

Status Report On New Nursing Education Programs Approved Since 2006

The following table lists vocational and professional nursing education programs approved since September 2006 with a their current approval status. This table is followed by tables providing a list of active proposals under consideration by board staff as well as a list of schools who have expressed an intent to develop a proposal.

Because of the continuing influx of proposals for new nursing programs, board staff have prepared a New Program Proposal Packet offering suggestions and helps for authors of proposals for new programs (See Attachment #1). **Please see Comments following the tables and Staff Recommendation.**

Fiscal Year	Program	Location/ Region	Type of Program	Date of Initial Approval by Board	Date of Change in Status	Current Approval Status	Current NCLEX Pass Rate
9/1/06-8/31/07	Career Centers of Texas (Kaplan)	Corpus Christi	VN	February 2007	April 2009 Moved to Full Approval	Full	2009 73.91% 17/23
	American Medical Institute	Houston	VN	July 2007	July 2009 Moved to Full Approval	Full	2009 88.89% 8/9
	St. Michael's School of Nursing and Technology	Weslaco	VN	July 2007	July 2010 Moved to Conditional	Conditional	2009 40.00% 8/20
	Wayland Baptist University	San Antonio	BSN	July 2007	January 2010 Moved to Full Approval	Full	2010 85.00% 17/20
9/1/07-8/31/08	Southwest Texas Junior College	Uvalde	ADN	October 2007	January 2011 Recommend Move to Full Approval	Initial	2010 80.65% 25/31
	Texas State Technical College West Texas	Brownwood	ADN	October 2007	January 2011 Recommend Move to Initial with Warning	Initial	2010 75.00% 18/24

Fiscal Year	Program	Location/ Region	Type of Program	Date of Initial Approval by Board	Date of Change in Status	Current Approval Status	Current NCLEX Pass Rate
	Galen College of Nursing	San Antonio	ADN	January 2008	July 2010 Moved to Full Approval	Full	2010 83.18% 89/107
	Career Point Institute	San Antonio	VN	April 2008	April 2010 Moved to Full Approval	Full	2009 100% 8/8
	Coastal Bend College	Beeville	ADN	April 2008	July 2010 Moved to Full Approval	Full	2010 57.14% 8/14
	Brazosport College	Lake Jackson	ADN	July 2008	January 2011 Recommend Move to Full Approval	Initial	2010 93.33% 14/15
	Texas A&M Health Science Center School of Nursing	College Station	BSN	July 2008	April 2010 Moved to Full Approval	Full	2010 97.83% 46/48
	University of Houston- Victoria	Sugarland	BSN	July 2008	January 2011 Recommend Move to Initial with Warning	Initial	2010 28.57% 2/7
9/1/08- 8/31/09	MedVance- Houston	Houston	VN	October 2008	new program	Initial	no final report for 2009
	Universal Health Services	Forth Worth	VN	October 2008	January 2010 Moved to Full Approval	Full	2009 88.89% 8/9

Fiscal Year	Program	Location/ Region	Type of Program	Date of Initial Approval by Board	Date of Change in Status	Current Approval Status	Current NCLEX Pass Rate
	Baptist Health System	San Antonio	ADN	January 2009	April 2010 Moved to Full Approval	Full	2010 85.59% 95/111
	Dallas Nursing Institute	Dallas	ADN	April 2009	new program	Initial	no final report for 2009
	Texas State Technical College Harlingen	Harlingen	VN	April 2009	new program	Initial	no final report for 2009
	Rio Grande Valley Careers	Pharr	VN	July 2009	new program	Initial	no final report for 2009
	Texas State University	Round Rock	BSN	July 2009	new program	Initial	no graduates
	Western Governors University	Houston - Dallas	BSN	July 2009	new program	Initial	no graduates
9/1/09-8/31/10	MedVance-Grand Prairie	Grand Prairie	VN	October 2009	new program	Initial	no graduates
	Career Quest	San Antonio	VN	January 2010	new program	Initial	no graduates
	Concordia University	Austin	BSN	April 2010	new program	Initial	no graduates
9/1/10-present	Sam Houston State University	Huntsville	BSN	October 2010	new program	Initial	no graduates
	Ranger College	Comanche	ADN	October 2010	new program	Initial	no graduates
	Schreiner University	Kerrville	BSN	October 2010	new program	Initial	no graduates

Total Programs Approved Since September 1, 2006:

Year	Vocational	Associate	Baccalaureate	Total
2006-2007	3	0	1	4
2007-2008	1	5	2	8
2008-2009	4	2	2	8
2009-2010	2	0	1	3
2010-present	0	1	2	3
Total	10	8	8	26

This represents a growth of approximately 13% in program count during the past 4 years.

