

**Report of Findings from a Virtual Survey Visit
Coastal Bend College in Beeville, Texas
Associate Degree Nursing Education Program**

Summary of Request:

Consider the report of the Board ordered virtual survey review of the Coastal Bend College (CBC) Associate Degree Nursing Education (ADN) Program in Beeville, Texas.

Historical Perspective:

- Bee County College was established as a comprehensive community college in 1967. The name of the college was changed to Coastal Bend College (CBC) in 1998.
- CBC is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) with the next reaffirmation to be conducted in 2024 and holds a Certificate of Authorization from the Texas Higher Education Coordinating Board to grant degrees.
- In addition to the main campus in Beeville, CBC has extension sites in Alice, Kingsville, and Pleasanton.
- CBC was granted initial approval from the Texas Board of Nursing (Board) in April 2008 to establish a new generic associate degree nursing (ADN) education program with a Licensed Vocational Nurse (LVN)-to-ADN track in Beeville.
- CBC established a Vocational Nursing (VN) Education Program in 1967 in Beeville. The college added VN program extension sites in Alice in 1974, Kingsville in 1975, and Pleasanton in 2002.
- CBC offers the following allied health education programs in addition to the nursing programs: dental hygiene, radiologic technology, emergency medical technology, health information technology, medical coding, nurse aide, phlebotomy, patient care technician, and medication aide.
- Loana Hernandez, MSN, RN, Dean of Nursing and Allied Health, was approved by the Board in January 2021 as director for the ADN and VN education programs. Prior to Ms. Hernandez's appointment, she served as a faculty member in the ADN program. She has 12 years of nursing education experience including leadership as the VN education program director.
- The previous regular face-to-face survey visit to the CBC ADN Program was conducted in November 2018 by Education Consultants, Janice Hooper and Virginia Ayars.
- The NCLEX-RN® examination pass rates for the past five years are provided below:

NCLEX Examination Year	BON Approval Status	Pass Rates	Number of First Time Candidates (Passed/Total)
2021	Full w/Warning	62.82%	49/78
2020	Full	69.14%	56/81
2019	Full	81.48%	66/81
2018	Full	80.28%	57/71
2017	Full	84.21%	16/19

- CBC submitted a Self-Study Report (SSR) to the Board in May 2021 reflecting on the 2020 NCLEX pass rate. Factors identified by the program as causative factors for the drop in the pass rate included: lack of student remediation, inadequate admission criteria, insufficient faculty development related to test writing, test blueprinting and the teaching-learning process, ongoing faculty turnover, lack of program evaluation, DEC's not incorporated into the curriculum, no preceptor training, and the need to use standardized exams.
- After review of the SSR, Board Staff acknowledged the findings in the SSR and the plan for corrective measures.
- During 2021, Board staff conducted several telephone calls and communicated via email with the program director regarding open faculty positions including the difficulty in recruiting new faculty, student enrollment numbers related to lack of adequate faculty, and limited hands-on clinical experiences due to the COVID-19 pandemic.
- In January 2022, Board staff held a telephone call with the program director regarding the program's pass rate and received a status report on the 2021 SSR that included the following information:
 - Retention/Remediation Specialist was hired and is actively working with students;
 - Admission criteria rigor was increased for Fall 2021 admissions;
 - Faculty development was delayed until the current semester due to the hiring of two new faculty members;
 - All examinations are now administered on campus;
 - Faculty will attend test-writing workshop in Spring 2022;
 - Faculty began program assessment/review in Spring 2022;
 - Clinical Coordinator hired to procure more clinical experiences and to develop training for preceptors; and
 - Faculty working to incorporate standardized exams and modules throughout the curriculum to ensure student success with NCLEX style questions.
- Due to the 2021 NCLEX-RN® examination pass rate of 62.82%, the Program Director and faculty decided to submit a brief Self-Study Report (SSR) in May 2022 that identified current factors that may have contributed to the graduates' performance on the NCLEX-RN® examination and a description of new corrective measures to be implemented:
 - Continue to recruit for open full-time faculty positions;
 - Evaluate purchased NCLEX report from Mountain Measurement to identify gaps in the curriculum;
 - Align student learning outcomes to program learning outcomes and align program learning outcomes to the DEC's;
 - Mandate professional development for faculty – item writing workshop and NLN Nurse educator workshop (in previous SSR);
 - Utilize simulation lab to provide opportunities to meet clinical and didactic objectives;
 - Continually evaluate and develop more robust admission criteria by adding a minimum GPA;
 - Develop a preceptor training program to ensure students are meeting objectives and maintain rigor; and
 - Continue to incorporate standardized exams and resources throughout the entire program.
- The September 27 – 29, 2022, survey was conducted as a focus visit in response to the Board Order of April 20, 2022, when the approval status for the ADN program was

changed to Full Approval with Warning. The visit focused on the current ADN program and processes in place for quality improvement.

