

**Consideration of Request for Approval of a Joint Pilot Project
Among A Group of Associate Degree Nursing (ADN) Education Programs
for An Innovative Professional Nursing Education Program Approach
Using Concept-Based Instruction**

Summary of Request:

Consider the Application for Innovative Professional Nursing Education Pilot Program from Trinity Valley Community College Associate Degree Nursing Program for Using a Concept-Based Instruction Approach Among a Group of Associate Degree Nursing Education Programs.

Historical Perspective of Rule 227:

- At the April 2005 Board meeting, Rule 227, Pilot Programs for Innovative Applications to Professional Nursing Education, was adopted to allow professional programs to develop proposals for innovative education delivery models that required a waiver to Rule 215.
- The Board also approved the Request for Proposals (RFPs) for Board of Nursing Innovative Professional Nursing Education Pilot Programs consistent with Rule 227.
- The opportunity for programs to seek approval for innovative applications from the Board allows programs to receive waivers from rule requirements that would be necessary to implement the innovative models.
- At the April 2005 meeting, the first proposal for a pilot program was submitted for Board approval from Midwestern State University in collaboration with Vernon College and the United Regional Healthcare System. The pilot project was approved and was successfully implemented.
- Since 2005, four (4) additional innovative pilot projects have been approved by the Board and are in varying stages of implementation and evaluation:
 - Victoria College Associate Degree Nursing Program in Victoria: "Preparing Certified Clinical Instructors".
 - Western Governors University: Program Expansion While on Initial Approval Status. The evaluation will be presented at the January 2013 Board meeting.
 - Coastal Bend College Associate Degree Nursing Program in Beeville, Texas: "The Use of BSN-Prepared Nurses Engaged in Graduate Studies to Serve as Certified Clinical Instructors". A report to Board Staff is due January 2013.
 - Tarleton University Baccalaureate Degree Nursing Program in Stephenville, Texas, "Using BSN RN Lab Mentors for Increasing Enrollment and Integrating Simulation Across the Curriculum: Metrics of Success". A report to Board Staff is due November 2014.

History of the Nursing Innovation Grant - Texas Concept-Based Nursing Curriculum Project

- Trinity Valley Community College has been instrumental in leading development of the concept-based curriculum model in Texas
- In response to the Institute of Medicine's (IOM) recommendation for innovative change in nursing education, in 2011-2012, Trinity Valley Community College submitted and was awarded a Perkins Leadership Grant by the Texas Higher Education Coordinating Board (THECB) titled, *Reducing Duplication in ADN & RN-to-BSN Curricula*. The project deliverables were: 1) develop a set of cohesive courses for concept-based curriculum in ADN and RN to BSN curricula, and 2) develop a seamless articulation plan from RN to BSN with an emphasis on decreased repetition of nursing course credits and content.
- The Perkins Grant work identified concepts specific to an associate degree nursing curriculum, creating and developing definitions and key exemplars for each concept. WECM Local Needs Courses which incorporated AACN Essentials and the DECs were created. The Consortium for Advancing Baccalaureate Nursing Education in Texas (CABNET) was created.
- Building on the 2011-2012 Perkins Grant Project, two other grants were applied for and received. First, Texas Team applied for and received a Robert Wood Johnson Foundation (RWJF) *Advancing Progression in Nursing* Grant (APIN) for 2012-2014. The primary focus of this grant is to increase the number of RN to BSNs in Texas. The grant addresses seamless articulation for ADNs to BSN level,

increasing diversity among ADN's continuing to BSN, faculty development for teaching in a concept-based curriculum, and development of concept-based curricula at the ADN-to-BSN and MSN levels. Second, TVCC took the lead, submitting and receiving a Nursing Innovation Grant (NIG) from the THECB entitled "The Texas Concept-Based Nursing Curriculum Project" for development of concept-based curriculum at the ADN level.

