

**Proposal to Establish a New Nursing Education Program
Denver College of Nursing in Houston, Texas
Baccalaureate Degree Nursing Education Program**

Summary of Request:

Consider the Denver College of Nursing (DCN) proposal to establish a Baccalaureate Degree Nursing (BSN) Education Program in Houston, Texas. The final proposal was provided electronically to members of the Texas Board of Nursing (Board).

Historical Perspective:

- DCN, a privately owned and operated educational entity, was established in 2003 as the Denver School of Nursing (DSN). DCN has been regionally accredited by the Higher Learning Commission (HLC) since 2013, with current HLC accreditation in place until December 31, 2023.
- The DCN BSN Program holds programmatic accreditation with the Commission on Collegiate Nursing Education (CCNE), through June 30, 2024. The CCNE programmatic accreditation allows DCN to add campuses/sites to an accredited program.
- DCN was issued a certificate of authorization to grant degrees from the Texas Higher Education Coordinating Board on August 24, 2021.
- The proposal sets forth that the State of Texas is projected to see a significant shortfall in the supply of Registered Nurses (RNs) over the next decade, due to the following:
 - aging of the population and increased healthcare demands of the elderly;
 - the resulting increase in jobs in healthcare settings serving the elderly;
 - trends in demographics and pending retirement and exit from the RN workforce of a large number of currently employed RNs;
 - unfilled RN positions; and
 - limited seats in existing RN programs in the target geographic area.
- The DCN BSN Program curriculum has been implemented at the Denver main campus since September 2004, with demonstrated program success. NCLEX-RN pass rates have been over 90% from 2016 through 2021 (95% from 2017 through 2020). The proposal describes that, based on this history, the new Houston BSN Program will exhibit the same level of success, and will benefit the graduates, the employers, and the community-at-large.

- The first draft of the proposal was received in the Board office on September 1, 2021, and reviewed by Board Staff. After a comprehensive evaluation of the final draft in March 2022, the proposal was deemed complete.

Summary of Proposal:

Overview of the Proposal:

- DCN proposes to establish a new BSN Education Program in Houston, Texas, with an initial enrollment of 35 students in October 2022; however, based on the April 2022 Board meeting date, Dr. Hill revised the start date for the initial cohort to be January 2023. The proposal describes that an enrollment is planned for 35 students each term for the first two terms, with 72 students admitted per term thereafter.
- The BSN Program is a seven-quarter, 180 quarter credit program designed to be completed in 77 instructional 11-week terms. The program will accept 80 transfer credits and completion of 100 program credits. Classes will be delivered online and on-ground.
- The curriculum for the pre-licensure BSN Program is designed for individuals seeking a secondary career and possess a degree in a discipline other than nursing. It is also designed for those without a baccalaureate degree who have transferrable college credit. Applicants to the BSN Program without a prior baccalaureate degree must show completion of an associate degree or a minimum of 56 semester credit hours or 80 quarter credit hours of post-secondary coursework from an accredited institution with a GPA of 2.0 or better. Only grades of C or above will be accepted; grades of C- or below will not be accepted. Students must obtain a 75% or higher on the Health Education Systems, Inc. Admission Assessment (HESI A2) examination.
- The DCN BSN Program has a system-wide clinical contract with the Memorial Hermann System, including the 12 hospitals in the system. Additional clinical affiliates include the Clarewood House Extended Care Center, Cornerstone Specialty Hospitals Conroe, Encompass Health Rehabilitation Hospital of Cypress, and Thrive Skilled Pediatric Care.

