.
3. Identify relevant clinical information and apply structured reasoning frameworks to begin forming basic, symptom-focused differentials.
4. Describe basic clinical findings and diagnostic results to begin informing initial care decisions.
5. Identify key components of person-centered care and begin organizing evidence-informed management plans that reflect patient needs.
6. Understands expected treatment outcomes.

COURSE NAME: NURS 852 Family Health II
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will analyze and apply pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics, to refine differentials and evidence-informed plans of care for patients across the lifespan. Using a competency-based approach students will further advance clinical reasoning skills to improve diagnostic accuracy.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply clinical decision-making frameworks to prioritize and plan care.
2. Analyze clinical findings and correlate them with underlying disease mechanisms to support diagnostic reasoning.
3. Analyze patient presentations by integrating clinical data to prioritize and justify differential diagnoses.
4. Interpret clinical data and diagnostic results to develop appropriate, person-centered, evidence-informed plans of care.
5. Construct person-centered, evidence-informed management plans that incorporate clinical guidelines, patient goals, and social determinants of health.
6. Assess patient progress and modify the diagnosis or management plan based on clinical findings and patient feedback.

THE UNIVERSITY OF KANSAS
School of Nursing

COURSE NAME: NURS 950 Family Health III
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will synthesize pathophysiology, pharmacology, physical assessment findings, and clinical data, including diagnostics, to generate accurate differentials and evidence-informed plans of care in complex situations for patients across the lifespan. Using a competency-based approach, students will advance clinical reasoning skills to improve diagnostic accuracy in times of uncertainty.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Adapt clinical decision-making frameworks to manage complex or evolving primary care situations, ensuring care prioritization aligns with individual patient needs and system constraints.
2. Synthesize detailed clinical findings and complex disease mechanisms to accurately correlate and explain underlying pathology in diverse clinical scenarios.
3. Synthesize complex and evolving clinical information to generate and defend nuanced differential diagnoses.
4. Evaluate complex or conflicting clinical and diagnostic data to guide individualized, person-centered plans of care.
5. Design comprehensive, person-centered management plans that integrate evolving clinical information, patient preferences, and system-level considerations for acute and chronic conditions.
6. Evaluate complex patient cases by systematically monitoring treatment response and independently revising diagnosis and management plans to optimize outcomes.

COURSE NAME: NURS 955 Family Health Practicum I
MODALITY: Hybrid
CREDIT HOURS: 2-3
PREREQUISITES: NURS 854 Clinical Readiness or Enrollment in Post-Masters Certificate
COREQUISITES: N/A

COURSE DESCRIPTION:

This beginning practicum introduces students to the clinical environment with an emphasis on applying foundational knowledge, developing the nurse practitioner role, and understanding population-specific scope of practice. This practicum supports the development of basic assessment and diagnostic skills, the application of evidence to patient care, and the use of effective communication, clinical reasoning, and ethical decision-making. Using a competency-based approach, students begin to build professional accountability and establish the foundation for interprofessional collaboration and mentorship.

COURSE OBJECTIVES:

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

1. Demonstrate professional accountability by practicing within the defined NP population focus area and maintaining a professional manner in all clinical interactions.
2. Employ empathetic communication to engage effectively with patients, families, and the interprofessional team.
3. Evaluate social determinants of health that impact patient well-being and care outcomes.
4. Communicate clinical findings in a concise and systematic manner.
5. Develop clinical decision-making skills to assess common clinical challenges, prioritize patient needs, and make informed decisions.

COURSE NAME: NURS 956 Family Health Practicum II
MODALITY: Hybrid
CREDIT HOURS: 2-4
PREREQUISITES: NURS 955 Family Health Practicum I
COREQUISITES: N/A

COURSE DESCRIPTION:

This intermediate practicum emphasizes the integration of advanced clinical reasoning, holistic person-centered care, and interprofessional collaboration. Students refine assessment and diagnostic skills, apply evidence-based guidelines, and develop comprehensive care plans that address complex health conditions. Using a competency-based approach, students will manage multifaceted patient needs, coordinate care, and utilize frameworks and health technologies.

COURSE OBJECTIVES:

Upon completion of this course, students will be able to:
1. Synthesize clinical and contextual data to develop comprehensive, person-centered plans of care.
2. Design coordinated, interprofessional care strategies that engage patients, caregivers, and team members for safe and effective care transitions.
3. Integrate health information technologies and quality improvement principles to enhance safety and communication.
4. Demonstrate professional accountability.

COURSE NAME: NURS 957 Family Health Practicum III
MODALITY: Hybrid
CREDIT HOURS: 2-4
PREREQUISITES: NURS 956 Family Health Practicum II
COREQUISITES: N/A

COURSE DESCRIPTION:

In this advanced practicum, students integrate foundational knowledge, evidence-based decision-making, and advanced clinical judgment into full-scope practice They apply refined assessment and diagnostic reasoning skills to manage complex health conditions, deliver high-quality, person-centered care, and evaluate care outcomes across diverse populations. Through a competency-based approach, students will evaluate care outcomes, foster interprofessional communication, and integrate self-care, health promotion, and disease prevention strategies, preparing students for independent clinical decision-making and leadership as advanced practice registered nurses.

COURSE OBJECTIVES:

Upon completion of this course, students will be able to:
1. Demonstrate advanced clinical judgment to provide person-centered, equitable, and evidence-based care.
2. Engage in therapeutic communication with individuals, caregivers, and interprofessional teams.
3. Exemplify professionalism and leadership through ethical practice and patient advocacy.

University of Kansas School of Nursing APRN Clinical Sites

Clinical Site Name	Site Address	City	State	Zip Code	Facility Type
A&U Family Medicine	17034 University Blvd., #900 Riverstone	Sugar Land	TX	77479	Clinic
Aestheticare	9225 Ward Parkway, Suite 200	Kansas City	MO	64114	Clinic
AFC Urgent Care	3161 N Rock Rd	Wichita	KS	67226	Urgent Care
Amber Med	826 18th St Ste A	Hoxie	KS	67740	Clinic
Amberwell	300 Utah St	Hiawatha	KS	66434	Hospital
Arista Recovery	901 E. Miami Street	Paola	KS	66071	Rehabilitation
Ascension Via Christi Hospital St. Joseph - Wichita	929 N. St. Francis	Wichita	KS	67214	Hospital and clinics
Ascension Vian Christi - Immediate Care	3311 E Murdock	Wichita	KS	67208	Immed Care
Ascension Vian Christi - St. Teresa	14800 St. Teresa St.	Wichita	KS	67235	Emergency Dept
Associates in Women's Health - East	3232 E. Murdock	Wichita	KS	67208	Clinic
Bespoke Psychiatry	1203 W. Augusta Boulevard, Unit 1	Chicago	IL	60642	Clinic
Boca Pediatric Group	5458 Town Center Rd.	Boca Raton	FL	33486	Clinic
CHI Health Birth Center Lincoln	8020 O Street	Lincoln	NE	68506	Birth Center
CHI Health Immanuel	6829 N 72nd St	Omaha	NE	68122	Hospital and clinics
Clinical Associates, PA	8629 Bluejacket St. Suite 100	Lenexa	KS	66214	Clinic
Clinical MI Doctor	5230 Aldine Mail Rte. Rd	Houston	TX	77039	Clinic
CMH Parkview Geriatric Wellness	1500 N. Oakland Ave	Bolivar	MO	65613	Clinic
Cotton O'Neil-Meriden	407 S Wyandotte St	Meriden	KS	66512	Clinic
Cotton O'Neil-Netawaka	200 White Way St	Netawaka	KS	66516	Clinic
Cottonwood Springs - Olathe	13351 S. Arapaho Dr.	Olathe	KS	66062	Clinic
Cox Health	1000 E. Walnut Lawn	Springfield	MO	65807	Hospital and clinics

Daniel Sanchez Family Medicine	1210 N. Washington Street	Plainville	KS	67663	Clinic
Elizabeth Layton Center, Inc.	25955 W. 327th St.	Paola	KS	66071	Clinic
First Med, PA	2323 Ridge Ct.	Lawrence	KS	66046	Clinic
Fitzgibbon Hospital	2305 S. Hwy 65	Marshall	MO	65340	Hospital
Freeman Health - Ozark Obstetrics and Gynecology	1532 W 32nd St #201	Joplin	MO	64801	Clinic
F. W. Huston Medical Center - Jefferson County Mem	408 Delaware Street	Winchester	KS	66097	Hospital and clinics
Grace Med Health Clinics	1611 N Mosley	Wichita	KS	67214	Clinic
Guidance Center (The)	500 Limit Street	Leavenworth	KS	66048	Clinic
Health Ministries Clinic - Halstead	126 Main St.	Halstead	KS	67056	Clinic
Health Partnership Clinic - Olathe	407 S. Clairborne Rd.	Olathe	KS	66062	Clinic
Healthcore Clinic	2707 E. 21st Street N.	Wichita	KS	67214	Clinic
Healthylooks Medspa & Wellness	12701 Metcalf Ave., Suite 103	Overland Park	KS	66213	Clinic
Heartland Regional Medical Center Mosaic Life Care	901 Heartland Rd. Suite 2800	St. Joseph	MO	64506	Clinic
Hutchinson Clinic	2101 N. Waldron	Hutchinson	KS	67502	Clinic
Hutchinson Regional Medical Center	1701 E. 23rd Avenue	Hutchinson	KS	67502	Hospital
I 635 Primary Care Specialists	1420 S. 42nd St.	Kansas City	KS	66106	Clinic
Johnson County Orthopedics & Sports Medicine	20920 W. 151st Street, Suite 100	Olathe	KS	66061	Clinic
Kansas City Hospice & Palliative Care - KCMO	1500 Meadow Lake Pkwy, Suite 200	Kansas City	MO	64114	Inpatient and Home Hospice
Kansas City VA Medical Center	4801 Linwood Blvd.	Kansas City	MO	64128	Clinic
Kansas City Women's Clinic	16180 W 135th Street	Olathe	KS	66062	Clinic
Kansas Medical Associates	9390 E. Central, Suite 101	Wichita	KS	67037	Clinic
Kansas Mental Health Medicine	3460 N Ridge Rd., Suite 120	Wichita	KS	67205	Clinic
Kansas Renewal Institute	401 Woodland Hills Blvd.	Fort Scott	KS	66701	Clinic
Kids TLC	480 S. Rogers Rd.	Olathe	KS	66062	Clinic

Konza Prairie Community Health Center - Manhattan	2030 Tecumseh Rd., #100	Manhattan	KS	66502		Health Center
KU - The University of Kansas Health System	4000 Cambridge St.	Kansas City	KS	66160		Health System
KU - The University of Kansas Health System	4000 Cambridge St.	Kansas City	KS	66160		Clinic
KU - The University of Kansas Health System-CV Medicine	7420 Switzer Rd	Shawnee	KS	66203		Clinic
KU - The University of Kansas Health System-Wichita MPA-SBHC	1745 W Grand Ave	Haysville	KS	67060		Clinic
KU - The University of Kansas Health System	2000 Olathe Blvd	Kansas City	KS	66160		Clinic
KU - The University of Kansas Health System	6501 W. 135th St., Suite F7	Olathe	KS	66223		Clinic
KU - The University of Kansas Health System	2301 Holmes Street	Kansas City	MO	64108		Clinic
KU - The University of Kansas Health System	539 Grand Blvd	Kansas City	MO	64106		Clinic
KU - The University of Kansas Health System	210 Olathe Blvd	Kansas City	KS	66103		Clinic
KU - The University of Kansas Health System	3901 Rainbow Blvd. MS 1042	Kansas City	KS	66160		Hospital
KU - The University of Kansas Health System	2650 Shawnee Mission Parkway	Westwood	KS	66205		Clinic
KU - The University of Kansas Health System	6501 W 135th St Suite F7	Overland Park	KS	66223		Clinic
KU - The University of Kansas Health System	10787 Nall Ave Suite 310	Overland Park	KS	66211		Clinic
KU - TUKHS Indian Creek	10730 Nall Avenue Suite 200	Overland Park	KS	66211		Clinic
KU Health System Strawberry Hill Campus	901 N 5th Street	Kansas City	KS	66101		Hospital and clinics
Lakemary Center	100 Lakemary Drive	Paola	KS	66071		Clinic
Lawrence Family Practice First Med	3211 S. Iowa St., Suite 100	Lawrence	KS	66046		Clinic
Lawrence Internal Medicine Group	4525 W. 6th St., Suite 100	Lawrence	KS	66049		Clinic
Lawrence Memorial Hospital	325 Maine Street	Lawrence	KS	66044		Hospital
Lincoln Health Center OB/GYN	301 S. 70th Street Suite 200	Lincoln	NE	68510		Clinic
Lyons Medical Center	1221 W. Noble	Lyons	KS	67554		Clinic
Mercy	100 Mercy Way	Joplin	MO	64804		Hospital and Clinics

		Crestwood	MO	63126	Urgent Care
Mercy GO Health	9551 Watson	Crestwood	MO	63126	Urgent Care
Meritas Health	2790 Clay Edwards Dr	North Kansas City	MO	64113	Clinic
Mid-America Orthopedics	12112 W. Kellogg	Wichita	KS	67235	Clinic
Mid-City OBGYN	7205 W. Center Road	Omaha	NE	68124	Clinic
Morris Co Hospital	600 North Washington	Council Grove	KS	66846	Hospital
Mosaic Life Health Center	901 Heartland Rd	St. Jospeh	MO	64506	Clinic
Mosaic Life Care - Urgent Care	1115 N. Belt Hwy	St. Jospeh	MO	64506	Clinic
Nevada Regional Medical Center	800 S Ash	Nevada	MO	64772	Hospital/Clinic
New Birth Company - Overland Park	9209 W. 110th Street	Overland Park	KS	66210	Birth Center
Newman Regional Health	1201 W. 12th Avenue	Emporia	KS	66801	Clinic
Olathe Health - Urgent Care	15435 W. 134th Pl.	Olathe	KS	66062	Clinic
OU School of Community Medicine Tulsa	4444 E. 41st	Tulsa	OK	74135	Clinic
Phillips County Health Systems	1719 US-183	Phillipsburg	KS	67661	Clinic
Physician Care Center	7166 N Nob Hill Rd	Tamarac	FL	33071	Clinic
Planned Parenthood Great Plains	1007 S Peoria Ave	Tulsa	OK	74120	Clinic
Planned Parenthood Great Plains	4401 w 109th St. suite 100	Overland Park	KS	66211	Clinic
Prairie Winds Family Care	904 5th Street	Wamego	KS	66547	Clinic
Research Med Ctr/Midwest Women's Healthcare Specialists	2349 E Meyer. Blvd Bldg. 2 Suite 598	Kansas City	MO	64132	Clinic
Responsive Centers	7501 College Boulevard Suite 250	Overland Park	KS	66210	Clinic
Saint Luke's Women's Health East Clinic	2737 NE McBaine Dr.	Lee's Summit	MO	64064	Clinic
Salina Regional Healthcare Center	400 S. Santa Fe	Salina	KS	64701	Hospital, clinic
Siperstein Dermatology Group	1401 N. Federal Highway	Bocca Raton	FL	33432	Clinic

Southwest Medical Center	315 W. 15th St.	Liberal	KS	67901	Hospital, Clinic
St. Luke's Cancer Specialists	110 NE Saint Luke's Blvd Ste 500	Lee's Summit	MO	64086	Clinic
Sterling Medical Center	239 N. Broadway	Sterling	KS	67579	Medical Center
Stormont Vail Health	4505 NW Fielding	Topeka	KS	66618	Clinic
Stormont-Vail - Cotton O'Neil Clinic	901 Garfield	Topeka	KS	66606	Clinic
Swope Medicine	3801 Dr. Martin Luther King Jr Blvd	Kansas City	MO	64130	Clinic
Swope Health Wyandotte	21 N. 12th St., Suite 400	Kansas City	KS	66102	Clinic
Team Health	10540 Marty Street, #100	Overland Park	KS	66212	Clinic
The University of Kansas Health System	3825 Cambridge St. MS 2012	Kansas City	KS	66061	Hospital
University Health Infectious Disease Clinic	2301 Holmes Street, Floor 5	Kansas City	MO	64108	Hospital
VA St. Louis Health Care System VAMC	1 Jefferson Barracks Dr.	St. Louis	MO	63125	Clinic
Vibrant Health	21 N. 12th St.	Kansas City	KS	66102	Clinic
University of KS Health Systems Student Health-Watkins Memorial Health	1200 Schwegler Drive	Lawrence	KS	66045	Clinic
Westwood Internal Medicine	2650 Shawnee Mission Pkwy	Westwood	KS	66205	Clinic
Wichita Dermatology & Aesthetics	1911 N. Webb Rd.	Wichita	KS	67206	Clinic
Wichita OB/GYN Associates	551 N. Hillside St., Suite 510	Wichita	KS	67214	Clinic
Xpress Wellness Urgent Care - Haysville	7107 S. Meridian	Haysville	KS	67060	Urgent Care

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Graduate Program Major Curriculum Change Request
Kansas State Board of Nursing
60-17-105 (d) (2) (A) (B) – Graduate
Must be received by KSBN at least 30 days before the board meeting

Date: October 15, 2025
Name of Program: Doctor of Nursing Practice
Program Administrator Jean Giddens, PhD, RN, FAAN, ANEF
including credentials:
Parent Institution: University of Kansas

Address of Institution: University of Kansas Medical Center – School of Nursing
6911 Rainbow Blvd. | Mail Stop 4043
Kansas City, KS 66160

Level of the Program
for which the change
Is being requested Graduate – Post-Masters Certificate

Briefly describe the
Change being requested: The University of Kansas School of Nursing (KU SON)
Doctor of Nursing Practice (DNP) Program has revised the
curriculum to reflect the 2021 AACN Essentials. The new
curriculum will incorporate competency-based methodology that is
in alignment with the AACN recommendations for advanced
practice.

Action Taken

Education Committee Review _____
                                                                    Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
                                                        Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

_____   _____
Nursing Education Compliance Officer   Date

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

☒ **(1)** Any change in the plan of nursing curriculum organization involving:
> ☐ Philosophy
> ☐ Number of semesters of study
> ☒ Delivery method of nursing courses

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

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

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

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

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

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

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

Instructions
1. **Any change in the plan of nursing curriculum organization involving (Philosophy):**
2. **Any change in the plan of nursing curriculum organization involving (Delivery Method of Courses):**

The Doctor of Nursing Practice (DNP) at the University of Kansas School of Nursing represents the highest level of clinical nursing preparation, designed to prepare nurses for advanced clinical practice, leadership, and scholarship across diverse health systems. Grounded in the *AACN Core Competencies for Advanced-Level Nursing Education (2021)*, the program integrates concept-based learning with a competency-based education (CBE) model to ensure graduates demonstrate mastery across the domains of advanced nursing practice.

The program offers five concentrations, of which one is a non-advanced practice concentration for executive leaders. The other four are advanced practice certification concentrations: Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Nurse-Midwifery, and Psychiatric-Mental Health Nurse Practitioner. Each pathway incorporates the competencies and requirements of their respective accrediting and certifying bodies—such as the Accreditation Commission for Midwifery Education (ACME), the National Organization of Nurse Practitioner Faculties (NONPF), the American Midwifery Certification Board (AMCB), the American Nurses Credentialing Center (ANCC), the American Association of Nurse Practitioners (AANP), and the AACN Certification Corporation—ensuring graduates are fully prepared for national certification and licensure in their chosen specialty.

