

**Kansas State Board of Nursing
Virtual Meeting
Education Committee Agenda
June 9, 2026**

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

NOTE: The meeting will be held via Zoom. Link to access meeting to follow agenda.

Time: 8:30 a.m. – Until Finished

Committee Members: Amy Hite, EdD(c), DNP, APRN, FNP-C, Chair
Ruth L.M. Burkhart, DNP, MSN, MA, RN-BC, LPCC
Angela Murray, MSN, RN, MICT
Karen Kidder, DNP, RN, CNE
Debra Pile, DNP, APRN, P-CNS
Patty Palmietto, DNP, MSN, RN

Staff: Janelle Martin, MHSA, RN – Nursing Edu. Compliance Officer
Adrian Guerrero, CPM – Director of Operations
Jill Simons, Executive Assistant
Sharon Oxby, Interim Education Sr. Admin Asst.

- I. Quorum (minimum of 4 members present) – Yes or No
- II. Call to Order
- III. Petition Summary 2/21/26 to 5/15/26
- IV. Site Visit Reports
 - A. WSU Tech – PN
 - B. Mid-America College of Health Sciences – PN
 - C. Ottawa University – BSN
 - D. Donnelly College – PN / ADN
- V. Major Curriculum Change Requests
 - A. Barton Community College - PN
 - B. Salina Area Technical College – PN (2)
 - C. Ottawa University – BSN (2)
 - D. Fort Hays State University – BSN
 - E. Fort Hays Tech |NC – Hays PN
 - F. Barclay College – BSN
 - G. Fort Hays Tech | NC – Beloit PN
 - H. WSU Tech – ADN
- V. 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.

You are invited to a Zoom webinar!

When: Jun 9, 2026 08:30 AM Central Time (US and Canada)
Topic: Kansas State Board of Nursing - Education Committee

Join from PC, Mac, iPad, or Android:

<https://us02web.zoom.us/j/81184372552?pwd=6znEcT56PxOKGd8WtKk92AAwkW6MqS.1>

Passcode:KsbnEDComm

Phone one-tap:

+13462487799,,81184372552#,,,,*2696311407# US (Houston)

+16694449171,,81184372552#,,,,*2696311407# US

Join via audio:

+1 346 248 7799 US (Houston)

+1 669 444 9171 US

+1 669 900 6833 US (San Jose)

+1 719 359 4580 US

+1 253 205 0468 US

+1 253 215 8782 US (Tacoma)

+1 312 626 6799 US (Chicago)

+1 360 209 5623 US

+1 386 347 5053 US

+1 507 473 4847 US

+1 564 217 2000 US

+1 646 876 9923 US (New York)

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+1 689 278 1000 US

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Petition for Permission to Test/Retest NCLEX Summary
3/2/2026 to 5/31/26

Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Josephine Ndamayu	PN	No	Apr-26	1) Additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical to cover all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score	5/6/2026
Alondra Bolivar-Jimenez	RN	Yes	May-22	1) Additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical to cover all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class(es) to review all unsuccessful areas	5/13/2026
Monika Shrestha	RN	No - never taken NCLEX	Dec 2020; came to U.S. Jan. 2024	1) Additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical to cover all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score	5/31/2026

Petition for Permission to Test/Retest NCLEX Summary
3/2/2026 to 5/31/26

Petitioner Name	NCLEX Test	Repeat	Grad Date	Conditions applied to approval	Date Petition Received
Josephine Ndamayu	PN	No	Apr-26	1) Additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical to cover all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score	5/6/2026
Alondra Bolivar-Jimenez	RN	Yes	May-22	1) Additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical to cover all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class(es) to review all unsuccessful areas	5/13/2026
Monika Shrestha	RN	No - never taken NCLEX	Dec 2020; came to U.S. Jan. 2024	1) Additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical to cover all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score	5/31/2026

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

Program: WSU Tech – PN program **Date(s):** April 7-8, 2026

Last KSBN Visit: March 2021 (virtual) **Accrediting Agency& Date of Last Visit:** KSBN approved only

Visitors: Angela Murray, MSN, RN - KSBN Education Committee member; Janelle Martin, MHSA, RN, KSBN
Nursing Education Compliance Officer

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	X		WSU main campus 4004 N. Webb Rd., Wichita, KS 67206 Nursing program – 3821 E. Harry 67218
	Names of primary administrative officials	Self-Study	X		Sheree Utash, EdD, President Lynn Loveland, Dean, Health Sciences Sarah Leftwich, VP, Health Sciences & Grants Management DeShaun Willingham, Dean of Nursing Flora Diaz, MSN, RN - Assoc Dean, Nsg
	Organizational chart for the institution	Self-Study	X		VRR
	Current contact information	Self-Study	X		Nursing unit: 3821 E. Harry, Wichita, KS 67218 316.677.1822 fdiaz@wsutech.edu
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	X		TEAMS Linked Documents, WSU Tech No sig findings
	Copy of school's current catalog	Self-Study	X		2025-2026 Course_Catalog.pdf (wsutech.edu)

Description of nursing program	Organizational chart for nursing program	Self-Study	x		TEAMS Dean of Health Sciences >Assoc. Dean of Nursing/PN program administrator
	Number of faculty	Self-Study	x		FT-5, PT/adjunct - 4 Have 7 FT positions but currently have 2 vacant spots
	Number of non-teaching staff	Self-Study	x		1 FT academic coordinator 1 FT clinical coordinator
	Number of students admitted per year	Self-Study	x		Day students – 35, 2x/year Evening students – 20, 2x/year KSBN approved for 160 admits/yr

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Nursing Program Administrator, Faculty & Preceptors 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	x		Flora Diaz, MSN, RN
	Qualifications	Self-Study	x		SS, p 24
	Responsibilities	Self-Study	x		SS, p 19
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	x		TEAMS: Nursing Faculty HB (NFHB)
	Faculty job description	Self-Study	x		SS, pg. 24
	Faculty selection process	Self-Study	x		SS, p 6
	Faculty orientation plan	Self-Study	x		SS, p 5 & 6 – orientation to WSU Tech on hire, then LMS system done by IT, then program level for nursing. Adjuncts often assigned informal mentor as well as FT.
	Faculty handbook	On-site	x		TEAMS – Linked documents - PN Faculty Handbook
	General faculty meeting minutes for last 3 years	On-site	x		TEAMS – no issues
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	x		Faculty table, SS, p 23-24
	FT or PT(use FTE)	Self-Study	x		5 FTE
	Academic Credentials	Self-Study	x		4 w/ BSN; 1 w/ ADN

	Institution granting degree	Self-Study	x		Stated in the Canvas table
	Area of clinical expertise	Self-Study	x		Stated in the Canvas table
	Area(s) of assignment	Self-Study	x		“
	Licensure	Self-Study	x		All verified in faculty files.
	Indicate degree plan and progress towards degree if applicable	Self-Study			N/A – 2 FT are completing MSN-Ed degrees but this is not required for PN
	List all faculty hire exceptions including course hired to teach	Self-Study			1 HE – Kimberly Henning
	Faculty file review	On-site	x		TEAMS
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	n/a		Currently not using preceptors for PN
	Preceptor job description	Self-Study	n/a		
	Identified roles of preceptors, faculty, and students	Self-Study			
	Preceptor orientation materials	Self-Study			
	Preceptor signatures showing date orientation completed	Self-Study/On-site			
	Name of preceptor and course with Prefix & number (NURS 1011)	Self-Study			
	Preceptor State of license & License number	Self-Study			

	Methods of contact between faculty & preceptor	Self-Study			
Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study	x		SS, p 9 – 10, p 38 Checklist, SS, p 46 https://wsutech.edu/articles/licensed-practical-nurse/ Applicants seeking transfer into the PN program are considered on a space-available basis.
	Degree plan for each degree being granted	Self-Study VRR	x		SS, p 48-50 PN student HB, p 46

			Website: https://wsutech.edu/practicalnursing/ Degree found at the above website and in the Course Catalog p 102
Oral and written English proficiency	Self-Study	x	SS, p 11 Applicants must demonstrate proficiency in English by achieving a minimum TOEFL score of 500 on the paper-based test, 173 on computer-based test, or 94 on the internet-based test.
Readmission	Self-Study	x	SS, p 9; NSHB p 32-33 https://wsutech.instructure.com/courses/9339/files/2107553/download?download_Frd=1
Progression	Self-Study	x	SS, p 45; NSHB p. 31 Students that have successfully completed all pre-req, co-req, course work and competencies of each semester are eligible to enroll in the next semester classes. Student progression following failure for reasons such as clinical safety or policy violations will be addressed on an individual basis.
Counseling & guidance	Self-Study	x	SS, p 10 Personal counseling services are available to students through an agreement with WSU Counseling and Prevention Services.
Student role versus employee role	Self-Study	x	TEAMS, Student HB, p 9.
Representation on faculty governance	Self-Study	x	SS, p 11
Graduation	Self-Study	x	WATC PURCHASING POLICIES AND PROCEDURES (wsutech.edu) Policy 3-21
Refund policies governing all fees and tuition paid by students	Self-Study	x	Student Services - WSU Tech
Ethical practices including recruitment, admission, and advertising	Self-Study	x	2025-2026 Course Catalog.pdf (wsutech.edu) Catalog pg. 6

	Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study	x		SS pg. 14 TEAMS PN Student HB p 41 Discusses in catalog that felony or crimes against person preclude admission
	Student Handbook	On-site	x		TEAMS site
Student support services	Description of student safety measures	Self-Study	x		Campus Safety - WSU Tech
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	x		Mental health services discussed on website SS, p 12. Option to opt in to the fee for WSU health and mental health Student Resources WSU Tech
Student records	Review student files	On-site	x		Electronic, except for improvement plans. Selection of student files were reviewed – no issues.
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	On-Site	x		TEAMS – Student work found in Digital classroom - included EKG worksheet, five different drug worksheets, respiratory concepts worksheet for theory. For clinical: common analgesic narcotic worksheet, EHR Go Progress Report, documentation with IV insertion. Musculoskeletal agents – arthritis, gout, and electrolyte replacement.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum 60-2-102, 60-2-104, & 60-2-105					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	x		https://wsutech.edu/wp-content/uploads/checklist/PN%20Checklist.pdf Gen Biology or gen chemistry (5) BIO 150 Human A&P (5) PSY101 Gen Psych (3) PSY 120 Dev Psych (3)

Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	x	<p>Syllabi all in Canvas</p> <p>Listed in course catalog: https://wsutech.edu/wp-content/uploads/2020/08/2025-2026_Course_Catalog.pdf , pg 106, 362-378</p> <p>Syllabi provided in Canvas</p> <p>2020-2021 Course Catalog.pdf - P106 & 362-378</p> <p>32 nursing credit hours: PNR 119 KSPN Fundamentals of Pharm & Safe Medication Administration (2) PNR 120 KSPN Foundations of Nursing (4) PNR 121 KSPN Foundations Clinical (2) PNR 128 KSPN Nursing Care of Adults I (5) PNR 129 KSPN Nursing Care of Adults I Clin (3) PNR 130 KSPN Mat-Child Nursing (2) PNR 131 KSPN Mat-Child Clinical (1) PNR 135 KSPN Mental Health Nursing (2) PNR 138 KSPN Nursing Care of Adults II (5) PNR139 KSPN Nursing Care of Adults II Clin (2) PNR 141 KSPN Care of Aging Adults (2) PNR166 KSPN Leadership, Roles, & Issues (2)</p>
Credit hours for each non-nursing course	Self-Study	x	NSHB pg. 21 - 16 crdt hours – listed above
Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	Self-Study	x	SS, p 5 360 hrs theory, 360 hrs clinical/lab Program length: Day program – 2 semesters Evening program – 3 semesters Total Technical Certificate – 48 credit hours 24 didactic credit hours 8 clinical credit hours
Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	n/a	No combined courses

	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	n/a		No planned observation at this time
	List all preceptor hours for each relevant course. (cannot exceed 20% excluding capstone of total clinical hours/nursing program – does not apply to capstone course)	Self-Study	n/a		No preceptor hours
	Testing process with test analysis and the written test procedure	Self-Study	x		Test Protocol and Construction Guidelines: NSHB, pg. 34
	Number of students per class	Self-Study	x		SS pg. 8 – PN program admits 35 day program students and 20 evening program students. Classrooms are large enough to have a 1:35 or 1:20 ration
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	x		VRR – clinical schedules all show compliance with the KSBN regulation of 1:10 or less
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	x		Health Sciences Checklist (wsutech.edu) SS pg. 16 Pre-req include psych, dev psych, A&P, biology or chemistry
	Art and science of nursing	Self-Study	x		SS, p 8 – Henderson’s theory of nursing – 14 components of nursing that reflet basic nursing care by PNs
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	x		SS, p 13

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	x		Curriculum table PNR 120 KSPN Foundations of Nursing; PNR 121 KSPN Foundations of Nursing Clinical
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	x		Emphasis in PNR 130 KSPN Maternal Child Nursing; PNR 141 KSPN Care of Aging Adults; PNR 166 KSPN Leadership, Roles, and Issues
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	x		Emphasis in PNR 135 KSPN Mental Health Nursing
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	x		PNR 128 KSPN Nursing Care of Adults I; PNR 138 KSPN Nursing Care of Adults II; PNR 119 KSPN Fundamentals of Pharmacology and Safe Medication Administration; PNR 129 KSPN Nursing Care of Adults Clinical I; PNR 139 KSPN Nursing Care of Adults II Clinical
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	x		None
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	x		SS pg. 5 - verified on site. - 5 classrooms (20-60 students); skills lab w/ 10 beds & 10 LF manns w/ sim pads; 4-room sim hospital w/ 6 beds The South Campus provides updated classroom space, expanded skills laboratories, and simulation resources designed to support high-quality clinical preparation and competency-based instruction.

	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	x		Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students Each faculty has their own office with locking doors.
	Secure space for student records	Self-Study & On-Site	x		SS, p 17 Student records are maintained in locked filing cabinets within a secure room to ensure confidentiality and compliance with institutional record retention policies.
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	Self-Study & On-Site	x		Faculty support detailed SS, p 1. Students – SS, p 1 Students and faculty say they have 24/7 access from ITAS for technical support.
	Satellite program facilities				None at this time. Have been approved to start a small cohort at a local HS in Fall 2026.
	Other points of interest				none
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	x		SS, p 18 Librarian states no policy for nursing section to remove resources more than 5 years old. States she removes if over 3 years old. No way to determine if a resource is Historical? Digital resources available are CINAHL and ProQuest. Librarian goes to classroom for education on resource support.
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	x		Reviewed in VRR 7 of 8 contain statements regarding facility maintain pt. care responsibility – AVC does not

Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	Self-Study & On-site	x		SS, p 17 Have several clinical facilities with a diverse range of experiences.
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Self-Study & On-Site	x		Clinical Coordinator handles all schedules and works with each site to assure no other school onsite the same day. Facilities all very complimentary of working with the CC
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments.	Self-study & On-Site	x	x	Ascension – statement on facility keeping pt. care responsibility CatholicCare – only HIPAA agreement? Comfort Care -ok Family H&R-ok Guadalupe-ok KS Masonic – ok Larksfield Place – ok ManorCare – ok Patterson HC – ok Reeds Cove – ok Regent Park – ok Dole VA – no statement that indicates staffing is independent of student assignment
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site			Acension Via Christi – spoke with 3 nurses, two students and the ER Manager – talked about early implementation with nursing student liaison – works with her to determine the number of students and what license the student is working toward to maintain appropriate scope of practice, student and pt. safety. Students speak highly of program and find instructors knowledgeable and passionate about teaching. Security guard in ER stopped me and said he sees the students in this program and they are great – always seem eager to learn!

Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104					
Program NCLEX pass rates	NCLEX RN or PN Pass rates for the last 5 years (first time candidates)	Self-Study	X		SS, p 19 2025-78.22% 2024-95.28% 2023-91.51% 2022-83.84% (standard changed to 80%) 2021-78.72% (standard was 75%)
Advisory Committee	Review Advisory Committee minutes	On-site	X		SS pg. 16 IAT (Industry Advisory Team) – meets 2-4 times per year; very organized with agendas and information; the IAT members are very engaged and WSU Tech is very responsive to the community; 15-20 members which include staff from WSU Tech.
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	x		Reviewed
	Budget procedures		x		SS, p 6 Nursing program administrator develops the budget with faculty input; then meets with VPHS about needs; quarterly meetings with finance looking at spending and projections.
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		Lynn Loveland, Dean of Health Sciences; Sarah Leftwich, VP of Health Sciences; Sheree Utash, President WSU Tech
	General education and required support course faculty	On-Site	X		Pam Layman, Math and mentoring Shelby Lowen, Director of Academic Transitions Math, English, and mentoring
	Support services	On-Site	X		Justin Pfeifer, VP Student Svcs; Lacey Ledwich, Financial Aid; Kelley Klecker, academic advisor
	Students	On-Site	x		Spoke with 36 students with both day and evening represented; 1 st and 2 nd sem students

Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	x		AVC – not available
	Staff RN's	On-Site	X		
	Preceptors	On-Site	n/a		
	Individuals conducting observational experiences	On-Site	n/a		
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ On-site	X		SS, p. 67 – 87 Tab 1 is specific student outcomes; Tab 2 is overall evaluation plan
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		SS, p 67 - 87

Interviews conducted during site visit:

Administration:

- Sheree Utash, President WSU Tech
- Sarah Leftwich, VP of Health Sciences, Nursing & Grants Management
- Justin Pfeifer, VP for Student Services
- Jennifer Seymour, VP General Education & Applied Tech
- Trish Schmidt, VP Instructional & Academic Support
- Shelby Lowen, Dean of Curriculum, Assessment & Accreditation
- DeShaun Willingham, Dean of Nursing & Mental Health

Nursing Faculty:

- Emily Lague
- Kasey Patel
- Jordann Haffner
- Kimberly Henning
- Melissa Jimenez
- Sasha Hassouneh
- Joy Thompson

Nursing Staff

- DeShaun Willingham
- Tessa Brock
- Justin Tucker
- Keosha Chaney
- Shelby Pineda-Allen

Classroom observation:

Course: Nursing Care of Adults I

Faculty: Joy Thompson - 36 students

Topic: Exam review for Fluid & Electrolytes; Lecture: Endocrine system

Clinical observation:

- Clinical Site: Ascension Via Christi
- ED manager: Kelli.
- ER staff: Melissa
- Security Guard: Chad
- 2 second semester students: Students were in the Emergency Department and Medical Surgical Units.

Students: 36 total students, mixture of day and evening, and first and second semester.

General Education Faculty:

- Brenda Pritchard – Chair, Natural Sciences and Allied Health
- Ryan Alexander – Department of Social Sciences
- Mark Hiebert – Anatomy and Physiology Faculty
- Hillary Gates – Biology Faculty

Student Services:

- Anna Kathagnarath – Asst. Director, Financial Aid
- Jeffrey Thomas – Asst. Director, Advising (formerly was the Nursig Advisor)
- Jennifer Shaw – Nursing Advisor
- Jennifer Stayner - Asst. Director, Student Accessibility and Support Services
- Ildo Martins –Dean Learner Services
- Stacey Dunsworth – Director Student Support Services (TRIO)

Advisory Committee* (IAT Team) / Clinical Representatives:

- Jordan Melugin-Cebala – Phoenix Home Care - Clinical Partner
- Dr. Michelle Lamp* – Manager, Clinical Professional Development – Ascension Healthcare – Clinical Partner
- Crystal Weldin – USD 261, Haysville School – lead nurse secondary schools
- Jessica Manuel – USD 261, Haysville School – Lead nurse elementary schools
- Jessica Adelhardt* – Academic Partnerships/Clinical Education – Wesley Medical Center - Clinical Partner
- Alix Miller – Clinical Education Coordinator – NMC Health – Clinical Partner
- Emily Newhouse* – Associate Chief Nursing Officer – NMC Health - Clinical Partner
- Breann Beagley – Director of Clinical Support – House Call Medical Services - IAT
- Britnee Tate – Practice Administrator – House Call Medical Services - IAT

Strengths:

- Facilitate timely licensure application by hosting an on-campus processing event each semester with fingerprinting available
- Support of nursing program by administration
- Leadership feels that the nursing program very supportive of 2nd career students, students with challenges in the past; very student-centered – have both day and evening programs
- Simulation Hospital, well supported by the college and by the program; have a Director for Simulation, assist from the Clinical Coordinator, and a Simulation Tech (former WSU Tech student); students engaged and helps them feel “more confident” in learning
- Faculty feel there is great support for students as well as faculty (professional development opportunities).
- Strong Learning Services support available for all students, including nursing students.
- “You Thrive” program available on each campus
- Dedicated nursing advisor and academic coordinator to help students through the admission process.
- Strong clinical coordinator

Opportunities:

- There is opportunity to improve communication with, and feedback to students regarding process for complaints/issues and how to resolve.
- Clarify student rep responsibilities so that all students are aware of what is appropriate for this avenue of communication. Consider possibility of more than one rep per class so not a burden for one person.
- Library policy for nursing books that recognizes historical references that are on shelves.

Recommendations:

1. Review and strengthen process to keep faculty files updated with KSBN required documentation. Send copy of updated process with accountability for processes to KSBN Education Compliance Officer by 8/31/2026.
2. Ensure that all current clinical contracts have language addressing that staffing is independent of students, roles and responsibilities of agency and school, and that all contract are current and signed by appropriate parties.
3. Recommend reapproval for 5 years if recommendations completed by dates assigned.

