



Jimmy H. Baker
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Alabama Community College System (ACCS)

Nursing Chair/Director Meeting

April 22, 2025

11:00 a.m. – 3:30 p.m.

Meeting Agenda

1. Opening & Welcome
2. ACCS Administration Address
3. Introduction of the Council Members
4. The Purpose of the Council
5. Method for Revision
6. Discussion of EPSLO's
7. Questions and Answers
8. Adjournment of the Spring 2025 Meeting



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Meeting: ACCS Nursing Program Deans and Directors
Date & Time: April 22, 2025; 11:00 a.m. – 3:30 p.m.
Location: 135 South Union Street; Montgomery, AL 36104
Facilitator: Dr. Bryant C. Cline – Director of Health Sciences

In Attendance:

State Organization	Name
Alabama Community College System	Dr. Bryant C. Cline
Alabama Community College System	Dr. Chantae Calhoun

College	College
Bevill State Community College	Lurleen B. Wallace Community College
Bishop State Community College	Northeast Alabama Community College
Calhoun Community College	Northwest-Shoals Community College
Central Alabama Community College	Reid State Technical College
Chattahoochee Valley Community College	Shelton State Community College
Coastal Alabama Community College	Snead State Community College
Drake State Community & Technical College	Southern Union State Community College
Enterprise State Community College	Trenholm State Community College
Gadsden State Community College	Wallace Community College – Dothan
Jefferson State Community College	Wallace State Community College – Hanceville
Lawson State Community College	Wallace State Community College – Selma

Opening and Welcome

- Dr. Cline began the meeting with a welcome to all the guests in attendance and reviewing the agenda.

ACCS Administration Address

- Dr. Chantae Calhoun, Executive Director of Academic Affairs, addressed the attendees by bringing awareness on how the ACCS has been working with the DANA Center to develop math pathways to align the appropriate math courses for health science programs e.g., nursing, radiologic tech, respiratory, and pharmacy tech. Dr. Calhoun informed attendees that a survey will be sent to get their input on what math content will be ideal for health science programs.



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Introduction of the Council Members

- Brittany Humphres (Northwest Shoals Community College) brought greetings as one of the nine selected members of the 2025 Nursing Education Program Advisory Council. Mrs. Humphres identified the members of the newly established council by providing attendees with handouts and digital display (See Appendix A). The council includes:
 - Alabama Community College Nursing Deans & Directors
 - Alabama Board of Nursing (ABN) Board Members
 - Alabama Board of Nursing Administration
 - Nursing Education Program Advisory Council Chair and Co-Chair
 - Alabama Community College System Director of Health Programs

The Purpose of the Council Members

- Brittany Humphres (Northwest Shoals Community College) notified the attendees of the purpose of this newly established council is to begin Phase I review of the concept-based curriculum currently approved by the ABN and determine if revisions are needed based on educational changes and potential competency-based educational models. Recommendations from this council will be submitted to the ABN for approval or modification. The phase I objectives for this council are to:
 - Review the ACCS 2016 Concept-Based Curriculum to recommend evidence-based revisions.
 - Review of the ABN Administrative Code 610-X3 to ensure the incorporation of evidenced-based educational practices reflected within the following rules/guidelines/standards.

Method for Revision

- Brittany Humphres (Northwest Shoals Community College) notified the attendees of the ABN Education Advisory Council Process with handouts and digital copy displayed. (See Appendix B). The meeting today was the first phase of the projected timeline provided. Once the ACCS Nursing Directors have reviewed and revised the current End of Program Student Learning Outcomes (EPSLO's) for the concept-based-curriculum, those recommendations will be brought back to the current Nursing Education Program Advisory Council.

Discussion of EPSLO's

- Representatives from each college were provided handouts with the current ACCS EPSLO's while a digital version was being displayed to track discussed revisions. The goal of this discussion was to reduce the number of EPSLOs bringing to current language to accreditation standards.



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Discussion of EPSLO's Cont.

