Agency Mission: To protect and promote the welfare of the people of Kansas.

Kansas Board of Nursing
Landon State Office Building, Room 509
Education Committee Agenda
March 24, 2026

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
Jill Simons, Executive Assistant

I. Quorum (minimum of 5 members present) – Yes or No
II. Call to Order
III. Review of On-Site Packet
IV. Additions/Revisions to the Agenda
V. Announcements
VI. Approval of Minutes – December 9, 2025

Consent Item Agenda
- A. Nursing Education Staff Report
- B. Complaint Log
- C. 2026 Site Visit schedule
- D. Petition to Test/Retest Summary 11/8/25 through 2/20/26

VII. Site Visit Reports
- A. Neosho County CC – ADN
- B. Fort Scott CC – ADN
- C. Johnson County Community College – PN

VIII. New Business
- A. Major Curriculum Change Requests
  1. Salina Area Technical College – ADN (2)
  2. Benedictine College - BSN
  3. Emporia State University – BSN

4. WSU Tech – PN
5. WSU Tech – ADN
6. MidAmerica Nazarene University – DE-MSN
7. Newman University – BSN

B. NCLEX 2025 Annual Report for Kansas Schools

IX. Unfinished Business
A. Reapproval of Undergraduate Nursing Programs
B. Refresher courses for KS – add'l information
   a. Colorado Nursing Center
   b. Sura College
C. Donnelly – update
D. LMHT Task Force – update
E. Legislative Review
   a. K.S.A. 65-1119
   b. K.A.R. go-1-104
   c. K.A.R. 60-2-101
   d. K.A.R. 60-3-114
F. Five-Year Combined Statute and Regulation Review and schedule

X. Agenda for June 2026
   a. 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: Mar 24, 2026 08:30 AM Central Time (US and Canada)
Topic: Kansas State Board of Nursing - Education Committee

Join from PC, Mac, iPad, or Android:
https://us02web.zoom.us/j/86296076729?pwd=H4sSVu5Pl3jzdJ3nSh14bGbvIu5v8k.1
Passcode:KsbnEDComm

Phone one-tap:
+12532158782,,86296076729#,,,,*1336114665# US (Tacoma)
+13462487799,,86296076729#,,,,*1336114665# US (Houston)

Join via audio:
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 669 444 9171 US

+1 669 900 6833 US (San Jose)
+1 719 359 4580 US
+1 253 205 0468 US
+1 507 473 4847 US
+1 564 217 2000 US
+1 646 876 9923 US (New York)
+1 646 931 3860 US
+1 689 278 1000 US
+1 301 715 8592 US (Washington DC)
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International numbers available: https://us02web.zoom.us/u/kd6OjRenlw

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Staff Report

Date: March 4, 2026

TO: KSBN Board Members

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

RE: March 2026 Education Staff Report

Purpose of the Agenda Item and/or the Board Action Requested:

This report is an update on the activities of the Education Compliance Officer for November 19, 2025, through March 1, 2026, in support of the KSBN strategic plan. No Board action is requested at this time.

Strategic Outcome and actions to support the outcome:

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

- ***KAR 60-2-102***
  - *Three completed **site visits** this quarter:*
    - ✓ *Neosho Community College – ADN reapproval visit - done in conjunction with an ACEN visit*
    - ✓ *Fort Scott Community College – ADN program – follow-up/focus visit per board action*
    - ✓ *Johnson County Community College – PN program – 5-year reapproval visit*
  - ***Schedule change** for Mid-America College of Health Science – moved to April to accommodate new Program Administrator and a change in clinical calendar for the current session. There will be three site visits in April.*
  - ***Changes in Nursing Program and Program Administration** through 3/1/2026:*
    - ✓ *Emporia State University recently celebrated the grand opening of its new Nursing and Student Wellness Center on the main ESU campus. The 32,000-square-foot building serves to enhance academic experience for the nursing students as well as fulfill several logistical and fiscal goals of the college. The nursing program is relocating from its current spot at Newman Regional Health's Cora Miller Hall.*

- ✓ *Donnelly College announced Gina Taylor, DNP, RN, as the new Director of Nursing, effective 1/5/2026. Interim Director Laura Sampson MSN, RN, will remain at Donnelly as the Assistant Director for the programs.*
- ✓ *Mid-America College of Health Sciences has a new Director for their PN program, effective 1/2/2026. Natalie Roberts-Wilner MSN/MHA, RN, Gero-BC*
- ✓ *Emporia State University announced that Katelyn Haddock, DNP, MSN, MBA, RN will be serving as the Interim Assistant Dean for Nursing effective February 16, 2026.*
- ✓ *Hutchinson Community College has named Alison Casebolt, MSN, RN, CNE as the Director of Nursing for both the ADN and PN programs. Alison has served as the ADN Director since March of 2022. She has been serving as the Interim Director for the PN program since 7/1/25. She also serves as co-chair of the Allied Health department.*

- ***KAR 60-2-103***
  - ***168 Faculty Qualification Reports received in 1Q26****. Ninety-six (96) were processed and approved, 10 were incomplete and returned for additional information and 62 are pending.*
    - ✓ *63 (**66%**) were **initial** FQRs; Twenty-nine (46%) 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). This is down from 55% for 2025.*
    - ✓ *33 (**34%**) were **updates**; 54% of updates were for those on continued hire exceptions or degree plans; 27% were for those completing degree plans.*
    - ✓ *35% were for BSN faculty; 42% for ADN faculty; 23% for PN 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.*
- ***KAR 60-2-104***
  - *Three Minor curriculum change requests were approved this quarter:*
    - ✓ *Ottawa University – change in course title and number for NRS 46003 Nursing Research and Evidence-Based Practice to NRS 46002 Evidence-Based Nursing Practice in a Global Context to better reflect content*
    - ✓ *Wichita State University – update student learning outcomes for NURS 307 Introduction to Nursing Pharmacology*
    - ✓ *Butler Community College – move introduction of perfusion and gas exchange concepts from NR 101 Health Assessment to NR 102 Fundamentals of Nursing Practice.*

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

- Submitted response and reviewed results for five NCSBN web surveys for Education on the following topics:
  - Standing Orders addressed in regulation – MS BON
  - Pass Rate Benchmarks – KY BON

- Out of State Clinical Restrictions – MA BON
- APRN Role Recognition – OR BON
- Nursing Complaints & Case Activity – MS BON

- *Education Annual Report – annual report debriefing with NCSBN*
  - *A debriefing session for the 2025 annual report year was held with NCSBN and several participating states. The number of participating boards are 36, representing more than 1700 nursing programs and 200K students.*
  - *The NCSBN annual core survey has now been in place for 5 full years and now has information contained in an interactive database that shows participating states and data for 2022 and 2023. There are reports available going back to 2020 on the website. NCSBN is working on interactive dashboards for all states that are participating in the coming year.*
  - *National Nursing Database on NCSBN website: https://www.ncsbn.org/nursing-regulation/education/national-nursing-education-database.page*
  - *Reminder: KSBN worked with NCSBN to produce a Kansas dashboard (similar to the one just developed for the national program 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.*

- *Other Education Activities:*
  - ***LMHT task force follow up** – task force was able to meet one time to discuss priorities for 2026 with a focus on regulation revision and LMHT test revision.*
  - *NCSBN Education Network monthly calls – stay connected with other state boards on education topics such as status on remote proctoring for NCLEX, Model Education Rules & Act from NCSBN, site visit guidelines, innovations in nursing education, ANCC certifications, update on the regulatory approval guidelines, and coming soon is a call regarding guidance to NRBs when legislators /policymakers want to make changes that the NRB does not feel should be made..*
  - *Continuing with mentoring process with WY Ed Consultant per an ask from NCSBN. .*

School / Program	Date Rec'd	W=written V=verbal/phone	Complaint Type C = communication CU = curriculum D = Director issue F = faculty issue G = General H = hostile school environment P = policy	Other complaints for same issue for this school? Y / N	Formal Complaint or Grievance filed with school? Y = yes N = No U = unknown	KSBN Statute or Regulation being addressed?	Date Action Taken by KSBN staff	Date Response Rec'd by KSBN	Further Action Required by school / program? Y/N
MidAmerica Nazarene University	10.7.24	W	C, P	N	N	K.A.R. 60-2-107	10.11.24	10.25.24	N
Donnelly	11/19/2024	V	C, D, P	Y	U	K.A.R. 60-2-107	12.13.24	12.17.24	Y
Donnelly	12.2.24	V	C, D, P	Y	U	K.A.R. 60-2-107	12.10.24	12.17.24	will watch
Donnelly	12.10.24	W	C, H, P	Y	Y, per student	K.A.R. 60-2-107	12.10.24	12.17.24	resolution from school needed
Donnelly	12.10.24	W	CU, H, P	Y	U	KAR 60-2-104 K.A.R. 60-2-107	12/13/2024	12/17/2024	watching
Donnelly	1/17/2025	W	C, G, P	Y	U	K.A.R. 60-2-107	1.17.25	1/23/2024	Y - cont'd concerns

School / Program	Date Rec'd	W=written V=verbal/phone	Complaint Type C = communication CU = curriculum D = Director issue F = faculty issue G = General H = hostile school environment P = policy	Other complaints for same issue for this school? Y / N	Formal Complaint or Grievance filed with school? Y = yes N = No U = unknown	KSBN Statute or Regulation being addressed?	Date Action Taken by KSBN staff	Date Response Rec'd by KSBN	Further Action Required by school / program? Y/N
Donnelly	2/7/2025 and 2/20/25	V, W	C, CU, P	Y	N	KAR 60-2-104 K.A.R. 60-2-107	2/11/2025	onsite at school	Y
Donnelly	3/21/2025	W		y-similar		K.A.R. 60-2-107	3/24/2025		Y
Donnelly	5/1/2025	E		N		K.A.R. 60-2-107	5/1/2025	5/1/2025	N - KSBN did take further action
Donnelly	5/22/2025	W	C, CU, G, H, P	Y	Y, per student	KAR 60-2-104 K.A.R. 60-2-107	5.23.25	5/23/2025	Continue to monitor. Need documentation of improved communication.
Donnelly	5/28/2025	V	C, F, P	Y	U	K.A.R. 60-2-107	6.9.25	6.9.25	Y
Donnelly	5/28/2025	V	C, CU, D, F, P	Y		KAR 60-2-104 K.A.R. 60-2-107	6.9.25	6.9.25 at Bd mtg	Y

School / Program	Date Rec'd	W=written V=verbal/phone	Complaint Type C = communication CU = curriculum D = Director issue F = faculty issue G = General H = hostile school environment P = policy	Other complaints for same issue for this school? Y / N	Formal Complaint or Grievance filed with school? Y = yes N = No U = unknown	KSBN Statute or Regulation being addressed?	Date Action Taken by KSBN staff	Date Response Rec'd by KSBN	Further Action Required by school / program? Y/N
Donnelly	6/3/2025	W		Y - similar		K.A.R. 60-2-107	6/9/2025	no news on appeal from school	Y
Donnelly	6/16/2025	W	CU, C, P	N	Y	K.A.R. 60-2-107	6/17/2025	6/19/2025	N
Donnelly	7/19/2025	W	C, CU, P	Y		KAR 60-2-104 K.A.R. 60-2-107			Y
Donnelly	8/15/2025	W, V	C, D, G, H, P	Y	Y	KAR 60-2-104 K.A.R. 60-2-107	8/18/2025 to S 8/20/25 to school	8/19/2025 from student	Y
Donnelly	8/20/2025 10/14/25	W	C, CU, D, P	Y	U	KAR 60-2-104 K.A.R. 60-2-107	8.20.25	10/13/25 - asked for appeal documentation - only got student side - no resolution	Y
Donnelly	8/20/2025	W	D, H	Y	Y	KAR 60-2-104 K.A.R. 60-2-107	9/2/25 email	9/5 email	No per school. Still issue of policy violations and effect on student

School / Program	Date Rec'd	W=written V=verbal/phone	Complaint Type C = communication CU = curriculum D = Director issue F = faculty issue G = General H = hostile school environment P = policy	Other complaints for same issue for this school? Y / N	Formal Complaint or Grievance filed with school? Y = yes N = No U = unknown	KSBN Statute or Regulation being addressed?	Date Action Taken by KSBN staff	Date Response Rec'd by KSBN	Further Action Required by school / program? Y/N
Donnelly	8/27/2025 10/14/25	W,V	C, P, H	Y	U	KAR 60-2-104 K.A.R. 60-2-107	9/2/25 email	9/5/email	Y
Donnelly	10/13/2025	W, V	C, F, D, P	Y	U	KAR 60-2-103 KAR 60-2-104 K.A.R. 60-2-107	10/15/2025 during SV exit		Y
Donnelly	10/14/2025	W, V	CU, F	Y	Y	KAR 60-2-103, KAR 60-2-104, K.A.R. 60-2-107	10/15/2025 during SV exit		Y
Donnelly	10/14/2025	W			Y	KAR 60-2-103, KAR 60-2-104, K.A.R. 60-2-108	10/15/2025 during SV exit		Y
Donnelly	10/14/2025	W	C, F, H, P	Y	U	KAR 60-2-103, KAR 60-2-104, K.A.R. 60-2-109	10/15/2025 during SV exit		Y
KU Nurse MidWife graduate program	12/22/2025	W	CU, F, P	No	U - did file with accrediting org. (ACME)	KAR 60-17-104, 105, 108	12/24/2025	12/24/2025	will followup in new year 1/14/26 response from program - no further f/u for now

School / Program	Date Rec'd	W=written V=verbal/phone	Complaint Type C = communication CU = curriculum D = Director issue F = faculty issue G = General H = hostile school environment P = policy	Other complaints for same issue for this school? Y / N	Formal Complaint or Grievance filed with school? Y = yes N = No U = unknown	KSBN Statute or Regulation being addressed?	Date Action Taken by KSBN staff	Date Response Rec'd by KSBN	Further Action Required by school / program? Y/N
Highland CC	1/27/2026	W	P, CU	No	Y	KAR 60-2-106	1/27/2026	1/29/2026	N

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 Patty Palmietto	Reapproval
March 17-20	NCSBN Midyear meeting			
March 23-25, 2026	KSBN Board meetings			
April 7-8, 2026	WSU Tech	PN	Janelle Martin Angela Murray	Reapproval
April 13-14, 2026	Mid-America College of Health Sciences	PN	Janelle Martin Debie Pile	Follow-up on Conditional approval per board
April 22-23, 2026	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	KCKCC	PN	Janelle Martin Karen Kidder	Reapproval

Petition for Permission to Test/Retest NCLEX Summary
11/16/2025 to 3/1/2026

Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Paola Tinoco Hernandez	RN	No	May-22	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	1/7/2026
Essynce Lockhart	RN	No	Dec-22	1) Additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical to cover all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class(es) to review all unsuccessful areas	2/23/2026
Mariah Rodriguez	PN	No - never taken NCLEX	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	2/23/2026

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

Program: Neosho County Community College - Bilevel ADN **Date(s):** Feb. 3-5, 2026

Last KSBN Visit: Spring 2018 **Accrediting Agency& Date of Last Visit:** ACEN Feb. 2018

Visitors: Patty Palmietto, DNP, MSN, RN – KSBN Education Committee member; Janelle Martin MHSA, RN – KSBN Nursing 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 Nursing program est. 1982 Ottawa campus est. 1989	Self-Study VRR	X		Neosho Co Community College 800 West 14th Street Chanute, KS 66720-2699 Satellite: 900 East Logan Street Ottawa, KS 66067-2056 NCCC is accredited by HLC
	Names of primary administrative officials	Self-Study	X		Dr. Brian Inbody Ed.D. – President Dr. Sarah Robb Ed.D. – VP for Student Learning Sandi Solander MS, BS, CPA – CFO
	Organizational chart for the institution	Self-Study VRR	X		VRR – reviewed President>VP for Student Learning> DON
	Current contact information	Self-Study	X		SSR, pg. 2 Laura Mallett, MSN, RN DON, NCCC 800 W. 14th Street Chanute, KS 66720 620/432-0396 (O) 620/432-9841 (Fax) Lmallett@neosho.edu
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site VRR	X		Reviewed – no sig. findings

Topic: Regulation	Supporting Information	Location	Met	Not Met	Comments
	Copy of school's current catalog	Self-Study VRR	X		Reviewed
Description of nursing program	Organizational chart for nursing program	Self-Study VRR	X		Pg 34 SSR 2 FT Administrative positions – DON and ADON
	Number of faculty	Self-Study VRR	X		Pg. 5 SSR 7 FT (4 Chanute, 3 Ottawa) 19 PT/Adjunct
	Number of non-teaching staff	Self-Study	X		3 - Admin Assistants (2 in Chanute, 1 in Ottawa)
	Number of students admitted per year	Self-Study	X		Approved for 48 admits on each campus (96) plus up to 20 LPN to RN each year. 2025 – 111 admits Chanute – 29 Ottawa – 52 Hybrid/Chanute – 30
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		Laura Mallet, MSN, RN
	Qualifications	Self-Study	X		MSN, RN; spent 7 years as ADON of the program; faculty at NCCC since 2013.
	Responsibilities	Self-Study	X		See Position description – responsible for nursing programs
Faculty selection and input into program Nursing Faculty Handbook = NFHB Faculty Handbook for college = FHB	Teaching responsibilities	Self-study	X		No assigned teaching load Currently teaching 6 credit hours due to faculty being down 2 FT positions
	Faculty organizational by-laws	Self-Study VRR, NFHB	X		NFHB pg. 22
	Faculty job description	Self-Study VRR	X		VRR
	Faculty selection process	Self-Study	X		VRR
	Faculty orientation plan	Self-Study	X		VRR – There is a college plan and a checklist completed for most faculty. Nursing-specific orientation has been completed, and a mentor checklist was observed by site visitors, but not

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					always in faculty files.
	Faculty handbook	Onsite or VRR	X		VRR
	General faculty meeting minutes for last 3 years	On-site or VRR	X		reviewed
Faculty qualifications	Name of faculty	Self-Study			Pg 34-37 SSR
(Enclose a table that displays the following information):		VRR	X		
	FT or PT (use FTE)	Self-Study VRR	X		
	Academic Credentials	Self-Study VRR	X		
	Institution granting degree	Self-Study VRR	X		
	Area of clinical expertise	Self-Study VRR	X		
	Area(s) of assignment	Self-Study VRR	X		
	Licensure	Self-Study VRR	X		
	Indicate degree plan and progress towards degree if applicable	Self-Study VRR	X		
	List all faculty hire exceptions including course hired to teach	Self-Study	X		
	Faculty file review	On-site or VRR	X	X	Process to make sure all KSBN required documents are in faculty Files. Several hire exceptions were expired and one adjunct did not have an FQR. Some orientations missing.
Preceptor qualifications and information (for current semester) – **RN only** Nursing Student Handbook = NSHB College Student Handbook = SHB	Preceptor criteria & selection	Self-Study or VRR	N/A		Do not use preceptors SSR 50-51
	Preceptor job description	Self-Study	N/A		Do not use preceptors SSR 50-51
	Identified roles of preceptors, faculty, and students	Self-Study	N/A		Do not use preceptors SSR 50-51
	Preceptor orientation materials	Self-Study	N/A		Do not use preceptors SSR 50-51
	Preceptor signatures showing date orientation completed	Self-Study/On-site	N/A		Do not use preceptors SSR 50-51
	Name of preceptor and course with Prefix& number (ex: NURS 1011)	Self-Study	N/A		Do not use preceptors SSR 50-51
	Preceptor State of license &License number	Self-Study	N/A		Do not use preceptors SSR 50-51
	Methods of contact between faculty & preceptor	Self-Study	N/A		Do not use preceptors SSR 50-51

Topic egulation	Supporting Information	I ation	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 VRR, CC, NSHB	X		College Catalog, pg. 18-20, NSHB pg. 10
	Degree plan for each degree being granted	Self-Study CC	X		College Catalog, pg. 71 and 105
	Oral and written English proficiency	Self-Study CC	X		College Catalog, pg. 21

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
College/Academic catalog = CC Nursing Student Handbook = NSHB College Student Handbook = SHB	Readmission	Self-Study CC	X		College Catalog, pg. 24
	Progression	Self-Study CC	X		College Catalog pg. 37
	Counseling &guidance	Self-Study CC	X		College Catalog pg. 67
	Student role versus employee role	Self-Study	X		NSHB
	Representation on faculty governance	Self-Study NSHB	X		NSHB pg. 76
	Graduation	Self-Study CC, NSHB	X		College Catalog pg. 32, NHSB pg. 55-57
	Refund policies governing all fees and tuition paid by students	Self-Study	X		Pg. 35 of college catalog
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		Pg. 217-18 of college catalog
	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	X	Information was found on website after several attempts. Please see Opportunities for additional information.
	Student Handbook	On-site or VRR	X		VRR
Student support services	Description of student safety measures	Self-Study	X		Pg. 57 – College Catalog
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		College catalog pg. 64 Nursing student handbook Faculty Handbook
Student records	Review student files	On-site or VRR	X		Student files contained all applicable paperwork from admission to current policy change papers
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		Samples of student work were provided and reviewed.
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		
	Required Nursing courses that include course description, objectives, content outline, and method of evaluation	Self-Study	X		

Topic Regulation	Supporting Information	cation	Met	Not Met	Comments
Nursing Student Handbook = NSHB College Student Handbook = SHB Nursing Faculty Handbook= NFHB	(include list of clinical facilities if applicable)				
	Credit hours for each non-nursing course	Self-Study	X		
	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	Self-Study	X		ADN program – 64 credit hours Nursing courses – 42 cr hrs
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	N/A		N/A
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	N/A		N/A
	List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours per course).	Self-Study	X		PCC III - 12/180 hrs = 6.6% PCC IV - 12/180 hrs = 6.6%
	List all preceptor hours for each relevant course. (cannot exceed 20% of total clinical hours/nursing program excluding capstone course)	Self-Study	N/A		Preceptors are not used
	Testing process with test analysis and the written test procedure	Self-Study	X		Nursing Faculty Handbook pg. 50-54
	Number of students per class	Self-Study	X		Chanute has a 1:20 class ratio, and Ottawa has a 1:36 class ratio
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study or VRR	X		Most clinical rotations are at a 1:5 or 1:8 ratio, based on the facility, below the 1:10 ratio
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study CC	X		The degree plan is in the CC, including the classes.
	Art and science of nursing	Self-Study	X		The degree plan is in the CC, including the classes.
	Didactic content and clinical experiences to meet the objectives in the curriculum table that follows	Self-Study	X		

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study VRR	X		VRR separate table listed
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		VRR separate table listed
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		VRR separate table listed
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		VRR separate table listed
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	X		Outcomes are for the ADN program alignment on KBOR website
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	X		No changes not requiring board approval outside of textbook and outline changes.
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		Chanute has multiple classrooms and adequate lab space. Ottawa has multiple classrooms and a simulation hospital.
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		Each faculty had an office in a separate hallway at both Ottawa and Chanute
	Secure space for student records	Self-Study & On-Site	X		Records are double locked in both Ottawa and Chanute.
	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		24-hour IT support is available, as is 24-hour access to the library and its resources.
	Satellite program facilities		X		Ottawa, KS, is considered their satellite program
	Other points of interest		n/a		N/A
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		The library is open 24 hours a day, and the basement houses "The Cave," a study center.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Clinical Resources (KAR 60-2-105)					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site or VRR	X		Kept electronically. The uploaded contracts to the VRR were reviewed. 6 out of 15 were signed and within expiration dates. Coffeyville was not signed and ended 6/30/12; Children's Mercy expired 8/1/22; Allen County expired 5/31/22; Fredonia was not signed and expired 12/2009; Neosho Memorial expired 6/30/96; Olathe Med Center (should be KU Med now) expired 6/2012; St. Francis expired 7/31/2021; St. Lukes expired 7/1/25; KU only had page 14 (Background check) of the 16 pages uploaded to the VRR.
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		15 affiliated agencies.
	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		Scheduling is done to ensure there are enough patients and space for more than one program student at a time but usually has one school at a time.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		Contracts have appropriate language.
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Visited a critical access hospital, which had 7 students and more than enough patients with varying conditions to meet curriculum objectives. Multiple departments are used for student learning (MS, OB, ER, ICU, Surgery)
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		2020 82.83% 2024 85.45% 2021 83.15% 2025 83.67% 2022 83.93% 2023 84.75%

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Financial support for nursing program	Audited nursing program fiscal report for the previous two years including income and expenditures.	Self-Study	X		Information included in self-study.
	Budget procedures	SS, Meeting Faculty Handbook	X		In the spring, directors will submit budget requests to the VP of Academics. The VP will review the budgets, forward them to all authorities for approval and revision, and then return them to the departments. Individual departments manage their own budgets. Faculty handbook pg. 37
Advisory Committee	Review Advisory Committee minutes	On-Site or VRR			
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See individuals under On-Site Interviews
	General education and required support course faculty	On-Site	X		See individuals under On-Site Interviews
	Support services	On-Site	X		See individuals under On-Site Interviews
	Students	On-Site	X		See student numbers and levels under On-Site Interviews
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 Supervisor, CNO unavailable.
	Staff RN's	On-Site	X		Nurses Rose, Tiana
	Preceptors	On-Site	N/A		Do not use preceptors
	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 / VRR	X		The VRR only contained the Level 1 Program Evaluation Plan. Obtained Level II plan which is complete and does have some trended data
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site / VRR	X		In faculty minutes and connection to Advisory minutes as well.

On-Site Interviews

Administration:

- Dr. Brian Inbody, President
- Dr. Sarah Robb, VP Student Learning
- Sandi Solander, CFO

Student Support Services:

- Andrew Haworth, Advising, LCP & LCAC
- Phillip Chaney, Dean of IT
- Kerri Coombs, Dean of Student Services (Admission)
- Todd Knispel, Director of Library Services
- Karin Jacobson, Director of HR
- Jennifer Daisy, Financial Aid Director
- Dr. Stephen Dowell, Dean of Assessment & Institutional Effectiveness

Multi-modal Student Meeting:

- 4 traditional 2nd level students in person
- 9 traditional 2nd level students on Zoom
- 11 first-level traditional students in person
- 1 first-level traditional student on Zoom
- 2 hybrid students on Zoom

Faculty Meeting:

- Heather Morin, MSN, AGPCNP - Ottawa FT faculty
- Dr. Hailey Kepley, DNP, APRN - Chanute FT faculty
- Melissa Lawrence, MSN, RN – Chanute FT faculty
- Elizabeth Rouselle, (MSN), BSN, RN - Chanute FT faculty (degree confirmation is pending – all credit hours are complete)
- Janet Mitchell, MSN, RN - Hybrid Instructor and Chanute campus faculty

Class observation scheduled but instructor completed class early and so no observation was done.

Advisory Board:

- Marlene Eicher – Baker University, Associate Dean Graduate Programs
- Jennifer Newton RN – CNO, Neosho Memorial Regional Medical Center
- Suzanne Garcia, RN – CNO, Coffey County
- Debbie Brinkley, RN – Osawatomie State Hospital
- Dr. Jan Schiefelbeine – Pittsburg State University
- Dawn Wright, RN – Coffeyville Regional Medical Center

Clinical Site Visit – Neosho Memorial RMC – ADN students; Faculty – Elizabeth Rouselle

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Strengths:

- Nursing is very important to the community and also highly regarded. The college is very committed to the success of the nursing program and the students in the program.
- Professional Development dollars are provided each year. Faculty feel they have good opportunities for professional development.
- Mentorship program for new faculty and adjuncts.
- Hospital nurses praise how ready the students are for clinical and perform many procedures very competently.
- Multiple healthcare resources for students close to campus, including mental health.
- All college tutoring services are free.
- Lists of scholarships and grants, including strong use of the Kansas Promise Act.
- 24-hour IT support
- 24-hour accessibility to the Library with student badge access
- Faculty feel well supported by nursing administration and have input into budget and curriculum

Opportunities:

- No survey post-graduation?
- Better and more timely communication to students for policy and curriculum scheduled changes.
- Exams don't seem to match the study materials. A change in study materials should trigger review of test questions to assure they are still applicable to current curriculum resources.

- Students feel clinical access isn't the same for all students.
- Invite and involve students more in faculty and advisory board meetings.
- Provide an appropriate (quiet, uninterrupted) space for accommodation testing for nursing students.
- When viewing the Self Study, it was noticed that the LPN End of Course Outcomes are not in compliance with the KSBN /KBOR change in 2023 to align PN level by pre-reqs and EOPSLOs.
- Review/ follow policy for assuring faculty files have KSBN required documentation and are up to date.
- Admission information about K.S.A. 65-1120 for potential licensure limitations needs to be more accessible for prospective students without multiple clicks. (Possibly where Admission information is)
- Orientation to the nursing program was not in faculty files; some had college checklists, but no nursing orientation.

Recommendations:

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

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

Program: Fort Scott Community College **Date(s):** 18-19 February 2026

Last KSBN Visit: 9/24-26/2024 **Accrediting Agency& Date of Last Visit:** ACEN 9/24/2024

Visitors: Karen R. Kidder, 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 (KAR 60-2-102)					
Description of legal body responsible for policy and support of the program and/or home institution Accreditation Self-Study report = SSR KSBN SS = KSBN Virtual Resource Room = VRR	Address of the institution	Self-Study VRR	X		2108 Horton St. Fort Scott, KS 66701
	Names of primary administrative officials	Self-Study	X		Vickie Laderer, MSN, RN - Dir of Nsg Jack Welch, EdD - President Larry Guerrero - VP Academic Affairs Vanessa Poyner – VP Student Affairs Gina Shelton – VP Finance Lindsay Hill – Chief of Staff, Dean of Advancement
	Organizational chart for the institution	Self-Study	X		Self Study-Page 4
	Current contact information	Self-Study	X		Vickie Laderer 602.223.2700 - ext 8106
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site VRR	X		Reviewed.
	Copy of school's current catalog	Self-Study VRR	X		Catalog - Fort Scott Community College
Description of nursing program	Organizational chart for nursing program	Self-Study VRR	X		Self-study, page 5

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Number of faculty	Self-Study VRR	X		SS, pg 6 - see Faculty Table; 2 FT, 1 PT, 3 adj (one adjunct is FT in the Allied Health Department
	Number of non-teaching staff	Self-Study	X		1 Admin - Shelley Brennon
	Number of students admitted per year	Self-Study	X		On conditional approval with no admissions 9/2024; Approved for up to 20 students for Fall 2025 - admitted 13. Currently have 10 students in semester 2 and 9 students in semester 4 of the program.
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		Vickie Laderer, MSN
	Qualifications	Self-Study	X		Kansas Registered Nurse (RN) license, Master's Degree in Nursing.
	Responsibilities	Self-Study	X		SS, page 9
Faculty selection and input into program Nursing Faculty Handbook = NFHB Faculty Handbook for college = FHB	Teaching responsibilities	Self-study	X		None
	Faculty organizational by-laws	Self-Study VRR	X		Nursing Faculty Handbook, p63, App D
	Faculty job description	Self-Study VRR	X		Full-time instructor job description and Adjunct job description
	Faculty selection process	Self-Study	X		VRR – in Faculty Handbook
	Faculty orientation plan	Self-Study	X		VRR - FSCC Nursing Program Orientation Policy
	Faculty handbook	Onsite or VRR	X		VRR
	General faculty meeting minutes for last 3 years	On-site or VRR	X		VRR

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		Faculty table still had 3 faculty that are no longer with the program
	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		One FT faculty on degree plan for MSN
	List all faculty hire exceptions including course hired to teach	Self-Study	X		Two hire exceptions for adjunct faculty
	Faculty file review	On-site or VRR	X		On-site
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		VRR – information all available – will not use preceptors until capstone
	Preceptor job description	Self-Study	X		VRR
	Identified roles of preceptors, faculty, and students	Self-Study	X		VRR
	Preceptor orientation materials	Self-Study	X		VRR
	Preceptor signatures showing date orientation completed	Self-Study/On-site	X		VRR
	Name of preceptor and course with Prefix& number (ex: NURS 1011)	Self-Study	X		
	Preceptor State of license &License number	Self-Study	X		
	Methods of contact between faculty & preceptor	Self-Study	X		

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

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Student policies: Provide written evidence of the following College/Academic catalog = CC Nursing Student Handbook = NSHB College Student Handbook = SHB	Admission of generic, transfer, and articulation students	Self-Study VRR	X		Student handbook
	Degree plan for each degree being granted	Self-Study	X		Nsg Student handbook
	Oral and written English proficiency	Self-Study	X		Nsg student handbook
	Readmission	Self-Study	X		Nsg student handbook
	Progression	Self-Study	X		Nsg student handbook
	Counseling &guidance	Self-Study	X		Nsg student handbook p 37
	Student role versus employee role	Self-Study	X		Nsg Student handbook, p 42
	Representation on faculty governance	Self-Study	X	X	Not addressed in NSHB – did receive update from DON that information was in the NFHB and will be addressed at next faculty meeting
	Graduation	Self-Study	X		Nsg student handbook p 23
	Refund policies governing all fees and tuition paid by students	Self-Study	X		Nsg student handbook, p 41
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		Employee Handbook
	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		Nsg Student handbook
	Student Handbook	On-site or VRR	X		
Student support services	Description of student safety measures	Self-Study	X		
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		Mental health counseling available on campus; no on campus student health services – information provided in student

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
					handbooks regarding availability of services
Student records	Review student files	On-site or VRR			Not reviewed
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	On-Site or VRR	X		
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		In College Catalog
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X		College Catalog and nursing handbook have inconsistencies in number of nursing credits. DON found issue in college catalog and it will be corrected at next printing. Online degree plan is correct.
Nursing Student Handbook = NSHB	Credit hours for each non-nursing course	Self-Study	X		OK
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)	Self-Study	X		Syllabi – 41 credit hours for nursing courses
Nursing Faculty Handbook= NFHB	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		Syllabi

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical reflect observation rather than participation in activities.	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical reflect observation rather than participation in activities.	Self-Study	X		Syllabi
	List all simulation hours each relevant course. Cannot exceed 50% of clinical hours per course.	Self-Study	X		Syllabi have been updated. Clinical courses note simulation.
	List all preceptor hours for each relevant course. Cannot exceed 20% of total clinical hours for the nursing program (excluding capstone course).	Self-Study	X		Syllabi
	Intentionally blank				
	Testing process with test analysis and the written test procedure	Self-Study	X		Nursing Faculty Handbook pg. 37 – new testing procedure per 2024 recommendation
	Number of students per class	Self-Study	X		Up to 20 can be accommodated. Current: 4th semester – 9 2nd semester - 10

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study or VRR	X		Faculty handbook, p 61
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		Anatomy & Physiology, English 101, General Psychology, College Algebra or Applied Math for Nursing, Microbiology, Psychology of Human Lifespan, and Nutrition.
	Art and science of nursing	Self-Study	X		All courses
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		
Curriculum Table: Identify the nurs non-nursing cours contribute to the s learning for 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		
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	X		

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	NA		Major curriculum change in June 2025 approved. Started with Fall 2025 cohort.
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		On site
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		On site
	Secure space for student records	Self-Study & On-Site	X		On site
	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		Site visit
	Satellite program facilities		NA		Paola campus for FSCC – not currently accepting nursing students at this campus
	Other points of interest				
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		Site visit
Clinical Resources (KAR 60-2-105)					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site or VRR	X		On-site

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		On-site
	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		On-site
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Virtual discussion with Osawatomie State Hospital for Mental Health rotation
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		Self-study, page 22 2025 -88% (11/13) 2024-93.3%, 2023-78.9%, 2022-69.5, 2021-62.86%, 2020-77.76% 2019- 70.00%
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		Self-study
	Budget procedures		X		Self-study
Advisory Committee	Review Advisory Committee minutes	On-Site or VRR	X		Reviewed – last two meetings well documented

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See below
	General education and required support course faculty	On-Site	X		See below
	Support services	On-Site	X		See below
	Students	On-Site	X		Spoke with 8/9 4th semester students Spoke with 9/10 2nd semester 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		Osawatomie
	Preceptors	On-Site			NA
	Individuals conducting observational experiences	On-Site			NA
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		New PEP in 2024 – faculty involvement minimal due to many changes but they have spent time with consultant and director to get a better plan in place.
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site / VRR	X		Make sure connections between faculty minutes and discussion are evident in actions taken.