- The preliminary 2022 NCLEX-RN® examination pass rate is reported as 72.38% (76/105).

Summary of Survey Visit

Education Consultant Reviewed Documents and Video Provided Prior to Visit:

- Vision, Mission, Goals, and Values
- Faculty & Program Director Job Descriptions
- Faculty & Student Handbooks
- Syllabi for all Courses
- Clinical Evaluation Tools and Clinical Affiliation Agreements
- Total Program Evaluation Plan (TPE) and Data
- Faculty Meeting Minutes
- Program Facilities Video Tour
- List of Library/Learning Resource Center Holdings

Education Consultant Reviewed:

- 2021 Nursing Education Program Information Surveys (NEPIS)

Education Consultant:

- Held an Initial Conference and Exit Interview with Administrators

Individuals Participating in the Virtual Survey Visit:

- Administrators:
 - Dr. Justin Hoggard, College President
 - Dr. Patricia Rehak, Provost
 - Dr. Michelle Lane, Executive Director of Institutional Effectiveness & Research
 - Loana Hernandez, MSN, RN, Dean of Nursing & Allied Health
- ADN Faculty
 - Karyn Mills, MSN, APRN, FNP-C, full-time
 - Mildred Hillis, DNP, MSN, RN, full-time
 - Sheryl Benson, BSN, RN, full-time
- Four ADN students: 2 generic, 1 generic graduate, 1 LVN-to-ADN

Process for the Survey Visit:

Ms. Hernandez scheduled online meetings between Education Consultant and CBC representatives and hosted the following meetings:

- September 27, 2022, 10:00 – 11:30 a.m. - B. Skloss and L. Hernandez
11:45 a.m. – 12:30 p.m. - B. Skloss and Administrators
- September 28, 2022, 10:15 – 10:45 a.m. - B. Skloss and L. Hernandez
11:00 – 11:30 a.m. - B. Skloss and Students
12:00 – 1:00 p.m. - B. Skloss and Faculty
- September 29, 2022, 10:30 – 11:30 a.m. - B. Skloss and L. Hernandez
11:45 a.m. – 12:30 p.m. - Exit Report with Administrators and Faculty

Administration:

- Dr. Hoggard, College President, has 22 years of experience in higher education that includes less than one year at CBC. Dr. Rehak has 20 plus years of higher education experience that includes over two years at CBC and Dr. Lane has 13 plus years of higher education experience that includes over one year at CBC.
- Dr. Hoggard indicated that the college had too many nursing program tracks in progress at the same time, that enrollment was increased too quickly, and that there was not enough faculty to support these. The result has been that the program tracks have not been functioning efficiently and have been pared down.
- Administration is extremely supportive of the ADN program and expressed that the nursing programs are considered critical for the college and community. Administration indicated that small rural hospitals and clinics need nurses that graduate from CBC.
- Administration indicated that the ADN program has struggled to find and retain qualified faculty. This is attributed to the pandemic, the rural location of the college including the three extension sites. All indicated the program is not sustainable at the current enrollment level without more faculty.
- Administration indicated being aware that the curriculum needs to be evaluated, which is underway, and that a paradigm change is necessary. All indicated full confidence in Ms. Hernandez and stated she has produced positive changes in a short period of time.
- Board staff held a discussion regarding Ms. Hernandez's frequent communication with Board staff via telephone and email related to the SSR updates including the lack of adequate qualified faculty and efforts being made to recruit.
- CBC has hired a consultant to assist with the program review. The consultant has begun working with Ms. Hernandez.
- Loana Hernandez, MSN, RN, serves as Dean of Nursing and Allied Health and as the ADN and VN Program Director. Ms. Hernandez has been at CBC over 10 years, served as ADN faculty prior to her appointment and has 12 years of nursing education experience including leadership as the VN education program director at CBC.
- Ms. Hernandez indicated she is fully supported by administration and has the authority to direct the ADN program in all phases. She gave an example of a situation that validated this support.
- At the time of the survey visit, Ms. Hernandez, was not carrying a teaching load.