- As attendees reviewed each competency/outcome categories, Brittany Humphres (Northwest Shoals Community College) provided the platform for open discussion and final recommendations. Competency/outcome categories included:

Competency/Outcome	Current EPSLO		Proposed EPSLO	
	PN	ADN	PN	ADN
Patient Centered Care	Advocate for the patient and family in the provision of compassionate and coordinated care to support the health, safety, and well-being of patients and families (QSEN, 2012).	Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs (QSEN, 2012).	Provide nursing care based on the patient's preferences using a structured, problem-solving approach through clinical judgment, and knowledge derived from the PN program of study.	Manage nursing care and counselling based on the patient's preferences using a structured, problem-solving approach through clinical judgment and knowledge derived from the ADN program of study. AACN, 2021 ABN, 2023 NEJM, 2017 DECs, 2021

Competency/Outcome	Current EPSLO		Proposed EPSLO	
	PN	ADN	PN	ADN
Teamwork and Collaboration	Function competently within your own scope of practice as a member of the health care team (QSEN, 2012).	Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care (QSEN, 2012).	Demonstrate collaboration and communication in a timely manner as a member of an interdisciplinary team with health care team members, patients, their families and/or important others to improve patient outcomes, based on the PN scope of practice.	Facilitate collaboration and communication in a timely manner as a member of an interdisciplinary team with health care team members, patients, their families and/or important others to improve patient outcomes, based on the RN scope of practice. AACN, 2021 ABN, 2023 ACEN, 2024 NCSBN, 2023 DECs, 2021



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Competency/Outcome	Current EPSLO		Proposed EPSLO	
	PN	ADN	PN	ADN
Quality and Safety	<p>Utilize various sources of information to review outcomes of care identifying potential areas for improvement of the quality and safety of care (QSEN, 2012).</p> <p>Demonstrate the effective use of strategies to reduce risk of harm to self or others (QSEN, 2012).</p>	<p>Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN, 2012).</p> <p>Minimize risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2012).</p>	<p>Contribute to nursing care that promotes quality outcomes and minimizes harm to patients and providers through both system effectiveness and individual performance, based on the PN scope of practice.</p>	<p>Manage nursing care that promotes quality outcomes and minimizes harm to patients and providers through both system effectiveness and individual performance, based on the RN scope of practice.</p> <p>AACN, 2021 NCSBN, 2023</p>

Competency/Outcome	Current EPSLO		Proposed EPSLO	
	PN	ADN	PN	ADN
Professionalism	<p>Demonstrate awareness of good practice, boundaries of practice, and professional identity formation including knowledge and attitudes derived from self-understanding and empathy, ethical questions and choices that are gleaned from a situation, awareness of patient needs, and other contextual knowing (NLN, 2014).</p>	<p>Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context (NLN, 2010).</p>	<p>Demonstrate the formation of a professional identity by practicing with values and characteristics of the nursing profession, resulting in the consistent delivery of safe, quality, patient-centered, evidence-based care.</p>	<p>Develop a professional identity by practicing with values and characteristics, of the nursing profession, resulting in the consistent delivery of safe, quality, patient-centered, evidence-based care.</p>

Competency/Outcome	Current EPSLO		Proposed EPSLO	
	PN	ADN	PN	ADN
Clinical Judgment	<p>Provide a rationale for judgments used in the provision of safe, quality care and for decisions that</p>	<p>Make judgments in practice, substantiated with evidence, that integrate nursing</p>	<p>Utilize nursing knowledge, critical thinking, and clinical experiences, to provide patient care using a</p>	<p>Integrate nursing knowledge, critical thinking, and clinical experiences, to provide</p>

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	promote the health of patients within a family context (NLN, 2010).	science in the provision of safe, quality care and promote the health of patients within a family and community context (NLN, 2010).	structured, problem-solving, evidence-based approach within PN standards of practice.	patient care using a structured, problem-solving, evidence-based approach within RN standards of practice. DEC, 2021 NCSBN, 2023
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Competency/Outcome	Current EPSLO		Proposed EPSLO	
	PN	ADN	PN	ADN
EBP	Implement evidence-based practice in the provision of individualized health care (QSEN, 2012).	Integrate best evidence-based practice with clinical expertise, patient/family preferences, and values for delivery of optimal health care (QSEN, 2012).	Implement current evidence, clinical judgment, and patient/family preferences to provide safe, holistic, and quality care using a structured, problem-solving approach based on established research and standards of practice.	Integrate the best current evidence with clinical expertise and patient/family preferences to provide safe, holistic, and high-quality care through a deliberate, problem-solving approach grounded in research and professional standards. OADN (2024), ANA (2023), ACEN (2024), Phillips & Neumeier (2018), Stevens as cited in DEC's, (2021)



