

PROPOSED AMENDMENTS TO 22 TEX. ADMIN. CODE §214, RELATED TO VOCATIONAL NURSING EDUCATION AND §215, RELATED TO PROFESSIONAL NURSING EDUCATION

SUMMARY OF REQUEST:

Consider the proposed amendments to §§214.1 & 215.1 General Requirements, 214.2 & 215.2 Definitions, 214.3 & 215.3 Program Development, Expansion and Closure, 214.4 & 215.4 Approval, 214.5 & 215.5 Philosophy/Mission and Objectives/Outcomes, 214.6 & 215.6 Administration and Organization, 214.7 & 215.7 Faculty, 214.8 & 215.8 Students, 214.9 & 215.9 Program of Study, 214.10 & 215.10 Clinical Learning Experiences, 214.11 & 215.11 Facilities, Resources, and Services, 214.12 & 215.12 Records and Reports, and 214.13 & 215.13 Total Program Evaluation relating to Vocational and Professional Nursing Education.

HISTORICAL PERSPECTIVE:

At the July 2006 Board meeting, the Board issued a charge to the Advisory Committee on Education (ACE) to review rule language regarding clarity and consistency between Rule 214 and Rule 215. ACE addressed this charge during the June 13, 2008 meeting in Austin and continued the process during the June 24, 2008 telephonic conference. The proposed amendments to Rules 214 and 215 are as follows:

- §§214.1 & 215.1 General Requirements - addition of language provides clarity for the intent of the rule and matches wording in the statute;
- §§214.2 & 215.2 Definitions - addition, deletion, reorganization, rephrasing, and revision of language provide clarity for the intent of the rule, demonstrate consistency between the rules, and describe the processes that actually occur;
- §§214.3 & 215.3 Program Development, Expansion and Closure - addition, clarification, deletion and revision of language provide clarity for the intent of the rules, demonstrate consistency between the rules, and describe the processes that actually occur and are outlined in Board guidelines;
- §§214.4 & 215.4 Approval - addition, clarification, deletion, reorganization and revision of language provide clarity for the intent of the rules, demonstrate consistency between the rules, and describe the processes that actually occur;
- §§214.5 & 215.5 Philosophy/Mission and Objectives/Outcomes - addition and revision of language provide clarity for the intent of the rule, demonstrate consistency between the rules, and match wording in the statute;
- §§214.6 & 215.6 Administration and Organization - addition, reorganization, and revision of language provide clarity for the intent of the rule, consistency between the rules, and describe the processes that actually occur;
- §§214.7 & 215.7 Faculty - addition, deletion, revision, rephrasing, and reorganization of language provide clarity for the intent of the rule, demonstrate consistency between the rules, and describe the processes that actually occur;
- §§214.8 & 215.8 Students - addition, deletion, reorganization, rephrasing, and revision of language provide clarity for the intent of the rule, demonstrate consistency between the rules, and describe the processes that actually occur;
- §§214.9 & 215.9 Program of Study - addition, deletion, reorganization, rephrasing, and revision of language provide clarity for the intent of the rule, demonstrate consistency between the rules, and describe the processes that actually occur;
- §§214.10 & 215.10 Clinical Learning Experiences - addition, deletion, reorganization, rephrasing, and revision of language provide clarity for the intent of the rule, demonstrate consistency between the rules, and describe the processes that actually occur;
- §§214.11 & 215.11 Facilities, Resources and Services - addition, deletion, reorganization, rephrasing, and revision of language provide clarity for the intent of the rule, demonstrate consistency between the rules, and describe the processes that actually occur;
- §§214.12 Records and Reports - addition, deletion, reorganization, rephrasing, and revision of language provide clarity for the intent of the rule, demonstrate consistency between the rules, and describe the processes that actually occur; and

- §§214.13 & 215.13 Total Program Evaluation - addition, deletion, reorganization, rephrasing, and revision of language provide clarity for the intent of the rule, demonstrate consistency between the rules, and describe the processes that actually occur.

Additional non-substantive changes were made throughout Rules 214 and 215 for the purposes of correcting spelling/grammatical errors and providing correct numbering of items.

PROS AND CONS:

Pros -

- The proposed amendments to Rules 214 and 215 reflect statutory changes, provide clarity for the intent of the rule, demonstrate consistency between the rules, describe the processes that actually occur, and operationalize the statute.
- The non-substantive changes to Rules 214 and 215 are for the purposes of correcting spelling/grammatical errors and incorrect numbering and should assist in the understanding of the rule.

Cons -

None noted.

STAFF RECOMMENDATION:

Move to approve the proposed amendments to §§214.1 & 215.1 General Requirements, 214.2 & 215.2 Definitions, 214.3 & 215.3 Program Development, Expansion and Closure, 214.4 & 215.4 Approval, 214.5 & 215.5 Philosophy/Mission and Objectives/Outcomes, 214.6 & 215.6 Administration and Organization, 214.7 & 215.7 Faculty, 214.8 & 215.8 Students, 214.9 & 215.9 Program of Study, 214.10 & 215.10 Clinical Learning Experiences, 214.11 & 215.11 Facilities, Resources, and Services, 214.12 & 215.12 Records and Reports, and 214.13 & 215.13 Total Program Evaluation relating to Vocational and Professional Nursing Education (See *Attachments*) and authorize staff to publish in the *Texas Register* for a 30-day comment period. If negative comments are not received, then adopt the amendments to Rules 214 and 215 as proposed.

RECOMMENDED REVISIONS TO SECTIONS OF RULE 214 AND RULE 215

The attached table reflects the current rule language for Rule 214 and Rule 215, recommended changes in the language, and rationale for or an explanation of the revisions.

- Deleted sections of rule language are denoted by ~~strike-outs~~.
- The wording that is underlined refers to rule language that has been revised/added/moved.
- Completely new language that has been added in the rule is indicated by **BOLD** font.
- Significant changes to the rule language are indicated by **BOLD** font.

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
§214.1, General Requirements	§214.1, General Requirements	§215.1, General Requirements	§215.1, General Requirements	
(a) The Director or Coordinator and faculty are accountable for complying with the Board's rules and regulations and the Nursing Practice Act.	(a) The D <u>d</u> irector or / C <u>c</u> oordinator and faculty are accountable for complying with the Board's rules and regulations and the Nursing Practice Act.	(a) The dean or director and faculty are accountable for complying with the Board's rules and regulations and the Nursing Practice Act.	(a) The D <u>d</u> ean or / D <u>d</u> irector and faculty are accountable for complying with the Board's rules and regulations and the Nursing Practice Act.	Revisions more grammatically correct.
(b) Rules for vocational nursing education programs shall provide reasonable and uniform standards based upon sound educational principles that allow the opportunity for flexibility and creativity.	(b) Rules for vocational nursing educational programs shall provide reasonable and uniform standards based upon sound educational principles that allow the opportunity for flexibility and creativity. <u>, creativity and innovation.</u>	(b) Rules for professional nursing education programs shall provide reasonable and uniform standards based upon sound educational principles that allow the opportunity for flexibility and creativity.	(b) Rules for professional nursing educational programs shall provide reasonable and uniform standards based upon sound educational principles that allow the opportunity for flexibility and creativity. <u>, creativity and innovation.</u>	Additional wording matches wording in the statute. Additional language provides clarity for the intent of the rule.