Faculty:

- The ADN program instruction is carried out by three full-time and one part-time faculty. All faculty carry an overload (additional courses beyond their regular teaching assignment) each semester due to the number of students and the lack of faculty. Additionally, the program employs one part-time MSN prepared retention specialist and a full-time clinical coordinator.
- At the time of the survey visit, there were two vacant faculty positions. The decision has not been made whether to fill both positions or only one. There is high faculty turnover and there is difficulty in recruiting qualified faculty.
- Faculty members work together as a team and offer a rich diversity in their educational and experiential backgrounds. The length of time at the college varies from one to 14 years.
- The faculty also work as advanced practice nurses and professional nurses in various practice settings. All expressed their commitment to the educator role at CBC, and several

spoke of continuing to teach because they are passionate about helping nursing students succeed.

- Full-time faculty workload is 40 hours and includes 15 student contact hours of teaching per week. All faculty are teaching overloads and lack adequate time to participate in curriculum planning, evaluation, and policy development.
- Faculty meetings are held at least one time per year. Minimal minutes of meetings are maintained and do not reflect that faculty members are involved in planning, evaluation, and decision-making. The minutes are written as information sharing.
- Ms. Hernandez and the faculty indicated they talk informally almost daily to address any issues that may arise.
- Faculty indicated they have been working on student engagement, simulation, and skills laboratories to ensure students develop clinical judgment skills. Ms. Hernandez indicated the college received a grant to help faculty increase student engagement.
- There has been no faculty development nor a plan for faculty development related to nursing until just before the survey visit. The college recently paid for one faculty attending a conference, and also purchased a Nurse Tim subscription, ATI professional development package, an and NCSBN test item writing workshop.
- Faculty indicated the desire to see the SSRs that had been submitted to the Board since they were not able to participate in the development due to teaching responsibilities.
- Faculty indicated they are aware of the Next Generation NCLEX and have been working during their off time to incorporate this into the curriculum.
- The Nursing Faculty handbook includes policies required by Rule 215.7 except for information on faculty development.
- Ms. Hernandez has requested the addition of a part-time clinical faculty position.

Students:

- A decision was made to not enroll another generic ADN track beginning Fall 2022 until the faculty shortage is resolved. The program previously admitted 30 students every Fall.
- The LVN-to-ADN track admits two cohorts of 50 each, Fall and Spring. The number of admissions was reduced from 50 to 40 beginning Fall 2022 due to the lack of adequate faculty.
- Eighty students were admitted in Fall 2021, 30 to the generic track and 50 to the LVN-to-ADN track. In Spring 2022, 50 students were admitted to the LVN-to-ADN track.
- At the time of the survey visit, there were 116 students: 22 generic track (graduate May 2023), 46 LVN-to-ADN track (graduated December 2022), and 48 LVN-to-ADN track (graduate May 2023).
- Student policies are written, well-defined, provided to all students during orientation and include all Board required content. Students are given a quiz to test their knowledge on the Student Handbook. Signed receipts are in each student's file.
- The ADN Student Handbook includes an explanation about the DEC's and provides eligibility information. The handbook contains a strict remediation policy that lists the situations where remediation is mandatory with faculty or the retention specialist.
- Though policies are written, the admission, progression, transfer, and graduation policies have not been strictly enforced. Discussion was held regarding following policies, that faculty should enforce policies and how non-adherence to these places a program at risk.

- Students stated they enrolled in the ADN program because of the good things they heard from previous graduates, less expensive tuition, and close to home that makes it easier to balance family life.
- Students indicated they like the variety of clinical experiences, the different clinical sites, and the many opportunities for learning. Each student verbalized feeling more and confident in utilizing clinical judgment skills.
- Students remarked that faculty are very helpful, they help students to do their best, they are available, and they blend their experiential backgrounds when teaching. Instructors make each student feel more confident prior to hands-on patient care clinical experiences.
- Students have input into faculty evaluations, the curriculum, and clinical agencies by completing evaluations at the end of each course.