Rationale and Need for the Program:

- The proposed BSN Program will be located at 11000 Corporate Centre Drive, Houston, TX 77041. Eleven RN education programs are located within 30 miles of the Houston campus, including both ADN and BSN pre-licensure programs. There are seven BSN Programs within the 30-mile radius of the Houston campus. Of the BSN Programs, five are traditional BSN Programs and two are accelerated BSN Programs which have admissions requirements similar to the DCN Program. Like DCN, the accelerated, second degree BSN Programs located at the University of Houston College of Nursing and the University of St. Thomas admit applicants who have previously obtained substantial college credits or a degree in a non-nursing field.
- According to the Texas Center for Nursing Workforce Studies (2019), the existing pre-licensure nursing programs within 30 miles of the DCN Houston campus have 3,372

qualified applicants who were not admitted. The study shows that over 69% of applicants to BSN Programs within 30 miles of the DCN Houston campus who met the admissions criteria were not admitted. The largest number of qualified applicants who were not admitted were applicants to BSN Programs (not ADN Programs); therefore, these data support DCN's assertion that there is a demand for additional nursing program seats in the community surrounding the new DCN Houston campus.

- The DCN proposal includes two letters of support from members of the community. Letters from the Westchase District Board of Directors and the Greater Houston Partnership were provided.
- DCN administered a survey to potential students who live within the target range of the Houston campus. All potential students in the survey have completed a degree in a field other than nursing. Potential students who received the survey were all between the ages of 22 and 29, fitting the profile of the majority of Denver's BSN student population. The survey was administered between March and June 2021, and was administered in two ways. First, randomly selected potential students were contacted by phone and asked the survey questions. Secondly, a survey was sent via US Mail to additional randomly selected potential students along with a stamped, self-addressed return envelope. Fourteen surveys were completed, and 11 respondents gave a positive response to the question asking whether they would consider attending the DCN BSN Program.

Administration and Organization:

- DCN was initially incorporated in Colorado on July 1, 2003, as DSN; the institution was granted a license to operate by the Colorado Commission on Higher Education, Division of Private Occupational Schools on October 23, 2003. The Colorado State Board of Nursing granted DSN Phase, I, II, and III approval for several nursing programs: a Practical Nursing Education Program, an Associate Degree Nursing (ADN) Education Program, and an Upper Division Baccalaureate post-licensure Nursing Education Program.
- Classes began in the Practical Nursing (PN) Program in July 2004, in the Upper Division BSN Program in September 2004, and in the ADN Program in July 2005. The first students graduated from the PN Program in July 2005, from the ADN Program in March 2006, and from the Upper Division BSN Program in June 2006. The PN Program was discontinued in 2006.
- In July 2007, Education Affiliates, Inc. took ownership of the school. At that time a Learning Resource Center, classrooms, and faculty offices were added. In addition, the computer laboratory was upgraded, and the nursing skills and simulation laboratories were remodeled. A Board of Trustees was established. The proposal sets forth that while Education Affiliates holds ownership of DCN, it is the DCN Board of Trustees that governs the institution.

- The proposal explains that the vision of DCN is “to prepare excellent health care providers and leaders to transform the lives of persons and communities through innovative education and health care”. The articulated mission is “to educate students for the diverse opportunities offered by careers in nursing and other health care fields”. The proposal describes that the purpose of DCN is to serve students, the nursing profession, health care organizations, and clients receiving care, and the increasing needs of society for qualified nurses by offering programs for students who seek careers in nursing and other healthcare fields.
- DCN will provide financial support and resources needed for implementation and ongoing operations of the BSN Program at the Houston campus. The proposal presents the audited financial statements for DCN for the period ending December 31, 2020. The audited statements are dated April 1, 2021. The financial statements demonstrate a balance sufficient to permit planning and launch of the new nursing program at the Houston campus and will provide funding for the ongoing achievement of educational goals. The DCN proposal explains that the financial resources included in the proposal’s plan are sufficient to support adequate educational facilities, equipment, and qualified administrative and instructional personnel.
- The DCN Organizational Chart indicates the school is overseen by the Board of Trustees, the President, and the Campus President. The daily operation and management of the Houston BSN Program is the responsibility of the BSN Program Dean. The Simulation Coordinator, the Faculty, and the Clinical Coordinator report directly to the Dean of Nursing.
- Dr. Z. JoAnna Hill, PhD, APRN, FNP-BC, the proposed DCN Houston campus Program Director, is an accomplished nurse educator, with more than 25 years of professional nursing experience, including 19 years dedicated to professional nursing education. Dr. Hill has served in the Program Director/Dean role for several successful nursing education programs since 2010.
- A Program Advisory Committee (PAC) will be established for the Houston campus upon approval of the program by the Board. The purpose of the PAC will be to provide input on needs of the community, guidance on program implementation, and recommendations on curriculum to meet the needs of employers. The Committee will be composed of 8-10 RNs who are working in various hospital and out-of-hospital settings. The PAC will include community members as well as a distance education expert. The BSN Program Director will conduct the PAC meetings and the Campus Director will attend. The PAC meetings will be scheduled twice per year and formal meeting minutes will be recorded.