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

Program: Ottawa University BSN Program Date(s): 4/22-23/2026

Last KSBN Visit: Feb. 21-22, 2023 (initial) Accrediting Agency & Date of Last Visit: Pending w/CCNE (RN-BSN apprvd 2019)

Visitors: Karen R. Kidder, DNP, RN, CNE – KSBN Education Committee member; Janelle Martin MHSA, RN –
KSBN Education Compliance Officer

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program (KAR 60-2-102)					
Description of legal body responsible for policy and support of the program and/or home institution Accreditation Self-Study report = SSR KSBN SS = KSBN Virtual Resource Room =	Address of the institution	Self-Study VRR	X		Ottawa University 6450 Sprint Parkway, #200, Overland Park, KS 66211
	Names of primary administrative officials	Self-Study	X		Dr. William Tsutsui, Chancellor Dr. Joann Bangs, Vice Chancellor & Provost Dr. Kevin Maret, President OU Online & Prof Campus Dr. Ruth Burkhart, Director of Nursing
	Organizational chart for the institution	Self-Study	X		Document
	Current contact information	Self-Study	X		Ottawa University - University Contact Information

VRR	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site VRR	X		VRR – no sig findings
	Copy of school’s current catalog	Self-Study VRR	X		Ottawa University - University Contact Information
Description of nursing program	Organizational chart for nursing program	Self-Study VRR	X		Document
	Number of faculty	Self-Study VRR	X		4 FT, 2PT, (2) GA/TAs; (3) key Clinical Adjunct; (10) Adjunct faculty; (2) LAS non-nursing co-faculty for NRS 30001 and NRS 46002
	Number of non-teaching staff	Self-Study	X	X	There is no administrative person for the nursing dept. The Dean is only 50% Administrative and has a growing dept. A dedicated person to help with all the Admin items would really free up the Dean/Director to do their work.
	Number of students admitted per year	Self-Study	X		(75) students approved to be admitted per year (3 possible start times) (23) students admitted in 2024 - two cohorts. (31) students admitted in 2025 (11) students admitted SP1 26 Of all Admissions, 32 have graduated, 6 disenrolled due to personal issues.
Nursing Program Administrators, Faculty & Preceptors (KAR 60-1-104; 60-2-102 & 103; 60-1-104)					

Nursing Program Administrator	Name and credentials	Self-Study	X		Dr. Ruth Burkhart, DNP, MSN, MA, BSN
	Qualifications	Self-Study	X		DNP, MSN, MA, BSN Director (Dean?) of Nursing Vast Psych-MH background Leadership roles Regulatory roles
	Responsibilities	Self-Study	X	X	Director is 50% DON and 50% faculty. The DON is responsible for several nursing programs as well as regulatory and accreditation responsibilities. There are other Directors who can assist with teaching in their various programs. The DON may be short on time to do all the Administrative and Leadership responsibilities that this role carries.
Faculty selection and input into program Nursing Faculty Handbook = NFHB Faculty Handbook for college = FHB	Teaching responsibilities	Self-study	X		
	Faculty organizational by-laws	Self-Study VRR	X		Faculty Handbook
	Faculty job description	Self-Study VRR	X		Meet requirements
	Faculty selection process	Self-Study	X		
	Faculty orientation plan	Self-Study	X		
	Faculty handbook	Onsite or VRR	X		Reviewed
	General faculty meeting minutes for last 3 years	On-site or VRR	X		Minutes in order – actions are noted and follow up evident.
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		Faculty table complete
	FT or PT (use FTE)	Self-Study	X		“
	Academic Credentials	Self-Study	X		“

	Institution granting degree	Self-Study	X		“
	Area of clinical expertise	Self-Study	X		“
	Area(s) of assignment	Self-Study	X		“
	Licensure	Self-Study	X		“
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		1 FT , 1 Adjunct on DP
	List all faculty hire exceptions including course hired to teach	Self-Study	X		Adjunct – 2 HE
	Faculty file review	On-site or VRR	X		complete
Preceptor qualifications and information (for current semester) – RN only Nursing Student Handbook = NSHB College Student Handbook = SHB	Preceptor criteria & selection	Self-Study or VRR	X		Preceptors Guide for PreLicensure BSN Program
	Preceptor job description	Self-Study	X		“
	Identified roles of preceptors, faculty, and students	Self-Study	X		“
	Preceptor orientation materials	Self-Study	X		“
	Preceptor signatures showing date orientation completed	Self-Study/On-site	X		“ In individual student files – master list?

	Name of preceptor and course with Prefix& number (ex: NURS 1011)	Self-Study	X		“ Pg. 3 of signed preceptor document
	Preceptor State of license & License number	Self-Study	X		“
	Methods of contact between faculty & preceptor	Self-Study	X		Preceptor Guide

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

Student policies:	Admission of generic, transfer, and articulation students	Self-Study VRR	X		NSHB p 23-35
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Provide written evidence of the following College/Academic catalog = CC Nursing Student Handbook = NSHB College Student Handbook = SHB	Degree plan for each degree being granted	Self-Study	X		Website NSHB
	Oral and written English proficiency	Self-Study	X		Website – prelicensure information
	Readmission	Self-Study	X		NSHB pg. 46-47
	Progression	Self-Study	X		NSHB pg. 46-47
	Counseling & guidance	Self-Study	X		Ottawa University - Counseling Services
	Student role versus employee role	Self-Study		X	Not clearly found – need some clarifying language
	Representation on faculty governance	Self-Study	X		Student handbook
	Graduation	Self-Study	X		Student handbook
	Refund policies governing all fees and tuition paid by students	Self-Study	X		Handbook, p 36-37
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		Ottawa University - Code of Conduct and Ethics
	Information to any student who may be subject to licensure disqualification under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study	X		Ottawa.edu/nursing website https://www.ottawa.edu/academics/degree-programs/undergraduate/nursing-pre-licensure NSHB pg 40 (available on website)
	Student Handbook	On-site or VRR	X		Reviewed
Student support services	Description of student safety measures	Self-Study	X		Building is secure and requires access badge. Rooms are badge protected or have keypads
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X	X	No onsite healthcare. Suggest a list of possible resources for students. Student health insurance is required per HB. Counseling available on the OP campus.
Student records	Review student files	On-site or VRR	X		No issues

Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	On-Site or VRR	X		Reviewed
Curriculum 60-2-102, 60-2-104, & 60-2-105					
List Curriculum Requirements: Copy of current curriculum with date of last revision. Include: Nursing Student Handbook = NSHB College Student Handbook = SHB Nursing Faculty Handbook= NFHB	Required non-nursing courses	Self-Study	X		BIO 20342 Human Anatomy and Physiology LAB BIO 20343 Human Anatomy and Physiology I & II (8) <i>*or accepted substitute course</i> BIO 30242 Microbiology LAB BIO 30243 Microbiology (4) PSY 36000/HUS 36000 Statistics for Social Sciences (3) Developmental Psych (3)
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	X		Syllabi all in VRR. Have appropriate policies, grade expectations and scale, and outlines for class https://www.ottawa.edu/academics/degree-programs/undergraduate/nursing-pre-licensure
	Credit hours for each non-nursing course	Self-Study	X		See above
	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	Self-Study VRR	X		60 credit hours
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	X		All clinical courses combined with didactic – clearly identified on plan of study
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours in the course) and objectives for clinical	Self-Study VRR	X		No observation experiences

	observation experiences (reflect observation rather than participation in nursing activities)				
	List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours in a course) and must follow simulation definitions in K.A.R. 60-1-104.	Self-Study VRR	X		Prelicensure Program Hours rev 2026 (1) – meets requirements
	List all preceptor hours for each relevant course (cannot exceed 20% of total clinical hours for the nursing program excluding capstone course)	Self-Study VRR	X		Prelicensure Program Hours rev 2026 (1) Precepted hours are just in Capstone
	Testing process with test analysis and the written test procedure	Self-Study	X		Detailed policy on administration and item analysis
	Number of students per class	Self-Study	X		Max 25 per cohort with max 75/year
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study or VRR	X		VRR, File Meets requirements
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	X		NRS 32006
	Art and science of nursing	Self-Study	X		NRS 30001, 32004, 32007, 33000, 33001, 46002
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		
Curriculum Table: <u>Identify the nursing & nursing courses</u>	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study VRR	X		NRS 33000, 33001, 49100

contribute to the s learning for these ou For Registered Nurs (professional) Progr	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		NRS 32010, 44002, 44003, 46002
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		NRS 44001, 32010
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		NRS 33000, 33001, 32004, 32010, 34000, 44000, 32010, 44001, 44100, 44003,
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	NA		
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	X		Changed supplemental resources from ATI, moved to new campus, added to Pharmacology, reduced Capstone hours
Educational Facilities (KAR 60-2-106)					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	X		On site
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		

	Secure space for student records	Self-Study & On-Site	X		All electronic
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	Self-Study & On-Site	X		Support available
	Satellite program facilities				NA
	Other points of interest		X		Campus grounds are very inviting.
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		ON-SITE
Clinical Resources (KAR 60-2-105)					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site or VRR	X		VRR Reviewed all current contracts – no issues
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	Self-Study & On-site	X		ok
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Self-Study & On-Site	X		Clinical coordinator has good rapport with facilities. All were very complimentary of communication and professionalism of faculty and students

	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		Appropriate language in contracts
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Olathe Medical Center/UKHS
Administrative Policies & Procedures (KAR 60-2-102, 60-2-103, & 60-2-104)					
Program NCLEX pass rates	NCLEX RN Pass rates for the last 5 (full) years for first time candidates	Self-Study	X		2025 69.23% - this was only Cohort 1 (15 students)
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		No sig findings
	Budget procedures		X		DON has control of nursing budget
Advisory Committee	Review Advisory Committee minutes	On-Site or VRR	X		Met with members of the advisory committee. Minutes File
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See list
	General education and required support course faculty	On-Site	X		No previous Ottawa students currently in the nursing program; likely some pre-nursing now but they are not identified as such
	Support services	On-Site	X		Met

	Students	On-Site	X		Students engaged and participating in class.
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer				NA
	Staff RN's	On-Site	X		Multiple RNs and 3 managers onsite
	Preceptors	On-Site			NA
	Individuals conducting observational experiences	On-Site			NA
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ On-site / VRR	X		File Plan available with updates due 2024. Other documentation shows continual update and use of the plan
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site / VRR	X		File

On-Site Interviews:

Administration:

Dr. William Tsutsui, Chancellor

Dr. Joanna Bangs, Vice-Chancellor & Provost

Doug Ewald, Vice-Chancellor & CFO

Dr. Kevin Maret, President, OU Online & Professional Campus

Amanda Fields, Acting Dean, Arts & Sciences Division

Joanna Walters, Associate VP of Human Resources

Dr. Julie McAadoo, Registrar

Dr. Jamie Fields, Assistant Provost for Academic Assessment & Academic Operations

Dr. Carine Ullom, Associate Dean of Instructional Innovation
Erin Manuel, Director of Administrative Operations, Overland Park
Janet Kincaid, Chair of Board of Trustees

General Education Faculty:

Dr. Kristen Moore, Liberal Arts Sciences (LAS)
Dr. Steven Boese, Chair, Biology
Kathryn Bayne, adjunct, English, LAS

Nursing Faculty:

Dr Ruth Burkhart, Director of Nursing
Dr. Samantha Young, Director of Undergraduate Nursing Programs
Dr. Diann DeWitt, Director of Graduate Nursing Programs
Dr. Cynthia Lancaster, MSN Clinical & Practicum Coordinator, FT
Dr. Megan Kelly, BSN Clinical & Practicum Coordinator, PT
Dr. Santana Brown, PT, moving to adjunct. Mental health
Melissa Jonas, Skills & Simulation Lab coordinator, transitioning to BSN Coordinator. Nurse Midwife, FT
Danielle O'Barto, Director of Library Services

Clinical and Classroom Observations:

13 Nursing students from Jan 2025, Aug 2025, and Jan 2026 cohorts
5 students graduating in August
5 nursing students at clinical at Olathe Medical Center/UKHS
Jennifer Jones, GA, clinical adjunct instructor, Olathe Medical Center/UKHS
2 nursing managers, 5th floor Olathe Med Center/UKHS
1 hospital clinical nurse educator, 5th floor, Olathe Med Center/UKHS

Nursing Advisory Committee:

Brie Cantrell, Nsg School Clinical Manager/MOKAN Placement
Dr. Margi Schultz, ACES Education and Legal Nurse Consulting
Kim Smith, Nursing Faculty, Cloud Community College

Clinical Partners:

Jordan Miller for Olathe Medical Center/UKHS, for Terri Koehler

Amber Delphia for Advent Health Shawnee Mission, student liaison, does onboarding and orientation
Whitney Small for Good Samaritan Society Nursing Center, Director of Nursing
Tiffany Day for Prime/Providence & St. John Hospital, Clinical Educator
Brie Cantrell for Children's Mercy Hospital, Director of Nursing Workforce Partners
Montana LaBean for University Health Truman Medical Center, Director of Nurse Administration
Lindsay Roberts for University Health Truman Medical Center, Clinical Educator
Brooklyn Bance for University Health Truman Medical Center, Compliance Officer

Support Staff:

Kathryn Bayne, Chief Enrollment Officer
Kim Staples, Senior Enrollment Advisor
Sam Weis, Academic Advisor
Andrene Miller, Senior student Service Advisor – Finance
Michelle Holman, Operations Coordinator & Weekend Team Lead
Kelsey Arnold, Academic Advisor and Student Support Specialist
Jake Faber, Director of Digital Marketing
Emmanuel Okpara, Director, IT Infrastructure & Operations
Laura Ingold, Academic Advisor
Amy Matthews. Brand Ambassador

Strengths:

- Students feel that faculty really want them to be successful. No one is out to “get you.”
- Students feel they are being well prepared
- Accepting of students who came from other nursing programs
- Faculty motivated and very student focused
- Faculty very aware of changes in curriculum and why
- Clinical partners very complimentary of faculty and students, **love** Megan Kelly.
- Samantha Young very open and engaged
- Feel students are well prepared as new grads
- Students on time and well-prepared
- Instructors and students actively engaged
- Able to give and take feedback
- Ottawa very flexible with placements
- Have room to grow for more Ottawa students
- Support team available for students from inquiry to graduation
- Food pantry available for students

Opportunities:

- Nursing Dept. does not have dedicated administrative person to help with the growing work of the nursing department. The DON is only 50% Administrative and 50% faculty and yet is still expected to manage all the Administrative details that are required for student success, regulation and accreditation. An Admin Asst. for this dept would be valuable.
- In the current DON job description, there is a 50% faculty requirement. This is a large percentage for a DON who has multiple nursing programs. Also, with no dedicated administrative person to assist, it does require more administratively from the DON
- Encourage looking at the possibility of moving all of the nursing programs under their own school designation. This could help with branding and marketing of the program, which could potentially help increase your visibility and hence your enrollment.
- Notice of no health care services available on campus, local opportunities for students to refer to
- Suggest adding preceptor license number and job description to orientation guide

Recommendations:

- Clarify language in the Student vs Employee role policy to differentiate the expectations of student role vs when they are in an employee role (not a nursing student in their employee role). Submit updated policy to Nursing Education Compliance Officer by September 30, 2026.
- Continue with already planned improvements to student preparation for NCLEX
- Approval of the BSN program for 5 years or to coincide with the next CCNE accreditation visit

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

Program: Donnelly College PN/ADN nursing programs **Date(s):** 2/11/25 / 10/13-1/2025 / 5/11-12/2026

Last KSBN Visit: 2/11/25 (uscheduled); 10/13-14/25 **Accrediting Agency& Date of Last Visit:** KSBN Approved Only

Visitors: 2/11/25 Karen Kidder DNP, RN – KSBN Education Committee member; Janelle Martin, MHSA, RN – KSBN; Education Compliance Officer; 10/13/25 Debra Pile, DNP, APRN and Karen Kidder, DNP, RN – KSBN Education Committee members; Janelle Martin, MHSA, RN – KSBN Education Compliance Officer; 5/11-12/26 Amy Hite, EdD(c), DNP, APRN, FNP-C – KSBN Board member; Karen Kidder, DNP, RN – KSBN Education Committee member; Janelle Martin, MSHA, RN -KSBN Education Compliance Officer

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program (KAR 60-2-102)					
Description of legal body responsible for policy and support of the program and/or home institution Accreditation Self-Study report = SSR KSBN SS = KSBN Virtual Resource Room = VRR	Address of the institution		X X X		608 N. 18 th St, Kansas City, KS 66102
	Names of primary administrative officials	Interviews	X X X		Monsignor Stuart Swetland, President; Ana Maradiaga, Dean of College, VPAA (appointed to this position 1/6/2025). Monsignor Stuart Swetland, President Ron Dempsey, CFO Ana Maradiaga – Dean of the College/VPAA Mary Pflanz, Vice President Student Affairs
	Organizational chart for the institution	Self-Study		X	No current organizational chart found on website or in handbooks . **Did receive an email copy of an updated org chart on 2/28/25 <u>Updated chart available only through college administration. Not on website.</u>
					Education 33

			X	<p>Major changes for the college in the last 2 months and for the nursing program for the last 6 months.</p> <ul style="list-style-type: none"> • Nursing Program Director hired 8/2019 - resigned 8/9/24 • Interim DON named 8/13/24 • Interim DON tendered resignation for the FT Interim DON role on 12/13/24. 1/6/25 was retained as adjunct faculty. • No returning FT faculty from previous semester. • New DON hired 1/10/25 (semester start was 1/22/25) • 8 new hires between 1/11/25 and time of visit on 2/11/24 – no documented orientations <p>VRR</p>
Current contact information	Interview	X	X X	<p>1/14/25 Cynthia Riley, DON Mobile 913.709.5581</p> <p>3/14/25 Loran Fish, MSN, RN – DON</p> <p>1/5/26 Gina Taylor - DNP, MSN RN-DON</p>
An audited fiscal report covering the previous two years, including a statement of income and expenditures		X	X	<p>Not requested at visit. Audited report was not provided at the time of the 2024 annual report. It was requested again prior to the Sept 2024 board meeting and did receive a copy from the <u>former</u> Dean of the College.</p> <p>23-2024 Provided w/ annual report</p> <p>NA</p>
Copy of school's current catalog	Web link Provided onsite		X	<p>Catalog Programs</p> <p>2024-25 catalog does NOT state the conditional approval for the ADN program. There are also other deficiencies and incongruencies with nursing handbook.</p> <p>Feb 2026 link to Current AY Catalog</p>

			X		2025-2026 College Catalog
Description of nursing program	Organizational chart for nursing program	Catalog Interview	X	X	No current one available. The program is in significant flux. Available but not accurate – 02/24/2026 - Revised Nursing Org Chart - Appendix 1 See revised
	Number of faculty	Interviews FQRs	X	X	Unable to determine the exact number of faculty on the day classes started. 5 FT, 10 adjunct per DON on 2/11/25 Per FQRs from 2/19/25: 4 FT (1 MSN, 3 BSN), 4 PT (2 MSN, 2 BSN), and 6 Adjunct (1 DNP, 2 MSN, 3 BSN) Send updated faculty KSBN has new list of faculty: <ul style="list-style-type: none"> • 5 FT faculty (3 new for Fall2025; 1 hired Spr2025; one returned Fall25 and is FT for Donnelly but only teaching one nursing course) • 1 sim lab coordinator (working as faculty) – was PT sim faculty Spr25 and moved to FT role for Fall 2025- no credentials (BSN only) or experience w/ sim prior to this hire • 2 Adj didactic faculty • 8 clinical adjunct faculty** (1 hired prior to 2025, 2 hired SPR25 and the rest are new in Sept. '25) ** 4 are PN only adjuncts Almost complete turnover of FT faculty from Fall24 to Spring 25 and again from Spr25 to Fall 25. 02/24/2026 All have been sent to KSBN and approved as of Feb 2026 Spring26 – all are returning from Fall 25.
			X		

				<ul style="list-style-type: none"> • 1 FT ADON, faculty • 4 FT - 2 didactic faculty, 1 clinical coordinator, 1 doing Admin and teaches prereqs (teaches RN level) • 1 FT being onboarded • 4 Adjuncts - clinical
Number of non-teaching staff	<ol style="list-style-type: none"> 1) Job descriptions 2) Website 3) Interview 	X	X	<p>3 non-teaching positions:</p> <ol style="list-style-type: none"> 1) Administrative Asst – PT 2) Nursing Intake coordinator – FT 3) Clinical coordinator – FT – works remotely much of the time <p>10/13/25 – have same 3 positions but added a Nursing Advisor position. Prev. Intake Coord took new Nrsg Advisor role 5 mo ago – new person in the Intake Coord position. This position now reports to Advising and Nursing concurrently.</p> <p>1 FT Admin Asst - Darian Brundage 1 FT Nursing Intake Coord - Y Juarez 1 FT Nrsg Academic Advisor - C. Rischer</p>
Number of students admitted per year	Interview KSBN documentation	X	X	<p>KSBN has approved Donnelly to admit 50 PN students Jan & Aug (25 day & 25 eve/weekend) and 15 ADN students Jan. (Day schedule) & 15 ADN in June (evening cohort).</p> <p>*Spring 2025 – admitted 15 ADN and 47 PN.</p> <p>Actual count on 2/11/25 was stated to be 22 ADN and 117 PN for all levels:</p> <p>PN 1st sem – 45 RN 1st sem - 15 PN 2nd sem – 44 RN 3rd sem - 7 PN 4th sem – 28</p> <p>Currently: ADN - 14 PN – 35 (3rd sem) PN – 31 (4th sem)</p>
			X	

					23 evening cohort, 10 day cohort. Graduating spring 2026; 2 RN students completing missing work.
Nursing Program Administrators, Faculty & Preceptors (KAR 60-1-104; 60-2-102 & 103; 60-1-104)					
Nursing Program Administrator	Name and credentials	Self-Study	X X X		Cynthia Riley, MSN, RN Loran Fish MSN, RN – DON Dr. Gina Taylor, DNP, MSN, RN – Director of Nursing
	Qualifications	Self-Study	X X		MSN in Leadership/Nursing Ed – 2013 BSN - 1990 RN/Charge Nurse for SNF (2019-25), RN/Charge for Psych Hospital (2017-19), Clinical ops manager for PC telemed and mobile clinic, (2015-17) Adj clinical instructor 2010-12 DNP, Leadership and Public Health MSN in Education RN since 1997 Faculty – 8 years DON – 5 years
	Responsibilities	Self-Study	X X	X	Nursing program administrator – responsible for oversight of all nursing programs Director not aware of required policies for college and nursing program; unclear on appeals, student numbers, sim lab issues, faculty issues Very aware of policies and all aspects of nursing program. Was Donnelly board member prior to DON position.