Program of Study:

- The ADN program consists of two tracks: the generic ADN and the LVN-to-ADN. The generic track is four semesters for a total of 60 semester credit hours including pre-requisites. The LVN-to-ADN track is two semesters, consisting of 27 SCH. Students are given credit for 15 SCH obtained in VN education and 18 SCH of prerequisites.
- The LVN-to-ADN track includes didactic content online, hands-on patient care clinical experiences with preceptors and skills/simulation laboratories under direct faculty supervision. The generic ADN track is taught in a face-to-face format.
- There are 192 hands-on patient care clinical hours with preceptors in the LVN-to-ADN track and 336 hands-on patient care clinical hours in the generic ADN track.
- Course syllabi are inconsistent in structure and content. Clinical courses do not contain clinical objectives, didactic course objectives are limited and do not reflect that the DEC's are threaded throughout the curriculum.
- There are no mental health course objectives or mental health clinical experiences as required by Board Rule 215.9. LVN-to-ADN students have been granted credit for mental health nursing from their VN program. Discussion regarding this requirement was held with Ms. Hernandez.
- During the Covid-19 Pandemic and until Fall 2022 semester, testing security was an issue since some students were testing from home. This has been resolved by requiring all students to test on campus at the secure testing centers.
- The director has been working on a major curriculum change to include the requirement that all pre-requisites must be completed prior to acceptance into the program. Discussion was held related to the mental health requirement, the DEC's, and the necessity to include faculty in curriculum development.
- Faculty indicated they are familiar with the DEC's and are working to assure these are incorporated. Discussion was held regarding aligning student learning outcomes to program learning outcomes and aligning program learning outcomes to the DEC's.
- The evaluation of the NCLEX report from Mountain Measurement to identify gaps in the curriculum is still in progress.

Clinical Learning Experiences:

- CBC has 37 active clinical contracts that include nursing care experiences in medical-surgical, geriatrics, rehabilitation, mental health, maternal-child, and pediatrics. Clinical rotations occur in acute care; long term care; home health; clinics; skilled nursing facilities; school settings; and health department. The mental health clinic is not utilized.

- Hands-on patient care clinical experiences for the LVN-to-ADN track are conducted solely utilizing preceptors in a variety of settings. Faculty supervised clinicals are in place for the generic ADN track.
- OB clinical rotations are difficult to procure in the one clinic and three hospitals that provide this service.
- There is evidence of a summative clinical evaluation but no formative clinical evaluation throughout the program. There are no clinical course objectives and the evaluations do not show progression.
- The clinical evaluation tools are the same for each semester and were recently changed to reflect the main categories of the DEC's.
- All faculty evaluate clinical agencies. The clinical coordinator, who previously worked in a hospital and served as a preceptor, communicates with faculty to schedule clinical experiences with preceptors, maintains a collaborative relationship with clinical sites, has revised the preceptor packet and is developing a preceptor training.

Facilities, Resources, and Services:

- The main campus is in Beeville with program extension sites in Alice, Kingsville, and Pleasanton.
- Ms. Hernandez, all faculty, and the retention specialist have private offices that are easily accessible to students. Ms. Hernandez has a private office on the Beeville campus and the Alice campus.
- The VN program has one full-time administrative assistant on the Alice campus who provides support to the Dean and faculty. There are three full-time nursing support specialists, one in Beeville, one in Alice, and one in Pleasanton, that provide assistance to the faculty.
- The program employs one part-time MSN prepared retention specialist and a full-time clinical coordinator. The specialist works with students who need assistance with study skills, test taking, and other issues related to the program.
- A video tour of the Beeville campus building was provided. The video included the following:
 - Lobby and lounge areas
 - Student study areas
 - Nursing Classrooms
 - Skills Labs
 - Simulation Lab
 - Student kitchen
 - Private Offices for Director and Faculty
 - Locked file room/cabinets for student records
 - Storage rooms
- The RN skills lab contains five beds, 4 mid fidelity manikins and 1 low fidelity manikin. The simulation lab contains one high fidelity manikin and two more have been ordered.
- Skills labs include tables, chairs, and an instructor desk/computer. There are large storage rooms for supplies/equipment.
- The RN nursing skills laboratory and classroom recently was moved to a larger building on the Beeville campus. New desks and computers will be installed. The classroom has a computerized teaching station with modern audiovisual equipment
- There is a cafeteria, recreation area, and library on campus.

- The library resource holdings are abundant for nursing and includes nursing books, eLibrary, nursing journals, online nursing videos, databases such as CINAHL Complete (EBSCO), MEDLINE and other online medical information.
- The video tour provided evidence that the campus meets or exceeds the requirements of Board Rule 215.11.