Faculty:

- The Houston campus will employ faculty who live in the Houston area to teach the didactic component, on-campus skills lab, on-campus simulation, and off-site clinical

learning experiences. Faculty who manage the NCLEX preparation and advisement programs will be hired from the local Houston area. The proposal sets forth a detailed faculty recruitment plan. Faculty development includes the orientation process, the timeline, and a checklist that each new faculty completes prior to the start of the teaching assignment.

- Experienced faculty who are currently employed by the DCN campus in Denver are qualified to teach in the Houston BSN Program, if needed. Each of the faculty has a multi-state compact license, which means that the current Denver faculty meet the qualifications to teach students in Texas. These faculty members are currently teaching online components of courses in the BSN curriculum. These same courses will be taught with the same online components at the Houston campus. This means that a core of 23 faculty experienced in teaching each nursing course are available to be scheduled to teach the online components at the Houston campus should the Houston Program Director choose to schedule them for these assignments.
- The DCN Faculty Handbook and the Academic Governance Manual include all elements required in Board Rule 215.7, including:
 - policies and procedures of Faculty Organization;
 - job descriptions;
 - workload policies;
 - faculty evaluation tool; and
 - policies for part-time faculty and preceptors.
- The committee structure at DCN has been designed to sustain evaluation across the campus. Many of DCN's committees benefit from student participation and involvement. The Faculty Organization at DCN is known as the Academic Senate and will provide input into curriculum, educational standards, policies, procedures, and recommendations for more effective educational operations.
- In addition to the Academic Senate, other college-wide committees at DCN include:
 - Admissions Committee;
 - Conduct Standards Committee;
 - Curriculum Committee;
 - Executive Committee;
 - Faculty Committee;
 - Global Health Perspectives (GHP) Committee;
 - Outcomes and Assessment Committee;
 - Program Advisory Committee;
 - Resource Committee;
 - Scholarship Committee;
 - Scholastic Standards Committee; and
 - Student Affairs Committee.

- All committees meet at least monthly or as often as necessary to accomplish the committee's responsibilities. Standing Committee decisions are taken to the Academic Senate meetings for approval. Decisions made by the Academic Senate and all other college-wide committees are taken to the Executive Committee for final approval. Ad Hoc Committees and special Task Force groups may be formed at any time to address a specific area of need.
- The Curriculum Committee at the DCN Houston campus will include the Director of Nursing, at least five faculty members who represent the various areas (didactic, lab, simulation, off- site clinical, etc.), content area lead faculty, and students (ex officio).

Students:

- The proposal requests an initial enrollment cohort of 35 students in October 2022; however, based on the April 2022 Board meeting date, Dr. Hill revised the start date for the initial cohort to be January 2023. Enrollment is planned for 35 students each term for the first two terms with 72 students admitted per term thereafter.
- DCN has clearly outlined admissions processes and requirements that include:
 - performance of benchmark score of 75 percent on the English composite and math sections of the HESI A2 admissions exam;
 - cleared drug screen;
 - clear Criminal Background Check; and
 - transcripts demonstrating successful completion of the require prerequisite courses.
- The DCN's Student Handbook includes all elements required in the Board rules:
 - admission, progression, and graduation;
 - pre-entrance exams and required scores;
 - withdrawal, reinstatement, and dismissal policies;
 - processes for student mobility/ transfer/ articulation;
 - grading policies (passing standard of 78%);
 - evaluation of teaching effectiveness;
 - student services including counseling and financial aid;
 - other policies, including non-discrimination, complaints, grievances, appeal process, attendance/absences policy, and holiday/vacation days; and
 - student input into development of academic policies and procedures and curriculum planning.

