Course Change Request

Date Submitted: 04/23/18 3:03 pm

Viewing: **ANTH 403: Anthropology of Religion**

Also listed as: **RELS 403**

Last edit: 05/04/18 11:20 am
Changes proposed by: claporte

**Rationale for Course**
Edit
Other

**Update catalog description to better reflect current content of class**

**Catalog course description**

Cross-cultural, theoretical analysis of Anthropological approach to religion as a cultural phenomenon, exploring the relationships between religion, culture, society and the individual. Economics, politics and social structure with particular reference to non-Western, preindustrial societies.

**Prerequisites and Restrictions**

Concurrent Enrollment  No

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate%20Preparer
<table>
<thead>
<tr>
<th>Should catalog prerequisites / concurrent enrollment be enforced?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crosslistings</td>
<td>Yes</td>
</tr>
<tr>
<td>Stacked</td>
<td>No</td>
</tr>
<tr>
<td>Crosslisted With</td>
<td>RELS 403</td>
</tr>
<tr>
<td>Semester</td>
<td>3</td>
</tr>
<tr>
<td>Credit Hour(s)</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hour(s) (per week):</td>
<td>Lecture: 3, Lab: 0, Other: 0, Total: 3</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Three-peat?</td>
<td>No</td>
</tr>
<tr>
<td>CIP/Fund Code</td>
<td>3802010001</td>
</tr>
<tr>
<td>Default Grade Mode</td>
<td>Letter Grade (G)</td>
</tr>
<tr>
<td>Alternate Grade Modes</td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
<tr>
<td>Method of instruction</td>
<td>Lecture</td>
</tr>
<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be taught as a distance education course?</td>
<td>No</td>
</tr>
<tr>
<td>Is 100% of this course going to be taught in Texas?</td>
<td>Yes</td>
</tr>
<tr>
<td>Will classroom space be needed for this course?</td>
<td>Yes</td>
</tr>
<tr>
<td>This will be a required course or an elective course for the following programs:</td>
<td></td>
</tr>
<tr>
<td>Required (select program)</td>
<td></td>
</tr>
<tr>
<td>Elective (select program)</td>
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</tr>
<tr>
<td>Has/will this course be(en) submitted for core curriculum consideration?</td>
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</tr>
<tr>
<td>Has/will this course be(en) submitted for Writing or Communication consideration?</td>
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</tr>
<tr>
<td>Has/will this course be(en) submitted for ICD consideration?</td>
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</tr>
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</table>

**Course Syllabus**

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate%20Preparer
Table:

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
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<tbody>
<tr>
<td>Syllabus:</td>
<td>Upload syllabus</td>
</tr>
<tr>
<td>Letters of support or other documentation</td>
<td>No</td>
</tr>
<tr>
<td>Additional information</td>
<td></td>
</tr>
<tr>
<td>Reported to state?</td>
<td>No</td>
</tr>
</tbody>
</table>

Course Change Request

**Course: ANTH 404: Women and Culture**

**Viewing:**

Also listed as: **WGST 404**

**Last edit:** 05/04/18 11:21 am

Changes proposed by: werner

---

### Catalog Pages referencing this course

- ANTH 404:
  - ANTH - Anthropology (ANTH)
  - Department of Anthropology
  - International and Cultural Diversity Requirements
  - WGST - Women's & Gender Studies (WGST)
  - WGST 404:
    - ANTH - Anthropology (ANTH)
    - Department of Anthropology

---

**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cynthia Werner</td>
<td><a href="mailto:werner@tamu.edu">werner@tamu.edu</a></td>
<td>979-458-4037</td>
</tr>
</tbody>
</table>

---

**Rationale for Course**

**Edit**

Other

**Adding restriction for junior and senior classification, or approval of instructor.**

---

**Course prefix**

ANTH

**Course number**

404

**Department**

Anthropology

**College/School**

Liberal Arts

**Academic Level**

Undergraduate

**Undergraduate course level justification (Select One)**

College/Program Course Level Rubric

**Academic Level (alternate)**

Graduate

**Effective term**

2019-2020

**Complete Course Title**

Women and Culture

**Abbreviated Course Title**

WOMEN & CULTURE

---

**Catalog course description**

Examines women's lives in evolutionary and cross-cultural perspective; women's roles in subsistence, politics, religion and economics in traditional cultures; women's roles in international development; the cultural and social construction of women's biology cross-culturally including circumcision, menstruation, pregnancy, childbirth and motherhood.

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**Prerequisites and Restrictions**

**Junior or senior classification; approval of instructor.**

---

**Concurrent Enrollment**

No

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In Workflow

1. ANTH Department Head
2. CLLA Department Head
3. Curricular Services Review
4. LA Committee Preparer UG
5. LA Committee Chair UG
6. LA College Dean UG
7. UCC Preparer
8. UCC Chair
9. Faculty Senate Preparer
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services
14. Banner

---

Approval Path

1. 05/03/18 10:09 am
Cynthia Werner (werner): Approved for ANTH Department Head

2. 05/03/18 12:26 pm
Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head

3. 05/04/18 11:21 am
Sandra Williams (sandra-williams): Approved for Curricular Services Review

4. 05/04/18 11:56 am
Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG

5. 06/18/18 2:43 pm
Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG

6. 06/19/18 2:53 pm
Sandra Williams (sandra-williams): Approved for LA College Dean UG

7. 06/20/18 1:14 pm
Sandra Williams (sandra-williams): Approved for UCC Preparer

8. 07/09/18 9:35 am
Sandra Williams
<table>
<thead>
<tr>
<th>Should catalog prerequisites / concurrent enrollment be enforced?</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Crosslistings</td>
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</tr>
<tr>
<td>Stacked</td>
<td>No</td>
</tr>
<tr>
<td>Crosslisted With</td>
<td>WGST 404</td>
</tr>
<tr>
<td>Stacked with</td>
<td></td>
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<tr>
<td>Semester</td>
<td>3</td>
</tr>
<tr>
<td>Credit Hours</td>
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</tr>
<tr>
<td>Contact Hour(s)</td>
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</tr>
<tr>
<td>(per week):</td>
<td>Lab: 0</td>
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<td></td>
<td>Other: 0</td>
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<td>Total 3</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Three-peat?</td>
<td>No</td>
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<td>CIP/Fund Code</td>
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<td>Default Grade Mode</td>
<td>Letter Grade (G)</td>
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<tr>
<td>Alternate Grade Modes</td>
<td>Satisfactory/Unsatisfactory</td>
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<td>(i.e., parts of term, distance education)</td>
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<td>Yes</td>
</tr>
</tbody>
</table>

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BA-ANTH) Anthropology - BA</td>
</tr>
<tr>
<td>(BA-ANTH-ATR) Anthropology - BA, Archaeology Track</td>
</tr>
<tr>
<td>(BA-WGST) Women's and Gender Studies - BA</td>
</tr>
<tr>
<td>(BA-USLA-RGE*) University Studies - BA, Race, Gender, Ethnicity Concentration</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration? | No |
Has/will this course be(en) submitted for Writing or Communication consideration? | No |
Has/will this course be(en) submitted for

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
### Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus: Upload syllabus</th>
</tr>
</thead>
</table>
| Upload syllabus

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional information</td>
<td></td>
</tr>
</tbody>
</table>

**Reviewer Comments**

Sandra Williams (sandra-williams) (04/17/18 8:37 am): Rollback: The "undergraduate course level justification" indicates prerequisites, however, there are no course prerequisites listed. There are only restrictions. Should the justification be "College/Program Policy" instead?

Cynthia Werner (werner) (04/17/18 9:08 am): Changed as requested.

Sandra Williams (sandra-williams) (05/04/18 11:21 am): Syllabus not required for this type of change.


<table>
<thead>
<tr>
<th>Reported to state?</th>
<th>No</th>
</tr>
</thead>
</table>
Course Change Request

Viewing: **ANTH 425 : Human Osteology**

Last edit: 05/04/18 11:24 am

Changes proposed by: lwright

### Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori Wright</td>
<td><a href="mailto:lwright@tamu.edu">lwright@tamu.edu</a></td>
<td>9794924049</td>
</tr>
</tbody>
</table>

### Rationale for Course

**Edit Other**

**Explanation of Other Rationale** Change is needed due to change in structure of a prerequisite. ANTH 225 used to include a lab, which is now a separate course ANTH 226. Thus ANTH 226 should now be a prerequisite for ANTH 425, as in the past when 226 was part of 225.

### Course Information

- **Course prefix**: ANTH
- **Course number**: 425
- **Department**: Anthropology
- **College/School**: Liberal Arts
- **Academic Level**: Undergraduate
- **Effective term**: 2019-2020

### Prerequisites and Restrictions

- ANTH 225 and ANTH 226, or VIBS 305; junior or senior classification.

**Catalog course description**

Concepts and methods used by anthropologists to identify, describe and analyze human skeletal remains from forensic and archaeological contexts.

**Concurrent Enrollment** No
Should catalog prerequisites / concurrent enrollment be enforced? 

Yes

Enforced Prerequisites / Concurrent Enrollment

| And/Or | Course Prefix/Number | Min Grade/Score | Academic Level | | Concurrency? |
|---------|----------------------|----------------|----------------||----------|
| (       | ANTH 225             | D              | UG             | | No       |
| And     | ANTH 226             | D              | UG             | | No       |
| Or      | VIBS 305             | D              | UG             | | No       |

Crosslistings No Crosslisted With

Stacked No Stacked with

Semester 3 Contact Hour(s) Lecture: 2 Lab: 3 Other: 0 Total 5
Credit Hour(s)
Repeatable for credit? No
Three-peat? No

CIP/Fund Code 4502020001
Default Grade Mode Letter Grade (G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture and Laboratory

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)

No

Will this course be taught as a distance education course?

Yes

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BA-ANTH) Anthropology - BA</td>
</tr>
<tr>
<td>(BS-ANTH) Anthropology - BS</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration?

No
Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation

No

Additional information

Reviewer Comments

Sandra Williams (sandra-williams) (05/04/18 11:24 am): Minor edits made to form.


Reported to state?

No
Program Change Request

BSN-NURS: Nursing - BS, Traditional BSN

Date Submitted: 05/02/18 2:16 pm

Viewing: BSN-NURS : Nursing - BS, Traditional BSN

Last approved: 03/22/18 6:00 pm

Last edit: 05/15/18 9:33 am

Changes proposed by: brickla1

Catalog Pages Using this Program

<table>
<thead>
<tr>
<th>Catalog Program Title</th>
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<tbody>
<tr>
<td>Nursing - BSN, Traditional BSN</td>
<td></td>
</tr>
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</table>

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisha Brickley-Meyer</td>
<td><a href="mailto:brickley-meyer@tamhsc.edu">brickley-meyer@tamhsc.edu</a></td>
<td>979-436-0132</td>
</tr>
</tbody>
</table>

Academic level: Undergraduate
Effective Term: 2019-2020
Department: College of Nursing
College: Nursing
Program type: Degree
Degree designation: BSN - Bachelor of Science in Nursing
With a major in: Nursing (NURS)

Catalog Program Title
Nursing - BS, Traditional BSN

CIP and Fund code: 51380100

Rationale for Proposal

The Texas A&M University (TAMU) College of Nursing (CON) is seeking to offer its traditional bachelor of science in nursing (BSN) programs in the lower Rio Grande Valley of Texas (RGV). Currently, the CON offers the baccalaureate degree to nursing professionals through the online RN to BSN degree completion program only, and offers graduate education through our online Masters in Nursing (MSN) degree options. While these two programs are valuable for increasing the level of education of nurses in the RGV, they do not contribute to increased RN capacity in a severe nursing shortage area. We propose expansion of our educational programs in the RGV through a face-to-face traditional 4-year Baccalaureate of Science in Nursing (BSN) program.

Rationale

The RGV border counties and its rural regions lag behind the nation and Texas, not only in the number of nurses per 100,000, but also in the level of educational preparation and in the percentage of Hispanic nurses that are not representative of the population in the RGV. Texas is only at 90% of the national average for the total number of RNs per 100,000. The Texas-Mexico border counties are disproportionately affected. In 2015 there were 523 RNs per 100,000 people, compared to 775 RNs per 100,000 people in the state of Texas. Literature suggests that quality outcomes are related to a nursing workforce that is culturally diverse and reflective of the population served. While Hispanics make up 84.3% of the Texas border region population, and 91% in Hidalgo County where the TAMU Health Science Center (HSC) campus is located, only 54.2% of the RNs in the region are Hispanic (DHHS: Texas Center for Nursing Workforce Studies, 2015 http://dshs.texas.gov/chs/cnws/Nursing-Workforce-Reports/). The deficits in the RGV nursing workforce contribute to significant health needs in the Texas border regions, where there are high rates of poverty, low rates of health insurance coverage, poor environmental conditions, and high incidence of infectious and chronic diseases.

In fall 2015, a CON Clinical Advisory Board was established in McAllen, composed of nurse executives of all the major...
hospitals, school district nurses and administrators, and other community members from across the RGV, to determine the nursing needs in the RGV and to advise the CON regarding potential educational programs to fill those needs. The advisory board verified the critical nursing shortage in the RGV reporting from 70-100 consistently open nursing positions in every hospital and a 20% turnover rate. There is both significant need and opportunity for TAMU CON to expand its face-to-face programs in the RGV. The capacity for BSN program growth is substantial, and the demonstrated need by clinical partners indicate an equal demand for future growth of our graduate programs in the RGV. To align with coordinating board approval of 120 credit hours if approval letter from the board is required please let us know.

<table>
<thead>
<tr>
<th>Program hours</th>
<th>120</th>
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<tbody>
<tr>
<td>Is this program eligible for financial aid?</td>
<td>Yes</td>
</tr>
<tr>
<td>Will program hours change (increase/decrease) due to the proposed curriculum changes?</td>
<td>No</td>
</tr>
<tr>
<td>Program delivery mode</td>
<td>Broadcast / TTVN Synchronous/Asynchronous On-campus Distance Education/Internet Off-campus - specify location</td>
</tr>
<tr>
<td>Location is</td>
<td>In State</td>
</tr>
<tr>
<td>Is this an approved SACSCOC location?</td>
<td>Yes</td>
</tr>
<tr>
<td>SACSCOC Location</td>
<td>School of Public Health, McAllen Teaching Site, 2101 South McCoil Road, McAllen, TX 78503</td>
</tr>
<tr>
<td>Will this program be offered with another institution?</td>
<td>No</td>
</tr>
<tr>
<td>% of Program a student can take off-campus or through Distance Education</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Catalog Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 305</td>
<td>Nursing Dimensions and Informatics</td>
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</tr>
<tr>
<td>NURS 312</td>
<td>Introduction to Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 313</td>
<td>Nursing Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>NURS 314</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 315</td>
<td>Nursing and the Aged</td>
<td>3</td>
</tr>
<tr>
<td>NURS 316</td>
<td>Pharmacology Principles</td>
<td>3</td>
</tr>
<tr>
<td>NURS 320</td>
<td>Adult Nursing I</td>
<td>6</td>
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<tr>
<td>NURS 323</td>
<td>Nursing Care of Women, Families and Newborns</td>
<td>4</td>
</tr>
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<td>NURS 411</td>
<td>Evidence-Based Practice for Nurses</td>
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<tr>
<td>NURS 412</td>
<td>Care of Mental Health Clients</td>
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<td>NURS 413</td>
<td>Nursing Care of Children and Families</td>
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<td>NURS 421</td>
<td>Care of Community Health Clients</td>
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<td>NURS 424</td>
<td>Professional Issues</td>
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<td>NURS 430</td>
<td>Transition to Professional Nursing Practice</td>
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<tr>
<td>NURS 434</td>
<td>Case Studies in Patient Safety and Quality</td>
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</table>

College and University Requirements

- American history
- Communication
- Creative arts
- Mathematics
- BIOL 111 Introductory Biology I

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
BSN-NURS: Nursing - BS, Traditional BSN

Addional information
Required Proposal Forms
- 012218PresidentApprovalMemo.pdf
- CON BSN_THECB Off-Campus Face-to-Face or Electronic Delivery - April 2017 - Final.PDF
- CON BSN_THECB Off-Campus Face-to-Face or Electronic Delivery - 5-15-18.docx
- CON BSN_DEPProposedOffcampusF2F-System Form_5-15-18.docx
- Exhibits to CON BSN_THECB Off-Campus Face-to-Face or Electronic Delivery - 5-15-18.docx
- CON BSN_DE-Off Campus (Face-to-Face) Request System Form_5-15-18.docx
- Exhibits to CON BSN_DE-Off Campus (Face-to-Face) Request System Form - Final (2).pdf

Reviewer Comments
Angel Mario Carrizales (carri1214) (05/01/18 8:27 am): Rollback: Please fill the rationale for proposal field. The location address (2101 S McCall Rd, McAllen, TX 78503) on the submitted forms is an approved TAMU SASCOC location. Please update the “Is this an approved SASCOC location?” field to “Yes” and select the appropriate entry from the “SASCOC Location” drop-down menu.

Deena McConnell (djm) (05/07/18 11:38 am): Initial concern addressed.

Deena McConnell (djm) (05/15/18 9:10 am): Documents have been updated and approved by the College of Nursing. The originally submitted pdf of the THECB form has been left in CARS because of the information included in the document relating to how the THECB standards will be met. This version will not be submitted to the THECB, but the information should be retained as part of this file.

Deena McConnell (djm) (05/15/18 9:33 am): The BSN already has approval from the THECB for online delivery and for off-campus face-to-face and electronic to group delivery at 3950 N. A.W. Grimes Blvd., Round Rock, TX.


BSN-NURS: Nursing - BS, Traditional BSN

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>BIOL 107</td>
<td>or Zoology</td>
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<tr>
<td>BIOL 206</td>
<td>Introductory Microbiology</td>
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<tr>
<td>BIOL 351</td>
<td>Fundamentals of Microbiology</td>
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<tr>
<td>VTPB 405</td>
<td>Biomedical Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>Integrated Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>VIBS 305</td>
<td>or Biomedical Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 320</td>
<td>Integrated Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>VTPP 423</td>
<td>or Biomedical Physiology I</td>
<td>4</td>
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</tbody>
</table>

Foreign Language

Proficiency in a foreign language is required. Can be met by taking two years of the same language in high school or college credit.

Prerequisite Courses

Prerequisites may be planned or in progress during the application cycle, but must be completed with a grade of "C" or better before the program start date. The courses may be completed at any regionally accredited college or university.

See advisor for acceptable courses.

Total Semester Credit Hours 120

See advisor for acceptable courses.

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Prerequisite Courses

Prerequisites may be planned or in progress during the application cycle, but must be completed with a grade of "C" or better before the program start date. The courses may be completed at any regionally accredited college or university.

See advisor for acceptable courses.

Additional information
Required Proposal Forms
- 012218PresidentApprovalMemo.pdf
- CON BSN_THECB Off-Campus Face-to-Face or Electronic Delivery - April 2017 - Final.PDF
- CON BSN_THECB Off-Campus Face-to-Face or Electronic Delivery - 5-15-18.docx
- CON BSN_DEPProposedOffcampusF2F-System Form_5-15-18.docx
- Exhibits to CON BSN_THECB Off-Campus Face-to-Face or Electronic Delivery - 5-15-18.docx
- CON BSN_DE-Off Campus (Face-to-Face) Request System Form_5-15-18.docx
- Exhibits to CON BSN_DE-Off Campus (Face-to-Face) Request System Form - Final (2).pdf

Reviewer Comments
Angel Mario Carrizales (carri1214) (05/01/18 8:27 am): Rollback: Please fill the rationale for proposal field. The location address (2101 S McCall Rd, McAllen, TX 78503) on the submitted forms is an approved TAMU SASCOC location. Please update the “Is this an approved SASCOC location?” field to “Yes” and select the appropriate entry from the “SASCOC Location” drop-down menu.

Deena McConnell (djm) (05/07/18 11:38 am): Initial concern addressed.

Deena McConnell (djm) (05/15/18 9:10 am): Documents have been updated and approved by the College of Nursing. The originally submitted pdf of the THECB form has been left in CARS because of the information included in the document relating to how the THECB standards will be met. This version will not be submitted to the THECB, but the information should be retained as part of this file.

Deena McConnell (djm) (05/15/18 9:33 am): The BSN already has approval from the THECB for online delivery and for off-campus face-to-face and electronic to group delivery at 3950 N. A.W. Grimes Blvd., Round Rock, TX.

Texas Higher Education Coordinating Board

Certification Form for Electronically Delivered and Off-Campus Education Programs
April 2014

Directions: For all new programs that are to be delivered electronic-to-individuals (i.e., online), electronic-to-groups, or off-campus face-to-face, a signed pdf of this form must accompany email notification of the new program to Dr. Andrew B. Lofters (andrew.lofters@thecb.state.tx.us). (Institutions offering distance education programs for the first time – i.e. have never offered a distance education program, such as newly created institutions -- must complete and submit an Institutional Plan for Distance Education).

Please fill out the Administrative Information below and then sign and date on page 4.

Administrative Information

1. Institution: Texas A&M University

2. Program Name – Show how the program would appear on the Coordinating Board’s program inventory [e.g., Master of Arts (MA) in English Literature]:

   Bachelor of Science in Nursing (BSN)

3. Program CIP Code: Registered Nurse, 51.3801

4. Program Delivery – Describe how the program will be delivered: online, off-campus face-to-face or off-campus electronic-to-groups? If off-campus, include information as to where the program will be delivered and be sure to follow the requirements for area notification as outlined in the Guidelines for Approval of Distance Education. Electronic to Group Delivery

5. Proposed Implementation Date – Report the first semester and year that students would enter the program at the proposed additional site(s). Fall 2019

6. Contact Person – Provide contact information for the person who can answer specific questions about the program.

   Name: Debra Wise Matthews, PhD, RN

   Title: Associate Dean for Academic Affairs

   E-mail: dmatthews@tamhsc.edu

   Phone: 979-436-0131
Based on Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.

**CURRICULUM AND INSTRUCTION**

- Each program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.

This substantive change request is for the establishment of an off-campus instructional site to support nursing education in McAllen, Texas. The Bachelor of Science (BSN) degree program that will be offered at the McAllen site is not a new program. The Texas A&M College of Nursing (TAMU CON) is currently authorized to award the BSN degree in Nursing. The BSN pre-licensure tracks include two options: the traditional BSN, where the student completes the first two years of education requirements at an accredited college or university and then completes the upper division courses at TAMU CON, and the accelerated BSN where the student seeks admission after completing a bachelor’s degree in another related field of study. The RN to BSN (RN-BSN) is currently offered as an online program (not face-to-face) to students in the RGV. In this program, the student has received either a diploma or associate degree in nursing from another institution and subsequently seeks admission to the College of Nursing for BSN completion. All three tracks meet the same student learning outcomes (See Appendix A: BSN Student Learning Outcomes). These are aligned with guidelines from the American Association of Colleges of Nursing (http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and the Texas Board of Nursing (http://www.bne.state.tx.us/education_guidelines.asp).

Currently in the Texas Rio Grande Valley (RGV), the CON offers the BSN degree to nursing professionals through the online RN-BSN degree completion program only, and offers graduate education through our online Master’s of Science in Nursing (MSN) programs. Students from the RGV who are admitted to one of these online programs complete didactic courses online, and complete the clinical components of these programs locally, overseen by nursing faculty based at the McAllen site. While these two programs are valuable for increasing the level of education of currently licensed nurses in the RGV, they do not contribute to increased RN capacity. The establishment of an off-campus instructional site for the traditional and accelerated BSN programs in McAllen will increase RN capacity in a severe nursing shortage area. This will be accomplished with reliance on distance learning technology (electronic to group delivery) for approximately half (49%) of the instruction, with clinical experiences occurring locally and supervised by faculty based at the McAllen site. The off-campus BSN program will be equivalent in rigor and breadth to the BSN program currently offered on the TAMU CON main Bryan and Round Rock campuses.

- A degree or certificate program or course offered electronically is coherent and complete.

The didactic portions of the BSN curriculum will be delivered to McAllen students via interactive and synchronous distance technology (electronic to group delivery) in the same manner as they are currently delivered to the students on the TAMU Health Science Center (HSC) campus at Round Rock, Texas. Currently, course delivery originates alternately from Bryan and Round Rock, with faculty for each course specialty assigned as co-lecturers on each campus. McAllen
Faculty for each specialty will be assigned to each course in the BSN program and to the clinical practicum requirement for each course. These faculty will be part of each faculty course team composed of Bryan, Round Rock, and McAllen faculty. This cross-campus course team model, facilitates consistency among campuses and will ensure the same quality of education for students in the RGV that exists on the other campuses.

The clinical experiences for the program will be completed in the students' locality in the RGV, with local clinical faculty overseeing and evaluating the experience. Memoranda of Understanding (MOU) have been established with many of these partners across the four county RGV area, including the Doctors Hospital at Renaissance Health System (DHR), Valley Baptist Health System, South Texas Health System, Mission Regional Medical Center, and Nuestra Clinical Del Valle and Brownsville Community Health Center both of which are federally qualified health clinics.

- **The program or course provides for appropriate interaction between faculty and students and among students.**

Faculty members within the College of Nursing, regardless of location, teach in the classroom, select and manage clinical learning experiences, provide clinical supervision, maintain scheduled office hours, mentor students, prepare course materials and examinations, evaluate student performance, and serve on assigned committees. Each faculty member teaching in a particular course is expected to meet regularly with other faculty members of the course team across campuses to maintain consistency and to establish inter-rater reliability for evaluation of students in the didactic, lab, and clinical setting. Regular team meetings between faculty members located in Bryan, Round Rock and McAllen occur through telephone or video-conferencing. The McColl site in McAllen provides adequate faculty office and meeting spaces and student areas to meet the needs for faculty/student interaction, mentoring and studying.

- **Qualified faculty provide appropriate oversight of the program or course that is offered electronically.**

In academic year 2017-2018, the TAMU College of Nursing had 37 full-time faculty members including the dean and associate dean, and 18 part-time adjunct faculty members, who teach across all CON programs and educational sites. At preparation of this prospectus, there is one (1) full-time and one (1) part-time faculty located at the McAllen site. However, when fully implemented, the CON will employ an additional seven (7) full-time faculty at the McAllen site to support the BSN degree program. A 1:10 faculty to student ratio, as required by the Texas Board of Nursing (TBON), is maintained for clinical practica, regardless of location. Workload calculations include time for professional development and clinical practice as is relevant for the individual faculty member. Professional service to the community and scholarly activities are also expected. The same expectations are required of the faculty members housed on distant campuses, including McAllen. Additionally, the start-up budget for the McAllen site includes funds for professional development of new faculty for orientation and instruction on distant education delivery, as well as clinical education expectations, so that there is consistency among faculty across campuses.

The faculty members are adequate in number and qualified to implement the BSN programs according to the guidelines of the TBON, including assurances that all clinical specialties are taught by faculty members with experience in that specialty. All CON faculty's academic,
experiential qualifications and diversity of backgrounds are appropriate to their roles. Faculty
members teaching clinical courses hold, at a minimum, a master's degree and preparation at
the doctoral level is preferred. Preparation for each faculty teaching in the BSN program is
referenced in Appendix B: the Faculty Roster Form.

Administrative oversight will be maintained by the same administrative team located on main
campus in Bryan, Texas. The TAMU CON Dean and Associate Dean for Academic Affairs
(ADAA) will maintain overall management of the McAllen campus. A site director, based at the
McAllen site and reporting to the CON ADAA, will directly supervise the faculty and staff and
meet by phone conference weekly with the ADAA. The ADAA will make site visits to McAllen at
least once per semester to meet with faculty and students, the CON Advisory Board, and
community stakeholders.

- **Academic standards for all programs or courses offered electronically will be the
  same as those for programs or courses delivered by other means at the institution
  where the program or course originates.**

Texas A&M University Rule 11.03.99.M1, requires courses taught online or in distance programs
must be reviewed and approved through the institution's curricular approval process prior to
implementation to ensure that the courses and/or program has learning outcomes and credit
hour requirements equivalent to traditionally taught courses (Appendix C: Texas A&M
Guidelines for Distance Education Courses and Programs).

The College of Nursing BSN program is currently approved for distant delivery to the Round
Rock campus, and program delivery to McAllen will be in the same manner (Appendix D:
THECB Distance Education Program Inventory). The development of the off-campus
instructional site in McAllen did not result in any changes in admission, curriculum, progression
nor graduation requirements for the students.

- **Student learning in programs or courses delivered electronically should be
  comparable to student learning in programs offered at the campus where the
  programs or courses originate.**

All students, regardless of campus, must complete the same curriculum requirements for the
Texas Core Curriculum (THECB) for baccalaureate education. The BSN Student Learning
Outcomes (SLO) are aligned with the Texas Board of Nursing Differentiated Essential
Competencies and the American Association of Colleges of Nursing Essentials of
Baccalaureate Education, both of which are required for accreditation. The BSN program
objectives and expected SLOs, are the same for students in all BSN tracks regardless of
campus location, and these are clearly communicated on the CON website
(https://nursing.tamhsc.edu/traditional/index.html). The BSN programs of study are also
available on the website to all students. Academic standards, policies, and BSN degree
progression requirements are available in the Undergraduate Student Handbook, which is also
accessible to all students on the CON website.
Role and Mission

The program or course is consistent with the institution’s role and mission.

TAMU is a land grant institution, and as such its stated mission is to serve persons of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population. Likewise, the TAMU CON mission is in part to identify, attract and graduate students of high potential, especially those from groups who have been historically under-represented in Texas health care. Aligned with the university and college missions, the CON recognizes the critical nursing need in South Texas, and is committed to increasing the number and level of education of nurses in the RGV.

The RGV border counties and its rural regions lag behind the nation and Texas, not only in the number of nurses per 100,000, but also in the level of educational preparation and in the percentage of Hispanic nurses that are not representative of the population in the RGV. Texas is only at 90% of the national average for total number of RNs per 100,000. The Texas-Mexico border counties are disproportionately affected where in 2015 there were 523 RNs per 100,000 people, compared to 775 RNs per 100,000 people in the state of Texas. Literature suggests that quality outcomes are related to a nursing workforce that is culturally diverse and reflective of the population served. While Hispanics make up 84.3% of the Texas border region population, and 91% in Hidalgo County where the CON HSC campus is located, only 54.2% of the RNs in the region are Hispanic (Texas Center for Nursing Workforce Studies, 2015) The deficits in the RGV nursing workforce contribute to significant health needs in the Texas border regions, where there are high rates of poverty, low rates of health insurance coverage, poor environmental conditions, and high incidence of infectious and chronic diseases (US Census Bureau, 2015).

Since fall 2015, leadership of the CON has worked with the CON Clinical Advisory Board in McAllen. This advisory board is composed of nurse executives from all the major hospitals, school district nurses and administrators, and other community members from the RGV. The purpose is to advise the CON regarding the nursing needs in the RGV and the potential educational programs to fill those needs. This board verified the critical nursing shortage in the RGV reporting from 70-100 consistently open nursing positions in every hospital and a 20% turnover rate. The goal of the CON is to have an on-site presence in the RGV so that students educated in the valley stay in the valley, and so that TAMU faculty and students can augment existing community efforts to improve health care in that area through their clinical practice and research. Although there are nursing programs currently in the RGV, there continues to be significant need for nurses and there is opportunity for TAMU CON to partner with existing programs in the RGV to meet this critical need. The capacity for BSN program growth is substantial, and the demonstrated need by clinical partners indicate the equal need for future growth of graduate programs in the RGV.

The TAMU School of Public Health (SPH) is currently housed in the HSC Campus on McColl Rd.in McAllen to offer its programs. However, the SPH is moving its programs to the TAMU Higher Education Center at Tres Lagos in McAllen effective Fall 2018, making the McColl Rd. site available for delivery of the CON programs. The site has all the required space needs, including classrooms with distance technology (TTVN). The CON Clinical Advisory Board in McAllen has members representing each of the major hospitals, and these have assured clinical practicum site space for TAMU BSN students. They have also communicated the availability of
their nursing staff for clinical faculty. MOUs have been established with many of these partners across the four county RGV area, including the Doctors Hospital at Renaissance health system (DHR), Valley Baptist Health System, South Texas Health System, and Mission Regional Medical Center. The McAllen off-campus instructional site will allow the TAMU CON to educate additional BSN students, contributing both to the land grant mission of Texas A&M to meet the needs of all Texans, and the CON mission and to address the nursing shortage particularly for those typically underrepresented (Appendix E: Letter of Support CON Advisory Board Member).

- **Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program or course.**

  The TAMU HSC supports onsite IT services for classroom support and support of faculty, staff and students at the McAllen site. The TAMU Office of Information Technology conducts an annual customer satisfaction survey, completed by faculty and staff from across the university and distant sites, to evaluate IT support services. These are examined as aggregate data as well as geographically in order to assure IT services and support are sufficient and comparable regardless of location and to assure the IT infrastructure is contributing to, rather than hindering, the delivery a quality educational experience.

  Likewise, the staff within the Clinical Learning Resource Center (CLRC) for simulated learning routinely gathers information from students, faculty and the colleges' associate deans for academic affairs to assure the staff support and teaching tools available within the CLRCs at all sites are enhancing the quality of the education provided.

  The CON instructional design team support both faculty and students on all campuses with all electronic teaching/learning programs, and are an available resource for consultation, instruction, problem-solving, and connection assistance. An annual faculty and student survey assessing the effectiveness of the instructional design team is conducted.

**Students and Student Services**

- **Program or course announcements and electronic catalog entries provide appropriate information.**

  All courses and course information are available in the Texas A&M eCampus learning management system and every enrolled student, regardless of campus location, has access to eCampus. Each student receives orientation and instruction regarding how to obtain and use the CON academic technology. Every course in eCampus contains a Student Resources section with links to course syllabi, course announcements, course and clinical schedules, course catalogues, and student handbooks. On-site faculty and student advisors are available on each campus as an additional student information resource.
• Students shall be provided with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

In each eCampus course and corresponding student resources section, students are provided with curriculum schedules, minimum technology skills needed, minimum technology requirements for computers, “netiquette” policy of communication expectations and responsibilities, disability services, student financial aid and business services, and other relevant student services. The CON has five advisors, one of which is located in McAllen at the McColl Rd. site. Each student is assigned an academic advisor to ensure each student is meeting curriculum and degree requirements, and to connect students with available resources (i.e. TAMU Disability Services, TAMU Student Business Services, TAMU Student Health Services, the CON Academic Success Counselor, etc) as needed.

• Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.

The TAMU Division of Student Services is centralized under the Office of the Vice President for Academic Affairs. Comprehensive “one-stop-shopping” for enrollment, financial aid disbursement, bill-payment, and international services is provided to all TAMU students, regardless of location, through electronic communication and on-site support provided by personnel on each campus. In addition, advisors in the CON Office of Student Affairs are available on each campus, including on the McAllen campus, for advising students and assisting them with accessing student services as needed. Nursing students who will be attending at the McColl Rd. site in McAllen will have the same access to services, such as student health clinic, counseling, etc., at the Texas A&M Higher Education Center in McAllen. All TAMU Health Science Center facilities, including McAllen, are provided safety and security support, and uniform standards are applied to ensure student safety.

Information technology and classroom support are also centralized, allowing for seamless support of all academic programs, and local IT staff are based at the McAllen site. All students enrolled within the College of Nursing, regardless of location, have full access to library and information resources. An extraordinary array of resources and services are available to all students through the Texas A&M University Library system which includes the Sterling C. Evans Library, the Cushing Memorial Library and Archives, the West Campus Library, the Policy Sciences and Economics Library, and the Medical Sciences Library. Current university library holdings include 3.6 million volumes, approximately 223,000 maps, over 23,000 linear feet of archival and manuscript collections, over 100,000 photographs, art collections, numerous artifacts, and material in virtually all forms of audiovisual media. All library resources are available online and accessible to all students regardless of location.

• The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course.

Texas A&M and the College of Nursing have established admission criteria that apply to all applicants, regardless of location, and application and admission is open to students from any
school, as long as they are qualified and meet admission criteria. Admission requirements and application instructions are clearly communicated on the CON website (https://nursing.tamhsc.edu/traditional/index.html).

The RGV service area has more than its share of problems: language barriers, high poverty rate, and educational deficits, all of which create barriers to student access and success. To overcome these issues, the CON has developed partnerships for recruitment of students from public high schools demonstrating success with well-prepared and high-performing graduates from health professions focused early college schools, magnet, and charter schools. The Texas Region One Education Service Center (ESC), overseeing public schools from McAllen to Brownsville, received a multi-million dollar grant from the Department of Education for an innovative nursing education pipeline program by partnering with South Texas College (STC) to offer courses to students in high-school so that students graduate with an associate’s degree. Region One ESC has approached TAMU CON to partner in an expansion grant so that these high school graduates, who will be “core complete” on graduation from high school, would be ready to begin upper division coursework for the BSN degree at TAMU CON. In this model, graduates from one of the 3 partner RGV high schools will have multiple entry options to nursing: 1) attend STC to complete their Associates Degree in Nursing (ADN), 2) attend TAMU CON for their RN-BSN following completion of the ADN, or 3) attend TAMU CON to earn a traditional BSN. This educational pipeline model will be replicable to other districts in the RGV, ie Brownsville ISD and Texas Southmost College, and across Texas (Appendix F: Letter of Support – Region One Service Center).

- Advertising, recruiting, and admissions materials clearly and accurately represent the program or course and the services available.

The Texas A&M Undergraduate Catalog, CON Student Handbook, CON website, and printed publications provide information regarding admission requirements, deadlines, admission criteria program offerings, curriculum plans and available scholarships. In addition, the website provides detailed information on tuition and fee costs of attendance. Every effort is made to maintain currency, accuracy and consistency of this information through frequent review and updating. College admissions advisors provide information to prospective students through appointment, by email or phone, at area career fairs as well as via group presentations held on campus or through Web-Ex. To assist in meeting recruiting and admission goals, the CON has five advisors, one of which is located in McAllen at the McColl Rd. site. In addition to web presence, these advisors actively recruit in face-to-face recruiting and pre-admission advising events around the state. In 2016-17 the CON hosted and/or participated in a total of 151 student recruitment events, 53 of those held in the Rio Grande Valley. In November 2017, the CON hosted 83 high school students from the Region 1 Education Service Center on the TAMU CON campus to engage with CON students and faculty, experience simulation, and for pre-admission advising.
Faculty Support

- **The program or course provides faculty support services specifically related to teaching via an electronic system.**

Faculty members are provided webinars, face-to-face workshops and development programs for all online instructional technology as well as online teaching best practices. Multiple on-demand video training resources on academic technology and a variety of teaching best practices and effective course development are available to faculty in the Faculty Resources section in eCampus. Most importantly, the College of Nursing has four full-time Instructional Design staff members who provide orientation, training, and troubleshooting support in all academic technology to faculty. Two full time staff members are located in Bryan and Round Rock for in-person support, and one Instructional Design Team staff dedicated to the McAllen site is built in the budget. Regardless of location, however, the instructional design staff can remotely connect to any instructor computer to provide direct, virtual assistance when needed.

- **The institution assures appropriate training for faculty who teach via the use of technology.**

Professional development opportunities are provided to all CON faculty on a regular basis. In the 2017-18 AY, for example, the TAMU Center for Teaching Excellence collaborated with the CON to provide training specific to the use of teaching methods for increasing engagement of students in distance education programs. Faculty teaching on distant campuses can attend these trainings via TTVN, or can travel to Bryan main campus through CON travel funds available to them.

Professional development in the form of orientation and training with faculty in specific course teams is added to the budget of the McAllen campus start-up plan. Additionally, all new faculty are provided with an orientation checklist to ensure consistency of training received. Each person overseeing a specific area signs off on the checklist as the faculty completes the required training and/or verifies familiarity with the instructional technology. All faculty are enrolled in an on-demand training course that addresses most frequently asked questions, most common needed skills, pedagogical best practices, and teaching resources and support. Faculty are also paired with an existing mentoring faculty member to answer questions, connect them with any additional training or resources the individual may need. New faculty participate in a monthly brown bag with their mentor for the first year of employment, where additional training and opportunities for questions is provided.

- **The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.**

Classrooms are equipped with instructor podiums including projectors/HD screens, interactive smartboards, student response polling software, presentation software, and videoconferencing cameras to share the instructor computer screen, instructor camera, and student cameras across campuses. Students are equipped with individual power plugs and Ethernet ports at each seat to connect their laptops and mobile devices. Classrooms are supplied with individual
microphones at each seat to allow students to comment and ask questions across campuses. For courses taught across campuses, instructors provide a discussion board in the eCampus Learning Management System to allow students to ask questions during class for “live, synchronous” answers. Instructors and peers can respond to questions. In addition, the students use the discussion boards later as study guides for exams. Instructors use web conferencing software to allow for small group meetings outside of normal class sessions for office hours, coaching, student presentations in small groups, and concentrated instruction with high student participation and feedback.

Resources for Learning

• The institution ensures that appropriate learning resources are available to students.

Computer labs, including printing and scanning capabilities, are available for students to use 24/7. Students are able to access the University Writing Center online for virtual appointments as well as proactive trainings, on-demand guides, and tutoring sessions. The library offers online chat with a librarian for assistance. All students complete a student readiness instrument, called Smarter Measure, for individualized assessment. This service includes online, on demand remediation resources such as typing skills, time management, study space strategies, etc. The university provides Lynda.com videos that include technology trainings on software such as email, Google, Microsoft Office, and soft skills such as working in teams, communication, task management, etc. These student resources are linked in all eCampus courses for easy access and visibility. Each campus, including the McAllen campus, has a Clinical Learning Resource Center (CLRC) where students learn skills and clinical decision-making in simulated clinical scenarios, using high-fidelity simulators and standardized patients, as part of the curriculum. Students also have the ability to reserve CLRC space for additional clinical skills practice on their own time.

• The institution evaluates the adequacy of, and the cost to students for access to learning resources and documents the use of electronic resources.

A variety of learning resources are used to enhance and assess learning in the BSN program (ie electronic health records, equipment for simulated clinical experiences, certification exam prep, etc). The CON is committed to keeping the cost of these enhancements low and the cost of electronic resources is covered with an instructional enhancement fee that all students pay regardless of location. Students at distant sites are not disadvantaged by cost or access to instructional resources, and no out of district fee is charged to students enrolled at a distant campus.

When considering a new electronic resource, as well as any new instructional materials, a proposal is submitted to the CON curriculum committee for consideration and recommendation for approval by the Dean or designee. The proposal includes cost to student and/or college, rationale for selecting this resource over others, and comparison with other similar resources. The curriculum committee considering the proposal is composed of faculty teaching in the BSN program, the BSN program coordinators, the Associate Dean for Academic Affairs, and the Director of Academic Technology and Distance Education. These individuals are also a part of
the program evaluation team that is responsible for continuous evaluation of data for program effectiveness, including the effectiveness of electronic resources that contribute to student learning outcomes.

Commitment to Support

- **Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.**

Role expectations for faculty are clearly articulated in the CON Faculty Handbook available in the Faculty Resources section in eCampus. Additionally, for faculty teaching online and/or at a distance, there are required trainings through the CON Office of Instructional Design. In the annual self-evaluation process, faculty are required to provide evidence of their effectiveness in the teaching role, whether in the traditional classroom or using distance education technology, and articulate goals for continued professional development in the educator role. Faculty engage in a 360° evaluation process which includes peer evaluations of both teaching (including the use of technology) and of participation and collaboration as members of the faculty team. Progressive faculty development in these areas are expected and noted in the annual evaluation process, and development of pedagogies to enhance student engagement at distant sites and in online education are specifically encouraged and rewarded.

- **The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.**

Start-up funding for the expansion of the CON BSN programs to McAllen through philanthropy will be sought by the College of Nursing, and maintained by the College with support from the HSC. By year 3, the program enrollment will generate formula funding, state tuition, designated and differential tuition, and small class supplement totaling more than program expenses. In year 3 these funds will be added to the CON base budget to pay CON faculty and staff costs. All students enrolled in the HSC, regardless of location, are required to pay designated tuition (i.e., tuition specifically designated to support educational mission of the institution), differential tuition (i.e., tuition allowable to cover differential costs of professional schools) and a variety of fees. Overall, the sum of the funds available to the colleges from all sources, primarily through tuition and state allocation, adequately supports the ongoing operations of the College of Nursing in general and the additional location on the McAllen Campus as an off-campus instructional site specifically. A specific budget summary for the McAllen Campus, including revenues and expenditures for fiscal years 2020 through 2024 are provided in Appendix G.

The McColl Rd Building is owned by the HSC and its operations including administration, utilities, grounds-keeping, custodial services, and security are paid by the HSC. The Health Science Center provides fiscal support for centralized services, such as information technology, communications, human resources, student services and institutional advancement. Adequacy of fiscal resources is reviewed annually during the budget process with the deans of all colleges within the Health Science

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Center. The budget process includes budget narrative requests based on college priorities and goals as articulated in college-based strategic plans.

EVALUATION AND ASSESSMENT

- The institution evaluates the program's or course's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.

The Texas A&M Office of Institutional Effectiveness & Evaluation requires an annual assessment report for each distant education program. The following three questions guide the annual assessment: 1) How is the program ensuring the comparability of the distance education program with comparable campus-based (i.e., face to face) programs, 2) What data/evidence are used to regularly assess the effectiveness of the distance education program in relation to comparable campus-based programs, and 3) What steps have been taken (action plan), if any, for improvement of the distance education program to ensure comparability? (Appendix H: Distance Education Programs and Institutional Effectiveness Documentation).

In order to evaluate distant program effectiveness and complete the annual report, the College of Nursing Total Program Evaluation Plan (TPEP) provides a systematic, comprehensive and continuous approach for assessing all program components and related outcome indicators and provides a timeline for data collection, data synthesis, decision-making, implementation and any needed actions. According to the TPEP, an evaluation of all processes will occur routinely on the McAllen campus, as on the Bryan and Round Rock campuses, to compare the outcomes for each group of students and to ensure equivalent outcomes at each campus.

One CON faculty member is assigned the role of Program Evaluation Coordinator with the responsibility of leading and ensuring implementation of the TPEP in collaboration with the Associate Dean for Academic Affairs. The Program Evaluation Coordinator also chairs the CON Program Evaluation Committee made up of the coordinators of each CON academic program, including the BSN program, the Dean, the Associate Dean for Academic Affairs, and at least three (3) CON faculty. The TPE Committee function is to maintain an ongoing analysis of the data collected and make recommendations for action plans to address the data, in collaboration with faculty course teams and the curriculum committee. Action plans for program improvement are brought to the Curriculum Committee for approval and implementation. The McAllen-based faculty members have the same rights and responsibilities as the Bryan and Round Rock faculty members and are represented in CON committee membership and participation via videoconference.

Data sources for assessment of course and/or program effectiveness include faculty course reports, student course evaluations, aggregate objective structured clinical examination (OSCE) scores, aggregate standardized test scores, retention and graduation rates, NCLEX-RN® pass rates, and graduate exit and alumni satisfaction surveys. These are analyzed as aggregate data and across programs, student cohorts, and sites to ensure equitable outcomes. Additionally, the CON leadership meets quarterly with the Clinical Advisory Boards at each site to assess program effectiveness from the perception of employing institutions (Appendix I: 2016-17 BSN Program Evaluation).
• At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.

Course faculty teams submit an end-of-semester course report that is the result of data analysis from student learning outcome indicators. These include scores on course assignments, exam scores, and clinical performance scores. Additionally, at the end of each course and at program completion, every student has the opportunity to evaluate teaching/learning effectiveness. On the graduate exit survey, students located on distant campuses and/or involved with online instruction, receive additional questions related to the method of delivery of the courses.

The data from these assessments are a part of the program evaluation plan, and on-going analysis of these data provide the basis for action plans for continuous program improvement. The data are analyzed specific to student cohort and campus so that action plans are also specific for addressing any local challenges identified.

On behalf of ________________________ (Institution), I assert that the preceding Coordinating Board criteria have been met for all courses associated with this program that will be delivered electronically and off-campus face-to-face.

_____________________________   __________________________
Chief Academic Officer or President    Date

Name: ____________________________

Title: ____________________________

THECB 4/2014
APPENDIX A

BSN Student Learning Outcomes
Baccalaureate Student Learning Outcomes

Provide Care
1. Integrate concepts, models and theories of nursing, the humanities and the natural, psychological, and sociological sciences as the foundation for professional nursing practice.

2. Apply concepts and theories as a base for problem solving, decision making and critical reasoning in evidenced based nursing practice.

3. Use effective and therapeutic communication in formal and informal interaction with clients, colleagues and other members of the health care team.

4. Utilize the nursing process in the holistic care of diverse individuals, families, groups, communities and populations in various health care settings.

5. Apply current standards of professional nursing practice in providing care to individuals, families, groups, communities and populations.

Manage Care
6. Utilize leadership and management skills while implementing safety principles to create a safe, caring environment for care delivery.

7. Use information management and patient care technology in the delivery of health care.

Participate as a Member of the Profession
8. Collaborate with other inter-professional health care team members to provide health promotion and disease and injury prevention across the lifespan for individuals, families, groups, communities and populations.

9. Modify care and advocate for patients in reflecting current and changing health care systems, health policies and global health care factors.

10. Demonstrate ethical accountability and legal responsibility for professional practice.

11. Integrate professional nursing values of altruism, autonomy, human dignity, integrity and social justice in professional nursing practice.

12. Demonstrate accountability for lifelong learning and professional growth.
APPENDIX B

Table of Faculty and BSN Courses Taught
<table>
<thead>
<tr>
<th>Name</th>
<th>Courses Taught</th>
<th>Relevant Certifications and Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rickie Bonner, DNP, RN, CHSE</td>
<td>NURS 305 - Nursing Dimensions and Informatics</td>
<td>Certified Nurse Educator</td>
</tr>
<tr>
<td></td>
<td>NURS 312 - Introduction to Pathophysiology</td>
<td>Certification in Healthcare Informatics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching Informatics content - 2 1/2 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching experience - 8 years</td>
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<tr>
<td>Margaret Bosembark, MSN, RN</td>
<td>NURS 320 - Adult Nursing I</td>
<td>Cardiac nursing in Step Down, Telemetry and CVICU - 4 1/2 years</td>
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<tr>
<td></td>
<td></td>
<td>Outpatient Infectious Disease - 1 year</td>
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<tr>
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<td></td>
<td>Family Medicine Residency Program - 4 years</td>
</tr>
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<td>Cody Bruce, MSN, RN</td>
<td>NURS 312 - Introduction to Pathophysiology</td>
<td>Med-Surg, Orthopedics, Trauma, Step-down unit - 5 years</td>
</tr>
<tr>
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<td>NURS 316 - Pharmacology Principles</td>
<td>Acute Care Mental Health, Psychiatric ICU Ward - 2 years</td>
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<tr>
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<td>NURS 412 - Care of Mental Health Clients</td>
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</tr>
<tr>
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<td>NURS 430 - Transition to Professional Nursing Practice</td>
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<td>Rebecca Burns, DNP, RN</td>
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<td>Executive Leadership-3 years</td>
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<td>System Leadership and Collaboration-20 years</td>
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<td>Healthcare Social Initiatives, Care Coordination and Outcomes-3 years</td>
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<td>Organizational Leadership-10 years</td>
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<td>Pediatric Registered Nurse-20 years</td>
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<td>Online Delivery Mode Instruction Experience-1 year</td>
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<td>Willa Decker, MSN, FNP-BC</td>
<td>NURS 412 - Care of Mental Health Clients</td>
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<td>Masters in Individual</td>
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<td>Marriage and Family Counseling</td>
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<td>Experience teaching mental health content - 9 years</td>
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<tr>
<td>Wren Deavers, DNP, APRN, CPNP-PC</td>
<td>NURS 411 - Evidence Based Practice for Nurses</td>
<td>Public Health RN - 1 1/2 years</td>
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<td>NURS 421 - Care of Community Health Clients</td>
<td>Acute Care Pediatric RN - 2 1/2 years</td>
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<td>Primary Care Pediatric Nurse Practitioner - 14 years</td>
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<tr>
<td>Sharon Dormire, PhD, RN</td>
<td>NURS 411 - Evidence Based Practice for Nurses</td>
<td>Maternal-Newborn Nursing Experience - 35 years</td>
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<td>PhD Researcher - 26 years</td>
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<td>Project Director of an NIH grant - 3 years</td>
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<td>Teaching Experience - 26 years</td>
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<tr>
<td>Pat Ehert, MSN, RN, CNE</td>
<td>NURS 315 - Nursing and the Aged</td>
<td>Certified Nurse Educator</td>
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<td>Clinical Experience with Older Adults - 8 years</td>
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<td>Continuing Education Courses in 2017</td>
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<td></td>
<td></td>
<td>Alzheimer's Disease 15 contact hours</td>
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<td>Osteoporosis: Diagnosis and Management 5 contact hours</td>
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<tr>
<td>Lee Ann Fabry, MSN, RN, CNRN</td>
<td>NURS 313 - Nursing Fundamentals</td>
<td>Certified Neuroscience Nurse- 25 years</td>
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<td>NURS 314 - Health Assessment</td>
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<td>NURS 320 - Adult Nursing I</td>
<td>Teaching Experience - 20 years</td>
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<tr>
<td>Jodie Gary, PhD, RN</td>
<td>NURS 432 - Relations in Healthcare: Teamwork and Communication</td>
<td>TeamSTEPPS® Master Trainer - 3 years</td>
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<td>Scholarship includes projects in:</td>
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<td>Interprofessional Education (IPE)</td>
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<td>Diversity of Nursing Workforce</td>
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<td>Darla Gruben, MSN, RN, CHSE</td>
<td>NURS 313 - Nursing Fundamentals</td>
<td>TeamSTEPPS Master Trainer</td>
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<tr>
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<td>NURS 314 - Health Assessment</td>
<td>Matter of Balance Master Trainer</td>
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<td>NURS 315 - Nursing and the Aged</td>
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<td>Teaching Experience - 5 years</td>
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<td></td>
<td>School nurse - 5 years</td>
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<td>ICU nurse - 10 years</td>
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<td>Matt Hoffman, DNP, APRN, FNP-C</td>
<td>NURS 312 - Introduction to Pathophysiology</td>
<td>Acute Care Nursing - 6 years</td>
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<td>NURS 316 - Pharmacology Principles</td>
<td>Primary Care as Family Nurse Practitioner - 2 years</td>
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<td>NURS 420 - Adult Nursing II</td>
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<td>Teaching Experience - 4 years</td>
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<tr>
<td>Jane Kosarek, PhD, MBA, RNC-OB, NEA-BC</td>
<td>NURS 305 - Nursing Dimensions and Informatics</td>
<td>Master’s Degree in Maternal-Child Nursing</td>
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<td>NURS 424 - Professional Issues</td>
<td>Clinical Nurse Specialist in Maternal-Child Health</td>
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<td>Certified Inpatient Obstetric Nurse</td>
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<td>Certified Nurse Executive, Advanced</td>
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<td>Women’s Health direct nursing care - 8 years</td>
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<td>Management of Women’s Health Services - 20 years</td>
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<td>Experience in design and installation of medical records system of major healthcare system</td>
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<td>Susan McKee, MSN, M Ed, RN</td>
<td>NURS 323 - Nursing Care of Women, Families and Newborns</td>
<td>Perinatal Nursing - 11 years</td>
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<td>NURS 412 - Care of Mental Health Clients</td>
<td>MSN focus in Post Partum Depression</td>
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<td>M. Ed. - Specialization in College Student Personnel Administration</td>
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<td>Teaching experience in Women's Health, Mental Health, and Remediation courses - 7 years</td>
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<td>In-Patient mental health clinical hours (560)</td>
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<td>Martin Mufich, MSN, RN, NHDP-BC</td>
<td>NURS 420 - Adult Health II</td>
<td>National Healthcare Disaster Professional (NHDP-BC)</td>
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<td>ICU Patient Care – 5 years</td>
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<td>Angela Mulcahy, PhD, RN, CMSRN</td>
<td>NURS 313 - Nursing Fundamentals</td>
<td>Certified Medical-Surgical Nurse</td>
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<td>NURS 320 - Adult Health I</td>
<td>Medical-Surgical Nurse - 15 years</td>
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<td>NURS 420 - Adult Health II</td>
<td>Teaching Experience - 5 years</td>
</tr>
<tr>
<td></td>
<td>NURS 430 - Transition to Professional Nursing Practice</td>
<td></td>
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<tr>
<td>Alison Pittman, PhD, RN, CPN, CNE</td>
<td>NURS 313 - Nursing Fundamentals</td>
<td>Certified Pediatric Nurse</td>
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<tr>
<td></td>
<td>NURS 413 - Nursing Care of Children and Families</td>
<td>Certified Nurse Educator</td>
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<tr>
<td></td>
<td>NURS 424 - Professional Issues</td>
<td>Acute Care, Med-Surg, Critical Care, and Pediatrics - 13 years</td>
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<tr>
<td>Name</td>
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<td>Certifications</td>
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<td>-----------------------------</td>
<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Wanda Seaback, MSN, RN, CNE</td>
<td>NURS 315 - Nursing and the Aged</td>
<td>Certified Nurse Educator</td>
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<tr>
<td>Susie Van, MSN, RN, CPHQ</td>
<td>NURS 313 - Nursing Fundamentals</td>
<td>Certified Community Health Worker</td>
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<td>NURS 421 - Care of Community Health Clients</td>
<td>TeamSTEPPS Master Trainer</td>
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<td>NURS 434 - Case Studies in Patient Safety and Quality</td>
<td>Program Manager Nursing Quality and Safety Collaborative, Texas Safety Net and Patient Safety Organization</td>
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<td>Clinical Nursing Experience - 23 years</td>
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<td>Carmen Vela, MSN, RN</td>
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<td>NURS 315 - Nursing and the Aged</td>
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<td>Elizabeth Wells-Beede, PhD, RN, C-EFM, CHSE</td>
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<td>Certified Healthcare Simulation Education</td>
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<td>NURS 316 - Pharmacology Principles</td>
<td>Certified in Electronic Fetal Monitoring</td>
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<td>NURS 323 - Nursing Care of Women, Families and Newborns</td>
<td>Nursing Experience - 18 years</td>
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<td>NURS 420 - Adult Health II</td>
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<td>NURS 421 - Care of Community Health Clients</td>
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<td>NURS 430 - Transition to Professional Nursing Practice</td>
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<tr>
<td>Shelley White-Corey, RNC, WHNP, CNE</td>
<td>NURS 323 - Nursing Care of Women, Families and Newborns</td>
<td>Certified Womens Health Nurse Practitioner; Certified Nurse Educator</td>
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<td></td>
<td>NURS 424 - Professional Issues</td>
<td>Perinatal Nursing in Acute setting - 16 years</td>
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<tr>
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<td>Primary Provider in a Prenatal Clinic - 6 years</td>
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</table>
APPENDIX C
Texas A&M Guidelines for
Distance Education and Programs
Guidelines for Distance Education Courses and Programs

The educational mission of Texas A&M University can be achieved in part by offering programs and courses of instruction through distance education (DE). DE may be offered through approved online programs, online courses, face-to-face instruction at approved off-campus instructional locations, or through videoconference technology to students at approved off-campus instructional locations. Delivery may be synchronous or asynchronous.

Texas A&M University considers distance education to be a mode of delivery for instructional content. Therefore, all rules and regulations of Texas A&M University and the University System that pertain to instructional programs apply equally to distance education offerings. Additionally, these guidelines extend to the requirements for admission of students, courses to be offered, the assignment of faculty to such courses, provisions for adequate facilities, library resources, academic services, and student services. Moreover, Texas A&M University Student Rules, which govern academic, student life, and student grievance procedures, are applicable equally to any student at Texas A&M University.

TAMU will provide distance education students with reasonable and adequate access to a range of appropriate student and academic services.

To meet the requirements of the US Department of Education and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the following guidelines are to be followed for DE courses and programs.

Student Identity, Privacy, and Notifications of Fees

1. All students must submit graded assignments through eCampus or another Learning Management System (LMS)/program which uses CAS authentication.

2. For exams that would typically be proctored in a face-to-face environment (thus considered an in-class exam rather than a take-home exam), academic programs must use a proctoring service approved by the university (either Examity or ProctorU for online proctoring), OR a program must have a set of written procedures outlining steps for verifying student identity.

3. Students must be notified when registering for a course of any additional charges that they will incur for the verification of their identity. Programs can indicate these courses during the course registration process implemented by the Office of the Registrar. The student is notified of the additional fees in Howdy when enrolling in the course.

Faculty Support and Responsibility

The responsibility for maintaining the quality and rigor of individual distance education programs resides with the faculty and administrative officers who offer and administer the program. As such, the following guidelines are to be followed with respect to the delivery of the curriculum through DE.
1. At the discretion of the college dean, faculty who teach in a distance education program or online course may do so either as a part of their regular departmental assignment or as an overload. If the course is taught as an overload, university processes for requesting in-excess appointments shall be followed. The department is responsible for providing the budget support required.

2. Faculty who teach off-campus face-to-face courses for resident credit are entitled to receive reimbursement for travel and per diem expenses.

3. Faculty will be responsible for determining the distance delivery method that is appropriate for each course and program. Faculty will also be responsible for monitoring the effectiveness of this technology and may consult with instructional designers for assistance as appropriate.

4. Like other contributions to teaching and scholarship, contributions to distance education, as part of assigned responsibilities, will be evaluated annually and will be a factor in promotion and tenure decisions and merit increase decisions. A distance education course should be counted in the workload report in the same manner the course would be counted if taught by conventional methods.

5. Preparation to teach a course by distance for the first time, or adapting a course for delivery by distance for the first time, should be credited for workload report purposes just as preparation to teach any other new course would be credited. Additional support is provided at the discretion of the department or college.

Export Controls

1. Per University Rule 15.02.99.M1, Export Controls, all distance education programs must conform to export control laws and regulations. Export control information is accessible on the Division of Research’s web page located at http://vpr.tamu.edu/resources/export-controls. Questions should be directed to TAMU’s Export Control Office, telephone (979) 862-6419 or by email to exportcontrols@tamu.edu.

2. It is the responsibility of the department offering the course and the faculty instructor of record to ensure export control requirements are reviewed and any concerns addressed with the Export Control Office prior to allowing students to register for the section. Faculty members should ensure that course content does not contain controlled information which is prohibited or restricted for distribution to certain countries.

3. International students and U.S. citizens/lawful permanent residents seeking admission into a degree program offered via distance education or any admitted student seeking to register for courses from outside the United States or through one of the University’s approved off-campus educational sites are subject to Restricted Party Screening by the Export Control Office as identified by the Registrar’s Office prior to the first day of classes and by the 20th day of classes for students registering late for classes. Results of the Export Control Office review are communicated to the Registrar’s Office before a student is permitted to take a course.

4. Faculty members shall utilize start of semester interaction with students enrolled in distance education to verify location and authenticate UIN for each student.
Course Approval
Per University Rule 11.03.99.M1, *Definition of a Credit Hour*, courses taught online or in distance programs must be reviewed and approved through the institution’s curricular approval process to ensure that the course has learning outcomes and credit hour requirements equivalent to traditionally taught courses.

Assessment

Programs delivered through DE will be assessed on an annual basis with respect to attainment of identified student learning outcomes and program outcomes and no less than every seven years per the Academic Program Review process. For programs offered through DE, the following guidelines are to be observed.

1. The mission of the academic program is to state that the program is a DE program, and clearly articulate the mode of delivery and/or location(s) at which the program is offered.

2. Assessment data will be routinely gathered and evaluated to ensure the equivalence of the DE program with similar traditional (i.e., face-to-face) programs.

*Revised 2/12/2018*
APPENDIX D
THECB Distance Education Program Inventory
Texas Higher Education Coordinating Board

Distance Education Program Search Results

(Do another search) (Higher EducationLocator Map)

Institution:
- 000089 - Texas A&M Health Science Center

Distance Education Mode(s):
- Electronic-to-Group

Program Name:
- ANY

Degree level:
- ANY

<table>
<thead>
<tr>
<th>Institution</th>
<th>Mode</th>
<th>CIP Code</th>
<th>Degree Level</th>
<th>Program</th>
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<td>MS</td>
<td>EDUCATION FOR HEALTH CARE PROFESSIONALS</td>
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<td>Baylor College of Dentistry</td>
<td>3302 Gaston Avenue</td>
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<td></td>
<td>Dallas TX 75246</td>
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<td>Texas Department of State Health Services</td>
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<td>Baylor University Medical Center at Dallas</td>
<td>3500 Gaston Avenue</td>
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<td>School of Rural Public Health Campus</td>
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<td>McAllen TX 78503</td>
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<td>51380100</td>
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<td>Round Rock Campus</td>
<td>3950 N. A. W. Grimes Blvd.</td>
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</tr>
<tr>
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<td>Round Rock TX 78665</td>
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APPENDIX E
Letter of Support
CON Advisory Board Member
April 9, 2018

Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711-2788

Re: Texas A&M Request to Offer the Baccalaureate in Nursing Program in McAllen, Tx

THECB Review Committee:

It is my pleasure to confirm my support of The Texas A&M University College of Nursing’s application for approval to offer the BSN program at their Health Science Center site in McAllen, Tx to prepare nurses to practice in the rural, medically underserved area of the Rio Grande Valley of Texas.

The Rio Grande Valley (RGV) has a critical need for greater numbers of more highly educated nurses. I have served on the Texas A&M College of Nursing Clinical Advisory Board for the last two years. As representatives of our healthcare organizations in the RGV, we are overwhelmed with the needs of our local populous. We consistently have over 70 unfilled nursing positions, and anticipate needing 50 additional in the coming year. Recruiting strategies, such as sign-on bonuses and use of international nurses, fall short in providing longitudinal commitments to serving in the RGV. Educating and preparing local residents, committed to serving their local community, will build a workforce to fill the current healthcare access gaps. We are committed to supporting Texas A&M University College of Nursing through partnership in providing preceptors, training facilities, immersive clinical preparation, enhanced academic program delivery or other needs as they work to accomplish this goal.

I fully support the efforts of Texas A&M University College of Nursing in their plans to contribute to the education of the nursing workforce, and partnering with them to meet the health care needs of medically underserved in the Rio Grande Valley of Texas.

Sincerely,

Norma Teran, DNP MBA, RN
Executive Vice-President / Chief Nursing Officer
DHR Health
5501 S. McColl
Edinburg, TX 78539
956-362-7155 Office
956-342-0197 Cell
APPENDIX F
Letter of Support
Region One Education Service Center
April 9, 2018

Texas Higher Education Coordinating Board  
P.O. Box 12788  
Austin, TX 78711-2788

Re: Texas A&M Request to Offer the Baccalaureate in Nursing Program in McAllen, TX.

THECB Review Committee:

This letter is written in support of approval for Texas A&M University College of Nursing’s application to expand their nursing programs to McAllen, Texas for the purpose of addressing the severe nursing shortage in the Rio Grande Valley (RGV). The current lack of nursing programs in the RGV is compounding the critical nursing shortage and the pipeline for the nursing workforce has greatly diminished, with obvious consequences for health outcomes for people living in the RGV. These conditions speak to the critical need for an increased number of more highly educated nurses, prepared and committed to providing care to persons living in the RGV, and to the opportunity for Texas A&M College of Nursing (TAMU CON) to fill that need.

The Region One Education Service Center is the recipient of a multi-million dollar grant for the purpose of developing a pipeline for qualified high-school students with multiple entry options into nursing pathways through community colleges and universities and into employment. TAMU CON is one of our preferred partners in this project to help meet this huge nursing need because of their demonstrated excellence in nursing education.

I enthusiastically support approval of Texas A&M College of Nursing expansion to the McAllen site. The need for all in the community to collaborate to meet the critical nursing workforce shortage in the RGV is recognized, and the other higher education and clinical partners in our project have embraced TAMU CON’s presence in the RGV. Thank you for your consideration of the TAMU CON proposal.

