

**PROPOSAL TO ESTABLISH A NEW NURSING EDUCATION PROGRAM
 SOUTHWESTERN ADVENTIST UNIVERSITY
 GENERIC BACCALAUREATE DEGREE NURSING EDUCATION PROGRAM**

SUMMARY OF REQUEST:

Consider the Southwestern Adventist University (SWAU) proposal to establish a generic Baccalaureate Degree Nursing Program and the report of the survey visit to the proposed program. The final revised proposal was sent to members of the Board under separate cover.

HISTORICAL PERSPECTIVE:

- Southwestern Adventist University serves the needs of Seventh Day Adventist (SDA) members, with the two primary foci being training of clergy and providing health care to society.
 - The nursing program meets the latter of these, with 60% of nursing students being of the Seventh Day Adventist religion.
 - Approximately 30% of these students are from other countries and will return to their communities.
- Currently the university offers a generic associate degree nursing program, an LVN to AND mobility option and a RN-to-BSN option.
 - The ADN program was established in 1975 and the RN-to-BSN program was established in 1981. The two programs have been in successful operation since that time.
 - There are 143 students in the ADN program and six RN students in the RN-to-BSN program.
- A survey visit was conducted on December 13, 2005 (See Attachment 1).
- The program is located in a private university and is exempt from Texas Higher Education Coordinating Board approval. The university is approved by Southern Association of Colleges and Schools (SACS) until 2006.

The following table is provided as indicators of the existing ADN program's success regarding graduates' performance on the NCLEX-RN® :

Year	Enrollment	Approval Status	NCLEX-RN® Pass Rate	Number of First Time Candidates (Passed/Total)
2005	143*	Full	96.4%	27/28
2004	94	Full	96.5%	28/29
2003	112	Full	92.86%	13/14

*These numbers may vary somewhat due to discrepancies found in the Annual Report.

SUMMARY OF PROPOSAL:

The proposal was revised a second time with major revisions being made, however, all areas requiring revisions were not completed. Despite this, the proposal was considered adequate to be placed on the agenda and for Public Hearing (Attachment 2).

Overview of Proposal

SWAU is proposing to establish a new generic baccalaureate degree nursing education program in Keene, Texas.

- The first class will be admitted to the new generic BSN program in Spring 2007 with an initial enrollment of 60 students.
- The ADN program will close after the last class graduates in May 2008.
- The RN-to-BSN program will not exist as a separate program after the generic program begins, however, mobility options will continue for RNs and LVNs desiring a BSN.

Rationale and Needs Assessment

- Survey data from six hospitals that are currently used as clinical sites indicate significant vacancies for BSN prepared nurses.
- References to reports from the American Nurses Association and the Aiken Report substantiate the increasing need

for BSN prepared nurses. Reference to the February 2004 *Monthly Labor Review* further substantiates a general nursing shortage.

- The proposal indicates that many of the SDA graduates will return to their homeland which may have fewer resources requiring nurses to function in more autonomous roles.
- Letters of support were included from the two nearest nursing programs that offer a BSN.
 - The University of Texas at Arlington and Texas Christian University are each approximately a distance of fifty miles.
 - These programs indicate that collectively, 750 students were turned away during 2003-2004.
- A SWAU survey of 316 university applicants indicated that 41%, or 129 pre-nursing students, desired a baccalaureate degree.

Administration and Organization

- Documentation of support from the Board of Trustees and the University president are included in the proposal.
- A large financial investment will not be required to start the program since the ADN and RN to BSN programs are already in place.
- The proposed budget is adequate to support the transition to implement and sustain the new program.
- The current program director will assume administration of the proposed new generic program.
- The nursing program administrator is recognized as an academic department chair on the organizational chart and answers to the vice-president of Academic Affairs.

Faculty

- Job descriptions do not reference BNE requirements for faculty.
- Faculty Availability:
 - The 2005 Annual Report indicates that 7 full-time faculty, 5 part-time and 3 clinical teaching assistants were employed for Fall 2005.
 - At the time of the visit in 12/05, the program director stated that there were 8 full-time faculty and 1 part-time faculty.
 - In January 2007, it is expected that 5 additional faculty will be required to meet the 1:10 faculty/student ratio in the clinical area if anticipated numbers of students are enrolled.
 - Two additional faculty will be required for Spring 2008.
 - Adjunct faculty, or teaching assistants could meet this need, rather than hiring full-time masters prepared faculty.
- All current faculty assisted with the writing of the proposal.
- Conferences on topics appropriate to the area of instruction have been made available.
- These factors should strengthen understanding of the philosophy and program outcomes of the new program.
- The program does not have a formal process for deleting outdated library and departmental holdings.

Students

- The proposal indicates that the potential student population is not expected to change, with the majority being SDA students and the remainder being students who reside in the service area.
- The program does not anticipate a need for additional student recruitment efforts, since approximately 50 to 100 applicants are declined admission on an annual basis.
- During the survey visit the program director stated that there were approximately 143 ADN students and 6 RN-to-BSN students enrolled.
- Anticipated student enrollment according to the proposal:
 - Spring 2007:
 - 60 new generic BSN students which will occur on an annual basis.
 - 80 combined freshman and sophomore ADN students who will be continuing their education.
 - Fall 2007:
 - 57 generic BSN continuing
 - 10 LVNS
 - 40 ADN students who will be continuing and who will graduate in Spring 2008.
 - Spring 2008
 - 107 students continuing
 - 60 new generic BSN students
- Student policies are appropriate to meet the needs of the program.