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
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§214.2, Definitions	§214.2, Definitions	§215.2, Definitions	§215.2, Definitions	
<p>Words and terms, when used in this chapter, shall have the following meanings unless the context clearly indicates otherwise:</p> <p>(1) Affidavit of Graduation--an official Board form containing an approved nursing educational program's curriculum components and hours, a statement attesting to an applicant's qualifications for vocational nurse licensure in Texas, the official school seal and the signature of the nursing program director/coordinator.</p>	<p>Words and terms, when used in this chapter, shall have the following meanings unless the context clearly indicates otherwise:</p> <p>(1) Affidavit of Graduation--an official Board form containing an approved nursing educational program's curriculum components and hours, a statement attesting to an applicant's qualifications for vocational nurse licensure in Texas, the official school seal and the signature of the nursing program director/coordinator.</p> <p><u>(1) Accredited nursing educational program--a vocational nursing educational program having voluntary accreditation by a Board-approved national nursing accrediting body.</u></p>	<p>Words and terms, when used in this chapter, shall have the following meanings unless the context clearly indicates otherwise:</p> <p>(1) Accredited nursing educational program--a professional nursing educational program having voluntary accreditation by a Board-approved nursing accrediting body.</p>	<p>Words and terms, when used in this chapter, shall have the following meanings unless the context clearly indicates otherwise:</p> <p>(1) Accredited nursing educational program--a professional nursing educational program having voluntary accreditation by a Board-approved <u>national</u> nursing accrediting body.</p>	<p>Moved 214.2(1) to 214.2(2) - Reorganization provides clarity for the intent of the rule.</p> <p>215.2(1) addition of "national" - more appropriate description of nursing accrediting body.</p>
<p>(2) Affiliating Agency or Clinical Facility--a health care facility or agency which provides learning experiences for students.</p>	<p>(2) Affiliating Agency or Clinical Facility--a health care facility or agency which provides learning experiences for students.</p> <p><u>Affidavit of Graduation--an official Board form containing an approved nursing educational program's curriculum components and hours, a statement attesting to an applicant's qualifications for vocational nurse licensure</u></p>	<p>(2) Affiliating Agency or Clinical Facility--a health care facility or agency which provides learning experiences for students.</p>	<p><u>(2) Affidavit of Graduation--an official Board form containing an approved nursing educational program's curriculum components and hours, a statement attesting to an applicant's qualifications for registered nurse licensure in Texas and the signature of the nursing program dean/director.</u></p>	<p>Addition of new definition in Rule 215 provides consistency between both rules.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
	in Texas and the signature of the nursing program director/coordinator.			
	(3) <u>Affiliating agency or clinical facility--a health care facility or agency which provides learning experiences for students.</u>	(2) Affiliating Agency or Clinical Facility--a health care facility or agency which provides learning experiences for students.	(3) <u>Affiliating A agency or C clinical F facility--a health care facility or agency which provides learning experiences for students.</u>	Renumbering. Changes more grammatically correct.
	<u>(4) Alternative practice settings--settings which provide opportunities for clinical learning experiences although their primary function is not the delivery of health care.</u>	(3) Alternative practice settings--settings which provide opportunities for clinical learning experiences although their primary function is not the delivery of health care.	(3) <u>(4) Alternative practice settings--settings which provide opportunities for clinical learning experiences although their primary function is not the delivery of health care.</u>	Renumbering. Addition of new definition in Rule 214 provides consistency between both rules.
(3) Approved vocational nursing educational program--a vocational nursing educational program approved by the Texas Board of Nursing.	(3) <u>(5) Approved vocational nursing educational program--a vocational nursing educational program approved by the Texas Board of Nursing.</u>	(4) Approved professional nursing educational program--a professional nursing educational program approved by the Texas Board of Nursing.	(4) <u>(5) Approved professional nursing educational program--a professional nursing educational program approved by the Texas Board of Nursing.</u>	Renumbering.
(4) Assistant Program Coordinator--a registered nurse faculty member in the vocational nursing educational program who is designated to assist with program management when the director or coordinator assumes responsibilities other than the program.	(4) <u>Assistant Program Coordinator--a registered nurse faculty member in the vocational nursing educational program who is designated to assist with program management when the director or coordinator assumes responsibilities other than the program.</u>			Deleted unnecessary definition as programs have the option to use any title for an individual with delegated administrative duties/responsibilities.
	<u>(6) Articulation--a planned process between two or more educational systems to assist students to make a smooth transition from one level of education to another without duplication</u>	(5) Articulation--a planned process between two or more educational systems to assist students to make a smooth transition from one level of education to another without duplication in learning.	(5) <u>(6) Articulation--a planned process between two or more educational systems to assist students to make a smooth transition from one level of education to another without duplication in learning.</u>	Addition of new definition in Rule 214 provides consistency between both rules. Renumbering.

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
(5) Board--the Texas Board of Nursing composed of members appointed by the Governor for the State of Texas.	(5) (7) Board--the Texas Board of Nursing composed of members appointed by the Governor for the State of Texas.	(6) Board--the Texas Board of Nursing composed of members appointed by the Governor for the State of Texas.	(6) (7) Board--the Texas Board of Nursing composed of members appointed by the Governor for the State of Texas.	Renumbering.
	(8) Career school or college-- see (35) Proprietary school-- educational entity defined in the Title 3, Texas Education Code, Sec. 132.0015 as "career school or college."		(8) Career school or college-- see (33) Proprietary school-- educational entity defined in the Title 3, Texas Education Code, Sec. 132.0015 as "career school or college."	Addition of language provides clarity to the intent of the rule and consistency between the rules..
(6) Class Hours--those hours allocated to didactic instruction and testing in each subject.	(6) (9) Class Hours <u>hours</u> -- those hours allocated to didactic instruction and testing in each subject.	(7) Clinical Learning Experiences--faculty planned and guided learning activities designed to assist students to meet stated program and course outcomes and to safely apply knowledge and skills when providing nursing care to clients across the life span as appropriate to the role expectations of the graduates. These experiences occur in nursing skills and computer laboratories; in simulated clinical settings; in a variety of affiliating agencies or clinical practice settings including, but not limited to: acute care facilities, extended care facilities, clients' residences, and community agencies; and in associated clinical conferences.	(7) (9) Clinical Learning Experiences <u>learning experiences</u> --faculty planned and guided learning activities designed to assist students to meet stated program and course outcomes and to safely apply knowledge and skills when providing nursing care to clients across the life span as appropriate to the role expectations of the graduates. These experiences occur in actual patient care clinical learning situations , nursing skills and computer laboratories, in simulated clinical settings, in a variety of affiliating agencies or clinical practice settings including, but not limited to: acute care facilities, extended care facilities, clients' residences, and community agencies; and in associated clinical	Renumbering. Changes more grammatically correct. Addition of language provides clarity to the intent of the rule.

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
			conferences.	
(7) Clinical Conferences--scheduled presentations and discussions of aspects of client care experiences.	(7) Clinical Conferences--scheduled presentations and discussions of aspects of client care experiences.			Unnecessary definition.
(8) Clinical Learning Experiences--faculty planned and guided learning activities designed to assist students to meet stated program and course outcomes and to safely apply knowledge and skills when providing nursing care to clients across the life span as appropriate to the role expectations of the graduates. These experiences occur in nursing skills and computer laboratories; in simulated clinical settings; in a variety of affiliating agencies or clinical practice settings including, but not limited to: acute care facilities, extended care facilities, clients' residences, and community agencies; and in associated clinical conferences.	(8) (10) Clinical Learning Experiences learning experiences--faculty; planned and guided learning activities designed to assist students to meet stated program and course outcomes and to safely apply knowledge and skills when providing nursing care to clients across the life span as appropriate to the role expectations of the graduates. These experiences occur in actual patient care clinical learning situations , nursing skills and computer laboratories, in simulated clinical settings, in a variety of affiliating agencies or clinical practice settings including, but not limited to: acute care facilities, extended care facilities, clients' residences, and community agencies; and in associated clinical conferences.	(8) Clinical preceptor--a registered nurse or other licensed health professional who meets the minimum requirements in §215.10(f)(5) of this chapter (relating to Management of Clinical Learning Experiences and Resources), not paid as a faculty member by the governing institution, and who directly supervises a student's clinical learning experience. A clinical preceptor facilitates student learning in a manner prescribed by a signed written agreement between the educational institution, preceptor, and affiliating agency (as applicable).	(8) (10) Clinical preceptor--a registered nurse or other licensed health professional who meets the minimum requirements in §215.10(f)(5) of this chapter (relating to Management of Clinical Learning Experiences and Resources), not paid employed as a faculty member by the <u>controlling agency/governing</u> institution, and who directly supervises a student's clinical learning experience. A clinical preceptor facilitates student learning in a manner prescribed by a signed written agreement between the educational institution, preceptor, and affiliating agency (as applicable).	Renumbering. New language provides clarity to the intent of the rule. Addition of language provides clarity to the intent of the rule.
(9) Clinical Practice Hours--hours spent in actual client care assignments, simulated laboratory experiences, observations, clinical conferences and clinical instruction.	(9) (11) Clinical Practice Hours practice hours--hours spent in actual client care assignments, simulated laboratory experiences, observations, clinical conferences and clinical instruction.	(9) Clinical teaching assistant--a registered nurse licensed in Texas, who is employed to assist in the clinical area and work under the supervision of a Master's or Doctorally prepared nursing faculty member and	(9) (11) Clinical teaching assistant--a registered nurse licensed in Texas, who is employed to assist in the clinical area and work under the supervision of a Master's or Doctorally prepared nursing faculty member and	Renumbering. Changes more grammatically correct.

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
		who meets the minimum requirements in 215.10(g)(4) of this chapter.	who meets the minimum requirements in 215.10(g)(4) of this chapter.	
(10) Clinical Preceptor--a licensed nurse who meets the minimum requirements in 214.10(l)(5) of this chapter (relating to Management of Clinical Learning Experiences and Resources), not paid as a faculty member by the controlling agency, and who directly supervises clinical learning experiences for no more than two students. A clinical preceptor facilitates student learning in a manner prescribed by a signed written agreement between the educational institution, preceptor, and affiliating agency (as applicable).	(10) <u>(12)</u> Clinical Preceptor <u>preceptor</u> --a licensed nurse who meets the minimum requirements in 214.10(l)(5) of this chapter (relating to Management of Clinical Learning Experiences and Resources), not paid <u>employed</u> as a faculty member by the controlling agency/ <u>governing institution</u> , and who directly supervises clinical learning experiences for no more than two students. A clinical preceptor facilitates student learning in a manner prescribed by a signed written agreement between the educational institution, preceptor, and affiliating agency (as applicable)	(10) Compliance Audit--a document required by the Board to be submitted at a specified time by the nursing educational program director or coordinator that serves as verification of the program's adherence to this chapter.	(10) <u>(12)</u> Compliance Audit--a document required by the Board to be submitted at a specified time by the nursing educational program director or coordinator that serves as verification of the program's adherence to this chapter.	Renumbering. Changes more grammatically correct. New language provides clarity to the intent of the rule.
(11) Compliance Audit--a document required by the Board to be submitted at a specified time by the nursing educational program director or coordinator that serves as verification of the program's adherence to this chapter.	(11) <u>(13)</u> Compliance Audit--a document required by the Board to be submitted at a specified time by the nursing educational program director or <u>/</u> coordinator that serves as verification of the program's adherence to this chapter.	(11) Conceptual Framework--theories or concepts giving structure to the curriculum and enabling faculty to make consistent decisions about all aspects of curriculum development, implementation, and evaluation.	(11) <u>(13)</u> Conceptual F[ramework]--theories or concepts giving structure to the curriculum and enabling faculty to make consistent decisions about all aspects of curriculum development, implementation, and evaluation.	Renumbering. Changes more grammatically correct.
(12) Conceptual Framework--theories or concepts giving structure to the curriculum and enabling faculty to make consistent decisions about all aspects of curriculum	(12) <u>(14)</u> Conceptual Framework <u>framework</u> --theories or concepts giving structure to the curriculum and enabling faculty to make consistent decisions about all		<u>(14) Controlling agency--institution that has direct authority and administrative responsibility for the operation of a board</u>	Renumbering. Changes more grammatically correct. Addition of new definition