Records and Reports:

- Confidential files of students and faculty are stored in a locked file in the nursing department and electronically according to college policy.
- Minutes of faculty meetings are maintained electronically according to college policy.
- Clinical affiliation agreements are current.
- The Total Program Evaluation Plan (TPE) submitted to Board staff for review was a college-based evaluation that did not meet the requirements of Board Rule 215.13. Faculty meeting minutes do not reflect that any evaluation plan is utilized for decision making.

Pros and Cons of Program Review:

Pros:

Quality Indicators Recognized: (Spector et al., 2020).

- Strong realistic administrative support is evident. The College President expressed that the nursing programs are considered critical for the college and community.
- The Provost and Executive Director of Institutional Effectiveness & Research indicated that small rural hospitals and clinics need nurses that graduate from CBC.
- Faculty are well qualified and keep current in clinical competency by practicing nursing during their off time.
- Faculty actively role model professional behaviors for students.
- The clinical learning opportunities are conducted in a wide variety of healthcare settings with diverse populations. At the time of the survey visit, 37 clinical contracts were in place.

Cons:

- The program has experienced a faculty shortage. There is high faculty turnover and difficulty recruiting qualified faculty that is being addressed by a reduction in the number of admissions to the LVN-to-ADN track, by placing the generic ADN track on hold, and ongoing faculty recruitment efforts.
- Admission policies are not consistently upheld which may have allowed students to be admitted that do not meet the admission criteria.
- There is lack of evidence that the DEC's are threaded throughout the curriculum including the no mental health didactic and clinical component. There are no clinical course objectives, clinical evaluations do not show progression, and students do not receive a formative clinical evaluation throughout the program.
- The NCLEX-RN® pass rate has been inconsistent and below 80% since 2020.
- The Total Program Evaluation does not reflect decision making related to program evaluation and does not meet Rule 215.13.

Board Staff have considered information in the program documents, NCLEX reports, Self-Study Report, and findings from the survey visit in the following recommendation:

Staff Recommendation:

Move to accept the report of the September 27 – 29, 2022, virtual survey visit to the Coastal Bend College Associate Degree Nursing Education Program in Beeville, Texas, and issue the following requirements and recommendation as outlined in the attached letter (Attachment #1).

Staff Rationale for Requirement #1:

Rule 215.9(e)(2) states that, “The program of study shall include, but not be limited to, the following areas: nursing courses which include didactic and clinical learning experiences in the five (5) content areas, medical-surgical, geriatric, maternal/child health, pediatrics, and mental health nursing that teach students to use a systemic approach to clinical decision-making and prepare students to safely practice professional nursing through the promotion, prevention, rehabilitation, maintenance, restoration of health, and palliative and end-of-life care for individuals across the life span.” During the review of the ADN curriculum plan with the program director and the course syllabi, it was determined that neither track of the ADN program includes mental health didactic and clinical experiences.

Requirement #1:

It is required that the director and nursing faculty review the curriculum and make changes in the curriculum to include content on mental health nursing and clinical learning experiences with patients requiring medical and nursing interventions for mental health problems. (a) It is highly recommended that the content area be integrated into the current curriculum for enrolled students as soon as possible; and (b) the program shall submit to Board staff no later than April 1, 2023, a major curriculum change proposal following Education Guideline 3.7.1.a. *Proposals for Curriculum Changes* indicating the inclusion of didactic content and clinical experiences in mental health nursing care.

Staff Rationale for Requirement #2:

Rule 215.13(a) states that, “There shall be a written plan for the systematic evaluation of the effectiveness of the total program. The plan shall include evaluative criteria, methodology, frequency of evaluation, assignment of responsibility, and indicators (benchmarks) of program and instructional effectiveness.” During a review of the Total Program Evaluation (TPE) plan received by Board staff, it was determined that the plan was college based, does not include evaluation of the total nursing program, and does not include the frequency of evaluation, assignment of responsibility, and benchmarks.

Requirement #2:

It is required that the program develop a TPE plan that includes all requirements of Rule 215.13 and submit the TPE plan to Board staff no later than April 1, 2023.

Staff Rationale for Requirement #3:

Rule 215.9(a)(7) states that, “The program of study shall include both didactic and clinical learning experiences and shall be: designed and implemented to prepare students to demonstrate the *Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgment and Behaviors: Vocational (VN), Diploma/Associate Degree (Diploma/ADN), Baccalaureate Degree (BSN), October 2021 (DECs); and....*”

Rule 215.9(h) states that, “Faculty shall develop and implement evaluation methods and tools to measure progression of students’ cognitive, affective, and psychomotor achievements in course/clinical objectives, according to Education Guideline 3.7.3.a.” Rule 215.10(f) states that, “Faculty shall be responsible for student clinical practice evaluations. Clinical evaluation tools

shall be correlated with level and/or course objectives and shall include a minimum of a formative and a summative evaluation for each clinical in the curriculum.” During a review of the course syllabi and clinical evaluation tools received by Board staff, it was determined that there are no clinical course objectives, clinical evaluations do not show progression, and students do not receive a formative clinical evaluation throughout the program.