On-Site Interviews:

Vickie Laderer, DON

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments

Administration:
Jack Welch, President FSCC
Larry Guerrero, VPAA
Vanessa Poyner, VP Student Affairs
Gina Shelton, VP Finance
Lindsay Hill, Chief of Staff, Director of Foundation

Student Support Services:
Ashley Keylon, Associate Dean of Student Svcs & Director of Advising, Access Coordinator
Hannah Dunn, Director of Business Operations
Sarah Smith, Financial Aid Director
Susie Arvidson, Director of Library Services
Courtney Metcalf, Registrar
Stacy Bishop, Director of Student Services
Hollie Mason, Student Services
Jerod Wheeler, Director of Admissions

Nursing Faculty:
Cecilia Kroen, FT Faculty
Toni Bollinger, FT Faculty
Judy Nelson, Level Coordinator
Beth Hall, ADJ Faculty
Tayler Thornberg, ADJ Nursing (FT Allied Health)
Cheryl Craig, ADJ Faculty
Irene Bradbury, ADJ Faculty

Clinical site:
Debbie Brinkley, RN, Osawatomie State Hospital, Education Dept.
Sherie Cole, RN, Osawatomie State Hospital, Education Dept.

General Education Faculty:
Tracy Springer, Science Faculty

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments

Rachel Stauffer, Nutrition Faculty
Maria Bahr, English Faculty
Ashley Page, Communication Faculty

Students:
Eight 4th semester students
Nine 2nd semester students

Advisory Committee:
Dee Bohnenblust, Labette CC
Chery Giefer, Pittsburgh State University
Amy Hite, PSU
Anna Beth Gilmore, PSU
Gena Coombs, PSU
Amber Kinder, Freeman Hospital, Joplin
Anita Walden, Freeman, Fort Scott (new 2025)

Strengths:

- Strong administrative support for nursing program (new President and new VPAA beginning Fall 2025 – both have some prior experience with nursing programs).
- Nursing consultant hired 1/2025 to help with Director support and program recommendations. School plans to retain consultant in 2026.
- 4th semester students are more satisfied with the changes starting Spring 2026. Happy with current instructors and would recommend the program to others if only looking at current semester. Have strong communication with their faculty.
- Dedicated space for nursing. Adequate for now but would not be large enough for previously approved cohort of 30-40.
- Strong support from Advisory committee members
- Positive changes in curriculum with leveling of medical-surgical content across program
- 2nd semester students:
  - Think ATI is valuable,
  - Feel DON is available for concerns

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments

  - Think faculty cares about students and wants them to succeed
  - Have input into clinical sites and are given opportunity to prioritize which clinical sites they attend
  - Faculty review of exams – transparent process (this is new for them)
- Faculty observation: both FT faculty have excellent interactive classroom activities. Students very engaged and not afraid to answer, even if perhaps wrong
- General Education faculty very supportive and eager to stay involved and support nursing

Opportunities:

- Communication improving. Still have some anger with previous communication and some current responses/policies from students.
- Address attrition rate for nursing program. Rates have been over 50% for 4 of last 5 years.
- Communication between faculty and nursing administration/administration needs continued attention. Important for faculty to feel heard and part of a team. Currently have an "extra" level of admin between FT faculty and DON. Level Coordinator has benefit to DON but may create communication gap between director and faculty (only 2 FT faculty). Evaluate need for continued level?
- LPN-RN degree plan - may not fit new curriculum model – current students not pleased with a four semester option to a program that in most cases is two semesters. Consider options that would transition LPNs into 2nd year of curriculum with credit for LPN license?

Recommendations:

1. Nursing program has addressed all recommendations from previous site visit at some level. Continue to watch for stabilization of faculty and DON.
2. Recommend the program remain on Conditional Approval until one more year of passing NCLEX standard is attained. Re-evaluate at March 2027 meeting.
3. Recommendation on admission status to be determined by the Board.

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

Program: Johnson County Community College – PN Program **Date(s):** February 24-25, 2026

Last KSBN Visit: January 2021 **Accrediting Agency& Date of Last Visit:** KSBN Approval only

Visitors: Patty Palmietto, DNP, MSN, RN – 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		21201 W. 152nd Street, Olathe, KS 66061
	Names of primary administrative officials	Self-Study	X		Dr. Tony Miksa, JCCC President
	Organizational chart for the institution	Self-Study	X		Self-study (SS) pg. 30 Appendix A
	Current contact information	Self-Study	X		SS pg. 4
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	X		Fiscal reports reviewed. No significant findings.
	Copy of school's current catalog	Online	X		Online resources provided in Virtual Resource Room (VRR) and in SS Appendix
Description of nursing program	Organizational chart for nursing program	Self-Study	X		SS, App. A

	Number of faculty	Self-Study	X		7 FT, 16 Adjunct faculty to cover both the FT Day and the Eve/Wknd programs
	Number of non-teaching staff	Self-Study	X		2 FT AA; 1 PT AA's for HPSW Dept.
	Number of students admitted per year	Self-Study	X		SS pg. 10 Program approved for 80 / yr; currently admitting 32 in Fall, 24 summer part-time (Eve/Wknd), and 24 Spring.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Nursing Program Administrator, Faculty & Preceptors 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	X		Christina Rudacille, DNP, RN
	Qualifications	Self-Study	X		SS pg. 6
	Responsibilities	Self-Study	X		SS, App. B
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		SS pg. 6 – web link to By-laws used by Faculty Assembly (optional for faculty to join) Currently two nursing faculty that are part of this org.
	Faculty job description	Self-Study	X		SS pg. 6-7 – Careers website has the generic job descriptions every dept. required to use; must also have an HLC addendum that is specific to nursing and contains KSBN requirements
	Faculty selection process	Self-Study	X		SS pg. 6
	Faculty orientation plan	Self-Study	X		SS pg. 7
	Faculty handbook	VRR	X		website
	General faculty meeting minutes for last 3 years	VRR	X		Reviewed in Canvas-all minutes in and complete
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		Canvas files / faculty table in SS, App C
	FT or PT (use FTE)	Self-Study	X		7 FT, 16 Adjunct
	Academic Credentials	Self-Study	X		Ok – faculty table
	Institution granting degree	Self-Study	X		Ok – faculty table
	Area of clinical expertise	Self-Study	X		Ok – faculty table
	Area(s) of assignment	Self-Study	X		Ok – faculty table
	Licensure	Self-Study	X		Ok – faculty table
	Indicate degree plan and progress towards degree if applicable	Self-Study	n/a		Currently no one on degree plan

	List all faculty hire exceptions including course hired to teach	Self-Study	n/a		Currently no one on hire exception
	Faculty file review	On-site	X		Done w/ Director by Zoom – orientation process defined and can be articulated by faculty but not well documented in FT faculty files.
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	n/a		No preceptors utilized in program
	Preceptor job description	Self-Study			
	Identified roles of preceptors, faculty, and students	Self-Study			
	Preceptor orientation materials	Self-Study			
	Preceptor signatures showing date orientation completed	Self-Study/On-site			
	Name of preceptor and course with Prefix& number (NURS 1011)	Self-Study			
	Preceptor State of license & License number	Self-Study			
	Methods of contact between faculty & preceptor	Self-Study			
Topic & Regulation	**Supporting Information**	**Location**	**Met**	**Not Met**	**Comments**
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study	X		SS pg. 8; website catalog GPA 2.0 or better, active CNA cert., pre-reqs done (A&P, psych, med term), enrolled in or completed G&D
	Degree plan for each degree being granted	Self-Study	X		SS pg. 11
	Oral and written English proficiency	Self-Study	X		SS pg. 11; catalog
	Readmission	Self-Study	X		SS pg. 11-12; SHB pg. 45 If comb. Clin/theory course, must pass both or re-take both
	Progression	Self-Study	X		SS pg. 12, App. F; NSHB pg. 10 / policy pg. 37 No rounding of test scores or final grade if below 76; no extra credit to get to passing grade
	Counseling &guidance	Self-Study	X		SS pg. 5, 15 Catalog – Counselor with Johnson County Mental Health on site Tuesdays and available for appointments at the main campus.
	Student role versus employee role	Self-Study	X		SJB pg. 22

	Representation on faculty governance	Self-Study	X		SHB pg. 14
	Graduation	Self-Study	X		SS pg.16-17; NSHB pg. 10 Website under Student Resources
	Refund policies governing all fees and tuition paid by students	Self-Study	X		SS pg. 17; Catalog – Tuition policy https://www.jccc.edu/about/leadership-governance/policies/students/tuition-financial-aid/tuition-refunds.html
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		SS pg. 17-18; catalog; website @ jccc.edu/about/leadership&governance / policies/ nondiscrimination
	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		1) in NSHB pg. 30 - available on the website prior to admissions @ catalog /academics/nursing/ 2) SS-pg 18 3) Nursing info session is recorded and online – can be accessed prior to admission
	Student Handbook	VRR	X		Online – both regular SHB and Nursing SHB
Student support services	Description of student safety measures	Self-Study	X		NSHB pg. 7; website under Student Resources SS pg 19
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		SS pg. 20, App G Website – Student Wellness/ Student Basic Needs Center No health clinic but website has community resources pages with listings
Student records	Review student files	Canvas	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)	Canvas	X		Clinical evals, presentations

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum 60-2-102, 60-2-104, & 60-2-105					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	X		SS pg. 20/21 –must have A&P (5), G&D (3), psych (3), and med term (3) CAN (5)
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X		SS pg. 21-23 Viewed all courses in Canvas 28 nursing cr hrs 47 or 50 total program hrs w/ prereqs Using PN Core Curriculum
	Credit hours for each non-nursing course	Self-Study	X		SS pg. 20-21

					Online in catalog
	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		Online in catalog 28 cr hrs in nursing – 630 contact hours/ 315 clinical hrs
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		Catalog – KSPN 136 Safe Med Administration 25 lecture/5 lab 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		None this semester – rarely used
	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		No preceptors used
	Testing process with test analysis and the written test procedure	Self-Study		X	PNHOFH Section 4 pg 1-6
	Number of students per class	Self-Study	X		24 Daytime FT, 24 Eve/Wknd, Fall 32 Clinical – never more than 10 per 1 faculty
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		VRR – clinical schedules for F25 and S26
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		Curriculum table in Canvas
	Art and science of nursing	Self-Study	X		Curriculum table in Canvas
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		Curriculum table in Canvas

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students'	Aspects of a safe, effective care environment, including coordination of care, safety, and infection control	Self-Study	X		Reviewed in Canvas
	Health promotion and maintenance, including growth and development	Self-Study	X		Reviewed in Canvas

learning for these outcomes: For Practical Nurse Program	through the life span and prevention and early detection of disease				
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		Reviewed in Canvas
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		Reviewed in Canvas
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	n/a		None in this time period
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 & Zoom tour (live)	X		SS pg. 23 – dedicated classrooms (24, 32); Sim lab w/ recording capability; Skills lab – 8 beds w/ nurses station. Rec'd grant to build 2 LTC sim rooms
	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. 24; all FT faculty have private offices; most Adj have a private space when on campus; conference rooms available for privacy
	Secure space for student records	Self-Study & On-Site	X		SS pg. 24 Archived records – secure warehouse on Main JCCC campus; current students – PN Admin access online (Sharepoint and Castlebranch)
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	Self-Study & On-Site	X		SS pg. 24-25 Students can check out Chromebooks / laptops to use remotely if they don't have one
	Satellite program facilities		n/a		
	Other points of interest		X		Student Basic Needs Center on main campus – resources available to all students at OHEC
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & Virtual tour	X		SS pg. 25 Virtual resources and library Academic Resource Center (housed at PN campus) – have research basics

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Clinical Resources 60-2-105					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	VRR	X		Contracts handled by AVP of AA (Dr. Singh) – all contracts visible to PN program through Sharepoint. All current sites have UTD, signed contracts
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	Self-Study & VRR	X		PN program director does ongoing outreach w/ facilities to keep options open
	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 & VRR	X		Use MO-KAN for some sites but mostly separate contracts Strong relationship w/ Olathe MC and they provide many sites. Have not had to share many sites w/ other programs at the times they go. JCCC-PN schedules add'l days each semester to prepare for snow days, make-up days, etc.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & VRR	X		In contract language
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	In person-Good Samaritan	X		Met with students and spoke with the Administrator, CNO, Physical Therapist, CNA, and Nurse.
Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104					
Program NCLEX pass rates	NCLEX-RN or PN Pass rates for the last 5 years (first time candidates)	Self-Study	X		2020 88.89 2021 91.30 2022 88 2023 95.12 2024 94.92 2025 95.52
Advisory Committee	Review Advisory Committee minutes	VRR	X		SS pg.27, Meets 2X/year; Director emails updates to members throughout the year including student representatives
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		SS pg. 27/28 reviewed

	Budget procedures		X		SS pg. 22 Director meets w/ budget committee 2x/year and works with Dean on program and division needs
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	Zoom	X		See list below
	General education and required support course faculty	Zoom	n/a		See list below
	Support services	Zoom	X		See list below
	Students	Zoom	X		Met w/ 30 PN students (mixed day and evening cohorts)
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	Zoom	X		
	Staff RN's	Zoom	X		
	Preceptors	On-Site	n/a		n/a
	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/ VRR	X		SS pg. 23, App N Revised recently (only 3 faculty present when the original was made)
	Use of program evaluation data for ongoing program improvement	Self-study/ VRR	X		Faculty minutes Advisory

Interviews done in person and via Zoom:

Administration:

- Dr. Tony Miksa, President /CEO
- Chad Sanner, Dean, Healthcare Public Safety and Wellness
- Gurbhushan Singh, VP of Academic Affairs/Chief Academic Officer
- Shelia Maupin, Assoc Vice President Instruction
- Christina Rudacille, DNP, MSN Ed., RN – Director, Practical Nursing and Health Occupations

PN Support Personnel:

- Melanie Roberts, Academic Counselor for Healthcare Programs
- Farrell Jenab, Director Faculty Development
- Ashley Jost, Coordinator Financial Aid/Scholarships
- Leslie Dykstra, Director of Adult Education
- Teresa Tate, Coordinator Admissions Processing
- Rachel Haynes, Directo-Employee Engagement & Development
- Mark Daganaar, Director of Library Services

Gen Ed Faculty:

- Pete Peterson, Psychology
- Corey Sullivan, Human Science/A & P
- Connie Reishman, CNA, Med Term, Refresh
- Lisa Kobularcik, CNA, Med Term
- Judy Waechter, CNA, CMA, Refresher

Advisory Council:

- Mary Davis-North Kansas City Hospital
- Belinda Vierthaler-Evergreen Community
- Terry Koehler-KU Olathe
- Lynn Vargo-Village Shalom
- Whitney Smail-Good Samaritan
- Morgan Ogan-Alumni
- Max Zimmerman-Alumni

Practical Nurse Faculty:

- David Luoma, MSN, RN - Professor, Practical Nursing
- Debbie Pockrandt, MSN, RN - Associate Professor, Simulation Education Specialist, Practical Nursing
- Erika Allenbrand, MSN, RN - Associate Professor, Practical Nursing
- Margaret McCanna, DNP, APRN, CNM - Associate Professor, Practical Nursing
- Helina Kebede, MSN, RN - Associate Professor, Practical Nursing
- Natalie Hernandez, MSN, RN - Assistant Professor, Simulation Education Specialist, Practical Nursing
- Nicole Staley, MSN, RN - Associate Professor, Simulation Education Specialist, Practical Nursing
- Nikki McClure, BSN, RN - Clinical Adjunct

Class Observation :
Course: 1) Nursing Care of Adult I – Faculty: Helina Kebede and 2) Foundations Lab - Faculty: Nicole Staley

Clinical Site visit: Good Samaritan – Olathe
Whitney Smail, CNO
Fred Pitzi, Administrator
Katie, Nurse
Carolyn, Receptionist
Amy, CAN

Strengths:

- Resources for the PN program.
- Program Director is organized, forward-thinking, mindful, an advocate for her students, a good communicator, and works well with faculty and administration.
- Student support services are strong and numerous on both campuses.
- Number of clinical sites and relationships with clinical sites.
- Dedicated simulation lab with recording and debriefing capabilities; skills lab facilities.
- Well-resourced for faculty development.
- Dedicated, long-term, full-time faculty with great teamwork and experience
- Advisory Committee is very involved and diverse, including alumni who have been on the committee for multiple years
- The program has a high regard from the community
- Students speak highly of the program and the faculty – like the option for Eve/Weekend program. Feel that the faculty is compassionate and supportive.
- Program director does informal surveying/ gets feedback continually from clinical sites to improve the program, as well as gives student and faculty feedback to the clinical sites.
- Mentorship for new faculty and adjuncts.

Opportunities:

- Make sure that all instructors are following the testing policy regarding Bloom's and exam review.
- Student vs employee roles could be clarified a little further to keep future students from misunderstandings.

Recommendations:

Recommend reapproval of the PN program for five years with the next scheduled visit in Spring 2031.

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: 11/17/2025

Name of Program: Hutchinson Community College Practical Nursing

Program Administrator including credentials: Alison Casebolt, MSN, RN, CNE

Parent Institution: Hutchinson Community College

Address of Institution: 1300 N Plum St

Hutchinson, KS 67501

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

Briefly describe the Change being requested: Remove Nutrition optional prerequisite course and require Medical Terminology prerequisite. Retire Pharmacology course, move content into Foundations of Nursing, increasing Foundations from 4 credits to 5 credits. Increase Maternal Child Nursing credit hours from 2 credits to 3 credits. Retire Nursing Care of the Aging Adult (2 credit), add Community Health (2 credits). No change in overall didactic hours (47 credits).

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

November 17, 2025

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

HUTCHINSON
COMMUNITY COLLEGE
1300 N. PLUM
HUTCHINSON, KS 67501-5894
1-888 GOHUTCH • WWW.HUTCHCC.EDU

Dear Ms. Martin,

This letter of rationale is for the Major Curriculum Change requested by Hutchinson Community College Practical Nursing program. The program is asking for the following changes:

1. Remove Nutrition optional prerequisite and require Medical Terminology prerequisite. The faculty feel that this change will ensure all students who enter the program are prepared with foundational knowledge needed to communicate effectively as a member of the healthcare team.
2. Retire PN119 Pharmacology and move content into PN110 Foundations of Nursing, increasing PN110 from four credit hours to five credit hours. This move ensures a more streamlined schedule for students in the first semester of the program and integrates pharmacology content with foundations.
3. Increase PN108 Maternal Child Nursing from two credits to three credits allowing appropriate time to course content. Students and faculty have indicated the need for increased credit hours for Maternal Child lecture to meet the amount of course content covered.
4. Retire PN107 Aging Adult due to repetition of content from PN106 Adult Health I and PN112 Adult Health II. Faculty and student course surveys for PN107 have indicated this course content is a review of Adult I and Adult II, while at the same time the program lacks content related to community health.
5. Add PN 121 Community Health to align with current workforce trends. The demand for LPNs in the community health setting is expected to grow faster than the supply through at least 2037. The program new graduate employers are indicating a shift towards community focus, with many graduates accepting positions in home care, hospice, health departments and community jails. The faculty believes this course will meet the evolving workforce needs the program strives meet.

The revised curriculum will maintain the same program credit hour requirement. Thank you for your time and consideration of this Major Curriculum Change.

Sincerely,

Alison Caebolt, MSN, RN, CNE

Alison Caebolt, MSN, RN, CNE
Director of Nursing, Allied Health Co-Chair
Hutchinson Community College

Faculty Support

The Practical Nursing program faculty have voted to adopt the revised curriculum plan as presented. Below is a list of faculty members with signatures.

Joyce Armbrust Joyce Armbrust

Vicki Fickes

Amy Hoffman

Christina Watters Christina Watters

PN Program Curriculum Change

Course	Current Program Courses	Credits	Course	Proposed Program Courses	Credits
PS100	General Psychology	3	PS100	General Psychology	3
PS102	Human Growth and Development	3	PS102	Human Growth and Development	3
HE202 or HR105	Nutrition or Medical Terminology	3	HR105	Medical Terminology	3
BI103	Human Anatomy and Physiology	6	BI103	Human Anatomy and Physiology	6
PN104	PN Program Orientation	1	PN104	PN Program Orientation	1
PN100	Foundations of Nursing	4	PN100	Foundations of Nursing	5
PN115	Foundations of Nursing Clinical	2	PN115	Foundations of Nursing Clinical	2
PN119	Fundamentals of Pharm & Safe Admin	2 (1.5/0.5)			
PN106	Nursing Care of Adult I	5	PN106	Nursing Care of Adult I	5
PN108	Maternal Child Nursing	2	PN108	Maternal Child Nursing	3
PN120	Mental Health Nursing	2	PN120	Mental Health Nursing	2
PN116	Nursing Care of Adults I Clinical	2	PN116	Nursing Care of Adults I Clinical	2
PN107	Care of Aging Adults	2			
PN112	Nursing Care of Adults II	5	PN112	Nursing Care of Adults II	5
PN118	Maternal Child Nursing Clinical	1	PN118	Maternal Child Nursing Clinical	1
PN114	Leadership, Roles, and Issues	2	PN114	Leadership, Roles, and Issues	2
PN117	Nursing Care of Adults II Clinical	2	PN117	Nursing Care of Adults II Clinical	2
			PN121	Community Nursing Across the Lifespan	2
	TOTAL	**47**		**TOTAL**	**47**

Semester by Semester plan with proposed changes – Full-time option

Course	Course Title	Credits
	Prerequisite	
PS100	General Psychology	3
PS102	Human Growth and Development	3
HR105	Medical Terminology	3
BI103	Human Anatomy and Physiology	6
	Semester Total	**15**
	Fall	
PN100	Foundations of Nursing	5
PN104	PN Program Orientation	1
PN106	Nursing Care of Adult I	5
PN115	Foundations of Nursing Clinical	2
PN116	Nursing Care of Adults I Clinical	2
PN120	Mental Health Nursing	2
	Semester Total	**17**
	Spring	
PN121	Community Nursing Across the Lifespan	2
PN108	Maternal Child Nursing	3
PN112	Nursing Care of Adults II	5
PN114	Leadership, Roles, and Issues	2
PN117	Nursing Care of Adults II Clinical	2
PN118	Maternal Child Nursing Clinical	1
	Semester Total	**15**
	Program Total	**47**

Semester by Semester plan with proposed changes – Part-time option

Course ID	Current Program Courses	Credits
	Prerequisite	
PS100	General Psychology	3
PS102	Human Growth and Development	3
HR105	Medical Terminology	3
BI103	Human Anatomy and Physiology	6
	Semester Total	**15**
	Spring (Year 1)	
PN100	Foundations of Nursing	5
PN104	PN Program Orientation	1
PN115	Foundations of Nursing Clinical	2
	Semester Total	**8**
	Summer (Year 1)	
PN106	Nursing Care of Adult I	5
	Semester Total	**5**
	Fall (Year 2)	
PN108	Maternal Child Nursing	3
PN116	Nursing Care of Adults I Clinical	2
PN120	Mental Health Nursing	2
	Semester Total	**7**
	Spring (Year 2)	
PN121	Community Nursing Across the Lifespan	2
PN112	Nursing Care of Adults II	5
PN118	Maternal Child Nursing Clinical	1
	Semester Total	**8**
	Summer (Year 2)	
PN114	Leadership, Roles, and Issues	2
PN117	Nursing Care of Adults II Clinical	2
	Semester Total	**4**
	Program Total	**47**

McPherson County Health Department
1001 N. Main St.
McPherson, KS 67460
(620)241-1753
Fax (620)241-1756

April 18, 2025

To Whom It May Concern,

On behalf of McPherson County Health Department, I am offering our strong support for the implementation of a community health curriculum within the Licensed Practical Nursing (LPN) program at Hutchinson Community College.

A dedicated course in community health will equip nursing students with the experience, skills, and understanding needed to promote health and wellness, recognize and address social determinants of health, and collaborate with public health systems.

During the COVID-19 pandemic, we hired an LPN who has been an invaluable addition to our team. She has significantly contributed to the health of our community through outreach, education, and advocacy across all our programs and initiatives.

We believe a community health curriculum will only strengthen the competency of future LPNs and you will find many other Kansas Local Health Departments feel the same.

Sincerely,

Shalei Shea RN BSN
Director, Health Officer
McPherson County Health Department

Syllabus

KSPN Foundations of Nursing PN100

HUTCHINSON COMMUNITY COLLEGE

YEAR: 2025-2026

CREDIT HOURS: 5.00

PREREQUISITES:

Acceptance into the Practical Nursing program.

COREQUISITES: None

COURSE NOTES:

This course is offered in the Fall semester for the full-time program and the Spring semester for the part-time program.

CATALOG COURSE DESCRIPTION:

An introduction to practical nursing and the roles of the practical nurse as well as profession and client related concepts. Emphasis is placed on the knowledge and skill needed to provide safe, quality care. The theoretical foundation for basic data collection and nursing skills is presented, including an introduction to the nursing process as a framework for decision making. and an introduction to the principles of pharmacology with emphasis on nursing care related to safe calculation and administration of medications to clients across the life span.

HUTCHCC INSTITUTION-WIDE OUTCOMES:

1. Demonstrate the ability to think critically and make reasonable judgments by analyzing, combining, and evaluating information.
2. Demonstrate the skills necessary to access and manipulate information through various methods.
3. Demonstrate effective communication through reading, writing, listening, and speaking.
4. Demonstrate effective interpersonal and collaborative skills.

Syllabus

KSPN Maternal Child Nursing PN108

HUTCHINSON COMMUNITY COLLEGE

YEAR: 2025-2026

CREDIT HOURS: 3.00

PREREQUISITES:

Acceptance into the Practical Nursing program.

COREQUISITES: None

COURSE NOTES:

This course is offered in the Spring semester for the full-time program and the Fall semester for the part-time program.

CATALOG COURSE DESCRIPTION:

Provides an integrative, family-centered approach to the care of childbearing women, newborns, and children. Emphasis is placed on care of the pregnant woman and newborn, normal growth and development, and common pediatric disorders.

HUTCHCC INSTITUTION-WIDE OUTCOMES:

1. Demonstrate the ability to think critically and make reasonable judgments by analyzing, combining, and evaluating information.
2. Demonstrate the skills necessary to access and manipulate information through various methods.
3. Demonstrate effective communication through reading, writing, listening, and speaking.
4. Demonstrate effective interpersonal and collaborative skills.
5. Demonstrate effective quantitative-reasoning and computational skills.

AREA OR PROGRAM OUTCOMES

Syllabus

KSPN Community Health Across the Lifespan PN121

HUTCHINSON COMMUNITY COLLEGE

YEAR: 2025-2026

CREDIT HOURS: 2.00

PREREQUISITES:

Acceptance into the Practical Nursing program.

COREQUISITES: None

COURSE NOTES:

This course is only offered in the Spring semester for the full-time and part-time program.

CATALOG COURSE DESCRIPTION:

An introduction to concepts of community health utilizing population-focused nursing. Includes levels of disease prevention, principles of epidemiology, community assessment, environmental health, disaster preparedness, and interprofessional collaboration in various community settings. Emphasis is on health promotion, risk reduction, and disease management across the lifespan in selected community settings.

HUTCHCC INSTITUTION-WIDE OUTCOMES:

1. Demonstrate the ability to think critically and make reasonable judgments by analyzing, combining, and evaluating information.
2. Demonstrate the skills necessary to access and manipulate information through various methods.
3. Demonstrate effective communication through reading, writing, listening, and speaking.
4. Demonstrate effective interpersonal and collaborative skills.
5. Demonstrate effective quantitative-reasoning and computational skills.

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

Date: 2-16-2026

Name of Program: ADN RN

Program Administrator including credentials: Naomi Tatro MSN, RN

Parent Institution: Salina Tech

Address of Institution: 2562 Centennial Rd
Salina, KS 67401

Level of the Program for which the change Is being requested: ADN RN

Briefly describe the Change being requested: change NUR 230 Leadership and Mgmt to hybrid from face to face.

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

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: 12-1-2025

Name of Program: ADN - RN Salina Tech

Program Administrator including credentials: Naomi Tatro MSN RN

Parent Institution: Salina Tech

Address of Institution: 2562 Centennial Rd.
Salina KS 67401

Level of the Program for which the change Is being requested: ADN - RN

Briefly describe the Change being requested: Nur220 Complex Care of the Adult decrease course by 1 clinical hour (from 3 to 2) adding 1 hour to didactic, from 7 to 8 the course will still be 10 credits total

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

Overall same 10 credit hours but changes how we get 5 to 10

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.

To: Nursing Curriculum Committee
From: Markie Townsend, MSN, RN – ADN instructor; Tyffani Wesoloski, BSN, RN – ADN instructor
Date: September 19, 2025
Subject: Proposal to adjust credit hour allocation of spring course, NUR 220 Complex Care of the Adult of the clinical practicum and didactic.

Purpose

This memo proposes a curriculum adjustment to reallocate one credit hour from the Clinical Practicum and add it into the didactic portion of the course, NUR 220 Complex Care of the Adult. This course occurs in the spring semester. The change is intended to address ongoing challenges in securing adequate clinical placements for students and to support program growth and sustainability.

Background

The nursing program has consistently faced difficulty in placing all students in appropriate clinical settings due to limited availability and increasing competition among institutions. This issue has led to delays in student progression and has constrained the program's ability to expand enrollment.

Simultaneously, the complexity of critical care nursing demands a stronger theoretical foundation. Students often enter clinical environments underprepared for high-acuity scenarios, which can compromise learning outcomes and patient safety.

Historically, objectives have been met at 2 credit hours. Salina Tech ratio for clinical courses is 45:1. The remaining 1 credit hour appears to significantly replicate objectives already addressed elsewhere. At each location, students do participate in all the program outcomes (PO), however, we, the instructors, have broken down the objectives to be specifically addressed by the students and evaluated by the instructors based upon the clinical location.

- PO #1, clinical judgment, is obtained at every location, including simulation and virtual simulation.
- PO #2, caring behaviors, & 3, Effective communication, is obtained when students go to SRHC 3SE, ICU, and/or cath lab.
- PO #4, Collaboration for client centered care, is obtained when students go to SRHC emergency department, PACU, Rehab, 4th medical, and/or 5th surgical.
- PO #5, scope of practice is obtained at SHRC OR, wound care, rehab, 4th medical, and/or 5th surgical.
- PO #6, technology, is obtained when students go to critical access locations and home health and/or hospice.
- PO #7, health promotion and risk reduction, is obtained at SRHC when students go to the ED, rehab, 4th medical and/or 5th surgical.

Students historically show increased stress and burn out due to the extra clinical credit hour and have verbalized how they stopped studying when they knew if they were going to pass the course, based upon the lowest exam score they could potentially receive. When it came to the GI content, only three

class hours were allotted, the instructor, Markie, did have two extra days (6 total hours) built in for those students who wanted to increase their

knowledge, skill, and attitude towards GI content. When it was a optional day to attend these dates less than half of the class came. These days were optional because the total hours of didactic was over the 105 seat hours (7x15 =105). SATC ratio hours for didactic is 15:1. This also contributes to the rationale of decreasing clinical to 2 hours, instead of 3 and increasing didactic from 7 to 8. More time would be devoted to various disease processes in the didactic setting.

Proposed Change

- **Decrease Clinical Practicum by 1 credit hour.** This will go from 3 hours to 2 hours.
- **Increase Critical Care Didactic by 1 credit hour.** This will go from 7 hours to 8 hours.

This adjustment maintains the overall credit hour balance while enhancing the academic rigor of critical care instruction and still ensures that objectives are being met in the clinical setting.

Justification

1. **Clinical Placement Constraints**
   Reducing clinical hours slightly eases the burden on clinical partners and ensures equitable placement opportunities for all students.
2. **Enhanced Didactic Preparation**
   Increasing didactic instruction in critical care equips students with essential knowledge before entering clinical settings, improving confidence and competence.
3. **Program Scalability**
   With fewer clinical hours required per student, the program can accommodate more students without compromising educational quality.
4. **Accreditation Compliance**
   The proposed change aligns with national standards and maintains required competencies through a balanced mix of theory and practice.

Implementation Plan

- Review and approval by the Nurse Faculty committee, Academic Affairs, Advisory Board, and Kansas State Board of Nursing.
- Update course syllabi and instructional materials for the NUR 220 Complex Care of the Adult course, nursing handbook, and website.
- Communicate changes to students, faculty, and clinical partners.
- Monitor outcomes and student feedback post-implementation for continuous improvement.

Conclusion

This curriculum adjustment is a strategic response to current operational challenges and educational needs. It supports student success, program growth, and long-term sustainability while preserving the integrity of nursing education.

Sincerely,

Mrs. Markie Townsend, MSN, RN

Mrs. Tyffani Wesoloski, BSN, RN

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: 12/22/25

Name of Program: Benedictine College School of Nursing

Program Administrator including credentials: Jackie Harris, DNP, APRN

Parent Institution: Benedictine College

Address of Institution: 1020 N 2nd St
Atchison, KS

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

Briefly describe the Change being requested:
1. Increase credit hours from 1 hour to 2 hours for NURS-4900, Synthesis
2. Decrease credit hours from 3 credit hours to 2 credit hours for NURS-4600, Professional Nursing Leadership

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Action Taken

Education Committee Review _____ Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____ Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

_____ _____
Nursing Education Compliance Officer Date

Benedictine College School of Nursing Major Curriculum Change Request

1. **Title:** NURS-4900, Synthesis

Change: Increase credit hours from 1 credit hours to 2 credit hours

2. **Title:** NURS-4600, Professional Nursing Leadership

Change: Decrease credit hours from 3 credit hours to 2 credit hours

Rational: This is based on feedback from nursing faculty and students over several years. We also closely reviewed the credit hour compliance policy for each class. We require students to attend a 3-day live NCLEX review to NURS-4900 which increases the amount of work for this course. We have moved some of the content and activities in NURS-4600 in other courses over the last few years since we significantly revised the curriculum.

This credit hour change will allow another nursing course in the same semester to decrease by one credit hour resulting in no change in overall semester or program credit hours.

The School of Nursing Faculty unanimously approved this change in our summer workshop in July 2025. The Benedictine College Curriculum Committee approved these changes in November 2025.

Course	Current credit hour(s)	Proposed change in credit hours
NURS-4900, Synthesis	1 credit hour	2 credit hours
NURS-4600, Professional Nursing Leadership	3 credit hours	2 credit hours

Course Description NURS-4600, Professional Nursing Leadership
Professional identity and leadership will be the focus of this course. Theories related to organizational behavior, systems, change, resilience, decision-making, teamwork, and collaboration will be explored. Economics and safety will be implemented.

Course Description NURS-4900, Synthesis
Synthesis is designed to assist students in assimilating core nursing content as they prepare for the NCLEX-RN licensure examination and enter practice. The content in this course promotes student success by providing opportunities to improve and develop study skills through guided intense preparation and interactive critical thinking activities.

RECEIVED
JAN 28 2026
KSBN EDUCATION

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

Date: January 23rd, 2026

Name of Program: Emporia State University Nursing

Program Administrator including credentials: Kari Hess, DNP, MSN, CNS, RN

Parent Institution: Emporia State University

Address of Institution: 1 Kellogg
Emporia, Kansas 66801

Level of the Program for which the change Is being requested: Pre-Licensure

Briefly describe the Change being requested: 1.) Change our clinical ratios from a 1:4 to 1:3.

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.

Revision of Credit-to-Clinical Hour Ratio

The proposed revision of the clinical to credit hour ratio from 1:4 to 1:3 is intended to more accurately reflect contemporary best practices in nursing education and support the delivery of high-quality, evidence-based clinical learning experiences.

Historically, the program has required 50 clinical hours per credit hour, resulting in inflated clinical hour requirements when compared with peer BSN KBOR institutions. Transitioning to a 1:3 ratio (approximately 37.5 clinical hours per credit hour) brings our curriculum into alignment with commonly accepted academic norms for clinical instruction while maintaining the rigor and integrity of experiential learning.

This change **does not reduce the quality or depth of clinical education.** Rather, it supports a more intentional model in which clinical hours are structured around meaningful clinical learning activities. A 1:3 ratio allows faculty to design clinical experiences that emphasize deliberate practice, reflection, and direct assessment of student performance—core expectations of current nursing education accreditation standards.

Additionally, adopting a 1:3 ratio helps address several operational and student-centered needs:

- Feasibility of clinical placements: Reducing the hour burden per course eases scheduling pressure on clinical partners and increases access to available sites.
- Student success and well-being: Students benefit from reduced scheduling conflicts, improved balance between clinical work and didactic preparation, and increased time for work, study, simulation, and skills.
- Consistency with evolving educational models: Many nursing programs nationwide have shifted to 1:3 ratios to ensure credit hour accuracy, support program sustainability, and better align clinical and didactic time and scheduling.
- Maintained total program outcomes: While the per-credit requirement changes, the overall curriculum continues to meet all program learning outcomes, accreditation expectations, and state regulatory requirements for clinical practice.