Program of Study:

- The vision of DCN is to prepare excellent health care providers and leaders to transform the lives of persons and communities through innovative education and health care. DCN is a private institution of higher education dedicated exclusively to educating students for the diverse opportunities offered by careers in nursing and other health care fields.

- As explained in the proposal, DCN will devote its resources to maintaining quality nursing programs in an environment that focuses on clinical competence across all scopes of practice, and that help develop the technical and thinking skills needed to foster successful careers and a lifetime of continued professional learning.
- The programs build on foundations of general education common to nursing education, and all programs meet or exceed common standards for nursing education programs in Texas.
- The philosophy of DCN flows from the mission of the college and supports the concepts of clinical competence, excellence in education, holistic care, professionalism, evidence-based practice, and lifelong learning.
- The philosophy incorporates the conceptual framework that was developed by faculty to provide direction for the selection and organization of learning experiences to achieve program outcomes. The conceptual framework serves to unite the following four constructs: nursing, person, environment, and wellness.
- The program length is consistent with the attainment of the program's student learning outcomes and fulfills the policies of the school's governing organization, state, and national standards, and best practices as they relate to completion of the requirements for completing a BSN Program.
- Skills laboratory learning is an important component of the BSN Program curriculum. According to the curriculum plan, the following four courses include skills laboratory hours: Health Assessment, Foundations of Nursing, Pharmacology, and Medical-Surgical Nursing.
- The general education curriculum course offerings provide a level of general knowledge across disciplines, and an awareness of multiculturalism, diversity, and ethics that DCN believes every graduate of the program needs for lifelong learning. These attributes and skills will provide an opportunity for ethical practices, successful careers, and effective citizenship. The following areas of concentration are the core in the general education curriculum: English/Communication/Language; Mathematics; Social Science; Humanities/Psychology; Science; and Human Growth and Development.
- The pre-licensure DCN BSN Program is logically structured to build on and expand the knowledge and skills students bring from prior education and professional experience. The curriculum incorporates knowledge from courses in the arts, sciences, and humanities relating these concepts to nursing practice. It is designed to meet the needs of the adult learner. Principles of adult learning theory are integrated into teaching strategy and afford each student a means to advance in personal and professional growth. DCN nursing students' lives are typically encompassing multiple responsibilities which must be addressed as they simultaneously work to achieve their academic goals.
- The program is organized to include reflective learning experiences which promote integration of the knowledge, skills, and values of professional nursing practice as students become adept at relating new information to prior experiences. Each course in the pre-licensure BSN program option is carefully constructed to develop the student's mastery of the nursing process from the introduction to nursing skills to that of advanced beginner.