Active Proposals

The following table lists the active proposals which have been received and are in the process of review:

Name and Location of Program	Type of Program
The Academy of Health Care Professions Houston, Texas	VN To January 2011 Board meeting
ACE Career Institute San Antonio, Texas	VN
Bell Tech Houston, Texas	VN
Brookline College Dallas, Texas	BSN Planning to April 2011 Board meeting
Career Point College San Antonio, Texas	ADN (LVN to RN)
CenterPoint Career Institute, Inc. Austin, Texas	VN
Cephas Center for Health Sciences Dallas, Texas	VN
Chamberlain College of Nursing Downers Grove, Illinois	BSN To January 2011 Board meeting
Compliance Review Services dba The Vocational Nursing Institute Houston, Texas	VN
Everest College (Corinthian College) Fort Worth, Texas	ADN
Faith Healing Training Institute Houston, Texas	VN
Hallmark College of Technology San Antonio, Texas	ADN To January 2011 Board meeting
International Business Institute El Paso, Texas	VN To January 2011 Board meeting
ITT Technical Institute Richardson, Texas	ADN To January 2011 Board meeting
LuPaul Human Development Agency Houston, Texas	VN
National American University Rapid City, South Dakota	BSN
Platt College Dallas, Texas	ADN
Sanford Brown College Dallas, Texas	ADN

Name and Location of Program	Type of Program
School for Allied Health Professions Arlington, Texas	VN
Teamwork Services Grand Prairie, Texas	VN To January 2011 Board meeting
Texas Tech El Paso, Texas	BSN
Total Number of Proposals Received 21	BSN: 4; ADN: 6; VN: 11

Inquiries:

The following is a list of schools who have inquired about beginning a nursing educational program:

Name and Location of School	Type of Program
Abilene Christian University Abilene, Texas	BSN
Angelo State University San Angelo, Texas	BSN
Career Quest San Antonio, Texas	ADN
Carrington College Mesquite, Texas	ADN
Desi School of Nursing Richardson or Garland, Texas	VN
Fortis College (Education Affiliates - Ohio) Houston, Texas or El Paso, Texas	ADN or BSN
Kaplan Higher Education Dallas, Texas	ADN
Mountain View College Dallas, Texas	ADN
Mt. Everest Nursing Academy Denton, Texas	VN
Texas A&M Central Texas Killeen, Texas	BSN
Texas A&M Commerce Commerce, Texas	BSN
University of St. Thomas Houston, Texas	BSN

Name and Location of School	Type of Program
UTMB Galveston, Texas	Entry Level MSN
UT Permian Basin Odessa, Texas	BSN
West Coast University Costa Mesa, California	BSN
Total Inquiries 15	14 Professional 2 Vocational

Comment: Please note in the New Program Proposal Packet that:

- Board staff are strongly recommending that proposal authors hold a license as a registered nurse with experience in nursing education.
- In addition, it is recommended that authors of proposals for vocational nursing programs hold a Baccalaureate Degree in Nursing, and that authors of proposals for professional nursing programs hold a Master's degree in Nursing.
- It is also stressed that the essentials in any proposal are: strong rationale for the need for the new program, adequate clinical sites, qualified director and faculty, and sufficient resources to implement the program.
- An identified director and at least one faculty member should be in place early in the proposal development to participate in planning the program of study.
- The time line for the proposal to move forward in the process may be impacted by the number of active proposals under consideration by board staff in order to assure that adequate time may be devoted to each proposal.