- The NIG is a two (2) year grant, funded from 11/1/2012-10/31/2014. The pilot proposal refers to this grant project.
- The two major goals of the TVCC NIG are to: 1) complete a standardized 60-semester hour curriculum for implementation by Texas community college associate degree nursing programs; and 2) implement the first-year of the concept based nursing curriculum at a minimum of six (6) community college associate degree nursing programs.
- TVCC will partner with six (6) Associate Degree Nursing programs in the development and implementation of the grant goals. These programs are: El Centro College; Houston Community College; McLennan Community College; San Antonio College; Weatherford College; and Wharton County Junior College.
- Board Staff reviewed and evaluated the proposal and application form, including the Request for Exception (See Attachment #1).
- Four (4) of the six (6) partnering nursing programs are accredited by NLNAC: El Centro College, McLennan Community College, San Antonio College, and Weatherford College. One (1) is in the initial application phase.
- The 2012 NCLEX-RN® pass rate, BON Approval Status, and national accrediting re-accreditation date for the seven (7) schools participating in the NIG are shown in the table below:

School	BON Approval Status	2012 NCLEX-RN® Pass Rate	Number of First Time Candidates (Passed/Total)	NLNAC Reaccreditation Date
El Centro College	Full	87.61%	297/339	Spring 2016
Houston Community College	Full	85.71%	138/161	Initiating application
McLennan Community College	Full	82.88%	92/111	Spring 2013
Trinity Valley Community College	Full	89.31%	142/159	Spring 2017
San Antonio College	Full	85.60%	321/375	Spring 2016
Weatherford College	Full	90.63%	58/64	Fall 2012
Wharton County Junior College	Full	84.34%	50/53	Has never applied for NLNAC accreditation

- The grant provides the opportunity for seventy-five (75) faculty from twenty-six (26) Texas ADN programs to develop leveled unit objective, content outlines, teaching/learning strategies for concepts and exemplars. The faculty will also develop inter-related concepts, case studies, clinical activities/strategies, web-links, resources, test questions, and alternative evaluative measures as appropriate.
- A project manager, Dr. Bonnie Higgins, will oversee the project goals, details and adherence with the projected timeline.
- The following table identifies major grant activities to be completed:

Time Frame	Activity
Jan 2013	Two (2) -day faculty workshop designed to familiarize faculty with concept-based curriculum strategies, preparing faculty to work in groups of 3 developing concept-based instructional tools for first semester (Level 1) of concept-based curriculum.
Feb 2013	Report on progress of grant to Texas Deans and Directors of Nursing Programs
Jan-Apr 2013	Development of curricular concepts and instructional tools for first semester courses (Level 1). Placement of Level 1 developed materials on grant designed portal, accessible by participating programs faculty.
Apr-Oct 2013	Development of curricular concepts and instructional tools for second semester courses (Level 2). Placement of Level 2 developed materials on grant designed portal, accessible by participating program faculty.
Aug/Sep 2013	Implementation of Level 1 concept-based curriculum by major partnering schools
Dec 2013-Mar 2014	Development of curricular concepts and instructional tools for third semester courses (Level 3). Placement of Level 3 developed materials on grant designed portal, accessible by participating program faculty.
Dec 2013	Level 1 evaluated
Jan/Feb 2014	Implementation of Level 2 concept based curriculum courses.
Jan-Apr 2014	Development of curricular concepts and instructional tools for fourth semester courses (Level 4) Placement of Level 4 developed materials on grant designed portal, accessible by participating program faculty.
May 2014	Level 2 evaluated
Aug/Sep 2014	Implementation of Level 3 concept based curriculum courses. Continuation of grant developed concept-based curriculum proceeds regardless of grant funding.
Dec 2014	Level 3 evaluated
Jan/Feb 2015	Implementation of Level 4 concept-based curriculum courses. Continuation of grant developed concept-based curriculum proceeds regardless of grant funding.
Jan 2015	Grant report for Level 1 and 2 due to THECB
May 2015	Level 4 evaluated
Fall 2015	NCLEX-RN® results evaluated and compared with control cohort.