Program of Study

- The program is 6 semesters in length, is based on a block curriculum and includes required elements, such as DELC.
- Syllabi:
 - are not consistently formatted;
 - course objectives do not consistently flow from the program objectives and appear to be learning objectives for individual units.
 - course topics are not organized to coordinate with unit objectives.

- unit objectives do not consistently focus on nursing competencies such as assessment factors, planning care, priority nursing interventions and evaluation, but rather tend to have a medical focus.
- Unit exams submitted with the proposal reflected questions that tested medical judgment rather than nursing judgment and item distractors often resulted in “give-away” answers.

Clinical Experiences and Resources

- The proposal included affiliation agreements with a variety of health care facilities which include acute care, long term care and community-based facilities.
 - The majority of clinical sites are located in the Ft. Worth metroplex area which is approximately 30 miles from Keene.
 - Letters from these clinical sites were not included in the proposal, since the program has current contracts and clinical slots for anticipated student enrollment.
 - Cooperative planning with other nursing programs and health care facilities prevents conflicts in scheduling student experiences.

Facilities, Resources and Services

- Classrooms are equipped with state-of-the-art technology; are adequate in size and number to accommodate the number of enrolled students.
- The campus laboratory is equipped with 3 beds, 1 examination table, and 4 mannequins. In Summer 2006, 2 additional beds and 2 manikins are budgeted to be purchased.
- A new computer laboratory, with 16 computers, has been established in the nursing building
- Many teaching/learning aids, such as videos and nursing software are outdated. However, a grant has provided funding for the purchase of a wide selection of new DVDs and nursing software.
- The library offers state-of-the-art internet access to nursing data bases. However, during the tour of the library and campus lab, many outdated holdings were noted.
- The nursing building is equipped with wireless connectivity since many students use wireless laptops in class.
- The university offers full support services, however, more timely assistance from the technical assistance department is needed to assist faculties in utilizing newly purchased nursing software.

Description of Records and Reports

- During the survey visit it was noted that ADN student drop files older than 2 years were placed in locked files located in a classroom. Student files are to be located in a secure area to avoid unauthorized access.
- Faculty files and clinical agency contracts were reviewed and found to meet requirements of the rule.

PROS:

- The program director and faculty have current experience in nursing education and faculty were instrumental in developing of the new program.
- Pre-nursing students are encouraged to take the Health Related Topic course which familiarizes students with the program, faculty, and a nursing advisor is assigned. The program received a grant for \$150,000 to improve student retention. A portion of the grant money has been allocated for purchase of needed updates in video and CAI holdings.
- The current nursing program enjoys a collegial relationship with area hospitals.
- Program approval is being sought 12 months prior to implementing the new program to assure ample time to notify prospective students in the service area of the change in admission and degree requirements.

CONS: The following are areas are not all inclusive, but found to be of most concern:

- The campus laboratory will have a total of 6 manikins, 5 beds and one examination table to accommodate approximately 160 students as the program progresses.
- The university has been very successful in recruiting qualified faculty, however, a concern remains regarding additional faculty that will be needed to support the new nursing program.
- The proposal and findings from the survey visit reflect a list of computer-assisted instruction software that is largely outdated. However, a wide variety of recent purchases have been made that is expected to provide students with current nursing information and BSN-focused content, such as management, nursing trends, and community-based nursing.
- Faculty and students have been unable to utilize new nursing software due to lack of technical support.
- The sample Medical-Surgical III exam that was submitted:
 - contained questions dispersed throughout the exam that were at a knowledge/comprehension level;
 - had distractors that were too obvious; and
 - contained questions that asked for medical judgments, rather than nursing judgments.
- The syllabi require revision to clearly reflect a nursing focus, development of appropriate course objectives and content that is readily identifiable in the behavioral objectives.

STAFF RECOMMENDATION:

Move to grant initial approval for Southwestern Adventist University to implement a generic baccalaureate degree nursing program in January 2007 and issue commendations, recommendation and requirements to be met as indicated in the attached letter (Attachment 3). This approval is contingent upon the program receiving official notification from board staff that the stated requirements have been met and that the new program may admit students January 2007.