Faculty selection and input into program Nursing Faculty Handbook = NFHB Faculty Handbook for college = FHB	Teaching responsibilities	Self-study	X	X	Job descriptions unclear. Job descriptions updated with appropriate regulatory requirements for PN and RN level except for Sim Lab Coordinator 2026 position (states MSN preferred NOT REQUIRED) This position teaches sim for PN and ADN; other than the nursing degree requirements the language is the same for all job descriptions (FT, PT and adjunct) in terms of summary and responsibilities. 02/24/2026 Revised job description for <u>Sim Lab Coordinator 2026 & Simulation Consultant</u> hired February 2026
	Faculty organizational by-laws	Self-Study VRR	X	X	(Provided school with a sample) Faculty Handbook VRR – Faculty handbook
	Faculty job description	Self-Study VRR	X	X	Not all were available at visit. Sent to KSBN on 2/11/25. The nursing faculty job descriptions are not in compliance 2.11.25 In Faculty Handbook In VRR
	Faculty selection process	Self-Study	x	x	Unclear currently. Interviews done with a nursing faculty person present for all nursing interviews. 2/28/25 Dean states hiring process is posted on Donnelly website: https://www.donnelly.edu/staff/human-resources 10/13/25 Process in faculty handbook

			X	<p>Limited documentation in faculty files – no dates or signatures from faculty</p> <p>02/24/2026 2025-2026 Revised faculty handbook Orientation plan available in <u>Nursing Faculty Handbook</u> including an orientation checklist. New & returning faculty participated in <u>mandatory orientation on January 6, 2026</u>. Clinical instructors participated in additional training “Clinical Faculty Academy” offered by Workforce Programs MO Hospital Association (MHA) on January 8 & 9, 2026. Clinical team met for second mandatory orientation meeting on Tuesday January 13, 2026.</p>
Faculty handbook	Onsite		X	<p>Received a college-wide faculty handbook; DON and Dean stated there was not a specific faculty HB for nursing</p> <p>*Faculty nursing handbook was available at last site visit per site visit report</p> <p>Available; in VRR</p>
General faculty meeting minutes for last 3 years	Not requested onsite		X	<p>NA – not reviewed</p> <p>Reviewed March through September – no set agenda; unable to determine how or when decisions were made about changes to the schedule or curriculum or program as a whole (new admission requirements, added ATI complete Fall 25, new nursing student handbook – no reference to any of these in minutes). No reference to the program</p>

					<p>evaluation or the "Pillars plan" for improvement.</p> <p>No minutes prior to March provided</p> <p>Minutes in VRR</p>
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Interviews FQRs	X	X	<p>A great deal of movement in and out in the last 2-4 months with no clear direction. Four weeks into the class schedule and faculty are still being hired. One hired to start 1/22/25 did not show up for any classes.</p> <p>***Nursing faculty are starting with little or no orientation to the school, program and curriculum. No nursing faculty handbook available and checklist for nursing was not produced for any new faculty.</p> <p>HR files had job descriptions (not in full compliance), resumes</p> <p>X 10/13/25 ***Nursing faculty are starting with little or no orientation to the school, program and curriculum. Faculty are changing syllabi (student contract) upon start, which may be 2-3 weeks into the program and changing what the expectations are. Day and evening faculty for PN do not seem to be in sync. Students are getting very different experiences.</p> <p>Faculty are oriented to role, to ATI, to ExamSoft, to Donnelly. Reviewed at the start of each semester.</p>
				X	

	FT or PT (use FTE)	FQRs	X		FQRs provided on 2/19/25 and are being reviewed: FQRs document 4 FT, 4 PT and 6 Adjunct Hire dates are 1/11/25 to 2/19/25 for 8 new hires. 6 are returning faculty from Fall 2024 and before. Some are returning after a break in employment.
	Academic Credentials	FQRs	X	X	For some of the faculty, the HR file was available and a resume was in the file. One faculty file stated person hired had MSN but no transcript to support degree. Did not see transcripts in HR files. Transcripts are being provided with FQRs. Some are still missing. FQRs are mostly available – 3 faculty that require hire exceptions do not have them. They have “pending” MSN or no DP at all – still need hire exception. Sim Lab Coord does not have required credential to teach AD level – no hire exception submitted. FQRs complete
	Institution granting degree	FQR Transcripts	X		
	Area of clinical expertise	Resume	X	X	Areas of experience noted but not necessarily teaching to the listed strength and experience. Students in one of the specialty classes are concerned that the instructor has no experience and doesn't always understand the terms in the slides used to present material.
	Area(s) of assignment	FQRs	X	X	No FQRs submitted at time of the visit.
	Licensure	Onsite FQR		X	Not verified onsite. Working on FQRs. Some still missing and others are outdated.

			X		
	Indicate degree plan and progress towards degree if applicable	FQRs	X	X	Current FQR list shows 2 on degree plans – 1 FT, 1 Adjunct Missing degree plans/hire exceptions on several. (2 FT and 2 Adj)
	List all faculty hire exceptions including course hired to teach	FQRs	X	X	Currently identified 5 who need hire exceptions to work in areas hired for
	Faculty file review			X	HR provided some to review. Job descriptions present but reflected incorrect educational requirements. Transcripts were not all available. 2/28/25 Updated job descriptions received – have appropriate qualification language No faculty files available by the program director. On-site faculty files reviewed. Missing orientation checklist for seven, license verification missing for three, Missing FQR for two. Missing transcript for one. Need DP/HE for four.
			X		All files complete
Preceptor qualifications and information (for current semester) – RN only	Preceptor criteria & selection	n/a			NA
Nursing Student Handbook = NSHB College Student Handbook = SHB	Preceptor job description				NA
	Identified roles of preceptors, faculty, and students				NA
	Preceptor orientation materials				NA
	Preceptor signatures showing date orientation completed				NA
	Name of preceptor and course with Prefix & number (ex: NURS 1011)				NA
	Preceptor State of license & License number				NA

	Methods of contact between faculty & preceptor				NA
Students 60-2-102 & 60-2-10					
Student policies: Provide written evidence of the following College/Academic catalog = CC Nursing Student Handbook = NSHB College Student Handbook = SHB	Admission of generic, transfer, and articulation students	Documentation Review	?	X	Admission guidelines available on the website, some in College Catalog and parts in student handbook. Outdated. Not always congruent. Admission guidelines have changed but no new students admitted since the change. NO mentions in faculty minutes or program eval regarding the change to admission requirements? Added TEAS test back but no indication if certain scoring level is required for admission. TEAS required for RN as well – no indication if they must meet a certain level and if they must retake if they took the previous year for the PN program. 02/24/2026 Revised Nursing Student Handbook nursing student handbook - present and reviewed. Donnelly Community Resource Guide available and very comprehensive.
	Degree plan for each degree being granted	Documentation Review	X	X	There is no degree plan for ADN level who start in the summer. Not listed in student handbook New 25-26 Nursing Student Handbook has degree plan – pg. 7. Found in catalog – PN one is updated. No ADN class at present but plan from 2025 still available
	Oral and written English proficiency	Documentation Review			X

			X	<p>2/28/25 per Dean: Donnelly College is an open admissions college. English proficiency is determined by their placement when testing using Accuplacer. Procedure described in College Catalog, in the General Enrollment Procedures page 5, proficiency/placement into college-level courses is described on page 6.</p> <p>https://donnelly.smartcatalogiq.com/en/2025-2026/academic-catalog/admissions-policies/general-enrollment-procedures</p> <p>Students will demonstrate proficiency in information literacy skills.</p> <p>If student does not do well on Accuplacer, they are enrolled in Success First which stresses English Proficiency. If they have previous college credit, they do not need to take the Accuplacer.</p> <p>OK</p>
Readmission	Documentation Review	X	X	<p>Must re-apply (Student Nursing handbook). Considered on space available basis.</p> <p>CLARIFY when a returning student is not a readmission. Not clear on what constitutes readmission.</p> <p>Readmission policy present and clearly stated.</p>
Progression	Documentation Review	X	X	<p>2/11/25 All courses must be passed in one semester to move to the next.</p> <p>Not following policies</p> <p>1) A PN student was not successful in Summer 2025 MCH didactic. Was put into and completed MCH clinical in Fall 2025. Now told has to repeat clinical with didactic. Doesn't want to pay again.</p> <p>2) An RN student failed nursing pharmacology course in the</p>

					<p>spring25. She appealed May 14. She appealed to the Dean on June 11. Emails have received no response. She forwarded all the Ms. Fish. She was enrolled in MCH over the summer with clinical and passing meds. Appeal denied (email to student but no notes/resolution in file presented to site visitors.) in July. Student was enrolled in final semester w/ M/S and M/S clinical (passing meds). Will finish fall semester and still have to complete Pharmacology. NOT POLICY</p> <p>CLARIFY POLICY and COURSE PREREQUISITES for progression.</p> <p>Progression policy revised. Faculty and other college staff are aware of policy changes and that nursing has final say.</p>
Counseling & guidance	Documentation Review	X X	X X		<p>In college catalog</p> <p>Spoke with new counselor. Beginning excellent programs for student support and has excellent community resources and connection to those resources to help students.</p>
Student role versus employee role	Documentation Review	X X	X X		<p>Clear in SHB</p>
Representation on faculty governance	Documentation Review			x	<p>In the 24-25 nursing student HB. Students we spoke with not aware</p> <p>2/28/25 Dean: Student Senate has a nursing student member; student senate reports in academic council, all-staff community meetings and all college</p>

			X		board. Student Senate reps were present and spoke to students during orientation. Students report process of involvement in governance. Minutes substantiate
Graduation	Documentation Review		X		Info in Nursing student handbook No issues with pinning/graduation in the past. Students saying that they now can only invite one person to their pinning – very unhappy OK
Refund policies governing all fees and tuition paid by students	Documentation Review		X	x	All we can verify is if there is military activation they will allow a refund. 2/28/25 per Dean - Refund policy is on page 26 in the college catalog, right above the military refund policy. 10/13/25 Students have had several issues with payments and refunds. Made DON aware of continued issues regarding books, fees, and refunds. College catalog
Ethical practices including recruitment, admission, and advertising	Documentation Review		?		Currently they are not meeting the standards they are advertising. College catalog
Information to any student who may be subject to licensure disqualification under K.S.A. 65-1120. (Must be provided	Documentation Review		X		College catalog and nursing 2024-25 handbook. *Link to KSBN website takes to main page and not directly to the stated statute information. Education 49

	prior to program admission)				
	Student Handbook	Onsite	X		2024-25 nursing student handbook available 25-26 student handbook available online. Students say this is the third handbook they have received – new one with every director. This one was from last week. Not always clear on changes. Available in VRR – changes are being planned for the next school year but handbook stayed as is during the spring semester. No complaints regarding changes to HB this time.
			X		
			X		
Student support services	Description of student safety measures	Documentation Review	?		Clinical safety measures. Nothing on campus security. Facilities Students
			X		
	Description of student health services (available on-site or students have knowledge of available health services)	Documentation Review	X	x	No health services available on campus. Not clearly identified alternatives in catalog or handbook 2/28/25 per Dean - Available counseling health services are noted in every syllabus and explained during orientation: access to a LPC for free clinical mental health services, resource guide provided by the counseling center and low-cost health insurance information provided at the beginning of this semester. Excellent Donnelly College Community Resource Guide - new
			X		
Student records	Review student files		X?		NA – no time to review 5 files reviewed – most have checklists for immunizations and clinical items. Not as clear on Admission items. Education 40

			X		Reviewed - no issues
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)			X	NA – not reviewed Saw sample rubrics but not completed ones. Students talked about concept maps but did not see any work. Student work available in VRR. Concept maps, clinical packets w/ rubrics, medication review sheets. Work shows faculty review.
Curriculum 60-2-102, 60-2-104, & 60-2-105					
List Curriculum Requirements: Copy of current curriculum with date of last revision. Include: Nursing Student Handbook = NSHB College Student Handbook = SHB Nursing Faculty Handbook= NFHB	Required non-nursing courses	Documents	X X X		Listed in NSHB and in degree plan Prereqs –A&P (5), Human Growth & Development (3) Co-reqs – Med terminology (1)
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Documents	X	X X	In nursing student handbook Missing degree plan for ADNs who start in the summer. No “live stick” done in the IVT part of the AC I class for PNs who started Spr25 – person who taught class no longer with Donnelly but current course does not have that as a proficiency, so students are passing with a lab stick on mannequin. Curriculum requirements in catalog. IV lab has required participation. All have live sticks as part of requirements.
	Credit hours for each non-nursing course	Documents	X X X		See above
	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN	Documents	X	X	PN – 34 credit hours nursing 35 PN credits – no curriculum change brought to KSBN? Misprint in NSHB?

	programs and 15 credit hours for PN Programs)		X		<p>RN – 30 credit hours nursing + credit for PN courses (total 69 credit hrs for ADN degree) RN 30 credits</p> <p>PN – 34 credit hours nursing 390 didactic clock hours 360 clinical hours</p>
	Identify clinical hours for combined nursing didactic and clinical courses	Documents	X		Courses not combined
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Documents Interview	X		no observation noted in syllabi
	List all clinical simulation hours for each relevant course (cannot exceed 50% of total clinical hours per course)	Documents	??	<p>X</p> <p>XX</p> <p>XX</p> <p>XX</p>	<p>Not able to ascertain simulation hours.</p> <p>Not able to determine clinical and Sim. No syllabi received.</p> <p>Simulation does not have the basic equipment needed. No simple face mask, no medication/sim vials or medication/sim tablets. Students provided with medication names but not dosage or routes when in sim. Missing an important opportunity to reinforce dosage ranges, and how to respond to an out-of-range order. Students do know how to read back orders to verify. No one actually placed stethoscope on patient who had elevated BP and HR in the scenario. Consider using vetted simulation scenarios. Mannequin was used as low fidelity when it should have high fidelity capabilities.</p> <p style="text-align: right;">Education 50</p>

				XX	<p>This simulation is not replacement quality for clinical hours.</p> <p>No mention of clinical hours in catalog. No syllabi available to verify. Annual report stated that up to 100 sim hours were being used as clinical replacement (total of 360 clinical hours in the program).</p>
			X		<p>No simulation in current coursework. All live clinical experiences. Have hands on laboratory skills and check offs.</p>
List all preceptor hours for each relevant course (cannot exceed 20% of total clinical hours/nursing program, excluding a capstone course)	Documents	N/a			n/a
Testing process with test analysis and the written test procedure	<p>Onsite</p> <p>Test policy sent to KSBN in response to complaint inquiry</p>	X	X		<p>Stated policy is to use ExamSoft. Two PN tests administered during our visit; one was given by paper and pencil. New faculty not oriented to ExamSoft well enough for them to use. They were also not aware of a test policy for faculty. Paper and pencil testing does not allow for analysis and does not meet expectations of the testing policy.</p> <p>There was one ExamSoft exam being proctored during the visit. Student issues and computer issues caused a 70 min delay in the start of the exam.</p> <p>*There is no nursing faculty handbook so Testing Policy resides in the faculty lounge area.</p>
				X	<p>NFHB - Testing policy describes student responsibilities. No discussion of system used nor any exam analysis or exam design for faculty to use. No leveling</p>

			X		<p>requirements. No exam analysis discussed. How do you know if the exam is an effective evaluation tool? Testing is currently the only evaluation tool used.</p> <p>Faculty verbalized consistent testing process. Exam analysis explained clearly. Policy present in FHB.</p>
	Number of students per class	Interview	X		Most classes are 1:25 for PN and 1:15 for RN.
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Course schedule from enrollment system	X	?	<p>Not all listed as 1:10 ratio; students are being reassigned to comply.</p> <p>Schedule not available</p> <p>2/2026 Attached Master clinical schedule 1:10 clinical ratios. Students indicate clinical very well organized. Schedules are received early w/ good notice if changes occur</p>
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Documentation	X		<p>NA – no syllabi provided</p> <p>2/2206 Current clinical and course syllabi are in VRR – have appropriate grading and class information</p>
	Art and science of nursing	Documentation	x		NA
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Documentation	x		NA
Curriculum Table:	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Documents	x		NA

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

Educational Facilities (KAR 60-2-106)

Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Onsite		X	<p>Nursing had a relocation to the main admin building for renovation of the nursing building (Marian Hall). After the renovation was complete, furniture and supplies were “dumped” back in the lab spaces in Marian Hall and are still in major disarray. They are not usable at time of KSBN visit.</p> <p>Spring semester has lab assigned – it is the only thing Foundations class uses for clinical. What was the backup plan? What is being done for lab courses?? When will rooms be usable?</p> <p>Classrooms are available and adequate in size.</p>
			X		Education 53

			X	X	<p>All didactic instruction was moved back to the main building from the dedicated nursing building (just moved back into the nursing bldg. again last Spring. Sim and skills lab remain in Nursing building. Many supplies available but are not being accessed? Students not being adequately supported in simulation for clinical replacement hours.</p> <p>Clinical lab facility toured. Simulation lab not currently in use, but well equipped and organized. Sim consultant hired and working on PN curriculum scenarios. All didactic instruction in main building. Allows more integration into college. Faculty have private offices. DON and ADON are accessible to faculty and students. DON is part of admin suite and integrated at high level.</p>
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	On-Site	X	??	<p>Faculty have offices that lock. Students complain that doors are always closed and faculty are not available or accessible.</p> <p>Faculty policies clear about number of physical hours and office hours. More doors open (per student report) and most faculty are available in offices.</p> <p>Noted</p>
	Secure space for student records	On-Site	?		<p>Did not inquire about records. All faculty and DON have locked offices with locking file cabinets.</p> <p>Student records locked in nursing office behind locked door.</p>

	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	On-Site Interviews	?	?	eBooks for students. Not all were available for the first semester PN students. Some students bought their own books and now are being told they must pay for the eBooks required by the program. Computer labs are available in nursing building and in the main building. Not sure what tech support is for students or faculty – did not really address this question with myriad other concerns. Laptop loan program available. ATI is used for all courses. Some students did not have “adequate” instructions for using ATI. This is a big change and cost for students already in the program and using other resources for which they were originally oriented.
			X	X	
			X		Laptop loaning program. Students did not report issues with books and resources.
	Satellite program facilities		NA		NA
	Other points of interest		X		NA Simulation labs, skills laboratory – much improved and students very pleased with implementation of “skills boot camps”
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	On-Site	X		not reviewed Leadership faculty saw need for textbook along with ATI resources (Fall 2025 made a complete switch to ATI abbreviated e-books). College bought some and have them in library for student use. Spoke with librarian who reviewed resources available
			X		Education 53

Clinical Resources (KAR 60-2-105)					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site		X	No contracts were available to see. Two contracts had been provided prior to visit – contracts appear to be in compliance. Reviewed the three contracts for sites currently being used. Two current contracts reviewed and acceptable.
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	On-site	?	X	Unknown – complaints at end of 2024 stated that at least one clinical group “had VR simulation for their clinical” – violation of KNPA which sets simulation at no more than 50% per course. Documentation requested for Fall semester for each faculty/clinical group. KSBN received documentation that seems to show the VR was scheduled by faculty instead of going to clinical site. No MCH clinical in summer for part of the PN students. Students all had didactic in summer and some are taking clinical this fall (which doubles their clinical hours and evening cohort is going every weekend instead of every other weekend. Students were told they had to take an Incomplete this summer because they didn’t have faculty to cover clinical. Some lost jobs because of the change. Students very concerned about lack of communication regarding clinical schedule. XX Constant last minute changes result in loss of jobs and unneeded travel expenses. Per students, clinical coordination is excellent and they have schedules well in advance. Part of MOKAN. Looking for nursing
				X	

			X	Reviewed the current use contracts. Need to continue to get placements and be ready for further students.
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X	NA Two site visitors went to Providence MC
			X	Not able to visit clinical facilities due to site issues. Addressed clinical issues with Advisory Committee. Spoke via Zoom with staff at Truman.

5yjk/ Administrative Policies & Procedures

(KAR 60-2-102, 60-2-103, & 60-2-104)

Program NCLEX pass rates	NCLEX RN Pass rates for the last 5 (full) years for first time candidates	KSBN website NCSBN reports		<table border="1"> <thead> <tr> <th></th> <th>PN</th> <th>RN</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>87%</td> <td>60%</td> </tr> <tr> <td>2020</td> <td>77.5</td> <td>77.78</td> </tr> <tr> <td colspan="3">Minimum Standard changed from 75 to 80%</td> </tr> <tr> <td>2021</td> <td>80</td> <td>no data (no cohort this year per board order)</td> </tr> <tr> <td>2022</td> <td>87.1</td> <td>54.55</td> </tr> <tr> <td>2023</td> <td>82.61</td> <td>68.75</td> </tr> <tr> <td>2024</td> <td>72.73</td> <td>77.78</td> </tr> </tbody> </table> <p>– these rates being reported at March 2025 board meeting. Pulled from NCSBN web site. *ADN program on conditional approval since 2020. Rates had been steadily rising, and 2022 site visit was approved, along with PEP showing improvements.</p>		PN	RN	2019	87%	60%	2020	77.5	77.78	Minimum Standard changed from 75 to 80%			2021	80	no data (no cohort this year per board order)	2022	87.1	54.55	2023	82.61	68.75	2024	72.73	77.78
	PN	RN																										
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			X	2025 62.22 65.38 as of 9/30/25																								
			X	2025 61.22 65.38 Final No official numbers for 2026. Of those who tested in 2026, ADNs at 58% (12) and PNs (22) at 54%. These are primarily the Dec. 2025 graduates.																								

Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study		x	<p>Not addressed</p> <p>Last audited report was late and had concerns.</p> <p>Per support staff and administration, board is very supportive of nursing program. Lots of scholarships available.</p>
	Budget procedures			X	<p>Not addressed</p> <p>DON is responsible for administering the nursing budget which is set with VPs, President and approved by the board.</p>
Advisory Committee	Review Advisory Committee minutes	On-Site or VRR		X	<p>NA – did not request information</p> <p>Advisory Committee pending reengagement. Does not exist currently. Has not met since Spring 2024.</p> <p>2026</p> <p>See attached invitation letter and agenda for February 27, 2026, Advisory Nursing Committee.</p> <p>Met with members of the advisory committee, two board members and one Donnelly staff person who is advisory member but not in nursing.</p> <p>Via Zoom had two clinical staff from University Health, a PN director from Johnson County CC, and the student placement coordinator at Children’s Mercy. Clinical nurses noted that some of the current students don’t seem to be making connections, don’t show critical thinking, don’t know their medications for assigned patients,</p>

					<p>were on their phones, and would not do vital signs. Said that's what the aides do and "That's not why I'm here." This did not apply to all Donnelly students. Many are missing basic skills such a BP cuff placement, bedmaking, bathing patients, transfer techniques, and using assistive equipment. Seemed unprepared. Compared to 4 semesters ago, these students were not well prepared. They feel clinical instructors are well-prepared and do a good job. Caring and competent. They did say that Donnelly had produced great nurses. Feel the processes are in place to return to that. They recommend allowing admissions.</p>
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See below See below
	General education and required support course faculty	On-Site	n/a		NA NA
	Support services	On-Site	X	X	<p>Met with nursing advisor (new to position), HR, Admissions, IT, nursing intake coordinator (new), career services, Student wellness counselor, academic librarian, Registrar, CFO</p> <p>Met with registrar, Director of FA, Director IT, Director of Admissions, Nursing Intake Coordinator, Nursing Advisor, Controller, Director of Academic Library, Counselor, Director of Career Services.</p>
	Students	On-Site	X		<p>1) Met with approximately 20 1st semester (new) PN students</p> <p>2) Met with 15 4th semester PN students (final semester – grad in May)</p> <p>*see comments in Report Summary section</p>

				X	<p>-Met with 14 RN students, in last semester of their program.</p> <p>-Met with 25 3rd sem (May '26 grad class) PN students. Thirteen for day cohort and 12 evening cohort.</p> <p>-Met with 25 4th sem (Dec. '25 grad class) PN students – day and evening cohorts</p> <p>*See comments in Report Summary section</p> <p>Met with 10 PN students completing the program, representing both evening and day cohorts.</p>
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	Section not addressed – students not in clinical			NA
	Staff RN's				NA
	Preceptors				NA
	Individuals conducting observational experiences				NA
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended, and analyzed) and actions taken	Onsite Interview		X	<p>Not present; director not aware of the existence of a PEP for nursing</p> <p>PEP requested and not received.</p> <p>Basic PEP started and used appropriately. Tracking appropriately</p>
	Use of program evaluation data for ongoing program improvement	Onsite		X	<p>PEP requested and not received.</p> <p>Program data being used, but DON and faculty recognize need for more data.</p>

On-Site Interviews: Feb. 2025

Cynthia Riley -new DON

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

Monsignor Swetland - President

Patty Dickinson – Human Resources

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

Michael Shalinsky – new PN Adjunct

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

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

Onsite Interviews: 10/13-14/25

Administration:

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

Dean Ana Maradiaga – Dean of the College/VPAA

Mary Planz – VP Student Affairs

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

On-site interviews: 5/11-12/2026

Dr. Gina Taylor, Director of Nursing, beginning 1/5/2026

Laura Sampson, Assistant Director of Nursing

Monsignor Swetland - President

Ana Maradiaga – Dean of the College, VP Academics

Ron Dempsey, CFO

Dr. Mary Pflanz, VP Student Affairs

Nursing faculty:

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

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

Faculty met with 5/11-12:

- **Dr. Megan Kelly, FT Donnelly (teaches ADN pre-req classes)**
- **Tiara Arties, FT nursing dept.**
- **Nicole Ponto, FT nursing dept.**
- **Christine Nguyen, FT nursing dept.**

Support Services staff:

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

Support Services staff 5/11-12:

- **Charity Risher – Nursing Academic Advisor**
- **Matthew Boland – Director of admissions, Oversees the nursing intake coordinator (new) in concert with nursing**
- **Yolanda Juarez – Nursing Intake Coordinator.**
- **Isaac Falcon – Campus Director of Academic Support, career services**
- **Diego Payan – Director, IT / security**
- **Carol Doms – academic librarian**
- **Jennifer Bales – Registrar, IR, accreditation**
- **Nora Brown – Counselor**
- **Jesus Pelico – Controller**

- **Diamond Sauls -Director Financial Aid**
- **Heather Jackson – Financial Aid**

Faculty Interviews:

Director handles clinical contracts

Simulation:

- have 3 Junos that are 4-5 years old
- Victoria cannot deliver – waiting on grant to get her repaired and delivering again
- Mid-fidelity - two Laerdals – not currently working – no contract?
- Pediatric Laerdal – not under contract
- Faculty has no formal Sim training. Would like to get certification? Not aware of INACSL(International Nursing Association for Clinical Simulation and Learning) standards and requirements to be certified
- Students do not currently evaluate Sims.
- They are in Sim for 8 hours. Have about 1 hour of actual simulation, do case study before, do clinical paperwork.

