

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

**Kansas Board of Nursing
Landon State Office Building, Room 509
Education Committee Agenda
December 13, 2016**

Time: 8:30 a.m. – 12:00 p.m.

Committee Members:

Patsy Zeller, MSN, APRN, NP-C, Chair
Rebecca Sander, MSN, RN, V. Chair
Carol Bragdon, PhD, APRN
Mary Struble, LPN
Christine Hober, PhD, MSN, RN-BC, CNE
Susan White, RN, BSN, MS
Karen LaMartina, PhD, RN
Bernadette Fetterolf, PhD, APRN, CNS

Staff: Carol Moreland, MSN, RN – Education Specialist
Jill Simons – Senior Administrative Assistant

- I. Call to Order
- II. Review of on-site packet
- III. Additions/Revisions to the agenda
- IV. Approval of minutes
 - A. Education Committee Regulation Review Minutes – September 12, 2016
 - B. Education Committee Minutes – September 13, 2016
- V. Announcements
- VI. Education Specialist Report
- VII. Site Visit Reports –
 - A. Donnelly College PN Program – August 30 & 31, 2016
 - B. Donnelly College ADN Program – August 30 & 31, 2016
 - C. Rasmussen College ADN Program – September 22 & 23, 2016
 - D. Rasmussen College BSN Program – September 22 & 23, 2016
 - E. Hesston College BSN Program – September 28 & 29, 2016
 - F. Emporia State University BSN Program – October 4 & 5, 2016
 - G. Colby Community College PN Program – October 11 & 12, 2016
 - H. Benedictine College BSN Program – October 17 & 18, 2016
- VII. New Business
 - A. Major Curriculum Change Request – University of Kansas – Graduate Program
 - B. Major Curriculum Change Request – Fort Hays State University – BSN Program
 - C. Major Curriculum Change Request – Kansas Wesleyan University – BSN Program
 - D. Request from Kansas Wesleyan University BSN Program to change next site visit schedule
 - E. Major Curriculum Change Request – Colby Community College – ADN Program
 - F. Major Curriculum Change Request – Coffeyville Community College – PN Program
 - G. Major Curriculum Change Request – Coffeyville Community College – ADN Program

- H. Major Curriculum Change Request – North Central Kansas Technical College – Hays –
ADN Program
- IX. Unfinished Business
 - A. 2017 Nursing & MHT Program Site Visit Schedule
 - B. Template for Report Submitted by Nursing Programs with NCLEX Pass Rates < 75% for
two consecutive years
- X. Petitions
 - A. Petition for Permission to Test/Retest Summary 08/16/16 through 11/14/16

Agenda for March 2017

Adjourn

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.

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Education Specialist Report

December 2016

Carol Moreland, MSN, RN

Changes in Program Directors:

- Linda Richards, RN, MSN is the Interim Director of Nursing at Brown Mackie College in Kansas City
- Rebecca Johnson, MSN, RN, is the Director of the PN Program at Colby Community College
- Mechele Hailey, MSN, RN is the Interim Program Administrator of the Nursing Program at Dodge City Community College
- Jane Zaccardi, MSN, RN is the Director of Nursing at Highland Community College
- Christina Rudacille, MSN, RN is the Director of Health Occupations and Practical Nursing at Johnson County Community College
- Ann Moss, MSN, RN is the Nursing Department Chair at National American University in Overland Park
- Courtney Patterson, MSN, RN is the Nursing Program Chair at National American University in Wichita
- Cynthia Teel, RN, PhD is the Associate Dean of Academic Affairs for the Undergraduate & Graduate Nursing Program at the University of Kansas

Updates:

- Kansas Wesleyan University Department of Nursing Education received notification from CCNE that their application for programmatic accreditation through the Commission on Collegiate Nursing Education (CCNE) was denied. Of the 28 criteria that need to be met for this accreditation, they met 25 of them.
- Changes for the Colby Community College ADN Program:
 - The part-time ADN program option will not be continuing forward starting with the 2017 – 2018 school year. The final part-time students will graduate in May 2017 without disruption or change in their program of learning.
 - The Quinter campus will no longer be an option for hybrid delivery. The last graduating class that utilized the Quinter campus graduated in May of 2015.

Program Site Visits:

- Rasmussen College ADN & A BSN Programs on September 22 & 23
- Hesston College BSN Program on September 28 & 29
- Emporia State University BSN Program on October 4 & 5

- Colby Community College PN Program on October 11 & 12
- Benedictine College BSN Program on October 17 & 18
- Barton Community College PN & ADN Programs on November 9 & 10
- Pratt Community College ADN Program on November 15 & 16
- 2016 Nursing Program statistics:
 - 18 site visits conducted
 - 23 programs were reviewed
 - 7 BSN Programs
 - 7 ADN Programs
 - 8 PN Programs
 - 1 MHT Program
 - 13 were for program re-approval
 - 3 were for new program approval
 - 5 were for requests from the program to conduct a site visit in conjunction with ACEN or CCNE to be on the same site visit schedules as the accrediting body
 - 3 were focused site visits for NCLEX first time pass rates less than 75% for three consecutive years

My Projects:

- Appointed to the Nursing Education Outcomes and Metrics Committee at NCSBN. This is a new committee and the charge and charter for this committee is to establish a set of outcomes and associated metrics to recommend process to assess nursing education programs.
 - Review current literature on program approval metrics and their relevance to public safety
 - Recommend factors in addition to first time NCLEX pass rates that can be used to determine criteria for a legally defensible Board of Nursing's approval/removal process
- Assisted in ensuring applicants meet educational requirements for licensure:
 - Reviewed 160 transcripts from out of state schools
 - Reviewed 11 CGFNS reports for foreign educated nurses
- Updating education information on KSBN website
- Coordinated a Fall 2016 Student Workshop at Wichita State University on October 26
 - 258 Students
 - 12 Faculty
- Continue to prepare nursing program documents for scanning into the imaging system
- Preparing records to transfer to archives as they are imaged
- Continue to work with IT on plans to offer the Program Administrator Update utilizing Zoom technology

- Received 2016 Undergraduate Scholarship and 2016 Dr. Nancy Mosback Doctoral in Nursing Scholarship applications
 - 7 PN Applications
 - 8 RN Applications
- Changed formatting of the site visit reports to enable me to complete site visit report on-site before the site visit is finished which streamlines the site visit process
- Streamlined the petition communication process

Nursing Programs:

- Reviewed and approved 150 Faculty Qualification Reports
- Downloaded and emailed to Program Administrators the third quarter 2016 NCLEX program reports

Advanced Practice:

- Reviewed 175 Controlled Substance Verification Forms
- Reviewed 5 out of state programs for the APRN Committee
- Reviewed 190 new Advanced Practice License Applications
 - 177 NP
 - 0 CNS
 - 2 CNM
 - 11 RNA

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

Program: Donnelly College PN Program

Date(s): August 30 & 31, 2016

Last KSBN Visit: Spring 2013

Accrediting Agency & Date of Last Visit: Board approved only

Visitors: Karen LaMartina, PhD, RN, KSBN Education Committee Member & Carol Moreland, MSN, RN, KSBN Education Specialist. Note: this was a focused site visit for NCLEX PN first-time pass rates <75%, so no self-study report was submitted for the PN Program - all evidence was reviewed during the site visit

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	608 N. 18 th St, Kansas City, KS 66102
	Names of primary administrative officials	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Monsignor Stuart Swetland, President
	Organizational chart for the institution	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed
	Current contact information	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Available on-site
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed on-site
	Copy of school's current catalog	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed on-site
	Description of nursing program	Organizational chart for nursing program	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Number of faculty		Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2 FT and 7 PT faculty
Number of non-teaching staff		Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	One nurse recruiter - no administrative assistant for nursing program
Number of students admitted per year		Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Approved to admit 25 in the fall and

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Patty Palmietto, MSN, RN
	Qualifications	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Responsibilities	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Faculty job description	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Faculty selection process	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Faculty orientation plan	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Faculty handbook	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	General faculty meeting minutes for last 3 years	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	FTor PT(use FTE)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Academic Credentials	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Institution granting degree	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Area of clinical expertise	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Area(s) of assignment	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Licensure	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Indicate degree plan and progress towards degree if applicable	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	No degree plans
	List all faculty hire exceptions including course hired to teach	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	No hire exceptions
	Faculty file review	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	PN program does not utilize preceptors
	Preceptor job description	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	PN program does not utilize preceptors
	Identified roles of preceptors, faculty, and students	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	PN program does not utilize preceptors
	Preceptor orientation materials	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	PN program does not utilize preceptors
	Preceptor signatures showing date orientation completed	Self-Study/On-site	<input type="checkbox"/>	<input type="checkbox"/>	PN program does not utilize preceptors
	Name of preceptor and course with Prefix & number (NURS 1011)	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	PN program does not utilize preceptors
	Preceptor State of license & License number	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	PN program does not utilize preceptors

	Methods of contact between faculty & preceptor	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	PN program does not utilize preceptors
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Degree plan for each degree being granted	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Oral and written English proficiency	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Readmission	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Progression	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Counseling & guidance	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Student role versus employee role	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Representation on faculty governance	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Graduation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Refund policies governing all fees and tuition paid by students	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Ethical practices including recruitment, admission, and advertising	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not clearly communicated prior to admission to Donnelly College
Student Handbook	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Student support services	Description of student safety measures	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Student records	Review student files	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Complete
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Utilizes PN Core Curriculum
	Credit hours for each non-nursing course	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	No combined nursing didactic and clinical courses
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	No observational hours
	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	<input type="checkbox"/>	<input type="checkbox"/>	PN Program does not utilize preceptors
	Testing process with test analysis and the written test procedure	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Number of students per class	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Art and science of nursing	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Practical Nurse Program	Aspects of a safe, effective care environment, including coordination of care, safety, and infection control	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Secure space for student records	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Satellite program facilities		<input type="checkbox"/>	<input type="checkbox"/>	No satellite facilities
	Other points of interest		<input type="checkbox"/>	<input type="checkbox"/>	Not applicable
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Clinical Resources 60-2-105					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	Did not visit clinical agencies during the focused site visit
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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2011: 78.95 2012: 85.00 2013: 71.43 2014: 37.78 2015: 44.44 First half of 2016: 70.00
Advisory Committee	Review Advisory Committee minutes	On-site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There was a gap in Advisory minutes from November 2012 to April 2015 for the PN program
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Budget procedures		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Meet with the following members of the educational institution to determine	Administration	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	General education and required support	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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adequate support for nursing program	course faculty				
	Support services	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Students	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	
	Staff RN's	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
	Preceptors	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
	Individuals conducting observational experiences	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	No observational experiences
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ On-site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	They have started a new Program Evaluation Plan for the PN program, since the prior one utilized the template form a national accreditation agency
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not a lot of documentation of ongoing program improvement based on data collected, aggregated, trended and analyzed

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6 Interviews conducted during the site visit:

Administration:

Msgr. Stuart W. Swetland, S.T.D., President
Patty Palmietto, Director of Nursing
Pedro Liete, VP of Academic Affairs, Dean of the College
Cheryl Hicks, VP of Business Affairs
Frances Sanders, VP of Institutional Effectiveness

Library:

Jane Ballagh De Tovar, Director of Library Services

Support Services:

Diana Camden, Counselor
Kisha Stevenson, Director of Admissions
Mike Pepple, Director of Financial Aid
Mary Pflanz, Director of Student Success

General Education Faculty & Advisory Committee Members:

David Cobb, Mathematics Instructor
Lori Martin, RN, BSN, Advisory Board Member
Lori Blankenship, Adjunct Science Faculty
Lisa Stoothoff, Prep Education/Faculty Senate President

Nursing Faculty:

Nicole Chapell, RN, BSN

Sandra Tapp, RN, MSN
Penny Baylie, BSN, RN Allied Health Recruiter

Students:
47 students

Strengths identified:

1. Strong support from Administration for PN program
2. Level of commitment of Patty Palmietto, Director of Nursing
3. Dedicated nurse recruiter for the Nursing Program
4. Nursing Faculty engaged and excited about the program

Opportunities for improvement:

1. Advisory Committee minutes did not include documentation of the agency each member represents
2. Nursing program does not have an Administrative Assistant - would help to relieve some of the duties of the Program Administrator
3. The Director of Nursing (Program Administrator) currently has many responsibilities: Director of Nursing, all simulation instruction, point of contact for clinical agencies, point of contact for questions regarding the program, advising students and assisting in teaching some of the didactic content.
4. Not a lot of data available for the program evaluation plan and not able to see program improvements made based on data collected, aggregated and trended. Some documentation for the program was not able to be located due to change in leadership of the nursing program.
5. A mentoring plan for new faculty would be helpful, since 44% of faculty are new to Donnelly since the annual report was submitted.

Recommendations:

1. Continue to monitor pass rates to determine effectiveness of changes made in program.
2. Develop a plan for consistency in documentation of Advisory Committee meetings and submit plan to KSBN Education Specialist by 6/30/17.
3. Develop a plan for mentoring of new faculty and submit plan to KSBN Education Specialist by 6/30/17.
4. Submit a follow up report on NCLEX first time pass rates after the next class graduates in May 2017. Submit report to KSBN Education Specialist by 8/31/17.
5. Develop a template for the program evaluation plan that will be consistently followed by the program and will ensure continuous compliance with KSBN re-approval regulations. Submit template and process for continuous data collection to KSBN Education Specialist by 6/30/17.

Focused Site Visit Report Based on NCLEX First Time Pass Rates

Program: Donnelly College PN Program

Site Visit Date: August 30 & 31, 2016

Site Visitors: Karen LaMartina, PhD, RN, KSBN Education Committee Member and Carol Moreland, MSN, RN, KSBN Education Specialist

Accreditation Agency & Status: Board approved only

First time NCLEX pass rates for past five years:

Year	NCLEX pass rate
2011	78.95%
2012	85.00%
2013	71.43%
2014	37.78%
2015	44.44%

Date action plan report submitted by nursing program to KSBN: 3/23/15

Factor Identified	Action Plan	Findings During Site Visit
Prerequisites	ATI TEAS V tests replaced the accuplacer test in January of 2012. In September 2014 the initial cut score was raised to 54%. In 2013 the prerequisites were revised and changed. Currently Biology is a prerequisite for A & P and Psychology is a prerequisite for Human G & D. All prerequisite courses must now be taken within 5 years of starting the program. We have simplified the admission process requiring the TEAS test, A & P with lab and Human Growth and Development, application and transcripts and Kansas CNA Starting in January 2015 an expanded orientation program was provided for the new cohort of students. An	<ol style="list-style-type: none"> 1. There was evidence in student files of the new admission process. 2. Students verbalized the student orientation process and being aware of the expectations of students.

	<p>introduction of the program that clearly outlined program expectations was addressed and this orientation program will continue with each new cohort group. In January 2015 the health care recruiter was given resources to assist new applicants with program expectations, selection criteria, the rigors of the program and the TEAS cut scores. Support services for ESL students were also included. The Anatomy & Physiology theory and lab courses were strengthened</p>	
<p>Support Services</p>	<p>In orientation, students have been encouraged to utilize the tutoring center and library. The tutoring department receives the list of students who are struggling academically at 4, 8 and 12 weeks into the semester and contacts them regarding the need for tutoring. The library holdings have been evaluated for appropriateness and new holdings identified and ordered. The physical environment and classrooms were made more conducive for student learning. Additional IT equipment was added into the classrooms. Faculty were trained by IT on the advanced use of the SMART Board. Formal training was conducted for nursing faculty regarding Moodle use. Expectations for faculty were clearly delineated regarding posting of grades and attendance in Moodle for student tracking. The vendor of the criminal background</p>	<p>1. Students verbalized knowledge of the tutoring department . Some students have utilized the tutoring program and report they were helpful.</p>

	check was changed in March 2015. The drug screen panel with the existing company was changed from 5 to 11 panels to include use of prescription drugs and prolonged alcohol use.	
Lab	In December 2014 a full time lab/simulation coordinator with experience was hired. Lab hours were added into the class schedule so that students were held accountable for hours and performance. Improvement of manikin functionality for the simulation lab. A formal lab orientation for students was created to outline use of simulation and skills expectations. Open lab hours were created so that students could come independently and practice skills prior to check offs	The lab/simulation coordinator hired in December 2014 is now the Program Administrator. Students are very complimentary of the simulation and lab center and report these experiences are helpful.
Clinical	New clinical faculty are adequately oriented to the clinical sites (especially facility policies and documentation protocols) and expectations were shared between Donnelly College faculty and the facility itself. Clinical worksheets and grading rubrics were revised to show logical progression. All clinical sites were formally evaluated for student learning. Clinical projects were revised so they met clinical objectives. The size of student groups in clinicals throughout the core courses have been decreased slightly to allow better and more individualized supervision.	New faculty verbalized the orientation process. They verbalized it would be helpful to have longer mentoring process for new faculty.

Curriculum	<p>All theory, lab and clinical hours were correctly figured and placed into the student calendar. Theory, lab and clinical skills were correlated to correspond with content taught in theory. Course outcomes were added to theory, lab and clinical syllabi. Attendance and grading policies were strengthened. Mountain Measurements are analyzed every 6 months for content deficits and statistics. This information is used for program improvement. Taking NCLEX style and critical thinking tests is stressed. Additional NCLEX test questions are also included in lab curriculum and correlated with theory content and simulation activities. The program model (evenings and every other weekend), course descriptions, scheduling and course design have been evaluated related to student success. In September of 2015 permission was given to add a 2 hour Healthcare Ethics course as well as a 1 hour NCLEX PN Review course to our curriculum. Our cohort that started in January 2016 will be the first cohort to take these new classes. We have also added the NEEHR Perfect EMR package to our curriculum which allows a more realistic patient charting experience for the students. This occurs not only in the simulation and skills lab, but also affords our didactic faculty scenarios they can use</p>	<p>Course syllabi are complete. Mountain Measurement Report shows improvement in all areas except reduction of risk potential and physiological adaptation.</p>
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	for knowledge check and critical thinking checks. The patients inside NEEHR Perfect also align to the simulation packages from the NLN simulation series.	
Cohort Admission Dates	In June 2015 we received permission to change our cohort admission dates from January and June to January and August. This allowed us to also present and receive permission to extend the length of our courses from 8 to 15 weeks and then also extend our 4 week courses into 8 week courses. It was felt the time the courses were given was not enough time for students to absorb and grasp the material, especially our non-native speaking students.	Class that was admitted in January 2016 is the first cohort to experience these changes.
NCLEX Prep	Another change effective with our August 2016 cohort is a change to ATI NCLEX prep series from Kaplan. It was felt that ATI offered more to our students in the way of self study, self testing and it contains a package to help our non-native speakers a way to study and gain footing in a fast paced program such as nursing. Several voluntary NCLEX review classes were given during the last semester as well as a post graduate NCSBN learningext.com class to help them prepare for their boards.	January 2016 cohort will be the first cohort to participate in this change.

Additional factors identified during site visit:

Factor Identified	Action Plan	Findings During Site Visit
Experience of faculty	4 out of 9 faculty members are new since annual report submitted.	Orientation plan in place for faculty, however it would be helpful to have a mentoring plan for new faculty.
Responsibilities of Program Administrator	Their plan is to have a graduate student assist in the nursing program with faculty and program administrator's needs in lieu of a designated administrative assistant.	There is no designated administrative assistant for the nursing program. The program administrator oversees the program, manages the lab and simulation center, advises students and has a teaching load.

Outcomes on Program Evaluation Plan and ELA met/not met

Outcome	ELA	Met	Not Met
Licensure exam pass rate	Licensure exam pass rate will be at or above the national mean	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Program completion (no data to show met/not met)	Program completion will be 80% or higher	<input type="checkbox"/>	<input type="checkbox"/>
Program satisfaction (no data to show met/not met)	Program satisfaction measure will be at 80% positive by students and employers	<input type="checkbox"/>	<input type="checkbox"/>
Job placement rates (no data to show met/not met)	Job placement rates will exceed 80%	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

Interviews conducted during the site visit:

Administration:

Msgr. Stuart W. Swetland, S.T.D., President

Patty Palmietto, Director of Nursing

Pedro Liete, VP of Academic Affairs, Dean of the College

Cheryl Hicks, VP of Business Affairs

Frances Sanders, VP of Institutional Effectiveness

Library:

Jane Ballagh De Tovar, Director of Library Services

Support Services:

Diana Camden, Counselor

Kisha Stevenson, Director of admissions

Mike Pepple, Director of Financial Aid

Mary Pflanz, Director of Student Success

General Education Faculty & Advisory Committee Members:

David Cobb, Mathematics Instructor

Lori Martin, RN, BSN, Advisory Board Member

Lori Blankenship, Adjunct Science Faculty

Lisa Stoothoff, Prep Education/Faculty Senate President

Nursing Faculty:

Nicole Chapell, RN, BSN

Sandra Tapp, RN, MSN

Penny Baylie, BSN, RN, Allied Health Recruiter

Students:

47 students

Strengths identified:

- 1. Strong support from administration for PN program**
- 2. Level of commitment of Patty Palmietto, Director of Nursing**
- 3. Dedicated nurse recruiter for the Nursing Program**
- 4. Nursing Faculty engaged and excited about the program**

Opportunities for improvement:

- 1. Advisory Committee minutes did not include documentation of the agency each member represents**
- 2. Nursing program does not have an Administrative Assistant - would help to relieve some of the duties of the Program Administrator**
- 3. A Clinical coordinator and a lab/simulation coordinator to help ease the responsibilities of the Program Administrator**
- 4. The Director of Nursing (Program Administrator) currently has many responsibilities: Director of Nursing, handling all simulation instruction, point of contact for clinical agencies, point of contact for questions regarding the program, advising students and assisting in teaching some of the didactic content.**
- 5. Not a lot of data available for the program evaluation plan and not able to see program improvements made based on data collected, aggregated and trended. Some documentation for the program was not able to be located due to change in leadership of the nursing program. They have started a new program evaluation plan since the prior one utilized the template from a national accreditation agency.**
- 6. A mentoring plan for new faculty would be helpful, since 44% of faculty are new to Donnelly since annual report submitted**

Recommendations:

- 1. Continue to monitor pass rates to determine effectiveness of changes made in program.**
- 2. Develop a plan for consistency in documentation of Advisory Committee meetings and submit plan to KSBN Education Specialist by 6/30/17**
- 3. Develop a plan for mentoring of new faculty and submit plan to KSBN Education Specialist by 6/30/17**

4. Develop a template for the program evaluation plan that will be consistently followed by the program and will ensure continuous compliance with KSBN re-approval regulations. Submit template and process for continuous data collection to KSBN Education Specialist by 6/30/17.
5. Submit a follow up report on NCLEX first time pass rates after the next class graduates in May 2017. Submit report to KSBN Education Specialist by 8/31/17.

Requirements for Approval of Nursing Programs

60-2-101 – Requirements for initial approval

Kansas State Board of Nursing

Name of Institution: Donnelly College

Date: 2-26-16

Type of Program: ADN

Name of Program: Donnelly College Nursing

Visitors: Site visit date: August 30 & 31, 2016

Site visitors: Karen LaMartina, PhD, RN, KSBN Education Committee Member and Carol Moreland, MSN, RN, KSBN Education Specialist

Topic & Regulation	Requirement	Supporting Information	Comments/Decision
Administration & Organization 60-2-101 (a) (1) 60-2-101 (b) (4-7)	<ul style="list-style-type: none"> ◦ Name of controlling body ◦ Name & title of administrator of same ◦ Relevant contact information ◦ Description of legal body responsible for general policy and provides for financial support of nursing education program (includes all sources of financial support) ◦ copy of current school bulletin or catalog 	Report College Catalog (send catalog with report)	<ul style="list-style-type: none"> ◦ Donnelly College ◦ Monsignor Stuart Swetland, President ◦ Donnelly College, 608 N. 18th St., Kansas City, KS 66102 ◦ Statement about being a financially strong institution in introductory letter ◦ Exhibit A for school bulletin/catalog
60-2-101 (a) (2)	<ul style="list-style-type: none"> ◦ Name of administrator of nursing education program ◦ Title of administrator ◦ Credentials of administrator ◦ Authority and responsibility for administering nursing education program is vested in the nurse administrator 	Report Report Report Job Description	<ul style="list-style-type: none"> ◦ Patty Palmietto, MSN, RN ◦ Director of Nursing, Interim Chair of ADN Program ◦ Masters in Nursing Education ◦ Exhibit B contains job description
Accreditation 60-2-101 (a)(3)	Program shall be accredited, be part of an institution that is accredited, or be in the process of	Report Exhibit Copy of accreditation	Donnelly College is regionally accredited by the Higher Learning Commission. Exhibit C contains a copy of the current standing.

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	being accredited by an agency that is approved by the United States Department of Education.	verification	
Nursing Program 60-2-101 (b)	The following shall be included in the application: <ul style="list-style-type: none"> ◦ Course of study (1) ◦ Credential to be conferred (1) ◦ Proposed curriculum with total number of hours of both theory and clinical instruction. Give clock to credit hour ratio (include clock and credit hours for each course) (8) 	Report	<ul style="list-style-type: none"> ◦ Course of study: Completion Associate Degree in Nursing ◦ Credential: ADN ◦ Proposed curriculum in Exhibit D ◦ ADN program is 3 quarters with 79 credit hours (including pre/co reqs) ◦ ADN program is 34 total nursing credits
60-2-104 © (1-4) (d) (1-4)	Develop a table and Identify the primary courses that will meet each category Instruction and clinical experience in – For RN program: <ul style="list-style-type: none"> ◦ Aspects of safe, effective care environment, including the management of care, safety, and infection control ◦ Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease ◦ Psychosocial integrity, including coping, adaptation, and psychosocial adaptation and ◦ Physiological integrity, including basic care and 	Report	Table included in Exhibit E

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	comfort, pharmacology, parenteral therapies, reduction of risk potential and physiological adaptation		
Faculty 60-2-101 (b) (9)	Number, qualifications, and assignments of faculty members (include academic credentials, area of clinical expertise) (9)	Report (table)	Exhibit F Two Full-time and six part-time faculty One part-time faculty with Hire exception and one part-time faculty with degree plan
Clinical Resources 60-2-101 (b) (15-16)	<ul style="list-style-type: none"> o Name of each hospital and affiliating agency providing facilities for clinical experience must be licensed or approved by appropriate entities o signed contracts or letters from clinical facilities stating they will provide clinical experiences for students 	List in Report	Exhibit G Five signed clinical affiliation agreements: University of Kansas on behalf of Project Eagle (MS III) Evangelical Lutheran Good Samaritan Society (Hoeger House) (MS III) Sharon Lane Health Services (MS III) Adventist Health System Overland Park Nursing and Rehab Center (MS III/MS IV) University of Kansas Hospital (MS III/MS IV) Two clinical affiliation agreements in process (not signed yet): Villa St. Francis (MS III) Eastern Kansas Health Care System, VAMC Leavenworth & Topeka VAMC) (MS III/IV)
Initial Survey - Application for Approval 60-2-101 (c) (1)	The nurse administrator shall make the following available to discuss the nursing education program: <ul style="list-style-type: none"> o administrators, prospective faculty and students o clinical facility representatives, o support services personnel 	Interviews	See interview list
	The following shall be available: <ul style="list-style-type: none"> o minutes of faculty 	Exhibit	Reviewed the following: - Faculty minutes

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	<ul style="list-style-type: none"> meetings ◦ admissions material ◦ describe any admission testing ◦ faculty and student handbooks ◦ policies and procedures ◦ curriculum materials ◦ copy of the nursing education program's budget ◦ affiliating agency contractual agreements 		<ul style="list-style-type: none"> - Advisory Committee minutes – there is a gap in Advisory minutes from November 2012 to April 2015 for the PN program. There was a couple of changes in leadership during this time and not all documentation could be located - Admission material - Faculty handbook - Handbook - Student policies - ADN Course syllabi - Budget - Reviewed the following signed clinical agreements: <ul style="list-style-type: none"> Providence Place Villa St. Francis Metropolitan Community College University of Kansas on Behalf of Project Eagle Evangelical Lutheran Good Samaritan Society Sharon Lane Health Services Santa Marta Aberdeen Village Cedar Lake Village (Hoeger House) Delaware Highlands Evergreen Living Innovations Hillside Village of Desota
60-2-101 (C)(2)	<p>Inspect the following:</p> <ul style="list-style-type: none"> ◦ nursing education facilities including class rooms, laboratory, offices, student record storage ◦ library facilities ◦ satellite program facilities 	Tour	<p>Toured nursing education facilities (classrooms, skills laboratory, simulation center, faculty offices and space for student record storage)</p> <p>Toured library</p>

Interviews conducted during site visit:

Administration:

Msgr. Stuart W. Swetland, S.T.D., President

Patty Palmietto, Director of Nursing
Pedro Liete, VP of Academic Affairs, Dean of the College
Cheryl Hicks, VP of Business Affairs
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Lisa Stoothoff, Prep Education/Faculty Senate President

Nursing Faculty:

Nicole Chapell, RN, BSN
Sandra Tapp,, RN, MSN
Penny Baylie, Allied Health Recruiter

Students:

Met with 47 PN students – the majority expressed a strong interest in obtaining their ADN from Donnelly College

Strengths identified:

1. Increased resources in planning for ADN program approval
 - a. Increased computers in the computer lab
 - b. Purchased equipment for IV therapy
 - c. Purchased simulator of maternity simulation and birthing bed
 - d. Enhancements to their simulation lab

- e. Remodeled building in which nursing program is located and the second floor is dedicated for the ADN program
2. Strong support from administration for an ADN program – ensured site visitors Donnelly College has the resources to sustain an ADN program
3. Level of commitment of Patty Palmietto, Director of Nursing, to the PN program and an ADN program
4. There is a plan in place to hire more faculty for the ADN program
5. Dedicated nurse recruiter for the Nursing Program

Opportunities for improvement:

1. Advisory Committee minutes did not include documentation which agency each member represents
2. Nursing program does not have an Administrative Assistant – would need one if there are PN and ADN programs at Donnelly
3. Maintains the 1:10 instructor to student ratio in the clinical settings, however there is an opportunity for more faculty, a clinical coordinator and a lab/simulation coordinator to help ease the responsibilities of the Director of Nursing.
4. The Director of Nursing currently has many responsibilities: Director of Nursing, handling all simulation instruction, point of contact for clinical agencies, point of contact for questions regarding the program, advising students and assisting in teaching some of the didactic content. It will be difficult for her to maintain all these responsibilities if an ADN program is added in addition to the PN program.
5. Will need a Program Evaluation Plan for PN and ADN program
6. A mentoring plan for new faculty
7. The licensure requirements in the student handbook for the ADN program did not include licensure requirements for a RN license
8. Need to have a clear process in which the information about possible licensure denial due to KSA 65 – 1120 is clearly communicated to prospective students before admission to Donnelly College
9. Not clearly articulated ADN clinical outcomes
10. Opportunity for space in nursing building to be arranged differently to better utilize all the space when the ADN program is added

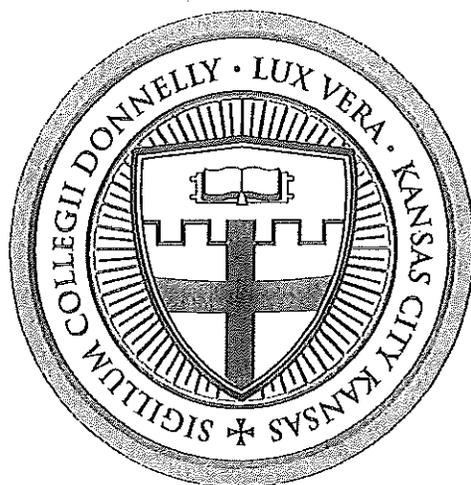
Recommendations:

1. Submit plan to KSBN Education Specialist before ADN students are admitted to obtain assistance for some of the responsibilities of the Director of Nursing to ensure that position would have the time needed to administer both PN and ADN programs
2. Submit ADN clinical outcomes to KSBN Education Specialist before ADN students are admitted

3. Submit revision of the licensure requirements in the ADN student handbook to reflect RN licensure before ADN students are admitted
4. Submit process to KSBN Education Specialist in which the information about possible licensure denial due to KSA 65-1120 will be clearly communicated to prospective students before admission to the ADN program
5. Recommend approval for ADN program to admit 15 students per year with a follow-up site visit to occur after the first graduation

ADN Clinical Outcomes

Skill	Med Surg III	Med Surg IV
Confidentiality, patient rights, professional ethics, honesty, and integrity	X	X
Evidence of clinical preparation related to course outcomes	X	X
Uses nursing process to prioritize care of the acutely ill patient	X	X
Uses nursing process to prioritize care of the critically ill patient		X
Performs complex assessment on an acutely ill patient	X	X
Performs complex assessment on a critically ill patient		X
Completes nursing tasks for an acutely ill patient	X	X
Completes nursing tasks for a critically ill patient		X
Follows the 6 rights of medication administration	X	X
Maintains IV care appropriately	X	X
Administers/monitors advanced medications under guidance	X	X
Provides rationales for use of clinical judgment when providing care	X	X
Accurately collects data for complex patient care	X	X
Reports appropriate and timely information to the preceptor, instructor, resource nurse, staff and peers	X	X
Ability to recognize patient distress or decline and act appropriately	X	X
Ability to recognize proper plan of care using concept maps and care plans	X	X
Ability to verbalize and discuss stable patients vs unstable patients and critically think about possible outcomes and prevention	X	X
Ability to multi task with more than one patient on an acute pt unit	X	X
Ability to correctly report and hand off patient who is transferring to another unit	X	X



DONNELLY COLLEGE

ASSOCIATE DEGREE

NURSING**

STUDENT HANDBOOK

2016

608 North 18th Street | Kansas City, Kansas 66102 | (913-621-8700) | www.donnelly.edu

**Pending Kansas State Board of Nursing Approval

Revised Sept. 2016

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APPENDIX 1	Error! Bookmark not defined.

WELCOME LETTER

Dear Nursing Student,

Welcome to Donnelly College Nursing Program

Thank you for your interest in our Associate Degree Nursing Program. In this handbook you will find information concerning the program and materials that will help with your success. We are committed to helping you reach your career goals.

The program is under review for approval by the Kansas State Board of Nursing as of January 29, 2016 and our full-time associate degree nursing curriculum is rigorous and time consuming. Students are expected to attend 4-8 hours of class, 4-8 hours of lab and 8-12 hours of clinical time per week. This does not include study time. Students are advised to consider the amount of personal responsibilities before enrolling in clinical nursing courses. This is a Daytime and Weekend program, except for specific clinical experiences, which may be Monday through Friday, on the weekends and at any time of the day or evening. We hope you will enjoy your advancement in your nursing career to an RN, and we wish you well on your career choice.

Please feel free to contact us with any questions or concerns at:

Director of Nursing, Patty Palmietto, MSN, RN (913-621-8709) ppalmietto@donnelly.edu

Health Occupations Recruiter, Penny Baylie (913-621-8723) lbaylie@donnelly.edu

Sincerely,

Patty Palmietto MSN, RN
Director of Nursing

HANDBOOK

This handbook has been prepared to assist in your orientation. Please review the handbook carefully so that you may see how your course fits into the entire nursing curriculum.

Donnelly College Nursing is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Donnelly College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Donnelly College offers equal education opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college's policy on non-discrimination be administered without regard to race, color, age, sex, national origin, physical handicap, or veteran status and that such policy be made known. Donnelly College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Vice President of Academic Affairs, Pedro Leite (913) 621-8776.

DONNELLY COLLEGE MISSION STATEMENT

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

DONNELLY COLLEGE VISION

By the year 2016, Donnelly College will be known for its wide variety of outstanding programming options and will serve as a model of excellence in all programs and instruction. Donnelly's Catholic identity will be apparent in all of its programs and services. Donnelly will be a financially strong institution with an expanded presence in order to best serve our students and our community. Our utmost priority, in all endeavors, will be to demonstrate unwavering commitment to the respect for diversity of every individual.

DONNELLY COLLEGE NURSING MISSION AND VISION, CONCEPTUAL FRAMEWORK AND PHILOSOPHY

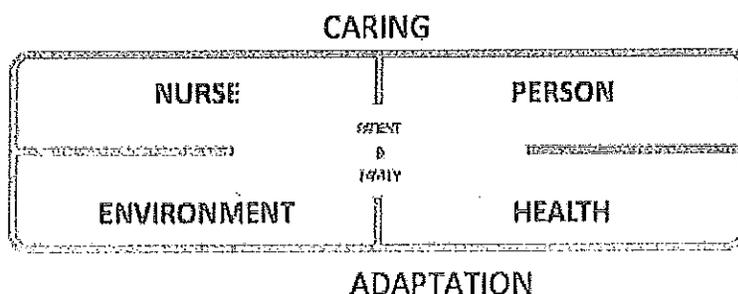
Mission and Vision

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

CONCEPTUAL FRAMEWORK

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

Our conceptual framework is based on Roy's Adaptation Model.

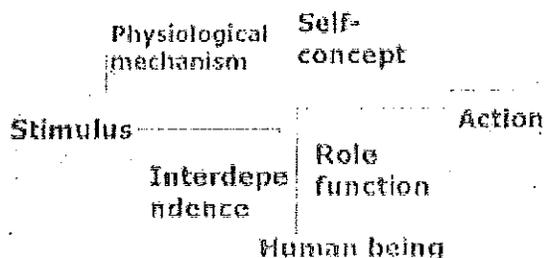


Roy's model sees the *person* as "a biopsychosocial being in constant interaction with a changing environment." The person is an open, adaptive system who uses coping skills to deal with stressors.

Roy sees the *environment* as "all conditions, circumstances and influences that surround and affect the development and behavior of the person."

Roy believes that health and illness are on a continuum with many different states or degrees possible. She states that health is the process of being and becoming an integrated and whole person.

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



PHILOSOPHY OF DONNELLY COLLEGE NURSING PROGRAM

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

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

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

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

Professional Nursing - The faculty believe registered nurses provide care of clients with commonly occurring health problems that have predictable outcomes. The registered nurse delivers care working with a multi-disciplinary healthcare group.

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

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

DONNELLY COLLEGE

ASSOCIATE DEGREE NURSING PROGRAM CURRICULUM

Prerequisites:	Licensed Kansas LPN (Active)-Prior Learning	15 Credit Hours
	Psychology	3 Credit Hours
	English Comp. I	3 Credit Hours
Co-requisites:	Healthcare Ethics	2 Credit Hours
	Microbiology	4 Credit Hours
	Pathophysiology	3 Credit Hours
	English Comp II or Public Speaking	3 Credit Hours
	College Algebra	3 Credit Hours
	TOTAL Pre/CO-REQUISITES	36 Credit Hours

SEMESTER I FALL

Co-Requisites up to 6 hours can be taken here

BL 130 – Foundations of Nutrition	3 cr
NU XXX – LPN-RN Transitions	2 cr
NU XXX – Advanced Skills	3 cr

TOTAL SEMESTER I 9-15 cr.

SEMESTER II SPRING

NU XXX – Medical Surgical Nursing III	4 cr.
NU XXX – Medical Surgical Nursing Clinical	3 cr.
NU XXX – Advanced Pharmacology	3 cr.
NU 103 – End of Life/Palliative Care	2 cr.

TOTAL SEMESTER II 12 cr.

SEMESTER III FALL

NU XXX – Medical Surgical Nursing IV	4 cr.
NU XXX – Medical Surgical Nursing IV Clinical	3 cr.
NU XXX – Public/Community Health	3 cr.
NU XXX – Leadership	1 cr.
NU XXX – NCLEX-RN Review	1 cr.

TOTAL SEMESTER III 12 cr.

TOTAL 33 cr.

□ TOTAL WITH PRE/CO-REQUISITES 69 cr.

ASSOCIATE DEGREE NURSING COURSE DESCRIPTIONS

BL 130 FOUNDATIONS OF NUTRITION

This course utilizes the nursing standards of practice based on biology, psychosocial, spiritual and cultural principles to meet the needs of clients throughout the lifespan. Emphasis is placed on basic nursing skills, patient safety and therapeutic communication. Concepts and skills are enhanced in subsequent courses.

NU 206 LPN TO RN TRANSITION

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

NU 208 ADVANCED SKILLS

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

NU 209 MEDICAL/SURGICAL NURSING III

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

NU 209.1 MEDICAL/SURGICAL NURSING III CLINICAL

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

NU 210 ADVANCED PHARMACOLOGY

This course will focus on pharmacotherapeutic methods used to restore wellness in the patient as well as maintain wellness of the patient. Emphasis will be on the correct administration, documentation and dosage calculation of medications as well as the proper routes. Focus on differences between LPN to RN with regard to dosage administration and routes that registered

nurses are allowed to do based on the Nurse Practice Act. Nursing process and safe and ethical patient care are also topics of the class.

NU 212 END OF LIFE/PALLIATIVE CARE

This course is to educate and familiarize nurses with the care of clients who have a terminal diagnosis that will require end of life or palliative care, including hospice. The course will center on pain management, spiritual and cultural aspects of death and dying, family and caregiver care, therapeutic communication, and ethics and legal issues related to palliative and end of life care.

NU 221 MEDICAL/SURGICAL NURSING IV

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

NU 221.1 MEDICAL/SURGICAL NURSING IV CLINICAL

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

NU 222 LEADERSHIP IN NURSING

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

NU 223 PUBLIC AND COMMUNITY HEALTH NURSING

To introduce the student to variables that affect public and community health by studying the local, regional and national health care market and resources. This includes study of health status, epidemiology, community health promotion and health care delivery systems. Social, behavioral, environmental and medical aspects of community health will also be covered.

NU 225 NCLEX-RN REVIEW

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

Program Core Curriculum Sequence:

BL 130 Foundations of Nutrition co-requisites with NU 206 and NU 208.