Requirement #3:

It is required that the program develop clinical objectives based upon the DEC’s, develop a clinical evaluation tool that measures student clinical progression across the curriculum, and implement a formative clinical evaluation. These documents shall be submitted as part of the major curriculum change plan in Requirement #1 to be submitted no later than April 1, 2023.

Staff Rationale for Recommendation #1:

Rule 215.8(d) states that, “The program shall have a Nursing Student Handbook with well-defined, written nursing student policies based upon statutory and Board requirements, including nursing student admission, dismissal, progression, graduation policies, and...” During discussions held at the virtual survey visit, it was determined that the student admission policies may not have been consistently upheld.

Recommendation #1

It is recommended that the director and faculty review the program admission policies and the current processes for admission and ensure that policies are consistently followed. Please provide a response to Board staff no later than March 1, 2023.

DRAFT LETTER

January 19, 2023

Loana Hernandez, MSN, RN, Dean of Nursing & Allied Health
Coastal Bend College ADN Program
3800 Charco
Beeville, Texas 78102

Dear Ms. Hernandez:

At the January 19, 2023, meeting, the members of the Texas Board of Nursing (Board) considered the report of the Board ordered virtual survey visit to the Coastal Bend College Associate Degree Nursing Education Program in Beeville, Texas.

Based upon the review of the information, it was the decision of the Board to accept the report of the virtual survey visit conducted September 27 – 29, 2022, and impose the requirements and recommendation as indicated in the attached Board Order.

A requirement is a mandatory criterion based upon program assessment directly related to the rules that must be addressed in the manner described.

A recommendation is a suggestion based upon program assessment indirectly related to the rules to which a program must respond but in a method of their choosing.

If you have any questions, or if we may be of any assistance, please contact Board Staff at beverly.skloss@bon.texas.gov or 512-318-3219.

Sincerely,

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

Copy: Dr. Justin Hoggard, President
Dr. Patricia Rehak, Provost

BEFORE THE TEXAS BOARD

ORDER OF THE BOARD

In the Matter of
Coastal Bend College
Associate Degree Nursing Education Program
In Beeville, Texas

A public meeting of the Texas Board of Nursing, hereinafter referred to as the Board, was held on January 19, 2023, 10100 Burnet, JJ Pickle Research Center, Austin, Texas to consider the report of the September 27 – 29, 2022, Board ordered virtual survey visit to Coastal Bend College Associate Degree Nursing Education Program in Beeville, Texas, pursuant to Section 301.157, Texas Occupations Code and 22 Tex. Admin. Code Chapter 215, based upon compliance with Rule 215.

After review and due consideration of the filed materials, and other interested parties, if any, the Board hereby ACCEPTS the report of the survey visit to Coastal Bend College Associate Degree Nursing Education Program in Beeville, Texas, and hereby imposes the following requirements and recommendation:

Requirements:

1. It is required that the director and nursing faculty review the curriculum and make changes in the curriculum to include content on mental health nursing and clinical learning experiences with patients requiring medical and nursing interventions for mental health problems. (a) It is highly recommended that the content area be integrated into the current curriculum for enrolled students as soon as possible; and (b) the program shall submit to Board staff no later than April 1, 2023, a major curriculum change proposal following Education Guideline 3.7.1.a. *Proposals for Curriculum Changes* indicating the inclusion of didactic content and clinical experiences in mental health nursing care.
2. It is required that the program develop a TPE plan that includes all requirements of Rule 215.13 and submit the TPE plan to Board staff no later than April 1, 2023.
3. It is required that the program develop clinical objectives based upon the DEC's, develop a clinical evaluation tool that measures student clinical progression across the curriculum, and implement a formative clinical evaluation. These documents shall be submitted as part of the major curriculum change plan in Requirement #1 to be submitted no later than April 1, 2023.

Recommendation:

1. It is recommended that the director and faculty review the program admission policies and ensure these policies are consistently followed. Please provide a response to Board staff no later than March 1, 2023.

Entered this 19th day of January 2023

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