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ACCS EPSLO Definitions and Research

Competency/Outcome	Current Definition	Draft Definition	Research for EPSLOs and Definitions
Patient Centered Care	Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs. (QSEN def)	Patient-centered care is <ul style="list-style-type: none">• a structured, problem-solving, individualized approach to the provision of care based on the use of clinical judgment and knowledge from a nursing program of study.• based on the patient's preferences, influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families and/or important others• holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate• designed to promote and maintain health and prevent illness and injury	<p>Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area. (AACN, 2021)</p> <p>Practice of Practical Nursing: The practice of practical nursing includes the performance, for compensation, of acts designed to promote and maintain health, prevent illness and injury, and provide care utilizing standardized procedures and the nursing process, including administering medications and treatments, under the direction of a licensed professional nurse or a licensed or otherwise legally authorized physician or dentist. (ABN, 2023)</p> <p>In patient-centered care, an individual's specific health needs and desired health outcomes are the driving force behind all health care decisions and quality measurements. Patients are partners with their health care providers, and providers treat patients not only from a clinical perspective, but also from an emotional, mental, spiritual, social, and financial perspective. (NEJM, 2017)</p> <p>The first theme identified among the selected articles was the individualization of care, which had four sub-themes. Today, governments and healthcare policies emphasize the</p>

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			<p>importance of individuality in nursing education and nursing care (Delaney, 2018). The goal of nursing education, professional development programmes, nursing theories, models, and policies is to promote the individualization of care. Factors such as culture and religion form the foundation of the holistic philosophy, values, and ethical standards of nursing, which in turn are the basis for the individualization of care. This theme emphasizes that people hold different values, beliefs, and preferences, and therefore, healthcare providers should respect the unique needs of each patient (Ozdemir, 2019). So, Cho et al. (2022) considers the individualization of care as an indicator of the quality of care. Schools of nursing should emphasize individualized care throughout education (Ozdemir, 2019). (Journal Nursing Open, Purabdollah et al, 2023)</p> <p>Practice of Professional Nursing: The practice of professional nursing includes the performance, for compensation, of any act in the care and counselling of persons or in the promotion and maintenance of health and prevention of illness and injury based upon the nursing process which includes systematic data gathering, assessment, appropriate nursing judgment and evaluation of human responses to actual or potential health problems through such services as case finding, health teaching, and health counselling; and provision of care supportive to or restorative of life and well-being, and executing medical regimens including administering medications and treatments prescribed by a licensed or otherwise legally authorized physician or dentist. (ABN, 2023)</p>
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			<p>PN: Use clinical reasoning and knowledge based on the vocational nursing program of study and established evidence-based practice as the basis for decision-making in nursing practice. Assist in determining the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and in interpreting health-related data based on knowledge derived from the vocational nursing program of study. (DECs, 2021)</p> <p>ADN: Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision-making in nursing practice. Determine the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and the interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study. (DECs, 2021)</p>
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Competency/Outcome	Current Definition	Draft Definition	Research for EPSLOs and Definitions
Teamwork and Collaboration	Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. (QSEN def)	Teamwork and collaboration is the intentional sharing of information with interdisciplinary health care team members, patients, families and/or important others with common purpose and mutual respect to improve patient outcomes based on the respective scope of practice.	Interprofessional partnerships: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes. (AACN, 2021)

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			<p>Interprofessional Collaboration: Sharing of information among two or more healthcare professionals from different disciplines who are working together with a common purpose and mutual respect to improve patient outcomes. (ACEN, 2024)</p> <p>Member of Healthcare Team: PN: Communicate and collaborate in a timely manner with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients. (DECs, 2021)</p> <p>ADN: Coordinate, collaborate, and communicate in a timely manner with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care. (DECs, 2021)</p> <p>PN Coordinated Care: The LPN/VN collaborates with health care team members to facilitate effective client care. Participate as a member of an interdisciplinary team (NCSBN, NCLEX-PN Test Plan, 2023)</p> <p>RN Management of Care: Providing and directing nursing care that enhances the care delivery setting to protect the client and health care personnel. Collaborate with multi-disciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker) (NCSBN, NCLEX-RN Test Plan, 2023)</p>
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Competency/Outcome	Current Definition	Draft Definition	Research for EPSLOs and Definitions
Quality and Safety	Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. (QSEN def)	Quality and safety is the ability to provide and direct nursing care that promotes quality outcomes and minimizes harm to patients and providers through both system effectiveness and individual performance.	Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance. (AACN, 2021)