BOARD OF NURSE EXAMINERS FOR THE STATE OF TEXAS
SURVEY VISIT PROGRAM REPORT
(RN and RN to BSN Education Programs)

NAME OF NURSING PROGRAM: Southwestern Adventist University

DEAN OR DIRECTOR: Penny Moore,

DATE APPOINTED: July 2002

REASON FOR SURVEY: Proposal to develop a generic BSN component to the existing program

DATE of VISIT: December 13, 2005

SURVEY VISITOR(S): Virginia Holmes, MSN, RN; Dorothy Joy, MSN, RN

STANDARD/CRITERIA	EVIDENCE	COMMENTS
§215.1 General Requirements		
(a) The dean or director and faculty are accountable for complying with the Board's rules and regulations and the Nursing Practice Act.		See comments
§215.4 Pass Rate of Graduates on the NCLEX-RN		NA
(c)(2)(A) Eighty percent (80%) of first-time candidates who complete the program of study are required to achieve a passing score on the NCLEX-RN examination.		NA
§215.5 Mission and Goals (Philosophy and Objectives)		
(a) The philosophy/mission and objectives/outcomes of the professional nursing education program shall be consistent with the philosophy/mission of the governing institution. They shall reflect the diversity of the community served and shall be consistent with professional, educational, and ethical standards of nursing.		Met
(b) Program objectives/outcomes derived from the philosophy/mission shall reflect the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/AND), Baccalaureate (BSN), September 2002.</i>		Met
(c) Clinical objective/outcomes shall be stated in behavioral terms and shall serve as a mechanism for evaluating student progression.		See Requirement 1.

<p>(d) The conceptual framework shall provide the organization of major concepts from the philosophy/mission of the program that provides the underlying structure or theme of the curriculum and facilitates the achievement of the program objectives/outcomes.</p>		Met
<p>(e) The faculty shall periodically review the philosophy/mission and objectives/outcomes and shall make revisions to maintain currency.</p>	The Total Program Evaluation Plan reflects a plan for this.	Met
<p>§215.6 Administration and Organization</p>		
<p>(a) The governing institution shall be accredited by a Board-recognized agency.</p> <p>(b) There shall be an organizational chart which demonstrates the relationship of the professional nursing education program to the governing institution, and indicates lines of responsibility and authority.</p>		Met
<p>©) In colleges and universities, the program shall have comparable status with other academic units in such areas as rank, promotion, tenure, leave, benefits and professional development.</p>		Met
<p>(d) Salaries shall be adequate to recruit, employ, and retain sufficient qualified faculty members with graduate preparation and expertise necessary for students to meet program goals.</p>		Met
<p>(e) The governing institution shall provide financial support and resources needed to operate a program which meets the legal and educational requirements of the Board and fosters achievement of program goals. The financial resources shall support adequate educational facilities, equipment and qualified administrative and instructional personnel.</p>		Met
<p>(f) Each professional nursing education program shall be administered by a qualified individual who is accountable for the planning, implementation and evaluation of the professional nursing education program. The dean or director shall:</p> <p>(1) hold a current license or privilege to practice as a registered nurse in the State of Texas;</p> <p>(2) hold a master's degree in nursing;</p> <p>(3) hold a doctoral degree, if administering a baccalaureate or</p>		Met

<p>master's degree program; (4) have a minimum of three years teaching experience in a professional nursing education program; and (5) have demonstrated knowledge, skills and abilities in administration within a professional nursing education program.</p>		
<p>§215.7 Faculty Qualifications and Faculty Organization</p>		
<p>(a) There shall be written personnel policies for nursing faculty that are in keeping with accepted educational standards and are consistent with those of the governing institution. Policies which differ from those of the governing institution shall be consistent with nursing unit mission and goals (philosophy and outcomes). (1) Policies concerning workload for faculty and the dean or director shall be in writing. (2) Sufficient time shall be provided faculty to accomplish those activities related to the teaching-learning process. (3) Teaching activities shall be coordinated among full-time, part-time faculty, clinical preceptors and clinical teaching assistants. (4) If the dean or director is required to teach, he or she shall carry a teaching load of no more than three clock hours per week.</p>		<p>Met</p>
<p>(b) A professional nursing education program shall employ sufficient faculty members with graduate preparation and expertise necessary to enable the students to meet the program goals. The number of faculty members shall be determined by such factors as: (1) The number and level of students enrolled; (2) The curriculum plan; (3) Activities and responsibilities required of faculty; (4) The number and geographic locations of affiliating agencies and clinical practice settings; and (5) The level of care and acuity of clients.</p>	<p>The existing program has been very successful in recruiting well-qualified faculty, this including full-time as well as part-time clinical faculty. Currently there are 8 full-time faculty and 1 part-time faculty. However, four additional faculty will be needed in addition to the current faculty when the program becomes operational in January 2007. These faculty may be adjunct faculty to meet the 1:10 clinical ratio for an anticipated 140 students. There is some concern that additional faculty might be required should any current faculty be lost.</p>	<p><u>Recommendation 1:</u> University administration and the program director are encouraged to explore a variety of faculty recruitment strategies in preparation for implementation of the new program and the need for additional faculty.</p>
<p>©) Faculty Qualifications and Responsibilities (1) Documentation of faculty qualifications shall be included in the official files of the programs. Each nurse faculty member shall: (A) Hold a current license or privilege to practice as a registered nurse in the State of Texas;</p>		<p>Met</p>