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
development, implementation, and evaluation.	aspects of curriculum development, implementation, and evaluation.		<u>approved nursing educational program.</u>	provides consistency between both rules.
(13) Concurrent Theory and Skills Laboratory Experiences--planned experiences which coincide or operate at the same time to provide a common effect.	(13) Concurrent Theory and Skills Laboratory Experiences--planned experiences which coincide or operate at the same time to provide a common effect.			Deletion of repetitive definition that is addressed elsewhere in the rule. See Rule 214.9(f)(2).
(14) Controlling Agency--institution that has direct authority and administrative responsibility for the operation of a board approved nursing educational program.	(14) (15) Controlling Agency agency--institution that has direct authority and administrative responsibility for the operation of a board approved nursing educational program		(15) <u>Correlated theory and clinical practice--didactic and clinical experiences which have a reciprocal relationship or mutually complement each other.</u>	Addition of new definition in Rule 215.2(13) provides clarity to the intent of the rule.
(15) Correlated Theory and Clinical Practice--didactic and clinical experiences which have a reciprocal relationship or mutually complement each other.	(15) (16) Correlated Theory and Clinical Practice theory and clinical practice--didactic and clinical experiences which have a reciprocal relationship or mutually complement each other.	(12) Course--organized subject content and related activities, which may include didactic, laboratory and/or clinical experiences, planned to achieve specific objectives within a given time period.	(12) (16) Course--organized subject content and related activities, which may include didactic, laboratory and/or clinical experiences, planned to achieve specific objectives within a given time period.	Changes more grammatically correct. Renumbering.
(16) Course--organized subject content and related activities, which may include didactic, laboratory and/or clinical experiences, planned to achieve specific objectives within a given time period.	(16) (17) Course--organized subject content and related activities, which may include didactic, laboratory and/or clinical experiences, planned to achieve specific objectives within a given time period.	(13) Curriculum--course offerings, which in aggregate, make up the total learning activities in a program of study.	(13) (17) Curriculum--course offerings, which in aggregate, make up the total learning activities in a program of study.	Renumbering.
(17) Curriculum--course offerings which, in aggregate, make up the total learning activities in a program of study.	(17) (18) Curriculum--course offerings which, in aggregate, make up the total learning activities in a program of study.	(14) Dean or Director--a registered nurse who is accountable for administering a pre-licensure nursing educational program, who meets the requirements as stated in §215.6(f) of this	(14) (18) Dean or / Director director --a registered nurse who is accountable for administering a pre-licensure nursing educational program, who meets the requirements as stated in §215.6(f) of this	Renumbering. Changes more grammatically correct and provide clarity to the intent of the rule.

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
		chapter (relating to Administration and Organization), and is approved by the Board.	chapter (relating to Administration and Organization), and is approved by the Board.	
(18) Differentiated Entry Level Competencies--the expected educational outcomes to be demonstrated by nursing students at the time of graduation as published in <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002.</i>	(18) (19) Differentiated Entry Level Competencies (DELC)--the expected educational outcomes to be demonstrated by nursing students at the time of graduation as published in <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002:</i> (DELC).	(15) Differentiated Entry Level Competencies--the expected educational outcomes to be demonstrated by nursing students at the time of graduation as published in <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002.</i>	(15) (19) Differentiated Entry Level Competencies (DELC)--the expected educational outcomes to be demonstrated by nursing students at the time of graduation as published in <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002:</i> (DELC).	Addition of abbreviation clarifies current usage. Renumbering.
(19) Director or Coordinator--denotes the nurse directly in charge chosen by the controlling agency, approved by the Board, and who is administratively responsible for the nursing educational program.	(19) (20) Director or / Coordinator <u>coordinator</u> --denotes the nurse directly in charge chosen by the controlling agency, approved by the Board, and who is administratively responsible for the nursing educational program. <u>a registered nurse who is accountable for administering a pre-licensure nursing educational program, who meets the requirements as stated in §214.6(e) of this chapter (relating to Administration and Organization), and is approved by the Board.</u>	(16) Examination year--the period beginning October 1 and ending September 30 used for the purposes of determining programs' NCLEX-RN™ examination pass rates.	(16) (20) Examination year--the period beginning October 1 and ending September 30 used for the purposes of determining programs' NCLEX-RN™ NCLEX-RN® examination pass rates.	Renumbering. Revised definition provides consistency between the rules. Incorrect abbreviation.
(20) Examination Year--the period beginning January 1 and ending December 31	(20) (21) Examination Year <u>year</u> --the period beginning January 1 and ending	(17) Extension Program--instruction provided by an approved professional pre-	(17) (21) Extension P program /campus --instruction provided by an approved	Changes more grammatically correct.

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>used for the purposes of determining programs' NCLEX-PN™ examination pass rates.</p>	<p>December 31 used for the purposes of determining programs' <u>NCLEX-PN™</u> examination pass rates.</p>	<p>licensure nursing educational program providing a variety of instructional methods to any location(s) other than the program's main campus and where students are required to attend activities such as testing, group conferences, and/or campus laboratory. An extension program may offer the entire identical curriculum or may offer a single course or multiple courses. (A) Complete program-- provides the entire program of study at a site other than the program's main campus. (B) Partial program--provides a course, or courses, from the program of study at a site other than the program's main campus.</p>	<p>professional pre-licensure nursing educational program <u>providing through</u> a variety of instructional methods to any location(s) other than the program's main campus and where students are required to attend activities such as testing, group conferences, and/or campus laboratory. An extension program may offer the entire identical curriculum or may offer a single course or multiple courses. (A) Complete program-- provides the entire program of study at a site other than the program's main campus. (B) Partial program--provides a course, or courses, from the program of study at a site other than the program's main campus.</p>	<p>Renumbering.</p> <p>Additional language clarifies actual titles being used.</p> <p>Incorrect abbreviation.</p> <p>Obsolete language.</p>
	<p><u>(22) Extension program /campus --instruction provided by an approved vocational nursing educational program through a variety of instructional methods to any location(s) other than the program's main campus and where students are required to attend activities such as testing, group conferences, and/or campus laboratory. An extension program may offer the entire identical curriculum or may offer a single course or multiple</u></p>	<p>(18) Faculty member--an individual employed to teach in the professional nursing educational program who meets the requirements as stated in §215.7 of this chapter (relating to Faculty Qualifications and Faculty Organization).</p>	<p>(18) <u>(22)</u> Faculty member--an individual employed to teach in the professional nursing educational program who meets the requirements as stated in §215.7 of this chapter (relating to Faculty Qualifications and Faculty Organization).</p>	<p>Added definition provides consistency between the rules.</p> <p>Renumbering.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>(21) Faculty member--an individual employed to teach in the vocational nursing educational program who meets the requirements as stated in §214.7 of this chapter (relating to Faculty Qualifications and Faculty Organization).</p>	<p><u>courses.</u></p> <p>(21) <u>(23)</u> Faculty member--an individual employed to teach in the vocational nursing educational program who meets the requirements as stated in §214.7 of this chapter (relating to Faculty Qualifications and Faculty Organization).</p>	<p>(19) Faculty waiver--a waiver granted by a dean or director of a professional nursing educational program and submitted to the Board on a notarized notification form, or by the Board, as specified in §215.7(c)(1)(E)(iii) of this chapter, to an individual who has a baccalaureate degree in nursing and is currently licensed in Texas, or has a privilege to practice, to be employed as a faculty member which is valid for up to one year.</p>	<p>(19) <u>(23)</u> Faculty waiver--a waiver granted by a dean or director of a professional nursing educational program and submitted to the Board on a notarized notification form, or by the Board, as specified in §215.7(c)(1)(E)(iii) of this chapter, to an individual who has a baccalaureate degree in nursing and is currently licensed in Texas, or has a privilege to practice, to be employed as a faculty member which is valid for up to one year.</p>	<p>Renumbering.</p>
<p>(22) Faculty waiver--a waiver granted a director or coordinator of a vocational nursing educational program and submitted to the Board on a notarized notification form, or by the Board, as specified in §214.7(c)(2)(C) of this chapter, to an individual who is currently licensed as an LVN or RN, or has a privilege to practice, as appropriate, in Texas and who is approved to be employed as a faculty member which is valid for up to one year.</p>	<p>(22) <u>(24)</u> Faculty waiver--a waiver granted a director or coordinator of a vocational nursing educational program and submitted to the Board on a notarized notification form, or by the Board, as specified in §214.7(c)(2)(C) of this chapter, to an individual who is currently licensed as an LVN or RN, or has a privilege to practice, as appropriate, in Texas and who is approved to be employed as a faculty member which is valid for up to one year.</p>	<p>(20) Governing institution--the entity with administrative and operational authority over a Board-approved professional nursing educational program.</p>	<p>(20) <u>(24)</u> Governing institution--the entity with administrative and operational authority over a Board-approved professional nursing educational program.</p>	<p>Renumbering.</p> <p>Added definition in Rule 215 provides consistency between the rules.</p> <p>Deletion of language in Rule 214.provides consistency between the rules and is more grammatically correct.</p>
	<p><u>(25) Governing institution--the entity with administrative and operational authority over a Board-approved vocational</u></p>	<p>(21) Health care professional--an individual other than a RN who holds at least a bachelor's degree in the health care field, including,</p>	<p>(21) <u>(25)</u> Health care professional--an individual other than a RN who holds at least a bachelor's degree in the health care field,</p>	<p>Added definition provides consistency between the rules.</p> <p>Renumbering.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
	<u>nursing educational program.</u>	but not limited to: respiratory therapists, physical therapists, occupational therapists, dieticians, pharmacists, physicians, social workers and psychologists.	including, but not limited to: respiratory therapists, physical therapists, occupational therapists, dieticians, pharmacists, physicians, social workers and psychologists.	
	<u>(26) Health care professional--an individual other than a licensed nurse who holds at least a bachelor's degree in the health care field, including, but not limited to: respiratory therapists, physical therapists, occupational therapists, dieticians, pharmacists, physicians, social workers and psychologists.</u>	(22) Mobility--the ability to advance without educational barriers.	(26) Mobility--the ability to advance without educational barriers. <u>(26) MEEP--a Multiple Entry-Exit Program which allows students to challenge the NCLEX-PN® examination when they have completed sufficient course work in a professional nursing educational program that will meet all requirements as outlined in Rule 213.</u>	Added definition in Rule 214 provides consistency between the rules. Renumbering. Reorganization of the rule provides consistency between the rules.
(23) Lead Instructor--a licensed nurse approved by the Board who has the delegated administrative authority for the program.	(23) Lead Instructor--a licensed nurse approved by the Board who has the delegated administrative authority for the program.			Deleted unnecessary definition as programs have the option to use any title for an individual with delegated administrative duties/responsibilities.
	<u>(27) MEEP--a Multiple Entry-Exit Program which allows students to challenge the NCLEX-PN® examination when they have completed sufficient course work in a professional nursing educational program that will meet all requirements as outlined in Rule 213.</u>	(23) Non-Nursing Faculty--instructors who teach non-nursing theory courses such as pharmacology, pathophysiology, research, management and statistics, and who have educational preparation appropriate to the assigned teaching responsibilities.	(23) (27) Non-N nursing F <u>faculty--instructors who teach non-nursing theory courses content such as pharmacology, pathophysiology, research, management and statistics, and who have educational preparation appropriate to the assigned teaching responsibilities.</u>	Revised language and reorganization of language provides consistency between the rules. Renumbering.