In addition to the degree pathways, the School of Nursing also offers post-master's certificates in advanced practice nursing specialties. These certificates are designed for master's-prepared nurses who seek to expand their scope of practice or transition into a new specialty area. The certificate programs follow the same rigorous competency-based framework and specialty accreditation standards as the DNP concentrations, ensuring graduates are prepared for advanced clinical roles, national certification, and licensure eligibility in their chosen field.

Enclosed in the curriculum packet are the revised program descriptions, sample degree plan, abbreviated syllabi, and comparison tables of current and revised curriculum.

Overview of Faculty Involvement
Faculty engagement has been integral throughout the curriculum revision process at the University of Kansas School of Nursing. The initiative originated in October 2024, when the Academic Repositioning Taskforce recommended convening a full task force to lead curriculum revision on behalf of the faculty and School of Nursing.

Task Force Composition
- **November 2024 Formation:** The task force was established with 10 faculty members, including:

- o A Chair (Simulation Director)
- o Two Co-Chairs (faculty appointees for undergraduate and graduate levels)
- o Faculty representatives covering undergraduate, graduate, DEI, informatics, assessment, and population health
- o Two practice partner nurses from the health system
- **February 2025 Additions:** The project manager and both program directors were added to ensure comprehensive oversight.

Phased Project Approach

The curriculum revision was structured in five phases, with faculty feedback integrated at each step:

1. **Phase 1 (Completed January 2025):** End of Program Student Learning Outcomes (EPSLOs) rewritten and aligned to AACN Essentials domains.
2. **Phase 2 (Completed February 2025):** New program, track, and concentration descriptions developed.
3. **Phase 3 (Completed May 2025):** Course descriptions, objectives, and AACN Essential Competency/Sub-Competency alignments created.
4. **Phase 4 (Completed June 2025):** Assessment plan finalized.
5. **Phase 5 (Ongoing):** Integration of feedback and preparation of final program materials.

At the conclusion of each phase, faculty were surveyed via REDCap for comprehensive feedback, which was incorporated into revisions as the curriculum evolved.

Stakeholder Engagement

- **June–July 2025:** Associate Deans, program directors, co-chairs, and project manager conducted an external stakeholder roadshow to discuss curriculum content with practice partners, identifying alignment opportunities between academic preparation and workforce needs.
- **August 2025:** An all-school retreat included a gallery walk showcasing program structures, clinical opportunities, simulated experiences, and assessment strategies. Additional faculty feedback was collected at this event.
- **September 2025:** Detailed program packets were distributed to faculty via email for edits and feedback. Responses were addressed in writing and through open dialogue at the September Faculty Assembly.

Faculty Approval

The final faculty vote occurred on **October 13, 2025**, with approval granted for submission to:

- University of Kansas Medical Center (KUMC) councils
- Kansas State Board of Nursing (KSBN)

Conclusion

The process has demonstrated strong faculty leadership, systematic stakeholder

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engagement, and rigorous alignment with AACN Essentials and practice partner expectations. The School of Nursing respectfully submits this documentation as part of its curriculum approval request.

3. If this change involves a new course, complete the curriculum revision or a course revision, including the following items:

- Course title
- Course objectives/outcomes
- Sequence of the course
- Major content outline
- Clinical facility(ies) to be used
- Course evaluation

Nurse-Midwifery Post-Master's Certificate

Proposed 2027-28 Curriculum

The University of Kansas School of Nursing

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University of Kansas School of Nursing
Post-Graduate Certificate Descriptions | 2026

Current Certificate Description	Revised Certificate Description
The advanced practice clinical certificates programs require that applicants have completed an advanced practice registered nurse (APRN) educational program from a nationally accredited school of nursing. Applicants must also have completed the following advanced practice prerequisite courses (either as part of their previous graduate degree or as post-graduate study through an accredited university): advanced health assessment, advanced pathophysiology, advanced pharmacology, and health promotion. The **Nurse-Midwife Certificate** (25 credit hours) prepares advanced practice nurses to focus on the care and management of well women's primary and reproductive health care needs throughout the life span. The program content is family-centered, respectful of individual and cultural variations, and promotes health through individual choice and participation. Courses are offered online and on the KU Medical Center campus. Required didactic courses (NRSG 841, NRSG 921, NRSG 922, NRSG 923, NRSG 924, NRSG 962) are offered online. Practicum courses **(NRSG 966**, **NRSG 967**, and **NRSG 968**) require visits to the KU Medical Center campus several times during each semester for Clinical Intensive workshops, simulation experiences, and Standardized Patient exams.	**Post-Master Certificate Program** Prepares registered nurses who have previously earned a graduate nursing degree for advanced nursing practice roles as family, psychiatric, or adult-gerontology nurse practitioners, midwifes, leaders, or health professions educators. **Nurse-Midwifery Certificate** (27 credit hours) Prepares students to provide primary care, as well as sexual, reproductive, and gynecologic care to patients across the lifespan. Upon completion, graduates are eligible to sit for national certification examination.

Table 4. Nurse-Midwifery Post-Master Certificate – Sample Degree Plan
Students Admitted 2027

Year (Credit Hours)	Semester (Credit Hours)	Course Number	Title	Credit Hours
Year 1 2027-28 (27 CH)	Summer 1 9 CH	NURS 860	Foundations of Midwifery Practice	3
		NURS 861	Integrative Hormonal Health and Primary Care for Women	3
		NURS 965	Nurse Midwifery Practicum I	3
	Fall 1 9 CH	NURS 862	Gynecologic Health and Clinical Management	3
		NURS 962	Complex Management in Reproductive and Gynecologic Health	3
		NURS 966	Nurse Midwifery Practicum II	3
	Spring 1 9 CH	NURS 960	Intrapartum Care	3
		NURS 961	Prenatal, Postpartum, and Newborn Care	3
		NURS 967	Nurse Midwifery Practicum III	3

Total Credits = 27

Table 5. Nurse-Midwifery Post-Masters Certificate: Comparison of Plans of Study

Current Curriculum: Course and Credits	Practicum Hours	Revised Curriculum	Practicum Hours
NRSG 841 Reproductive Endocrinology (2 cr.)		NURS 860 Foundations of Midwifery (3 cr.)	
NRSG 921 Nurse-Midwifery I: Sexual, Reproductive, and Gynecologic Health in Primary Care (3 cr.)		NURS 861 Integrative Hormonal Health and Primary Care for Women (3 cr.)	
NRSG 922 Nurse-Midwifery II: Preconception and Prenatal Care (3 cr.)		NURS 862 Gynecologic Health and Clinical Management (3 cr.)	
NRSG 923 Nurse-Midwifery III: Postpartum and Newborn Care (2 cr.)		NURS 960 Integrated Intrapartum Management (3 cr.)	
NRSG 924 Nurse-Midwifery IV: Intrapartum Care (3 cr.)		NURS 961 Prenatal, Postpartum, and Newborn Care (3 cr.)	
NRSG 962 Nurse-Midwifery Professionalism Seminar (2 cr.)		NURS 962 Complex Management in Reproductive and Gynecologic Health (3 cr.)	
NRSG 966 Nurse-Midwifery Practicum I (4 cr.)	256	NURS 965 Nurse-Midwifery Practicum I (2-3 cr.)	167-252
NRSG 967 Nurse-Midwifery Practicum II (2 cr.)	128	NURS 966 Nurse-Midwifery Practicum II (2-4 cr.)	167-333
NRSG 968 Nurse-Midwifery Practicum III (4 cr.)	192-256	NURS 967 Nurse-Midwifery Practicum III (2-4 cr.)	167-333
25 credits	**576-640**	**27 credits**	**750**

All students must achieve a total of 1,000 practicum hours

COURSE NAME: NURS 860 Foundations of Midwifery Practice
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 801 Advanced Health Assessment and Clinical Reasoning, NURS 802 Advanced Pathophysiology, NURS 803 Advanced Pharmacology
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will be introduced to the philosophy, history, and professional scope of nurse-midwifery. Through the American College of Nurse Midwives Core Competencies, students will critically analyze the historical, political, legal, ethical, and cultural forces shaping midwifery locally and globally while developing foundational knowledge essential for advancing midwifery care within complex healthcare systems.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Describe the history and evolution of midwifery in the United States and globally.
2. Explain the role of midwives within interprofessional teams and collaborative care models.
3. Analyze legal, ethical, and policy issues affecting the scope and standards of midwifery practice.
4. Apply foundational concepts of midwifery care to evidence-based, person-centered practice scenarios.

COURSE NAME: NURS 861 Integrative Hormonal Health and Primary Care for Women
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 801 Advanced Health Assessment and Clinical Reasoning, NURS 802 Advanced Pathophysiology, NURS 803 Advanced Pharmacology
COREQUISITES: N/A

COURSE DESCRIPTION:
In this course, students will develop foundational knowledge and competencies related to hormonal regulation and its impact on women's reproductive health across the lifespan. Learners will demonstrate competency through application of evidence-based concepts to assess and formulate care strategies for common physiologic and pathologic conditions influenced by endocrine function. Emphasis is placed on holistic, culturally appropriate approaches within midwifery primary care.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply knowledge of hormonal physiology and endocrine influences on reproductive health across the lifespan.
2. Plan midwifery primary care for physiologic health and common hormonal conditions using evidence-based, culturally responsive strategies.
3. Utilize clinical reasoning to formulate holistic care plans reflecting biopsychosocial and cultural factors impacting reproductive health.
4. Demonstrate understanding of nurse-midwifery standards and ethical principles relevant to endocrine health in primary care contexts.

COURSE NAME: NURS 862 Gynecologic Health and Clinical Management
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 861 Integrative Hormonal Health & Primary Care for Women
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will develop knowledge and clinical reasoning skills to provide comprehensive, evidence-based care for gynecologic health across the lifespan. Emphasizing holistic, patient-centered care, learners will develop competencies in assessment frameworks, diagnosis, and management planning for common gynecologic concerns. Integration of physiologic principles, health promotion, ethical practice, and cultural responsiveness will support delivery of individualized midwifery care.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Demonstrate understanding of comprehensive assessment frameworks for evaluating gynecologic health across the lifespan.
2. Formulate individualized management plans for common and complex gynecologic concerns.
3. Integrate physiologic, psychosocial, cultural, and ethical considerations into gynecologic care planning to promote wellness and respect patient autonomy.
4. Analyze legal, ethical, and social factors influencing gynecologic care within midwifery practice.
5. Utilize principles of shared decision-making and interprofessional collaboration in care coordination and health promotion planning.

COURSE NAME: NURS 960 Intrapartum Care
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 860 Foundations of Midwifery Practice
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will develop competency in the theoretical knowledge and clinical reasoning appropriate for midwifery care during the intrapartum period. Students will critically analyze normal physiologic birth as well as deviations, complications, and emergencies using evidence-based frameworks. Integrate ethical, legal, nutritional, pharmacotherapeutic, and health promotion considerations to support safe, respectful, and person-centered care planning during the intrapartum period**.**

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Integrate clinical knowledge and evidence-based practices to develop care plans for physiologic and complicated intrapartum scenarios.
2. Demonstrate critical thinking in providing safe, respectful, and person-centered care during labor, birth, and the immediate postpartum period.
3. Apply midwifery standards and core competencies to ethical, legal, and culturally sensitive intrapartum care.

THE UNIVERSITY OF KANSAS
School of Nursing

COURSE NAME: NURS 961 Prenatal, Postpartum, and Newborn Care
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 862 Gynecologic Health and Clinical Management
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will develop knowledge to distinguish normal and abnormal conditions, apply evidence-based strategies, and health promotion across the lifespan with a focus on care of individuals and families during prenatal, postpartum, and newborn time periods. Emphasis is placed on ethical practice, cultural appropriateness, collaboration, and nurse-midwifery roles in care coordination.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Synthesize health science, biopsychosocial, and cultural concepts in planning care for prenatal, postpartum, and newborn time periods.
2. Differentiate physiologic from pathologic conditions in maternal, fetal, postpartum, and newborn systems.
3. Apply evidence-based therapeutics and interventions within prenatal, postpartum, and newborn care.
4. Develop individualized, culturally sensitive care plans emphasizing consultation, collaboration, and appropriate referral.

COURSE NAME: NURS 962 Complex Management in Reproductive and Gynecologic Health
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 862 Gynecologic Health and Clinical Management
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will advance competencies in clinical decision-making, evidence-based management strategies, and interprofessional collaboration in complex reproductive and gynecologic health conditions. The course supports the development of adaptable, person-centered care approaches that address physiological, psychosocial, and systemic influences on health outcomes.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply advanced clinical reasoning to assess and manage complex reproductive and gynecologic health conditions.
2. Integrate evidence-based guidelines and standards of care in planning and delivering person-centered care.
3. Utilize interprofessional collaboration and referral frameworks in the management of complex clinical scenarios.
4. Demonstrate ethical, culturally responsive, and trauma-informed approaches to care for individuals with multifaceted needs.
5. Evaluate the impact of psychosocial, physiologic, and systemic factors on reproductive and gynecologic health outcomes.

COURSE NAME: NURS 965 Nurse-Midwifery Practicum I
MODALITY: Hybrid
CREDIT HOURS: 2-3
PREREQUISITES: Instructor Consent
COREQUISITES: N/A

COURSE DESCRIPTION:
The first midwifery practicum course prepares students for entry into practice as nurse-midwives. Students gain experience in health promotion, disease prevention, risk assessment, care of well persons, identification of deviations from normal and appropriate collaboration, consultation, and/or referral. Students will develop competencies in managing patients across midwifery practice settings.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Demonstrate midwifery competencies at a novice level including health assessment, clinical decision making, critical thinking, and diagnostic reasoning.
2. Provide care for well persons in a variety of midwifery practice environments.
3. Assess the educational needs of patients and families.
4. Recognize deviations from normal in an individual's health condition.
5. Apply evidence-based approaches to patient care as a member of the health care team.

COURSE NAME: NURS 966 Nurse-Midwifery Practicum II
MODALITY: Hybrid
CREDIT HOURS: 2-4
PREREQUISITES: NURS 965 Nurse-Midwifery Practicum I
COREQUISITES: N/A

COURSE DESCRIPTION:
In the second practicum course students will develop competencies in the advanced practice midwifery role in health promotion, disease prevention, risk assessment, care of well persons, identification of deviations from normal and appropriate consultation or referral. The student will synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of patients in a variety of midwifery practice environments.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Develop midwifery competencies at an advanced level including health assessment, clinical decision making, critical thinking, and diagnostic reasoning.
2. Provide care for well and ill persons in a variety of midwifery practice environments.
3. Design educational plans for patient-centered care of patients and families.
4. Provide effective communication and therapeutic relationships in an environment of trust.
5. Evaluate evidence-based approaches to patient care as a member of the health care team.

COURSE NAME: NURS 967 Nurse-Midwifery Practicum III
MODALITY: Hybrid
CREDIT HOURS: 2-4
PREREQUISITES: NURS 966 Nurse-Midwifery Practicum II
COREQUISITES: N/A

COURSE DESCRIPTION:

In the third and final practicum course students will prepare for entry into nurse-midwifery practice through intensive, supervised clinical experience. Students demonstrate competency in advanced clinical skills and evidence-based care in diverse midwifery settings. Emphasis is placed on increasing independence and clinical decision-making.

COURSE OBJECTIVES:

Upon completion of this course, students will be able to:
1. Synthesize nurse-midwifery knowledge and core competencies into implementation of full-scope nurse-midwifery practice.
2. Apply evidence-based practice principles in a variety of experiences and environments.
3. Assumes the role of the novice nurse-midwife in primary, collaborative, consultative, co-management, and referral roles.
4. Manage the care of individuals and families according to national professional standards of practice, demonstrating core competencies for basic midwifery practice.
5. Evaluate the health care delivery system and the role of nurse-midwifery in that system.
6. Monitor quality of care and assume accountability for practice.

University of Kansas School of Nursing APRN Clinical Sites

Clinical Site Name	Site Address	Site City	Site State	Site Zip Code	Facility Type
A&U Family Medicine	17034 University Blvd., #900 Riverstone	Sugar Land	TX	77479	Clinic
Aestheticare	9225 Ward Parkway, Suite 200	Kansas City	MO	64114	Clinic
AFC Urgent Care	3161 N Rock Rd	Wichita	KS	67226	Urgent Care
Amber Med	826 18th St Ste A	Hoxie	KS	67740	Clinic
Amberwell	300 Utah St	Hiawatha	KS	66434	Hospital
Arista Recovery	901 E. Miami Street	Paola	KS	66071	Rehabilitation
Ascension Via Christi Hospital St. Joseph - Wichita	929 N. St. Francis	Wichita	KS	67214	Hospital and clinics
Ascension Vian Christi - Immediate Care	3311 E Murdock	Wichita	KS	67208	Immed Care
Ascension Vian Christi - St. Teresa	14800 St. Teresa St.	Wichita	KS	67235	Emergency Dept
Associates in Women's Health - East	3232 E. Murdock	Wichita	KS	67208	Clinic
Bespoke Psychiatry	1203 W. Augusta Boulevard, Unit 1	Chicago	IL	60642	Clinic
Boca Pediatric Group	5458 Town Center Rd.	Boca Raton	FL	33486	Clinic
CHI Health Birth Center Lincoln	8020 O Street	Lincoln	NE	68506	Birth Center
CHI Health Immanuel	6829 N 72nd St	Omaha	NE	68122	Hospital and clinics
Clinical Associates, PA	8629 Bluejacket St. Suite 100	Lenexa	KS	66214	Clinic
Clinical MI Doctor	5230 Aldine Mail Rte. Rd	Houston	TX	77039	Clinic
CMH Parkview Geriatric Wellness	1500 N. Oakland Ave	Bolivar	MO	65613	Clinic
Cotton O'Neil-Meriden	407 S Wyandotte St	Meriden	KS	66512	Clinic
Cotton O'Neil-Netawaka	200 White Way St	Netawaka	KS	66516	Clinic
Cottonwood Springs - Olathe	13351 S. Arapaho Dr.	Olathe	KS	66062	Clinic
Cox Health	1000 E. Walnut Lawn	Springfield	MO	65807	Hospital and clinics
Daniel Sanchez Family Medicine	1210 N. Washington Street	Plainville	KS	67663	Clinic
Elizabeth Layton Center, Inc.	25955 W. 327th St.	Paola	KS	66071	Clinic
First Med, PA	2323 Ridge Ct.	Lawrence	KS	66046	Clinic
Fitzgibbon Hospital	2305 S. Hwy 65	Marshall	MO	65340	Hospital
Freeman Health - Ozark Obstetrics and Gynecology	1532 W 32nd St #201	Joplin	MO	64801	Clinic
F. W. Huston Medical Center - Jefferson County Mem	408 Delaware Street	Winchester	KS	66097	Hospital and clinics