- Online interaction with a larger community of students promotes learning and provides opportunities for broader discussion and enhances traditional teaching-learning activities. These student-centered learning experiences foster attainment of course objectives in a time and manner that is meaningful to each individual student learner. This teaching philosophy is applied in the pre-licensure BSN Program.
- The online content in the pre-licensure BSN Program represents 46% of total program clock hours. The online content is included only in the didactic components of the program. All skills laboratory and simulation learning activities are conducted on-campus. The clinical component is completed at clinical sites. Student advisement and NCLEX preparation occurs on campus. Delivery of online components utilizes the Canvas Learning Management System, ExamSoft for test administration and performance analytics, and the Canvas GradeBook. Students are required to have laptop devices that meet the required technology requirements. Laptops are provided during enrollment for students who opt to include the laptop in student fees.
- Practice learning environments include clinical, skills laboratory, and simulation laboratory experiences. Course objectives that are clearly defined in each course syllabus, are sequenced in a logical progression throughout the program. The course syllabi describe in detail the content, instructional methods, and learning experiences. Most courses have a clinical component with hours allocated to include low- technology and high-technology simulation experiences. It is the didactic faculty member's responsibility to maintain collaborative communication with faculty members in the labs and in the clinical setting to ensure that course content is being addressed in all the learning settings.
- The DCN BSN curriculum is designed to prepare students for a career as a professional nurse in an ever-changing healthcare landscape. The Differentiated Essential Competencies of Graduates of Texas Nursing Programs (DECs, 2021) is used to strengthen the existing curriculum and facilitate the entry of graduate nurses into practice as safe and competent providers of care for the communities of interest in the state of Texas. The four main nursing roles (i.e., Member of the Profession, Provider of Patient-Centered Care, Patient Safety Advocate, Member of the Health Care Team) and the 25 core competencies categorized within each are emphasized throughout the entire program. As a result, graduates from the program are able to provide and direct care for individuals, families, populations, and communities with complex healthcare needs regardless of the setting.
- Laboratory learning is an integral part of pre-licensure nursing education. This style of learning is an extension of the didactic and clinical aspects of each nursing course. The primary purpose of the skills laboratory is to enhance classroom learning through practice in a safe and controlled environment where "mistakes" are viewed as learning opportunities. In the Health Assessment Lab, the focus is the basic nursing process and application of assessment skills to peers in the role of a health patient. The Foundations Lab reinforces the basic nursing process by incorporating risk-based nursing diagnoses for patients who are in need of fundamental risk-based nursing skills. The scheduled laboratory hours are completed in either the Foundations skills laboratory or the Health

Assessment skills laboratory. Supervised “Open Lab” practice sessions are scheduled throughout each academic term. The laboratories have a range of low fidelity task trainers and mid-fidelity mannequins.

Clinical Learning Experiences:

- DCN has collaborated with healthcare institutions in the Houston area and has developed relationships to assure a variety of appropriate clinical learning experiences for its BSN students. DCN has a system-wide clinical contract with the Memorial Hermann system that includes the 12 hospitals in the Memorial Hermann system.
- The BSN Program Director and faculty are responsible for evaluating students in the clinical setting and for selecting and evaluating the clinical settings.
- In the clinical setting, the course objectives measure progression of cognitive, affective, and psychomotor skills. Each course objective is linked to the Differentiated Essential Competencies (DECs, 2021), Quality and Safety Education for Nurses (QSEN), and DCN Graduate Competencies along with the corresponding American Nurses Association (ANA) Standards of Practice, the National League for Nursing (NLN) Competencies, and the American Association of Colleges of Nursing (AACN) BSN Essential Elements. The clinical evaluation packet and clinical assignment packet for each course with a clinical component is included in the course syllabus. Learning objectives are achieved by the required completion and grading of the clinical evaluation packet and the clinical assignment packet. Each student receives a formative clinical evaluation by faculty during the clinical experience and a summative clinical evaluation following each clinical learning experience. The clinical assignment and clinical evaluation packets are archived in the Canvas Learning Management System.
- The curriculum plan demonstrates that the overall simulation content represents 46% (or 345 simulation hours) of the total 750 clinical hours. The curriculum plan also shows that the simulation content in any individual clinical course does not exceed 50% of the total clinical hours in that course. DCN has a framework and a plan that assures that the simulation component of the curriculum is effectively implemented and contributes to positive student learning outcomes. The space plan for the new campus shows that the simulation program has appropriate designated physical space for education, storage, and debriefing.

Facilities, Resources, and Services:

- The DCN BSN Program’s physical space is comprised of offices, classrooms, and labs within 27,842 square feet. Four didactic classrooms, three nursing skills laboratories, and five simulation laboratories will be dedicated to the BSN Program. The Program Director has a private office with 10 instructor offices along with one shared space for six simulation faculty. There is a private interview room, as well as a part-time faculty office designed to accommodate six nursing faculty. In addition, the clinical coordinator, and simulation coordinator have private offices.
- Each individual Simulation Lab includes a simulated patient room, a control room, a debriefing area, a medication area, and a storage space for supplies. Each Simulation Lab

will be in a 650 square foot space in the nursing area on the campus. Each simulated patient room will be designed and outfitted similar to a hospital patient room. It will have a Hill-Rohm hospital bed, headwall unit, overbed table, bedside table, IV pump, medication cart, chair for family member, wall clock, and other furnishings to simulate the patient room. The control room will have a one-way mirror for the simulation operator to view students at the bedside, a computer to view various camera angles, and a microphone to provide voice to the patient. The debriefing room will seat 8-10 students and a debriefing faculty member and will have a large wall-mounted monitor for live viewing of the simulation case and to bring up recordings during the post-simulation debriefing session.