Received no orientation – fulltime and adjunct

Some teach at other programs also.

Sent random syllabi – created her own content based on PN NCLEX plan – not on Donnelly curriculum plan.

Rewrote IV certification program – unaware they need at least one actual stick. Used KSBN checklist?

ATI is only book - not wrong but pretty basic (mostly supplemental) text.

One has a recommended text in addition to ATI but it was already purchased by students in previous semester.

Program very disorganized – no orientation, but feel mentored by Loran

All speak highly of Loran as someone who will answer questions and supports them.

Faculty Interview:

- **3 FT faculty**
- **23 evening cohort, 10 in day cohort**
- **Have dedicated clinical faculty**
- **Ready for clinical placements in the fall and spring**
- **They appreciate the consistency in policies and the extra orientation.**

Support Staff

- **Award letter specifies what financial aid they are eligible for**
- **For PN, there are about 33 qualified now and waiting to enter the program.**
- **Exceptional counseling services**

- **Great Community Resource Guide**
- **Nursing fees all published.**
- **KC Scholars can request fees for testing**
- **Feel there is much better communication between nursing and rest of university now**
- **Better structure, consistency, systems, and processes**
- **Students need to receive transcripts within five days of request.**
- **Last new nurse orientation was Spring 2025**

2/11/25 Student Interviews:

1) Met with new PN students: about 20 students

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

2) Met with PN students in their last semester: about 15 students

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

10/13-14/25: Student Interviews

1) Met with 14 ADN students in their final semester

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

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

- **DAYS** – It has improved since February. More stable teachers
- Get clinical schedule upfront of semester
- No clinical for Mat-Child Health – took didactic in Summer
- Did get tutoring for Pharmacology and Med-Surg
- They love Christine
- **NIGHTS** – has only 1 helpful instructor
- Clinical is “all over” not stable – horrible communication with/from the clinical coordinator.
- One faculty is belittling, brings kids to class, shares grades with all class.
- They get list of clinical/sim dates – not which one is which

- One did not pass didactic in summer – was enrolled in clinical this fall and passed. Now told she needs to repeat it with the didactic course.
- We are “getting ourselves through this program.”
- M/S teacher will not tutor.
- Feel there is no Respect, no Positivity
- The sense is “I was miserable so you will be, too”.
- Diamond is great.

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

- Started in Fall 2024 – faculty were not experienced.
- Charged for books \$300 – did not receive them. Other resources were paid for and not received.
- Only some received payback for books. Paid for both hard copy and E-books
- All billing is received late. Their job will only pay if it is received before semester starts.
- Clinical experiences good
- Faculty do care
- Meadowbrook was a great experience. The other nursing home not as great. Students only assigned to one for the whole clinical. Could they switch midway?
- Some received an incomplete because there was no clinical instructor for the summer clinical.
- Simulation is okay, but supplies and equipment not available. Everything is pretend.
- OF the 25 students, only two indicated they would return to this program and that was for familiarity with Donnelly, not the nursing program.
- Feel they don’t learn enough about medications. (Sim really showed this to be an issue).
- Loran is good but cries easily.
- They have invested lots of money in this.
- **DAYS** – No additional feedback
- **Nights**- see below:
- Find out the night before if they have clinical, sometimes as late as 1 am
- Feel they get the short end of everything- just thrown in clinical
- Instructor tells them they are behind and unprepared. And compares them to a “child.” She tells them they are only here because Donnelly “is easy to get in.”
- Have emailed the president with no response.

5/11-12 Student Interviews - Met with 10 PN students who are finishing program:

- **Having clinicals at University Health Truman Main, Truman Lakewood, mom/baby/NICU**

- Consistent teachers
- Very positive clinical coordinator. Nicole has turned that clinical system around
- Getting prepared for NCLEX - med-surg, pharm, and leadership
- Skills done in clinical and also had lab days to check off. All had live IV sticks. Would like their IV certification to be accepted in Missouri (has been an issue)
- Previous discrepancies resolved
- Faculty working really hard to ensure the students are prepared.
- Ensuring they are professional and competent
- “Totally different program”
- New DON. All are dedicated
- Evening students could use more tutoring
- “We have all the books”
- One evening student felt the evening cohort did not get access to all ATI resources
- Students feel faculty this semester are great.
- All would return for RN.

5/11-12/26 – met with Advisory Board:

- Sheri Gonzalez, Donnelly Board of Directors
- Davis Gordon, Executive Director of FAHC Sam Rogers.
- Patty Dickinson, Donnelly, Special Projects
- Brie Cantrell, Children’s Mercy Director of Workforce Partnerships, Director of MOKAN
- Christine Rudacille, Director JCCC PN Program. Mentor for Laura and Gina
- Laura Schmidt, nurse at University Health Truman
- Barbara Johnson (BJ), nurse at University Health Truman.
- Amy Gilio, supervisor at Truman
- Clinical Partner at University Health, Lakewood

Strengths:

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

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

May 2026 Strengths:

- **College wide support for nursing program. Administration is supportive of the need for change and consistency. Administrators have worked at Donnelly for several years, offering stability. Donnelly Board wants nursing to flourish and has invested in faculty and simulation.**
- **Welcoming student environment with faculty and staff working as a team. Very student-centered.**
- **Multiple supports for all students, including nursing, in the college.**
- **Robust counseling program, including organization of community resources, scholarship, MidAmerica Assistance Coalition, Holy Rosary Community Credit Union for interest free loans, Future Nurses Wellness Support Group, computer lending program. Counselors are bilingual to assist students.**
- **Nursing students now in Main Building, so much more a part of the college.**
- **Faculty very invested in program and students. All involved with curriculum and planning for the future growth.**
- **Integrating ATI into all courses.**
- **Clear, consistent, policies and communication.**
- **Using ExamSoft. Have tagged all questions according to Blooms and NCLEX Client Needs area. All exams analyzed for question quality and distractors.**
- **Consistent testing policy followed by all faculty.**
- **Advisory Committee glad to be reborn and want to be supportive of all nursing initiatives.**
- **Lab used effectively for teaching, practice, and check-off of skills. All are IV certified.**
- **Planning in progress for integration of simulation into curriculum, with simulation consultant planning Sims based on curriculum and ATI**
- **Simulation lab organized and useable, although is not yet being used. Will start with any new admissions.**
- **Nicole “turned clinical system around.” Have great clinical experiences.**
- **Dr. Gina Taylor well respected in the college, by faculty, and students for consistency, leadership, organization.**
- **Laura Sampson is assistant DON. Managing all orientations and professional development.**
- **Professional Development available and encouraged for all faculty. All faculty attend Nurse Tim New Nursing Faculty Orientation.**
- **Students report faculty and administration very supportive. Feel this is a totally different program from when they started in January 2025. They have all needed books and supplies. Say program stresses competency and professionalism. Feel prepared for practice and NCLEX.**
- **Say would return here for ADN should it be offered again.**
- **Nurses at University Health Lakewood “love Donnelly students.”**

Concerns:

- See attached timeline at end of report. **Added information on timeline.**

- Discussions with college Administration in December and January emphasized KSBN concern about numerous faculty changes and the lack of a qualified program administrator at end of semester. Reminded that the school could not move forward with student admission or nursing program without an administrator. Suggested that program consider not admitting for spring and work to maintain the 84 returning students.
- Admitting 62 new students along with 84 returning students when a new director with no previous experience as a program director was hired less than 2 weeks before class start date and no returning FT faculty, was a disservice to students, faculty and new director.
 - Loran is new to her position since March 2025. No prior formal educational experience. Not using mentors or consultants. Still not familiar with policies that are concerning for program and students.
 - Received E-mail 11/7/25 that Loran has resigned her position and her last day is 11/14/25 (semester ends 12/5/25) – planning to place new faculty Laura Sampson as Interim Director. Laura
- The tremendous faculty turnover since August 2024 has created confusion. Longtime director left in August 2024; FT faculty, Russell Robinson assumed interim role but resigned the Interim role in December; did return Spring 2025 in Adjunct status.
- FT faculty from the Fall semester are gone – one went to adjunct status. Three Adjuncts and three PT faculty are returning from last semester but some have never had an FQR submitted. One faculty was moved from Adjunct to FT but does not meet requirements to teach ADN level and still have concerns with this faculty regarding an unresolved clinical issue from Fall 2024.
 - Still a concern. Fall 25 has four new FT faculty again. Only 1 FT person remaining from spring 25. Several adjuncts left and new ones continued to be hired.
- **Students voiced many concerns:**
 1. Communication with students must be improved. CONTINUES to be a concern
 2. They need to see respect modeled and not be dismissed when they have concerns. CONTINUES to be a concern
 3. Asked to do Clinical Student without good understanding (this was the senior PN students). This only affects students who do clinical in MO-KAN facilities. Timing and MO-KAN requirements continue to be an issue and clinical coordinator availability affect this as well
 2/2026 all students enrolled in clinical courses have updated clinical student accounts.
 Communication is greatly improved.
 4. “Will we be behind?” Students are very concerned that all the changes and chaos have put them behind and that they aren’t learning what they need to in order to be successful with NCLEX. Feel unprepared when comparing to peers at other institutions. CONTINUES to be a concern
 Updated concern from RN student 3/4/25 – 6 weeks in to Med-Surg III class and some groups have still not been to clinical – concern there is not enough time to meet clinical hours requirements without major changes to the current schedule.
 Clinical well organized and receive schedule early
 5. Some bought their own books as the school-ordered ones were not available when classes started. Now they are being told they still have to pay for the school provided ones?? CONTINUES to be a concern
 02/24/2026 - Donnelly College provided all students with both ATI workbooks and hardcopies of all current semester textbooks at no additional cost.

6. Deana (Clinical Coordinator) works remotely, and it makes it hard for students to reach her and discuss concerns. Some stated they were told/warned not to keep emailing when they were having all the issues with Clinical Student. **CONTINUES to be a huge concern. Find her difficult to contact and late with clinical assignments.**

02/24/2026 - A new Interim Clinical Coordinator, Nicole Ponto, has been named for the rest of this current academic year. Ms. Ponto is a full-time, on-site employee. She has been communicating with students in a timely fashion; they received their clinical placements before the semester started.

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

2/24/26 Remediation is available to all students that graduated in 2025 and current students through their concept instructor. Clinical site felt students were not as well prepared as they should have been for where they were in the program, maybe 3-4 months ago. This issue is much more positive even since beginning of this semester.

Opportunities:

- The turnover in faculty provides a perfect opportunity for resetting the culture. Strong leadership is required in order to prepare students and meet the requirements of KSBN. **CONTINUES TO BE AN OPPORTUNITY**
2/26/2026 – Dr. Gina Taylor was hired 1/5/2026.
Appears to be resolved
- **Strongly recommend an experienced Mentor for the new DON (ADON).** Many years of nursing and leadership experience but has not been a director before. **CONTINUE WITH THIS RECOMMENDATION Laura**
2/26/2026 – Laura Sampson is working with a mentor, Christine Rudacille (PN director at JCCC) and the new DON. Using
- Orientation is essential for new faculty and is necessary; ongoing support is also important. Many of the new faculty hires have no experience in education. They need support, mentoring and opportunities/resources for teaching and learning. **CONTINUES TO BE A CONCERN Laura**
2/26/2026 – See revised faculty orientation
- Advising had previously been done by a FT faculty member who is no longer with Donnelly. Students are uncertain who they need to talk to about academic concerns. **Nursing Advisor is not a nurse and has been making decisions about enrolling students in classes when they have failed a previous class or have an appeal that is not resolved. This is not following policy.**

- Per Dean Maradiaga, Nursing Advisor checks in with DON before enrolling students, decision is on the DON, not the advisor. Advisor meets monthly with DON and VP of Student Affairs to address any student concerns, including any issues with enrollment and progress.
- Response – students still being enrolled that are not per progression policies.
- **2/26/2026 – see revised progression policies**
- **2/26/2026 – See nursing advisor flowchart**
- Classes started mid-week. Schedule has already been reduced from a 16-week to a 15-week schedule which is really 14.5 weeks. Need a plan for how missed classes and clinicals are going to be made up for the nursing students.
 - **2/26/2026 – The academic calendar has been revised back to a 16-week schedule starting in the Fall 2026.**
- Student complaints/grievances need to be addressed appropriately. **CONTINUES TO BE A CONCERN**
 - **See attached Student concern KSBN Complaint Log Response and Resolution**
- Create an atmosphere of open communication and respect with students. **This is better from most faculty but some staff and faculty continue to be a major concern.**
- **Opportunity – Donnelly and nursing grade appeal progress is not the same. (see below)**
- **No grievance policy found in Donnelly catalog or Nursing Policies.**
 - Per Dean, <https://www.donnelly.edu/students/index>
In the Students Info Hub page, Under College Policies, found as “Student Complaints”
 - Not in nursing handbook.
 - **2/26/2026 Look at Nursing handbook pg. 25**

Opportunities 5/11-12/2026:

- Check all documents for accreditation, KSBN is an **approval** not an accreditation (handbooks, websites, etc)
- Consider ACEN accreditation, will help support and strengthen program by aligning with national standards in nursing education.
- Increase involvement in nursing education and mentoring in Kansas.
- Provide expected fees in the student handbook and catalog, especially for last semester costs so students can be prepared.
- Evening students would appreciate more tutoring opportunities.
- Consider adding an Exit Survey to provide general feedback from students, as they complete the program.
- Students would like more access to EHR in clinical, when appropriate.
- Continue to hire and retain competent faculty with proper education and clinical experience for growth and stability of program.

Recommendations:

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

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

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

Not using Sim this semester. Have a simulation coordinator who is designing Sim curriculum to meet ATI and Lippincott and program curriculum. [Job descriptions in compliance](#)

2. Review student policies for presence and appropriateness and ensure all required ones are available and congruent between website and all school documents.
 - a. Admission guidelines are on the website, some in college catalog and some in nursing student handbook. Parts are outdated (admission testing?) and not always congruent.
 - i. **2/26/2026 – We are currently working with the Admissions Department and faculty to revise and update all admissions guidelines. We are in process of putting the application online and updating the English/math/TEAS requirements.**
 - b. Student representation on faculty governance – policy is in handbook but two groups we spoke to were not aware that they had representatives or that they had that opportunity.
 - i. **2/26/2026 – [See attached for Student Nurse Assoc. invite.](#)**
****Students reported process for input into governance.**
 - c. Refund policies – not clear. Only thing we could find was regarding military activation of a student.

2/28/25 Received update information about where Refund policy resides.
Found in catalog

 - **Need specific progression policy – what qualifies as readmission? Update and clarify policies and submit to KSBN by 1/15/26.**
 - **2/26/2026 – [See draft progression policy here.](#)**
3. School catalog does NOT state conditional approval for the ADN program. All printed and website material should reflect the appropriate approval. Review website and all school documents and be clear on approval status. **This is updated.**

****Conditional approval and no admit status clearly evident on website and catalog.**

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

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

Nursing's is not accurate. [Need to update and send copy to KSBN by start of Spring 2026 semester.](#)

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

****Faculty handbook in VRR. Policies consistent.**

6. Need a plan for faculty orientation and mentoring for new faculty for FT, PT and Adjunct. Plan needs to include orientation to curriculum, curriculum resources, teaching and learning resources, faculty policies, clinical orientation, student evaluation, and faculty responsibility for program evaluation. **Still not available and what is available is not being followed.**
 - a. 2/26/2026 – [Faculty Orientation Checklist](#) & [on-going orientation & professional development](#)
 - b. 2/26/2026 – All didactic faculty with less than 3 years of experience have been set up with a mentor through our collaboration with JCCC.

****Faculty report orientation and mentoring**

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

****PEP available and beginning anew.**

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

a. 2/26/2026 – [See revised faculty file requirements.](#) In compliance Reviewed 5.12.26.

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

grid. Not currently clinical replacement quality. Recommend to limit/cease doing simulation for clinical replacement with scenarios, content, and methodology approved by mentor and experienced simulation faculty.

a. **2/26/2026 – Hired a simulation consultant – see resume and job description.**

Simulation and lab areas organized. Lab used for skills. No simulation used this semester. Planning for start in the fall with the PN curriculum. Appears to be resolved. Didactic in main college building; labs and sim continue in Marian Hall.

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

2/26/2026 – see attached Clinical schedules / syllabus

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

This has not been resolved. We did receive the “Five Pillar plan” for improvement and many of the actions have been taken but little has stabilized and 8/12 recommendations from March 2025 are not resolved. First time pass rates have continued to drop and as of 11/12/25, **RN first time pass rate is 65.38% with repeat rate of 72% and PN first time pass rate is 60.87% with a repeat rate of 54%.**

*****5/12/26 This still remains an issue. Small cohorts make it a continued issue. Have implemented ATI this semester, and it will be incorporated into all courses going forward. predictors in place, not as a completion requirement.**

12. Due to the many deficiencies and instability issues, recommend both programs be put on conditional approval and that both programs cease admissions and focus on currently admitted students until program is stable for at least 6 months, with a site visit to be done before restarting admissions. **Continue to see issues of incongruency, communication issues, student complaints and faculty turnover. Also now seeing issues with clinical and simulation.**

****Climate of faculty and students much different than previous two visits. All are happy with the structure and processes. Students indicate they would return for ADN if possible.**

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

RECOMMENDATIONS 5/11-12/2026

Based on substantial improvements in climate, communication, and information from faculty and students, recommend:

- Continued conditional approval,
- Fall admission of no more than 30 PN students (can still do day and evening cohorts),
- Follow up visit (1 day) during fall 2026 semester to verify continuation of improvements.
- Provided satisfactory visit, approval to admit up to 30 PN students bi-annually (30 total for day and evening cohorts).
- Recommend focus visit in late spring to 2027 to evaluate/assess progress and compliance. If satisfactory, may admit up to a max of 15 RN students in a cohort beginning Summer 2027 or Spring 2028.
- Donnelly will provide focused update reports at each KSBN Education Committee meeting beginning September 2026.

BARTON

NURSING

245 NE 30 Road, Great Bend, KS 67530

Janelle Martin, MHSA, RN
Nursing Education Compliance Officer
Kansas State Board of Nursing
Landon State Office Building
900 SW Jackson ST.
Suite 1051
Topeka, KS 6612-1230

April 2, 2026

Dear Janelle,

Please find enclosed a Major Curriculum Change request from Barton Community College Practical Nursing Program. The Faculty is requesting to move NURS 1210 Gerontological Nursing and NURS 1265 Professional Roles and Issues for the Practical Nurse to an online format. We are submitting this for review and approval by the Kansas State Board of Nursing.

If approved, we would plan to implement the online courses in the Spring of 2027. The accompanying documents outline the rationale for the change and proposed changes.

Respectfully submitted,



Renae Skelton, MSN, RN
Director of Nursing 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: 4/2/2026

Name of Program: Barton Community College-PN

Program Administrator including credentials: Rena Skelton MSN,RN

Parent Institution: Barton Community College

Address of Institution: 245 NE 30 Rd
Great Bend, KS 67530

Level of the Program for which the change is being requested: Practical Nursing

Briefly describe the Change being requested: Move NURS 1210 Gerontology and NURS 1265 Professional Roles to an on-line format and 8-week sessions

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer Date

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

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

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Barton Community College Major Curriculum Changes

Rationale for the change: The majority of our students take all the pre-requisite courses in the on-line format. They frequently ask about nursing courses online. The online format offers the student flexibility to do course work when it fits their schedule. Many of our students, work part-time or full-time jobs to afford to attend college. Many of our students are parents which place additional demands on their time. Barton offers the PN program in both Great Bend and Pratt and students in both locations have expressed an interest in on-line courses. NURS 1210 Gerontological Nursing and NURS 1265 Professional Roles and Issues for the Practical Nurse are both non-clinical courses.

Faculty Involvement: Last fall, we launched our Mental Health Nursing 1 course on-line. Students were very pleased with the course format. The PN faculty discussed online courses as well as benefits of 8-week sessions to reduce the number of courses students are taking at the same time. With faculty input, the decision was made to move forward with requesting NURS 1210 Gerontology and NURS 1265 Professional roles be moved to online and in an 8-week format. At Barton, faculty are required to complete additional training through the Center for Learning Excellence prior to development of online courses. Faculty will work with Instructional designers to create online courses that engage students, are easy to navigate and meets the course outcomes. The Instructional designers also review courses to ensure we meet the ADA guidelines.