Grace Med Health Clinics	1611 N Mosley	Wichita	KS	67214	Clinic
Guidance Center (The)	500 Limit Street	Leavenworth	KS	66048	Clinic
Health Ministries Clinic - Halstead	126 Main St.	Halstead	KS	67056	Clinic
Health Partnership Clinic - Olathe	407 S. Clairborne Rd.	Olathe	KS	66062	Clinic
Healthcore Clinic	2707 E. 21st Street N.	Wichita	KS	67214	Clinic
Healthylooks Medspa & Wellness	12701 Metcalf Ave., Suite 103	Overland Park	KS	66213	Clinic
Heartland Regional Medical Center Mosaic Life Care	901 Heartland Rd. Suite 2800	St. Joseph	MO	64506	Clinic
Hutchinson Clinic	2101 N. Waldron	Hutchinson	KS	67502	Clinic
Hutchinson Regional Medical Center	1701 E. 23rd Avenue	Hutchinson	KS	67502	Hospital
I 635 Primary Care Specialists	1420 S. 42nd St.	Kansas City	KS	66106	Clinic
Johnson County Orthopedics & Sports Medicine	20920 W. 151st Street, Suite 100	Olathe	KS	66061	Clinic
Kansas City Hospice & Palliative Care - KCMO	1500 Meadow Lake Pkwy, Suite 200	Kansas City	MO	64114	Inpatient and Home Hospice
Kansas City VA Medical Center	4801 Linwood Blvd.	Kansas City	MO	64128	Clinic
Kansas City Women's Clinic	16180 W 135th Street	Olathe	KS	66062	Clinic
Kansas Medical Associates	9390 E. Central, Suite 101	Wichita	KS	67037	Clinic
Kansas Mental Health Medicine	3460 N Ridge Rd., Suite 120	Wichita	KS	67205	Clinic
Kansas Renewal Institute	401 Woodland Hills Blvd.	Fort Scott	KS	66701	Clinic
Kids TLC	480 S. Rogers Rd.	Olathe	KS	66062	Clinic
Konza Prairie Community Health Center - Manhattan	2030 Tecumseh Rd., #100	Manhattan	KS	66502	Health Center
KU - The University of Kansas Health System	4000 Cambridge St.	Kansas City	KS	66160	Health System
KU - The University of Kansas Health System	4000 Cambridge St.	Kansas City	KS	66160	Clinic
KU - The University of Kansas Health System-CV Medicine	7420 Switzer Rd	Shawnee	KS	66203	Clinic
KU - The University of Kansas Health System-Wichita MPA-SBHC	1745 W Grand Ave	Haysville	KS	67060	Clinic
KU - The University of Kansas Health System	2000 Olathe Blvd	Kansas City	KS	66160	Clinic
KU - The University of Kansas Health System	6501 W. 135th St., Suite F7	Olathe	KS	66223	Clinic
KU - The University of Kansas Health System	2301 Holmes Street	Kansas City	MO	64108	Clinic

KU - The University of Kansas Health System	539 Grand Blvd	Kansas City	MO	64106	Clinic
KU - The University of Kansas Health System	210 Olathe Blvd	Kansas City	KS	66103	Clinic
KU - The University of Kansas Health System	3901 Rainbow Blvd. MS 1042	Kansas City	KS	66160	Hospital
KU - The University of Kansas Health System	2650 Shawnee Mission Parkway	Westwood	KS	66205	Clinic
KU - The University of Kansas Health System	6501 W 135th St Suite F7	Overland Park	KS	66223	Clinic
KU - The University of Kansas Health System	10787 Nall Ave Suite 310	Overland Park	KS	66211	Clinic
KU - TUKHS Indian Creek	10730 Nall Avenue Suite 200	Overland Park	KS	66211	Clinic
KU Health System Strawberry Hill Campus	901 N 5th Street	Kansas City	KS	66101	Hospital and clinics
Lakemary Center	100 Lakemary Drive	Paola	KS	66071	Clinic
Lawrence Family Practice First Med	3211 S. Iowa St., Suite 100	Lawrence	KS	66046	Clinic
Lawrence Internal Medicine Group	4525 W. 6th St., Suite 100	Lawrence	KS	66049	Clinic
Lawrence Memorial Hospital	325 Maine Street	Lawrence	KS	66044	Hospital
Lincoln Health Center OB/GYN	301 S. 70th Street Suite 200	Lincoln	NE	68510	Clinic
Lyons Medical Center	1221 W. Noble	Lyons	KS	67554	Clinic
Mercy	100 Mercy Way	Joplin	MO	64804	Hospital and Clinics
Mercy GO Health	9551 Watson	Crestwood	MO	63126	Urgent Care
Meritas Health	2790 Clay Edwards Dr	North Kansas City	MO	64113	Clinic
Mid-America Orthopedics	12112 W. Kellogg	Wichita	KS	67235	Clinic
Mid-City OBGYN	7205 W. Center Road	Omaha	NE	68124	Clinic
Morris Co Hospital	600 North Washington	Council Grove	KS	66846	Hospital
Mosaic Life Health Center	901 Heartland Rd	St. Jospeh	MO	64506	Clinic
Mosaic Life Care - Urgent Care	1115 N. Belt Hwy	St. Jospeh	MO	64506	Clinic
Nevada Regional Medical Center	800 S Ash	Nevada	MO	64772	Hospital/Clinic
New Birth Company - Overland Park	9209 W. 110th Street	Overland Park	KS	66210	Birth Center
Newman Regional Health	1201 W. 12th Avenue	Emporia	KS	66801	Clinic
Olathe Health - Urgent Care	15435 W. 134th Pl.	Olathe	KS	66062	Clinic
OU School of Community Medicine Tulsa	4444 E. 41st	Tulsa	OK	74135	Clinic
Phillips County Health Systems	1719 US-183	Phillipsburg	KS	67661	Clinic
Physician Care Center	7166 N Nob Hill Rd	Tamarac	FL	33071	Clinic

Planned Parenthood Great Plains	1007 S Peoria Ave	Tulsa	OK	74120	Clinic
Planned Parenthood Great Plains	4401 w 109th St. suite 100	Overland Park	KS	66211	Clinic
Prairie Winds Family Care	904 5th Street	Wamego	KS	66547	Clinic
Research Med Ctr/Midwest Women's Healthcare Specialists	2349 E Meyer. Blvd Bldg. 2 Suite 598	Kansas City	MO	64132	Clinic
Responsive Centers	7501 College Boulevard Suite 250	Overland Park	KS	66210	Clinic
Saint Luke's Women's Health East Clinic	2737 NE McBaine Dr.	Lee's Summit	MO	64064	Clinic
Salina Regional Healthcare Center	400 S. Santa Fe	Salina	KS	64701	Hospital, clinic
Siperstein Dermatology Group	1401 N. Federal Highway	Bocca Raton	FL	33432	Clinic
Southwest Medical Center	315 W. 15th St.	Liberal	KS	67901	Hospital, Clinic
St. Luke's Cancer Specialists	110 NE Saint Luke's Blvd Ste 500	Lee's Summit	MO	64086	Clinic
Sterling Medical Center	239 N. Broadway	Sterling	KS	67579	Medical Center
Stormont Vail Health	4505 NW Fielding	Topeka	KS	66618	Clinic
Stormont-Vail - Cotton O'Neil Clinic	901 Garfield	Topeka	KS	66606	Clinic
Swope Medicine	3801 Dr. Martin Luther King Jr Blvd	Kansas City	MO	64130	Clinic
Swope Health Wyandotte	21 N. 12th St., Suite 400	Kansas City	KS	66102	Clinic
Team Health	10540 Marty Street, #100	Overland Park	KS	66212	Clinic
The University of Kansas Health System	3825 Cambridge St. MS 2012	Kansas City	KS	66061	Hospital
University Health Infectious Disease Clinic	2301 Holmes Street, Floor 5	Kansas City	MO	64108	Hospital
VA St. Louis Health Care System VAMC	1 Jefferson Barracks Dr.	St. Louis	MO	63125	Clinic
Vibrant Health	21 N. 12th St.	Kansas City	KS	66102	Clinic
University of KS Health Systems Student Health-Watkins Memorial Health	1200 Schwegler Drive	Lawrence	KS	66045	Clinic
Westwood Internal Medicine	2650 Shawnee Mission Pkwy	Westwood	KS	66205	Clinic
Wichita Dermatology & Aesthetics	1911 N. Webb Rd.	Wichita	KS	67206	Clinic
Wichita OB/GYN Associates	551 N. Hillside St., Suite 510	Wichita	KS	67214	Clinic
Xpress Wellness Urgent Care - Haysville	7107 S. Meridian	Haysville	KS	67060	Urgent Care

Graduate Program Major Curriculum Change Request
Kansas State Board of Nursing
60-17-105 (d) (2) (A) (B) – Graduate
Must be received by KSBN at least 30 days before the board meeting

Date: October 15, 2025
Name of Program: Doctor of Nursing Practice
Program Administrator Jean Giddens, PhD, RN, FAAN, ANEF
including credentials:
Parent Institution: University of Kansas

Address of Institution: University of Kansas Medical Center – School of Nursing
6911 Rainbow Blvd. | Mail Stop 4043
Kansas City, KS 66160

Level of the Program
for which the change
Is being requested Graduate – Post-Masters Certificate

Briefly describe the
Change being requested: The University of Kansas School of Nursing (KU SON)
Doctor of Nursing Practice (DNP) Program has revised the
curriculum to reflect the 2021 AACN Essentials. The new
curriculum will incorporate competency-based methodology that is
in alignment with the AACN recommendations for advanced
practice.

Action Taken

Education Committee Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____
Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

_____ _____
Nursing Education Compliance Officer Date

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

☒ **(1)** Any change in the plan of nursing curriculum organization involving:
    ☐ Philosophy
    ☐ Number of semesters of study
    ☒ Delivery method of nursing courses

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

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

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

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

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

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

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

Instructions
1. **Any change in the plan of nursing curriculum organization involving (Philosophy):**
2. **Any change in the plan of nursing curriculum organization involving (Delivery Method of Courses):**

The Doctor of Nursing Practice (DNP) at the University of Kansas School of Nursing represents the highest level of clinical nursing preparation, designed to prepare nurses for advanced clinical practice, leadership, and scholarship across diverse health systems. Grounded in the *AACN Core Competencies for Advanced-Level Nursing Education (2021)*, the program integrates concept-based learning with a competency-based education (CBE) model to ensure graduates demonstrate mastery across the domains of advanced nursing practice.

The program offers five concentrations, of which one is a non-advanced practice concentration for executive leaders. The other four are advanced practice certification concentrations: Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Nurse-Midwifery, and Psychiatric-Mental Health Nurse Practitioner. Each pathway incorporates the competencies and requirements of their respective accrediting and certifying bodies—such as the Accreditation Commission for Midwifery Education (ACME), the National Organization of Nurse Practitioner Faculties (NONPF), the American Midwifery Certification Board (AMCB), the American Nurses Credentialing Center (ANCC), the American Association of Nurse Practitioners (AANP), and the AACN Certification Corporation—ensuring graduates are fully prepared for national certification and licensure in their chosen specialty.

In addition to the degree pathways, the School of Nursing also offers post-master's certificates in advanced practice nursing specialties. These certificates are designed for master's-prepared nurses who seek to expand their scope of practice or transition into a new specialty area. The certificate programs follow the same rigorous competency-based framework and specialty accreditation standards as the DNP concentrations, ensuring graduates are prepared for advanced clinical roles, national certification, and licensure eligibility in their chosen field.

Enclosed in the curriculum packet are the revised program descriptions, sample degree plan, abbreviated syllabi, and comparison tables of current and revised curriculum.

Overview of Faculty Involvement
Faculty engagement has been integral throughout the curriculum revision process at the University of Kansas School of Nursing. The initiative originated in October 2024, when the Academic Repositioning Taskforce recommended convening a full task force to lead curriculum revision on behalf of the faculty and School of Nursing.

Task Force Composition
- **November 2024 Formation:** The task force was established with 10 faculty members, including:

- A Chair (Simulation Director)
- Two Co-Chairs (faculty appointees for undergraduate and graduate levels)
- Faculty representatives covering undergraduate, graduate, DEI, informatics, assessment, and population health
- Two practice partner nurses from the health system

February 2025 Additions: The project manager and both program directors were added to ensure comprehensive oversight.

Phased Project Approach
The curriculum revision was structured in five phases, with faculty feedback integrated at each step:

1. **Phase 1 (Completed January 2025):** End of Program Student Learning Outcomes (EPSLOs) rewritten and aligned to AACN Essentials domains.
2. **Phase 2 (Completed February 2025):** New program, track, and concentration descriptions developed.
3. **Phase 3 (Completed May 2025):** Course descriptions, objectives, and AACN Essential Competency/Sub-Competency alignments created.
4. **Phase 4 (Completed June 2025):** Assessment plan finalized.
5. **Phase 5 (Ongoing):** Integration of feedback and preparation of final program materials.

At the conclusion of each phase, faculty were surveyed via REDCap for comprehensive feedback, which was incorporated into revisions as the curriculum evolved.

Stakeholder Engagement
- **June–July 2025:** Associate Deans, program directors, co-chairs, and project manager conducted an external stakeholder roadshow to discuss curriculum content with practice partners, identifying alignment opportunities between academic preparation and workforce needs.
- **August 2025:** An all-school retreat included a gallery walk showcasing program structures, clinical opportunities, simulated experiences, and assessment strategies. Additional faculty feedback was collected at this event.
- **September 2025:** Detailed program packets were distributed to faculty via email for edits and feedback. Responses were addressed in writing and through open dialogue at the September Faculty Assembly.

Faculty Approval
The final faculty vote occurred on **October 13, 2025**, with approval granted for submission to:
- University of Kansas Medical Center (KUMC) councils
- Kansas State Board of Nursing (KSBN)

Conclusion
The process has demonstrated strong faculty leadership, systematic stakeholder engagement, and rigorous alignment with AACN Essentials and practice partner expectations. The School of Nursing respectfully submits this documentation as part of its curriculum approval request.

3. If this change involves a new course, complete the curriculum revision or a course revision, including the following items:

- Course title
- Course objectives/outcomes
- Sequence of the course
- Major content outline
- Clinical facility(ies) to be used
- Course evaluation

Psychiatric-Mental Health Nurse Practitioner Post-Master's Certificate

Proposed 2027-28 Curriculum

The University of Kansas School of Nursing

7

University of Kansas School of Nursing
Post-Graduate Certificate Descriptions | 2027-2028

Current Certificate Description	Revised Certificate Description
The advanced practice clinical certificates programs require that applicants have completed an advanced practice registered nurse (APRN) educational program from a nationally accredited school of nursing. Applicants must also have completed the following advanced practice prerequisite courses (either as part of their previous graduate degree or as post-graduate study through an accredited university): advanced health assessment, advanced pathophysiology, advanced pharmacology, and health promotion. The **Psychiatric/Mental Health Nurse Practitioner (PMHNP) Certificate** (24 credit hours) prepares advanced practice nurses to diagnose and treat common mental health conditions in general medical settings and to deliver effective psychiatric care in mental health settings. Students are prepared to apply knowledge and skills in interpersonal, psychotherapeutic, and psychopharmacologic interventions for individuals, groups, and families with psychiatric disorders.	**Post-Master Certificate Program** Prepares registered nurses who have previously earned a graduate nursing degree for advanced nursing practice roles as family, psychiatric, or adult-gerontology nurse practitioners, midwifes, leaders, or health professions educators **Psychiatric-Mental Health Nurse Practitioner Certificate** (27 credit hours) Prepares students to provide primary mental health care services to groups, patients, and families across the lifespan. Upon completion, graduates are eligible to sit for national certification examination(s).

Table 1. Psychiatric-Mental Health Post-Master Certificate – Sample Degree Plan
Students Admitted 2027

Year (Credit Hours)	Semester (Credit Hours)	Course Number	Title	Credit Hours
Year 1 2027-28 (24 CH)	Summer 1 9 CH	NURS 830	Advanced Psychiatric Assessment Across the Lifespan	3
		NURS 831	Psychotherapeutic Interventions I: PMHNP	3
		NURS 935	Psychotherapeutics Practicum I: PMHNP	3
	Fall 1 6 CH	NURS 832	Psychopharmacology for Advanced Nursing Practice	3
		NURS 936	Psychotherapeutics Practicum II: PMHNP	3
	Spring 1 9 CH	NURS 930	Pediatric Mental Health: Foundations of Assessment and Early Intervention	3
		NURS 931	Psychotherapeutic Interventions II: PMHNP	3
		NURS 937	Psychotherapeutics Practicum III: PHMNP	3

Total Credits = 24

Table 2. Psychiatric Mental Health Practitioner Post-Master Certificate: Comparison of Plans of Study

Current Curriculum: Course and Credits	Practicum Hours	Revised Curriculum: Course and Credits	Practicum Hours
NRSG 844 Advanced Psychiatric Assessment (3 cr.)		NURS 830 Advanced Psychiatric Assessment Across the Lifespan (3 cr.)	
NRSG 850 Mental Health Assessment of Infants, Children and Adolescents (3 cr.)		NURS 831 Psychotherapeutic Interventions I (3 cr.)	
NRSG 851 Psychopharmacology for Advanced Nursing Practice (3 cr.)		NURS 832 Psychopharmacology for Advanced Nursing Practice (3 cr.)	
NRSG 929 Psychotherapeutic Interventions 1: PMHNP (3 cr.)		NURS 930 Pediatric Mental Health: Foundations of Assessment and Early Intervention (3 cr.)	
NRSG 930 Psychotherapeutic Interventions 2: PMHNP (3 cr.)		NURS 931 Psychotherapeutic Interventions II: (3 cr.)	
NRSG 931 Psychotherapeutic Practicum 1: PMHNP (2 cr.)	128	NURS 935 Psychotherapeutics Practicum I (2-3 cr.)	167-252
NRSG 932 Psychotherapeutic Practicum 2: PMHNP (4 cr.)	256	NURS 936 Psychotherapeutics Practicum II (2-4 cr.)	167-333
NRSG 933 Psychotherapeutic Practicum 3: PMHNP (3-4 cr.)	192-256	NURS 937 Psychotherapeutics Practicum III (2-4 cr.)	167-333
24 credits	**576-640**	**27 credits**	**576 -750**

All students must achieve a total of 1,000 practicum hours

THE UNIVERSITY OF KANSAS
School of Nursing

COURSE NAME: NURS 830 Advanced Psychiatric Assessment Across the Lifespan
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 801 Advanced Health Assessment and Clinical Reasoning, NURS 802 Advanced Pathophysiology, NURS 803 Advanced Pharmacology
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will conduct developmentally appropriate, culturally responsive, and trauma-informed psychiatric evaluations. Students will develop skills in interviewing, differential diagnosis, and clinical reasoning through simulated and case-based learning. Assessment domains include substance use disorders, mood and anxiety disorders, psychosis, neurodevelopmental and neurocognitive conditions, and high-risk behaviors. Ethical, legal, and professional considerations in psychiatric assessment are integrated, including crisis evaluation and intervention.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Conduct comprehensive, developmentally appropriate psychiatric evaluations using patient-centered, trauma-informed, and culturally responsive interviewing techniques across the lifespan.
2. Synthesize data from biopsychosocial history, physical and behavioral health findings, diagnostic test results, and pharmacologic considerations to inform differential diagnosis of psychiatric disorders.
3. Apply ethical, legal, and professional standards to psychiatric assessment, including confidentiality, mandated reporting, and informed consent.
4. Evaluate and respond to risk for harm to self or others using evidence-based tools and crisis intervention strategies to promote safety.
5. Document psychiatric assessments clearly, concisely, and accurately using standardized formats and language that supports interprofessional communication and continuity of care.