Sincerely,

Dr. Cornelio Gonzalez  
Executive Director

Region One Education Service Center does not discriminate on the basis of age, race, color, national origin, gender, or disability.
Texas A&M University Health Science Center  
New Program Startup Template  
College of Nursing BSN Traditional Expansion - McAllen

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**Sources**

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**Expenses**

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<td>Graduate Assistants</td>
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<td>Total Expenses</td>
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<td>Ending Balance</td>
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<td>(562,012)</td>
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**TAMHSC addition to CON Base budget**

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<th>FY2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Startup Packages</td>
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<td>1,256,156</td>
<td>1,287,625</td>
<td>1,322,512</td>
</tr>
</tbody>
</table>

**Notes:**

- **Sources**
  - 1 - Special item funding
  - 2 - Formula funding is base FTSE x Rate x Weight (reduced formula funding by state tuition)
  - 3 - Plan for formula lag. Even year (EY) startup - base period is Summer EY-2, Fall EY-2, Spring EY-1.
  - Odd year (OY) startup - base period is Summer OY-3, Fall OY-3, Spring OY-2
  - 4 - Full time student equivalent: Undergraduate - SCH's divided by 30, Masters - SCH's divided by 24, Doctoral SCH's divided by 18, Professional - headcount (SCH's are annual, headcount is based on Fall enrollment)
  - 5 - Include state tuition only for students (base FTSE tuition is included in the formula)
  - 6 - Includes non legislative startup funding, gifts, sponsored activity, etc. (identify source) NSRP funding if eligible.

**Expense**

- 7 - Equipment greater than $10,000 cost
- 8 - Includes lease costs, operations (custodial, security, landscaping, etc.) and utilities
- 9 - All other expenses including travel, supplies, equipment less than $10,000, etc.
- 10 - Informational purposes only (expenses should be reflected in categories above)
APPENDIX H
Texas A&M Distance Education Programs
and Institutional Effectiveness Document
Distance Education Programs and Institutional Effectiveness Documentation

Mission Statement:

In the ADDITIONAL INFORMATION textbox, include a brief description of the nature of the distance education program. Specifically:

1. Is the program only available online or is there a face-to-face option as well as an online option?
2. Is the program delivery synchronous, asynchronous, or both?

Findings:

If the program is offered both face-to-face and via distance, Findings will need to be reported separately for the cohorts. This can be done as either separate Measures or within the Findings.

Annual/Special Reporting:

Three questions must be addressed in the Assessment Report for each distance education program. These questions are found in the “Annual/Special Reporting” section (under Achievement Summary/Analysis on the Assessment drop-down list).

1. How is the program ensuring the comparability of the distance education program with comparable campus-based (i.e., face to face) programs? (Note: If the program has or will be submitting a memo showing equivalency of learning outcomes regardless of mode of delivery and/or duration, the same justification(s)/explanation can be used here.)

Response Recommendations

Responses to this prompt could include:

• Discussion of comparable programs offered on campus. This could include the same degree program, similar programs (i.e., another master’s degree program in the same or related discipline), or other related programs with the same learning outcomes.
  o Frequency of comparison between similar programs

• Factors the department observes in ensuring comparability, including learning outcome assessment results, access to advising or other departmental activities, student satisfaction, etc.

• If no clear comparable program is available on campus (or potentially at another institution with accessible data), the response can focus on learning outcome attainment and steps taken to ensure comparability with learning outcome attainment in courses following a more traditional format.

1 As reported in Assessment Reports in Weave
2. **What data/evidence are used to regularly assess the effectiveness of the distance education program (in comparison to comparable campus-based programs)?**
   a. **What data are routinely used to assess effectiveness and comparability?**
   b. **What evidence does the program have to support the comparability of the distance education program with similar campus-based program(s)?**

**Response Recommendations**

Responses to this prompt could include:

- How the program collects assessment data from DE students
- A description of assessment artifacts (related to both student learning outcome assessment and student satisfaction)
- A description of the data evaluation processes and procedures (i.e., how faculty and departmental administration are involved)
- A comparison of assessment results between DE students and students in the previously identified comparison group

3. **What steps have been taken, if any, for improvement of the distance education program to ensure comparability? (i.e., provide the basic components of an Action Plan)**

**Response Recommendations**

Responses to this prompt could include:

- Action items which have been embarked upon based on the previously mentioned data analysis

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2 Or comparability of learning outcome attainment in instances where there is not a comparable campus-based program; refer to response in Q1
APPENDIX I
Texas A&M College of Nursing
BSN Program Evaluation
Mission Statement:
The Texas A&M College of Nursing Bachelor of Science in Nursing degree prepares a graduate for an entry-level role as a professional nurse generalist. Graduates are prepared to integrate concepts from liberal education into nursing practice to provide the highest level of care for a wide range of clients in various practice settings. Graduates are endowed with a strong foundation for lifelong learning and leadership for the state of Texas and beyond.

Additional Information:
This program is only available in a synchronous, face-to-face delivery format.

<table>
<thead>
<tr>
<th>Outcome/Objective</th>
<th>Measure</th>
<th>Target</th>
<th>Finding</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The graduate shall integrate concepts, models, and theories of nursing, the humanities and the natural, psychological, and sociological sciences as the foundation for professional nursing practice.</td>
<td>Measure 1: HESI RN Exit Exam is used to evaluate a pre-licensure student’s readiness for the NCLEX-RN exam and are intended to match the latest NCLEX-RN test plans. The results of the HESI exam are used by faculty to identify strengths and weaknesses within the curriculum. The HESI RN Exit Exam contains 150 questions focused on critical thinking and intended to mimic the types of questions found on the NCLEX-RN exam. Results are used as direct assessment measures of student learning within the BSN Program Evaluation Plan.</td>
<td>Target Met</td>
<td>Target Met</td>
<td>Holistic Care Projects SUMMARY STATEMENT: The Holistic Care Projects are course-related summative projects used as direct assessment measures to support the evaluation of Program Outcomes 1, 2, 4, 5. Within the Community Assessment Encounter of pre-licensure assessment courses all 2016-2017 cohorts exceeded the established performance target at 100%. Within the Family Assessment Project all 2016-2017 cohorts exceeded the performance target at 100%. These results indicate aggregated student abilities related to holistic assessment exceeded expectations and confirm the 2016-2017 pre-licensure cohorts met Program Outcomes 1, 2, 4, 5 based on achievement.</td>
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<tr>
<td></td>
<td>Measure 3: Selected projects within the BSN curriculums are used as direct assessment measures of student learning. Once developed and refined, faculty strive for consistency within projects between cohorts to provide a measure of reliability. Each project has a dedicated grading rubric. Holistic Care Projects: Community Assessment Project: The Community Assessment Project provides students an opportunity to develop competencies in community health nursing. Community health nurses assess the community by using the nursing process. Nurses gather subjective and objective data, cluster the data into meaningful information, prioritize health needs, develop community health diagnoses, develop interventions to address those needs, and evaluate the effectiveness of the interventions implemented. In order to give a complete assessment of the community several kinds of data are needed including research of databases and fieldwork such as the windshield survey. Family Assessment Project: As part of the maternal-fetal course, students complete a Family Assessment Project. The project contains 149-150 categorical exam items measuring foundational knowledge needed for professional nursing practice. Evaluated using 150 categorical exam items the results are as follows: All pre-licensure cohorts (Traditional, Second Degree Bryan, Second Degree Round Rock) exceeded the established target of 850 by 164 to 177 points. All Graduates: Traditional Bryan - 100%; Second Degree Bryan - 100%; Second Degree Round Rock - 98%; August Graduates: Traditional Bryan - 92%; OCTR Trendline: When compared to the 2015-2016 cycle all pre-licensure cohort means increased between 40 and 118 points.</td>
<td>Target Met</td>
<td></td>
<td>No affiliated Action Plan</td>
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<tr>
<td>2. The graduate will apply the nursing process to the professional care of individuals, families, groups, communities, and populations within the context of health and illness.</td>
<td>Aggregate mean score of 850 or greater for the HESI RN Exit Exam is required to provide care content. (Nationally-normed benchmark provided by Pearson Publishers recommends a benchmark of 850 for the HESI RN Exit Exam)</td>
<td></td>
<td></td>
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<tr>
<td>3. The graduate will apply critical thinking skills to measure and evaluate the quality of care delivered.</td>
<td>Aggregate mean score of 850 or greater for the Community Assessment Project is expected.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The graduate will apply cultural knowledge and skills in planning, delivering, and evaluating care for clients.</td>
<td>Aggregate mean score of 850 or greater for the Family Assessment Project is expected.</td>
<td></td>
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</tr>
<tr>
<td>5. The graduate will apply knowledge of adult learning and innovative strategies in the delivery of education to facilitate the achievement of the learning objectives.</td>
<td>Aggregate mean score of 850 or greater for the Holistic Care Projects is expected.</td>
<td></td>
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</table>

Program: Nursing, BSN
Cycle: 2015-17
PREPARED: John Doe

Assessment Table
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<th>Outcome/Objective</th>
<th>Measure</th>
<th>Target</th>
<th>Finding</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 6: A2 HESI Entrance Exam: Anatomy &amp; Physiology. All pre-licensure applicants take the A2 HESI Exam prior to acceptance into the program. These results are used as direct assessment measures of student learning within the BSN Program Evaluation Plan. (The A2 HESI Admission Assessment A2 Exam, is used by many traditional and accelerated nursing programs to evaluate candidates for admission to nursing schools. The HESI-Exams examine concepts of common curricula across the country and sets the standard for what nurses need to know before they graduate.)</td>
<td></td>
<td>Target Met</td>
<td>SUMMARY STATEMENT: This assessment method is used to predict success in the pre-licensure program. The prevailing thought within admissions is that students with high scores on anatomy &amp; physiology will have the needed background to be successful in the program. SUPPORTING DATA: Percentage of admitted applicants scoring 75% or greater on the anatomy and physiology content of the A2HESI Exam were reported as: Traditional BSN(Fall 2016) - 76%; Traditional BSN (Spring 2017) - 100%; Second Degree BSN(Spring 2017) - 98%; Traditional BSN(Summer 2017) - 97%. The success rate for the 2016-2017 cohorts exceeded scores of the 2015-2016 cohort by 9.7%.</td>
<td>No affiliated Action Plan</td>
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<tr>
<td>Measure 7: Undergraduate alumni will rate themselves at 5.5 or greater on related survey items.</td>
<td>92% of applicants admitted to the program will have a minimum score of 75% or greater on anatomy and physiology section of the A2 HESI.</td>
<td>Target Met</td>
<td>SUMMARY STATEMENT: This survey item is used to support our understanding of alumni perception of abilities to integrate theories and concepts from liberal education into nursing practice. Interestingly, alumni rated the importance of this ability low, as well as, the extent to which the program aided their abilities to achieve this attribute (low). This may be interpreted as the attribute is perceived to be lacking in importance to nursing practice irregardless to whether the program aided their abilities for achievement. Both cohorts surveyed had similar findings. SUPPORTING DATA: Percentage of admitted applicants scoring 75% or greater on the anatomy and physiology section of the A2HESI Exam were reported as: Traditional BSN(Fall 2016) - 76%; Traditional BSN (Spring 2017) - 100%; Second Degree BSN(Spring 2017) - 98%; Traditional BSN(Summer 2017) - 97%. The success rate for the 2016-2017 cohorts exceeded scores of the 2015-2016 cohort by 9.7%.</td>
<td>No affiliated Action Plan</td>
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<tr>
<td>Measure 8: AACN/Benchworks survey is used to evaluate undergraduate alumni satisfaction. These results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan. The survey is aligned with AACN Baccalaureate Essentials professional nursing standards and allow for some standardization through the Institutional Specific Questions (ISQs). Survey results provided through a pre-built dashboard providing peer Benchmarking (Bad 3rd) and longitudinal analysis allow faculty to understand program strengths/weaknesses and develop/modify action plans to continually improve the program. For each survey item the participant is asked to: (a) rate its' importance to practice and (b) the extent to which the nursing program enhanced these skills/abilities. Undergraduate alumni are surveyed at 1-year post graduation and 3-year post graduation. 2015-2016 NOTE: AACN/Benchworks Undergraduate Nursing Alumni Assessment for the 1-year post graduation cohort reported only 2 respondents actually completed the 2016 survey. Due to the low response rate results in the form of a report for the “1-year post graduation” were not reported. 2016-2017 NOTE: AACN/Benchworks Undergraduate Nursing Alumni Assessment yielded a 20.2% response rate after leaving the survey open for 2 months during Spring 2017. This assessment cycle was further delineated by 1-year post graduation response rate of 11.6% and 3-years post graduation response rate of 11.4%. The 2016-2017 cycle yielded an increase in response rate of 15.1%. For the 2016-2017 assessment cycle the college determined the most convincing and influential alumni data is found in the 3-years post graduation cohort data. Although we will continue to monitor 1-year post graduation data, the depression of data, possibly one or not met will likely be based on the 3-year post graduation cohort data.</td>
<td>Undergraduate alumni will rate themselves at 5.5 or greater on related survey items.</td>
<td>Target Not Met</td>
<td>SUMMARY STATEMENT: This survey item is used to support our understanding of alumni perception of abilities to integrate theories and concepts from liberal education into nursing practice. Interestingly, alumni rated the importance of this ability low, as well as, the extent to which the program aided their abilities to achieve this attribute (low). This may be interpreted as the attribute is perceived to be lacking in importance to nursing practice irregardless to whether the program aided their abilities for achievement. Both cohorts surveyed had similar findings. SUPPORTING DATA: Percentage of admitted applicants scoring 75% or greater on the anatomy and physiology section of the A2HESI Exam were reported as: Traditional BSN(Fall 2016) - 76%; Traditional BSN (Spring 2017) - 100%; Second Degree BSN(Spring 2017) - 98%; Traditional BSN(Summer 2017) - 97%. The success rate for the 2016-2017 cohorts exceeded scores of the 2015-2016 cohort by 9.7%.</td>
<td>No affiliated Action Plan</td>
</tr>
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<td>Outcome/Objective</td>
<td>Measure</td>
<td>Target</td>
<td>Finding</td>
<td>Action Plan</td>
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<tr>
<td>------------------</td>
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<tr>
<td>Measure 1: HESI RN Exit Exam is used to evaluate a pre-licensure student's readiness for the NCLEX-RN exam and are intended to mirror the actual NCLEX-RN exam. Results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan.</td>
<td>Aggregate mean score of HESI RN Exit Exam (historically normed benchmarks provided by Elsevier Educational Services recommends a score of 85 for the HESI RN Exit Exam).</td>
<td>Target Met</td>
<td>SUMMARY STATEMENT: Program Outcome 2 embodies the essential process of evidence-based practice that directly impacts clinical decision-making and critical thinking (a) Clinical judgment, clinical decision-making, critical thinking were evaluated using 127 to 143 exam items with outcomes as follows: All pre-licensure cohorts (Traditional, Second Degree Bryan, Second Degree Round Rock) exceeded the established target of 60% by 134 to 175 points depending on cohort. (b) SUPPORTING DATA: (Clinical judgment, clinical decision-making, critical thinking) May Graduates Traditional - 1012; Second Degree Bryan - 1015; Second Degree Round Rock - 1014. Support data confirms that the established target of 60% was exceeded by 117-137 exam items with the following results: All pre-licensure cohorts (Traditional, Second Degree Bryan, Second Degree Round Rock) exceeded the established target of 60% by 151 to 173 points depending on cohort. (c) SUPPORTING DATA: (Clinical judgment, clinical decision-making, critical thinking) May Graduates Traditional - 1013; Second Degree Bryan - 1016; Second Degree Round Rock - 1015. August Graduates Traditional - 1020. DATA TREND: When compared to 2015-2016 cycle for the nursing concepts all pre-licensure cohort means increased by 25 to 63 points depending on cohort in 2016-2017. (d) SUPPORTING DATA: (Evidence-based practice - evidence) May Graduates Traditional - 1029; Second Degree Bryan - 1019; Second Degree Round Rock - 1021. August Graduates Traditional - 1022. DATA TREND: This was the first cycle reporting data based on nursing concepts of evidence-based evidence. Comparisons are planned for the 2017-2018 cycle.</td>
<td>No affiliated Action Plan</td>
</tr>
<tr>
<td>Measure 2: The graduate shall apply concepts and theories as a base for problem solving decision making and critical reasoning in evidenced based nursing practice.</td>
<td>80% of students will score 85% or greater on student projects.</td>
<td></td>
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<td>Measure 3: AACN Benchmarks survey is used to evaluate student satisfaction for all tracks of BSN graduating seniors. These results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan. The survey provides pre-built assessments professionally developed and aligned with AACN Best Practice Essentials professional nursing standards and allows some customization through the Institutional Specific Questions (ISQs). Surveys are typically tested, reviewed, and updated annually. Survey results are displayed through a pre-built dashboard providing peer benchmarking (Select 50%) and longitudinal analysis (allowing for students to receive specific recommendations for improvement). Survey data is used to understand program strength/weakness and to develop/modify action plans. Graduating (BSN) students are surveyed 1-2 months prior to graduation. 2016 BSN survey response rate = 48.3% 2017 BSN (all track and cohorts) response rate = 42.0%</td>
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<td>Measure 4: Evidence-Based Practice (EBP) Project: EBP Project: NURS 411 has a summative EBP project. In the course, students write a research proposal demonstrating an understanding of EBP. NURS 411 meets the criteria as writing intensive courses at TAMU. Students work on their research proposals during the semester and receive faculty feedback of drafts prior to final submission.</td>
<td></td>
<td>Target Met</td>
<td>SUMMARY STATEMENT: The EBP Project is a direct assessment method used to aid faculty in understanding student achievement of Program Outcome 2 “The graduate shall apply concepts and theories as a base for problem solving decision making and critical reasoning in evidenced based nursing practice.” The project in a course/semester through the pre-licensure program. The project requires all students to utilize principles of evidence-based nursing practice to prepare their papers. The final project is submitted in an APA-styled paper and graded using a grading rubric specific to this assignment. All pre-licensure cohorts exceeded the established performance target for the 2016-2017 assessment cycle. SUPPORTING DATA: Fall 2016 - 95% of students in NURS 411 (Traditional &amp; Second Degree Bryan) scored 85% or greater on the EBP Project Spring 2017 - 100% of students in NURS 411 (Traditional &amp; Second Degree Bryan Summer 2017 - 100% of students in NURS 411 (Traditional &amp; Second Degree Bryan &amp; Round Rock campuses) scored 85% or greater in the EBP Project DATA TREND: When comparing 2015-2016 data with 2017-2018 data the results are similar. Overall, very similar outcomes from academic year to academic year.</td>
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<td>Measure 5: HESI RN Exit Exam is used to evaluate a pre-licensure student's readiness for the NCLEX-RN exam and are intended to mirror the actual NCLEX-RN exam. Results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan.</td>
<td></td>
<td>Target Met</td>
<td>SUMMARY STATEMENT: Problem Solving &amp; Critical Thinking are essential processes of a safe and effective nurse. It is significant to understand this cohort's perception of their problem-solving and critical thinking abilities. 151-173 points exceeding the established target of 85 by 151 to 173 points were achieved during the 2016-2017 academic year, which is significant lower than the previous cycle.</td>
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**Outcome 2**

The graduate shall apply concepts and theories as a base for problem solving decision making and critical reasoning in evidenced-based nursing practice.

**Target Met**

**Finding**

**Action Plan**

<table>
<thead>
<tr>
<th>Outcome/Objective</th>
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<td>Aggregate mean score of HESI RN Exit Exam (historically normed benchmarks provided by Elsevier Educational Services recommends a score of 85 for the HESI RN Exit Exam).</td>
<td>Target Met</td>
<td>SUMMARY STATEMENT: Program Outcome 2 embodies the essential process of evidence-based practice that directly impacts clinical decision-making and critical thinking (a) Clinical judgment, clinical decision-making, critical thinking were evaluated using 127 to 143 exam items with outcomes as follows: All pre-licensure cohorts (Traditional, Second Degree Bryan, Second Degree Round Rock) exceeded the established target of 60% by 134 to 175 points depending on cohort. (b) SUPPORTING DATA: (Clinical judgment, clinical decision-making, critical thinking) May Graduates Traditional - 1012; Second Degree Bryan - 1015; Second Degree Round Rock - 1014. Support data confirms that the established target of 60% was exceeded by 117-137 exam items with the following results: All pre-licensure cohorts (Traditional, Second Degree Bryan, Second Degree Round Rock) exceeded the established target of 60% by 151 to 173 points depending on cohort. (c) SUPPORTING DATA: (Clinical judgment, clinical decision-making, critical thinking) May Graduates Traditional - 1013; Second Degree Bryan - 1016; Second Degree Round Rock - 1015. August Graduates Traditional - 1020. DATA TREND: When compared to 2015-2016 cycle for the nursing concepts all pre-licensure cohort means increased by 25 to 63 points depending on cohort in 2016-2017. (d) SUPPORTING DATA: (Evidence-based practice - evidence) May Graduates Traditional - 1029; Second Degree Bryan - 1019; Second Degree Round Rock - 1021. August Graduates Traditional - 1022. DATA TREND: This was the first cycle reporting data based on nursing concepts of evidence-based evidence. Comparisons are planned for the 2017-2018 cycle.</td>
<td>No affiliated Action Plan</td>
</tr>
<tr>
<td>Measure 2: The graduate shall apply concepts and theories as a base for problem solving decision making and critical reasoning in evidenced based nursing practice.</td>
<td>80% of students will score 85% or greater on student projects.</td>
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<td>Measure 3: AACN Benchmarks survey is used to evaluate student satisfaction for all tracks of BSN graduating seniors. These results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan. The survey provides pre-built assessments professionally developed and aligned with AACN Best Practice Essentials professional nursing standards and allows some customization through the Institutional Specific Questions (ISQs). Surveys are typically tested, reviewed, and updated annually. Survey results are displayed through a pre-built dashboard providing peer benchmarking (Select 50%) and longitudinal analysis (allowing for students to receive specific recommendations for improvement). Survey data is used to understand program strength/weakness and to develop/modify action plans. Graduating (BSN) students are surveyed 1-2 months prior to graduation. 2016 BSN survey response rate = 48.3% 2017 BSN (all track and cohorts) response rate = 42.0%</td>
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Outcome/Objective | Measure | Target | Finding | Action Plan
--- | --- | --- | --- | ---
Measure 1: HESI RN Exit Exam is used to evaluate a pre-licensure student’s readiness for the NCLEX-RN and are intended to match the latest NCLEX test plan. The results of the HESI exam are used by faculty to identify strengths and weaknesses within the curriculum. The HESI RN Exit Exam is designed to test a student's understanding of the entire nursing curriculum. The HESI RN Exit Exam contains 150 scenarios focused on critical thinking and aimed to mimic, between 2015-2016, 70% of students evaluated using OSCE. The current plan states that the grading rubric used during OSCE is designed to evaluate student communication as direct assessment measures of student learning. The learning outcomes below: LO1 use effective and therapeutic communication in formal and informal interaction with clients, colleagues and other members of the health care team. LO2 Use information management and patient care technology in the delivery of health care. Each of the broadly articulated outcome statements above (3, 5, 6 and 7) are associated with more specific competencies from the AACN Baccalaureate Essentials, TBON DECs and general education core. The current evaluation tool does not, however, directly measure any of the LOs.

Target Partially Met SUMMARY: As a means to evaluate therapeutic communication skills, OSCE is employed as an objective approach to evaluate communication between patients, clients, families as well as interpersonal communication - as it relates to the health care team. “Communication - teamwork/collaboration” assessed using 23-24 categorical exam items. In 2015-2016, 70% of students evaluated using OSCE. The current plan states that the grading rubric used during OSCE is designed to evaluate student communication as direct assessment measures of student learning. The learning outcomes below: LO1 use effective and therapeutic communication in formal and informal interaction with clients, colleagues and other members of the health care team. LO2 Use information management and patient care technology in the delivery of health care. Each of the broadly articulated outcome statements above (3, 5, 6 and 7) are associated with more specific competencies from the AACN Baccalaureate Essentials, TBON DECs and general education core. The current evaluation tool does not, however, directly measure any of the LOs.

Target Met SUMMARY: Statement: Quality and Safety Education for Nurses (QSEN) provides exam items that evaluate communication and are categorized as: (a) Effective communication - patient-centered care assessed using 23-24 categorical exam items; (b) Communication - teamwork/collaboration with 37-39 exam items. Between 2015-2016, 70% of students evaluated using OSCE. The current plan states that the grading rubric used during OSCE is designed to evaluate student communication as direct assessment measures of student learning. The learning outcomes below: LO1 use effective and therapeutic communication in formal and informal interaction with clients, colleagues and other members of the health care team. LO2 Use information management and patient care technology in the delivery of health care. Each of the broadly articulated outcome statements above (3, 5, 6 and 7) are associated with more specific competencies from the AACN Baccalaureate Essentials, TBON DECs and general education core. The current evaluation tool does not, however, directly measure any of the LOs.

Data Analysis: Learning outcome 1, 5, 6 and 7 are reported as partially met in year 2016-2017, according to measurement during OSCE. The current target is that 70% of students will be successful on the OSCE. The current plan states that the grading rubric used during OSCE is designed to evaluate student communication as direct assessment measures of student learning. The learning outcomes below: LO1 use effective and therapeutic communication in formal and informal interaction with clients, colleagues and other members of the health care team. LO2 Use information management and patient care technology in the delivery of health care. Each of the broadly articulated outcome statements above (3, 5, 6 and 7) are associated with more specific competencies from the AACN Baccalaureate Essentials, TBON DECs and general education core. The current evaluation tool does not, however, directly measure any of the LOs.

No affiliated Action Plan

Outcome 3: The graduate shall use effective and therapeutic communication in formal and informal interaction with clients, colleagues and other members of health care team.

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No affiliated Action Plan
Outcome 3: The graduate shall use effective and therapeutic communication in formal and informal interaction with clients, colleagues and other members of health care teams.

Measure 8: AACN/Benchworks survey is used to evaluate undergraduate alumni satisfaction. These results are used as an indirect assessment measure of student learning within the BSN Program Evaluation Plan. The survey is aligned with AACN Baccalaureate Essentials professional nursing standards and allows for some customization through the institutional specific questions (ISQs). Surveys result provided through a pre-built dashboard providing peer benchmarking (benchmarks 3 yrs) and longitudinal allow faculty to see trends, identify and compare sub-populations and receive specific recommendations for improvement. The report provides input needed to understand program strengths/weaknesses and develop/modify action plans to continually improve the program. For each survey item the participant is asked to (a) rate it important to practice and (b) the extent to which the nursing program enhanced these skills/abilities. Undergraduate alumni are surveyed at 1-year post graduation and 3-years post graduation.

For the 2015-2016 NOTE: AACN/Benchworks Undergraduate Nursing Alumni Assessment for the 1-year post-graduation cohort reported only 2 respondents actually completed the survey. Due to the low response rate results in the form of a summary statement only. The only alumni data reported for the 2015-2016 reporting period was the 3-years post graduation alumni cohort with a 11.8% response rate. 2016-2017 NOTE: AACN/Benchworks Undergraduate Nursing Alumni Assessment yielded a 26.2% response rate after leaving the survey open for 2 months during Spring 2017. This assessment cycle was further delineated by a 1-year post graduation response rate of 11.6% and 3-years post graduation response rate of 11.4%. The 2016-2017 cycle yielded an increase in response rate of 15.1%. For the 2016-2017 assessment cycle the college determined the most convincing and influential alumni data is found in the 3-years post graduation cohort data. Although we will continue to monitor 1-year post graduation data, the depression of man, partially met or not met will likely be based on the 3-year post graduation cohort data.

Target: Met
SUMMARY STATEMENT: To assess alumni perception related to learned communication skills two survey items were used: (a) "Is communication effective and therapeutic communication in formal and informal interactions with clients, colleagues and other members of the healthcare team?" and (b) "Communicate with healthcare professionals to deliver high quality patient care." At 1-year post graduation respondents mean score for attributes represented by (a) and (b) were between 0.35 and 0.78 below the established target of 5.5 indicating the expectation for these attributes were not met. However, at 3-years post graduation respondents mean score for the attributes represented by (a) and (b) exceeded the established target of 5.5 by 0.14 to 0.34 points. The cohorts who were surveyed graduated 2 years apart and may account for the difference between cohorts. For the 2016-2017 assessment cycle the college determined the most convincing and influential alumni data is found in the 3-years post graduation cohort data. Although we will continue to monitor 1-year post graduation data, the depression of man, partially met or not met will likely be based on the 3-year post graduation cohort data.

SUPPORTING DATA: 1-year post graduation cohort: N=36 Mean=4.75 SD=1.04 (a); Imp. N=27 Mean=5.58 SD=1.71; Extent N=29 Mean=4.95 SD=1.32; 3-years post graduation: N=36 Mean=5.64 SD=1.03; Imp. N=26 Mean=5.84 SD=1.32; Extent N=25 Mean=5.54 SD=1.32; DATA TREND: When comparing the 3-years post graduation 2015-2016 results of (a) to 2016-2017 results there has been a decrease of 0.61 points. No other data was available for (a). This is the first cycle to analyze (b).

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Measure 7: AACN/Benchworks survey is used to evaluate student satisfaction for all tracks of BSN graduating seniors. These results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan. The survey provides pre-built assessments professionally developed and aligned with AACN Baccalaureate Essentials professional nursing standards and allows some customization through the institutional specific questions (ISQs). Surveys are rigorously tested, reviewed, and updated annually. Survey results are displayed through a pre-built dashboard providing peer benchmarking (benchmarks 3 yrs) and longitudinal allow faculty to see trends, identify and compare sub-populations and receive specific recommendations for improvement. Survey data is used to understand program strengths/weaknesses and to develop/modify action plans. Graduating (solving) BSN students are surveyed 1-2 months prior to graduation. 2016 BSN survey response rate = 48.5% 2017 BSN (all track and cohort) response rate = 42.9%

Target: Met
SUMMARY STATEMENT: To assess the graduating seniors' perceived competency in therapeutic communication we used the prompt ISQ2: "To what degree are you confident in therapeutic communication in formal and informal interactions with clients, colleague, and members of the healthcare team?" The cohort mean exceeds the established performance target by 0.35 indicating the cohort demonstrated a confidence in therapeutic communication. For the 2016-2017 assessment cycle the college determined the most convincing and influential alumni data is found in the 3-years post graduation cohort data. Although we will continue to monitor 1-year post graduation data, the determination of met, partially met or not met will likely be based on the 3-year post graduation cohort data.

SUPPORTING DATA: 1-year post graduation: (a) N=16 Mean=5.64 SD=1.03; BSN Graduates increased from 5.87 to 6.06 (increase of 0.19).

Outcome 3: The graduate shall use effective and therapeutic communication in formal and informal interaction with clients, colleagues and other members of health care teams.

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SUPPORTING DATA: 1-year post graduation: (a) N=16 Mean=5.64 SD=1.03; BSN Graduates increased from 5.87 to 6.06 (increase of 0.19).
Target: Met

SUMMARY STATEMENT: Exam items evaluating the 5-step nursing process (assessment, planning, implementation, evaluation) for all pre-licensure cohorts revealed the following outcomes: All pre-licensure indices (Traditional Round Rock, Second Degree Bryan, Second Degree Round Rock) for all steps of the nursing process exceeded the established target of 850 by a minimum of 123 points and a maximum of 269 points. SUPPORTING DATA: Assessment Traditional Bryan (May) - 1048; Traditional Bryan (August) - 1025; Second Degree Bryan - 1119; Second Degree Round Rock - 1026; Planning Traditional Bryan (May) - 1036; Traditional Bryan (August) - 1017; Second Degree Bryan - 1032; Second Degree Round Rock - 946; Implementation Traditional Bryan (May) - 971 Traditional Bryan (August) - 983; Second Degree Bryan - 985; Second Degree Round Rock - 980; Evaluation Traditional Bryan (May) - 1039 Traditional Bryan (August) - 1029; Second Degree Bryan - 1048; Second Degree Round Rock - 1048. DATA TREND: A comparison of 2016-2017 and 2015-2016 pre-licensure cohort data reveal similar data sets within the pre-licensure cohorts with the exception of the "evaluation" step. In 2015-2016 Traditional cohort mean was just slightly below the target of 850; however, in the current cycle, the mean has increased to 1009 (161 point increase).