Proposed Changes for NURS 1210

Current NURS 1210 Gerontology	On-line NURS 1210 Gerontology	Comments
2 credit hours course	2 credit hour course	No change in credit hours
Course Outcomes, Competencies and Supplemental Competencies: A. Examine the impact of ageism and aging on client demographics, economic status, family dynamics, and health care needs. (SLO 1,3,7) (QSEN 1,3) 1. Define ageism.	Course Outcomes, Competencies and Supplemental Competencies: A. Examine the impact of ageism and aging on client demographics, economic status, family dynamics, and health care needs. (SLO 1,3,7) (QSEN 1,3) 1. Define ageism.	No changes to the course outcomes or competencies

<p>2. Identify personal and social attitudes regarding aging. 3. Describe major economic concerns of aging. 4. Describe changes to family dynamics related to aging. 5. Identify different forms of elder abuse. 6. Identify current trends and demographics in the aging adult. 7. Describe factors which increase vulnerability in the aging adult.</p> <p>B. Identify psycho-social, spiritual, and cultural considerations related to the care of aging adults. (SLO 1,3,7) (QSEN 1,3)</p> <p>1. Identify cognitive-perceptual issues related to the aging adult. 2. Describe the changing roles and relationships that occur as a result of aging. 3. Demonstrate effective communication techniques to implement when caring for the aging adult. 4. Describe loss and grief associated with aging and increased vulnerability. 5. Identify the effects of aging on sexuality. 6. Identify factors that affect the aging family. 7. Explain the impact spirituality, cultural rituals, and beliefs have on the aging adult.</p> <p>C. Identify anticipated alterations of physiological functioning in aging adults. (SLO 1,3,6) (QSEN 1,3,5)</p> <p>1. Explain how expected, acute, and chronic changes in an older</p>	<p>2. Identify personal and social attitudes regarding aging. 3. Describe major economic concerns of aging. 4. Describe changes to family dynamics related to aging. 5. Identify different forms of elder abuse. 6. Identify current trends and demographics in the aging adult. 7. Describe factors which increase vulnerability in the aging adult.</p> <p>B. Identify psycho-social, spiritual, and cultural considerations related to the care of aging adults. (SLO 1,3,7) (QSEN 1,3)</p> <p>1. Identify cognitive-perceptual issues related to the aging adult. 2. Describe the changing roles and relationships that occur as a result of aging. 3. Demonstrate effective communication techniques to implement when caring for the aging adult. 4. Describe loss and grief associated with aging and increased vulnerability. 5. Identify the effects of aging on sexuality. 6. Identify factors that affect the aging family. 7. Explain the impact spirituality, cultural rituals, and beliefs have on the aging adult.</p> <p>C. Identify anticipated alterations of physiological functioning in aging adults. (SLO 1,3,6) (QSEN 1,3,5)</p> <p>1. Explain how expected, acute, and chronic changes in an older</p>	
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<p>adult's body systems are related to the aging process.</p> <p>2. Describe ways the nurse may assist in addressing alterations of physiological functioning in an older adult's body systems.</p> <p>3. Identify focused nursing assessments unique to the aging adult including physiological, functional, environmental, and risk assessments.</p> <p>D. Explore the role of the practical nurse in caring for aging adults. (SLO 1,3,6,7) (QSEN1,3,5)</p> <p>1. Explain the nurse's role as an advocate for the aging adult.</p> <p>2. Describe expectations related to professionalism across the continuum of care.</p> <p>3. Identify career opportunities available to the practical nurse in the geriatric setting.</p> <p>4. Identify the nurse's role in health promotion and disease prevention for aging adults.</p> <p>5. Explain the nurse's role in promoting safety.</p> <p>6. Identify the nurse's role in reporting elder abuse.</p> <p>7. Describe the nurse's role in legal issues including HIPAA, advanced directives, and client rights in the healthcare setting.</p> <p>E. Differentiate among varying levels of care for the aging adult in a variety of care settings. (SLO 1,2,3) (QSEN 1,2,3) 1. Compare and contrast among palliative care, restorative care, and rehabilitative care.</p>	<p>adult's body systems are related to the aging process.</p> <p>2. Describe ways the nurse may assist in addressing alterations of physiological functioning in an older adult's body systems.</p> <p>3. Identify focused nursing assessments unique to the aging adult including physiological, functional, environmental, and risk assessments.</p> <p>D. Explore the role of the practical nurse in caring for aging adults. (SLO 1,3,6,7) (QSEN1,3,5)</p> <p>1. Explain the nurse's role as an advocate for the aging adult.</p> <p>2. Describe expectations related to professionalism across the continuum of care.</p> <p>3. Identify career opportunities available to the practical nurse in the geriatric setting.</p> <p>4. Identify the nurse's role in health promotion and disease prevention for aging adults.</p> <p>5. Explain the nurse's role in promoting safety.</p> <p>6. Identify the nurse's role in reporting elder abuse.</p> <p>7. Describe the nurse's role in legal issues including HIPAA, advanced directives, and client rights in the healthcare setting.</p> <p>E. Differentiate among varying levels of care for the aging adult in a variety of care settings. (SLO 1,2,3) (QSEN 1,2,3) 1. Compare and contrast among palliative care, restorative care, and rehabilitative care.</p>	
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<p>2. Describe nursing interventions involved with restorative and rehabilitative care.</p> <p>3. Describe planning, documentation and client education relative to restorative and rehabilitative care.</p> <p>4. Identify nursing interventions that support end of life care.</p>	<p>2. Describe nursing interventions involved with restorative and rehabilitative care.</p> <p>3. Describe planning, documentation and client education relative to restorative and rehabilitative care.</p> <p>4. Identify nursing interventions that support end of life care.</p>	
<p>PN Alignment Program Outcomes/Barton Student Learning Outcomes (SLO)</p> <p>1. Relationship-centered care: provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes.</p> <p>2. Teamwork and Collaboration: collaborate with the client and members of the inter-professional health care team to promote continuity of client care and shared decision-making.</p> <p>3. Evidence based practice: use current evidence as a basis for nursing practice.</p> <p>4. Informatics: use information and client care technology to support the delivery of safe, quality client care.</p> <p>5. Quality Improvement: participate in quality improvement activities assessing their effect on client outcomes.</p> <p>6. Safety: provide an environment that is safe and reduces risk of harm for clients, self, and others.</p> <p>7. Professionalism: demonstrate accountability for client care that incorporates legal and ethical</p>	<p>PN Alignment Program Outcomes/Barton Student Learning Outcomes (SLO)</p> <p>1. Relationship-centered care: provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes.</p> <p>2. Teamwork and Collaboration: collaborate with the client and members of the inter-professional health care team to promote continuity of client care and shared decision-making.</p> <p>3. Evidence based practice: use current evidence as a basis for nursing practice.</p> <p>4. Informatics: use information and client care technology to support the delivery of safe, quality client care.</p> <p>5. Quality Improvement: participate in quality improvement activities assessing their effect on client outcomes.</p> <p>6. Safety: provide an environment that is safe and reduces risk of harm for clients, self, and others.</p> <p>7. Professionalism: demonstrate accountability for client care that incorporates legal and ethical</p>	

principles, regulatory guidelines, and standards of nursing practice. 8. Leadership: use leadership skills that support the provision and coordination of client care.	principles, regulatory guidelines, and standards of nursing practice. 8. Leadership: use leadership skills that support the provision and coordination of client care.	
Proposed Changes to NURS 1265 Professional Roles and Issues for the Practical Nurse		
Current NURS 1265	On-line NURS 1207	Comments
2 credit hour course	2 credit hour course	No changes in credit hours
<p>Course Outcomes, Competencies and Supplemental Competencies:</p> <p>A. Identify factors that affect the roles of the LPN. (SLO 5,6,7)(QSEN 1,2)</p> <ol style="list-style-type: none"> 1. Describe specific paradigm shifts that affect the role of the licensed practical nurse. 2. Explain the role of the licensed practical nurse as a client advocate. 3. Identify the impact of state and federal regulations on the practice of the licensed practical nurse. <p>B. Apply leadership principles for the Practical Nurse (PN). (SLO 7,8) (QSEN 2)</p> <ol style="list-style-type: none"> 1. Differentiate between leadership and management. 2. Describe various types of management styles. 3. Describe conflict resolution strategies for the PN. 4. Identify leadership actions for the PN. <p>C. Identify relevant independent, collaborative, and dependent</p>	<p>Course Outcomes, Competencies and Supplemental Competencies:</p> <p>A. Identify factors that affect the roles of the LPN. (SLO 5,6,7)(QSEN 1,2)</p> <ol style="list-style-type: none"> 1. Describe specific paradigm shifts that affect the role of the licensed practical nurse. 2. Explain the role of the licensed practical nurse as a client advocate. 3. Identify the impact of state and federal regulations on the practice of the licensed practical nurse. <p>B. Apply leadership principles for the Practical Nurse (PN). (SLO 7,8) (QSEN 2)</p> <ol style="list-style-type: none"> 1. Differentiate between leadership and management. 2. Describe various types of management styles. 3. Describe conflict resolution strategies for the PN. 4. Identify leadership actions for the PN. <p>C. Identify relevant independent, collaborative, and dependent</p>	

<p>nursing interventions for care of clients. (SLO 1,2,6,7,8) (QSEN 2,5)</p> <ol style="list-style-type: none"> 1. Explain how to prioritize care of multiple clients. 2. Distinguish the five rights of delegation. 3. Describe time management skills. 4. Identify members of the health care team and the importance of collaboration for quality client care. <p>D. Analyze the role of the Licensed Practical Nurse as a charge nurse. (SLO 2,4) (QSEN 2,6)</p> <ol style="list-style-type: none"> 1. Explain how an effective charge nurse analyzes problems and makes decisions. 2. Identify effective ways of communicating and team building. 3. Describe the basis for common areas of conflict among nurses, clients, families and members of the health care team. 4. Provide at least one tip on how to deal with a difficult person. 5. Select techniques that can be used to resolve conflict. 6. Identify methods of protecting health information including the use of electronic health records and social media. <p>E. Develop a plan for making the transition from student to practicing practical nurse. (SLO 7,8) (QSEN 2,6)</p> <ol style="list-style-type: none"> 1. Prepare for National Council Licensure Exam (NCLEX) 2. Prepare a resume. 	<p>nursing interventions for care of clients. (SLO 1,2,6,7,8) (QSEN 2,5)</p> <ol style="list-style-type: none"> 1. Explain how to prioritize care of multiple clients. 2. Distinguish the five rights of delegation. 3. Describe time management skills. 4. Identify members of the health care team and the importance of collaboration for quality client care. <p>D. Analyze the role of the Licensed Practical Nurse as a charge nurse. (SLO 2,4) (QSEN 2,6)</p> <ol style="list-style-type: none"> 1. Explain how an effective charge nurse analyzes problems and makes decisions. 2. Identify effective ways of communicating and team building. 3. Describe the basis for common areas of conflict among nurses, clients, families and members of the health care team. 4. Provide at least one tip on how to deal with a difficult person. 5. Select techniques that can be used to resolve conflict. 6. Identify methods of protecting health information including the use of electronic health records and social media. <p>E. Develop a plan for making the transition from student to practicing practical nurse. (SLO 7,8) (QSEN 2,6)</p> <ol style="list-style-type: none"> 1. Prepare for National Council Licensure Exam (NCLEX) 2. Prepare a resume. 	
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<p>3. List resources available to identify employment opportunities.</p> <p>4. Prepare for an interview.</p> <p>5. Identify employability skills.</p> <p>6. Describe how to obtain and maintain a nursing license.</p> <p>7. Describe the purpose of continuing education in nursing.</p> <p>PN Alignment Program Outcomes/Barton Student Learning Outcomes (SLO)</p> <p>1. Relationship-centered care: provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes.</p> <p>2. Teamwork and Collaboration: collaboration with the client and members of the inter-professional health care team to promote continuity of client care and shared decision-making.</p> <p>3. Evidence based practice: use current evidence as a basis for nursing practice.</p> <p>4. Informatics: Use information and client care technology to support the delivery of safe, quality client care.</p> <p>5. Quality Improvement: participate in quality improvement activities assessing their effect on client outcomes.</p> <p>6. Safety: provide an environment that is safe and reduces risk of harm for clients, self, and others.</p> <p>7. Professionalism: demonstrate accountability for client care that</p>	<p>3. List resources available to identify employment opportunities.</p> <p>4. Prepare for an interview.</p> <p>5. Identify employability skills.</p> <p>6. Describe how to obtain and maintain a nursing license.</p> <p>7. Describe the purpose of continuing education in nursing.</p> <p>PN Alignment Program Outcomes/Barton Student Learning Outcomes (SLO)</p> <p>1. Relationship-centered care: provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes.</p> <p>2. Teamwork and Collaboration: collaboration with the client and members of the inter-professional health care team to promote continuity of client care and shared decision-making.</p> <p>3. Evidence based practice: use current evidence as a basis for nursing practice.</p> <p>4. Informatics: Use information and client care technology to support the delivery of safe, quality client care.</p> <p>5. Quality Improvement: participate in quality improvement activities assessing their effect on client outcomes.</p> <p>6. Safety: provide an environment that is safe and reduces risk of harm for clients, self, and others.</p> <p>7. Professionalism: demonstrate accountability for client care that</p>	
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incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice. 8. Leadership: use leadership skills that support the provision and coordination of client care.	incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice. 8. Leadership: use leadership skills that support the provision and coordination of client care.	
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NURS 1210 Gerontological Nursing Course Description

This course is designed to explore issues related to aging adults. Course content addresses the impact of ageism, alterations in physiological and psychosocial functioning, and the role of the practical nurse in caring for older adult clients across a continuum of care.

Prerequisite(s) NURS 1206, NURS 1207, NURS 1228, & NURS 1255 with a minimum grade of 80% (B) and a satisfactory rating in clinical/lab component.

NURS 1265 Professional Roles and Issues for the Practical Nurse Course Description

This course facilitates the transition from the role of nursing student to Licensed Practical Nurse (LPN). Emphasis is placed on factors that contribute to the LPN scope of practice, initial employment as a nurse, including leadership and management skills; as well as the obligation to obtain and maintain licensure.

Prerequisite(s) NURS 1206, NURS 1207, NURS 1228, & NURS 1255 with a minimum grade of 80% (B) and a satisfactory rating in clinical/lab in each course.

To Whom It May Concern,

Preparing nursing students to enter clinical practice with competence and confidence is a central goal of nursing education. To address this high level of responsibility, we are proposing a curriculum change to transition our current face-to-face Professional Roles for the PN course to an online learning environment.

Current nursing students are tasked with juggling many responsibilities during their time in our nursing program. Some of these students are working full-time to keep their insurance coverage, while others are balancing family responsibilities such as parenting or caregiving for siblings. Regardless of their circumstances, it is our responsibility as educators to meet students where they are and provide accessible, high-quality learning opportunities that support their success

This proposal will not change the content being delivered or the course/program outcomes. The only change being made is the method of delivery. It is important to note that this transition will undergo review through a course design committee overseen by the instructional design department at Barton Community College.

The proposed online format will incorporate evidence-based teaching strategies designed to promote student engagement, accountability, and knowledge application. Maintaining academic rigor and student learning outcomes remains a priority throughout this transition. The course will continue to align with program outcomes and prepare students for safe, effective entry into practice. Evaluation methods will remain consistent, ensuring that student performance is measured against the same standards as the traditional face-to-face format.

In conclusion, this proposal represents a thoughtful and student-centered approach to curriculum delivery. By maintaining course integrity while adapting to the evolving needs of our students, this change supports both academic success and readiness for professional nursing practice. Approval of this proposal will allow the program to continue providing high-quality education in a format that reflects the realities of today's learners.

Sincerely,

Barton Community College Licensed Practical Nursing Instructors

Sara Yelland, RN
Jill Lawson, APRN-FNP
[Signature] RN

Hanna Demel, RN
Heidi M. Kenner, RN
Samantha Hosen, RN

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

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

Date: 04/13/2026
Name of Program: SATC PN Program
Program Administrator including credentials: Naomi Tatro, MSN RN
Parent Institution: Salina Area Technical College
Address of Institution: 2562 Centennial Road
Salina, KS 67401

Level of the Program for which the change is being requested: PN Practical Nursing

Briefly describe the Change being requested: move 1 credit hour from Nur 101 (clinical) to Nur 100 foundations didactic to enhance better learning. Also, students meet objectives in 1 credit hour (45 hrs) of clinical.

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer

Date

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

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

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

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

Provide:

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



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

Provide:

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

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

Provide:

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

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

April 14, 20026

Salina Area Technical College PN Program

Proposal to change credit hours for NUR 100 and NUR 101 Foundations and Foundations Clinical.

Rationale: We are proposing a change in credit hours in the course NUR 101 Foundations Clinical, from two credit hours to one credit hour. One credit hour of clinical is 45 hours. The students are meeting the objectives of NUR 101 Foundations of Nursing in the first credit hour (45 hours of clinical). We are further proposing we take this one credit hour and add it to NUR 100 Foundations of Nursing as students need more time to achieve the learning outcomes in NUR 100 Foundations.

PN faculty met in March and April to discuss this change. The need for more hours in the classroom was evident by test scores and ATI test scores. The students were passing and meeting the objectives of clinical better than the didactic course requirements were being met.

Current Courses	Credit hours	Hours
NUR 100 Foundations of Nursing	4 credit hours	60 hours in the classroom
NUR 101 Foundations of Nursing Clinical	2 credit hours	90 hours at clinical

Proposed change

NUR 100 Foundations of Nursing	5 credit hours	75 hours in the classroom
NUR 101 Foundations of Nursing Clinical	1 credit hours	45 hours at clinical

NUR 100 course description

NUR 100 KSPN Foundations of Nursing

4 Credits (4:0:0)

(Prerequisite: Admission to the PN program, and concurrent enrollment in NUR 101)

This course utilizes the nursing standards of practice based on principles of biology, psychosocial, spiritual and cultural 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.

NUR 101 course description

NUR 101 KSPN Foundations of Nursing Clinical

2 Credits (0:0:2)

(Prerequisites: Admission to the PN program, and concurrent enrollment in NUR 100)

This course explores the art and science of nursing. Emphasis is placed on the nursing process, cultural and spiritual awareness, communication, data collection, performance of basic nursing skills, and documentation. Principles of safe medication administration are introduced.

**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: 04/13/2026

Name of Program: SATC PN Program

Program Administrator including credentials: Naomi Tatro, MSN RN

Parent Institution: Salina Area Technical College

Address of Institution: 2562 Centennial Road
Salina, KS 67401

Level of the Program for which the change is being requested: PN Practical Nursing

Briefly describe the Change being requested: move 1 credit hour from Nur 113 (med surg clinical) and add 1 credit hour to Nur 104 Pharmacology. ~~at~~ Same hours for semester
see attached proposal

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer Date

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

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

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

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

April 14, 20026

Salina Area Technical College PN Program

Proposal to change credit hours for NUR 113 Adult Care I clinical and NUR 104 Pharmacology .

Rationale: We are proposing a change credit hours in the course NUR 113 Adult Care I clinical, from three credit hours to two credit hours. One credit hour of clinical is 45 hours. The students are meeting the objectives of NUR 113 Adult Care I in two credit hours (90 hours of clinical). We are further proposing we take this one credit hour and add it to NUR 104 Pharmacology as students need more time to achieve the learning outcomes in NUR 104 Pharmacology.

PN faculty met in March and April to discuss this change. The need for more hours in the classroom was evident by test scores and ATI test scores. The students were passing and meeting the objectives of clinical better than the didactic course requirements were being met.

Current Courses	Credit hours	Hours
NUR 113 Care of the Adult I clinical	3 credit hours	135 hours at clinical
NUR 104 Pharmacology	2 credit hours	30 hours

Proposed change

NUR 113 Care of the Adult I clinical	2 credit hours	90 hours at clinical
NUR 104 Pharmacology	3 credit hours	45 hours

NUR 113 course description

NUR 113 KSPN Nursing Care of Adults I Clinical

3 Credits (0:0:3)

(Prerequisite: NUR 100, NUR 101 with concurrent enrollment in NUR 112).

This course includes simulated and actual care situations of selected systems throughout the lifespan, utilizing acute and long-term care setting. An emphasis is placed on critical thinking and clinical decision-making skills.

NUR 104 Course Description

NUR 104 KSPN Fundamentals of Pharmacology and Safe Medication Administration

2 Credits (2:0:0)

(Prerequisite: Admission to the PN program)

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

**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: 04/20/2026

Name of Program: Ottawa University

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

Parent Institution: Ottawa University

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

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

Briefly describe the Change being requested: Pathophysiology on-ground pilot to strengthen NCLEX success

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer Date

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

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

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

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

Provide:

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

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

Provide:

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

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

Provide:

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

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



April 19, 2026

To: Janelle Martin, RN, MHSA
KSBN Education Compliance Officer
From: Dr. Ruth Burkhart, DNP, MSN, MA, RN-BC, LPCC
Dr. Samantha Young, DNP, APRN, CPNP-PC, PCPNP-BC, CPN, CNE
Re: Major Curriculum Change/NRS 32006 Pathophysiology format

We are requesting a Major Curriculum Change for offering NRS 32006 Pathophysiology with an option for an on-ground delivery format.

The pilot on-ground delivery option is requested to evaluate the effectiveness of an on-ground delivery versus the online format for a course found to be foundational in the core nursing courses with lab and clinical attached, and in NCLEX success.

The pilot on-ground delivery for NRS 32006 will be evaluated as cohorts 6 and 7 progress through Adult Health I, II, and III and NCLEX success.

Thank you

**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: 04/22/2026

Name of Program: Ottawa University

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

Parent Institution: Ottawa University

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

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

Briefly describe the Change being requested: Deliver Pharmacology in onground format (NRS32004 & 32010)

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer Date

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

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

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

Provide:

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

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

Provide:

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

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

Provide:

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

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



April 21, 2026

To: Janelle Martin, RN, MHSA
KSBN Education Compliance Officer
From: Dr. Ruth Burkhart, DNP, MSN, MA, RN-BC, LPCC
Dr. Samantha Young, DNP, APRN, CPNP-PC, PCPNP-BC, CPN, CNE
Re: Major Curriculum Change/NRS 32004 & NRS 32010 Pharmacology format

We are requesting a Major Curriculum Change for offering NRS 32004 & NRS 32010 with an option for an on-ground delivery format.

The pilot on-ground delivery option is requested to evaluate the effectiveness of an on-ground delivery versus the online format for a course (Pharmacology) found to be foundational in the core nursing courses with lab and clinical attached, and in NCLEX success.

The pilot on-ground delivery for this change will be evaluated as cohorts 6 and 7 progress through Adult Health I, II, and III and NCLEX success.

Thank you



**FORT HAYS STATE
UNIVERSITY**

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NURSING

April 30, 2026

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

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

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

Enclosed please find the following documents:

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Jenny Manry".

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

Kansas State Board of Nursing
Minor Curriculum Change for Nursing Programs
60-2-104 (g) Prelicensure
Must be received at least 30
days before the board meeting

Date: April 30, 2026 _____

Name of Program: ___ FHSU BSN _____

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

Parent Institution: ___ Fort Hays State University _____

Address of Institution: ___ 600 Park Street _____

___ Hays, Kansas 67601 _____

Level of the
Program for which
the change
Is being requested
___ BSN _____

Briefly describe the
Change being requested: ___ We are requesting a change to the BSN program to remove the CNA as a pre-requisite, incorporate 104L Nursing Fundamentals as a one-credit hybrid lab course, move NURS 313 Nursing Professional Development from the Junior 1 semester to the Junior 2 semester as an online course, and reduce the credits of NURS 413 Transition to Practice in the Senior 2 semester from three credits to two credits. The course objective and course outcomes for NURS 104L Nursing Fundamentals have been revised to meet the 2021 AACN Essentials Domains and Concepts.