COURSE NAME: NURS 831 Psychotherapeutic Interventions I**TERM:** 3
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: NURS 830 Advanced Psychiatric Assessment Across the Lifespan

COURSE DESCRIPTION:
Students will focus on assessing vulnerabilities, personal and community-level influences, and resilience factors that influence mental health. Through competency-based learning students examine episodic, situational, and time-limited mental health conditions across the lifespan. Through experiential learning students will learn to apply brief psychotherapeutic interventions. The course also explores professional, ethical, and role-specific challenges in delivering advanced mental health care as a psychiatric-mental health nurse practitioner.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Analyze vulnerabilities, personal and community-level influences, and systemic factors that impact mental health through case-based learning, and apply brief, evidence-based psychotherapeutic interventions aligned with current treatment guidelines.
3. Differentiate episodic, situational, and time-limited mental health conditions across the lifespan.
4. Integrate principles of early intervention, health promotion, and systemic influences into psychotherapeutic planning.
4. Evaluate professional, ethical, and role-related considerations in the delivery of brief mental health care.
5. Demonstrate beginning application of brief psychotherapeutic interventions through simulation experiences.

COURSE NAME: NURS 832 Psychopharmacology for Advanced Nursing Practice
TERM: 4
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 831 Psychotherapeutic Interventions I
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will apply psychopharmacology concepts for treating psychiatric disorders across the lifespan. Students will examine neurobiological mechanisms, neurotransmitter systems, and the pharmacokinetics and pharmacodynamics of psychotropic medications. Major drug classes, indications, dosing, interactions, adverse effects, and monitoring are covered. Drug development and legal, ethical, and population-specific prescribing considerations are addressed.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Describe neurobiological, neurotransmitter, and receptor mechanisms as they relate to the action and monitoring of psychotropic medications.
2. Differentiate major classes of psychotropic medications, including therapeutic indications and associated symptom domains
3. Evaluate pharmacokinetic and pharmacodynamic principles—including drug metabolism, interactions, and adverse effects—considering comorbidities, age, and population-specific factors.
4. Evaluate the drug development and FDA approval process for psychotropic medications, including ethical and legal considerations related to labeling and the common practice of off-label prescribing.
5. Apply evidence-based practices and clinical decision-making frameworks to psychopharmacologic case scenarios across the lifespan.

COURSE NAME: NURS 930 Pediatric Mental Health: Foundations of Assessment and Early Intervention
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 832 Psychopharmacology
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will build on prior foundational coursework to develop skills in early identification, assessment, and formulation of treatment approaches for pediatric populations within developmental, cultural, and systems-based frameworks. Students will examine typical and atypical development and analyze the impact of biopsychosocial, environmental, and systemic factors on pediatric mental health conditions. Emphasis is placed on recognizing risk and protective factors, identifying evidence-based assessment tools, and applying developmentally appropriate biopsychosocial interventions. Legal, ethical, and professional responsibilities in working with children and families are critically examined.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Analyze typical and atypical pediatric development across developmental, cultural, and systems-based frameworks to inform mental health assessment and early intervention.
2. Evaluate the impact of biopsychosocial factors on pediatric mental health conditions.
3. Identify risk and protective factors and select evidence-based assessment tools to support early recognition of pediatric mental health concerns.
5. Through experiential learning, apply developmentally appropriate biopsychosocial interventions for pediatric populations.
6. Critically examine legal, ethical, and professional responsibilities in the assessment and care of children and families.

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COURSE NAME: NURS 931 Psychotherapeutic Interventions II
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 831 Psychotherapeutic Interventions I
COREQUISITES: N/A

COURSE DESCRIPTION:
Students will develop the knowledge and skills to deliver comprehensive recovery-oriented and person-centered care, including psychotherapy and medication management. Emphasis on identifying and applying interventions for individuals, families and populations with complex, persistent psychiatric disorders. Students will integrate assessment, risk evaluation, recovery-oriented principles, and clinical guidelines to inform treatment planning and the application of psychotherapeutic interventions. Students will examine the evolving role of the psychiatric-mental health nurse practitioner (PMHNP) within integrated care systems with attention to ethical, legal, and system factors that influence access to care, service delivery, and treatment outcomes in mental health settings.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Evaluate the role of the psychiatric-mental health nurse practitioner in delivering recovery-oriented, person-centered care across diverse healthcare settings.
2. Integrate theoretical frameworks, clinical guidelines, and evidence to inform treatment planning that includes psychotherapy and medication management for individuals with complex and persistent psychiatric disorders.
3. Analyze ethical, legal, and systemic factors that impact psychiatric care access, quality, and outcomes.
4. Formulate strategies to inform mental health policy and improve care delivery across settings.
5. Examine the use of informatics and decision-support tools in therapeutic planning and outcome monitoring.

COURSE NAME: NURS 932 Common Medical Conditions in PMHNP Care
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
This course equips psychiatric-mental health nurse practitioner (PMHNP) students with essential knowledge and clinical decision-making skills for identifying, assessing, and managing common acute and chronic primary care conditions encountered in psychiatric settings. Students will learn to perform focused assessments, initiate treatment when appropriate, recognize red flags requiring referral, and integrate physical healthcare within the scope of psychiatric practice.

COURSE OBJECTIVES:
1. Assess and differentiate common acute and chronic primary care conditions that may present in psychiatric settings or require immediate intervention.
2. Initiate evidence-based management strategies for uncomplicated primary care conditions.
3. Collaborate effectively with primary care and specialty providers to coordinate care for patients with coexisting medical and psychiatric conditions.

COURSE NAME: NURS 935 Psychotherapeutics Practicum I
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: N/A
COREQUISITES: N/A

COURSE DESCRIPTION:
This course is the first of three practicum experiences. Students will apply evidence-based psychotherapeutic interventions across varied clinical settings. Emphasis is placed on conducting comprehensive psychiatric assessment, formulating differential diagnoses, and implementing psychotherapeutic treatment plans in collaboration with interdisciplinary teams through experiential-based learning.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Apply knowledge of psychotherapeutic interventions and evidence-based practices in delivering comprehensive psychiatric mental health care to individuals, groups, and families across the lifespan.
2. Identify and address emerging ethical, legal, and population specific considerations in advanced psychiatric mental health nursing practice.
3. Demonstrate foundational skills in individual and system level psychotherapeutic interventions, with emphasis on building and maintaining therapeutic relationships.
4. Exhibit professionalism and effective collaboration in interactions with clients, families, and interdisciplinary team members.

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COURSE NAME: NURS 936 Psychotherapeutics Practicum II
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 935 Psychotherapeutics Practicum I
COREQUISITES: N/A

COURSE DESCRIPTION:
In the second of three practicum courses, students will advance their clinical competencies in delivering psychiatric mental health care across the lifespan. Using experiential-based learning, students integrate evidence-based psychotherapeutic, pharmacologic, and psychoeducational approaches in the treatment of individuals and groups with complex mental health needs. Emphasis is placed on collaboration with interdisciplinary teams to provide individualized care, with the application of ethical principles and legal standards in practice.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Implement evidence-based biobehavioral and biopsychosocial interventions for individuals and groups across the lifespan.
2. Coordinate individualized, evidence-based psychiatric care through collaboration with interdisciplinary teams, families, and community resources.
3. Apply ethical principles, legal standards, and professional guidelines to psychotherapeutic decision-making.
4. Integrate the advanced practice role functions of education, consultation, collaboration, and advocacy into clinical practice.
5. Demonstrate clinical reasoning and therapeutic communication skills to promote engagement, symptom management, and health promotion.
6. Through simulation, implement the role of psychotherapist.

COURSE NAME: NURS 937 Psychotherapeutics Practicum III
MODALITY: Online
CREDIT HOURS: 3
PREREQUISITES: NURS 936 Psychotherapeutics Practicum II
COREQUISITES: N/A

COURSE DESCRIPTION:
In the third of three clinical practicum courses, students prepare for transition to the psychiatric mental health nurse practitioner (PMHNP) role. Students will integrate advanced diagnostic reasoning with evidence-based psychotherapeutic, pharmacologic, and psychoeducational approaches to deliver comprehensive care across the lifespan. Emphasis is placed on interdisciplinary collaboration, consultation, and referral processes to support optimal patient outcomes.

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Demonstrate independent clinical judgment and diagnostic reasoning to implement psychotherapeutic interventions across the lifespan as part of transition to advanced practice.
2. Integrate biopsychosocial and psychoeducational strategies into individualized, evidence-based, person-centered treatment plans.
3. Collaborate with interdisciplinary teams to coordinate care, facilitate consultation and referral, and optimize transitions across treatment settings.
4. Apply professionalism, ethical principles, and advocacy strategies in the delivery of psychiatric mental health care.
5. Address and resolve interpersonal and systemic conflicts that arise in the implementation of the PMHNP role.
6. Implement the PMHNP role through simulation, demonstrating assessment, diagnosis, and treatment planning.

University of Kansas School of Nursing APRN Clinical Sites

Clinical Site Name	Clinical Site Address	Clinical Site City	Clinical Site State	Clinical Site Zip Code	Facility Type
A&U Family Medicine	17034 University Blvd., #900 Riverstone	Sugar Land	TX	77479	Clinic
Aestheticare	9225 Ward Parkway, Suite 200	Kansas City	MO	64114	Clinic
AFC Urgent Care	3161 N Rock Rd	Wichita	KS	67226	Urgent Care
Amber Med	826 18th St Ste A	Hoxie	KS	67740	Clinic
Amberwell	300 Utah St	Hiawatha	KS	66434	Hospital
Arista Recovery	901 E. Miami Street	Paola	KS	66071	Rehabilitation
Ascension Via Christi Hospital St. Joseph - Wichita	929 N. St. Francis	Wichita	KS	67214	Hospital and clinics
Ascension Vian Christi - Immediate Care	3311 E Murdock	Wichita	KS	67208	Immed Care
Ascension Vian Christi - St. Teresa	14800 St. Teresa St.	Wichita	KS	67235	Emergency Dept
Associates in Women's Health - East	3232 E. Murdock	Wichita	KS	67208	Clinic
Bespoke Psychiatry	1203 W. Augusta Boulevard, Unit 1	Chicago	IL	60642	Clinic
Boca Pediatric Group	5458 Town Center Rd.	Boca Raton	FL	33486	Clinic
CHI Health Birth Center Lincoln	8020 O Street	Lincoln	NE	68506	Birth Center
CHI Health Immanuel	6829 N 72nd St	Omaha	NE	68122	Hospital and clinics
Clinical Associates, PA	8629 Bluejacket St. Suite 100	Lenexa	KS	66214	Clinic
Clinical MI Doctor	5230 Aldine Mail Rte. Rd	Houston	TX	77039	Clinic
CMH Parkview Geriatric Wellness	1500 N. Oakland Ave	Bolivar	MO	65613	Clinic
Cotton O'Neil-Meriden	407 S Wyandotte St	Meriden	KS	66512	Clinic
Cotton O'Neil-Netawaka	200 White Way St	Netawaka	KS	66516	Clinic
Cottonwood Springs - Olathe	13351 S. Arapaho Dr.	Olathe	KS	66062	Clinic
Cox Health	1000 E. Walnut Lawn	Springfield	MO	65807	Hospital and clinics
Daniel Sanchez Family Medicine	1210 N. Washington Street	Plainville	KS	67663	Clinic
Elizabeth Layton Center, Inc.	25955 W. 327th St.	Paola	KS	66071	Clinic
First Med, PA	2323 Ridge Ct.	Lawrence	KS	66046	Clinic

Fitzgibbon Hospital	2305 S. Hwy 65	Marshall	MO	65340	Hospital
Freeman Health - Ozark Obstetrics and Gynecology	1532 W 32nd St #201	Joplin	MO	64801	Clinic
F. W. Huston Medical Center - Jefferson County Mem	408 Delaware Street	Winchester	KS	66097	Hospital and clinics
Grace Med Health Clinics	1611 N Mosley	Wichita	KS	67214	Clinic
Guidance Center (The)	500 Limit Street	Leavenworth	KS	66048	Clinic
Health Ministries Clinic - Halstead	126 Main St.	Halstead	KS	67056	Clinic
Health Partnership Clinic - Olathe	407 S. Clairborne Rd.	Olathe	KS	66062	Clinic
Healthcore Clinic	2707 E. 21st Street N.	Wichita	KS	67214	Clinic
Healthylooks Medspa & Wellness	12701 Metcalf Ave., Suite 103	Overland Park	KS	66213	Clinic
Heartland Regional Medical Center Mosaic Life Care	901 Heartland Rd. Suite 2800	St. Joseph	MO	64506	Clinic
Hutchinson Clinic	2101 N. Waldron	Hutchinson	KS	67502	Clinic
Hutchinson Regional Medical Center	1701 E. 23rd Avenue	Hutchinson	KS	67502	Hospital
I 635 Primary Care Specialists	1420 S. 42nd St.	Kansas City	KS	66106	Clinic
Johnson County Orthopedics & Sports Medicine	20920 W. 151st Street, Suite 100	Olathe	KS	66061	Clinic
Kansas City Hospice & Palliative Care - KCMO	1500 Meadow Lake Pkwy, Suite 200	Kansas City	MO	64114	Inpatient and Home Hospice
Kansas City VA Medical Center	4801 Linwood Blvd.	Kansas City	MO	64128	Clinic
Kansas City Women's Clinic	16180 W 135th Street	Olathe	KS	66062	Clinic
Kansas Medical Associates	9390 E. Central, Suite 101	Wichita	KS	67037	Clinic
Kansas Mental Health Medicine	3460 N Ridge Rd., Suite 120	Wichita	KS	67205	Clinic
Kansas Renewal Institute	401 Woodland Hills Blvd.	Fort Scott	KS	66701	Clinic
Kids TLC	480 S. Rogers Rd.	Olathe	KS	66062	Clinic
Konza Prairie Community Health Center - Manhattan	2030 Tecumseh Rd., #100	Manhattan	KS	66502	Health Center
KU - The University of Kansas Health System	4000 Cambridge St.	Kansas City	KS	66160	Health System
KU - The University of Kansas Health System	4000 Cambridge St.	Kansas City	KS	66160	Clinic
KU - The University of Kansas Health System-CV Medicine	7420 Switzer Rd	Shawnee	KS	66203	Clinic
KU - The University of Kansas Health System-Wichita MPA-SBHC	1745 W Grand Ave	Haysville	KS	67060	Clinic

KU - The University of Kansas Health System	2000 Olathe Blvd	Kansas City	KS	66160	Clinic
KU - The University of Kansas Health System	6501 W. 135th St., Suite F7	Olathe	KS	66223	Clinic
KU - The University of Kansas Health System	2301 Holmes Street	Kansas City	MO	64108	Clinic
KU - The University of Kansas Health System	539 Grand Blvd	Kansas City	MO	64106	Clinic
KU - The University of Kansas Health System	210 Olathe Blvd	Kansas City	KS	66103	Clinic
KU - The University of Kansas Health System	3901 Rainbow Blvd. MS 1042	Kansas City	KS	66160	Hospital
KU - The University of Kansas Health System	2650 Shawnee Mission Parkway	Westwood	KS	66205	Clinic
KU - The University of Kansas Health System	6501 W 135th St Suite F7	Overland Park	KS	66223	Clinic
KU - The University of Kansas Health System	10787 Nall Ave Suite 310	Overland Park	KS	66211	Clinic
KU - TUKHS Indian Creek	10730 Nall Avenue Suite 200	Overland Park	KS	66211	Clinic
KU Health System Strawberry Hill Campus	901 N 5th Street	Kansas City	KS	66101	Hospital and clinics
Lakemary Center	100 Lakemary Drive	Paola	KS	66071	Clinic
Lawrence Family Practice First Med	3211 S. Iowa St., Suite 100	Lawrence	KS	66046	Clinic
Lawrence Internal Medicine Group	4525 W. 6th St., Suite 100	Lawrence	KS	66049	Clinic
Lawrence Memorial Hospital	325 Maine Street	Lawrence	KS	66044	Hospital
Lincoln Health Center OB/GYN	301 S. 70th Street Suite 200	Lincoln	NE	68510	Clinic
Lyons Medical Center	1221 W. Noble	Lyons	KS	67554	Clinic
Mercy	100 Mercy Way	Joplin	MO	64804	Hospital and Clinics
Mercy GO Health	9551 Watson	Crestwood	MO	63126	Urgent Care
Meritas Health	2790 Clay Edwards Dr	North Kansas City	MO	64113	Clinic
Mid-America Orthopedics	12112 W. Kellogg	Wichita	KS	67235	Clinic
Mid-City OBGYN	7205 W. Center Road	Omaha	NE	68124	Clinic
Morris Co Hospital	600 North Washington	Council Grove	KS	66846	Hospital
Mosaic Life Health Center	901 Heartland Rd	St. Jospeh	MO	64506	Clinic
Mosaic Life Care - Urgent Care	1115 N. Belt Hwy	St. Jospeh	MO	64506	Clinic
Nevada Regional Medical Center	800 S Ash	Nevada	MO	64772	Hospital/Clinic
New Birth Company - Overland Park	9209 W. 110th Street	Overland Park	KS	66210	Birth Center

Newman Regional Health	1201 W. 12th Avenue	Emporia	KS	66801	Clinic
Olathe Health - Urgent Care	15435 W. 134th Pl.	Olathe	KS	66062	Clinic
OU School of Community Medicine Tulsa	4444 E. 41st	Tulsa	OK	74135	Clinic
Phillips County Health Systems	1719 US-183	Phillipsburg	KS	67661	Clinic
Physician Care Center	7166 N Nob Hill Rd	Tamarac	FL	33071	Clinic
Planned Parenthood Great Plains	1007 S Peoria Ave	Tulsa	OK	74120	Clinic
Planned Parenthood Great Plains	4401 w 109th St. suite 100	Overland Park	KS	66211	Clinic
Prairie Winds Family Care	904 5th Street	Wamego	KS	66547	Clinic
Research Med Ctr/Midwest Women's Healthcare Specialists	2349 E Meyer. Blvd Bldg. 2 Suite 598	Kansas City	MO	64132	Clinic
Responsive Centers	7501 College Boulevard Suite 250	Overland Park	KS	66210	Clinic
Saint Luke's Women's Health East Clinic	2737 NE McBaine Dr.	Lee's Summit	MO	64064	Clinic
Salina Regional Healthcare Center	400 S. Santa Fe	Salina	KS	64701	Hospital, clinic
Siperstein Dermatology Group	1401 N. Federal Highway	Bocca Raton	FL	33432	Clinic
Southwest Medical Center	315 W. 15th St.	Liberal	KS	67901	Hospital, Clinic
St. Luke's Cancer Specialists	110 NE Saint Luke's Blvd Ste 500	Lee's Summit	MO	64086	Clinic
Sterling Medical Center	239 N. Broadway	Sterling	KS	67579	Medical Center
Stormont Vail Health	4505 NW Fielding	Topeka	KS	66618	Clinic
Stormont-Vail - Cotton O'Neil Clinic	901 Garfield	Topeka	KS	66606	Clinic
Swope Medicine	3801 Dr. Martin Luther King Jr Blvd	Kansas City	MO	64130	Clinic
Swope Health Wyandotte	21 N. 12th St., Suite 400	Kansas City	KS	66102	Clinic
Team Health	10540 Marty Street, #100	Overland Park	KS	66212	Clinic
The University of Kansas Health System	3825 Cambridge St. MS 2012	Kansas City	KS	66061	Hospital
University Health Infectious Disease Clinic	2301 Holmes Street, Floor 5	Kansas City	MO	64108	Hospital
VA St. Louis Health Care System VAMC	1 Jefferson Barracks Dr.	St. Louis	MO	63125	Clinic
Vibrant Health	21 N. 12th St.	Kansas City	KS	66102	Clinic

University of KS Health Systems Student Health-Watkins Memorial Health	1200 Schwegler Drive	Lawrence	KS	66045	Clinic
Westwood Internal Medicine	2650 Shawnee Mission Pkwy	Westwood	KS	66205	Clinic
Wichita Dermatology & Aesthetics	1911 N. Webb Rd.	Wichita	KS	67206	Clinic
Wichita OB/GYN Associates	551 N. Hillside St., Suite 510	Wichita	KS	67214	Clinic
Xpress Wellness Urgent Care - Haysville	7107 S. Meridian	Haysville	KS	67060	Urgent Care

KANSAS PRELICENSURE ANNUAL REPORT

Prepared October 3, 2025
(Data is FY 2024-25 program data unless otherwise noted. 62 responses were provided to all core questions.)