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<p>(24) Mobility--the ability to advance without educational barriers.</p>	<p>(24) <u>(28)</u> Mobility--the ability to advance without educational barriers.</p>	<p>(24) Objectives/Outcomes--clear statements of expected behaviors that are attainable and measurable. (A) Program Objectives/Outcomes--broad statements used to direct the overall student learning toward the achievement of expected program outcomes. (B) Clinical Objectives/Outcomes--statements describing expected student behaviors throughout the curriculum and which represent progression of students' cognitive, affective and psychomotor achievement in clinical practice across the curriculum. (C) Course Objectives/Outcomes--statements describing expected behavioral changes in the learner upon successful completion of specific curriculum content and which serve as the mechanism for evaluation of student progression.</p>	<p>(24) <u>(28)</u> Objectives/Outcomes--clear statements of expected behaviors that are attainable and measurable. (A) Program Objectives/Outcomes--broad statements used to direct the overall student learning toward the <u>to meet</u> achievement of expected program outcomes. <u>expectations upon graduation.</u> (B) Clinical Objectives/Outcomes--statements describing expected student behaviors throughout the curriculum and which represent progression of students' cognitive, affective and psychomotor achievement in clinical practice across the curriculum. (C) Course Objectives/Outcomes--statements describing expected behavioral changes in the learner upon successful completion of specific curriculum content and which serve as the mechanism for evaluation of student progression.</p>	<p>Renumbering.</p> <p>Additional/revised language in Rule 215.2(27)(A) provides clarity for the intent of the rule.</p>
<p>(25) Non-Nursing Faculty--instructors who teach non-nursing theory courses such as pharmacology,</p>	<p>(25) <u>(29)</u> Non-Nursing Faculty <u>Non-nursing faculty</u>--instructors who teach non-nursing theory courses <u>content</u> such as</p>	<p>(25) Observational experience--an assignment to a facility or unit where students observe activities within the facility and/or the</p>	<p>(25) <u>(29)</u> Observational experience--an assignment to a facility or unit where students observe activities within the facility and/or the</p>	<p>Renumbering. Changes more grammatically correct.</p> <p>Added/revised language in</p>

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	<p>pharmacology, pathophysiology, <u>anatomy and physiology, growth and development, and nutrition</u>, and who have educational preparation appropriate to the assigned teaching responsibilities.</p>	<p>role of nursing within the facility, but where students do not participate in patient/client care.</p>	<p>role of nursing within the facility, but where students do not participate in patient/client care.</p>	<p>Rule 214.2(27) provides clarity for the intent of the rule.</p>
<p>(24) Objectives/Outcomes--clear statements of expected behaviors that are attainable and measurable. (A) Program Objectives/Outcomes--broad statements used to direct the overall student learning toward the achievement of expected program outcomes. (B) Clinical Objectives/Outcomes--statements describing expected student behaviors throughout the curriculum and which represent progression of students' cognitive, affective and psychomotor achievement in clinical practice across the curriculum. (C) Course Objectives/Outcomes--statements describing expected behavioral changes in the learner upon successful completion of specific curriculum content and which serve as the mechanism for evaluation of student progression.</p>	<p>(24) <u>(30)</u> Objectives/Outcomes--clear statements of expected behaviors that are attainable and measurable. (A) Program Objectives/Outcomes--broad statements used to direct the <u>to meet</u> achievement of expected program outcomes- <u>expectations upon graduation.</u> (B) Clinical Objectives/Outcomes--statements describing expected student behaviors throughout the curriculum and which represent progression of students' cognitive, affective and psychomotor achievement in clinical practice across the curriculum. (C) Course Objectives/Outcomes--statements describing expected behavioral changes in the learner upon successful completion of specific curriculum content and which</p>	<p>(26) Pass rate--the percentage of first-time candidates within one examination year who pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN™).</p>	<p>(26) <u>(30)</u> Pass rate--the percentage of first-time candidates within one examination year who pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN™) <u>(NCLEX-RN®)</u>.</p>	<p>Renumbering. Incorrect abbreviation. Added/revised language in Rule 214.2(29)(A) provides clarity for the intent of the rule.</p>

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		<p>university. (C) Master's degree nursing educational program--a program leading to a master's degree, which is an individual's first professional degree in nursing, and conducted by an educational unit in nursing within the structure of a senior college or university. (D) Diploma nursing educational program--a program leading to a diploma in nursing conducted by a single purpose school usually under the control of a hospital. (E) MEEP--a Multiple Entry-Exit Program which allows students to challenge the NCLEX-PN™ examination when they have completed sufficient course work in a professional nursing educational program that will meet all requirements for the examination.</p>	<p>unit in nursing which is a part of a senior college or university. (C) Master's degree nursing educational program--a program leading to a master's degree, which is an individual's first professional degree in nursing, and conducted by an educational unit in nursing within the structure of a senior college or university. (D) Diploma nursing educational program--a program leading to a diploma in nursing conducted by a single purpose school usually under the control of a hospital. (E) MEEP--a Multiple Entry-Exit Program which allows students to challenge the NCLEX-PN™ examination when they have completed sufficient course work in a professional nursing educational program that will meet all requirements for the examination.</p>	<p>Rule 215.2(28)(E) moved to Rule 215.2(25) - Reorganization provides clarity to the intent of the rule and consistency between the rules.</p>
<p>(29) Philosophy/Mission--statement of concepts expressing fundamental values and beliefs regarding human nature as they apply to nursing education and practice and upon which the curriculum is based.</p>	<p>(29) (33) Philosophy/Mission--statement of concepts expressing fundamental values and beliefs regarding human nature as they apply to nursing education and practice and upon which the curriculum is based.</p>		<p><u>(33) Proprietary school--educational entity defined in the Title 3, Texas Education Code, Sec. 132.0015 as "career school or college."</u></p>	<p>Added definition in Rule 215.2(31) provides consistency between the rules. Renumbering.</p>
<p>(30) Program of Study--the courses and learning</p>	<p>(30) (34) Program of Study--the courses and learning</p>		<p>(29) (34) Program of study--the courses and learning</p>	<p>Renumbering.</p>