Staff Recommendation:

Move to accept staff reports of new program proposals approved since 2006; active proposals for new programs; and the list of inquiries and statements of intent to submit new program proposals. Also, move to Approve the New Program Proposal Packet and place it on the Board of Nursing web page.

**Texas Board of Nursing
New Proposal Resource Packet and Helps
2011**

This packet has been prepared to assist schools in their proposal to establish a new nursing education program. The school must first notify the Board of Nursing (BON) Education Department of the school's intent to develop a proposal for a new nursing program. Starting a nursing program is a serious step and requires adequate expertise and resources in order to be successful.

The following documents on the BON web page (www.bon.state.tx.us) provide guidance for writing a proposal for a program in compliance with Board rules:

Under the **Nursing Law & Rules** link:

- Rule 214 Vocational Nursing Education
- Rule 215 Professional Nursing Education
- Rule 217.11 Standards of Nursing Practice

Under the **Nursing Education** link:

- Education Guidelines - helpful guidelines for rule interpretation for nursing programs
- Education Guideline 3.1.1.a. Proposal Guideline to Establish a New VN Education Program
- Education Guideline 3.1.1.c. Proposal Guideline to Establish a New ADN, BSN, or MSN Program
- Education Guideline 3.4.1.a. Approval Process for a New Dean, Director or Coordinator
- Starting a Nursing Program

Under the **Nursing Practice** link:

- Position Statement 15.16 Development of Nursing Education Programs
- Position Statement 15.26 Simulation in Prelicensure Nursing Education
- Interpretive Guideline for LVN Scope of Practice under Rule 217.11. A change to this document is expected at the April 2011 Board meeting.

Under **About the Board**:

- Meeting Dates for Regular Board Meetings

The web page provides many valuable and helpful documents for nurses and nurse educators.

Items in this Packet:

- Steps in New Nursing Education Program Proposal Approval
- The Role of Board of Nursing Staff in the Proposal Process
- Time Line from Intent to Board Presentation
- List of "Musts" to Include in the Final Proposal Mailed to Board Members
- Tips for Writing Proposals for New Programs
- Designing Clinical Evaluation Tools Which Measure Progression of Students' Cognitive, Affective, and Psychomotor Achievement in Clinical Objectives
- What the Board Wants to Know and Wants to Read in the Proposal
- Suggestions for What Might Be Included in the Student Handbook
- Frequently Asked Questions
- Other Considerations

Steps in New Nursing Education Program Proposal Approval

1. A school seeking to establish a new nursing program shall notify the Board of Nursing (BON) of their intent to submit a proposal and provide identifying and contact information.
2. The school shall review documents on the BON web page under **Nursing Education**
 - Education Guideline 3.1.1.a. for Vocational Programs and 3.1.1.c. for Professional Programs
 - Rule 214 Vocational Nursing Education
 - Rule 215 Professional Nursing Education
 - “Starting A Nursing Program” under **Nursing Education** link on web page
 - Position Statement 15.16 Development of Nursing Education Programs (also under **Nursing Practice** link)
 - Nursing Program Proposal Resource Packet (NEW)
3. Representatives from the school should attend the next scheduled Informal Information Session for new program proposal authors.
4. Representatives from the school should attend the first day of a regularly scheduled Board meeting to observe the Board in decision-making about education agenda items. Board meetings occur in January, April, July, and October of each year. Dates of Board meetings are posted on the BON web page.
5. For positive results, it is strongly recommended that the author of a proposal for a vocational nursing program be a registered nurse with a minimum of a Bachelor’s Degree in Nursing and experience in nursing education. It is strongly recommended that the author of a proposal for a professional nursing program be a registered nurse with a minimum of a Master’s Degree in Nursing and experience in professional nursing education. The employment of a qualified program director early in the proposal development is required. A consultant may be employed to coach the program in the proposal development, however, it is important that the identified director participate in the proposal process. At least 1 potential faculty person should be identified before curriculum development to assist in planning the program of study.
6. Board staff will only review complete proposals accompanied by the application fee. The proposal should be signed by the administration of the institution to indicate their review and agreement with the plan for the new program.
7. Board staff will make a cursory overview of the proposal within two (2) weeks to get a general idea of the degree of revisions and rework that will be needed. Board staff will advise the author of the estimated extent of additional work that will be required.
8. Two education consultants will review the proposal to determine areas for revision, clarification, and additional information. The following are essential elements in a proposal and a deficit in only one will stop the process:
 - strong rationale for need of new program
 - insufficient clinical commitments
 - no qualified director for the program
 - insufficient qualified faculty
 - inadequate resources for program development and implementation