<p>(B) Show evidence of teaching abilities and maintaining current knowledge, clinical expertise, and safety in subject area of teaching responsibility;</p> <p>©) Hold a master's degree, preferably in nursing. A nurse faculty member holding a master's degree in a discipline other than nursing shall hold a bachelor's degree in nursing from an approved or accredited baccalaureate program in nursing; and</p> <p>(I) if teaching in a diploma or associate degree nursing program, shall have at least six semester hours of graduate level content in nursing appropriate to assigned teaching responsibilities, or</p> <p>(ii) if teaching in a baccalaureate level program, shall have at least 12 semester hours of graduate-level content in nursing appropriate to assigned teaching responsibilities.</p>		
<p>(D) In fully approved programs, if an individual to be appointed as faculty member does not meet the requirements for faculty as specified in this subsection, the dean or director is permitted to petition for a waiver of the Board's requirements, according to Board guidelines, prior to the appointment of said individual.</p>		NA
<p>(E) In baccalaureate programs, an increasing number of faculty members should hold doctoral degrees appropriate to their responsibilities.</p>		Met
<p>(2) All nursing faculty, as well as non-nursing faculty, who teach theory nursing courses, e.g., pathophysiology, pharmacology, research, management and statistics, shall have graduate level educational preparation verified by the program dean or director as appropriate to these areas of responsibility.</p>		Met
<p>(3) Non-nursing faculty assigned to teach didactic nursing courses shall be required to co-teach with nursing faculty in order to meet nursing course objectives.</p>		NA
<p>(d) Teaching assignments shall be commensurate with the faculty member's education and experience in nursing.</p>		Met
<p>(e) The faculty shall be organized with written policies and procedures and/or bylaws to guide the faculty and program's activities.</p>		See Requirement 2.
<p>(f) The faculty shall meet regularly and function in such a manner that all</p>		Met

<p>members participate in planning, implementing and evaluating the nursing program. Such participation includes, but is not limited to the initiation and/or change of academic policies, personnel policies, curriculum, utilization of affiliating agencies, and program evaluation.</p> <p>(1) Committees necessary to carry out the functions of the program shall be established with duties and membership of each committee clearly defined in writing.</p> <p>(2) Minutes of faculty organization and committee meetings shall document the reasons for actions and the decisions of the faculty and shall be available for reference.</p>		
<p>(g) There shall be written plans for faculty orientation, development, and evaluation.</p> <p>(1) Orientation of new faculty members shall be initiated at the onset of employment.</p> <p>(2) A program of faculty development shall be offered to encourage and assist faculty members to meet the nursing program's needs as well as individual faculty member's professional development needs.</p> <p>(3) A variety of means shall be used to evaluate faculty performance such as self, student, peer and administrative evaluation.</p>		Met
<p>§215.8 Students</p>		
<p>(a) Students shall have mechanisms for input into the development of academic policies and procedures, curriculum planning, and evaluation of teaching effectiveness.</p>		Met
<p>(b) The number of students admitted to the program shall be determined by the number of qualified faculty, adequate educational facilities and resources, and the availability of appropriate clinical learning experiences for students</p>	<p>Sixty students will be admitted to the generic BSN program in January 2007. In addition to these students, approximately 80 ADN will be continuing with their education with the last class graduating in May 2008.</p>	See Recommendation 1.
<p>©) Written policies regarding nursing student admission and progression shall be developed and implemented in accordance with the requirements that the governing institution must meet to maintain accreditation. Student policies which differ from those of the governing institution shall be in writing and shall be made available to faculty and students.</p>		Met
<p>(d) Policies shall facilitate mobility/articulation, be consistent with</p>		Met

acceptable educational standards, and be available to students and faculty.		
(e) Students shall have the opportunity to evaluate faculty, courses, and learning resources and these evaluations shall be documented.		Meet
<p>(f) Individuals enrolled in approved professional nursing education programs preparing students for initial licensure shall be provided verbal and written information regarding conditions that may disqualify graduates from licensure and of their rights to petition the Board for a Declaratory Order of Eligibility. Required eligibility information includes:</p> <p>(1) Texas Occupations Code 301.252, 301.257 and 301.452 - .469; and</p> <p>(2) Sections 213.27 - 213.30 of the Texas Administrative Code (relating to Good Professional Character, Licensure of Persons with Criminal Convictions, Criteria and Procedure Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters, Declaratory Order of Eligibility for Licensure).</p> <p>(g) The professional nursing education program shall maintain written receipt of eligibility notification for up to six months after the individual enrolled completes the nursing education program or permanently withdraws from the nursing education program.</p>	Enforced for current program and will continue for the new program.	Met
§215.9 Program of Study		
<p>(a) The program of study shall be:</p> <p>(1) at least the equivalent of two academic years and shall not exceed four calendar years;</p> <p>(2) planned, implemented, and evaluated by the faculty;</p> <p>(3) based on the philosophy/mission objectives/outcomes;</p> <p>(4) organized logically, sequenced appropriately;</p> <p>(5) based on sound educational principles;</p> <p>(6) designed to prepare graduates to practice according to the Standards of Nursing Practice as set forth in the Board's rules and Regulations; and</p> <p>(7) designed and implemented to prepare students to demonstrate the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/AND), Baccalaureate (BSN), September 2002.</i></p>		See Requirement 1.