NU 206 LPN-RN Transition Lab co-requisites with, BL 130 and NU 208

NU 208 Advanced Skills co-requisites with BL 130 and NU 206

NU 209 Medical Surgical Nursing III successful completion of BL 130, NU 206 and NU 208, co-requisite with NU 209.1, NU 210 and NU 212

NU 209.1 Medical Surgical III Clinical successful completion of BL 130, NU 206 and NU 208, co-requisite with NU 209, NU 210 and NU 212.

NU 210 Advanced Pharmacology successful completion of BL 130, NU 206 and NU 208, co-requisite with NU 209, NU 209.1, NU 212.

NU 212 End of Life/Palliative Care successful completion of BL 130, NU 206, NU 208, co-requisite with NU 209, NU 209.1, NU 210.

NU 221 Medical Surgical Nursing IV successful completion of BL 130, NU 206, NU 208, NU 209, NU 209.1 and NU 212 co-requisite, NU 221.1, NU 222, NU 223 and NU 225.

NU 221.1 Medical Surgical Nursing IV Clinical successful completion of BL 130, NU 206, NU 208, NU 209, NU 209.1, NU 210 and NU 212 co-requisite, NU 221, NU 222, NU 223, and NU 225 .

NU 222 Leadership successful completion of NU BL 130, NU 206, NU 208, NU 209, NU 209.1, NU 210, NU 212 co-requisite NU 221, NU 221.1, NU 223, NU 225.

NU 223 Public/Community Health successful completion of BL 130, NU 206, NU 208, NU 209, NU 209.1, NU 210, NU 212 co-requisite NU 221, NU 221.1, NU 222, NU 225.

NU 225 NCLEX-RN Review successful completion of all prior semester classes, co-requisite NU 221, NU 221.1, NU 222, NU 223.

All classes must be passed to progress to next primary classes.

PROGRAM OUTCOMES

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

GENERAL STUDENT COMPETENCIES AND FUNCTIONAL ABILITIES

Nursing students entering the program must be able to satisfactorily meet the basic intellectual and physical demands involved with the didactic and clinical activities of the Donnelly College Associate Degree Nursing Program. Essentially, the student is expected to apply knowledge of basic Nursing concepts and practice thinking & development of skills for competent patient care.

Physical and mental abilities with or without accommodations are required throughout the student's tenure in this program. These areas are listed and are not inclusive but do elude to the general competencies & functional abilities required for the student:

Competencies	Outcome	Measurement/tools (not inclusive)
1. Provide nursing care holistically that is caring, goal-directed and therapeutic.	Graduates are competent to practice nursing that: <ul style="list-style-type: none"> - reflects a holistic perspective - demonstrates caring & appreciation of human diversity - is goal directed - is therapeutic 	Interventions: <ul style="list-style-type: none"> - Student competency profiles - Cumulative student records - Employer surveys - Student clinical evaluation tool

2. Integrate theoretical knowledge from nursing curriculum into science	Graduates are competent to base professional nursing practice on. - Nursing science.	Knowledge: - Exams and critical thinking exercises - Sim Lab - Completion
3. Use critical thinking skills to manage health care for patient, family and communities (triad).	Graduates are competent to: - Make decisions that reflect critical thinking. - Collaborate with case managers to design care that meets each patient's needs. - Manage health information and related technology for comprehensive triad care.	Critical Thinking - Professional Nursing practice. - Cumulative student record. - Employer survey
4. Evaluate participative learning for learning connections among concepts and the application of theory to professional nursing practice.	Graduates are competent to: - Use texts, journals & internet sources for literature searches to solve clinical problems. - Participate in research activities.	Evaluation: - Clinical evaluation - Employee surveys - NCLEX results
5. Use communication skills to facilitate the health care team relationship and collaboration for triad care.	Graduates are competent to: - Use communication skills to facilitate the nurse/patient relationship in a variety of settings. - Use communication skills to establish and maintain working relationships within the interdisciplinary team. - Document interventions and nursing outcomes in a thorough and accurate manner.	Communication: - Written assignments. - Clinical activities. - Student competency profiles. - Cumulative student records. - Employer surveys. - Student clinical evaluations.
6. Accept responsibility and accountability for evaluation of the effectiveness of own nursing practice.	Graduates are competent to: - Conduct own practice in a responsible and accountable manner. - Use self-evaluation to guide own nursing practice.	Accountability: - Appropriate conduct dictated by the student handbook
7. Collaborate with others on the interdisciplinary managed-care team to meet emerging health care needs of triad in a changing environment.	Graduates are competent to: - Participates as member and leader within interdisciplinary health care teams. - Articulate an awareness of the impact of social, political, and economic issues on nursing practice. - Demonstrate & acknowledge how the global environment	Collaboration: - Articulates and demonstrates knowledge and functional behavior with health care team, peers and instructors Community service during class, clinical and special projects

	impacts health, health care delivery systems, and health policy.	
8. Use leadership skills in a variety of nursing roles to promote quality health care. Blends professional values & standards into legal and ethical aspects of professional nursing practice.	<p>Graduates are competent to:</p> <ul style="list-style-type: none"> - Design, manage, and coordinate care. - Promote quality health care using leadership skills. - Modify care using nursing care process (evaluative data). - Practice nursing based on professional values & standards. - Approach legal, ethical, and/or moral situations based on professional values & standards. 	<p>Leadership/Professionalism</p> <ul style="list-style-type: none"> - Written/clinical work. - Student competency profiles. - Student clinical evaluations. - Cumulative student records. - Employer surveys.

HEALTH OCCUPATIONS CODE OF CONDUCT

All members of Donnelly College Nursing Program are EXPECTED to maintain standards of conduct befitting productive and responsible citizens of our community. Students represent Donnelly College and have the privilege of working under the instructor's nursing license.

1. Respect for the instructor and classmates are expected at ALL times. Disrespect includes, but is not limited to, being disruptive in class, talking with peers while instructor is lecturing and using profanity in any form.
2. Class participation is required. Sleeping or texting during class is not tolerated.
3. Appropriate clothing will be worn to class and clinical.
4. Class begins at the stated time. Nursing is a profession; you will be EXPECTED to act professional in every area, clinical and classroom.

This code will be enforced by your instructor in the following manner:

1st offense is a verbal warning

2nd offense is a written warning

3rd warning may be dismissed from the program

5. Evidence of alcohol or drug use by the student will result in dismissal from the learning environment for an assessment. Documentation of the assessment and follow up recommendations must be submitted to the Director of Nursing. Failure to follow up with the Nursing Department's requirements and recommendations will result in immediate dismissal from the program. Drug screening may be requested at any time. If drug screenings are positive, students will be dismissed from the program.
6. Social Networking Policy: Nursing students must adhere to the college social networking policy and with additional responsibility to follow HIPPA regulations. Inappropriate communication or images may result in disciplinary actions.

CODE OF ACADEMIC AND CLINICAL PROFESSIONAL CONDUCT

As a student in the Associate Degree Nursing Program, I will:

1. Actively promote and encourage the highest level of legal and ethical principles in academic and clinical situations;
2. Strive for excellence in all aspects of academic and clinical performance;
3. Promote lifelong learning and constantly strive to improve the quality of nursing care;
4. Maintain and promote integrity, truthfulness and honor in the performance of all academic and clinical responsibilities;
5. Treat others with respect in all areas of the clinical and academic settings;
6. Facilitate an environment in the classroom and clinical setting that promotes learning and allows faculty to educate nursing students;
7. Cooperate in every reasonable manner with the academic and clinical faculty and clinical faculty to ensure the highest quality of patient/client care and use every opportunity to improve faculty and staff understanding of the learning needs of the nursing student;
8. Encourage faculty and clinical staff to mentor nursing students and to strive to satisfy the academic and clinical needs of the nursing student;
9. Advocate for the rights of patients/clients;
10. Provide care to clients in a reasonable, compassionate, considerate, knowledgeable and professional manner;
11. Refrain from performing any technique or procedure, including medication administration, without an instructor present.

NURSING STUDENT ROLE VERSES EMPLOYEE ROLE

Every effort will be made to avoid placing clinical students in the same facility or on the unit in which they are currently employed. However, in rare occasions, students may have clinical experiences that coincide with their employment setting.

If clinical placement and the student's employment setting overlap, students must ensure clear role differentiation.

While a student is in the clinical setting functioning as a nursing student in this program, he/she should act and perform as a student nurse and perform within that role and scope of practice and not as they might in their work setting.

Conversely, students may NOT perform skills learned in nursing school while working as a CNA or other healthcare provider unless those skills are specifically outlined in the facility's job description.

REPRESENTATION ON FACULTY GOVERNANCE

Each cohort will elect three officials of their class to represent the class in nursing faculty meetings, nursing advisory board meetings, and any Donnelly College meeting where student representation is called for. It is highly recommended that the students come to the faculty meeting when the discussions are related to program changes, curriculum and policies. In the event that a student cannot attend a faculty meeting, they may submit an e-mail for printed letter form of items they wish to be covered.

STUDENT GRIEVANCE POLICY

If a student feels a staff member has displayed racial or sexual discrimination or harassment, taken unfair disciplinary action, or treated the student unfairly in academic-related, work related, or any other matter, the student has the right to express her/his perceived unfair treatment and seek resolution through the Student Grievance Procedure.

The intent of the Student Grievance Policy is to accommodate a fair and mutually satisfactory resolution of any grievance at the lowest possible level. In fairness to the staff members against whom a grievance is brought, the student must first attempt to resolve the grievance directly with the staff member. In the case of a racial/sexual harassment grievance, the student may opt to bypass the initial informal meeting with the staff member.

If a grievance cannot be resolved to the student's satisfaction through the informal discussion process with the staff member involved, the student should seek additional information on the policies and procedures for filing a student grievance through the Vice President of Academic Affairs, Pedro Leite (913) 621-8776.

DISMISSAL FROM THE PROGRAM

In addition to grounds specified in the Code of Academic and Clinical Professional Conduct for students of Donnelly College, grounds for dismissal of students in the Associate Degree Nursing Program shall include, but not be limited to, the following:

- a. Unsafe and/or unethical nursing practice as documented by instructor, college faculty, clinical staff, other health care personnel.
- b. Conduct that jeopardizes the safety of clients, clinical facility staff, college faculty and staff, or other students.
- c. Clinical facility/unit staff request that a student not return to area.
- d. Failure in two nursing courses.
- e. Failure to resolve problems that caused the student to be placed on academic probation.
- f. Continuous violation of absentee policy.
- g. Failure to enroll in concurrent academic courses according to curriculum plan for any given semester.
- h. Non-payment of fees and tuition.
- i. Cheating

DISMISSAL BASED UPON ANY OF THE ABOVE WILL RENDER THE STUDENT INELIGIBLE FOR READMISSION TO THE NURSING PROGRAM.

CLINICAL BACKGROUND CHECKS, DRUG SCREEN, TB SKIN TEST

Donnelly College PN students will follow the US Healthworks and federal guidelines for CBC, Drug Screening and TB Skin Testing.

Assignment to clinical will be made only after completion of a series of background checks, Drug Screening and TB skin test, as required by the clinical facilities.

If a positive indicator shows on a report, a student may be denied access to a clinical site. If a clinical site is denied, the program may not be completed.

Background checks, drug screens and TB skin tests will be completed during the first week of class orientation.

For questions, please call Director of Nursing, (913) 621-8709.

STUDENT TIME COMMITMENT

The Nursing program is rigorous, labor intensive, and requires more time and commitment than many other areas of study.

It is the desire of the nursing faculty that students be successful in this program and that essential learning not be compromised. Due to the demands of the full-time Nursing Program, student employment and other activities while in the nursing program should be approached with caution.

Classroom

Class schedules vary from semester to semester. The nursing program (theory and lab) adheres to College's policy that a one-hour course requires 50 minutes in the classroom. Instructional engagement activities include lectures, presentations, discussions, group work, supervised lab work, and other activities that would occur during class time with nursing faculty.

In addition to instruction, it is estimated there will be a minimum of four to six hours of outside class/homework per day. Outside work includes, but is not limited to, preparing and completing reading and writing assignments, working with others to complete group projects, participating in skills practice in the lab, completing sample tests, tutorials or simulations, clinical prep work.

Students who require more study because of slower reading and comprehension will, of course, require correspondingly more time.

Clinical

Clinical nursing courses requires several hours of contact time per credit hour. This does not include the time that is required for travel, clinical preparation at the assigned clinical agency or study prior to and after the clinical experience.

Clinical experiences in hospitals, clinics, nursing homes and other clinical sites may be scheduled as early as 6 a.m. or as late as midnight, and may be on any day of the week (including Saturdays and Sundays) or minor holidays. Travel to clinical locations will be expected and therefore reliable transportation is necessary. There may be overnight travel to reach clinical sites (although that may be a rare occasion).

Students will not be excused from class or clinical assignments for personal work schedules.

Students should not work at an outside job the night before coming to clinical the next day. In addition, time for preplanning at the hospital or clinical site in preparation for clinical the following day must be allowed. Preplanning usually takes 4-5 hours. The student is required to participate in the clinical experience as it is scheduled. Childcare arrangements, work schedules and transportation are the responsibility of the student.

GRADE REQUIREMENTS and EXPECTATIONS

Students are required to make at least a "C" in all required courses. Students earning "D" or below must repeat the didactic, lab and clinical components for the course.

NURSING PROGRAM GRADING SCALE

A= 92-100%
B= 85-91%
C= 78- 84%
D= 65- 77%
F= 0-64%

78% is the lowest passing grade. There will be NO extra credit points and no points given for attendance or participation.

Rounding of scores will not occur. For example a 77.99% will result in a failing grade.

THEORY EXAMINATIONS

1. All exams should be taken at scheduled times. Students must notify, by phone, text or email the classroom instructor of absence from the test prior to, or during, the exam. Arrangement needs to be made with the Instructor to make-up the exam at next scheduled class time. If not, zero points will be given.
2. A student will be allowed to reschedule only one exam. This exam will be rescheduled at the discretion of the instructor, not to exceed one week before or after the class scheduled exam.
3. If the test is not surrendered at the designated time, the student will be given a zero for that test. A violation of this type can result in dismissal from the Nursing Program.
4. Instructors are given the prerogative on make-up tests to enforce the following without prior announcement:
 - a. Add additional questions;
 - b. Construct tests/quizzes in any form, i.e., written, objective, essay, or oral;
 - c. Adjust the environment for test security.
5. **No electronic devices will be allowed during examination time.** All electronic devices emitting distracting noises will result in immediate termination of the student's exam. If calculators are allowed, no phones or electronic devices can be used.
6. All exams are reviewed after all students have taken the examination. If a student desires to further review the exam, an appointment must be made with the instructor. The review must take place within four working days immediately following the exam administration.
7. **THERE IS NO MAKE-UP FOR POP QUIZZES.**
8. Students who obtain less than 78% on any test are strongly encouraged to:
Meet with nursing faculty for further test review; and/or schedule a follow-up remediation with Instructor or Director of Program for study and test evaluation/skills.
9. The content of examinations is confidential. It is expected that students will not divulge any questions on examinations to any individual or entity. The unauthorized possession, reproduction, or disclosure of any examination materials, including the nature of content of examination questions, before, during, or after the examinations is in violation of the nursing division policy and will subject the student to dismissal from the program.
10. Students will not be allowed to congregate in hallways outside of classrooms during test administration.
11. Written work must be satisfactorily completed and on time. Late assignments will not be accepted and will result in a ZERO.
12. Students are not allowed to leave & return to the classroom during an exam.
13. Quizzes may be given at any time, in any course and may be unannounced.

LAB POLICIES

1. The student will have two opportunities to pass each procedure. An additional opportunity can be earned if the student attends the scheduled live demo. Each lab procedure must be passed by satisfactorily completing 100% of the critical elements.

On the second testing of an essential procedure, the student will have the option of selecting an additional nursing faculty member to be present. Any student who does not meet the criteria for passing an essential procedure within the two opportunities will be considered to have failed clinical.

2. Students must pass the skill in Lab before going to clinical and performing the skill on a patient.
3. The time limits set for students testing lab procedures will be enforced. Any student failing to complete the procedure(s) in the set time limit will receive a failure for any procedure(s) not completed.
4. All appointments for retesting must be made at the time of the failure. Retesting may not be done the same day.
5. Failure to attend scheduled testing time for any reason will count as a testing failure.
6. All scheduling or changes will be made through the Lab Coordinator.
7. Written work must be satisfactorily completed and on time. Late assignments will not be accepted and will result in a ZERO.

CLINICAL SIMULATION

Clinical simulations are part of the clinical experience. All regulations that apply to clinical sites also apply to simulations. This includes being prepared and on time, wearing the College's attire and having clinical equipment available for use. As in clinical, you may be dismissed for not being prepared and on time. Call your clinical instructor if you are going to be absent from simulation lab.

CLINICAL EXPERIENCE

1. If the student fails to pass clinical, the didactic and clinical courses will need to be repeated.
2. Students are expected to be prepared and report promptly to the clinical site. Students denied admission, for any reason, will be counted absent. Absences from clinical practice must be reported at least 2 hours before the scheduled starting time.
3. Students may not have patient contact or access to any clinical setting or patient records without a clinical instructor present.
4. Students will not be able to change clinical groups.
5. Students that have had a change in health status (surgery, childbirth, hospitalization, injury) must have a physicians' release in writing prior to attending clinical.

6. Use of cell phones, I-pods, PDA's, or other electronic devices is not authorized in the clinical setting.
7. Clinical simulations may be part of the clinical experience. All regulations that apply to a clinical site also apply to the simulation. That includes being on time and prepared, wearing the approved college attire and having clinical equipment available for use. At a clinical, students may be dismissed for not being prepared or for not being on time.
8. There is to be no extra credit for missed days or late paper work. Late paper work will result in a zero (0).
9. Students are not to be responsible for narcotic counts and must follow hospital guidelines regarding narcotics and control drugs.
10. Students may review physician orders only. Transcribing orders is not permitted. Students are NOT allowed to take verbal or phone orders from physicians or nurse practitioners.
11. Students may do routine checks of doctors' orders and MARs under the supervision of their clinical instructor or a registered staff nurse.
12. Students may not transport patients in personal vehicles.
13. Students may not be a witness for consents or any other legal documents.

LAB, SIMULATION AND CLINICAL ABSENCES

1. The Lab and Clinical experiences are highly valued by nursing faculty. Attendance is MANDATORY. The following will result in being sent home from the clinical area and will result in a ZERO for the day:
 - 1.) Lack of preparation;
 - 2.) Accruing 3 tardies of 1-14 minutes and/or;
 - 3.) Any tardy greater than or equal to 15 minutes.
 - 4.) Any physical condition resulting in the inability to perform safe patient care.
 - 5.) Unprofessional, inappropriate behavior or violation of the Code of Conduct
2. For extreme emergency, call your Clinical Instructor. Each incident will be reviewed on an individual basis.
3. Students should not report to a clinical site if experiencing the following:
 - A. fever
 - B. diarrhea
 - C. vomiting (not related to pregnancy)
 - D. skin conditions (rashes, etc.) that prohibit hand hygiene.

**Transportation to and from clinical agencies is the responsibility of the student. Clinical experience may require students to arrive early or be dismissed late in some clinical rotations.*

RETURN TO CLINICAL AFTER AN ABSENCE

Any student who has been absent due to surgery, injury, extended physical/mental illness, pregnancy, or delivery must have a signed clinical release form from his/her physician indicating that he/she may return to clinical at full capacity and is able to perform all skills and duties. The clinical release form **must** be submitted directly from the physician to the campus Director of Nursing, who will notify the appropriate faculty member. This form will be placed in the student's file. A student may not return to clinical if he/she cannot perform at full capacity. Clinical agencies reserve the right to determine if a student may practice in their facility while under a physician's care

ADVERSE OF INCLEMENT WEATHER

Closure of the College and Clinical Schedules

In case of extremely inclement weather, students and faculty should check the local media for a possible school closing which will be authorized by the Monsignor. Campus closings will be posted on local radio and/or television stations.

If the College is closed due to inclement weather on a day that is scheduled as a clinical day, the clinical faculty member will contact the Director of Nursing 2 to 3 hours prior to the start time to discuss options. Class, lab or clinical activities may be altered (late start, or early dismissal) at the discretion of each individual faculty member upon consultation with appropriate people. The decision will then be relayed to students before their appointed clinical time.

It is imperative that on the first day of class, students give their instructors working contact/phone numbers and alternate contact numbers.

Specific guidelines for notification of schedule alterations will be provided to students by each faculty member during orientation to each course. Clinical time will be made up and may be on a different day than originally scheduled. Class time may be made up in a different format than originally scheduled.

If adverse weather occurs when the students are present in the clinical setting, the nursing faculty member will follow the policies and protocols for that health care facility and will use judgment regarding attendance for the remainder of the clinical day. Safety of the student is paramount. If this means releasing students from the clinical site, then that decision will be conveyed to the Director of Nursing. The remainder of the clinical time will be made up minute for minute and may be at a different time. If the rest of the class remains at the clinical site, but a student feels strongly about leaving, he/she will do so using his/her own judgment.

Students with transportation issues should not to be considered tardy for days where inclement weather is an issue.

When conditions dictate, altering start times, excusing late arrivals or permitting early departures may revise the normal class or clinical schedule.

CLINICAL GRADING SCALE

1. Clinical is graded on point system with 78% being minimum passing grade.
2. To receive a passing clinical grade, the following must occur:
 - a. EACH clinical objective must be passed with a 78%. An objective is passed by meeting 78% of the performance standard during the week's clinical experience.
 - b. Essential procedures and criteria must be passed.
 - c. Written work must be satisfactorily completed and on time. Late assignments will not be accepted and will result in a ZERO.
 - d. If a clinical is failed, then the didactic, lab and clinical components must be repeated. If theory or lab is failed the didactic, lab and clinical components must be repeated.

GRADE CONFERENCES

1. Students can be kept aware of their grades any time by accessing their individual student portal.
2. Students may request a conference at any time with a faculty member or the campus Director of Nursing for the purpose of discussing grades or performance.
3. Midterm conferences will be conducted for those students who are at risk for failing classroom, lab or clinical portions of the program. Remediation steps may be assigned.
4. Students will also be made aware of their final grade and, if failed, will meet with the lead faculty member and the Director of Nursing to discuss options for re-entry.

EVALUATIONS

1. Formal student evaluations are held at midterm and the end of the course, and periodically as the need arises. The Instructor will provide verbal counseling to increase student awareness of the problem areas and to allow the student an opportunity to improve performance.
2. Guidelines for performance notification and/or clinical probation:
 - a. The Instructor will follow the Code of Conduct Parameters:
 - o 1st offense is a verbal warning

- o 2nd offense is a written warning
 - o 3rd warning may be dismissed from the program
- b. A student who is having performance, attendance, punctuality or academic problems within the program will be advised of her/his weaknesses as soon as a problem is identified by the instructor through verbal counseling.
 - c. The student will be counseled by the primary instructor of her/his assigned class, receiving guidance to prevent further school problems.
 - d. The written warning will define what performance problem(s) must be addressed. The student shall sign the appropriate form to indicate that she/he has received and understands it, and a copy of the form(s) will be given to the student to be utilized as a guide for improvement.
3. Instructors retain the right and responsibility to exercise professional judgment and make recommendations related to progress and retention.
 4. At the end of the semester, students may be asked to evaluate the classroom instructor, clinical instructor, lab instructor and /or the clinical sites that were attended. These will be kept confidential until the grades have been posted. The evaluations are used to improve the program.

ACADEMIC HONORS

Dean's List

Students who have earned a semester grade point average of 4.00 in at least 9 credit hours are recognized for their achievement. The Dean's List is published at the end of each semester.

Honor Roll

Students who have earned a semester grade point average between 3.50-3.99 in at least 9 credit hours are recognized for their accomplishment. The Honor Roll is also published at the end of each semester.

Phi Theta Kappa

Students with a cumulative G.P.A. of 3.5 or higher after earning 12 credit hours at Donnelly College is eligible for initiation into Phi Theta Kappa. This international honor society for community colleges combines academic excellence with community service. Members of Phi Theta Kappa are eligible to enroll in the Honors Seminar offered each spring semester.

Creative Writing Award

The Sister Mary Faith Schuster Award is given each semester to two students submitting the winning creative writing entries.

READMISSION POLICY

Returning students need to resubmit an Associate Degree Nursing Application that will be considered on **space available basis**.

1. A nursing course that is failed (grade of D or F) may be repeated only once. Failure of the repeated course a second time requires student to wait 2 years before reapplying. Remediation is necessary during this 2 –year period.
2. Failure of 2 separate courses requires student to wait 2 years before reapplying. Remediation is necessary during this 2 –year period.
3. A student is allowed to repeat only one clinical course. Failure of a second clinical course will result in being dismissed from the program.
4. The student who successfully repeats any of the nursing courses may progress to the next course level.
5. Students admitted with advanced standing may progress through curriculum, based upon need and space available.
6. Transfer students must complete one clinical nursing course to graduate from the program.
7. If a student withdraws from a nursing course with a passing grade, the student may repeat the course without penalty. However, withdrawal with a failing grade (D or F), regardless of reasons, will be considered as having taken the course.

LEAVE OF ABSENCE

If a leave of absence is needed, all required nursing courses must be completed within a two year period to qualify for completion. Only one leave, one semester in length, will be permitted. An official written request must be completed and submitted to the Director of Nursing. Return from leave will be granted on a **space available basis**. It is the student's responsibility to contact the Director of Nursing prior to enrolling upon return.

INSURANCE

Malpractice insurance is required for all students. Group coverage will be obtained through the College (payment is included in course fees).

HEALTH REQUIREMENTS

1. Screening for tuberculosis will be required on an annual basis. Students unable to take the annual TB skin test will be required to have a chest x-ray (chest x-ray is good for 5 years) and follow current CDC guidelines (repeat chest x-ray if further exposure or student becomes symptomatic).

2. All students will be informed regarding standard precautions for infection control and will be expected to observe these precautions in the clinical setting.
3. Students are responsible for any personal medical expenses which result from clinical experiences.
4. Student immunization status must be current. Please refer to the required health form for minimum requirements for clinical experiences.
5. Students are required to receive the Hepatitis B vaccine series. This series must be initiated prior to entering the Nursing Program and completed as scheduled. Deviations from the policy will require a Primary Health Care provider's release and the student signing a release of responsibility.
6. A random drug screen may be required at any time.
7. Students are also required to obtain a flu shot when applicable.

OTHER POLICIES

1. **Throughout the Nursing Program, students are required to maintain affirmation in CPR at the Health Care Provider level through the American Heart Association only.**
2. Individual course syllabi will describe other policies in effect for each course. The student is encouraged to read and retain information.
3. Students choosing to appeal the nursing policies may request a meeting with the nursing faculty.
4. Children or pets are not allowed in classrooms or labs. Also, children or pets shall not be left unattended in the hallways or break area.
5. Noise emitting electronic devices (cell phone, beepers, etc.) must be turned off in the classroom and lab areas. Cell phones are not allowed in the clinical setting, and may result in dismissal from the program.

BLOOD/BODY FLUID EXPOSURE

Procedure for student nurses and other allied health students experiencing a blood/body fluid exposure event in the hospital or other clinical environment

Accidental needle stick or mucus membrane exposure to blood or body fluids

- o **Student:** Contact your clinical instructor as soon as possible after initiating the *immediate* cleansing of the area.
- o In the event of an accidental *needle stick or other blood or body fluid exposure*, (skin; especially broken skin such as small cuts or dermatitis) immediately flush the site with running water, and wash vigorously with soap and warm water.
- o **Mucus membrane exposure:** (eyes, inner nostrils, mouth, or ears) necessitates flushing with water for 10- 15 minutes.
- o **Needle stick:** After flushing the site and washing with soap and water, the student will go to a hospital emergency room, and will complete an accident/incident report. The

student will give a copy to the instructor. The instructor will present a copy to the Director of Nursing.

- **Emergency room:** The student and the ER doctor will discuss the incident, and determine if there was an actual exposure to contaminated blood or body fluid. If it is determined that the student *is at risk*, a blood test will be obtained from the student and from the patient for HIV antibodies, and for Hepatitis B & C. If the patient's blood is *negative*, the student will receive those results and will be instructed to retest in *six weeks*, and *six months*.
- If the patient's blood is *positive for HIV*, the "first hour" Centers for Disease Control *protocol* will be initiated and protease inhibitors will be ordered by the ER physician, and administered according to present CDC guidelines. The physician will make recommendations for additional treatment, if needed. If the patient's blood is positive for hepatitis B or C, appropriate preventive measures and health counseling will be provided by the physician.
- If the hospital is following the incident, *they* will determine follow-up protocol. If not, follow up visits are to be coordinated by the student. It is important to keep the Director of Nursing informed of progress.

STUDENT DRESS CODE GENERAL GUIDELINES

All students are expected to be well groomed and have a professional appearance in the clinical area as well as in classes on campus.

Excessive make-up, some hair-dos, beards, scents (fragrances), and long sculptured nails are inappropriate. MINI-SKIRTS, SHORT SHORTS, MIDRIFF OR HALTER TOPS, TATTERED JEANS, WORN, TIGHT FITTING, SWEAT SHIRTS OR TEE SHIRTS WITH OFFENSIVE SAYINGS OR PICTURES AND OTHER INAPPROPRIATE ARTICLES OF CLOTHING ARE NOT ACCEPTABLE IN THE LEARNING ENVIRONMENT- CLASSROOM & CLINICAL SETTING. Sunglasses, hats, ball caps, or brimmed hats of any kind are not to be worn. The chest/breasts/cleavage must be covered.

1. UNIFORMS	<ul style="list-style-type: none"> ➤ Student uniforms will be purchased through Donnelly College ➤ Uniforms must be clean, wrinkle-free and in good repair. ➤ Scrub Jackets (white only) may be worn for warmth. ➤ Specialty clinical will require professional or professional casual dress e.g. Mental Health, OB.
2. UNDERGARMENTS	<ul style="list-style-type: none"> ➤ White short-sleeve shirts may be worn under the scrub top. The sleeves of the white top are not to hang out under the scrub top. ➤ White turtle neck shirts may be worn for warmth.
3. HOSE	<ul style="list-style-type: none"> ➤ Female students will wear white or neutral hose. ➤ Male students must wear white socks or anklets with their uniforms.
4. SHOES	<ul style="list-style-type: none"> ➤ All white, leather type shoes will be worn with uniform. ➤ Shoes must be clean, polished and have clean shoestrings. The shoes must be in good repair. ➤ No clogs, sandals or boots.
5. NAME PIN	<ul style="list-style-type: none"> ➤ Students will wear ID Badge provided by the library with the lanyards students will purchase. Badges will not be worn on waist. The badge is not to be worn outside school situations. Lost name badges must be replaced immediately through the Library.
6. PROGRAM CLINICAL ATTIRE	<ul style="list-style-type: none"> ➤ Students will wear the Donnelly uniform top and pants to clinical settings. RED SCRUB TOPS AND BLACK NURSING PANTS. WHITE LAB JACKET MAY ALSO BE WORN
7. JEWELRY	<ul style="list-style-type: none"> ➤ Only wedding or engagement rings may be worn with the uniform. No rings with large stones may be worn. ➤ Inconspicuous style earrings, i.e. small gold, silver,

	<p>pearl, or diamond posts may be worn by the student. Only one pair of earrings may be worn with the uniform.</p> <ul style="list-style-type: none"> ➤ No other jewelry except the nurse's watch with a second hand may be worn with the uniform. Ornamental or digital watches are not acceptable. ➤ Jewelry worn on other areas of the body, i.e. tongue, nose, lip, eyebrow, is not allowed and must be removed.
8. HAIR	<ul style="list-style-type: none"> ➤ All student hair must be kept off the collar when in uniform. Hair adornments are not to be worn. Hair styles should be conservative for a professional appearance. Bangs touching eye brows and long dangling side curls are not acceptable. Clips to be used may be white or same as hair color. ➤ Beards and mustaches must be kept trimmed. For clean shaven men, daily shaving is an essential part of grooming.
9. NAILS	<ul style="list-style-type: none"> ➤ Nails must be kept clean and short. Nails are to be no more than ¼ inch above finger pad. No artificial nails may be worn. (Long Term Care/Hospital mandated) The appropriateness of polish will be determined according to facility policy.
10. TATTOOS	<ul style="list-style-type: none"> ➤ All tattoos must be covered.

SUPPLIES REQUIRED FOR THE NURSING PROGRAM

WATCH: Students are to have a watch with a second hand. Expensive watches are not recommended.

SCISSORS: A pair of bandage scissors is necessary and may be purchased in most drug and uniform stores.

PEN LIGHT: A penlight is necessary and may be purchased at uniform shops or drug stores.

BLACK BALL POINT PEN: A black ballpoint pen is required for clinical practice.

LIABILITY INSURANCE: Liability insurance in the amount of \$100,000/\$300,000 is necessary for participation in clinical experience. This insurance is purchased as a group through each semester's fees.

NAME BADGE: College picture ID will be used for name badge in clinical areas.

STETHOSCOPE:

A quality pressure sensitive stethoscope (or one with a bell and diaphragm) is necessary for nursing practice.

PROGRAM COMPLETION CEREMONY

Students, under the direction of faculty, will help plan a ceremony for the end of the program, signifying the successful completion of the Associate Degree Nursing Program. The symbol of this achievement is the school pin. Graduation pins are part of the graduation fees. Applicable awards and certificates are presented at the completion ceremony. Students will be required to wear a white uniform to pinning.

LICENSURE ELIGIBILITY

Two months prior to completion of the program, the graduate will be expected to complete an application with the Kansas State Board of Nursing for eligibility to take the National Council Licensure Examination (NCLEX-RN) for the Registered Nurse (this is done during a class period). The graduate will file an application in order to take the NCLEX-RN examination. After successful completion of the examination, a license will be granted for the graduate to practice as a licensed professional nurse by the Kansas State Board of Nursing. Fee for licensure is collected by the school and will be sent to the appropriate agencies when needed.

REQUIREMENTS FOR RN LICENSURE

In Semester II you will be filling out the application for the Licensure examination to be a RN. The cost is \$75 to the KSBN and \$200.00 to NCLEX. Money will be sent to the agencies when the student has successfully completed the courses. (This money is collected in Tuitions fees) The money will be in the form of two separate money orders. The student will be responsible for the payment of \$40.00 for the Kansas State Board of Nursing background check to be submitted with the fingerprints.

On the State Board application there are these specific questions relating to convictions:

- o Have you ever been convicted of a misdemeanor or felony: Yes ___ No ___
- o Has disciplinary action ever been taken or any other state, territory, county or government agency? Yes ___ No ___

If you answer YES to any of these questions you need to be aware of the following information:

Senate Bill 164 amends KSA 1996 Supp. 65-1120 and authorizes the Board of Nursing to "deny, revoke, limit or suspend" any license to practice as a registered nurse, a licensed practical nurse, a registered nurse practitioner, a registered anesthetist or a licensed mental health technician (KSA 1196 Supp. 65-4209) if the application is found after a hearing to have been guilty of a felony or a misdemeanor involving an illegal drug offense, unless the applicant or licensee establishes sufficient rehabilitation to warrant the public trust, except that notwithstanding KSA 74-120 no license, certificate of qualification or authorization to practice nursing as a licensed professional

nurse, as a licensed practical nurse, as an advanced registered nurse practitioner or registered nurse anesthetist shall be granted to a person with a felony conviction for a crime against persons as specified in article 34 of chapter 21 of the Kansas Statutes Annotated and acts amendatory thereof of supplemental thereto: *Felony crimes against persons include murder, manslaughter, aggravated assault, assisting suicide, aggravated battery, criminal threat, kidnapping and robbery, among others, in Kansas and their equivalents under the laws of other states.

The Kansas State Board of Nursing may deny licensure to an individual who has been convicted of felony crime against a person.

You will also need to furnish the following information to the KSBN:

- A satisfactory record of attendance as a student;
- Satisfactory reports from the students' clinical instructors;
- A written report from the nursing program director that the student has met all requirements of the program and is recommended by the faculty for licensure.
- A letter of explanation from the student detailing the facts involved in the felony conviction. You will also be required to enclose a certified copy of court record or board action where applicable. Any convictions of speeding or parking violations need not be reported.
- An applicant for a Kansas license by endorsement or exam is required to provide one completed fingerprint card in order to conduct background checks with the Kansas Bureau of Investigations and FBI.

I have read the above information and understand that if I have any convictions I might not be allowed to receive licensure.

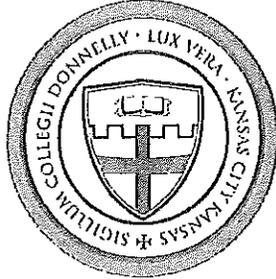
Signature of Student

Print – Student Name

FELONY CRIMES AGAINST PERSONS/ABSOLUTE BARS

Chapter 21 Article 34

Reference	Description
21-3401	Murder in the 1 st degree
21-3402	Murder in the 2 nd degree (a) Intentionally; or (b) Unintentionally but recklessly under circumstances manifesting extreme indifference to the value of human life
21-3403	Voluntary manslaughter
21-3404	Involuntary manslaughter
21-3406	Assisting suicide
21-3410	Aggravated assault
21-3411	Aggravated assault on a law enforcement officer
21-3412a(b)(3)	Domestic battery; third or subsequent within last five years
21-3413	Battery against a Law Enforcement Officer
(a)(2)(A) or (B)	
21-3413	
(a)(3)(A), (B), (C), or (D)	
21-3414	Aggravated battery-intentional, great bodily harm
(a)(1)(A)	
21-3414	Aggravated battery-intentional, bodily harm
(a)(1)(B)	
21-3414	Aggravated battery-intentional, physical contact
(a)(1)(C)	
21-3414	Aggravated battery-reckless, great bodily harm
(a)(2)(A)	
21-3414	Aggravated battery-reckless, bodily harm
(a)(2)(B)	
21-3415	Aggravated battery against a law enforcement officer
21-3419	Criminal threat
21-3419a	Aggravated criminal threat(all sections)
21-3420	Kidnapping
21-3421	Aggravated kidnapping
21-3422(c)(2)	Interference with parental custody
21-3422a	Aggravated interference with parental custody
21-3426	Robbery
21-3427	Aggravated robbery
21-3435	Exposing another to a life threatening communicable disease
21-3437(a)(1) or (2)	Mistreatment of a dependent adult – physical injury, unreasonable confinement or cruel punishment or taking unfair advantage of physical or financial depending on the aggregate amount of resources
21-3438	Stalking
21-3439	Capital murder
21-3440	Injury to a pregnant woman by vehicle by a person driving while under the influence of drugs or alcohol
21-3422	Involuntary manslaughter while under the influence of drugs or alcohol



I have read the Donnelly College Associate Degree Nursing Student Handbook and agree to abide by the policies presented in it.

The Kansas State Board of Nursing may deny licensure to an individual who has been convicted of felony crime against a person. I understand that if I have any convictions I might not be allowed to receive licensure.

Signature of Student

Print – Student Name

Date

Signature of Donnelly College Nursing Faculty

Donnelly College
Practical Nursing Program
Minutes

Type of Meeting: Nursing Advisory		Chaired by: Patty Palmietto	
Date: 08/11/16 Amended: 10/31/16	Time 11:30-1:00	<p><u>Present:</u> Patty Palmietto, MSN, RN Director of Nursing, Donnelly College, Penny Baylie, BSN, RN Healthcare Recruiter, Donnelly College, Jennifer Adhima, Assistant Director Project Eagle-Clinical Site Sister Bridget Dickason, Co-Director, Keeler Women's Center, Urban core Lori Martin, BSN, RN, Chronic Disease Manager, Blue Cross Blue Shield Dr. Festus Krebs, ENT, Donnelly Supporter, Medical support Sandra Tapp, MSN, RN Full Time faculty Donnelly College Frances Sanders, VP of Institutional Effectiveness, Donnelly College</p> <p><u>Absent:</u> Mark Warren, CEO, Providence Place, Clinical Site Rodney Whittington, CEO, Villa St. Francis, Clinical Site</p>	
Topic	Discussion	Action:	Responsible Person
Call to Order	Welcome by Patty Palmietto	None	
Introductions	Committee members introduced themselves to the group.	None	
Donnelly changes in past year	Patty gave overview of the changes that have occurred at Donnelly including a new Dean of the College and a new Director of Nursing. The new changes that took effect with the January 2016 cohort were explained as well as the expansion in Marian Hall for the nursing department. The Advisory	Positive response. Anxious to see consistency in the leadership at Donnelly. Would like update in Spring	Patty

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	Board was also advised of the pending approval to admit students to an ADN program.		
CNA Program	We will be starting our CNA Certificate program again in September to run 8 weeks.	Very positive feedback and the need is definitely there. Anxious to see how it is received by community and how the classes fill up.	Patty
Current Market potential	There was discussion between the board members about the future need for LPN's and what the market would be going forward. Dr. Festus Krebs had questions about the 10 year market place survey and should we pay more attention to where they are now than projecting where they might be. Discussion continued and it was determined that with the mix of students and the current marketplace for any nurses that our current course would be worth tracking.	Watch graduation and employment surveys to get an idea of the type of facilities the nurses are going into	Patty/Francis
NCLEX Pass Rates	The pass rates for the last three years were discussed (71%, 37% and 44%) as well as the second part of the board audit being an audit for the LPN side and the low pass rates. At the point of the meeting, we were currently at 77.77% for the class that graduated in May of 2016.	No action needed- Information only	
Adjourned	Meeting adjourned at 12:30. Next Meeting: Spring 2016. Date to be determined.		