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	Minimizes risk of harm to patients and providers through both system effectiveness and individual performance. (QSEN def)		<p>Quality is defined by the National Academy of Medicine as the degree to which health services for individuals and populations increase the likelihood of desired health outcomes and are consistent with current professional knowledge. (NAM as cited in CMS, 2024)</p> <p>2023 NCLEX-RN Test Plan (NCSBN, 2023)</p> <ul style="list-style-type: none"> • Safety: Protecting clients and health care personnel from health and environmental hazards. • Safe and Effective Care: The nurse promotes achievement of client outcomes by providing and directing nursing care that enhances the care delivery setting in order to protect clients and health care personnel. <p>2023 NCLEX-PN Test Plan (NCSBN, 2023)</p> <ul style="list-style-type: none"> • Safety: The LPN/VN contributes to the protection of clients and health care personnel from health and environmental hazards. • The LPN/VN provides nursing care that contributes to the enhancement of the health care delivery setting and protects clients and health care personnel.
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Competency/Outcome	Current Definition	Draft Definition	Research for EPSLOs and Definitions
Professionalism	Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and	Professionalism is practicing with integrity, accountability, responsibility, and advanced collaborative skills that reflect the values, characteristics, and norms of the nursing profession, resulting in the consistent delivery of safe, quality, evidence-based care to	Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values. (AACN, 2021)

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	community context. (NLN def)	diverse individuals, families, and communities.	Professional Identity: A sense of oneself, and in relationship with others, that's influenced by the characteristics, norms, and values of the nursing profession, resulting in an individual thinking, acting, and feeling like a nurse. (ACEN, 2024) Godfrey N, Young E. Professional identity. In: Giddens JF, ed. Concepts for Nursing Practice. 3rd ed. New York, NY: Elsevier; 2020.
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Competency/Outcome	Current Definition	Draft Definition	Research for EPSLOs and Definitions
Clinical Judgment	Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patient within the family and community context. (NLN def)	Clinical judgement is integrating nursing knowledge, critical thinking, and professional experiences to collect cues, process and analyze information, prioritize care, plan and implement interventions, evaluate outcomes, and reflect on the process.	<p>Knowledge for Nursing Practice: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice. (AACN, 2021)</p> <p>Clinical Reasoning - the process by which nurses collect cues, process and analyze the information, come to an understanding of a patient problem or situation, weigh alternative actions, plan and implement interventions, evaluate outcomes, and reflect on and learn from the process (Griffits et al., 2017, as cited in DEC's, 2021)</p> <p>Clinical Judgment: An iterative multistep process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern and generate the best possible evidence-based solutions in order to deliver safe client care. (NCSBN, 2023)</p> <p>Critical thinking competence has three main components: general, specific,</p>

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			and professional critical thinking. General critical thinking includes cognitive ability and problem-solving skills. In clinical nursing practice, problem-solving skills are essential to provide good care, and nurses must use a variety of approaches such as trial and error, intuition, experimentation, and scientific methods to solve problems (Crisp et al., 2012). Specific critical thinking competencies include clinical reasoning and judgements, innovation, and making sound clinical decisions. We expect newly graduated nurses to have professional critical thinking skills (using the nursing process). Most of the reviewed studies ($n = 30$) emphasized that nursing graduates must apply the stages of the nursing process, including assessment, diagnosis, planning, implementation, and evaluation to their practice (Table 5). (Journal: Nursing Open, Purabdollah et al, 2023)
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Competency/Outcome	Current Definition	Draft Definition	Research for EPSLOs and Definitions
EBP	Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. (QSEN def)	EBP is using the best current evidence with clinical expertise and patient/family preferences to provide safe, holistic, and high-quality care through a deliberate, problem-solving approach grounded in research and professional standards.	OADN 2024: EB nursing is a deliberate process where nurses integrate scientific research with their clinical expertise (Vana et al. 2022, as cited in Pondoni et al.—Italy, OADN). Informatics/Healthcare Technologies: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve delivery of safe, high-quality, and efficient healthcare series in accordance with best practice and professional and regulatory standards. (AACN 2021)