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experiences that constitute the requirements for completion of a vocational nursing educational program.	experiences that constitute the requirements for completion of a vocational nursing educational program.		experiences that constitute the requirements for completion of a professional pre-licensure nursing educational program (associate degree nursing educational program, baccalaureate degree nursing educational program, master's degree nursing educational program, or diploma nursing educational program).	
(31) Proprietary Schools--educational entities defined by Texas Workforce Commission as "career schools and colleges."	(31) <u>(35)</u> Proprietary Schools--educational entities entity defined by Texas Workforce Commission as "career schools and colleges." in the Title 3, Texas Education Code, Sec. 132.0015 as "career school or college."	(30) Recommendation--a suggestion based upon program assessment indirectly related to the rules to which the program must respond but in a method of their choosing.	(30) <u>(35)</u> Recommendation--a <u>specific</u> suggestion based upon program assessment indirectly related to the rules to which the program must respond but in a method of their choosing.	Renumbering. Deletion of unnecessary language.
(32) Recommendation--a suggestion based upon program assessment indirectly related to the rules to which the program must respond but in a method of their choosing.	(30) <u>(36)</u> Recommendation--a <u>specific</u> suggestion based upon program assessment indirectly related to the rules to which the program must respond but in a method of their choosing.	(31) Requirement--mandatory criterion based upon program assessment directly related to the rules that must be addressed in the manner prescribed.	(31) <u>(36)</u> Requirement--mandatory criterion based upon program assessment directly related to the rules that must be addressed in the manner prescribed.	Renumbering. Added language provides clarity for the intent of the rule.
(33) Requirement--mandatory criterion based on program assessment directly related to the rule that must be addressed in the manner prescribed.	(33) <u>(37)</u> Requirement--mandatory criterion based on program assessment directly related to the rule that must be addressed in the manner prescribed.	(32) Shall--denotes mandatory requirements.	(32) <u>(37)</u> Shall--denotes mandatory requirements.	Renumbering.
(34) Shall--denotes mandatory requirements.	(34) <u>(38)</u> Shall--denotes mandatory requirements.	(33) Staff--employees of the Texas Board of Nursing.	(33) <u>(38)</u> Staff--employees of the Texas Board of Nursing.	Renumbering.

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(35) Staff--Employees of the Texas Board of Nursing.	(35) <u>(39)</u> Staff-- Employees <u>employees</u> of the Texas Board of Nursing.	(34) Supervision--immediate availability of a faculty member, clinical preceptor, or clinical teaching assistant to coordinate, direct, and observe first hand the practice of students.	(34) <u>(39)</u> Supervision--immediate availability of a faculty member, clinical preceptor, or clinical teaching assistant to coordinate, direct, and observe first hand the practice of students.	Renumbering.
(36) Supervision--immediate availability of a faculty member or clinical preceptor to coordinate, direct, and observe first hand the practice of students.	(36) <u>(40)</u> Supervision--immediate availability of a faculty member or clinical preceptor to coordinate, direct, and observe first hand the practice of students.	(35) Survey Visit--an on-site visit to a professional nursing educational program by a Board representative. The purpose of the visit is to evaluate the program of learning by gathering data to determine whether the program is meeting the Board's requirements as specified in §§215.2 - 215.13 of this chapter.	(35) <u>(40)</u> Survey Visit <u>visit</u> --an on-site visit to a professional nursing educational program by a Board representative. The purpose of the visit is to evaluate the program of learning by gathering data to determine whether the program is meeting the Board's requirements as specified in §§215.2 - 215.13 of this chapter.	Renumbering. Changes more grammatically correct.
(37) Survey Visit--an on-site visit to a vocational nursing educational program by a Board representative. The purpose of the visit is to evaluate the program of learning by gathering data to determine whether the program is meeting the Board's requirements as specified in §§214.2 - 214.13 of this chapter.	(37) <u>(41)</u> Survey Visit <u>visit</u> --an on-site visit to a vocational nursing educational program by a Board representative. The purpose of the visit is to evaluate the program of learning by gathering data to determine whether the program is meeting the Board's requirements as specified in §§214.2 - 214.13 of this chapter.	(36) Systematic Approach--the organized process in nursing which provides individualized, goal-directed nursing care by performing comprehensive nursing assessments regarding the health status of the client, making nursing diagnoses that serve as the basis for the strategy of care, developing a plan of care based on the assessment and nursing diagnosis, implementing nursing care, and evaluating the client's responses to nursing interventions.	(36) <u>(41)</u> Systematic Approach <u>approach</u> --the organized process in nursing which that provides individualized, goal-directed nursing care by performing comprehensive nursing assessments regarding the health status of the client, making nursing diagnoses that serve as the basis for the strategy of care, developing a plan of care based on the assessment and nursing diagnosis, implementing nursing care, and evaluating the client's responses to nursing interventions.	Renumbering. Changes more grammatically correct.
(38) Systematic Approach--the organized process in nursing which provides	(38) <u>(42)</u> Systematic Approach <u>approach</u> --the organized process in nursing	(37) Texas Higher Education Coordinating Board (THECB)--a state agency	(37) <u>(42)</u> Texas Higher Education Coordinating Board (THECB)--a state	Renumbering. Changes more grammatically

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individualized, goal-directed nursing care which includes the vocational nurse's role in participating in data collection, assessment activities, planning and implementing client care, and evaluating the client's responses to nursing interventions and identification of client needs.	which that provides individualized, goal-directed nursing care which that includes the vocational nurse's role in participating in data collection, assessment activities, planning and implementing client care, and evaluating the client's responses to nursing interventions and identification of client needs.	created by the Legislature to provide coordination for the Texas higher education system, institutions, and governing boards, through the efficient and effective utilization and concentration of all available resources and the elimination of costly duplication in program offerings, faculties, and physical plants (Texas Education Code, Title 3, Subtitle B, Chapter 61).	agency created by the Legislature to provide coordination for the Texas higher education system, institutions, and governing boards, through the efficient and effective utilization and concentration of all available resources and the elimination of costly duplication in program offerings, faculties, and physical plants (Texas Education Code, Title 3, Subtitle B, Chapter 61).	correct.
(39) Texas Higher Education Coordinating Board (THECB)--a state agency created by the Legislature to provide coordination for the Texas higher education system, institutions, and governing boards, through the efficient and effective utilization and concentration of all available resources and the elimination of costly duplication in program offerings, faculties, and physical plants (Texas Education Code, Title 3, Subtitle B, Chapter 61).	(39) (43) Texas Higher Education Coordinating Board (THECB)--a state agency created by the Legislature to provide coordination for the Texas higher education system, institutions, and governing boards, through the efficient and effective utilization and concentration of all available resources and the elimination of costly duplication in program offerings, faculties, and physical plants (Texas Education Code, Title 3, Subtitle B, Chapter 61).	(38) Texas Workforce Commission (TWC)--the state agency charged with overseeing and providing workforce development services to employers and job seekers of Texas (Texas Labor Code, Title 4, Subtitle B, Chapter 301).	(38) (43) Texas Workforce Commission (TWC)--the state agency charged with overseeing and providing workforce development services to employers and job seekers of Texas (Texas Labor Code, Title 4, Subtitle B, Chapter 301).	Renumbering.
(40) Texas Workforce Commission (TWC)--the state agency charged with overseeing and providing workforce development services to employers and job seekers of Texas (Texas Labor Code, Title 4, Subtitle B, Chapter 301).	(40) (44) Texas Workforce Commission (TWC)--the state agency charged with overseeing and providing workforce development services to employers and job seekers of Texas (Texas Labor Code, Title 4, Subtitle B, Chapter 301).			Renumbering.