When this review is complete, program representatives will be invited to the board office for a consultation visit and interview.
9. After the consultation visit, the program will revise the proposal and provide a second draft to board staff.
10. Additional revised drafts may be required until a final, complete proposal is approved by board staff.

11. After a final proposal is accepted, a site visit will be scheduled. Board staff will expect to find that all facilities (classrooms, labs, learning resources, offices, services, etc.) are complete and ready for use by students.
12. Board staff will prepare the Board report for the next scheduled Board meeting.
13. Board staff will provide the program with the names and addresses of the 13 Board members. The program is expected to transfer the proposal, student and faculty handbooks, and photographs of the school to an electronic format and mail to Board members about 4 weeks prior to the Board meeting.

The Role of Board of Nursing Staff in the Proposal Process

The nursing consultants for education are consultants to the Board and will provide information to the Board related to a proposal's accuracy and compliance with the education rules. Board staff will also relay findings from the site visit. Board staff will make a recommendation to the Board, but Board members make the final decision about the approval of the program.

Education consultants may:

- provide assistance to programs in interpreting rules and following the proposal guidelines
- advise programs of major areas where the proposal is deficient
- offer general suggestions for improving the proposal
- answer pertinent questions for programs engaged in writing a proposal
- monitor the program's progress and evaluate time lines for board review

Education consultants may **not**:

- edit, write, or assist in writing the proposal
- help the program make business decisions
- provide legal advice
- recommend by name consultants or faculty to the program

Time Line from Intent to Board Presentation

The process of developing the proposal to establish a new nursing education program usually takes approximately 1 year for programs who work consistently on the project. Proposals that are thorough, follow Board guidelines, and are in good order when they are received require less time than those that are not complete because they do not provide information required in the guidelines.

The steps in the proposal process with estimated time allowances are listed:

Letter of Intent to the BON - Board staff will acknowledge receipt of letter within 1 week.

Work on First Draft - 3 to 12 months (depending upon knowledge base of author and concentrated time on proposal)

- Review resources on BON web page
- Attend Information Session
- Attend a Board Meeting
- Survey community, clinical sites, employment settings, potential students
- Organize and write
- Involve administration and other faculty in editing and critiquing
- Put together Faculty and Student Handbooks
- Take photos

Submit First Draft with Application Fee to BON

- Board staff will make a cursory overview of the draft (within 2 weeks) and advise program of the general acceptability of the proposal and an estimate of further work.
- If the proposal is acceptable for further review, 2 education consultants will carefully analyze the document within one 1 to 3 months.
- If the proposal is not acceptable, the process will stop and the assigned consultant will notify the program.
- Once the proposal meets the minimal standards in the rule, the education consultants will meet with the authors of the proposal for a consultation meeting in board office.

Work on Second Draft - program will revise the proposal in accordance with suggestions from the consultants within 1 to 3 months depending upon the extent of revisions and dedicated time of authors.

Submit Second Draft to BON

- Consultants will provide feedback about the state of the Second Draft within 1 month.

Submit Final Draft if needed

- Consultants will evaluate whether proposal is in final approved form - 2 weeks.
- Consultants will schedule a site visit to determine that all physical facilities are in place and ready for students - Site visit must be made at least by 7 weeks prior to the Board meeting.
- If the survey visit reflects that standards have been met, consultants will develop the Board report including survey report for the appropriate Board meeting.
- If the survey visit reflects major discrepancies, the institution will be advised that the proposal will not go forward until the discrepancies are corrected.

The time line may be impacted by the number of proposals being processed in the board office at the same time. A reasonable number of proposals will be handled for each Board meeting in order for the education consultants to devote adequate time to each proposal.