By adopting the 1:3 ratio, the program increases efficiency, ensures regulatory alignment, and maintains a student-centered approach to clinical learning without compromising professional preparation. The proposed change supports program quality, enhances flexibility for clinical partners and faculty.

On December 15th, 2025 during our biannual faculty workshop, faculty unanimously voted in favor of submitting this change to KSBN for approval.

Clinical Credit Hour Conversion Chart (1:4 → 1:3 Ratio)

Clinical Credits	Hours at 1:4 Ratio (current)	Hours at 1:3 Ratio (proposed)
1 credit	50 hours	37.5/38 hours
2 credits	100 hours	75 hours
3 credits	150 hours	112.5/113 hours
4 credits	200 hours	150 hours

ESU Nursing Clinical Credit Hour Conversion Chart (1:4 → 1:3 Ratio)

Clinical Credits	Hours at 1:4 Ratio (current)	Hours at 1:3 Ratio (proposed)
NU 311	100 hours	75 hours
NU 375	150 hours	113 hours
NU 377	50 hours	38 hours
NU 429	100 hours	75 hours
NU 485	150 hours	113 hours
NU 493	200 hours	150 hours
Total	*750 hours*	*564 hours*

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

Date: February 11th 2026

Name of Program: WSU Tech Practical Nurse Program

Program Administrator including credentials: Flora. Diaz MSN-Ed, RN

Parent Institution: WSU Tech - South Campus

Address of Institution: 3821 E. Harry St.
Wichita, Kansas 67218

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

Briefly describe the Change being requested: Requesting 10 seats to start PN program at Goddard High School

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Action Taken

Education Committee Review _____ Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

Board of Nursing Review _____ Date

Action Taken: ☐ Approved ☐ Not Approved ☐ Deferred

_____ Nursing Education Compliance Officer

_____ Date

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.

One-Page Request: Approval for 10 Seats – Goddard High School Practical Nurse (PN) Program

To: Education Committee
From: DeShaun Willingham, Dean of Nursing, Nursing Programs (WSU Tech) Flora Diaz MSN-ED RN Assistant Dean/ Program Director Nursing Programs (WSU Tech)
Re: Request for Approval – 10 Seats for Goddard High School PN Program
Date: February 11th 2026

Purpose

WSU Tech requests Education Committee approval for 10 seats to launch a Practical Nurse (PN) program offering at Goddard High School. This initiative will serve as a direct pipeline into WSU Tech's Practical Nurse program and supports regional workforce needs by helping address the shortage of direct care bedside nurses.

Rationale and Workforce Impact

- Goddard High School has a high level of student interest in healthcare careers.
- The PN offering would be the third healthcare pathway at Goddard, adding to current CNA and PCT offerings.
- A high school-to-college pipeline increases access to nursing education and strengthens local bedside nursing supply.

Clinical and Instructional Plan (Identified Resources)

- Clinical site: Family Health and Rehab (for clinical hours supporting Foundations and Nursing Care of Adults I).
- Clinical skills lab on-site at Goddard High School.
- Simulation options: South Campus simulation space and/or Wichita Biomedical Campus (downtown).
- Virtual simulations to reinforce skills and clinical reasoning.

Request

Approve 10 seats for a Goddard High School Practical Nurse (PN) program offering to establish a direct pipeline into WSU Tech's PN program and strengthen regional bedside nursing capacity.

Supporting Documentation and Next Steps

- Provide committee with required supporting materials (e.g., program overview, staffing plan, schedule, and clinical site confirmation).
- Confirm agenda placement and submission deadline for materials.

HS PN course Progression

Apply to WSU Tech HS track PN program
(admissions will be based on HS enrollment in Spring)

HS FALL SEMESTER START	
HS -Fall	
PNR 119 – Fundamentals of Pharmacology	2
PNR 120 – Foundations of Nursing	4
PNR 121 – Foundations of Nursing Clinical	2
TOTAL CREDIT HRS	8
HS-Spring	
PNR 128 – Nursing Care of Adults I	5
PNR 129 – Nursing Care of Adults I Clinical	3
TOTAL CREDIT HRS	**8**
Apply to WSU Tech (admissions will be based on HS enrollment in Spring)	
WSU Tech Summer	
PNR 135 – Mental Health Nursing	2
PNR 141 – Care of Aging Adults	2
TOTAL CREDIT HRS	**4**
WSU Tech -Fall	
PNR 130 – Maternal Child Nursing	2
PNR 131 – Maternal Child Nursing Clinical	1
PNR 138 – Nursing Care of Adults II	5
PNR 139 – Nursing Care of Adults II Clinical	2
PNR 166 – Leadership, Roles, and Issues	2
TOTAL CREDIT HRS	**12**

February 18th, 2026

Janelle Martin MHSA, BSN, RN
Nursing Education Compliance Offer
Kansas State Board of Nursing
Landon State Office Building
900 SW Jackson St., Suite 1051
Topeka, Kansas 66612

Dear Mrs. Martin,

Enclosed you will find a Major Curriculum Change Request for the WSU Tech Practical Nurse (PN) and Associate Degree Nurse (ADN) programs.

Currently, the Practical Nurse Program is approved for 55 seats per semester. We are requesting approval for an additional 10 seats to support a High School Practical Nurse pathway. WSU Tech currently offers a Future Ready program designed for Certified Nursing Aides (CNAs). This proposed option would be geared toward students in their senior year, once they have completed CNA certification and all required prerequisites. The coursework would align with the first semester of our traditional day program and would be delivered during the first and second semesters of the student's senior year. Students would continue to matriculate as a dedicated cohort, completing summer coursework as offered and finishing the final semester in Fall 2028.

In addition, we are requesting an additional 10 seats for the LPN to RN Bridge program beginning Summer 2026. There continues to be a significant need for registered nurses at the bedside as more nurses retire or leave the profession. Expanding bridge capacity will help ensure we are able to meet local and statewide workforce needs.

These proposed changes are strongly supported by our college leadership, faculty, clinical partners, industry stakeholders, community collaborators, and our current students. We believe these adjustments will better meet regional workforce demands while enhancing access and flexibility for our nursing students.

Thank you for your consideration. Please let us know if any additional information is needed.

Respectfully,

DeShaun Willingham
Dean of Nursing and Mental Health Programs WSU Tech
South Campus
3821 E. Harry Wichita, Kansas 67218
316-677-1944
dlinson@wsutech.edu

F Diaz MSN-ED, RN.
Flora Diaz MSN-ED, RN
Assistant Dean/Program Director of Nursing
South Campus
3821 E. Harry Wichita, Kansas 67218
316-677-1822
fdiaz@wsutech.edu

February 20th, 2026

To Whom It May Concern:

I am writing in my capacity as Vice President of Health Sciences, Nursing, and Grants Management to formally express my strong support for expanding WSU Tech's nursing program capacity to better meet regional workforce needs.

Specifically, WSU Tech is requesting approval to:

- Increase the LPN to RN Bridge Program from 10 seats to 20 seats, beginning Summer 2026, and
- Add 10 new seats to the High School Practical Nurse (PN) Program.

These proposed expansions are strategic and timely. Across our region, the demand for nurses continues to outpace supply, creating staffing pressures that affect healthcare access, quality, and continuity of care. By increasing seat capacity in both the bridge pathway and the high school PN pathway, WSU Tech is strengthening a workforce pipeline that supports students at multiple entry points and accelerates progression toward RN licensure.

The LPN to RN Bridge expansion, in particular, supports career mobility for working LPNs who are ready to advance, while the additional high school PN seats provide an earlier on-ramp into nursing education. Together, these increases will help produce more qualified nurses for our communities and employer partners.

WSU Tech administration fully supports these expansions. We recognize the importance of aligning our training capacity with workforce demands, and we are committed to maintaining quality outcomes as we grow. We appreciate your consideration and continued partnership as we work to address the current nursing shortage and strengthen the healthcare workforce.

Please let me know if additional information or documentation would be helpful as you review these requests.

Respectfully,

Sarah Leftwich

Vice President of Health Sciences, Nursing, & Grants Management | sleftwich@wsutech.edu

WSU South

3821 E. Harry | Wichita, KS 67218

Tel 316.677.1085 | www.WSUTECH.edu

Kansas Board of Nursing

February 10, 2026

To whom it may concern,

I am writing to express my support for WSU Tech's request to add ten seats to the High School Practical Nurse (PN) Program at Goddard High School.

The High School PN Program represents an important opportunity to expand access to nursing education while intentionally building a local healthcare workforce pipeline. This pathway allows students to begin rigorous, standards-aligned instruction while still in high school, gain early exposure to the profession, and transition more efficiently into postsecondary credentials.

This expansion aligns with regional workforce planning efforts focused on increasing the supply of entry-level nursing professionals and strengthening long-term workforce stability in healthcare. As this program launches at Goddard High School, the request to add ten seats reflects thoughtful planning around instructional capacity, clinical placement, and student support. WSU Tech has the systems, partnerships, and oversight in place to support this expansion while maintaining program quality and meeting all regulatory and clinical expectations.

I support this request and appreciate the Kansas State Board of Nursing's consideration.

Sincerely,

Jena Roth
Dean of High School Partnerships & Community Outreach
WSU Tech
jroth2@wsutech.edu
316.677.1069

GODDARD HIGH SCHOOL

Doug Bridwell
Principal

Brian Buchanan
Assistant Principal
Athletics Director

Susan Perkins
Assistant Principal
Academic and Student Affairs

Cody Kohler
Assistant Principal
Activities Director

To Whom it May Concern:

RE: Support for Expansion of High School PN Program at GHS

I am writing to express my support for WSU Tech's request to add 10 additional seats to the High School Practical Nurse (PN) program hosted at Goddard High School. Our partnership with WSU Tech has been instrumental in providing high-quality technical education, and this expansion is a vital step in meeting the growing needs of both our students and the local healthcare workforce.

Through our Individual Plan of Study (IPS) process at GHS, we have identified a high level of student interest in healthcare careers. Many of our students are actively seeking early career opportunities that allow them to gain certifications and enter the medical field immediately upon graduation. Expanding this program allows us to meet this demand, ensuring more students can pursue their passion for nursing.

Sincerely,
Douglas P. Bridwell

Douglas P. Bridwell

Principal
Goddard High School

2500 South 199th St. W.
ghs.goddardusd.com

United School District 265
P.O. Box 189
p - (316) 794-4100

Goddard, KS 67052
f - (316)794-4130

WSU Tech – Admissions "Old vs. New" Summary (Additional Seat Requests)

Kansas State Board of Nursing – Education Committee | Summer 2026 and Fall 2027 Implementation

1) LPN to RN Bridge (Summer Entry) — Request: +10 Seats (Start: Summer 2026)

Objective: Increase access while maintaining the existing model where Bridge students begin in summer and join the 3rd semester traditional cohort in the fall.

Old (Current Approval):

- Summer Bridge entry: 10 students
- Fall cohort total (includes Bridge): 30 students

New (Requested):

- Summer Bridge entry: 20 students (+10)
- Fall cohort total (includes Bridge): 40 students (20 Bridge seats)

Clarification: This request is not related to the Spring start program approved June 2025; it applies only to the Summer 2026 Bridge entry and fall cohort integration.

2) Practical Nurse (PN) – High School Cohort — Request: +10 Seats (Start: Fall 2027)

Objective: Add a separate high school PN cohort without reducing existing traditional PN seats.

Old (Current Approval):

- Traditional PN: 55 seats per semester (Fall and Spring) = 110 seats annually

New (Requested):

- Add 10 High School PN seats outside the traditional program (no seat reduction)
- Cohort location: Goddard High School

3) Clinical Plan for High School PN Students Under 18

- Clinical site: Family Health and Rehab (site leadership aware of high school cohort)
- Restriction for minors: may not operate a patient lift
- Supplemental experience: robust simulation program to support skill development and patient-care experiences

Implementation Summary

- Bridge expansion: Summer 2026 (20 Bridge students join 3rd semester in Fall 2026; cohort total = 40)
- High School PN cohort: Fall 2027 (10 additional seats)

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

Date: February 11th 2020

Name of Program: WSU Tech Registered Nurse Bridge Program

Program Administrator including credentials: Flora Diaz, MSN-ED, RN

Parent Institution: WSU Tech - South Campus

Address of Institution: 3821 E. Harry St.
Wichita, Kansas 67218

Level of the Program for which the change Is being requested: LPN to RN Bridge

Briefly describe the Change being requested: Requesting 10 additional seats in LPN to RN Bridge Program (to begin summer 2020)

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.

One-Page Request: Approval for 10 Additional Seats – LPN to RN Bridge Program (Summer 2026 Start)

To: Education Committee, Kansas State Board of Nursing (KSBN)
From: DeShaun Willingham, Graduate Advisor, Nursing Programs (WSU Tech)
Re: Request for Approval – 10 Additional Seats in LPN to RN Bridge Program (Summer 2026)
Date: February 11th 2026

Request

WSU Tech respectfully requests approval for 10 additional seats in the LPN to RN Bridge Program to begin Summer 2026. Expanding capacity will help address the increasing shortage of bedside nurses by preparing additional registered nurses who are workforce-ready on day one.

Rationales and Workforce Impact

- Kansas and the region continue to experience an increasing shortage of bedside nurses; expanding RN capacity is a direct workforce solution.
- Adding 10 seats increases the number of registered nurses entering practice and strengthens employer staffing pipelines.
- The LPN to RN Bridge pathway leverages experienced LPNs, supporting efficient transition to RN practice and faster workforce readiness.

Program Quality and NCLEX Pass-Rate Improvement Plan

WSU Tech recognizes our pass rate has been below the national 80% benchmark. In 2024, we identified a gap in NCLEX preparation and implemented targeted interventions. As a result, our outcomes improved significantly.

- NCLEX outcome improvement: 65.52% (2024) to 77.42% (2025) — a 12 percentage point increase.
- Institutional investment: Added ATI Live Review and incorporated ATI Comprehensive Predictors into coursework.
- Continued academic year interventions: Ongoing ATI integration plus adoption of Lecturio, an AI-driven study platform with exam prep and high-quality video lectures.
- Student support enhancement: Lecturio integrates with our learning management system, providing individualized tutorials and targeted remediation.
- Faculty stabilization: Nursing faculty staffing has stabilized, supporting consistent delivery, coaching, and continued outcome gains.
- Expected impact: These interventions are designed to increase first-time NCLEX pass success and support sustained quality improvement.

Decision Requested

Approve 10 additional seats for the LPN to RN Bridge Program for the Summer 2026 start to expand workforce capacity while sustaining and improving program outcomes.

February 18th, 2026

Janelle Martin MHSA, BSN, RN
Nursing Education Compliance Offer
Kansas State Board of Nursing
Landon State Office Building
900 SW Jackson St., Suite 1051
Topeka, Kansas 66612

Dear Mrs. Martin,

Enclosed you will find a Major Curriculum Change Request for the WSU Tech Practical Nurse (PN) and Associate Degree Nurse (ADN) programs.

Currently, the Practical Nurse Program is approved for 55 seats per semester. We are requesting approval for an additional 10 seats to support a High School Practical Nurse pathway. WSU Tech currently offers a Future Ready program designed for Certified Nursing Aides (CNAs). This proposed option would be geared toward students in their senior year, once they have completed CNA certification and all required prerequisites. The coursework would align with the first semester of our traditional day program and would be delivered during the first and second semesters of the student's senior year. Students would continue to matriculate as a dedicated cohort, completing summer coursework as offered and finishing the final semester in Fall 2028.

In addition, we are requesting an additional 10 seats for the LPN to RN Bridge program beginning Summer 2026. There continues to be a significant need for registered nurses at the bedside as more nurses retire or leave the profession. Expanding bridge capacity will help ensure we are able to meet local and statewide workforce needs.

These proposed changes are strongly supported by our college leadership, faculty, clinical partners, industry stakeholders, community collaborators, and our current students. We believe these adjustments will better meet regional workforce demands while enhancing access and flexibility for our nursing students.

Thank you for your consideration. Please let us know if any additional information is needed.

Respectfully,

Deshaun Winingham
Dean of Nursing and Mental Health Programs WSU Tech
South Campus
3821 E. Harry Wichita, Kansas 67218
316-677-1944
dlinson@wsutech.edu

F. Diaz MSN-ED, RN.
Flora Diaz MSN-ED, RN
Assistant Dean/Program Director of Nursing
South Campus
3821 E. Harry Wichita, Kansas 67218
316-677-1822
fdiaz@wsutech.edu

February 20th, 2026

To Whom It May Concern:

I am writing in my capacity as Vice President of Health Sciences, Nursing, and Grants Management to formally express my strong support for expanding WSU Tech's nursing program capacity to better meet regional workforce needs.

Specifically, WSU Tech is requesting approval to:

- Increase the LPN to RN Bridge Program from 10 seats to 20 seats, beginning Summer 2026, and
- Add 10 new seats to the High School Practical Nurse (PN) Program.

These proposed expansions are strategic and timely. Across our region, the demand for nurses continues to outpace supply, creating staffing pressures that affect healthcare access, quality, and continuity of care. By increasing seat capacity in both the bridge pathway and the high school PN pathway, WSU Tech is strengthening a workforce pipeline that supports students at multiple entry points and accelerates progression toward RN licensure.

The LPN to RN Bridge expansion, in particular, supports career mobility for working LPNs who are ready to advance, while the additional high school PN seats provide an earlier on-ramp into nursing education. Together, these increases will help produce more qualified nurses for our communities and employer partners.

WSU Tech administration fully supports these expansions. We recognize the importance of aligning our training capacity with workforce demands, and we are committed to maintaining quality outcomes as we grow. We appreciate your consideration and continued partnership as we work to address the current nursing shortage and strengthen the healthcare workforce.

Please let me know if additional information or documentation would be helpful as you review these requests.

Respectfully,

Sarah Leftwich

Vice President of Health Sciences, Nursing, & Grants Management | sleftwich@wsutech.edu
WSU South
3821 E. Harry | Wichita, KS 67218
Tel 316.677.1085 | www.WSUTECH.edu

DeShaun Willingham

From: Tiffany Poyner (CPD) <tiffany.poyner@ascension.org>
Sent: Tuesday, February 10, 2026 2:12 PM
To: Shelby Pineda-Allen MSN, MBA, RN
Cc: DeShaun Willingham
Subject: Re: [EXTERNAL] Re: Follow-Up: Support Request for LPN Bridge Program Seat Expansion (Summer Cohort

Hi ladies!

Ascension should be able to make this work using our 4 hospital campuses.

Thank you, and I'm sorry for the delay!

On Mon, Feb 9, 2026 at 1:46 PM Shelby Pineda-Allen MSN, MBA, RN <spinedaallen@wsutech.edu> wrote:

Hi Tiffany!

Do you know if we were able to get this approval from Ascension?

Thanks!

Shelby Pineda-Allen, MSN, MBA, RN | WSU Tech
Clinical Coordinator, Nursing & LMHT | spinedaallen@wsutech.edu

WSU South
3821 E. Harry | Wichita, KS 67218
Tel 316.512.7110 | www.WSUTECH.edu
Facebook Instagram | LinkedIn

From: DeShaun Willingham <dlinson@wsutech.edu>
Sent: Tuesday, February 3, 2026 9:02 AM
Subject: Follow-Up: Support Request for LPN Bridge Program Seat Expansion (Summer Cohort

Dear Community Partner,

I hope you are doing well. I wanted to follow up on my recent message regarding WSU Tech's request to expand capacity in our LPN Bridge Program for the upcoming summer cohort.

As shared, we are seeking approval to increase our cohort from 10 to 20 students by requesting 10 additional seats. Your partnership is essential to this effort, and your support would strengthen our

ability to respond to regional workforce needs and prepare more qualified LPN graduates for our community.

If you are able to support this request, please reply to this email with a brief statement of support (a simple "WSU Tech has our support to request 10 additional seats for the summer LPN Bridge cohort" is sufficient). If your organization prefers to provide support on letterhead, I'm happy to send a short template for convenience.

If you would like to discuss the request further, I would welcome a brief call at your earliest convenience.

Thank you again for your continued collaboration and commitment to workforce development.

Sincerely,

DeShaun Willingham | WSU Tech

Dean of Nursing and Mental Health Programs | dlinson@wsutech.edu

WSU South

3821 E. Harry | Wichita, KS 67218

Tel 13166771944 | www.WSUTECH.edu

Facebook | Instagram | LinkedIn

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Tiffany Poyner

Coordinator-Market Program | Clinical Professional Development

Ascension Via Christi Hospitals

929 N. St. Francis Wichita, KS 67214

T: 316-268-5526

Tiffany.Poyner@ascension.org

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CAUTION: This email originated from outside of WSU Tech. Do not click links or open attachments unless you recognize the sender and know the content is safe.

DeShaun Willingham

From: Adelhardt Jessica <Jessica.Adelhardt@wesleymc.com>
Sent: Tuesday, February 3, 2026 9:44 AM
To: DeShaun Willingham
Subject: [EXTERNAL] Re:Follow-Up: Support Request for LPN Bridge Program Seat Expansion (Summer Cohort

Good Morning,

Wesley Healthcare values its great partnership with WSU Tech Nursing. We fully support 10 additional seats for the summer LPN Bridge cohort. Our community is in need of additional nurses and adding additional seats will help with that need.

Thanks!

Jessica Adelhardt MSN, RN
Academic Partnerships
Clinical Education
Wesley Healthcare
550 N. Hillside, Wichita, KS. 67214
P 316.962.3156 I M 620.243.2537

From: DeShaun Willingham <dlinson@wsutech.edu>
Sent: Tuesday, February 3, 2026 9:02 AM
Subject: {EXTERNAL} Follow-Up: Support Request for LPN Bridge Program Seat Expansion (Summer Cohort

CAUTION! This email originated from outside of our organization. **DO NOT CLICK** links or open attachments unless you recognize the sender and know the content is safe.

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If you would like to discuss the request further, I would welcome a brief call at your earliest convenience.

Thank you again for your continued collaboration and commitment to workforce development.

Sincerely,

DeShaun Willingham | WSU Tech
Dean of Nursing and Mental Health Programs | dlinson@wsutech.edu

WSU South
3821 E. Harry | Wichita, KS 67218
Tel 13166771944 | www.WSUTECH.edu
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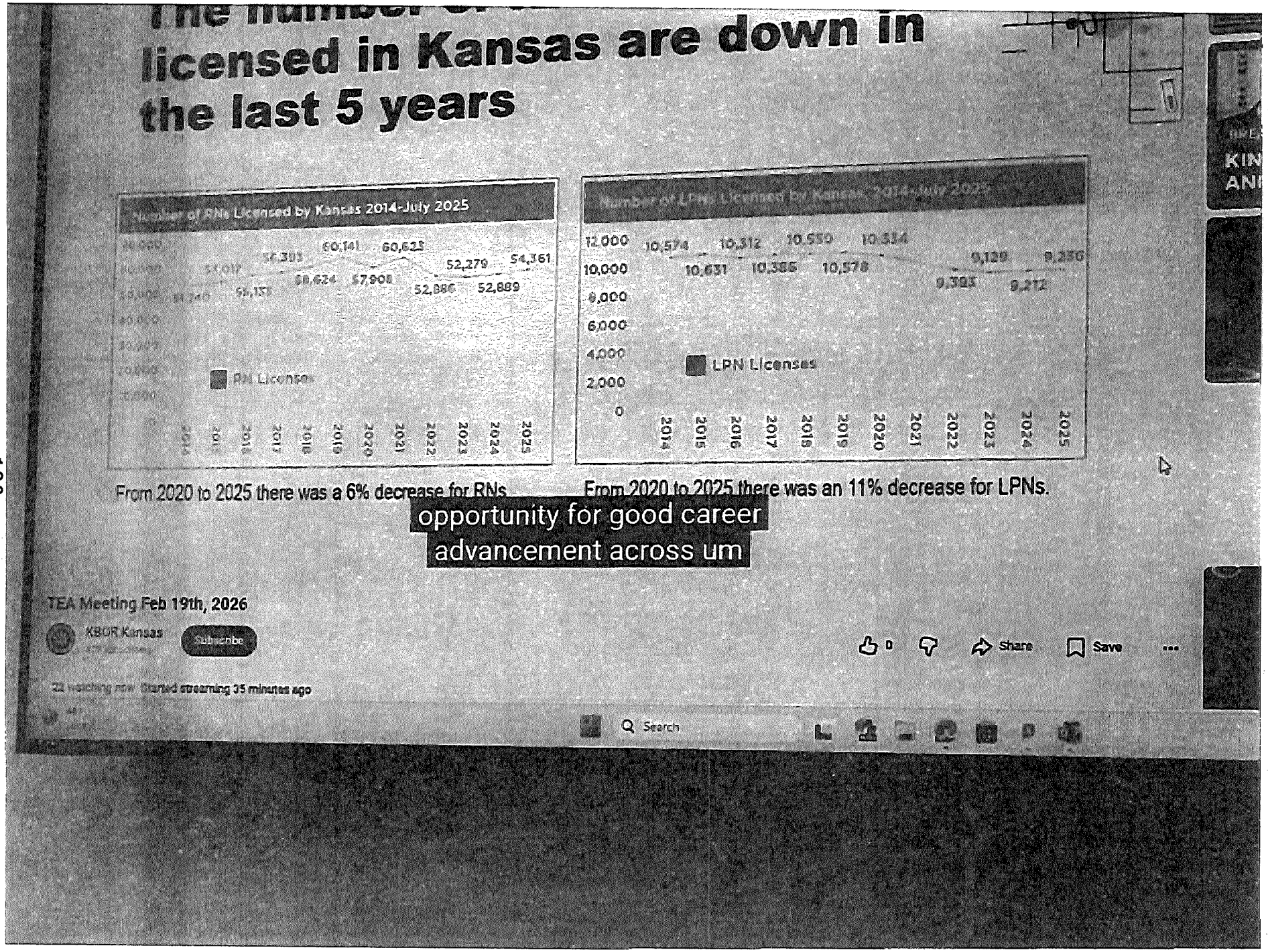
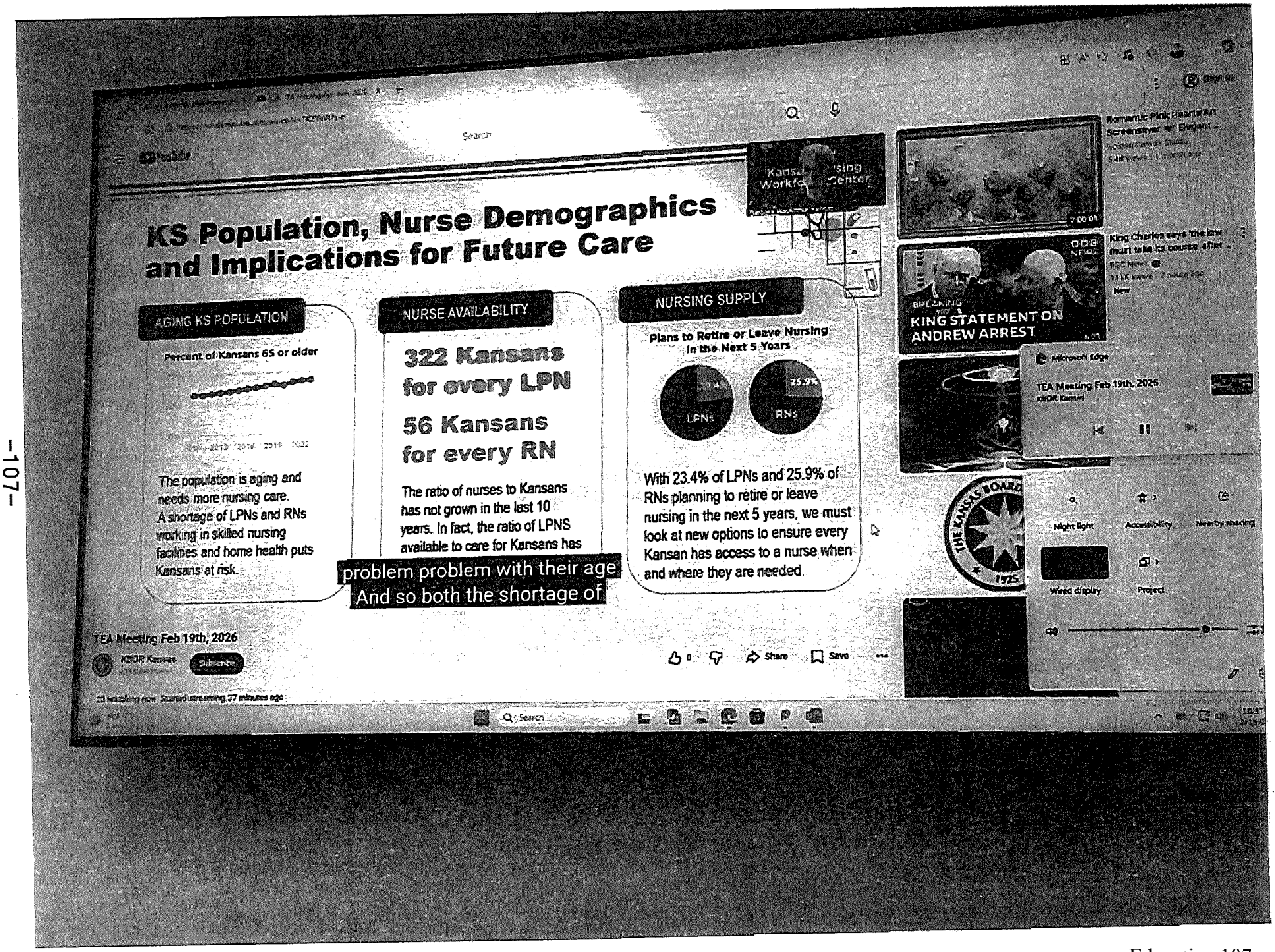

licensed in Kansas are down in the last 5 years
Number of RNs Licensed by Kansas 2014-July 2025
RN Licenses
2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025
56,157 58,624 57,900 60,141 60,625 52,886 52,889 52,279 54,361
Number of LPNs Licensed by Kansas 2014-July 2025
LPN Licenses
12,000 10,000 8,000 6,000 4,000 2,000 0
2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025
10,574 10,631 10,312 10,385 10,559 10,578 10,514 9,393 9,128 9,272 9,256
From 2020 to 2025 there was a 6% decrease for RNs
From 2020 to 2025 there was an 11% decrease for LPNs.
opportunity for good career advancement across um
TEA Meeting Feb 19th, 2026
KBOR Kansas
Subscribe
Share
Save
22 watching now Started streaming 35 minutes ago
Search


KS Population, Nurse Demographics and Implications for Future Care
AGING KS POPULATION
Percent of Kansans 65 or older
The population is aging and needs more nursing care. A shortage of LPNs and RNs working in skilled nursing facilities and home health puts Kansans at risk.
NURSE AVAILABILITY
322 Kansans for every LPN
56 Kansans for every RN
The ratio of nurses to Kansans has not grown in the last 10 years. In fact, the ratio of LPNS available to care for Kansans has
NURSING SUPPLY
Plans to Retire or Leave Nursing in the Next 5 Years
LPNs
RNs
25.9%
With 23.4% of LPNs and 25.9% of RNs planning to retire or leave nursing in the next 5 years, we must look at new options to ensure every Kansan has access to a nurse when and where they are needed.
problem problem with their age
And so both the shortage of
TEA Meeting Feb 19th, 2026
KSDE Kansas
KING STATEMENT ON ANDREW ARREST
TEA Meeting Feb 19th, 2026
Night light
Accessibility
Nearby sharing
Wired display
Project
Share
Save

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

Date:	02/06/2026
Name of Program:	MidAmerica Nazarene University Master of Science in Nursing
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	Graduate- Masters
Briefly describe the Change being requested:	MidAmerica Nazarene University is requesting approval to add an additional track within the existing Master of Science in Nursing (MSN) program. The proposed track is a Direct Entry Master of Science in Nursing (DE-MSN) with a focus in leadership. This track is designed for individuals who hold a non-nursing bachelor's degree and are seeking entry into the nursing profession at the graduate level. The DE-MSN track will be housed within the current MSN program and will utilize the same institutional, faculty, and clinical resources, with a curriculum structured to prepare graduates for RN licensure and subsequent leadership roles in nursing practice. The proposed track aligns with current national nursing education standards and responds to workforce needs for clinically prepared nurses with leadership competencies. The School of Nursing is requesting an increase in annual enrollment capacity by 50 students. This increase will allow the addition of a second Hybrid BSN (HBSN) cohort in the spring semester and the launch of a Direct Entry MSN (DE-MSN) program in the spring. Additional seats would be added to the program's total approved enrollment to provide flexibility in distributing seats across programs based on student demand and workforce needs, resulting in a total annual enrollment capacity of 230 students.

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.

MidAmerica Nazarene University is requesting approval to add a Direct Entry Master of Science in Nursing (DE-MSN) track within the existing MSN program. This proposed track represents a new pathway for individuals who hold a bachelor's degree in a non-nursing field to seek entry into the nursing profession at the graduate level. Unlike the existing MSN pathways, which are designed for licensed nurses, the DE-MSN track provides pre-licensure preparation and includes a defined focus in healthcare leadership and administration.

The DE-MSN track provides all of the didactic, simulation, and clinical learning experiences required for eligibility to sit for the NCLEX-RN and entry-level registered nurse practice. The program is designed to prepare graduates as generalist nurses with foundational leadership competencies relevant to healthcare systems, care coordination, and organizational functioning.
The curriculum is intentionally structured to support developmental progression from foundational nursing knowledge to increasingly complex clinical reasoning and practice across the lifespan. The eight core nursing concepts and the four spheres of care identified in the AACN Essentials are threaded throughout the curriculum. This scaffolded approach supports holistic, person-centered nursing care and prepares students for safe, competent entry-level practice in a variety of healthcare settings.
The DE-MSN curriculum is distinct from the Bachelor of Science in Nursing (BSN) entry-level curriculum through higher-level end-of-program student learning outcomes and course-level objectives consistent with graduate education standards. While graduates of both programs are prepared for RN licensure, the DE-MSN curriculum incorporates graduate-level expectations related to leadership, systems thinking, and professional role development.
The program is designed to be delivered in a hybrid format over 6 semesters or 2 years. Didactic coursework will be offered primarily online, while all examinations, skills laboratories, simulation experiences, and clinical practicum experiences will be conducted in person. This delivery model provides flexibility for students while maintaining direct faculty oversight of clinical skill development and ensuring compliance with KSBN requirements related to supervised clinical education and public safety.
Supporting documentation included with this request outlines the proposed curriculum plan, program outcomes, sample degree plan, course descriptions and objectives, clinical resources, and evaluation plan demonstrating the program's ability to meet licensure preparation requirements.

Faculty Involvement in the Curriculum Change Process
Faculty involvement has been integral throughout the development of the proposed Direct Entry Master of Science in Nursing (DE-MSN) track. The initiative emerged during the School of Nursing's comprehensive review and revision of program objectives associated with completion of the Hybrid BSN (HBSN) program and alignment with the 2021 AACN Essentials. This work prompted broader faculty dialogue regarding curricular pathways, competency alignment, and graduate-level preparation for entry-to-practice nursing roles.

In Summer 2025, a dedicated curriculum development committee was formed to intentionally design the DE-MSN curriculum. The committee was composed of full-time faculty representing both the BSN and MSN programs. This ensured deliberate attention to alignment with Level 1 and Level 2 AACN competencies and supported continuity across undergraduate and graduate nursing education. Faculty expertise in didactic instruction, clinical education, simulation, and assessment informed curriculum structure, sequencing, and outcomes.

Following initial development, the proposed curriculum was reviewed by the School of Nursing Curriculum Committee. Faculty feedback was incorporated to strengthen progression, clarify graduate-level expectations, and ensure readiness for licensure preparation. Upon approval by the Curriculum Committee, the proposal was presented to the full School of Nursing faculty and received formal faculty approval at the December 2025 faculty meeting.

Throughout the process, faculty demonstrated a clear understanding of the purpose, structure, and implications of the proposed DE-MSN track, including its impact on teaching, clinical supervision, and student outcomes. Faculty engagement has ensured that the proposed program reflects shared governance, curricular rigor, and alignment with KSBN requirements for safe, effective nursing education. Faculty acknowledge of understanding letters can be found in Appendix B.