INTRODUCTION / BACKGROUND

In the fall of 2020, NCSBN launched the Annual Nursing Education Report Program, which is the first-ever national program to collect annual education data from all prelicensure nursing programs in participating U.S. nursing regulatory bodies (NRBs). In this database all the nursing programs report their demographic data and evidence-based quality indicators.

In FY2021-22, Kansas became one of the first 20 states to join with NCSBN and use the Core Data Survey (with additional questions added specifically for KS programs) and with the collaboration, become part of the first National Nursing Education Database, which illustrates Annual Report aggregate data from nursing programs. [National Nursing Education Database](#)

The Core Data Survey and subsequent Education database is intended to provide regulators, educators, legislators and policymakers with an in-depth look at the characteristics of the Kansas nursing education programs. It provides information, in the aggregate, regarding:

- Overview of the Kansas nursing programs.
- The eight key evidence-based quality indicators of nursing education programs.
- Numbers of hours students spend in clinical experiences.
- National nursing accreditation.
- Major organizational changes that may impact nursing programs, including: new director, new assistant/associate director, staff layoff, faculty layoff, change in parent organization leadership, collapsing programs, economic efficiencies, etc.
- Seats open for students, compared to the number of students enrolled.
- Students graduating versus students passing the NCLEX.
- Data about faculty, including credentials, orientation/mentoring, professional development and percentage of full-time faculty.
- Data about program deans/directors, such as how many deans/directors in the last five years, credentials, support, and responsibilities.

When used in conjunction with NCLEX first time pass rates, the information contained in the report and on the Kansas Dashboard (https://ksbn.kansas.gov/wp-content/uploads/2025/10/25-KansasAggregateReport-digital_final.pdf) can help highlight outstanding programs as well as give light to others that might need more support or change.

Summary of key indicators and programs found starting on page 15.

1. Is the program nationally nursing accredited? Kansas does not require national accreditation for nursing programs. Schools that choose accreditation have other regulations/policy in place that could mandate. Some schools choose national accreditation in order for their students to have articulation to higher levels of education in nursing.

26 (42%)

| | No |
| | Yes |

36 (58%)
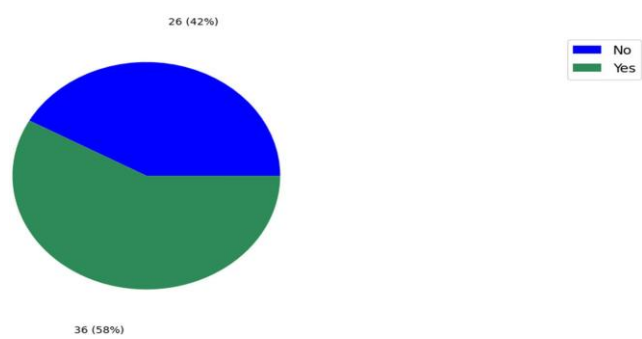
- No Kansas PN programs are accredited at this time.
- 3 ADN programs are not nationally accredited: Coffeyville Community College, Donnelly College and Salina Area Technical College (in candidacy with ACEN)

2. What is the program's current approval status? * Board of nursing or state-designated program approval status.

Conditional/Probationary or Warning Status (6):	
Donnelly College ADN	
Donnelly College PN	
Fort Scott Community College ADN	
Mid-America College of Health Sciences PN	
Seward County Community College ADN	
Other (2):	Comments
Allied Health Career Training PN	Initial approval, new program
Ottawa University BS (Overland Park)	Initial approval, new program

3. What best describes the program's geographic location?

35 (56%)

	Rural
	Suburban
	Urban

11 (18%)   16 (26%)
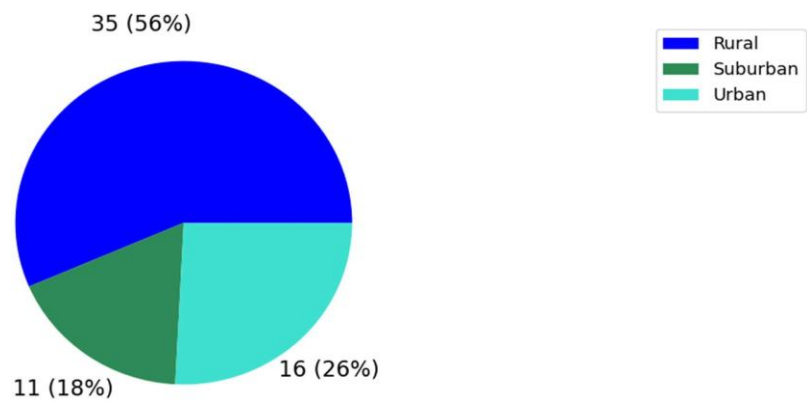
4. What is the institutional ownership?

5 (8%)

11 (18%)

Private Not for Profit
Private for Profit
Public

46 (74%)
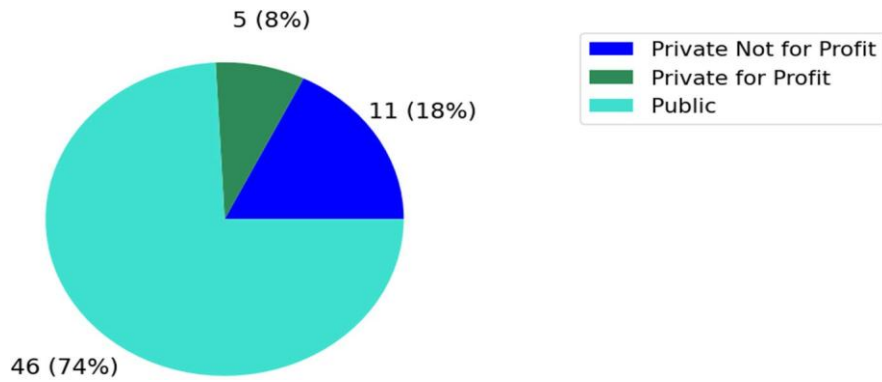
Institutional Ownership: **All programs have a Public institutional ownership status except the following:**

Private Not for Profit (11):	Private for Profit (5):
Baker University BS	Allied Health Career Training
Benedictine College BS	Galen College of Nursing ADN
Bethel College BS	Mid-America College of Health Sciences PN
Donnelly College ADN	Rasmussen University ADN (Overland Park)
Donnelly College PN	Rasmussen University BS (Overland Park)
Hesston College BS	
Kansas Wesleyan University BS	
MidAmerica Nazarene University BS	
Newman University BS	
Ottawa University BS (Overland Park)	
University of Saint Mary BS	

5. What is the pre-licensure program type?

Practical Nurse/ Voc Nurse programs: 23	Registered Nurse – Associate's: 23	Registered Nurse – Bachelor's: 16
Allied Health Career Training (Wichita)	Barton Community College (Great Bend / Pratt)	Baker University (Topeka)
Barton Community College (Great Bend / Pratt)	Butler Community College (El Dorado)	Benedictine College (Atchison)
Butler Community College (El Dorado / Winfield) - part of Bilevel ADN	Cloud County Community College (Concordia / Junction City)	Bethel College (Newton)
Coffeyville Community College	Coffeyville Community College	Emporia State University
Colby Community College (Colby / Norton)	Colby Community College	Fort Hays State University
Dodge City Community College (PN opt-out)	Dodge City Community College	Hesston College
Donnelly College (KC, KS)	Donnelly College (KC, KS)	Kansas Wesleyan University (Salina)
Flint Hills Technical College (Emporia)	Fort Hays Tech	NC (Beloit)	MidAmerica Nazarene University (Olathe)
Fort Hays Tech |NC (Beloit)	Fort Hays Tech |NC (Hays)	Newman University (Wichita)
Fort Hays Tech|NC (Hays)	Fort Scott Community College ADN	Ottawa University (Overland Park)
Garden City Community College	Galen College of Nursing (Wichita)	Pittsburg State University
Highland Community College (Atchison)	Garden City Community College	Rasmussen University (Overland Park and Topeka)
Hutchinson Community College (McPherson)	Highland Community College (Atchison)	The University of Kansas (KS, Salina campuses)
Johnson County Community College (Olathe)	Hutchinson Community College	University of Saint Mary (Leavenworth)
Kansas City Kansas Community College	Johnson County Community College (OP)	Washburn University (Topeka)
Labette Community College (Parsons) – part of Bilevel ADN program	Kansas City Kansas Community College	Wichita State University (Wichita and Manhattan)
Manhattan Area Technical College	Labette Community College (Parsons)	
Mid-America College of Health Sciences (Merriam)	Manhattan Area Technical College	
Neosho County Community College (Chanute and Ottawa campuses) – part of Bilevel ADN	Neosho County Community College (Chanute and Ottawa campuses)	
Salina Area Technical College	Rasmussen University (Overland Park /Topeka)	
Seward County Community College (Liberal) – part of Bilevel ADN	Salina Area Technical College	
Washburn University Institute of Technology (Topeka)	Seward County Community College (Liberal)	
WSU Tech (Wichita)	WSU Tech (Wichita)	

6. In what year was the program founded?
***Indicates program is younger than 7 years and may need more oversight**

Program Name	Founded in the last 10 years:
Allied Health Career Training	*2024
Fort Hays Tech ADN (Beloit)	*2022
Galen College of Nursing ADN	*2023
Hesston College BS	2015
Mid-America College of Health Sciences PN	*2022
Ottawa University BS (Overland Park)	*2024
Rasmussen University ADN (Overland Park)	2014
Rasmussen University BS (Overland Park)	2017
Salina Area Technical College ADN	*2020
Salina Area Technical College PN	*2019
WSU Tech ADN (Wichita)	*2022

7. How many total sites, including the home site, does the program have?

Programs that have satellite sites (12):	Total number of sites for the program
Barton County Community College ADN	2 – Great Bend, Pratt
Barton County Community College PN	2 – Great Bend, Pratt
Butler Community College ADN	2 – El Dorado, Winfield
Butler County Community College PN	2 – El Dorado, Winfield
Cloud County Community College ADN	2 – Concordia, Junction City
Colby Community College PN	2 – Colby, Norton
Neosho County Community College ADN	2 – Chanute, Ottawa
Neosho County Community College PN	2 – Chanute, Ottawa
Rasmussen University ADN	2 – Overland Park, Topeka
Rasmussen University BS	2 – Overland Park, Topeka
The University of Kansas Medical Center BS	2 – Kansas City, Salina
Wichita State University BS	2 – Wichita, Manhattan

8. What types of learning modalities does the program offer?

*Hybrid is defined as a program that combines elements of online learning and traditional in-person learning.
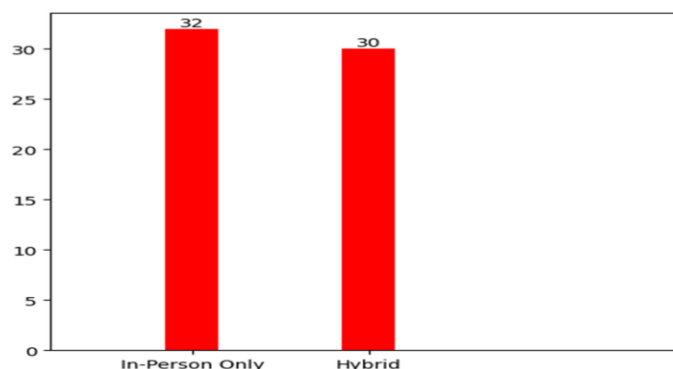
9. What percentage of your program is online?

The following 20 (of the 30 from Q8) programs reported an online component to their program that is greater than 10%.

Program Name	Percentage of program that is online
Allied Health Career Training	60 %
Baker University BS	35 %
Barton County Community College ADN	10 %
Butler Community College ADN	16 %
Butler County Community College PN	41 %
Emporia State University BS	15 %
Fort Hays State University BS	17 %
Fort Scott Community College ADN	15 %
Galen College of Nursing ADN	49 %
Hutchinson Community College ADN	50 %
Johnson County Community College ADN	10 %
Kansas City Kansas Community College PN	75 %
Kansas Wesleyan University BS	20 %
Neosho County Community College ADN	28 %
Ottawa University BS (Overland Park)	16 %
Rasmussen University BS (Overland Park)	45 %
WSU Tech ADN (Wichita)	20 %
Washburn University Institute of Technology PN	25 %
Wichita State University BS	26 %
Wichita Technical College PN	30 %

10. Has the nursing program experienced major organizational changes over the past year? * Major organizational changes may include but are not limited to: new director, new assistant/associate director, staff layoff, faculty layoff, change in university leadership (e.g., provost or president), collapsing programs, economic efficiencies, etc.

36 (58%)

26 (42%)

No
Yes
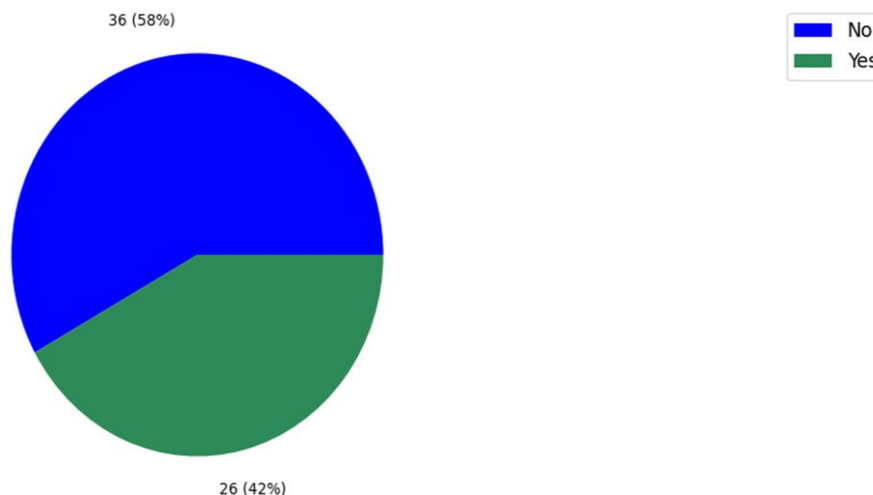
Major organizational changes – 26 responses from chart:
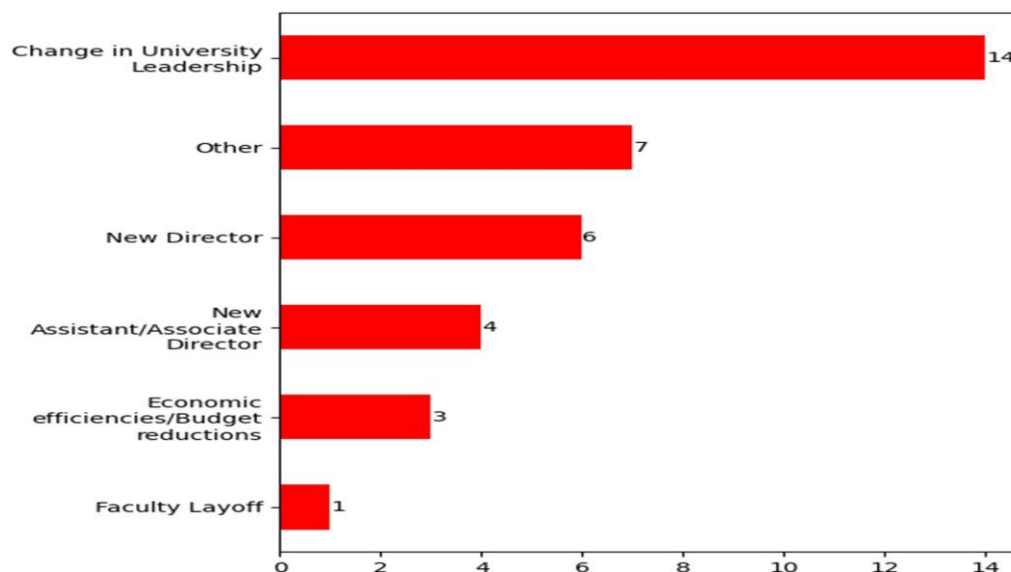
Program Name	Other
Barton County Community College ADN / PN	Hiring Freeze
Cloud County Community College ADN	Faculty turnover
Fort Hays Tech ADN / PN (Beloit)	Changes in faculty
Fort Scott Community College ADN	Changes in faculty
Hutchinson Community College PN	Interim Director

11. Does the program offer simulation* either in clinical experiences or didactic courses?

* A technique that creates a situation or environment to allow persons to experience a representation of a real event for the purpose of practice, learning, evaluation, testing, or to gain an understanding of systems or human actions." From Healthcare Simulation Dictionary, Second Edition (AHRQ, 2020).
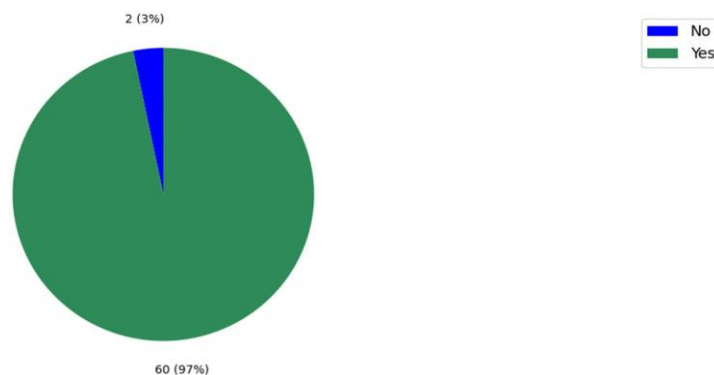
12. Are any of your simulation faculty either certified by the Society for Simulation in Healthcare (SSH) as a Certified Healthcare Simulation Educator (CHSE) or have they completed the International Nursing Association for Clinical Simulation and Learning (INACSL) 12-course INACSL Simulation Education Program (ISEP)?
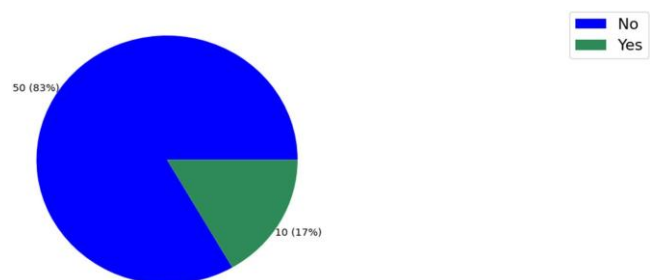
The programs that have certified simulation faculty (10):
Garden City Community College ADN and PN
Johnson County Community College ADN and PN
Kansas Wesleyan University BS
Manhattan Area Technical College ADN
Salina Area Technical College ADN and PN
The University of Kansas Medical Center BS
Washburn University BS

13. Is the simulation lab accredited by the Society for Simulation in Healthcare (SSH) or does it have the Healthcare Simulation Standards Endorsement from the International Nursing Association for Clinical Simulation and Learning (INACSL)?
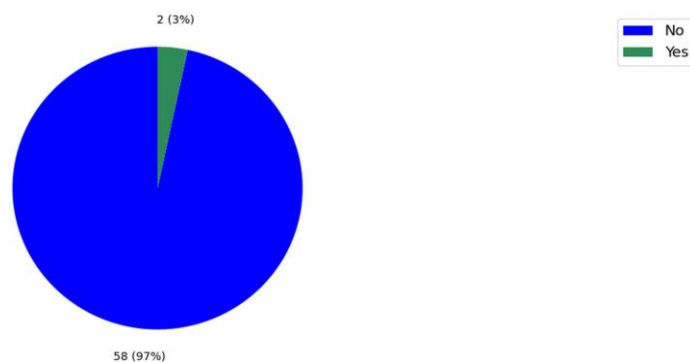
Programs whose simulation lab is accredited by the SSH or endorsed by INACSL (2):
Johnson County Community College ADN
The University of Kansas Medical Center BS

14. Typically, how many total hours for the entire program do students spend in direct patient care? * Face-to-face (in-person) patient care under faculty supervision. This could include preceptorships where faculty arrange the experience and have oversight over the student evaluation.