- DCN does not directly provide formal counseling and guidance services. It does, however, provide both academic and non-academic advising and tutoring services through contracts with recognized outside organizations. DCN contracts with the WellConnect program on behalf of its students. WellConnect enhances students' school-wide support. WellConnect provides students with assistance for psychological and social issues and assists students in dealing with outside stressors that may negatively impact their academic performance and lead to negative retention.
- Further, DCN has a contract with the SmartThinking online tutoring services. Students have on-demand access to tutoring online, via phone, and by email. Smarthinking, provides 24x7 live, personalized tutoring in core subjects. It also provides guidance for improving students' writing skills.
- The Learning Resource Center (LRC) includes a collection that is focused, current, and relevant to the nursing curriculum. A librarian with a master's degree in Library Science from an American Library Association Accredited program will manage the LRC staff and services. The LRC Manager will report to the Campus Director and will be supported by, and report to on a dotted line basis, the National Learning Resource Center Director. The LRC will be open and staffed with an LRC Manager when the program starts.
- The LRC is designed to seat 72 students at study tables, cubicles, and computer study tables. The LRC also includes seating for 26 students in a testing room and in three group study rooms. The LRC collection is planned to include resources that support the nursing program as well as all general education subject content areas in the curriculum. The collection will include a large range of online databases providing full-text peer-reviewed journals, serials, and evidence-based materials, as well as e-books, online videos, and web-based anatomy review software.
- The Global Health Perspectives (GHP) program is an intra-curricular program of DCN. GHP combines classroom training with in-field service-learning internships and is integrated throughout the DCN curriculum path. Upon completing GHP internships, GHP provides students with the opportunity for clinical credit to be earned (where clinical contracts are in place). Further, students gain the tools and experiences to broaden their global health care perspectives. GHP focuses on student development that can occur in

three locations: in global health settings in Houston, throughout the State of Texas, and in international locations.

- The GHP program will be implemented at the Houston branch campus beginning in the fifth academic term after program implementation. Student membership in GHP is voluntary. Students are invited to participate in GHP from their first quarter of enrollment through graduation, and even as DCN alumni. As GHP members, the students attend global development symposiums on and off-campus, in either a face-to-face or virtual environment.
- DCN students are eligible to join the National Student Nurses Association (NSNA). Additionally, the DCN main campus in Denver has an active local Student Nurses Association (SNA) with a roster of extra-curricular activities for nursing students. There will be an independent SNA at the Houston branch campus. Activities planned for the Houston campus will be similar to those that have occurred at the Denver campus. These activities will include professional development opportunities, community service events, and social activities. For events such as the speaker series, the events will be co-planned with the Denver SNA and both Denver and Houston students will be able to participate. Some of the planned events, (for example, community service activities) will be planned for Houston students in the local Houston area.

Records and Reports:

- DCN has a written Policy on Management of Student Files and Records, that requires that student records are stored in fire-proof file cabinets at the DCN Houston branch campus for a period of one year after the student's graduation date or the last date of attendance. After one year, the records are sent off-site to Iron Mountain where they are digitized and stored for a period of six years. This process is managed at the DCN main campus by the Academic Support Department.

Total Program Evaluation Plan:

- DCN's nursing faculty and nursing leadership engage in the systematic evaluation of all of the College's nursing programs, policies, and processes. The Systematic Plan for Evaluation (SPE) drives DCN's nursing program toward fulfilling the mission, purpose, and vision of the College and the attainment of student learning outcomes for the nursing program. The SPE serves as a blueprint to guide DCN nursing education in building a curriculum that is grounded in quality, safety, evidence-based practice, service-learning, innovation, and student success. The BSN SPE presented in the proposal is specific to the Houston branch campus and its policies, procedures, faculty, curriculum, and outcomes.