Action Taken

Education Committee Review _____

Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review

Date

Action Taken: Approved

Not Approved

Deferred

Nursing Education Compliance Officer

Date

Action Taken

Education Committee Review

Date

Action Taken: Approved

Not Approved

Deferred

Board of Nursing Review

Date

Action Taken: Approved

Not Approved

Deferred

Nursing Education Compliance Officer

Date

Section I. BSN Program Change request and rationale

The Department of Nursing faculty have revised the pre-licensure BSN curriculum to include NURS 104L, *Nursing Fundamentals*. With the addition of this course, the Certified Nurse's Aide (CNA) course is no longer required for admission. NURS 104L is proposed as a one-credit hybrid course consisting of 15 hours of hands-on laboratory instruction and 15 hours of online coursework (1:2). To accommodate this addition, one credit was removed elsewhere in the curriculum, so the overall credits of the program remain at 60. Specifically, in the final semester (Senior 2), NURS 413, *Transition to Practice*, has been reduced from three credits to two, reflecting the elimination of certain NCLEX preparation examinations and the corresponding reduction in required classroom time. Additionally, the faculty propose relocating NURS 313, *Nursing Professional Development* (2 credits), to the Junior 2 semester (second semester) and delivering it in a fully online format. This adjustment helps alleviate the heavy course load reported by students in the Junior 1 semester while maintaining the same number of in-person courses in the Junior 2 semester. The content of NURS 313 is well suited to online delivery. As NURS 104L was previously included in the BSN curriculum, its course objectives and outcomes have been revised to align with the 2021 AACN Essentials. These curricular changes were approved by the FHSU BSN Program Faculty on April 20, 2026.

The table below outlines the pre-licensure on-campus BSN pathway original and revised sequences.

Nursing Program Courses (Current Curriculum)	Credit	Nursing Program Courses (Proposed; Changes highlighted)	Credit
Junior 1 Courses	(16 cr)	Junior 1 Courses	(15 cr)
NURS 282 Foundations of Nursing Care	2	NURS 104L Nursing Fundamentals (hybrid lab 1:2)	1
NURS 282L Foundations of Nursing Care Practicum	1	NURS 282 Foundations of Nursing Care	2
NURS 313 Nursing Professional Development	2	NURS 282L Foundations of Nursing Care Practicum	1
NURS 303 Health Assessment	3	NURS 303 Health Assessment	3
NURS 303L Health Assessment Lab	1	NURS 303L Health Assessment Lab	1
NURS 310L Nursing Skills Lab	2	NURS 310L Nursing Skills Lab	2
NURS 306 Pathophysiology	3	NURS 306 Pathophysiology	3
NURS 290 Math Calculation for Medication Administration	2	NURS 290 Math Calculation for Medication Administration	2
Junior 2 Courses	(15 cr)	Junior 2 Courses	(17 cr)
NURS 311 Acute Nursing Care	4	NURS 313 V Nursing Professional Development (virtual)	2
NURS 311L Acute Nursing Care Practicum	2	NURS 311 Acute Nursing Care	4

NURS 330	Chronic Nursing Care	4	NURS 311L	Acute Nursing Care Practicum	2
NURS 330L	Chronic Nursing Care Practicum	2	NURS 330	Chronic Nursing Care	4
NURS 340	Pharmacology 1	3	NURS 330L	Chronic Nursing Care Practicum	2
Senior 1 Courses		(15 cr)	NURS 340	Pharmacology 1	3
NURS 430	Complex Nursing Care	4	Senior 1 Courses		(15 cr)
NURS 430L	Complex Nursing Care Practicum	2	NURS 430	Complex Nursing Care	4
NURS 420	Maternal, Infant, & Pediatric Nursing Care	3	NURS 430L	Complex Nursing Care Practicum	2
NURS 420L	Maternal, Infant, & Pediatric Practicum	2	NURS 420	Maternal, Infant, & Pediatric Nursing Care	3
NURS 341	Pharmacology 2	2	NURS 420L	Maternal, Infant, & Pediatric Practicum	2
NURS 322 V	Evidence Based Practice	2	NURS 341	Pharmacology 2	2
Senior 2 Courses		(14 cr)	NURS 322 V	Evidence Based Practice	2
NURS 429	Community Nursing Care	3	Senior 2 Courses		(13 cr)
NURS 429L	Community Nursing Care Practicum	1	NURS 429	Community Nursing Care	3
NURS 431V	Nursing Management in Healthcare	3	NURS 429L	Community Nursing Care Practicum	1
NURS 413	Transition to Practice	3	NURS 431V	Nursing Management in Healthcare	3
NURS 431L	Capstone Internship	4	NURS 413 Transition to Practice		2
Total Credits		60	NURS 431L	Capstone Internship	4
			Total Credits		60

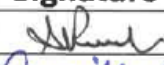
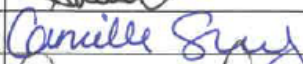

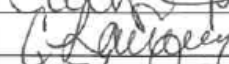
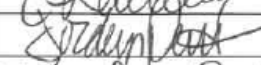
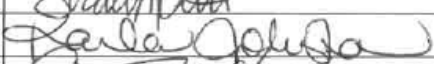

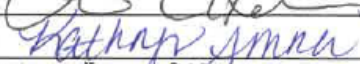
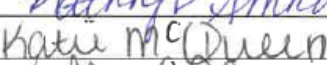
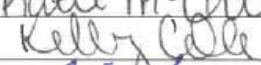




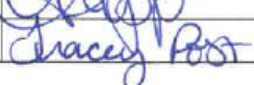
The table below outlines the previous 104L Nursing Fundamentals course information and the revised 104L course information.

NURS 104L	Old	New
		<i>Rationale for change:</i> Incorporation into the BSN curriculum to remove the CNA pre-requisite & revision to incorporate AACN Essentials.
Number/Title/Credit hour	NURS 104L Nursing Fundamentals 2 credits	Change to 1 credit for Nursing hybrid format as 1:2. At FHSU it will be listed as variable credit (1-2) as Allied Health uses the course as 2 credits.
Course Description	This course introduces the student to fundamental skills for nursing care of individuals throughout the lifespan. Content focus includes but is not limited to proper communication techniques, basic	This course introduces the student to fundamental skills for nursing care.

	documentation skills, basic terminology and legal/ethical responsibilities.	
Course Outcomes	<ol style="list-style-type: none"> 1. Demonstrate basic nursing skills. 2. Develop basic communication skills. 3. Describe ethical and legal nursing responsibilities. 4. Use professional medical terminology and documentation. 5. Demonstrate beginning ethnic and cultural care. 	<ol style="list-style-type: none"> 1. Demonstrate evidence-based nursing skills for safe and compassionate patient care. 2. Develop patient-centered communication skills. 3. Practice nursing care responsibilities related to privacy and confidentiality.

Section II. Faculty support

BSN faculty support for changes to the BSN curriculum and updates to the 104L Nursing Fundamentals course description & course outcomes.

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

**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: 04/13/2026

Name of Program: Fort Hays Tech | North Central

Program Administrator including credentials: Sheri Stone MSN, APRN-AGCNS

Parent Institution: Fort Hays Tech | North Central

Address of Institution: 2205 Wheatland Avenue

Hays, Kansas 67601

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

Briefly describe the Change being requested: Request to combine NUR 107 Basic Pharmacology and NUR 108 Math Calculations courses. Each are 1 credit hour and combining them they will become a 2-credit hour class. The combined class will change to NUR 103 once approved by KSBN. Academic Affairs Committee has approved the combination of the two courses.

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer Date

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

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

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

Provide:

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

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

Provide:

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

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

Provide:

- Statements of explanation from the program
- 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.

Major Curriculum Change for the Kansas State Board of Nursing 2026

The faculty discussed with the Director of Nursing on the Hays Campus the need to make a change in the curriculum to combine NUR-107 and NUR-108. These classes have been taught separately and each were 1 credit hour; the combination of these classes would make them into a 2-credit hour course. The Hays LPN faculty were encouraged to meet with the LPN faculty and Director on the Beloit campus to discuss the idea with them. The change has gone through the Academic Affairs Committee and was approved. The faculty teaching the courses were encouraged to help work on the process.

Faculty teaching both courses has identified key concerns and opportunities for improvement. Students struggle to connect pharmacological concepts with dosage calculations in practice as they are not taught in a cohesive manner (meaning, the courses are separate with different objectives). Combining the courses would allow for enhanced clinical relevance, support active learning strategies, and ultimately improve student outcomes. Faculty has observed that students demonstrate improved understanding and confidence when these courses are concurrently taught. As an example: Basic pharmacology includes content related to reconstituting medications, and math calculations includes content related to calculating reconstituting medications. When students are taught the theory portion of why reconstitution is necessary and what it is, they are subsequently and directly after taught how to calculate reconstituted medication and are more apt to retain the knowledge, as they are applying it directly to what they just learned.

Combining NUR-107 and NUR-108 into a 2-credit hour integrated course would support educational alignment and patient safety in clinical as well as after student boards. Medication administration requires that a student learns both what a drug does as well as how to safely calculate and administer it. The current separation allows for a theory-practice gap where students may learn what a drug does without fully knowing or integrating how to safely calculate and/or administer it. There is overlap of content in both syllabi currently which creates redundancy and student burnout. Combining the courses would increase teaching time and allow for more practice and remediation of harder topics. Students would have improved retention of the knowledge as math would be applied to real drugs and real scenarios during theory content instruction. There will be a stronger emphasis on prevention of medication errors as students will connect theory to practice. Combining the courses would also reduce the redundancy of repetitive assignment modules.

FORT HAYS TECH NORTH CENTRAL

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3033 U.S. Highway 24
Beloit, KS 67420
785-738-2276

HAYS CAMPUS
2205 Wheatland Ave.
Hays, KS 67601
785-625-2437

Old Curriculum Differences

	NUR-107 Basic Pharmacology	NUR-108 Math Calculations
Credit Hours	1	1
Focus	Basic pharmacologic principles, drug classifications, nursing considerations, safe dosage calculations	Mathematical calculations to ensure safe medication administration
Content Scope	Pharmacokinetics, pharmacodynamic, drug classes, patient education, safe administration	Conversions, dosage calculations, weight-based dosing, titrations, equipment for medication administration
Application	Students apply clinical reasoning and medication administration across the lifespan	Mathematical accuracy in preparing medications
Competencies	10 broad competencies which include safety, communication, ethical aspects, legal aspects, pharmacologic terms, collaboration, techniques, expected/unexpected patient outcomes	3 focused competencies on math and dosage calculation proficiency: Convert among various unit systems, demonstrate proficiency of dosage calculations, use medical terminology
Teaching Methods	Face-to-face instruction and graded based on participation, exams, and assignments	Face-to-face instruction and graded based on participation, exams, and assignments
Clinical Relevance	Highly relevant – knowledge is used and applied in later clinical courses to promote safe medication administration	Highly relevant - knowledge is used and applied in later clinical courses to promote safe medication administration
Cognitive Level	Requires foundational knowledge for analysis and application later in the semester/year.	Foundational knowledge for computation and accuracy in medication administration.

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 785-738-2276

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 Hays, KS 67601
 785-625-2437

Old versus New Curriculum Comparison

Component	Old Curriculum	New Curriculum
Course Structure	Two separate courses (NUR-107 Basic Pharmacology, NUR-108 Math Calculations)	One Integrated Course (NUR-107 Basic Pharmacology)
Credit Hours	1 + 1 = 2 credits (separate) 15-19 clock hours each	2 credits (combined) 30-44 clock hours
Content Delivery	Segmented and repetitive (theory content versus math content)	Integrated (theory + application of knowledge)
Learning Approach	Separate applied knowledge and theory teaching.	Applied knowledge concurrent with theory teaching
Assessments	Separate exams and assignments	Assignments and exams will have both math and theory integrated in.
Student Experience	Fragmented learning that was not conducive to smooth transitions between courses. Information was repetitive.	The new curriculum will produce cohesive and clinically relevant learning with smooth transitions between subjects.
Faculty Teaching	Separate syllabi, planning, and grading.	Delivery will be cohesive and smooth. One syllabus with all course competencies will be used. Planning content delivery will include applying mathematical principles to theory content that is provided at that time.

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Combined Course Description

Credits: 2

Course Title: NUR-107 Basic Pharmacology

Course Information: This course introduces the basic concepts of pharmacology related to the actions, therapeutic and adverse effects, interactions of drugs, drug classifications, and the basic pharmacology of commonly used medications. Learners will apply critical thinking skills to the calculation and administration of medications by oral and parenteral (including intravenous) routes of administration. Emphasis is placed on nursing consideration and client education. Learners will apply knowledge gained in selected clinical settings in caring for clients across the life span in subsequent courses. Concepts and techniques of dosage calculation are reviewed. Basic math concepts to complex conversion of dosages between and among various systems of weights and volumes will be reviewed.

Course Competencies:

1. Identify basic pharmacologic terms, abbreviations and symbols related to medication management.
2. Demonstrate culture of caring when providing holistic, compassionate, culturally-competent pharmacological care to stable patients.
3. Discuss the need of effective communication in improving patient care outcomes and creating a safe care environment in the administration of medications.
4. Explain the collaborative role of the LPN to improve patient outcomes related to medication administration.
5. Examine federal laws and regulations as they relate to use of medication in clinical practice.
6. Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision making.
7. Apply quality and patient safety initiatives when planning and implementing medication administration.
8. Explain pharmacodynamics and pharmacokinetic principles of medications.
9. Identify safe medication administration.
10. Plan nursing care for patient for quality patient outcomes related to the administration of medications including the use of technology and resources.
11. Convert among various unit systems.
12. Demonstrate proficiency of dosage calculations.
13. Use medical terminology.

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2205 Wheatland Ave.
Hays, KS 67601
785-625-2437

Instructional methods:

- Lecture and discussion
- ATI and F.A. Davis modules, quizzes, assignments
- Skill-based practice

Evaluation methods:

- Exams, quizzes, assignments
- Dosage calculations assessments
- Participation and application activities

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NUR-107 Basic Pharmacology

FORT HAYS TECH | NORTH CENTRAL

COURSE INFORMATION

This course introduces the basic concepts of pharmacology related to the actions, therapeutic and adverse effects, interactions of drugs, drug classifications, and the basic pharmacology of commonly used medications. Learners will apply critical thinking skills to the calculation and administration of medications by oral and parenteral (including intravenous) routes of administration. Emphasis is placed on nursing consideration and client education. Learners will apply knowledge gained in selected clinical settings in caring for clients across the life span in subsequent courses. Concepts and techniques of dosage calculation are reviewed. Basic math concepts to complex conversion of dosages between and among various systems of weights and volumes will be reviewed.

Instructional Level: Certificate

Credits: 2

Pre/Corequisites:

- Prerequisite: Admission criteria met with acceptance into the first year of the nursing program.
- Corequisite: NUR-101, NUR-102, NUR-104, NUR-106

CLASS INFORMATION

Section Number:

Term: Fall Year: 2026 Start Date: 8/15/2026 End Date: 12/11/2026

Meeting Times: Meeting times may vary, please refer to the master schedule provided by instructors.

Meeting Location: Hays Practical Nursing, Fort Hays Tech | North Central

Delivery Mode: Face to Face

INSTRUCTOR

Autumn Pakkebieer

Email: apakkebieer@fhtechnnc.edu

Office Phone: 785-623-6163

Office Location: Fort Hays Tech | North Central

Office Hours:

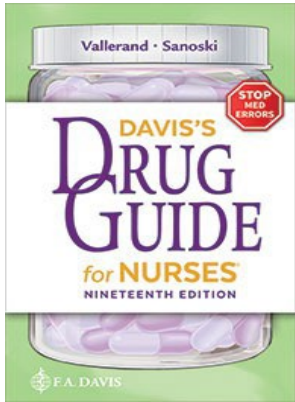
Wednesday and Thursday 1:00-2:00p.m., or by appointment.

Office hours may vary depending on clinical schedule for the semester.

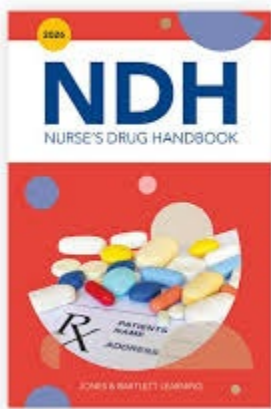
Email is the best method of communication with me. I aim to respond within 24 hours. Emails sent Friday afternoon, over the weekend, or when classes are not in session during breaks will be responded to by the end of the next day classes are in session.

TEXTBOOKS

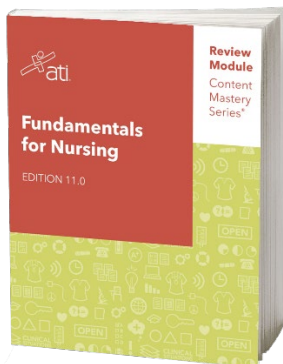
Along with specified textbooks, ATI and F.A. Davis modules and/or assignments, as specified by the instructor, will be used in addition to PowerPoint presentations prepared by the instructor.



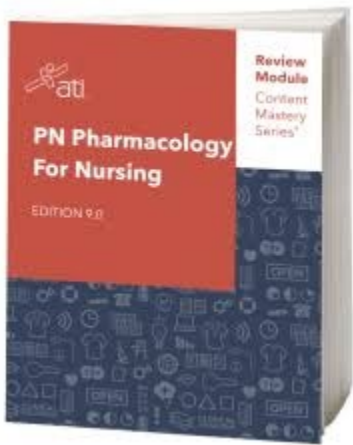
April Hazard Vallerand | Cynthia A. Sanoski
Davis's Drug Guide for Nurses, 19th Edition
ISBN-13: 978-1-7196-5003-8



Jones & Bartlett Learning
Nurse's Drug Handbook 2026
ISBN:9781284314885



ATI Content Mastery Series
Fundamentals for Nursing Edition 11.0
ISBN: 978-1-56533-253-9



ATI Content Mastery Series
PN Pharmacology for Nursing Edition 9.0
ISBN: 978-1-56533-264-5



F. A. Davis Dosage Calc 360° 3rd edition
Digital Only
ISBN-13: 978-1-7196-4647-5

SUPPLIES

- Note Taking Supplies. Required.
- Calculator. Required.
- A device to access the internet such as a laptop, iPad, or tablet to access PowerPoint slides, Blackboard, ATI and F.A. Davis assignments as well as to take notes with.

PROGRAM OUTCOMES

Integrate caring behaviors in practicing the art and science of nursing within a diverse population.

Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidenced-based practice.

Demonstrate effective communication methods to manage client needs and to interact with other healthcare team members.

Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.

Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.

Provide leadership in the management of care to meet client needs using available resources and current technology.

Generate teaching and learning processes to promote and maintain health and to reduce risk for a global population.

COURSE COMPETENCIES

1. Identify basic pharmacologic terms, abbreviations and symbols related to medication management.
2. Demonstrate culture of caring when providing holistic, compassionate, culturally-competent pharmacological care to stable patients.
3. Discuss the need of effective communication in improving patient care outcomes and creating a safe care environment in the administration of medications.
4. Explain the collaborative role of the LPN to improve patient outcomes related to medication administration.
5. Examine federal laws and regulations as they relate to use of medication in clinical practice.
6. Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision making.
7. Apply quality and patient safety initiatives when planning and implementing medication administration.
8. Explain pharmacodynamics and pharmacokinetic principles of medications.
9. Identify safe medication administration.
10. Plan nursing care for patient for quality patient outcomes related to the administration of medications including the use of technology and resources.
11. Convert among various unit systems.
12. Demonstrate proficiency of dosage calculations.
13. Use medical terminology.

GRADING INFORMATION

Fort Hays Tech | North Central Grading Scale:

- A 100% -90%
- B 89% - 80%
- C 79% - 70%
- D 69% - 60%
- F 59% and below

ACADEMIC HONESTY

Membership in the Fort Hays Tech | North Central learning community imposes upon the student a variety of commitments, obligations, and responsibilities. It is the policy of this College to impose sanctions on students who misrepresent their academic work. Appropriate classroom instructors or other designated persons will select these sanctions consistent with the seriousness of the violation and related considerations.

Examples of academic dishonesty include but are not limited to:

- Plagiarism: i.e., taking someone else's intellectual work and presenting it as one's own. Each department set standards of attribution. Faculty will include disciplinary or class-specific definitions in course syllabi.
- Cheating is unacceptable in any form. Examples include consultation of books, library materials, notes or intentional observation of another student's test on paper or a computer screen; accessing another student's answers from an exam to be given or in progress; submission of falsified data; alteration of exams or other academic exercises; and collaboration on projects where collaboration is forbidden.
- Falsification, forgery or alteration of any documents pertaining to assignments and examinations.
- The use of AI generated content from AI tools such as, but not limited to, ChatGPT, Dall-E, Co-Pilot, etc., is up to faculty discretion per course as stipulated within the course syllabus. Submitting AI generated work as your own, without attribution, will be considered academic dishonesty.
- In courses where the use of AI tools are not permitted as stipulated within the course syllabus, work submitted using AI will be considered academic dishonesty.
- Students who participate in, or assist with, cheating or plagiarism will also be in violation of this policy.

Classroom instructors and/or administrators will assess sanctions for violations of this policy. The seriousness of the violation will dictate the severity of the sanction imposed. Academic sanctions may include but are not limited to any of the following:

1. verbal or written warning
2. lowering of grade for an assignment
3. lowering of term grade

Administrative sanctions may include but are not limited to either of the following

1. Suspension from the course, program, or College
2. Dismissal from the course, program, or College

FORT HAYS TECH | NORTH CENTRAL MISSION STATEMENT

Fort Hays Tech | North Central delivers applied, innovative and personalized education to empower learners, enrich lives, develop skilled professionals and strengthen economic systems.

Vision Statement

Fort Hays Tech | North Central is dedicated to being a leader in workforce development by maximizing value for students, employers and communities through educational excellence.

Core Values

Achieving EXCELLENCE with INTEGRITY through

DEDICATION

INNOVATION

COLLABORATION

COMMUNICATION

FORT HAYS TECH | NORTH CENTRAL NON-DISCRIMINATION POLICY

To provide equal employment, advancement, and learning opportunities to all individuals, employment and student admission decisions at Fort Hays Tech | North Central will be based on merit and qualifications. Fort Hays Tech | North Central does not discriminate on the basis of any characteristic protected by law in all aspects of employment and admission in its education programs or activities. Any person having inquiries concerning Fort Hays Tech | North Central's non-discrimination policy, including the application of Equal Opportunity Employment, Titles IV, VI, VII, IX, Section 504, ADA, and impending regulations, is directed to the VP of Student and Instructional Services at (800) 658-4655, or compliance@fhtechnnc.edu, or PO Box 507, 3033 Hwy 24, Beloit, KS 67420.