Number of Hours Students Spend in Direct Care

0-200	201-400	401-600	Over 600
7	31	16	8
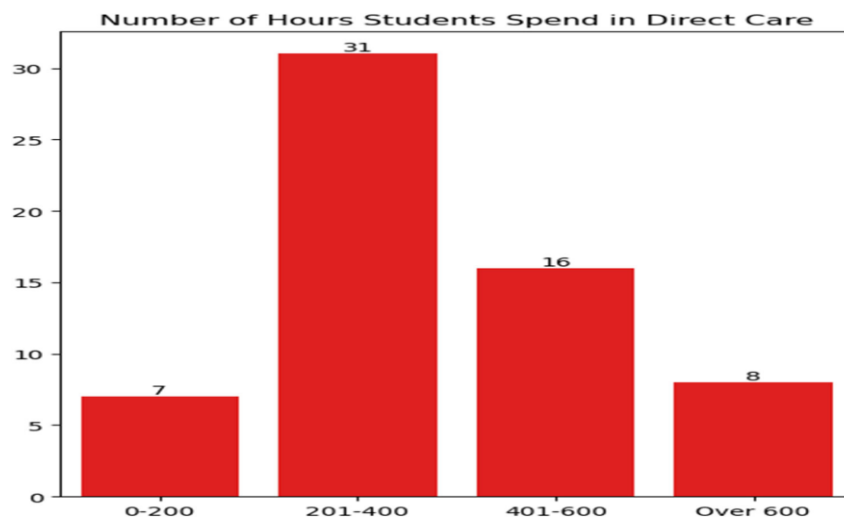
15. Typically how many hours for the entire program do students spend in the skills lab? * A skills lab is equipped with manikins, task trainers, and hospital equipment where students can apply basic procedural skills such as administering injections.

Number of Hours Students Spend in the Skills Lab

0-100	101-200	Over 200
45	14	3
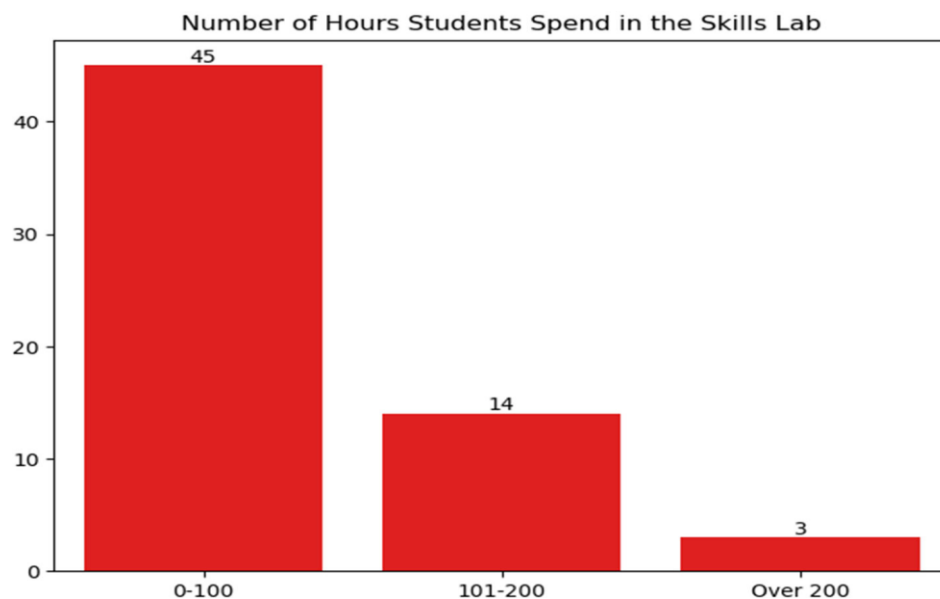
16. What is the program director's highest nursing degree achieved?

*The following response options were provided but only those selected are shown in the bar graph and table: Diploma, Associate Degree in Nursing, Bachelor of Science in Nursing, Master of Science in Nursing, Doctor of Nursing Practice, Doctor of Philosophy in Nursing, Other, N/A.
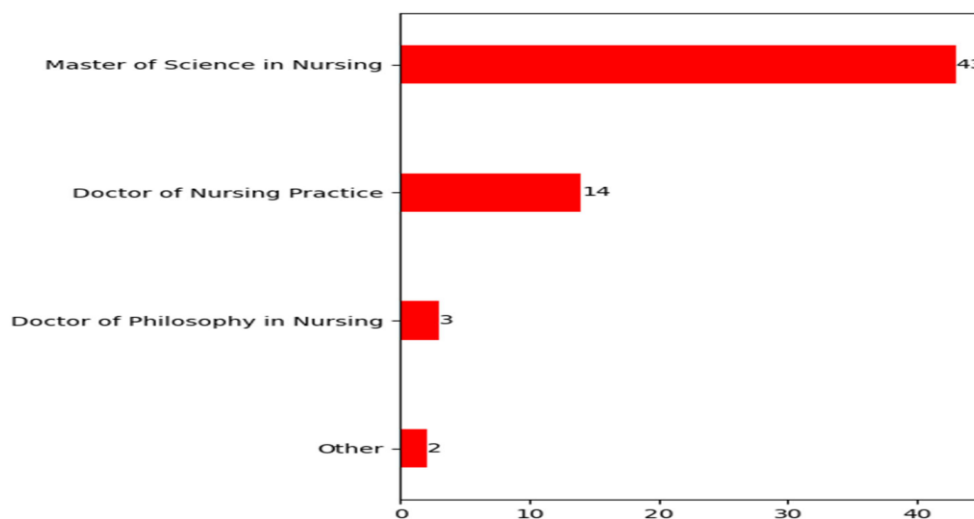
17. In the past five years, how many directors, including interim directors, has the program had?   (*More than 3 directors within 5 years is a warning sign)

Program Name	Number of Directors (Including Interim)
Bethel College BS	3
Butler Community College ADN	3
Butler County Community College PN	3
Donnelly College ADN	*5
Donnelly College PN	*5
Flint Hills Technical College PN	*5
Fort Scott Community College ADN	3
Manhattan Area Technical College ADN	3
Manhattan Area Technical College PN	3
Rasmussen University ADN (Overland Park)	*4
Rasmussen University BS (Overland Park)	*4
Salina Area Technical College ADN	3
Salina Area Technical College PN	3
University of Saint Mary BS	*5
WSU Tech ADN (Wichita)	3
WSU Tech PN (Wichita)	3

Education 523

18. Does the program director have administrative responsibility for allied health?
    * Allied health is a broad field of health care professions made up of specially trained individuals such as physical therapists and respiratory therapists.

No
Yes

43 (69%)

19 (31%)
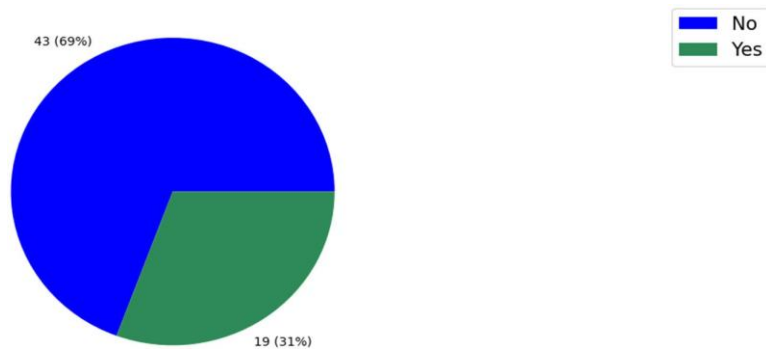
19. Does the program have an assistant/associate director?

No
Yes

52 (84%)

10 (16%)
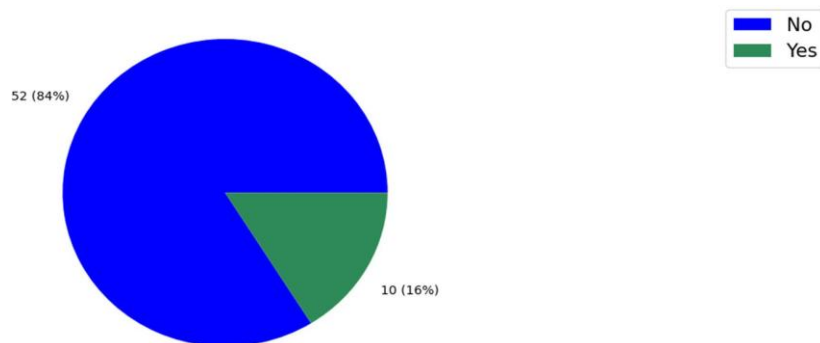
20. Does the program director have dedicated administrative support? *Administrative support includes general office management such as answering phones and doing clerical work and a variety of other tasks.

No
Yes

16 (26%)

46 (74%)
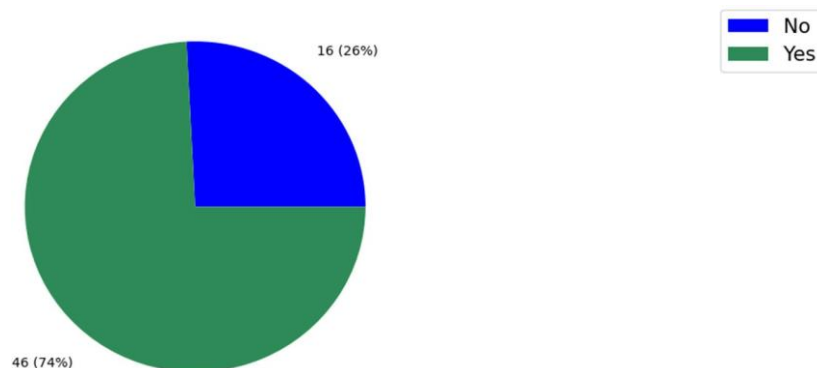
21. How many full-time faculty are in the prelicensure program?

> * Full-time equivalent (FTE) faculty are expected to work at least 37.5 hours per week and to teach, participate in curriculum development, hold office hours for student advisement, attend faculty meetings, participate in campus-wide events, attend professional development events, take part in scholarly activities, etc.

Program Name	Number of Full-time faculty	Percentage of Full-time Faculty
Total full-time faculty across all Kansas nursing programs	375	43%

*Less than 35% full-time faculty is a warning sign (Denominator is the sum of full-time, adjunct, and part-time faculty)

22. How many clinical adjunct faculty are in the licensure program?

Program Name	Adjunct employed by the nursing program	Adjunct not employed by the nursing program
Adjunct faculty across all Kansas nursing programs	365	44

23. How many part-time faculty are in the prelicensure program? * Part-time faculty work less than 37.5 hours per week and are responsible for assuming teaching responsibilities, usually collaborating with the full-time faculty. They maintain availability to students and communicate effectively with students and colleagues.

Program Name	Number of Part-time Faculty
Total part-time faculty across all Kansas nursing programs	132

24. How many of the faculty have the following as their highest degrees?

Program Name	ADN	Bachelor of Science	MSN	MS (other than Nursing)	Other Master's	Doctor of Education	DNP	PhD	Other Doctoral Degree
FT Faculty	8	70	244	16	2	8	57	21	2
PT Faculty	6	69	125	4	0	1	26	5	0

25. How many students are <u>enrolled in the nursing program as of the</u>

beginning of the current academic year (2024-2025)?

*Includes all prelicensure students for this program code. Programs can report enrollment numbers for more than one cohort if it applies.

Program Name	Program Type	Number of students enrolled
Total number of students *enrolled* across all Kansas nursing programs:	**All**	**4,535**
	BSN	**1917**
	ADN	**1564**
	PN	**1054**
How many total seats for students can your program *accommodate*?	**All**	**6309**
	BSN	**2475**
	ADN	**2109**
	PN	**1460**

Number or students who started in the last graduating cohort? (for AY 24-25)
    BSN
    ADN
    PN
	All
	
	BSN
	ADN
	PN
		2222
		
		717
		791
		714

Number of students from the last graduating cohort that graduated?
    BSN
    ADN
    PN
	All
	
	BSN
	ADN
	PN
		1746
		
		581
		644
		521

What percentage graduated on time? **Nursing accrediting agencies use this metric (70%) for accreditation	**All** **BSN** **ADN** **PN**	**78.6%** **81%** **81.4%** **73%**
Number of students from the last graduating cohort that did not graduate but are continuing with program?	**All** **BSN** **ADN** **PN**	**172** **58** **56** **58**

25b. Programs that had less than 70% "on time" graduation rate:

Program Name	Number of students who started in last graduating cohort	How many from the cohort graduated?	What percentage graduated on time**?	Did not graduate but still actively pursuing course work?
Allied Health Career Training	18	12	*66.67%	6
Barton County Community College PN	40	21	*52.5%	11
Bethel College BS	12	8	*66.67%	1
Coffeyville Community College ADN	24	15	*62.5%	4
Donnelly College PN	50	8	*16.0%	3
Emporia State University BS	30	20	*66.67%	0
Fort Scott Community College ADN	19	9	*47.37%	2
Galen College of Nursing ADN	5	3	*60.0%	0
Kansas City Kansas Community College PN	22	10	*45.45%	1
MidAmerica Nazarene University BS	31	21	*67.74%	1
Newman University BS	30	19	*63.33%	4
Rasmussen University ADN (Overland Park)	59	23	*38.98%	15
Rasmussen University BS (Overland Park)	18	5	*27.78%	4
Salina Area Technical College PN	39	22	*56.41%	6
WSU Technical PN	61	33	*54.1%	2

Summary of Programs not Meeting Key Quality Indicators: (listed are those with 2 or more quality indicators not met excluding accreditation)

***Reminder that indicators not met need to be looked at in context with NCLEX pass rates and complaints. Also, reminder that Kansas does not require Accreditation for programs; however, it is an indicator for additional quality and practice standards that have been met.

Program Name	Not Accredited	Without Full Approval	Experienced Organizational Changes	Director Turnover	Less Than 50% Direct Care	Less Than 35% Full-time Faculty	Less than 70% On-Time Graduation Rates	Younger Than 7 Years
Allied Health Career Training	X	X				X	X	X
Barton County Community College PN	X		X				X	
Butler Community College ADN			X			X		
Cloud County Community College ADN			X			X		
Coffeyville Community College ADN	X					X	X	
Dodge City Community College PN	X		X				X	
Donnelly College ADN	X	X	X	X		X		
Donnelly College PN	X	X	X	X		X	X	
Emporia State University BS			X		X		X	
Flint Hills Technical College PN	X		X	X				
Fort Hays Tech ADN (Beloit)			X					X
Fort Scott Community College ADN		X	X			X	X	
Galen College of Nursing ADN							X	X

Program Name	Not Accredited	Without Full Approval	Experienced Organizational Changes	Director Turnover	Less Than 50% Direct Care	Less Than 35% Full-time Faculty	Less than 70% On-Time Graduation Rates	Younger Than 7 Years
Mid-America College of Health Sciences PN	X	X						X
MidAmerica Nazarene University BS						X	X	
Neosho County Community College PN	X	X	X					
Ottawa University BS (Overland Park)	X	X				X		X
Rasmussen University ADN (Overland Park)			X	X		X	X	
Rasmussen University BS (Overland Park)			X	X		X	X	
Salina Area Technical College PN	X						X	X

Report to

Kansas State Board of Nursing

2025 Annual Nursing Education Program Reports Summary

Additional Questions to NCSBN/KSBN Core Survey Report

December 9, 2025

Prepared by

Janelle B. Martin, MHSA, RN

KSBN Education Compliance Officer

Table of Contents

Kansas RN Nursing Program Admission Information					
BSN Programs	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Baker University	73	73	63	54	89
Benedictine College	31	36	36	36	35
Bethel College	28	24	15	13	16
Emporia State University	95	54	61	51	56
Fort Hays State University	65	60	61	80	80
Hesston College	58	46	45	36	35
Kansas Wesleyan University	21	20	18	20	19
MidAmerica Nazarene University	150	140	206	118	132
Newman University	50	40	39	50	22
Ottawa University			New	18	25
Pittsburg State University	86	89	78	83	91
Rasmussen College	66	39	28	29	48
University of Kansas	135	137	130	135	291
University of St. Mary	69	60	50	53	41
Washburn University	151	137	116	134	127
Wichita State University	141	140	143	154	149
TOTAL BSN	**1237**	**1095**	**1089**	**1064**	**1256**

Kansas RN Nursing Program Admission Information					
ADN Programs	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Barton County Community College	34	36	54	36	**47**
Butler County Community College	144	136	144	138	**149**
Cloud County Community College	43	35	57	26	**65**
Coffeyville Community College	24	21	23	17	**24**
Colby Community College	20	18	18	27	**24**
Dodge City Community College	26	35	22	22	**25**
Donnelly College	15	15	15	30	**20**
Fort Hays Tech | NC – Beloit		New	15	15	**17**
Fort Hays Tech | NC – Hays	30	29	30	30	**30**
Ft. Scott Community College	43	24	25	20	**12**
Galen College of Nursing			New	182	**200**
Garden City Community College	37	25	26	25	**24**
Highland Community College Technical Center	24	30	30	29	**29**
Hutchinson Community College	84	76	88	85	**86**
Johnson County Community College	47	78	77	77	**82**
Kansas City Kansas Community College	92	100	131	148	**190**
Labette Community College	27	16	30	23	**35**
Manhattan Area Technical College	48	46	19	24	**28**
Neosho County Community College	82	64	60	56	**56**
Rasmussen College	255	234	162	173	**169**
Salina Area Technical College	17	24	27	27	**27**
Seward CCC /Area Technical School	27	23	30	30	**30**
WSU Tech		New	20	30	**36**
TOTAL ADN	**1144**	**1065**	**1103**	**1270**	**1405**
TOTAL of BSN and ADN Programs	**2363**	**2160**	**2192**	**2334**	**2661**