Rationale for Recommendation:

Pros:

- Z. Joanna Hill, PhD, APRN, FNP-BC, the proposed BSN Program Director, meets all requirements of Board Rule 215.6 to assume the leadership position. Dr. Hill is an accomplished professional nurse, nurse educator, and nursing education administrator.

- The proposed curriculum has proven successful at the Denver, Colorado, campus.
- Appropriate clinical learning experiences for BSN students have been secured.
- The administration has committed appropriate resources to the implementation of this new program.

Cons:

- The curriculum is untried in Texas.
- The proposal requests that the Board approve an enrollment of 35 students each term, with 72 students admitted per term thereafter, in four admission cohorts per year to total an enrollment of 140 new students per year. Since this is an unproven program in Texas, Board Staff want to ensure the enrollment plan is safe, prudent, and manageable, designed to result in successful student and program outcomes. Therefore, Board Staff recommend the initial enrollment of 30 students in January 2023, with a continuing admission of 30 students in a total of four admission cohorts per year to total an enrollment of 120 new students per year, until the program achieves the status of Full Approval.

Staff Recommendation:

Move to grant initial approval to the Denver College of Nursing to establish a new Baccalaureate Degree Nursing Education Program in Houston, Texas, and impose the conditions and requirements in the attached Board Order (See Attachment #1).

DRAFT LETTER

April 21, 2022

Z. JoAnna Hill, PhD, APRN, FNP-BC
Director, Baccalaureate Degree Nursing Program
Denver College of Nursing
11000 Corporate Centre Drive
Houston, Texas 77041

Dear Dr. Hill:

At the April 21, 2022, meeting, members of the Texas Board of Nursing discussed the Denver College of Nursing Proposal to Establish a New Baccalaureate Degree Nursing Education Program in Houston, Texas. The Board wishes to thank you and XXXXXXX for being present to answer questions. Based upon the discussion and review of documents, it was the decision of the Board to grant initial approval to Denver College of Nursing to establish a new Baccalaureate Degree Nursing Education Program in Houston, Texas, and impose the conditions and requirements in the attached Board Order.

We wish you success with the program. If you have questions, or if we may be of assistance, please contact Board Staff at virginia.ayars@bon.texas.gov or 512-305-7660.

Sincerely,

Katherine A. Thomas, MN, RN, FAAN
Executive Director

Copy: Dr. Cathy Maxwell, Denver College of Nursing President
Texas Higher Education Coordinating Board
Higher Learning Commission
Commission on Collegiate Nursing Education

BEFORE THE TEXAS BOARD OF NURSING

ORDER OF THE BOARD

In the Matter of
Denver College of Nursing
Baccalaureate Degree Nursing Education Program
In Houston, Texas

A public meeting of the Texas Board of Nursing, hereinafter referred to as the Board, was held on April 21, 2022, 333 Guadalupe, Tower III, Room 100, Austin, Texas, to consider the Denver College of Nursing proposal to establish a new Baccalaureate Degree Nursing Education Program in Houston, Texas, based upon the review of the proposal, pursuant to Section 301.157, Texas Occupations Code and 22 Tex. Admin. Code Chapter 215.

After review and due consideration of the filed materials, as well as the presentation by the representatives from Denver College of Nursing in Houston, Texas, and other interested parties, if any, the Board hereby grants INITIAL APPROVAL of the Denver College of Nursing Baccalaureate Degree Nursing Education Program in Houston, Texas, and imposes the following conditions and requirements:

1. The program shall not admit more than thirty (30) students in the initial admission cohort in January 2023, with a continuing admission of thirty (30) students in a total of four (4) admission cohorts per year, until the program achieves the status of Full Approval.
2. Board Staff shall conduct a virtual survey visit when students are enrolled and classes are in session.

Entered this 21st day of April, 2022

Katherine A. Thomas, MN, RN, FAAN
Executive Director
On Behalf of the Texas Board of Nursing