Submitted by	Patty Palmietto, MSN, RN		



DONNELLY COLLEGE

INFORMATIONAL PACKET FOR
PROSPECTIVE PRACTICAL
NURSING STUDENTS

WELCOME LETTER

Dear Prospective Nursing Student:

The nursing faculty at Donnelly College welcomes your interest in our Practical Nursing Program. This is an exciting time for health care as there are many changes that will impact nursing in the years to come.

Before considering admission into our nursing program, we suggest that you take time to investigate all aspects of the nursing profession, including the rigors of our program, its time constraints and the requirements needed to be successful. It is also a good idea to obtain a clear understanding about the employment opportunities available to you after graduation and the skills required of an LPN.

This packet is designed to provide you, our prospective nursing student, with general information about the Practical Nursing Program at Donnelly College, the procedures for the admission processes, and the curriculum sequencing.

Please contact the Healthcare Recruiter or the Director of Nursing for questions about the admissions process.

Best wishes in your decisions to become a nurse.

Sincerely,

The Nursing Faculty at Donnelly College

WHAT IS AN LPN?

A licensed practice nurse (LPN) has graduated from an approved Practical Nursing Program, passed the NCLEX-PN® licensure examination, and is licensed. After being licensed by the state, the nurse must practice within the legal and ethical rules and regulations established by the State Board of Nursing as determined by the Nurse Practice Act. LPNs typically work in long term care facilities, in clinics or in home health agencies. Some students use the PN program as a stepping stone toward a registered nurse (RN) degree.

OVERVIEW REGARDING THE ADMISSION AND SELECTION PROCESS

The main purpose of the admission process is to enroll qualified applicants into the Practical Nursing (PN) program.

Admission and acceptance into the Practical Nursing Program at Donnelly College is selective and competitive.

Admission is a two-part process: (Part 1) application and admission into the college; and (Part 2) application and selection into the Nursing Program.

Admission into the nursing program is twice per year—January and June. Deadlines for applications for prospective students will be posted in Admissions and with the Healthcare recruiter.

In order to be considered for admission and acceptance in the nursing program, all admission requirements and paperwork must be completed and submitted before the acceptance deadline. Incomplete applications and packets will not be considered for acceptance.

The nursing faculty of the college shall admit selected applicants into the program contingent upon the student's completion of all requirements. If a student fails to complete all requirements or loses eligibility for ANY reason, a re-entry application is required.

Students may be required to re-apply for admission into the Nursing Program if the student voluntarily drops from the Nursing Program prior to starting the core nursing courses, if the drug screen is positive, or the criminal background check is not cleared. Students may not necessarily be required to retake the TOEFL Exam or the TEAS as part of their application for re-entry.

LIST OF FUNCTIONAL ABILITIES AND SKILLS FOR SUCCESS

A successful nursing student at Donnelly College must possess certain abilities and skills necessary to complete the Practical Nursing Program and to administrate safe, effective, efficient care outside of the classroom. Generally, these include, but are not limited to:

FUNCTIONAL ABILITIES	REQUIRED ACTIVITIES
Gross Motor Skills	Move within confined spaces

FUNCTIONAL ABILITIES	REQUIRED ACTIVITIES
	Sit and maintain balance Stand and maintain balance Reach above shoulders (IV's) Reach below waist (Plug ins)
Fine Motor Skills	Pick up objects with hands Grasp small objects with hands Write with pen, pencil or markers Key/type using a computer Pinch/pick or otherwise work with fingers (syringes) Twist (turn knobs with fingers) Squeeze with fingers (eye droppers)
Physical Endurance	Stand (at patient bedside during procedure) Sustain repetitive movements (CPR) Maintain physical tolerance (work entire 12 hour shifts) Refrain from nourishment or restroom breaks for periods up to 6 hours.
Physical Strength	Push and pull 25 pounds (positioning patients) Support 25 pounds of weight (ambulate patient) Lift 25 pounds (transfer patients) Move light objects up to 10 pounds Move heavy objects weighing 10-50 pounds Defend self against combative patients Carry equipment/supplies a long distance Use upper body strength (CPR, restrain patient) Squeeze with hands (fire extinguisher)
Mobility	Twist Bend Stop/squat Move quickly Climb stools, ladders, stairs Walk
Hearing	Hear normal speaking level sounds Hear faint voices Hear faint body sounds (BP sounds) Hear in situations when not able to see lips (when using masks) Hear auditory alarms (Fire, IV, bed, cardiac monitors)
Visual	See objects up to 20 inches away See objects up to 20 feet away See objects more than 20 feet away

FUNCTIONAL ABILITIES	REQUIRED ACTIVITIES
	Use depth perception Use peripheral vision Distinguish color Distinguish color intensity
Tactile	Feel vibrations (pulses) Detect temperature Feel differences in surface (skin turgor) Feel differences in sizes, shapes (palpate veins) Detect environmental temperature
Skin Condition	Skin must be in good condition. Lesions on the face, hands, or forearms, will prevent student from attending clinical (examples include but are not limited to: psoriasis, eczema, etc.) Perform hand washing and/or surgical scrub and wear appropriate gloves. (A written excuse from a physician is mandatory for students who are latex sensitive.)
Smell	Detect odors from patient Detect smoke Detect gases or noxious smells
Reading	Read and understand written, technical documents
Emotional Stability	Establish therapeutic boundaries Provide patient with emotional support Adapt to changing environment/stress Deal with unexpected (crisis) Focus attention on task Monitor own emotions Perform multiple responsibilities concurrently Handle strong emotions (grief)
Arithmetic Competence	Read and understand columns of writing (flow sheets) Read digital displays Read graphic printouts (I & O) Calibrate equipment Convert numbers to/from metric Read graphs (vital sign sheets) Tell time (military time) Measure time (duration) Count rates (pulse rates) Use measuring tools (thermometers) Read measurement marks Add, subtract, multiply divide Compute fractions (medication dosages)

FUNCTIONAL ABILITIES	REQUIRED ACTIVITIES
	Use a calculator Write numbers in records
Analytical Thinking	Transfer knowledge from one situation to another Process large amounts of information Evaluation outcomes Problem solve Prioritize tasks Use long term memory Use short term memory
Critical Thinking Skills	Identify cause and effect relationships Plan/control activities for others Synthesize knowledge and skills Sequence information Make appropriate judgment decisions in an emergency or where a situation is not clearly governed by specific guidelines.
Interpersonal skills	Negotiate interpersonal conflicts Respect differences in patients Establish rapport with patients Establish rapport with coworkers Establish rapport with peers, college personnel
Communication skills	Communicate, in fluent English, both verbally and in writing Teach patient and family Explain procedures Give oral reports Interact with others Speak on the phone Influence people Direct activities of others Convey information through writing (progress notes and documentation)
<small>Information from National Council of State Boards of Nursing</small>	

WHY CHOOSE DONNELLY COLLEGE?

- Small class sizes with caring qualified faculty
- State-of-the-art training labs
- Dedicated academic support systems for healthcare students (tutoring, ESL classes, library)
- Affordable price

WHY CHOOSE THE PN PROGRAM?

The PN Nursing Program at Donnelly College:

- Is a part time evening and weekend program. It typically meets two to three evenings per week and every other weekend for 16 weeks. There may be rare classes or clinicals scheduled during daytime hours.
- Takes about 16 months to complete the nursing program and a total of about 2 years including prerequisite courses.
- Requires completion of 39 nursing credits and 8 general education prerequisites. The program is designed to be taken in sequential course order with one course building on the other.
- Provides three components to learning: 1) traditional and on-line interactive activities in the classroom, 2) lab and skills experiences in a simulation lab and 3) hands-on clinical training in a variety of health care settings.
- Requires a criminal background check and drug screen prior to orientation, as well as a health care disclosure, a statement from a health care provider verifying the student's immunizations, physical abilities, and mental stability to ensure the student can meet the requirements of the program and the clinical experience.
- Has as its lowest passing grade in all courses having an NUR (nursing) prefix as a 78% or a C+.
- May admit 25 students per group with the deadline for applications by June 1st for August Program and November 1st for January Program

TIME COMMITMENT

The Practical Nursing program is time consuming and rigorous, and students can expect at least 4 hours of homework per day.

Due to the stress of the Nursing Program, students are advised to get finances and other life struggles in order before entering the program. If a student must work, employment and other personal time commitments while in the PN Nursing Program must be approached carefully and with planning.

Work schedules and personal agendas will not be altered to accommodate a student's needs. It is expected that students will avoid working or engaging in other activities the night before their clinical assignments which would lead to fatigue, impair judgment, communication, skills or performance.

Clinical experiences may be scheduled as early as 6 a.m. or as late as midnight, and may be on any day of the week or during holidays. Reliable transportation is necessary and there will not be any consideration given to location of clinical sites and home address or condition of the

vehicle. There may be overnight travel to reach clinical sites (although that may be a rare occasion).

The student is required to participate in the clinical experience as it is scheduled. Childcare arrangements, outside work schedules and transportation are the responsibility of the student.

RISKS ASSOCIATED WITH THE NURSING PROGRAM

The clinical and lab training environment for this Program contains exposures to risks such as, but not limited to, bodily injury, communicable and infectious diseases, mental stress and property damage.

PRACTICAL NURSING PROGRAM CURRICULUM

Our curriculum is designed to prepare graduates to pass their licensure exam and ultimately practice safe, effective nursing care functioning as members of the multidisciplinary team.

JANUARY ENROLLMENT

Prerequisites: Certified Nurse Aide (Admission Requirement)/ATI TEAS Test
Anatomy & Physiology 5 Credit Hours
Human Growth and Development 3 Credit Hours

JANUARY START-SEMESTER I SPRING

NU 100 – Foundations of Nursing	4 cr.
NU 100.1 – Foundations of Nursing Lab	2 cr
NU 101 – Foundations of Nursing Clinical	2 cr
NU 204 – Gerontology Nursing	2 cr
NU 205 – Mental Health Nursing	2 cr.
TOTAL SEMESTER I	12 cr.

JANUARY START SEMESTER II SUMMER

NU 102 – Medical Surgical Nursing I	4 cr.
NU 102.1 – Medical Surgical Nursing I Lab	2 cr.
NU 104 – Medical Surgical Nursing I Clinical	3 cr.
TOTAL SEMESTER II	9 cr.

JANUARY START SEMESTER III FALL

NU 103 – Pharmacology	3 cr.
NU 200 – Medical Surgical Nursing II	4 cr.
NU 200.1 – Medical Surgical Nursing II Lab	2 cr.
NU 201 – Medical Surgical Nursing II Clinical	3 cr.
TOTAL SEMESTER III	12 cr.

JANUARY START SEMESTER IV SPRING

NU 202 - Maternal Child Nursing	2 cr.
NU 203 – Maternal Child Clinical	1 cr.
HC 114 – Healthcare Ethics	2 cr.
NU 205 – NCLEX-PN Review Prep	1 cr.
TOTAL SEMESTER III	6 cr.

TOTAL 39 cr.

TOTAL WITH PREREQUISITES 47 cr.

AUGUST ENROLLMENT

Prerequisites:	Certified Nurse Aide (Admission Requirement)/ATI TEAS Test	
	Anatomy & Physiology	5 Credit Hours
	Human Growth and Development	3 Credit Hours

AUGUST START SEMESTER I FALL

NU 100 – Foundations of Nursing	4 cr.
NU 100.1 Foundations of Nursing Lab	2 cr.
NU 101 – Foundations of Nursing Clinical	2 cr.
NU 204 – Gerontology Nursing	2 cr.
NU 205 – Mental Health Nursing	2 cr.
TOTAL SEMESTER I	12 cr.

AUGUST START SEMESTER II SPRING

NU 102 – Medical Surgical Nursing I	4 cr.
NU 102.1 Medical Surgical Nursing I Lab	2 cr.
NU 104 – Medical Surgical Nursing I Clinical	3 cr.
NU 103 – Pharmacology	3 cr.
TOTAL SEMESTER II	12 cr.

AUGUST START SEMESTER III SUMMER

NU 200 – Medical Surgical Nursing II	4 cr.
NU 200.1 Medical Surgical Nursing II Lab	2 cr.
NU 201 – Medical Surgical Nursing II Clinical	3 cr.
TOTAL SEMESTER III	9 cr.

AUGUST START SEMESTER IV SUMMER

NU 202 - Maternal Child Nursing	2 cr.
NU 203 – Maternal Child Clinical	1 cr.
HC 114 – Healthcare Ethics	cr.
NU 205 – NCLEX-PN Review Prep	1 cr.
TOTAL SEMESTER IV	6 cr.

TOTAL 39 cr.

TOTAL WITH PREREQUISITES 47 cr.

TRANSFER OF CREDITS

The transfer of credits between institutions is always at the discretion of the receiving institution. Credits earned at Donnelly College may or may not be transferable to other institutions. Some credits may need to be repeated at the receiving institution.

Students seeking transfer of credits from another institution into Donnelly College will need to follow the policies and procedures as outlined in the college catalog. Students wishing to transfer courses into Donnelly College must submit a course syllabus and an official transcript to the Healthcare Recruiter. General education courses will be evaluated for transfer into the nursing program by the Registrar according to the policies outlined in the course catalog.

If a student wishes to transfer in nursing courses from a previous nursing program, the Director of Nursing will make the determination.

WHAT ACCREDITATION MEANS

The goal of any institution of higher learning is to ensure it is offering high quality learning opportunities for the students. Institution/college accreditation is desirable as it speaks to the quality of the college and is acknowledged by peer institutions.

DONNELLY COLLEGE ACCREDITATION

Donnelly College holds both college and program-specific accreditations. The college is accredited by the Higher Learning Commission (HLC) and can award certificates, associate degrees and bachelor degrees in various programs. The HLC is listed as a nationally recognized accrediting agency by the United States Department of Education and is approved by the U.S. Department of Education to offer federally funded financial aid programs.

KANSAS STATE BOARD OF NURSING PROGRAM ACCREDITATION

Program specific accreditation means that certain requirements must be met before accreditation is awarded to specific programs/departments within the college (in this case, nursing) by agencies that represent specific fields of study or professional organizations.

Donnelly College's nursing program is fully accredited by the Kansas State Board of Nursing.

The purpose of the State Board approval process is to protect the public from fraudulent programs that do not adequately prepare graduates to practice nursing safely and competently.

A student must graduate from an approved nursing educational program in order to be eligible to take the NCLEX-PN licensure examination.

ADMISSION INTO THE COLLEGE (PART 1)

Admission into the Practical nursing program is a two-part process: (Part 1) application and admission into college itself and (Part 2) application and selection for entrance in the nursing program.

A student's admission in the college DOES NOT guarantee that he/she will be selected for entry into the Practical Nursing program. Admission into the PN Nursing Program is selective and competitive.

The second part of the admission/selection process may not be completed until the student has successfully completed all prerequisite courses into the Nursing Program.

Students must meet and show proof of the following in order to be eligible to apply for admission into the college and the nursing program:

1. Be 18 years of age or older;
2. Receive a high school diploma or GED; (transcripts must be on file)
3. Accuplacer test scores-- Students are not required to take the Accuplacer Test if they have previous college credit.

If students want to take pre-requisite courses at Donnelly College and have not taken the Compass test, they must do so before taking any prerequisite course. All students must get at least a 74 in Writing and 80 in Reading to enroll in college level classes. If students score between a 64-73 in Writing or 74-79 in Reading they are considered a conditional admit and may require tutoring.

Students who have already taken the Accuplacer test at another institution may have those scores sent to Donnelly College for consideration.

The Accuplacer Exam should be completed within three years prior to the deadline for the admission application. Compass/Accuplacer scores that are more than three years old shall not be accepted. Students may take the Accuplacer Exam up to three times (at least one month apart) and the best score of three will be accepted. If, after the third attempt, the student fails to achieve the minimum scores, he/she must wait a minimum of one year (12 months) before retaking the test and repeating the process.

4. TOEFL ---If the student's primary language is not English or portions of the nursing education are not in English, the student must complete the Test of English as a Foreign Language (TOEFL) exam with the following MINIMUM scores in each section:

(A) Writing – 20

(B) Speaking – 20

(C) Reading – 20

(D) Listening – 20

The TOEFL exam should be completed within three years prior to the deadline for the admission application. TOEFL scores that are more than three years old shall not be accepted. Students may take the test up to three times (at least one month apart) and the best scores of three will be accepted. If, after the third attempt, the student fails to achieve the minimum score, he/she must wait a minimum of one year (12 months) before retaking the test and repeating the process.

ADMISSION INTO THE PN NURSING PROGRAM (PART 2)

Students must show documentation of the following in order to be eligible to apply for entrance into the Nursing Program:

1. Completion of scheduled meetings with Financial Aid and the Business Office with documentation that their financial obligations have been or will be met
2. Current CNA certificate on file in Kansas or evidence of finishing a certification.
3. Have completed all prerequisite course requirements with a minimum of a "C" or better. The prerequisite courses required by the Nursing Department include Anatomy and Physiology theory and lab, and Growth and Development.
4. Completed the Test of Essential Academic Skills (TEAS) with a preferred cumulative score of 54% and preferred following scores in each section:

(A) Reading 48%

(B) Mathematics 48%

(C) Science 48%

(D) English and language usage 54%

(E) Cumulative 54% demonstrating proficient level.

Proficient scores generally indicate moderate levels of overall academic preparedness necessary to support learning of nursing-related content. (See section below for how to register for the TEAS)

5. Submit an application for the Nursing program;
6. Submit required materials outlined in this packet

All application forms and documentation must be submitted to the Healthcare Recruiter by the deadline that is posted. The Healthcare Recruiter will review the packet to ensure that all required documentation has been submitted by the student.

Next, the Nursing Selection Committee will review the packet, and evaluate all eligible students who have timely applied for admission into the Practical Nursing program. For those students who meet all eligibility criteria, interviews will be scheduled and conducted.

The Selection Committee will select no more than 25 applicants per semester for admission based on a competitive selection process.

The Selection Committee will assign point totals based on a point system based on the following:

- (A) personal interview
- (B) ATI TEAS test scores
- (C) GPA for prerequisite classes

The Selection Committee shall select those applicants in each group who have the highest cumulative point scores on the ATI TEAS test, interview and GPA for prerequisites.

Because applicant pools vary from semester to semester, the cumulative scores of the applicant pool admitted to the Nursing Program may also vary.

In the case of a tie in scores between two or more applicants, the Selection Committee shall select the applicant who first turns in a completed application for admission to the Healthcare Recruiter.

HOW TO REGISTER FOR THE ATI TEAS

What is the TEAS?

The Test of Essential Academic Skills (TEAS) measures basic essential skills in the academic content area of reading, mathematics, science, and English and language usage. The test is intended for use primarily with adult nursing program applicants. The objectives assessed on the TEAS exam are those which nurse educators deemed most appropriate and relevant to measure entry level academic readiness of nursing program applicants.

The TEAS test is offered at Donnelly College many times per semester. It is the student's responsibility to register and take the test prior to the application deadline. If scheduling does not permit at Donnelly College, the student may take it at any other college that offers TEAS testing, and then have the official scores transferred to Donnelly College. These scores must be sent to the Healthcare Recruiter.

HOW MUCH DOES IT COST?

The cost to take the TEAS at Donnelly College is **\$91**. This must be paid online at www.atitesting.com upon registration for the test date.

HOW DO I REGISTER FOR THE TEAS?

- 1) Go to www.atitesting.com to create an account
 - Institution: Donnelly College PN
 - Student ID #: your Donnelly College student ID# (ex: 100-00-0000)
 - Credential: CNA
 - Check Non-Degree seeking

- 2) Return to www.atitesting.com and click on "Register for the TEAS exam"
 - Search for Donnelly by typing in Kansas – Kansas City
 - Choose the date/time that works best
 - Enter in your payment information (the exam costs \$91)

Note: you are not registered until you have entered in your credit card information and have received a receipt. Please print your receipt and bring it with you to the exam.

IT IS ADVISED THAT YOU STUDY AND REVIEW PRIOR TO TAKING THE TEAS. YOU WILL ONLY GET THREE TRIES TO GET THE BEST SCORE POSSIBLE.

HOW CAN I STUDY FOR THE TEAS?

Consider taking the practice tests at ATItesting.com. These are free and you can repeat them. You may also consider purchasing a TEAS study manual from the Online Store at www.atitesting.com or check out a TEAS study manual at your local library or online stores such as www.amazon.com. There is also a TEAS study manual in the Donnelly College Library, but it may not be checked out. It is only for reference.

BEFORE ACCEPTANCE INTO THE NURSING PROGRAM

Students who are selected for entrance into the nursing program must have their Background Check and drug screen completed before the deadline in order to attend orientation.

AFTER ACCEPTANCE INTO THE NURSING PROGRAM

Students who are selected for entrance into the nursing program must complete and submit proof of completion of the following prior to the orientation day:

1. Meeting with Financial Aid and the Business office

2. A physical examination;
3. Current immunizations including:
 - a. Tetanus/diphtheria or (Tdap booster within 10 years);
 - b. MMR (two vaccinations or a positive titer);
 - c. Varicella (Chicken pox) (two vaccinations or a positive titer);
 - d. Hepatitis (series of 3 vaccinations given in a 6 month period) or a signed waiver;
 - e. TB test (PPD) (Tuberculosis skin test given within the last 6 months with follow-up chest X-ray if the skin test result is positive). *A new skin TB test must be completed annually once a student is accepted into the nursing program; and*
 - f. Influenza (annual);
4. BLS/CPR certification from an American Heart Association Health Care Provider

Costs for physicals, immunizations, titers, CPR, drug screen and background check will be at the student's expense.

DENIAL INTO THE NURSING PROGRAM

Students who are not selected for entrance into the Practical Nursing program will be added to a waiting list for the current cohort and will also be eligible to reapply the following application cycle. The student must request to be placed on the waiting list for consideration, another application must be completed and the admissions process repeated.

Students who have not taken the TEAS test for the second or third time may also retake the test to attempt to raise their scores and may retake their prerequisites at their own expense.

Students may apply for entrance into the Practical Nursing program no more than three times. If, after three attempts, a student is not selected, the student may transfer to another program offered by the college.

Students may reapply and will be ranked with the applicants for the semester in which reapplication is scheduled.

CRIMINAL BACKGROUND CHECKS

If an applicant has pled guilty to or have been convicted of a felony or misdemeanor (other than a minor traffic violation) the Board of Nursing may restrict or deny licensure. (See section below entitled, "PN licensure examination.")

Applicants must be able to attend clinical sites throughout the program. If a clinical site denies a student placement in their facility because of a positive drug screen or a criminal record, the student will be unable to complete the required clinical component of the course and will fail.

Students will not be allowed to participate in clinical experiences unless and until the student has successfully completed all clinical site entrance and health and/or safety requirements.

PN LICENSURE EXAMINATION

If all requirements are met for the Practical Nursing program and the student is eligible to graduate, he/she is eligible to apply for the National Council Licensure Examination (NCLEX-PN) examination for licensure to practice as an LPN. Graduates may apply for licensure in the state of their choice but because each state has specific criteria for licensure eligibility requirements, it is the student's responsibility to contact the state where they wish to practice and obtain eligibility requirements and an application.

Graduates must submit fingerprints, obtain a background check and report convictions of any offenses (other than minor traffic violations) to the State Board of Nursing. Failure to report such convictions will be grounds for denial of license. The State Board of Nursing investigates convictions by obtaining information on the underlying facts of the case, dates and disposition of the case, and subsequent rehabilitation.

The State Board of Nursing ensures that each person holding a nursing license in a given state is trained appropriately and able to practice nursing safely. Because each nurse needs to be licensed by the state in order to practice, the State Board regulates nursing schools

Questions pertaining to the legal limitations of licensure for such convictions should be addressed by the student to the State Board of Nursing prior to beginning the Nursing program and anytime questions arise during the program. Applicants to the Nursing Program should be aware that certain criminal convictions may deny or restrict access to a Kansas Nursing License. Applicants can read more about licensing exclusions based on criminal convictions in the Kansas Nurse Practice Act, K.S.A. 65-1120.

Graduation from Donnelly College Practical Nursing Program is only one of the requirements for licensure and does not mean automatic licensure as a practical nurse. Graduates should be aware that on the State Board of Nursing licensure application several questions are asked which may impact the ability to obtain licensure. These questions relate to:

1. revocation, denial or suspension of a license or certificate;
2. conviction of a felony criminal offense
3. problems with drug or alcohol use;
4. conviction of possession and/or selling drugs
5. treatment for mental illness; and

6. physical disability which could impair ability to practice nursing.

Please note: Under the Kansas Nurse Practice Act (section 65-1120), the Kansas State Board of Nursing has the power to deny, revoke, limit or suspend any license to practice nursing as a licensed nurse that is issued or applied for if the applicant or licensee is found after a hearing:

To be guilty of fraud or deceit in practicing nursing or in procuring or attempting to procure a license to practice nursing;

To have been found guilty of a felony or to have been found guilty of a misdemeanor involving illegal drug offense unless the applicant or licensee establishes sufficient rehabilitation to warrant public trust except notwithstanding KSA 74-120, no license, certificate of qualification or authorization to practice nursing as a licensed professional nurse or licensed practical nurse shall be granted to a person with a felony conviction for crime against persons.

To be unable to practice with skill and safety due to current abuse of drugs or alcohol.

(For further information regarding licensure denial, applicants/ students/graduates should contact the State Board of Nursing and refer to the Kansas Nurse Practice Act (section 65-1120-- Denial, revocation, limitation of license or certification of qualifications

FELONY CRIMES AGAINST PERSONS/ABSOLUTE BARS

Chapter 21

Article 34

Reference	Description
21-3401	Murder in the 1 st degree
21-3402	Murder in the 2 nd degree (a) Intentionally; or (b) Unintentionally but recklessly under circumstances manifesting extreme indifference to the value of human life
21-3403	Voluntary manslaughter
21-3404	Involuntary manslaughter
21-3406	Assisting suicide
21-3410	Aggravated assault
21-3411	Aggravated assault on a law enforcement officer
21-3412a(b)(3)	Domestic battery; third or subsequent within last five years
21-3413	Battery against a Law Enforcement Officer
(a)(2)(A) or (B)	
21-3413	
(a)(3)(A), (B), (C), or (D)	
21-3414	Aggravated battery-intentional, great bodily harm
(a)(1)(A)	
21-3414	Aggravated battery-intentional, bodily harm
(a)(1)(B)	
21-3414	Aggravated battery-intentional, physical contact
(a)(1)(C)	
21-3414	Aggravated battery-reckless, great bodily harm
(a)(2)(A)	
21-3414	Aggravated battery-reckless, bodily harm
(a)(2)(B)	
21-3415	Aggravated battery against a law enforcement officer
21-3419	Criminal threat
21-3419a	Aggravated criminal threat(all sections)
21-3420	Kidnapping
21-3421	Aggravated kidnapping
21-3422(c)(2)	Interference with parental custody
21-3422a	Aggravated interference with parental custody
21-3426	Robbery
21-3427	Aggravated robbery
21-3435	Exposing another to a life threatening communicable disease
21-3437(a)(1) or (2)	Mistreatment of a dependent adult – physical injury, unreasonable confinement or cruel punishment or taking unfair advantage of physical or financial depending on the aggregate amount of resources
21-3438	Stalking
21-3439	Capital murder
21-3440	Injury to a pregnant woman by vehicle by a person driving while under the influence of drugs or alcohol
21-3422	Involuntary manslaughter while under the influence of drugs or alcohol

OUTSTANDING BALANCE DUE UPON GRADUATION

Students with an outstanding balance due to the college shall not be entitled to an official transcript or an official credential until satisfactory payment arrangements have been made. This may slow the licensure process at the State Board of Nursing.

EMPLOYMENT AFTER GRADUATION

Donnelly College does not guarantee that graduates from the Practical Nursing program will obtain employment. The college is not responsible for the time, cost and effort expended by students who complete a program of study but are ineligible for employment upon graduation.

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

Program: Rasmussen College ADN Program Date(s): September 22 & 23, 2016 (site visit after first graduation)

Last KSBN Visit: October 2013 Accrediting Agency & Date of Last Visit: _____

Visitors: Carol Bragdon, PhD, APRN, Kansas Board Member, Mary Blubaugh, MSN, RN, KSBN Executive Administrator and Carol Moreland, MSN, RN, KSBN Education Specialist

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 6
	Names of primary administrative officials	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 6
	Organizational chart for the institution	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 7
	Current contact information	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 6
	An audited fiscal report covering the previous twoyears, including a statement of income and expenditures	On Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed
	Copy of school's current catalog	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Appendix B
Description of nursing program	Organizational chart for nursing program	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 8
	Number of faculty	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 9: 6 FT & 3 Adjunct
	Number of non-teaching staff	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 9: No non-teaching staff, have support assistance with student records, admissions , financial aid and

					advising at each campus
	Number of students admitted per year	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 9: Approved to admit 10 students at each campus 4 times per calendar year
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 10: Georgia Smith-Vest, DNP, RN, is interim Dean of Nursing in Kansas. She has physical presence on campus every three weeks during spring Quarter with weekly WebEx meeting with all Kansas SON and campus leadership members. Tanner Funk, MSN, RN is Associate Dean at the Overland Park campus. Rebecca Hastings, MSN, RN, is Faculty Lead at the Topeka campus.
	Qualifications	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 10
66- Faculty selection and input into program	Responsibilities	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 10
	Faculty organizational by-laws	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 11
	Faculty job description	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 12
	Faculty selection process	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 16
	Faculty orientation plan	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 16
	Faculty handbook	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Appendix C
	General faculty meeting minutes for last 3 years	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed on-site
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 17
	FTor PT(use FTE)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 17
	Academic Credentials	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 17
	Institution granting degree	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 17
	Area of clinical expertise	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 17
	Area(s) of assignment	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 17
	Licensure	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 17
	Indicate degree plan and progress towards degree if applicable	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	Not applicable - no degree plans
	List all faculty hire exceptions including course hired to teach	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	Not applicable - no hire exceptions
Faculty file review	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Complete with no deficiencies	

Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 20
	Preceptor job description	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Identified roles of preceptors, faculty, and students	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 20
	Preceptor orientation materials	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Appendix D
	Preceptor signatures showing date orientation completed	Self-Study/On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Name of preceptor and course with Prefix & number (NURS 1011)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 23
	Preceptor State of license & License number	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 23
	Methods of contact between faculty & preceptor	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 24
	Degree plan for each degree being granted	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 26
	Oral and written English proficiency	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 28
	Readmission	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 28
	Progression	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 29
	Counseling & guidance	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 30
	Student role versus employee role	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 31
	Representation on faculty governance	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 31
	Graduation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 32
	Refund policies governing all fees and tuition paid by students	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 33
	Ethical practices including recruitment, admission, and advertising	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 33
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 33

	Student Handbook	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Appendix E: Nursing Student Handbook
Student support services	Description of student safety measures	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 34 - Safety signage is available in the rooms at both campuses
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 34: No student health is located at either campus. List of nearby available health services provided to students at both campuses. .
Student records	Review student files	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed random sampling of student files from each campus
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed samples of completed student work for both theory and clinical courses. Examples reviewed indicate a closer review by Faculty needed

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum 60-2-102, 60-2-104, & 60-2-105					
60 Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 37
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ADN Syllabi
	Credit hours for each non-nursing course	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 37
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 37
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 37
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 37 and ADN Curriculum Blueprint: 4 hrs observation in NUR 2571 Professional Nursing II (13%)
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ADN Curriculum Blueprint: 60 precepted clinical hours in NUR 2868 Role, Scope, Quality and Leadership in Professional Nursing (16%)
	Testing process with test analysis and the written test procedure	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 97

	Number of students per class	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 98
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 99
	Art and science of nursing	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 99
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 99
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 100
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 102
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 103
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 104
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 105
		Self-Study &	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 105

	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	On-Site			
	Secure space for student records	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 107
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 107
	Satellite program facilities		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Topeka is a satellite program of the Overland Park program
	Other points of interest		<input type="checkbox"/>	<input type="checkbox"/>	
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 108

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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Clinical Resources 60-2-105

Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All complete
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ADN Curriculum Blueprint Acute Care Pediatric clinical sites need to be added to ADN Curriculum Blueprint
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ADN Curriculum Blueprint
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Terminology in contracts
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	St. Francis Health Center

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 120: First class - five of the six graduates passed the NCLEX RN on the first attempt (83.33%)
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Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Budget procedures		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Advisory Committee	Review Advisory Committee minutes	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Advisory Committee is relatively new. Program shared good information with the committee members at the meeting. Need more participation from community partners.
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
	General education and required support course faculty	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
	Support services	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
	Students	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Met with 6 students from the Topeka campus and 2 students from the Overland Park campus
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
	Staff RN's	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
	Preceptors	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
	Individuals conducting observational experiences	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 123 and Appendix G. The program evaluation plan is updated annually to reflect the results from the graduating cohorts. Faculty did not verbalize extensive knowledge of how the program is evaluated, however they said it is discussed at staff meetings
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Program has only had one graduating class, so did not see program improvement based on data collected, aggregated and trended.

Interviews conducted on-site:

Administration:

- Trena Boyum-Breen, EdD, President, Rasmussen College (via phone)
- Joan Rich, DNP, RN, PHN, FCN, Vice President - School of Nursing
- John Smith-Coppes, MBA, Vice President of Nursing Operations (via phone)
- Kelly McCullough, DNP, ARNP, Regional Dean of Nursing

- Georgia Vest, DNP, RN, Interim Dean of Nursing
- Tanner Funk, MSN, RN, Associate Dean of Nursing
- Jay Buchholz, MBA, Campus Director (Overland Park & Topeka)
- Heather Nickel, M.Ed, Academic Dean (Overland Park & Topeka)

Nursing Faculty:

- Susan Parker, EdS, MS(N), RN, Associate Instructor
- Jamie Magana, FNP-C, MSN, RN, Associate Instructor
- Janice Broyles, MSN, BS, RN, Adjunct Instructor (via phone)
- Rebecca Hastings, MSN, MPH, RN, Associate Instructor/Faculty Lead
- Ruth Borthwick, MSN, RN, Associate Instructor
- Karen Tompkins-Dobbs, MSN, RN, Adjunct Instructor
- Shellie Colby, MSN, RN, Adjunct Clinical Instructor
- Tami Rogers, PhD, MSN, CNE, CHSE, FT BSN Instructor (RN - BSN Program) (via phone)

Clinical Partners:

- Beth Williams, MSN, RN, Director of St. Francis Health Center
- Richard Freed, MSM, BSN, RN, CNOR, Nursing Educator, EKHCS
- Dawn Brown, Director for Christ the King Early Education Center
- Elaina Ervin, Apartment Director McCrite Plaza

Nursing Students:

- 2 Overland Park Campus Students
- 6 Topeka Campus Students

Library and Learning Services

- Ashley Guy, MLIS, Librarian, School of Nursing
- Kristie Keuntjes, Learning Services Coordinator, School of Nursing

Classroom Activities:

Fundamentals of Professional Nursing Simulation Video

Tour of Clinical Agencies:

St. Francis Health Center

Support Personnel/General Education Faculty:

- Jay Konomos, BA, Director of Admissions
- Jason Allen, BA, Director of Admissions
- Abby Felich, BA, Senior Program Manager
- Jason Smith, MFA, Student Advisor
- Angela Hewitt, BA, Regional Manager of Student Finance
- Elizabeth Schor, BA, Career Services Advisor

Advisory Board Members:

- Quinton Unruh, Shawnee County Health Agency

Strengths Identified:

1. Extensive library resources and tutor opportunities
2. Have a variety of clinical sites - have contracts for more clinical sites than they are presently using
3. St. Francis hired two of recent graduates and verbalize they were well prepared for the workplace
4. Clinical sites verbalize faculty supervise students well in the clinical setting and keep the students busy while at the clinical sites
5. In candidacy status with ACEN for ADN program. Site visit is scheduled for Feb 2017
6. Students are happy with smaller class size and flexibility of the program
7. Good mentoring for new faculty as they learn their role
8. Students report the program has done a 180 degree turnaround with the change in leadership
9. Students would recommend the program to others
10. Students are aware of the expectations and Blackboard is utilized well by the faculty for announcements, etc
11. ATI is utilized extensively in the curriculum and a Hurst NCLEX Review is offered and paid for
12. NCLEX Prep information is included in library resources and is available to graduates for an indefinite period of time after graduation
13. Campus Administrative leadership in the Nursing program, Georgia Vest, Tanner Funk and Rebecca Hastings. Program seems more stable, more organized than the last visit. Faculty are fairly new (most here less than 2 years) however there seems to be teamwork and faculty feels supported by leadership. Tanner Funk is the Associate Nursing Dean and is positioned at the Overland Park campus. His role is to assist the Dean of Nursing in the development and implementation of long-term quality programs and work collaboratively with all members of the nursing/campus team. Rebecca Hastings is the Faculty Lead at the Topeka campus. She assists in the coaching and mentoring of peer instructors in the absence of a Dean, and in some cases during the onboarding period of a newly hired Dean.
14. Rebecca Hastings is a stability for the program and is the only faculty who has been at this program since students started in the program. She has extensive knowledge of the curriculum and works with securing clinical sites and maintaining a relationship with the clinical sites in addition to her Faculty Lead role.
15. Strong student support services to encourage student retention and success

Opportunities for Improvement:

1. Faculty could have more knowledge of SEP and overall evaluation and feedback
2. More representation on advisory Board from Clinical partners
3. Some students report Overland Park clinicals are not as engaging as the Topeka sites and they have to travel longer distances than Topeka students for clinical.
4. Continue to build clinical relationships
5. Careful deliberative transition to the new Dean and continue for faculty stability
6. ADN Curriculum Blueprint has McCrite Plaza and Presbyterian Manor listed as acute care facilities and their level of care is not acute

Recommendations:

1. Update the ADN Curriculum Blueprint to include current clinical sites. Submit updated ADN Curriculum Blueprint to KSBN Education Specialist by 6/30/17
2. Continued faculty development. Submit plan for continued faculty development to KSBN Education Specialist by 6/30/17.
3. Consistency across all documentation regarding program. Submit plan to KSBN Education Specialist by 6/30/17 for process to ensure consistency across all documentation regarding the program.
4. Have FT Dean for ADN and A BSN program and promote stability during period of leadership change. Submit documentation to KSBN Education Specialist when FT Dean hired.
5. Clear faculty ownership of systematic evaluation plan. Submit plan for faculty ownership of the program's systematic evaluation plan to KSBN Education Specialist by 6/30/17.
6. Recommend re-approval for period of five years

Requirements for Approval of Nursing Programs

60-2-101 – Requirements for initial approval

Kansas State Board of Nursing

Name of Institution: Rasmussen College

Date: 5/12/15

Type of Program: Accelerated BSN Program

Name of Program: Rasmussen College

Visitors: JoAnn Klaassen, RN, MN, JD, KSBN Board President, Mary Blubaugh, MSN, RN, KSBN Executive Administrator and Carol Moreland, MSN, RN, KSBN Education Specialist

Update: Site visit conducted on September 22 & 23, 2016 at the request of the Board to review materials for the requested Accelerated BSN program and to evaluate stability of Program leadership. Site visitors were Carol Bragdon, PhD, APRN, KSBN Board Member, Mary Blubaugh, MSN, RN, KSBN Executive Administrator and Carol Moreland, MSN, RN, KSBN Education Specialist

Topic & Regulation	Requirement	Supporting Information	Comments/Decision
Administration & Organization 60-2-101 (a) (1) 60-2-101 (b) (4-7)	<ul style="list-style-type: none"> • Name of controlling body • Name & title of administrator of same • Relevant contact information • Description of legal body responsible for general policy and provides for financial support of nursing education program (includes all sources of financial support) • copy of current school bulletin or catalog 	Report College Catalog (send catalog with report)	<ul style="list-style-type: none"> • Pg 2 – Rasmussen College • Pg 3 Trenda Boyum-Breen, President • Pg 2 • Pg 2 • Exhibit G
60-2-101 (a) (2)	<ul style="list-style-type: none"> • Name of administrator of nursing education program • Title of administrator • Credentials of administrator • Authority and responsibility for administering nursing education program is vested in the nurse administrator 	Report Report Report Job Description	<ul style="list-style-type: none"> • Pg 5 Dana Bush, PhD, RN, CNE, Dean of Nursing • <i>Update: Georgia Vest, DNP, RN, Interim Dean of Nursing, Tanner Funk, MSN, RN, Associate Dean at Overland Park Campus and Rebecca Hastings, MSN, MPH, RN, Associate Instructor/Faculty Lead at Topeka Campus</i>

			<ul style="list-style-type: none"> Exhibit C – Dean of Nursing Job Description
Accreditation 60-2-101 (a)(3)	Program shall be accredited, be part of an institution that is accredited, or be in the process of being accredited by an agency that is approved by the United States Department of Education.	Report Exhibit Copy of accreditation verification	Pg 4 – Rasmussen College is regionally accredited by the Higher Learning Commission
Nursing Program 60-2-101 (b)	The following shall be included in the application: <ul style="list-style-type: none"> Course of study (1) Credential to be conferred (1) Proposed curriculum with total number of hours of both theory and clinical instruction. Give clock to credit hour ratio (include clock and credit hours for each course) (8) Requested number of admissions each year and the number of students per admission Proposed date of initial admission of student to the program 	Report	<ul style="list-style-type: none"> Pg 1 Accelerated BSN Program BSN Pg 31 Nursing curriculum Requests a capacity limit of no less than ten (10) enrollments of students each quarter at each enrolling campus (Overland Park and Topeka) Rasmussen College enrolls students four (4) times per year, and proposes to enroll ten (10) students per campus per quarter, for a total of up to 80 A-BSN students per year Proposed date of initial enrollment on October 5, 2015 of students to the program <i>Update: Plan to is start courses in March 2017 pending approval to admit students from KSBN at December 2016 meeting</i>
60-2-104 (c) (1-4) (d) (1-4)	Develop a table and Identify the primary courses that will meet each category Instruction and clinical experience in - For RN program: <ul style="list-style-type: none"> Aspects of safe, effective 	Report	Table provided