FORT HAYS TECH | NORTH CENTRAL TOBACCO USE POLICY

The use of tobacco products in any form and/or electronic cigarettes is prohibited in, or within ten (10) feet of any building owned, leased, or rented by the College. Kansas Law established the minimum age of 21 to sell, purchase, or possess cigarettes, electronic cigarettes, or tobacco products. Underage use or possession of any of these products is prohibited on property owned, leased, or rented by the College.

FORT HAYS TECH | NORTH CENTRAL WEAPONS POLICY

Fort Hays Tech | North Central prohibits the possession and use of firearms, explosives, and other weapons on Fort Hays Tech | North Central property, with certain limited exceptions. Please refer to the Fort Hays Tech | North Central Student Handbook for the full policy.

INCLEMENT WEATHER

College campus dismissals and cancellations will be announced using the College Alert system. Local media will also be notified

OVERVIEW FOR STUDENTS WITH DISABILITIES

Fort Hays Tech | North Central is dedicated to providing equal access and opportunity to all campus programs and services for students with disabilities. We are committed to providing reasonable accommodations in accordance with applicable state and federal laws including, but not limited to, Section 504 and 508 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. We strive to create a safe, respectful and inclusive environment and promote awareness, knowledge and self-advocacy.

Fort Hays Tech | North Central acknowledges that traditional methods, programs and services are not always appropriate or sufficient to accommodate the limitations experienced by some qualified persons with disabilities. When a student's disability prevents him/her from fulfilling a course requirement through conventional procedures, consideration will be given to alternatives, **keeping in mind that academic standards must be maintained.**

Services are provided through Student Accessibility Services (SAS) staff located in the Student Success Center, on the Beloit Campus, and in Student Services, on the Hays Campus.

- Director of Learning Services, may be reached at [1-785-738-9020](tel:1-785-738-9020); or by mail at Fort Hays Tech | North Central, 3033 US Hwy 24, Beloit, KS 67420.

Student Responsibilities

Students requesting support services will need to register ("self-disclose" and complete Student Accessibility Services Intake and Consent Form), provide appropriate documentation (if available) including how the disability affects academic performance and suggested accommodations, and communicate with the Director of Learning Services as part of the interactive process to create an *Educational Accommodation Plan* that will notify Instructors of approved accommodations, services and/or auxiliary aids.

Students are encouraged to make timely and appropriate disclosures and requests, at least two weeks in advance of a course, program, or activity for which an accommodation is requested (or as soon as realistically possible) to allow adequate time for accommodation services to be set in place.

Accommodations, Academic Support Services, or Auxiliary Aids

Reasonable accommodations including academic support services and auxiliary aids are provided to allow students with disabilities an equal opportunity to participate in and benefit from our educational programs. Accommodations will be provided on a case-by-case basis determined by student request, documentation, intake interview, Educational Accommodation Plan team, and assessment of individual needs and course requirements.

Reasonable testing accommodations may include, but are not limited to:

- Extended testing time
- Reduced distraction testing environment
- Test reader and/or scribe
- Use of calculator

Academic support services/auxiliary aids may include, but are not limited to:

- Note-taking assistance (second set of notes, power point slides, or other visual aids provided)
- Sign Language Interpreter
- Preferential seating in the classroom
- Large print exams, handouts, signs, etc.
- Telecommunications devices
- Use of Assistive Technology

Accommodations may not fundamentally alter the nature of the program or activity, lower academic standards, present undue financial or administrative burden on the college, or pose a threat to others or public safety.

Additionally, some accommodations and services cannot be provided, such as personal devices or assistance with personal services.

Auxiliary aids may be available through a variety of sources available to individual students. The student may make a request in obtaining specialized support services from other resources such as Vocational Rehabilitation Services (VR), Recordings for the Blind, Kansas Talking Book Service, etc. For example, Vocational Rehabilitation may fund such items as transportation to the institution, tuition, textbooks, hearing aids, and other individually prescribed medical devices.

If at any time throughout the academic year, a student feels that the agreed upon accommodations are not being followed or that alternate accommodations need to be provided, the student should notify Student Accessibility Services (SAS) staff. Fort Hays Tech | North Central is committed to student success; however, we do not require students to use accommodations. The decision of when to utilize approved accommodations or services is up to the student. Integration, self-advocacy and individual responsibility are promoted and expected.

Grievance Procedure

Any student who believes he or she has been subjected to discrimination on the basis of disability or has been denied access or accommodations, shall have the right to invoke the Grievance Procedure.

Students are encouraged to first discuss their concerns with SAS. An attempt will be made to resolve the issue(s) causing concern by assisting the student in discussions with the person(s) involved. Most situations are positively resolved through this process. If the student does not feel the concern or complaint has been appropriately resolved, he or she should contact the [Vice President of Student and Instructional Services](#) at 1-800-658-4655 or [PO Box 507, 3033 US Hwy 24, Beloit, KS 67420](#), where grievance procedures are filed for all students, including students with disabilities.

If the complaint is not resolved at the College level, a student may choose to file a complaint with the [Office for Civil Rights](#) at 1-816- 268-0550 or [U.S. Department of Education, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106](#).

Confidentiality

All information regarding a student's disability is confidential. All documentation will remain separate from academic records and will not be released to an individual or source external to Fort Hays Tech | North Central without the student's written consent. In order to provide effective services, it may be necessary to communicate limited information on a need-to-know basis regarding disability-related needs to Fort Hays Tech | North Central faculty and/or staff.

REASONABLE SUSPICION

If reasonable suspicion of substance abuse exists regarding an employee or student based on objective criteria (including, but not limited to, behavior, appearance, demeanor, detection of the odor of alcohol or any controlled substance), the employee or student will be requested to consent to drug testing performed by Fort Hays Tech | North Central's contract vendor at the expense of the college.

- A. A college administrator (or their designee) shall drive the employee or student to the vendor's site for drug testing and shall return the employee or student to his/her residence (or arrange for transportation) following the testing.
- B. Test results shall be sent directly to the college administrator, with a copy also sent to the employee or student. All test results will be considered confidential, access to the results will be limited to institutional personnel who have a legitimate need-to-know.
- C. In the event of a positive test result, the employee or student may request a retest of the sample at the employee or student's expense. The request must be submitted within 24 hours.
- D. Positive results for any illegal drugs, or prescription drugs (either not prescribed for the employee or student, or at levels above the prescribed dosage), or blood alcohol level of 0.04 or greater shall be grounds for disciplinary action, up to and including termination or expulsion.
- E. Refusal to provide a specimen for this testing shall be treated as a positive drug test result.
- F. Test results or specimens that have been determined to be altered by the employee or student shall be grounds for disciplinary action, up to and including termination or expulsion.
- G. If the employee or student tests positive for an authorized prescription drug which may impair his/her performance or judgment, the employee or student may not be permitted to participate in college activities until he/she provides a doctor's release.

RIGHT TO MODIFY THE SYLLABUS

The instructor reserves the right to modify the syllabus during the semester. Students will be given advanced notice if a change would occur.

COURSE GRADING INFORMATION

- Methods used for grading will be exams, quizzes, participation, ATI practice and proctored assessments, ATI and F.A. Davis Dosage Calc 360° module assignments.
- The course must be completed with an overall 80% as measured in the grading methods listed above to progress in the PN program.
- Course grading is completed using a weighted grading system as follows:
 - Participation points will count as 10% of the student's overall grade.
 - Assignment points will count as 20% of the student's overall grade.
 - Exam points will count as 70% of the student's overall grade.
- There is no rounding up of percentages.
- Individual student conferences will be held for any student not meeting the course objectives.
- Students are expected to demonstrate preparation for class by completing the readings and assignments provided by the instructor.
- Failure to demonstrate preparation for class **will result in the loss of your daily participation point.**
- Exams are to be taken at the time scheduled.
 - If an exam is taken later than the scheduled time, the student will not be eligible for any extra credit that may be correlated with that exam.
 - Students that do not take the exam at the scheduled time are subject to the late policy, as outlined in the syllabus.
 - It is the student's responsibility to notify the instructor of any anticipated absence prior to the start of the test.
- Extra credit may be offered on assignments and Exams at the discretion of the instructor.

ATTENDANCE

- Students are expected to attend class **and arrive to class prepared and on time.** If a student is absent, he or she is responsible for obtaining the information missed from the instructor or a peer. Failure to obtain information missed, may result in inadequate preparation for course work and exams, ultimately compromising overall student success.
- The instructor is to be notified by email at least 30 minutes in advance or as soon as possible if the student is going to be late or absent.
- Students are expected to equally participate in group and individual experiences as assigned.
- Daily participation points will be recorded as follows:
 - 0 points – for arriving to class or from breaks late, or missing part of class that day, or sleeping during class, or using electronic devices inappropriately during class without the instructor's permission.
 - 1 point – for arriving to class and from breaks on time and missing no class time that day, and actively participating in class, and following the student handbook/classroom policies.

DUE DATES FOR ASSIGNMENTS AND EXAMS

- A master calendar is provided to students at the beginning of the semester providing an overview of testing dates. Students receive a course and assignment schedule within the course syllabus, detailing course topics and assignment due dates at the start of each course.
- The student is responsible for managing both the master calendar and individual course schedules to avoid missing any assignments due.
- Make-up exams are subject to instructor availability. The student is responsible for scheduling a make-up exam with the instructor.

LATE ASSIGNMENT POLICY

10% reduction first day

20% reduction second day

50% reduction third day

No Credit after four days – this includes weekends and holidays

***Please note that your ATI assignments have a lockout date. This means that in order to receive partial credit for a late assignment, you must email me to re-open the assignment.**

CLASSROOM POLICY

Students and faculty of Fort Hays Tech | North Central constitute a special community engaged in the process of education. The college assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom. All students are required to produce their own work unless the activity has been designated a collaborative activity by the instructor. Any student(s) found to be guilty of dishonest coursework risk losing credit for that activity.

The college reserves the right to suspend a student for conduct that is detrimental to the college's educational endeavors, as outlined in the college catalog.

USE OF ELECTRONIC DEVICES

1. Personal calls should not be made or taken during class periods, except in an emergency.
2. Cell phones need to be silenced during class time and must be out of sight during class, unless specifically authorized by your instructor. Unauthorized use of cell phones may result in loss of your daily participation point.
3. If the use of the cell phone in class is disrupting or distracting to you or another classmate, you may be asked to put it away or take it outside of class time and it may result in dismissal for the day.
4. Photographs, audio recordings, and video recording are prohibited unless specifically authorized by faculty. Unauthorized photos or recordings may result in disciplinary action.
5. Laptop computers, tablets, and iPads are to be used in the classroom/lab for academic purposes only. Inappropriate use of any of the listed devices may cost you your daily participation point.

PROCTORED EXAMS

- During all proctored exams students will place their cell phones and smart watches face down in the upper right-hand corner of their desk.
- Cell phones and smart watches will be placed on silent and the student will not interact with their cell phone or smart watch until their exam has been submitted for grading.
- Students will not take their phone or smart watch out of the classroom until their exam has been submitted for grading. In case a student needs to use the bathroom during an exam, their phone and smart watch will stay on their desk.
- Bookbags and purses will not be allowed in the classroom during exams, students will leave their personal belongings in their car, locker, or in the commons area and may only bring a pencil, college issued laptop, desk divider, or any other items as authorized by the instructor into the classroom during the exam.
- It is highly encouraged the student see to personal hygiene and use the bathroom prior to the start of the exam.

ARTIFICIAL INTELLIGENCE (AI)

- The use of AI generated content from AI tools such as, but not limited to, ChatGPT, Dall-E, Co-Pilot, etc., is not permitted for any assignment, quiz, or exam in this course.
- In courses where the use of AI tools are not permitted as stipulated, will be considered academic dishonesty if submitted using AI.

SYLLABUS OUTLINE

	Modules	Assignments/Exams	Points	Due Date/Time
August 21st Competencies covered in this module: 1, 2, 3, 4	Module 1: PN Pharmacology for Nursing Edition 9.0 -Review Modules 2023 PN	Introduction to Pharmacology -ATI Pharmacology Made Easy 5.0 The Nurse's Role in Pharmacology -ATI Engage Pharmacology PN Basic Math -F.A. Davis: Post-Test Systems of Measurement -F.A. Davis: Post-Test		
August 28th Competencies covered in this module: 1, 3, 8, 9	Module 2: PN Pharmacology for Nursing Edition 9.0 -Review Modules 2023 PN	Pharmacokinetics and Pharmacodynamics -ATI Engage Pharmacology PN Safety: Polypharmacy -ATI Video Case Studies PN 3.0 Teaching and Learning/Patient Education: Medication Interactions -ATI Video Case Studies PN 3.0 Safety in Medication Administration -F.A. Davis: Post-Test Syringes and Needles -F.A. Davis: Post-Test		

	Modules	Assignments/Exams	Points	Due Date/Time
September 4th Competencies covered in this module: 1, 8, 9	Module 3: PN Pharmacology for Nursing Edition 9.0 -Review Modules 2023 PN	Clinical Judgment and Medication Administration -ATI Engage Pharmacology PN Legal, Ethical, and Cultural Considerations -ATI Engage Pharmacology PN Fractional Ration and Proportion -F.A. Davis: Post-Test Dimensional Analysis -F.A. Davis: Post-Test		
September 11th Competencies covered in this module: 2, 3, 5, 9	Module 4: PN Pharmacology for Nursing Edition 9.0 -Review Modules 2023 PN	Pharmacology Exam #1 Medication Education for Clients -ATI Engage Pharmacology PN Client Education -ATI Nurse's Touch: Professional Communication Formula Method -F.A. Davis: Post-Test Calculating Oral Medication Doses -F.A. Davis: Post-Test		
September 18th Competencies covered in this module: 6, 7, 9, 10	Module 5: PN Pharmacology for Nursing Edition 9.0 -Review Modules 2023 PN	Medication Administration -ATI Engage Fundamentals PN Over-the-Counter Medications -ATI Engage Pharmacology PN Calculating Parenteral Medication Doses -F.A. Davis: Post-Test Preparing Powdered Parenteral Medications -F.A. Davis: Post-Test		
September 25th Competencies covered in this module: 1, 3, 4, 6, 7, 9, 10	Module 6: PN Pharmacology for Nursing Edition 9.0 -Review Modules 2023 PN	Medication Administration -ATI Skills Modules 4.0 Complementary and Alternative Medicine -ATI Engage Pharmacology PN Administering Insulin -F.A. Davis: Post-Test Verifying Safe Dose -F.A. Davis: Post-Test		

	Modules	Assignments/Exams	Points	Due Date/Time
October 9th Competencies covered in this module: 7, 9	Module 7: PN Pharmacology for Nursing Edition 9.0 -Review Modules 2023 PN	Pharmacology Exam #2 Pharmacological Classifications -ATI Engage Pharmacology PN Pain and Inflammation The Musculoskeletal System -ATI Pharmacology Made Easy 5.0 Calculating for IV Medications and Infusions -F.A. Davis: Post-Test Administering IV Push Medications -F.A. Davis: Post-Test		
October 16th Competencies covered in this module: 7, 9	Module 8: PN Pharmacology for Nursing Edition 9.0 -Review Modules 2023 PN	The Neurological System (1) -ATI Pharmacology Made Easy 5.0 The Neurological System -ATI Pharmacology Made Easy 5.0 (2) The Endocrine System -ATI Pharmacology Made Easy 5.0 The Immune System -ATI Pharmacology Made Easy 5.0 Titration of IV Medications -F.A. Davis: Post-Test		
October 23rd Competencies covered in this module: 7, 9	Module 9: PN Pharmacology for Nursing Edition 9.0 -Review Modules 2023 PN	The Respiratory System -ATI Pharmacology Made Easy 5.0 The Cardiovascular System -ATI Pharmacology Made Easy 5.0 The Gastrointestinal System -ATI Pharmacology Made Easy 5.0 The Hematologic System -ATI Pharmacology Made Easy 5.0 Calculating Intake and Output -F.A. Davis: Post-Test Calculating for Special Populations -F.A. Davis: Post-Test		
October 30th	Module 10	Pharmacology Exam #3 Dosage Calculations Exam Blackboard: Discussion Board		
****Schedule is subject to change.		*The post-test in these modules is what counts as the assignment grade. *All due dates and times are in CENTRAL TIME. *See above in the syllabus to determine how grades are weighted in this course.		



ACADEMIC CHANGE REQUEST FORM

PERSON SUBMITTING CHANGE: Sheri Stone

TYPE OF CHANGE: Curriculum Change- Integration of NUR 108 Math Calculations into NUR 107 Basic Pharmacology at Fort Hays Tech | North Central- Hays Campus

NARRATIVE The following class NUR 108 Math Calculations will be absorbed into the NUR 107 Basic Pharmacology Class. NUR 108 Math Calculations will no longer be taught as a separate class.

Date taken to the Division Chair or Program Director: 4/13/2026 __

Comments: _____

Signature Sheri Stone _____

Date taken to Dean of Instruction: _____

Comments: _____

Signature _____

Date taken to Registrar: _____

Comments: _____

Signature _____

Date taken to VPSIS: _____

Comments: _____

Signature _____

Date taken to Academic Affairs Committee: _____

Comments: _____

Signature _____



ACADEMIC CHANGE REQUEST FORM

PERSON SUBMITTING CHANGE: Julie Gross

TYPE OF CHANGE: Curriculum Change - Integration of NUR-108 Math Calculations into NUR-107 Basic Pharmacology at Fort Hays Tech | North Central – Hays Campus

NARRATIVE: Fort Hays Tech | North Central – Hays Campus proposes a curriculum revision to enhance instructional efficiency and student learning outcomes within the nursing program. Specifically, we recommend integrating NUR-108 Math Calculations into NUR-107 Basic Pharmacology to form a single, unified course experience.

Currently, these two 1-credit hour courses are taught separately, yet they contain significant overlapping content. Students are required to learn medication-related mathematical calculations in isolation from pharmacological concepts, and then revisit similar material when applying dosage calculations within pharmacology. This separation results in redundancy, inefficient use of instructional time, and missed opportunities for deeper contextual learning. By combining these courses, we aim to create a more cohesive and clinically relevant learning experience.

The integrated course will allow students to simultaneously develop mathematical competency and apply it directly to pharmacological principles, such as dosage calculation, medication administration, and safe patient care practices. This approach reflects real-world nursing responsibilities, where calculation skills and pharmacological knowledge are inherently intertwined. The proposed change will reduce repetition of content, allowing faculty to reallocate valuable instructional time toward critical thinking, clinical reasoning, and application-based learning.

Students will benefit from reinforced understanding through immediate application, leading to improved retention and greater confidence in medication administration. Additionally, this integration supports best practices in nursing education by promoting active learning and contextual understanding. It aligns with program goals of preparing safe, competent, and practice-ready graduates while maintaining academic rigor.

In summary, merging NUR-108 Math Calculations into NUR-107 Basic Pharmacology as a 2-credit hour course will streamline the curriculum, eliminate unnecessary duplication, and enhance student learning by fostering a more integrated and practical approach to medication education. Furthermore, integrating NUR-108 Math Calculations into NUR-107 Basic Pharmacology will maintain the pharmacology requirements needed for a BSN. This change represents a thoughtful and strategic improvement to better serve both students and the healthcare community.

Date taken to the Division Chair or Program Director: 4-13-2026

Comments: _____

Signature *Shari Stone*

Date taken to Dean of Instruction: _____

Comments: _____

Signature _____



ACADEMIC CHANGE REQUEST FORM

PERSON SUBMITTING CHANGE: Sheri Stone

TYPE OF CHANGE: Curriculum Change- Integration of NUR 108 Math Calculations into NUR 107 Basic Pharmacology at Fort Hays Tech | North Central- Hays Campus

NARRATIVE The following class NUR 108 Math Calculations will be absorbed into the NUR 107 Basic Pharmacology Class. NUR 108 Math Calculations will no longer be taught as a separate class and will need removed from Course Offerings.

Date taken to the Division Chair or Program Director: 4/13/2026

Comments: _____

Signature Sheri Stone

Date taken to Dean of Instruction: 4-23-26

Comments: _____

Signature [Signature]

Date taken to Registrar: 4-27-26

Comments: _____

Signature Daisy Offutt

Date taken to VPSIS: 4/30/2026

Comments: _____

Signature [Signature]

Date taken to Academic Affairs Committee: 05/01/2026

Comments: _____

Signature Alysa Benek

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

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

Date: 05/04/2026

Name of Program: Bachelor of Science in Nursing

Program Administrator including credentials: Kim Hansen, MSN/Ed., RN, CNE

Parent Institution: Barclay College

Address of Institution: 907 North Kingman
Haviland, KS 67059

Level of the Program for which the change is being requested: Last 4 semesters

Briefly describe the Change being requested: Decrease in credit hours, course delivery change, EPSLO change

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer Date

Prelicensure Major Curriculum Change Request

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

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

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

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Proposed: BSN Degree Plan of Study 2026

The following BSN Degree Plan of Study was approved and is currently being delivered. Following broader institutional changes at the college, completion of a Bachelor of Arts in Biblical Studies degree is no longer required for graduation. In accordance with college policy and procedure, this change was formally reviewed and approved through a full faculty vote. As a result of this institutional transition, nursing faculty met to carefully evaluate the impact of these changes on the nursing curriculum and ensure continued alignment with both college expectations and program outcomes.

During this review process, nursing faculty thoughtfully examined the biblical studies requirements and course sequencing to ensure students continue to receive a strong faith-based education while also progressing through the nursing curriculum in a logical manner that supports student success. The revised degree plan maintains a biblical studies minor, ensuring students continue to receive foundational coursework that supports spiritual growth, ministry preparation, and the college's mission of developing Christ-centered professionals. As a result, the revised plan of study streamlines degree completion from 10 semesters to 8 semesters, reducing unnecessary barriers to graduation while maintaining both the academic integrity of the nursing program and the college's faith-based mission.

Nursing Faculty also reviewed the sequencing of nursing coursework and clinical experiences to ensure the curriculum continues to follow a simple-to-complex framework that promotes student learning and readiness for clinical practice. Courses were intentionally moved and sequenced to create a more cohesive academic experience and allow students to build knowledge, clinical judgment, and professional competencies in a structured and progressive manner. These curriculum updates will strengthen student learning, improve academic efficiency, and preserve the institution's commitment to both nursing excellence and biblical education.