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			<p>EB Nursing Practice: Professional nursing knowledge, skills, and behaviors that are based on current research and professional standards. (ACEN, 2024)</p> <p>Evidence-based practice in nursing involves providing holistic, quality care based on the most up-to-date research and knowledge rather than traditional methods, advice from colleagues, or personal beliefs. (ANA, 2023)</p> <p>Evidence-based Practice - a conscientious, problem-solving approach to clinical practice that incorporates the best evidence from well-designed studies, patient values and preferences, and a clinician's expertise in making decisions that individualize a patient's care (Stevens, 2013, as cited in DEC's, 2021).</p> <p>The second theme identified in this study was evidence-based nursing care, with three sub-themes of knowledge acquisition, critical appraisal of evidence, and implementing applicable evidence. In other words, evidence-based care involves transforming relevant clinical challenges into answerable questions, searching sources and databases, integrating results with patient values and preferences, nurse knowledge and experience, and evaluating decision-making consequences (Phillips & Neumeier, 2018). Studies have shown that evidence-based care can serve as a framework for decision-making in specific patient situations, leading to providing safe and cost-effective care, and increasing patient satisfaction, and the self-confidence of nurses (Liu et al., 2021; Sedgwick et al., 2014). It has also been described as one of the determining factors of nursing professionalism (Asi Karakaş et</p>
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			<p>al., 2021). (Journal Nursing Open, Purabdollah et al, 2023)</p> <p>PN: Use clinical reasoning and knowledge based on the vocational nursing program of study and established evidence-based practice as the basis for decision-making in nursing practice. Assist in determining the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and in interpreting health-related data based on knowledge derived from the vocational nursing program of study. (DECs, 2021)</p> <p>ADN: Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision-making in nursing practice. Determine the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and the interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study. (DECs, 2021)</p>
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Questions and Answers

- Dr. Anita Naramore (Jefferson State Community College) had an inquiry regarding location the Nursing Director meeting minutes from 2022 – 2024 on the ACCS website as several colleges have reaccreditation visits and documentation is required
 - Dr. Bryant Cline (ACCS) provided instructions on how to navigate the website, updated meeting minutes and plans of instructions.
- Following, Dr. Cline provided closing remarks regarding the steps in the process. attendees were provided with ACCS memento to thank them for their time and service to today's meeting.

Adjournment of The Spring 2025 Meeting

- The spring 2025 meeting adjourned at 3:05 p.m.

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APPENDIX A

2025 Nursing Education Program Advisory Council

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Nursing Education Program Advisory Council Phase I

Administrator	Program	E-mail
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Dr. Myrna Williamson	Northeast Alabama Community College	williamsonm@nacc.edu
Ms. Brittney Humphres	Northwest-Shoals Community College	bhumphres@nwscc.edu
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Board Members		
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Chair and Co-Chair		
Mr. Kenneth Kirkland- Chair	Calhoun Community College, Dean Health Sciences	kenneth.kirkland@calhoun.edu
Dr. Melenie Bolton- Co-Chair	Alabama Board of Nursing, Nurse Consultant	melenie.bolton@abn.alabama.gov
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Dr. Bryant Cline	Director of Health Programs	bryant.cline@accs.edu

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APPENDIX B

ABN Education Advisory Council Process Timeline



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ABN Education Advisory Council Process Timeline