	<p>care environment, including the management of care, safety, and infection control</p> <ul style="list-style-type: none"> • Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease • Psychosocial integrity, including coping, adaptation, and psychosocial adaptation and • Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential and physiological adaptation 		
Faculty 60-2-101 (b) (9)	Number, qualifications, and assignments of faculty members (include academic credentials, area of clinical expertise) (9)	Report (table)	Pg 17 faculty resources Table included that includes all this information
Clinical Resources 60-2-101 (b) (15-16)	<ul style="list-style-type: none"> • Name of each hospital and affiliating agency providing facilities for clinical experience must be licensed or approved by appropriate entities • signed contracts or letters from clinical facilities stating they will provide clinical experiences for students 	List in Report	Pg 37 and Exhibit I Exhibit I
Initial Survey - Application for Approval 60-2-101 (c) (1)	The nurse administrator shall make the following available to	Interviews	See interview list below

	<p>discuss the nursing education program:</p> <ul style="list-style-type: none"> • administrators, prospective faculty and students • clinical facility representatives, • support services personnel 		
	<p>The following shall be available:</p> <ul style="list-style-type: none"> • minutes of faculty meetings • admissions material • describe any admission testing • faculty and student handbooks • policies and procedures • curriculum materials • copy of the nursing education program's budget • affiliating agency contractual agreements 	<p>Exhibit</p>	<p>Reviewed the following documents on-site:</p> <ol style="list-style-type: none"> 1. Faculty meeting minutes 2. Admission packet for ADN program 3. Reviewed admission criteria for A BSN program 4. Reviewed faculty and student handbooks 5. Reviewed curriculum materials that included curriculum table, course syllabi, A-BSN Course update table A-BSN Program Course Sequence Table for both tracts of A-BSN program and both locations (Overland Park and Topeka), Baccalaureate Nursing Program Outcomes Crosswalk to the BSN Essential table and Affiliation Agency and Census tables for both Overland Park and Topeka campuses. 6. Nursing budget 7. Signed contractual agreements for the following clinical sites: Aldersgate Village, AMR, Ashton Court Care Center, Atchison Hospital, Blue Spring R-IV School District, Christ the King Early Education Center, Easter Kansas VA system, Della Lamb, Delmar Gardens, Delmar Gardens OP, Franklin County EMS, Franklin County Health Department, Golden Living Center – Edwardsville, Golden Living Center – Parkway, Grace Hospice, Grace of Leawood, KNI, Kinder Care, Lexington Park, Medicalodges of Jackson Co, Midland Care, Nottingham Health and Rehab, Pioneer Ridge Health Center, Presbyterian manors, Raymore School district, St. Francis Health Center, TDC Learning Center, Gables and Valeo Behavioral Health Center

60-2-101 (C)(2)	Inspect the following: <ul style="list-style-type: none"> • nursing education facilities including class rooms, laboratory, offices, student record storage • library facilities • satellite program facilities 	Tour	Toured the campus at both Overland Park and Topeka. Adequate number of classrooms. Both campuses have a skills learning lab and low to mid level simulation. The library resources are on-line for both campuses. There are a small number of nursing reference books located at each campus. Students have the option of purchasing either electronic or printed versions of their required textbooks.
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Interviews conducted on site:

Administration:

- Joan Rich, Vice President of Nursing
- Georgia Vest, Regional Dean of Nursing
- Dana Bush, Dean of Nursing – Overland Park/Topeka
- Ann Leja, VPAA, CAO

Campus Leadership:

- Heather Nickel, Dean of Academics
- Jay Buchholz, Director of Admissions
- Brandon Brillhart, Campus Director

Support Personnel:

- Abby Felich, Program Manager (Overland Park)
- Samantha Hayes, Advisor (Overland Park)
- Melissa Mikkelsen, Advisor (Topeka)
- Betsy Carlson, Student Records Specialist (Topeka)

General Education Faculty:

- Leffin lasley
- Debra Bohlman

Simulation:

- Bud Abbot, Laerdal Representative

7/09; rev. 3/11

Clinical Representatives – Overland Park:

- Kim Kluge – Kinder Care
- Debbie Bermudg – Kinder Care
- Val Ramons – Eastern KS VA System
- Tracy Graig – Eastern KS VA System
- Tasha McRoberts – Nottingham Health and Rehab
- Stephanie Wood – Kinder Care

Clinical Representatives – Topeka:

- Kerry Tummons – TDC Learning Center
- Eva Ebner – Medicalodges of Jackson County
- Dawn Brown – Christ the King Early Education Center
- Melanie Butler – McCrite Plaza
- Lori Fisher – Grace Hospice
- Val Island – Grace Hospice
- Veronica Smith – Grace Hospice
- Rita Tomasewski – St. Francis
- Lisa Alexander – St. Francis
- Beth Williams – St. Francis
- Tina Mummey – St. Francis
- Mary Gingrich – KNI

BSN On-line Faculty:

- Allyson Hopperstad
- Dianne Johnson
- Jenny Procknow
- Michelle McDon
- Julie Falulkner
- Teresa

Potential A-BSN Faculty:

- Martha Tucci
- Rebecca Hastings

Librarian:

- Ashley Guy, MLIS, Librarian for School of Nursing

Updated Interview List:**Administration:**

- Trena Boyum-Breen, EdD, President, Rasmussen College (via phone)
- Joan Rich, CNP, RN, PHN, FCN, Vice President – School of Nursing
- John Smith-Coppes, MBA, Vice President of Nursing Operations (via phone)
- Kelly McCullough, DNP, ARNP, Regional Dean of Nursing
- Georgia Vest, DNP, RN, Interim Dean of Nursing
- Tanner Funk, MSN, RN, Associate Dean of Nursing
- Jay Buchholz, MBA, Campus Director (Overland Park & Topeka)
- Heather Nickel, M.Ed, Academic Dean (Overland Park & Topeka)

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- Shellie Colby, MSN, RN, Adjunct Clinical Instructor
- Tami Rogers, PhD, MSN, CNE, CHSE, FT BSN Instructor (RN – BSN Program) (via phone)

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- Richard Freed, MSM, BSN, RN, CNOR, Nursing Educator, EKHCS
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- Elaina Ervin, Apartment Director McCrite Plaza

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- Ashley Guy, MLIS, Librarian, School of Nursing

- *Kristie Keuntjes, Learning Services Coordinator, School of Nursing*

Nursing Students:

- *2 Overland Park Campus Students*
- *6 Topeka Campus Students*

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- *Jay Konomos, BA, Director of Admissions*
- *Jason Allen, BA, Director of Admissions*
- *Abby Felich, BA, Senior Program Manager*
- *Jason Smith, MFA, Student Advisor*
- *Angela Hewitt, BA, Regional Manager of Student Finance*
- *Elizabeth Schor, BA, Career Services Advisor*

Opportunities for improvement:

1. Curriculum:

- No credit hours are listed on the course syllabi *9/23/16 Update: credit hours are listed on the course syllabi*
- No textbooks are listed on the course syllabi, *9/23/16 Update: textbooks are listed on the course syllabi*
- One template is utilized for all courses, but course specific information is not present, *9/23/16 Update: each course has a course syllabi with course specific information included*
- No number of written assignments *9/23/16 Update: each contain number of written assignments*
- A Sample Syllabus Template is included in the Faculty Manual that is to be followed for all the syllabi, however the syllabi reviewed did not follow this template *9/23/16 Update: All syllabi follow the syllabi template*
- Nothing about lab/clinical was mentioned in the syllabi for the Health Assessment Course, although there are 10 lab hours included in that course *9/23/16 Update: information about lab/clinical in included in the syllabi*
- Documents presented do not match (example: textbooks for courses) *9/23/16 Update: documents have consistency, however there remains some inconsistencies in course description in college catalog and BSN Curriculum Blueprint*
- Theory course has clinical objectives although there is not clinical or lab with the course *9/23/16 Update: theory courses have theory objectives only*
- There is no mention of clinical hours in the Pharmacology syllabi, although the course has a clinical component, *9/23/16 Update: clinical hours are now included on the Pharmacology syllabi*

- j. Evaluation of student performance is not embedded in the curriculum, *9/23/16 Update: student performance is included in the curriculum*
 - k. Clinical evaluation and grading is missing in the syllabi for the courses that have a clinical component, *9/23/16 Update: clinical evaluation and grading is included in the syllabi for the courses that have a clinical component.*
2. Student policies:
- a. English proficiency policy has one overall TOEFL score, *9/23/16 Update: the program has an English proficiency policy that utilizes TOEFL*
 - b. No mention of student role vs. employee role in the nursing student handbook, *9/23/16 Update: the program has information in the nursing student handbook that addresses the differences between the student role vs. employee role.*
 - c. No mention of student representation on faculty governance in nursing student handbook, *9/23/16 Update: the program addresses student representation on faculty governance in the nursing student handbook and there is evidence of student representation in the faculty meeting minutes.*
 - d. No information about absolute bar to licensure under KSA 65-1120 available for students before admission to the program, *9/23/16 Update: Information is available prior to admission for prospective students about absolute bar to licensure under KSA 65-1120.*
3. Clinical Resources:
- a. Clinical facilities that are adequate for number of students
 - i. Feedback from clinical representatives at both Overland Park and Topeka campuses did not match the information provided to the site visitors. The clinical representatives stated they would not be able to accommodate the number of students that were listed on the information provided to the site visitors, *9/23/16 Update: Clinical representatives from Topeka verbalized they are able to accommodate the number of A BSN students that would be in the program, if Rasmussen is flexible on hours for clinical*
 - b. Number of clinical affiliating agencies are adequate for meeting curriculum objectives or outcomes
 - i. No acute care pediatric clinical sites *9/23/16 Update: Program has a plan to utilize St. Francis Health Center for acute care pediatric clinical experiences for ADN and A BSN programs for both Overland Park and Topeka students. St. Francis reports an average daily census of 3 on Pediatric Unit.*
 - ii. Based on the decreased number of students the clinical sites can accommodate uncertain if there are adequate number of clinical sites for number of students *9/23/16 Update: BSN Curriculum Blueprint indicates adequate number of clinical slots for the number of students requested*
 - c. Sufficient number and variety of patients across all age groups to provide learning experiences to meet curriculum objectives/outcomes
 - i. Same concerns as listed in b above.

- ii. Rasmussen College is the only nursing program to utilize some of the clinical sites, however the acute care sites that were present at the meeting (St. Francis and Eastern KS VA System) have other nursing programs placing students there for clinical experiences *9/23/16 Update: Both of the two acute care clinical sites state Rasmussen is very flexible in scheduling clinical time*
 - d. There needs to be a better description of the clinical sites and opportunities offered there so it is easier to see if the clinical sites match the course objectives and outcomes *9/23/16 Update: The A BSN curriculum blueprint contains the course objectives, outcomes and the opportunities at the clinical sites*
4. Nursing Program Administrator's workload:
- a. The nursing program at both campuses does not have administrative assistance. There is a student worker at each campus that can assist with some of the administrative functions, however this is limited when there is sensitive information that must be handled. *9/23/16 Update: There continues to be no administrative assistant for the nursing program, however the program verbalizes they feel they have adequate support for student records, admissions and student advising.*
 - b. The program administrator for the present ADN program will also be the program administrator for the A-BSN program. Questionable whether she has the time to be the program administrator for both of the programs with the resources she currently has. There is no plan to get her administrative assistance until the student numbers increase, *9/23/16 Update: The Administration structure has changed since the last site visit. There is an Assistant Dean located at the Overland Park campus that assists with the administrative functions at the Overland Park campus. There is a Faculty Lead located at the Topeka campus to assist with the mentoring/support of faculty.*

Recommendations:

1. Concerns about the curriculum listed above be corrected before the admission of students to the A-BSN program
2. Deficiencies in the student policies be corrected before the admission of students to the A-BSN program
3. Nursing program administration submit documentation to KSBN that verifies there is adequate clinical facilities to address the concerns listed above before the admission of students to the A-BSN program
4. Rasmussen College be approved to admit no more than 10 students per quarter per campus to an A-BSN program with a site visit to occur at the time of the first graduation

9/23/16 Update:

1. Assure consistencies in course description and college catalog and BSN Curriculum Blueprint and course syllabi. Submit course description, college catalog, BSN Curriculum Blueprint and syllabi to KSBN Education Specialist before students are admitted to the program.

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2. *Assure there is the same course description and objectives for the three courses common for ADN and A BSN: Nutrition, Pharmacology and Health Assessment courses. Send updated course description and objectives for the three courses to KSNB Education Specialist before students are admitted to the program.*
3. *Have a FT Dean for the A BSN program and promote stability during period of leadership change. Notify KSNB Education Specialist when FT Dean of the A BSN program is hired.*
4. *Clear faculty ownership of the systematic evaluation plan*
5. *Differentiate between ADN & BSN for faculty. Submit new faculty table that lists A -BSN faculty before students are admitted to the program.*
6. *Recommend Rasmussen College be approved to admit no more than 10 students per quarter per campus to an A-BSN program with a site visit to occur at the time of the first graduation.*

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

Program: Hesston College BSN Program Date(s): September 28 & 29, 2016

Last KSBN Visit: 2/15/2014 Accrediting Agency & Date of Last Visit: Visit in conjunction with CCNE initial visit

Visitors: Mary Blubaugh, MSN, RN, KSBN Executive Administrator & Carol Moreland, MSN, RN, KSBN Education Specialist

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Notebook
	Names of primary administrative officials	Self-Study	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	KSBN Notebook
	Organizational chart for the institution	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	App G, pg 82
	Current contact information	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Notebook
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed
		Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit 1.1
	Copy of school's current catalog				
Description of nursing program	Organizational chart for nursing program	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	App G, pg 83
	Number of faculty	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 32, 8 FT + Program Director and 5 PT
	Number of non-teaching staff	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 22: One FT academic assistant
	Number of students admitted per year	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	56 students admitted once a year in the

					fall (combination of ADN & BSN programs)
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Bonnie Sowers, MS, RN
	Qualifications	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 29
	Responsibilities	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 29
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Nursing Faculty Handbook
	Faculty job description	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Nursing Faculty Handbook
	Faculty selection process	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Nursing Faculty Handbook
	Faculty orientation plan	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Nursing Faculty Handbook
	Faculty handbook	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit 1.8
	General faculty meeting minutes for last 3 years	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit 3.15, good template that includes thorough minutes of discussion that occurred along with follow-up items
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 84 - 88
	FTor PT(use FTE)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 84 - 88
	Academic Credentials	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 84 - 88
	Institution granting degree	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 84 - 88
	Area of clinical expertise	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 84 - 88
	Area(s) of assignment	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 84 - 88
	Licensure	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty file review
	Indicate degree plan and progress towards degree if applicable	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit 5.3 Two faculty members have MSN degree plans in place
	List all faculty hire exceptions including course hired to teach	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No Hire Exceptions
	Faculty file review	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	No preceptors utilized in program
	Preceptor job description	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	No Preceptors utilized in program
	Identified roles of preceptors, faculty, and students	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	No preceptors utilized in program
	Preceptor orientation materials	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	No preceptors utilized in program
	Preceptor signatures showing date orientation completed	Self-Study/On-site	<input type="checkbox"/>	<input type="checkbox"/>	No preceptors utilized in program
	Name of preceptor and course with Prefix & number (NURS 1011)	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	No preceptors utilized in program

	Preceptor State of license & License number	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	No preceptors utilized in program
	Methods of contact between faculty & preceptor	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	No preceptors utilized in program
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BSN Student Handbook, pgs 16 - 17 and KSBN Notebook
	Degree plan for each degree being granted	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Oral and written English proficiency	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BSN Student Handbook, pg 34
	Readmission	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BSN Student Handbook, pgs 53 - 54
	Progression	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BSN Student Handbook, pg 52
	Counseling & guidance	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BSN Student Handbook, pg 14
	Student role versus employee role	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BSN Student Handbook, pg 33
	Representation on faculty governance	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BSN Student Handbook, pg 57
	Graduation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BSN Student Handbook, pg 52
	Refund policies governing all fees and tuition paid by students	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	College Catalog, pg 26
	Ethical practices including recruitment, admission, and advertising	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Notebook
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BSN Student Handbook, pgs 39 - 40 and website for prospective students to review before admission to the program
Student Handbook	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed	
Student support services	Description of student safety measures	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	College Student Handbook, pgs 19 - 20
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BSN Student Handbook, pg 38
Student records	Review student files	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed random samples of junior, senior and LPN to BSN student files - complete information
Student documentation	Samples of completed student work for	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit 3.10 & 3.11

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submitted to meet course objectives	both theory and clinical courses (include observational and preceptor experiences)				
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 111
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit 3.1, Course syllabi
	Credit hours for each non-nursing course	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 111
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 111, course syllabi and BSN Student Handbook
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Course syllabi and BSN Student Handbook
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 94: NURS 402 - Acute Care Nursing II has 20 observation hours (180 total clinical hours/course) 11%
	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	<input type="checkbox"/>	<input type="checkbox"/>	No precepted hours in program
	Testing process with test analysis and the written test procedure	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BSN Student Handbook, pgs 24 - 25
	Number of students per class	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Notebook
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Art and science of nursing	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 94
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 94
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 94
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 94
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable - BSN program
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 19
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 19, not all faculty offices are located in the Nursing building because of space restrictions
	Secure space for student records	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Satellite program facilities		<input type="checkbox"/>	<input type="checkbox"/>	None
	Other points of interest		<input type="checkbox"/>	<input type="checkbox"/>	None
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 22

	needs				
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Clinical Resources 60-2-105					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit 3.5
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Terminology included in contracts
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Newton Medical Center and Prairie View Mental Health Center
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	<input type="checkbox"/>	<input type="checkbox"/>	First graduating class will be in May 2017
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Exhibit 2.1
	Budget procedures		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 17 - 19
Advisory Committee	Review Advisory Committee minutes	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
	General education and required support course faculty	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
				<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Support services	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
	Students	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
	Staff RN's	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
	Preceptors	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
	Individuals conducting observational experiences	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	App P, pg 116
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	App P, pg 116

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1 Interviews conducted during site visit:

Administration:

Dr. Ben Sprunger, Interim President
 Dr. Brent Yoder, Vice President of Academics
 Bonnie Sowers, MS, RN, Nursing Education Director

Administrative Council:

Dr. Brent Yoder, VP of Academics
 Mark Landes, VP of Finance & Auxiliary Services and Interim VP of Advancement
 Dr. Rachel Swartzendruber Miller, VP of Admissions
 Rob Ramseyer, VP of Student Development

Student Support Staff:

Charles Hostetler, Associate Director of Admissions
 Julie Lehman, Counselor
 Marcia Mendez, Financial Aid Director
 Juli Winter, Director of Campus Life

Nursing Faculty:

Becky Bartell, MSN, RN, Full-time
 Staci Ford, MSN, RN, Full-time
 Heather Hosford, MSN, RN, Part-time
 Duane Miller, MN, RN, Full-time

Rita Peters, MSN, RN, Part-time
Jean Rodgers, MN, RN, Full-time
Gregg Schroeder, MSN, APRN, Full-time
Karla Stauffer, MSN, RN Full-time
Lyndel Walker, MSN, RN, Full-time
Sharon Woodward, BSN, RN, Full-time (MSN in progress)
Joy Yoder, BSN, RN, Part-time (MSN in progress)

Academic Success and Student Support:

Heidi Hochstetler, ACCESS Lab Director
Deb Roth, Dean of Student Success
David LeVan, Dean of Assessment

Classroom Observation

NURS 300 - Nursing Foundations I with 52 students
Staci Ford, Instructor

Mary Miller Library & Media/Instructional Technology

Margaret Wiebe, Library Director
Gary Oyer, Media/Instructional Technical Support

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Nursing Advisory Council & Clinical Agency Representatives:

Sondra Leatherman, Clinic Director, Newton Medical Center
Kristi Jackson, Associate Chief Nursing Officer, Newton Medical Center
Beth Worden, Chief Nursing Officer, McPherson Hospital
Laurie Regehr, Nurse Educator/Consultant, Wesley Medical Center
Kim Frangenberg, Coordinator, Student Education, Via Christi Hospitals
Gina Delamaide, Nurse Manager, Staff Development, Wesley Medical Center
James Krehbiel, CEO, Bluestem Communities

Newton Medical Center:

Vallerie Gleason, CEO and Cindy Knoeppel, Chief Nursing Officer
Observe and meet with 3rd semester clinical students/faculty

Prairie View Mental Health Center

Mona Clark, Director of Nursing and Jean Rodgers, Clinical Faculty
Observe and meet with 3rd semester clinical students/faculty

General Faculty:

Kendra Burkey, Interpersonal Communication, Speech
Myron Diener, Statistics, College Algebra
Michele Hershberger, Biblical Literature
Ken Rodgers, Humanities
Rachel Jantzi, Speech, Theatre
Peter Lehman, Writing
Kyle Miller Hesed, A & P, Pathophysiology
Marely Mosquera, Chemistry, Microbiology, and Faculty Chair

John Snarp, History
Clay Stauffer, Fitness and Wellness, Nutrition
Donovan Tann, Writing, Literature
Kevin Wilder, Psychology, Biblical Literature

BSN Students:

7 Juniors
18 Seniors

Strengths Identified:

1. Program leadership of Bonnie Sowers, MSN, RN, Department of Nursing Director and Marilyn Unruh Flaming, Academic Assistant, Department of Nursing
2. Strong administration support for the nursing program
3. Faculty meeting minutes:
 - a. Template includes areas for student representation to be documented, agenda items, discussion summary and actions taken
 - b. Minutes are detailed, have good documentation of discussion and follow-up items
4. Course syllabi are very detailed and includes a study guide and credit hour calculations for each course
5. Detailed minutes and good program updates given to Advisory Committee and the nursing program seeks input from the Advisory Committee
6. Nursing Portfolios contain student work along with the expectations for the course. Nursing portfolios are easy to see the progression of the student's knowledge base
7. Classroom observation: activities were tied back to the learning outcomes and demonstrate faculty member is open to student feedback
8. Clinical sites are complimentary of the nursing program
9. Newton Medical Center has given the nursing program their own classroom at the clinical sites
10. Faculty are encouraged to attend workshops and information about available workshops is covered at faculty meetings and reflected in the minutes
11. Faculty set goals for the year and the completion of these goals is documented in the performance evaluation. All ELAs were met.
12. Faculty meeting minutes reflect discussion of the faculty's involvement with the Master Evaluation Plan (MEP)

Opportunities for Improvement:

1. Space restrictions in the nursing building - starting a campaign to raise three million dollars to expand and renovate the Lemons Center

Recommendations:

1. Conduct a site visit following first BSN graduation

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

Program: Emporia State University BSN Program Date(s): October 4 & 5, 2016 in conjunction with ACEN site visit

Last KSBN Visit: October 2008 Accrediting Agency & Date of Last Visit: ACEN, October 2008

Visitors: Miriah Kidwell, MBA, BSN, RN, KSBN Education Specialist & Carol Moreland, MSN, RN, KSBN Education Specialist

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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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, Pg 8
	Names of primary administrative officials	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, Pg 8
	Organizational chart for the institution	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	App A, pg 184
	Current contact information	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, Pg 8
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	App. A, pgs 189 - 191
		Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Flash Drive
	Copy of school's current catalog				
Description of nursing program	Organizational chart for nursing program	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	App A, pgs 192 - 196
	Number of faculty	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	8 FT, 4 PT and 1 FT Nurse Administrator
	Number of non-teaching staff	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, Pg 14, No non-teaching staff

	Number of students admitted per year	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50 generic students, 137 FT students presently
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pg 8 Linda Adams-Wendling, PhD, RN
	Qualifications	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pg 12
	Responsibilities	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pg 12
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	App A, pgs 192 - 196
	Faculty job description	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report, pg 11
	Faculty selection process	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report, pg 12
	Faculty orientation plan	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report
	Faculty handbook	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed
	General faculty meeting minutes for last 3 years	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pgs 42 - 45
	FTor PT(use FTE)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pgs 42 - 45
	Academic Credentials	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, Pgs 42 - 45
	Institution granting degree	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, Pgs 42 - 45
	Area of clinical expertise	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, Pgs 42 - 45
	Area(s) of assignment	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, Pgs 42 - 45
	Licensure	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report pg 14
	Indicate degree plan and progress towards degree if applicable	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	No Degree Plans
	List all faculty hire exceptions including course hired to teach	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	No Hire Exceptions
	Faculty file review	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All KSBN required information is present
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pg 51
	Preceptor job description	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report, pg 16
	Identified roles of preceptors, faculty, and students	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report
	Preceptor orientation materials	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR pg 51 and KSBN Self eval report
	Preceptor signatures showing date orientation completed	Self-Study/On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	On-site 2015 - 2016 Preceptor

	Name of preceptor and course with Prefix & number (NURS 1011)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Preceptor notebook
	Preceptor State of license & License number	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Preceptor notebook
	Methods of contact between faculty & preceptor	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Preceptor notebook
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pg 94 and KSBN Self eval report, pg 17
	Degree plan for each degree being granted	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pg 94
	Oral and written English proficiency	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pg 94
	Readmission	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pg 94
	Progression	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pg 94
	Counseling & guidance	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pg 94
	Student role versus employee role	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report
	Representation on faculty governance	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Evidenced in faculty meeting minutes and verbalized by students
	Graduation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pg 94
	Refund policies governing all fees and tuition paid by students	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pg 94
	Ethical practices including recruitment, admission, and advertising	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pg 94
	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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ACEN SSR, pg 94 school catalog and website, needs to be expanded to include information about absolute bars to licensure
Student Handbook	On-site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Includes a statement that KSBN has a requirement for licensure the applicant must have graduated from an accredited high school or have obtained the equivalent of HS education. KSBN no longer requires this	
Student support services	Description of student safety measures	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Nursing Student Handbook
	Description of student health	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Handbook

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	services (available on-site or students have knowledge of available health services)				
Student records	Review student files	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Random selection of student files reviewed from all three levels
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed student samples from both theory and clinical courses

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Course syllabi
	Credit hours for each non-nursing course	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	Curriculum does not have combined theory and clinical courses
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report, pg 19: NU 385A has 14 observation hours out of a total of 150 clinical hours for the course (9.3%)
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report: NU 375A has 8.5 hrs, NU 385A has 13 hrs and NU 429A has 8 hours for a total of 29.5 precepted hours (excluding capstone) out of a total of 1159 total hours (2.5%)
	Testing process with test analysis and the written test procedure	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report, pg 20
	Number of students per class	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pg 53, Course syllabi

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Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report, pg 8
	Art and science of nursing	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report, pg 8
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report, pg 8

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	Not applicable
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report, pg 7

Educational Facilities 60-2-106

Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report, pg 8
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report, pg 8
	Secure space for student records	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report, pg 8
	Technological resources are of sufficient quality and quantity to meet student	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Utilizes iPads to videotape simulations and then post on Canvas (learning

	learning needs and there is support available to student when accessing		<input type="checkbox"/>	<input type="checkbox"/>	management system) for students and faculty to review
	Satellite program facilities		<input type="checkbox"/>	<input type="checkbox"/>	NA
	Other points of interest		<input type="checkbox"/>	<input type="checkbox"/>	NA
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Self eval report, pg 8
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Clinical Resources 60-2-105					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All complete
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Report, pg 8
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Report, pgs 8 & 9
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	KSBN Report, pg 9
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Newman Regional Hospital and Simulation Hospital
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2010: 93.9, 2011: 85.71, 2012: 100, 2013: 81.58, 2014: 87.88 and 2015: 91.89%
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ACEN SSR, pgs 189 - 191
	Budget procedures		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Interviews

Advisory Committee	Review Advisory Committee minutes	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
	General education and required support course faculty	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
	Support services	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
	Students	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
	Staff RN's	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
	Preceptors	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
	Individuals conducting observational experiences	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Report reviewed ACEN SSR, pgs 164 - 178
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Many examples included of program improvements made due to data collected, aggregated, trended and analyzed

Interviews conducted during site visit:

Administration:

President Allison Garrett, JD, President and Chief Executive Officer
Linda Adams-Wendling, PhD, MSN, MBA, APRN, GNP-BC, CNE, NEA-BC, Chair and Professor, Nursing Program Director

Administrative personnel:

David Cordle, PhD., VP Academic Affairs/Provost
Brent Thomas, PhD., Dean Liberal Arts and Sciences
Diana Kuhlman, BSN, Associate VP Finance and Budget Director
Jim Williams, PhD, VP Student Affairs/Student Support Services

Support Personnel:

Dr. Shelly Gehrke, PhD., Associate Provost/SAC/Admissions
Elaine Henry, BSB, Financial Aid/Registrar/Veterans Services
Laura Hobson, PhD. Dean of Students
Corey Fallaine, MBA, Associate Vice President for Information Technology and Chief Information Officer

Nursing Students:

10 sophomores
5 juniors
27 seniors

Nursing Faculty:

Sarah Tidwell, MS, RN, Assistant Professor
Lynnette Schreiner, MSN, RN, Associate Professor
Mary Mitsui, PhD, APRN, Assistant Professor
Kari Hess, MS, RN, CNS, Associate Professor
Keri Jarvis, MS, APRN, Assistant Professor
Gina Peek, MSN, APRN, AGNP-BC, Assistant Professor
Amy Douglass, MSN, RN, Assistant Professor

Staff:

Kenna Havens, BSA, Administrative Specialist
Michelle Brown, GAA, Librarian

Clinical Agencies:

Newman Regional Hospital
Simulation & Simulation Hospital

Nursing Service Representatives:

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Julia Pyle, Chief Operating Officer and Chief Nursing Officer
Gay Galleger, OR Director
Lisa Bullock, Inpatient Director ICU
Calvin Murphy, Lab Director
Vicki Bartel, Rehab Director
Dave Brown, Cardiopulmonary Director
Cathy Pimple, Quality Improvement Director
Robert Wright, Chief Executive Officer, Newman Regional Health

General Education Faculty:

Richard Sleezer, PhD, Associate Dean Liberal Arts and Sciences
Steve Catt, Ph.D., Chair, Communications and Theater
Ellen Hansen, Ph.D., Chair Interdisciplinary Studies
Brent Thomas, PhD, Dean Liberal Arts and Sciences and former Chair Biological Sciences

Librarian:

Art Gutierrez, PhD., William Allen White Librarian
Michelle Hammond, Dean of library Services

Classroom observation:

NU 428: Pediatric and Family Nursing
Lynnette Schreiner, MSN, RN, Associate Professor
28 students

NU 222: Nursing Fundamentals

Keri Jarvis, MSN, APRN, Assistant Professor
47 students

Strengths Identified:

1. Faculty:
 - Committed to student success
 - Committed to program
 - Teaching strategies are creative
 - Ability to get grants to help fund needs within the program
 - Actively involved at the University level and interacts with other faculty
2. Nursing program faculty are accommodating with commitments of student athletes in the nursing program
3. Nursing program leadership, Dr. Adams-Wendling:
 - Faculty verbalize she has initiated positive changes
 - University administration verbalized she made the transition from Newman Regional Health to the University "seamless"
 - Supportive of faculty professional development
 - Involved in state professional organizations
 - Involved in the community and viewed as a positive role leader for the nursing program
 - Students speak highly of her leadership skills
 - Organization of the site visit documents
 - Viewed by non-nursing faculty as being the "rock" of the nursing program
4. Biofeedback being utilized with students to decrease test anxiety
5. Newman Regional Health is very complimentary of the nursing faculty, their communication skills and supervision of their students
6. Systematic Evaluation Plan and Report are very detailed and contain evidence of data collected, aggregated, trended and analyzed, actions taken and use of data for ongoing program improvement
7. Nursing Program facility is a strength
8. Collaboration with Newman Regional Health and Flint Hills Technical College with the Simulation Hospital

Opportunities for improvement:

1. Student Handbook states KSBN has a licensure requirement the student must have graduated from an accredited high school or have obtained the equivalent of HS education
2. Information provided to students and prospective students about possible licensure denials states "Possible grounds for discipline or refusal of licensure may include arrests or being guilty of felony/misdemeanor". Does not state felony conviction of a crime against a person is an absolute bar to licensure.

Recommendations:

1. Delete KSBN requirement for high school graduation terminology from student handbook. Submit revision of this information to KSBN Education Specialist by 6/30/17.
2. Expand on information about possible licensure denial to include information about absolute bar to licensure if convicted of a crime against person (KSA 65-1120). Submit revision of this information to KSBN Education Specialist by 6/30/17.
3. Reapprove the program for a time period consistent with national accreditation.



Department of Nursing

www.emporia.edu/nursing

Bachelor of Science in Nursing (BSN)

ADMISSION POLICIES

2016

The Emporia State University Department of Nursing (EDN) is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326. Phone: (404) 975-5000

and

Approved by the Kansas State Board of Nursing (KSBN), Landon State Office Building, 900 SW Jackson Street, Topeka, Kansas 66612. Phone: (785) 269-4929

Students seeking the Bachelor of Science in nursing degree usually enter the nursing major at the sophomore level and progress through the nursing curriculum over a period of 3 years. The Department of Nursing at Emporia State University (ESU) may admit up to fifty students annually for the sophomore nursing class seeking the BSN.

Admission Requirements

1. Admission to Emporia State University

2. Completion of Department of Application Procedure

Applications for admission to the nursing major are due MAY 1 for August entry. Refer to the Application Procedure section of this document for details.

3. Completion of Admission Prerequisite Courses

Applicants should have completed the following 30 credit hours by the end of the spring semester of the application year. Applicants who need to complete no more than 6 nursing prerequisite hours in summer school should submit with the application a written request for special consideration. The 30 credit hours must be completed by the end of the summer semester of the application year.

English I (EG101)

English II (EG102)

Math (MA110*)

Biology (GB140*)

Biology Lab (GB141*)

Chemistry (CH120*)

Chemistry Lab (CH121*)

Introductory Psychology (PY100)

Developmental Psychology (PY211)

Public Speaking (SP101)

Introduction to Sociology (SO101*)

**May choose any course that meets general education requirements*

4. Achievement of at least the Minimum Admission Grade Point Average (GPA)

Grades earned in the admission prerequisite courses will be used to calculate the Department of admission GPA. A minimum Department of Nursing admission GPA of 2.5 with at least a C in the admission prerequisite courses is required.

5. Achievement of at least the Proficient Level on the Test of Essential Academic Skills (TEAS), Version V

This required standardized pre-admission test must be completed as part of the application process and applicants must achieve at least the proficient level. Test information, including testing dates, is available from the Department of Nursing office and web site. Students are responsible for reserving a test date and time and for paying the costs associated with the pre-admission test before May 1.

6. Non-native English Speaking Students

In addition to the above admission requirements, Non-native English Speaking Students are required to submit proof that he or she has successfully completed the TOEFL iBT (Test of English as a Foreign Language-Internet Based Test).

Successful completion of the TOEFL iBT requires minimum scores of:

Writing	20
Speaking	20
Reading	19
Listening	20

Each area must meet the minimum requirement. Students scoring below the minimum requirement in any area are not eligible for admission to the nursing program. For information and application for TOEFL, please contact:

TOEFL Educational Testing Service
P.O. Box 6151
Princeton, New Jersey 08541-6151
Telephone: 609-771-7100
Web: <http://www.toefl.org> or <http://www.ets.org/toefl>
Email: toefl@ets.org

Transfer Nursing Course Credit

A student who has attended but not completed another registered nursing program and desires to transfer nursing course credit to ESU Department of Nursing will be considered for admission on an individual basis. Please contact the ESU Department of Nursing directly for additional requirements pertaining to transfer of nursing course credit.

Licensed Practical Nurse (LPN)

An individual who is currently licensed as a LPN in Kansas without restrictions and has completed an Associate's degree, if admitted to the Department of Nursing, may be granted up to (11) nursing credit hours for the following courses: NU 206-Introduction to Professional Nursing, NU 222-Nursing Fundamentals, NU 223-Nursing Fundamentals Practicum, NU 306-Health Assessment, and NU 307-Health Assessment Lab. The credits granted will be posted to the student's transcript after successful completion of the NU 210-Transition to Professional RN Role in the Department of Nursing program. The student must submit proof of current Kansas licensure without restrictions.

Curriculum

The Bachelor of Science in Nursing (BSN) degree requires a total of 128 credit hours (60 nursing credits and 68 non-nursing credits).

NON-NURSING COURSES - 68 Credit Hours

+ EG 101	Composition I	3 hrs.
+ EG 102	Composition II	3 hrs.
+ MA 110	College Algebra*	3 hrs.
+ GB 140	Principles of Biology*	3 hrs.
+ GB 141	Principles of Biology Lab*	1 hr.
+ PY 100	Introductory Psychology	3 hrs.
+ PY 211	Developmental Psychology	3 hrs.
+ SP 101	Public Speaking	3 hrs.
+ PE 100	Active Living*	1 hr.
+ CH 120	General Chemistry*	3 hrs.
+ CH 121	General Chemistry Lab*	2 hrs.
+ SO 101	Introduction to Sociology*	3 hrs.
+ HL 150	Critical Issues and Decisions in Health*	3 hrs.
+ ZO 362	Anatomy and Physiology	3 hrs.
+ ZO 363	Anatomy and Physiology Lab	2 hrs.
+ GB 385	Nutrition	3 hrs.
+ ZO 364	Human Pathophysiology	3 hrs.
+ MC 316	Microbiology	3 hrs.
+ MC 317	Microbiology Lab	1 hr.
AN 210	Understanding Contemporary Cultures*	3 hrs.
HI 112	U.S. History since 1877*	3 hrs.
+ PI 225	Introduction to Philosophy (or PI 301 Ethics)	3 hrs.
TH 105	Theatre Appreciation*	2 hrs.
+ PY 520	Statistics I (or MA 341, BU 255) **	3 hrs.
UL 100	Information Literacy and Technology*	2 hrs.
ID 301	Ethnic and Gender Studies*	3 hrs.

Legend:

* *May choose any course that meets general education requirements*

+ *A grade of C or better is required in this non-nursing course*

** *or a course acceptable to the Department of Nursing*

NURSING COURSES -- 60 credit hours

NOTE: A grade of C or better must be achieved in each required nursing theory/laboratory course.

NU 206* Introduction to Professional Nursing	3 hrs.
NU 210* Transition to Professional RN Role (LPNs only)	2 hrs.
NU 208* Essentials for Professional Nursing	2 hrs.
NU 222* Nursing Fundamentals	3 hrs.
NU 223* Nursing Fundamentals Practicum	2 hrs.
NU 306* Health Assessment	2 hrs.
NU 307* Health Assessment Lab	1 hr.
NU 340 Pharmacology	3 hrs.
NU 374 Adult Health Nursing I	3 hrs.
NU 375 Adult Health Nursing I Practicum	3 hrs.
NU 376 Mental Health Nursing	3 hrs.
NU 377 Mental Health Nursing Practicum	1 hr.
NU 379 Decision Making in Nursing I	1 hr.
NU 382 Geriatric Nursing	2 hrs.
NU 384 Adult Health Nursing II	3 hrs.
NU 385 Adult Health Nursing II Practicum	3 hrs.
NU 426 Maternal/Newborn Nursing	3 hrs.
NU 428 Pediatric and Family Nursing	3 hrs.
NU 429 Maternal/Newborn and Pediatric Nursing Practicum	3 hrs.
NU 430 Nursing Research	3 hrs.
NU 431 Decision Making in Nursing II	1 hr.
NU 454 Facing the Challenge of NCLEX-RN	1 hr.
NU 486 Public Health Nursing	3 hrs.
NU 489 Public Health Nursing Practicum	2 hrs.
NU 492 Nursing Leadership	3 hrs.
NU 493 Transition to Professional Nursing Practicum	3 hrs.

* An individual who is currently licensed as a LPN in Kansas without restrictions and has completed an Associate's degree, if admitted to the Department of Nursing, may be granted up to (11) nursing credit hours for the following courses: NU 206-Introduction to Professional Nursing, NU 222-Nursing Fundamentals, NU 223-Nursing Fundamentals Practicum, NU 306-Health Assessment, and NU 307-Health Assessment Lab. The credits granted will be posted to the student's transcript after successful completion of the NU 210-Transition to Professional RN Role in the Department of Nursing program. The student must submit proof of current Kansas licensure without restrictions.

Application Procedure

Application materials are located on the nursing webpage or may be requested by contacting:

*Department of Nursing
1127 Chestnut
Emporia, Kansas 66801
(620) 341-4440
or
www.emporia.edu/nursing*

The Department of Nursing application materials are available after **January 1** of the admission year. If the applicant has not previously attended ESU, an application form for admission to ESU will be provided upon request. For questions related to special needs or accommodations, please contact directly the Emporia State University Director of Disability Services.