Target: Met

HESI/CARE PROJECTS SUMMARY STATEMENT: The Holistic Care Projects are course-related summative projects used as direct assessment measures to support the evaluation of Program Outcomes 1, 2, 4 & 5. All students met Program Outcomes 1, 2, 4 & 5 based on feedback received from faculty. All projects are course-related summative projects used as direct assessment measures to support the evaluation of Program Outcomes 1, 2, 4 & 5. Within the Community Assessment Project: all 2016-2017 cohorts met Program Outcome 1: 100% of students scored 80% or greater Community Project - RN-BSN: 100% of students scored 80% or greater Spring 2017 Community Project - RN-BSN: 100% of students scored 80% or greater; Spring 2017 Traditional Bryan - 100% of students scored 80% or greater; Spring 2017 Second Degree Bryan - 100% of students scored 80% or greater; Spring 2017 Round Rock - 100% of students scored 80% or greater. SUPPORTING DATA: Assessment Traditional Bryan (May) - 1042; Traditional Bryan (August) - 1017; Second Degree Bryan - 1119; Second Degree Round Rock - 1025; Traditional Bryan (August) - 1119; Second Degree Round Rock - 1026; Planning Traditional Bryan (May) - 1036; Traditional Bryan (August) - 1017; Second Degree Bryan - 1032; Second Degree Round Rock - 946. IMPLEMENTATION Traditional Bryan (May) - 971; Traditional Bryan (August) - 983; Second Degree Bryan - 985; Second Degree Round Rock - 980; Evaluation Traditional Bryan (May) - 1039; Traditional Bryan (August) - 1029; Second Degree Bryan - 1048; Second Degree Round Rock - 1048. DATA TREND: A comparison of 2016-2017 and 2015-2016 pre-licensure cohort data reveal similar data sets within the pre-licensure cohorts with the exception of the "evaluation" step. In 2015-2016 Traditional cohort mean was just slightly below the target of 850; however, in the current cycle, the mean has increased to 1009 (161 point increase).
Measure 8: ACOBenchmarks survey is used to evaluate undergraduate alumni satisfaction. These results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan. The survey is aligned with ACOB Essentials professional nursing standards and above for some personization through the Institutional Specific Questions (ISQs). Survey results provide through pre-built dashboard providing peer benchmarking (See Std) and longitudinal analysis allow faculty to review and feedback to the program. The survey is used to identify strengths and weaknesses within the curriculum. The survey is used to provide recommendations for improvement. The report provides input needed to understand program strengths/weaknesses and develop/modify action plans to continually improve the program. For each survey item the participant is asked: (a) how important is it to practice and (b) to the extent to which the nursing program enhanced these skillset/abilities. Undergraduate alumni are surveyed at 1-year post-graduation and 3-years post-graduation. 2015-2016 NOTE: ACOBenchmarks Undergraduate Nursing Alumni Assessment reported only 2 respondents actually completed the 2015 survey. Due to the low response rate results in the form of a report for the “1-year post-graduation cohort” could not be rendered. The only alumni data reported for the 2015-2016 reporting period were from the survey in 2016. 2016-2017 NOTE: ACOBenchmarks Undergraduate Nursing Alumni Assessment yielded a 22.5% response rate after surveying the survey open for 2 months during Spring 2017. This assessment cycle was further delineated by 1-year post-graduation response rate of 11.86% and 3-years post-graduation response rate of 11.4%. The 2015-2016 cycle yielded an increase in response rate of 16.1%. For the 2016-2017 assessment cycle the college determined the most convincing and influential alumni data is found in the 3-years post-graduation cohort data. Although we will continue to monitor 1-year post-graduation data, the determination of met, partially met or not met will solely be based on the 3-year post-graduation cohort data.

Target: Met

SUMMARY STATEMENT: Respondents perceptions of the ability to use the nursing process to provide holistic care was surveyed using: “ISQ 4 Utilize the nursing process in the holistic care of diverse individuals, families, groups, communities, and populations in various healthcare settings.” For respondents 1-year post-graduation the mean score decreased by 1 point; however, for respondents 3-years post-graduation the mean score increased 0.36 points. Again, we see where respondents 1-year post-graduation may encounter problems in the population and were able to improve on the 3-years post graduation. 1-year post graduation: N=19 Mean=4.30 SD=1.36; 3-years post graduation: N=21 Mean=4.66 SD=1.36; DATA TREND: There is no trended data to report. This is the initial assessment cycle (2016-2017) to use ISQ4 as the assessment method. We believe it serves as a stronger assessment tool for Program Outcome 4 than previously used survey items.

Target Met

SUMMARY STATEMENT: BSN Generalist Nursing Practice is an AACU Curriculum Category of exam items that evaluated current standards of professional nursing practice to individual, families, groups, communities and population. This was accomplished using HESI Exam items with the following outcomes: All pre-licensure tracks (Traditional, Second Degree Bryan, Second Degree Round Rock) exceeded the aggregate mean score of 850 provided by Elsevier (2016-2017). The pre-licensure cohort (Traditional, Second Degree Bryan, May Graduate, Traditional Bryan - 1094; Second Degree Bryan – 1012; Second Degree Round Rock - 996; RN-BSN - 707) exceeded the aggregate mean score of 850 on the Elsevier benchmark provided by Elsevier (2016-2017). The pre-licensure cohort (Traditional, Second Degree Bryan, May Graduate, Traditional Bryan - 1094; Second Degree Bryan – 1012; Second Degree Round Rock - 996; RN-BSN - 707) exceeded the aggregate mean score of 850 on the Elsevier benchmark provided by Elsevier (2016-2017). When compared to 2015-2016 assessment cycle all pre-licensure cohort means increased by 12 to 60 points based on cohort. RN-BSN short mean score decreased by 48 points above the target (Nursing Mobility Exam).

Target Met

SUMMARY STATEMENT: Undergraduate alumni will rate themselves at 5.5 or greater on related survey items. Aggregate mean score of 850 or greater for the HESI RN Exit Exam. (Nationally-normed benchmark provided by Elsevier (2016-2017). Benchmark provided by Elsevier is based on the following outcomes: All pre-licensure tracks (Traditional, Second Degree Bryan, Second Degree Round Rock) exceeded the aggregate mean score of 850 provided by Elsevier (2016-2017). The pre-licensure cohort (Traditional, Second Degree Bryan, May Graduate, Traditional Bryan - 1094; Second Degree Bryan – 1012; Second Degree Round Rock - 996; RN-BSN - 707) exceeded the aggregate mean score of 850 on the Elsevier benchmark provided by Elsevier (2016-2017). The pre-licensure cohort (Traditional, Second Degree Bryan, May Graduate, Traditional Bryan - 1094; Second Degree Bryan – 1012; Second Degree Round Rock - 996; RN-BSN - 707) exceeded the aggregate mean score of 850 on the Elsevier benchmark provided by Elsevier (2016-2017). When compared to 2015-2016 assessment cycle all pre-licensure cohort means increased by 12 to 60 points based on cohort. RN-BSN short mean score decreased by 48 points above the target (Nursing Mobility Exam).
National League for Nursing (NLN) outcomes list the following level standards: professional practice - as it relates to Program Outcome 5. In 2016-2017, all cohorts exceeded the performance target by 6 to 24 points except for one Adult Health 1 cohort at 84% and one Adult Health 2 cohort at 81%. The "fail" is scored as a "fail" because there is no direct correlation to the overall improvement in the evaluation process as a means to improve remediation and identify content areas needing additional curricular support.

Implementation Description: 2-step Implementation Plan: Step 1: Simulation team composed of CHSE faculty will be established to develop a robust evaluation plan for the CON simulation program. Step 2: Validate OSCE grading rubric will be identified by simulation team in Fall 2017 and piloted in Spring 2018 for AH1 and AH2 OSCE.

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<tr>
<td>1. Use effective and therapeutic communication in formal and informal settings.</td>
<td>Learning outcomes 3, 5, 6 and 7 are reported as partially met in year 2016-2017, according to measurement during OSCE. The current target is that 70% of students will meet learning outcomes as measured by the grading rubric used during OSCE. The current plan states that the grading rubric used during OSCE is designed to evaluate student competencies &quot;as direct assessment measures&quot; of student learning. The learning outcomes are utilized as content areas requiring attention when planning for remediation and identify content/skills areas needing additional curricular support.</td>
<td>Data Analysis: Learning outcomes 3, 5, 6, and 7 are associated with more specific competencies from the AACN Baccalaureate Essentials, TBSN DECs and general education core. The current evaluation tool does not, however, directly measure any of the LO 3, 5, 6, or 7 or any of the associated specific competencies that would demonstrate student learning or meeting of the objectives. During OSCE, assessment of multiple competencies is intended and evaluated through the following assessment strategies: the Objective Structured Clinical Examination (OSCE). As a means to evaluate nursing practice, OSCE was employed as an objective approach to evaluate student's abilities to uphold current standards of professional practice - as it relates to Program Outcome 5. In 2016-2017, all cohorts exceeded the performance target by 6 to 24 points except for one Adult Health 1 cohort at 84% and one Adult Health 2 cohort at 81%. The &quot;fail&quot; is scored as a &quot;fail&quot; because there is no direct correlation to the overall improvement in the evaluation process as a means to improve remediation and identify content areas needing additional curricular support.</td>
<td>Action Plan: &quot;The following areas are below: LO3: Use effective and therapeutic communication in formal and informal settings. LO6: Utilize leadership and management skills while employing evidence-based practice, prioritization of care, medication administration, clinical procedures, teamwork, and other clinical expectations. The OSCE is conducted in the DRC and used to assess end-of-course competencies in NURS 330 Adult Health 1 and NURS 420 Adult Health 2. Students are evaluated by course faculty using a grading rubric designed to evaluate student competencies at both levels within the BSN program. These results are used as direct assessment measures of student learning within the BSN Program Evaluation Plan.</td>
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Assessment Table

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<th>Outcome/Objective</th>
<th>Measure</th>
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</table>
| Measure 1: Selected projects within the BSN curriculum are used as direct assessment measures of student learning. Each project has a dedicated grading rubric. Holistic Care Projects: Community Assessment Project Community assessment provides the basis and rationale for clinical interventions in community health nursing. Community health nurses assess the community by using the nursing process. Nurses gather subjective and objective data, cluster the data into meaningful information, prioritize health needs, develop community health diagnoses, develop interventions to address those needs, and evaluate the effectiveness of the interventions implemented. In order to gather data, several kinds of data are needed including research of databases and files such as the windshield survey. Family Assessment Project: As part of the maternal-newborn course, students complete a Family Assessment Project. The purpose of the project is to gain insight into the structural, developmental and functional issues confronting a young family with a new baby, while also providing an opportunity to lend support to the new postpartum family. Individual Assessment Final Encounter: During the final encounter in the health assessment course, students are allotted 60 minutes to perform a complete head-to-toe assessment, using inspection, palpation, and auscultation on a standardized "well" adult. Students are measured based on their ability to perform the proper technique and appropriate infection control measures while maintaining patient dignity and privacy. The Family Assessment Project all 2016-2017 cohorts exceeded the performance target with a range of 96% to 100%. Within the Family Assessment Project all 2016-2017 cohorts exceeded the performance target at 100%. These results indicate aggregate student abilities related to holistic health assessment exceeded expectations and confirm the 2016-2017 pre-licensure cohorts met Program Outcomes 1, 2, 4 & 5 based on these measures. SUPPORTING DATA: (1.) Community Assessment Project: Fall 2016 Community Project - Bryan campus: 100% of students scored 80% or greater. Jurisprudence Exam is a requirement for licensure in Texas. Students must pass the Jurisprudence Exam to sit for the Texas Board of Nursing (TBON) Exam. Students may retake the exam after 24 hours have elapsed. Students may not retake the exam if they did not complete the exam in the allotted amount of time. To course faculty in NURS 430 as evidence of successful completion. If a certificate is available at the end of the examination process for students who are successful. This certificate is presented to course faculty in NURS 430 as evidence of successful completion. If 13 or more of the 50 questions are answered incorrectly (a failing score) or the exam is not completed in the allotted amount of time, students may retake the exam after 24 hours have elapsed. Students have unlimited attempts to pass the exam. These results are used as direct assessment measures of student learning within the BSN Program Evaluation Plan. Data Trend: When comparing 2015-2016 data with 2016-2017 data, the 2016-2017 scores ranged from 96% to 100%.
Measure 7: AACH/Benchmarks is used to evaluate student satisfaction for all tracks of BSN graduating seniors. These results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan. The survey is aligned with AACN Essential Essentials professional nursing standards and allows some customization through the Institutional Specific Questions (ISQs). Survey results provide a measure of student satisfaction related to the extent to which the nursing program enhanced these skills/abilities. Undergraduate alumni are surveyed at 1-year post graduation and 3-year post graduation. The surveys are designed to measure the extent to which the graduates perceive the program enhanced their ability to: (i) rate themselves at 5.5 or greater on related survey items. Undergraduate respondents will rate themselves at 5.5 or greater on related survey items.

Target: Met

SUMMARY STATEMENT: To gain an understanding of the 2016-2017 cohort of graduating pre-licensure students' perception of an ability to provide standards of professional practice as described in Program Outcome 5 we used ISQs. To what degree are you confident in providing current standards of professional nursing care? The survey item "Incorporate nursing standards into practice" serves as a prompt for respondents to rate their perceived ability in this area. Both cohorts rate the importance of this ability above target however, the extent to which the respondents perceive the program enhanced their ability varies. The 1-year post graduation rated this ability 0.24 points above the established target while the 3-years post graduation cohort rated the ability 0.46 points above target. The 1-year post graduation mean score decreased in 2016-2017 by 1 point from the 2015-2016 cycle. For the 2016-2017 assessment cycle the college determined the most convincing evidence was the 3-years post graduation cohort data. Although we will continue to monitor 1-year post graduation data, the determination of met, partially met or not met will be based on the 3-year post graduation cohort data. Graduating (exiting) BSN students are included in the assessment process. Graduating (exiting) BSN students are included in the assessment process.

Outcome Objective: Assess Program Effectiveness

Outcome 5: The graduate shall apply current standards of professional nursing practice in providing care to individual, family, groups, communities and populations.

Measure 8: AACH/Benchmarks is used to evaluate undergraduate alumni satisfaction. These results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan. The survey is aligned with AACN Essential Essentials professional nursing standards and allows some customization through the Institutional Specific Questions (ISQs). Survey results provide a measure of student satisfaction related to the extent to which the nursing program enhanced these skills/abilities. Undergraduate alumni are surveyed at 1-year post graduation and 3-year post graduation. The surveys are designed to measure the extent to which the graduates perceive the program enhanced their ability to: (i) rate themselves at 5.5 or greater on related survey items. Undergraduate respondents will rate themselves at 5.5 or greater on related survey items.

Target: Met

SUMMARY STATEMENT: The survey item "Incorporate nursing standards into practice" serves as a prompt for respondents to rate their perceived ability in this area. Both cohorts rate the importance of this ability above target however, the extent to which the respondents perceive the program enhanced their ability varies. The 1-year post graduation rated this ability 0.24 points above the established target while the 3-years post graduation cohort rated the ability 0.46 points above target. The 1-year post graduation mean score decreased in 2016-2017 by 1 point from the 2015-2016 cycle. For the 2016-2017 assessment cycle the college determined the most convincing evidence was the 3-years post graduation cohort data. Although we will continue to monitor 1-year post graduation data, the determination of met, partially met or not met will be based on the 3-year post graduation cohort data. Graduating (exiting) BSN students are included in the assessment process. Graduating (exiting) BSN students are included in the assessment process.

Outcome Objective: Assess Program Effectiveness

Outcome 6: The graduate shall utilize leadership and management skills to promote the delivery of safe and quality health care while meeting environmental and budgetary constraints to ensure cost delivery.

Measure 1: HESI RN Exit Exam is used to evaluate a pre-licensure student’s readiness for the NCLEX-RN exam. The results of the HESI exam are used by faculty to identify strengths and weaknesses within the curriculum. The HESI RN Exit Exam contains 100 questions focused on critical thinking and intended to mimic the types of questions found on the NCLEX-RN exam. Results are used as direct assessment measures of student learning within the BSN Program Evaluation Plan.

Target: Met

SUPPORTING DATA: 1-year post graduation cohort data. The data from the 2016-2017 cycle is presented as follows: All pre-licensure tracks (Traditional, Second Degree Bryan, Second Degree Round Rock) exceeded the established target of 50% by a margin of 100 to 152 points. SUPPORTING DATA: All graduates Traditional Bryan - 1005; Second Degree Round Rock - 1003; Second Degree Bryan - 1024; Second Degree Round Rock - 1003. Aggregate Graduates Traditional Bryan - 1032; DATA TREND: When compared to the 2015-2016 assessment cycle all pre-licensure cohorts increased between 28 and 73 points from the 2015-2016 cycle. Aggregate mean score of 85% or greater for the HESI RN Exit Exam. (Nationally-normed benchmarks provided by Elsevier ExecuTrak. Nationally-normed benchmarks of 85% for the HESI RN Exit Exam)

Target: Met

SUMMARY STATEMENT: Program Outcome 6 blends several essential components of practice for the new graduate including leadership, management and advocacy. The AACN Curriculum Category: Leadership for Quality Care and Patient Safety objectively measures these concepts using 81 to 86 exam items. Results are as follows: All pre-licensure tracks (Traditional, SecondDegree Bryan; Second Degree Round Rock) exceeded the established target of 50% by a margin of 100 to 152 points. SUPPORTING DATA: All graduates Traditional Bryan - 1005; Second Degree Round Rock - 1003; Second Degree Bryan - 1024; Second Degree Round Rock - 1003. Aggregate Graduates Traditional Bryan - 1032; DATA TREND: When compared to the 2015-2016 assessment cycle all pre-licensure cohorts increased between 28 and 73 points depending on cohort.
Outcome 6: The graduate shall utilize assessment measures of student learning within the BSN Program. These results are used as direct evidence-based practice, prioritization of care, remediation and identify content/skills areas needing additional curricular support. Using an evidence-based approach to identify a grading rubric capable of illuminating content areas requiring attention will be reflective of the overall improvement in the evaluation process as a means to improve remediation and identify content/skills areas needing additional curricular support.

<table>
<thead>
<tr>
<th>Measure 2: Objective Structured Clinical Examination (OSCE) is designed to test clinical skill performance and competencies based on the following areas: assessment, communication, decision-making using evidence-based practice, prioritization of care, remediation, administration, clinical procedures, teamwork, and other clinical expectations. The OSCE is conducted in the DRC and used to assess end-of-course competencies in NURS 320 Adult Health l and NURS 420 Adult Health 2. Students are evaluated by course faculty using a grading rubric designed to evaluate student competencies at both levels within the BSN program. These results are used as direct assessment measures of student learning within the BSN Program Evaluation Plan.</th>
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<tr>
<td>Outcome/Objective</td>
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| 70% of students evaluated using OSCE will be successful on the initial attempt. | Data Analysis: Learning outcomes 3, 5, 6, and 7 are reported as partially met in year 2016-2017, according to measurement during OSCE. The current target is that 70% of students will meet learning outcomes as measured by the grading rubric used during OSCE. The current plan states that the grading rubric used during OSCE is designed to evaluate student competencies as direct assessment measures of student learning. The learning outcomes are assessed using evidence-based practice, prioritization of care, remediation, administration, clinical procedures, teamwork, and other clinical expectations. The OSCE is an essential feature of the overall simulation program in CON. During the past academic year, faculty identified a need to develop improved processes related to the overall CON simulation program that includes identifying more effective strategies for teaching students clinical approaches to patient care management in genuine and authentic simulated environments. OSCE is an essential feature of the overall simulation program in CON. During the past academic year, faculty identified a need to develop improved processes related to the overall CON simulation program. As a result, a grading rubric is used to evaluate students’ summative evaluation of leadership and management abilities, OSCE was employed as an objective approach to evaluate students’ demonstration of leadership and management attributes as it relates to Program Outcomes. In 2016-2017, all cohorts exceeded the performance target by 4 to 24 points except for one Adult Health 1 cohort at 49% and one Adult Health 2 cohort at 41%. The AH 1 low-performing cohort (49%) improved their performance to 64% in Fall 2017. The 2016-2017 scores for the AH 1 cohort were 10% for the Bryan campus in Summer 2016 and 35% for the Round Rock campus in Summer 2016. This is a decrease of 46% for the Bryan cohort between AH 1 and AH 2. Further exploration needs to be done to examine points except for one Adult Health 1 cohort at 64% and one Adult Health 2 cohort at 41%. As a result, a grading rubric is used to evaluate students’ demonstration of leadership and management attributes as it relates to Program Outcomes. In 2016-2017, all cohorts exceeded the performance target by 4 to 24 points except for one Adult Health 1 cohort at 49% and one Adult Health 2 cohort at 41%. The AH 1 low-performing cohort (49%) improved their performance to 64% in Fall 2017. The 2016-2017 scores for the AH 1 cohort were 10% for the Bryan campus in Summer 2016 and 35% for the Round Rock campus in Summer 2016. This is a decrease of 46% for the Bryan cohort between AH 1 and AH 2. Further exploration needs to be done to examine performance target of 70%. Each of the LOs 3, 5, 6, and 7 are scored as a “fail” because there is no direct evidence-based practice, prioritization of care, remediation and identify content/skills areas needing additional curricular support. Using an evidence-based approach to identify a grading rubric capable of illuminating content areas requiring attention will be reflective of the overall improvement in the evaluation process as a means to improve remediation and identify content/skills areas needing additional curricular support.

| Projected Completion Date: 9/1/2018 |
| Responsible Party: BSN Coordinators and Simulation Team |
|Implementation Description: 2-step Implementation Plan: Step 1: Simulation team composed of CHSE faculty will be established to develop a robust evaluation plan for the CON simulation program. Step 2: Validated OSCE grading rubric will be identified by simulation team in Fall 2017 and piloted in Spring 2018 for AH1 and AH2 OSCE. |
**Measure 8: AACN/Benchworks survey is used to evaluate undergraduate alumni satisfaction.** These results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan. The survey is aligned with AACN Baccalaureate Essentials professional nursing standards and allows for some customization through the Institutional Specific Questions (ISQs). The survey is taken online via Pulse Publisher and bench provided by Elsevier and includes (a) Direct (HSI-RN Exit Exam) and (b) Indirect (AACN/Benchworks) data. HESI RN Exit Exam is designed to test a student’s understanding of the entire nursing curriculum. The HESI RN Exit Exam contains 150 questions focused on critical thinking and intended to mimic the types of questions found on the NCLEX-RN exam. Results are used as an indirect measure of student learning within the BSN Program Evaluation Plan.

<table>
<thead>
<tr>
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<tr>
<td>Target: Met</td>
<td>Summary: Two survey items were employed to evaluate undergraduate alumni expectations related to leadership and management skills while implementing safety principles to create a safe, caring environment for patient care.</td>
<td>Information Management and Patient Care Technology is evaluated through two survey items. The extent to which the nursing program enhanced these skills/abilities is rated by undergraduate alumni two years post graduation. The only alumni data reported for the 2015-2016 reporting period were the two-year post graduation alumni cohort with a 11.1% response rate. The 2015-2016 NOTE: AACN/Benchworks undergraduate Nursing Alumni Assessment for the 1 year post graduation cohort reported only 2 respondents actually completed the 2015 survey. Due to the low response rate results from the form of survey are not reported. For the 2016-2017 assessment cycle the college determined the most convincing and influential alumni data is found in the 3-years post graduation cohort data. Although we will continue to monitor 1-year post graduation data, the determination of met, partially met or not met will be based on the 3-year post graduation cohort data. SUPPORTING DATA: 1-year post graduation cohort data. SUPPORTING DATA: 2016-2017 indicates the only requirements are the extent to which the nursing program enhanced these attributes may demonstrate a potential gap. For the 2016-2017 assessment cycle the college determined the most convincing and influential alumni data is found in the 3-years post graduation cohort data. Although we will continue to monitor 1-year post graduation data, the determination of met, partially met or not met will be based on the 3-year post graduation cohort data. SUPPORTING DATA: 1-year post graduation housing the mean score decreased by 1.36 and SD=0.83. When analyzing the extent to which the nursing program enhanced survey item (a) the 1-year post graduation cohort mean was below benchmark by 0.39 points while the 3-years post graduation cohort was at benchmark. The high rating of importance to practice compared to the extent the nursing education enhanced these attributes may demonstrate a potential gap. For the 2016-2017 assessment cycle the college determined the most convincing and influential alumni data is found in the 3-years post graduation cohort data. Although we will continue to monitor 1-year post graduation data, the determination of met, partially met or not met will be based on the 3-year post graduation cohort data. SUPPORTING DATA: 1-year post graduation cohort data. SUPPORTING DATA: 2016-2017 indicates the only requirements are the extent to which the nursing program enhanced these attributes may demonstrate a potential gap. For the 2016-2017 survey data is compared to the 2015-2016 survey data for 3-years post graduation on item (a) there is an increase of 0.75 points and (b) is increase of 0.85 points. There is no cohort data for 1-year post graduation in 2015-2016. No affiliated Action Plan.</td>
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**Measure 1:** HESI RN Exit Exam is used to evaluate a pre-licensure student’s readiness for the NCLEX-RN and are intended to match the latest NCLEX-RN test plan. The results of the HESI exam are used by faculty to identify strengths and weaknesses within the curriculum. The HESI RN Exit Exam is designed to test a student’s understanding of the entire nursing curriculum. The HESI RN Exit Exam contains 150 items used to evaluate readiness to practice compared to the extent the nursing education enhanced these attributes. 

**Target Met**

**SUMMARY STATEMENT:** Information Management and Patient Care Technology is evaluated through two survey items. The extent to which the nursing program enhanced these skills/abilities is rated by undergraduate alumni two years post graduation. The only alumni data reported for the 2015-2016 reporting period were the two-year post graduation alumni cohort with a 11.1% response rate. The 2015-2016 NOTE: AACN/Benchworks undergraduate Nursing Alumni Assessment for the 1 year post graduation cohort reported only 2 respondents actually completed the 2015 survey. Due to the low response rate results from the form of survey are not reported. For the 2016-2017 assessment cycle the college determined the most convincing and influential alumni data is found in the 3-years post graduation cohort data. Although we will continue to monitor 1-year post graduation data, the determination of met, partially met or not met will be based on the 3-year post graduation cohort data. SUPPORTING DATA: 1-year post graduation cohort data. SUPPORTING DATA: 2016-2017 indicates the only requirements are the extent to which the nursing program enhanced these attributes may demonstrate a potential gap. For the 2016-2017 assessment cycle the college determined the most convincing and influential alumni data is found in the 3-years post graduation cohort data. Although we will continue to monitor 1-year post graduation data, the determination of met, partially met or not met will be based on the 3-year post graduation cohort data. SUPPORTING DATA: 1-year post graduation cohort data. SUPPORTING DATA: 2016-2017 indicates the only requirements are the extent to which the nursing program enhanced these attributes may demonstrate a potential gap. For the 2016-2017 survey data is compared to the 2015-2016 survey data for 3-years post graduation on item (a) there is an increase of 0.75 points and (b) is increase of 0.85 points. There is no cohort data for 1-year post graduation in 2015-2016. No affiliated Action Plan. |
### Measure 1: Baccalaureate Essentials评估

#### Outcome/ Objective
- Assess student satisfaction for all tracks of BSN graduating seniors. These results are used as direct assessment measures of student learning within the BSN program.

#### Target
- 70% of students evaluated using OSSCE will be successful on the initial attempt.

#### Finding
- In 2016-2017, all cohorts exceeded the performance target of 70% passing on the initial attempt: except one AH 1 cohort in Summer 2016. In 2016-2017, there were 2 cohorts falling below target - one AH 1 cohort and one AH 2 cohort as described above.

### Measure 2: Objective Structured Clinical Examination (OSSCE)

#### Outcome/ Objective
- Use OSSCE to evaluate student competence and patient care technology in the delivery of health care.

#### Target
- Partially Met

**SUMMARY STATEMENT:** As a means to evaluate the ability to manage information and use patient care technology, OSSCE was implemented to provide an objective approach to identify areas requiring attention. Each of the broadly articulated outcome statements above (3, 5, 6, and 7) are associated with more specific competencies from the AACN Baccalaureate Essentials. TSBN DEO and general education core. The current evaluation tool does not, however, directly measure any of the LOs (3, 5, 6, and 7). To improve the measurement of these outcomes, a more valid and reliable tool is needed to measure student learning or meeting of the objectives. During OSSCE, assessment of multiple competencies are evaluated using a checklist, meeting the student's performance to specific criteria to determine if a student achieves the target. Further exploration needs to be done to examine contributing factors.

### Measure 3: Undergraduate Alumni satisfaction survey

#### Outcome/ Objective
- Undergraduate alumni will rate their experience at 5.5 or greater on the survey instrument.

#### Target
- Partially Met

**SUMMARY STATEMENT:** The survey provides pre-built assessment measures of student learning within the BSN program. These results are used as direct assessment measures of student learning within the BSN program.

#### Finding
- 2016 assessment cycle.

**In 2016-2017,** all cohorts demonstrate a sizable gap between the importance rating and the program enhancement rating (1-year gap = 1.47; 3-years gap = 0.56). For the 2016-2017 cohorts, both programs rate the importance of this ability at 5.5 or greater on the survey instrument. Both cohorts rated the importance of this ability at 5.5 or greater on the survey instrument.

### Measure 4: Program Evaluation Plan

#### Outcome/ Objective
- Implement the Program Evaluation Plan.

#### Target
- 50% of system students responded to the program.

**SUMMARY STATEMENT:** The program evaluation plan is an essential feature of the overall simulation program in CON. During the past academic year, faculty identified a need to develop improved processes related to the simulation program. Implement the Program Evaluation Plan.

### Measure 5: Data Analysis

#### Outcome/ Objective
- Data Analysis: Learning outcomes 3, 5, 6 and 7 are reported as partially met in year 2016-2017, according to measurement during OSSCE. The current target is that 70% of students will meet learning outcomes as measured by the passing rate used during OSSCE. The current target for 2016-2017 will be reflective of the overall improvement in the evaluation process as a means to improve student learning or meeting of the objectives. During OSSCE, assessment of multiple competencies are evaluated using a checklist, meeting the student's performance to specific criteria to determine if a student achieves the target.

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<tr>
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<tr>
<td>Measure 1: Baccalaureate Essentials</td>
<td>70% of students evaluated using OSSCE will be successful on the initial attempt.</td>
<td>Partially Met</td>
<td>SUMMARY STATEMENT: As a means to evaluate the ability to manage information and use patient care technology, OSSCE was implemented to provide an objective approach to identify areas requiring attention. Each of the broadly articulated outcome statements above (3, 5, 6, and 7) are associated with more specific competencies from the AACN Baccalaureate Essentials. TSBN DEO and general education core. The current evaluation tool does not, however, directly measure any of the LOs (3, 5, 6, and 7). To improve the measurement of these outcomes, a more valid and reliable tool is needed to measure student learning or meeting of the objectives. During OSSCE, assessment of multiple competencies are evaluated using a checklist, meeting the student's performance to specific criteria to determine if a student achieves the target. Further exploration needs to be done to examine contributing factors.</td>
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<tr>
<td>Measure 2: Objective Structured Clinical Examination (OSSCE)</td>
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<td>Measure 3: Undergraduate Alumni satisfaction survey</td>
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<td>Measure 4: Program Evaluation Plan</td>
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<td>Measure 5: Data Analysis</td>
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### Note
- The summary statement provided provides an overview of the current status of the evaluation and improvement process. It highlights the need for further exploration to improve the measurement of these outcomes, particularly related to the simulation program. The target for 2016-2017 will be reflective of the overall improvement in the evaluation process as a means to improve student learning or meeting of the objectives.
Measure 1: HESI RN Exit Exam is used to evaluate a pre-licensure student's readiness for the NCLEX-RN and are intended to match the latest NCLEX test plans. The results of the HESI exam are used by faculty to identify strengths and weaknesses within the curriculum. The HESI RN Exit Exam is designed to test a student's understanding of the entire nursing curriculum. The HESI RN Exit Exam contains 150 questions focused on critical thinking and intended to mimic the types of questions found on the NCLEX-RN exam. Results are used as direct assessment measures of student learning within the BSN Program Evaluation Plan.

Target: Met
Aggregate mean score of 850 or greater for the HESI RN Exit Exam. (Nationally-normed benchmark provided by Elsevier) (Aggregated mean scores (benchmark of 850) for the HESI RN Exit Exam.)

Target Metric
SUMMARY STATEMENT: QSEN Teamwork and Collaboration: Member of Team
Outcome 1: The graduate shall collaborate with other interprofessional health care team members to provide health care across the lifespan, promote health promotion and disease and injury prevention across the lifespan for individuals, families, groups, communities, and populations.

Outcome Objective
Outcome 2: The graduate shall participate in terminal review of prelicensure student placement experiences to promote student learning, health promotion and disease and injury prevention across the lifespan for individuals, families, groups, communities, and populations.

Outcome Objective
Outcome 3: The graduate shall participate in terminal review of prelicensure student placement experiences to promote student learning, health promotion and disease and injury prevention across the lifespan for individuals, families, groups, communities, and populations.

Outcome Objective
Outcome 4: The graduate shall participate in assessing and evaluating exit of questions found on the NCLEX-RN exam. Results are used as direct assessment measures of student learning within the BSN Program Evaluation Plan.

Outcome Objective
Outcome 5: The graduate shall evaluate the effectiveness of health care and global health care factors. reflecting current and changing care and advocate for patients in communities, and populations.

Outcome Objective
Outcome 6: The graduate shall evaluate the effectiveness of health care and global health care factors. reflecting current and changing care and advocate for patients in communities, and populations.

Outcome Objective
Outcome 7: The graduate shall evaluate the effectiveness of health care and global health care factors. reflecting current and changing care and advocate for patients in communities, and populations.

Outcome Objective
Outcome 8: The graduate shall evaluate the effectiveness of health care and global health care factors. reflecting current and changing care and advocate for patients in communities, and populations.

Outcome Objective
Outcome 9: The graduate shall evaluate the effectiveness of health care and global health care factors. reflecting current and changing care and advocate for patients in communities, and populations.

Outcome Objective
Outcome 10: The graduate shall evaluate the effectiveness of health care and global health care factors. reflecting current and changing care and advocate for patients in communities, and populations.

Outcome Objective
Outcome 11: The graduate shall evaluate the effectiveness of health care and global health care factors. reflecting current and changing care and advocate for patients in communities, and populations.

Outcome Objective
Outcome 12: The graduate shall evaluate the effectiveness of health care and global health care factors. reflecting current and changing care and advocate for patients in communities, and populations.

Outcome Objective
Outcome 13: The graduate shall evaluate the effectiveness of health care and global health care factors. reflecting current and changing care and advocate for patients in communities, and populations.

Outcome Objective
Outcome 14: The graduate shall evaluate the effectiveness of health care and global health care factors. reflecting current and changing care and advocate for patients in communities, and populations.
Outcome 8: The graduate shall modify care and advocate for patients in selecting current and changing healthcare systems, health policies and global health care factors.

Outcome 9: The graduate shall modify care and advocate for patients in selecting current and changing healthcare systems, health policies and global health care factors.

Outcome 10: The graduate shall demonstrate ethical accountability, legal responsibility for professional practice.