PROS AND CONS:

Pros:

- Exemption from Rule 215.9(i) will enable TVCC and the partnering programs to implement the proposed concept-based curriculum without each program submitting a separate major curriculum change proposal to the BON. This will enable the grant recipients to meet the proposed timeline, and will create efficiencies for Board Staff.
- Board Staff will be able to monitor the effectiveness of this model through progress reports.
- Research findings from the pilot program will contribute to the body of nursing research related to creative curriculum approaches which address the Institute of Medicine's *Future of Nursing* (2011) recommendation for nursing education.
- Data resulting from the pilot program will contribute to the body of nursing research on the use of a concept-based curriculum in associate degree nursing education.
- Strategies for providing alternate experiences for students who do not adapt to the innovative model are described.

- Development of a concept-based curriculum may provide a model for all Texas Associate Degree Nursing Programs.
- THECB supports and promotes the curriculum outline and nursing course descriptions, assigning a WECM Local Needs designation to the courses (see attachment # 2).

Cons:

- Consistency among programs' whose faculty are implementing the concept-based curriculum may vary creating an outcome measurement variable..
- Faculty using a block curriculum approach may experience frustration in the conversion to an integrated, concept-based curriculum approach, requiring support and guidance.
- Faculty training to implement concept-based curriculum methodology will involve significant faculty time and resources.
- Approval for NLNAC programs for a substantive change is required at least four (4) months prior to implementation.
- The amount of flexibility of programs using the model is unclear at this point.

Rationale for Recommendation:

Research generated from this innovative approach will result in the improvement in the quality and delivery of nursing education and provide opportunities for Texas Associate Degree Nursing Programs to implement a major curriculum change effectively. The project may provide evidence and data for rule revision or education guideline.

Staff Recommendation:

Move to grant the request from Trinity Valley Community College in collaboration with six (6) other Associate Degree Nursing Education Programs for an exemption from Rule 215.9 (i) in the implementation of the grant-funded project, *The Texas Concept-Based Nursing Curriculum*. (See Attachment #3). This exemption would allow the programs to proceed with implementing the concept-based curriculum without submitting a major curriculum change proposal for Board Staff approval. Submission of ongoing evaluation of the effectiveness of the curriculum development and implementation will be required annually and upon the graduation of the inaugural cohorts..

**OVERVIEW OF PROPOSAL FOR PILOT PROGRAM
TRINITY VALLEY COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING EDUCATION PROGRAM
“THE TEXAS CONCEPT-BASED NURSING CURRICULUM”**

This Project will result in implementation of a concept-based curriculum at Associate Degree Nursing Education Programs in multiple Texas community colleges. Making curriculum changes is a major undertaking for faculty. The development of a concept-based curriculum will help nursing programs handle content saturation and provide a method for content management. The project will provide the opportunity for the collaboration of programs to complete a standardized 60-semester hour curriculum (of which 36 are concept-based nursing courses) for implementation by Texas community colleges. The Project will also allow the implementation of the first-year nursing curriculum and evaluation of effectiveness at a minimum of six (6) community colleges. To fully implement this project which will create a Concept-Based Nursing Curriculum for Texas Associate Degree Nursing Education Programs we are requesting an exemption for Rule 215.9(i) and that this proposal be approved by the Board of Nursing of the State of Texas as an Innovative Professional Nursing Education Pilot Program.

Collaborations involve: Trinity Valley Community College Associate Degree Nursing Education Program; El Centro College Associate Degree Nursing Education Program; Houston Community College Associate Degree Nursing Education Program; McClennan Community College Associate Degree Nursing Education Program; San Antonio College Associate Degree Nursing Education Program; Weatherford College Associate Degree Nursing Education Program; and Wharton County Junior College Associate Degree Nursing Education Program Exception being requested is outlined below:

Explanation of Exception(s) Requested		
Rule 215 from which an exception is requested	Explain the reason an exception is being requested.	If the Board grants a pilot program an exception to Rule 215, the applicant must demonstrate that the pilot program provides consumers with adequate protection. Explain how the proposed pilot program will achieve such a safeguard.
215.9 (i)(2)(A)(k)(1)(2)(3)(4)(5) Major curriculum changes requiring Board staff approval prior to implementation, including: change in program philosophy/mission and objectives/outcomes which result in a reorganization or re-conceptualization of the entire curriculum, including, but not limited to, changing from a block to an integrated curriculum. Professional nursing education programs that have full approval status and are undergoing major curriculum changes shall submit an abbreviated proposal, as outlined in Board Education Guideline 3.7.1.a,	This exception is being requested because the Texas Concept-Based Curriculum Project is a major undertaking involving seven (7) schools wanting to change to and implement a concept-based curriculum in the fall of 2013 and several more schools with faculty involved in the development process who may be implementing in the next few years. Due to the grant starting on 11/1/12, the time line is very tight and we don't want to inundate the Board of Nursing with seven (7) major proposals for major curriculum changes at the last minute.	The proposed concept-based curriculum development project will utilize faculty experts from twenty-four (24) programs around the state. A project manager has been hired to make the curriculum flows and there are no omissions. There are evaluation points after each section of the curriculum is created and at the end of each semester. Faculty and students will provide feedback at the end of each of the first two semesters. There is a possibility for future funding to cover the implementation of the second year of the curriculum but the directors of the programs are

<p>to the Board office for approval at least four (4) months prior to implementation. The abbreviated proposal shall contain at least the following:</p> <p>1) new and old philosophy/mission, major concepts, program objectives/outcomes, course objectives/outcomes; 2) new and old curriculum plans; 3) rationale for the curriculum changes; 4) clinical evaluation tools for each clinical course; and 5) additional information, as requested, in order to provide clarity for Board Staff.</p>		<p>committed to collect the feedback and continue evaluation even if grant funding is not continued. In addition, the majority of the programs adopting the curriculum in the fall of 2013 are NLNAC accredited and will be required to submit a substantive change with all accompanying documentation at least four (4) months prior to implementation. Copies of these proposals will be sent to the Board of Nursing.</p>
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WECM Courses and Outcomes

Course Local Needs Numbers Recommended

Semester	Level I	Level II	Level III	Level IV	Transition
Intro Health Care Concepts	RNSG 1170				RNSG 1170
Professional Nursing Competencies	RNSG 1271				RNSG 1172
Health Care Concepts	RNSG 1471	RNSG 2572	RNSG 2573	RNSG 2574	
Professional Nursing Concepts	RNSG 1171	RNSG 2172	RNSG 2173	RNSG 2174	
Clinical	RNSG 1161	RNSG 2362	RNSG 2363	RNSG 2360	RNSG 1162
Concept-based Transition to Professional Nursing Practice					RNSG 2371

Course Descriptions (Recommended)

RNSG 1170 Introduction to Health Care Concepts CR H = 1

An introduction to concept-based learning with emphasis on selected pathophysiological concepts with nursing applications. Concepts include acid-base balance, fluid and electrolytes, immunity, gas exchange, perfusion, metabolism, coping, and tissue integrity.

1. Utilize a systematic process to evaluate the human body response to selected health problems referred to as concepts.
2. Apply pathophysiological and assessment data when planning and implementing nursing actions.

RNSG 1271 Professional Nursing Competencies CR H = 2 (8 hours lab)

Development of professional nursing competencies in the care of diverse patients through out the lifespan. Emphasizes psychomotor skills and clinical reasoning in the performance of nursing procedures related to the concepts of: clinical judgment, comfort, elimination, fluid and electrolytes, nutrition, gas exchange, safety, functional ability, immunity, metabolism, mobility, and tissue integrity. Includes health assessment and medication administration. This course lends itself to a concept-based approach.

1. Apply concepts and principles necessary for the performance of professional nursing skills across the lifespan.
2. Demonstrate competency/clinical reasoning in the performance of professional nursing skills.
3. Demonstrate a complete head-to-toe and a focused health assessment.
4. Demonstrate safe medication administration.

RNSG 1471 Health Care Concepts 1 CR H = 4

In-depth coverage of foundational health care concepts with application through selected exemplars. Concepts include comfort, diversity, elimination, functional ability, human development, mobility, nutrition, sensory perception, sleep, thermoregulation, end-of-life, grief, and tissue integrity. Emphasizes development of clinical judgment skills in the beginning nurse. This course lends itself to a concept-based approach.