The following steps are required to complete the ESU Department of Nursing application procedure:

1. Application to ESU
Students should apply for admission and be admitted to Emporia State University before applying to the Department of Nursing. The ESU application, including an application fee payable to the University, must be submitted to the ESU Admissions Office. These fees are non-refundable.
2. Application to Department of Nursing (submitted to the Department office)
MAY 1st is the deadline for submitting the ESU Department of Nursing application form and application fee for August entry. Contact the Department of Nursing Office to request an application packet. Applicants should contact the Department office to verify that the application form and application fee have been received. An application fee of \$25.00 must accompany the completed Department of Nursing application form. Checks should be made payable to the Department of Nursing. These fees are non-refundable.
3. Complete the Test of Essential Academic Skills (TEAS), Version V
This required standardized pre-admission test must be completed as part of the application process. Test information, including testing dates, is available from the Department of Nursing office and web site. Students are responsible for reserving a test date and time and for paying the costs associated with the pre-admission test before May 1.
4. Official Transcripts (other than ESU transcripts)
Official transcripts from all colleges and universities previously attended (**other than ESU**) must be received by the ESU Registrar's office **prior to June 1. It is the responsibility of the student to ensure that all transcripts have been received by the ESU Registrar's office prior to June 1.**
5. Non-native English Speaking Students
Successful completion of the TOEFL iBT meeting the minimum score requirements for each section (see Admission Requirements, pages 1-2). Scores must be provided to the Department of Nursing office by May 1.
6. Personal Interview
A personal interview may be requested by the ESU Department of Nursing admission committee.
7. Certified Nurse Assistant (CNA)
CNA certification or equivalent is not required for admission to the nursing program however, will be required prior to the first day of classes. LPN applicants meet this requirement.
8. Submit all Department of Nursing application materials to:
ESU Department of Nursing
1127 Chestnut Street
Emporia, KS 66801

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9. All application materials (application form, application fee, and transcripts) become the property of Emporia State University and cannot be returned.
10. Licensed Practical Nurses only
LPNs seeking course credits based on licensure must submit proof of current Kansas licensure without restrictions.
11. Nursing Transfer students only
Contact the Department of Nursing Office for a list of additional requirements for students seeking to transfer nursing course credit from another institution.

Evaluation

Admission to the nursing program is of a competitive nature based on the applicant pool. Fulfillment of the minimum Department of Nursing admission criteria **does not** guarantee admission. Factors given consideration during candidate selection include admission GPA, performance on the TEAS, written interview responses, and potential to complete the program. Final applicants accepted to the program will include the most qualified based on the overall applicant pool. All applicants will receive a notification letter by **July 1**.

Each applicant is considered individually without regard to age, race, color, national origin, ethnicity, religion, gender, sex gender identity, gender expression, marital status, parental status, sexual orientation, genetic information, status as an individual with a disability, status as a protected veteran, or any other factors which cannot lawfully be considered, to the extent specified by applicable laws..

The Department of Nursing reserves the right to refuse admission or progression to an applicant or student who cannot meet, with reasonable accommodations, the functional abilities to practice safely and effectively as defined by the National Council of State Boards of Nursing, Inc. (1996).

Be advised that by current Kansas law, the Kansas State Board of Nursing may discipline or refuse licensure to applicants with certain arrests, misdemeanors, and felonies. For more information, contact the state board of nursing in the state where you intend to practice. The Department of Nursing reserves the right to refuse admission or progression to an applicant or student who has been convicted as a felon or has otherwise committed offenses inappropriate for a nurse.

NCLEX-RN and Licensure

Be advised that to practice professional nursing, a graduate of the nursing program must apply to take a national licensure examination for registered nurses (NCLEX-RN) and apply for licensure in the state where the graduate wants to work as a professional registered nurse. A graduate is required to pass the NCLEX-RN before state licensure can be granted. As outlined in the Kansas State Board of Nursing Nurse Practice Act (<http://www.ksbn.org/npa/npa.pdf>):

The practice of nursing is subject to state-specific licensure requirements. For state-specific licensure requirement information, contact the state board of nursing in the state where you intend to practice. By current Kansas law, the Kansas State Board of Nursing (KSBN) has requirements that include, but are not limited to the following: **65-1115. Licensure of professional nurses; qualifications of applicants; examination; refresher course; renewal license; title and abbreviation; temporary permit; exempt license.** (a) Qualifications of applicants. An applicant for a license to practice as a registered professional nurse shall: (1) have graduated from an approved school of professional nursing in the United States or its territories or from a school of professional nursing in a foreign country which is approved by the board as defined in rules and regulations; (2) have obtained other qualifications not in conflict with this act as the board may prescribe by rule and regulation; and (3) file with the board written application for a license.

In addition, according to the Kansas State Board of Nursing (KSBN), all criminal history must be revealed to and will be evaluated by the KSBN before licensure is granted or denied. Please be advised that by current Kansas law, the KSBN may discipline or refuse licensure to applicants with certain arrests, misdemeanors, and felonies. Possible

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grounds for such consideration or action may include arrests or being guilty of any felony or being guilty of a misdemeanor that involves an illegal drug offense if the KSBN determines that such a person has not been sufficiently rehabilitated to warrant the public trust. Also considered by KSBN are patterns of practice and other behaviors exhibiting an apparent incapacity to practice nursing. Individuals convicted of a felony crime against person WILL NOT be licensed in Kansas. (Please refer to the current Kansas Nurse Practice Act. <http://www.ksbn.org/npa/npa.pdf>)

65-1120. Grounds for disciplinary actions; proceedings; witnesses; costs; professional incompetency defined; criminal justice record information.

(a) Grounds for disciplinary actions. The board may deny, revoke, limit or suspend any license or authorization to practice nursing as a registered professional nurse, as a licensed practical nurse, as an advanced practice registered nurse or as a registered nurse anesthetist that is issued by the board or applied for under this act or may publicly or privately censure a licensee or holder of a temporary permit or authorization, if the applicant, licensee or holder of a temporary permit or authorization is found after hearing: (1) To be guilty of fraud or deceit in practicing nursing or in procuring or attempting to procure a license to practice nursing; (2) to have been guilty of a felony or to have been guilty of a misdemeanor involving an illegal drug offense unless the applicant or licensee establishes sufficient rehabilitation to warrant the public trust, except that notwithstanding K.S.A. 74-120, and amendments thereto, no license or authorization to practice nursing as a licensed professional nurse, as a licensed practical nurse, as an advanced practice registered nurse or registered nurse anesthetist shall be granted to a person with a felony conviction for a crime against persons as specified in article 34 of chapter 21 of the Kansas Statutes Annotated, prior to their repeal, or article 54 of chapter 21 of the Kansas Statutes annotated, or K.S.A. 2012 Supp. 21-6104, 21-6325, 21-6326 or 21-6418, and amendments thereto; (3) to have committed an act of professional incompetency as defined in subsection (e); (4) to be unable to practice with skill and safety due to current abuse of drugs or alcohol; (5) to be a person who has been adjudged in need of a guardian or conservator, or both, under the act for obtaining a guardian or conservator, or both, and who has not been restored to capacity under that act; (6) to be guilty of unprofessional conduct as defined by rules and regulations of the board; (7) to have willfully or repeatedly violated the provisions of the Kansas nurse practice act or any rules and regulations adopted pursuant to that act, including K.S.A. 65-1114 and 65-1122 and amendments thereto; (8) to have a license to practice nursing as a registered nurse or as a practical nurse denied, revoked, limited or suspended, or to be publicly or privately censured, by a licensing authority of another state, agency of the United States government, territory of the United States or country or to have other disciplinary action taken against the applicant or licensee by a licensing authority of another state, agency of the United States government, territory of the United States or country. A certified copy of the record or order of public or private censure, denial, suspension, limitation, revocation or other disciplinary action of the licensing authority of another state, agency of the United States government, territory of the United States or country shall constitute prima facie evidence of such a fact for purposes of this paragraph (8); or (9) to have assisted suicide in violation of K.S.A. 21-3406, prior to its repeal, or K.S.A. 2012 Supp. 21-5407, and amendments thereto, as established by any of the following: (A) A copy of the record of criminal conviction or plea of guilty for a felony in violation of K.S.A. 21-3406, prior to its repeal or K.S.A. 2012 Supp. 21-5407, and amendments thereto. (B) A copy of the record of a judgment of contempt of court for violating an injunction issued under K.S.A. 2012 Supp. 60-4404, and amendments thereto. (C) A copy of the record of a judgment assessing damages under K.S.A. 2012 Supp. 60-4405, and amendments thereto. For further information refer to: <http://www.ksbn.org/npa/npa.pdf>

Acceptance

Applicants selected for admission must return the Verification for Admission form to the Department of Nursing office by the specified date. The acceptance packet will include additional information concerning requirements described in this section.

Health Insurance

Each nursing student is required to have accident and health insurance in effect at all times that the student is participating in ESU Department of Nursing activities. Emporia State University and the Department of Nursing do not assume responsibility for any premium, co-payment, or any other costs associated with the insurance coverage. Each student must notify the Department if, for any reason, a lapse in coverage has occurred. Each student will complete a notarized Student Verification of Health Insurance Coverage form and submit it to the Department of Nursing office during the first week of classes.

Professional Liability Insurance

Each nursing student is required to have professional liability insurance. Annual coverage must be for \$1,000,000 per incident/\$3,000,000 aggregate. Each student will submit to the Department of Nursing Office on or before the first day of classes proof of insurance in the form of a certificate or memorandum of insurance. Emporia State University and Department of Nursing do not assume responsibility for any costs associated with the insurance coverage. Each student must notify the Department if, for any reason, a lapse in coverage has occurred.

Health Requirements

Health requirements include a physical examination and immunization reports. These health requirements should be completed after July 1 of the admission year. Instructions will be provided with an acceptance letter.

CPR Certification Requirement

CPR certification is required prior to any practicum experience and must remain current during the entire practicum.

Certified Nurse Assistant (CNA)

CNA certification or equivalent is not required for admission to the nursing program however, will be required prior to the first day of classes. LPN applicants meet this requirement.

Background Check

Learning in clinical settings is an important aspect of the nursing program at Emporia State University. Many health care facilities require information about students engaged in clinical learning opportunities, including, but not limited to: verification of name; address and social security number; personal health information; drug and alcohol testing; criminal background checks; verification of education; listing on any registered sex offender lists; listing on the U.S. Office of Inspector General's Excluded Individual's list; and listing on the U.S. General Services Administration's Excluded Parties List.

While ESU Department of Nursing may assist students in obtaining and gathering information required by a health care facility, the student is responsible for the cost of obtaining such information. The information required to permit a student to participate in a clinical setting is determined by the respective health care facility.

Students with a criminal history and/or arrests for which action is still pending will be evaluated on an individual basis, with no guarantee of admission to the program or a clinical site. Any student who does not consent to required disclosure or background checks, or does not meet the clinical settings' eligibility requirements, may not be allowed to enter clinical settings. The Department of Nursing is not responsible for finding alternative clinical sites. If a student is unable to fulfill the clinical experiences required by his/her program of study, the student may be unable to graduate. ESU Department of Nursing reserves the right to request repeat background and/or criminal history checks at the expense of the student if deemed necessary by the Department Chair.

Time Limit for Completion of Degree Requirements

Requirements for the Bachelor of Science in Nursing degree must be completed within 5 years of the admission to the Department of Nursing for generic and articulating students. Students transferring into the Department of Nursing from another nursing program must complete the Department of Nursing's curriculum within 5 years if admitted as a sophomore, 4 years if admitted as a junior and 2 years if admitted as a senior.

Non-Acceptance

Applicants not accepted may be placed on a waiting list of qualified applicants. The Department of Nursing Chair notifies individuals in order of ranking on the waiting list if openings become available.

Re-application

An applicant who is not admitted to the ESU Department of Nursing may re-apply for the next admission period by submitting a new application and following the steps in the Application Procedure section of this document. The application fee must be paid for each year an application is processed.

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

Program: Colby Community College PN Program Date(s): October 11 & 12, 2016

Last KSBN Visit: October 2010 Accrediting Agency & Date of Last Visit: KSBN Approved Only

Visitors: Patsy Zeller, MSN, APRN - BC, KSBN Board Member & Carol Moreland, MSN, RN, KSBN Education Specialist

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 3
	Names of primary administrative officials	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 3
	Organizational chart for the institution	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	USB Drive & College Catalog
	Current contact information	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 3
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed
	Copy of school's current catalog	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed
Description of nursing program	Organizational chart for nursing program	Self-Study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Appendix A: does not reflect current reporting of Director of PN Program to the VP of Academic Affairs
	Number of faculty	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3 FT, 1 PT and 4 adjunct
	Number of non-teaching staff	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1 administrative assistant located at both Colby and Norton campuses
	Number of students admitted per year	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 4: 30 approved for Colby full-time, 20 for Colby part-time first year, 20 for Colby part-time second year and

					20 for Norton full time. Program is teaching out part-time PN students and then will close that program. Last part time students will graduate in May 2017.
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Rebecca Johnson, MSN, RN
	Qualifications	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 5
	Responsibilities	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 5: there is one job description for both PN and ADN Directors. It would be easier to delineate their different responsibilities if there were separate PN and ADN Director job descriptions
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 7
	Faculty job description	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 10
	Faculty selection process	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 11
	Faculty orientation plan	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 12
	Faculty handbook	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed
	General faculty meeting minutes for last 3 years	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed nursing department minutes and campus specific level I minutes
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Appendix B
	FTor PT(use FTE)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Appendix B
	Academic Credentials	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Appendix B
	Institution granting degree	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Appendix B
	Area of clinical expertise	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Appendix B
	Area(s) of assignment	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Appendix B
	Licensure	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Appendix B
	Indicate degree plan and progress towards degree if applicable	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3 BSN degree plans in place
	List all faculty hire exceptions including course hired to teach	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4 hire exceptions in place
	Faculty file review	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Complete
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	Does not utilize preceptors
	Preceptor job description	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	Does not utilize preceptors
	Identified roles of preceptors, faculty, and students	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	Does not utilize preceptors

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	Preceptor orientation materials	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	Does not utilize preceptors
	Preceptor signatures showing date orientation completed	Self-Study/On-site	<input type="checkbox"/>	<input type="checkbox"/>	Does not utilize preceptors
	Name of preceptor and course with Prefix & number (NURS 1011)	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	Does not utilize preceptors
	Preceptor State of license & License number	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	Does not utilize preceptors
	Methods of contact between faculty & preceptor	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	Does not utilize preceptors
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 13
	Degree plan for each degree being granted	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 16
	Oral and written English proficiency	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 17
	Readmission	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 17
	Progression	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 19
	Counseling & guidance	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 18
	Student role versus employee role	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 19
	Representation on faculty governance	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 19: evidence of student representation in faculty meeting minutes
	Graduation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 19
	Refund policies governing all fees and tuition paid by students	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 20
	Ethical practices including recruitment, admission, and advertising	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 20
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Available in nursing program brochure and on website in the admission information	
Student Handbook	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed	
Student support services	Description of student safety measures	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 22
	Description of student health services (available on-site or	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 23

	students have knowledge of available health services)				
Student records	Review student files	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10 random student files reviewed
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed student work for gerontology and pharmacology class posters
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: -144-	Required non-nursing courses	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 23
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty Notebook - Program of Learning
	Credit hours for each non-nursing course	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 23
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 26 - 31
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty Notebook - Program of Learning
	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	<input type="checkbox"/>	<input type="checkbox"/>	Program has no observation hours
	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	<input type="checkbox"/>	<input type="checkbox"/>	Program does not utilize preceptors
	Testing process with test analysis and the written test procedure	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 31 - 34 and Faculty Notebook - Program of Learning
	Number of students per class	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 35
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clinical Rotation and clinical schedule folder
Curriculum includes the	Content in biological, physical, social, and behavioral sciences that provides a	Self-Study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not clearly articulated in self study - need to reflect in a table

following:	foundation for safe and effective nursing practice				
	Art and science of nursing	Self-Study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not clearly articulated in self study - need to reflect in a table
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not clearly articulated in self study - need to reflect in a table

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Practical Nurse Program	Aspects of a safe, effective care environment, including coordination of care, safety, and infection control	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 37
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 37
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 37
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 37
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 37

Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 38 Not all the equipment in the lab at Colby campus functions at full capacity
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 38
	Secure space for student records	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 38
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 39

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	Satellite program facilities		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Norton and Quinter are satellite facilities
	Other points of interest		<input type="checkbox"/>	<input type="checkbox"/>	Not applicable
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 40 Norton students were not as aware of library resources as Colby students. Librarian stated all students were orientated to the library
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Clinical Resources 60-2-105					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed
-146- 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 41
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 41
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 41
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	CMCI and Prairie Senior Living Center
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2011: 95%, 2012: 84.91%, 2013: 87.5%, 2014: 85.11%, 2015: 89.47%
Advisory Committee	Review Advisory Committee minutes	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	USB drive

	income and expenditures		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Budget procedures		<input checked="" type="checkbox"/>	<input type="checkbox"/>	Interviews
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
	General education and required support course faculty	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
	Support services	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
	Students	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
	Staff RN's	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
	Preceptors	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
	Individuals conducting observational experiences	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
Program Evaluation -147-	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	USB Drive
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	USB Drive

Interviews conducted on-site:

Administration:

Seth Macon Carter, President of Colby Community College
Brad Bennett, Vice President of Academic Affairs
Carolyn Kasdorf, Vice President of Business Affairs/Chief Financial Officer

Support Personnel:

Amy Melikova, Director of Admissions
Jeanie Quist, Registrar
Penny Cline, Administrative Assistant to the President and Vice President of Academic Affairs
Vaness Jones, Associate Director of Financial Aid

Library:

Tara Schroer, Library Director
Daniel Blake, CLC Coordinator/Gov Docs
Megan Kistler, Reference Librarian

Nursing students:

9 from Norton Campus
17 from Colby Campus

Classroom observation:

NS 134 Foundations in Nursing - Norton Campus - Megan Mapes, Nursing Faculty
NS 134 Foundations in Nursing - Colby Campus - Michaelle Bliss, Nursing Faculty

Nursing Faculty:

Michaelle Bliss, RN
Megan Mapes, RN
Linda Artz, BSN, RN
Judy Wenzl, RN

Clinical Agencies:

CMCI:

Melissa Wessell, RN, Nursing Faculty
Therese Cook, RN, Nursing Faculty and CMCI Staff Nurse
Sunnie Fredrickson, RN, Staff Nurse
Collette Morris, RN, Nursing Faculty and CMCI Staff Nurse
Prairie Senior Living Center (PSLC):
Shelly Woolfe, RN - Nursing Faculty

Conference with Nursing Service Representatives and Advisory Committee Members:

Deanna Schmidtberger, CMCI and PSLC
Shawna Koehn, Director of Nursing, Trego County Lemke Memorial LTC Unit
Katie Crossland, Director of Nursing, Trego County Lemke Memorial Hospital Acute Care
Pat Erickson, Colby Community College
Chriss Ellison, CCC Controller/Perkins Grant Coordinator
Jon Schoenfeld, CCC Endowment Foundation

General Education Faculty:

Krista Carter: Developmental Psychology/Behavioral Sciences
Heidi Tarus: Biology & Microbiology
Todd Voss: Speech

Strengths identified:

1. Strong administrative support for the program
2. Dedicated PN program Director
3. College has taken time to identify the core nursing program and how to strengthen it. Administration is willing to make necessary changes to strengthen the core nursing program
4. Small class size
5. Having a satellite in Norton is a draw for the program
6. There is a program evaluation schedule to ensure all aspects of the program are evaluated on an annual basis
7. KBOR program outcomes have been linked to course objectives to show threads through the curriculum
8. Faculty relate there is better communication and more involvement on their part with decision making about the program because of leadership changes
9. Much attention has been given to faculty development.

Opportunities for improvement:

1. Have a separate PN and ADN Director job description to clearly delineate the role and responsibilities of each
2. Revise the Department of Nursing Department Task Schedule to reflect changes (has lead instructor and one Director)

3. Have an evaluation method for the clinical facilities to evaluate clinical rotations and experiences
4. Develop a process to ensure students are prepared in their skills before starting clinical rotations and are adequately supervised in the clinical settings
5. Better support at college level for financial aid questions and concerns.
6. Ensure Norton campus has same student support as Colby students
7. Program evaluation plan contains very little regarding specific KSBN regulation compliance, mostly reflects accreditation standards and criteria, however the PN program is not going for national accreditation. There must be a mechanism in place to ensure constant compliance with KSBN regulations.
8. Ensure Norton students have better knowledge of Library resources.
9. Organizational chart does not reflect that Rebecca reports directly to VP Academic Affairs
10. Ensure Colby has fully functioning equipment in lab/simulation
11. Predicted program fee/cost sheet given to students at the beginning of program would be helpful to students in planning for expenses of the program
12. KAR 60-2-104 (b) (1 - 3) is not clearly articulated in self study

Recommendations:

1. Submit an updated organizational chart that reflects reporting chain for PN Director to KSBN Education Specialist by 6/30/17
2. Submit location in curriculum of information from KAR 60-2-104 (b) (1 - 3) to KSBN Education Specialist by 6/30/17
3. Develop process to ensure PN program reassesses continuous compliance with KSBN regulations. Submit process to KSBN Education Specialist by 6/30/17.
3. Recommend re-approval of program for a period of five years.

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

Program: Benedictine College BSN Program **Date(s):** October 17 & 18, 2016 in conjunction with CCNE visit

Last KSBN Visit: October 2012 **Accrediting Agency& Date of Last Visit:** CCNE, October 2011

Visitors: Mary Blubaugh, MSN, RN, KSBN Executive Administrator, Miriah Kidwell, MBA, BSN, RN, KSBN Education Specialist & Carol Moreland, MSN, RN, KSBN Education Specialist

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 3
	Names of primary administrative officials	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 4 - 6
	Organizational chart for the institution	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 8
	Current contact information	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 4 - 6
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	pgs 14 - 40
	Copy of school's current catalog	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Submitted
	Description of nursing program	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 42
Organizational chart for nursing program	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 44: 5 FT, 1 half time and 4 adjunct	
Number of faculty	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 44: 1 Adm assistant	
Number of non-teaching staff	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 44: approved to admit 25 junior	
Number of students admitted per year	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 47
	Qualifications	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 47
	Responsibilities	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 48
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 49 - 52
	Faculty job description	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 53 - 54
	Faculty selection process	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 55 - 58
	Faculty orientation plan	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 59 - 63
	Faculty handbook	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed
	General faculty meeting minutes for last 3 years	On-site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Did not include follow-up from town hall meeting, minutes for town hall meetings were not attached
Faculty qualifications (Enclose a table that displays the following information): 1	Name of faculty	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 64 - 66
	F or PT (use FTE)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 64 - 66
	Academic Credentials	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 64 - 66
	Institution granting degree	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 64 - 66
	Area of clinical expertise	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 64 - 66
	Area(s) of assignment	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 64 - 66
	Licensure	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 64 - 66
	Indicate degree plan and progress towards degree if applicable	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 66 - two faculty with MSN degree plans
	List all faculty hire exceptions including course hired to teach	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	Not applicable
	Faculty file review	On-site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There was not an original transcript at Benedictine for one faculty member: Hinds
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 68
	Preceptor job description	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 69 - 70
	Identified roles of preceptors, faculty, and students	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Preceptor Handbook
	Preceptor orientation materials	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Appendix C: Preceptor Handbook, pgs 160 - 173
	Preceptor signatures showing date orientation completed	Self-Study/On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Preceptor Orientation Checklists
	Name of preceptor and course with Prefix & number (NURS 1011)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 71 - 74

	Preceptor State of license & License number	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 71 - 74
	Methods of contact between faculty & preceptor	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 74
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Students 60-2-102 & 60-2-107					
-152- Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 77 and nursing student handbook
	Degree plan for each degree being granted	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 77 and nursing student handbook
	Oral and written English proficiency	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 78 and nursing student handbook
	Readmission	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 79 and nursing student handbook
	Progression	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 80 and nursing student handbook
	Counseling & guidance	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 80 and nursing student handbook
	Student role versus employee role	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 82 and nursing student handbook
	Representation on faculty governance	Self-Study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Pg 82 - students report attending a Town Hall Meeting each semester, there were not minutes available from all the town hall meetings, there is not good follow-up recorded in faculty meeting minutes from the Town Hall meetings
	Graduation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	College Catalog
	Refund policies governing all fees and tuition paid by students	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BC Student Handbook, pgs 37 - 41
	Ethical practices including recruitment, admission, and advertising	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 89
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 89, brochure given to prospective students and available on website
Student Handbook	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Student support services	Description of student safety measures	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 90
	Description of student health services (available on-site or students have knowledge of	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 90

	available health services)				
Student records	Review student files	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Complete
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed multiple examples of both theory and clinical courses

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: -153-	Required non-nursing courses	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 94
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Individual course files
	Credit hours for each non-nursing course	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 94
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 95 - 96
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	Pg 95: there are no courses that contain combined didactic and clinical courses
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Pg 95: 6 observation hours in NURS 3410 Care of Adults The optional observational experience is to accompany the patient to OR and observe OR, if the student's patient is going to surgery. There are observational objectives if the student has the optional observation experience Number of observational clinical hours and objectives for observational clinical experience not included on course syllabi
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 96: 80 precepted hours in NURS 4210: Populations
	Testing process with test analysis and the written test procedure	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 101 - 103
	Number of students per class	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Course files contain list of students

	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clinical course files
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 97
	Art and science of nursing	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 97
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 97

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: - 154 - For Registered Nurse (professional) Program:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 98
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 98
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 98 - 99
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 99
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	<input type="checkbox"/>	<input type="checkbox"/>	Not applicable
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 103 - 104

Educational Facilities 60-2-106

Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 110 - 111
	Faculty offices are adequate in size, number, and type to provide the facility	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 110 -111

	with privacy in counseling students				
	Secure space for student records	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 111
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Satellite program facilities		<input type="checkbox"/>	<input type="checkbox"/>	Not applicable
	Other points of interest		<input type="checkbox"/>	<input type="checkbox"/>	Not applicable
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 111

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
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Clinical Resources 60-2-105

Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reviewed
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 116- 118
	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 115
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Mosaic Mental Health

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Pg 121: 2012 - 100%, 2013 - 59%, 2014 - 80%, 2015 - 72%
Financial support for nursing	Audited nursing program fiscal report for	Self-Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 123 - 136 (not audited)

program	the previous two (2) years including income and expenditures				
	Budget procedures		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Advisory Committee	Review Advisory Committee minutes	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
	General education and required support course faculty	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
	Support services	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
	Students	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See interview list
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
	Staff RN's	On-Site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Preceptors	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
	Individuals conducting observational experiences	On-Site	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pgs 143 - 159
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pg 141

Interviews conducted during site visit:

Administration:

Stephen D. Minnis, President
 Kimberly Shankman, PhD, Dean
 Joe Wurtz, Dean of Students
 Ron Olinger, Chief Financial Officer
 Lynne Connelly, PhD, RN, Director of Nursing Program

General Education Faculty:

Dr. Terry Malloy, Biology
 Dr. David Slack, Exercise Science
 Dr. Eva Chen, Psychology
 Dr. Paul Steinbach, Chemistry

Dr. Eric West, Math

Library:

Stephen Gromatsky, Library Director

Support Services:

Linda Herndon, OSB, Associate Academic Dean & Registrar

Peter A Jelgeson, Dean of Enrollment & Management

Troy Tanking, Director of Financial Aid

Advisory Committee Members & Nurse Representatives:

Sandra Leggett, Atchison Hospital

Peggy House, Atchison Senior Village

Loretta McGuire, OSB, Dooley Center, MSSC

Mandy Bontrager, Holton Community Hospital

Linda Henry, Benedictine College

Robyn Setter, The University of Kansas Hospital

Janet Setlich, Atchison County Dream Team

Cynthia Jacobson, Highland Community College

Diane Liebech, Principia, St. Benedict Catholic School

Sarah Marlatt, Atchison Community Health Clinic & Graduate, Class of 2016

Carly Steinlage, Graduate, Class of 2015

Shirley Chenowith, Benedictine College Board Member

Nursing Students:

10 Seniors

20 Juniors

-157-
Class Observation:

NU 440 Mental Health Nursing - Rebecca Houghton, Nursing Faculty

NU 320 Foundations of Nursing Practice - Amanda Schuster, Nursing Faculty

Clinical Sites:

Mosaic Health Center, NU 4310 Mental Health Nursing Clinical

Traci Grove, Nursing Faculty

Two Senior students

Nursing Faculty:

Michele Hinds, PhD, RN, CNE

Jackie Harris, MSN, APRN, RN

Rebecca Houghton, MSN, RN

Amanda Schuster, MSN, RN

Strengths Identified

1. Strong administrative support for the program
2. Students very active in community and supported by the community
3. Strong nursing faculty
4. Students report faculty are committed to the students' success
5. Student Success Center have mock interviews for students with actual clinical agencies
6. Students report good variety of clinical sites and good experiences at the clinical sites
7. Mother Teresa Center is a strength
8. Students have a strong connection to each other
9. Strong program leadership

10. Nursing program works well with a student athlete's schedule
11. Four pillars of the college are incorporated in the nursing program
12. Students are happy with the program and would recommend the program to others

Opportunities for Improvement:

1. Faculty file review:
 - a. Need to have approved copy of FQR for each faculty when education advancement is obtained (FQRs were sent back with site visitors for approval)
 - b. Need to have original transcript for each faculty at Benedictine College (one faculty member's transcript was not available)
2. Student representation on faculty governance:
 - a. Minutes were hard to follow about which cohort (junior or senior) attended the meeting, so difficult to identify if each cohort was met with each semester, as per policy
 - b. It should be detailed at the faculty meeting about all the discussion that occurred at the town hall meeting or attach a copy of the town hall meeting minutes
 - c. It was not possible from the Town Hall minutes to see the number of students who attended the Town Hall meeting
3. Observation hours:
 - a. Observation hours for NU 341 is not documented on the course syllabi
 - b. No objectives for the observation experience were on the course syllabi
4. NCLEX pass rates are not consistently 75% or above
 - a. 2012: 100%
 - b. 2013: 59%
 - c. 2014: 80%
 - d. 2015: 72%

Recommendations:

1. Need to have a process to ensure faculty files contain the KSBN required information. Submit process to KSBN Education Specialist by 6/30/17.
2. Need to revise Town Hall minutes template to state which cohort attending the meeting and the number of students who attended. Develop a process to ensure all meetings are documented. Submit revised template to KSBN Education Specialist by 6/30/17.
3. Develop a process to ensure observation hours and objectives are documented on the course syllabi. Submit process to KSBN Education Specialist by 6/30/17.
4. Monitor pass rates and make necessary changes to keep pass rates consistently 75% or above
5. Recommend reapproval for a time period consistent with national accreditation

Graduate Program Major Curriculum Change Request
Kansas State Board of Nursing
60-17-105 (d) (2) (A) (B) – Graduate
 Must be received by KSBN at least 30 days before the board meeting

RECEIVED
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KSBN EDUCATION

Date: November 1, 2016

Name of Program: Doctor of Nursing Practice

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

Parent Institution: University of Kansas School of Nursing

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

Level of the Program for which the change is being requested: Graduate – NRSNG 902 Primary Care II: Adult Gerontology Health

Briefly describe the Change being requested: Change of course number, title and description to reflect numeric sequence for AG specialty area at the doctoral level, and move to a systems approach.

Action Taken

Education Committee Review _____ Date
 Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____ Date
 Action Taken: Approved Not Approved Deferred

 Education Specialist _____ Date

OLD COURSE DESCRIPTION	NEW COURSE DESCRIPTION
<p style="text-align: center;">THE UNIVERSITY OF KANSAS School of Nursing</p> <p>COURSE NAME: NRSB 865 ADULT/GERONTOLOGICAL HEALTH CARE II</p> <p>CREDIT HOURS: 3</p> <p>PREREQUISITES/ COREQUISITE: NRSB 866, NRSB 867</p> <p>COURSE DESCRIPTION:</p> <p>Knowledge and skills necessary to provide holistic care for adults from diverse cultures in multiple care settings are emphasized in the second of two sequential didactic courses for the Adult/Gerontological advanced practice registered nurse. The course covers chronic and complex health problems experienced by adults across the life span from adolescence to advanced age. Physical and multidimensional functional assessments are emphasized as a basis for establishing differential diagnosis and planning effective therapeutic, patient centered interventions. Evidenced based strategies to manage care are emphasized. Coordination of services and collaboration with interprofessional and intraprofessional teams for comprehensive health care are integrated throughout the course.</p>	<p style="text-align: center;">THE UNIVERSITY OF KANSAS School of Nursing</p> <p>COURSE NAME: NRSB 902: PRIMARY CARE II: ADULT-GERONTOLOGY HEALTH</p> <p>CREDIT HOURS: 3</p> <p>PREREQUISITES: NRSB 901 or consent of instructor.</p> <p>COURSE DESCRIPTION:</p> <p>The second of two core specialty courses using a systems approach that emphasizes a multi-dimensional and interprofessional approach to assessment, differential diagnosis and treatment formulation for the health care needs of adults across the life span in multiple care settings. Common health conditions are explored in relation to health promotion, health maintenance, assessment, diagnosis and management of common episodic, chronic, and complex conditions affecting health. Students develop skills in critical thinking, analysis and synthesis of data from a variety of sources, and use of evidence-based practice guidelines in diagnosing and managing health care needs. In addition to cultural & spiritual diversity, students learn how patient preferences in health care decision making are incorporated in a focus on person-centered care.</p>

Graduate Program Major Curriculum Change Request
Kansas State Board of Nursing
60-17-105 (d) (2) (A) (B) – Graduate
Must be received by KSBN at least 30 days before the board meeting

RECEIVED
NOV 07 2016
KSBN EDUCATION

Date: November 1, 2016

Name of Program: Doctor of Nursing Practice

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

Parent Institution: University of Kansas School of Nursing

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

Level of the Program for which the change is being requested Graduate – NRSG 915 Primary Care II: Family Health

Briefly describe the Change being requested: Change of course number, title and description to reflect numeric sequence for FNP specialty area at the doctoral level, and move to a systems approach.

Action Taken

Education Committee Review _____ Date
Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____ Date
Action Taken: Approved Not Approved Deferred

Education Specialist _____ Date

OLD COURSE DESCRIPTION	NEW COURSE DESCRIPTION
<p style="text-align: center;">THE UNIVERSITY OF KANSAS School of Nursing</p> <p>COURSE NAME: NRSG 846 - PRIMARY CARE II: MANAGEMENT OF COMPLEX HEALTH PROBLEMS THROUGH THE LIFE SPAN</p> <p>CREDIT HOURS: 3</p> <p>PREREQUISITE: NRSG 810 or NRSG 801, NRSG 844 & NRSG 845. Co-requisite: NRSG 817.</p> <p>COURSE DESCRIPTION:</p> <p>Complex health problems seen in individuals and families throughout the life span are discussed in this second sequential course. Applications of current research and theory based interventions appropriate for management by advanced registered nurse practitioners are analyzed. Strategies and protocols to manage complex patient problems, in urban and rural patients, are explored. Interventions to restore individual and family levels of pre-illness health, including secondary and tertiary prevention, are emphasized.</p>	<p style="text-align: center;">THE UNIVERSITY OF KANSAS School of Nursing</p> <p>COURSE NAME: NRSG 915 - PRIMARY CARE II: FAMILY HEALTH</p> <p>CREDIT HOURS: 3</p> <p>PREREQUISITE: NRSG 914 or consent of instructor.</p> <p>COURSE DESCRIPTION:</p> <p>The second of two core specialty courses using a systems approach that emphasizes a multi-dimensional & interprofessional approach to assessment, differential diagnosis and treatment formulation for the primary care needs of individuals and families across the lifespan. Common health conditions are explored in relation to health promotion, health maintenance, assessment, diagnosis, and management of common episodic, chronic, and complex conditions affecting health. Students will develop skills in critical thinking and the use of evidence-based practice guidelines in developing the rationale for diagnosing and managing primary care needs. In addition to cultural and spiritual diversity, students learn patient preferences in health care decision making with a focus on person centered care.</p>

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KSBN EDUCATION



FORT HAYS STATE
UNIVERSITY

Forward thinking. World ready.

NURSING

November 2, 2016

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

Dear Ms. Moreland, Education Committee, and the KSBN Committee members:

This major curriculum change request from the Department of Nursing, Fort Hays State University (FHSU) in the Bachelors of Science in Nursing (BSN) program.

Enclosed please find the following documents:

- Section I. Faculty support.
- Section II. Table showing the original course identification numbers with credit hours and the new requested course identification numbers with credit hours for the BSN program.
- Section III. Syllabi changes.
 - A. Change NURS 311 Health Illness I from 1 credit hours to 2 credit hours.
 - B. Change NURS 328L Mental Health Nursing from 2 credit hours to 1 credit hours.

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

Sincerely,

A handwritten signature in black ink that reads "Jenny Manry". The signature is fluid and cursive.

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

Section I: Faculty Support

The Department of Nursing met and voted on these changes in October 2016. Below is a list of undergraduate faculty members.

Alicia Arias Alicia Arias

Kelly Cole Kelley Cole

Carolyn Insley Carolyn Insley

Nancy Mai Nancy Mai

Rebecca Sander Rebecca Sander

Rhonda Schenk-Pitts _____

Tanya Smith Tanya Smith

Tina Tinkel Tina Tinkel

Kathleen Ward Kathleen Ward

Natasha Werth Natasha Werth

Jana Zeller Jana Zeller

Section II. Table showing the original course identification numbers with credit hours and the new requested course identification numbers with credit hours for the BSN program.

Before an applicant can be considered for selection to the nursing program, he/she must have successfully completed the courses listed with a pound sign.

FRESHMAN YEAR

<i>First Semester</i>	<i>Course No.</i>	<i>Cr</i>	<i>New</i>
# General Chemistry I	CHEM 112	2	2
# General Chemistry I Lab	CHEM 112L	1	1
# English Composition I	ENG101	3	3
Human Biology	BIOL 100	3	3
Lab Experiences in Biology	BIOL 102	1	1
# College Algebra	MATH 110	3	3
# Freshman Seminar	IDS 101	1	1
# Introduction to Nursing	NURS 103	1	1
# General Psychology	PSY 100	3	3
<i>Total Credit</i>		18	18

<i>Second Semester</i>	<i>Course</i>	<i>Cr</i>	<i>New</i>
# Human Growth and Development	TEEL	3	3
# English Composition II	ENG 102	3	3
# Oral Communication	COMM	3	3
# Anatomy & Physiology I	BIOL	3	3
# Anatomy & Physiology Lab I	BIOL	1	1
# Diversity in the U.S.	IDS 350	3	3
# Medical Terminology	BIOL	2	2
General Education course		3	3
<i>Total Credit Hours</i>		21	21

SOPHOMORE YEAR

<i>Third Semester</i>	<i>Course No.</i>	<i>Cr</i>	<i>New</i>
# Anatomy & Physiology II	BIOL 231	3	3
# Anatomy & Physiology Lab II	BIOL 231L	1	1
Personal Wellness	HHP 200	3	3
Introduction to Computers	MIS 101	3	3
# Foundations of Nursing	NURS 280	2	2
# Elements of Statistics	MATH 250	3	3
General Education course		3	3
<i>Total Credit</i>		18	18

<i>Fourth Semester</i>	<i>Course No.</i>	<i>Cr</i>	<i>New</i>
# Principles of Nutrition	HHP 230	3	3
# Introduction to Sociology	SOC 140	3	3
# Human Heredity	BIOL 300	3	3
# Microbiology	BIOL 240	3	3
# Microbiology Lab	BIOL 240L	1	1
# Nursing Fundamentals	NURS 104L	2	2
General Education course		3	3
General Education course		3	3
<i>Total Credit</i>		21	21

JUNIOR YEAR

<i>Fifth Semester</i>	<i>Course No.</i>	<i>Cr</i>	<i>New</i>
Nursing Skills Lab	NURS 310L	2	2
Health Assessment	NURS 303	2	2
Health Assessment Practicum	NURS 303L	1	1
Pharmacology I	NURS 340	2	2
Health & Illness I	NURS 311	3	3
Health & Illness Practicum	NURS 311L	1	2
Professional Development I	NURS 313	1	1
<i>Total Credit Hours</i>		12	13

<i>Six Semester</i>	<i>Course No.</i>	<i>Cr</i>	<i>New</i>
Introduction to EB Research	NURS 322	2	2
Mental Health Nursing	NURS 328	3	3
Mental Health Nursing Practicum	NURS 328L	2	1
Health & Illness II	NURS 330	3	3
Health & Illness II Practicum	NURS 330L	2	2
Pharmacology II	NURS 341	2	2
<i>Total Credit Hours</i>		14	13

SENIOR YEAR

<i>Seventh Semester</i>	<i>Course No.</i>	<i>Cr</i>	<i>New</i>
Maternal/Infant	NURS 420	3	3
Maternal/Infant Practicum	NURS	3	3
Pediatrics	NURS 422	2	2
Pediatrics Practicum	NURS	1	1
Professional Development II	NURS 413	1	1
Concepts of Gerontology	NURS 423	1	1
Bioethics	IDS 400	3	3
<i>Total Credit Hours</i>		14	14

<i>Eighth Semester</i>	<i>Course No.</i>	<i>Cr</i>	<i>New</i>
Community Nursing	NURS 429	2	2
Community Nursing Practicum	NURS 429L	1	1
Health & Illness III	NURS 430	3	3
Health & Illness III Practicum	NURS 430L	3	3
Leadership & Management	NURS 431	3	3
Capstone	NURS 431L	3	3
<i>Total Credit</i>		15	15

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KSBN EDUCATION

Major Curriculum Change Request Kansas State Board of Nursing

60-2-104 (g) (1) (2) (3) – Pre-licensure

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

Date: 10-10-16

Name of Program: Nursing Department

Program Administrator : Jenny Manry DNP, APRN, FNP-BC (including credentials)

Parent Institution: Fort Hays State University

Address of Institution: 600 Park St. , Hays, KS 67601

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

Briefly describe:

- 1. Change being requested: The Department of Nursing is requesting to change NURS 311L Health and Illness I to a 2 credit hour class.
2. Purpose: Health and Illness I is an introductory clinical class where students go to clinical on medical/surgical floors. Increasing this clinical will allow students to have an increased foundation for clinical at the beginning of the program.