Measure 7: AACN/Enhancements survey is used to evaluate student satisfaction for all tracks of BSN graduating seniors. These results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan. The survey is aligned with AACN Baccalaureate Essentials professional nursing standards and allows for some customization through the Institutional Specific Questions (ISQs). Surveys are knowingly tested, reviewed, and updated annually. Survey results are displayed through a pre-built dashboard providing peer benchmarking (Select Six) and longitudinal analysis (allowing faculty to see trends, identify and compare sub-populations and receive specific recommendations for improvement). Survey data is used to understand program strengths/weaknesses and to develop/modify action plans. Graduating (spring) BSN seniors are surveyed to provide data prior to graduation. 2016 BSN survey response rate = 48.5% 2017 BSN (all tracks and cohorts) response rate = 45.5%.

Undergraduate respondents will rate themselves at 5.5 or greater on related survey items.

Target: Partially Met

Summary Statement: The 2016-2017 graduating cohort’s perception of the ability to use information management and patient care technology is evaluated using (ISQs): To what degree you are confident in information management and patient care technology in the delivery of health care? The cohort mean score falls below the established performance target by .12. This score is marginally less than the mean and lower than the cohort mean for the previous assessment cycle. The 2016-2017 data reflected a TREND. When comparing 2015-2016 data to 2016-2017 data a decrease of 0.51 is noted. The 2016-2017 graduating seniors as a cohort fell below the target and scored lower than the previous cycle.

Target: Met

Summary Statement: To objectively evaluate concepts of ethical accountability and legal responsibility the exam item category of Nursing Concepts: Professional behaviors/Professionalism was included. There were 1-14 categorical items on the NES RN Exit Exam in this category that remained the following outcomes: All pre-program assessment measures (pre-program data to 2015-2016) exceeded the established target of 850 by 185 to 285 points depending on cohort. This score is marginally less than the mean and lower than the cohort mean for the previous assessment cycle. The 2016-2017 data reflected a TREND. When comparing 2015-2016 data to 2016-2017 data a decrease of 0.51 is noted. The 2016-2017 graduating seniors as a cohort fell below the target and scored lower than the previous cycle.

Target: Partially Met

Summary Statement: To objectively evaluate concepts of ethical accountability and legal responsibility the exam item category of Nursing Concepts: Professional behaviors/Professionalism was included. There were 1-14 categorical items on the NES RN Exit Exam in this category that remained the following outcomes: All pre-program assessment measures (pre-program data to 2015-2016) exceeded the established target of 850 by 185 to 285 points depending on cohort. This score is marginally less than the mean and lower than the cohort mean for the previous assessment cycle. The 2016-2017 data reflected a TREND. When comparing 2015-2016 data to 2016-2017 data a decrease of 0.51 is noted. The 2016-2017 graduating seniors as a cohort fell below the target and scored lower than the previous cycle.

Measure 9: AACN/Enhancements survey is used to evaluate undergraduate alumni satisfaction. These results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan. The survey is aligned with AACN Baccalaureate Essentials professional nursing standards and allows for some customization through the Institutional Specific Questions (ISQs). Surveys are knowingly tested, reviewed, and updated annually. Survey results are displayed through a pre-built dashboard providing peer benchmarking (Select Six) and longitudinal analysis (allowing faculty to see trends, identify and compare sub-populations and receive specific recommendations for improvement). Survey data is used to understand program strengths/weaknesses and to develop/modify action plans to continually improve the program. For each survey item the participant is asked to: (a) rate their importance to practice and (b) the extent to which the nursing program enhanced these attributes. Undergraduate alumni are surveyed at 1-year post-graduation and 3-years post-graduation. 2015-2016 NOTE: AACN/Benchworks Undergraduate Nursing Alumni Assessment for the 1-year post-graduation cohort reported only 2 respondents actually completed the 2015 survey. Due to the low response rate results in a form of the “1-year post-graduation cohort” could not be reviewed.

Undergraduate alumni will rate themselves at 5 or greater on related survey items.

Target: Met

Summary Statement: There are multiple survey items that, when reviewed together, provide insight into the alumni perceptions of understanding of healthcare systems, policies and global health. This assessment method relies on 3 survey items: (a) Understands the effect of health policies on diverse population, (b) Understands the global health care environment and (c) Understands how health care delivery systems are organized to deliver the expectations of Program. Outcome 9: When reviewing the results, the importance of these attributes is rated below target as well as the extent to which the program enhanced these attributes. One interpretation of these results is alumni do not consider these attributes important nor did the program enhance these attributes. Undergraduate assessment measures provide indirect data to measure Program Outcome 9, it is concerning the seeming lack of importance in the minds of alumni for the components of BSN outcome. This is an area needing to be addressed since both the importance and extent means fall below target. SUPPORTING DATA: 1-year post graduation: (a) Imp. N=33 Mean=4.4 SD=1.1; Extent N=29 Mean=4.4 SD=1.1; (b) Imp. N=34 Mean=4.8 SD=1.4; Extent N=29 Mean=4.8 SD=1.4; (c) Imp. N=31 Mean=4.6 SD=1.1; Extent N=25 Mean=4.6 SD=1.1. Item for Item: May Graduates Traditional Bryan - 1035; Second Degree Round Rock - 1067. August Graduates Traditional Bryan - 1013. DATA TREND: When comparing 2015-2016 data to 2016-2017 data a decrease of 0.51 is noted. The 2016-2017 graduating seniors as a cohort fell below the target and scored lower than the previous cycle.

Measure 1: NES RN Exit Exam is used to evaluate a pre-licensure student’s readiness for the NCLEX-RN and are intended to match the latest NCLEX-RN test plans. The results of the HESI exam are used by faculty to identify strengths and weaknesses within the curriculum. The exam is administered to all students during the entire nursing curriculum. The NES RN Exit Exam contains 150 questions focused on critical thinking and intended to mimic the types of questions found on the NCLEX-RN exam. Results are used as a direct assessment measures of student learning within the BSN Program Evaluation Plan.

Aggregate mean score of 850 or greater on the NES RN Exit Exam (benchmark provided by Elsevier Publishing) is required for the BSN RN Exit Exam.

Target: Partially Met

Summary Statement: To objectively evaluate concepts of ethical accountability and legal responsibility the exam item category of Nursing Concepts: Professional behaviors/Professionalism was included. There were 1-14 categorical items on the NES RN Exit Exam in this category that remained the following outcomes: All pre-program assessment measures (pre-program data to 2015-2016) exceeded the established target of 850 by 185 to 285 points depending on cohort. SUPPORTING DATA: May Graduates Traditional Bryan - 1035; Second Degree Bryan - 1123; Second Degree Round Rock - 1067. August Graduates Traditional Bryan - 1103. DATA TREND: When comparing 2015-2016 mean scores of pre-licensure cohorts with corresponding 2016-2017 pre-licensure cohorts an increase of 38 to 148 points was identified in 2016-2017 cohorts.

Measure 8: HESI/Enhancements survey is used to evaluate student satisfaction for all tracks of BSN graduating seniors. These results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan. The survey is aligned with AACN Baccalaureate Essentials professional nursing standards and allows for some customization through the Institutional Specific Questions (ISQs). Surveys are knowingly tested, reviewed, and updated annually. Survey results are displayed through a pre-built dashboard providing peer benchmarking (Select Six) and longitudinal analysis (allowing faculty to see trends, identify and compare sub-populations and receive specific recommendations for improvement). Survey data is used to understand program weaknesses/strengths and to develop/modify action plans. Graduating (spring) BSN seniors are surveyed to provide data prior to graduation. 2016 BSN survey response rate = 48.5% 2017 BSN (all tracks and cohorts) response rate = 45.5%.

Target: Partially Met

Summary Statement: To what degree you are confident in information management and patient care technology is evaluated using (ISQs): To what degree you are confident in information management and patient care technology in the delivery of health care? The cohort mean score falls below the established performance target by .12. This score is marginally less than the mean and lower than the cohort mean for the previous assessment cycle. The 2016-2017 data reflected a TREND. When comparing 2015-2016 data to 2016-2017 data a decrease of 0.51 is noted. The 2016-2017 graduating seniors as a cohort fell below the target and scored lower than the previous cycle.

Target: Met

Summary Statement: To objectively evaluate concepts of ethical accountability and legal responsibility the exam item category of Nursing Concepts: Professional behaviors/Professionalism was included. There were 1-14 categorical items on the NES RN Exit Exam in this category that remained the following outcomes: All pre-program assessment measures (pre-program data to 2015-2016) exceeded the established target of 850 by 185 to 285 points depending on cohort. SUPPORTING DATA: May Graduates Traditional Bryan - 1035; Second Degree Bryan - 1123; Second Degree Round Rock - 1067. August Graduates Traditional Bryan - 1103. DATA TREND: When comparing 2015-2016 mean scores of pre-licensure cohorts with corresponding 2016-2017 pre-licensure cohorts an increase of 38 to 148 points was identified in 2016-2017 cohorts.
Measure 7: AACN/Benchworks survey is used to evaluate student learning within the BSN Program Evaluation Plan. The survey provides pre-built assessments professionally developed and aligned with AACN Baccalaureate Essentials professional nursing standards and allows for some customization through the Institutional Specific Questions (ISQs). Surveys are rigorously tested, reviewed, and updated annually. Survey data is displayed through a pre-built dashboard providing peer benchmarking (Select Six) and longitudinal analysis following faculty to see trends, identify and compare sub-populations and receive specific recommendations for improvement. Survey data is used to understand program strengths/weaknesses and to develop/implement action plans. Graduating (exiting) BSN students are surveyed 12 months prior to graduation. 2016 BSN survey response rate = 48.5%; 2017 BSN (all track and cohorts) response rate = 42.9%. The 2016-2017 NOTE: AACN/Benchworks Undergraduate Nursing Alumni Assessment for the 1-year post-graduation cohort reported only 2 respondents actually completed the survey. Due to the low response rate results in the form of a report for the "1-year post-graduation cohort" could not be rendered. Undergraduate respondents will take the survey only if the program has developed an affiliated Action Plan.

Outcome 10: The graduate shall demonstrate ethical accountability and legal responsibility for professional practice.

Measure 8: AACN/Benchworks survey is used to evaluate undergraduate alumni satisfaction. These results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan. The survey is aligned with AACN Baccalaureate Essentials professional nursing standards and allows for some customization through the Institutional Specific Questions (ISQs). Survey data provided through the pre-built dashboard providing peer benchmarking (Select Six) and longitudinal analysis allow faculty to see trends, identify and compare sub-populations and receive specific recommendations for improvement. The report provides input needed to understand program strengths/weaknesses and develop/implement action plans to continuously improve the program. For each survey item on related survey items.

Target: Met

SUMMARY STATEMENT: These attributes are best evaluated for the alumni using indirect methods. Several attributes measured by the SkyHealth/BSN alumni survey include: (a) Apply an ethical decision-making framework to clinical situations and (b) Demonstrate accountability for own actions. Alumni perceptions of these attributes (a & b) related to Program Outcome 10 were rated high in importance for both cohorts although the "extent" was rated lower for both (a & b), all mean scores exceeded the target by a range of 0.45 to 0.51 points. The mean scores for 3-years post graduation cohort exceeded the target by 0.52 points. For (b) Demonstrate accountability for own actions. Alumni perceive the importance of these attributes higher than the extent to which the program enhanced these attributes by an overall difference of 1.58 points. This represents a gap worth exploring. For the 2016-2017 assessment cycle the college determined the most convincing and influential alumni data is found in the 3-years post graduation cohort data. Although we will continue to monitor 1-year post graduation data, the determination of met, partially met or not met will be based on the 3-year post graduation cohort data. Although we will continue to monitor 1-year post graduation data, the determination of met, partially met or not met will be based on the 3-year post graduation cohort data.

Action Plan

Target Met

SUMMARY STATEMENT: To capture the graduating cohort's perception of their ability to "modify care and advocate for patients in reflecting current and changing healthcare systems, health policies and global health care factors" as reflected in Program Outcome 10 require multiple assessment measures: (1) Acts as an advocate for vulnerable patients. (2) Understands the effects of health policies on diverse populations. (3) Understands the global health environment. Cohort means for items 1-3 exceeded the established performance target by 0.38 to 1.12 pts. SUPPORTING DATA: (1) Acts as an advocate for vulnerable patients. Response rate=95.5%; N=68; Mean=6.2; SD=0.64. (2) Understands the effects of health policies on diverse populations. Response rate=95.0%; N=69; Mean=6.00; SD=0.73. (3) Understands the global health environment. Response rate=94.8%; N=69; Mean=6.6; SD=0.82. DATA TRENDS: When comparing 2015-2016 data to 2016-2017 data the mean scores for all attributes compared increased by 0.5 to 0.7. NOTE: In previous assessment cycles, cohorts have struggled to meet the performance target for Program Outcome 10. Recent efforts by faculty to increase and "make visible" these BSN-level concepts has yielded a perception of learning.
Measure 7: AACN/Benchworks survey is used to evaluate student satisfaction for all tracks of BSN graduating seniors. These results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan. The survey provides pre-built assessments professionally developed and aligned with AACN Essentials of professional nursing standards and allows for some customization through the Institutional Specific Questions (ISQs). Survey results are displayed through a pre-built dashboard providing peer benchmarking (Select SIS) and longitudinal analysis (allowing faculty to see trends, identify and compare sub-populations and receive specific recommendations for improvement). Survey data is used to understand program strengths/weaknesses and to develop/improve action plans. Graduating (2017) BSN students are surveyed 1/2 month prior to graduation. 2016 BSN survey response rate = 48.5%, 2017 BSN (all track and cohorts) response rate = 43.0%. Undergraduate respondents will rate themselves at 5.5 or greater on related survey items.

Target: Met

Summary Statement: To measure this graduating cohort's perception of "demonstrating ethical accountability and legal responsibility for professional practice" associated with SLO 15, three survey items were used: (1) Apply an ethical decision-making framework to clinical situations, (2) Demonstrate accountability for professional practice, and (3) To what degree are you confident in being ethically and legally accountable in your practice? All survey items exceeded the established performance target of 5.5 or greater (a) 0.74 to 0.96 points indicating the graduates' perception of the ability to demonstrate ethical accountability and legal responsibility for professional practice. SUPPORTING DATA: (1) Apply an ethical decision-making framework to clinical situations, N=69, Response rate=90.8%, Mean=6.65, SD=0.56. (2) Demonstrate accountability for professional practice, N=69, Response rate=90.8%, Mean=6.37, SD=0.75. DATA TREND: When comparing 2015-2016 data to 2016-2017 data the scores changed by -0.23 to 0.016.

Outcome 11: The graduate shall demonstrate ethical accountability and legal responsibility for professional practice.

Measure 8: AACN/Benchworks survey is used to evaluate undergraduate alumni satisfaction. These results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan. The survey provides pre-built assessments professionally developed and aligned with AACN Essentials of professional nursing standards and allows for some customization through the Institutional Specific Questions (ISQs). Survey results are displayed through a pre-built dashboard providing peer benchmarking (Select SIS) and longitudinal analysis (allowing faculty to see trends, identify and compare sub-populations and receive specific recommendations for improvement). The report provides input needed to understand program strengths/weaknesses and develop/modify action plans to continually improve the program. For each survey item the participant is asked to: (a) rate its importance to practice and (b) the extent to which the nursing program enhanced these skills/abilities. Survey data is used to understand program strengths/weaknesses and legally accountable in your practice? N=68, Response rate=89.5%, Mean=6.37, SD=0.89. (3) ISQ 8 To what degree are you confident in being ethically and legally accountable in your practice? N=68, Response rate=89.5%, Mean=6.24, SD=1.1. DATA TREND: When comparing 2015-2016 data to 2016-2017 data scores changed by -0.45 to 1.12 yet the "extent" mean scores are lower. Again, we see the 1-year post graduation mean scores for "extent" are below target: (a) by 0.08 pts and (b) 0.64 to 1.12 yet the "importance" mean scores are lower. Again, we see the 1-year post graduation mean scores for "extent" exceed target: (a) by 0.66 pts and (b) 0.50 pts. For the 2016-2017 assessment cycle the college determined the most convincing and influential alumni data is found in the 3-year post graduation cohort data. Although we will continue to monitor 1-year post graduation data, the determination of met, partially met or not met will be based on the 3-year post graduation cohort data.

Undergraduate alumni will rate themselves at 5.5 or greater on related survey items.

Target: Met

Summary Statement: Indirect measures are best suited for evaluating the attitude related to Program Outcome 11: (a) Act as an advocate for vulnerable populations, (b) As an advocate for vulnerable populations. For the 2016-2017 assessment cycle the college determined the most convincing and influential alumni data is found in the 3-year post graduation cohort data. Although we will continue to monitor 1-year post graduation data, the determination of met, partially met or not met will be based on the 3-year post graduation cohort data. Although we will continue to monitor 1-year post graduation data, the determination of met, partially met or not met will be based on the 3-year post graduation cohort data.

SUMMARY STATEMENT: Indirect measures are best suited for evaluating the attitude related to Program Outcome 11: (a) Act as an advocate for vulnerable populations, (b) As an advocate for vulnerable populations.

No affiliated Action Plan
Outcome 12: The graduate shall demonstrate accountability for lifelong learning and professional growth.

Measure 8: AACN Benchmarks survey is used to evaluate undergraduate alumni satisfaction. These results are used as indirect assessment measures of student learning within the BSN Program Evaluation Plan. The survey is aligned with AACN Baccalaureate Essentials professional nursing standards and allows for some customization through the traditional specific questions (TSQs). Survey results provide through a pre-built dashboard providing peer benchmarking (Select Six) and longitudinal analysis allow faculty to see trends, identify and compare sub-populations and receive specific recommendations for improvement. The report provides input needed to inform the Action Plan: To continually improve the program. For each survey item, the participant is asked to rate its importance to practice and (if) the extent to which the nursing program enhanced these skills/abilities. Undergraduate alumni are surveyed at 1-year post graduation and 3-years post-graduation. The 2015-2016 NURS, BSN target: Met.

Target: Met

Report: Undergraduate alumni will rate themselves at 5.0 or greater on related survey items.

Action Plan: To best assess the alumni ability to demonstrate accountability for lifelong learning and professional growth, the primary survey item used was: “ISQ12: To what degree did the program prepare you to: Demonstrate accountability for lifelong learning and professional growth?” Both undergraduate alumni cohorts (1/yr) rated their perception of these abilities as exceeding the target by 0.22 to 0.50 pts respectively. For the 2016-2017 assessment cycle the college determined the most convincing and influential alumni data is found in the 5-year post-graduation cohort data. Although we will continue to monitor 1-year post-graduation data, the determination of met, partially met or not met will be based on the 5-year post-graduation cohort data. We acknowledge no cohort data for 1-year post-graduation in 2015-2016.

Outcome 13: Completion rates will be calculated based on the following formula: Number of students matriculated 85% of entering students will complete the program within 6 semesters.

Measure 9: Undergraduate Completion Rate: Completion rates will be calculated based on the following formula: Number of students matriculated 85% of entering undergraduate students will complete the program within 6 long semesters.

Target: Met

Report: 85% of entering undergraduate students will complete the program within 6 long semesters.

Action Plan: No affiliated Action Plan

Outcome 14: NCLEX Exam is the licensure exam for pre-licensure graduates in Texas and nationally. CON uses the expected pass rate for the State of Texas.

Measure 10: The NCLEX-RN Examination is the licensure exam for prelicensure nursing graduates in Texas and nationally. The comprehensive nature of the exam reflects directly on student learning within the BSN curriculum.

Target: Met

Report: May 2017 Graduates: 23 out of 27 graduates (85%) successfully passed the NCLEX and are now licensed by the State of Texas. This pass rate widely exceeds the average pass rate for the State of Texas of 85%. This is an unofficial pass rate as the official pass rate will not be available until the first week of November. Traditional Bryan=60; Second Degree Bryan=25; Second Degree RR=18 August 2017 Graduates: 2 out of 27 graduates (7%) successfully passed the NCLEX and are now licensed by the State of Texas. This cohort graduated in August 2017 and it is believed not all members have tested. This is an unofficial pass rate as the official pass rate will not be available until the first week of November. (Traditional Bryan=27)

Action Plan: No affiliated Action Plan
## Outcome/Objective

<table>
<thead>
<tr>
<th>Measure</th>
<th>Target</th>
<th>Finding</th>
<th>Action Plan</th>
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<tbody>
<tr>
<td>Measure 11: Collection of employment data begins during the last weeks of the final semester of the program and extends through 1 year post-graduation. Initially (within approx. 1 month after graduation), 70% of pre-licensure graduates will secure employment as a GN/RN and 90% within 1 year.</td>
<td>Initially (within approx. 1 month after graduation), 75% of pre-licensure graduates will secure employment as a GN/RN and 89% within 1 year.</td>
<td>The following students accepted employment in registered nursing positions: Traditional - Bryan campus May cohort: 60 students graduated on 05/12/2017 eligible to seek employment. As of September 25, 2017, 60 graduates reported being employed. (60/60=100% employment rate) Traditional - Bryan campus August cohort: 27 students graduated on 08/11/17 eligible to seek employment. As of September 25, 2017, 13 graduates reported being employed. (13/27=48.1% employment rate) Second Degree - Bryan campus cohort: 25 students graduated on 05/12/2017 eligible to seek employment. As of September 25, 2017, 24 graduates reported being employed (24/25=96% employment rate) Second Degree - Round Rock campus: 18 students graduated on 05/12/2017 eligible to seek employment. As of September 25, 2017, 16 graduates reported being employed (16/18=89% employment rate) Overall employment rate for the 2016-2017 BSN graduating cohorts: 113/130=86.92%</td>
<td>No affiliated Action Plan</td>
</tr>
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### Analysis Question #1

Consider the Findings and the Action Plan(s) established this cycle. How did the program/unit identify these next steps for action? Why does the program/unit believe this Action Plan(s) should improve future assessment results?

**BSN Coordinator met on multiple occasions with administrators, undergraduate faculty and program evaluator to review the 2016-2017 SLOs data to better understand the successes and areas needing improvement within specific content areas in the curriculum. After discussions and deliberations, an Action Plan derived from the 2016-2017 SLOs data was developed by Coordinators of the BSN program in conjunction with input from faculty, administrators and program evaluator for the CON. The plan provides for exploration and implementation of a more effective way to evaluate clinical competency acquisition by students throughout the program which will ultimately strengthen curriculum planning and instruction for both didactic and clinical courses. This action plan may span more than 1 assessment cycle because it will require research and careful planning by stakeholders to meet the needs of students and faculty in BSN program.**

### Analysis Question #2

Provide an update for completed or ongoing Action Plan(s) from the previous year(s). Discuss any successes, challenges, and/or obstacles the program/unit has experienced while implementing the Action Plan(s). Address whether or not the program/unit has seen any improvement in assessment results for the targeted Outcome(s) the Action Plan(s) were designed to address and why the action plan may have not resulted in improvements.

**2015-2016 Action Plan:**

1. Due to low response rate to the Undergraduate Alumni Survey, we will release the survey no later than March 15, 2017 and evaluate this action by the 2017 response rate.

The 2016-2017 Undergraduate Alumni Survey was launched on March 15, 2017 and left open for 2 months. By opening the survey earlier and leaving the survey open for a longer period of time the overall response rate increased from 11.1% to 26.2%. This timeframe for surveying alumni will be carried forward in future assessment cycles.

2. Continuous program improvement initiative: Add OSCE as a competency measure within the community course, mental health course and the course on aging beginning in Fall 2016 through Summer 2017. Add OSCE outcomes for these courses as assessment measures and report the aggregate outcomes in the 2016-2017 assessment cycle.

In 2016-2017 academic year, the following OSCEs were piloted: Mental Health, Aging, Community Health within corresponding courses. The faculty are working on best practices to evaluate these formative OSCEs. Thus far these formative OSCEs have not been added as assessment measures for SLOs in the assessment plan.
Texas Higher Education Coordinating Board

Certification Form for Electronically Delivered and Off-Campus Education Programs
April 2014

Directions: For all new programs that are to be delivered electronic-to-individuals (i.e., online), electronic-to-groups, or off-campus face-to-face, a signed pdf of this form must accompany email notification of the new program to Dr. Andrew B. Lofters (andrew.lofters@thecb.state.tx.us). (Institutions offering distance education programs for the first time – i.e. have never offered a distance education program, such as newly created institutions -- must complete and submit an Institutional Plan for Distance Education).

Please fill out the Administrative Information below and then sign and date on page 4.

Administrative Information

1. Institution: Texas A&M University

   Note: This change will impact the distance education listings for both Texas A&M University and the Texas A&M University Health Science Center.

2. Program Name – Show how the program would appear on the Coordinating Board’s program inventory [e.g., Master of Arts (MA) in English Literature]:

   Bachelor of Science in Nursing (BSN)

3. Program CIP Code:

   51.3801.00

4. Program Delivery – Describe how the program will be delivered: online, off-campus face-to-face or off-campus electronic-to-groups? If off-campus, include information as to where the program will be delivered and be sure to follow the requirements for area notification as outlined in the Guidelines for Approval of Distance Education.

   The program will be delivered through Off-Campus Face-to-Face and Off-Campus Electronic-to-Group at the following location:
   Texas A&M University Health Science Center
   2101 S. McCall Road
   McAllen, Texas 78503

5. Proposed Implementation Date – Report the first semester and year that students would enter the program at the proposed additional site(s).

   Fall 2019
6. **Contact Person** – Provide contact information for the person who can answer specific questions about the program.

   Name: Debra Wise Matthews, PhD, RN  
   Title: Associate Dean for Academic Affairs  
   E-mail: dmatthews@tamhsc.edu  
   Phone: 979-436-0131

Based on *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically*.

**CURRICULUM AND INSTRUCTION**

- Each program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.

- A degree or certificate program or course offered electronically is coherent and complete.

- The program or course provides for appropriate interaction between faculty and students and among students.

- Qualified faculty provide appropriate oversight of the program or course that is offered electronically.

- Academic standards for all programs or courses offered electronically will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.

- Student learning in programs or courses delivered electronically should be comparable to student learning in programs offered at the campus where the programs or courses originate.

**INSTITUTIONAL CONTEXT AND COMMITMENT**

**Role and Mission**

- The program or course is consistent with the institution's role and mission.

- Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program or course.
**Students and Student Services**

- Program or course announcements and electronic catalog entries provide appropriate information.

- Students shall be provided with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

- Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.

- The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course.

- Advertising, recruiting, and admissions materials clearly and accurately represent the program or course and the services available.

**Faculty Support**

- The program or course provides faculty support services specifically related to teaching via an electronic system.

- The institution assures appropriate training for faculty who teach via the use of technology.

- The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.

**Resources for Learning**

- The institution ensures that appropriate learning resources are available to students.

- The institution evaluates the adequacy of, and the cost to students for access to learning resources and documents the use of electronic resources.

**Commitment to Support**

- Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.

- The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.
EVALUATION AND ASSESSMENT

• The institution evaluates the program's or course's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.

• At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.

On behalf of Texas A&M University, I assert that the preceding Coordinating Board criteria have been met for all courses associated with this program that will be delivered electronically and off-campus face-to-face.

_________________________________ ____________________________
Carol A. Fierke Date
Provost and Executive Vice President

THECB 4/2014
THE TEXAS A&M UNIVERSITY SYSTEM
DISTANCE EDUCATION PROGRAM PROPOSAL:
OFF CAMPUS – FACE-TO-FACE

(BACHELORS OR MASTERS PROGRAMS ONLY)

Directions: An institution shall use this form to propose an “existing” bachelor’s or master’s degree program they wish to be offered off campus –face-to-face.
This form must be completed and signed by the university president or chief academic officer.
Upon completion, attach the “Approval Form” and submit it to the A&M System Office of Academic Affairs at AA-AgendaItems@tamus.edu

Note: The A&M University System supports the delivery of bachelors and masters degree programs through distance education at an off campus location when they meet the following standards:
- the program is of high quality,
- it is delivered in a way that preserves this high quality,
- the program meets a well-documented state need, and
- the program can be delivered at a reasonable cost.

Off campus - face to face program requests will be approved through the Office of Academic Affairs if the following conditions are met:
- Be an existing degree at an A&M System institution.
- The additional site(s) where the program is to be offered must be within the state of Texas.
- At the proposed site(s), at least 50% of the faculty in the proposed program and at least 50% of the courses in this program are taught by faculty with full-time academic appointments at the A&M System institution offering the program.
- The proposal must adhere to all the THECB requirements, including notification of neighboring institutions of the teaching site or administrative council approval of the Multi-Institution Teaching Center (MITC).

If these conditions are not met then the proposal will need to be approved at the Board of Regents level.
Information: Contact the A&M System Office of Academic Affairs at 979-458-7421 (Irma Harper)

*Note: If this is a new site additional reporting is required by SACS.

Administrative Information

1. Institution: Texas A&M University
2. Program to be Offered (Include CIP code): Bachelor of Science in Nursing (BSN); Reg. Nurse 51.3801
3. Off Campus Program site - Texas A&M Health Science Center, 2101 S. McColl Rd., McAllen, TX 78503
4. Program/Site Description – Where will the program be delivered? Why was this site chosen? Is this an approved site? Describe the program and the educational objectives.

The BSN program will be delivered at the Texas A&M Health Science Center location at 2101 S.McColl Rd. in McAllen. This building is approved and receives legislative funds to support education and outreach in the McAllen area. The building has all the required space needed, including classrooms with distance technology (TTVN). The Texas A&M College of Nursing (TAMU CON) Clinical Advisory Board in McAllen has members representing each of the major hospitals, and these have committed clinical practicum site space. They have also communicated the availability of their nursing staff as clinical faculty. MOUs are currently being established with partners across the four county RGV area.

The CON is currently authorized to award the Bachelor of Science in Nursing (BSN) degree, and the BSN degree program that will be offered at the McAllen site is not new a program. The College of Nursing BSN program has already been approved for distant delivery to the Round Rock location.
(Appendix A: THECB Distance Education Program Inventory). The development of the off-campus instructional site in McAllen did not result in any changes in admission, curriculum, progression nor graduation requirements for the students.

The BSN degree prepares a graduate for an entry-level role as a professional nurse generalist. Graduates are prepared to integrate concepts from liberal education into nursing practice to provide the highest level of care for a wide range of clients in various practice settings. The BSN pre-licensure tracks include: the traditional BSN, where the student completes the first two years of education requirements at an accredited college or university and then completes the upper division courses, and the accelerated BSN where the student seeks admission after completing a bachelor's degree in another related field of study. The RN to BSN (RN-BSN) is currently offered as an online program (not face-to-face) to students in the RGV. In this program, the student has received either a diploma or associate degree in nursing from another institution and subsequently seeks admission to the College of Nursing for BSN completion. All three tracks meet the same student learning outcomes (Appendix B: BSN Student Learning Outcomes). These are aligned with guidelines from the American Association of Colleges of Nursing (http://www.aacn.nursing.org/Education-Resources/AACN-Essentials) and the Texas Board of Nursing (http://www.bne.state.tx.us/education_guidelines.asp).

5. Administrative Unit – Identify where the program would fit within the organizational structure of the institution (e.g., "The Department of Electrical Engineering within the College of Engineering").

The College of Nursing within the Texas A&M Health Science Center

6. Proposed Implementation Date – Report the first semester and year that students would enter the program.

The target date for the first cohort of 20-24 students in the BSN program is fall 2019. A cohort of 20-24 students will be admitted each fall and spring semester (40-48/AY), resulting in an enrollment of approximately 80-96 at the end of the second year. These numbers reflect junior and senior level students completing the upper division courses, and allow for growth over time.

7. Contact Person – Provide contact information for the person who can answer specific questions about the program.

   Name: Debra Wise Matthews, PhD, RN
   Title: Associate Dean for Academic Affairs
   E-mail: dmatthews@tamhsc.edu
   Phone: 979-436-0131
Format for Existing Bachelors or Masters Degree Program
Off Campus – Face-to-Face Request

**Step One:** There are specific requirements for notification of offering prior to proposal submission.

- Is this degree being offered at a Multi-Institution Teaching Center (MITC)? If so, the university is required to obtain approval from MITC administrative council. Supportive documentation from this approval must be sent to THECB and A&M System Distance Education contacts.

- If this degree is not offered at a MITC, then the university must send email notification to area institutions within a 50 mile radius of proposed site. Email notification must be sent at least 60 business days prior to offering and must be copied to the THECB and A&M System Distance Education contacts.

**Step Two:** For each of the following components, include the requested information:

1. **High Quality Program**
   - Explain how the degree program and its delivery would be considered as a high quality program.

   The didactic portions of the BSN curriculum will be delivered to McAllen students face-to-face and via interactive and synchronous distance technology (electronic to group delivery) in the same manner as they are currently delivered to the students on the Round Rock location. Currently, course delivery originates alternately from Bryan and Round Rock, with faculty for each course specialty assigned as co-lecturers at each location. McAllen faculty for each specialty will be assigned to each course and to the clinical practicum requirement for each course. These faculty will be part of each course faculty team composed of Bryan, Round Rock, and McAllen faculty, which will facilitate consistency among locations and ensure the same quality of education for students attending at the McAllen site.

2. **State Need**
   - How does your program meet the needs of the state and locality?

   The Rio Grande Valley (RGV) border counties and its rural regions lag behind the nation and Texas, not only in the number of nurses per 100,000, but also in the level of educational preparation and in the percentage of Hispanic nurses that are not representative of the population in the RGV. Texas is only at 90% of the national average for total number of RNs per 100,000. The Texas-Mexico border counties are disproportionately affected where in 2015 there were 523 RNs per 100,000 people, compared to 775 RNs per 100,000 people in the state of Texas. Literature suggests that quality outcomes are related to a nursing workforce that is culturally diverse and reflective of the population served. While Hispanics make up 84.3% of the Texas border region population, and 91% in Hidalgo County where the CON HSC site is located, only 54.2% of the RNs in the region are Hispanic (Texas Center for Nursing Workforce Studies, 2015). The deficits in the RGV nursing workforce contribute to significant health needs in the Texas border regions, where there are high rates of poverty, low rates of health insurance coverage, poor environmental conditions, and high incidence of infectious and chronic diseases (US Census Bureau, 2015).