Program will transfer proposal, faculty and student handbooks, and photos to an electronic format. Program will mail electronic format to the 13 Board members and to the board education consultant 4 weeks prior to the Board meeting.

Board Meeting

The education consultant will inform the program of a tentative time on the Board agenda for presentation to the Board. The education consultant will greet the program when they arrive at the Board meeting. When the President calls for the agenda item, the education consultant will join the program representatives at the table and provide a brief overview of the proposal. Note: Program representatives will be sworn in and will be given the opportunity to provide testimony about the program and to answer any questions from the Board. The Board will make the decision about whether to approve the proposal at the meeting.

List of “Musts” to Include in the Final Proposal Mailed to Board Members

Cover Page - including date of printing; name of program of study, address, email address, phone and fax numbers of controlling agency; name and credentials of author(s) of proposal; and name of contact person if different from author

Table of Contents with page numbers
Number pages sequentially, even appendices
Label and number appendices as appropriate

Proposal content as outlined in guidelines
You may place information within the proposal or in appendices

Areas suggested for appendices:

- Letters of support
- New Dean/Director Qualification Form, credentials, CV (no transcripts in proposal)
- Faculty CV (abbreviated)
- Abbreviated Syllabi (see notes below)
- Clinical Evaluation Tools
- DEC matrix
- Total Evaluation Plan
- Sample Contracts with Affiliating Agencies
- Any lists of equipment, audiovisuals, publications
- Any other documents you would like to include in your proposal
- Budgets

Exam questions need not be included.

Preceptors: some information should be within the proposal itself about the use of preceptors, criteria for selection and evaluation, orientation of preceptors, monitoring of students in precepted experiences, and number of available qualified preceptors

Abbreviated syllabi should include: course description, prerequisites, number of credits and lab/clinical hours, course/clinical objectives, outcomes if appropriate, texts, evaluation methods/grading criteria, grading criteria for assignments, instructional methods, content outline, course schedule with assignments for each class meeting, and anything else you think is vital to understanding the course.

Tips for Writing Proposals for New Programs

1. The proposal should be written by someone who has expertise in nursing education and in proposal development. As soon as the proposed program director is in place, he/she should participate in the development of the proposal.
2. Identification of the writer of the proposal should be on the cover page with evidence that the author meets the qualifications outlined in the rule.
3. The proposal is a professional document which warrants excellence in appearance with logical arrangement of materials and the proper use of grammar and spelling. It should be written for a wide audience of readers since the Board members include consumer representatives, nurses, and educators. The appearance and writing style of the proposal make a first impression on the reader.
4. After the proposal receives final approval by board staff (usually after 3 revisions), it will be converted to an electronic format. It is the responsibility of the program to mail the proposal to each Board member 4 weeks prior to the scheduled Board meeting.
5. Proposal Content includes (see Guidelines for details on the following items):
 - a. An introduction providing a full description of the program which is being proposed.
 - b. Evidence that there is a definite need in the community for the program and that jobs will be available for the graduates. A description of the community should present an overview of the community and its needs in the words of the writer. Statistics and demographics should be presented in table format developed by the writer. (Xeroxed copies of published data and community information are not acceptable.)
 - c. Letters of support from community leaders and administrators of health care facilities in the area. Letters from clinical agencies should state that they will be able to accommodate the students for clinical learning experiences and they will consider hiring them after graduation.
 - d. Evidence of communication with other nursing programs in the area and their comments/support.
 - e. Evidence of current approval/accreditation of the institutional setting proposing the new program.
 - f. Organization Charts of the institution and of the nursing education unit.
 - g. A projected time line for developing and initiating the program
 - h. A projected budget for the first 2 years of operation and evidence that financial support is available.
 - i. Evidence that there are available qualified faculty. Discuss recruitment of future faculty.
 - j. A description of potential students including survey data from possible students.
 - k. A description of the admission process, including criteria for admission and selection process.
 - l. Evidence that available facilities, resources, and student services are adequate for the program.
 - m. A description of how the clinical learning experiences will be managed.
 - n. Evidence that hospitals and health care facilities in the area have committed to provide clinical sites for students enrolled in the program and that additional students will not have negative effects on other students presently scheduled for the facility.
 - o. A comprehensive outline of the curriculum beginning with mission and philosophy of the program and evidence that core concepts flow through the curriculum.
 - p. Syllabi of courses which indicate course description, learning objectives for didactic and clinical experiences, evidence that evaluation and grading of students represents achievement of learning objectives, evidence that program goals include the *Differentiated Essential Competencies for Graduates*, and evidence that grading criteria for each assignment is clearly stated and appropriate.
 - q. Clinical evaluation tools across the program which show progression in cognitive, affective, and psychomotor achievement.
 - r. Evidence of a total program evaluation plan (see Guidelines).