Month/Year	Workgroup	Identified Tasks
March 2025	ABN Education Advisory Council	1. End of Program Student Learning Outcomes Revisions Identified
April 2025	ACCS Nursing Program Administrators & Faculty	1. End of Program Student Learning Outcomes
May 2025	ABN Education Advisory Council	1. Approved End of Program SLOs 2. NUR 112 Plan of Instruction (POI) Review
June 2025	ACCS Nursing Program Administrators & Faculty	1. Approve Council Recommendations and/or Submit Recommendations to NUR 112 Plan of Instruction
	State Chief Nursing Officers	1. Committee Charge 2. Discussion Education Advisory Council Timeline
July 2025	ABN Education Advisory Council	1. Approve NUR 112 POI 2. NUR 113 POI Review
August 2025	ACCS Nursing Program Administrators & Faculty	1. Approve Council Recommendations and/or Submit Recommendations to NUR 113 Plan of Instruction
	State Chief Nursing Officers	1. Recommendations to Competencies and Clinical Area Capacity in NUR 112 POI
September 2025	ABN Education Advisory Council	1. Review CNO recommendations to NUR 112 POI 2. Approve NUR 113 POI Review 3. Review NUR 114 & NUR 115 POI
October 2025	ACCS Nursing Program Administrators & Faculty	1. Approve Council Recommendations and/or Submit Recommendations to NUR 114 & NUR 115 Plans of Instruction
	State Chief Nursing Officers	1. Recommendations to Competencies and Clinical Area Capacity in NUR 113 POI
November 2025	ABN Education Advisory Council	1. Review CNO Recommendations to NUR 113 POI 2. Approve NUR 114 & NUR 115 POIs 3. Review NUR 209 POI
December 2025	ACCS Nursing Program Administrators & Faculty	1. Approve Council Recommendations and/or Submit Recommendations to NUR 209 Plan of Instruction
	State Chief Nursing Officers	1. Recommendations to Competencies and Clinical Area Capacity in NUR 114 & NUR 115 POIs



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ABN Education Advisory Council Process Timeline

January 2026	ABN Education Advisory Council	<ol style="list-style-type: none"> 1. Review CNO Recommendations to NUR 114 & NUR 115 POIs 2. Approve NUR 209 POI 3. Review NUR 211 POI
February 2026	ACCS Nursing Program Administrators & Faculty	1. Approve Council Recommendations and/or Submit Recommendations to NUR 211 Plan of Instruction
	State Chief Nursing Officers	1. Recommendations to Competencies and Clinical Area Capacity in NUR 209 POI
March 2026	ABN Education Advisory Council	<ol style="list-style-type: none"> 1. Review CNO Recommendations to NUR 114 & NUR 115 POIs 2. Approve NUR 209 POI 3. Review NUR 211 POI
April 2026	ACCS Nursing Program Administrators & Faculty	1. Approve Council Recommendations and/or Submit Recommendations to NUR 211 Plan of Instruction
	State Chief Nursing Officers	1. Recommendations to Competencies and Clinical Area Capacity in NUR 209 POI
May 2026	ABN Education Advisory Council	<ol style="list-style-type: none"> 1. Review CNO Recommendations to NUR 209 POI 2. Approve NUR 211 POI 3. Review NUR 221 POI
June 2026	ACCS Nursing Program Administrators & Faculty	1. Approve Council Recommendations and/or Submit Recommendations to NUR 221 Plan of Instruction
	State Chief Nursing Officers	1. Recommendations to Competencies and Clinical Area Capacity in NUR 211 POI
July 2026	ABN Education Advisory Council	<ol style="list-style-type: none"> 1. Review CNO Recommendations to NUR 211 POI 2. Approve NUR 221 POI 3. Review Draft Overall Curriculum Crosswalk
August 2026	ACCS Nursing Program Administrators & Faculty	1. Approve Council Recommendations and/or Submit Recommendations for Overall Curriculum Crosswalk
	State Chief Nursing Officers	1. Recommendations to Competencies and Clinical Area Capacity in NUR 211 POI

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ABN Education Advisory Council Process Timeline

September 2026	ABN Education Advisory Council	1. Review CNO Recommendations to NUR 221 POI 2. Approve NUR 221 POI 3. Review Draft ABN Education Advisory Council recommendations for ABN approval
October 2026	ABN Education Advisory Council	1. Submit Recommendations to Alabama Board of Nursing for Board Approvals at October 2026 ABN meeting

Notes:

1. This timeline may be adjusted based on completion of identified tasks and coordination between ACCS Nursing Program Administrators and State CNOs
2. This timeline will remain a standing agenda item for each council meeting and be frequently referenced to ensure the accuracy of the timeline and identified tasks are documented efficiently