Kansas PN Nursing Program - Admission Information

PN Program & First Year of Bi-Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Allied Health Career Training				New	**18**
Barton County Community College	33	43	32	44	**40**
Butler Community College	144	108	114	108	**121**
Coffeyville Community College	15	15	15	18	**20**
Colby Community College	36	25	25	26	**27**
Dodge City Community College	0	0	5	2	**0**
Donnelly College	50	73	72	103	**100**
Flint Hills Area Technical College	31	36	24	28	**25**
Garden City Community College	37	40	34	29	**30**
Highland Community College Technical Center	24	18	19	21	**21**
Hutchinson Community College	56	60	47	55	**38**
Johnson County Community College	41	51	79	75	**75**
Kansas City KS Technical Education Center	51	41	46	48	**59**
Labette Community College	24	28	25	36	**40**
Manhattan Area Technical College	40	37	33	29	**37**
Mid-America College of Health Sciences		New	22	47	**36**
Neosho County Community College	42	47	43	43	**53**
North Central KS Technical College - Beloit	68	17	13	11	**19**
North Central KS Technical College - Hays	14	34	34	36	**40**
Salina Area Technical College	40	25	26	35	**39**
Seward CCC Area Technical School	30	30	30	30	**30**
Washburn Institute of Technology	73	64	46	63	**73**
WSU Tech	150	146	129	156	**140**
TOTAL	**1019**	**958**	**913**	**1043**	**1063**

Kansas APRN Nursing Program Admission Information					
APRN Programs	**2020-2021****	**2021-2022****	**2022-2023****	**2023-2024****	**2024-2025****
Fort Hays State University (NP)	12	14	21	21	**19**
MidAmerica Nazarene University (NP)	31	7	0	0	**Closed program**
Pittsburg State University (NP)	12	13	10	10	**11**
University of Kansas (NP, NM)	42	43	22	18	**21**
University of St. Mary (NP)	27	11	12	12	**20**
Washburn University (NP)	20	20	19	24	**16**
Wichita State University (NP)	19	13	1	33	**14**
TOTAL CNS, NP, NM Admissions	**163**	**117**	**85**	**118**	**101**
** No new CNS Admissions					

RNA Programs					
Newman University	21	25	44	20	18
University of Kansas	36	36	36	36	36
TOTAL RNA Admissions	**57**	**61**	**80**	**56**	**54**
TOTAL APRN Admissions	**251**	**224**	**197**	**141**	**155**

Kansas RN Nursing Program Graduation Information

BSN Programs	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2024 Pass Rate*^
Baker University	80	72	66	56	45	94.3%
Benedictine College	31	30	30	35	35	97.1%
Bethel College	11	9	7	14	9	92.9%
Emporia State University	47	85	62	34	51	90.9%
Fort Hays State University	45	45	55	43	60	100%
Hesston College	46	38	33	36	26	94.4%
Kansas Wesleyan University	10	15	5	12	13	100%
MidAmerica Nazarene University	154	146	151	113	92	91.6%
Newman University	42	38	39	29	45	83.8%
Ottawa University				New	15	New
Pittsburg State University	86	83	85	77	82	97.4%
Rasmussen College	30	35	36	24	15	83.3%
University of Kansas	127	129	126	117	127	98.4%
University of St. Mary	63	47	38	50	37	96.2%
Washburn University	151	141	131	126	119	97.5%
Wichita State University	142	123	111	118	118	95.4%
TOTAL BSN	1065	1036	975	884	889	94.21%*

*National Pass Rate for First Time RN Test Takers was 82.48% in 2021, 79.9% in 2022, 88.56% in 2023, and 91.16% in 2024. For BSN only, it was 91.92 for 2024. Pass rates are calculated on Calendar year.

^Green shading are for programs with 100% pass rate for 2024. Light red shading are for those under the 80% KS regulatory standard for 2023.

Kansas RN Nursing Program Graduation Information

ADN Programs	2019-2020	2020-2021	2022-2023	2023-2024	2024-2025	2024 Pass Rate*^
Barton County Community College	25	29	51	28	**43**	100%
Butler Community College	121	126	119	125	**134**	97.6%
Cloud County Community College	39	29	40	39	**25**	86.5%
Coffeyville Community College	20	16	15	13	**16**	100%
Colby Community College	20	17	17	27	**23**	78.6%
Dodge City Community College	18	18	18	12	**13**	90.9%
Donnelly College	0	13	14	24	**17**	77.8%
Fort Hays Tech | NC – Beloit			15	14	**17**	92.3%
Fort Hays Tech | NC - Hays	29	26	23	29	**29**	100%
Ft. Scott Community College	42	25	21	15	**13**	93.3
Galen College of Nursing				New	**12**	New
Garden City Community College	22	18	22	20	**22**	100%
Highland Community College Technical Center	24	28	29	25	**28**	93.1%
Hutchinson Community College	71	69	74	77	**78**	98.8%
Johnson County Community College	46	35	53	59	**59**	98.3%
Kansas City KS Community College	40	70	75	92	**57**	96.1%
Labette Community College	21	11	27	20	**30**	100%
Manhattan Area Technical College	37	37	24	23	**23**	96%
Neosho County Community College	91	54	58	56	**46**	85.5%
Rasmussen College	126	171	146	121	**101**	89.9%
Salina Area Technical College	17	19	25	23	**22**	91.3%
Seward CCC Area Technical School	25	22	28	30	**29**	69.0%
WSU Tech			IP	29	**27**	65.5%
TOTAL ADN	858	833	**894**	901	864	**90.93%***
TOTAL of BSN and ADN Programs	1923	1869	**1869**	1785	1753	**92.26%****

*National Pass Rate for First Time RN Test Takers was 82.48% in 2021, 79.9% in 2022, 88.56% in 2023, and 91.16% in 2024. ADN only pass rate was 90.63%. Pass rates are calculated on a Calendar year.

**Kansas RN Pass rate in 2023 was 92.53%.   ^Light red shading are for those under the 80% KS regulatory standard for 2024.

Kansas PN Nursing Programs - Graduation Information

PN Program & First Year of Bi-Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2024 Pass Rate*^
Allied Health Career Training				New	**12**	New
Barton County Community College	22	32	20	24	**21**	100%
Butler Community College	121	48	94	99	**113**	94.4%
Coffeyville Community College	13	10	10	9	**15**	100%
Colby Community College	31	21	21	26	**26**	96.2%
Dodge City Community College	1	1	4	1	**0**	No PN grads
Donnelly College	30	52	46	55	**49**	72.7%
Flint Hills Area Technical College	20	23	24	16	**20**	100%
Fort Hays Tech | NC - Beloit	30	13	10	10	**15**	100%
Fort Hays Tech | NC - Hays	11	32	31	35	**30**	85.7%
Garden City Community College - PN	25	25	26	23	**25**	100%
Highland Comm College Technical Center	21	16	17	17	**15**	100%
Hutchinson Community College	49	60	37	39	**43**	97.4%
Johnson County Community College	20	53	46	57	**63**	94.9%
Kansas City KS Community College/Technical Education Center	39	34	35	36	**25**	93.9%
Labette Community College	18	22	18	28	**33**	95.2%
Manhattan Area Technical College	27	26	25	25	**28**	95.8%
Mid-America College of Health Sciences		New	20	44	**26**	63.9%
Neosho County Community College	37	46	32	34	**34**	97.1%
Salina Area Technical College	23	18	19	29	**24**	93.1%
Seward CCC Area Technical School	24	28	28	30	**27**	92%
Washburn Institute of Technology	39	48	54	27	**51**	97.2%
WSU Tech (formerly WATC)	97	117	113	110	**103**	95.3%
TOTAL	**708**	**735**	**730**	**774**	**772**	**93.57%***

*National Pass Rate for PN 1st Time Test Takers, 2021 – 79.6%, **2022 – 79.93%, 2023-86.67% and 2024-88.38%.** All pass rates calculated on a Calendar Year.

^Green shading are for programs with 100% pass rate for 2023. Light red shading are for those under the 80% KS regulatory standard for 2024.

Kansas APRN Nursing Program Graduation Information					
APRN Program	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Fort Hays State University	7	12	11	7	**8**
MidAmerica Nazarene University	0	0	8	9	**0**
Pittsburg State University	14	17	12	4	**12**
University of Kansas	29	15	45	38	**23**
University of St. Mary	14	14	14	7	**9**
Washburn University	20	23	16	17	**16**
Wichita State University	4	8	7	23	**10**
TOTAL APRN	**88**	**89**	**113**	**105**	**78**
RNA Programs					
Newman University	21	20	19	20	**19**
University of Kansas	30	36	36	33	**36**
TOTAL RNA	**51**	**56**	**55**	**53**	**55**
TOTAL Advanced Practice	**139**	**145**	**168**	**158**	**133**

Student Attrition - Kansas Nursing Programs

2024-2025	PN	ADN	BSN	Total
Academic	117	208	48	**286**
Personal	62	106	38	**183**
TOTAL	179	314	86	**579**

2023-2024	PN	ADN	BSN	Total
Academic	99	118	69	**286**
Personal	45	101	37	**183**
TOTAL	144	219	106	**469**

2022-2023	PN	ADN	BSN	Total
Academic	106	188	79	**373**
Personal	33	64	41	**138**
TOTAL	139	252	120	**511**

2021-2022	PN	ADN	BSN	Total
Academic	113	191	92	**396**
Personal	51	101	59	**211**
TOTAL	164	292	151	**607**

2020-2021	PN	ADN	BSN	Total
Academic	132	172	101	**405**
Personal	51	88	40	**179**
TOTAL	183	260	141	**584**

Student Articulation

The Baccalaureate (BSN) and Associate Degree Nursing (ADN) programs are required by regulation to have an articulation plan. Licensed nurses may articulate into the next level of nursing education - ADN or BSN

	2019	2020	2021	2022	2023	2024	2025
ADN Admitted	223	209	213	208	176	231	208
ADN Graduated	212	172	183	158	155	204	176
ADN Attrition	11	42	58	39	19	27	19
ADN Articulation Attrition Rate	**4.9%**	**20.1%**	**27.2%**	**18.8%**	**10.8%**	**11.6%**	**9.1%**
BSN Admitted	16	19	20	17	159	111	25
BSN Graduated	4	12	14	19	162	37	22
BSN Attrition	2	6	2	3	25	19	3
BSN Articulation Attrition Rate	**12.5%**	**31.6%**	**10.0%**	**17.6%**	**15.7%**	**17%**	**12%**

BSN Program Data FY25						
Program	**Number Admissions** *Approved by KSBN* **Annually^**	**2024-2025 Admissions**	**2024-2025 Graduates**	**2024 NCLEX Pass Rate***	**% FT Faculty ****	**Number of Program Directors / 5 yrs****	**On-Time Graduation Rate**
Baker University	120^	**89**	**45**	94.3%	60.7%	2	73%
Benedictine College	36	**35**	**35**	97.1%	35.7%	2	97%
Bethel College	60	**16**	**9**	92.9%	57%	3	**67%**
Emporia State University	100^	**56**	**51**	90.9%	69%	2	**67%**
Fort Hays State University	120	**80**	**60**	100%	93%	1	84%
Hesston College	56	**35**	**26**	94.4%	35.7%	1	78%
Kansas Wesleyan University	40	**19**	**13**	100%	54.5%	1	75%
MidAmerica Nazarene University	180	**132**	**92**	91.6%	**11.9%** 8/52	1	**68%**
Newman University	120^	**22**	**45**	83.8%	66.7%	2	**63%**
Ottawa University	75^	**25**	**15**	New	**23.1%** 3/11	1	83%
Pittsburg State University	95	**91**	**82**	97.4%	91%	2	99%
Rasmussen College**	160^	**48**	**15**	83.3%	**4.4%** 2/37	*4*	**28%**
University of Kansas	200	**291**	**127**	98.4%	**32.8%** 22/	2	89%
University of St. Mary	100	**41**	**37**	96.2%	38%	5	74%
Washburn University	152^	**127**	**119**	97.5%	**25.4%** 15/54	1	81%
Wichita State University	180^	**149**	**118**	95.4%	73%	1	81%
Total BSN Programs	*1638*	1256	889	94.21%			

*NCLEX pass rates are reported on a Calendar Year - all other data is Fiscal Year 2024-25. **NCLEX Nat'l Average** for 2022 – 79.93% - PN and 79.9% - RN; **2023 – 86.67% - PN and 88.56% - RN; and 2024 – 88.38% for PN and 91.16% for RN**.

**NCSBN Approval Guidelines – Warning Signs: 1) Full-time faculty percentage below 35%; 2) More than 3 Program Directors in 5 years; and 3) Programs less than 7 years old are at greater risk for issues (not as stable). Also, 70% on time graduation rate is considered the minimum standard for accreditors.

^Indicates there is more than one admission time or more than one campus admitting during the reporting period.

Program	Number Admissions *Approved for* Annually^	2024-2025 Admissions	2024-2025 Graduates	2024 NCLEX Pass Rate*	% FT Faculty **	Number Program Directors / 5 yrs**	On-Time Graduation Rate
Barton Community College	80^	36	28	96.0%	66.7%	2	92%
Butler Community College	144^	138	125	88.6%	**29%** 7/21	3	94%
Cloud County Community College	82^	26	39	90.0%	**33%** 4/12	1	81%
Coffeyville Community College	24	17	13	100%	**25%** 1/4	2	**63%**
Colby Community College	40	27	27	100%	**5.9%** 1/15	2	96%
Dodge City Community College	50	22	12	100%	57%	2	72%
Donnelly College**	30^	30	24	68.75%	**0%**	**5**	84%
Fort Hays Tech|NC – Beloit**	15	15	14	93.3%	50%	2	93%
Fort Hays Tech|NC – Hays	30	30	29	95.6%	100%	1	100%
Ft. Scott Community College	80 Currently on admission hold - allowed a one time admit of 20 in 2024	20	15	78.9%	**33%** 2/6	3	**47%**
Galen College of Nursing	200^					2	60%
Garden City Community College	90	25	20	90.5%	100%	2	92%
Highland Community College	30	29	25	96.0%	40%	1	93%
Hutchinson Community College	100	85	77	91.2%	63.6%	2	90%
Johnson County Community College	95	77	59	100%	39.4%	2	72%
KC Kansas Community College	126^	148	92	86.3%	46%	2	85%
Labette Community College	80^ Currently not doing a spring admission	23	20	100%	71%	1	86%
Manhattan Area Technical College	48^	24	23	95.8%	50%	3	82%
Neosho County Community College	136^	56	56	84.7%	44%	2	95%
Rasmussen College	256^	173	121	84.5%	**28%** 7/27	*4*	**39%**
Salina Area Technical College**	32	27	23	95.8%	43%	3	81%
Seward CCC /Tech School	30	30	30	85.7%	50%	1	97%
WSU Tech**	30	30	29	New	37.5%	3	73%
Total ADN Programs	1785	**1270**	**901**	87.75%			

PN Program Data							
Program	**Number Admissions** *Approved for* **Annually**	**2024-2025 Admissions**	**2024-2025 Graduates**	**2024 NCLEX Pass Rate***	**% FT Faculty****	**# Program Directors / 5 yrs****	**On-Time Graduation Rate ++**
Allied Health Career Training	20	19	12	New	50%	1	**67%**
Barton Community College	85^	44	24	100	62.5%	2	**53%**
Butler Community College (Bi-level)	112^	108	99	94.44	60%	3	87%
Coffeyville Community College	24	18	9	100	100%	2	82%
Colby Community College	82^	26	26	96.15	*13.3%* 2/ 11	2	96%
Dodge City Community College (PN Opt Out Option)	0	2	1	No PN grads	50%	2	**50%**
Donnelly College	100	103	55	72.73	*31%* 5/13	*5*	**16%**
Flint Hills Area Technical College	60	28	16	100	50%	*5*	81%
Fort Hays Tech | NC - Beloit	40	11	10	100	100%	2	94%
Fort Hays Tech | NC - Hays	40	36	35	85.71%	60%	1	74%
Garden City Community College	90	29	23	100%	100%	2	91%
Highland Comm College Technical Center	40	21	17	100%	40%	1	100%
Hutchinson Community College	100^	55	39	97.44%	66.7%	2	83%
Johnson County Community College	80	75	57	94.92%	35%	1	75%
Kansas City KS Technical Education Center	80^	48	36	93.94%	54.5%	2	100%
Labette Community College (Bi-Level)	75^ currently not doing spring admission	36	28	95.24%	71%	1	77%
Manhattan Area Technical College	60	29	25	95.8%	50%	3	**45%**
Mid-America College of Health Sciences**	60^	47	44	63.9%	66.7%	2	89%
Neosho County Community College (Bi-level)	120	43	34	97.1%	40%	2	76%
Salina Area Technical College**	60^	35	29	93.1%	100%	3	**56%**
Seward CCC / Area Technical School (Bi-level)	30	30	30	92.0%	100%	1	90%
Washburn Institute of Technology	66^	63	27	97.2%	50%	2	82%
WSU Tech	160	156	110	95.3%	44%	3	**54%**
Total PN Programs	1474	**1043**	**774**	93.57			

Western Slope Scholarship is funded by a grant from the Rocky Mountain Health Foundation.

Weld County Scholarship funded by a grant from the Weld Trust.

Complete within 9 months
(at your own pace)

Interactive modules and
course content

Pre-Hospital practice
Scenarios and Case Reviews

Direct Access to Staff through
Email, Phone, or Video Calls

Engage Through Discussion
Boards

Weekly Open Office Hours

LPN Refresher Course

Phase One Course Outline- 120 hours

Current Tuition: $2,350; as of <u>Jan. 1, 2026: $2,421</u>

Module	Topics
Module 1: Nursing Concepts	Role of the LPN Changes in Healthcare Parts 1&2 Professional Roles and Leadership Role of the LPN & Practicing as an LPN Legal & Ethical Issues Cultural & Ethnic Considerations in nursing care Communication Physical Assessment & Vitals Prioritizing Nursing Care Nursing Process & Critical Thinking Drug Calculations Cultural & Ethical Considerations End of Life Issues The Electronic Medical Record Quiz 1
Module 2: Nursing Skills	Medical-Surgical Asepsis & Infection Prevention & Control Standard Precautions Surgical Wound Care Safety Pain Management Parts 1&2 Complementary Therapy Quiz 2

Module 3: Nursing Interventions	Nutrition Fluid and Electrolytes Acid-Base Balance Pharmacology Math Pharmacy Administration IV Administration Blood Administration Chemical & Biological Hazards Quiz 3
Module 4: Adult Health Nursing (Parts One and Two)	Perioperative Nursing (Pre-, Intra-, Postoperative Nursing care) Malignant Hyperthermia Integumentary System Musculoskeletal System Gastrointestinal System Hepatic System Hematological System Cardio and Peripheral vascular System Respiratory System Genitourinary System Endocrine System Reproductive System EENT Neurological System Immune System Quiz 4 parts 1&2
Module 5: Alternative Healthcare Systems	Issues in Gerontology Mental Health Community Health Long Term Care Rehabilitation Hospice & Palliative Care Home Care Quiz 5

Assessment	Schedule	Grading
Module Quizzes (5)	Optional. May attempt at any time and as many times as needed.	N/A

Evolve HESI PN Case Studies	Recommended after completing each module and may be repeated until passing grade is achieved.	80% or better
Health Insurance Portability and Accountability Act (HIPAA) and OSHA Training	Must complete training and related quizzes before final exam and submit certificate of completion to the clinical manager.	P/F
Drug Calculations Exam	Must complete before final exam and two (2) attempts are allowed.	80% or better
Final Exam	Sit for the exam after all coursework is completed. One (1) attempt is allowed.	80% or better

Clinical Practicum Overview

Module Six consists of 120 hours of clinical practicum. Skills training and site-specific training utilizing self-assessment and a skills check list must be completed under the direct supervision of an LPN preceptor.