1. Utilize a systematic process to analyze selected foundational concepts for diverse patients across the lifespan.
2. Describe nursing management for selected foundational concepts.

3. Apply the learned concepts to other concepts or exemplars.
4. Describe the interrelatedness between foundational concepts to assist in developing clinical judgement.

RNSG 2572 Health Care Concepts 2 CRH = 5

In-depth coverage of health care concepts with application through selected exemplars. Concepts include acid-base balance, coping, clotting, cognition, fluid and electrolytes, gas exchange, immunity, metabolism, nutrition, comfort, and perfusion. Provides continuing opportunities for development of clinical judgment skills. The course lends itself to a concept-based approach.

1. Utilize a systematic process to analyze selected health care concepts for diverse patients across the lifespan.
2. Describe nursing management for selected health care concepts.
3. Apply the learned concepts to other concepts or exemplars.
4. Describe the interrelatedness between health care concepts to assist in developing clinical judgement.

RNSG 2573 Health Care Concepts 3 CR H = 5

In-depth coverage of health care concepts with nursing application through selected exemplars. Concepts include cellular regulation, end of life, immunity, interpersonal relationships, human development, intracranial regulation, mood/affect, comfort, sexuality, mobility, and reproduction. Provides continuing opportunities for development of clinical judgment skills. The course lends itself to a concept-based approach.

1. Utilize a systematic process to analyze selected health care concepts for diverse patients across the lifespan.
2. Describe nursing management for selected health care concepts.
3. Apply the learned concepts to other concepts or exemplars.
4. Examine the interrelatedness between health care concepts to make clinical judgements for optimum patient care outcomes.

RNSG 2574 Health Care Concepts 4 CR H = 5

In-depth coverage of advanced health care concepts with nursing application through selected exemplars. Concepts include , cognition, immunity, clotting, fluid and electrolyte balance, gas exchange, metabolism, nutrition, perfusion, coping, tissue integrity, and interpersonal relationships. Continuing development of clinical judgment with integration of all program concepts. The course lends itself to a concept-based approach.

1. Utilize a systematic process to analyze selected advanced health care concepts for diverse patients across the lifespan.
2. Describe nursing management for selected advanced health care concepts.
3. Apply the learned concepts to a variety of health care situations.
4. Analyze the interrelatedness of program concepts to make clinical judgements for optimum patient care outcomes.

RNSG 1171 Professional Nursing Concepts 1 CR H = 1

Introduction to professional nursing concepts and exemplars within the professional nursing roles: Member of Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Health Care Team. Content includes clinical judgment, communication, ethical-legal, evidenced-based practice, health promotion, informatics, patient-centered care, patient education, professionalism, safety, and team/collaboration. Emphasizes role development of the professional nurse. This course lends itself to a concept-based concept.

1. Describe the attributes and roles of the professional nurse.
2. Explain the use of a systematic problem solving process for the development of clinical judgement.
3. Identify the IOM six competencies for improving health care quality:
4. Discuss the legal-ethical parameters for professional nursing practice including the Nursing Practice Act and the ANA code of ethics.
5. Describe professional communication techniques.
6. Identify health promotion needs for diverse patients across the life-span.

RNSG 2172 Professional Nursing Concepts 2 CR H = 1

Expanding professional nursing concepts and exemplars within the professional nursing roles. Applying concepts of clinical judgment, communication, ethical-legal, evidenced-based practice, patient-centered care, professionalism, safety, and team/collaboration through exemplars presented in the HCC course. Introduces concept of leadership and management. Emphasizes role development of the professional nurse. This course lends itself to a concept-based approach.

1. Demonstrate the attributes and roles of the professional nurse.
2. Apply a systematic problem solving process for the development of clinical judgement.
3. Describe the legal-ethical parameters for professional nursing practice as related to selected exemplars.
4. Utilize professional communication techniques in providing patient-centered care and collaborating with members of the health care team.
5. Discuss roles of leadership/management including principles of delegation.