Action Taken

Education Committee Review Date

Action Taken: [] Approved [] Not Approved [] Deferred

Board of Nursing Review Date

Action Taken: [] Approved [] Not Approved [] Deferred

Education Specialist Date

Practicum Syllabus

(NURS 311L)

Fort Hays State University

Nursing Department

Spring 2017

COURSE INFORMATION

Credit Hours: 2 (2 credit hour: 60 contact hours)

Semester and Year: Spring 2017

Course Prerequisites: Admission to the Undergraduate Nursing Program

Co-requisites: NURS 311

Class time: As scheduled.

COURSE DESCRIPTION

This practicum will introduce students to clinical settings where they will perform essential nursing skills.

COURSE OBJECTIVES

1. Perform, with proficiency, essential skills for nursing practice in the clinical setting.
2. Demonstrate appropriate use of essential nurse/client communication techniques prior to, during and after application of a nursing skill in the clinical setting.
3. Demonstrate appropriate use of ethical and legal principles prior to, during and after performance of a nursing skill in the clinical setting.
4. Demonstrate caring to diverse clients in the clinical setting.
5. Perform, in the clinical setting, nursing skills adapted for clients across the lifespan.
6. Use the concept of followership, as it applies to nursing skills, in the clinical setting.

Major Curriculum Change Request Kansas State Board of Nursing

60-2-104 (g) (1) (2) (3) – Pre-licensure

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

Date: 10-10-16

Name of Program: Nursing Department

Program Administrator : Jenny Manry DNP, APRN, FNP-BC (including credentials)

Parent Institution: Fort Hays State University

Address of Institution: 600 Park St.

Hays, KS 67601

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

Briefly describe:

- 1. Change being requested: The Department of Nursing is requesting to change NURS 328L Mental Health Nursing Practicum to a 1 credit hour class.
2. Purpose: NURS 328L is Mental Health Nursing Practicum. Students will have access to patients with mental health diagnoses throughout the program. Students will spend 30 hours of clinical at sites that focus only on mental health conditions.

Action Taken

Education Committee Review Date

Action Taken: [] Approved [] Not Approved [] Deferred

Board of Nursing Review Date

Action Taken: [] Approved [] Not Approved [] Deferred

Education Specialist Date

Mental Health Nursing Practicum Syllabus

(NURS 328L)

Fort Hays State University

Nursing Department

Spring 2017

COURSE INFORMATION

Credit Hours: 1

Semester and Year: Spring 2017

Prerequisites: Admission to Undergraduate Nursing Program & successful completion of 1st semester nursing courses.

Co-requisites: NURS 328 Mental Health Nursing

Class Time: As scheduled

COURSE DESCRIPTION

This practicum is designed to provide the student with opportunities to care for clients experiencing a psychiatric and/or mental health illness. Emphasis will be placed on the role of the professional nurse in various mental health settings as well as current treatment modalities.

COURSE OBJECTIVES

At the conclusion of this course, the student will be able to:

1. Apply theories and concepts from a variety of disciplines and cultures in providing care to diverse individuals, families, and communities living with mental health problems.
2. Demonstrate a culture of caring and advocacy while providing care for diverse individuals, families, and communities experiencing mental health problems.
3. Integrate evidence, clinical judgment, interdisciplinary evaluations, and patient preferences in planning, implementing and evaluating comprehensive mental healthcare to individuals and families across the lifespan.
4. Evaluate self-knowledge of one's own beliefs and values while providing mental healthcare to diverse individual families, and communities experiencing mental health problems.
5. Practice therapeutic use of self with diverse individuals, families, and communities experiencing mental health illness.

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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: October 26, 2016

Name of Program: Kansas Wesleyan University Department of Nursing Education

Program Administrator including credentials: Janeane Houchin, MSN, RN

Parent Institution: Kansas Wesleyan University

Address of Institution: 100 East Claflin Ave.
Salina, KS 67401

Level of the Program for which the change is being requested: Pre-licensure Bachelor of Science in Nursing (BSN)

Briefly describe the Change being requested: Propose a change in the curriculum to include the addition of NURS 408 Adult Health II (acute) & Clinical, a change in sequence of the courses and a change in total credit hours from 126 to 120

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Education Specialist _____ Date _____

Prelicensure Major Curriculum Change Request

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

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

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

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

Provide:

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

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

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

Carol said not needed.
4. Submit ~~3~~¹ paper copies of the request forms and all addenda on white paper, loose leaf and double-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 Education Specialist to request Word document version of this form to complete electronically, print and mail to KSBN with the requested information, if desired.

KANSAS WESLEYAN UNIVERSITY
DIVISION OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF NURSING EDUCATION (DNE)

**RATIONALE FOR
PRELICENSURE MAJOR CURRICULUM CHANGE REQUEST**

#1 Any change in the plan of nursing curriculum organization involving: Delivery method of nursing courses.

Changes needed in resources:

The new curriculum sequencing will not affect class sizes as scheduling of courses will accommodate increasing student cohorts. The new curriculum sequencing will pose a challenge to current faculty work load as there will be overlapping content areas as the current curriculum is taught and the new curriculum is implemented. However, the current faculty (two full time) will not be sufficient to provide instruction for two cohorts anyway and additional faculty will be necessary for fall of 2017. The administration of the university is aware of this need and supportive of the change.

#2 Any change in content requiring a change of credit hours in nursing courses: Rationale for the change and faculty involvement:

In fall of 2015, the faculty began the work of evaluating the curriculum based on analysis of data to support program outcomes and improve NCLEX pass rates. They identified the need to propose an alteration to the curriculum that involves:

- revision of the sequencing of the courses in order to promote leveled learning from simple to complex concepts,
- addition of an Adult Health course to address the increase in adult health content on the NCLEX,
- separation of unrelated clinical content areas in order to provide clarity for students and logical course objectives, and
- combining related didactic and clinical courses to provide alignment of course content.

These alterations in content result in the need to change the title of some courses. Also proposed are changes in credit hours to reflect work required for the courses and to accommodate the addition of an adult health course. Changes in delivery method for some courses are proposed for convenience, flexibility in scheduling, and to promote independent learning and critical thinking. A reduction in total credit hours of the program from 126 to 120 supports the university's requirements.

The suggested degree plan (course sequencing) was also analyzed to provide a logical sequencing of pre-requisites, resulting in less problematic advising and completion of liberal studies requirements prior to admission to the nursing program. Refer to comparison degree blueprint attached.

As discussed in KWU's CCNE self-study 2015, during the October 2015 Faculty Workshop, with advice from a nationally-recognized nursing education consultant, an analysis was conducted of standardized assessment results, NCLEX license pass rates, student exam results and grades. The faculty subsequently proposed **revision of the sequencing of the courses**. *See Minutes of Nursing Education Curriculum Workshop, October 8 & 9, 2015*. An additional clinical experience in adult health was also proposed. The new sequencing will be implemented upon approval by the university curriculum committee and the KSBN. *See Course Sequence side-by-side comparison for 2016-2017 and 2017-2018*. The 2017-2018 Course Sequence was approved by the Nursing Department Organization Committee on August 16, 2016. *See NDO Minutes of August 17, 2016*. The faculty will utilize the *NLN Curriculum Assessment: Report Card* to gather data for use in analyzing the new curriculum. *See NLN Curriculum Assessment: Report Card*. The report's hallmarks will crosswalk to the BSN Essentials to ensure the inclusion of the professional nursing standards and guidelines. These changes will allow for improvement of the program outcomes license pass rates.

The proposed curriculum was approved by the university's curriculum committee on September 21, 2016, and October 14, 2016. See attached minutes.

KANSAS WESLEYAN UNIVERSITY
DIVISION OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF NURSING EDUCATION (DNE)

FACULTY INVOLVEMENT IN PROCESS OF CURRICULUM CHANGES

The following nursing committee minutes show that the nursing faculty were involved in proposing, discussing, revising and approving the changes requested within the Kansas Wesleyan University Nursing Education Prelicensure Major Curriculum Change Request.

Nursing Curriculum Workshop for Faculty with D. Ignatavicius, October 2015:

All nursing faculty were present and contributed to the preliminary construction of the redesigned curriculum sequence, new and altered courses, addition and deletion of relevant prerequisites. Minutes attached.

Nursing Curriculum Committee minutes of the following meetings record that all nursing faculty were present, contributed to discussion, and approved actions for the program curriculum redesign and implementation:

- October 26, 2015: Proposed 2017-18 course sequence was discussed.
- November 20, 2015: Proposed revised curriculum plan for 2017-18 was discussed. Specific prerequisites evaluated for effectiveness. Course Learning Outcomes approved.
- April 11, 2016: Discussion of how the new course sequence would align with the current sequence for new juniors and current continuing students: Fall 2017 -- Juniors in new sequence; Seniors in old sequence. Developed timeline for accomplishing tasks for implementation of the new curriculum.
- August 16, 2016: Report of work on the syllabi and course content for the new curriculum. Three courses in 2017-18 curriculum approved for online delivery. Finalized and approved 2017-18 Course Sequence (Degree Blueprint). Program and course change request forms reviewed and completed for submission to KWU Curriculum Committee.
- August 29, 2016: Review of what will be stated on the program and course change forms for the 2017-18 curriculum in preparation for submission to the KWU Curriculum Committee.

Kansas Wesleyan University
Division/Department of Nursing Education
CURRICULUM WORKSHOP for FACULTY
October 8 & 9, 2015

MINUTES

THURSDAY, OCTOBER 8

Present: Janeane Houchin (Chair), Debra Logan, Andrea Picklesimer, Jamie Spikes, Kathy Sweeney, Jerri Zwegardt (*ex officio*), Cindy Fry (*ex officio*). **Note:** Workshop was for faculty; not intended for student representatives.

Guest: Donna "Iggy" Ignatavicius, Consultant

Call to Order: Janeane Houchin called the meeting to order at 8:45 a.m. in PSH 305. Roll call revealed that a quorum was present.

Dr. Logan introduced Donna "Iggy" Ignatavicius, the Nursing Education Consultant hired to help us prepare for the CCNE accreditation site visit scheduled for February 2016. Iggy's curriculum vitae is attached.

Donna highly recommended the faculty use the following book:

Prioritization, Delegation, and Assignment: Practice Exercises for the NCLEX Examination, 3rd ed
Dec 16, 2013; by Linda A. LaCharity PhD RN and Candice K. Kumagai RN MSN

Topic: Writing NCLEX-style questions.

Donna led training and discussion as follows:

- Types of exams.
- Analyzing exam questions based on how well or poorly the students scored.
- Ensuring that exam questions apply to learning outcomes.
- Donna recommended allowing 1.5 minutes to answer each NCLEX-style question for both juniors and seniors.
- How to write good questions. Explore the new types of NCLEX questions coming out for 2016.
- An NCLEX Success Plan should be written.
- Jerri will get the data for the number of our current and past nursing students who needed to College Algebra before taking Statistics.
- Program Learning Outcomes (a.k.a. Programmatic Learning Outcomes) are actually referred to as "new graduate outcomes" and are not leveled. New graduate outcomes are the same as senior level learning outcomes. There is only one set of PLOs for a program. The PLOs do *not* need to be in the syllabi. They *do* need to be in the academic catalog, the nursing student handbook and the nursing faculty handbook.
- The term Student Learning Outcome (SLO) is a generic term for all the expectations of students *throughout the program* and is based on performance. There can be various sets of "SLOs" that are called by different names, such as Unit Learning Outcomes, which are the chapter objectives in textbooks. The faculty can also write their own ULOs/SLOs.
- Direct assessment measures are assignments and exams, such as the ATI Comprehensive Predictor exam. Indirect assessment measures are for stating opinions, concepts, and perceptions (i.e. Graduate Exit Survey).

- On the Test Blueprint, “Nursing Process” is “Integrated Process” (IP). IP is defined by Caring, Teaching and Communication.
- Course (or Class) Learning Outcomes (CLOs) are still needed on the syllabi. They pertain to the *end* of the course. Each one should be linked to a PLO.
- Donna noted that Adult Health clinical should have more credit hours/contact hours than childbearing, so our clinical course should be adjusted.
- Donna noted that Mental Health really should be offered earlier than the S2 semester.
- Donna recommended setting a new minimum entrance GPA and minimum TEAS score for the program.
- Jerri explained the ATI assessment process being used with the curriculum. Donna agreed that adding points to the Comp Predictor with remediation would encourage learning. The practice exams with remediation was also acknowledged as being a good method. Lengthy discussion took place about using the Virtual ATI Review as part of the Leadership course, instead of waiting to offer it after graduation.
- Dr. Logan stated that all seniors must schedule their NCLEX exam date before graduation. This will help them stay on track and plan better.

Next steps and/or items approved by the faculty by consensus:

1. SLOs will now be called Unit Learning Outcomes (ULO) beginning with SP16 syllabi.
2. On the Test Blueprint Template, remove the PLOs and CLOs. Change the Cognitive Level to Critical Thinking and Not Critical Thinking. Change SLOs to ULOs.
3. Finalize the exam policy.
4. Change the course grade category percentages from 60% exams, 30% assignments, 10% ATI to 70% exams, 20% assignments, 10% ATI; effective for SP16.
5. Adjust the program’s curriculum plan for better course sequence and appropriate credit hours.

The workshop concluded for the day to allow the DNE Admission & Progression Committee to address the items above that pertain to admission and progression in the nursing program.

Adjournment: Janeane Houchin adjourned the workshop at approximately 3:30 p.m.

FRIDAY, OCTOBER 9

Present: Janeane Houchin (Chair), Debra Logan, Andrea Picklesimer, Jamie Spikes, Jerri Zwegardt (*ex officio*), Cindy Fry (*ex officio*). **Note:** Workshop was for faculty; not intended for student representatives.

Absent: Kathy Sweeney

Guest: Donna “Iggy” Ignatavicius, Consultant

Call to Order: Janeane Houchin called the meeting to order at 8:40 a.m. in PSH 318. Roll call revealed that a quorum was present.

Topic: Curriculum Plan Adjustments

Lengthy discussion took place to adjust the 4-year BSN curriculum plan (course sequencing and distribution of credit hours) to provide the proper amount of adult health/medical-surgical knowledge and skills in a logical sequence. A minimum of 600 clinical hours is required. The following changes and plan were proposed to be effective for academic year 2017-2018:

- The Capstone clinicals will focus on medical-surgical instead of specialties beginning spring 2016. This was approved by the committee by consensus

- List *SPES180 Medical Terminology* (3 cr hrs) as a nursing support course.
- List *BIOL General Biology* (3 cr hrs) as a nursing support course.
- Remove *SOCI 131* and *SOCI 108* as nursing support courses.
- Request *BIOL 221 Anatomy & Physiology I* be offered in the spring.
- Request *BIOL 222 Anatomy & Physiology II* be offered in the fall.
- Change *NURS250 Introduction to Professional Nursing* to be offered in the spring only to pre-nursing students.
- Deactivate *NURS260 Information Management*. Much of this content is or will be integrated into other nursing courses.
- Change *NURS304 Nursing Interventions* to include clinical experiences for 6 credit hours (4 cr hrs for didactic, 2 cr hrs for clinical).
- Deactivate *NURS306 Clinical I: Interventions*. This clinical will be merged with *NURS304 Nursing Interventions*.
- Change the title of *NURS308 Adult Health* to “Adult Health 1” and include clinical experiences for 7 credit hours (4 cr hrs for didactic, 3 cr hrs for clinical). This course will be 8 weeks in length in the first half of the spring semester.
- Deactivate *NURS312 Childbearing, Family & Women’s Health* and *NURS402 Children’s Health*. These two courses will be integrated into new courses.
- Offer *NURS318 Pharmacology* in the fall semester, not in the spring. Increase credit hours from 2 to 3.
- Change *NURS375 Pathophysiology* to a 200-level course and offer it in the spring semester to pre-nursing students.
- Deactivate *NURS376 Clinical II: Adult Health & Childbearing*. This clinical will be included with the revised adult health courses and the new Family Centered Health course.
- Change the title of *NURS378 Geriatric Nursing* to “Healthy Aging”.
- Change *NURS401 Community & Transcultural Health* from 4 credit hours to 3 credit hours, include clinical experiences (2 cr hrs for didactic, 1 cr hrs for clinical), and offer the course for 8 weeks in the second half of the fall semester.
- Change *NURS403 Psychiatric Mental Health in Nursing* to a 300-level nursing course with the title “Mental Health Nursing” and include clinical experiences. Credit hours remain at 3 (2 cr hrs for didactic, 1 cr hr for clinical). This course will 8 weeks in length in the second half of the spring semester.
- Deactivate *NURS406 Clinical III: Community/Transcultural & Children’s Health*. This clinical will be included with the revised Community course and the new Family Centered Health course.
- Open a new course: *NURS4XX Adult Health 2* with clinical experiences, 6 credit hours (4 cr hrs for didactic, 2 cr hrs for clinical). This course will be 8 weeks in length in the first half of the fall semester.
- Open a new course: *NURS4XX Family Centered Health* with clinical experiences, 6 credit hours (4 cr hrs for didactic, 2 cr hrs for clinical), to be offered in the fall semester.
- Change *NURS414 Evidence-Based Practice* to a 300-level course for 3 credit hours (instead of 2 cr hrs).

- Change the title of *NURS428 Critical Care Nursing* to “*Adult Health 3*”, include clinical experiences, and change the credit hours from 3 to 5 (3 cr hrs for didactic, 2 cr hrs for clinical). This course will 8 weeks in length in the first half of the spring semester.
- Change *NURS451 Leadership & Issues in Nursing* from 4 credit hours to 2 credit hours. This course will online, 8 weeks in length in the second half of the spring semester, and will include the Virtual ATI Review to be conducted in the last four weeks of the course.
- Deactivate *NURS478 Clinical IV: Mental Health & Critical Care*. This clinical will be included with the revised adult health courses and the mental health course.
- Change the title of *NURS479 Clinical V: Leadership Practicum & Capstone* to “*Leadership Practicum & Capstone*”, deleting the “*Clinical V*” designation. The leadership practicum will be worth 1 credit hour, with the capstone clinicals worth 2 credit hours. This course will be 8 weeks in length in the second half of the spring semester.

This new plan results in the following credit hours:

	Credits
Foundational Courses	12 (minus 2 if Wesleyan Exper. not required)
Nursing Courses	60
Support Courses	32 includes Med. Term.; does not include 9 cr also listed as foundational
Liberal Studies Courses	12 (13 cr hrs of support courses are also LS)
Electives	5 (add 2 if Wesleyan Exper. not required)
	121

SEE ATTACHED PROPOSED SEQUENCE CHART

The above proposed curriculum plan changes will be further considered and finalized before calling for a vote to approve.

Donna suggested that Dr. Logan may need to inform the KSBN soon that:

- Capstone will be refocused towards medical-surgical skills, not specialties, for SP16;
- Virtual ATI Review will start in early April;
- More vigorous testing policies are being/have been developed;
- Nursing faculty are receiving training and development from the Chair/Director and a nursing education consultant (Donna Ignatavicius); and
- A proposed new plan of study will be submitted for implementation FA17.

Topic: Evaluation, Revision and Development of Program Outcomes (POs), Programmatic Learning Objectives (PLOs) and Course Learning Objectives (CLOs)

Program Outcomes:

Donna suggested the following highlighted changes to the current Program Outcomes approved in April 2015:

1. Eighty percent (80%) or higher of each admission class will graduate from the nursing program within six semesters.
2. ~~Eighty percent or higher of students will pass the comprehensive nursing course exams within every course.~~
3. Eighty percent (80%) or higher of responding graduates will report being satisfied with their educational preparation one year ~~and five years~~ after graduation.
4. Eighty percent (80%) or higher of graduates will pass the NCLEX-RN exam on the first attempt.

5. Seventy percent (70%) or higher of responding nursing graduates will be employed in nursing positions within 12 months after graduation.
6. ~~Eighty percent or higher of responding employers will report being satisfied with nursing graduates one and five years after graduation.~~

Add: One hundred percent (100%) of nursing faculty will be involved in [#] scholarship activities each academic year.

The CCNE will ask for three years' of data regarding Program Outcome #1 above. For PO #7 above, the committee should find out the KWU definition of faculty scholarship activities.

Donna stated that the leveled Junior Student Learning Outcomes below are no longer needed. The Senior Student Learning Outcomes should become the Programmatic Learning Objectives (new graduate objectives). The committee will vote on this via email after time to further consider this recommendation.

JUNIOR STUDENT LEARNING OUTCOMES	SENIOR STUDENT LEARNING OUTCOMES
1. Apply knowledge and theoretical concepts from diverse disciplines into nursing practice decisions.	1. Integrate knowledge and theoretical concepts from liberal education into nursing practice. diverse disciplines into nursing practice decisions.
2. Perform the nursing process in the delivery of client-centered care, providing therapeutic nursing interventions with individuals and families who live in a society of multicultural settings.	2. Utilize the nursing process in the delivery of multicultural, client-centered care, providing therapeutic nursing interventions with individuals, families, and communities who live in a society of multicultural settings.
3. Practice nursing care using safety, ethical, legal, and professional nursing standards.	3. Practice nursing care using safety, ethical, legal, and professional nursing standards.
4. Communicate effectively with the interdisciplinary team through teamwork and collaboration in maintaining continuity of care.	4. Communicate effectively with the interdisciplinary team through teamwork and collaboration in maintaining continuity of care.
5. Acquire skills to use information and technology to communicate, manage knowledge, mitigate errors, and support decision making information for quality improvement in the clinical setting.	5. Use information and technology to communicate, manage knowledge, mitigate errors, and support decision making information for quality improvement in the clinical setting.
6. Identify research evidence as a basis for providing and making decisions about quality of care and nursing practice.	6. Utilize research evidence as a basis for providing and making decisions about quality of care and nursing practice.
7. Understand leadership and management principles in assessing, planning, providing, directing, controlling, and evaluating health care.	7. Exhibit leadership and management principles in assessing, planning, providing, directing, controlling, and evaluating health care.
8. Develop as a professional nurse through self-evaluation as life-long learners who reflect critical thinking skills in nursing practice.	8. Function as a professional nurse through self-evaluation as life-long learners who reflect critical thinking skills in nursing practice.
9. Promote optimal biopsychosocial spiritual health of individuals and families in society.	9. Promote and support optimal biopsychosocial spiritual health of individuals, families, and communities in society.
10. Recognize the role of the professional nurse in relation to trends in health care and consumer demands.	10. Analyze the role of the professional nurse in relation to trends in health care and consumer demands.

NDO Approved 01-07-13

Donna showed the faculty some sample lesson plans. She evaluated the CLOs for several nursing courses with the faculty, giving training and suggestions accordingly. She suggested that each CLO in the syllabi be linked with a PLO and noted in parentheses. The Unit Learning Objectives (ULOs) should be included in the

course's content outline. The learning objectives included in the textbook chapters can be used as ULOs; there is no need to re-write them.

To determine which PLO to link with each CLO, look for the key/core concept in the PLO. Using the current Senior Student Learning Outcomes, the faculty picked out the key/core concepts of each outcome as follows. Recommended PLO revisions are highlighted as well.

1. Integrate knowledge and theoretical concepts from Liberal education into nursing practice. ~~diverse disciplines into nursing practice decisions.~~ Key: liberal education foundations
2. Utilize the nursing process in the delivery of multicultural, client-centered care, providing therapeutic nursing interventions with individuals, families, and communities who live in a society of multicultural settings. Key: Clinical judgement
3. Practice nursing care using safety, ethical, legal, and professional nursing standards. Key: Safety/Legal/Ethical
4. Communicate effectively with the interdisciplinary team through teamwork and collaboration in maintaining continuity of care. Key: Collaboration with the community
5. Use information and technology to communicate, manage knowledge, mitigate errors, and support decision making information for quality improvement in the clinical setting. Key: Information & Technology
6. Utilize research evidence as a basis for providing and making decisions about quality of care and nursing practice. Key: Evidence-Based Practice
7. Exhibit leadership and management principles in assessing, planning, providing, directing, controlling, and evaluating health care. Key: Leadership & Management
8. Function as a professional nurse through self-evaluation as life-long learners who reflect critical thinking skills in nursing practice. Key: Self-reflection
9. Promote and support optimal biopsychosocial spiritual health of individuals, families, and communities in society. Key: Spiritual health
10. Analyze the role of the professional nurse in relation to trends in health care and consumer demands. Key: Professionalism

At the conclusion of the workshop, Donna noted the following next steps for the faculty and staff:

- Revise CLOs for courses, as appropriate;
- Align test questions with blueprints; and
- Develop the Program Evaluation Plan (a.k.a. systematic plan).

Donna will continue to offer her services as a resources as needed.

Adjournment: Janeane Houchin adjourned the workshop at approximately 2:50 p.m.

Respectfully submitted,
Cindy Fry
Administrative Assistant & Meeting Recorder

ATTACHMENT(S) REFERRED TO IN MINUTES:

KANSAS WESLEYAN UNIVERSITY
 DIVISION/DEPARTMENT OF NURSING EDUCATION
 2017-2018 SUGGESTED COURSE SEQUENCE

Freshman FALL Semester I		Freshman SPRING Semester II	
ENGL 120 Introductory English Composition (foundational course)	(support) 3	ENGL 121 Intermediate English Composition (foundational course)	(support) 3
SCTH 130 Public Speaking (Human Expression course) (support)	3	SOCL 131 General Sociology remove as support course —or SOCL 108 Cultural Anthropology	—
CHEM 120 Concepts in Chemistry or CHEM 123 General Chemistry I (Natural World Stewardship course) (both with on-campus lab)	(support) 4	BIOL 221 Anatomy and Physiology I (with on-campus lab) ask to be offered in spring	(support) 3
INTD 105 Wesleyan Experience (foundational course only for first-time freshmen)	2	PSYC 101 The World of You: An Introduction to Psychology (Personal Awareness) (support)	3
INTD 115 Wesleyan Heritage (foundational course for students new to KWU)	1	BSHS 210 Statistics (foundational quantitative reasoning) Pre-requisite: MATH 120 or CLEP Test	(support) 3
BIOL 110 General Biology (Natural World Stewardship course)	new support course 3	Liberal Studies Community & World choice	3
Total Semester Credit Hours	16	Total Semester Credit Hours	15
Sophomore FALL Semester III		Sophomore SPRING Semester IV	
BIOL 222 Anatomy and Physiology II (with on-campus lab) ask to be offered in fall	(support) 3	NURS 250 Introduction to Professional Nursing	3
REPH 111 Introduction to Ethics (support)	3	NURS 2xx Pathophysiology	3
EDUC 244 Developmental Psychology (support)	3	Liberal Studies Human Expressions choice	3
Liberal Studies Community & World Exploration	3	BIOL 226 Microbiology (with on-campus lab) (support)	4
Liberal Studies Personal Awareness	3	Elective	?
Elective	2	Total Semester Credit Hours	16
Total Semester Credit Hours	17	Total Semester Credit Hours	16
Junior FALL Semester V		Junior SPRING Semester VI	
SPES 180 Medical Terminology new support course	3	NURS 308 Adult Health I (4cr) & Clinical (3cr) 1 st 8 weeks 135 clinical hrs	7
NURS 304 Nursing Interventions (4cr) & Clinical 90 clinical hrs (2cr)	6	NURS 3xx Mental Health Nursing (2cr) & Clinical (1cr) 45 clinical hrs 2 nd 8 weeks	3
NURS 318 Pharmacology	3	NURS 378 Healthy Aging	2
NURS 380 Assessment in Nursing	3		
NURS 3xx Evidence Based Practice	3		
Total Semester Credit Hours	18	Total Semester Credit Hours	12
Senior FALL Semester VII		Senior SPRING Semester VIII	
NURS 4xx Adult Health II (4cr) & Clinical (2cr) 1 st 8 weeks 90 clinical hrs	6	NURS 4xx Adult Health III (5cr) & Clinical (2cr) 1 st 8 weeks 90 clinical hrs	7
NURS 401 Community & Transcultural Health Care (2cr) & Clinical (1cr) 2 nd 8 weeks 45 clinical hrs	3	NURS 451 Leadership & Issues in Nursing 2 nd 8 weeks	2
NURS 4xx Family Centered Health & Clinical (4+2)	6	NURS 479 Leadership Practicum (1cr) 45 clinical hrs & Capstone (2cr) 90 clinical hrs 2 nd 8 weeks	3
Total Semester Credit Hours	15	Total Semester Credit Hours	17

DNE 10-20-15 Foundational Courses 12 cr hrs Support Courses 32 cr hrs Add'l Liberal Studies Courses 12 cr hrs
 Nursing Courses 60 cr hrs includes 720 clinical contact hours Electives 5 cr hrs

	Credits
Foundational Courses	12 (minus 2 if Wesleyan Exper. not required)
Nursing Courses	60
Support Courses	32 includes Med. Term.; does not include 9 cr also listed as foundational
Liberal Studies Courses	12 (13 cr hrs of support courses are also LS)
Electives	5 (add 2 if Wesleyan Exper. not required)
	121

Clarification of courses that fall into multiple categories:

Foundational Courses - (12 credit hours)

INTD105 (First-time Freshmen only)	2 credit hours
INTD115	1 credit hour
Quantitative Reasoning (BSHS 210 Statistics)	3 credit hours
ENGL120	3 credit hours
ENGL121	3 credit hours

Support Courses (41 credit hours)

ENGL 120	Introductory English Composition
ENGL 121	Intermediate English Composition
SCTH 130	Public Speaking <i>(not currently approved by KSBN as a support course)</i>
NURS 153	Nutrition <i>(not currently approved by KSBN as a support course)</i>
BIOL 110	General Biology <i>(not currently approved by KSBN as a support course)</i>
BIOL 221	Human Anatomy and Physiology I (with an on-campus lab)
BIOL 222	Human Anatomy and Physiology II (with an on-campus lab)
SOCI 131	General Sociology
or SOCI 108	Cultural Anthropology
PSYC 101	The World of You: An Introduction to Psychology
EDUC 244	Developmental Psychology
BIOL 226	General Microbiology (with an on-campus lab) (4 cr hrs)
CHEM 120	Concepts in Chemistry (with an on-campus lab) (4 cr hrs)
or CHEM 123	General Chemistry I (with an on-campus lab)
REPH 111	Introduction to Ethics
BSHS 210	Statistical Analysis
SPES 180	Medical Terminology <i>(not currently approved by KSBN as a support course)</i>

Liberal Studies courses (25 credit hours) *(Per N. Cummings, we cannot actually demand students take a particular LS course.)*

SCTH 130	Public Speaking (HE)	3 credit hours
CHEM 120	Concepts in Chemistry (NW)	4 credit hours
BIOL 110	General Biology (NW)	3 credit hours
PSYC 101	Introduction to Psychology (PA)	3 credit hours
	1 choice in Personal Awareness	3 credit hours
	1 choice in Human Expression	3 credit hours
	2 choices in Community and World Exploration	6 credit hours

- Student must also take elective credits (5 credit hours) along with support courses and Liberal Studies courses for the BSN degree.

Nursing electives that may be used to fulfill the elective requirement:

NURS 425	Basic Dysrhythmias (2 credit hours)
NURS 491	Complex Care Extern Elective (3 credit hours)

Note: At least four (4) academic divisions must be represented in the Liberal Studies courses completed.

Personal Awareness Courses Offered:

COMP 210	Digital Masks	3
ENGL 210	From Myths and Magic to Villains and Verse: Eras in Literature	3

MUSI 180-197	Journeys in Musicianship.....	3
	<i>(Must earn a minimum of 3 credit hours with the same course number)</i>	
*PSYC 101	The World of You: An Introduction to Psychology.....	3
PSYC 120	Voyage of Self Discovery.....	3
SCTH 250	Knowing Self through Family Stories: A Study in Intrapersonal and Interpersonal Communication.....	3
CRIM 105	Justice: So Who should Survive?.....	3
SPES 117	Pathway to Wellness	3

Human Expression Courses Offered:

ARTS 205	Painting I: Fundamental Approaches.....	4
ARTS 260	Photography I: Beyond the Snapshot	4
ARTS 281	3D Printing & Modeling I	4
COMM 106	Visual Communication.....	3
ENGL 296	Borders/Crossings.....	3
HIST 380	Reacting to the Past.....	3
INTD 201	Connections: Introduction to Interdisciplinary	3
INTD 219	Designing the Future	4
MATH 208	Cooperation & Competition: An Introduction to Game Theory... 3	
MUSI 115	Music Appreciation.....	3
PSYC 327	Expressing Scientific Thought	2
*SCTH 130	Public Speaking: The Art of Oral Communication	3

Community and World Exploration Courses Offered:

COMM 321	Global Media	3
COMP 345	Global Aspects of Technology.....	3
EMGT 104	Spiritual Care in Disaster Settings.....	3
ENGL 301	Shakespeare: Past & Present	3
HIST 350	Making History: Great Events and Turning Points that Influenced the World	3
POLI 205	Great Decisions.....	3
REPH 215	The Biblical Experience.....	3

Natural World Stewardship Courses Offered:

BIOL 102	Environmental Awareness.....	3
*BIOL 110	General Biology: The Study of Life and Our Role in It	4
*CHEM 120	Concepts in Chemistry	4
ENGL 270	Eco-Writing.....	3
ESCR 200	Bouncing Back: Community Resilience in a Changing World	3
ESCR 375	Community & World Transformation.....	3
PSCY 365	Environmental Psychology	3
SOCI 275	Environmental Sociology ("Nature & Society").....	3

*Required as a support course for the nursing education program.

Nursing Electives:

- NURS 425 Basic Dysrhythmias (2 credit hours)
- NURS 491 Complex Care Extern Elective (3 credit hours)

KANSAS WESLEYAN UNIVERSITY
DIVISION OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF NURSING EDUCATION
Nursing Department Organization (NDO) Committee

August 17, 2016

Present: Janeane Houchin (Acting President), Kathy Sweeney (Secretary), Andrea Picklesimer, Jerri Zweygardt (*ex officio*), Cindy Fry (*ex officio*).

Absent: Junior Class Representative – TBD

Note: Senior Class Representative – No Senior Class

MINUTES

I. Opening

- A. Welcome and Opening Prayer: J. Houchin
- B. Call to Order and Roll Call: J. Houchin called the meeting to order at 10:50 a.m. Roll call revealed a quorum to be present.
- C. Assign Meeting Recorder: C. Fry
- D. Approval of Minutes from Previous Meeting

Motion. *The motion to approve the minutes of the NDO meeting held April 4, 2016, as presented, was made by K. Sweeney, seconded by A. Picklesimer, and carried unanimously.*

II. Unfinished Business

- A. **Forwarded from the Spring 2016 Faculty Workshop: Teaching effectiveness will be measured once all grades and evaluations are aggregated for the semester.**

Teaching effectiveness was discussed at the spring workshop and at the DNE Curriculum Committee meeting held August 16, 2016, utilizing the end-of-course summaries from fall 2015 along with an analysis of the student success program. Changes were made to the fall 2016 courses and are being implemented accordingly, as evidenced in DNE Curriculum minutes and end-of-course summaries. The spring 2016 end-of-course summaries will be discussed during the fall 2016 faculty workshop to determine changes for program improvement. Changes to the Academic Alert process were approved in the spring 2016 faculty workshop minutes and finalized in the August 16-17, 2016, meeting of the DNE Admission & Progression Committee meeting.

III. New Business

- A. **NDO Officer Elections:**

Dr. Debra Logan resigned her position as the Division Chair of the Nursing Education and Health Sciences Department along with her Director of Nursing Education responsibilities. Janeane Houchin was appointed Interim Director and, as such, serves as the President of the Nursing Department Organization (NDO) Committee. Andrea Picklesimer was nominated to serve as Vice President, and Kathy Sweeney was nominated to serve as Secretary.

Motion. *The motion to approve the above nominations, and elect those nominated, was made by K. Sweeney, seconded by A. Picklesimer, and carried unanimously.*

- B. **Appointment of DNE Committee Chairs**

J. Houchin announced the appointment of DNE committee chairs as follows:

Curriculum: K. Sweeney

Admission & Progression: K. Sweeney

Student Activities: A. Picklesimer

In addition, K. Sweeney will serve as the junior class faculty sponsor, and A. Picklesimer will serve as the Student Nurses Organization (SNO) faculty sponsor.

The first meeting of SNO will be at noon on Wednesday, August 31st. The junior class will meet briefly to elect class officers and committee representatives after the SNO meeting.

C. DNE Committee Meetings Schedule:

The faculty decided to have committee meetings on two Mondays of each month, 10:00 a.m. to noon, with two committees meeting each of the designated Mondays. The following schedule was approved by consensus:

- August 29th, Curriculum at 10:00; Student Activities Committee (SAC) at 11:00
- September 26th, Admission & Progression (A&P) at 10:00; NDO at 11:00
- October 10th, Curriculum at 10:00; SAC at 11:00
- October 24th, A&P at 10:00; NDO at 11:00
- November 7th, Curriculum at 10:00; SAC at 11:00
- November 28th, A&P at 10:00; NDO at 11:00
- December 12th – Team Meeting re: grades
- December 20th & 21st: Fall Faculty Workshop

D. Motions Brought Forward from DNE Curriculum Committee

Motion. *The motion brought by the DNE Curriculum Committee, as stated in the committee's minutes of August 16, 2016, to approve the 2017-18 BSN course sequence (degree blueprint), was seconded by K. Sweeney and carried unanimously.*

Motion. *The motion brought by the DNE Curriculum Committee, as stated in the committee's minutes of August 16, 2016, to change the delivery method to online starting fall 2017 for NURS 401 Community & Transcultural Healthcare, NURS 3?? Evidence-Based Practice, and NURS 378 Healthy Aging, was seconded by K. Sweeney and carried unanimously.*

Motion. *The motion brought by the DNE Curriculum Committee, as stated in the committee's minutes of August 16, 2016, to approve the Fall 2016 Faculty Course Assignments, was seconded by K. Sweeney and carried unanimously.*

E. Establish Goals for the Coming Year

Motion. *The motion to adopt the goals stated in each committee's 2016 annual report, along with those stated in the 2015 CCNE Self-Study, was made by K. Sweeney, seconded by A. Picklesimer, and carried unanimously.*

See attached list of goals developed from the annual reports of each committee and the Master Evaluation Plan and 2015 CCNE Self-Study.

F. Annual Reports from DNE Committees

Annual reports from each of the DNE committees were presented.

Motion. *The motion to approve the Annual Reports of the DNE Curriculum Committee, the Admission & Progression Committee, and the Student Activities Committee, was made by K. Sweeney, seconded by A. Picklesimer, and carried unanimously.*

G. Higher Learning Commission (HLC) Accreditation for the University

Bryan Minnich is the Interim Chair for the Division of Nursing and Health Sciences. For HLC accreditation, we are required to conduct monthly divisional meetings which will include all of us in the department. The first meeting is proposed for September 16, 2:00 – 3:00, SAC 203. The

HLC form "Inventory of Assessment Tools in the Classroom" will be completed by each faculty member for each course and submitted to the Provost by September 23rd.

Next Meeting: Monday, September 26, 2016, 11:00 a.m., PSH 318.

Adjournment: With no further business to address, J. Houchin adjourned the meeting at 11:32 a.m.