- The clinical experience is individualized for the student based on their background, education and work environment.
- The experience is a contract between the student, healthcare facility, and assigned preceptor. This practicum is arranged with the support of the Nurse Refresher Project Director.
- An Education Agreement between The Center and the healthcare facility must be created before the experience begins.
- The student must apply to the SBON for a permanent license.
- The State Board of Nursing (SBON) must assign a temporary nursing license which reads "Active-Refresher Only" before students may begin their clinical experience.
- Students are required to submit a copy of this license to The Center prior to starting clinicals.

The Colorado Department of Regulatory Agencies (DORA) website has more information about these requirements.

Required Completion Hours: 120 Theory and 120 Clinical*

The State Board of Nursing may require additional hours as determined by the Board on a case-by-case basis.

PRECEPTOR AGREEMENT AND SKILLS CHECKLIST

RN Refresher Course

Phase One Course Outline- 120 hours

Current Tuition: $3,450; as of <u>Jan. 1, 2026</u>: $3,554

Module One- Concepts

- Overview
- Concepts Part One & Part Two
- Ethics
- Legal Issues in Nursing
- Nursing Process and Clinical Judgment Model
- Cultural and Ethnic Considerations in nursing care
- Health Assessment
- Prioritizing Nursing Care
- The Electronic Medical Record- EMR simulation activity
- Module One Quiz

Module Two- Therapeutic Advances

- Arterial Blood Gases- Part One & Part Two
- Fluids & Electrolytes- Part One & Part Two
- Blood Administration
- IV Therapy- Part One & Part Two
- Pharmacological Administration Part One & Part Two
- Hemodynamic Monitoring
- Importance of listening, assessment, & diagnostic testing to avoid pitfalls in care
- Module Two Quiz

Module Three- Systems Review & Clinical Updates, Part One

- Overview of Module Three
- Introduction to NovEx virtual simulation e-cases

<u>Cardiovascular System Intro</u>
- Abdominal Aortic Aneurysm
- Heart Failure
- Myocardial Infarction (MI)
- Peripheral Vascular Disease
- Pulmonary Embolism

- Rheumatic Heart Disease
- Atrial fibrillation
- Hypertension

Endocrine System
- Endocrine System Introduction
- Addison's Disease
- Diabetes Mellitus
- Hyperthyroidism

EENT
- EENT System Introduction
- Cataracts
- Meniere's Disease
- Glaucoma

Gastrointestinal System
- Hiatal Hernia
- Nutrition Parts One & Two
- Oral Cancer
- Peptic Ulcer Disease- PUD
- Ulcerative Colitis

Genitourinary System Introduction
- Chronic Renal Failure (CRF)
- Urinary Incontinence
- Urinary Tract Infection (UTI)

Hematological System
- Hematological System Introduction
- Anemia
- Disseminated Intravascular Coagulation
- Hodgkin Disease
- Leukemia
- Multiple Myeloma
- Sickle Cell Anemia

Module Three - Systems Review & Clinical Update, Part Two

Hepatic System
- Gall bladder: Cholecystitis & Cholelithiasis
- Hepatitis
- Pancreatitis

Immune System Introduction
- Human Immunodeficiency Virus (HIV)

Integumentary System- Introduction
- Basal Cell Carcinoma
- Burns
- Malignant Melanoma

Introduction to the Musculoskeletal System
- Hip Fracture
- Osteoarthritis
- Rheumatoid Arthritis

- Systemic Lupus Erythematosus (SLE)
- Osteoporosis

Neurological System Introduction
- Head Injury
- Multiple Sclerosis
- Spinal Cord Injury
- Stroke (CVA)
- Alzheimer's Disease
- Parkinson's Disease

Respiratory System Introduction
- ARDS
- COPD
- Lung Cancer
- Pneumonia
- Pulmonary Edema
- Tuberculosis

Reproductive System Introduction
- Breast Disorders
- Female Reproductive Disorders
- Male Reproductive Disorders
- Sexually Transmitted Diseases

Module Three Parts 1 & 2 quizzes

Module Four- Contemporary Issues

- Introduction
- Complementary and Alternative Therapy
- Chemical & Biological Hazards - Part One & Part Two
- Infection Control - Part One & Part Two
- Pain Management - Part One & Part Two
- Nursing care of the Pre Operative Patient
- Nursing Care of the Intra Operative Patient
- Nursing Care of the Post Operative Patient
- Trans Cultural Nursing
- Wound /Ostomy Care - Part One & Part Two
- Hospice, Palliative Care, and the End of Life
- Nurse Wellbeing and Health Equity
- What's Next?

Module Four Quiz

ASSESSMENT

Students must successfully complete each assessment as outlined below prior to advancing to Phase 2 (clinical experience).

Assessment	Schedule	Grading
Module Quizzes (4)	Optional. May attempt self-assessment quizzes at any time and as many times as needed.	N/A
NovEx clinical e-cases	Study accompanying lessons and complete 20 critical thinking clinical simulation cases. Recommended after completing each associated module lesson and may be repeated until passing grade is achieved.	P/F
Health Insurance Portability and Accountability Act (HIPAA) and OSHA Training	Must study the lessons and each quiz until achieve a passing score. Students required to submit certificate of completion to clinical manager.	P/F
Drug Calculations Quiz	Must study the lesson and pass the quiz prior to taking the final exam. Two attempts are allowed.	80% or better
	Should students not pass the drug calculations or HIPAA quizzes, they will be required to meet with the Project Director to develop an Improvement Plan for successful course completion.	
Final Exam	Sit for the exam after all coursework is completed. One (1) attempt is allowed. *Should students not pass the final exam, they have the option to pay ½-price tuition to re-take the course. Students will be required to meet with the Project Director to develop an Improvement Plan for successful course completion.*	80% or better

Clinical Practicum Overview

Module Five consists of 120 hours of clinical practicum. Skills training and site-specific training utilizing self-assessment and skills check list must be completed under the direct supervision of an RN preceptor.

- The clinical experience is individualized for the student based on their background, education and work environment.
- The experience is a contract between the student, healthcare facility, and assigned preceptor. This practicum is arranged with the support of the Nurse Refresher Project Director.
- An Education Agreement between The Center and the healthcare facility must be created before the experience begins.
- The student must apply to the SBON for a permanent license
- The State Board of Nursing (SBON) must assign a temporary nursing license which reads "Active-Refresher Only" before students may begin their clinical experience.
- Students are required to submit a copy of this license to The Center prior to starting clinicals.

The Colorado Department of Regulatory Agencies (DORA) website has more information about these requirements.

Required Completion Hours: 120 Theory and 120 Clinical*

*The State Board of Nursing may require additional hours as determined by the Board on a case-by-case basis.

PRECEPTOR AGREEMENT AND SKILLS CHECKLIST

Clinical Hours in Virtual Simulation

If you are electing to use Virtual Simulation for all or a portion of your clinical practicum. Click the link below.

LMHT Task Force

Meeting Minutes

Members present: Janelle Martin, KSBN /Education Compliance Director; Ruth Burkhart, KSBN/ Task Force Lead Member; Scott Brunner/KDADS; Melinda Gaul/KDADS; Ashley Byrum/OSH; Sherrie Cole/OSH; Patty Palmietto/Highland CC, Task Force member; Kathleen Kottas/Barton CC; DeShaun Willingham/WSU Tech; Debra Pile, WSU; Christina Rudacille, JCCC; Renae Skelton/Barton CC.

Date: 10/09/25 @ 3:30-4:40 PM
Place: Teams Meeting

Topic	Discussion	Action Taken
Introduction & Agenda Review – Janelle Martin/Ruth Burkhart . Agenda emailed, attached to minutes	**Agenda** 1. Update from Janelle Martin – September KSBN Education Committee/KDADS discussion a. KDADS office staff invited to participate in development of LMHT discussion to include multiple factors involved 2. One to two Task Force meetings prior to next KSBN quarterly meetings (Dec 8-10) 3. Review LMHT regulations – identify what changes are needed to keep an LMHT licensing program . Revision of Curriculum section (Kan. Admin. Regs. § 60-6-101); draft updates to LMHT regs developed in 2024 . Two-tiered LMHT program, entry level certificate under KDADS and LMHT license under KSBN? . CMA with additional focus on psych meds as a part of the LMHT process? 4. Revision of exam – develop plan for getting this done or possible changes to exam process (How and who gives exam)	
Task Force Update – Janelle Martin	. Janelle provided history of the work of the Task Force, and decision at April meeting to not sunset the LMHT license, but to	

	look at possibility of an LMHT license kept under KSBN, and an LMHT certificate which would be under KDADS . Janelle reviewed MHT/LMHT licensing for other states, found that Colorado still licenses LMHT and that Arkansas recently sun-setted their LMHT license . Invitation to Scott Brunner, KDADS, to join Task Force to provide representation and feedback on agency behalf	
Education – Two levels of Education – LMHT & Certificate level **Discussion**	. Scott Brunner asked if students would be willing to obtain a lower-level certification which does not lead to a license . DeShaun Willingham reported that some students have background issues which may be a barrier to licensing. WSU Tech has a Peer Counselor option, which WSU Tech community partners want to keep. . Bureau of Labor Statistics – recent update, Psych Tech position availability is projected to increase by 16.1% . General consensus is that a certificate is a viable option WSU Tech, along with keeping the LMHT	
LMHT curriculum – Janelle Martin **Discussion**	. Original LMHT curriculum requirement is 250 didactic, 250 clock hours. Maybe the education requirements expanded beyond what is usable? . Currently CMA (has Pharmacology) and CNA (does not have Pharmacology) are offered and could be options for LMHT curriculum inclusion, or exclusion . What should the expectation be for # of hours, include Pharmacology or not, include CMA, CNA, or exclude, and keep Pharmacology out of LMHT curriculum? . Should CMA and CNA be required as part of a stacking curriculum, ie take what leads to the LMHT curriculum and offer them concurrently by level? . Christina Rudacille – CMA and CNA curriculum is outdated. Need a process to update every 2-3 years. Last CMA was updated 3 years ago.	

	. Sherie Cole – concerns with CMA and CNA being required to keep LMHT If already licensed. Janelle stated this would require a Regulation change . Barton Community College – CMA curriculum requirement is only75 hours; CNA is 90 hours . DeShaun Willingham and Debbie Pile – WSU Tech & WSU lower level curriculum tech certificate is KBOR & KSBN approved. The AAS degree (WSU Tech) can sit for the LMHT exam and fits in the 2+2 path for transfer to WSU for a bachelor's degree.	
LMHT – Testing site change proposal Statute/Regulation Change needed	Does KSBN have authority to change testing site without changing Regulation? Statute: 65.42.03 "as prescribed by the Board" . Proposal that testing be done at schools where LMHT curriculum is offered, with a secured proctoring process. . Patty Palmietto – recommended using Teams for review of current statutes/regulations . Janelle Martin – recommend Task Force review of the last LMHT regulation revision – continue revision	
LMHT Exam – Janelle Martin Debbie Pyle	. Current exam is a paper exam with answer card, 115 questions, 20 Pharmacology, offered as needed for those completing programs, requires valid admission card from KSBN. . $40 student cost to take the exam, costs KSBN $200/each exam as exams are sent out to a private company for grading and security maintenance for the exam. . WSU urgent need – Debbie Pile reported 1st WSU student will be ready to take the LMHT exam January 2026 . Discussion regarding revision of current LMHT exam by Jan 2026 – determined to not be possible so WSU students will take the current exam. . Discussion regarding LMHT exam Pharmacology questions, content is not required in the KSBN regulations for curriculum. This content was included for state hospitals who initially had all the LMHT programs and was thought to be "must have" in the curriculum	

	. WSU students who test Jan 2026 will not have had Pharmacology in their curriculum. . Proposed that Pharmacology questions not be counted against Jan 2026 testers?	
Next Steps . Task Force action needed . Other action needed		
Concerns with continuing current LMHT program	Janelle Martin: . 32 LMHTs remain in KS, while there were about 80 LMHTS 6 years ago; state loses more LMHTs every 2 years due to failure to obtain license renewal. LMHT roles in employment are not plentiful, will find position as an MHT with much lesser training and no license. . Licensure is expensive for KSBN, about $200/exam, and cost of exam to applicant is $40. KSBN has been offering a paper/pencil test at KSBN office in Topeka, sending test off to testing service for grading. . Salary for LMHT is about $16/hour. For the amount of education (more hours required than LPN), this is not considered good value . Sheri Cole: prior requirement for LMHT license eligibility was 250 didactic & 250 clinical hours. At some point it increased to 900 hours . Christina Rudacille- only 1-2 students per year are interested in psychiatric nursing. Offering an LMHT program would be expensive for Johnson County CC and offer little added value for students due to lack of reasonably parous salary after graduation. This would be difficult to justify HLC and KBOR as added value. . Generally non-transferrable license, though Janelle reported Arkansas offers endorsement for KS MHTs. Arkansas no longer offers LMHT, and KS cannot recognize LMHT license from another state without a regulation change	

4

	. Only (3) remaining states with LMHT – California, Colorado, and Kansas	
Task Force – Next Steps	1. Upload most recent revision of LMHT regulations to Teams for Task Force Member review and suggestions for revision 2. Keep current LMHT exam for Dec 2025 WSU graduates; will need to rectify the Pharmacology content expectation, and update the answer card 3. Revise the LMHT exam – not the priority, Regulation revision first 4. Consider changing LMHT testing site to schools where curriculum is offered, with secure exam proctoring and grading 5. Task Force meet one more time before KSBN December quarterly meetings, possibly 1st week of November	
Adjourned at 4:40 pm	Respectfully submitted by Dr. Ruth Burkhart, DNP, MSN, MA, RN-BC, LPCC	

Kansas State Board of Nursing (KSBN) December 2025 Packet

Legislative Review Plans and Sample Form Introduction

November 13, 2025

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*
>
> <u>Strategic Objective</u> 4. Legislative Engagement

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 <u>five-year</u> cycle.

In September of 2025, each KSBN committee reviewed all the statutes and regulations of The Kansas Nurse Practice Act (NPA) assigned to the committee for legislative oversight and prioritized a schedule by year for each statute and regulation to be reviewed at least once in the next five years.

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 purpose of this document is to summarize the statutes and regulations prioritized for review in calendar year 2026.

The goal of this document is to orient and train committees on how to complete this review and the resources available to each committee in completing this process.

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 or regulation in this document 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 2026.**

The column with **"Quarter Review**"** needs to be reviewed for by each committee to agree are the **quarter scheduled for review for 2026.**

Please Note: The last three (3) pages of this plan include a SAMPLE – DRAFT KSBN Revised Statutory and Regulatory Review Form using K.S.A. 65-1129 from the Finance and Risk Management Committee. This is an example of what each committee will receive for each statute or regulation schedule for review each quarter. Committees will need to review all the question and focus on the questions with an "*" to complete a summary of the statute and the potential need for revision and prioritization for legislative engagement.

Contents

Nursing Education Committee Legislative Review Schedule

Article Title	Review Year*	<mark>Quarter Review**</mark>
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.	2026	
60-1-104. Definitions	2026	
60-2-101. Requirements for initial approval	2026	
60-2-104. Curriculum requirements	2026	
60-2-105. Clinical resources	2026	
60-2-106. Educational facilities	2026	
60-2-107. Student policies	2026	
60-2-108. Reports	2026	
60-3-114. Satisfactory completion of a refresher course approved by the board	2026	
60-17-111. Requirements for advanced practice registered nurse refresher course	2026	
60-5-102. Approval procedure	2029	
60-6-101. Requirements	2026	

Needs to be reviewed by committee to agree

* These are the **priorities for 2026.**

<mark>**</mark> on the **quarter scheduled for review for 2026.**

SAMPLE - DRAFT - KSBN Revised Statutory and Regulatory Review Form

Number: K.S.A. 65-1129
Article Title: Kansas Nurse Practice Act
Title: Rules and regulations.
Type (new, amended): Amended
Effective Date (history): 1978
Authorizing KSA(s) and/or Related KAR(s):
Implementing KSA(s) and/or Related KAR(s):
History: L. 1978, ch. 240, § 9; July 1.

KSBN OVERSIGHT STRUCTURE
KSBN Oversite Committee: Finance and Risk Management Committee
Staff Review Owner: Executive Administrator
Date Last Reviewed by Committee: 2021
Review Year Cycle Number: Year 5. 2025
Quarter of Review: Q4

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

Section 1. Environmental Assessment

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

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

Yes.   However, KSBN has considered making several technical changes to this statue for several years.

How does this statute, rule or regulation compare with other states, model legislation, or healthcare accreditation standards? This statute is comparable to most states.

Have there been any changes in the National Licensure Compact, case law, statutes, rules or regulations that might impact this statute, rule or regulation? No.

*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?

- Change "shall" to "authorized"
- Reference the article and of chapter

Section 2. NECESSITY (Primarily for Rules and Regulations)

*Is the statute necessary for the implementation and administration of state law, or could it be revoked? (*necessary/ could be revoked*) Necessary.

Does the statute serve an identifiable public purpose in support of state law?   *yes/no* Yes.

Is the statute broader than necessary to meet its public purpose? (*yes/no*) No.

Education 562

Section 3. 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*) No. NA.

Is the rule and regulation necessary for federal delegation of enforcement authority to the State? (*yes/no)* No. NA.

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

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

If federal moneys could be in jeopardy, the approximate amount received for the most recent fiscal year. (*yes/no*) No. NA

Section 4. POTENTIAL FOR REVOCATION (Primarily for Rules and Regulations)

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

Removal of this statue would severely limit if not prevent KSBN from implementing other statutes in the KNPA.

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*) This statute is in active use.

***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*) This statute is in active use.

ADDITIONAL INFORMATION

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

SUMMARY OF REVIEW

Based on the summary of the information above, this KSBN Committee recommends

_____ no changes with review for another 5 years, or

_____ the Board develop a plan for revision and adoption as defined by Kansas laws.

Revisions need to address the key elements summarized in the Environmental Assessment.

Committee Reviewing:

Committee Chair: Date of Meeting:

Date Presented to Board: Board Chair:

Proposed Changes:

65-1129.   Rules and regulations. The board is authorized to adopt and promulgate rules and regulations as are necessary to carry out the provisions of article 11 of chapter 65.

History: L. 1978, ch. 240, § 9; July 1.

* This act means 65-1113, 65-1114, 65-1117, 65-1119, 65-1120, 65-1121, 65-1122 and 65-1128.