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<p>(41) Vocational Nursing Educational Program--a unit or entity within an educational setting which provides a program of study preparing graduates who are competent to practice safely and who are eligible to take the NCLEX-PN™ examination. Types of programs:</p> <p>(A) Extension program--a site other than the program's main location where the program of study is provided, duplicating the current curriculum and teaching resources.</p> <p>(B) MEEP--Multiple Entry Exit Program that offers mobility options for students.</p> <p>(C) New program--a newly created program of study in which the curriculum, teaching resources, or program hours required to complete the program differs from that of the main location.</p>	<p>(41) <u>(45)</u> Vocational Nursing Educational Program--<u>a an educational unit or entity within an educational setting</u> <u>the structure of a school, including a college, university, or proprietary school (career school or college); and a program conducted by a hospital that</u> which provides a program of study preparing graduates who are competent to practice safely and who are eligible to take the <u>NCLEX-PN™</u> <u>NCLEX-PN®</u> examination. Types of programs:</p> <p>(A) Extension program--a site other than the program's main location where the program of study is provided, duplicating the current curriculum and teaching resources.</p> <p>(B) MEEP--Multiple Entry Exit Program that offers mobility options for students.</p> <p>(C) New program--a newly created program of study in which the curriculum, teaching resources, or program hours required to complete the program differs from that of the main location.</p>			<p>Renumbering.</p> <p>Revised language matches the language in the statute.</p> <p>Incorrect abbreviation.</p> <p>214.2 (41) (A) moved to 214.2 (20).</p> <p>Renumbering.</p> <p>Incorrect abbreviation.</p> <p>214.2 (41) (B) moved to 214.2 (25).</p> <p>Deleted repetitive definition.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
§214.3, Program Development, Expansion and Closure	§214.3, Program Development, Expansion and Closure	§215.3, Program Development, Expansion and Closure	§215.3, Program Development, Expansion and Closure	
<p>(a) New programs.</p> <p>(1) Proposal to establish a new vocational nursing educational program.</p> <p>(A) An educational unit in nursing within the structure of a school, including a college, university, or proprietary school (career school or college), or a hospital is eligible to submit a proposal to establish a vocational nursing educational program. Specialized institutions such as nursing homes, tuberculosis hospitals, and others do not qualify as controlling agencies, but may participate with a program as an affiliating health care facility.</p> <p>(B) The new vocational nursing educational program must be approved/licensed by the appropriate Texas agency, i.e. THECB, TWC, before approval can be granted by the Texas Board of Nursing for the program to be implemented. The proposal to establish a new vocational nursing educational program may be submitted to the Board at the same time that an application is submitted to THECB or TWC, but the proposal cannot be approved by the Board</p>	<p>(a) New programs.</p> <p>(1) <u>New nursing educational programs must be approved by the Texas Board of Nursing in order to operate in the State of Texas. The Texas Board of Nursing has established guidelines for the initial approval of schools of nursing or educational programs.</u></p> <p>(2) Proposal to establish a new vocational nursing educational program.</p> <p>(A) An educational unit in nursing within the structure of a school, including a college, university, or proprietary school (career school or college), or a hospital is eligible to submit a proposal to establish a vocational nursing educational program. Specialized institutions such as nursing homes, tuberculosis hospitals, and others do not qualify as controlling agencies, but may participate with a program as an affiliating health care facility.</p> <p>(B) The new vocational nursing educational program must be approved/licensed <u>or deemed exempt</u> by the</p>	<p>(a) New Programs.</p> <p>(1) Proposal to establish a new professional pre-licensure nursing educational program.</p> <p>(A) The proposal to establish a professional nursing educational program may be submitted by:</p> <p>(i) a college or university accredited by an agency recognized by the THECB or holding a certificate of authority from the THECB under provisions leading to accrediting of the institution in due course; or</p> <p>(ii) a single-purpose school, such as a hospital, proposing a new diploma program.</p> <p>(B) The new professional nursing educational program must be approved/licensed by the appropriate Texas agency, i.e., THECB, TWC, before approval can be granted by the Texas Board of Nursing for the program to be implemented. The proposal to establish a new professional nursing educational program may be submitted to the Board at the same time that an application is submitted to THECB or TWC, but the proposal cannot be approved by the Board until such time as the</p>	<p>(a) New Programs.</p> <p>(1) <u>New nursing educational programs must be approved by the Texas Board of Nursing in order to operate in the State of Texas. The Texas Board of Nursing has established guidelines for the initial approval of schools of nursing or educational programs.</u></p> <p>(2) Proposal to establish a new professional pre-licensure nursing educational program.</p> <p>(A) The proposal to establish a professional nursing educational program may be submitted by:</p> <p>(i) a college or university accredited by an agency recognized by the THECB <u>Texas Higher Education Coordinating Board (THECB)</u> or holding a certificate of authority from the THECB under provisions leading to accrediting of the institution in due course; or</p> <p>(ii) a single-purpose school, such as a hospital, proposing a new diploma program.</p> <p>(B) The new professional nursing educational program must be approved/licensed <u>or</u></p>	<p>Addition of language in Rule 214 and Rule 215 provides clarity for the intent of the rule and consistency between the rules.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>until such time as the proposed program is approved by THECB or TWC.</p> <p>(C) The process to establish a new vocational nursing educational program shall be initiated with the Board office one year prior to the anticipated start of the program.</p> <p>(D) The proposal shall be completed under the direction/consultation of a registered nurse who meets the Board-approved qualifications for a program director according to §214.6 of this chapter.</p> <p>(E) Sufficient nursing faculty, with appropriate expertise, shall be in place for development of the curriculum component of the program.</p> <p>(F) The proposal shall include information outlined in Board guidelines.</p> <p>(G) After the proposal is submitted and reviewed, a preliminary survey visit shall be conducted by Board staff prior to presentation to the Board.</p> <p>(H) The proposal shall be considered by the Board following a public hearing at a regularly scheduled meeting of the Board. The Board may approve the proposal and grant initial approval to the new program, may defer action on the proposal, or</p>	<p>appropriate Texas agency, [i.e., THECB, TWC <u>Texas Workforce Commission (TWC), Texas Higher Education Coordinating Board (THECB)</u>], before approval can be granted by the Texas Board of Nursing for the program to be implemented. The proposal to establish a new vocational nursing educational program may be submitted to the Board at the same time that an application is submitted to THECB or TWC, but the proposal cannot be approved by the Board until such time as the proposed program is approved by THECB or TWC.</p> <p>(C) The process to establish a new vocational nursing educational program shall be initiated with the Board office one year prior to the anticipated start of the program.</p> <p>(D) The proposal shall be completed under the direction/consultation of a registered nurse who meets the Board-approved qualifications for a program director according to §214.6 of this chapter.</p> <p><u>The individual actually writing the proposal for a new nursing educational program does not have to be a registered nurse or hold a Texas license or a</u></p>	<p>proposed program is approved by THECB or TWC.</p> <p>(C) The process to establish a new professional nursing educational program shall be initiated with the Board office one year prior to the anticipated start of the program.</p> <p>(D) The proposal shall be completed under the direction/consultation of a registered nurse who meets the approved qualifications for a program director according to 215.6 of this chapter (relating to Administration and Organization).</p> <p>(E) Sufficient nursing faculty with appropriate expertise shall be in place for development of the curriculum component of the program.</p> <p>(F) The proposal shall include information outlined in applicable Board guidelines.</p> <p>(G) A proposal for a new diploma nursing educational program must include a written plan addressing the legislative mandate that all nursing diploma programs in Texas must have a process in place by 2015 to ensure that their graduates are entitled to receive a degree from a public or private institution of higher education accredited by an agency recognized by the THECB and. at a</p>	<p><u>deemed exempt</u> by the appropriate Texas agency, [i.e., THECB, TWC <u>Texas Workforce Commission (TWC)</u>], before approval can be granted by the Texas Board of Nursing for the program to be implemented. The proposal to establish a new professional nursing educational program may be submitted to the Board at the same time that an application is submitted to THECB or TWC, but the proposal cannot be approved by the Board until such time as the proposed program is approved by THECB or TWC.</p> <p>(C) The process to establish a new professional nursing educational program shall be initiated with the Board office one year prior to the anticipated start of the program.</p> <p>(D) The proposal shall be completed under the direction/consultation of a registered nurse who meets the approved qualifications for a program director according to 215.6 of this chapter (relating to Administration and Organization).</p> <p><u>The individual actually writing the proposal for a new nursing educational program does not have to be a registered nurse or</u></p>	<p>Addition of language describes actual process in place.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>may deny further consideration of the proposal.</p> <p>(I) The program shall not admit students until the Board approves the proposal and grants initial approval.</p> <p>(J) Prior to presentation of the proposal to the Board, evidence of approval from the appropriate regulatory/funding agencies shall be provided.</p> <p>(K) After the proposal is approved, an initial approval fee shall be assessed per §223.1 (related to Fees).</p> <p>(L) A proposal without action for one calendar year shall be inactivated.</p> <p>(M) If the Board denies further consideration of a proposal, the educational unit in nursing within the structure of a school, including a college, university, or proprietary school (career school or college), or a hospital must wait a minimum of twelve calendar months from the date of the denial before submitting a new proposal to establish a vocational nursing educational program.</p> <p>(2) Survey visits shall be conducted, as necessary, by staff until full approval status is granted.</p>	<p><u>privilege to practice nursing in Texas.</u></p> <p><u>(i) The name and credentials of the author of the proposal must be included in the document.</u></p> <p><u>(ii) At some point, and at least prior to the presentation of the proposal to the Board, an individual must be identified as the prospective director and this individual must meet the rule requirements in §214.6 to be a program director.</u></p> <p><u>(iii) The prospective program director must review/revise the proposal and agree with the components of the proposal as being representative of the proposed program that the individual will be responsible for administratively.</u></p> <p>(E) Sufficient nursing faculty, with appropriate expertise, shall be in place for development of the curriculum component of the program:</p> <p><u>Prior to presentation of the proposal to the Board for approval, a minimum of a prospective director and at least one prospective nursing faculty member</u></p>	<p>minimum, entitle a graduate of the diploma program to receive an associate degree in nursing. (H) After the proposal is submitted and reviewed, a preliminary survey visit shall be conducted by Board staff prior to presentation to the Board.</p> <p>(I) The proposal shall be considered by the Board following a public hearing at a regularly scheduled meeting of the Board. The Board may approve the proposal and grant initial approval to the new program, may defer action on the proposal, or may deny further consideration of the proposal.</p> <p>(J) The program shall not admit students until the Board approves the proposal and grants initial approval.</p> <p>(K) Prior to presentation of the proposal to the Board, evidence of approval from the appropriate regulatory/funding agencies shall be provided.</p> <p>(L) After the proposal is approved, an initial approval fee shall be assessed per §223.1 of this title (relating to Fees).</p> <p>(M) A proposal without action for one calendar year shall be inactivated.</p> <p>(N) If the Board denies further consideration of a proposal, the educational unit in nursing</p>	<p><u>hold a Texas license or a privilege to practice nursing in Texas.</u></p> <p><u>(i) The name and credentials of the author of the proposal must be included in the document.</u></p> <p><u>(ii) At some point, and at least prior to the presentation of the proposal to the Board, an individual must be identified as the prospective dean/director and this individual must meet the rule requirements in §215.6 to be a program director.</u></p> <p><u>(iii) The prospective dean/program director must review/revise the proposal and agree with the components of the proposal as being representative of the proposed program that the individual will be responsible for administratively.</u></p> <p>(E) Sufficient nursing faculty with appropriate expertise shall be in place for development of the curriculum component of the program:</p> <p><u>Prior to presentation of the proposal to the Board for approval, a minimum of a prospective dean/director and at least one</u></p>	<p>Revised language describes actual process in place outlined in current Board guidelines.</p> <p>Deletion of repetitive language in Rule 215.3(a)(1) (F).</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
	<p>for one calendar year shall be inactivated.</p> <p>(M) If the Board denies further consideration of a proposal, the educational unit in nursing within the structure of a school, including a college, university, or proprietary school (career school or college), or a hospital must wait a minimum of twelve calendar months from the date of the denial before submitting a new proposal to establish a vocational nursing educational program.</p> <p>(3) Survey visits shall be conducted, as necessary, by staff until full approval status is granted.</p>		<p>action on the proposal, or may deny further consideration of the proposal.</p> <p>(J) The program shall not admit students until the Board approves the proposal and grants initial approval.</p> <p>(K) Prior to presentation of the proposal to the Board, evidence of approval from the appropriate regulatory/funding agencies shall be provided.</p> <p>(L) After <u>When</u> the proposal is approved <u>submitted</u>, an initial approval fee shall be assessed per §223.1 of this title (relating to Fees).</p> <p>(M) A proposal without action for one calendar year shall be inactivated.</p> <p>(N) If the Board denies further consideration of a proposal, the educational unit in nursing within the structure of a school, including a college, university, or proprietary school (career school or college), or a hospital must wait a minimum of twelve calendar months from the date of the denial before submitting a new proposal to establish a professional pre-licensure nursing educational program.</p> <p>(2) Survey visits shall be conducted, as necessary, by staff until full approval status is granted.</p>	