Currently in the Texas Rio Grande Valley (RGV), the CON offers the BSN degree to nursing professionals through the online RN-BSN degree completion program only, and offers graduate
education through our online Masters of Science in Nursing (MSN) programs. Students from the RGV who are admitted to one of these programs complete didactic courses online, and complete the clinical components of these programs locally, overseen by nursing faculty based at the McAllen site. While these two programs are valuable for increasing the level of education of nurses in the RGV, they do not contribute to increased RN capacity. The establishment of an off-campus instructional site for the BSN programs in McAllen will increase RN capacity in a severe nursing shortage area.

3. Administrative Structure:
   - Identify the person/office directly responsible for the overall management of the offering.
   
   The TAMU CON Dean and Associate Dean for Academic Affairs (ADAA) will maintain overall management of the McAllen site. A site director, based at the McAllen site and reporting to the CON ADAA, will directly supervise the faculty and staff and meet by phone conference weekly with the ADAA. The ADAA will make site visits to McAllen at least once per semester to meet with faculty and students, the CON Advisory Board, and community stakeholders.

4. Financial Implications
   - Explain how this program is being delivered at a reasonable cost.

   The McColl Rd Building is owned by the HSC and its operations including administration, utilities, grounds-keeping, custodial services, and security are paid by the HSC. The Health Science Center provides fiscal support for centralized services, such as information technology, communications, human resources, student services and institutional advancement. Adequacy of fiscal resources is reviewed annually during the budget process with the deans of all colleges. The budget process includes budget narrative requests based on college priorities and goals as articulated in college-based strategic plans.

   Start-up funding for the expansion of the CON BSN programs to McAllen through philanthropy will be sought by the College of Nursing, and maintained by the College with support from the HSC. By year 3, the program enrollment will generate formula funding, state tuition, designated and differential tuition, and small class supplement totaling more than program expenses. In year 3 these funds will be sufficient to pay CON faculty and staff costs, and the CON will request $1,000,000/AY added to the base budget for these expenses. All students enrolled in the HSC, regardless of location, are required to pay designated tuition (i.e., tuition specifically designated to support educational mission of the institution), differential tuition (i.e., tuition allowable to cover differential costs of professional schools) and a variety of fees. Overall, the sum of the funds available to the colleges from all sources, primarily through tuition and state allocation, adequately supports the ongoing operations of the College of Nursing in general and the additional McAllen location as an off-campus instructional site specifically. A specific budget summary for the McAllen site, including revenues and expenditures for fiscal years 2020 through 2024 is attached (Appendix C: CON BSN 5-YR Budget Summary).

5. Courses
   - List the courses involved in the program

   The pre-requisite courses for the BSN degree follow the THECB Uniform Pre-Nursing Curriculum Plan [https://nursing.tamhsc.edu/traditional/external.html#external-prereq](https://nursing.tamhsc.edu/traditional/external.html#external-prereq). The Program of Study for the traditional BSN degree, with courses listed, is attached (Appendix D:...
Course List for the Upper BSN Program of Study).

6. Faculty
   - List faculty members that will be involved in the program, indicating highest earned degree/institution and their anticipated contribution to the program.
   - Specify course(s) each faculty member would teach and their current involvement with the program by the semester the course will be taught.

Additional faculty will be hired for the McAllen site. However, faculty across the Bryan, Round Rock, and McAllen locations will form course teams for synchronous delivery of didactic content to students at all locations via TTVN distance education technology (electronic to group delivery). The current CON faculty teaching in the BSN program, and their relevant certifications and experience are listed in the attached table (Appendix D: Table of Faculty and BSN Courses Taught).

   - How will faculty resources be provided, that is, hiring additional faculty, reallocating faculty resources from other programs, etc. to accommodate the increase in student enrollment?

The fully implemented BSN program, with approximately 80-96 nursing students by the end of the second year, will require eight faculty with clinical experience in fundamental skills and assessment, women’s health, pediatrics, adult health, older adult health, mental health, and community health, as well as a site director and an academic support specialist. Seven new faculty in addition to the one faculty currently assigned to McAllen, will be hired. Reallocating faculty resources from other programs will not be necessary to accommodate the increased enrollment, as these are budgeted separately.

7. Evaluation
   - How will your institution monitor the quality of the program and student learning outcomes for this specific location?

Texas A&M University Rule 11.03.99.M1, requires that courses taught online or in distance programs must be reviewed and approved through the institution’s curricular approval process prior to implementation to ensure that the courses and/or program have learning outcomes and credit hour requirements equivalent to traditionally taught courses.

In order to evaluate distant program effectiveness and complete the annual report, the College of Nursing Total Program Evaluation Plan (TPEP) provides a systematic, comprehensive and continuous approach for assessing all program components and related outcome indicators and provides a timeline for data collection, data synthesis, decision-making, implementation and any needed actions. According to the TPEP, an evaluation of all processes will occur routinely on the McAllen site, as on the Bryan campus and Round Rock location, to compare the outcomes for each group of students and to ensure equivalent outcomes at each location.

   - Describe procedures for evaluation of the program and its effectiveness in the first five years of the program, including admission and retention rates, program outcomes assessments, placement of graduates, changes of job market need/demand, ex-student/graduate surveys, or other procedures.
One CON faculty member is assigned the role of Program Evaluation Coordinator with the responsibility of leading and ensuring implementation of the TPEP in collaboration with the Associate Dean for Academic Affairs. The Program Evaluation Coordinator also chairs the CON Program Evaluation Committee made up of the coordinators of each CON academic program, including the BSN program, the Dean, the Associate Dean for Academic Affairs, and at least three (3) CON faculty. The TPE Committee’s function is to maintain an ongoing collection and assessment of the data, make recommendations for action plans to address the data. The action plans are developed in collaboration with faculty course teams and the curriculum committee. Action plans for program improvement are brought to the Curriculum Committee for approval and implementation. The McAllen-based faculty members have the same rights and responsibilities as the Bryan and Round Rock faculty members and are represented on CON committee membership. Distant faculty participate regularly in team and committee meetings via videoconference, and travel for on-site visits to Bryan at least twice per academic year for full faculty and staff meetings.

Data sources for assessment of course and/or program effectiveness include faculty course reports, student course evaluations, aggregate objective structured clinical examination (OSCE) scores, aggregate standardized test scores, retention and graduation rates, NCLEX-RN® pass rates, and graduate exit and alumni satisfaction surveys. These are analyzed as aggregate data and across programs, student cohorts, and sites to ensure equitable outcomes. Additionally, the CON leadership meets quarterly with the Clinical Advisory Boards at each site to assess program effectiveness from the perception of employing institutions.

- How would evaluations be carried out for this specific location?

The Texas A&M Office of Institutional Effectiveness & Evaluation requires an annual assessment report for each distant education program. The following three questions guide the annual assessment: 1) How is the program ensuring the comparability of the distance education program with comparable campus-based (i.e., face to face) programs, 2) What data/evidence are used to regularly assess the effectiveness of the distance education program in relation to comparable campus-based programs, and 3) What steps have been taken (action plan), if any, for improvement of the distance education program to ensure comparability?

Data gathered by the Total Program Evaluation committee according to the TPEP is analyzed for the college and programs as an aggregate, but also individually by student cohort and by location to ensure equitable outcomes and to identify areas for improvement specific to student groups and education site.

**Step Three:** Complete, sign and submit with proposal the “Texas Higher Education Coordinating Board Certification Form for Off Campus Programs.”
APPENDIX A

THECB Distance Education Program Inventory
## Distance Education Program Search Results

**Institution:**
- 000089 - Texas A&M Health Science Center

**Distance Education Mode(s):**
- Electronic-to-Group

**Program Name:**
- ANY

**Degree Level:**
- ANY

<table>
<thead>
<tr>
<th>Institution</th>
<th>Mode</th>
<th>CIP Code</th>
<th>Degree Level</th>
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<tr>
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<td></td>
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<td></td>
<td>3302 Gaston Avenue</td>
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<td></td>
<td>Dallas TX 75246</td>
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<td>EPIDEMIOLOGY</td>
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<td></td>
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<td></td>
<td>1100 W. 49th St.</td>
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<td></td>
<td>Austin TX 78756</td>
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<td>MD</td>
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<td>Baylor University Medical Center at Dallas</td>
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<td>3500 Gaston Avenue</td>
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<td>2401 South 31st Street</td>
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<td></td>
<td>School of Rural Public Health Campus</td>
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<td></td>
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<tr>
<td></td>
<td>2101 South McColl Road</td>
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<td></td>
<td>3950 N. A. W. Grimes Blvd.</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Round Rock TX 78665</td>
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</tr>
</tbody>
</table>
APPENDIX B

BSN Student Learning Outcomes
Baccalaureate Student Learning Outcomes

Provide Care
1. Integrate concepts, models and theories of nursing, the humanities and the natural, psychological, and sociological sciences as the foundation for professional nursing practice.

2. Apply concepts and theories as a base for problem solving, decision making and critical reasoning in evidenced based nursing practice.

3. Use effective and therapeutic communication in formal and informal interaction with clients, colleagues and other members of the health care team.

4. Utilize the nursing process in the holistic care of diverse individuals, families, groups, communities and populations in various health care settings.

5. Apply current standards of professional nursing practice in providing care to individuals, families, groups, communities and populations.

Manage Care
6. Utilize leadership and management skills while implementing safety principles to create a safe, caring environment for care delivery.

7. Use information management and patient care technology in the delivery of health care.

Participate as a Member of the Profession
8. Collaborate with other inter-professional health care team members to provide health promotion and disease and injury prevention across the lifespan for individuals, families, groups, communities and populations.

9. Modify care and advocate for patients in reflecting current and changing health care systems, health policies and global health care factors.

10. Demonstrate ethical accountability and legal responsibility for professional practice.

11. Integrate professional nursing values of altruism, autonomy, human dignity, integrity and social justice in professional nursing practice.

12. Demonstrate accountability for lifelong learning and professional growth.
APPENDIX C

BSN Program McAllen

Five-Year Budget Summary
<table>
<thead>
<tr>
<th></th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
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<td><strong>Students</strong></td>
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<td></td>
</tr>
<tr>
<td>BSN (Headcount)</td>
<td>40</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>(20 new Fall; 20 new Spring)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Faculty FTE</td>
<td>7.00</td>
<td>9.40</td>
<td>9.40</td>
<td>9.40</td>
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<td>Staff FTE</td>
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<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
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<tr>
<td><strong>Sources</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Special Item Funding  
1 | 0       | 0       | 0       | 0       | 0       |
| Formula Instruction & Operations  
2,3,4 | 0       | 0       | 584,344 | 584,344 | 766,796 |
| State Tuition 5 | 48,000  | 112,000 | 124,000 | 124,000 | 124,000 |
| Designated Tuition | 132,134 | 308,314 | 341,347 | 341,347 | 341,347 |
| Differential Tuition | 0       | 0       | 0       | 0       | 0       |
| Small Class Size Supplement | 0       | 0       | 960,000 | 960,000 | 960,000 |
| Other Income 6, NSRP | 239,650 | 239,650 | 0       | 0       | 0       |
| **Total Sources**  | 180,134 | 659,964 | 2,249,341 | 2,009,691 | 2,192,143 |
| **Expenses**       |         |         |         |         |         |
| Faculty Salaries   | 590,000 | 737,688 | 792,361 | 816,123 | 840,598 |
| Staff              | 71,000  | 73,130  | 75,323  | 77,582  | 79,908  |
| Graduate Assistants|         |         |         |         |         |
| Benefits           | 6,610   | 8,108   | 8,677   | 8,937   | 9,205   |
| Equipment (Capitalized) 7 | 118,100 | 70,850  | 70,305  | 72,305  | 76,850  |
| Facilities 8        | 0       | 0       | 0       | 0       | 0       |
| Operations 9        | 76,800  | 179,200 | 198,400 | 198,400 | 198,400 |
| Indirect Costs      | 0       | 0       | 0       | 0       | 0       |
| Fee- Academic Operations | 1,000,000 | 0       | 0       | 0       | 0       |
| Building Renovations| 905,514 | 148,000 | 106,090 | 109,278 | 112,551 |
| CLRC Operations     | 500,000 | 0       | 0       | 0       | 0       |
| HSC - TTVN Upgrades | 0       | 0       | 0       | 0       | 0       |
| Training/Professional Development | 0       | 0       | 5,000   | 5,000   | 5,000   |
| **Total Expenses**  | 3,278,024 | 1,221,976 | 1,256,156 | 1,287,625 | 1,322,512 |
| **Ending Balance** | (3,097,890) | (562,012) | 993,185 | 722,066 | 869,631 |
| TAMHSC addition to CON Base budget | 3,278,024 | 1,221,976 | 1,256,156 | 1,287,625 | 1,322,512 |

**Startup Packages 10**

**Notes:**

**Sources**

1 - Special item funding
2 - Formula funding is base FTSE x Rate x Weight (reduced formula funding by state tuition)
3 - Plan for formula lag. Even year (EY) startup - base period is Summer EY-2, Fall EY-2, Spring EY-1.
   Odd year (OY) startup - base period is Summer OY-3, Fall OY-3, Spring OY-2
4 - Full time student equivalent: Undergraduate - SCH's divided by 30, Masters - SCH's divided by 24,
   Doctoral SCH's divided by 18, Professional - headcount (SCH's are annual, headcount is based on Fall enrollment)
5 - Include state tuition only for students (base FTSE tuition is included in the formula)
6 - Includes non legislative startup funding, gifts, sponsored activity, etc. (identify source) NSRP funding if eligible.
7 - Equipment greater than $10,000 cost
8 - Includes lease costs, operations (custodial, security, landscaping, etc.) and utilities
9 - All other expenses including travel, supplies, equipment less than $10,000, etc.
10 - Informational purposes only (expenses should be reflected in categories above)
APPENDIX D

Course List for the Upper BSN Program of Study
<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 305</td>
<td>Nursing Dimensions &amp; Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 312</td>
<td>Introduction to Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 313</td>
<td>Fundamentals of Nursing Care</td>
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<tr>
<td>NURS 314</td>
<td>Health Assessment</td>
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<td>NURS 315</td>
<td>Nursing and the Aged</td>
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<tr>
<td>NURS 316</td>
<td>Pharmacology Principles</td>
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<tr>
<td>NURS 320</td>
<td>Adult Nursing I</td>
<td>6</td>
</tr>
<tr>
<td>NURS 323</td>
<td>Nursing Care of Women, Families, &amp; Newborns</td>
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</tr>
<tr>
<td>NURS 411</td>
<td>Evidence-Based Practice for Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NURS 412</td>
<td>Care of Mental Health clients</td>
<td>4</td>
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<tr>
<td>NURS 413</td>
<td>Nursing Care of Children and Families</td>
<td>4</td>
</tr>
<tr>
<td>NURS 420</td>
<td>Adult Nursing II</td>
<td>6</td>
</tr>
<tr>
<td>NURS 421</td>
<td>Care of Community Health Clients</td>
<td>5</td>
</tr>
<tr>
<td>NURS 424</td>
<td>Professional Issues</td>
<td>2</td>
</tr>
<tr>
<td>NURS 430</td>
<td>Transition to Professional Nursing Practice</td>
<td>5</td>
</tr>
<tr>
<td>NURS 434</td>
<td>Case Studies in Patient Safety/Quality</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>61 credit hours</strong></td>
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APPENDIX E

Table of Faculty and BSN Courses Taught
<table>
<thead>
<tr>
<th>Name</th>
<th>Courses Taught</th>
<th>Relevant Certifications and Experience</th>
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<tbody>
<tr>
<td>Rickie Bonner, DNP, RN, CHSE</td>
<td>NURS 305 - Nursing Dimensions and Informatics</td>
<td>Certified Nurse Educator</td>
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<tr>
<td></td>
<td>NURS 312 - Introduction to Pathophysiology</td>
<td>Certification in Healthcare Informatics</td>
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<tr>
<td></td>
<td></td>
<td>Teaching Informatics content - 2 1/2 years</td>
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<tr>
<td></td>
<td></td>
<td>Teaching experience - 8 years</td>
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<tr>
<td>Margaret Bosenbark, MSN, RN</td>
<td>NURS 320 - Adult Nursing I</td>
<td>Cardiac nursing in Step Down, Telemetry and CVICU - 4 1/2 years</td>
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<tr>
<td></td>
<td></td>
<td>Outpatient Infectious Disease - 1 year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family Medicine Residency Program - 4 years</td>
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<tr>
<td>Cody Bruce, MSN, RN</td>
<td>NURS 312 - Introduction to Pathophysiology</td>
<td>Med-Surg, Orthopedics, Trauma, Step-down unit - 5 years</td>
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<td></td>
<td>NURS 316 - Pharmacology Principles</td>
<td>Acute Care Mental Health, Psychiatric ICU Ward - 2 years</td>
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<tr>
<td></td>
<td>NURS 412 - Care of Mental Health Clients</td>
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<tr>
<td></td>
<td>NURS 430 - Transition to Professional Nursing Practice</td>
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<tr>
<td>Rebecca Burns, DNP, RN</td>
<td>NURS 430 - Transition to Professional Nursing Practice</td>
<td>Executive Leadership-3 years</td>
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<tr>
<td></td>
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<td>System Leadership and Collaboration-20 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Healthcare Social Initiatives, Care Coordination and Outcomes-3 years</td>
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<td></td>
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<td>Organizational Leadership-10 years</td>
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<tr>
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<td>Quality Improvement-10 years</td>
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<td></td>
<td></td>
<td>Neonatal Registered Nurse-20 years</td>
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<td></td>
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<td>Pediatric Registered Nurse-20 years</td>
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<tr>
<td></td>
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<td>Legal Nurse Consultant-1 year</td>
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<td></td>
<td></td>
<td>Online Delivery Mode Instruction Experience-1 year</td>
</tr>
<tr>
<td>Willa Decker, MSN, FNP-BC</td>
<td>NURS 412 - Care of Mental Health Clients</td>
<td>MSN in Psychiatric Nursing</td>
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<tr>
<td></td>
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<td>Masters in Individual</td>
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<tr>
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<td>Marriage and Family Counseling</td>
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<td></td>
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<td>CNS in Psychiatric Nursing</td>
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<tr>
<td></td>
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<td>Experience teaching mental health content - 9 years</td>
</tr>
<tr>
<td>Wren Deavers, DNP, APRN, CPNP-PC</td>
<td>NURS 411 - Evidence Based Practice for Nurses</td>
<td>Public Health RN - 1 1/2 years</td>
</tr>
<tr>
<td></td>
<td>NURS 421 - Care of Community Health Clients</td>
<td>Acute Care Pediatric RN - 2 1/2 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Primary Care Pediatric Nurse Practitioner - 14 years</td>
</tr>
<tr>
<td>Sharon Dormire, PhD, RN</td>
<td>NURS 411 - Evidence Based Practice for Nurses</td>
<td>Maternal-Newborn Nursing Experience - 35 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD Researcher - 26 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project Director of an NIH grant - 3 years</td>
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<tr>
<td></td>
<td></td>
<td>Teaching Experience - 26 years</td>
</tr>
<tr>
<td>Pat Ehler, MSN, RN, CNE</td>
<td>NURS 315 - Nursing and the Aged</td>
<td>Certified Nurse Educator</td>
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<td>Clinical Experience with Older Adults - 8 years</td>
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<td>Continuing Education Courses in 2017</td>
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<td>Alzheimer’s Disease 15 contact hours</td>
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<td>Aging and Long Term Care 3 contact hours</td>
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<td>Osteoporosis: Diagnosis and Management 5 contact hours</td>
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<tr>
<td>LeeAnn Fabry, MSN, RN, CNRN</td>
<td>NURS 313 - Nursing Fundamentals</td>
<td>Certified Neuroscience Nurse- 25 years</td>
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<tr>
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<td>NURS 314 - Health Assessment</td>
<td>Medical/Surgical Clinical Experience - 25 years</td>
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<td>NURS 320 - Adult Nursing I</td>
<td>Teaching Experience - 20 years</td>
</tr>
<tr>
<td>Jodie Gary, PhD, RN</td>
<td>NURS 432 - Relations in Healthcare: Teamwork and Communication</td>
<td>TeamSTEPPS® Master Trainer - 3 years</td>
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<tr>
<td></td>
<td></td>
<td>Scholarship includes projects in:</td>
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<td></td>
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<td>Interprofessional Education (IPE)</td>
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<tr>
<td></td>
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<td>Diversity of Nursing Workforce</td>
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<tr>
<td>Darla Gruben, MSN, RN, CHSE</td>
<td>NURS 313 - Nursing Fundamentals</td>
<td>TeamSTEPPS Master Trainer</td>
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<tr>
<td></td>
<td>NURS 314 - Health Assessment</td>
<td>Matter of Balance Master Trainer</td>
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<tr>
<td></td>
<td>NURS 315 - Nursing and the Aged</td>
<td>Certified Healthcare Simulation Educator</td>
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<tr>
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<td>Teaching Experience - 5 years</td>
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<td></td>
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<td>School nurse - 5 years</td>
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<td>ICU nurse - 10 years</td>
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<tr>
<td>Matt Hoffman, DNP, APRN, FNP-C</td>
<td>NURS 312 - Introduction to Pathophysiology</td>
<td>Acute Care Nursing - 6 years</td>
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<td></td>
<td>NURS 316 - Pharmacology Principles</td>
<td>Primary Care as Family Nurse Practitioner - 2 years</td>
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<td></td>
<td>NURS 420 - Adult Nursing II</td>
<td>Teaching Experience - 4 years</td>
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<tr>
<td>Jane Kosarek, PhD, MBA, RNC-OB, NEA-BC</td>
<td>NURS 305 - Nursing Dimensions and Informatics</td>
<td>Master’s Degree in Maternal-Child Nursing</td>
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<tr>
<td></td>
<td>NURS 424 - Professional Issues</td>
<td>Clinical Nurse Specialist in Maternal-Child Health</td>
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<tr>
<td></td>
<td></td>
<td>Certified Inpatient Obstetric Nurse</td>
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<td>Certified Nurse Executive, Advanced</td>
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<td></td>
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<td>Women’s Health direct nursing care - 8 years</td>
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<td>Management of Women’s Health Services - 20 years</td>
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<td>Experience in design and installation of medical records system of major healthcare system</td>
</tr>
<tr>
<td>Susan McKee, MSN, MEd, RN</td>
<td>NURS 323 - Nursing Care of Women, Families and Newborns</td>
<td>Perinatal Nursing - 11 years</td>
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<td>NURS 412 - Care of Mental Health Clients</td>
<td>MSN focus in Post Partum Depression</td>
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<td>M. Ed. - Specialization in College Student Personnel Administration</td>
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<tr>
<td></td>
<td></td>
<td>Teaching experience in Women’s Health, Mental Health, and Remediation courses - 7 years</td>
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<td>In-Patient mental health clinical hours (560)</td>
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<td>Martin Mufich, MSN, RN, NHDP-BC</td>
<td>NURS 420 - Adult Health II</td>
<td>National Healthcare Disaster Professional (NHDP-BC)</td>
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<td>ICU Patient Care – 5 years</td>
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<td>Angela Mulcahy, PhDc, RN, CMSRN</td>
<td>NURS 313 - Nursing Fundamentals</td>
<td>Certified Medical-Surgical Nurse</td>
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<tr>
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<td>NURS 320 - Adult Health I</td>
<td>Medical-Surgical Nurse - 15 years</td>
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<td>NURS 420 - Adult Health II</td>
<td>Teaching Experience - 5 years</td>
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<tr>
<td>Alison Pittman, PhD, RN, CPN, CNE</td>
<td>NURS 313 - Nursing Fundamentals</td>
<td>Certified Pediatric Nurse</td>
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<td>NURS 413 - Nursing Care of Children and Families</td>
<td>Certified Nurse Educator</td>
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<tr>
<td></td>
<td>NURS 424 - Professional Issues</td>
<td>Acute Care, Med-Surg, Critical Care, and Pediatrics - 13 years</td>
</tr>
<tr>
<td>Name</td>
<td>Courses</td>
<td>Certification and Experience</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tbody>
</table>
| Wanda Seaback, MSN, RN, CNE | NURS 315 - Nursing and the Aged                                         | Certified Nurse Educator  
Experience providing direct nursing care to older adults in med-surg or ED units - 25+ years  
Experience teaching Gerontology content - 7 years |
| Susie Van, MSN, RN, CPHQ    | NURS 313 - Nursing Fundamentals  
NURS 421 - Care of Community Health Clients  
NURS 434 - Case Studies in Patient Safety and Quality | Certified Community Health Worker  
Certified Professional in Healthcare Quality  
TeamSTEPPS Master Trainer  
Program Manager Nursing Quality and Safety Collaborative, Texas Safety Net and Patient Safety Organization - 3 years  
Clinical Nursing Experience - 23 years  
Teaching Experience - 8 years |
| Carmen Vela, MSN, RN        | NURS 313 - Nursing Fundamentals  
NURS 315 - Nursing and the Aged  
NURS 320 - Adult Health I | General acute care nursing experience - 7 years  
Teaching experience - 13 years |
| Elizabeth Wells-Beede, PhD, RN, C-EFM, CHSE | NURS 313 - Nursing Fundamentals  
NURS 316 - Pharmacology Principles  
NURS 323 - Nursing Care of Women, Families and Newborns  
NURS 420 - Adult Health II  
NURS 421 - Care of Community Health Clients  
NURS 430 - Transition to Professional Nursing Practice | Certified Healthcare Simulation Education  
Certified in Electronic Fetal Monitoring  
Nursing Experience - 18 years  
Labor & Delivery, Antepartum, Intrapartum and High Risk OB – 9 years  
ED experience - 1 1/5 years |
| Shelley White-Corey, RNC, WHNP, CNE | NURS 323 - Nursing Care of Women, Families and Newborns  
NURS 424 - Professional Issues | Certified Womens Health Nurse Practitioner; Certified Nurse Educator  
Perinatal Nursing in Acute setting - 16 years  
Primary Care in an OB-Gyn office - 2 years  
Primary Provider in a Prenatal Clinic - 6 years |
DISTANCE EDUCATION
OFF CAMPUS (FACE-TO-FACE) REQUEST
APPROVAL FORM

Submitted by:

☑ Texas A&M University
☐ Texas A&M University–Central Texas
☐ Texas A&M University–Commerce
☐ Texas A&M University–Corpus Christi
☐ Texas A&M University–Kingsville
☐ Texas A&M University–San Antonio
☐ Texas A&M University–Texarkana
☐ Texas A&M International University
☑ Prairie View A&M University
☐ Tarleton State University
☐ West Texas A&M University
☐ Texas A&M Health Science Center

Distance Education: Electronic to Individuals (online Delivery) Authorization Request

List the proposed degree and CIP code:

Degree: Bachelor of Science in Nursing (BSN)

CIP Code: Registered Nurse, 51.1601

When is the effective date of the proposed program? Fall 2019

Higher Education Center: No area notification required. Complete form and send to System for approval. Check the one that applies.

☐ University or System Center: administered by a university system or individual institution with minimal administration and locally provided facilities.

☐ Multi-Institutional Teaching Center (MITC): administered between two or more public institutions and/or independent institution with minimal administration. MITC requires approval from the administrative council of the proposed offering. Attach this approval to the proposal.

☑ Higher Education Teaching Site: an “off-campus teaching center that promotes access in an area not served by other public universities.” Teaching sites offer limited courses and/or programs. Notification of offerings must be sent to peer institutions (i.e., public universities and centers) within a 50-mile radius of proposed site and within 60 business days prior to effective date. (System and CB should be copied on notification).

Degree will be offered at the following location(s): Please include zip code.

Texas A&M Health Science Center

2101 S. McColl Rd.

McAllen, Texas, 78503
Background
The Texas A&M University (TAMU) College of Nursing (CON) is seeking to offer its traditional bachelor of science in nursing (BSN) programs in the lower Rio Grande Valley of Texas (RGV). Currently, the CON offers the baccalaureate degree to nursing professionals through the online RN to BSN degree completion program only, and offers graduate education through our online Masters in Nursing (MSN) degree options. While these two programs are valuable for increasing the level of education of nurses in the RGV, they do not contribute to increased RN capacity in a severe nursing shortage area. We propose expansion of our educational programs in the RGV through a face-to-face and electronic to group delivery of our traditional 4-year Baccalaureate of Science in Nursing (BSN) program.

The RGV border counties and its rural regions lag behind the nation and Texas, not only in the number of nurses per 100,000, but also in the level of educational preparation and in the percentage of Hispanic nurses that are not representative of the population in the RGV. Texas is only at 90% of the national average for the total number of RNs per 100,000. The Texas-Mexico border counties are disproportionately affected. In 2015 there were 523 RNs per 100,000 people, compared to 775 RNs per 100,000 people in the state of Texas. Literature suggests that quality outcomes are related to a nursing workforce that is culturally diverse and reflective of the population served. While Hispanics make up 84.3% of the Texas border region population, and 91% in Hidalgo County where the TAMU Health Science Center (HSC) site is located, only 54.2% of the RNs in the region are Hispanic (DHHS: Texas Center for Nursing Workforce Studies, 2015). The deficits in the RGV nursing workforce contribute to significant health needs in the Texas border regions, where there are high rates of poverty, low rates of health insurance coverage, poor environmental conditions, and high incidence of infectious and chronic diseases.

In fall 2015, a CON Clinical Advisory Board was established in McAllen. It is composed of nurse executives of all the major hospitals, school district nurses and administrators, and other community members from across the RGV. The purpose of this partnership is to determine the nursing needs in the RGV and to advise the CON regarding potential educational programs to fill those needs. The advisory board verified the critical nursing shortage in the RGV reporting from 70-100 consistently open nursing positions in every hospital and a 20% turnover rate. The goal of the CON is to have a more significant presence in the RGV so that students educated in the valley stay in the valley, and so that TAMU faculty and students can augment existing community efforts to improve health care in that area through their clinical practice and research. There is both significant need and opportunity for TAMU CON to expand its face-to-face programs in the RGV. The capacity for BSN program growth is substantial, and the demonstrated need by clinical partners indicate an equal demand for future growth of our graduate programs in the RGV.

Program Delivery
The didactic portion of the BSN curriculum will be delivered to McAllen students face to face and via interactive and synchronous distance technology (electronic to group delivery) in the same manner it is currently being delivered to the students on the Round Rock location. Currently, course delivery originates alternately from Bryan and Round Rock, with faculty for each course assigned as co-lecturers at each location. The same model will be followed in McAllen. These faculty will be a part of the course faculty team composed of Bryan, Round Rock, and McAllen faculty, which will facilitate consistency among locations and ensure the same quality of education for students on the McAllen site.

The HSC site in McAllen has all the required space needs, including classrooms with distance technology (TTVN). The CON Clinical Advisory Board in McAllen has members representing each of the major hospitals. These members have committed to clinical practicum site space, and have communicated they have nursing staff who meet the requirements for clinical faculty. MOUs are currently being established
with partners across the four county RGV area, including the Doctors Hospital at Renaissance health system (DHR), Valley Baptist Health System, South Texas Health System, and Mission Regional Medical Center.

The target date for the first cohort of 20-24 students is fall 2019. Students will be recruited from the healthcare science focused high schools and IDEA charter schools and be admitted to TAMU CON as juniors. These students will continue the upper division nursing major courses pending successful completion of university core and prerequisite courses, while maintaining a qualifying GPA. The majority of the university core and prerequisite courses for the nursing program will be the same as the BIMS undergraduate program, and will be available to BSN students at the TAMU Higher Education Center in McAllen. In addition, BSN students will need Anatomy & Physiology I & II (Biol 2401, 2402); Microbiology (Biol 2420 or 2421); Nutrition (Biol 1322); and Developmental/Lifespan Psychology (Psyc 2314). These courses may be taken at STC or another community college prior to entry into the upper division nursing courses.

Pipeline of Qualified Students
The Region One Education and Service Center (ESC), overseeing public schools from McAllen to Brownsville, received a multi-million dollar grant from the Dept of Education for an innovative nursing education pipeline program (Project HEAL2) by partnering with South Texas College (STC) to offer early college courses in high-school so that students are awarded an associate’s degree on graduation. Region One has approached TAMU CON as their preferred partner in an expansion grant so that these high school graduates, who will be “core complete” on graduation, would be ready to begin upper division coursework at TAMU CON. In this model, graduates from one of the 3 partner RGV high schools will have multiple entry options to nursing: 1) attend STC to complete their Associates Degree in Nursing (ADN), 2) attend TAMU CON for their RN-BSN following completion of the ADN, or 3) attend TAMU CON to earn a traditional BSN. DHR is also a partner in the grant as the clinical practice site and employment option post-graduation. This educational pipeline model is replicable to other districts in Region One ESC, which extends to Brownsville.

Med High is one of the 3 Region One high schools in the HEAL2 project, along with Pharr-San Juan-Alamo (PSJA) and LaJoya ISDs. Med High holds an Exemplary Tx Education Agency Accountability rating, and has been named a Breakthrough High School by the National Association of Secondary School Principals. Med High was also rated by US News & World Report as one of the top 100 high schools in the nation, and #2 of ten Miracle High Schools by Newsweek. Any student desiring to come to Med High is welcome. There are no admission criteria, and 75% of students are Hispanic and 60% are low-income. They have a 99% 4-year graduation rate, and an 85% college enrollment rate for graduating seniors (http://medhigh.stisd.net/About_Us).

PSJA Independent School District’s College3 initiative (All Students: College Ready, College Connected and College Complete™), reflects the district’s educational philosophy and goals of scaling up a network of Early College High Schools so every single student has the opportunity to earn at least 12 college hours by high school graduation, with many earning more, and up to an Associate Degree. PSJA has eight high schools designated as Early College and the district boasts a graduation rate of almost 97 percent. One of the Early College high schools is focused toward professions in health care and is another partner school in the HEAL2 grant (https://www.psjaisd.us/domain/2302).