Full-Time Nursing Faculty Roster

Faculty Name	Title	Credentials	Highest Degree Earned
Amanda Addis	Associate Professor, Simulation & Skill Lab Director	RN, EdD (ABD), MSN, BSN, ADN	EdD (ABD), University of Kansas
Kathryn Dixon	Assistant Professor	RN, MSN, BSN	MSN, MidAmerica Nazarene University
Jennifer Ferguson	Associate Dean, Professor	RN, DNP, MSN, BSN, ADN	DNP, Point Loma Nazarene University
Susannah Hart	Assistant Professor	RN, MSN, BSN	MSN, MidAmerica Nazarene University
Mackenzie Holzrichter	Assistant Professor	RN, DNP, MSN, BSN, BS	DNP, University of Kansas
Kathryn Johnson	Assistant Professor	RN, MSN	MSN, Missouri Western State College
Jared Kellum	Assistant Professor	RN, MSN, BSN, BA Mathematics Education	MSN, MidAmerica Nazarene University
Susan Larson	Professor	RN, PhD, MS, BSN	PhD, University of Kansas
Sarah Miller	Professor	RN, DNP, EdD, MSN, BSN, ADN; FNP-C; CMSRN	DNP, University of Missouri–Columbia

Shirley Nichols	Associate Professor	RN, DNP, MSN, BSN; PCNS-BC CNE	DNP, University of Missouri–Columbia
Danielle Traudt	Assistant Professor	RN, MSN, APRN, FNP-C, BSN	MSN, Arizona State University
Gwenyth Wagner	Associate Professor	RN, APRN, ANP-C, DNP, MS, BSN	DNP, University of Kansas

Curriculum Alignment to NCLEX-RN Client Needs Categories

This curriculum alignment grid was used throughout the development of the DE-MSN program to ensure intentional coverage of all NCLEX-RN Client Needs Categories while maintaining appropriate sequencing and progression across the curriculum. Faculty utilized this framework during curriculum design and review to verify that required nursing content was introduced, reinforced, and evaluated through didactic coursework, skills laboratory and simulation experiences, and supervised clinical practice. The grid also served as a validation tool to support faculty consensus, curricular coherence, and compliance with KSBN expectations for public safety, licensure preparation, and educational quality.

NCLEX Client Needs Category	Associated Subcategories	Courses Addressing Content
Safe and Effective Care Environment	• Management of Care • Safety and Infection Prevention and Control	NURS 3703 Principles of Professional Nursing NURS 3402 Ethics, Quality, and Safety in Nursing NURS 6153 Foundations of Healthcare Safety and Quality NURS 6043 Informatics and Quality NURS 6053 Quantum Leadership NURS 6123 Strategic Planning and Financial Management
Health Promotion and Maintenance		NURS 3602 Health Assessment NURS 3902 Gerontological Nursing NURS 4113 Maternal and Women's Health Nursing NURS 5313 Pediatric Nursing NURS 6073 Population Health: Policies, Systems, & Outcomes
Psychosocial Integrity		NURS 5533 Mental Health Nursing NURS 3703 Principles of Professional Nursing NURS 3902 Gerontological

		Nursing NURS 5212 Transition to Nursing Practice
Physiological Integrity	• Basic care and comfort • Pharmacological and parenteral therapies • Reduction of risk potential • Physiological adaptation	NURS 3013 Pathophysiology NURS 3913 Pharmacology NURS 3185 Fundamentals of Nursing Care NURS 3067 Health Restoration I NURS 3177 Health Restoration II NURS 5902 Acute–Complex Nursing Care NURS 5684 Nursing Internship

Credential to be Conferred

The credential to be conferred is the Master of Science in Nursing (DE-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 January 2027.

Number of Admissions per year

The requested number of admissions per year is 24. This program is anticipated to admit students in the Spring term only.

- Admission to the DE-MSN Program

Eligible applicants for this program are those who:

- have BA, BHS, or BS degree in another field from an accredited college or university
- have a program prerequisite GPA of at least 3.0 on a 4.0 grading scale
- have completed all BSN prerequisite courses with a C- or better

All the prerequisite courses do not have to be completed before program application; however, they must be completed, and official transcripts received by MNU's Admission's office before the respective start dates of the program.

English Language Requirements:

All applicants to the MNU nursing major whose native language is not English must demonstrate an established level of English language proficiency through the TOEFL iBT, DET or IELTS exam.

Program Prerequisites

All prerequisite courses must have a minimum grade of C- or better.

- 3 hrs. Lifespan Development (options include: Lifespan, Human, and Child Development)
- 3 hrs. Intermediate Algebra (or proficiency)
- 3 hrs. Statistics
- 3 hrs. Human Nutrition
- 3 hrs. English Comp I (or proficiency)

- 3 hrs. Public Speaking (options include: Interpersonal and Strategic Communication)
- 5-8 hrs. Anatomy and Physiology*
- 4-7 hrs. Additional Life Sciences (Options include, but are not limited to: Biology, Genetics, Microbiology, and Chemistry)

*Combined Anatomy and Physiology Course: A 5- or 6-hour combined Anatomy and Physiology course may fulfill the above requirements, but students might need an additional Life Science course to reach the 12-hour science minimum. Nutrition courses are not included in the Life Science credit hours.

Program-Level Objectives

1. Faith Integration

• Acknowledges and/or demonstrates an appreciation of the role of the Christian worldview in promoting holistic health of self and others.
• Supports patients with differing moral-ethical and/or cultural values through mutual respect and shared decision-making.
• Recognizes and provides for the spiritual needs of patients, families, and interdisciplinary team members in a compassionate manner.
• Appreciates sacred Scripture, tradition, reason, and experience as the foundation to know the triune God – Father, Son, Spirit; generating a deepened spiritual journey and allowing faith to guide advanced professional nursing practice.

2. Formational Thinking

• Identifies credible, authoritative sources and cites relevant, essential information.
• Integrates evidence-based practice with individual patient preferences and values to deliver safe and effective individualized care.
• Identifies necessary changes that will enhance the quality and safety of care.
• Prioritizes nursing care effectively using a flexible and adaptable approach.
• Demonstrates a commitment to life-long learning and scholarship to heighten the quality of nursing practice.
• Applies theoretical and scientific concepts to make clinical judgments and decisions.
• Integrates, translates, and applies established and evolving knowledge from nursing and other disciplines to formulate sound clinical judgment and propose innovation in nursing practice.
• Generates, synthesizes, translates, applies, and disseminates nursing knowledge to improve health and transform healthcare.
• Applies established and emerging principles of safety and improvement science to enhance quality and minimize harm to patients and providers.
• Evaluates and integrates information and communication technologies and informatics processes that meet regulatory and professional standards and help manage and improve the delivery of safe, efficient, quality care.

3. Discovering Creation

• Recognizes and values personal attitudes regarding others' ethnic, cultural, spiritual, and social backgrounds.
• Demonstrates a commitment to life-long learning and continual self-assessment to

achieve one's highest potential.
• Acquires nursing expertise and affirms leadership through participating in activities and self-reflection that foster personal health, resilience, well-being, and life-long learning.

4. Communication & Self-Expression

• Collaborates effectively with members of the healthcare team to foster open communication, mutual respect, and shared decision-making to achieve quality patient care.
• Utilizes information technology to improve patient care outcomes and create a safe care environment.
• Manages conflict and negotiates equitable solutions with others.
• Respects patients' rights to personal healthcare records while protecting confidentiality.
• Evaluates the effectiveness of interprofessional collaboration in optimizing patient care and outcomes. Proposes innovative strategies for fostering collaborative relationships across professions and with care team members, including patients, families, and communities to enhance the healthcare experience and strengthen outcomes.
• Develops and cultivates a sustainable professional identity that reflects nursing's characteristics and values and demonstrates accountability, perspective, collaborative disposition, and comportment.

5. Global Citizenship

• Exhibits personal responsibility for advancement of self as a professional nurse.
• Provides safe, effective, and holistic nursing care to developmentally and socio-culturally diverse populations.
• Designs, delivers, and evaluates comprehensive personalized healthcare that demonstrates a compassionate understanding of the patient's development, social contexts, and values, as well as evidence-based practice.
• Analyzes population health data to identify trends and disparities and proposes evidence-based interventions. Collaborates with stakeholders across the care continuum to design and implement health promotion and disease prevention strategies for equitable healthcare outcomes.
• Supports healthcare as a complex, adaptive, and nuanced system and effectively coordinates resources to provide safe, quality, equitable care to diverse populations.

Direct Entry MSN- HCAQ Focus CURRICULUM PLAN

	Course #	Course Title	Credit Hours	Clinical/Lab Requirements
Year 1 Spring Mod 1		**Module 1**		
	NURS 3013	Pathophysiology	3	
	NURS 3703	Principles of Professional Nursing	3	
	NURS 3913	Pharmacology	3	
Spring Mod 2		**Module 2**		
	NURS 3013	Pathophysiology (continued)	0	
	NURS 3602	Health Assessment	2	21 lab
	NURS 3913	Pharmacology (continued)	0	
Summer Mod 1		**Module 3**		
	NURS 3902	Gerontological Nursing	2	
	NURS 3185	Fundamentals of Nursing Care	5	21 lab
Summer Mod 2		**Module 4**		
	NURS 3402	Ethics, Quality, and Safety in Nursing	2	
	NURS 3185	Fundamentals of Nursing Care (continued)	0	21 lab + 42 clinical
Fall Mod 1		**Module 5**		
	NURS 3067	Health Restoration I	7	126 clinical
	NURS 6053	Quantum Leadership	3	
Fall Mod 2		**Module 6**		
	NURS 3177	Health Restoration II	7	126 clinical
	NURS 6073	Population Health: Policies, Systems, & Outcomes	3	
Year 2 Spring Mod 1		**Module 7**		
	NURS 4113	Maternal and Women's Health Nursing	3	42 clinical

	NURS 5902	Acute-Complex Nursing Care	2	
	NURS 6043	Informatics and Quality	3	
Spring Mod 2		**Module 8**		
	NURS 6013	Research & Evidence-Based Practice in Nursing	3	
	NURS 6153	Foundations of Healthcare Safety and Quality	3	
Summer Mod 1		**Module 9**		
	NURS 5533	Mental Health Nursing	3	42 Clinical
	NURS 6113	Human Resources and Workforce Development	3	
Summer Mod 2		**Module 10**		
	NURS 5313	Pediatric Nursing	3	42 clinical
	NURS 6123	Strategic planning and financial management	3	
Fall Mod 1		**Module 11**		
	NURS 5212	Transition to Nursing Practice	2	
	NURS 6983	Applied Evidence Based Research Design	3	
Fall Mod 2		**Module 12**		
	NURS 5212	Transition to Nursing Practice (continued)	0	
	NURS 5684	Nursing Internship	4	126 clinical
Total			75	609 Clinical

Comparison of Plans of Study for De-MSN vs BSN

DE-MSN Plan of Study				Hybrid BSN Plan of Study		
	Course #	Course Title	Credit Hours	Course #	Course Title	Credit Hours
Year 1		**Module 1**			**Module 1**	
	NURS 3013	Pathophysiology	3	NURS 3013	Pathophysiology	3
	NURS 3703	Principles of Professional Nursing	3	NURS 3185	Fundamentals of Nursing Care	5
	NURS 3913	Pharmacology	3	NURS 3703	Principles of Professional Nursing	3
				NURS 3913	Pharmacology	3
		Module 2			**Module 2**	
	NURS 3013	Pathophysiology (continued)	0	NURS 3013	Pathophysiology (continued)	0
	NURS 3602	Health Assessment	2	NURS 3185	Fundamentals of Nursing Care (continued)	0
	NURS 3913	Pharmacology (continued)	0	NURS 3913	Pharmacology (continued)	0
		Module 3			**Module 3**	
	NURS 3902	Gerontological Nursing	2	NURS 3503	Mental Health Nursing	3
	NURS 3185	Fundamentals of Nursing Care	5	NURS 3602	Health Assessment	2
				NURS 3902	Gerontological Nursing	2
		Module 4			**Module 3**	
	NURS 3402	Ethics, Quality, and Safety in Nursing	2	NURS 3402	Ethics, Quality, and Safety in Nursing	2
	NURS 3185	Fundamentals of Nursing Care (continued)	0	NURS 4313	Pediatric Nursing	3
		Module 5			**Module 5**	
	NURS 3067	Health Restoration I	7	NURS 3067	Health Restoration I	7
	NURS 6053	Quantum Leadership	3			
		Module 6			**Module 6**	
	NURS 3177	Health Restoration II	7	NURS 3177	Health Restoration II	7
	NURS 6073	Population Health: Policies, Systems, & Outcomes	3			
Year 2		**Module 7**			**Module 7**	

	NURS 4113	Maternal and Women's Health Nursing	3	NURS 4113	Maternal and Women's Health Nursing	3
	NURS 5902	Acute-Complex Nursing Care	2	NURS 4212	Transition to Nursing Practice	2
	NURS 6043	Informatics and Quality	3	NURS 4513	Population Based Health	3
				NURS 4902	Acute-Complex Nursing Care	2
		Module 8			**Module 8**	
	NURS 6153	Foundations of Healthcare Safety and Quality	3	NURS 4212	Transition to Nursing Practice (continued)	0
	NURS 6013	Research & Evidence-Based Practice in Nursing	3	NURS 4213	Nursing Research and Evidence-Based Practice	3
				NURS 4323	Nursing Leadership and Professional Issues	3
				NURS 4684	Nursing Internship	4
		Module 9				
	NURS 5533	Mental Health Nursing	3			
	NURS 6113	Human Resources and Workforce Development	3			
		Module 10				
	NURS 5313	Pediatric Nursing	3			
	NURS 6123	Strategic Planning and Financial Management	3			
		Module 11				
	NURS 5212	Transition to Nursing Practice	2			
	NURS 6983	Applied Evidence Based Research Design	3			
		Module 12				
	NURS 5212	Transition to Nursing Practice	0			
	NURS 5684	Nursing Internship	4			
Total			75			60

Course Number and Course Description

NURS 3013 - Pathophysiology

Credit Hours: 3
Modality: Hybrid

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

1. Articulate underlying principles common to all disease processes, as well as the basic vocabulary associated with pathophysiological conditions
2. Identify stimuli that precede pathophysiological disruptions
3. Apply knowledge of system-specific diseases
4. Analyze the action of integrated body systems as adaptive mechanisms
5. Evaluate and discuss clinical manifestations and diagnostic finding of selected health problems
6. Enhance empiric knowledge & critical thinking skills regarding various pathophysiological processes
7. Develop skills of collaboration and learning from peers through active participation of group work and class discussion
8. Improve computer knowledge and skills through use of computer assisted instruction and the internet
9. Assume increasing self-responsibility for active involvement in the learning process

NURS 3703 - Principles of Professional Nursing

Credit Hours: 3
Modality: Hybrid

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

1. Demonstrate an understanding of an ability to apply person-centered care principles in nursing practice
2. Demonstrate compassionate care with the use of therapeutic communication, emotional intelligence and empathy
3. Discuss how to integrate theories and concepts of nursing into professional nursing practice

4. Describe what it means to be a professional nurse and the inherent values that are fundamental to the discipline of nursing
5. Explore workplace culture contributing to provider and work environment safety
6. Articulate the value of pursuing practice excellence, lifelong learning, and professional development to demonstrate the professional identity of nursing
7. Describe nursing's role as part of an interprofessional team
8. Utilize written, verbal, non-verbal, and technology methods to communicate effectively
9. Demonstrate a solid grasp of the research process while collaborating with peers to conduct scholarly inquiry and communicate findings

NURS 3913 - Pharmacology

Credit Hours: 3
Modality: Hybrid

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

1. Apply knowledge of drug classifications and identify prototype drugs that are used to diagnose, prevent, treat, cure and/or control various condition on the heal/illness continuum
2. Demonstrate a deeper understanding of drug action(s), the physiologic processes mediating drug action(s), variable drug action(s) and unusual and adverse responses to drug therapy;
3. Demonstrate ability to classify prototype drugs and to identify their clinical uses, their major adverse effects and nursing implications, etc.
4. Apply basic terminology and concepts related to the science of pharmacology (e.g. terms such as pharmacokinetics, pharmacodynamics; pharmacotherapeutics, half-life, therapeutic index, etc.)
5. Demonstrate the professional, legal and ethical responsibilities of the nurse when administering medications
6. Demonstrate the importance of drug standards and legislation affecting the control and distribution of drugs
7. Discuss the legal and ethical aspects of drug research
8. Demonstrate the role and responsibilities in the safe administration of drugs, -prior to, during and following administration.
9. Demonstrate an ability to utilize a variety of modalities to provide effective patient teaching regarding medications

NURS 3602 - Health Assessment

Credit Hours: 2
Modality: Hybrid

Provides an opportunity for students to develop competence in comprehensive health assessment as viewed through the lens of person-centered care. Students develop the necessary knowledge, skills, and attitudes regarding history-taking and holistic assessment.
Upon completion of the course, students will be able to:

1. Recognize standard anatomical landmarks used to document health assessment findings;
2. Describe expected, normal findings for an adult patient;
3. Demonstrate beginning clinical competence of health assessment skills;
4. Provide rationale for why various assessment techniques are used;
5. Demonstrate a systematic and aesthetic approach to health assessment;
6. Value the importance of assessment as the basis for nursing process as well as the rest of their nursing practice;
7. Provide rationale for why various assessment techniques are used;
8. Utilize empiric knowledge and critical thinking skills during assessment demonstrations and written exams;
9. Assess the developmental, cultural, and spiritual needs of patients;
10. Recognize the role of genetic history in the assessment and identification of health risks;
11. Develop and demonstrate a personalized approach to health assessment of patients;
12. Document health assessment findings using medical terminology and thorough descriptions;
13. Discuss the ethical responsibilities of professional nurses in the performance and documentation for of a health assessment;
14. Respect the rights and dignity of the lab partner as a real patient.

NURS 3902 - Gerontological Nursing

Credit Hours: 2
Modality: Hybrid

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

1. Understand the impact of developmental tasks on normal growth and development in older adulthood.
2. Know the nurse's role in assisting in the management of growth and development in older adults.
3. Understand the death and dying process in older adulthood.
4. Be prepared to provide nursing care for older, dying person.

5. Be prepared to apply the concept of spiritual care as it pertains to older persons.
6. Assess development of personal health promotion practices as a basis for personal aging.
7. Reflect on personal communication style and use of technology with older adults
8. Be familiar with the research base for evidence-based nursing care of older adults;
9. Evaluate nurses' roles in preventive health care in community-based settings;
10. Appreciate the role and contributions of interdisciplinary team members in caring for older adults;
11. Identify the physiological and pathological changes that accompany aging.

NURS 3185 - Fundamentals of Nursing Care

Credit Hours: 5
Modality: Hybrid

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

1. Demonstrate nursing knowledge and competency in safely performing and documenting specific nursing skills necessary for health promotion, maintenance, and restoration.
2. Understand the rationale and science behind the skilled care provided.
3. Use evidence-based practice (EBP) in the performance of nursing skills.
4. Use critical thinking in laboratory problem-solving scenarios.
5. Develop the ability to communicate appropriately with other members of the healthcare team.
6. Value the importance of providing safe, high quality, and effective nursing care.
7. Use critical thinking to accurately and safely administer medications.
8. Demonstrate safe and accurate calculation and preparation of medications.
9. Prioritize nursing care appropriately.

10. Collect and analyze comprehensive pertinent assessment data to determine patient care needs.
11. Act as a patient advocate.
12. Identify cultural, developmental, and spiritual needs of the patient.
13. Implement the plan of care in a safe, efficient, and aesthetic manner.
14. Demonstrate accurate and informative documentation of nursing procedures.
15. Identify expected outcomes and implement interventions to meet the patient's individualized plan of care

NURS 6113 - Human Resources And Workforce Development

Credit Hours: 3
Modality: Online

Analyzes leadership roles in relation to decision-making with particular emphases on human resource management. Evidence-based staffing models are developed for the purpose of projecting and accurately documenting human resource requirements. Interviewing, hiring, orientation, and competency rubrics are examined and developed while the guidelines and statutes governing these human resource issues are explored. Conceptual aspects of control, problem solving/decision-making, effective communication, conflict resolution, progressive disciplinary action, delegation, and team building are applied to a variety of situational contexts.
Upon completion of the course, students will be able to:

1. Examine the strategic role of human resource (HR) management, evaluating how HR practices influence organizational success and patient care outcomes.
2. Evaluate evidence-based recruitment, hiring, disciplinary, and termination practices that align with organizational goals, professional standards, and legal compliance.
3. Analyze workforce development strategies that support talent acquisition, retention, professional growth, and long-term workforce sustainability.
4. Evaluate compensation and benefits practices while considering equity and market-based strategies, with attention to internal alignment and external competitiveness.
5. Develop human capital training initiatives and performance management systems that foster life-long learning, clinical excellence, leadership skills, staff engagement, and quality improvement across interdisciplinary teams.
6. Interpret federal and state labor laws, unionization processes, and labor relations principles as they apply to labor-management dynamics and leadership.
7. Using behavioral and leadership models, apply concepts of effective communication, employee engagement, and conflict resolution to common human resource challenges in diverse, multi-cultural and multi-generational environments.

8. Synthesize HR best practices, legal requirements, and organizational theory to propose strategic, systems-based solutions that enhance organizational effectiveness and workforce well-being.

NURS 3402 - Ethics, Quality, And Safety In Nursing

Credit Hours: 2
Modality: Hybrid

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

1. Understand how nursing ethics is essential in providing competent care and advocating for the patient, nurse, and profession.
2. Explain the use of ethical theories and principles to guide nursing care.
3. Describe causes and responses to moral distress in nursing practice.
4. Understand the professional nurse's role in advocating for positive safety outcomes and quality care of diverse populations.
5. Explain how collaboration from the interprofessional team impacts patient safety outcomes.
6. Identify barriers that can impact the safety and quality of care practices in healthcare settings.
7. Implement effective communication and conflict resolution strategies to resolve ethical issues.
8. Understand how eliciting the preferences, values, and needs of the patient helps achieve quality in healthcare.
9. Discuss the professional nurse's role in using ethical decision making and current evidence-based research.
10. Understand nurse's responsibility to seek lifelong learning to provide optimal patient care.
11. Discuss healthcare informatics to communicate, manage knowledge, mitigate error, support decision making, and protect patient confidentiality.
12. Understand the process of identifying potential problems and developing strategies to improve care.

NURS 3067 - Health Restoration I

Credit Hours: 7
Modality: Hybrid
Prerequisite: NURS 3013: Pathophysiology, NURS 3185: Fundamentals of Nursing Care, NURS 3602: Health Assessment

Part one of a two-part course series focusing on person-centered care of adults experiencing acute illness, exacerbation of a chronic condition, and/or surgery. Course content emphasizes the development of knowledge and skills for patient

problems related to: the perioperative experience, fluid and electrolyte imbalance, inflammation and immune dysfunction (including cancer), the respiratory, gastrointestinal and musculoskeletal systems. In addition to caring for the physical needs of the patient, students are encouraged to consider the patient's spiritual, emotional, and learning needs. Students continue to develop testing skills based upon the structure and format of the most recently published NCLEX-RN® test plan. Clinical learning experiences occur in the acute-care clinical setting.
Upon completion of the course, students will be able to:

1. Demonstrate knowledge of selected alterations in health and apply this knowledge in identifying priorities in nursing care.
2. Implement the nursing process in the care of patients with health alterations.
3. Provide safe, effective holistic nursing care through the integration & application of knowledge of physical, biological, & behavioral sciences, including previous and concurrent nursing courses.
4. Demonstrate knowledge and acceptance of diverse cultures and values.
5. Demonstrate therapeutic communication techniques in patient interactions.
6. Demonstrate professionalism in interactions within the clinical setting.
7. Demonstrate effective collaboration with peers and other health care professionals.
8. Demonstrate accountability & responsibility for positive & negative outcomes of personal actions.
9. Utilize information and communication technologies and informatics processes to effectively gather, analyze, and communicate patient data, leading to informed clinical decision-making.

NURS 3177 - Health Restoration II

Credit Hours: 7
Modality: Hybrid
Prerequisite: NURS 3067 Health Restoration I

Part two of a two-part course series, building upon knowledge gained in NURS 3067 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.
Upon completion of the course, students will be able to:

1. Apply the nursing process of patient assessment, plan development and interventions of care, and evaluation of care to the acutely and chronically ill adult patient in order to restore health.

2. Use nursing reasoning and prioritization in decision-making and identification of major risks related to specific alterations in health.
3. Provide safe, effective nursing care through the integration and application of knowledge derived from the physical, biological, and behavioral sciences, including previous and concurrent nursing courses.
4. Use therapeutic communication techniques and modify communication to meet the needs of patients, families, other professionals, and peers.
5. Provide spiritual support as needed to patients, families, and peers.
6. Use cultural competence in the provision of patient care.
7. Demonstrate professionalism in all settings. Examples include timeliness, submitting work on time, communications, self-reflection, and goal setting.
8. Demonstrate professionalism through accountability and responsibility for all personal actions.
9. Utilize information and communication technologies and informatics processes to effectively gather, analyze, and communicate patient data, leading to informed clinical decision-making.

NURS 4113 - Maternal and Women's Health Nursing

Credit Hours: 3
Modality: Hybrid
Prerequisite: NURS 3013: Pathophysiology, NURS 3185: Fundamentals of Nursing Care, NURS 3602: Health Assessment

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

1. Develop a body of knowledge regarding women's health issues, including the maternal-newborn experience that will form a holistic framework for nursing practice
2. Demonstrate a holistic approach to caring for women, as well as the childbearing family.
3. Utilize methods of inquiry, decision making, critical thinking, nursing informatics, technology, and other resources to deliver holistic nursing care
4. Demonstrate competence in patient care management of the maternal-newborn experience, including use of appropriate technologies in the assessment and monitoring of patients, as well as the ability to prioritize care
5. Relate professional ethical, legal, and cultural considerations of nursing practice in relation to the maternal-newborn experience
6. Identify community resources appropriate to the childbearing family
7. Demonstrate professional role behaviors, guided by ethical principles and clinical standards of practice

8. Demonstrate accountability and responsibility for professional and personal growth in relation to maternal-newborn care and nursing practice
9. Use effective and facilitative communication to promote family-centered nursing care during the maternal-newborn experience

NURS 5902 – Acute-Complex Nursing Care

Credit Hours: 2
Modality: Hybrid
Prerequisite: NURS 3177: Health Restoration II

This course centers on evidence-based practice and the delivery of person-centered care to patients facing substantial health challenges. Students utilize their understanding of systems, pathophysiology, diagnostic data, pharmacology, and treatment approaches to administer, assess, and appraise care processes for patients with complex healthcare needs. Emphasis is placed on a comprehensive approach to patient care, encompassing both acute and potentially critical conditions.
Upon completion of the course, students will be able to:

1. Demonstrate sound judgment in assessing and planning the care for an acute and complex patient
2. Prioritize nursing actions when caring for the acute and complex patient
3. Identify appropriate outcomes based on evidence-based practice when caring for the acute and complex patient
4. Demonstrate advocacy, creativity, and caring attitudes in identifying potential solutions for patient care problems
5. Exhibit knowledge and acceptance of diverse cultures and values when caring for the acute and complex patient
6. Identify the required nursing knowledge, skills, and attitudes for the acute and complex patient in the critical care area; and
7. Discuss ethical issues related to care management of acute and complex patients
8. Establish effective collaborative relationships with community partners to develop and implement disaster preparedness, response, and recovery plans that prioritize patient and healthcare provider safety and well-being.
9. Evaluate patient and system outcomes related to the care of acute and complex patients using evidence-based data to identify trends and opportunities for improvement.
10. Coordinate care across settings to support safe transitions and promote self-care for acute and complex patients through collaboration with patients, families, and the interprofessional team.

NURS 6053 - Quantum Leadership

Credit Hours: 3
Modality: Online

Quantum Leadership equips students to embody the science, the art, and development of the leader within, as competencies to foster health and promote advocacy for patients and the nursing profession. Students are encouraged to cultivate a sustainable professional identity, for themselves, as well as their identified healthcare unit/organization/system. The therapeutic use of self, including a spirit of self-discovery and life-long learning, are presented as approaches to enhance personal health, resilience, and holistic well-being. Complexity science and quantum leadership principles are applied as mechanisms to transform and sustain health, health policy, and wellness in diverse and integrative systems of care delivery.

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

1. Analyze the formation of a professional nursing identity through self-assessment, reflective practice, and application of nursing values in complex healthcare environments.
2. Demonstrate professional comportment and accountability in healthcare systems consistent with advanced nursing practice standards and leadership expectations.
3. Apply leadership theories and models, including Quantum Leadership, to everyday healthcare challenges that require ethical reasoning, systems thinking, and collaboration.
4. Construct a professional leadership development plan grounded in self-awareness and emotional intelligence that incorporates leadership aspirations and holistic self-care to support ongoing personal growth, professionalism, and servant leadership.
5. Demonstrate effective interpersonal and interprofessional communication skills aligned with professional standards to foster collaboration, conflict resolution, and patient-centered outcomes.
6. Lead with cultural humility and spiritual awareness by recognizing the role of personal faith, values, and belief systems in promoting holistic care and ethical decision-making.
7. Evaluate a professional portfolio that demonstrates career progression, certification goals, leadership competencies, scholarly achievements, and a commitment to lifelong learning.
8. Integrate strategies for sustaining personal health, well-being, and resilience, and apply them to promote balance and effectiveness in leadership practices.

NURS 6073 - Population Health: Policies, Systems and Outcomes

Credit Hours: 3
Modality: Online

Focuses on evaluating the structures, regulations, policies and delivery systems that govern the health of populations. Population and public health concepts and challenges are explored, and outcomes and trends are assessed through epidemiological methods and population-level evidence. Programs to improve

outcomes in given populations are evaluated and policies advocated that will provide ethical, affordable and quality care. Collaborative relationships of the professional nurse with community stakeholders are promoted in effectively addressing population health challenges.
Upon completion of the course, students will be able to:

1. Recognize the complexity of current health care delivery in the U.S.
2. Identify and analyze key factors in systems that affect access, cost and quality of healthcare delivery to individuals and populations.
3. Understand the basic principles and challenges in public and population health and analyze public health ethical frameworks that guide decision making
4. Monitor epidemiological and system-level aggregate data to determine healthcare outcomes and trends.
5. Apply findings from epidemiological data and community assessment to develop programs that improve population outcomes.
6. Advocate for healthcare policies that promote access, affordability and improve outcomes for populations.
7. Develop collaboration with relevant stakeholders in addressing population health needs including public health emergencies and disasters

NURS 6153 - Foundations Of Healthcare Safety And Quality

Credit Hours: 3
Modality: Online

Examines historical background and current quality care and safety issues of importance to vibrant and successful healthcare organizations and systems. Students evaluate relevant theories, structures, processes, and systems that promote quality and safety, all within the context of a just culture and a focus on designated outcomes. Students learn how interdisciplinary collaboration is important to the development of quality and safety. Systematic approaches for analyzing and evaluating processes of care delivery and their impact on client populations, organizational processes, and communities are considered.
Upon completion of the course, students will be able to:

1. Define key concepts, reports, initiatives, organizations, and leaders in the safety and quality movement, examining their historical evolution and significance.
2. Analyze systems-level influences on healthcare quality, including accreditation, policy, regulatory, and other incentivizing frameworks or approaches.
3. Evaluate the application of major quality improvement models (e.g., PDSA, Lean, Six Sigma, etc.) within healthcare organizations.
4. Apply principles of improvement science and evidence-based strategies, as well as the promotion of interprofessional teams and systems thinking, to implement and sustain quality initiatives across a variety of healthcare environments.

5. Demonstrate use of QI tools (e.g., RCA, flowcharts, control charts, etc.) to identify and address safety and quality gaps.
6. Interpret healthcare quality metrics and use data-driven methods to support performance improvement.
7. Analyze leadership strategies that promote a just culture and support system-wide quality and safety efforts.
8. Evaluate strategies to integrate cultural responsiveness into safety and quality improvement initiatives.
9. Examine how population health concepts and frameworks intersect with quality improvement efforts to improve safety and quality outcomes.

NURS 5533 - Mental Health Nursing

Credit Hours: 3
Modality: Hybrid

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

1. Develop a body of knowledge regarding mental illness that will form a holistic framework for mental health nursing practice.
2. Use therapeutic modalities (e.g. communication, etc.) with individuals and groups in providing professional nursing care to the mentally ill client/population.
3. Demonstrate sensitivity and compassion to the mental health needs of special populations (i.e. children, elderly, homeless, and the chronically mentally ill).
4. Utilize methods of inquiry, decision making, critical thinking, nursing informatics, and other resources to deliver holistic care to the mentally ill client/population.
5. Demonstrate professional role behaviors, guided by ethical principles and psychiatric mental health clinical standards of practice
6. Relate professional, ethical, legal, and cultural considerations of nursing practice in the mental health setting
7. Identify community resources that will assist patients and families in dealing with mental health concerns.
8. Demonstrate accountability and responsibility for professional and personal growth in relation to mental health nursing care.
9. Analyze population-level mental health data to identify trends, disparities, and priority needs that inform evidence-based mental health nursing interventions.
10. Collaborate with community and interprofessional partners to support coordinated, equitable mental health care across settings and populations.

11. Evaluate the impact of mental health policies, resources, and systems on access to care and outcomes for diverse and vulnerable populations.

NURS 6043 - Informatics and Healthcare Quality for Advanced Practice

Credit Hours: 3
Modality: Online

Provides an overview of informatic processes and communication technologies used to manage and improve the delivery of safe, quality, and cost-efficient care. The impact of policy in the development of public health informatics is examined and regulatory standards explored. Data management and quality improvement methodologies are analyzed that support both clinical practice and positive healthcare outcomes.
Upon completion of the course, students will be able to:

1. Integrate the science of nursing and that of other disciplines with the foundations of informatics and communication technology.
2. Utilize informatics in accordance with ethical, legal, professional, and regulatory standards.
3. Describe and analyze current and emerging technologies that support safe practice environments, and enhance healthcare access, safety, cost-effectiveness, and improved health outcomes.
4. Explore the effectiveness of clinical information systems to provide data that supports quality improvement within practices and populations.
5. Utilize information and communication technology to support documentation of care, communication between patients and providers and collaboration between healthcare professionals.

NURS 4313 - Pediatric Nursing

Credit Hours: 3
Modality: Hybrid
Prerequisite: NURS 3013: Pathophysiology, NURS 3185: Fundamentals of Nursing Care, NURS 3602: Health Assessment

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

1. Apply the nursing process as it relates to normal growth and development.
2. Describe abnormal growth and development patterns.
3. Apply safe, effective nursing care through the integration and application of knowledge of selected alterations in child health including pharmacology, pathophysiology, growth and development theories, physical assessment, drug calculation, EBP, and basic nursing skills.

4. Demonstrate advocacy, creativity, and caring attitudes in identifying potential solutions for patient care problems.
5. Demonstrate knowledge and acceptance of diverse cultures and values.
6. Demonstrate the ability to effectively communicate pediatric patient assessment findings to healthcare team members and caregivers to ensure continuity of care.
7. Collaborate with interprofessional team members to provide holistic care that addresses the physical, emotional, and developmental needs of pediatric patients.
8. Utilize informatics and electronic health records to document patient care, track pediatric patient health outcomes, and ensure data-driven decision-making in the management of pediatric patients.
9. Employ professional accountability and responsibility by adhering to ethical standards, scope of practice, and legal responsibilities when caring for a pediatric patient.
10. Apply interprofessional collaboration strategies to support coordinated, family-centered care for pediatric patients across healthcare and community settings.

NURS 6013 - Research And Evidence-Based Practice In Nursing

Credit Hours: 3
Modality: Online

Research and Evidence-Based Practice, prepares students to enhance healthcare through the rigorous application of scholarship. Students examine the historical and philosophical foundation of knowledge development and its influence on nursing science as a mechanism to inform and advance education, practice, policy, research, and healthcare. Students will critically evaluate research principles, including scientific paradigms, ethics, designs, methodologies, rigor, merit, etc. to guide evidence-based practice. Strategies for effectively translating and implementing research findings into clinical practice are also explored.
Upon completion of the course, students will be able to:

1. Analyze nursing's historical perspective in the development of knowledge and science, while examining one's ways of knowing, being, and doing in professional nursing practice.
2. With excellence, demonstrate nursing's unique professional identity and contribution to the service of healthcare.
3. Apply a variety of conceptual models and theories, from nursing and multidisciplinary fields, as the basis for informing quality education, practice, and research.
4. Demonstrate understanding and appropriate application for the philosophical basis of research paradigms, noting the unique value provided through quantitative, qualitative, and mixed-methods research methodologies and designs.