Semester 1 (Fall)					
Current (16 credit hours)			Proposed (13 credit hours)		
OT101	Old Testament Survey	3	OT101	Old Testament Survey	3
WA101	Introduction to Worship	2	CM104	Personal Evangelism Seminar	1
CM204	Personal Evangelism Seminar	1	BC199	Orientation for Success at BC	0
BC199	Orientation for Success at BC	1	EN100	College Writing	3
EN100	College Writing	3	PY100	General Psychology	3
PY100	General Psychology	3	MA108	College Algebra	3
MA108	College Algebra	3			

Semester 2 (Spring) /NO CHANGE/					
Current (14 credit hours)			Proposed (14 credit hours)		
NT102	New Testament Survey	3	NT102	New Testament Survey	3
EN200	Research and Writing	3	EN200	Research and Writing	3
NS215	General Chemistry with Lab	5	NS215	General Chemistry with Lab	5
SP200	Fundamentals of Speech	3	SP200	Fundamentals of Speech	3

Semester 3 (Fall)					
Current (16 credit hours)			Proposed (16 credit hours)		
TH205	Basic Beliefs	2	TH205	Basic Beliefs	2
SL101	Spiritual Formation I	3	SL103	Spiritual Formation: Spiritual Disciplines	3
NS211	Microbiology with Lab	5	NS211	Microbiology with Lab	5
PY206	Developmental Psychology	3	PY206	Developmental Psychology	3
MA478	Statistics	3	MA478	Statistics	3

Semester 4 (Spring)					
Current (17 credit hours)			Proposed (17 credit hours)		
-----	Choose one course: OT226, OT252, OT333, OT351	3	-----	Choose one course: OT226, OT252, OT333, OT351	3
-----	Choose one course: NT211, NT241, NT346, NT362	3	-----	Choose one course: NT211, NT241, NT346, NT362	3
IS2083	Intercultural Ministry	3	NS212	Anatomy and Physiology with Lab	5
NS206	Anatomy and Physiology with Lab	5	NS217	Nutrition	3
NS217	Nutrition	3	SO221	Introduction to Sociology	3

Semester 5 (Fall)					
Current (16 credit hours)			Proposed (15 credit hours)		
TH300	Teaching of Friends	3	NU201	Introduction to Baccalaureate Nursing Practice	2
BI205	Bible Study Methods	3	NU202	Pathophysiology in Professional Nursing Practice	3
NU201	Introduction to Baccalaureate Nursing Practice	2	NU301	Fundamentals of Nursing Care	3
NU202	Pathophysiology in Professional Nursing Practice	3	NU301c	Fundamentals of Nursing Care Clinical	2
SO221	Introduction to Sociology	3	NU303	Health Assessment in Baccalaureate Nursing Practice	2
TH302	Doctrine of Holiness	2	NU303c	Health Assessment in Baccalaureate Nursing Practice Clinical	1
			NU423	Healthcare Systems and Policy in Professional Nursing Practice	2

Semester 6 (Spring)					
Current (13 credit hours)			Proposed (15 total credit hours)		
NU205	Clinical Pharmacology	3	NU205	Clinical Pharmacology	3
NU301	Fundamentals of Nursing Care	3	NU312	Nursing Care of the Older Adult	1
NU301c	Fundamentals of Nursing Care Clinical	2	NU312c	Nursing Care of the Older Adult Clinical	1
NU303	Health Assessment	2	NU323	Nursing Care of the Adult	4
NU303c	Health Assessment Clinical	1	NU323c	Nursing Care of the Adult Clinical	3
NU312	Nursing Care of the Older Adult (first 9 weeks)	1	*NU410	Maternal-Child Nursing Care	3
NU312c	Nursing Care of the Older Adult Clinical (last 6 weeks)	1			

Semester 7 (Fall)					
Current (13 credit hours)			Proposed (15 total credit hours)		
NU321	Evidence-Based Professional Nursing Practice	3	*NU410c	Maternal-Child Nursing Care Clinical	2
NU323	Nursing Care of the Adult	4	NU325	Informatics and Healthcare Technologies in Professional Nursing Practice	3
NU323c	Nursing Care of the Adult Clinical	3	NU401	Complex Nursing Care of the Adult	4
NU325	Informatics and Healthcare Technology	3	NU401c	Complex Nursing Care of the Adult Clinical	3
			NU408	Mental Health Nursing Care	2
			NU408c	Mental Health Nursing Care Clinical	1

Semester 8 (Spring)					
Current (12 credit hours)			Proposed (15 credit hours)		
NU401	Complex Nursing Care of the Adult	4	NU321	Evidence-Based Professional Nursing Practice	3
NU401c	Complex Nursing Care of the Adult Clinical	3	NU403	Ethics in Professional Nursing Practice	2
NU403	Ethics in Professional Nursing Practice	2	NU416	Populations and Global Health in Professional Nursing Practice	3
NU408	Mental Health Nursing Care	2	NU416c	Populations and Global Health in Professional Nursing Practice Clinical	1
NU408c	Mental Health Nursing Care Clinical	1	NU419	Leadership and Management in Professional Nursing Practice	3

	NU425	Quality Improvement and Safety in Professional Nursing Practice	2
	NU499	Professional Nursing Practice Capstone	1

Semester 9 (Summer)			
Current (5 credit hours)			Proposed (0 credit hours)
NU410	Maternal-Child Nursing Care	3	Semester not needed
NU410c	Maternal-Child Nursing Care Clinical	2	

Semester 10 (Fall)			
Current (12 credit hours)			Proposed (0 credit hours)
NU416	Populations and Global Health	3	Semester not needed
NU416c	Populations and Global Health Clinical	1	
NU419	Leadership and Management	3	
NU423	Healthcare Systems and Policy	2	
NU425	Quality Improvement and Safety	2	
NU499	Professional Nursing Practice and Capstone	1	

Total			
Current		Proposed	
Nursing Prerequisites	43 credit hours	Nursing Prerequisites	43 credit hours
Nursing Courses	60	Nursing Courses	60 credit hours
Biblical Studies	30	Biblical Studies	18 credit hours
Total	133 credit hours	Total	121 credit hours

*Maternal/Child Theory is scheduled in May–June of Semester 6, with the corresponding clinical experience scheduled in July–August of Semester 7. This sequencing is consistent with Barclay College’s continuous two-semester academic calendar, supports optimal clinical placement scheduling, and allows students to maintain full-time enrollment and financial aid eligibility.

Proposed: Course Delivery Change (2026)

The following courses are currently approved and are scheduled to be delivered in the traditional face-to-face format. Due to ongoing challenges in recruiting and retaining qualified, appropriately credentialed faculty within our region and the limitations of our geographic location, we are requesting approval to transition these courses into a hybrid delivery model. This model will incorporate both synchronous and asynchronous learning components while maintaining academic rigor, faculty accessibility, and student engagement. Students will continue to benefit from real-time instruction and meaningful faculty interaction through synchronous coursework, while asynchronous components provide added flexibility to support diverse learning needs. This approach also expands access to highly qualified faculty beyond geographic limitations, ensuring students receive consistent, high-quality instruction from credentialed educators while strengthening the program's long-term sustainability.

Course Number	Course Name	Credit Hours	Semester
NU423	Healthcare Systems and Policy in Professional Nursing Practice	2	5
NU325	Informatics and Healthcare Technologies in Professional Nursing Practice	3	7
NU321	Evidence-Based Professional Nursing Practice	3	8
NU403	Ethics in Professional Nursing Practice	2	8
NU425	Quality Improvement and Safety in Professional Nursing Practice	2	8

Proposal – End of Program Student Learning Outcomes (EPSLO)

Below is a table that includes the current program End-of-Program Student Learning Outcomes (EPSLOs) and the proposed updated EPSLOs. The updated EPSLOs are intended to strengthen the program's focus on measurable student learning and ensure alignment with nursing education standards. These revisions provide clearer expectations for student achievement and better reflect the knowledge, clinical judgment, skills, and professional behaviors required for entry-level nursing practice.

- **Demonstration of Competency:** The revised EPSLOs are designed to ensure that students demonstrate the essential knowledge, psychomotor skills, clinical reasoning, and professional attributes necessary for safe entry-level nursing practice. The updated outcomes place greater emphasis on observable and measurable student performance throughout both didactic and clinical learning experiences.
- **Safe, Effective, and Patient-Centered Care:** The revised outcomes better prepare graduates to deliver safe, evidence-based, and patient-centered care to diverse individuals, families, and communities. These outcomes emphasize clinical decision-making, communication, collaboration, and culturally competent care that support positive patient outcomes.
- **Alignment with Regulatory Standards:** The updated EPSLOs ensure continued compliance with standards established by the Accreditation Commission for Education in Nursing (ACEN) and the Quality and Safety Education for Nurses (QSEN). Revising the outcomes allows the program to remain current with evolving nursing practice expectations while maintaining regulatory compliance.
- **Curriculum Consistency and Program Alignment:** The revised outcomes provide greater consistency between course objectives, clinical experiences, and overall program expectations. This alignment ensures students progress through a standardized curriculum that prepares them to meet common competencies expected of nursing graduates across programs.
- **Measurement of Student and Program Success:** The revised EPSLOs support ongoing evaluation of both student achievement and overall program effectiveness. Student learning will continue to be measured through direct assessment of course performance, clinical competency, and simulation outcomes, while program quality will be evaluated through retention rates, graduation rates, and NCLEX-RN success rates.

Overall, these revisions create a stronger student-centered framework that emphasizes learning, competency attainment, and continuous program improvement while ensuring graduates are prepared to meet the demands of professional nursing practice.

#	Current EPSLO	Proposed EPSLO
1	Evaluate nursing care provided for humanity's well-being from a diverse global community to ensure holistic, compassionate, developmentally appropriate, inclusive, and individualized care.	Provide holistic, culturally competent, and safe client-centered care across the lifespan.
2	Model communication skills that promote an effective exchange of information, develop therapeutic relationships, and share decision-making to support interprofessional partnership.	Collaborate with clients and healthcare professionals to improve health outcomes.
3	Integrate current evidence and expertise to support innovative nursing practice and inform clinical judgment.	Integrate current evidence-based practices to support clinical judgment.
4	Analyze information and communication technologies to improve efficiencies, health equity, and care outcomes across healthcare systems.	Analyze informatics and healthcare technologies when serving clients across diverse healthcare and community-based settings.
5	Deliver nursing care to minimize risk of harm and enhance quality for optimal patient outcomes.	Deliver nursing care using quality improvement principles to improve client outcomes.
6	Integrate accountable and responsible behaviors that contribute to excellence in professional nursing practice that upholds established regulatory, legal, and ethical principles.	Integrate legal and ethical standards into professional nursing practice.
7	Demonstrate behaviors that foster personal health and well-being, a spirit of inquiry, and leadership characteristics.	Demonstrate behaviors that promote personal well-being, inquiry, and leadership in diverse healthcare settings.

RECEIVED

MAY 06 2026

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

KSBN EDUCATION

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

Date: 05/1/2026

Name of Program: Fort Hays Tech | North Central Nursing – Beloit

Program Administrator including credentials: Angela Murray MSN-ED, RN, Paramedic

Parent Institution: Fort Hays Tech | North Central

Address of Institution: 3033 US HWY 24

Beloit, Kansas 67420

Level of the Program for which the change is being requested Practical Nursing

Briefly describe the Change being requested: Request to combine NUR107 Basic Pharmacology a 1 credit hour course and NUR108 Math Calculations a one credit hour course into ~~NUR107Z~~ ¹⁰³ Basic Pharmacology a 2-credit hour course.

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer

Date

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

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

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

Provide:

- Written documentation that includes a comparison of old to new, this may be in the form of a table
 - Address any changes needed in resources and the adequacy of resources, if resources are involved in the change
- (2) Any change in content requiring a change of clock-hours or credit hours in nursing courses

Provide:

- Rationale for the change
 - Show faculty involvement in process –may use statements of support from faculty and/or evidence of understanding of the change
 - A table that shows the differences between the old and new curriculum.
 - Include single page course descriptions. **Do Not submit entire course syllabus**
- (3) Any change in the number of students to be admitted to the nursing education program

Provide:

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

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

Combined Course Description

Credits: 2

Course Title: NUR-107Z Basic Pharmacology

Course Description: This course integrates foundational pharmacologic principles with dosage calculation skills that are essential for safe medication administrations. Students will integrate concepts of pharmacology related to the actions, therapeutic and adverse effects, interactions of drugs, drug classifications, and basic pharmacology of commonly used medications while simultaneously applying mathematical concepts to calculate accurate medication dosages. Students will apply critical thinking skills to the calculation of medication by enteral and parenteral routes of administrations. Emphasis is placed on clinical judgement, patient safety, error prevention, and client education across the lifespan. Students will participate in case-based learning and application exercises to prepare for safe and effective medication administration in clinical and real-world settings.

Course Objectives:

1. Apply pharmacologic principles to clinical decision-making, including pharmacokinetics and pharmacodynamics
2. Accurately calculate medication dosages across various routes
3. Demonstrate safe medication administration practices
4. Integrate clinical judgement to prevent medication errors
5. Educate patients regarding medications and safety considerations
6. Identify basic pharmacologic and medical abbreviations, symbols, and terminology
7. Demonstrate culture of caring when providing holistic, compassionate, culturally-competent pharmacological care to stable patients
8. Explain the collaborative role of the LPN to improve patient outcomes related to medication administration
9. Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision making
10. Examine federal laws and regulations as they relate to use of medication in clinical practice

Instructional methods:

- Lecture and discussion
- ATI modules, quizzes, assignments
- Skill-based practice

Evaluation methods:

- Exams, quizzes, assignments
- Dosage calculations assessments
- Participation and application activities

I Jessica Cunningham, Practical Nursing Faculty at Fort Hays Tech | North Central, support the integration of basic pharmacology and medication-related math calculations into a single two-credit hour course as a strategic step toward better curricular alignment and improved student success. Combining these closely related content areas allows students to immediately apply mathematical concepts within pharmacologic contexts, reinforcing learning through meaningful connections rather than fragmented instruction. This approach reduces redundancy in assignments and content overlap across separate courses, helping streamline workload while maintaining academic rigor. By learning dosage calculations alongside drug principles, students can build competence and confidence more efficiently, which is essential for safe clinical practice. Overall, this integrated model promotes deeper understanding, more effective use of instructional time, and stronger student outcomes.

Signature: Jessica Cunningham BSN, RN Date 5-1-2026

I, Sally Lampert, Practical Nursing Faculty at Fort Hays Tech | North Central, support the integration of basic pharmacology and medication-related math calculations into a single two-credit hour course as a strategic step toward better curricular alignment and improved student success. Combining these closely related content areas allows students to immediately apply mathematical concepts within pharmacologic contexts, reinforcing learning through meaningful connections rather than fragmented instruction. This approach reduces redundancy in assignments and content overlap across separate courses, helping streamline workload while maintaining academic rigor. By learning dosage calculations alongside drug principles, students can build competence and confidence more efficiently, which is essential for safe clinical practice. Overall, this integrated model promotes deeper understanding, more effective use of instructional time, and stronger student outcomes.

Signature: Sally Lampert BSN, PA Date 5-1-20

I Angela Murray Director of Nursing at Fort Hays Tech | North Central, support the integration of basic pharmacology and medication-related math calculations into a single two-credit hour course as a strategic step toward better curricular alignment and improved student success. Combining these closely related content areas allows students to immediately apply mathematical concepts within pharmacologic contexts, reinforcing learning through meaningful connections rather than fragmented instruction. This approach reduces redundancy in assignments and content overlap across separate courses, helping streamline workload while maintaining academic rigor. By learning dosage calculations alongside drug principles, students can build competence and confidence more efficiently, which is essential for safe clinical practice. Overall, this integrated model promotes deeper understanding, more effective use of instructional time, and stronger student outcomes.

Signature: Angela Murray Date 5-1-2026



ACADEMIC CHANGE REQUEST FORM

PERSON SUBMITTING CHANGE: Angela Murray

TYPE OF CHANGE: Curriculum Change - Integration of NUR-108 Math Calculations into NUR-107 Basic Pharmacology at Fort Hays Tech|North Central - Beloit Campus

NARRATIVE:

Fort Hays Tech North Central – Beloit Campus proposes a curriculum revision to enhance instructional efficiency and student learning outcomes within the nursing program. Specifically, we recommend integrating NUR108 Math Calculations into NUR107 Basic Pharmacology to form a single, unified course experience.

Currently, these two courses are taught separately, yet they contain significant overlapping content. Students are required to learn medication-related mathematical calculations in isolation from pharmacological concepts, and then revisit similar material when applying dosage calculations within pharmacology. This separation results in redundancy, inefficient use of instructional time, and missed opportunities for deeper contextual learning.

The integrated course will allow students to simultaneously develop mathematical competency and apply it directly to pharmacological principles, such as dosage calculations, medication administration, and safe patient care practices. This approach reflects real world nursing responsibilities, where calculation skills and pharmacological knowledge are inherently intertwined. The proposed change will reduce repetition of content allowing faculty to reallocate valuable instructional time toward critical thinking, clinical reasoning, and application -based learning.

Students will benefit from reinforced understanding through immediate application, leading to improved retention and greater confidence in medication administration. Additionally, this integration supports best practices in nursing education by promoting active learning and contextual understanding. It aligns with program goals of preparing safe, competent and practice ready graduates while maintaining academic rigor.

By combining these courses, we aim to create a more cohesive and clinically relevant learning experience. The integrated course will allow students to simultaneously develop mathematical competency and apply it directly to pharmacological principles, such as dosage calculation, medication administration, and safe patient care practices. This approach reflects real-world nursing responsibilities, where calculation skills and pharmacological knowledge are inherently intertwined.

In summary, merging NUR108 Math Calculations into NUR107 Basic Pharmacology will streamline the curriculum, eliminate unnecessary duplication, and enhance student learning by fostering a more integrated and practical approach to medication education. This change represents a thoughtful and strategic improvement to better serve both students and the healthcare community.



Date taken to the Division Chair or Program Director: _____

Comments: _____

Signature Joseph D. Murray

Date taken to Dean of Instruction: 4-30-26

Comments: _____

Signature Burt

Date taken to Registrar: 4-30-26

Comments: _____

Signature Daisy Offert

Date taken to VPSIS: 4-30-26

Comments: _____

Signature Burt (Proxy)

Date taken to Academic Affairs Committee: 4/30/26

Comments: _____

Signature Alexa Penela

**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: 5/8/20

Name of Program: ADN Program

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

Parent Institution: WSV Tech

Address of Institution: 3821 E Hamyst.
Wichita, KS 67218.

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

Briefly describe the Change being requested: Separate the didactic & clinical components of all ADN courses w/ a clinical component. A modality change for ADN120 + ADN150.

Action Taken

Education Committee Review _____
Date

Action Taken: Approved Not Approved Deferred

Board of Nursing Review _____
Date

Action Taken: Approved Not Approved Deferred

Nursing Education Compliance Officer Date

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

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

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

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

Provide:

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

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

Provide:

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

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

Provide:

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

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

Requested Change:

The proposed curriculum change for the WSU Tech Associate Degree in Nursing (ADN) Program includes separating the didactic and clinical components of all ADN courses with a clinical component into individual courses while maintaining the current total credit hours within the curriculum. This change will create distinct didactic and clinical course designations rather than combining both components under a single course. Additionally, the program is requesting a modality change for ADN 120 and ADN 150 to allow these courses to be delivered fully online. No changes are being made to course outcomes, program outcomes, or total program credit hours as part of this request.

Rationale for the Change:

The rationale for these proposed changes is to improve student accessibility, program organization, and overall clarity for both faculty and students. ADN 120 and ADN 150 can successfully meet all established course objectives in a fully online format while maintaining the academic rigor and integrity of the program. Offering these courses online will provide increased flexibility and convenience for students and better support diverse scheduling needs without compromising student learning outcomes.

Additionally, separating the didactic and clinical components of ADN courses will create clearer distinctions between classroom instruction and clinical practice. The current combined structure has created confusion related to scheduling, grading, workload distribution, and course expectations. Separating these components into individual courses will allow for more accurate workload assessment, improved scheduling processes, clearer course management, and more effective evaluation of both didactic and clinical learning experiences.

Modality	
Current	After Approval
ADN 120 Introduction to Nursing Concepts	
Hybrid	Online
ADN 150 Professional Nursing Concepts I	
Hybrid	Online

Separation of didactic and clinical components			
Current Curriculum		After Approval Curriculum	
First Semester			
ADN 120 Introduction to Nursing Concepts	CR 1	ADN 120 Introduction to Nursing Concepts	CR 1
ADN 130 Foundational Concepts in Nursing	CR 6	ADN 130 Foundational Concepts in Nursing	CR 4
ADN 140 Pharmacological Concepts in Nursing I	CR 2	ADN 131 Foundational Concepts in Nursing Clinical	CR 2
		ADN 140 Pharmacological Concepts in Nursing I	CR 2
Second Semester			
ADN 150 Professional Nursing Concepts I	CR 4	ADN 150 Professional Nursing Concepts I	CR 4
ADN 160 Client Care Concepts I	CR 6	ADN 160 Client Care Concepts I	CR 4
ADN 170 Pharmacological Concepts in Nursing II	CR 2	ADN 161 Client Care Concepts II Clinical	CR 2
		ADN 170 Pharmacological Concepts in Nursing II	CR 2
Third Semester			
ADN 180 Client Care Concepts II	CR 6	ADN 180 Client Care Concepts II	CR 4
ADN 190 Professional Nursing Concepts II	CR 4	ADN 181 Client Care Concepts II Clinical	CR 2
		ADN 190 Professional Nursing Concepts II	CR 4
Fourth Semester			
ADN 200 Client Care Concept III	CR 6	ADN 200 Client Care Concepts III	CR 4
ADN 210 Transition to Practice	CR 4	ADN 200 Client Care Concepts III Clinical	CR 2
		ADN 210 Transition to Practice	CR 2
		ADN 211 Transition to Practice Clinical	CR 2
Total Program Credit Hours	41	Total Program Credit Hours	41



May 8, 2026

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

Dear Ms. Martin,

Enclosed, please find the documentation for a Major Curriculum Change Request for the WSU Tech Associate Degree in Nursing (ADN) Program.

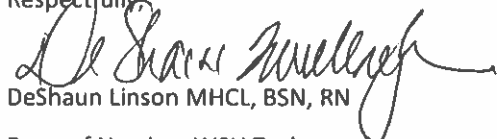
The proposed change includes separating the didactic and clinical components of all ADN courses with a clinical component into individual courses. This change will not impact the total credit hours within the curriculum. Additionally, we are requesting a modality change for ADN 120 and ADN 150 to allow these courses to be offered fully online. The rationale for the modality change is based on the ability to successfully meet all course objectives in an online format while increasing flexibility and convenience for students. Offering ADN 120 and ADN 150 online will enhance accessibility and better support the diverse needs of our student population without compromising educational quality or student outcomes.

The rationale for separating the didactic and clinical course components is to improve clarity and organization for both faculty and students. Combining didactic and clinical components within the same course structure has created confusion related to grading, scheduling, workload distribution, and course expectations. Separating these components will provide a clearer distinction between theory and clinical learning experiences while also allowing for more accurate workload assessment, scheduling, and course management.

We believe these changes will strengthen the overall structure and delivery of the ADN program while continuing to support student success and program effectiveness.

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

Respectfully,



DeShaun Linson MHCL, BSN, RN

Dean of Nursing, WSU Tech

South Campus

3821 E. Harry Wichita, KS 67218

316-677-1944

dlinson@wsutech.edu



Flora Diaz MSN-ED, RN

Assistant Dean of Nursing, WSU Tech

South Campus

3821 E Harry Wichita, KS 67218

316-677-1822

fdiaz@wsutech.edu