RNSG 2173 Professional Nursing Concepts 3 CR H = 1

Application of professional nursing concepts and exemplars within the professional nursing roles. Utilizes concepts of clinical judgment, ethical-legal, evidenced-based practice, patient-centered care, professionalism, safety, and team/collaboration. Introduces the concept of quality improvement and health care organizations. Incorporates concepts into role development of the professional nurse. This course lends itself to a concept-based approach.

1. Discuss the scope of practice in professional nursing roles.
2. Uses clinical reasoning and evidenced-based practice outcomes as the basis for decision-making and safe patient-centered care.
3. Describe the legal-ethical parameters for professional nursing practice as related to selected exemplars.
4. Communicate and manage information using technology to support decision-making to improve patient care and delivery system.
5. Apply principles of leadership/management including delegation.

RNSG 2174 Professional Nursing Concepts 4 CR H = 1

Integration of professional nursing concepts and exemplars within the professional nursing roles. Synthesizes concepts of clinical judgment, ethical-legal, evidenced-based practice, leadership and management, patient-centered care, professionalism, safety, and team/collaboration through exemplars presented in the HCC course. Emphasizes concept of quality improvement and introduces health policy. Incorporates concepts into role development of the professional nurse. This course lends itself to a concept-based approach.

1. Integrate the attributes and roles of the professional nurse into practice.
2. Uses clinical reasoning and evidenced-based practice outcomes as the basis for decision making and comprehensive, safe patient-centered care.
3. Integrate principles of quality improvement and safety into nursing practice.
4. Make decisions based on legal-ethical parameters for professional nursing practice.
5. Demonstrate professional comportment.
6. Engage in effective inter/intra- professional collaboration in the delivery of healthcare for quality patient outcomes.

RNSG 1161, 1162 Clinical (RN training) CR H = 1

Use current clinical course descriptions.

RNSG 2362, 2363, 2360 Clinical (RN training) CR H = 3

Use current clinical course descriptions.

RNSG 2371 Concept-Based Transition to Professional Nursing Practice

Integration of previous health care knowledge and skills into the role development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Emphasis is on clinical decision-making for patients and their families. Review of selected health care and professional nursing concepts with application through exemplars. Health care concepts include comfort, diversity, elimination, functional ability, human development, mobility, nutrition, sensory perception, sleep, coping, thermoregulation, tissue integrity, acid-base balance, clotting, cognition, , fluid and

electrolyte balance, gas exchange, immunity, metabolism, nutrition, end-of-life, grief, and perfusion. Professional nursing concepts include clinical judgment, communication, ethical-legal, evidenced-based practice, health promotion, informatics, patient-centered care, patient education, professionalism, safety, and team/collaboration. Introduces concept of leadership and management. This course lends itself to a concept-based approach.

1. Utilize a systematic process to analyze selected health care concepts to manage care for diverse patients across the lifespan.
2. Describe the interrelatedness between health care concepts to assist in developing clinical judgement.
3. Describe the attributes and roles of the professional nurse including leadership, management and principles of delegation.
4. Apply a systematic problem solving process for the development of clinical judgement.
5. Discuss the legal-ethical parameters for professional nursing practice including the Nursing Practice Act and the ANA Code of Ethics as related to selected exemplars.
6. Utilize professional communication techniques in providing patient-centered care and collaborating with members of the health care team.
7. Identify health promotion needs for diverse patients across the life-span.

PROPOSED GENERIC CURRICULUM OUTLINE

FIRST YEAR

			Hours				
			Lec	Lab	Clin	Cont	Credit
Summer Semester							
BIOL	2401	Anatomy & Physiology I	3	3	0	96	4
PSYC	2301	General Psychology	3	0	0	48	3
ENGL	1301	English Composition 1	3	0	0	48	3
Total Hours			9	3	0	192	10

Fall Semester

BIOL	2402	Anatomy & Physiology II	3	3	0	96	4
RNSG	1271	Professional Nursing Competencies	0	8	0	128	2
RNSG	1170	Introduction to Health Care Concepts	1	0	0	16	1
RNSG	1471	Health Care Concepts I	3	4	0	112	4
RNSG	1171	Professional Nursing Concepts I	1	0	0	16	1
RNSG	1161	Clinical I	0	0	4	64	1
Total Hours			8	15	4	432	13