5. With appreciation for nursing's unique contribution in healthcare, identify ethical considerations, principles, and actions that support ethical conduct in practice and scholarship.
6. Critically appraise quantitative, qualitative, and mixed methods research for validity, reliability, and applicability, in search of evidential support for professional nursing practice.
7. Demonstrate appropriate use of database search skills in locating evidence to support addressing opportunities for innovation and change to improve nursing practice and healthcare.
8. Describe evidence-based quality improvement as the foundation for nursing practice.

NURS 5212 - Transition To Nursing Practice

Credit Hours: 2
Modality: Hybrid
Prerequisite: NURS 3177: Health Restoration II

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

1. begin to understand the National Council of State Boards of Nursing and its relationship to the KSBN
2. describe the process of critical analysis of NCLEX-RN questions
3. identify the current NCLEX-RN test plan
4. understand the application process for licensure and for taking the NCLEX-RN exam
5. understand the application process for signing up for Pearson VUE
6. understand the logistics of test scheduling and test taking
7. identify the seven outcomes met throughout their educational experience
8. understand the importance of new employment
9. Apply professional accountability and ethical standards in preparation for entry into nursing practice, including licensure, employment expectations, and role responsibilities.
10. Develop strategies to support professional resilience, self-care, and role transition during the first year of nursing practice.

NURS 6983 - Applied Evidence-Based Research Design

Credit Hours: 3
Modality: Online
Prerequisite: NURS 6013: Research & Evidence-Based Practice in Nursing

Integrates the knowledge, skills, and specialty expertise gained throughout the MSN course of study to culminate in a theoretical application experience designed to further advance the graduate's role and skill set. Students are prepared to assess needs for practice change, critically appraise existing evidence, and develop a plan for implementation and evaluation of evidence-based practice interventions. Emphasis is on the understanding and value of evidence-based practice, effective communication, and the demonstration of the research-related skills necessary to enter the specialty area.
Upon completion of the course, students will be able to:

1. Describe the process of evidence-based decision making and implementation.
2. Demonstrate appropriate use of database search and skills in locating evidence that is pertinent to the student's track of study/clinical practice.
3. Critically appraise types and sources of existing research studies for validity, reliability, applicability, and ethical standards relevant to the clinical practice problem.
4. Integrate theory, evidence, clinical judgment, research, and inter-professional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates.
5. Assume a leadership role in effectively implementing patient safety and quality improvement initiatives within the context of the inter-professional team using effective communication (scholarly writing, speaking, and group interaction) skills.
6. Synthesize collective evidence with a plan to implement the evidence into practice.

NURS 6123 - Strategic Planning and Financial Management

Credit Hours: 3
Modality: Online

Introduces the concept of a strategic plan and the importance of linking this with an organization's mission and ethos. Basic principles associated with program, project, and service line fiscal management, price-setting, budget preparation, return on investment, cost- benefit analysis, managed care contracting, and value-based purchasing are discussed and applied. Emphasis is placed on acquiring a financial vocabulary to communicate with various stakeholders. Financial reports such as balance sheets, budget forms, and expense reports are studied and formulated.
Upon completion of the course, students will be able to:

1. Employ knowledge and skills in economics, business principles, and systems in the design, delivery, and evaluation of care.
2. Analyze and monitor the cost-effectiveness of care.

3. Make high quality, cost-effective choices in the use of healthcare resources.
4. Interpret the financial impact of healthcare research.
5. Develop a budget and manage resources, including knowing when to seek the services of external resources such as a lawyer or practice consultant.

NURS 4684 - Nursing Internship

Credit Hours: 4
Modality: Hybrid
Prerequisite: NURS 3177: Health Restoration II

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

1. Integrate the roles of scholar and professional nurse in the acquisition of knowledge and the delivery of nursing care.
2. Appreciate the development of an ethical, legal, and spiritual nursing philosophy.
3. Recognize the impact that skillful coordination of care (the art and the science of nursing) has on clients, families, co-workers, and self.
4. Understand current research and information regarding healthcare delivery, including concepts of managed care, and how these factors influence client health outcomes.
5. Demonstrate clinical competence with a client caseload evidenced by accurate, often independent, aesthetic delivery of care; appropriate and coordinated time management; and comprehensive empiric knowledge of client care situations.
6. Utilize effective communication and a professional approach when participating with other healthcare professionals to promote established client outcomes.
7. Participate in the appraisal of self and others in terms of effective management and leadership skills, accountability to the profession, and the provision of quality client care through demonstration of adequate knowledge and skills regarding client care delivery.
8. Evaluate nursing research findings and/or literature for applicability to professional nursing practice.
9. Evaluate the legal and moral-ethical decisions of self and other professional nurses as it relates to healthcare delivery.
10. Apply strategies to manage role transition, workload demands, and professional responsibilities in order to promote effective practice and sustained professional performance within complex healthcare environments.

Comprehensive Assessment Plan

The comprehensive evaluation process for the DE-MSN program is guided by intentional alignment with the 2021 AACN Essentials and the associated Domains and sub-competencies. Competency attainment is demonstrated through achievement of Level 1 (entry-level professional nursing practice) and Level 2 (advanced professional nursing practice) sub-competencies. Benchmark assignments are intentionally scaffolded across the curriculum to monitor student progression, increase in complexity, and support the application of learning in real-world nursing contexts. These assessments are embedded at key points in the curriculum to evaluate knowledge integration, clinical judgment, professional identity formation, and systems-level thinking, with a comprehensive summative evaluation of overall program outcomes completed in the final semester as part of NURS 5684 Nursing Internship.

Together, these elements form a cohesive assessment plan that supports both formative and summative evaluation of student learning. Assessment data are used to evaluate progression toward program-level objectives and AACN competencies, identify trends in student performance across cohorts, inform curricular and instructional improvements, and support compliance. Benchmark assignments are evaluated using standardized rubrics aligned with AACN sub-competencies, and aggregate results are reviewed annually by program leadership and faculty as part of the ongoing program evaluation process.

Outcome Measure	Program Level Learning Outcome	Course Number & Title ABSN	Assignments in which Data Mastery Assessment Occurs	Academic Identity	% of students earned ≥ 80%	Outcome Met or Not Met	Faculty Response Barriers or Plan for Success
Communication & Self-Expression	• Collaborates effectively with members of the healthcare team to foster open communication, mutual respect, and shared decision-making to achieve quality patient care. • Utilizes information technology to improve patient care outcomes and create a safe care environment.	NURS 3402 Ethics, Quality, and Safety in Nursing	Noah's Story Ethics Assignment	*Experiential Learning (1) Relational Learning (2)*			
	• Manages conflict and negotiates equitable solutions with others. • Respects patients' rights to personal healthcare records while protecting confidentiality.	NURS 5684 Nursing Internship	Internship Paperwork Communication Outcomes- Journal 1	*Experiential Learning (1) Relational Learning (2)*			
	• Develops and cultivates a sustainable professional identity that reflects nursing's characteristics and values and demonstrates accountability, perspective, a collaborative disposition, and comportment.	NURS 6053 Quantum Leadership	Final Presentation	*Relational Learning (1, 2)*			

	• Evaluates the effectiveness of interprofessional collaboration in optimizing patient care and outcomes. Proposes innovative strategies for fostering collaborative relationships across professions and with care team members, including patients, families, and communities to enhance the healthcare experience and strengthen outcomes.	NURS 6073 Population Health: Policies, Systems & Outcomes	Community Partnership Case Study Discussion	*Integrative Learning (1, 2)*			
Discovering Creation	• Recognizes and values personal attitudes regarding others' ethnic, cultural, spiritual, and social backgrounds.	NURS 3402 Ethics, Quality, and Safety in Nursing	QSEN Presentation	*Relational Learning (1, 2)*			
	• Acquires nursing expertise and affirms leadership through participating in activities and self-reflection that foster personal health, resilience, well-being, and life-long learning.	NURS 5313 Pediatrics Nursing	Clinical experience summary	*Relational Learning (1, 2)*			
	• Demonstrates a commitment to life-long learning and continual self-assessment to achieve one's highest potential.	NURS 6053 Quantum Leadership	Final Presentation	*Integrative Learning (1, 2)*			
Faith Integration	• Acknowledges and/or demonstrates an appreciation of the role of the Christian worldview in promoting holistic health of self and others. • Supports patients with differing moral-ethical and/or cultural values through mutual respect and shared decision-making.	NURS 3602 Health Assessment	Spiritual Care of Self and Others	*Integrative Learning (1, 2)*			
	• Recognizes and provides for the spiritual needs of patients, families, and interdisciplinary team members in a compassionate manner.	NURS 4113 Maternal and Woman's Health Nursing	Assignment on Maternal Support	*Integrative Learning (1, 2)*			
	• Appreciates sacred Scripture, tradition, reason, and experience as the foundation to know the triune God – Father, Son, Spirit; generating a deepened spiritual journey and allowing faith to guide advanced professional nursing practice.	NURS 5684 Nursing Internship	Reflective Journal	*Relational Learning (1, 2)*			
Formational Thinking	• Identifies credible, authoritative sources and cites relevant, essential information. • Integrates evidence-based practice with individual patient preferences and values to deliver safe and effective individualized care. • Identifies necessary changes that will enhance the quality and safety of care. • Prioritizes nursing care effectively using a flexible and adaptable approach.	NURS 3185 Fundamentals	Evidenced-Based Article Review	*Integrative Learning (1, 2)*			
	• Demonstrates a commitment to life-long learning and scholarship to heighten the quality of nursing practice. • Applies theoretical and scientific concepts to make clinical judgments and decisions. • Integrates, translates, and applies established and evolving knowledge from nursing and other disciplines to formulate sound clinical judgment and propose innovation in nursing practice. • Generates, synthesizes, translates, applies, and disseminates nursing knowledge to improve health and transform healthcare.	NURS 6013 Research & Evidence Based Practice	EBP Research Poster	*Integrative Learning (1, 2)*			

	. Evaluates and integrates information and communication technologies and informatics processes that meet regulatory and professional standards and help manage and improve the delivery of safe, efficient, quality care.	NURS 6043 Informatics and Quality	Safer Guide Analysis and Remediation Paper	*Relational Learning (1, 2)*			
	Demonstrates a commitment to life-long learning and scholarship to heighten the quality of nursing practice. • Integrates, translates, and applies established and evolving knowledge from nursing and other disciplines to formulate sound clinical judgment and propose innovation in nursing practice. • Generates, synthesizes, translates, applies, and disseminates nursing knowledge to improve health and transform healthcare. • Applies established and emerging principles of safety and improvement science to enhance quality and minimize harm to patients and providers..	NURS 6983 Applied Evidence-Based Research Design	Capstone Final Paper	*Integrative Learning (1, 2)*			
Global Citizenship	• Exhibits personal responsibility for advancement of self as a professional nurse. • Provides safe, effective, and holistic nursing care to developmentally and socio-culturally diverse populations. • Designs, delivers, and evaluates comprehensive personalized healthcare that demonstrates a compassionate understanding of the patient's development, social contexts, and values, as well as evidence-based practice.	NURS 3703 Principles of Professional Nursing	Poster Presentation	*Experiential Learning (1, 2)*			
	• Supports healthcare as a complex, adaptive, and nuanced system and effectively coordinates resources to provide safe, quality, equitable care to diverse populations.	NURS 6053 Quantum Leadership	Final Presentation	*Integrative Learning (1, 2)*			
	• Analyzes population health data to identify trends and disparities and proposes evidence-based interventions. Collaborates with stakeholders across the care continuum to design and implement health promotion and disease prevention strategies for equitable healthcare outcomes.	NURS 6073 Population Health: Policies, Systems, & Outcomes	Population Health Policy Brief	*Experiential Learning (1, 2)*			

List of Affiliated Clinical Agencies

Agency	Type of Facility or Units Utilized	Maximum Number of Students Allowed	Agreement Contact Person Email	Phone	City, State, Zip
Aberdeen Village (Presbyterian Manors, Inc.	Long Term Care	5	Tim Allin Tallin@pmma.org	(913) 599-6100	Olathe, KS 66061
Advanced Dermatologic Surgery	Specialty	1	Gregory Albers g.albers@advanceddermsurgery.com	(913) 661-1755	Overland Park KS 66209
Advent Health Shawnee Mission Medical Center (includes SM Employee Health)	Med Surg, Tele, OB, NICU, ICU, ED, OR, Wound, Infusion, Corporate Care, Oncology	Multiple units	Amber Delphia, RN, MSN Clinical Ed Specialist amber.delphia@shawneemission.org	(913) 676-2102	Shawnee Mission, KS 66240
Adventist Health System Georgia	hospital Care	1	Joan Smith joan.smith@adventhealth.com	(706) 602-7800	Calhoun, GA 30703-7013
Agape Family Healthcare	Healthcare Clinic	1	Tonya Asabazele agapefhc.tonya@gmail.com	(615) 865-3994	Madison TN 37115
AllCare Health	Healthcare Clinic	1	Jennifer McCurdy, MSN, RN jennifer.Mccurdy@allcarehealth.com	(541) 471-4106	Grants Pass OR 97526
Ascend Hospice	Hospice	2	Jo Koehler Krystal Anderson jo.koehler@ascendhealth.com Krystal.Anderson@ascendhealth.com	(816) 584-8111	Lee's Summit, MO 64064
Ascension Via Christi Hospitals	Hospital Care	1	Tiffany Poyner Tiffany.Poyner@ascension.org	(316) 268-5526	Wichita, KS 67214
Ascentists Healthcare	Long Term Care	6	Sarah Mikulich Sarah.Mikulich@ascentist.com	(913) 392-2246	Leawood, KS 66211
Barnes Health Care Management Group LLC	Healthcare Clinic	1	Lisa Vitor lisa@barneshealthcare.net	(573) 234-1800	Columbia, MO 65203
Barstow Schools	School Nurse	4	Debra Raffety debra.raffety@barstowschool.org	(816) 942-3255	Kansas City, MO 64114
Blue Valley Unified School District	School Nurse	4	Ellyn Hollis ehollis@bluevalleyk12.org	(913) 239-4100	Overland Park, KS 66283
Brookdale Senior Living Solutions	Long Term Care	6	Malicia Wilson malwilson@brookdale.com	(615) 564-8140	Shawnee, KS 66216
Camber Children's Mental Health (Olathe Psychiatric Hospital/Legal name)	Mental Health	6	Taylor Ziegler, APRN-CNP, RN tziegler@cambermh.org	(913) 890-7500	Kansas City, KS 66104
Cancer Treatment Centers of America	Oncology	1	Kate Corrigan Kate.Corrigan@ctca-hope.com	(215) 537-6923	Philadelphia PA 19124
Cass Regional Medical Center	ED, Med Surg, ED	8	Crysti Danahy Cdanahy@cassregional.org	(816) 380-3474 ext 4981	Harrisonville, MO 64701
Catholic Community Health	Community	8	Duke Onkoba, RN, BSN Clinical & Operations Director donkoba@catholiccommunityhospice.com	(913) 621-5090	Lenexa KS 66219
Catholic Community Hospice	Hospice	2	Erin Kling, RN Director of Hospice Operations ekling@catholiccommunityhospice.com	(913) 621-5090	Overland Park, KS 66212

CCRC of Overland Park (d/b/a Colonial Village	Long Term Care	6	Rachel Backes Rachel.Backes@pivotalhc.com	(913) 890-4780	Overland Park, KS 66209
Cedar Lake Village d/b/a Hoeger House	Hospice	6	Rachel Haase rhaase@good-sam.com	(913) 780-9916	Olathe, KS. 66061
Children's Mercy Hospital (includes CM South)	Peds,	Multiple units	Margie Allenbrand - South Michelle Beisley Alisha Dillingham (UCE) Sally Bailey OR Silvia Torres maallenbrand@cmh.edu mrbeisly@cmh.edu ardillinham@cmh.edu sbailey@cmh.edu	(816) 234-3366 (816) 234-3928	Kansas City, MO 64108
City of Olathe, Kansas Fire Department	Simulation	8	Jeff DeGraffenried Fire Chief		Olathe, KS 66062
City Union Mission	Community	3	Elizabeth Gienger elizabeth.gienger@cityunionmission.com	(816) 474-9380	Kansas City, MO 64106
Clay County Public Health Center (MSN)	Administration	1	Jenn Lorman, BSN, RN; Director, Division of Community Health Promotion jloman@clayhealth.com	(816) 595-4274	Liberty, MO 64068
Cottonwood Springs Hospital	Mental Health	6	Christina Brown CristinaBrown@SPSH.com	(913) 353-3468	Olathe, KS 66062
Cristo Rey Kansas City	School Nurse	2	Nancy Mosbaek, PhD, RN Education Specialist	(816) 457-6044	Kansas City, MO 64111
Curana Health	Long Term Care	2	Maria Paddack (Beckett MARIA.BECKETT@curanahealth.com	(816) 226-6236	Lee's Summit, MO 64081
Delmar Gardens of Lenexa	Long Term Care	6	Tiffany Sylva, Nurse Educator tslyva@delmargardens.com	(913) 492-1130	Lenexa, KS. 66215
Delmar Gardens of Overland Park	Long Term Care	6	Katie Allen, Administrator kallen@delmargardens.com	(913) 469-4210	Overland Park, KS 66210
DeSoto School District	School Nursing	2	Alvie Cater, Director of Administrative Services & Community Relations acater@usd232.org	(913) 667-6200	DeSoto, KS 66018
Dialysis Associates	Clinic	1	Shrishti Nandal, Practice Manager snandal@dafw.org	(817) 289-7224	Fort Worth TX 76110
Good Samaritan Center	Long Term Care	6	Bryan Pippitt bpippitt@good-sam.com	(913) 782-1372	Olathe KS 66061
HCA (Belton, Centerpoint, Lafayette, Lee's Summit, Menorah, OPR, Research)	Med, Tele, ED	Multiple units	Angela Case, Katie Murphy Angela.Case@HCAhealthcare.com Katie.Murphy@HCAhealthcare.com	(208) 201-5069	see agreement list
HCA Lee's Summit Medical Center	Capstone	1	Janise Riffe Janise.riffe@hcamidwest.com	(816) 282-5012	Lee's Summit, MO 64063
Healthcare Resort of Olathe	Long Term Care	6	Connie Mao, Contracts Paralegal Sara Smith, Education cmao@ensignservices.net SarSmith@theHealthcareresort.com	(913) 390-0444	Olathe, KS 66061
Interim HealthCare Hospice and Palliative Care	Hospice	3	Kari Mellin kmellin@interimteam.com	(913) 730-1346	Overland Park, KS 66211
John Knox Village Care Center	Long Term Care	6	Sue LaBonte', CHC, RHIA, CHP Compliance Manager slabonte1@jkv.org	(816) 347-2109	Lee's Summit, MO 64063
Kansas City Geriatrics (also, Shawnee Gardens)	Internal Medicine	1	Tim Badger tim.badger@kcgeriatrcs.com	(913) 948-1483	Kansas City, MO 64108

Kansas City Hospice & Palliative Care	Hospice	1	Kelli Traylor ktraylor@kchospice.org	(816) 276-2749	Kansas City, MO 64114
Kansas City Kidney Consultants, P.A.	Administration	1	Molly Cahill, MSN, RN, ANP-C macahill@kckidney.com		Kansas City, MO 64111
Kansas City Missouri Health Department	Public Health	2	Nancy E. Aguirre Safety Net Provider Analyst nancy.aguirre@kcmo.org	(816) 513-6323	Kansas City, MO 64108
Kansas City Missouri Public Schools	School Nurse	1	Lauren Grimes, BSN, RN Manager of Nursing Services lagrimes@kcpublicschools.org	(816) 418-7683	Kansas City, MO 64109
Kansas City Rescue Mission	Community	6	Rev. Joe Collaizzi (Executive Director)	(816) 421-7643	Kansas City, MO 64108
Kansas City University of Medicine & Biosciences (Score 1)	Pediatrics	12	Candice Allen callen@kansascity.edu	(816) 654-7965	Kansas City, MO 64106
Kansas City VA Medical Center	Med Surge, ED, Administration	4	Charles Anderson, Education Technician charles.anderson3@va.gov	(816)861-4700 ext 56721	Kansas City, MO 64128
Kansas Medical Center	Urgent Care	1	Joy Stephenson, MSN, RN joy.stephenson@ksmedcenter.com	(316) 300-4028	Andover, KS 67002
Kids TLC	Mental Health	1	Renee Azzouz, APRN, Director of Nursing razzouz@kidstlc.org	(913) 324-3641	Olathe, KS 66062
Lakeview Village, Inc.	Long Term Care	6	Zandi Audiss zaudiss@lakeviewvillage.org	(913) 744-2423	Lenexa, KS. 66215
Lawrence Memorial Hospital	Med Surge, ED,	6	Kristen Walker kristen.walker@LMH.org	(785) 505-4909	Lawrence, KS 66044
Maxim Healthcare Services	Long Term Care	6	Keely Elsbury keelsbur@maxhealth.com	(913) 381-8233	Overland Park, KS 66210
Memory Village of Overland Park, LLC dba Maggie's Place at Colonial Village	Long Term Care	6	Rachel Backes Rachel.Backes@pivotalhc.com	(913) 890-4780	Overland Park KS 66209
Mercy and Truth Medical Mission	Primary Care Clinic	1	Suzanne Robinson, APRN suzanne.robinson@mercyandtruth.com	(913) 248-9965	Shawnee KS 66214
Miami County Medical Center, INC. (Affiliated with OMC)	ED	1	Aubree Slayman Aubree.Slayman@olathehealth.org	(913) 791-4215	Olathe, KS 66061
MidAmerica Rehab Hospital Health South Corporation	Rehab	6	Carol Watson, CPA, MBA Controller Carol.Watson@encompasshealth.com	(913) 491-2493	Overland Park, KS 66211
New Birth Center	OB	2	Catherine Gordon cathy@newbirthcompany.com	(913) 735-4888	Overland Park, KS 66210
North Kansas City Hospital	Med Surge, ED,	Multiple units	Mary Davis Mary.Davis@nkch.org	(816) 691-1362	North Kansas City, MO 64116
Olathe Medical Center, INC (Affiliated with MCM)(Includes OMC Home Health and Wound Care)	Med Surg, Tele, OB, NICU, ICU, ED, OR, Wound, Infusion, Oncology	Multiple units	Jordan Miller Genie Helm, Paralegal jordan.miller@olathehealth.org genie.helm@olathehealth.org	(913) 791-4215	Olathe, KS 66061
Olathe Unified School District	School Nurse	3	Cindy Galemore		Olathe KS 66062
Osawatomie State Hospital	Mental Health	6	Lissa Brown Lissa.Brown@ks.gov	(913) 755-7083	Osawatomie KS 66064

Providence Medical Center (includes St. John's)	Med Surg,	6	Tiffany Day, RN, MSN, CMSRN Clinical Educator Tday@primehealthcare.com	(913) 596-5121	Kansas City, KS 66112
ReDiscover Mental Health	Mental Health	4	Jordan McCune Amanda Pemberton-Johnosn jmccune@rediscovermh.org	(816) 966-0900	Lee's Summit, MO 64086
Rehabilitation Hospital of Overland Park (PAM Health LLC)	Education	1	Evon Danh contractsadmin@pamhealth.com	(717) 963-8667	SEVERAL LOCATIONS SEE FILE
Saint Luke's Health System, Inc.	Med Surg, Ed, ICU, NICU	Multiple units	Alicia Barker, MSN, RN, CCRN abarker@saint-lukes.org	(816) 502-8556	see agreement list
Salvation Army	Community	8	John Keane john_keane@usc.salvationarmy.org	(816) 421-5434	Kansas City, MO 64106
Santa Marta Senior Living Community	Long Term Care	6	Ryan Grace rgrace@santamartaretirement.com	(913) 323-7108	Olathe, KS 66062
Score 1 for Health	Peds,	55	Gerald Moench Gmoench@kansascity.edu	(816) 654-7115	Kansas City, MO 64106-1453
Shawnee Mission School District	School Nurse	4	Shelby Rebeck shelbyrebeck@smsd.org	(913) 993-6290	Shawnee Mission, KS 66240
Sisters of Charity of Leavenworth Health Systems	Med Surg	1	George Noonan george.noonan@caritasclinics.org	(913) 321-4706	Kansas City, KS 66101
St. Mary's Medical Center (a part of Prime HealthCare/Carondelet)	Med Surg, Tele, ED, OR,	Multiple units	Karla Taylor, RN Clinical Nurse Educator Tiffani Sterling - Admin for CEO ktaylor19@primehealthcare.com tminich@primehealthcare.com	(816) 655-5264	Leawood, KS 66211 Blue Springs, MO 64014
Truman VA Medical Center	Medical Center	1	Elizabeth Abdon Elizabeth.Abdon@va.gov	(573) 814-6000	Columbia, MO 65203
Turner USD 202	SCHOOL, PEDS	6	Dr. Lana Gerber Executive Director of Administration Services gerberl@turnerusd202.org	(913) 288-4100	Kansas City, KS 66106
University Health - Truman Medical Center (includes Lakewood)	Med Surg, Tele, OB, OR, ED, ICU,	Multiple units	Kamera Meaney Kathleen Lorfing - contract Mary Ann Hale - clinical rotation kamera.meaney@tmcmed.org Kathleen.Lorfing@tmcmed.org	(816)404-5858	Kansas City, MO. 64108
University of Kansas Health Systems (KU Med)	Med surg, Tele, OR, ED, Capstone	Multiple units	Robyn Setter; send contracts to: Katherine Fritsch rsetter@kumc.edu; kfritsch@kumc.edu	(913) 588-6355	Kansas City, KS 66160-7220
Veterans Health of Kansas City	Primary Care, Hospital, Capstone	2	Travis Merritt Travis.Merritt1@va.gov	(816) 313-7895	Kansas City, MO 64128
Villa St. Francis	Long Term Care	9	John May	(913) 829-5201	Olathe KS 66062

Letters of support from affiliated health care systems are included in Appendix A.

Proposed Curriculum

This table presents the proposed curriculum structure by semester and module, including credit hours and associated lab and clinical hours. The table demonstrates the distribution and sequencing of instructional and clinical experiences across the program to ensure appropriate progression and compliance with required credit and clinical hour expectations.

Semester	Module	Credits per module	Credits per semester	Lab hours	Clinical Hours	Clinical Sites
Year 1 Spring	1	6	11			
	2	5		21		
Year 1 Summer	3	4.5	9	21		
	4	4.5		21	42	Skilled nursing facilities Long-term care facilities Transitional care units Assisted living facilities Rehabilitation facilities
Year 1 Fall	5	10	20		126	Acute care hospitals
	6	10			126	Adult medical–surgical units Telemetry units Progressive care / step-down units
Year 2 Spring	7	8	14		42	Labor and delivery units Mother–baby units Postpartum units Prenatal clinics Women's health clinics
	8	6				
Year 2 Summer	9	6	12		42	Inpatient psychiatric units Behavioral health hospitals Community mental health Outpatient behavioral health clinics
	10	6			42	Pediatric inpatient units Pediatric primary care clinics School-based or community pediatric settings Pediatric specialty clinics
Year 2 Fall	11	5	9			
	12	4			126	Internship placements vary among any of our affiliated sites
	Total Credit Hours		75			
	Total clinical				609	

Proposed Business Plan for De-MSN

While our goal is to enroll 24 students per cohort, we recognize that initial enrollment may be lower as the Direct Entry MSN program launches and builds momentum. To ensure responsible planning, the projections below model three enrollment scenarios: 4 students, 8 students, and 20 students. These scenarios demonstrate financial viability across varying cohort sizes and reflect a realistic, phased implementation approach during the program's start-up period.

	Rates	Year 1	Year 2	Year 3
Revenue				
Number of students		4	8	20
Year 1 Students		4	3	
Year 2			8	6
Year 3				20
Total Students		4	11	26
Proposed Tuition Rate	$539			
Year 1 Hours		40	35	
Year 2 Hours			40	35
Year 3 Hours				40
Course Hours/Year		40	75	75
Program Hours	75			
Tuition Revenue/per student	$40,425			
Total Tuition Revenue		$86,240	$444,675	$1,051,050
Proposed Fees	$8,259	$16,518	$45,425	$107,367
Total Estimated Revenue		$102,758	$490,100	$1,158,417

Appendix A

AdventHealth

Dear Board and Committee Members,

On behalf of AdventHealth Shawnee Mission, I am pleased to offer our support for MidAmerica Nazarene University's School of Nursing and its request to expand enrollment within its pre-licensure nursing programs.

AdventHealth greatly values its partnership with MidAmerica Nazarene University and recognizes the critical need to grow the nursing workforce throughout Kansas and the broader region. Increasing opportunities for students to pursue nursing education is essential to meeting current and future healthcare staffing demands.

We appreciate MNU's dedication to preparing practice-ready nurses to deliver excellent patient care. Expanding enrollment will allow more students to enter the profession and help strengthen the nursing workforce across a wide range of healthcare settings.

AdventHealth has long collaborated with academic institutions to provide high -quality clinical learning experiences for nursing students. With thoughtful planning and coordination, we are confident in our ability to accommodate clinical placements for MNU students while continuing to honor our commitments to other nursing programs.

AdventHealth looks forward to continuing our strong collaboration with MidAmerica Nazarene University in support of nursing education.

Sincerely,

Abbie Weatherley, DNP, APRN, ENP-C, FNP-C
AdventHealth Shawnee Mission
Administrative Director of Professional Practice

Appendix B

Faculty Acknowledgement of Understanding

Direct Entry Master of Science in Nursing (DE-MSN) Program

February 16, 2026

This document serves as verification that I understand the development and implementation of the Direct Entry Master of Science in Nursing (DE-MSN) program within the School of Nursing.

I acknowledge that the DE-MSN program is designed to prepare graduates for initial RN licensure and progression into advanced master's-level nursing competencies, in alignment with the 2021 AACN Essentials and applicable regulatory and accreditation standards.

I understand the program structure, including curriculum sequencing, clinical hour requirements, and competency expectations. I recognize that this program represents a significant expansion of the School of Nursing's graduate offerings and requires intentional coordination to ensure regulatory compliance, academic rigor, and student success.

I have had the opportunity to review relevant program materials, participate in faculty governance processes, and ask questions regarding implementation. I understand how this program may impact course delivery, student advising, clinical oversight, workload expectations, and evaluation processes.

By signing below, I confirm my understanding of the DE-MSN program and my commitment to support its implementation in accordance with approved policies and standards.

Faculty Name (Printed): Kathryn Dixon

Signature: [signature]

Date: 2/16/26

Faculty Acknowledgement of Understanding

Direct Entry Master of Science in Nursing (DE-MSN) Program

February 16, 2026

This document serves as verification that I understand the development and implementation of the Direct Entry Master of Science in Nursing (DE-MSN) program within the School of Nursing.

I acknowledge that the DE-MSN program is designed to prepare graduates for initial RN licensure and progression into advanced master's-level nursing competencies, in alignment with the 2021 AACN Essentials and applicable regulatory and accreditation standards.

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I have had the opportunity to review relevant program materials, participate in faculty governance processes, and ask questions regarding implementation. I understand how this program may impact course delivery, student advising, clinical oversight, workload expectations, and evaluation processes.

By signing below, I confirm my understanding of the DE-MSN program and my commitment to support its implementation in accordance with approved policies and standards.

Faculty Name (Printed): Jared Kellum

Signature:

Date: 2/16/2026

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

Date: 2/18/2026

Name of Program: Newman University BSN Nursing Program

Program Administrator including credentials: Ashton Clarkson, MSN, RN

Parent Institution: Newman University

Address of Institution: 3100 McCormick

Wichita, KS 67213

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

Briefly describe the Change being requested: Newman University BSN Program revised the mission, vision, philosophy and program outcomes. The BSN Program also revised the curriculum to be in align with the 2021 AACN Essentials. A change in pre-requisites for the program has been revised and placed in the table below.

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

NEWMAN UNIVERSITY *A Degree of Difference*

February 18, 2026

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

Enclosed please find the request for approval of major curriculum changes to the Bachelor of Science in Nursing (BSN) program at Newman University. This request includes revisions to the program's mission, vision, and philosophy, as well as updates to prerequisite requirements. In addition, the curriculum has been substantially revised to align with the AACN 2021 Essentials, ensuring that the program reflects contemporary standards for professional nursing education and prepares graduates for entry-level practice in today's complex healthcare environment.

As part of this comprehensive revision, all nursing courses have been updated to reflect revised course descriptions and competency-based course objectives. The curriculum includes adjustments to credit hours in 12 courses and the addition of five new courses. A significant structural change involves separating clinical experiences from didactic courses and establishing stand-alone clinical courses in each semester. This change strengthens the intentional integration of clinical learning and competency development while improving clarity and progression of clinical expectations. Additionally, dosage calculation content was removed from the Fundamentals of Pharmacology course and incorporated into a newly developed stand-alone Dosage Calculation course to better support student competency and medication safety. We are also requesting for three courses to be delivered hybrid to allow for flexibility with student projects.

Despite these structural changes, the total number of nursing credit hours has decreased by one credit, from 60 to 59 credit hours. Combined with 61 credit hours of general education requirements, the total program credit hours remain at 120, consistent with baccalaureate degree standards.
Faculty played a central role in the development and implementation planning of this curriculum revision.

They engaged in extensive reviews of the AACN 2021 Essentials, participated in AACN conferences and webinars, and collaborated with internal and external stakeholders to gather feedback and ensure the curriculum reflects current professional expectations. Faculty also communicated proposed changes with students and stakeholders to promote transparency and support a smooth transition.
Thank you for your time and consideration in reviewing this request. Please do not hesitate to contact me if additional information or supporting documentation is needed.

Sincerely,

Ashton Clarkson, PhD(c), RN
Director of Nursing
Newman University

Updated Pre-Requisites:
The University is implementing a new General Education Curriculum for students and with those changes the BSN program took the opportunity to make some changes to the pre-requisites for the program that also aligned with the new general education requirements. The science department increased Human Anatomy and Human Physiology lectures by 1 credit hour each. The nursing department is electing to accept interpersonal communication as another option for the communication requirement. It was also decided that the chemistry course and statistics course be eliminated as pre-requisites as well. This provides students with the freedom to choose different electives that interest them.

BSN Traditional Program Prerequisites			
Current Pre-requisites		**New Pre-requisites**	
NAV1011 Flight Planning	1	NAVXXX3 Flight Planning/English 1	3
ENGL1003 College Writing 1	3	NAVXXX3 Lift Off/English	3
ENGL 1013 College Writing 2	3	PSY1013 General Psychology	3
BIOL2031 Human Anatomy ID Lab	1	BIOL2031 Human Anatomy ID Lab	1
BIOL2032 Human Anatomy	2	BIOL2033 Human Anatomy	3
COMM1013 Oral Communication	3	BIOL2041 Microbiology Lab	1
MATH1043 College Algebra	3	BIOL2042 Microbiology	2
BIOL2053 Nutrition	3	BIOL2053 Nutrition	3
BIOL2051 Human Physiology Lab	1	BIOL2051 Human Physiology Lab	1
BIOL2052 Human Physiology	2	BIOL2053 Human Physiology	3
BIOL2041 Microbiology Lab	1	BIOL3054 Pathophysiology	4
BIOL2042 Microbiology	2	SOC1003 Principles of Sociology	3
Creative Spirit	3	PSY2003 Developmental Psychology	3
PSY1013 General Psychology	3	COMM1013 Oral Communication or COMM2103 Interpersonal Communication	3
NAV2001 Lift Off	1	Creative Expression	3
CHEM1001 Intro to Chemistry Lab	1	Creative Expression	3
CHEM1003 Intro to Chemistry	3	MATH1043 College Algebra	3
PHIL3003 Ethics or Philosophy	3	THEO1003 Exploring the Bible	3
Human Story	3	Electives	13
Human Story	3	Catholic Intellectual Tradition	1
PSY2003 Developmental Psychology	3	~~PSY3063 Applied Stats~~	eliminated
BIOL3054 Pathophysiology	4	~~CHEM1001 Intro to Chemistry Lab~~	eliminated
PSY3063 Applied Stats	3	~~CHEM1003 Intro to Chemistry (UL)~~	eliminated
THEO1003 Exploring the Bible	3		
Creative Spirit	3		
Total Credit Hours	**61**		**62**

Rationale for revision of Mission, Vision, and Philosophy
When embarking on this journey of curriculum change it was decided that a revision of the mission, vision, and philosophy was necessary to stay current with the changing healthcare environment.