<p>(b) There shall be a reasonable balance between non-nursing courses and nursing courses which are offered in a supportive sequence with rationale and are clearly appropriate for collegiate study.</p>		Met
<p>(c) There shall be a rationale for the ratio of contact hours assigned to classroom and clinical learning experiences. The recommended ration is three contact hours of clinical learning experiences for each contact hour of classroom instruction.</p>		Met
<p>(d) The program of study should facilitate articulation among programs.</p>	<p>Since the program is located in a private university, THECB courses (WECM) do not have to be used. The nursing courses have been developed and individualized by the faculty. The program recognizes that this could result in course transfer problems. However, there should be no problems for graduates who desire to pursue more advanced nursing education at other colleges/ universities.</p>	Met
<p>(e) The program of study shall include, but not be limited to the following areas: (1) non-nursing courses, clearly appropriate for collegiate study, offered in a supportive sequence. (2) nursing courses which include didactic and clinical learning experiences in the four content areas, medical-surgical, maternal/child health, pediatrics, and mental health nursing that teach students to use a systematic approach to clinical decision making and prepare students to safely practice professional nursing through promotion, prevention, rehabilitation, maintenance, and restoration of the health of individuals of all ages. (A) Course content shall be appropriate to the role expectations of the graduate. (B) Professional values including ethics, safety, diversity, and confidentiality shall be addressed. ©) The Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Rules, Delegation Rules, and other laws and regulations which pertain to various practice settings shall be addressed.</p>	<p>Course objectives appear to be more related to behavioral objectives for the units and do not flow from the program objectives. Content and objectives do not consistently reference nursing judgment and reflect a medical model in some instances. Additionally, clinical evaluation tools are not consistently formatted, making it difficult to determine if progression of expectations is present.</p>	<p><u>Requirement 1:</u>The program director and faculty will be required to submit revisions to the syllabi by September 1, 2007 for approval by board staff.</p>
<p>(e)(3) Nursing courses shall prepare students to recognize and analyze health care needs, select and apply relevant knowledge and appropriate methods for meeting the health care needs of individuals and families, and evaluate the</p>		Met

effectiveness of the nursing care.		
(e)(4) Baccalaureate and entry-level master's degree programs in nursing shall include learning activities in basic research and management/leadership, and didactic and clinical learning experiences in community health nursing.		Met
(f) The learning experiences shall provide for progressive development of values, knowledge, judgment, and skills. (1) Didactic learning experiences shall be provided either prior to or concurrent with the related clinical learning experiences. (2) Clinical learning experiences shall be sufficient in quantity and quality to provide opportunities for students to achieve the stated outcomes. (3) Students shall have sufficient opportunities in simulated or clinical settings to develop manual technical skills, using contemporary technologies, essential for safe, effective nursing practice. (4) Learning opportunities shall assist students to develop communication and interpersonal relationship skills.		See Requirement 1. See Recommendation 3.
(g) Faculty shall develop and implement evaluation methods and tools to measure progression of students' cognitive, and affective and psychomotor achievements in course/clinical objectives according to Board guidelines.	Review of unit exams reflect that questions do not consistently: •ask for nursing judgment, rather includes questions that ask for medical judgment; •have appropriate distractors, resulting in "give away" answers.	<u>Requirement 2:</u> Faculty are to revise unit exams to assure: • that nursing judgment is measured; and • that questions are developed to measure students' competency on increasing levels of expectation. See Requirement 1 related to clinical evaluation tools
(h) Curriculum changes shall be developed by the faculty according to Board standards and shall include information outlined in the Board guidelines. The two types of curriculum changes are: (1) Minor curriculum changes not requiring prior Board staff approval, and may include: (A) editorial updates of philosophy/mission and objectives/outcomes; or (B) redistribution of course content or course hours (2) Major curriculum changes requiring Board staff approval prior to implementation, including: (A) changes in program philosophy/mission and objectives/outcomes which result in a reorganization or re-conceptualization of		NA

<p>the entire curriculum, including but not limited to changing from a block to an integrated curriculum.</p> <p>(B) the addition of transition course(s), tracks/alternative programs of study, including MEEP, that provide educational mobility.</p> <p>©) mobility programs desiring to establish a generic program are treated as a new program and the appropriate proposal should be developed.</p>		
<p>(I) All programs implementing a curriculum change shall provide an evaluation of the outcomes of these changes and submit with the Annual Report through the first graduating class.</p>		NA
<p>(j) Documentation of Governing Institution approval or Texas Higher Education Coordinating Board approval must be provided to the Board prior to implementation of changes, as appropriate.</p>		NA
<p>(k) Nursing education programs that have full approval and are undergoing major curriculum changes shall submit an abbreviated proposal to the office for approval at least four (4) months prior to implementation. The abbreviated proposal shall contain at least the following:</p> <p>(1) new and old philosophy/mission, major concepts, program objectives/outcomes, course objectives/outcomes;</p> <p>(2) new and old curriculum plans;</p> <p>(3) clinical evaluation tools for each clinical course; and</p> <p>(4) additional information as requested in order to provide clarity for Board staff.</p>		NA
<p>(l) Nursing education programs not having full approval but proposing a major curriculum change shall submit a full curriculum change proposal and meet the requirements as outlined in 215.9(h).</p>		NA
<p>§215.10 Management of Clinical Learning Experiences and Resources</p>		
<p>(a) In all cases faculty shall be responsible and accountable for managing clinical learning experiences and observational experiences of students.</p>		Met
<p>(b) Faculty shall develop criteria for the selection of affiliating agencies/clinical facilities or clinical practice settings which address safety and the need for students to achieve the program outcomes (goals)</p>		Met