Respectfully submitted,
Cindy Fry
Administrative Assistant & Meeting Recorder

KANSAS WESLEYAN UNIVERSITY
DIVISION OF NURSING AND HEALTH SCIENCES -- DEPARTMENT OF NURSING EDUCATION
RECOMMENDED COURSE SEQUENCE (DEGREE BLUEPRINTS)

Proposed		Current	
2017 Freshman FALL Semester I	CrHrs	2016 Freshman FALL Semester I	
CrHrs	CrHrs	CrHrs	
ENGL 120 Introductory English Composition (foundational course) (prerequisite)	3	ENGL 120 Introductory English Composition (foundational course)	3
Liberal Studies Choice: SCTH 130 Public Speaking (Human Expression)	3	Liberal Studies Recommendation: SCTH 130 Public Speaking	3
CHEM 120 Concepts in Chemistry (Natural World Stewardship) (with on-campus lab) (prerequisite)	4	CHEM 120 Concepts in Chemistry or CHEM 123 General Chemistry I (Natural World Stewardship)	4
INTD 105 Wesleyan Experience (foundational course only for first-time freshmen)	2	INTD 105 Wesleyan Experience (foundational course only for first-time freshmen)	2
INTD 115 Wesleyan Heritage (foundational course for students new to KWU)	1	INTD 115 Wesleyan Heritage (foundational course for students new to KWU)	1
Liberal Studies choice	3	PSYC 101 An Introduction to Psychology (Personal Awareness)	3
Total Semester Credit Hours	16	Total Semester Credit Hours	16
2017 Sophomore FALL Semester III		2016 Sophomore FALL Semester III	
BIOL 221 Anatomy and Physiology I (on-campus lab) (prerequisite)	3	BIOL 221 Anatomy and Physiology I (on-campus lab)	3
BIOL 226 Microbiology (on-campus lab) (prerequisite)	4	BSHS 210 Statistics (Quantitative Reasoning course) Pre-requisite: MATH 120 or CLEP Test	3
SPES 180 Medical Terminology (online) (prerequisite)	3	SPES 175 Nutrition no longer required	3
Liberal Studies choice	3	Liberal Studies Choice	3
Liberal Studies choice	3	Liberal Studies Choice	3
		Elective	1
Total Semester Credit Hours	16	Total Semester Credit Hours	16
2017 Junior FALL Semester V		2016 Junior FALL Semester V	
NURS 304 Nursing Interventions (4cr) & Clinical (2cr) (combo) 90 clinical hrs	6	NURS 250 Intro to Professional Nursing	3
NURS 318 Pharmacology (online)	3	NURS 260 Information Management no longer offered	2
NURS 375 Pathophysiology (blended)	3	NURS 304 Nursing Interventions	3
NURS 380 Assessment in Nursing with Lab	3	NURS 306 Clinical I: Interventions	3
Total Semester Credit Hours	15	NURS 375 Pathophysiology	3
		NURS 380 Assessment in Nursing	3
		Total Semester Credit Hours	17
2017 Senior FALL Semester VII		2016 Senior FALL Semester VII	
NURS 401 Community Health Nursing (online) (2cr) & Clinical (1cr) 2 nd 8 weeks 45 clin hrs (combo)	3	NURS 401 Community & Transcultural Health Care	4
NURS 408 Adult Health II (4cr) & Clinical (2cr) (combo) NEW (Acute) 90 clinical hrs	6	NURS 402 Children's Health Care	3
NURS 432 Family-Centered Health (4cr) & Clinical (2cr) 90 clinical hrs (combo)	6	NURS 406 Clinical III: Community/Transcultural/Children's Health	5
Total Semester Credit Hours	15	NURS 414 Evidence-Based Practice	2
		Total Semester Credit Hours	14

Proposed			Current	
2018 Freshman SPRING Semester II		CrHrs	2017 Freshman SPRING Semester II	
ENGL 121 Intermediate English Composition (foundational)	(prerequisite)	3	ENGL 121 Intermediate English Composition (foundational course)	3
REPH 111 Introduction to Ethics	(prerequisite)	3	SOCI 131 General Sociology —or SOCI 108 Cultural Anthropology	3
BIOL 110 General Biology (Natural World Stewardship)	(prerequisite)	4	Elective Recommendation: SPES 180 Medical Terminology	3
PSYC 101 Introduction to Psychology (Personal Awareness)	(prerequisite)	3	Liberal Studies Recommendation: BIOL 110 General Biology (NWS)	4
Elective: <i>If needed</i> MATH 120 College Algebra or MATH 102 – Intermediate Algebra		3	Liberal Studies Choice	3
Total Semester Credit Hours		16	Total Semester Credit Hours	16
2018 Sophomore SPRING Semester IV			2017 Sophomore SPRING Semester IV	
BIOL 222 Anatomy and Physiology II (on-campus lab)	(prerequisite)	3	BIOL 222 Anatomy and Physiology II (on-campus lab)	3
NURS 250 Intro to Professional Nursing	(online)	3	REPH 111 Ethics	3
EDUC 244 Developmental Psychology	(prerequisite)	3	BIOL 226 Microbiology	4
BSHS 210 Statistics Prerequisite: MATH 120 or CLEP Test (foundational quantitative reasoning)	(prerequisite)	3	EDUC 244 Developmental Psychology	3
Liberal Studies Choice		3	Liberal Studies Choice	3
Total Semester Credit Hours		15	Total Semester Credit Hours	16
2018 Junior SPRING Semester VI			2017 Junior SPRING Semester VI	
NURS 308 Adult Health I (4cr) & Clinical (3cr) combo (Chronic) 1 st 8 weeks 135 clinical hrs		7	NURS 308 Adult Health	4
NURS 355 Mental Health Nursing (2cr) & combo Clinical (1cr) 2 nd 8 weeks 45 clin hrs		3	NURS 312 Childbearing, Families, Women's Health	3
NURS 360 Evidence-Based Practice	(online)	3	NURS 318 Pharmacology	2
NURS 378 Healthy Aging	(online)	2	NURS 376 Clinical II: Adult Health/ Childbrg	5
			NURS 378 Gerontological Nursing	2
Total Semester Credit Hours		15	Total Semester Credit Hours	16
2018 Senior SPRING Semester VIII			2017 Senior SPRING Semester VIII	
NURS 428 Adult Health III (5cr) & Clinical (2cr) combo (Complex) 1 st 8 weeks 90 clinical hrs		7	NURS 403 Psychiatric Mental Health	3
NURS 451 Leadership & Issues in Nursing	(online)	2	NURS 428 Critical Care Nursing	3
NURS 479 Leadership Practicum (1cr) 45 clin hrs 2 nd 8 weeks & Capstone (2cr) 90 clinical hrs		3	NURS 451 Leadership & Issues in Nursing	4
			NURS 478 Clinical IV: Mental Health & Critical Care	2
			NURS 479 Clinical V: Leadership Practicum & Capstone	3
Total Semester Credit Hours		12	Total Semester Credit Hours	15
Total Program Hours		120	Total Program Hours	126

**NLN Task Group on Innovations in Curriculum Design
Curriculum Assessment: Report Card ©**

This Report Card will help you to systematically evaluate your curriculum for strengths and areas for improvement based on the *NLN Hallmarks of Excellence in Nursing Education*, and to assess your nursing program for innovation. If you have more than one program, evaluate each program separately.

Please use the following key to determine your program's progress in reaching the NLN Hallmarks of Excellence related to curriculum:

Rating Key:

- 0 = No implementation.** I see no evidence that this happens in our curriculum.
- 1 = Under discussion.** This practice is being discussed, but hasn't been implemented yet.
- 2 = Marginal implementation.** There are isolated incidents of this being implemented.
- 3 = Partial implementation.** This is being implemented in several courses.
- 4 = Full implementation.** This has been fully implemented throughout the curriculum.

NLN Excellence Hallmarks: Curriculum					
<i>I. The curriculum is flexible and reflects current societal and health care trends and issues, research findings, and innovative practices, as well as local and global perspectives.</i>	0	1	2	3	4
1. There is room for non-required or elective courses in the curriculum.					
2. Students are allowed some choice in sequencing of courses.					
3. There is time in each course to discuss new trends or developments in health care.					
4. The curriculum is regularly examined to incorporate new global and societal health care trends.					
5. The curriculum is regularly examined to incorporate new local trends and perspectives.					
6. Students are allowed some choices for clinical experiences.					
<i>II. The curriculum provides experiential cultural learning activities that enhance students' abilities to think critically, reflect thoughtfully, and provide culturally-sensitive, evidence-based nursing care to diverse populations.</i>	0	1	2	3	4
1. The curriculum ensures that all students have learning experiences to prepare them to care for people from cultures different from their own.					
2. Course assignments require examination of cultural sensitivity in nursing care.					
3. Throughout the curriculum, students have increasingly complex assignments that incorporate principles of culturally-competent nursing care.					
4. Course assignments allow students to examine their own values, biases, and stereotyping.					
5. Outcomes related to cultural competence are assessed.					

Rating Key:

0 = No implementation. I see no evidence that this happens in our curriculum.

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III. The curriculum emphasizes students' values development, socialization to the new role, commitment to lifelong learning, and creativity.	0	1	2	3	4
1. Students are given permission to think "outside the box" when engaged in learning experiences.					
2. Grading rubrics are structured such that students are rewarded for creativity and/or originality of thought.					
3. Course assignments/clinical experiences are designed to promote students' socialization into the nursing role.					
4. Individual learning styles are appreciated and enhanced through a variety of learning experiences.					
5. Learning strategies integrate the generational differences among students to promote positive educational outcomes.					
6. Learning experiences require values clarification and student development in the affective domain.					
7. Faculty design learning experiences that focus on career development and student appreciation of life-long learning.					
IV. The curriculum provides learning experiences that prepare graduates to assume roles that are essential to quality nursing practice, including but not limited to roles of care provider, patient advocate, teacher, communicator, change agent, care coordinator, user of information technology, collaborator, and decision maker.	0	1	2	3	4
1. Learning experiences are implemented to assist students in the following role development, including roles of:					
a. care provider.					
b. patient advocate.					
c. teacher (individual and group).					
d. communicator (writing and speaking).					
e. change agent.					
f. care coordinator.					
g. technology user (to include electronic records and databases).					
h. collaborator.					
i. decision maker.					

Rating Key:

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	0	1	2	3	4
<i>V. The curriculum provides learning experiences that support evidence-based practice, multidisciplinary approaches to care, student achievement of clinical competence, and, as appropriate, expertise in a specialty role.</i>					
1. Evidence-based practice concepts are taught throughout the curriculum.					
2. Students' work in clinical environments where evidence-based practice is valued.					
3. Students have experience with multidisciplinary approaches to patient care.					
4. Innovative learning experiences are created to help students develop clinical competence.					
5. Students have experience as members and leaders of multidisciplinary teams.					
6. Students have substantial learning experiences to prepare them as experts in the full scope of their new role (new graduate nurse, advanced practice roles, educators, administrators, or researchers).					
7. Students have learning experiences to achieve clinical competencies to prepare them to meet demands and requirements of entry level nurses in a variety of settings.					
<i>VI. The curriculum is evidence-based. (Programs should ask themselves how the current curriculum is evaluated based on outcome evidence.)</i>					
1. Research has been used to determine how the curriculum is designed.					
2. Current research is used to help faculty determine when to make changes in the curriculum and what those changes will be.					
3. Assessment of program and student outcomes is done regularly to provide evidence for curriculum revision, planning, and implementation, including:					
a. surveys of alumni, graduates and employers.					
b. benchmarking (comparing results with similar programs) i.e. financial health of institution, applicant pool, admission, retention, graduation rates, diversity, faculty satisfaction.					
4. <u>Formative</u> evaluations of student progress are used as evidence for curriculum revision, planning, and implementation, including:					
a. course evaluations by faculty.					
b. student achievement (GPA, on-time progression through program courses, preceptor feedback about student performance).					
c. staff, student, faculty satisfaction.					
d. impression of student and faculty performance by clinical agency personnel.					
e. assessment of student services and other support systems.					
f. critical-thinking development (i.e. PBDS systems).					
g. NCLEX readiness.					
h. satisfaction surveys of families of students.					
i. cost effectiveness of program.					
j. student course evaluations.					
k. faculty teaching effectiveness (peer review, course surveys completed by students, self evaluation).					

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- 3 = Partial implementation.** This is being implemented in several courses.
- 4 = Full implementation.** This has been fully implemented throughout the curriculum.

NLN Excellence Hallmarks: Innovation					
VII. The design and implementation of the program is innovative and seeks to build on traditional approaches to nursing education.	0	1	2	3	4
1. Rationale for innovation is supported by evidence and/or guided by the literature.					
2. Faculty and students systematically evaluate the impact of innovative teaching and curriculum approaches on student learning, student satisfaction, and other student-centered outcomes.					
3. Innovative aspects of the curriculum are evaluated.					
4. Faculty have the requisite knowledge and skills to identify, plan, implement, and evaluate curricular innovations.					
5. When barriers to innovation occur, the faculty are able to identify and implement strategies for success.					
6. Faculty, students, and alumni can identify the features of the program that are truly innovative.					
7. The faculty are committed to challenging traditional approaches to nursing education and implementing more innovative, evidence-based approaches.					
8. There is administrative support for faculty to be innovative in their approach to teaching and learning, as well as in their approach to the design, implementation, and evaluation of the curriculum.					
9. Resources and support for faculty development related to innovative curriculum are clearly evident.					
10. A culture of innovation (such as risk-taking, diverse thinking, and challenging long-held assumptions) is celebrated.					

Kansas Wesleyan University
Division of Nursing and Health Sciences
Department of Nursing Education (DNE)

Course Descriptions for 2017-2018 KWU Nursing Education Curriculum

COURSE NAME: NURS 250 Introduction to Professional Nursing

CREDIT HOURS: 3

CATALOG DESCRIPTION:

This course provides an introduction to the nature of professional nursing – the roles of the nurse in the health care system, the historical development of modern nursing, public images of nursing, ethical and legal parameters of nursing practice, and theoretical models of nursing practice. The nursing process as a tool for decision-making is examined. The nature and importance of research to the nursing profession is explored. Open to pre-nursing and nursing majors only. Prerequisites: For nursing majors, the majority of the liberal studies and prerequisite courses should be completed.

PREREQUISITES:

For nursing majors, the majority of the liberal studies and prerequisite courses should be completed. (See Course Sequence (Degree Blueprint))

COURSE LEARNING OUTCOMES:

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

1. Identify the role of the professional nurse (Aligns to nursing program's Student Learning Outcome (SLO): 1)
2. Explore the variety of roles which nurses play in wellness, health promotion and health protection in client – centered care. (SLO: 2)
3. Examine the historical development of modern nursing.(SLO: 1)
4. Describe the components of the nursing process.(SLO: 2)
5. Discuss the professional standards and their role in professional nursing. (SLO: 3)
6. Identify and use principles of communication, collaboration, and critical thinking. (SLO: 4)
7. Discuss the role of evidence-based practice in the development of nursing knowledge. (SLO: 6)

METHOD OF EVALUATION:

Students will be evaluated utilizing the following: Written assignments, discussion threads with responses, online activities, review of case studies, virtual clinical excursions, summative project, and examinations.

COURSE NAME: NURS 304 Nursing Interventions & Clinical

CREDIT HOURS:

Total of 6 credit hours as follows:

Didactic: 4 credit hours

Clinical: 2 credit hours /6 contact hours per week/90 contact hours per term

CATALOG DESCRIPTION:

This course provides an introduction to fundamental nursing concepts and skills to prepare the student for nursing practice. Emphasis is placed on beginning clinical decision-making necessary to provide safe, compassionate, client-centered care. Principles of communication and information management systems are incorporated in clinical skills practice and simulated client-care settings. Open to nursing majors only. Prerequisite: Admission to the nursing major.

PREREQUISITES:

Admission to the nursing major.

COURSE LEARNING OUTCOMES:

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

1. Identify knowledge and theoretical concepts from diverse disciplines into nursing practice decisions. (Aligns to nursing program's Student Learning Outcome (SLO): #1)
2. Acquire knowledge of basic nursing interventions skills. (SLO #2)
3. Describe the components of the nursing process in the delivery of client-centered care. (SLO #2)
4. Perform basic nursing intervention skills using safety, ethical, legal, and professional nursing standards. (SLO #3)
5. Identify principles of health teaching. (SLO #4)
6. Utilize appropriate communication techniques used among clients, families, and interdisciplinary team members in a simulated setting. (SLO #4)
7. Acquire skills to use information and technology to communicate, manage knowledge, mitigate errors, and support decision making information for quality improvement in the clinical setting. (SLO #4)

METHOD OF EVALUATION:

- Unit exams and a final exam, pop quizzes, practice and proctored ATI assessment and a summative nursing concept case scenario project.
- Students are evaluated in the skills lab and simulation. Successful completion of all skills with 80% of the total points earned is required for the student to earn a passing grade. Unsuccessful completion of the skills will result in failure of the course and withdrawal from this course.
- Students will complete daily clinical evaluations, midterm and final evaluations. Faculty will evaluate student performance via these evaluations.
- Students will earn points for successful completion of their skills review, skills competency evaluations, Major Nursing Care Plan and simulation evaluation.

CLINICAL FACILITIES TO BE USED: KWU Nursing Education skills lab and simulation lab.

COURSE NAME: NURS 308 Adult Health I & Clinical (Chronic)

CREDIT HOURS:

Total of 6 credit hours as follows:

Didactic: 4 credit hours

Clinical: 3 credit hrs /6 contact hrs per week/135 contact hrs per term

CATALOG DESCRIPTION:

This course allows opportunity for students to explore safe, client-centered, evidence-based care for clients with chronic conditions in a variety of settings. Students will examine factors that influence health and illness in adults while exploring health promotion, maintenance, injury and disease prevention. Open to nursing majors only. Prerequisites: Semesters I – V of the nursing major.

PREREQUISITES:

Semesters I – V of the nursing major. (See Course Sequence (Degree Blueprint))

COURSE LEARNING OUTCOMES:

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

1. Apply knowledge from liberal education and the nursing process in the delivery of safe, client-centered care for adult clients with chronic conditions. (Aligns to nursing program's Student Learning Outcome (SLO): 1, 2)
2. Practice effective communication with clients, families, and team members to plan health promotion and promote the spiritual health of adult clients with chronic conditions. (SLO: 4, 9)
3. Acquire skills to use information and technology to communicate and support clinical decision making in the adult clinical setting. (SLO: 5)
4. Explore research evidence to plan and implement nursing care for adult clients with a variety of chronic health problems. (SLO: 6)
5. Demonstrate professionalism, self-evaluation and critical thinking skills in collaboration with team members to provide nursing care to adult clients with chronic conditions. (SLO: 3, 8)
6. Understand leadership and management principles necessary to provide nursing care for adult clients. (SLO: 7)

METHOD OF EVALUATION:

Unit exams and a final exam, pop quizzes, homework and a summative project. Performance in the clinical setting will be evaluated by the daily clinical evaluation tool, midterm and final evaluation tools, simulation scenario evaluation tool, skills competency evaluation tool, clinical post-conference online discussion, daily and major care plans, specialty area care plans, simulation scenarios, and Virtual Clinical Excursion exercises.

CLINICAL FACILITIES TO BE USED:

- KWU Nursing Education skills lab and simulation lab
- Presbyterian Manor of Salina
- Salina Regional Health Center

COURSE NAME: NURS 318 Pharmacology

CREDIT HOURS: 3

CATALOG DESCRIPTION:

This course will provide an overview of the characteristics of major drug groups and interactions among these groups. The course will emphasize mechanisms of action and side effects of drugs, as well as factors which influence the activity of drugs. Open to nursing majors only. Prerequisite: Admission to the nursing major.

PREREQUISITES:

Admission to the nursing major. (See Course Sequence (Degree Blueprint))

COURSE LEARNING OUTCOMES:

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

1. Apply characteristics of major drug categories in a plan of care for a client across the life span. (Aligns to nursing program's Student Learning Outcome (SLO): 1, 2, 4)
2. Relate mechanisms of actions of drugs to their use in prevention and treatment modalities. (SLO: 2)
3. Discuss interactions among drugs based on knowledge of characteristics of drug categories. (SLO: 3)
4. Identify conditions in which modifications of drug therapy need to be made. (SLO: 2, 3, 6)
5. Identify factors which influence the absorption, transport, and metabolism of drugs. (SLO: 2,3)

METHOD OF EVALUATION:

Discussion thread/Case studies, Medical Math learning sheets, Active Learning sheets, unit exams and a final exam, practice and proctored ATI assessment, summative client educational project.

COURSE NAME: NURS 355 Mental Health Nursing & Clinical

CREDIT HOURS:

Total of 3 credit hours as follows:

Didactic: 2 credit hours

Clinical: 1 credit hour / 3 contact hours per week / 45 contact hours per semester

CATALOG DESCRIPTION:

This course presents the theoretical concepts of psychiatric mental health nursing. Principles of communication and interpersonal skills as an intervention in developing therapeutic relationships with clients in psychiatric settings are discussed. Nursing strategies pertaining to the management of illness and symptoms of the psychiatric client are addressed. Ethical, legal, cultural, and spiritual aspects of psychiatric mental health nursing are also examined. The student, through utilization of the nursing process, cares for clients in a rotation of specialty areas requiring psychiatric mental health care. Open to nursing majors only. Prerequisites: Semesters I – V of the nursing major.

PREREQUISITES:

Semesters I – V of the nursing major. (See Course Sequence (Degree Blueprint))

COURSE LEARNING OUTCOMES:

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

1. Apply knowledge and theoretical concepts from mental health disciplines into nursing practice. (Aligns to nursing program's Student Learning Outcome (SLO): 1)
2. Utilize the nursing process, diagnostic criteria, treatment and nursing interventions in the delivery of multicultural, client centered care for individuals and families with multiple adaptive problems. (SLO: 2)
3. Demonstrate accountability and interpret ethical, legal, and professional nursing standards. (SLO: 3)
4. Collaborate with clients, families, and the interdisciplinary team, utilizing communication to develop therapeutic relationships in the care of mentally ill clients. (SLO: 4)
5. Acquire skills to use information and technology to communicate and support clinical decision making in the clinical setting. (SLO: 5)
6. Discover research based evidence to support nursing care for mental health clients. (SLO: 6)
7. Explore leadership and management principles necessary in providing nursing care for mental health clients. (SLO: 7)
8. Demonstrate professionalism, self-evaluation, and critical thinking skills while providing care to mental health clients. (SLO: 8)
9. Explore the influence of biopsychosocial variables in the development of mental health disorders (SLO: 9)

METHOD OF EVALUATION:

Didactic: Student evaluation will include unit exams and a final exam, pop quizzes, discussion threads, practice and proctored ATI assessment, Virtual clinical excursion exercises.

Clinical: Students will complete daily clinical evaluations, midterm and final evaluations. Instructors will evaluate student performance via daily, midterm and final clinical evaluations. Daily Clinical Care Plans, Summative project - Major Nursing Care Plan and simulation evaluation.

CLINICAL FACILITIES TO BE USED:

Assigned units at Salina Regional Health Center. (Behavioral Health, New Options, Hospice)

COURSE NAME: NURS 360 Evidence-Based Practice

CREDIT HOURS: 3

CATALOG DESCRIPTION:

In this course the students will examine the research process as a mode of developing evidence-based nursing practice. Students will learn to formulate researchable questions and hypotheses, chose an appropriate research design, and select an appropriate sample, measurement tool, and method of analyzing data. Students will evaluate published nursing research for its rigor and contribution to the nursing discipline and evidence-based nursing practice. Both quantitative and qualitative research methodologies are examined. Ethical considerations of health care research are examined. Open to nursing majors only. Prerequisites: Semesters I – V of the nursing major.

PREREQUISITES:

Semesters I – V of the nursing major. (See Course Sequence (Degree Blueprint))

COURSE LEARNING OUTCOMES:

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

1. Critique published research for its rigor and contribution to the discipline of nursing. (Aligns to nursing program's Student Learning Outcome (SLO): #6)
2. Evaluate research questions and hypotheses that are appropriate for research. (SLO #6)
3. Choose a research design which is appropriate for a designated research question or hypothesis. (SLO #6)
4. Select an appropriate sample, measurement tool, and method of analysis for a designated research study. (SLO #6)
5. Utilize contemporary electronic applications throughout the research process. (SLO #5 #6)
6. Explore methodology used in published research. (SLO #6)
7. Identify problems in research methodology. (SLO #6)

METHOD OF EVALUATION:

Unit exams and a final exam, research article critiques and case studies with discussion questions.

COURSE NAME: NURS 375 Pathophysiology

CREDIT HOURS: 3

CATALOG DESCRIPTION:

This hybrid course examines alterations in the body's processes which result in disease states or illness. The role of the nurse in the assessment, treatment and evaluation of patients with select diseases will be examined. Open to nursing majors only. Prerequisites: Admission to the nursing major.

PREREQUISITES:

Admission to the nursing major. (See Course Sequence (Degree Blueprint))

COURSE LEARNING OUTCOMES:

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

1. Describe risk factors, etiologies, and cellular alterations in body processes that result in disease. (Aligns to nursing program's Student Learning Outcome (SLO): #1)
2. Discuss client-centered nursing interventions that include biopsychosocial concerns of the client and family for select diseases. (SLO #2, 9)
3. Identify nursing considerations for select diseases that consider health promotion, safety, ethical, legal and professional nursing standards. (SLO #3, 10)
4. Demonstrate the use of technology and research evidence to develop and present a plan of care for a specific disease. (SLO #5, 6)
5. Describe clinical manifestations, diagnostic tests and treatment in assessing, planning and evaluating nursing care for select diseases. (SLO #1, 2, 8)
6. Utilize self-evaluation and peer evaluation to reflect critical thinking skills in the presentation of a specific disease. (SLO #8)

METHOD OF EVALUATION:

Students will be evaluated by the following methods: Units exams, Final exam, Case study discussion questions and responses, written disease descriptions, pop quizzes and a summative disease presentation and paper.

COURSE NAME: NURS 378 Healthy Aging

CREDIT HOURS: 2

CATALOG DESCRIPTION:

This course explores concepts essential to gerontological nursing with a focus on healthy aging, caring and chronicity. Open to nursing majors only. Prerequisites: Semesters I – V of the nursing major.

PREREQUISITES:

Semesters I – V of the nursing major. (See Course Sequence (Degree Blueprint))

COURSE LEARNING OUTCOMES:

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

1. Apply knowledge of basic nursing care to explore the nursing process for older adult clients. (Aligns to nursing program's Student Learning Outcome (SLO): 2)
2. Explain the assessment tools, treatment modalities, and principles of teaching necessary to provide safe and culturally-sensitive nursing care for older adult clients. (SLO: 2)
3. Utilize research findings relevant to planning nursing care for older adult clients. (SLO: 6)
4. Describe factors which influence health promotion, maintenance and illness prevention in older adult clients. (SLO: 4,9)

METHOD OF EVALUATION:

Students will be evaluated utilizing unit exams and a final exam, pop quizzes, homework, ATI learning system tests and a summative project.

COURSE NAME: NURS 380 Assessment in Nursing

CREDIT HOURS: 3 (includes on-campus lab)

CATALOG DESCRIPTION:

Development of skills in the assessment phase of the nursing process is emphasized. Variations of the assessment to meet the needs of infants, children, adolescents and geriatric clients will be discussed, as well as clients from different cultures. Assessment and discussion of clients in pain will also be covered. Students will be expected to conduct a physical assessment on an adult and develop nursing diagnoses and a plan of care derived from the database to facilitate client needs. Open to nursing majors only. Prerequisites: Admission to the nursing major.

PREREQUISITES:

Admission to the nursing major. (See Course Sequence (Degree Blueprint))

COURSE LEARNING OUTCOMES:

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

1. Perform and document a complete health history using the format and guidelines provided for selected clients. (Aligns to nursing program's Student Learning Outcome (SLO): #2)
2. Conduct a complete physical assessment on a relatively healthy adult using the format provided. (SLO #2)
3. Record data concisely, accurately, and using appropriate terminology. (SLO #4)
4. Utilize the nursing process in preparing a written plan of care of clients using the data collected or database provided. (SLO #2)
5. Identify normal variations of the physical exam process for infants, children, adolescents and geriatric clients. (SLO #2, 3)
6. Identify cultural variations of the physical assessment. (SLO #9)
7. Assess client for pain and develop a plan of care to accommodate his/her needs. (SLO #2)

METHOD OF EVALUATION:

Students will be evaluated by the following methods: Units exams, Final exam, Health History with plan of care, Case study discussion questions and responses, documentation of their practice assessments, pop quizzes and a summative physical assessment exam.

COURSE NAME: NURS 401 Community Health Nursing & Clinical

CREDIT HOURS:

Total of 3 credit hours as follows:

Didactic: 2 Credit Hours

Clinical: 1 Credit Hour / 3 contact hours per week / 45 contact hours per semester

CATALOG DESCRIPTION:

The nursing process is utilized to promote adaptation of multicultural populations consisting of individuals and groups of all ages. Cultural diversity is characterized by a unique ethnic background or an alternative lifestyle. Programs to meet the broader health care needs of the community are emphasized. Students will utilize the nursing process and apply community health principles while working with clients, families, aggregates and communities, while focusing on disease prevention, health promotion and health maintenance in a variety of community settings. Evidence-based practice will serve as a basis for making decisions for improving the quality of care. Open to nursing majors only. Prerequisites: Semesters I – VI of the nursing major.

PREREQUISITES:

Semesters I – VI of the nursing major. (See Course Sequence (Degree Blueprint))

COURSE LEARNING OUTCOMES:

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

1. Synthesize and apply knowledge and theoretical concepts gained from the humanities and natural sciences to provide client-centered nursing care in the community. (Aligns to nursing program's Student Learning Outcome (SLO): 1)
2. Explore the various aspects of the community health nursing role with an emphasis on collaborating with clients, families, communities, and the interdisciplinary team to advocate change which will enhance the health of local and global societies. (SLO: 4)
3. Review and discover research evidence to support and improve the quality of life for clients, families and the community. (SLO: 6)
4. Acquire skills to use information and technology to communicate, manage knowledge, mitigate errors, and support decision making information for quality improvement in the clinical setting. (SLO: 5)
5. Utilize the nursing process in the delivery of multicultural, client-centered care to promote, maintain, and restore health for children, families, and communities. (SLO: 2)
6. Examine ways that transcultural, nutritional, spiritual and religious beliefs can be incorporated into ethical, legal, and safe client-centered nursing care of individuals and families from diverse cultures. (SLO: 2 & 3)
7. Develop nursing interventions based on the assessment of families and the community. (SLO: 7)
8. Understand leadership and management principles in assessing, planning, providing, directing, controlling, and evaluating health care. (SLO: 8)

METHOD OF EVALUATION:

- Students are evaluated in the scenario lab and clinical site.
- Students will complete midterm and final evaluations. Instructors will evaluate student performance via daily, midterm and final clinical evaluations.

- Weekly clinical post-conference online discussion posts and responses will be evaluated. Students will earn points for successful completion of the weekly clinical post-conference online discussion posts and responses, and the clinical community windshield survey project.

CLINICAL FACILITIES TO BE USED:

- Saline County Health Department
- Schwan's Global Food Chain
- Saline County Jail
- St. Francis Academy
- Brookdale Care Home Health
- Angels Care Home Health
- Sunflower Adult Day Services
- Crisis City
- Ashby House Homeless Shelter
- Hospice of Salina
- St. Mary's Catholic Church.

COURSE NAME: NURS 408 Adult Health II & Clinical (Acute)

CREDIT HOURS:

Total of 6 credit hours as follows:

Didactic: 4 credit hrs

Clinical: 2 credit hrs /6 contact hrs per week/90 contact hrs per semester

CATALOG DESCRIPTION:

This course provides opportunity for students to apply clinical decision-making while planning client-centered care for adults with acute health care problems in a variety of settings. Health promotion, maintenance, communication and collaboration with other health care disciplines will be explored. Open to nursing majors only. Prerequisites: Semesters I – VI of the nursing major.

PREREQUISITES:

Semesters I – VI of the nursing major. (See Course Sequence (Degree Blueprint))

COURSE LEARNING OUTCOMES:

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

1. Apply knowledge from liberal education and the nursing process in the delivery of safe, client-centered care for adult clients with acute conditions. (Aligns to nursing program's Student Learning Outcome (SLO): 1, 2)
2. Demonstrate effective communication with clients, families, and team members to plan health promotion and promote the spiritual health of adult clients. (SLO: 4, 9)
3. Practice skills to use information and technology to communicate and support clinical decision making in the adult clinical setting. (SLO: 5)
4. Utilize research evidence to plan and implement nursing care for adult clients with a variety of acute health problems. (SLO: 6)
5. Demonstrate professionalism, self-evaluation and critical thinking skills in collaboration with team members to provide nursing care to adult clients with acute conditions. (SLO: 3, 8)
6. Practice leadership and management principles necessary to provide nursing care for adult clients. (SLO: 7)

METHOD OF EVALUATION:

Methods of student evaluation will include the following: Unit exams and a final exam, pop quizzes, homework and a summative project. Daily clinical evaluation tool, midterm and final evaluation tools, simulation scenario evaluation tool, skills competency evaluation tool, clinical post conference online discussion, daily and major care plans, specialty area care plans, simulation scenarios, and Virtual Clinical Excursion exercises.

CLINICAL FACILITIES TO BE USED:

- Salina Regional Health Center
- Salina Surgical Hospital

COURSE NAME: NURS 428 Adult Health III & Clinical

CREDIT HOURS:

Total of 7 credit hours as follows:

Didactic: 5 credit hours

Clinical: 2 credit hours / 6 contact hours per week / 135 contact hours per semester

CATALOG DESCRIPTION:

This course provides opportunity for the student to apply the nursing process in the care of clients and families with complex illnesses. Theory and skills learned in previous nursing courses along with clinical decision-making skills will be utilized in caring for patients in complex care areas. Open to nursing majors only. Prerequisites: Semesters V - VII of the nursing major.

PREREQUISITES:

Semesters V - VII of the nursing major. (See Course Sequence (Degree Blueprint))

COURSE LEARNING OUTCOMES:

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

1. Explore the role of the nurse in the multidisciplinary, client-centered approach to complex care. (Aligns to nursing program's Student Learning Outcome (SLO): 2, 10)
2. Interpret the legal, ethical, and safety issues in complex care nursing. (SLO: 3)
3. Communicate effectively with clients, families, and health care team members in providing quality, culturally sensitive care based on research and defined outcomes. (SLO: 4)
4. Apply clinical judgement and teaching for clients and families with multisystem alterations. (SLO: 4)
5. Utilize evidence-based practices in developing nursing care plans for clients with complex care needs. (SLO: 6)

METHOD OF EVALUATION:

Methods of student evaluation will include the following: Unit exams and a final exam, pop quizzes, practice and proctored ATI assessment, Virtual clinical excursion exercises and a summative grand rounds nursing project

CLINICAL FACILITIES TO BE USED:

Salina Regional Health Center: ICU, ICU Step-down and Medical (3SE), and Emergency Department.

COURSE NAME: NURS 432 Family-Centered Health & Clinical

CREDIT HOURS:

Total of 6 credit hours as follows:

Didactic: 4 credit hours

Clinical: 2 credit hours / 6 contact hours per week / 90 contact hours per term

CATALOG DESCRIPTION:

The focus of this course is on reproductive health for those in the childbearing stages of life with prenatal, perinatal, and neonatal needs, children's health and their families, and women's health across the lifespan. The nursing process is utilized to promote the client and family's adaptation in the situation of health and illness. Emphasis is placed on achieving and maintaining physiological, psychological, sociological, and spiritual integrity of the client and family. Open to nursing majors only. Prerequisites: Semesters I – VI of the nursing major.

PREREQUISITES:

Semesters I – VI of the nursing major. (See Course Sequence (Degree Blueprint))

COURSE LEARNING OUTCOMES:

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

1. Synthesize and apply knowledge and theoretical concepts gained from diverse disciplines into nursing practice decisions, when caring for the pediatric client, childbearing Women, families, and women across the lifespan. (Aligns to nursing program's Student Learning Outcome (SLO): 1)
2. Utilize the nursing process in the delivery of multicultural, client-centered care to promote, maintain and restore health to children, childbearing women, families and women across the lifespan. (SLO:2)
3. Demonstrate accountability for nursing care using safety, ethical, legal and professional nursing standards. (SLO: 3)
4. Demonstrate effective communication and collaboration with clients, families and interdisciplinary members. (SLO: 4)
5. Utilize information and technology to communicate, manage knowledge, mitigate errors and support decision making information for quality improvement in the clinical setting. (SLO: 5)
6. Utilize research evidence relevant in developing plans of care for childbearing women, children and families. (SLO: 6)
7. Interpret the differences between optimal and at-risk health care issues of women. (SLO: 3, 9)
8. Function as a professional nurse through self-evaluation as life-long learners who reflect critical thinking skills in the clinical setting. (SLO: 8)

METHOD OF EVALUATION:

Students will be evaluated utilizing the following: Daily learning sheets, In class activities, Written projects, ATI Assessment, and Examinations. Students will be evaluated in the clinical site utilizing daily clinical evaluations, midterm and final evaluations, daily care plans, Major nursing care plans, simulation evaluation, online post-conference discussions, and simulation evaluations.

CLINICAL FACILITIES TO BE USED:

- Salina Regional Health Center: Pediatric, Mother/Baby, Labor/Delivery, NICU
- Mowery Clinics
- Salina Pediatric Care
- USD 305 - School Nurse – schools to be determined
- Heartland Early Learning Center
- Little Darlings Academy (preschool)
- St. John's Military School

COURSE NAME: NURS 451 Leadership & Issues in Nursing

CREDIT HOURS: 2

CATALOG DESCRIPTION:

Theories of leadership, management, decision-making, and change are examined as tools the nurse uses to adapt to problems in management within the health care system. Current issues are explored in the application of nursing and health care policy and legislation at the local, state, and national level. Development of criteria and tools for evaluation purposes is included. Open to nursing majors only. Prerequisites: Semesters I – VII of the nursing major. Concurrent with NURS 479 Leadership Practicum & Capstone.

PREREQUISITES:

Semesters I – VII of the nursing major. (See Course Sequence (Degree Blueprint))

COURSE LEARNING OUTCOMES:

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

1. Analyze how the roles and functions of professional nursing associations/organizations affect present nursing practice/education. (Aligns to nursing program's Student Learning Outcome (SLO): # 10)
2. Evaluate the influence of current social issues, ethical dilemmas and challenges, emerging consumer demands, economic pressures, and legislative/health policy trends on nursing and health care delivery. (SLO#3)
3. Analyze leadership and management theories and understand their influence on staff behavior. (SLO # 7)
4. Compare and contrast the functions and responsibilities of various leadership roles. (SLO # 7)
5. Apply critical thinking and problem solving/decision making skills to identified leadership situations. (SLO # 3)
6. Promote nursing accountability by investigating and evaluating quality improvement data. (SLO # 8)
7. Apply the process of negotiating change appropriately and effectively. (SLO # 10)
8. Explain the importance of responsible financial management as a nurse leader. (SLO # 7)
9. Evaluate the components of effective leadership in achieving staff teamwork and productivity. (SLO # 7)

METHOD OF EVALUATION:

Discussion Threads, Case study reviews, Projects, Unit exams and a final exam, practice and proctored ATI assessment, and a summative Leadership project.

COURSE NAME: NURS 479 Leadership Practicum & Capstone

CREDIT HOURS:

Total of 3 credit hours /9 contact hours per week /135 contact hours per semester as follows:

Leadership clinical hours: 1 credit hour/3 contact hours per week/45 contact hours per term

Capstone clinical hours: 2 credit hour/ 6 contact hours per week/ 90 contact hours per term

CATALOG DESCRIPTION:

This course provides opportunities for clinical application of theory gained from *NURS 451 Leadership & Issues in Nursing*. The student, through utilization of the principles of professional nursing will apply leadership and management roles in a variety of adult acute care settings. Opportunities are provided to promote professional development and lifelong learning. Open to nursing majors only. Pre-requisites: Semesters I – VII of the nursing major. Concurrent with *NURS 451 Leadership & Issues in Nursing*.

PREREQUISITES:

Semesters I – VII of the nursing major. (See Course Sequence (Degree Blueprint))

COURSE LEARNING OUTCOMES:

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

1. Integrate knowledge and theoretical concepts from diverse disciplines into nursing practice decisions. (Aligns to nursing program's Student Learning Outcome (SLO): 1)
2. Utilize the nursing process in the delivery of multicultural, client-centered care, providing therapeutic nursing interventions with individuals, families, and communities who live in a society of multicultural settings. (SLO: 2)
3. Practice nursing care using safety, ethical, legal, and professional nursing standards. (SLO: 3)
4. Communicate effectively with the interdisciplinary team through teamwork and collaboration in maintaining continuity of care. (SLO: 4)
5. Use information and technology to communicate, manage knowledge, mitigate errors, and support decision making information for quality improvement in the clinical setting. (SLO: 5)
6. Utilize research evidence as a basis for providing and making decisions about quality of care and nursing practice. (SLO: 6)
7. Exhibit leadership and management principles in assessing, planning, providing, directing, controlling, and evaluating health care. (SLO: 7)
8. Function as a professional nurse through self-evaluation as life-long learners who reflect critical thinking skills in nursing practice. (SLO: 8)
9. Promote and support optimum biopsychosocial spiritual health of individuals, families, and communities in society. (SLO: 9)
10. Analyze the role of the professional nurse in relation to trends in health care and consumer demands. (SLO:10)

METHOD OF EVALUATION:

- Students will complete self-evaluation using daily clinical evaluations, midterm and final evaluations. Instructors will provide evaluation of student performance via daily feedback from preceptors to evaluate the student utilizing a midterm and final clinical evaluations.
- Students will earn points for successful completion of simulation competency evaluations and clinical post-conference online journaling

CLINICAL FACILITIES TO BE USED:

- Salina Regional Health Center
- Accessible Home Health

KANSAS WESLEYAN UNIVERSITY

Curriculum Committee Meeting

September 21, 2016

Minutes

Present: Kristy Rodriguez Chair; Sarah Bernard-Stevens, Steve Hoekstra, Janeane Houchin, Mike Russell, Bill Backlin (Ex Officio); Karissa Swenson (Ex Officio), Jerri Zwegardt, Kathy Sweeney, Cindy Fry

Absent: Ruth Mirtz, Stephanie Welter,

Call to Order: Kristy Rodriguez called the meeting to order with prayer at 12:00pm in PH375

Unfinished Business:

None

New Business:

I. Kristy proposed an experimental course, EDUC 100 Orientation to Education be added
- Dr. Backlin suggested that the connection/relationship with partner schools be added to the syllabus.

-Steve Hoekstra moved that this course be added, with amendment suggested by Dr. Backlin
-Mike Russell seconded; motion carried.

2. Kristy proposed new course, EDUC 222 Early field Practicum

-Course would be for students who transwer in with an observation deficit or for current education students needing remediation

-Course could be a means for students who want to do more observation hours

-Mike moved that the course be added

-Steve seconded; motion carried.

3. Nursing course revision proposed for F17 – creation of NURS 304

-Proposed change would get rid of several courses by creating one larger course

- change would enhance curriculum and improve income/pass ration

-Mike moved that the course be created pending change in program

-Steve seconded; motion carried.

4. Pharmacology NURS 318 credit hour change from 2 to 3 credit hours

-time allotted in 2 hr. class is not sufficient for content required

-Steve moved to change the credit hours for this course pending change in program

-Sarah Bernard-Stevens seconded; motion carried.

5. NURS 375 change course learning outcomes and course description

-Steve moved to make this change

-Mike seconded; motion carried.

6. NURS 308 Adult Health I change from didactic course and removed it from being attached to another, unrelated course (child bearing)

- Steve moved this alteration pending curricular programmatic change
- Mike seconded; motion carried.

7. NURS 350 motion to separate this course from NURS 403 to become a stand-alone course

- change of level better reflects course
- Steve moved this alteration pending resubmission of cover page and program change
- Mike seconded; motion carried.

8. NURS 414 motion to change this course to NURS 360 with a credit hour change from 2 to 3.

- Mike moved to accept this change pending program change
- Steve seconded; motion carried.