These tips are not all inclusive of information needed in the Proposal. They are provided as friendly helps in writing a proposal. Please see Guidelines for specifics on proposal development.

Designing Clinical Evaluation Tools Which Measure Progression of Students' Cognitive, Affective, and Psychomotor Achievement in Clinical Objectives

Each clinical course should include clinical objectives and faculty are responsible to evaluate student achievement of these clinical objectives in the clinical evaluation tool. If a program also has general clinical objectives, they may also be included in the course clinical evaluation tool, where appropriate. The clinical objectives across the program should change from less complex expectations of the student to more complicated expectations as the student moves toward graduation. In doing so, the objectives reflect progression of student behaviors in cognitive, affective, and psychomotor domains.

Many programs choose to use a standard clinical evaluation tool for use in all clinical courses. However, using the same objectives across the program does not measure progression or growth in student learning and behaviors. It is helpful to begin with a low level objective in the initial clinical course and alter the objective for each successive clinical course to reflect the application of more knowledge and a higher level of nursing skill. All clinical courses that deal with a special population (pediatric, maternal-child, mental health), the expectations for students practicing with the specific client group represents progression if the program's philosophy indicates that special client groups require more complex nursing care.

Having the same objectives and measuring the independence of the student in meeting the objective does not indicate that the student is using higher levels in their cognitive, affective and psychomotor abilities. It may indicate the student has perfected a psychomotor skill and can function at a more comfortable pace.

In addition, the ***Differentiated Essential Competencies*** may be reflected in clinical objectives since programs are required to include these objectives in the curriculum. They also help classify the student behaviors in categories of Member of the Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Health Care Team.

Simply stated, the clinical evaluation tools may have very similar objectives across the program but they should be measuring a lower level of functioning in the early clinical courses and a higher level of functioning as the student moves through the program.

Remember that the clinical evaluation tools should:

- have measurable objectives that flow from didactic content
- include a progression of expectations across the program
- represent a growth in critical thinking abilities and decision-making
- require more complicated skill levels and complex activities as the student moves through the program
- indicate the student's knowledge base increases across the curriculum

Clinical objectives at each level should indicate growth in clinical practice over time. The student should be moving toward achieving program outcomes.

What the Board Wants to Know and Wants to Read in the Proposal

Who - What - Where - When - How - How Many

In the introduction:

Who is proposing to establish the new program? (Later in the proposal, provide a background of the institution, other programs at this site as well as other sites, and the performance of those programs.)

What kind of program is being proposed? VN, ADN, BSN? Second degree? Accelerated? Face-to-face program? Online? Length of program?

Where will the program be situated? (City and area of state)

How will the program be delivered? (Face-to-face, online, hybrid/blended?)

How many students will be enrolled the first year and subsequent years?

Are there any **distinguishing** characteristics of the proposed program?

Example:

Perfection University seeks BON approval to establish a new baccalaureate degree nursing program in Goodie, Texas, to begin enrolling student in January 2012. The program is designed to be delivered through a combination of face-to-face and online courses, and faculty-supervised hands-on clinical experiences in a variety of health care settings. The first cohort of 35 students is expected to graduate in May 2014.