<p>through the practice of nursing care or observational experiences.</p>		
<p>(c) Faculty shall select and evaluate affiliating agencies/clinical facilities or clinical practice settings which provide students with opportunities to achieve the goals of the program. (1) Written agreements between the program and the affiliating agencies shall specify the responsibilities of the program to the agency and the responsibilities of the agency to the program. (2) Agreements shall be reviewed periodically and include provisions for adequate notice of termination.</p>		<p>Met</p>
<p>(d) The faculty member shall be responsible for the supervision of students in clinical learning experiences. (1) When a faculty member is the only person officially responsible for a clinical group, the group shall total no more than ten (10) students. Patient safety shall be a priority and may mandate lower ratios, as appropriate. The faculty member shall supervise that group in only one facility at a time, unless some portion or all of the clinical group are assigned to observational experiences in additional settings. (2) Direct faculty supervision is not required for an observational experience. (A) Observational experiences may be used to supplement, but not replace patient care experiences, and must serve the purpose of student attainment of clinical objectives. (B) Observational experiences shall comprise no more than 20% of the clinical contact hours for a course and no more than 10% of the clinical contact hours for the program of study.</p>		<p>Met</p>
<p>(e) Faculty may use clinical preceptors or clinical teaching assistants to enhance clinical learning experiences and to assist faculty in the clinical supervision of students. (1) Faculty shall develop written criteria for the selection of clinical preceptors and clinical teaching assistants. (2) When clinical preceptors or clinical teaching assistants are used, written agreements between the professional nursing education program, clinical preceptor or clinical teaching assistant, and the affiliating agency, when applicable, shall delineate the functions and responsibilities of the parties involved.</p>		<p>Met</p>

<p>(3) Faculty shall be readily available to students and clinical preceptors or clinical teaching assistants during clinical learning experiences.</p> <p>(4) The designated faculty member shall meet periodically with the clinical preceptors or clinical teaching assistants and student(s) for the purpose of monitoring and evaluating learning experiences.</p> <p>(5) Written clinical objectives shall be shared with the clinical preceptors or clinical teaching assistants prior to or concurrent with the experience.</p>		
<p>(f) Clinical preceptors may be used to enhance clinical learning experiences after a student has received clinical and didactic instruction in all basic areas of nursing or within a course after a student has received clinical and didactic instruction in the basic areas of nursing for that course or specific learning experience.</p> <p>(1) In courses which use clinical preceptors for a portion of clinical learning experiences, faculty shall have no more than 12 students in a clinical group.</p> <p>(2) In a course which uses clinical preceptors as the sole method of student instruction and supervision in clinical settings, faculty shall coordinate the preceptorship for no more than 24 students.</p> <p>(3) The preceptor may supervise student clinical learning experiences without the physical presence of the faculty member in the affiliating agency or clinical practice setting.</p> <p>(4) The preceptor shall be responsible for the clinical learning experiences of no more than two students per clinical day.</p>		Met
<p>(5) Clinical preceptors shall have the following qualifications:</p> <p>(A) competence in designated areas of practice;</p> <p>(B) philosophy of health care congruent with that of the nursing program; and</p> <p>(C) current licensure or privilege as a registered nurse in the State of Texas; or</p> <p>(D) if not a registered nurse, a current license in Texas as a health care professional with a minimum of a bachelor's degree in that field.</p>		Met
<p>(g) Clinical teaching assistants may assist qualified, experienced faculty with clinical learning experiences.</p>		Met
<p>(1) In clinical learning experiences where a faculty member is supported by a</p>		Met

<p>clinical teaching assistant, the ratio of faculty to students shall not exceed 2:15 (faculty plus clinical teaching assistant: student).</p> <p>(2) Clinical teaching assistants shall supervise student clinical learning experiences only when the qualified and experienced faculty member is physically present in the affiliating agency or alternative practice setting.</p> <p>(3) When acting as a clinical teaching assistant, the RN shall not be responsible for other staff duties, such as supervising other personnel and/or patient care.</p>		
<p>(4) Clinical teaching assistants shall meet the following criteria:</p> <p>(A) hold a current license or privilege to practice as a registered nurse in the State of Texas;</p> <p>(B) hold a bachelor's degree in nursing from an accredited baccalaureate program in nursing; and</p> <p>(C) have the clinical expertise to function effectively and safely in the designated area of teaching.</p>		Met
<p>§215.11 Facilities, Resources, and Services</p>		
<p>(a) The governing institution shall be responsible for providing:</p> <p>(1) educational facilities,</p> <p>(2) resources, and</p> <p>(3) services which support the effective development and implementation of the nursing education program.</p>	<p>Faculty stated that the program has purchased new software but nursing faculty lack the technical expertise to load the software and to use it in an effective manner which impedes use of state-of-the-art technology by faculty and students.</p>	<p><u>Recommendation 2:</u> The university administration and program director are strongly encouraged to implement the plan for Information Literacy as soon as possible to ensure that faculty have received appropriate technical education related to the use of current computer technology. Further, requests for technical assistance from the nursing program should be considered a priority by Information Services.</p>
<p>(b) The dean or director and faculty shall have adequate secretarial and clerical assistance to meet the needs of the program.</p>		Met
<p>(c) The physical facilities shall be adequate to meet the needs of the program in relation to the size of the faculty and the student body.</p> <p>(1) The dean or director shall have a private office.</p> <p>(2) Faculty offices shall be conveniently located and adequate in number and size to provide faculty with privacy for conferences with students and uninterrupted work.</p> <p>(3) Space for clerical staff, records, files, and equipment shall be adequate.</p> <p>(4) There shall be mechanisms which</p>	<p>The campus laboratory currently has 3 beds, 1 examination table and 4 manikins, in addition to other necessary supplies. Two additional beds and 2 additional manikins are to be purchased in Summer 2006 in preparation for the 60 ne generic students who will be admitted in January, 2007. Student enrollment at that time will be approximately 140 and will increase to approximately 167 in Spring 2008. Faculty and the program director stated that</p>	<p><u>Recommendation 3:</u> The faculty are strongly encouraged to ensure that the size of the campus lab, the number of beds, manikins and other supporting equipment and supplies are sufficient to meet the teaching/learning needs of faculty and students, particularly relating to skills evaluations and student practice time.</p>