IDEA Public Schools is a system of charter schools in South Texas, with an approach to education focused on college preparation for all students. The student population is >90% Hispanic and >90% low-income, and the schools are tuition-free. In the latest rankings of America’s Most Challenging High Schools, all seven of IDEA’s eligible college prep high schools were ranked in the top 1% or top 200 high schools nationwide, and in the top 50 in Texas. All IDEA students, whether attending academy or college prep schools, are instilled with the expectation of college attendance. All students are on the college track and participating in advanced placement courses. IDEA graduates have achieved 10 consecutive years of 100% college acceptance, many accepted to Ivy League, Tier 1, and Tier 2 colleges and universities. One
of the CON Advisory Board members serves on the Board of Directors for IDEA schools. IDEA schools represent another potential pipeline of qualified students with which we can partner (http://www.ideapublicschools.org/our-approach/results).

Financial Implications:

Resource needs are projected based on an initial BSN cohort size of 20-24, to be admitted each fall and spring semester (40-48/AY). Enrollment would be approximately 80-96 at the end of the second year. These numbers reflect junior and senior level students completing the upper division courses, and allow for growth over time. The fully implemented BSN program will require eight faculty (site director and faculty for fundamental skills and assessment, women’s health, pediatrics, adult health, older adult health, mental health, and community health). Staff for administrative support/instructional design support, advising/recruitment, and admissions will also be required.

Building. The BSN program will be a face-to-face and electronic to group program, requiring classroom, simulation lab space, and clinical practice sites. Additional space will be needed for offices, meeting space, etc. The space estimates below are sufficient for beginning the program, but will need to be adjusted to accommodate growth in both the BSN and graduate programs over time. The HSC Building on McColl Rd, as it is currently configured, meets program delivery needs with an upgrade of TTVN capability (≈$500,000) and the addition of a Clinical Learning Resource Center (discussed below). The McColl Rd building is owned by the HSC and its operations including administration, utilities, grounds-keeping, custodial services, and security are paid by the HSC. The Health Science Center also provides fiscal support for centralized services, such as information technology, communications, human resources, student services and institutional advancement.

CLRC (Clinical Learning Resource Center). This space is for clinical skills development and practice, as well as clinical simulations using high-fidelity mannequins and standardized patients. The CLRC Simulation center will require two staff persons (≈ $100,000/yr). The capital equipment and audio/visual equipment cost will be approximately $500,000 but may be less dependent on availability of equipment at the Pharr site. In the long-term, the CLRC can be accommodated at the McColl site, but will require funds for reconfiguring existing space or building new space. The CLRC is a potential donor naming opportunity. In the interim, the CON has a commitment from Pharr ISD for temporary space (3yr) for housing the CLRC (Appendix A: Dr. Daniel King, Superintendent PSJA ISD Email).

Clinical Practice Sites. The CON Clinical Advisory Board in McAllen has members representing each of the major hospitals, and these have assured clinical practicum site space. They have also communicated the availability of their nursing staff for clinical faculty. We are currently establishing MOUs with many of these partners across the four county RGV area, including the Doctors Hospital at Renaissance health system (DHR), Valley Baptist Health System, South Texas Health System, Mission Regional Medical Center, and Nuestra Clinical Del Valle and Brownsville Community Health Center both of which are federally qualified health clinics (Appendix B: Letter of Support CON Advisory Board Member).

Personnel. The fully implemented BSN program, with approximately 80-96 nursing students by the end of the second year, will require eight faculty (site director, academic support specialist, and faculty for fundamental skills and assessment, women’s health, pediatrics, adult health, older adult health, mental health, and community health). This means seven new faculty in addition to the one faculty currently assigned to McAllen. Two support staff persons will also be required.

Program Funding. Start-up funding for the expansion of the CON BSN programs to McAllen through philanthropy will be sought by the College of Nursing, and maintained by the College with support from the HSC (See start-up budget in table below). By year 3, the program enrollment will generate formula funding, state tuition, designated and differential tuition, and
small class supplement totaling more than program expenses. In year 3 these funds will be sufficient to pay CON faculty and staff costs, and the CON will request ≈ $1,000,000/AY added to the base budget for these expenses. All students enrolled in the HSC, regardless of location, are required to pay designated tuition (i.e., tuition specifically designated to support educational mission of the institution), differential tuition (i.e., tuition allowable to cover differential costs of professional schools) and a variety of fees. Overall, the sum of the funds available to the colleges from all sources, primarily through tuition and state allocation, adequately supports the ongoing operations of the College of Nursing in general and the McAllen location as an off-campus instructional site specifically. A specific budget summary for the McAllen site, including revenues and expenditures for fiscal years 2020 through 2024 is attached (Appendix C: CON BSN 5-YR Budget Summary).

<table>
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<th>UTILIZE EXISTING BUILDINGS</th>
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<th>YEAR 2</th>
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<tr>
<td>Classrooms (TTVN Ready)</td>
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<tr>
<td>- Health Science Center Building – McColl Rd</td>
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<td>- TTVN Upgrade</td>
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<tr>
<td>Clinical Learning Resource Center – CLRC (Simulation lab)</td>
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<td>- Building Renovations</td>
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<td>- Audio/Visual &amp; Equipment</td>
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**Instructional Space Cost** $2,250,000 $0

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<th>OPERATIONS</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
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<tr>
<td>Faculty &amp; Staff</td>
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<tr>
<td>- College of Nursing Faculty &amp; Staff Salaries</td>
<td>$667,610</td>
<td>$818,926</td>
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<td>- College of Nursing Operations</td>
<td>$194,900</td>
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<td>- CLRC Staff Salaries</td>
<td>$100,000</td>
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<tr>
<td>- Training/Professional Development</td>
<td>$10,000</td>
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<tr>
<td>- CLRC Operations (Standardized Patient Program, and supplies)</td>
<td>$55,514</td>
<td>$45,000</td>
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**Operations Cost** $1,028,024 $1,221,976

**TOTAL** $3,278,024 $1,221,976

*Two year total $4,500,000
I recommend adoption of the following program:

“Having complied with all of the requirements of the Texas Higher Education Coordinating Board, Texas A&M University is hereby authorized to offer the B.S. in Nursing program by distance education, off-campus face-to-face, effective Fall 2019.

The Texas A&M University System Office of Academic Affairs finds that the program offering aforementioned is within the role and scope and capacity of the institution and will benefit students.

Texas A&M University certifies that the proposed distance delivery of the aforementioned program meets the criteria under Texas Administrative Code Chapter 4 Subchapter P regarding quality of the curriculum and courses; delivery of instruction; evaluation, training, supervision, and support of faculty; financial resources; and admission of the support services for students. The program is within the role and mission of the institution and in the Table of Program. The institution will comply with the standards and criteria of the Commission on Colleges of the Southern Association of Colleges and Schools and will adhere to criteria outlined in the Principles of Good Practice for Degree and Certificate Programs and Courses Offered Through Distance Education.”

Approval –University:

______________________________
Carol A. Fierke
Provost and Executive Vice President

Authorization: System

Approval – Texas A&M University System:

______________________________
James R. Hallmark, Ph.D.
Vice Chancellor for Academic Affairs

Date

Date
APPENDIX A

Dr. Daniel King, Superintendent PSJA ISD Email
From: Daniel King  
To: Matthews, Debra  
Cc: Bentley, Regina L.; Gloria Espinosa  
Subject: [EXTERNAL] RE: Update: Progress on Texas A&M BSN program in RGV  
Date: Tuesday, April 10, 2018 8:36:17 AM  
Attachments: image001.png

Debra Matthews,

This is great news! We look forward to assisting your program to get started as soon as possible. We are already making plans to provide you with dedicated space for your needs as per our discussions on your last visit and walk through. Gloria can help you with calendaring any meetings with me.

Thank you,

Daniel King

---

From: Matthews, Debra [mailto:dmatthews@tamhsc.edu]  
Sent: Monday, April 9, 2018 6:00 PM  
To: Daniel King <drking@psjaisd.us>  
Cc: Bentley, Regina L. <Bentley@tamhsc.edu>  
Subject: Update: Progress on Texas A&M BSN program in RGV  
Importance: High

Dr. King,

Dr. Bentley, our interim dean, and I want to thank you for your continued support of Texas A&M College of Nursing, and efforts to bring our BSN nursing program to the Rio Grande Valley. Since our last meeting, we have secured the approval of the University and the Health Science Center. We also have the approval of John Sharp, Chancellor for the Texas A&M System. We are now moving forward with the Texas Higher Education Coordinating Board approval process, and we are on target for a fall 2019 start date, as planned. We are very excited that we are closer to program implementation, and look forward to continuing our partnership with you.

The TAMU BSN nursing program will initially be housed at the TAMU Health Science Center site at 2101 S. McColl Rd in McAllen. However, as you know this site currently does not have a clinical simulation center. We appreciate your generous offer of the use of the PSJA simulation center until we can secure permanent arrangements. Our ability to implement the BSN program in a timely manner certainly depends on appropriate space for teaching and learning and on community support with start-up funds.

Our team is planning another trip to McAllen soon, and look forward to continuing discussions about the use of the PSJA simulation center, and community offers for supporting start-up funds. We look forward to meeting with you then.
APPENDIX B

Letter of Support

CON Advisory Board Member
April 9, 2018

Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711-2788

Re: Texas A&M Request to Offer the Baccalaureate in Nursing Program in McAllen, Tx

THECB Review Committee:

It is my pleasure to confirm my support of The Texas A&M University College of Nursing’s application for approval to offer the BSN program at their Health Science Center site in McAllen, Tx to prepare nurses to practice in the rural, medically underserved area of the Rio Grande Valley of Texas.

The Rio Grande Valley (RGV) has a critical need for greater numbers of more highly educated nurses. I have served on the Texas A&M College of Nursing Clinical Advisory Board for the last two years. As representatives of our healthcare organizations in the RGV, we are overwhelmed with the needs of our local populace. We consistently have over 70 unfilled nursing positions, and anticipate needing 50 additional in the coming year. Recruiting strategies, such as sign-on bonuses and use of international nurses, fall short in providing longitudinal commitments to serving in the RGV. Educating and preparing local residents, committed to serving their local community, will build a workforce to fill the current healthcare access gaps. We are committed to supporting Texas A&M University College of Nursing through partnership in providing preceptors, training facilities, immersive clinical preparation, enhanced academic program delivery or other needs as they work to accomplish this goal.

I fully support the efforts of Texas A&M University College of Nursing in their plans to contribute to the education of the nursing workforce, and partnering with them to meet the health care needs of medically underserved in the Rio Grande Valley of Texas.

Sincerely,

Norma Teran, DNP MBA, RN
Executive Vice-President / Chief Nursing Officer
DHR Health
5501 S. McColl
Edinburg, TX 78539
956-362-7155 Office
956-342-0197 Cell

5501 S. McColl Road • Edinburg, Texas 78539 • Ph. (956) 362-8677
www.dhr-rgv.com

Doctors Hospital at Renaissance proudly meets the federal definition of a “physician-owned hospital” (42 CFR § 489.3). The physicians on our outstanding medical staff are not employees or agents of the hospital, but are independent contractors whose professional relationship is directly with the patient.
APPENDIX C

CON BSN 5-YR Budget Summary
# Texas A&M University Health Science Center
## New Program Startup Template
### College of Nursing BSN Traditional Expansion - McAllen

<table>
<thead>
<tr>
<th></th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSN (Headcount)</td>
<td>40</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>(20 new Fall; 20 new Spring)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty FTE</td>
<td>7.00</td>
<td>9.40</td>
<td>9.40</td>
<td>9.40</td>
<td>9.40</td>
</tr>
<tr>
<td>Staff FTE</td>
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<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Item Funding</td>
<td>0</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Formula Instruction &amp; Operations</td>
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<td>0</td>
<td>584,344</td>
<td>584,344</td>
<td>766,796</td>
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<tr>
<td>State Tuition</td>
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<td>112,000</td>
<td>124,000</td>
<td>124,000</td>
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<tr>
<td>Designated Tuition</td>
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<td>308,314</td>
<td>341,347</td>
<td>341,347</td>
<td>341,347</td>
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<tr>
<td>Differential Tuition</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Small Class Size Supplement</td>
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<td>0</td>
<td>960,000</td>
<td>960,000</td>
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<td>Other Income</td>
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<td>239,650</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Total Sources</strong></td>
<td>180,134</td>
<td>659,964</td>
<td>2,249,341</td>
<td>2,009,691</td>
<td>2,192,143</td>
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<td><strong>Expenses</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Salaries</td>
<td>590,000</td>
<td>737,688</td>
<td>792,361</td>
<td>816,123</td>
<td>840,598</td>
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<tr>
<td>Staff</td>
<td>71,000</td>
<td>73,130</td>
<td>75,323</td>
<td>77,582</td>
<td>79,908</td>
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<tr>
<td>Graduate Assistants</td>
<td></td>
<td></td>
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<td>Benefits</td>
<td>6,610</td>
<td>8,108</td>
<td>8,677</td>
<td>8,937</td>
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<td>Equipment (Capitalized)</td>
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<tr>
<td>Facilities</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Operations</td>
<td>118,100</td>
<td>70,850</td>
<td>70,305</td>
<td>72,305</td>
<td>76,850</td>
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<td>Indirect Costs</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>Fee- Academic Operations</td>
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<td>179,200</td>
<td>198,400</td>
<td>198,400</td>
<td>198,400</td>
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<td>Building Renovations</td>
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<td>CLRC Operations</td>
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<td>148,000</td>
<td>109,278</td>
<td>112,551</td>
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<td>HSC - TTVN Upgrades</td>
<td>500,000</td>
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<td></td>
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<td></td>
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<tr>
<td>Training/Professional Development</td>
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<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td>3,278,024</td>
<td>1,221,976</td>
<td>1,256,156</td>
<td>1,287,625</td>
<td>1,322,512</td>
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<tr>
<td><strong>Ending Balance</strong></td>
<td>(3,097,890)</td>
<td>(562,012)</td>
<td>993,185</td>
<td>722,066</td>
<td>869,631</td>
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<tr>
<td>TAMHSC addition to CON Base budget</td>
<td>3,278,024</td>
<td>1,221,976</td>
<td>1,256,156</td>
<td>1,287,625</td>
<td>1,322,512</td>
</tr>
</tbody>
</table>

### Startup Packages

**Notes:**

**Sources:**

1. Special item funding
2. Formula funding is base FTSE x Rate x Weight (reduced formula funding by state tuition)
3. Plan for formula lag. Even year (EY) startup - base period is Summer EY-2, Fall EY-2, Spring EY-1.
4. Odd year (OY) startup - base period is Summer OY-3, Fall OY-3, Spring OY-2
5. Full time student equivalent: Undergraduate - SCH's divided by 30, Masters - SCH's divided by 24, Doctoral SCH's divided by 18, Professional - headcount (SCH's are annual, headcount is based on Fall enrollment)
6. Include state tuition only for students (base FTSE tuition is included in the formula)
7. Includes non legislative startup funding, gifts, sponsored activity, etc. (identify source) NSRP funding if eligible.
8. Equipment greater than $10,000 cost
9. Includes lease costs, operations (custodial, security, landscaping, etc.) and utilities
10. All other expenses including travel, supplies, equipment less than $10,000, etc.
Course Change Request

Date Submitted: 03/22/18 10:28 am

Viewing: CHEM MSEN-220: Physics and Chemistry of Inorganic Materials

Also listed as: MSEN-220

Formerly known as: MSEN 220

Last approved: 08/29/17 3:15 am

Last edit: 06/15/18 4:47 pm

Changes proposed by: hgaede

Catalog Pages referencing this course

<table>
<thead>
<tr>
<th>Course</th>
<th>Department</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>CHEM 220</td>
<td>Department of Chemistry</td>
<td>Physics and Chemistry of Inorganic Materials</td>
<td>Structure, properties and function of materials developed from an atomistic and molecular perspective emphasizing quantum chemical descriptions; elements of solid-state chemistry and physics including bonding, crystal structure and symmetry, origin</td>
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Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holly Gaede</td>
<td><a href="mailto:hgaede@chem.tamu.edu">hgaede@chem.tamu.edu</a></td>
<td>979-845-0520</td>
</tr>
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</table>

Rationale for Course

Edit

Other

Explain other rationale

Department is updating prerequisites for course.

Course prefix: CHEM MSEN
Course number: 220

Department: Chemistry & Materials Science & Engineering

College/School: Science College of Engineering

Academic Level: Undergraduate

Undergraduate course level justification (Select One)

<table>
<thead>
<tr>
<th>Prerequisites</th>
</tr>
</thead>
</table>

All prerequisites will be enforced through COMPASS.

Academic Level: Graduate

Effective term: 2019-2020 2017-2018

Complete Course Title

Physics and Chemistry of Inorganic Materials

Abbreviated Course Title

PHYS & CHEM INORGANIC MATLS

Catalog course description

Structure, properties and function of materials developed from an atomistic and molecular perspective emphasizing quantum chemical descriptions; elements of solid-state chemistry and physics including bonding, crystal structure and symmetry, origin

Approval Path

1. 03/22/18 10:34 am Ibrahim Karaman (karaman): Approved for MSEN Department Head
2. 06/13/18 10:06 am Simon North (swnorth): Approved for CHEM Department Head
3. 06/15/18 4:54 pm Terra Bissett (t.bissett): Approved for Curricular Services Review
4. 06/18/18 8:45 am Sara Thigpin (sarathigpin): Approved for SC Committee Preparer UG
5. 06/18/18 10:00 am Lucas Macri (lmacri): Approved for SC Committee Chair UG
6. 06/18/18 10:01 am Lucas Macri (lmacri): Approved for SC College Dean UG
7. 06/20/18 1:14 pm Sandra Williams (sandra-williams): Approved for UCC Preparer
8. 07/09/18 9:36 am Sandra Williams (sandra-williams): Approved for UCC Chair
of electronic band structure, synthesis and characterization tools in materials chemistry and role of finite size effects.

Prerequisites and Restrictions

\textbf{PHYS 208 or CHEM 120; CHEM 102; 102; or concurrent enrollment in PHYS 208 enrollment.}

Concurrent Enrollment No

Should catalog prerequisites / concurrent enrollment be enforced? Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>And</td>
<td>CHEM 120</td>
<td>D</td>
<td>UG</td>
<td>No</td>
</tr>
<tr>
<td>And</td>
<td>CHEM 102</td>
<td>D</td>
<td>UG</td>
<td>No</td>
</tr>
<tr>
<td>And</td>
<td>PHYS 208</td>
<td>D</td>
<td>UG</td>
<td>Yes</td>
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</tbody>
</table>

Crosslistings Yes Crosslisted With CHEM 220

Stacked No Stacked with

Semester Credit 3 Contact Hour(s) 3 Lecture: 3 Lab: 0 Other: 0 Total 3

Repeatable for credit? No

Three-peat? No

CIP/Fund Code 4010010002

Default Grade Mode Letter Grade (G)

Alternate Grade Modes Satisfactory/Unsatisfactory

Method of instruction Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Program(s)

[BS-MSEN] Materials Science and Engineering—BS
Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD consideration? No

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation No

Additional information this is an elective course in the submitted BS Materials Chemistry Track

Reviewer Comments
Simon North (swnorth) (10/18/17 9:27 am): Rollback: As Advised
Ibrahim Karaman (karaman) (10/18/17 10:37 pm): Rollback: Please cancel this change
Ibrahim Karaman (karaman) (03/22/18 10:25 am): Rollback: I was asked to rollback since CHEM needs to make some changes
Terra Bissett (t.bissett) (06/15/18 4:53 pm): Removed cross-listing and updated prerequisites per request via email.

Reported to state?
Course Change Request

Date Submitted: 04/28/18 3:30 pm

Viewing: **COMM 407 : Gender, Race Women, Minorities and the Mass-Media**

Also listed as: **WGST 407**

Last edit: 07/05/18 11:11 am

Changes proposed by: n-street

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 407: COMM - Communication (COMM)</td>
</tr>
<tr>
<td>Department of Communication</td>
</tr>
<tr>
<td>International and Cultural Diversity Requirements</td>
</tr>
<tr>
<td>WGST - Women’s &amp; Gender Studies (WGST)</td>
</tr>
<tr>
<td>WGST 407: COMM - Communication (COMM)</td>
</tr>
<tr>
<td>Department of Communication</td>
</tr>
</tbody>
</table>

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Street</td>
<td><a href="mailto:n-street@tamu.edu">n-street@tamu.edu</a></td>
<td>979-862-6968</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix COMM        Course number 407

Department Communication

College/School Liberal Arts

Academic Level Undergraduate

Undergraduate course level justification (Select One)

College/Program Course Level Rubric

Effective term 2019-2020

Complete Course Title Gender, Race Women, Minorities and the Mass-Media

Abbreviated Course Title GENDER, RACE WOMEN-MIN & MASS-MEDIA

Catalog course description

The contributions of women and ethnic groups to the evolution of the media; the portrayal of women and ethnic groups in the mass media; issues resulting from the recognition of women and ethnic groups as media audiences.

Prerequisites and Restrictions

Junior or senior classification and approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings Yes Crosslisted With WGST 407
<table>
<thead>
<tr>
<th>Semester</th>
<th>3</th>
<th>Stacked with</th>
<th>No</th>
<th>Contact Hour(s)</th>
<th>Lecture: 3</th>
<th>Lab: 0</th>
<th>Other: 0</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td>(per week):</td>
<td>Total 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeatable for credit?</td>
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<td></td>
<td></td>
<td>No</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>CIP/Fund Code</td>
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<td></td>
<td></td>
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<td></td>
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<td>Letter Grade (G)</td>
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</tr>
<tr>
<td>Method of instruction</td>
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<td></td>
<td></td>
<td>Lecture</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td></td>
<td></td>
<td></td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will this course be taught as a distance education course?</td>
<td></td>
<td></td>
<td></td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is 100% of this course going to be taught in Texas?</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will classroom space be needed for this course?</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This will be a required course or an elective course for the following programs:

- Required (select program)
- Elective (select program)
- Has/will this course be(en) submitted for core curriculum consideration? No
- Has/will this course be(en) submitted for Writing or Communication consideration? Yes No
- Has/will this course be(en) submitted for ICD consideration? Yes No

### Course Syllabus

- Syllabus: Upload syllabus
- Upload syllabus: [Gender Race Media syllabus-ICD certification-2.docx](https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate%20Preparer)
- Letters of support or other documentation: No
Additional information: We are updating the title of the course and proposing it for ICD.

Reviewer Comments:

Jon Jasperson (jon.jasperson) (07/03/18 4:06 pm): A) The form states the course is not submitted for writing intensive consideration; however, the syllabus reflects that the course is a "W" course. B) The fourth learning outcome "Practice academic writing skills relating to style, format, organization, and content that will help communicate effectively with audiences in the discipline" is not measurable.

Sandra Williams (sandra-williams) (07/05/18 9:51 am): Rollback: Rolling back as requested.

Sandra Williams (sandra-williams) (07/06/18 9:27 am): Concerns addressed.

Gender, Race, and Media (COMM/WGST 407 W)

Class Meetings
TR 12:45-2:00 PM; 018 Bolton Hall

Instructor Information
Dr. Srividya “Srivi” Ramasubramanian, Ph.D.
Office: 202D Bolton Hall
Office hours: 2:00-3:00 PM on Tuesdays and Thursdays
Email: srivi@tamu.edu

Course Description
The contributions of women and ethnic groups to the evolution of the media; the portrayal of women and ethnic groups in the mass media; issues resulting from the recognition of women and ethnic groups as media audiences

This course will explore social/cultural identity in the context of popular culture and mass media. Drawing on literature from Communication, Media Studies, Women’s Studies, Africana Studies, sociology, and psychology, we will learn about theories and case studies that help understand how the media are sites for constant negotiation and construction of identities such as masculinity, femininity, blackness, and “otherness.” We will explore power and privilege as they apply for various socio-cultural identities such as gender, race, ethnicity, sexuality, class, age, nationality, physical/mental disability, and religion.

Student Learning Outcomes

- Explain theories and concepts about how the media shape and are shaped by users’ attitudes and beliefs about difference and diversity
- Develop critical media literacy skills by carefully and systematically observing, evaluating, and analyzing media texts from global and local contexts
- Design and share an original final paper that applies theories and concepts from class to the role of media and social identities such as gender, race, ethnicity, sexuality, class, age, nationality, physical/mental disability, and religion.
- Practice academic writing skills relating to style, format, organization, and content that will help communicate effectively with audiences in the discipline
- Evaluate and provide constructive feedback to peers through class discussions and writing assignments

Required Course Materials

The required textbook for this course is:
All other book chapters and journal articles will be made available via e-campus. Educational videos will be assigned for viewing through http://mediamatrix.tamu.edu. Please bring blue books and writing instruments for the two in-class exams.

A Note on “W” Courses

This is a writing-intensive 400-level W course with several opportunities to improve your writing skills throughout the semester. A substantial portion of your grade will be based on writing assignments. **You will not be able to pass this course without having completed the writing assignments.** Written feedback will be provided by your peers and by the instructor for the written assignments. You are also encouraged to make appointments for one-on-one consultations with experienced writing consultants at the University Writing Center (go to writingcenter.tamu.edu for more details).

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity Statement

Academic integrity is extremely important. Always cite your sources when you are referring to ideas that you are not your own. Aggie honor code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” As a student of Texas A&M University, you are committed to following the Aggie honor code. Plagiarism, falsification, cheating, fabrication, complicity, multiple submissions, abuse and unauthorized access to university resources will not be tolerated in this course. All students of this course should read up details about the Aggie code in the following website http://aggiehonor.tamu.edu.

Ground Rules for Class Discussions

Considering the nature of this course, it is especially important that we establish a few ground rules in the classroom to encourage engaged, mindful, and honest discussions. I hope everyone feels comfortable to share and explore ideas in this class. During the course of such free and open discussions, it is quite possible that disagreements will arise.
I welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, religion, physical ability, or nationality will not be tolerated.

Assessment

Exams 1 and 2 (25% each) - 50%
Research paper and related writing assignments - 40%
  Proposal/bibliography - 5%
  Context/theory - 10%
  Final Paper - 20%
  Class Presentation - 5%
Participation and in-class activities - 10%

Written Exams (50%)
There will be two closed-book, closed notes exams in this course: Exam 1 and Exam 2. The exams will contain short-answer questions drawn from the textbook, course packet, class presentation, class discussions, and screenings. There will be a review session before each exam. Review sheets will be handed out to help you prepare effectively for the exams. Please bring a big blue book to class for these exams.

Research Paper and Related Writing Assignments (40%)
Your research paper is to be completed in incremental steps leading to the final presentation. It is crucial that you incorporate concepts and theoretical perspectives discussed in the course into your final paper. The research paper is divided into smaller writing assignments: proposal/bibliography (5%), context/theory (10%), final paper (20%), and class presentation (5%).

Assignment 1- Proposal/bibliography (5%): Pick a topic relating to media (any type that interests you: films, magazines, social media, etc.) and women/minorities (you can define minorities broadly here based on race, sexual orientation, religious orientation, mental/physical health, etc.). Intersectionality is a must to consider while picking the group that you want to focus on. Write a one-page proposal about what you plan to study and why it is important to study this topic. Excellent topics are those that are socially-relevant, topical, interesting, and relatively under-studied. Pick a topic that you are truly interested in because you have to stick with it through the semester. You should pick a topic that we have NOT studied in depth in this class. Please consult with the instructor to make sure that you are in the right track.
Along with the one-page proposal, submit an annotated bibliography where you read, summarize, and critique 5 scholarly articles/book chapters relevant to your topic. Please meet with the instructor if you would like to learn to distinguish scholarly from non-scholarly sources. You are also encouraged to meet with the Communication librarian, Dr. Steve Bales. Clearly articulate how each scholarly source helps guide your central argument. Excellent bibliographies go beyond simply summarizing the paper. They show the instructor that the student has read, understood, reflected, and critiqued the scholarly work. Publications that are only tangentially relevant to your final project will lead to lowering of grades. You are welcome to refer to the textbook and other readings from this class but make sure that your bibliography includes 5 scholarly sources over and beyond class readings.

Assignment 2 - Context/theory (10%): Building on the previous assignment, write a 4 page double-spaced paper about the context/background relating to the specific types of women or the minority group that you have decided to focus on. Discuss the contexts (such as historical, political, economic, and social) that shape how and why media portrays these groups the way we do. Provide support for your claims by using citations of previously published works and for any statistics that you provide. It is very important to draw from theories and concepts discussed in this class that will inform your media analyses. You should cite your sources in a separate reference section for this assignment.

Final paper (20%): Write a 8-10 page final paper that builds on the previous writing assignments. Before writing the paper, immerse yourself for a two-week period with the media content that you are interested in studying. Keep detailed notes about your descriptions of the content as well as your thoughts and feelings as you analyze these media texts. Through repeated and close readings of the media texts, engage in critical analyses that reflect on the meanings of the emerging patterns. Alternatively, conduct quantitative content analyses with predefined units of analyses and coding scheme along with a detailed coding booklet. In this case, provide graphs, tables, and figures to share your findings. Make sure you make connections between your analyses and theories/concepts covered in your assigned readings and class discussions. The paper should consider potential impacts of the media messages, theoretical/practical implications, and limitations of your project.

Final presentations (5%): Summarize the key points from your final project into a tri-fold poster or a laptop-based slide show to share with the class in a creative, attractive, informative format. Be prepared to answer questions from the audience and bring additional materials to support key arguments that you make in the poster.

All papers are due at the beginning of class on dates indicated in the course calendar. Use double-spaced, 1 inch margin, 12 point Times New Roman font for all papers. Remember to put your ID number (assigned in the first week of class) on all the papers and staple them. Cite all sources in a separate reference section at the end of the paper. All papers
should be submitted in class. Please do not send them via email or drop them off at my office. Incomplete assignments, missing, and late assignments will be awarded zero points. Only insightful papers that go beyond the class readings will get above average grades. Mediocre assignments will receive mediocre grades.

In-Class Activities (10%)
In-class activity grades will not be announced in advance. They will relate to topics from this course such as the value of diversity and global perspectives in our world, especially in the context of media and technologies. Class participation is based on the instructor’s subjective assessment of your engagement in discussions, group activities, and assignments in the course.

Attendance
You are allowed to miss up to two class periods without penalty in this course. For unexcused absences in excess of these two, the final grade will be reduced by one letter grade per absence. Please see Student Rule 7. http://student-rules.tamu.edu/rule07 Documentation is due as per the deadlines specified in Student Rule 7. I do not accept the “Explanatory Absence for Absence from Class Form” in this course.

Grading Policies
Grades have to be earned in this class for completing course requirements. To be fair on all students, extra credit opportunities, if made available, will apply to all students and cannot be given to individual students.

90% to 100% ……………….A
80% to 89.9% ………………B
70% to 79.9% ………………C
60% to 69.9% ………………D
Below 59.9% ………………F

Class Policies
• All assigned readings should be completed before coming to class. Please be prepared to summarize and discuss the assigned readings during class.
• Assigned readings, class discussions, blog entries, handouts, guest lectures, video screenings, and your own final project are all fair game for exam questions.
• As a courtesy to other class members, please turn off all cell phones during class time. If you have a special situation that requires you to receive or send cell phone messages in class, kindly let the instructor know in advance.
• Laptops and other electronic word processing devices are not allowed in the class except for note-taking purposes.
• Audio recording, photography, and video recording during class are not allowed without the permission of the instructor.
### Course Schedule
This is a tentative schedule. All chapter numbers refer to the textbook. All videos are available via mediamatrix.tamu.edu.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic of the week</th>
<th>Assigned readings</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 1    | Social construction, gender, & popular culture        | Read Chap. 1  
*Video: Miss Representation*                                                   |                                                 |
| 2    | Cultivation, ableism, and TV programs                 | Read Chap. 3.1  
*Video: Tough guise*                                                              | Writing workshop 1                             |
| 3    | Social cognitive theory, body image, colorism, and advertising | Read Chap. 5.9  
*Video: Slim hopes*                                                              |                                                 |
| 4    | Contact hypothesis, sexual orientation, and sitcoms   | Read Chap. 7.1  
*Video: Further off the straight and narrow path*                                | Topics due                                     |
| 5    | Attribution theory, social class, and magazines       | Read Chap. 9.1  
*Video: Class dismissed*                                                         | Peer review of Assignment 1; Writing workshop 2 |
| 6    | Social identity theory, religion, and films           | Read Chap. 3.4  
*Video: Reel bad Arabs*                                                           | Assignment 1 due to instructor                 |
| 7    | Review and Exam 1                                      | All Unit 1 materials                                                             | Exam 1                                         |
| 8    | Priming, African Americans, and music videos          | Read Chap. 7.6  
*Video: Hip hop beats and rhythms*                                                | Spring break                                   |
|      | Spring break                                           | Spring break                                                                     | Spring break                                   |
| 9    | Framing, Latino Americans, and news media             | Read Chap. 5.2  
*Video: Latinos beyond reel*                                                      | Draft of Assignment 2 for peer review; Writing workshop 3 |
| 10   | Model minority discourse, Asian Americans, and dramas | Read Chap. 5.4  
*Video: Slanted screen*                                                           | Assignment 2 due to instructor                 |
| 11   | Symbolic annihilation, Native Americans, and sports   | Read Chap. 3.7  
*Video: Race, power and American sports*                                          |                                                 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Media literacy, intersectionality, and children’s programs</td>
<td>Read Chap. 6.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Video: Mickey Mouse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Monopoly</td>
</tr>
<tr>
<td>13</td>
<td>Review and Exam 2</td>
<td>All Unit 2 materials</td>
</tr>
<tr>
<td>14</td>
<td>Final presentations</td>
<td>Project consultations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and final presentations</td>
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<tr>
<td></td>
<td>Final paper</td>
<td>Upload final paper</td>
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Course Change Request

Date Submitted: 05/08/18 1:57 pm

Viewing: **CSCE 314 : Programming Languages**

Last approved: 03/13/18 3:27 am

Last edit: 05/09/18 4:09 pm

Changes proposed by: smilingsheila

<table>
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<th>Catalog Pages referencing this course</th>
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<tbody>
<tr>
<td>CSCE - Computer Sci &amp; Eng (CSCE)</td>
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<tr>
<td>Department of Computer Science &amp; Engineering</td>
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<table>
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<tbody>
<tr>
<td>BS-GIST-CDA: Geographic Information Science and Technology - BS, Computation, Design and Analysis Track</td>
</tr>
<tr>
<td>MINOR-CPSC: Computer Science - Minor</td>
</tr>
<tr>
<td>BS-APMS-CPS: Applied Mathematical Sciences - BS, Computational Emphasis</td>
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Faculty Senate Number  **FS-35-163**

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheila Dotson</td>
<td><a href="mailto:dotson@tamu.edu">dotson@tamu.edu</a></td>
<td>979-845-6176</td>
</tr>
<tr>
<td>Sheila Dotson</td>
<td><a href="mailto:dotson@tamu.edu">dotson@tamu.edu</a></td>
<td>979-845-6176</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix  **CSCE**

Course number  **314**

Department  **Computer Science & Engineering**

College/School  **College of Engineering**

Academic Level  **Undergraduate**

Undergraduate course level justification (Select One)

Academic Level (alternate)  **Graduate**

Effective term  **2019-2020 2018-2019**

Complete Course Title  **Programming Languages**

Abbreviated Course Title  **PROGRAMMING LANGUAGES**

Catalog course description

**Exploration of** explores the design space of programming languages via an in-depth study of two programming languages, one functional and subject-oriented (Haskell), functional (Haskell), focuses on idiomatic uses of each language and language, and on features characteristic for each language.