Revised Mission: To prepare a safe, competent, and caring nurse generalist who transforms society.

Revised Vision: To cultivate the future of healthcare by educating nurses into leaders and inspiring them to help others in need; our graduates will transform the future of healthcare.

Revised Philosophy Statement: We believe excellence in nursing is achieved by skillful use of the nursing process developed in conjunction with clinical judgement and attention to clients' needs, cultural variations, and values. Further, we affirm the intrinsic dignity and worth of every person as physical, social, and spiritual beings.
As educators, we express a firm commitment to excellence in teaching and scholarship. We share with students the responsibility to create an educational climate that stimulates learning and respects diversity. Learning activities inspire creativity and intellectual inquiry and encourage the students to develop to their highest potential in the development of clinical judgement and lifelong learning which are essential competencies of professional nursing.

	Current	New
Mission	The Bachelor of Science in Nursing (BSN) program prepares self-directed generalists with the competence required to deliver quality, person centered nursing care. This care is provided across multiple settings in a constantly changing and an increasingly complex healthcare environment. Program experiences foster value centered learning and the integration of ethical principles. The program cultivates an environment of lifelong intellectual inquiry, effective communication, and service, particularly to diverse and vulnerable populations. Graduates are prepared for professional nursing roles, collab oration with other professionals and consumer s to provide quality, evidence-based care.	To prepare a safe, competent, and caring nurse generalist who transforms society.
Vision	None	To cultivate the future of healthcare by educating nurses into leaders and inspiring them to help others in need; our graduates will transform the future of healthcare.
Philosophy	As faculty members of the program, we believe that nursing is a profession with academic and practice dimensions requiring professional relationship development. The nursing profession provides health services to	We believe excellence in nursing is achieved by skillful use of the nursing process developed in conjunction with clinical judgement and attention to clients' needs, cultural variations, and

	persons, families, communities, and populations, and contributes to health policy formation. These services emphasize the human experience of promotion, maintenance, and restoration of health in illness or wellness contexts. In the spirit of the University's mission, we strive to provide service to the community and the under-served. We believe excellence in nursing is achieved by skillful use of the nursing process and attention to clients' needs, cultural variations, and values. Further, we affirm the intrinsic dignity and wort h of every person as a physical, social, and spiritual being. As educators, we express a firm commitment t o excellence in teaching and scholarship. We share with students the responsibility to create an educational climate that stimulates learning and respects diversity. Learning activities stimulate creativity and intellectual inquiry and encourage the students to develop to their highest potential. As educators, we believe that critical thinking along with clinical reasoning are core competencies of professional nursing. We, as a faculty, further believe that lifelong learning is essential to maintaining professional competency for both faculty members and alumni.	values. Further, we affirm the intrinsic dignity and worth of every person as physical, social, and spiritual beings. As educators, we express a firm commitment to excellence in teaching and scholarship. We share with students the responsibility to create an educational climate that stimulates learning and respects diversity. Learning activities inspire creativity and intellectual inquiry and encourage the students to develop to their highest potential in the development of clinical judgement and lifelong learning which are essential competencies of professional nursing.

Rationale for revision of Student Outcomes: When faculty first started working on the 2021 AACN Essentials implementation it was evident that the BSN end-of-program student outcomes needed to be revised not only to fit with the new Essentials but to also provide direction for the future of the program.

	Current	New
BSN Student Outcomes	1.Synthesize knowledge from the liberal arts, sciences, and nursing to meet the health needs of individuals, families, groups and communities. 2. Assume the professional nursing role in various settings. 3.Demonstrate the nursing process in professional nursing practice. 4.Apply the communication process in professional nursing practice. 5.Incorporate evidence-based findings and scholarly work into nursing practice. 6.Integrate ethical principles and values in professional nursing practice. 7.Utilize strategies, including informatics, to improve the safety and quality of nursing care delivery.	1.Utilize strategies, including patient care technologies and information systems to improve the safety and quality of nursing care across the health-care continuum. 2. Communicate and collaborate effectively with the interdisciplinary health care team, clients, and community affiliates across the health-care continuum. 3.Influence health outcomes by practicing comprehensive patient-centered care as a professional nurse generalist utilizing a holistic approach. 4.Provide culturally competent nursing care in health promotion and preventative care across the health-care continuum. 5. Assimilates principles of leadership systems and quality improvement in the provision of safe, evidence-based care. 6.Implements the elements of evidence-based practice through the clinical judgment process in the establishment of novice nursing practice. 7.Integrates the professional role into own practice through accountability and scholarship of the nursing discipline. 8.Synthesize knowledge from liberal arts and science education to build upon nursing standards and professional practice.

BSN Traditional Program

Current Courses		New Courses	
1st Semester		**1st Semester**	
NSG3002 LPN Bridge	2	NSG3002 LPN Bridge	2
NSG3043 Nursing Assessment	3	NSG3043 Nursing Assessment	3
NSG3073 Foundations of Nursing Care	3	NSG3073 Foundations of Nursing Care	3
NSG3083 Intro to Professional Development	3	NSG3082 Intro to Professional Development	2
NSG3092 Fundamentals of Pharmacology	2	NSG3091 Fundamentals of Pharmacology	1
NSG3093 Foundations of Clinical Practice	3	NSG3093 Foundations of Clinical Practice	3
		NSG3071 Dosage Calculation (N)	1
		NSG3072 Wellness Interventions for Healthcare (N) **(Hybrid)**	2
2nd Semester		**2nd Semester**	
NSG3123 Evidence-Based Practice	3	NSG3122 Pharmacology II	2
NSG3143 Nursing Pharm Interventions	3	NSG3153 Mental Health Nursing	3
NSG3184 Mental Health Nsg Acrss Lifespn	4	NSG3173 Adult Nursing Care I	3
NSG3185 Adult Nursing Care 1	5	NSG3183 Nursing Care of the Health Aggregate	3
		NSG3193 Clinical Practicum I (N)	3
3rd Semester		**3rd Semester**	
NSG4024 Adult Nursing Care 2	4	NSG4023 Evidence-Based Practice **(Hybrid)**	3
NSG4034 Nsg of Infants, Child & Adolo	4	NSG4073 Women's & Reproductive Nsg Care	3
NSG4053 Community Nursing	3	NSG4083 Pediatric Nursing	3
NSG4064 Nsg Care Childbearing Family	4	NSG4093 Adult Nursing Care II	3
		NSG4113 Clinical Practicum II (N)	3
4th Semester		**4th Semester**	
NSG4115 Professional Development	5	NSG4114 Professional Development **(Hybrid)**	4
NSG4125 Adult Nursing Care 3	5	NSG4143 Adult Nursing Care III	3
NSG4133 Transition to Professional Practice	3	NSG4152 Transition to Professional Practice	2
NSG4153 Capstone Clinical Experience	3	NSG4163 Clinical Practicum III (N)	3
		NSG4153 Capstone Clinical	3
Total Credit Hours	**60**		**59**
Total Clinical Hours	**720**		**675**

New Course= N

Newman University BSN Program
BSN Curriculum Revision

First Semester

	Current	Proposed
Course	NSG3002 LPN Bridge	NSG3002 LPN Bridge
Course Description	This course emphasizes basic therapeutic nursing interventions for the promotion and maintenance of the health of individuals. Clinical focus in the application of interventions and basic nursing care activities with adults in healthcare settings.	This clinical course introduces students to the essential skills, professional behaviors, and expectations necessary for safe and patient-centered nursing care. Through supervised clinical experiences in both simulated and authentic healthcare settings, students begin to apply core nursing knowledge, develop basic psychomotor skills, and practice therapeutic communication with patients and members of the healthcare team. Emphasis is placed on safety principles, infection prevention and control, accurate documentation, and the early development of clinical judgment. Students also begin to explore the nurse's role in health promotion, patient advocacy, professional accountability, and effective participation within the interprofessional care environment.
Credit Hours	2	2
Course Objectives	1. Incorporate therapeutic communication skills in work with adults and members of the health care team. 2. Utilize nursing process and clinical judgement in planning care and meeting physiological and psychosocial needs of adults. 3. Perform safe basic nursing care and clinical skills for adults. 4. Use selected legal and ethical principles in providing nursing care. 5. Demonstrate responsibility for own behavior and accountability for nursing practice. 6. Incorporate evidence-based practice and research findings in clinical nursing practice. 7. Identify the role of technology and informatics in basic patient care delivery.	1.Perform safe and effective basic nursing skills including hygiene care, mobility assistance, vital sign measurement, and infection control practices under clinical supervision. 2. Apply therapeutic communication techniques to establish rapport, support patient-centered care, and interact professionally with patients, families, and the healthcare team. 3. Document patient assessments, interventions, and responses accurately, concisely, and professionally using approved clinical documentation formats and terminology. 4. Identify potential safety risks in the clinical environment and implement appropriate precautions to protect patients, oneself, and others. 5. Applies beginning clinical judgment to recognize patient needs, select appropriate supervised nursing interventions, and reflect on the nurse's role in health promotion, advocacy, and interprofessional collaboration.

	Current	Proposed
Course	NSG3043 Nursing Assessment	NSG3043 Nursing Assessment
Course Description	This course focuses on the nursing assessment of well individuals with consideration for potential disease processes or abnormalities.	This course introduces students to the foundational knowledge and skills required to conduct comprehensive health assessments across the lifespan in support of safe, person-centered nursing care. Through interactive lectures, guided laboratory practice, and simulated health history interviews, learners develop proficiency in collecting and interpreting subjective and objective assessment data. Emphasis is placed on effective communication, cultural sensitivity, and clinical reasoning to promote holistic and equitable care. Students engage in hands-on learning to identify normal and abnormal findings, accurately document assessments, and integrate scientific and liberal arts knowledge into nursing practice. By the end of the course, learners will competently perform a complete head-to-toe health assessment and apply assessment findings to inform clinical decision-making and care planning.
Credit Hours	3	3
Course Objectives	1.Demonstrate beginning skill in performing a nursing assessment on individuals. 2. Utilize interviewing techniques while collecting data for a health history. 3. Record and interpret data from a health history and physical assessment. 4. Apply the nursing process to meet the health care needs of the well individual. 5. Identify the influence of client variables in health teaching.	1. Document comprehensive health assessments accurately and professionally using evidence-based standards to support continuity, safety, and quality of care. 2. Analyze subjective and objective health assessment data across the lifespan to distinguish normal findings from deviations that may indicate actual or potential health concerns. 3. Conduct basic health assessments and a full head-to-toe assessment identifying physical, emotional, cultural, and spiritual indicators that influence patient well-being. 4. Integrate therapeutic communication strategies and cultural considerations into health history interviews to support person-centered, equitable nursing care. 5. Recognize normal versus abnormal assessment findings and communicate concerns to appropriate members of the healthcare team.

	Current	Proposed
Course	NSG3073 Foundations of Nursing Care	NSG3073 Foundations of Nursing Care
Course Description	This course will introduce the basics of nursing care, focusing on the holistic care of the adult client. Beginning understanding of client conditions and nursing care involved will be included.	Focuses on the essential skills and practices required to deliver safe, patient-centered nursing care. Emphasis is placed on basic nursing skills, therapeutic communication, safety principles, infection prevention and control, and the application of the nursing process to meet common patient needs.
Credit Hours	3	3
Course Objectives	1.Discuss and implement basic nursing care activities for patient centered care of adults. 2.Identify nursing strategies and care for physiological changes in the adult patient. 3.State the importance of ethical treatment and spirituality in healthcare, death and dying. 4.Demonstrate understanding of safety related to patient care. 5.Identify when to incorporate patient education to promote health and healing. 6.Discuss environment (profession alism) in working with patients and collaboration with members of the health care team. 7.Describe accountability for nursing practice.	1. Recognize how physical, emotional, cultural, and spiritual factors influence health and care delivery, and apply whole-person nursing approaches that support individualized patient needs. 2. Use foundational communication strategies to engage respectfully and effectively with individuals from diverse backgrounds, promoting inclusion and understanding during health education and wellness interactions. 3. Identify and uphold the nurse's role in maintaining a safe, collaborative care environment, demonstrating professional accountability that aligns with evidence-based practice and supports quality patient outcomes. 4. Interpret basic patient information using foundational clinical reasoning and select appropriate entry-level nursing responses to common health concerns under supervision. 5. Integrate core concepts from the sciences and humanities including anatomy, physiology, communication, and ethics into nursing care to support safe, effective and patient-centered practice.

	Current	Proposed
Course	NSG3083 Introduction to Professional Development	NSG3082 Introduction to Professional Development
Course Description	This course introduces professional and theoretical concepts in nursing.	This course introduces students to the professional roles and responsibilities of the nurse within the context of contemporary healthcare. The course explores the historical evolution of nursing, legal and ethical principles, professional values, and the development of a professional identity. Emphasis is placed on effective communication, cultural humility, and the integration of spirituality

		in holistic care. Students will begin to cultivate the knowledge, attitudes, and behaviors essential for safe, person-centered, and evidence-informed nursing care.
Credit Hours	3	2
Course Objectives	1.Utilize and interpret the nursing process to analyze needs of adults. 2.Describe therapeutic communication and relationship skills with adults and health team members. 3.Discuss the use of theory, research and evidence-based practice related to nursing care. 4.Apply ethical principles of nursing practice. 5.Identify legal limitations of nursing practice. 6.Assess cultural needs of the patient, including health care discrepancies r/t racial bias and culture. 7.Discuss historical and current professional roles, identity and accountability in nursing practice.	1. Articulate the historical development of nursing, nursing theory, and its influence on contemporary professional practice. 2. Identify legal and ethical principles that guide professional nursing practice and decision-making. 3. Apply foundational communication skills necessary for effective interactions with patients, families, and healthcare team members 4. Present on the role of the professional nurse in promoting person-centered care, including respect for cultural and spiritual diversity. 5. Analyze the importance of professionalism, accountability, and lifelong learning in the development of a professional nursing identity.

	Current	Proposed
Course	NSG3092 Fundamentals of Pharmacology	NSG3091 Fundamentals of Pharmacology
Course Description	This course is part one of two pharmacology courses. This first course is an introduction to pharmacologic principles as it relates to nursing care and selecting drug classifications with attention to dosage calculations and safe medication administration.	Introduces students to pharmacological principles essential for safe nursing practice, with emphasis on pharmacokinetics and pharmacodynamics. Students explore legal, ethical, and safety considerations in medication therapy. The course prepares students to apply fundamental pharmacologic knowledge to provide safe, effective, and patient-centered medication management across healthcare settings.
Credit Hours	2	1
Course Objectives	1.Identify basic concepts of pharmacology including pharmaceutics, pharmacokinetics, and pharmacodynamics 2.Discuss selected drug classifications 3.Recognize nursing responsibilities in the safe administration of medications 4.Demonstrate accurate dosage calculations	1. Integrate pharmacokinetic and pharmacodynamic principles to ensure safe and effective medication administration. 2. Apply responsible medication management by incorporating legal, ethical, and safety principles that support patient-centered nursing practice. 3. Use foundational pharmacologic knowledge to monitor therapeutic responses

		and identify potential adverse effects, contributing to safe medication care.

	Current	Proposed
Course	NSG3093 Foundations of Clinical Practice	NSG3093 Foundations of Clinical Practice
Course Description	This course emphasizes basic therapeutic nursing interventions for the promotion and maintenance of the health of individuals. Clinical focus in the application of interventions and basic nursing care activities with adults in healthcare settings.	This clinical course introduces students to the essential skills, professional behaviors, and expectations necessary for safe and patient-centered nursing care. Through supervised clinical experiences in both simulated and authentic healthcare settings, students begin to apply core nursing knowledge, develop basic psychomotor skills, and practice therapeutic communication with patients and members of the healthcare team. Emphasis is placed on safety principles, infection prevention and control, accurate documentation, and the early development of clinical judgment. Students also begin to explore the nurse's role in health promotion, patient advocacy, professional accountability, and effective participation within the interprofessional care environment.
Credit Hours	3	3
Course Objectives	1.Incorporate therapeutic communication skills in work with adults and members of the health care team. 2.Utilize nursing process and clinical judgement in planning care and meeting physiological and psychosocial needs of adults. 3.Perform safe basic nursing care and clinical skills for adults. 4.Use selected legal and ethical principles in providing nursing care. 5.Demonstrate responsibility for own behavior and accountability for nursing practice. 6.Incorporate evidence-based practice and research findings in clinical nursing practice. 7.Identify the role of technology and informatics in basic patient care delivery.	1. Perform safe and effective basic nursing skills including hygiene care, mobility assistance, vital sign measurement, and infection control practices under clinical supervision. 2. Apply therapeutic communication techniques to establish rapport, support patient-centered care, and interact professionally with patients, families, and the healthcare team. 3. Document patient assessments, interventions, and responses accurately, concisely, and professionally using approved clinical documentation formats and terminology. 4. Identify potential safety risks in the clinical environment and implement appropriate precautions to protect patients, oneself, and others. 5. Applies beginning clinical judgment to recognize patient needs, select appropriate supervised nursing interventions, and reflect on the nurse's role in health promotion, advocacy, and interprofessional collaboration.

	Current	Proposed
Course		NSG3071 Dosage Calculation
Course Description		This course introduces the foundational mathematical principles essential for safe and accurate medication dosage calculation in professional nursing practice. Students apply arithmetic skills, ratios and proportions, and dimensional analysis to calculate, oral, parenteral, and intravenous medication dosages across a range of clinical contexts. Emphasis is placed on precision, clinical judgment, and error prevention to support patient safety and evidence-based medication administration. Through guided practice, case-based problem solving, and real-world application scenarios, students develop confidence and competence necessary for clinical decision-making related to medication delivery.
Credit Hours		1
Course Objectives		1. Apply mathematical principles to solve medication dosage problems using ratio-proportion, dimensional analysis, and formula-based methods. 2. Perform precise dosage calculations for oral, parenteral, and intravenous medications using provider orders and medication labels. 3. Interpret medication orders and medication labels to determine the correct dose, route, concentration, ai volume required for safe administration. 4. Accurately convert units of measurement within and between metric, household, and apothecary systems to support correct dosage calculations. 5. Identify and correct dosage calculation errors while demonstrating accuracy and confidence under clinical time constraints.

	Current	Proposed
Course		NSG3072 Wellness Interventions for Healthcare **Hybrid-delivery**
Course Description		This introductory course examines wellness and self-care as foundational elements of professional nursing practice that support safe, ethical, and sustainable care delivery. Through evidence-informed discussions, reflective activities, and application of scientific and liberal arts knowledge, learners explore the roles of nutrition, physical activity, stress management, and resiliency in health promotion and illness prevention for both clients and healthcare providers. Emphasis is placed on personal accountability for wellness and the ethical and professional responsibilities of self-care within nursing practice. Students engage in learner-centered activities that foster integration of wellness principles into their emerging professional identity. By the end of the course, learners will apply evidence-

		based wellness and self-care strategies to support holistic, patient-centered care and professional resilience.
Credit Hours		2
Course Objectives		1. Analyze evidence-based wellness and self-care principles to explain their impact on health promotion, illness prevention, and safe nursing practices for clients and healthcare providers. 2. Integrate scientific and liberal arts knowledge to design holistic, person-centered wellness strategies that support physical, emotional, and professional resilience. 3. Apply evidence-informed stress management and resiliency strategies to promote sustainable professional performance and well-being in nursing practice 4. Synthesize wellness and nutrition concepts into an emerging professional nursing practice and personal identity that supports ethical practice, patient care, and lifelong self-care

Second Semester

	Current	Proposed
Course	NSG3143 Nursing Pharmacological Interventions	NSG3122 Pharmacology II
Course Description	This course is part two of two pharmacology courses. Major classes of drugs are explored with emphasis on nursing care. Principles of safe medication administration will be reinforced.	This second course in the two-part pharmacology sequence deepens learners' understanding of major drug classifications and their use in managing complex health conditions. Instruction emphasizes the nurse's role in ensuring safe and effective medication administration through the application of pharmacokinetics, pharmacodynamics, and awareness of adverse effects and drug interactions. By the end of the course, learners will be able to apply pharmacologic principles to promote safe medication management, educate patients effectively, and evaluate therapeutic outcomes in diverse clinical situations.
Credit Hours	3	2
Course Objectives	1.Discuss selected drug classifications and their major prototypes. 2.Recognize legal and ethical responsibilities within medication administration. 3.Identify relevant information for client education. 4.Identify outcomes for drug therapy in treating clients with certain disease processes	1. Identify major drug classifications to anticipate therapeutic effects, potential adverse reactions, and recognize clinically significant interactions. 2. Integrate evidence-based sources and clinical guidelines to support safe medication decision-making and promote high-quality patient outcomes. 3. Synthesize patient assessment data, health history, and risk factors to identify priority nursing considerations and adjust

		medication-related interventions. 4. Apply clinical reasoning to develop patient-centered medication teaching strategies that enhance adherence, safety, and understanding of therapeutic goals

	Current	Proposed
Course	NSG3184 Mental Health Nursing Across the Lifespan	NSG3153 Mental Health Nursing
Course Description	This course focuses on nursing care related to the mental health needs of clients across the life span. Clinical experiences offer the opportunity to provide person-centered care.	This course provides a theoretical foundation for psychiatric-mental health nursing, exploring the promotion of mental wellness and the care of individuals across the lifespan. Instruction focuses on the biological, psychological, social, and cultural determinants of mental health. Students will examine psychopharmacology, legal and ethical frameworks, and evidence-based interventions for managing psychiatric disorders. Emphasis is placed on developing self-awareness and understanding the nurse's role in diverse care settings.
Credit Hours	4	3
Course Objectives	1.Identify the historical, social, political, behavioral, and biological influences impacting mental health/illness. 2.Define the baccalaureate nurse's role in providing comprehensive care for the client with a mental illness in acute and community-based settings. 3.Discuss legal and ethical implications for providing care for those with mental health issues. 4.Incorporate therapeutic communication principles when interacting with clients with a mental illness. 5.Incorporate the nursing process, research findings and evidence-based practice to meet the mental health needs of the client. 6.Examine nursing attitudes and feelings that impact the nurse/client relationship. 7.Perform nursing actions in a safe and competent manner. 8.Demonstrate professional accountability when interacting with clients, family, and staff in clinical settings.	1. Analyze historical, sociopolitical, and bio-psycho-social factors to determine their impact on mental health, mental illness, and healthcare disparities. 2. Evaluate evidence-based psychopharmacological and therapeutic interventions to plan comprehensive care for clients with acute and chronic mental health conditions. 3. Identify legal statutes, ethical principles, and professional standards, including patient rights and informed consent that govern psychiatric nursing practices. 4. Synthesize concepts of therapeutic communication and the nursing process to design patient-centered care plans that address the complex needs of individuals and families. 5. Assess personal attitudes, values, and potential biases to cultivate the professional self-awareness necessary for effective therapeutic relationships.

	Current	Proposed
Course	NSG3185 Nursing Care of Adults I	NSG3173 Adult Nursing Care I
Course Description	This course focuses on nursing care related to the biophysical needs of adults. This course integrates pathophysiological, psychosocial, and health promotion principles in caring for adults with chronic and acute illnesses. Clinical experiences offer the opportunity to provide person-centered care.	This course advances the learner's understanding of foundational nursing, emphasizing the physical, psychosocial, and health promotion needs of diverse adults across the healthcare continuum. Instruction focuses on integrating pathophysiology, pharmacology, and evidence-based practices to manage surgical and acute health alterations. Learning strategies include critical thinking activities, case-based applications, and the examination of ethical standards to support the development of safe, patient-centered care plans.
Credit Hours	5	3
Course Objectives	1.Explore theories and evidence-based concepts of competent nursing care of adult clients. 2.Demonstrate application of nursing knowledge, nursing process, clinical judgement, clinical reasoning skills in the care of adult clients. 3.Demonstrate caring behaviors while recognizing the uniqueness of the individual. 4.Deliver safe patient care identifying common risk potentials and opportunities for quality improvement in caring for adult clients. 5.Identify standards of care and incorporate evidence-based research into the care of the adult client. 6.Utilize therapeutic communication principles with clients and the health care team. 7.Discuss legal and ethical issues encountered in care of the adult client and implications for nursing care. 8.Identify the impact of regulatory influences and technology on the quality and safety of patient care delivery.	1. Analyze the interrelationships between pathophysiology, pharmacology, and psychosocial factors to plan comprehensive care for adults with acute and surgical alterations in major body systems. 2. Integrate ethical, legal, and professional standards that influence nursing judgment and advocacy in the management of adult health conditions. 3. Synthesize concepts of health promotion, disease prevention, and risk reduction to design educational strategies for individuals and populations across the healthcare continuum.

	Current	Proposed
Course	NSG4053 Community Nursing (3rd semester)	NSG3183 Nursing Care of the Health Aggregate
Course Description	This course emphasizes nursing care of the family, population and community as patients in community based settings. The course goal is to understand the role of nursing in community and public health as it relates to health promotion, risk reduction and disease prevention. Students will experience collaboration with both community and acute care providers regarding health care resources when referrals for care are needed.	This course introduces students to the foundational principles of community and public health nursing through the lens of population-focused care, health promotion, disease prevention and the Catholic Intellectual Tradition. The course emphasizes respect for the inherent dignity of every person, a commitment to the common good, and principles of health equity and social justice. Students examine social determinants of health, epidemiology, environmental health, and the needs of vulnerable and marginalized populations. Through critical inquiry, ethical reflection, and application of public health frameworks, students develop the knowledge and competencies necessary to advocate for health equity and improve health outcomes for individuals, families, and communities.
Credit Hours	3	3
Course Objectives	1.Utilize the nursing process, the epidemiological process and public health core functions as a framework for the nursing care of families and populations. 2.Examine specific legal and ethical implications in providing nursing care to the community. 3.Discuss relevant research and scholarly works that impact nursing practice for the community. 4.Delineate the nursing role and responsibilities when providing care for populations in the community. 5.Discuss the ethical considerations of health inequities. 6.Discuss the historical, social, and technological factors of community health.	1. Apply population-based nursing competencies by using the nursing process, epidemiological principles, public health core functions, and principles from the Catholic Intellectual Tradition to assess, plan, implement, and evaluate care for families, aggregates, and populations in diverse community settings. 2. Analyze legal, ethical, and professional standards to make informed nursing decisions when delivering community-based and population-focused care, including considerations related to health inequities and vulnerable populations. 3. Integrate evidence-based practice by critically appraising current research and scholarly literature to design, implement, and evaluate culturally responsive nursing interventions that improve population health outcomes while honoring holistic, person-centered care.

	Current	Proposed
Course		NSG3193 Clinical Practicum I
Course Description		This clinical course integrates acute medical-surgical and mental health nursing concepts in diverse healthcare settings. Students apply theoretical knowledge through direct patient care, simulation, and interprofessional collaboration. Emphasis is placed on performing comprehensive assessments (physical and psychosocial), developing clinical judgment, ensuring patient safety, and utilizing therapeutic communication to provide holistic care for individuals with acute medical-surgical and mental health needs.
Credit Hours		3
Course Objectives		1. Create a care plan to provide safety focused, patient-centered care for individuals with acute medical–surgical and mental health conditions across diverse populations. 2. Integrate therapeutic communication and communication-based interventions into care for acute illness, or mental health disorders, and effectively coordinate care with families, and the interprofessional healthcare team. 3. Document comprehensive health assessments within the specific clinical setting.

Third Semester

	Current	Proposed
Course	NSG3123 Evidence-Based Practice (2nd semester)	NSG4023 Evidence-Based Practice **Hybrid-delivery**
Course Description	This course introduces historical, legal and ethical aspects of nursing research. The steps in the nursing research process as well as evidence based practice (EBP) are explored, with an emphasis on the nurse's role in evaluating and utilizing evidence in practice.	This course examines the historical, legal, and ethical foundations of nursing research within the context of professional nursing practice. Emphasis is placed on the nurse's role as a scholarly practitioner in understanding research methodologies, evaluating the rigor and relevance of evidence, and integrating evidence-based practice (EBP) into clinical decision-making. Learners explore the nursing research process, ethical principles guiding the conduct and application of research, and the use of theory to inform practice. The course prepares nurses to critically appraise and ethically apply best available evidence to promote safe, high-quality, and person-centered care in diverse healthcare settings.
Credit Hours	3	3

Course Objectives	1.Describe the role of nursing theory in research and practice. 2.Describe the design options, sampling and data collection methods, for quantitative and qualitative studies. 3.Explore ethics in research and the role of Institutional Review Boards. 4.Compare the merits of experimental versus non-experimental and qualitative approaches to research. 5.Identify common methods of establishing validity and reliability of data collection tools and study design to enhance rigor. 6.Examine the role of nursing research and evidence based practice.	1. Differentiate and analyze quantitative and qualitative research methodologies by examining study purpose, design, data collection methods, and analytical approaches to critically appraise evidence and support evidence-based nursing practice. 2. Critically evaluate the methodological rigor of nursing research by analyzing study design, validity, and reliability of data collection methods, and determine the relevance and applicability of research evidence to inform sound clinical judgment and evidence-based nursing practice. 3. Integrate best available evidence with clinical expertise and patient preferences to inform ethical, effective, and person-centered nursing practice. 4. Analyze major nursing theorists and theoretical frameworks to evaluate their contributions to nursing research and examine how theory informs evidence-based nursing practice. 5. Present ethical scholarship and professionalism by examining ethical principles. responsibilities, and standards guiding the conduct, interpretation, and application of nursing research, including integrity, accountability, and respect for persons.

	Current	**Proposed**
Course	NSG4024 Nursing Care of Adults II	NSG4093 Adult Nursing Care II
Course Description	This course focuses on nursing care related to the biophysical needs of adults. This course integrates pathophysiological, psychosocial, and health promotion principles in caring for adults with chronic and acute illnesses. This course will add more complex problems and processes for the care of the adult client. Clinical experiences offer the opportunity to provide client centered care.	This course prepares nursing students to provide safe, person-centered care for adults experiencing chronic health conditions. Students integrate foundational knowledge of pathophysiology, psychosocial factors, and health promotion to support clinical reasoning and evidence-based nursing care. Emphasis is placed on quality and safety, interprofessional collaboration, and culturally responsive care. Experiences provide opportunities to implement case studies, classroom discussions, and communication skills across the healthcare continuum.
Credit Hours	4	3

Course Objectives	1.Describe the etiology, pathophysiology and clinical manifestations of increasingly complex alterations in healthcare of adults. 2.Discuss the current techniques and strategies for assessing and providing evidence-based nursing care to adults with increasingly complex alterations in health within the context of identified concepts. 3.Examine the ordered plan of treatment of adults experiencing increasingly complex alterations in health. 4.Prioritize the health teaching needs of adults and their significant others while providing for a safe care environment.	1. Create interprofessional plans of care for chronic health conditions, including safe nursing management of pharmacologic and non-pharmacologic therapies. 2.Apply pathophysiological, psychosocial, and evidence-based principles to plan person-centered nursing care for adults with chronic health conditions. 3. Design evidence-based teaching principles to plan patient and family-centered education that promotes safety, self-management, and health literacy. 4. Prioritize nursing care, communication, and patient education based on patient condition, needs, and readiness to learn.

	Current	**Proposed**
Course	NSG4034 Nursing Care of Infants, Children & Adolescents	NSG4083 Pediatric Nursing
Course Description	This course focuses on the biopsychosocial needs of infants, children, and adolescents within the context of the family. The role of the nurse in health promotion, prevention, and illness intervention is explored. Clinical experiences provide an opportunity for integration of concepts in healthcare settings, both community and acute care.	This course prepares learners to provide comprehensive nursing care to infants, children, and adolescents within the context of the family and community, emphasizing principles of growth and development, health promotion, disease prevention, and management of both acute and chronic pediatric conditions. By the end of the course, learners will be able to identify safe, developmentally appropriate, family-centered pediatric nursing care to promote optimal health outcomes for children.
Credit Hours	4	3
Course Objectives	1. Demonstrate core knowledge of the pediatric patient, including growth and development. 2. Perform accurate assessments on children of all ages allowing development of appropriate nursing plan of care. 3. Utilize appropriate and effective communication techniques with children of all developmental stages, their families and healthcare team. 4. Examine legal and ethical implications for nursing care of children.	1. Integrate core concepts of pediatric growth and development into nursing care across all age groups. 2. Apply evidence-based reasoning to plan, implement, and evaluate nursing care for children with acute and chronic health conditions. 3. Create developmentally tailored, family-centered communication strategies to support therapeutic relationships with children and their caregivers. 4. Promote pediatric patient safety and wellness by addressing accurate medication practices and providing education on immunizations, nutrition, and injury prevention. 5. Collaborate effectively with families and

		interprofessional team members to develop culturally responsive, patient-centered plans or care.

	Current	Proposed
Course	NSG4064 Nursing Care of Childbearing Families	NSG4073 Women's and Reproductive Nursing Care
Course Description	This course focuses on biophysical concepts related to childbearing and women's health. The impact of pregnancy and childbirth is highlighted. Health promotion of the mother/baby dyad and developing f amily is emphasized. Clinical experi ences occur in community and acute care settings.	This course prepares students to deliver safe, competent, and compassionate nursing care to women, newborns, and families across the reproductive lifespan. Students will explore physiologic and high-risk pregnancy, labor and birth, postpartum adaptation, newborn care, and common gynecologic conditions. Through the integration of clinical judgment, cultural competence, and evidence-based practice, students will develop the knowledge and critical thinking skills necessary to support optimal health outcomes.
Credit Hours	4	3
Course Objectives	1. Utilize the nursing process as a framework for the nursing care of the childbearing family. 2. Recognize normal and abnormal physiological, psychological and social changes that occur throughout the reproductive process. 3. Demonstrate communication skills in establishing relationships with the patients, families, and health care team. 4. Identify specific community resources to meet the needs of the childbearing family and other associated vulnerable populations. 5. Examine legal, ethical and equity issues surrounding and influencing nursing care to the childbearing family and other associated vulnerable populations. 6. Delivers safe patient care identifying risk potential and opportunities for quality improvement for the childbearing family.	1. Apply the nursing process to identify safe, evidence-based, and family-centered care for the childbearing family across the reproducti continuum, incorporating physiological, psychological, and social assessment data. 2. Differentiate normal and abnormal maternal and family responses during the reproductive process to prioritize nursing interventions and promote optimal outcomes for patients and families. 3. Integrate legal, ethical, equity, and quality-improvement principles to identify risks and support safe, culturally responsive nursing care for the childbearing family and associated vulnerable populations.

	Current	Proposed
Course		NSG4113 Clinical Practicum II
Course Description		This course provides students with hands-on experience in delivering safe, competent, and compassionate nursing care to patients across the lifespan and in a variety of settings, including labor and delivery patients, pediatrics, newborns, and medical-surgical patients, both in the hospital and clinic setting. Students will apply the nursing process and clinical judgment in diverse health settings to provide holistic, culturally sensitive, developmentally appropriate, and patient -centered care. Clinical experiences include antepartum, intrapartum, postpartum, newborn, pediatric and adult medical-surgical care. Students develop foundational skills to support physiologic processes, recognize and manage common health alterations, and promote health equity and optimal outcomes for individuals and families across care settings.
Credit Hours		3
Course Objectives		1. Implement the nursing process in clinical practice to deliver safe, evidence-based patient and family-centered care across a variety of settings, incorporating physiological, psychosocial, and cultural assessment data. 2. Recognize and respond to normal and abnormal findings in individuals and families to prioritize nursing interventions and promote patient safety in clinical settings. 3. Engages in effective patient education, therapeutic communication and collaboration when interacting with patients, families, preceptors, and interprofessional healthcare team members. 4. Apply legal, ethical, equity, and quality-improvement principles in clinical practice to identify risks, utilize appropriate community resources, and support culturally responsive care for the patient, family and associated vulnerable populations

Fourth Semester

	Current	Proposed
Course	NSG4115 Professional Development	NSG4114 Professional Development **Hybrid-delivery**
Course Description	This course explores topics related to professionalism and leadership in current healthcare. Clinical experiences allow for the development of organizational, priority setting and	This course will strengthen the student's ability to lead, advocate, and collaborate effectively within diverse healthcare teams. Emphasis is placed on the development of professional identity, ethical and legal

	clinical judgment skills.	accountability, leadership, inter-professional communication, informatics, and systems-based practice. Students will explore strategies to promote patient safety, quality improvement, and evidence-based decision-making in diverse healthcare environments. The course also supports the development of a lifelong learning mindset and readiness for entry-level professional practice.
Credit Hours	5	4
Course Objectives	1.Examine collaboration and team building in healthcare organizations. 2.Examine legal and ethical concepts related to professional nursing roles. 3.Apply communication skills in professional nursing roles. 4.Evaluate research findings and scholarly works for use in professional nursing practice. 5.Utilize healthcare technology for quality, safe, patient centered care. 6.Examine leadership and management skills needed for professional nursing roles.	1.Integrate beginning organizational comm unication strategies to promote inter-professional collaboration and culturally competent care that supports patients and families in diverse healthcare settings. 2. Connect nursing theory and leadership principles to the delivery of safe patient-centered care through critical reflection. 3. Reflect on personal and professional development to identify goals for lifelong learning and career advancement. 4. Present scholarly quality improvement projects.