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>(b) Extension Program.</p> <p>(1) Only vocational nursing educational programs which have full approval status are eligible to initiate an extension program.</p> <p>(2) An approved vocational nursing educational program desiring to begin an extension program which duplicates current curriculum and teaching resources shall:</p> <p>(A) Notify the Board office at least four (4) months prior to implementation of the extension program;</p> <p>(B) Submit required information according to Board guidelines; and</p> <p>(C) Provide documentation of notification or approval from the controlling agency, THECB, TWC and /or other regulatory/funding agencies, as applicable, at least four (4) months prior to implementation, as appropriate.</p> <p>(3) When the extension program's curriculum deviates from the original program in any way, the proposed extension is viewed as a new program and Board guidelines for a new program apply.</p> <p>(4) Extension programs of vocational nursing educational programs which have been closed may be reactivated by submitting notification of reactivation to</p>	<p>(b) Extension Program/Campus.</p> <p>(1) Only vocational nursing educational programs which have full approval status are eligible to initiate <u>or modify an extension program/campus.</u></p> <p><u>(2) Instruction provided for the extension program/campus may include a variety of instructional methods, shall be congruent with the program's curriculum plan, and shall enable students to meet the goals, objectives, and competencies of the educational program and requirements of the Board as stated in §214.2 - 214.13 of this chapter.</u></p> <p>(2) <u>(3) An approved vocational nursing educational program desiring to begin establish an extension program/campus which that duplicates the main program's/campus' current curriculum and teaching resources shall:</u></p> <p>(A) Notify the Board office at least four (4) months prior to implementation of the extension program;</p> <p>(B) Submit required information according to Board guidelines; and</p> <p>(C) Provide documentation <u>to the Board</u> of notification or approval from the controlling agency <u>/governing</u> institution, THECB, TWC and /or other regulatory/funding agencies,</p>	<p>(b) Extension Program.</p> <p>(1) Only nursing programs that have full approval are eligible to initiate or modify extension programs.</p> <p>(2) Instruction provided for the extension program may include a variety of instructional methods, shall be congruent with the program's curriculum plan, and shall enable students to meet the goals, objectives, and competencies of the educational program and requirements of the Board as stated in §215.2 - 215.13 of this chapter.</p> <p>(3) A program intending to establish an extension program shall:</p> <p>(A) Notify the Board office at least four (4) months prior to implementation of extension programs by any approved program;</p> <p>(B) Submit required information according to Board-approved guidelines;</p> <p>(C) Provide documentation of notification to the Regional Council of the governing institution about plans for establishment of extension programs to the Board office at least four (4) months prior to implementation, as appropriate; and</p> <p>(D) Provide evidence of approval from the THECB, TWC and/or other regulating/accrediting bodies,</p>	<p>(b) Extension Program /Campus.</p> <p>(1) Only nursing <u>educational</u> programs that have full approval are eligible to initiate or modify <u>an extension programs: program/campus.</u></p> <p>(2) Instruction provided for the extension program <u>/campus</u> may include a variety of instructional methods, shall be congruent with the program's curriculum plan, and shall enable students to meet the goals, objectives, and competencies of the educational program and requirements of the Board as stated in §215.2 - 215.13 of this chapter.</p> <p>(3) A <u>An approved professional nursing educational</u> program intending to establish an extension program <u>/campus that duplicates the main program's/campus' current curriculum and teaching resources</u> shall:</p> <p>(A) Notify the Board office at least four (4) months prior to implementation of extension programs by any approved program;</p> <p>(B) Submit required information according to Board-approved guidelines; <u>and</u></p> <p>(C) Provide documentation <u>to the Board</u> of notification <u>to the Regional Council of the governing institution about</u></p>	<p>Addition of current title being used and provides consistency between the rules.</p> <p>Revised language provides clarity for the intent of the rules and provides consistency between the rules.</p> <p>Revised and added language provides clarity for the intent of the rules, provides consistency between the rules and describes the actual processes that occur.</p> <p>Renumbering.</p> <p>Deleted repetitive language.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>the Board at least four (4) months prior to reactivation, using the Board guidelines for initiating an extension program.</p> <p>(5) A program intending to close an extension program shall:</p> <p>(A) Notify the Board office at least four (4) months prior to closure of the extension program.</p> <p>(B) Submit required information according to Board-approved guidelines including:</p> <p>(i) reason for closing the program;</p> <p>(ii) date of intended closure;</p> <p>(iii) academic provisions for students; and</p> <p>(iv) provisions made for access to and storage of vital school records.</p>	<p>as applicable, at least four (4) months prior to implementation, as appropriate.</p> <p>(3) (4) When the curriculum of the extension program's <u>curriculum /campus</u> deviates from the original program in any way, the proposed extension is viewed as a new program and Board guidelines for a new program apply.</p> <p>(4) (5) Extension programs of vocational nursing educational programs which have been closed may be reactivated by submitting notification of reactivation to the Board at least four (4) months prior to reactivation, using the Board guidelines for initiating an extension program.</p> <p>(5) (6) A program intending to close an extension program shall:</p> <p>(A) Notify the Board office at least four (4) months prior to closure of the extension program.</p> <p>(B) Submit required information according to Board-approved guidelines including:</p> <p>(i) reason for closing the program;</p> <p>(ii) date of intended closure;</p> <p>(iii) academic provisions for students; and</p> <p>(iv) provisions made for access to and storage of vital</p>	<p>as applicable, to the Board four (4) months prior to implementation, as appropriate.</p> <p>(4) Extension programs of professional pre-licensure nursing educational programs which have been closed may be reactivated by submitting notification of reactivation to the Board at least four (4) months prior to reactivation, using the Board guidelines for initiating an extension program.</p> <p>(5) A program intending to close an extension program shall:</p> <p>(A) Notify the Board at least four (4) months prior to closure of the extension program; and</p> <p>(B) Submit required information according to Board-approved guidelines including:</p> <p>(i) reason for closing the program;</p> <p>(ii) date of intended closure;</p> <p>(iii) academic provisions for students; and</p> <p>(iv) provisions made for access to and storage of vital school records.</p>	<p>plans for establishment of extension programs to the Board office at least four (4) months prior to implementation, as appropriate; and or approval from the controlling agency <u>/governing institution, THECB, TWC and /or other regulatory/funding agencies, as applicable, at least four (4) months prior to implementation, as appropriate.</u></p> <p>(D) Provide evidence of approval from the THECB, TWC and/or other regulating/accrediting bodies, as applicable, to the Board four (4) months prior to implementation, as appropriate:</p> <p><u>(4) When the curriculum of the extension/campus deviates from the original program in any way, the proposed extension is viewed as a new program and Board guidelines for a new program apply.</u></p> <p><u>(5) Extension programs of professional pre-licensure nursing educational programs which have been closed may be reactivated by submitting notification of reactivation to the Board at least four (4) months prior to reactivation, using the Board guidelines for initiating an extension program.</u></p>	<p>Revised/additional language provides clarity for the intent of the rule and consistency between the rules.</p>