Spring Semester

BIOL	2421	Microbiology	3	3	0	96	4
RNSG	2572	Health Care Concepts II	4	4	0	128	5
RNSG	2172	Professional Nursing Concepts II	1	0	0	16	1
RNSG	2362	Clinical II	0	0	12	192	3
Total Hours			8	7	12	432	13

SECOND YEAR

Fall Semester

PSYC	2314	Human Growth & Development	3	0	0	48	3
RNSG	2573	Health Care Concepts III	4	4	0	128	5
RNSG	2173	Professional Nursing Concepts III	1	0	0	16	1
RNSG	2363	Clinical III	0	0	12	192	3
Total Hours			8	4	12	384	12

Spring Semester

			3	0	0	48	3
RNSG	2574	Humanities/Fine Arts Elective					
RNSG	2574	Health Care Concepts IV	4	4	0	128	5
RNSG	2174	Professional Nursing Concepts IV	1	1	0	32	1
RNSG	2360	Clinical IV	0	0	12	192	3
Total Hours			8	5	12	400	12

Grand Total						1840	60
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DRAFT LETTER

January 22, 2013

Dr. Helen Reid
Provost, Health Science Center
Trinity Valley Community College
800 Ed Hall Drive
Kaufman, Texas 75142

Dear Dr. Reid:

At the January 17-18, 2013 meeting, the members of the Texas Board of Nursing discussed the request from Trinity Valley Community College Associate Degree Nursing Program in Kaufman, Texas to conduct an innovative pilot project to develop and implement a concept-based curriculum for associate degree nursing programs in partnership with six (6) other ADN programs. This project would allow Trinity Valley Community College to participate in a Nursing Innovation Grant Program (NIGP) administered by the Texas Higher Education Coordinating Board in collaboration with El Centro College; Houston Community College; McLennan Community College; San Antonio College; Weatherford College and Wharton County Junior College Associate Degree Nursing Education Programs, and for which grant funding has been awarded. The title of the NIGP is "The Texas Concept-Based Curriculum".

Based upon the discussion and review of documents, the Board approved the application for the proposed pilot project from Trinity Valley Community College which will waive the requirement for programs of study to submit a major curriculum change proposal to the BON for approval and issued the requirement of ongoing monitoring and evaluation by Board Staff.

Requirement:

Rule 227.5(a), *Pilot Programs for Innovative Applications to Professional Nursing Education*, states that "All nursing education pilot programs shall be subject to monitoring and evaluation by the Board to ensure compliance with the criteria of this rule and obtain evidence that research goals are being pursued".

Therefore, the Provost of the Trinity Valley Community College Health Science Center and project director for "The Texas Concept-Based Curriculum", shall submit reports of the results of the innovative educational application including data and analysis by the specified dates:

- By September 1, 2013, a written report addressing the development activities conducted and individual program readiness status for fall 2013 curriculum implementation.
- By September 1, 2014, a written status report on the pilot program to include data on the outcomes of the first year student cohorts of the NIG project.
- By September 1, 2015, a written status report on the outcomes of the second year student cohorts of the NIG project.
- By December 1, 2015, a final report comparing NCLEX-RN® pass rates of first cohort of graduates from concept-based curricula with rates from previous year graduates; cohort retention rates; a breakdown by individual participating programs; and

It is the responsibility of the Program Director of the NIG grant to inform participating schools of the Board's decision and requirements.

The Board congratulates Trinity Valley Community College upon its opportunity to participate in the NIGP and looks forward to the report of the outcomes. If you have questions, please contact Board Staff at sandi.emerson@bon.texas.gov or 512-463-4631.

Sincerely,

Kathy Shipp, MSN, RN, FNP
Board President

Sandi Emerson, MSN, RN
Nursing Consultant for Education

President, Trinity Valley Community College, Kaufman, Texas
THECB