	Current	**Proposed**
Course	NSG4125 Adult Nursing Care III	NSG4143 Adult Nursing Care III
Course Description	This course focuses on the critically ill adult with acute single and multi-organ dysfunction and responses to life-threatening illness. Clinical experiences emphasize safety/risk reduction, team collaboration, and continuous integration of patient data into the development and evaluation of an evidence-based plan of care.	This course synthesizes prior adult health nursing knowledge to examine the care of critically ill adults experiencing acute single- and multi-organ dysfunction and complex, life-threatening conditions. Emphasis is placed on the integration of advanced pathophysiology, comprehensive assessment, medical treatment modalities, and evidence-based nursing management to strengthen clinical reasoning and support safe, high-quality, person-centered care.
Credit Hours	5	3
Course Objectives	1.Describe the concepts and principles of critical care nursing. 2.Communicate effectively with critically ill patients and their family members. 3.Perform advance cardiac life support skills. 4.Apply nursing process in caring for critically ill patients. 5.Participate effectively as a member of the health team. 6.Organize and demonstrate skills in	1. Apply nursing principles, critical care pathophysiology, and hemodynamic concepts to explain patient responses to acute illness and support evidence-based nursing interventions for critically ill patients. 2. Interpret data from advanced monitorir modalities, including invasive hemodynamics, cardiac rhythms, and ventilator parameters, to support clinical reasoning and safe decision-making in

	management of critical care nursing services. 7.Make a plan for organization of critical care units.	complex critical care scenarios. 3. Evaluate critical care guidelines and resuscitation algorithms to support appropriate and timely nursing responses to life-threatening cardiac and respiratory emergencies. 4. Apply the nursing process through case analysis and simulation to prioritize care, anticipate complications, evaluate outcomes, and examine principles of leadership, delegation, and resource management that support coordinated care and quality improvement in critical care environments.

	Current	Proposed
Course	NSG4133 Transition to Professional Practice	NSG4152 Transition to Professional Practice
Course Description	This course explores nursing concepts and issues related to accountability and professionalism experienced in the transition to nursing practice. Healthcare issues and topics that assist in the transition to professional nursing practice will be examined through evidence-based literature and application to practice.	Building on prior nursing knowledge, this course prepares students to transition to professional nursing practice by examining contemporary healthcare issues that influence safe, ethical, and effective care. Learner-centered strategies including reflective activities, case-based discussions, NCLEX-RN style question analysis, simulated testing experiences, and experiential learning engage students in strengthening clinical judgment, critical thinking, and test-taking skills. The course emphasizes professional role development through resume creation, interview skill development, and preparation for entry into the nursing workforce. Students apply legal and ethical principles, including the Kansas Nurse Practice Act, while exploring failure to rescue, patient safety, professional accountability, and the nurse's role in political advocacy and health policy to support practice-ready competence.
Credit Hours	3	2
Course Objectives	1.Identify important components of transition from student nurse to the professional nurse role 2.Discuss legal, ethical, and accountability issues related to the professional practice of nursing. 3.Demonstrate the process and knowledge to obtain a professional nursing license 4.Explore healthcare issues affecting professional nursing practice. 5.NCLEX Preparation	1. Participate in mock NCLEX-RN exams using test-taking strategies and critical thinking skills to determine the need for remediation activities to assess readiness and improve performance on the licensure examination. 2. Create and revise a professional resume along with participating in a mock interview for a professional job and receive constructive feedback for improvement. 3. Reflect on failure to rescue cases presented in class and identify the gaps in communication. 4. Participate in the political advocacy process by identifying the process of healthcare policy

		development and the role of the professiona nurse in impacting healthcare policy. 5. Apply the Kansas Nurse Practice Act and ANA Code of Ethics to analyze scope of practice, legal accountability, and professional responsibilities by accurately interpreting statutes relevant to entry-level registered nurses and demonstrating sound legal and ethical judgment in common clinical and professional practice scenarios.

	Current	Proposed
Course	NSG4153 Capstone Clinical Experience	NSG4153 Capstone Clinical
Course Description	This is a precepted clinical experience to provide a focused experience with an area of interest. This clinical experience helps prepare the student to transition into the professional practice of nursing. This course is Pass/Fail only.	This precepted clinical course provides a focused, immersive experience within a selected area of nursing interest to support the transition to professional nursing practice. Under the guidance of an experienced nurse preceptor, learners apply nursing knowledge, clinical judgment, and evidence-based practice to deliver safe, person-centered care within complex healthcare systems. Emphasis is placed on professional role development, interprofessional collaboration, ethical practice, and accountability. Successful completion of the course is evaluated on a Pass/Fail basis based on demonstration of professional competencies required for entry into nursing practice.
Credit Hours	3	3
Course Objectives	1.Apply the nursing process to provide comprehensive care to groups of patients in healthcare setting. 2.Utilize the communication process effectively with patients, families and members of the healthcare team. 3.Demonstrate sound clinical judgement and collaborative skills in promoting optimal patient outcomes. 4.Perform complex therapeutic nursing interventions safely. 5.Integrate legal and ethical principles in nursing practice. 6.Incorporate research findings and evidence-based practices in nursing care delivery. 7.Demonstrate professional accountability, collaboration and	1. Apply the nursing process to deliver comprehensive, coordinated care for groups of patients by conducting systematic assessments, prioritizing nursing diagnoses, implementing interventions, and evaluating outcomes across diverse healthcare settings. 2. Utilize effective communication strategies and sound clinical judgment to engage patients, families, and interprofessional team members, synthesize patient data, anticipate changes in condition, and support shared decision-making to promote optimal patient outcomes. 3. Perform therapeutic nursing interventions safely and competently by adhering to clinical standards, protocols, and patient safety principles to ensure high-quality nursir care. 4. Integrate legal, ethical, and professional standards into nursing practice to guide clinical

	patient advocacy in the practice of nursing. 8.Identify and participate in the regulatory influences, technological modalities and quality monitors impacting the safe delivery of patient care within complex healthcare systems.	decision-making to improve patient and population health outcomes.

	Current	Proposed
Course		NSG4163 Clinical Practicum III
Course Description		This clinical course provides a supervised, immersive practice experience that complements the concurrent critical care didactic and professional development course. Learners apply advanced assessment, clinical reasoning, and evidence-based nursing interventions to the care of critically ill adult patients experiencing acute and complex physiological instability. Emphasis is placed on the application of the nursing process, patient safety and quality improvement, therapeutic communication with patients, families, and effective interprofessional collaboration within high-acuity healthcare environments. Additionally, students will develop professional communication skills, understand organizational culture, and examine how leadership impacts patient outcomes, staff engagement, and healthcare delivery systems.
Credit Hours		3
Course Objectives		1. Integrate critical care nursing knowledge, clinical reasoning, and therapeutic communication to analyze complex clinical situations, prioritize and implement nursing actions. 2. Collaborate effectively with patients, families, and interprofessional team members to promote safe, high-quality, and patient-centered outcomes for critically ill individuals. 3. Apply clinical judgment to recognize patient deterioration and evaluate appropriate nursing responses to cardiac and respiratory emergencies, including the application of ACLS principles and advanced life support algorithms. 4. Reflect on leadership practices in diverse clinical settings as it relates to communication, collaboration, patient safety and quality initiatives.

National Council Licensure Examination for Practical Nurses
Program Summary - All First Time Practical Nurse Candidates Educated in Kansas
through December 31, 2025

Program	Program Type	2021	2022	2023	2024	2025	2025 All-Time*	3 Yr Average
		% Pass	% Pass	% Pass	% Pass	% Pass	% Pass	% Pass
Allied Health Career Training	PN				new	**100.00**	*100.00*	100.00
Barton Community College	PN	**100.00**	96.88	**100.00**	**100.00**	**100.00**	*100.00*	100.00
Butler Community College	PN	**70.59**	**100.00**	**100.00**	94.44	**100.00**	*100.00*	98.15
Coffeyville Comm. College	PN	83.33	100.00	**100.00**	**100.00**	**100.00**	*100.00*	100.00
Colby Community College	PN	87.10	90.48	**100.00**	96.15	88.46	*96.30*	94.87
Dodge City Comm. College	PN	no PN grads	**100.00**	**100.00**	no PN grads	**100.00**	*100.00*	100.00
Donnelly College	PN	80.00	87.10	82.61	72.73	61.22	*58.44*	72.19
Flint Hills Area Tech College	PN	95.00	100.00	95.45	**100.00**	**100.00**	*91.30*	98.48
Garden City Comm. College	PN	91.67	92.00	**100.00**	**100.00**	**100.00**	*100.00*	100.00
Highland Community College	PN	90.00	75.00	**100.00**	**100.00**	**100.00**	*100.00*	100.00
Hutchinson Comm. College	PN	82.00	87.23	**100.00**	97.44	90.48	*91.11*	95.97
Johnson County Comm. College	PN	91.30	88.00	95.12	94.92	95.52	*94.29*	95.19
Kansas City KS Comm. College	PN	71.79	93.33	90.91	93.94	92.31	*87.10*	92.39
Labette Community College	PN	**100.00**	**100.00**	**100.00**	95.24	**100.00**	*100.00*	98.41
Manhattan Area Tech College	PN	92.59	88.00	96.15	95.83	**100.00**	*100.00*	97.33
Mid-America College of Health Sciences	PN		NEW	47.06	63.89	62.86	*55.56*	57.94
Neosho County Comm. College	PN	96.67	97.83	**100.00**	97.06	**100.00**	*100.00*	99.02
Fort Hays Tech | NC - Beloit	PN	**100.00**	**100.00**	**100.00**	**100.00**	93.33	*93.75*	97.78
Fort Hays Tech | NC - Hays	PN	75.68	81.25	**100.00**	85.71	93.33	*83.78*	93.01
Salina Area Technical College	PN	**100.00**	82.35	94.74	93.10	95.83	*96.00*	94.56
Seward County Comm. College	PN	87.50	64.00	94.44	92.00	82.61	*81.48*	89.68
Washburn Tech	PN	83.87	87.50	**100.00**	97.22	**100.00**	*97.33*	99.07
WSU Tech	PN	78.72	83.84	91.51	95.28	78.22	*91.60*	88.34
Kansas Pass Rate (PN)		**87.20**	**90.68**	**94.91**	**93.57**	**92.79**		
National Pass Rate (U.S. Educated)		79.60	79.93**	86.67	88.38	86.60		

Passing Standard - slight incease April 2020; reviewed 12/2022-upheld current standard of- 0.18 logits through 3/31/2026.

Passing rates obtained from NCS Pearson, Inc. & National Council of State Boards of Nursing 1/12/2026

*All-Time is the total of 1st time and Repeat test takers for the school in a calendar year.

Denotes above Nat'l Average **Programs at 100%**

National Council Licensure Examination for Registered Nurses
Program Summary - All First Time Registered Nurse Candidates Educated in Kansas
through December 31, 2025

Program	Program Type	2021 % Pass	2022 % Pass	2023 % Pass	2024 % Pass	2025 % Pass	2025 *% All-Time*	3 Year Average % Pass
Baker University	BSN	95.71	88.61	96.77	94.34	87.04	*87.10*	92.72
Barton Community College	ADN	83.33	89.66	96.00	**100.00**	88.64	*87.50*	94.88
Benedictine College	BSN	96.88	93.10	96.77	97.14	94.29	*94.29*	96.07
Bethel College	BSN	83.33	100.00	100.00	92.86	88.89	*66.67*	93.92
Butler Community College	ADN	79.00	74.31	88.62	97.62	88.64	*84.62*	91.63
Cloud County Community College	ADN	72.22	78.57	90.00	86.49	92.00	*92.31*	89.50
Coffeyville Community College	ADN	73.68	64.71	100.00	**100.00**	**100.00**	***100.00***	100.00
Colby Community College	ADN	85.00	82.35	100.00	78.57	86.96	*69.44*	88.51
Dodge City Community College	ADN	77.78	88.89	100.00	90.91	**100.00**	*93.33*	96.97
Donnelly College	ADN	no data	54.55	68.75	77.78	65.38	*68.42*	70.08
Emporia State University	BSN	84.78	81.17	86.44	90.91	89.58	*88.68*	88.98
Fort Hays State University	BSN	95.35	93.33	95.56	**100.00**	97.37	*96.20*	97.64
Fort Hays Tech | NC - Beloit	ADN		new	93.33	92.31	88.24	*84.21*	91.29
Fort Hays Tech | NC - Hays	ADN	79.31	73.08	95.65	**100.00**	85.71	*74.29*	93.79
Fort Scott Community College	ADN	62.86	69.57	78.95	93.33	84.62	*61.90*	85.63
Garden City Community College	ADN	95.45	88.24	90.48	**100.00**	**100.00**	*100.00*	96.83
Hesston College	BSN	89.13	89.47	96.97	94.44	87.50	*89.29*	92.97
Highland Community College	ADN	88.46	67.74	96.00	93.10	82.35	*86.36*	90.48
Hutchinson Community College	ADN	84.06	89.83	91.18	98.82	91.57	*88.30*	93.86
Johnson County Comm. College	ADN	91.30	94.29	100.00	98.25	93.22	*93.65*	97.16
Kansas City KS Comm. College	ADN	78.38	82.86	86.30	96.08	91.23	*87.50*	91.20
Kansas Wesleyan University	BSN	80.00	66.67	100.00	**100.00**	**100.00**	*100.00*	100.00
Labette Community College	ADN	90.00	91.67	100.00	**100.00**	96.67	*96.67*	98.89
Manhattan Area Tech College	ADN	96.15	84.85	95.83	96.00	90.91	*91.67*	94.25
MidAmerica Nazarene University	BSN	83.11	81.21	88.79	91.59	88.07	*84.85*	89.48
Neosho County Comm. College	ADN	83.15	83.93	84.75	85.45	83.67	*75.81*	84.62
Newman University	BSN	70.73	80.49	88.37	83.78	85.37	*73.68*	85.84
Ottawa University	BSN			new		69.23	*66.67*	new
Pittsburg State University	BSN	82.56	87.80	94.05	97.40	97.56	*97.62*	96.34
Rasmussen College	ADN	66.88	71.26	84.56	89.90	87.50	*76.43*	87.32

Rasmussen College	BSN	86.36	79.55	91.67	83.33	81.82	*64.71*	85.61
Salina Area Technical College	ADN	100.00	89.47	95.83	91.30	90.91	*91.67*	92.68
Seward County Comm. College	ADN	87.10	47.62	85.71	68.97	80.00	*68.97*	78.23
University of Kansas SON	BSN	92.48	84.50	93.60	98.39	94.49	*93.98*	95.49
University of St. Mary	BSN	94.83	76.09	97.06	96.15	97.22	*94.87*	96.81
Washburn University	BSN	83.22	79.72	91.55	97.50	91.23	*91.74*	93.43
Wichita State University	BSN	80.92	84.43	91.60	95.38	88.14	*85.40*	91.71
WSU Tech	ADN			NEW	65.52	77.78	*77.42*	71.65
Kansas 1st Time Pass Rate - RN^	----------	**84.58**	**81.54**	**92.53**	**92.26**	**89.05**	*84.90*	
U.S. 1st Time Pass Rate - RN**	----------	82.48	79.9	88.56	91.16	86.7		

Passing Standard - reviewed 12/2022-upheld current standard of 0.00 logits through 3/31/2026.

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

Denotes above Nat'l Average

**Nat'l ADN pass rate ave. - 86.1; BSN - 87.6 ^KS ADN pass rate ave. - 88.45 ; BSN - 89.86

#All-Time is the total of 1st time and Repeat test takers for the school in a calendar year.

Janelle Martin [KSBN]

From: Kathleen McInnis <kathleen@coloradonursingcenter.org>
Sent: Tuesday, February 17, 2026 6:27 PM
To: Janelle Martin [KSBN]
Subject: Re: FW: Refresher Course Provider

Follow Up Flag: Follow up
Flag Status: Flagged

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

When did you start offering the refresher courses?
The RN and LPN Refresher courses were developed in 2004 under the Central Colorado Area Health Education Center. The Colorado Center for Nursing Excellence adopted the program in 2022. The current team has been in place since 2019. The RN and LPN Refresher Lite courses were developed in 2020 in response to the need for nurses to earn professional development contact hours.

Do you all have any stats on how many have taken your courses?
The Refresher team began collecting data in 2019. As of 4th quarter 2025, 777 students have enrolled in one of the four courses.

What percentage of those signed up completed their course to the end?
Our course completion rate is approximately 87.5% (National average is 70-80%)

Do you have a time frame they must complete or start over? If so, any stats on that?
Students are required to complete both the academic portion and the clinical portion within 9 months (6 months to complete Part 1 and 3 months to complete the clinical portion). We previously allowed 12 months to complete, but the shorter timeframe assists students in staying on track, while also allowing for short breaks if needed. Anecdotally, we did notice an improvement in completion rates when this policy changed in 2022. Unfortunately, we do not have specific statistics on this. If students need extra time, they can request and pay for a one-time, 3-month extension.

Any stats on how many drop out (at any point) and don't complete?
I believe this number would be the same as above. We do have a few students who do not pass the final exam the first time and choose not to retake the exam, but those numbers are small. Our pass rate ranges from 89-94%.

Feel free to reach out if you have further questions. Thank you!

Kathleen
Kathleen McInnis, RN, MS
Project Director
Nurse Refresher Program
CO-Lead, Colorado Action Coalition
Colorado Center for Nursing Excellence
I am out of the office on Fridays and will return emails the following Mondays

Janelle Martin [KSBN]

From:	Dr. Alex Hoffmann <ahoffmann@sura.edu>
Sent:	Tuesday, January 20, 2026 10:52 AM
To:	Janelle Martin [KSBN]
Subject:	Re: Sura College - RN Refresher Approval in Kansas

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

Hi Janelle,

Thank you so much for the update—and I truly appreciate all the work you're doing, especially coming out of such a busy meeting and end-of-year period.

Regarding program success data: our RN Refresher Program officially launched in Fall 2025, so we do not yet have historical completion or outcome data available. Our first cohort is scheduled to complete the program this spring. At this time, all currently enrolled students are on track to complete, and we are projecting a 100% completion rate for this initial cohort. We will be happy to provide formal outcome data as soon as the first group completes the program.

Below is the information you requested for the website listing:

School Name: Sura College
Address: 9590 E. Ironwood Square Dr., Suite 230-A, Scottsdale, AZ 85258
Phone: 480-744-0860
Website: https://www.sura.edu

RN Refresher Program Contact:
Dr. Megan Kirschner, DNP, MSN, RN
RN Refresher Program Coordinator
Email: mkirschner@sura.edu

Dr. Kirschner serves as the primary point of contact for prospective students and partners and is available to walk individuals through the structure, requirements, and clinical model of the RN Refresher Program.

Using www.sura.edu for the program listing is perfectly fine. We will also ensure the RN Refresher Program is clearly visible and easy to locate from our main homepage.

Thank you again for your support and for coordinating the website update.

Alex Hoffmann, Ed.D.
Campus Director
SURA COLLEGE
Office: 1-480-744-0860
9590 E Ironwood Square Dr Suite 230-A

Donnelly Update – March 2026

This document provides a formal response and documentation regarding the most recent site visit and action plan for the Kansas State Board of Nursing (KSBN). The following sections address each KSBN recommendation and the corresponding actions taken.

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

    a. Updated Simulation Lab Coordinator job description which now requires an MSN for the Sim coordinator this was sent to KSBN 2/24/26.

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.*

        i. **2/26/2026** – Nursing faculty are collaborating with the College's Admissions Department to revise and update all admissions guidelines. The application process is being transitioned online, and English, Math, and TEAS requirements are being updated for future admissions. Additionally, a rubric-based admissions tool is under development to assess and score all qualified nursing applicants.

    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.*

        i. **2/26/2026** – A student email invitation was sent on 1/28/2026, reminding students of the opportunity to join the Donnelly Nursing Student Association. Copy of email sent to KSBN 2/24/26. Part of the responsibilities explained to students is that several student representatives must attend the nursing faculty and advisory committee meetings.

    c. *Need specific progression policy – what qualifies as readmission? Update and clarify policies and submit them to KSBN by 1/15/26.*

        i. **2/26/2026** – Progression policy was sent to **KSBN 2/24/26.**

        ii. The nursing faculty has revised and approved a clear readmission policy to the program. This policy is currently being sent through the Donnelly academic policy process. It defines what a readmission to the program is versus when a student can retake a failed course (still in the program).

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 per KSBN.***

4. Need updated organizational charts for institutions and the nursing program. Students need to be clear on the hierarchy for complaints and appeals. Submit updated charts to KSBN Education Compliance Officer.

    a. Updated Nursing Organization Chart sent to KSBN 2/24/26.

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. **2/24/26** Orientation plan/checklist: updated Nursing faculty Orientation checklist sent to KSBN 2/24/26. Full time faculty and adjunct didactic faculty received the same orientation. Clinical Adjunct are orientated on college and nursing policies and all clinical policies and procedures.
        i. **January 6, 2026 –** All faculty (including adjunct faculty) went through a complete orientation of all current nursing and college handbooks and clinical policies.
        ii. **January 13, 2026 –** 2nd orientation focused on clinical faculty, ensuring that all clinical paperwork and policies are consistent and done the same way by all clinical faculty.

    b. *Organizational by-laws for nursing* – **2/26** -The faculty are working on the nursing committee by-laws.

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.*

    a. **2/26/2026** – Faculty Orientation Checklist & on-going orientation & professional development. Current spreadsheet showing faculty orientation process sent to **KSBN 2/24/26.**
    b. **2/26/2026** –All didactic faculty with less than 3 years of experience have been assigned with a mentor through our collaboration with JCCC nursing program.

7. *No evidence of a nursing program evaluation plan. Need to find/develop a plan for program evaluation that includes student learning outcomes.*

a. PN and ADN program evaluation plan is in process. We are working with institutional research on historical data - Sent **to KSBN 2/24/26**

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.*

    a. **2/24/2026** – All FQR for current faculty and adjunct faculty have been submitted and approved by **KSBN 2/2026**

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 limit/cease doing simulation for clinical replacement with scenarios, content, and methodology approved by mentor and experienced simulation faculty.*

    a. **2/26/2026** – Hired an MSN RN simulation consultant that started 2/2026 – Resume, job description and proposal sent to **KSBN 2/26**.
    b. No Simulation is being taught or used this semester.

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.*

    a. **2/26/2026** – Current master Clinical schedule and Spring 2026 syllabus sent to **KSBN 2/24/2026.**
    b. Students and faculty reviewed current expectations in the clinical orientation for attendance, missed days and clinical compliance on January 7 & 10, 2026.
    c. Faculty are currently working on updating attendance and clinical policies for future cohorts.

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%.

a. Students who graduate in 2025 do have the opportunity to be mentored using ATI products. This is being offered by the faculty.
b. Current PN students are preparing for the NCLEX through their Concept Synthesis course. This includes remediation using ATI learning platform products.

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.*

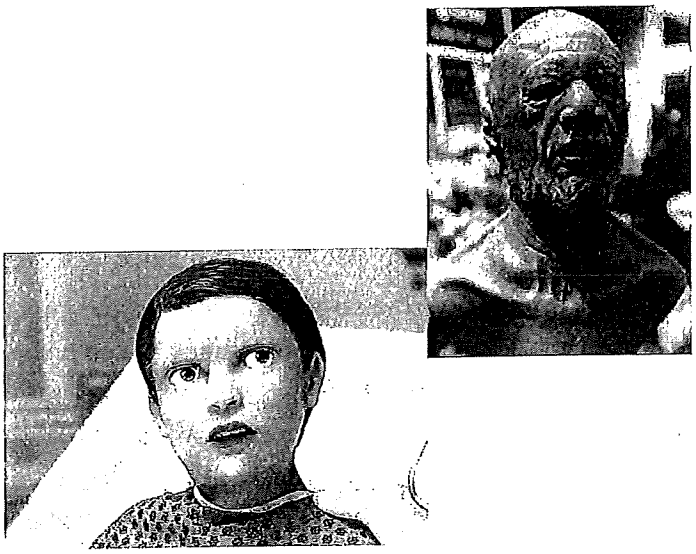
13. *Recommend continued Conditional Approval for both programs with no admissions until above issues are resolved and board has approved to continue.*

Additional Updates: 2/26/2026 – Nursing Advisory Committee met February 27, 2026. Agenda and invitation letter was sent to KSBN 2/24/26.

2/24/26 - Grade Appeal Process - The faculty has revised this policy and approved it. This review/appeal policies are currently being sent through Donnelly Academic Affair committee process.

2/24/26 – All student concerns were addressed from spreadsheet sent from KSBN. **Sent to KSBN with responses 2/24/26**

Jayla's Consulting LLC Simulation Consultancy Proposal



Prepared for:

Dr. Taylor, DNP Director of Nursing at Donnelly College

Prepared by:

Jayla Cochran MSN, RN, CHSE, CPN

7311 North Conant Avenue

Kansas City, MO 64152 USA

Email: jaylawalker00@yahoo.com

Telephone: 816-868-0377

Submission: January 20, 2026

INTRODUCTION:

Jayla's Consulting LLC is pleased to submit this proposal to Donnelly College to provide services as a Simulation Subject Matter Expert (SME) Consultant. This proposal outlines the Consultant's qualifications, scope of expertise, and the value offered to support Donnelly College's nursing simulation program.

The Kansas State Board of Nursing requires Associate Degree Nursing (ADN) programs to provide structured, hands-on clinical experiences, including simulation-based learning, to ensure students are able to apply knowledge and skills in real-world clinical environments. These requirements are integral to maintaining accreditation standards and preparing graduates for safe, competent patient care. Simulation programs that lack dedicated simulation leadership may struggle to maintain best practices, may lose advocacy for simulation-based education advancements, could lack proper maintenance of simulation equipment, and may lose sight of the mission of the healthcare simulation center. Effective simulation leadership is an essential to guiding faculty and staff who are new to simulation pedagogy to enhance student learning and outcomes in a safe environment.

Jayla's Consulting LLC brings specialized expertise in healthcare simulation leadership, education, and program development. Jayla's background includes extensive experience in training nursing educators to implement best-practice high-fidelity simulation to enhance student learning outcomes in a safe, controlled environment. This experience uniquely positions Jayla to support Donnelly College in strengthening and advancing its simulation program.

Jayla began working as a simulation operator in 2012 and later served as the Virtual Hospital Simulation Coordinator at Metropolitan Community College, the first community college in the United States to receive Society for Simulation in Healthcare (SSIH) accreditation for best practice standards. In the absence of a designated Simulation Director, Jayla assumed responsibility for comprehensive simulation operations across multiple programs, including

Nursing (ADN and LPN), Occupational Therapy Assistant (OTA), Physical Therapist Assistant (PTA), Emergency Medical Services (EMS), and preparatory planning for Respiratory Care simulation curriculum. Through this role, Jayla gained extensive experience in simulation leadership, accreditation processes, staffing models, simulation scheduling, curriculum development, budgeting, grant-funded purchasing, vendor rental process, marketing, and management of high-fidelity simulators and simulation equipment.

Jayla possesses a deep understanding of the unique operational, educational, and regulatory requirements of college-based simulation environments and has the knowledge and experience necessary to help establish a strong foundation for a successful simulation center at Donnelly College. Jayla is a Certified Healthcare Simulation Educator (CHSE), reflecting demonstrated competence in simulation theory, educational principles, professional standards, and evidence-based practice. Ongoing professional development includes attendance at the Society for Simulation in Healthcare (SSIH) International Simulation Conference, ensuring familiarity with current trends, standards, and emerging best practices. With twenty-six years of nursing experience, including service as a Clinical Informatics Manager in an acute care hospital setting, Jayla brings valuable expertise in policy development, procedure implementation, and project management. Known for strong attention to detail and organizational discipline, Jayla is committed to keeping projects on track and meeting established timelines.

Jayla's Consulting LLC is well-positioned to support Donnelly College in the revitalization and advancement of its simulation center, ensuring alignment with regulatory requirements, accreditation standards, and educational best practices. Jayla looks forward to the opportunity to partner with Donnelly College and contribute to the continued success of its nursing education programs.

SIMULATION AND SKILLS LAB PROJECT SCOPE:

The Consultant will work collaboratively with College leadership and designated stakeholders to support the administrative, operational, and strategic functions necessary for the effective management of a high-fidelity nursing simulation program for optimal Nursing student learning. This may include, but is not limited to:

- Development and refinement of simulation curriculum;
- Development of simulation-related electronic documentation systems;
- Creation, review, and revision of simulation policies and procedures;
- Organizational planning for high-fidelity simulation activities as distinct from skills-based training activities;
- Assessment and planning for simulation staffing needs;
- Assistance with simulation budget planning; and
- Guidance regarding prioritization and planning for future simulation-related grant funding opportunities.

SCHEDULE AND FEES:

On-site Services shall not exceed twelve (12) hours per week, unless prior written approval is obtained from both the Consultant and an authorized representative of the College. Consultation services provided via telephone, videoconference (including Zoom), or electronic mail shall be considered off-site Services and billed at the applicable off-site rate. Any services requested by the College that fall outside the scope described herein shall constitute additional services and shall require a separate written proposal and written approval by both parties prior to performance.

- On-site Services at Donnelly College:
  One Hundred Fifty Dollars ($150.00) per hour, subject to a two (2) hour minimum per on-site visit.
- Off-site Services:
  One Hundred Twenty-Five Dollars ($125.00) per hour, billed in fifteen (15)-minute increments (0.25 hours).

Invoicing and Payment: The Consultant will submit invoices to the College monthly. Each invoice will include a detailed time log reflecting services rendered. Payment will be due within twenty (20) days from the date of the invoice via check or bank routing.

The following optional educational training services may be provided at the request of the College for an additional fixed fee, separate from hourly consultation rates:

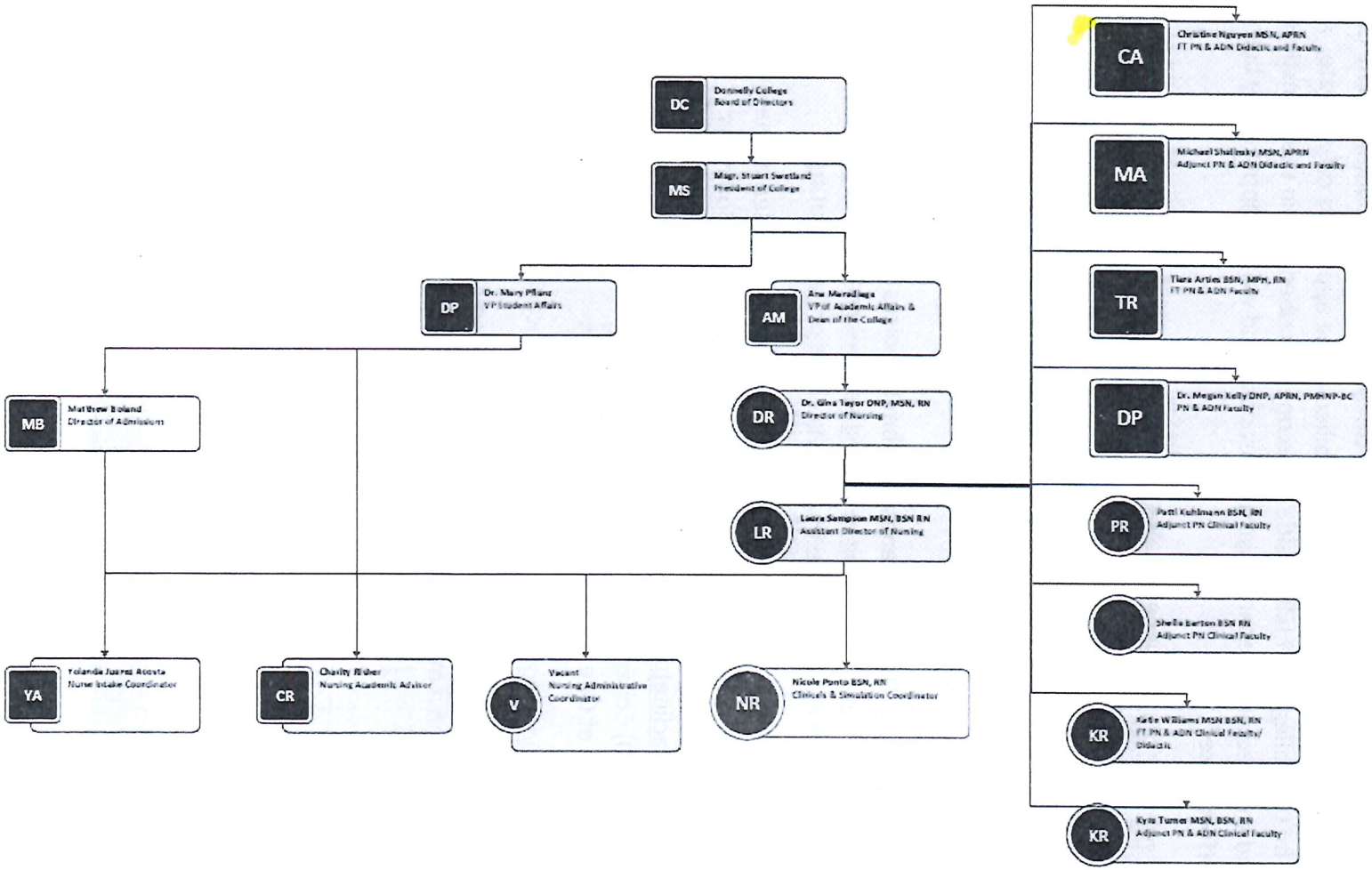
- Simulation Facilitator Training Course: A best-practice simulation facilitation training for up to ten (10) College faculty and/or staff participants, on a mutually agreed-upon date, for a flat fee of One Thousand Dollars ($1,000.00).
- Simulation Operator Training Course: A best-practice high-
- fidelity simulation operations training for up to ten (10) College faculty and/or staff participants, on a mutually agreed-upon date, for a flat fee of One Thousand Dollars ($1,000.00).

Terms:

This proposal is based on the understanding the Jayla's Consulting LLC has given best estimates based on limited information received about the project. No equipment or materials are included. Once this initial fee proposal has been approved and mutually agreed upon, a contract will be executed.