Prerequisites and Restrictions

Grade of C or better in CSCE 221, or concurrent enrollment; or approval of instructor.

Concurrent Enrollment  **No**

In Workflow

1. CSCE Department Head
2. Curricular Services Review
3. EN Committee Preparer UG
4. EN Committee Chair UG
5. EN College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 05/09/18 2:28 pm
Scott Schaefer (schaefer): Approved for CSCE Department Head

2. 05/09/18 4:18 pm
Terra Bissett (t.bissett): Approved for Curricular Services Review

3. 05/23/18 8:42 am
Eileen Hoy (ehoy): Approved for EN Committee Preparer UG

4. 06/01/18 9:58 am
Prasad Enje (enje): Approved for EN Committee Chair UG

5. 06/01/18 9:58 am
Prasad Enje (enje): Approved for EN College Dean UG

6. 06/04/18 8:26 am
Sandra Williams (sandra-williams): Approved for UCC Preparer

7. 07/09/18 9:37 am
Sandra Williams (sandra-williams): Approved for UCC Chair

History

1. Aug 28, 2017 by sarah.gordon
Should catalog prerequisites / concurrent enrollment be enforced? Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
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Crosslistings: No

Stacked: No

Semester: 3
Credit Hour(s): Contact Hour(s): Lecture: 3 Lab: 0 Other: 0 Total: 3

Repeatable for credit: No

Three-peat: No

CIP/Fund Code: 1102010006

Default Grade Mode: Letter Grade (G)

Alternate Grade Modes: Satisfactory/Unsatisfactory

Method of instruction: Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No
| Has/will this course be(en) submitted for ICD consideration? | No |
| Syllabus: | Upload syllabus |
| Upload syllabus | |
| Letters of support or other documentation | No Yes |
| Additional information | Updating course description at the request of the CS Undergraduate Curriculum Committee Removed junior or senior classification due to change in degree plan |
| Reviewer Comments | Terra Bissett [t.bissett] (05/09/18 4:10 pm): Minor edits made to course description. Syllabus not required for this type of change. |
| | Terra Bissett [t.bissett] (05/09/18 4:17 pm): Minor edits made to course description to follow style guide for catalog course description. Syllabus not required for this type of change. |
| Reported to state? | No |
Course Change Request

Date Submitted: 04/05/18 8:34 am

Viewing: ECON 318: The Economics of Gender and Race

Also listed as: WGST 318

Last edit: 04/05/18 11:54 am

Changes proposed by: kfelpel

Catalog Pages referencing this course

- ECON 318: Department of Economics
- ECON - Economics (ECON)
- International and Cultural Diversity Requirements
- WGST - Women's & Gender Studies (WGST)
- WGST 318: Department of Economics
- ECON - Economics (ECON)

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurt Felpel</td>
<td><a href="mailto:kfelpel@tamu.edu">kfelpel@tamu.edu</a></td>
<td>979-845-9953</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix ECON Course number 318

Department Economics

College/School Liberal Arts

Academic Level Undergraduate

Undergraduate course level justification (Select One)

- Academic Level (alternate) Graduate

Effective term 2019-2020

Complete Course Title

The Economics of Gender and Race

Abbreviated Course Title

ECONOMICS GENDER & RACE

Catalog course description

Theories and evidence on gender and race differences in labor market outcomes; labor supply and the role of family formation; the effect of human capital and discrimination on earnings; analysis of government policies; international comparisons.

Prerequisites and Restrictions

6 hours from ECON 323 with a grade of C; 202, STAT 303, 3 hours in WGST above 200 level; junior or better; junior or senior classification.

Concurrent Enrollment No

Approval Path

1. 04/05/18 10:48 am Timothy Gronberg (tgronberg): Approved for ECON Department Head
2. 04/05/18 10:49 am Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
3. 04/05/18 11:57 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
4. 04/05/18 4:05 pm Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
5. 04/25/18 1:36 pm Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
6. 04/25/18 1:37 pm Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
7. 05/08/18 3:39 pm Sandra Williams (sandra-williams): Approved for UCC Preparer
8. 07/09/18 9:38 am Sandra Williams
Should catalog prerequisites / concurrent enrollment be enforced? Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
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<td>And</td>
<td>ECON 323 202</td>
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<td>And</td>
<td>STAT 303</td>
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Crosslistings

<table>
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<th>Yes</th>
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<th>WGST 318</th>
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Stacked

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<th>No</th>
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Semester 3

Credit Hour(s)

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<th>Contact Hour(s) (per week): Lecture: 3 Lab: 0 Other: 0 Total 3</th>
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<tbody>
<tr>
<td>Repeatable for credit? No</td>
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</tbody>
</table>

Three-peat? No

CIP/Fund Code 4506010001

Default Grade Mode Letter Grade (G)

Alternate Grade Mode Satisfactory/Unsatisfactory

Method of instruction Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate%20Preparer
Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation: No

Additional information

Reviewer Comments

Steve Oberhelman (s-oberhelman) (07/25/17 1:59 pm): Rollback: As per request by Sandra Williams
Sandra Williams (sandra-williams) (07/26/17 11:34 am): Rollback: Returning to department as requested.
Sandra Williams (sandra-williams) (08/10/17 10:36 am): Rollback: If you are requesting a grade of "C" or better for the enforced prerequisites, please include this statement as well in the catalog prerequisites. (For example, "A grade of C or better in ECON 323").
Steve Oberhelman (s-oberhelman) (08/12/17 10:01 am): Sandra: I still cannot see where ECON has done what you have requested. I am approving only to have you give more guidance.
Sandra Williams (sandra-williams) (08/16/17 2:55 pm): Rollback: Rolling back as requested by email.

Reported to state: No
Course Change Request

Date Submitted: 06/05/18 2:38 pm

Viewing: ENGR 380: Seminar Series in Engineering Project Management

Last approved: 06/18/17 3:16 am
Last edit: 07/10/18 4:43 pm
Changes proposed by: ehoy

Catalog Pages referencing this course

- ENGR - Engineering (ENGR)
- Engineering Project Management - Minor

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Walewski</td>
<td><a href="mailto:jwalewski@civil.tamu.edu">jwalewski@civil.tamu.edu</a></td>
<td>979-862-5673</td>
</tr>
<tr>
<td>Eileen Hoy</td>
<td><a href="mailto:ehoy@tamu.edu">ehoy@tamu.edu</a></td>
<td>979-458-4953</td>
</tr>
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</table>

Rationale for Course Edit

Other

The proposed changes are to meet the demand/interest of students.

Course prefix: ENGR  Course number: 380

Department: College of Engineering
College/School: College of Engineering
Academic Level: Undergraduate
Undergraduate course level justification (Select One):

Academic Level (alternate): Graduate
Summer

Complete Course Title
Seminar Series in Engineering Project Management

Abbreviated Course Title
SEMINAR SERIES ENGR PROJ MGMT

Catalog course description
Presentations by practicing engineers and professionals addressing engineering project management process and practice; discussion forum to better understand the opportunities and challenges of engineering project management and the analytical tools and skills required to be successful.

Prerequisites and Restrictions

In Workflow
1. CLEN Department Head
2. Curricular Services Review
3. EN Committee Preparer UG
4. EN Committee Chair UG
5. EN College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 06/06/18 1:28 pm
Tim Jacobs (tjjacobs): Approved for CLEN Department Head
2. 06/06/18 4:43 pm
Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 06/08/18 3:35 pm
Eileen Hoy (ehoy): Approved for EN Committee Preparer UG
4. 06/14/18 10:31 am
Prasad Enje (enje): Approved for EN Committee Chair UG
5. 06/14/18 10:31 am
Prasad Enje (enje): Approved for EN College Dean UG
6. 06/14/18 2:04 pm
Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 07/10/18 4:47 pm
Sandra Williams (sandra-williams): Approved for UCC Chair

History
1. Jun 18, 2017 by John Walewski (walewski)
ENGR 333 or approval of instructor; junior or senior classification in the College of Engineering or biological and agricultural engineering (BAEN).

Concurrent Enrollment  No
Should catalog prerequisites / concurrent enrollment be enforced?  Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
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<th>And/Or</th>
<th>Course Prefix/Number</th>
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<tbody>
<tr>
<td></td>
<td>ENGR 333</td>
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Crosslistings  No  Crosslisted With
Stacked  No  Stacked with

Semester  1  Contact Hour(s) (per week):
Credit Hour(s)  Lecture: 1  Lab: 0  Other: 0  Total: 1
Repeatable for credit?  No
Three-peat?  No
CIP/Fund Code  1401010006
Default Grade Mode  Letter Grade (G)
Alternate Grade Modes  Satisfactory/Unsatisfactory
Method of instruction  Seminar
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)  Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Meets the same learning outcomes as traditional face-to-face sections.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Learning outcomes are met in the same way as traditional sections. Instead of having 15 meeting times throughout the semester (every Friday), the class will meet 3 times for 5 hours on identified Saturdays (e.g. Feb 16, March 2, and April 6).

Will this course be taught as a distance education course?  No
Is 100% of this course going to be taught in Texas?  Yes
Will classroom space be needed for this course?  Yes

This will be a required course or an elective course for the following programs:
Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration?  No

Has/will this course be(en) submitted for Writing or Communication consideration?  No

Has/will this course be(en) submitted for ICD consideration?  No

Course Syllabus

Syllabus:  Upload syllabus

Upload syllabus

Spring 2019 Syllabus ENGR 380 Seminar Series in Engineering Project Management - non-traditional format.docx

Spring 2019 Syllabus ENGR 380 Seminar Series in Engineering Project Management - traditional format 2.docx

Letters of support or other documentation  No

Additional information

Reviewer Comments  Jon Jasperson (jon.jasperson) (07/03/18 4:13 pm): A) Learning outcomes 2 and 3 are not measurable. B) The syllabus is missing 14 weeks of course topics.

Sandra Williams (sandra-williams) (07/10/18 4:47 pm): Update received. Concerns addressed. UCC approved July 2018.

Reported to state?  No
TEXAS A&M UNIVERSITY
Dwight Look College of Engineering
ENGR 380 - Section 500
Seminar Series in Engineering Project Management
Course Syllabus Spring 2019

COURSE DESCRIPTION
Presentations by practicing engineers and professionals addressing engineering project management process and practice. The course provides a discussion forum for students to better understand the opportunities and challenges of engineering project management, and the analytical tools and skills required to be successful.

COURSE OBJECTIVES
This course is primarily intended to:
- Demonstrate real-world application of project management principles and practices.
- Prepare graduates to work effectively in project organizations.
- Encourage students to pursue careers and future education in project management.
- Provide an opportunity to demonstrate written and oral technical communication skills.

LEARNING OUTCOMES
Students completing this course are expected to:
- Define and assess the nature of projects and the goals of project management.
- Define the characteristics of project-driven organizations.
- Evaluate and apprehend the role of engineers in project-based organizations.

COURSE PREREQUISITES
ENGR 333 – Engineering Project Management or Permission of the Instructor.

INSTRUCTOR
John Walewski, Ph.D., Associate Professor of Practice
Office Hours: Tuesday/Thursday 8:30AM to 11:00AM; 12:30PM to 2:00PM, or by scheduling an (office/skype/phone) appointment
Office: 803D DLEB
Phone: 979-862-5673
Email: jwalewski@civil.tamu.edu

CLASS MEETINGS
Time: The class will meet 3 times during the semester for the duration of 5 hours each time for the total of 15 contact hours. To accommodate the students’ schedule the class will meet on Saturdays.
Room Location: TBD
Note: See the academic calendar on the Texas A&M web page for exceptions to the schedule

TEXT
None. Specific readings will be assigned by the instructor.
COURSE REQUIREMENTS
Students are expected to actively participate in class discussions with industry presenters. All students will undertake written assignments that may include presentations. Reading assignments are required that originate from industry and academic sources, class handouts, and other resources.

GRADING
This is a graded one credit course. To receive credit for this course you must satisfy the following requirements. Grades will be based on the following (assignment details below):

1. Career planning/statement of purpose Essay (1) 20%
2. Seminar lecture reports (4) 40%
3. Research paper report (1) 30%
4. Participation/attendance 10%

Letter Grades:
A - from 90 and above
B - from 80 to 89
C - from 70 to 79
D - from 60 to 69
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COURSE DESCRIPTION
Presentations by practicing engineers and professionals addressing engineering project management process and practice. The course provides a discussion forum for students to better understand the opportunities and challenges of engineering project management, and the analytical tools and skills required to be successful.

COURSE OBJECTIVES
This course is primarily intended to:
- Demonstrate real-world application of project management principles and practices.
- Prepare graduates to work effectively in project organizations.
- Encourage students to pursue careers and future education in project management.
- Provide an opportunity to demonstrate written and oral technical communication skills.

LEARNING OUTCOMES
Students completing this course are expected to:
- Define and assess the nature of projects and the goals of project management.
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Phone: 979-862-5673
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CLASS MEETINGS
Time: Thursdays 4:10PM-5:10PM
Room Location: Bright Building (HRBB) 113
Note: See the academic calendar on the Texas A&M web page for exceptions to the schedule

TEXT
None. Specific readings will be assigned by the instructor.
COURSE REQUIREMENTS
Students are expected to actively participate in class discussions with industry presenters. All students will undertake written assignments that may include presentations. Reading assignments are required that originate from industry and academic sources, class handouts, and other resources.

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</table>
Course Change Request

Date Submitted: 04/09/18 3:19 pm

Viewing: **FIVS 401: Forensic Soil Science**

Also listed as: **SCSC 401**

Last approved: 02/28/18 3:29 am

Last edit: 04/09/18 6:39 pm

Changes proposed by: ann-pool

| Faculty Senate Number | FS.35.113 |

<table>
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<tr>
<th>Name</th>
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<tr>
<td>Ann Pool</td>
<td><a href="mailto:annpool@tamu.edu">annpool@tamu.edu</a></td>
<td>979-845-0122</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix: FIVS  
Course number: 401

Department: Entomology

College/School: Agriculture & Life Sciences

Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Academic Level (alternate): Graduate

Effective term: **2019-2020** **2018-2019**

Complete Course Title: Forensic Soil Science

Abbreviated Course Title: FORENSIC SOIL SCIENCE

Catalog course description

Examination of soils biology, chemistry and physical attributes to solve crimes; soil and geologic characteristics associated with crime scene examination; physical, biological and chemical characteristics and use of trace evidence.

Prerequisites and Restrictions

Grade of C or better in **FIVS ENTO 482**; junior or senior classification.

Concurrent Enrollment: No

Should catalog prerequisites:

Yes
## Enforced Prerequisites / Concurrent Enrollment

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<th>And/Or</th>
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Crosslistings: Yes
Crosslisted With: SCSC 401

Stacked: No
Stacked with: 

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<th>Semester</th>
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<th>Contact Hour(s) (per week):</th>
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Repeatable for credit: No
Three-peat: No
CIP/Fund Code: 4301060002
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture and Laboratory

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
No

Will this course be taught as a distance education course?
No

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
Yes

This will be a required course or an elective course for the following programs:

### Required (select program)

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<td>(BS-FIVS-SCE) Forensic and Investigative Sciences - BS, Science Emphasis</td>
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<tr>
<td>(BS-FIVS-LWE) Forensic and Investigative Sciences - BS, Pre-Law Emphasis</td>
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### Elective (select program)

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<tr>
<td>Has/will this course be(en) submitted for Writing or Communication consideration?</td>
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<tr>
<td>Has/will this course be(en) submitted for ICD consideration?</td>
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</table>

## Course Syllabus

| Syllabus: | Upload syllabus |
| Letters of support or other documentation | No Yes |
| Additional information | |

**Reviewer Comments**


**Reported to state?**

No
Course Change Request

Date Submitted: 06/07/18 10:52 am

Viewing: **HLTH 342 : Human Sexuality**

Last approved: 01/09/18 3:23 am

Last edit: 06/08/18 11:50 am

Changes proposed by: rrahn

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<th>Catalog Pages referencing this course</th>
<th>Department of Health and Kinesiology</th>
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<td>HLTH - Health (HLTH)</td>
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| Programs referencing this course     | BS-CHLT: Community Health - BS     |
|                                      | BS-HLTH-AHO: Health - BS, Allied Health Track |
|                                      | BS-HLTH-SCH: Health - BS, School Health Track |

| Faculty Senate Number |

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<td></td>
<td>Rhonda Rahn</td>
<td><a href="mailto:rrahn@tamu.edu">rrahn@tamu.edu</a></td>
<td>979-845-1471</td>
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</tbody>
</table>

Rationale for Course

**Edit**

**Other**

**Explain other rationale**

We would like to certify this course for the cultural discourse requirement so we are removing the prerequisite of having been accepted into the professional phase of the program. We are also intending to remove the "majors only" prerequisite.

**Course prefix**    HLTH  
**Course number**    342  
**Department**       Health & Kinesiology  
**College/School**   Education & Human Development  
**Academic Level**   Undergraduate  
**Undergraduate course level justification (Select One)**  

**Academic Level (alternate)**    Graduate  
**Effective term**    2019-2020  
**Complete Course Title**    Human Sexuality  
**Abbreviated Course Title**    HUMAN SEXUALITY  

**Catalog course description**

Many aspects of human sexuality; physiology and function of human reproductive system, factors involved in learning sex roles, biological and emotional motivations associated with the sexual aspects of life and their relationship to marriage and family planning.

**Prerequisites and Restrictions**

Admission to the professional phase of program.

**Concurrent Enrollment**    No
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings No

Stacked No

Semester 3
Credit Hour(s) 3
Contact Hour(s)
Lecture: 3
Lab: 0
Other: 0
Total 3

Repeatable for credit? No

Three-peat? No

CIP/Fund Code 3017010001

Default Grade Mode Letter Grade (G)

Alternate Grade Modes Satisfactory/Unsatisfactory

Method of instruction Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met. Approved via memo (Spring 2018)

Hours Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met. Approved via memo (Spring 2018)

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program)
Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or
Communication consideration?

Has/will this course be(en) submitted for ICD consideration?  No

---

**Course Syllabus**

Syllabus:  Upload syllabus

Upload syllabus

Letters of support or other documentation  No

Additional information

Reviewer Comments  Terra Bissett (t.bissett) (06/08/18 11:50 am): This type of change does not require a syllabus.

Reported to state?

Key: 7635
Course Change Request

Date Submitted: 04/25/18 1:38 pm

Viewing: KINE 318 : Athletic Injuries

Last approved: 04/20/18 3:25 am
Last edit: 07/05/18 9:54 am
Changes proposed by: pjmiller

Catalog Pages referencing this course
- Department of Health and Kinesiology
  - KINE - Kinesiology (KINE)

Programs referencing this course
- MINOR-COAC: Coaching - Minor
- BS-KINE-PEK: Kinesiology - BS, All-Level Physical Education Teacher Certification Track
- BS-KINE-DSC: Kinesiology - BS, Dance Science Track

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhonda Rahn</td>
<td><a href="mailto:rrahn@tamu.edu">rrahn@tamu.edu</a></td>
<td>979-845-1471</td>
</tr>
</tbody>
</table>

Rationale for Course Edit
The proposed changes are part of a routine curriculum review.

Course prefix      KINE
Course number   318
Department      Health & Kinesiology
College/School  Education & Human Development
Academic Level  Undergraduate
Undergraduate course level justification (Select One)
Prerequisites

All prerequisites will be enforced through COMPASS.

Academic Level (alternate) Graduate
Effective term 2019-2020 2018-2019

Complete Course Title
Athletic Injuries

Abbreviated Course Title
ATHLETIC INJURIES

Catalog course description
Overview: Introduction to the profession of athletic training; comprehensive analysis of the theories and practices in preventing, recognizing and treating common athletic injuries.

Prerequisites and Restrictions
Concurrent enrollment in HLTH 216, BIOL 319, BIOL 320; junior or KINE 306 with a grade of C or better; junior or senior classification.

Concurrent Enrollment No

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate%20Preparer
Should catalog prerequisites / concurrent enrollment be enforced? Yes

### Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>And</td>
<td>HLTH 216</td>
<td>D</td>
<td>UG</td>
<td></td>
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<tr>
<td>And</td>
<td>BIOL 319</td>
<td>C D</td>
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<tr>
<td>And</td>
<td>BIOL 320</td>
<td>D</td>
<td>UG</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>KINE 306</td>
<td>C</td>
<td>UG</td>
<td>Yes</td>
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</table>

Crosslistings: No  
Stacked: No

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<thead>
<tr>
<th>Semester</th>
<th>3</th>
<th>Contact Hour(s) (per week): Lecture: 3 Lab: 0 Other: 0 Total 3</th>
</tr>
</thead>
</table>

Repeatable for credit? No  
Three-peat? No

CIP/Fund Code: 5109130002

Default Grade Mode: Letter Grade (G)

Alternate Grade Modes: Satisfactory/Unsatisfactory

Method of instruction: Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-KINE-AEP) Kinesiology - BS, Exercise Science Track, Applied Exercise Physiology Concentration</td>
</tr>
<tr>
<td>(BS-KINE-BEP) Kinesiology - BS, Exercise Science Track, Basic Exercise Physiology Concentration</td>
</tr>
<tr>
<td>(BS-KINE-DSC) Kinesiology - BS, Dance Science Track</td>
</tr>
<tr>
<td>(BS-KINE-MTB) Kinesiology - BS, Exercise Science Track, Motor Behavior Concentration</td>
</tr>
<tr>
<td>(BS-USEH-SCN*) University Studies - BS, Sports Conditioning Concentration</td>
</tr>
<tr>
<td>(BS-KINE-PEK) Kinesiology - BS, All-Level Physical Education Teacher Certification Track</td>
</tr>
<tr>
<td>(MINOR-COAC) Coaching - Minor</td>
</tr>
</tbody>
</table>

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate%20Preparer
Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD consideration? No

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation No

Additional information 04.19.2018 - edits made to enforce prerequisite table to comply with UCC policy to enforce listed catalog prerequisites, effective fall 2018.

Reviewer Comments Jon Jasperson (jon.jasperson) (07/03/18 4:17 pm): Should not include "introduction" in the course description for a 300 or 400 level course.

Sandra Williams (sandra-williams) (07/06/18 9:42 am): Concerns addressed.


Reported to state? No
Course Change Request

Viewing: PHLT 445: Applications of Public Health

Last edit: 05/01/18 8:20 am
Changes proposed by: jennifer.griffith

In Workflow
1. CLPH Reviewer
2. CLPH Reviewer UG
3. CLPH Department Head UG
4. CLPH Department Head
5. Curricular Services Review
6. PH Committee Preparer
7. PH Committee Chair
8. PH College Dean
9. UCC Preparer
10. UCC Chair
11. Faculty Senate Preparer
12. Faculty Senate
13. Provost II
14. President
15. Curricular Services
16. Banner

Approval Path
1. 04/30/18 1:05 pm Erin Schneider (erinschneider): Approved for CLPH Reviewer
2. 04/30/18 1:13 pm Dana Hernandez (dparks): Approved for CLPH Reviewer UG
3. 04/30/18 1:17 pm Don Curs (dcurs): Approved for CLPH Department Head UG
4. 04/30/18 1:28 pm Jay Maddock (maddock): Approved for CLPH Department Head
5. 05/01/18 8:21 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
6. 05/07/18 1:13 pm Rick Danko (danko): Approved for PH Committee Preparer
7. 05/17/18 7:33 pm Szu-hsuan Lin (micheyszu): Approved for PH Committee Chair
8. 05/18/18 9:48 am Jay Maddock

Date Submitted: 04/23/18 4:02 pm

Rationale for Course Edit
The proposed changes are part of a routine curriculum review.

Complete Course Title
Applications of Public Health

Abbreviated Course Title
APPLICATIONS OF PUBLIC HEALTH

Catalog course description
Combines knowledge and skills related to public health experience and coursework to address public health issues; process of developing, implementing and evaluating public health interventions; role assignment and responsibilities in group assignments and presentations.

Prerequisites and Restrictions
Grade of C in PHLT 441 or better in PHLT 441; concurrent enrollment; public health major; junior or senior classification; or approval of instructor.

Concurrent Enrollment
No

Should catalog prerequisites /
Yes

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Griffith</td>
<td><a href="mailto:jgriffith@sph.tamhsc.edu">jgriffith@sph.tamhsc.edu</a></td>
<td>9794369426</td>
</tr>
</tbody>
</table>

Course prefix: PHLT
Course number: 445
Department: School of Public Health
College/School: Public Health
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Effective term: 2019-2020

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate%20Preparer
concurrent enrollment be enforced?

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
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<tr>
<td></td>
<td>PHLT 441</td>
<td>C</td>
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<tr>
<td></td>
<td>PHLT 441</td>
<td>C</td>
<td>UG</td>
<td>No</td>
</tr>
</tbody>
</table>

Crosslistings: No
Crosslisted With: No

Stacked: No
Stacked with: No

Semester: 3
Credit Hour(s): 3
Contact Hour(s) (per week):
Lecture: 3
Lab: 0
Other: 0
Total: 3

Repeatable for credit: No
Three-peat: No
CIP/Fund Code: 5122010014
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for: No

Program(s)

(BS-PHLT) Public Health - BS
Based on past three semesters and student ability to perform in PHLT 445, the decision has been made to remove concurrent enrollment in PHLT 441 and require it be completed prior to enrolling in PHLT 445.

Reviewer Comments
Sandra Williams (sandra-williams) (05/01/18 8:21 am): Updates made to catalog prerequisites to comply with enforced prerequisite table. Syllabus not required for this type of change.
Szu-Hsuan Lin (micheyszu) (05/17/18 7:33 pm): SPH CC Approve the change.

Reported to state?
No
Course Change Request

Date Submitted: 05/22/18 12:02 pm

Viewing: **VIBS 305 : Biomedical Anatomy**

Last approved: 05/01/18 3:24 am

Last edit: 05/23/18 8:17 am

Changes proposed by: ecrouch

<table>
<thead>
<tr>
<th>Contact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Elizabeth Crouch</td>
</tr>
</tbody>
</table>

Rationale for Course

**The proposed changes are part of a routine curriculum review.**

Course prefix: VIBS

Course number: 305

Department: Vet Integrative Biosciences

College/School: Veterinary Med & Biomedical Sc

Academic Level: Undergraduate

Undergraduate course level justification (Select One): **College/Program Course Level Rubric**

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>(alternate)</th>
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</thead>
<tbody>
<tr>
<td>Graduate</td>
<td></td>
</tr>
</tbody>
</table>

Effective term: 2019-2020

Complete Course Title: Biomedical Anatomy

Abbreviated Course Title: BIOMEDICAL ANATOMY

Catalog course description:

Comprehensive mammalian gross anatomy, using the dog as the model species; laboratory dissection, veterinary nomenclature with human correlates and the application of anatomy to clinical situations.

Prerequisites and Restrictions:

BIOL 112; 114 and BIOL 124; junior or senior classification; BIMS major with a minimum overall 2.5 Texas A&M GPA.

Concurrent Enrollment: No

Should catalog prerequisites / concurrent enrollment be enforced? Yes
Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>And</td>
<td>BIOL 112 114</td>
<td>D</td>
<td>UG</td>
<td></td>
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<tr>
<td>And</td>
<td>BIOL 124</td>
<td>D</td>
<td>UG</td>
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</tr>
</tbody>
</table>

Crosslistings: No
Crosslisted With: No

Semester: 4
Credit Hour(s): 4
Contact Hour(s) (per week):
Lecture: 2
Lab: 4
Other: 0
Total: 6

Repeatable for credit? No
Three-peat? No

CIP/Fund Code: 5125020002
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture and Laboratory

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-BIMS) Biomedical Sciences - BS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective (select program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BA-ANTH) Anthropology - BA</td>
</tr>
<tr>
<td>(MINOR-ANTH) Anthropology - Minor</td>
</tr>
<tr>
<td>(BS-FIVS-SCE) Forensic and Investigative Sciences - BS, Science Emphasis</td>
</tr>
<tr>
<td>(BS-NUTR-DPD) Nutrition - BS, Didactic Program in Dietetics Track</td>
</tr>
<tr>
<td>(BS-NUTR-GNO) Nutrition - BS, General Nutrition Track</td>
</tr>
<tr>
<td>(BS-NUTR-NSO) Nutrition - BS, Molecular and Experimental Track</td>
</tr>
<tr>
<td>(BA-CHEM-BCA) Chemistry - BA, Biological Chemistry or Medical, Dental, Pharmacy School Track</td>
</tr>
<tr>
<td>(BSN-NURS) Nursing - BS, Traditional BSN</td>
</tr>
</tbody>
</table>

Has/will this course be(s) submitted for No

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate%20Preparer
core curriculum consideration?

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD consideration? No

---

**Course Syllabus**

Syllabus: Upload syllabus
Upload syllabus

Letters of support or other documentation No

Additional information We are not changing the course number or contact hours. Therefore, I read that it does not need a syllabus loaded (above). The purpose of this submission is to change prerequisites listed that are no longer taught/out-dated numbers. Thank you!
4/30/18—edits made to enforced prerequisite table per UCC policy, effective fall 2018—T8

Reviewer Comments Sandra Williams (sandra-williams) [07/09/18 9:41 am]: UCC approved July 2018.

Reported to state?
Course Change Request

Date Submitted: 05/22/18 1:56 pm

Viewing: **VIBS 343 : Histology**

Last approved: 05/08/18 3:24 am

Last edit: 05/23/18 8:18 am

Changes proposed by: ecrouch

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elizabeth Crouch</td>
<td><a href="mailto:ecrouch@tamu.edu">ecrouch@tamu.edu</a></td>
<td>979-845-4941</td>
</tr>
</tbody>
</table>

Rationale for Course

**The proposed changes are part of a routine curriculum review.**

Course prefix    VIBS  
Course number    343  
Department        Vet Integrative Biosciences  
College/School    Veterinary Med & Biomedical Sc  
Academic Level    Undergraduate  
Undergraduate course level justification (Select One)  

<table>
<thead>
<tr>
<th>College/Program Course Level Rubric</th>
</tr>
</thead>
</table>

Academic Level    Graduate  
Effective term    2019-2020 2018-2019  
Complete Course Title    Histology  
Abbreviated Course Title    HISTOLOGY  

Catalog course description

Normal tissues of vertebrates including histogenesis of some; histogenesis and organography of mammalian tissues.

Prerequisites and Restrictions

**BIOL 112, 114 and BIOL 124, CHEM 228:** junior or senior classification; BIMS major with a minimum overall 2.5 Texas A&M GPA.

Concurrent Enrollment    No  
Should catalog prerequisites / concurrent enrollment be enforced? Yes
### Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th></th>
<th></th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
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<tr>
<td>And</td>
<td>CHEM 228</td>
<td>D</td>
<td>UG</td>
<td></td>
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</table>

Crosslisted With

Stacked: Yes

Stacked with: VIBS 602 - Histology

---

### Semester and Contact Hours

- **Semester:** 4
- **Credit Hour(s):** 4
- **Contact Hour(s):** 3 (per week):
  - **Lecture:** 3
  - **Lab:** 3
  - **Other:** 0
- **Total:** 6

### Additional Information

- **Repeatable for credit:** No
- **Three-peat:** No
- **CIP/Fund Code:** 2606990602
- **Default Grade Mode:** Letter Grade (G)
- **Alternate Grade Modes:** Satisfactory/Unsatisfactory
- **Method of instruction:** Lecture and Laboratory
- **Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education):** No
- **Will this course be taught as a distance education course:** No
- **Is 100% of this course going to be taught in Texas:** Yes
- **Will classroom space be needed for this course:** Yes

This will be a required course or an elective course for the following programs:

- **Required (select program):**
  - (MINOR-BIMS) Biomedical Sciences - Minor
  - (BS-BIMS) Biomedical Sciences - BS
  - (BA-BIOL) Biology - BA
  - (BS-BIOL) Biology - BS

- **Elective (select program):**

---

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for core curriculum consideration No
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing or Communication consideration?</td>
<td>No</td>
</tr>
<tr>
<td>Has/will this course been submitted for ICD consideration?</td>
<td>No</td>
</tr>
<tr>
<td><strong>Course Syllabus</strong></td>
<td></td>
</tr>
<tr>
<td>Syllabus:</td>
<td>Upload syllabus</td>
</tr>
<tr>
<td>Letters of support or other documentation</td>
<td>No</td>
</tr>
<tr>
<td>Additional information</td>
<td><strong>We are requesting to update the prerequisite from BIOL 114 (not taught anymore) to BIOL 112. No syllabus required for this change per the above. No other changes being made to course number, hours, semester credit hours, etc. 4/30/18—edits made to enforced prerequisite table per UCC policy, effective fall 2018.</strong></td>
</tr>
<tr>
<td>Reported to state?</td>
<td>No</td>
</tr>
</tbody>
</table>