The Board will consider whether:

- the rationale demonstrates the need for the new program in the community that it will serve
- there is sufficient evidence that graduates will be able to find employment (survey of facilities)
- a sufficient number of interested qualified students will provide ongoing enrollments
- there are adequate qualified faculty to provide instruction
- affiliating agencies have agreed in writing to provide clinical learning opportunities for students to receive clinical instruction and supervision in a variety of settings to meet learning objectives
- the curriculum is:
 - appropriate for the program type
 - logically organized
 - educationally sound
 - flows from the philosophy and program objectives
 - follows requirements in Section 9 of the Rule
 - will prepare graduates to demonstrate the DEC's
 - developed with complete syllabi including:
 - course description
 - course objectives
 - list of content
 - class schedules with unit objectives and reading assignments
 - required texts and readings
 - portion of class devoted to classroom, lab (if applicable), clinical (if applicable)
 - all assignments with description of assignments and grading criteria
 - grading criteria for course
 - teaching methods
 - sample test questions
- Student and Faculty handbooks include required policies, eligibility information, and receipt for student signature
- adequate clinical evaluation tools include measurable clinical learning objectives and show progression of expected student behaviors
- A workable Total Program Evaluation Plan is included
- The proposal presents the school in its best light with emphasis on features that make it outstanding

Suggestions for what might be included in the Student Handbook

Information Related to the Program of Study:

- Mission/Philosophy
- Program Objectives
- Outline of Required Courses for completion of the program
- Brief description of courses

Clinical Requirements

- Clinical Courses
- Required lab/clinical hours
- Clinical policies
- Clinical Evaluation Tools
- Explanation of grading for clinical courses

Student Policies

- Admission Policies and Process
- Progression Policies - Dismissal Policies
- Withdrawal Policies
- Graduation Requirements and Policies
- Readmission/Transfer Policies

- Student Organization
- Student Participation in Governance

- Classroom Behavior
- Students with Disabilities
- Clinical Dress

- Jurisprudence Exam
- Standardized Tests
- Remediation

- State Board Rules & Regulations
- License Eligibility and DO process - with receipt for student signature
- Grading Policies
- Plagiarism
- Grievance
- Reference to other college/university policies where appropriate

Student Services

- Library resources
- Counseling services
- Financial aid

- Nursing faculty and office hours
- Advisement

(This list is not all inclusive. Programs individualize their handbooks.)

Frequently Asked Questions

How soon can our proposal go to the Board?

Not until it goes through the entire process of review and approval outlined under Steps in the Proposal Process. If at any point the proposal does not meet the requirements in Rule 214 for vocational nursing program or in Rule 215 for professional nursing programs, the process will stop until the program complies with Board standards.

What if the program cannot find clinical sites?

The proposal cannot move forward in the review process until clinical agencies have committed to providing adequate clinical placements to accommodate the students through the program. Programs may need to do further research in the area or in adjoining areas to find clinical placements for students.

What if the proposed director is not qualified? Is an exception possible?

The Board usually does not waive director qualifications for new programs. A program will tend to be more successful when the director has teaching experience as well as administrative experience. The director's responsibilities require a background in nursing education as well as nursing practice to provide excellence in leadership and decision-making in today's changing health care environment.

May I send sections of the proposal to board staff as they are completed?

No, the proposal will only be accepted when it is complete.

May we move ahead with proposal development while getting Texas Workforce Commission or Texas Higher Education Coordinating Board approval?

Yes, you may proceed with proposal development. The BON is in communication with these other agencies and can determine the status of their approval of the program.

How many students can be admitted to a new program?

The Board usually approves a beginning class of twenty (20) to thirty-five (35) students during the first year. The Board usually does not consider multiple admission times during the first year, especially for a program or curriculum with no history of success for the program of study. Board staff will usually recommend a limited number for the first cohort in order for the program to evaluate the effectiveness of courses, faculty, and teaching methods without too many students moving through the program.

Other Considerations

Board staff suggest that programs:

- provide a signed affidavit that administration of the institution have read the proposal for accuracy, consistency, form, and agreement with their understanding of the new program.
- provide a signed affidavit that the proposal is the sole work of the author and proposed director, and that no portions of it were taken directly from other sources.
- provide a disclaimer that the proposal is not for dissemination to the general public.