Appendix 1: Organizational Chart

Back to top



DONNELLY COLLEGE

Nursing Advisory Committee
Friday, February 27, 2026
2:30-4:00 pm
Location

Agenda

1. Welcome
2. Introduction (Nursing Team & Guest)
3. Nursing program's mission, vision & values
4. Students (present & past)
5. Student data (demographics, retention, 2025/2026 students ect.)
6. Graduate data
7. NCLEX pass rates
8. Clinical/Simulation
9. Nursing Subcommittees
    a. Curriculum
    b. Clinical, simulation and skill management
    c. Exam Analysis
    d. Policies
10. Nursing Program – Restructure & Vision (skill lab & simulation)
11. Feedback and questions from our clinical partners and stakeholders
12. Questions
13. Closing

ate Recv	Complaint Type C=communication CU=curriculum D=Director issue F=faculty G=general H=hostile environment P=Policy	KSBN Reg / Statute	Donnelly Response and Resolution	Date Resolved (per Donnelly)
10/14/2025	C, F, H, P	60-2-103 & 60-2-104 & 60-2-108	We have clearly posted our current "conditional approval" for our nursing programs on our website and in our handbook. We have a designated Director of Nursing with the "primary responsibility and dedicated time for effective and continuous oversight of the nursing program." The Director of Nursing is completing the required "Program Evaluation Plan". (60-2-104) We have implemented a preceptor program with JCCC and new didactic faculty have paired up with an experienced JCCC faculty mentor. (60-2-103) New faculty have received onsite Donnelly orientation and will be taking a course, "New Faculty Orientation" from Nurse Tim in March 26. Most of our faculty have a MSN. Those without a MSN will be only teaching our PN cohorts. A degree plan will be submitted for any faculty currently working on their graduate degree program. Our Simulation Coordinator job description has been revised and requires a MSN. We are seeking a new faculty member for the position. A faculty member has completed formal SIMS training as of 2/1/26. Faculty for speciality classes will have clinical experience in the area they teach. We have an FT onsite clinical coordinator for improved communication. The syllabi, clinical sites, student assignments, and clinical instructors were in place before the beginning of the Spring 26 semester. FQR's are being updated as needed to KSBN. Our handbook includes a complain process and students were made aware of this process during the new semester orientation. Nursing faculty is keeping a excel spreadsheet to track and trend student concerns through resolution (60-2-108). We are tracking/trending data for our Program Evaluation Plan and annual report. (60-2-108) We have developed committees to review curriculum, policy/procedures, skills/simulation/clinical, and exam analysis that bring recommendations to nursing faculty meetings for voting. Meeting notes are kept to document changes to our nursing handbooks. Any major changes will be approved by the Board of Nursing. (60-2-108).	1/6/2026

10/14/2025		60-2-103 & 60-2-104 & 60-2-108	We have clearly posted our current "conditional approval" for our nursing programs on our website and in our handbook. We have a designated Director of Nursing with the "primary responsibility and dedicated time for effective and continuous oversight of the nursing program." The Director of Nursing is completing the required "Program Evaluation Plan". (60-2-104) We have implemented a preceptor program with JCCC and new didactic faculty have paired up with an experienced JCCC faculty mentor. (60-2-103) New faculty have received onsite Donnelly orientation and will be taking a course, "New Faculty Orientation" from Nurse Tim in March 26. Most of our faculty have a MSN. Those without a MSN will be only teaching our PN cohorts. A degree plan will be submitted for any faculty currently working on their graduate degree program. Our Simulation Coordinator job description has been revised and requires a MSN. We are seeking a new faculty member for the position. A faculty member has completed formal SIMS training as of 2/1/26. Faculty for speciality classes will have clinical experience in the area they teach. We have an FT onsite clinical coordinator for improved communication. The syllabi, clinical sites, student assignments, and clinical instructors were in place before the beginning of the Spring 26 semester. FQR's are being updated as needed to KSBN. Our handbook includes a complain process and students were made aware of this process during the new semester orientation. Nursing faculty is keeping a excel spreadsheet to track and trend student concerns through resolution (60-2-108). We are tracking/trending data for our Program Evaluation Plan and annual report. (60-2-108) We have developed committees to review curriculum, policy/procedures, skills/simulation/clinical, and exam analysis that bring recommendations to nursing faculty meetings for voting. Meeting notes are kept to document changes to our nursing handbooks. Any major changes will be approved by the Board of Nursing. (60-2-108).	1/6/26

10/14/2025	CU, F	60-2-103 & 60-2-104 & 60-2-107	We have a designated Director of Nursing with the "primary responsibility and dedicated time for effective and continuous oversight of the nursing program." The Director of Nursing is completing the required "Program Evaluation Plan". (60-2-104) We have implemented a preceptor program with JCCC and new didactic faculty have paired up with an experienced JCCC faculty mentor. (60-2-103) New faculty have received onsite Donnelly orientation and will be taking a course, "New Faculty Orientation" from Nurse Tim in March 26. Most of our faculty have a MSN. Those without a MSN will be only teaching our PN cohorts. Our Simulation Coordinator job description has been revised and requires a MSN. We are seeking a new faculty member for the position. A faculty member has completed formal SIMS training as of 2/1/26. Faculty for speciality classes will have clinical experience in the area they teach. We have an FT onsite clinical coordinator for improved communication. The syllabi, clinical sites, student assignments, and clinical instructors were in place before the beginning of the Spring 26 semester. FQR's are being updated as needed to KSBN.	1/6/2026
10/13/2025	C, F, D, P	60-2-103 & 60-2-104 & 60-2-107	Our Progression Policy has been revised and approved as of 1/28/26. The current policy is in our current Nursing Student Handbook.The grievence policy is being revised for FA 26, but current policy is in the nursing student handbook (60-2-107). We have implemented a preceptor program with JCCC and new faculty have paired up with an experienced JCCC faculty mentor (20-2-103). New faculty have received orientation and will be taking a course, "New Faculty Orientation" from Nurse Tim. All faculty have at least a BSN. Simulation Coordinator requires a MSN and we are seeking a new faculty for the position. Our program evaluation plan is being updated for improvement. Faculty for speciality classes will have clinical experience in the area they teach. FQR's are being updated as needed to KSBN. The Director of Nursing is completing the required Program Evaluation Plan (60-2-104).	2/24/2026
/27/25 & /14/25	C, P, H	60-2-104 & 60-2-107	Our Progression Policy has been revised and approved as of 1/28/26. The current policy is in our current Nursing Student Handbook.The grievence policy is being revised for FA 26, but current policy is in the nursing student handbook (60-2-107). We have implemented a preceptor program with JCCC and new faculty have paired up with an experienced JCCC faculty mentor (20-2-103). The Director of Nursing is completing the required Program Evaluation Plan (60-2-104).	1/6/26 & 2/24/26

8/20/2025	D, H	60-2-104 & 60-2-107	Our Progression Policy has been revised and approved as of 1/28/26. The current policy is in our current Nursing Student Handbook.The grievence policy is being revised for FA 26, but current policy is in the nursing student handbook (60-2-107). We have implemented a preceptor program with JCCC and new faculty have paired up with an experienced JCCC faculty mentor (20-2-103). The Director of Nursing is completing the required Program Evaluation Plan (60-2-104).	1/6/26 & 2/24/26
8/20/25 & 10/14/25	C, CU, D, P	60-2-104 & 60-2-107	Our Progression Policy has been revised and approved as of 1/28/26. The current policy is in our current Nursing Student Handbook.The grievence policy is being revised for FA 26, but current policy is in the nursing student handbook (60-2-107). We have implemented a preceptor program with JCCC and new faculty have paired up with an experienced JCCC faculty mentor (20-2-103). The Director of Nursing is completing the required Program Evaluation Plan (60-2-104).	1/6/26 & 2/24/26
8/15/2025	C, D, G, H, P	60-2-104 & 60-2-107	Our Progression Policy has been revised and approved as of 1/28/26. The current policy is in our current Nursing Student Handbook.The grievence policy is being revised for FA 26, but current policy is in the nursing student handbook (60-2-107). We have implemented a preceptor program with JCCC and new faculty have paired up with an experienced JCCC faculty mentor (20-2-103). The Director of Nursing is completing the required Program Evaluation Plan (60-2-104).	1/6/26 & 2/24/26
7/19/2025	C, CU, P	60-2-104 & 60-2-107	Our Progression Policy has been revised and approved as of 1/28/26. The current policy is in our current Nursing Student Handbook.The grievence policy is being revised for FA 26, but current policy is in the nursing student handbook (60-2-107). We have implemented a preceptor program with JCCC and new faculty have paired up with an experienced JCCC faculty mentor (20-2-103). The Director of Nursing is completing the required Program Evaluation Plan (60-2-104).	1/6/26 & 2/24/26
6/16/2025	CU, C, P	60-2-107	All policies in the student and nursing handbooks are being followed. We reviewed both during the student and faculty orientation at the beginning of the Spring 26 semester.	1/6/2026
6/3/2025		60-2-107	All policies in the student and nursing handbooks are being followed. We reviewed both during the student and faculty orientation at the beginning of the Spring 26 semester.	1/6/2026

5/28/2025	C, CU, D, F, P	60-2-104 & 60-2-107	Our Progression Policy has been revised and approved as of 1/28/26. The current policy is in our current Nursing Student Handbook.The grievence policy is being revised for FA 26, but current policy is in the nursing student handbook (60-2-107). The Director of Nursing is completing the required Program Evaluation Plan (60-2-104).	1/6/2026
5/28/2025	C, F, P	60-2-107	All policies in the student and nursing handbooks are being followed. We reviewed both during the student and faculty orientation at the beginning of the Spring 26 semester.	1/6/2026
5/22/2025	C, CU, G, H, P	60-2-104 & 60-2-107	All policies in the student and nursing handbooks are being followed. We reviewed both during the student and faculty orientation at the beginning of the Spring 26 semester.	1/6/2026
5/1/2025		60-2-107	All policies in the student and nursing handbooks are being followed. We reviewed both during the student and faculty orientation at the beginning of the Spring 26 semester.	1/6/2026
3/21/2025		60-2-107	All policies in the student and nursing handbooks are being followed. We reviewed both during the student and faculty orientation at the beginning of the Spring 26 semester.	1/6/2026
/7/25 & 2/20/2	C, CU, P	60-2-104 & 60-2-107	Our Progression Policy has been revised and approved as of 1/28/26 ,and all nursing faculty/staff participated in approving it so all are aware and will follow the policy. The revised Progression Policy will be implemented in the Fall26. We are following the current policy per our current student handbook.(60-2-107). We have a grade appeal process in our current nursing student handbook. Final grade appeals not resolved within the nursing department go to the Dean. Students must appeal the final grade within 12 weeks of the end of the semester and the Dean will respond within 10 days. All policies in the student and nursing handbooks are being followed. We reviewed both during the student and faculty orientation at the beginning of the Spring 26 semester (60-2-107).The Director of Nursing is completing the required Program Evaluation Plan (60-2-104).	1/6/26 & 2/24/26
1/17/2025	C, G, P	60-2-107	All policies in the student and nursing handbooks are being followed. We reviewed both during the student and faculty orientation at the beginning of the Spring 26 semester.	1/6/2026

12/10/2024	CU, H, P	60-2-104 & 60-2-107	Our Progression Policy has been revised and approved as of 1/28/26 ,and all nursing faculty/staff participated in approving it so all are aware and will follow the policy. The revised Progression Policy will be implemented in the Fall26. We are following the current policy per our current student handbook. We have a grade appeal process in our current nursing student handbook. Final grade appeals not resolved within the nursing department go to the Dean. Students must appeal the final grade within 12 weeks of the end of the semester and the Dean will respond within 10 days. All policies in the student and nursing handbooks are being followed. We reviewed both during the student and faculty orientation at the beginning of the Spring 26 semester (60-2-107). The Director of Nursing is completing the required Program Evaluation Plan (60-2-104).	1/6/26 & 2/24/26
12/10/2024	C, H, P	60-2-107	All policies in the student and nursing handbooks are being followed. We reviewed both during the student and faculty orientation at the beginning of the Spring 26 semester.	1/6/2026
12/2/2014	C, D, P	60-2-107	All policies in the student and nursing handbooks are being followed. We reviewed both during the student and faculty orientation at the beginning of the Spring 26 semester.	1/6/2026
11/19/2024	C, D, P	60-2-107	All policies in the student and nursing handbooks are being followed. We reviewed both during the student and faculty orientation at the beginning of the Spring 26 semester.	1/6/2026

Mental Health/Developmental Disability Technicians

Job Code	Job Title	Pay Grade
5004F2	Mental Health/Developmental Disability Technician	20
5005F2	Licensed Mental Health Technician	21

CONCEPT: Provide personal care, active treatment, development, habilitation and/or rehabilitation activities in a state operated facility for the mentally ill or developmentally disabled.

TASKS

- Monitors behavior and reports unusual behavior/activity to management and other relevant staff.
- Provides routine physical, emotional, psychological or rehabilitative care under direction.
- Maintains records of activities, classes, routines, eating habits, medical conditions and/or behavior issues.
- Establishes and supports facility routines.
- Organizes, supervises, and encourages participation in various activities.
- Assists with meals and implement interventions when necessary.
- Intervenes or aid as necessary to prevent injury.
- Gathers and records information upon admission.
- Administers medications if licensed or as authorized by Kansas law.
- Measures vital signs.
- Uses computer to access and update computer-based information and to obtain computer-based training.
- Transports, assists, and/or provides appropriate care within facility.
- Provides a safe and sanitary environment.
- Participates and provides input into the development of person-centered treatment plans.
- Implements interventions as directed by the person-centered treatment plan.
- Promotes independence, productivity and choice making.

LEVELS OF WORK

- Class Group consists of two classes.

Mental Health/Developmental Disability Technician: This is full performance level work planning, directing or coordinating active treatment, developmental, habilitation and rehabilitative treatment activities and/or programs for individuals or groups of individuals with mental illness or developmental disabilities. Shares leadership responsibility with coworkers in performance of duties to fulfill work responsibilities. Mentors lesser skilled staff by providing individual supports and training. Work may involve supervising staff.
Minimum Requirements: Completion of an established training program approved by Kansas Department of Children and Families.
Necessary Special Requirements: Some positions require an approved drug test unless the incumbent is moving from one safety-sensitive position to another safety-sensitive position within the same agency performing substantially similar duties. Some positions require one year of supervisory/leadership experience; a valid Kansas Drivers License and/or a License to pass medication per Kansas statute.

Licensed Mental Health Technician: This is full performance level work planning, directing or coordinating active treatment, developmental, habilitation and rehabilitative treatment activities and/or programs for individuals or groups of individuals with mental illness or developmental disabilities. Administers medications in a mental health facility. Shares leadership responsibility with coworkers in performance of duties to fulfill work responsibilities. Mentors lesser skilled staff by providing individual supports and training. Work may involve supervising staff.
Minimum Requirements: Kansas license/permit to practice as a Mental Health Technician at time of hire.
Necessary Special Requirements: Some positions require an approved drug test unless the incumbent is moving from one safety-sensitive position to another safety-sensitive position within the same agency performing substantially similar duties. Some positions require a valid driver's license.

REF: 12/13
REV: 6/16
REV: 11/21
REV: 6/24

Kansas State Board of Nursing (KSBN)
Statute and Regulation Review Form

STATUTE or RULE AND REGULATION

Number: 65-1119.
Article Title: Kansas Nurse Practice Act
Title: 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.

Type (new, amended): Amended
Effective Date (history): 1949
Authorizing KSA(s) and/or Related KAR(s):
Implementing KSA(s) and/or Related KAR(s):
History: L. 1949, ch. 331, § 8; L. 1963, ch. 314, § 5; L. 1973, ch. 249, § 2; L. 1978, ch. 240, § 5; L. 1980, ch. 188, § 2; L. 1980, ch. 186, § 2; L. 1981, ch. 244, § 2; L. 1982, ch. 261, § 3; L. 1983, ch. 207, § 3; L. 1983, ch. 206, § 9; L. 1983, ch. 206, § 14; L. 1988, ch. 243, § 2; L. 1990, ch. 221, § 4; L. 1997, ch. 146, § 2; L. 2001, ch. 161, § 4; July 1.

KSBN OVERSIGHT STRUCTURE
KSBN Oversite Committee: Education
Staff Review Owner: Nursing Education Program Compliance Officer
Date Last Reviewed by Committee:
Review Year Cycle Number: Year 1. 2026
Quarter of Review: Q1

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

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.**
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?**

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.**

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:

https://ksrevisor.gov/statutes/chapters/ch65/065_011_0019.html

65-1119. Schools of nursing; approval; approval of providers of continuing education offerings; application fee; criteria for evaluating out-of-state schools; nationally accredited schools of nursing.

(a) Application for approval. An approved school of nursing is one which has been approved as such by the board as meeting the standards of this act, and the rules and regulations of the board. An institution desiring to conduct an approved school of professional or practical nursing shall apply to the board for approval and submit satisfactory proof that it is prepared to and will maintain the standards and basic professional nursing curriculum or the required curriculum for practical nursing, as the case may be, as prescribed by this act and by the rules and regulations of the board. Applications shall be made in writing on forms supplied by the board and shall be submitted to the board together with the application fee fixed by the board. The approval of a school of nursing shall not exceed 10 years after the granting of such approval by the board. An institution desiring to continue to conduct an approved school of professional or practical nursing shall apply to the board for the renewal of approval and submit satisfactory proof that it will maintain the standards and basic professional nursing curriculum or the required curriculum for practical nursing, as the case may be, as prescribed by this act and by the rules and regulations of the board. Applications for renewal of approval shall be made in writing on forms supplied by the board. Each school of nursing shall submit annually to the board an annual fee fixed by the board by rules and regulations to maintain the approval status.
(b) Schools for professional nurses. To qualify as an approved school for professional nurses, the school must be conducted in the state of Kansas, and shall apply to the board and submit evidence that: (1) It is prepared to carry out the professional curriculum as prescribed in the rules and regulations of the board; and (2) it is prepared to meet such other standards as shall be established by this law and the rules and regulations of the board.
(c) Schools for practical nurses. To qualify as an approved school for practical nurses, the school must be conducted in the state of Kansas, and shall apply to the board and submit evidence that: (1) It is prepared to carry out the curriculum as prescribed in the rules and regulations of the board; and (2) it is prepared to meet such other standards as shall be established by this law and the rules and regulations of the board.
(d) Survey. The board shall prepare and maintain a list of approved schools for both professional and practical nurses whose graduates, if they have the other necessary qualifications provided in this act, shall be eligible to apply for a license as a registered professional nurse or as a licensed practical nurse. A survey of the institution or institutions and of the schools applying for approval shall be made by an authorized employee of the board or members of the board, who shall submit a written report of the survey to the board. If, in the opinion of the board, the requirements as prescribed by the board in its rules and regulations for an approved school for professional nurses or for practical nurses are met, it shall so approve the school as either a school for professional nurses or practical nurses, as the case may be. The board shall resurvey approved schools on a periodic basis as determined by rules and regulations. If the board determines that any approved school of nursing is not maintaining the standards required by this act and by rules and regulations prescribed by the board, notice thereof in writing, specifying the failures of such school, shall be given immediately to the

school. A school which fails to correct such conditions to the satisfaction of the board within a reasonable time shall be removed from the list of approved schools of nursing until such time as the school shall comply with the standards. All approved schools shall maintain accurate and current records showing in full the theoretical and practical courses given to each student.

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

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

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

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

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

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

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

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

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

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

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

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

History: L. 1949, ch. 331, § 8; L. 1963, ch. 314, § 5; L. 1973, ch. 249, § 2; L. 1978, ch. 240, § 5; L. 1980, ch. 188, § 2; L. 1980, ch. 186, § 2; L. 1981, ch. 244, § 2; L. 1982, ch. 261, § 3; L. 1983, ch. 207, § 3; L. 1983, ch. 206, § 9; L. 1983, ch. 206, § 14; L. 1988, ch. 243, § 2; L. 1990, ch. 221, § 4; L. 1997, ch. 146, § 2; L. 2001, ch. 161, § 4; July 1.

Attorney General's Opinions:
Examination, licensure and regulation of nursing; nonprohibited acts. 86-76.

Kansas State Board of Nursing (KSBN)
Statute and Regulation Review Form

STATUTE or RULE AND REGULATION

Number: K.A.R. 60-1-104.
Article Title: Kansas Nurse Practice Act
Title: Schools of nursing Definitions.

Type (new, amended): Amended
Effective Date (history): 1997
Authorizing KSA(s) and/or Related KAR(s): K.S.A. 65-1129
Implementing KSA(s) and/or Related KAR(s): K.S.A. 65-1119
History: Effective April 4, 1997; amended Jan. 24, 2003; amended Nov. 7, 2008; amended Jan. 1, 2022.

KSBN OVERSIGHT STRUCTURE
KSBN Oversite Committee: Education
Staff Review Owner: Nursing Education Program Compliance Officer
Date Last Reviewed by Committee:
Review Year Cycle Number: Year 1. 2026
Quarter of Review: Q1

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

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.**

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

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.**

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 regulation 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 regulation 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:

https://sos.ks.gov/publications/pubs_kar_Regs.aspx?KAR=60-1-104

60-1-104. Definitions. Each of the following terms, as used in the board's regulations except articles 5, 6 and 17, shall have the meaning specified in this regulation:
(a) "Affiliating agency" means an agency that cooperates with the nursing program to provide facilities and clinical resources for selected student experiences.
(b) "Approval" means the status granted by the board to a nursing program that provides evidence of both of the following:
(1) The nursing program is operating on a sound educational basis that is consistent with the educational requirements as specified in the nurse practice act and the board's regulations.
(2) The nursing program has no deficiencies that would adversely affect student learning outcomes.
(c) "Articulation" means the process by which a registered professional nurse, licensed practical nurse, or mental health technician who is enrolled in a nursing program is given credit for previous education in nursing or mental health technology.
(d) "Bilevel program" means a nursing program that has one application process, with faculty teaching practical nurse (PN) and registered nurse (RN) content from the first day of the nursing program. The student can opt out of the RN program, which is known as the PN exit option, take the national council license examination-practical nursing (NCLEX-PN), and become licensed as a PN; or the student can matriculate through the entire nursing program, take the national council license examination-registered nurse (NCLEX-RN), and become licensed as an RN.
(e) "Capstone course" means an experiential nursing course for students to demonstrate integration of knowledge and professional nursing supervised by a preceptor during the final semester of the professional nursing program.
(f) "Clinical learning experience" means an active process in which the student participates in nursing activities while being guided by a member of the faculty.
(g) "Clinical observational experience" means the process in which the student views health care interventions but does not participate in the interventions. Affiliating agency personnel shall be responsible for patient care. However, a student may use any of the five senses while with the patient for the sole purpose of observing as the agency professional assesses and provides care to the patient. The instructor shall not be required to be present, but the students shall be included in the faculty-student ratio.
(h) "Community-based health care" means health care provided outside of hospitals and long-term care facilities, including public health departments, ambulatory health clinics, prenatal and well-baby clinics, hospice agencies, doctors' offices, industrial settings, homeless shelters, nursing centers, home health agencies, and patients' homes.
(i) "Conditional approval" means the status that the board imposes on an approved nursing program for a limited time to comply after finding evidence that the nursing program no longer meets educational requirements as specified in the nurse practice act or the board's regulations. When placed on conditional approval, the nursing program may be directed by the board to limit or cease admissions.
(j) "Contractual agreement" means a written contract signed by the legal representatives for the nursing program and the affiliating agency.
(k) "Criteria for unscheduled survey" means indications that the nursing program no longer meets the requirements in the nurse practice act or the board's regulations.
(l) "Debriefing" means an activity that follows a simulation experience and is led by a facilitator. Participants' reflective thinking is encouraged and feedback is provided.

regarding the participants' performance while various aspects of the completed simulation are discussed. Participants are encouraged to explore emotions and question, reflect, and provide feedback to one another in order to facilitate the transfer of learning to future situations.
(m) "Faculty degree plan" means the plan for a course of study leading to a degree appropriate for a teaching position.
(n) "Faculty hire exception" means that a nursing program is allowed by the board to hire, on a limited-time basis and in accordance with K.A.R. 60-2-103, an instructor who does not meet the faculty qualifications if no qualified individuals are available.
(o) "Generic student" means one who enters at the beginning of a prelicensure nursing program and plans to complete the entire curriculum.
(p) "Initial approval" means the approval period from the first admission of nursing students to the nursing program through the first full implementation of the curriculum and graduation.
(q) "Loss of approval" means the status that results when the board withdraws its approval of a nursing program.
(r) "National nursing accreditation agency" means the accreditation commission for education in nursing, the commission for nursing education accreditation, or the commission on collegiate nursing education.
(s) "Nursing program administrator" means an individual with successful experience in administration or teaching and with a graduate degree in nursing. However, an individual with successful experience in administration or teaching whose graduate degree is not in nursing and was conferred on or before July 1, 1999 shall be acceptable. This individual has the primary responsibility and dedicated time for effective and continuous oversight of a nursing program, including the following:
(1) Verification that the nursing program complies with the nursing act and the board's regulations;
(2) assurance that nursing program and educational outcomes are met;
(3) assessment of and recommendations for material, human, and clinical resources for effective nursing program implementation;
(4) collaboration with faculty for continuous nursing program improvement; and
(5) responsibility for the development and implementation of the nursing program.
(t) "Nursing program" means practical nursing program or professional nursing program, or both.
(u) "One-plus-one program" means a nursing program that includes two application processes, one for the practical nurse (PN) program and one for the registered nurse (RN) program. The first level has only PN content, and the student must obtain a PN license before continuing in the RN program.
(v) "Online or distance learning" means the acquisition of knowledge and skills through information and instruction provided by means of a variety of technologies.
(w) "PN exit option" means in the bilevel programs that there is one application process for the PN and RN programs. Therefore, a PN exit option allows students to opt out of the RN program at a designated point in the curriculum. At this point, these students apply for licensure and take the NCLEX-PN.
(x) "Practical nursing program" means a course of study leading to a certificate and preparing an individual for licensure as a practical nurse.
(y) "Preceptor" means a registered professional nurse supervising a student in the clinical setting who is not employed as nursing faculty. The preceptor provides oversight of each student's patients and gives feedback to the student and clinical instructor. The

nursing program faculty shall not be required to be in the affiliating agency's facilities but shall be immediately available.
(z) "Professional nursing program" means a course of study preparing an individual for licensure as a registered professional nurse. This term shall include baccalaureate degree programs and associate degree programs.
(1) A "baccalaureate degree program" shall lead to a baccalaureate degree with a major in nursing.
(2) An "associate degree program" shall lead to an associate of science or applied science degree, each with a major in nursing.
(aa) "Program evaluation plan" means a nursing program's written systematic methodology or plan for measuring and analyzing student learning outcomes and program outcomes against defined standards and timelines to determine effectiveness and provide for ongoing nursing program improvement.
(bb) "Refresher course" means an educational program for nurses whose licenses are inactive or have lapsed for more than five years.
(cc) "Review course" means an education offering used to prepare students for the licensing examination.
(dd) "Satellite program" means an existing, approved nursing program that is offered at a location geographically separate from the parent nursing program. The students may spend a portion or all of their time at the satellite location. The curricula in all locations shall be the same, and the credential shall be given by the parent institution.
(ee) A "school of nursing" means a nursing program. This term may include any of the following:
(1) A college;
(2) a school;
(3) a division;
(4) a department;
(5) an academic unit; or
(6) a program.
(ff) "Simulation" means a teaching strategy utilizing technology to replace or amplify clinical situations with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.
(gg) "Survey or site visit" means an in-person assessment of all components of a nursing program to validate information submitted by the nursing program or to follow up on the board's determination that there is consistent evidence reflecting deficiencies in meeting the requirements.
(hh) "Student learning outcomes" means the achievement of expected knowledge, skills, and attributes demonstrated by students at course and program levels. Student learning outcomes are measured in classroom and experiential settings and are reported in individual and aggregate formats, including retention and graduation rates, performance on licensure and certification examinations, and employment rates.
(ii) "Transfer student" means one who is permitted to apply nursing courses completed at another institution to a nursing program of study.

This regulation shall be effective on and after January 1, 2022. (Authorized by K.S.A. 65-1129; implementing K.S.A. 65-1119; effective April 4, 1997; amended Jan. 24, 2003; amended Nov. 7, 2008; amended Jan. 1, 2022.)

Kansas State Board of Nursing (KSBN)
Statute and Regulation Review Form

STATUTE or RULE AND REGULATION

Number: K.A.R. 60-2-101
Article Title: Kansas Nurse Practice Act
Title: Requirements for initial approval.

Type (new, amended): Amended
Effective Date (history): 1966
Authorizing KSA(s) and/or Related KAR(s): K.S.A. 65-1129;
Implementing KSA(s) and/or Related KAR(s): K.S.A. 65-1119;
History: Effective Jan. 1, 1966; amended Jan. 1, 1968; amended Jan. 1, 1972; amended Jan. 1, 1973; amended, E-74-29, July 1, 1974; modified L. 1975, Ch. 302, Sec. 2; modified, L. 1975, Ch. 396, Sec. 1, May 1, 1975; amended May 1, 1987; amended April 4, 1997; amended June 14, 2002; amended Jan. 24, 2003; amended Nov. 7, 2008; amended April 29, 2016; amended Jan. 1, 2022.

KSBN OVERSIGHT STRUCTURE
KSBN Oversite Committee: Education
Staff Review Owner: Nursing Education Program Compliance Officer
Date Last Reviewed by Committee:
Review Year Cycle Number: Year 1. 2026
Quarter of Review: Q1

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

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.**

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

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.**

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 regulation 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 regulation 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:

https://sos.ks.gov/publications/pubs_kar_Regs.aspx?KAR=60-2-101

60-2-101. Requirements for initial approval.

(a) Administration and organization.
(1) Each institution wanting to offer a nursing program shall be a legally constituted body. The controlling body shall be responsible for general policy and shall provide for the financial support of the nursing program.
(2) A nursing program administrator shall have oversight of the nursing program.
(3) The nursing program shall be accredited, be part of an institution that is accredited, or be in the process of being accredited by an agency that is approved by the United States department of education.
(b) Application. Each proposed nursing program shall submit an initial application at least 60 days before a scheduled board meeting. The application shall include the following:
(1) The course of study and credential to be conferred;
(2) the name and title of the administrator of the nursing program;
(3) the name of the controlling body;
(4) the name and title of the administrator of the controlling body;
(5) all sources of financial support;
(6) a proposed curriculum, as specified in K.A.R. 60-2-104, with the total number of hours of both theoretical and clinical instruction;
(7) the number, qualifications, and assignments of faculty members;
(8) a proposed date of initial admission of students to the nursing program;
(9) the number of times students are to be admitted each year and the proposed number of students per admission;
(10) the admission requirements;
(11) a description of the clinical facilities;
(12) copies of the current school bulletin or catalog;
(13) the name of each hospital and affiliating agency providing facilities for clinical experience. Each hospital and affiliating agency shall be licensed, accredited, or approved by the appropriate licensing or certifying body;
(14) a contractual agreement or letter from each clinical facility stating that the clinical facility will provide clinical experiences for the nursing program's students; and
(15) for each applicant with any existing nursing programs, the following:
(A) The nursing program outcomes; and
(B) any nursing program outcomes not meeting the stated benchmark. If any outcomes are not meeting the stated benchmark, a new nursing program shall not be approved.
(c) Surveys. Each nursing program shall have a survey for initial approval by the board. A survey shall be conducted by the board to validate information submitted in the program's initial application before granting initial approval.
(1) During an initial survey, the nursing program administrator shall make available the following:
(A) The educational institution's administration, prospective faculty and students, clinical facility representatives, and support services personnel to discuss the nursing program;
(B) minutes of faculty meetings;
(C) faculty and student handbooks;
(D) policies and procedures;
(E) curriculum materials;

(F) a copy of the nursing program's budget;
(G) each contractual agreement; and
(H) a nursing program evaluation plan that addresses compliance with the nurse practice act and board regulations.
(2) The nursing program administrator or designated personnel shall take the survey team to inspect the nursing educational facilities, including satellite program facilities and library facilities.
(3) Upon completion of the survey, the nursing program administrator shall be asked to correct any inaccurate statements contained in the survey report, limiting comments to errors, unclear statements, and omissions.
(d) Approval. Each nursing program seeking approval shall perform the following:
(1) Submit a progress report that includes the following:
(A) Updated information on all areas identified in the initial application;
(B) the current number of admissions and enrollments;
(C) the current number of qualified faculty; and
(D) detailed course syllabi; and
(2) have a survey conducted by the board's survey team after the first graduation.
(e) Denial of approval. If a nursing program fails to meet the requirements of the board within a designated period of time, the nursing program shall be notified by the board's designee of the board's intent to deny approval.

This regulation shall be effective on and after January 1, 2022.

(Authorized by K.S.A. 65-1129; implementing K.S.A. 65-1119; effective Jan. 1, 1966; amended Jan. 1, 1968; amended Jan. 1, 1972; amended Jan. 1, 1973; amended, E-74-29, July 1, 1974; modified L. 1975, Ch. 302, Sec. 2; modified, L. 1975, Ch. 396, Sec. 1, May 1, 1975; amended May 1, 1987; amended April 4, 1997; amended June 14, 2002; amended Jan. 24, 2003; amended Nov. 7, 2008; amended April 29, 2016; amended Jan. 1, 2022.)

Kansas State Board of Nursing (KSBN)
Statute and Regulation Review Form

STATUTE or RULE AND REGULATION

Number: K.A.R. 60-3-114
Article Title: Kansas Nurse Practice Act
Title: Satisfactory completion of a refresher course approved by the board

Type (new, amended): Amended
Effective Date (history): 2008
Authorizing KSA(s) and/or Related KAR(s): K.S.A. 65-1115, 65-1116, and 65-1129;
Implementing KSA(s) and/or Related KAR(s): K.S.A. 65-1115 and 65-1116
History: (effective Nov. 7, 2008; amended Jan. 31, 2025.)

KSBN OVERSIGHT STRUCTURE
KSBN Oversite Committee: Education
Staff Review Owner: Nursing Education Program Compliance Officer
Date Last Reviewed by Committee:
Review Year Cycle Number: Year 1. 2026
Quarter of Review: Q1

PURPOSE: Briefly describe the public purpose of the statute, rule and regulation. (*limited to 400 characters)* Satisfactory completion of a refresher course approved by the board

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.**

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

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.**

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 regulation 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 regulation 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:

https://sos.ks.gov/publications/pubs_kar_Regs.aspx?KAR=60-3-114

60-3-114. Satisfactory completion of a refresher course approved by the board.

(a) Each refresher course shall provide didactic instruction and clinical learning as follows:
(1) At least 120 clock-hours of didactic instruction; and
(2) clinical learning, which shall be verified by the preceptor and refresher course administrator or by the refresher course faculty member, according to the following requirements:
(A) For the registered professional nurse refresher course, 120 required clock-hours with 96 clock-hours in an acute care setting and 24 clock-hours in setting of choice; and
(B) for the licensed practical nurse refresher course, 90 clock-hours in an acute care or skilled nursing setting of choice.
(b) The didactic instruction and clinical learning content areas of the registered professional nurse refresher course shall be the following:
(1) Safe, effective care environment, including management of care and safety and infection control;
(2) health promotion and maintenance;
(3) psychosocial integrity;
(4) physiological integrity, including basic care and comfort, pharmacological and parenteral therapies, reduction of risk potential, and physiological adaptation; and
(5) integrated content, including the nursing process, caring, communication, documentation, teaching, and learning.
(c) The didactic instruction and clinical learning content areas of the licensed practical nurse refresher course shall be the following:
(1) Safe and effective care environment, including coordinated care and safety and infection control;
(2) health promotion and maintenance;
(3) psychosocial integrity;
(4) physiological integrity, including basic care and comfort, pharmacological therapies, reduction of risk potential, and physiological adaptation; and
(5) integrated content, including the nursing process, caring, communication, documentation, teaching, and learning.
(d) (1) Each refresher course student shall be supervised by the course faculty member or preceptor.
(2) All clinical learning experiences shall be under the direct supervision of a registered professional nurse. Direct supervision shall mean that a registered professional nurse observes, directs, and evaluates the refresher course student's performance.
(3) The faculty member or preceptor shall be on site when the refresher course student is assigned responsibilities that include nursing skills and abilities in which the student has acquired proficiency and the care required is simple and routine.
(4) The faculty member or preceptor shall be on the premises when the refresher course student is assigned responsibilities that include nursing skills and abilities in which the student is gaining proficiency and the clients assigned to the student have severe or urgent conditions or are unstable, or both.
(5) Each student in a registered professional nurse refresher course shall demonstrate clinical skills appropriate for the scope of practice for the registered professional nurse.
(6) Each student in a licensed practical nurse refresher course shall demonstrate

clinical skills appropriate for the scope of practice for the licensed practical nurse.
(7) Upon successful completion of the didactic portion of the refresher course, the unlicensed student shall submit an application for licensure in Kansas before beginning clinical learning.

(Authorized by K.S.A. 65-1115, 65-1116, and 65-1129; implementing K.S.A. 65-1115 and 65-1116; effective Nov. 7, 2008; amended Jan. 31, 2025.)

Kansas State Board of Nursing (KSBN)
Statute and Regulation Review Form

KSBN Oversite Committee: Education
Staff Review Owner: Nursing Education Compliance Officer

Review Year Cycle Number: Year 1. 2026
Quarter of Review: Q1

STATUTE or RULE AND REGULATION	**Section 1. Environmental Assessment**	**Section 2. NECESSITY**	**Section 3. TIES TO FEDERAL PROGRAMS**	**Section 4. POTENTIAL FOR REVOCATION**
	*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?	*Is the statute necessary for the implementation and administration of state law, or could it be revoked?	*Is the rule and regulation federally required for state participation in a federal program or authority?	*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)?
K.S.A. 65-1119		Yes.	No.	In active use.
KAR 60-1-104		Yes.	No.	In active use.
KAR 60-2-101		Yes.	No.	In active use.
KAR 60-3-114		Yes.	No.	In active use.

* 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.

Nursing Education Committee Legislative Review Schedule

Article Title	Review Year*	Quarter Review**
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.**

** on the **quarter scheduled for review for 2026.**