9. NURS 378 alteration of title of course from Gerontological Nursing to Healthy Aging to better reflect purpose of course

- Steve questioned online cost and need for students to pay online fees since going over 1 “free” online class. Would there be implications for scholarships?
- Is nursing exempt from online fees since it’s a specialty program?
- Janeane explained that this course needs to be online to coordinate with future RN to BSN online program
- Steve moved for alteration of title
- Mike seconded; motion carried.

10. Motion to combine NURS 401 and 406 into 401 with credit hour change of 2 to 3

- This would align better with generalist nature of degree
- Steve moved to approve modified 401 to incorporate content merger and credit hour change and name change.
- Mike seconded; motion carried.

11. Motion to create the course NURS 408

- Would take portions from separate courses being removed
- question raised about faculty load. Janeane explained that with the increased number of courses, more faculty will be needed
- Mike moved creation of this course pending program change
- Sarah seconded; motion carried.

12. NURS 430 would be created by combining like content from 4 separate courses

- Steve questioned change from 8 to 6 hours.
- Steve motioned to approve merging NURS 402, 406, 312 and 376 into 430 pending program change
- Mike seconded; motion carried.

13. Creation of new course NURS 428

- Would be made from like content from didactic course and clinical course merged into one course
- Credit hours would change from 5 to 7.
- Mike moved to accept new course for 7 credit hours pending program change
- Steve seconded; motion carried.

14. NURS 451 change of credit hour from 4 to 2 hours

-Sarah moved credit hour change pending program change

-Steve seconded; motion carried.

15. Course change NURS 479 name change to increase consistency

-Steve motioned to approve pending program change

-Mike seconded; motion carried.

16. Course deletion: NURS 260 Information Management

-Is an irrelevant course since students are exposed to content in high school

-Informatics is taught in another class

-Mike moved to delete this course pending program change

-Steve seconded; motion carried.

Adjournment: With no further business to address, Kristy adjourned the meeting at 1:04pm.

Respectfully submitted,

Sarah Bernard-Stevens

Assistant Prof. of Music and Meeting Recorder

KANSAS WESLEYAN UNIVERSITY
Curriculum Committee
October 14, 2016

Minutes

Present: Kristy Rodriguez (Chair), Steve Hoekstra, Janeane Houchin, Mike Russell, Stephanie Welter.

Absent: Sarah Bernard-Stevens, Bill Backlin (ex officio), Ruth Mirtz (ex officio), Karissa Swenson (ex officio)

Call to Order: Kristy Rodriguez called the meeting to order at 3:15pm in Pioneer Hall Room 375.

Minutes of the 9/21/16 meeting were approved as distributed. (Houchin moved, Hoekstra seconded)

Hoekstra was assigned as meeting recorder.

Unfinished Business:

- None

New Business:

Item One – Stephanie Welter was elected to replace Kristy Rodriguez as Chair, so as to have a more experienced faculty member in that role.

Item Two – *Program Change for Teacher Education Department*

Motion. The motion to approve the addition of EDUC100 Orientation to Education to the Teacher Education program as a prerequisite of EDUC208 and admission into the Teacher Education program. Also, it was moved to approve the offering of EDUC222 Early Field Practicum as a course for transfer students whose Introduction to Teaching course (equivalent to EDUC208) did not include a practicum component. MSC (Russell moved, Welter seconded)

Item Three – *Revised Nursing curriculum changes*

Motion. It was MSC (Hoekstra moved, Russell seconded) to approve the set of courses from the previous meeting with the modification of the course description, adding “admission to the nursing major” as a prerequisite.

Motion. It was MSC (Hoekstra moved, Welter seconded) to, at the recommendation of the Registrar, change the newly approved NURS355 to NURS432 so as to avoid duplicating a historical course number.

Motion. It was MSC (Russell moved, Hoekstra seconded) to approve the Change of Program documentation from the Nursing Program, which modified the major requirements to use the NURS courses approved at the 9/21/16 meeting and remove older courses with redundant content.

Item Four – *Spanish Minor*

Long term moratorium is confusing for the catalog. The minor should be deleted at least until the future of the Languages program(s) is determined. Present courses would stay in the catalog, and remain “On Demand.”

Motion. The motion to delete the Spanish Minor was approved as proposed. (Russell moved, Rodriguez seconded)

Item Five – *Conversation about transferability of Liberal Studies*

New Liberal Studies are not very transfer-friendly. In particular, the plan portion of Personal Awareness and the service portion of Community World Exploration learning outcomes are not as common in transfer courses that would otherwise be considered equivalent. This is perceived to be hurting us in recruiting transfer students who wish to finish in a timely manner.

Motion. It was MSC (Rodriguez moved, Hoekstra seconded) to approve, *pending confirmation from the Registrar*, a curriculum proposal from the Nursing Education program for a 31 credit hour RN to BSN (post licensure) online degree, targeted at practicing nurses wishing to advance. It would meet the 24 credit hours at KWU, 120 credit hours to graduate, and at least 60 credit hours from a four-year college or university requirements common to all KWU bachelor’s degrees. Courses would be scheduled so students could complete requirements in one year. Given the experience level of students entering this program, the program would accept students’ general education requirements from their degree (Associates or Nursing diploma) as meeting the KWU Liberal Studies requirements provided that the student’s entering degree was from a regionally accredited school of nursing and that the student holds an unencumbered Registered Nursing License. Portfolio credit would be required prior to graduating, documenting community service and experiential learning from previous work experience, so as to meet KWU learning outcomes for graduates.

Recommendation. Given that transfer equivalence challenges are not unique to the Nursing program, it is recommended that the Curriculum Committee consider alternate proposals or adjustments to Liberal Studies requirements to enable traditional transfer students in all campus undergraduate programs to graduate in a timely manner and still meet the learning outcomes expected from KWU graduates.

Other:

- There are still some openings for courses in the Liberal Studies. In addition, Curriculum Committee, in cooperation with Divisional Council and the Provost’s Office, need to look at the frequency and capacity of current Liberal Studies course offerings so that there are sufficient courses available to meet student needs.
- Reminder that new program changes and course proposals need to be brought to Curriculum Committee prior to February 2017 for inclusion in the 1718 Course Catalog.

Next Meeting: Thursday, November 8, 2016 at 3:00pm in Pioneer Hall Room 375.

Adjournment: With no further business to address, Stephanie Welter adjourned the meeting at 4:30pm.

Respectfully submitted,
Steve Hoekstra

Social Sciences Representative and Meeting Recorder



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KSBN EDUCATION

November 2, 2016

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

Dear KSBN Education Committee:

The Kansas Wesleyan University Division of Nursing and Health Sciences, Department of Nursing Education (DNE), respectfully requests to reschedule our site visit from the fall of 2017 to February 2017. This site visit was recommended in the Documentation for Re-Approval of RN Nursing Programs in Kansas as a result of the KSBN's site visit conducted April 20 & 21, 2015.

Following the DNE's submissions to the KSBN Education Committee showing correction of all but one of the deficiencies (the NCLEX pass rate) noted during the 2015 site visit, the DNE and the KWU administration believe a February 2017 site visit would be appropriate and timely, as there will be no 2017 graduates and, therefore, no new first-time pass rates to report. In addition, the DNE's response to your letter of concern, regarding low NCLEX pass rates, provided a summary of key areas in the KWU Nursing Education program where improvements have been made to raise the NCLEX pass rate. One of those key areas involves the revision of the DNE curriculum, with a launch proposed for fall 2017. A February 2017 site visit would allow us to concentrate fully in the summer and fall on executing a successful launch and prepare for a larger junior cohort, closer to the number of students for which the program is approved.

We appreciate your consideration of this request and look forward to your decision.

Sincerely,

Janeane Houchin, MSN, RN
Interim Director
Nursing Education

William W. Backlin
Provost

Division of Nursing and Health Sciences ♦ Department of Nursing Education
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**Kansas State Board of Nursing
Minor Curriculum Change for Nursing Programs**

KSBN EDUCATION

60-2-104 (h) Prelicensure
60-17-105 (e)

Date: November 3, 2016

Name of Program: Colby Community College ADN Program

Program Administrator
Include credentials: Rikki Wait, MSN, RN

Parent Institution: None

Address of Institution: 1255 S. Range

Colby, KS 67701

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

Briefly describe the
Change being requested: Content exchanged between Medical Surgical III NS225 and Medical-Surgical IV NS 235. This is to facilitate a leveled approach which will be referred to as "Complex" to "multi-system" throughout the curriculum. This was accomplished when the new ADN program outcomes were adopted. See attached list of content for comparison.

Each nursing education program shall submit minor curriculum revisions of a course's:

- content,
- title,
- objectives, or outcomes

Action Taken
Education Specialist Review
(Minor requests only)

Approved Not Approved Deferred

Education Specialist

Date

Instructions

1. Submit to the Board of Nursing's education specialist for approval
2. Before implementation of the change, the signed Minor Curriculum Change form must be received by the program.

Provide:

- Description of the change
- Comparison of old and new
- Rationale for the change

Colby Community College

ADN Content Comparison between NS 225 and NS 235

OLD

NS 225 Medical-Surgical III	NS 235 Medical-Surgical IV
Unit I: Advanced IV Therapy Unit II: Homeostasis Unit III: Cardiovascular Unit IV: Respiratory Unit V: Musculoskeletal Unit VI: Gastrointestinal	Unit I: Immunological Unit II: Endocrine Unit III: Neurological Unit IV: Sensory Unit V: Genitourinary Unit VI: Integumentary Unit VII: Triage

NEW

NS 225 Medical-Surgical III	NS 235 Medical-Surgical IV
Unit I: Advanced IV Therapy Unit II: Homeostasis Unit III: Neurovascular/sensory Unit IV: Musculoskeletal Unit V: Gastrointestinal Unit VI: Integumentary	Unit I: Immunological Unit II: Endocrine Unit III: Cardiovascular Unit IV: Respiratory Unit V: Genitourinary Unit VI: Triage

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KSBN EDUCATION

**Kansas State Board of Nursing
Minor Curriculum Change for Nursing Programs**

60-2-104 (h) Prelicensure
60-17-105 (e)

Date: November 3, 2016

Name of Program: Colby Community College ADN Program

Program Administrator
Include credentials: Rikki Wait, MSN, RN

Parent Institution: None

Address of Institution: 1255 S. Range
Colby, KS 67701

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

Briefly describe the
Change being requested: Course outcomes for 5/5 nursing courses updated to reflect new ADN program outcomes. Course descriptions also updated to reflect content change. See attached.

Each nursing education program shall submit minor curriculum revisions of a course's:

- content,
- title,
- objectives, or outcomes

Action Taken
Education Specialist Review
(Minor requests only)

- Approved Not Approved Deferred

Education Specialist

Date

Instructions

1. Submit to the Board of Nursing's education specialist for approval
2. Before implementation of the change, the signed Minor Curriculum Change form must be received by the program.

Provide:

- Description of the change
- Comparison of old and new
- Rationale for the change

Colby Community College ADN Program

Comparison Chart Course Descriptions

Course	New	Old
NS 210	<p>Current LPN license and admission into Level II nursing program. This advanced course will enable the student to explore advanced concepts and trends in mental health nursing. Care of mental health alterations across the lifespan utilizing a nursing process approach are examined. Simulated and actual care situations are utilized. A laboratory component is included. (Lab fee required)</p>	<p>Prerequisite: Current LPN License and admission in Level II Nursing Program. This course will enable the student to explore basic concepts and trends in mental health nursing. Mental health and alterations in mental health across the lifespan utilizing a nursing process approach are examined. A laboratory component is included. Simulated and actual care situations are utilized. (Lab fee required) (Offered fall semester).</p>
NS 225	<p>Remains the same.</p>	<p>The care of clients experiencing complex alterations in health is examined within the scope of practice of associate degree nursing. The concepts of life-span, nursing process and the wellness/illness continuum are emphasized. Prevention and rehabilitation will be incorporated. The roles of the nurse as a client teacher and client care manager will be included. Simulated and actual care situations are utilized. A laboratory component is included. Lab fee required.</p>
NS 235	<p>The care of clients experiencing multi-system alterations in health is examined within the scope of practice of associate degree nursing. The concepts of life span, nursing process and the wellness/illness continuum are emphasized. Prevention and rehabilitation are incorporated. The roles of the nurse as a client teacher and client care manager are included. Emergent situations in the selected body system units are explored. Simulated and actual care situations are utilized. A laboratory component is included. (Lab fee required)</p>	<p>The care of clients experiencing complex alterations in health is examined within the scope of practice of associate degree nursing. The concepts of life span, nursing process and the wellness/illness continuum are emphasized. Prevention and rehabilitation are incorporated. The roles of the nurse as a client teacher and client care manager are included. Emergent situations in the selected body system units are explored. Simulated and actual care situations are utilized. A laboratory component is included.</p>

NS 220	Remains the same.	This course is an advanced course which will enable students to provide individualized nursing care to parents, infants and children. Antepartum, intrapartum and postpartum stages are included in addition to complex disorders of pregnancy, childbirth and childhood. Nursing application of theoretical knowledge to the well and hospitalized child and family is emphasized. Simulated and actual care situations are utilized. A laboratory component is included. (Lab fee required)
NS 215	Current issues relevant to the associate degree nurse from transition into practice are identified. Legal and ethical issues, leadership roles and responsibilities, and communication among the inter-professional health care team are explored.	Current issues relevant to the associate degree nurse are explored. Topics such as career mobility, leadership, reality shock, stress management, delegation, communication, healthcare ethics, theorists, and evidence-based practice are explored.

Colby Community College ADN Program

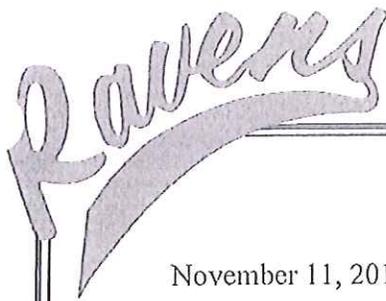
Comparison Chart Course Outcomes

Course	New	Old
NS 210	<ol style="list-style-type: none"> 1. Incorporate empathetic behaviors while caring for the client with mental health needs in collaboration with the inter-professional health care team. (I, III) 2. Apply effective therapeutic communication techniques in providing mental health nursing care. (VII) 3. Interpret assessment data to plan and implement evidenced-based care for diverse clients with mental health needs. (I, IV) 4. Provide nursing care within the scope of the professional ethical and legal responsibilities to clients with mental health alterations. (II) 5. Promote mental health in clients throughout the lifespan through education and safe, skillful nursing care. (IV, VI) 	<ol style="list-style-type: none"> 1. Differentiate aspects of the nursing process including nursing diagnoses to critically identify care for the mental health client utilizing evidence based practice. 2. Incorporate empathetic behaviors using the art and science of nursing for mental health clients. 3. Apply effective therapeutic communication techniques in providing mental health nursing care. 4. Participate in caring of the mental health client in conjunction with the community and the interdisciplinary health team. 5. Provide realistic nursing care within the scope of the ethical and legal responsibilities of the associate degree nurse to clients with mental health alterations. 6. Formulate effective leadership styles utilizing resources and available technology to meet the needs of the mental health client. 7. Promote mental health in clients throughout the lifespan through education and safe, skillful nursing care.
NS 225	<ol style="list-style-type: none"> 1. Provide culturally sensitive care for adult clients with complex health alterations. (I) 2. Prioritize safe, evidence-based care utilizing clinical judgement to manage adult clients. (IV, V) 	<ol style="list-style-type: none"> 1. Differentiate aspects of the nursing process, including nursing diagnoses, to critically identify care for the structured medical-surgical client utilizing evidence based practice. 2. Incorporate empathetic behaviors using the art and science of nursing for the structured medical-surgical

	<ol style="list-style-type: none"> 3. Utilize professional standards to apply ethical principles and appropriate delegation of nursing tasks and activities. (II, V) 4. Promote health for adults through client teaching, rehabilitation and self-management in the community. (VI) 5. Collaborate with the inter-professional health care team to optimize client outcomes. (III, VII) 	<p>client.</p> <ol style="list-style-type: none"> 3. Apply effective therapeutic communication techniques in providing structured medical-surgical nursing care. 4. Participate in caring of the structured medical-surgical client in conjunction with the community and the interdisciplinary health team. 5. Provide realistic nursing care within the scope of the ethical and legal responsibilities of the associate degree nurse to the structured medical-surgical client. 6. Formulate effective leadership styles utilizing resources and available technology to meet the needs of the structured medical-surgical client. 7. Promote health in the structured medical-surgical client throughout the lifespan through education and safe, skillful nursing care.
<p>NS 235</p>	<ol style="list-style-type: none"> 1. Manage culturally sensitive care for adult clients with emergent and multi-system adult health alterations. (I) 2. Prioritize safe, evidence-based care utilizing clinical judgement to make appropriate, timely clinical decisions. (IV, V) 3. Utilize leadership skills and professional standards to facilitate appropriate delegation, supervision, and staff education. (V, VI, VII) 4. Promote health for adults with multi-system alterations through client teaching and self-management in the community. (VI) 5. Collaborate with the 	<ol style="list-style-type: none"> 1. Differentiate aspects of the nursing process, including nursing diagnoses, to critically identify care for the complex medical-surgical client utilizing evidence based practice. 2. Incorporate empathetic behaviors using the art and science of nursing for the complex medical-surgical client. 3. Apply effective therapeutic communication techniques in providing complex medical-surgical nursing care. 4. Participate in caring of the complex medical-surgical client in conjunction with the community and the interdisciplinary health team. 5. Provide realistic nursing care within the scope of the ethical and legal responsibilities of the associate degree nurse to the complex

	<p>inter-professional health care team to optimize client outcomes. (III, VII)</p>	<p>medical-surgical client.</p> <ol style="list-style-type: none"> 6. Formulate effective leadership styles utilizing resources and available technology to meet the needs of the complex medical-surgical client. 7. Promote health in the complex medical-surgical client throughout the lifespan through education and safe, skillful nursing care.
<p>NS 220</p>	<ol style="list-style-type: none"> 1. Incorporate empathetic behaviors while caring for the expanding family unit in collaboration with the inter-professional health care team. (I, III) 2. Apply effective therapeutic communication techniques in providing care to the expanding family unit. (VII) 3. Interpret assessment data to plan and implement evidenced-based care for diverse clients in the expanding family unit. (I, IV) 4. Provide nursing care within the scope of the professional, ethical and legal responsibilities to the expanding family unit. (II) 1. Promote health in the expanding family unit through education and safe, skillful nursing care. (IV, VI) 	<ol style="list-style-type: none"> 1. Differentiate aspects of the nursing process, including nursing diagnoses, to critically identify care for the expanding family unit utilizing evidence based practice. 2. Incorporate empathetic behaviors using the art and science of nursing for the expanding family unit. 3. Apply effective therapeutic communication techniques in providing expanding family unit nursing care. 4. Participate in caring of the expanding family unit in conjunction with the community and the interdisciplinary health team. 5. Provide realistic nursing care within the scope of the ethical and legal responsibilities of the associate degree nurse to the expanding family unit. 6. Formulate effective leadership styles utilizing resources and available technology to meet the needs of the expanding family unit. 7. Promote health in the expanding family unit throughout the lifespan through education and safe, skillful nursing care.
<p>NS 215</p>	<ol style="list-style-type: none"> 1. Model professional standards and scope of practice within legal, ethical and regulatory frameworks through simulated learning activities. (II) 	<ol style="list-style-type: none"> 1. Identify roles/responsibilities of the associate degree nurse in relation to higher levels of nursing. 2. Integrate current health issues and the impact it may have on the nursing profession.

	<p>2. Demonstrate effective leadership skills to facilitate appropriate delegation, supervision, and use of technology through simulated learning activities. (V)</p> <p>1. 3. Utilize effective communication techniques and recognize their impact on the inter-professional health care team through simulated learning activities. (VII)</p>	<p>3. Relate the use of communication techniques in interpersonal relationships pertaining to effective and ineffective leadership styles.</p> <p>4. Identify issues that impact the graduate's role transition and socialization into nursing.</p> <p>5. Evaluate legal issues in health care and explore the associate degree nurse's role in each area.</p> <p>6. Analyze how legal issues impact client care management.</p>
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COFFEYVILLE COMMUNITY COLLEGE

COFFEYVILLE TECHNICAL CAMPUS

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KSBN EDUCATION

November 11, 2016

Carol Moreland, MSN, RN
Education Specialist
Kansas State Board of Nursing
Landon State Office Building
900 SW Jackson, Suite 1051
Topcka, KS 66612-1230

Dear Carol,

The Coffeyville Community College Nursing Program would like to request a Major Curriculum Change to delay the PN program start from January 2017 to August 2017. This will change the program to run from August-May each year. The RN program would then make this same transition the following year, delaying the RN start from January 2018 to August 2018. This change would allow the program to run over a traditional school year. The original start dates were approved when the program received its initial approval in September 2009, leading to a January start. This request would not affect currently enrolled Nursing students.

This change was precipitated by the need to improve reporting for program outcomes, which is difficult with a December completion. Each year, students test prior to year-end and after the first of the year; thus, the reporting of NCLEX pass rates and certification obtainment blends the results between cohorts.

I am attaching a new program guide for both the PN and RN program, aligning the semesters to the new start dates. Thank you for your consideration of these requests. Please contact me with any questions or for further information.

Sincerely,

Heather Pollet, MS, RN
Director of Nursing
Coffeyville Community College
heatherp@coffeyville.edu
(620)252-7550, ext.32

600 Roosevelt
Coffeyville, KS 67337
620.252.7550
1.877.51-RAVEN
www.coffeyville.edu

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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: 11/11/2016
Name of Program: Coffeyville Community College Nursing Program
Program Administrator including credentials: Heather Pollet, MS, RN
Parent Institution: Coffeyville Community College
Address of Institution: 700 Roosevelt
Coffeyville, KS 67337
Level of the Program for which the change is being requested: PN Program

Briefly describe the change being requested: Request to delay the PN program start from January 2017 to August 2017. This will change the program to run from August-May each year. The RN program would then make this same transition the following year. This change would allow the program to run over a traditional school year. This request would not affect currently enrolled Nursing students. A revised program guide is attached.

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Education Specialist Date

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

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

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

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

Provide:

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

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

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.

Coffeyville Community College Nursing Program LPN Program Guide Comparison 2016-2017

Current LPN Program Guide 2016

Spring (1st Semester)

Fall (2nd Semester)

Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours
NSPN 100	Foundations of Nursing	4	NSPN 150	Maternal Child Nursing I	2
NSPN 105	Foundations of Nursing Clinical	1	NSPN 155	Maternal Child Nursing I Clinical	1
NSPN 120	Medical Surgical Nursing I	4	NSPN 160	Gerontology Nursing	2
NSPN 125	Medical Surgical Nursing I Clinical	2	NSPN 170	Mental Health Nursing	2
NSPN 130	Nursing Pharmacology	3	NSPN 140	Medical Surgical Nursing II	4
	Total	14	NSPN 145	Medical Surgical Nursing II Clinical	2
				Total	13

Revised LPN Program Guide 2017

Fall (1st Semester)

Spring (2nd Semester)

Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours
NSPN 100	Foundations of Nursing	4	NSPN 150	Maternal Child Nursing I	2
NSPN 105	Foundations of Nursing Clinical	1	NSPN 155	Maternal Child Nursing I Clinical	1
NSPN 120	Medical Surgical Nursing I	4	NSPN 160	Gerontology Nursing	2
NSPN 125	Medical Surgical Nursing I Clinical	2	NSPN 170	Mental Health Nursing	2
NSPN 130	Nursing Pharmacology	3	NSPN 140	Medical Surgical Nursing II	4
	Total	14	NSPN 145	Medical Surgical Nursing II Clinical	2
				Total	13

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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: 11/11/2016

Name of Program: Coffeyville Community College Nursing Program

Program Administrator including credentials: Heather Pollet, MS, RN

Parent Institution: Coffeyville Community College

Address of Institution: 700 Roosevelt
Coffeyville, KS 67337

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

Briefly describe the change being requested: Request to delay the RN program start from January 2018 to August 2018 following approval of the delay for the PN program for 2017. This will change the program to run from August-May each year. This change would allow the program to run over a traditional school year. This request would not affect currently enrolled Nursing students. A revised program guide is attached.

Action Taken

Education Committee Review _____ Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____ Date

Action Taken: Approved Not Approved Deferred

Education Specialist _____ Date

Prelicensure Major Curriculum Change Request

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

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

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

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

Provide:

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

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

Provide:

- Rationale for the change
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- 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.

Coffeyville Community College Nursing Program RN Program Guide Comparison 2016-2018

Current RN Program Guide 2016

Spring (1st Semester)

Fall (2nd Semester)

Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours
NSRN 200	Bridge Course	1	NSRN 242	Advanced Nursing	6
NSRN 212	Mental Health Nursing II	2	NSRN 245	Advanced Nursing Clinical	3
NSRN 222	Maternal Child Nursing II	3	NSRN 260	Leadership & Management in Nursing	2
NSRN 227	Maternal Child Nursing II Clinical	2	NSRN 230	NCLEX-RN Review Course	2
	Total	8		Total	13
BIOL 204	Microbiology (Co-requisite)	5			

Revised RN Program Guide Fall 2018

Fall (1st Semester)

Spring (2nd Semester)

Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours
NSRN 200	Bridge Course	1	NSRN 242	Advanced Nursing	6
NSRN 212	Mental Health Nursing II	2	NSRN 245	Advanced Nursing Clinical	3
NSRN 222	Maternal Child Nursing II	3	NSRN 260	Leadership & Management in Nursing	2
NSRN 227	Maternal Child Nursing II Clinical	2	NSRN 230	NCLEX-RN Review Course	2
	Total	8		Total	13
BIOL 204	Microbiology (Co-requisite)	5			



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KSBN EDUCATION

November 11, 2016

Carol Moreland MSN, RN
Nursing Education Specialist
Kansas State Board of Nursing
900 SW Jackson, Suite 1051
Topeka, KS 66612

Dear Carol,

Please see the information attached for a major curriculum change. The faculty of the North Central Kansas Technical College ADN Nursing Program would like to change our philosophy. Please let me know if you need further documentation.

Sincerely,

Michele Unrein MSN, RN

Michele Unrein MSN, RN
North Central Kansas Technical College
ADN Program Director
2205 Wheatland Avenue
Hays, KS 67601
785.623.6155
munrein@ncktc.edu

North Central Kansas Technical College

Beloit Campus
P.O. Box 507 | Beloit, Kansas 67420
1-800-658-4655 | 785-738-2276

Hays Campus
2205 Wheatland Ave. | Hays, Kansas 67601
1-888-567-4297 | 785-625-2437

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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: November 11, 2016

Name of Program: North Central Kansas Technical College ADN Nursing Program

Program Administrator including credentials: Michele Unrein MSN, RN

Parent Institution: North Central Kansas Technical College

Address of Institution: 2205 Wheatland Ave.
Hays, KS 67601

Level of the Program for which the change is being requested: Associate and Practical Nursing Levels

Briefly describe the Change being requested: North Central Kansas Technical College ADN Nursing Program
requests a change in philosophy.

Action Taken

Education Committee Review _____ Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____ Date

Action Taken: Approved Not Approved Deferred

Education Specialist _____ Date

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

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

- Philosophy
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Provide:

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

Provide:

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

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

Change in Philosophy

After the ACEN visit Spring 16, the nursing faculty realized there was not a congruency between our nursing philosophy, model, and graduate/student learning outcomes. The site visitors for ACEN felt the use of our nursing model was not actually a necessity. When considering these comments, the faculty felt it was appropriate to change the philosophy. The changes made to the philosophy were guided by the ADN program outcomes from the ADN Nursing Program Alignment with the Kansas Board of Regents and to reflect more current concepts in nursing.

Major Curriculum Change – Change in Philosophy

Old	New
<p>The nursing faculty at North Central Kansas Technical College believes the individual is unique and composed of attitudes, behaviors, perceptions, values, ethics, and needs which change in response to the internal and external environment. Individuals demonstrate behaviors reflective of their uniqueness. The individual's adaptation occurs across a life span as a member of a family, community, and culture. The nursing faculty takes a holistic approach, which considers the individual physiology, psychosocial, cultural, spiritual, and environmental needs. It is evident the family and individual are closely interrelated. The individual's health affects the family and the family's health affects the individual. We define family as that of a social group whose members share common values and interact with each other over time. These integrating concepts fall along the same principles as NLN's concept of Human Flourishing.</p> <p>The environment is the sum total of all internal and external phenomena and processes that have an impact on the individual. The environment includes physical, psychological, social, spiritual, and cultural elements as well as historical, political, and economic conditions. Nursing is a resource in the environment that can influence the health of an individual.</p> <p>Health is defined as the condition in which the individual and family are able to function holistically at an optimum level for growth and adaptation. Illness is then defined as a lack of harmony between the individual's mind, body, emotions, and spirit. Nursing faculty facilitate critical thinking as students encounter individuals, families and the community along a complex health-illness continuum that includes physical, psychological, sociocultural, and spiritual needs.</p>	<p>The following concepts are the basis of the nursing philosophy at North Central Kansas Technical College: safety, caring, communication, collaboration, professionalism, leadership and teaching and learning.</p> <p>The safety of a patient depends on each health professional's ability to "do the right thing." As a health professional continuously works at improving quality, individual performance shifts to "doing the right thing well." Assuring the safety of the patient to whom services are provided is an essential dimension of professional performance. The Institute of Medicine (IOM) published a report in 2000 entitled <i>To Err is Human: Building a Safer Health System</i>. The report describes the risks of medical care in the United States and the documented harm that has occurred because of unsafe practice in the healthcare systems. What is a safe patient practice? A patient safety practice is a type of process or structure whose application reduces the probability of adverse events resulting from exposure to the healthcare system across a range of diseases and procedures. The care that nurses deliver and the way we deliver it should have the least potential to cause patient harm and the greatest potential to result in an optimal outcome for the patient. Patients assume that this is what nurses do when they take care of them.</p> <p>Caring is a process, a way of relating to someone that involves development. In a caring relationship, a person or idea is experienced both as an extension and as something separate from oneself. One</p>

Caring is a process, a way of relating to someone that involves development. In a caring relationship, a person or idea is experienced both as an extension and as something separate from oneself. One experiences what is cared for as having dignity and worth with potentialities and need for growth and development. Caring is the antithesis of possessing, manipulating, or dominating. In any actual instance of caring, there must be someone or something specific that is cared for. Caring cannot occur in the abstract, nor can it occur by sheer habit. An essential ingredient of caring is communication: a dynamic, developmental process of transmitting perceptions, thought, and ideas in verbal, non-verbal, and written interactions. Within an intentional caring process, messages are effectively conveyed by persons or through technology. Other essential ingredients of the caring process are: knowledge, self-awareness, patience, honesty, trust, humility, hope, and courage.

Nursing is a multi-leveled discipline in which the nurse works with other members of the health care team to promote the optimum level of functioning, independence, and nursing judgment of individuals, families and the community. Nursing endeavors to assist in adapting to change and alternations in health. The nursing process is utilized to identify needs and to develop and evaluate an effective plan of nursing care for the individual, family and the community. Nursing applies the nursing process to meet basic to complex health problems of individuals, families and the community throughout the life span. Communication skills and critical thinking are also necessary to the provision of nursing care. Nurses must use their skills and knowledge to enhance human flourishing for their patients, their communities and for themselves.

Nursing is a process that utilizes concepts and principles drawn from nursing, science, humanities and the biological, physical, and behavioral sciences. Nursing is the creative application of goal-oriented activities and is provided through a variety of means: supervised role at the completion of the practical

experiences what is cared for as having dignity and worth with potentialities and need for growth and development. Caring is the antithesis of possessing, manipulating, or dominating. In any actual instance of caring, there must be someone or something specific that is cared for. Caring cannot occur in the abstract, nor can it occur by sheer habit. An essential ingredient of caring is communication: a dynamic, developmental process of transmitting perceptions, thought, and ideas in verbal, non-verbal, and written interactions. Within an intentional caring process, messages are effectively conveyed by persons or through technology. Other essential ingredients of the caring process are: knowledge, self-awareness, patience, honesty, trust, humility, hope, and courage.

Nursing involves interactions between nurses and clients, nurses and other health professionals, and nurses and the community. The process of human interaction occurs through **communication**, verbal and non-verbal, written and unwritten, planned and unplanned. Communication between individuals conveys thoughts, ideas, feelings, and information. To be effective in their interactions, nurses must have effective verbal and written communication skills. They must be aware of what their words and body language say to others. Nurses also must have effective computer and electronic communication skills.

The nature of healthcare today is so complex that it is impossible for any single provider of the profession to provide high-quality client care without working with others. The best care is delivered in a collaborative environment

nurse level; self-directed action in structured settings at the completion of the associate degree level; and collaborative relationships with others. In addition to the roles of provider of care, the nurse accepts the additional roles of manager of care, and member within the discipline of nursing.

Community-based nursing care can be defined as nursing care directed toward specific individuals and families within a community. It is about how the nurse practices, not where the nurse practices.

The ability to provide evidenced based nursing interventions is the core of professional nursing practice. Nursing interventions are those direct or indirect interactions that occur between a nurse and individual to diagnose and treat human responses to actual or potential health problems. Furthermore, nursing interventions have cultural and ethnic relevance for the individual and are carried out within the ethical and legal domains of practice.

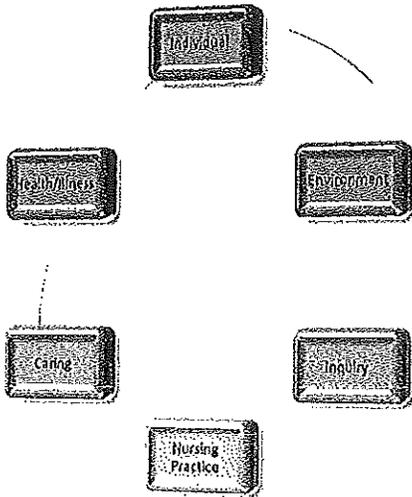
Inquiry is the process of seeking, developing, and applying knowledge. Inquiry includes the nursing process, scientific process, and research process. It also includes critical thinking, a deliberate and systematic process, which involves analysis and interpretation, inductive and deductive reasoning, drawing logical inferences, and evaluating and justifying conclusions.

Our Nursing Model follows:

with all members of the healthcare team working to improve client health outcomes. **Collaboration** is defined as two or more individuals working toward a common goal by combining their skills, knowledge, and resources while avoiding duplication of effort. In a healthcare environment, the common goal of each collaborative team is to improve client outcomes, whether the client is an individual, a group, or a community.

Professionalism is an evolutionary process that requires the acquisition of lifelong learning, experience, technical expertise, and interdependent professional collaboration. The resulting integration of the nurse's thought, feeling, behavior, education, experience, and ethical component contributes to the formation of the professional nurse. Transformation can occur only with personal commitment to self, individuals, the community, organization, society, and the profession. The faculty believe in Benner's Novice to Expert. The work of Benner (1982) provides a foundation for and description of the development of professionalism in nursing. She has outlined five levels through which nurses progress as they acquire skilled proficiency and professional behavior: novice, advanced beginner, competent, proficient and expert.

Leadership is a learned process. To be an effective leader requires an understanding of factors such as the needs, goals, and rewards that motivate people; knowledge of leadership skills and of the group's activities; and possession of the interpersonal skills to influence others. Principles of effective leadership include vision, influence, and acting as a role model.



Education is a learning process that promotes cognitive behavioral change. Learning is seen across the life span progressing from simple to complex and from general to specific. Active participation and repetition of skills promote this learning process. Learning is an active process requiring interaction between students and faculty. Adult learners are self-directed, that learning is a life-long endeavor, and that self-development is essential to personal and professional accountability. It is the responsibility of the faculty to select and facilitate student learning opportunities based on course competencies. The faculty facilitates critical thinking and the learning environment offers a balance of challenges and supports in order to foster student success and confidence. Teaching strategies are varied to meet individual learning styles and needs. It is the student's responsibility to actively participate in seeking to broaden his/her knowledge base. Students are encouraged with positive reinforcement to promote self-esteem and competency and finally, students must approach all issues and problems in a spirit of inquiry.

Nursing education facilitates the access for individuals to acquire knowledge, skills, values, and attitudes for students to provide holistic care. Nursing education incorporates understanding of cultural diversity. The curriculum of learning incorporates personal and professional values, which encompass ethical, moral and legal considerations in planning and implementing quality nursing care. Nursing education

Teaching is a system of activities designed to produce learning. **Learning** is a change in human disposition or capability that persists and that cannot be solely accounted for by growth. Learning is represented by a change in behavior; in other words, the learner is able to apply or demonstrate what has been learned. The teaching-learning process involves dynamic interaction between teacher and learner. Each participant in the process communicates information, emotions, perceptions, and attitudes to the other. The teaching-learning process addresses the nurse's responsibility as a client and family educator, domains and theories of learning, factors that affect an individual's ability to learn, and how nurses can use this information to design more successful client and family education activities.

Nursing is a multi-leveled discipline in which the nurse works with other members of the health care team to promote the optimum level of functioning, independence, and nursing judgment of individuals, families and the community. Nursing endeavors to assist in adapting to change and alternations in health. The nursing process is utilized to identify needs and to develop and evaluate an effective plan of nursing care for the individual, family and the community. Nursing applies the nursing process to meet basic to complex health problems of individuals, families and the community throughout the life span. Communication skills and critical thinking are also necessary to the provision of nursing care. Nurses must use their skills and knowledge to enhance human flourishing for their patients, their communities and for themselves.

In addition, the nursing faculty at NCK Tech believes in preparing our graduates to obtain the knowledge, skills and attitudes necessary to continuously improve the quality and safety of the care they deliver. QSEN's quality/safety competencies are utilized for evaluation purposes in the program. These

is addressed by use of the functional health care patterns. These patterns are addressed at various depths, building upon the individual's previous knowledge. Students are mentored in the process of showing sound judgment and should continually develop their professional identity.

In addition, the nursing faculty believes in preparing our graduates to obtain the knowledge, skills and attitudes necessary to continuously improve the quality and safety of the care they deliver. QSEN's quality/safety competencies are utilized for evaluation purposes in the program. These competencies are patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety and informatics. Knowledge of hazardous and related safety practices associated with the nursing profession is essential. The program's motto is to **remember the safety and well-being of those you care for.**

Lastly, the nursing faculty is committed to the concept of educational mobility within nursing. This concept provides for student mobility in terms of skill, motivation, ability, and changing goals.

Nursing education at North Central Kansas Technical College provides this career mobility with its two year nursing education program. Completion of the first year prepares the graduate for employment in skill-oriented, simple direct client care employing standardized nursing interventions and also provides a common foundation upon which to build in moving upward in their career of nursing. Successful completion of the program objectives for the first year gives the graduate the necessary foundation for preparing for the National Council Licensing Examination for Practical Nurses, and allows the graduate to enter the advanced level of Associate of Science Degree in Nursing.

Successful completion of the second year of nursing education at North Central Kansas Technical College prepares the graduate to assume a self-directed role within the nursing process framework and to meet the individual needs of a client and family or a group of clients who present common, recurring problems in structured settings. The graduate ADN practices under the guidance of a BSN or more experienced registered nurse, guides peers and ancillary workers, works interdependently with other health care team members, and continues personal and professional

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Our education program is not terminal. The graduate of the second year program is prepared to articulate into a BSN program. Education is an ongoing means of gaining knowledge, attitudes, and skills, which encourage continual learning on either a formal or informal basis throughout life.

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2017 Nursing & MHT Program Site Visits

Spring 2017	School	Level	Visitors	Comments
Feb 1 - 3	Hutchinson CC	PN & ADN	Carol Moreland	ACEN Visit
Feb 21 - 23	Colby CC	ADN	Patsy Zeller Carol Moreland	ACEN Visit
March 13 & 14	Coffeyville CC	PN & ADN	Carol Moreland	KSBN Only
April 19 & 20	Highland CC	PN & ADN	Carol Moreland	KSBN Only
Fall 2017	School	Level	Visitors	Comments
	Kansas Wesleyan University	BSN	Carol Moreland	KSBN Only
	Labette CC	PN	Carol Moreland	KSBN Only
	Pratt CC	PN & ADN	Carol Moreland	KSBN Only
	Hesston College	BSN	Carol Moreland	Site visit after first graduation

Suggestions for report template for programs

with NCLEX pass rates <75% for two consecutive years

- What curriculum changes have been planned/implemented?
- Are benchmarks (expected levels of achievement) in place already? If not, consider:
 - Program Attrition/completion
 - Scores on standardized tests (i.e. ATI, Kaplan, HESI)
 - Student satisfaction
 - Employer satisfaction
 - Job placement
- Admission/selection criteria
- Faculty issues:
 - Level of academic preparation of faculty
 - Number of faculty (FT, PT/Adjunct)
 - What resources are available for faculty development?
 - Conferences
 - Consultants
 - Overall assessment of instruction
- Clinical resources:
 - Clinical sites
 - Simulation opportunities
- Remediation plan for identified “at risk” students
- Support from college administration

**Petition for Permission to Test/Retest NCLEX Summary
8/16/16 through 11/14/16**

Petitioner Name	NCLEX Test	Conditions applied to approval
Cavender, Claudia	RN	1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing classes in all unsuccessful areas of NCLEX
Gultom, Gina	PN	1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing classes in all unsuccessful areas of NCLEX
Lewis, Caitlin	RN	1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score
Linscheid, Danielle	PN	1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing classes in all unsuccessful areas of NCLEX

Petitioner Name	NCLEX Test	Conditions applied to approval
Nancy, Herine	PN	1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score
Reid, Bailey	PN	1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score
Tice, Elizabeth	RN	1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score
Winters, Andrea	PN	1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score