<p>provide for the security of sensitive materials, such as examinations and health records.</p> <p>(5) Classrooms, laboratories, and conference rooms shall be conducive to learning and adequate in number, size, and type for the number of students and the educational purposes for which the rooms are used.</p>	<p>careful scheduling will provide satisfactory student/faculty access to the lab ..</p>	
<p>(d) The learning resources, library, and departmental holdings shall be current, use contemporary technology appropriate for the level of the curriculum, and be sufficient for the size of the student body and the needs of the faculty.</p> <p>(1) Provisions shall be made for accessibility, availability, and timely delivery of information resources.</p> <p>(2) Facilities and policies shall promote effective use, i.e. environment, accessibility, and hours of operation.</p>	<p>A review of library and departmental holdings revealed that many books and videos were outdated. The library provides state-of-the-art access to learning materials via TexShare and on-line nursing data bases. A comprehensive selection of nursing journals were available for student use.</p>	<p><u>Requirement 3</u>: The library staff and nursing faculty shall develop a process for annual review of teaching/learning materials to assure currency of holdings. Materials retained that are older than 5 years must be identified as such.</p>
<p>§215.12 Records and Reports</p>		
<p>(a) Accurate and current records shall be maintained in a confidential manner and be accessible to appropriate parties. These records shall include, but are not limited to:</p> <p>(1) records of current students;</p> <p>(2) transcripts/permanent record cards of graduates</p> <p>(3) faculty records;</p> <p>(4) administrative records, which include minutes of faculty meetings for the past three years, annual reports, and school catalogs;</p> <p>(5) the current program of study and curriculum including mission and goals (philosophy and outcomes), and course outlines;</p> <p>(6) agreements with affiliating agencies; and</p> <p>(7) the master plan of evaluation with most recent data collection.</p>		<p>See Requirement 4 below.</p>
<p>(b) Records shall be safely stored to prevent loss, destruction, or unauthorized use.</p>	<p>Student drop files that are older than 2 years are currently stored in two locked file cabinets that are located in a classroom.</p>	<p><u>Requirement 4</u>: The program director shall store all student records in a secure area to prevent unauthorized access.</p>
<p>(c) Copies of the program's Annual Reports and important Board communication shall be maintained as appropriate.</p>		<p>NA</p>
<p>§215.13 Total Program Evaluation</p>		
<p>(a) There shall be a written plan for the systematic evaluation of the total program. The plan shall include</p>		<p>Met</p>

<p>evaluative criteria, methodology, frequency of evaluation, assignment of responsibility, and indicators (benchmarks) of program and instructional effectiveness. The following broad areas shall be periodically evaluated:</p> <p>(1) organization and administration of the program; (2) philosophy/mission and objectives/outcomes; (3) program of study, curriculum, and instructional techniques; (4) education facilities, resources, and services; (5) affiliating agencies and clinical learning activities; (6) students' achievement; (7) graduates' performance on the licensing examination; (8) graduates' nursing competence; (9) faculty members' performance; and (10) extension programs.</p>		
<p>(b) All evaluation methods and instruments shall be periodically reviewed for appropriateness.</p>		Met
<p>(c) Implementation of the plan for total program evaluation shall be documented in the minutes.</p>		Met
<p>(d) Major changes in the nursing education program shall be evidence-based and supported by rationale.</p>		NA

**BOARD OF NURSE EXAMINERS FOR THE STATE OF TEXAS
333 Guadalupe St., Suite 3-460
Austin, Texas 78701**

NOTICE OF PUBLIC HEARING

for

Consideration of a Proposal from Southwestern Adventist University to Offer a Generic Baccalaureate Degree Nursing Program
at

Keene, Texas

Date and Time: January 19, 2006 at 10:00 a.m.

Place:

Hobby Building
333 Guadalupe St.
Tower 2, Room 225
Austin, Texas

The Board will hear testimony from individuals who wish to present information concerning the proposal. Written testimony will also be considered and should be received in the Board's office by January 9, 2006 at 10:00 A.M.

Address written testimony to:

Katherine Thomas, MN, RN, Executive Director
Board of Nurse Examiners
333 Guadalupe Street, Suite 3-460
Austin, Texas 78701-3942

January 24, 2006

Penny Moore, PhD, RN, RNC, Chair
Southwestern Adventist University
Associate Degree Nursing Program
P.O. Box 567
Keene, Texas 76059-0567

Dear Dr. Moore:

At the January 19-20, 2006 meeting, members of the Board of Nurse Examiners discussed the proposal for Southwestern Adventist University to establish a new generic baccalaureate degree nursing education program and the survey visit report. The members of the Board wish to thank you and { } for being present to answer questions.

Based on the discussion and review of the documents, it was the decision of the Board to grant initial approval for Southwestern Adventist University to establish a generic baccalaureate degree nursing education program in Keene, Texas, beginning January 2006 and to issue commendations, recommendations and requirements. The approval to implement the program is contingent upon the program meeting the requirements outlined in this letter. Required information and supporting documents are to be submitted to the board office for approval by September 1, 2006.

Commendations:

1. The program director and faculty were instrumental in the development of the proposal and are dedicated to the success of the new BSN program.
2. The program has enjoyed support of administration which allows a very generous faculty teaching load policy of 12 contact hours per week and one day per week for faculty development.
3. The program was awarded a \$150,000 grant from THECB to improve student retention.

Recommendations:

1. University administration and the program director are encouraged to explore a variety of faculty recruitment strategies in preparation for implementation of the new program and in anticipation of the need for additional faculty.
2. The university administration and program director are strongly encouraged to implement the university's plan for Information Literacy as soon as possible to ensure that faculty have received appropriate technical education related to the use of current computer technology. Further, requests for technical assistance from the nursing program should be considered a priority by Information Services, resulting in a timely response.
3. The faculty are strongly encouraged to ensure that the size of the campus lab, the number of beds, manikins and other supporting equipment and supplies are sufficient to meet the teaching/learning needs of faculty and students, particularly relating to skills evaluations and student practice time.

Requirements:

1. *Rule 215.9(a)(5)*. Program of Study states that "The program of study shall be based on sound educational principles." *Rule 215.9(e)(2)(A)* states that "Course content shall be appropriate to the role expectations of the graduate." *Rule 215.9(g)* states that "Faculty shall develop and implement evaluation methods and tools to measure progression of students' cognitive, and affective and psychomotor achievements in course/clinical objectives according to Board guidelines."
 - The revised nursing syllabi do not consistently reflect nursing behaviors, rather frequently appear to be based on a medical model.
 - Course objectives do not consistently flow from the program objectives, rather appearing to be the unit objectives for the course.
 - Topics of course content are difficult to tie to the learning objectives in courses where listed independently, due to variation in wording and not being listed in a sequential pattern.
 - Formatting varies from course to course, leading to some confusion.
 - Clinical evaluation tools are not formatted in a consistent manner, which prevents identification of progression of expectations of student competency. **Therefore**, the program director shall ensure that course syllabi clearly reflect the following:
 - nursing behaviors in course objectives, content and learning objectives;
 - course topics clearly associated with learning objectives;
 - consistent formatting;
 - clinical evaluation tools are consistently formatted and reflect progression of expectations.

- Unit exams are to be reviewed and revised to test nursing judgment rather than medical judgment and to test at a higher level of difficulty.
2. *Rule 215.9(g)*.Program of Study states that “Faculty shall develop and implement evaluation methods and tools to measure progression of students’ cognitive, and affective and psychomotor achievements in course/clinical objectives according to Board guidelines.” Unit exams presented in the proposal do not consistently:
- ask for nursing judgment, rather includes questions that ask for medical judgment;
 - have appropriate distractors, resulting in “give away” answers. **Therefore**, faculty are to revise unit exams to assure that nursing judgment is measured and that questions are developed to measure students’ competency on increasing levels of expectation.
3. *Rule 215.11(d)*.Facilities, Resources and Services states in pertinent part that “The learning resources, library, and departmental holdings shall be current, use contemporary technology appropriate for the level of the curriculum, and be sufficient for the size of the student body and the needs of the faculty.” A review of library and departmental holdings revealed that many books and videos were outdated. **Therefore**, the library staff and nursing faculty shall develop a process for annual review of teaching/learning materials to assure that holdings are current. Materials retained that are older than 5 years must be identified as such.
4. *Rule 215.12(b)*.Records and Reports states that “Records shall be safely stored to prevent loss, destruction, or unauthorized use.” Student drop files that are older than two years are currently stored in two locked file cabinets that are located in a classroom. **Therefore**, the program director shall store all student records in a secure area to prevent unauthorized access.

If you should have any questions, please contact the board office at 512/305-6813.

Sincerely,

Linda R. Rounds, PhD, RN, FNP
President

Virginia Holmes, MSN, RN
Nursing Consultant for Education

cc: Dr. Eric Anderson, President