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	<p>school records. <u>(7) Consolidation.</u> <u>When a controlling agency/governing institution oversees an extension program/campus or multiple extension programs/campuses with curricula identical to the curriculum of the main program/campus, the controlling agency/governing institution and the program director may request consolidation of the extension program(s)/campus(es) with the main program utilizing one NCLEX-PN® examination testing code.</u> <u>(A) The request to consolidate the extension program(s)/campus(es) with the main program shall be submitted in the form of a formal letter to the Board office at least four (4) months prior to the effective date of consolidation addressing the required information as outlined in Board guidelines.</u> <u>(B) The notification of the consolidation will be presented, as information only, to the Board at a regularly scheduled Board meeting as no Board action is required.</u> <u>(C) The program will receive an official letter of acknowledgment following the Board meeting.</u> <u>(D) After the effective date of</u></p>		<p>(5) <u>(6)</u> A program intending to close an extension program shall: (A) Notify the Board at least four (4) months prior to closure of the extension program; and (B) Submit required information according to Board-approved guidelines including: (i) reason for closing the program; (ii) date of intended closure; (iii) academic provisions for students; and (iv) provisions made for access to and storage of vital school records.</p>	<p>Describes the actual process that is occurring and is outlined in Board guidelines/policy.</p>

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	<p><u>consolidation, the NCLEX-PN® examination testing code(s) for the extension program(s) will be deactivated/closed.</u> <u>(E)The NCLEX-PN® examination testing code assigned to the main program will remain active.</u></p>			
<p>(c) Transfer of Controlling Agency. The authorities of the controlling agency shall notify the Board office in writing of an intent to transfer the administrative authority of the program. This notification shall follow Board guidelines.</p>	<p>(c) Transfer of Controlling Agency/<u>Governing Institution</u>. The authorities of the controlling agency/<u>governing institution</u> shall notify the Board office in writing of an intent to transfer the administrative authority of the program. This notification shall follow Board guidelines.</p>	<p>(c) Transfer of Administrative Control by Governing Institutions. The authorities of the governing institution shall notify the Board office in writing of an intent to transfer the administrative authority of the program. This notification shall follow Board guidelines.</p>	<p>(c) Transfer of Administrative Control by <u>Controlling Agency/Governing Institutions</u>. The authorities of the <u>controlling agency/governing institution</u> shall notify the Board office in writing of an intent to transfer the administrative authority of the program. This notification shall follow Board guidelines.</p>	<p>Additional language provides clarity and consistency between the rules.</p>
<p>(d) Closure of a Program. A program shall notify the Board office in writing of their intent to close the program. (1) The controlling agency shall be responsible for graduating enrolled students or ensuring the satisfactory transfer of those students into another program. (2) The controlling agency shall provide for permanent storage of student records. (3) A program is deemed closed when the program has not enrolled students for a period of two years since the last graduating class or student enrollment has not</p>	<p>(d) Closure of Closing a Program. A program shall notify the Board office in writing of their intent to close the program. (1) The controlling agency shall be responsible for graduating enrolled students or ensuring the satisfactory transfer of those students into another program. (2) The controlling agency shall provide for permanent storage of student records. <u>(1) When the decision to close a program which provides the entire program of study has been made, the</u></p>	<p>(d) Closing a Program. (1) When the decision to close a program which provides the entire program of study has been made, the director must notify the Board and submit a written plan for closure which includes the following: (A) reason for closing the program; (B) date of intended closure; (C) academic provisions for students; (D) provisions made for access to and safe storage of vital school records, including transcripts of all graduates; and</p>	<p>(d) Closing a Program. (1) When the decision to close a program which provides the entire program of study has been made, the director must notify the Board and submit a written plan for closure which includes the following: (A) reason for closing the program; (B) date of intended closure; (C) academic provisions for students <u>to complete the nursing educational program and teach-out arrangements have been approved by the appropriate Texas agency,</u></p>	<p>Addition of new language provides clarity for the intent of the rules, provides consistency between the rules and describes the processes that actually occur.</p> <p>214.3 (d) (1)and (2) - Language rephrased.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>occurred for a two-year period. Board-ordered enrollment suspensions may be an exception.</p>	<p><u>director must notify the Board and submit a written plan for closure which includes the following:</u> <u>(A) reason for closing the program;</u> <u>(B) date of intended closure;</u> <u>(C) academic provisions for students to complete the nursing educational program and teach-out arrangements have been approved by the appropriate Texas agency, (i.e., TWC, THECB, Texas Board of Nursing);</u></p> <p><u>(D) provisions made for access to and safe storage of vital school records, including transcripts of all graduates;</u> <u>and</u> <u>(E) methods to be used to maintain requirements and standards until the program closes.</u></p> <p><u>(2) The program shall continue within standards until all students, enrolled in the nursing educational program at the time of the decision to close, have graduated. In the event this is not possible, a plan shall be developed whereby students may transfer to other approved programs.</u></p> <p>(3) A program is deemed closed when the program has not enrolled students for a</p>	<p>(E) methods to be used to maintain requirements and standards until the program closes.</p> <p>(2) The program shall continue within standards until all classes, which are enrolled at the time of the decision to close, have graduated. In the event this is not possible, a plan shall be developed whereby students may transfer to other approved programs.</p>	<p><u>(i.e., TWC, THECB, Texas Board of Nursing);</u> (D) provisions made for access to and safe storage of vital school records, including transcripts of all graduates; and (E) methods to be used to maintain requirements and standards until the program closes. (2) The program shall continue within standards until all classes, which are <u>students enrolled in the nursing educational program</u> at the time of the decision to close, have graduated. In the event this is not possible, a plan shall be developed whereby students may transfer to other approved programs.</p> <p><u>(3) A program is deemed closed when the program has not enrolled students for a period of two years since the last graduating class or student enrollment has not occurred for a two-year period. Board-ordered enrollment suspensions may be an exception.</u></p>	<p>Addition of new language provides clarity for the intent of the rules, provides consistency between the rules and describes the processes that actually occur.</p> <p>Addition of language to Rule 214.3(d)(2) and Rule 215.3(d)(3) provides clarity for the intent of the rules and provides consistency between the rules</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
	<p>period of two years since the last graduating class or student enrollment has not occurred for a two-year period. Board-ordered enrollment suspensions may be an exception.</p>			
<p>(e) Approval of a Nursing Educational Program Outside Texas' Jurisdiction to Conduct Clinical Learning Experiences in Texas. (1) The nursing educational program outside Texas' jurisdiction seeking approval to conduct clinical learning experiences in Texas should initiate the process with the Texas Board of Nursing two to three months prior to the anticipated start of the clinical learning experiences in Texas. (2) A written request and the required supporting documentation shall be submitted to the Board office following Board guidelines. (3) Evidence that the program has been approved/licensed by the appropriate Texas agency, i.e., THECB, TWC, to conduct business in the State of Texas must be obtained before approval can be granted by the Texas Board of Nursing for the program to conduct clinical learning experiences in Texas.</p>	<p>(e) Approval of a Nursing Educational Program Outside Texas' Jurisdiction to Conduct Clinical Learning Experiences in Texas. (1) The nursing educational program outside Texas' jurisdiction seeking approval to conduct clinical learning experiences in Texas should initiate the process with the Texas Board of Nursing two to three months prior to the anticipated start of the clinical learning experiences in Texas. (2) A written request and the required supporting documentation shall be submitted to the Board office following Board guidelines. (3) Evidence that the program has been approved/licensed <u>or deemed exempt from approval/licensure</u> by the appropriate Texas agency, (i.e., THECB, TWC), to conduct business in the State of Texas, must be obtained before approval can be granted by the Texas Board of Nursing for the program to conduct clinical learning experiences in Texas.</p>	<p>(e) Approval of a Nursing Educational Program Outside Texas' Jurisdiction to Conduct Clinical Learning Experiences in Texas. (1) The nursing educational program outside Texas' jurisdiction seeking approval to conduct clinical learning experiences in Texas should initiate the process with the Texas Board of Nursing two to three months prior to the anticipated start of the clinical learning experiences in Texas. (2) A written request and the required supporting documentation shall be submitted to the Board office following Board guidelines. (3) Evidence that the program has been approved/licensed by the appropriate Texas agency, i.e., THECB, to conduct business in the State of Texas must be obtained before approval can be granted by the Texas Board of Nursing for the program to conduct clinical learning experiences in Texas.</p>	<p>(e) Approval of a Nursing Educational Program Outside Texas' Jurisdiction to Conduct Clinical Learning Experiences in Texas. (1) The nursing educational program outside Texas' jurisdiction seeking approval to conduct clinical learning experiences in Texas should initiate the process with the Texas Board of Nursing two to three months prior to the anticipated start of the clinical learning experiences in Texas. (2) A written request and the required supporting documentation shall be submitted to the Board office following Board guidelines. (3) Evidence that the program has been approved/licensed <u>or deemed exempt from approval/licensure</u> by the appropriate Texas agency, (i.e., THECB), to conduct business in the State of Texas, must be obtained before approval can be granted by the Texas Board of Nursing for the program to conduct clinical learning experiences in Texas.</p>	<p>Additional language describes the processes that actually occur and are outlined in Board guidelines.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
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§214.4, Approval	§214.4, Approval	§215.4, Approval	§215.4, Approval	
<p>(a) The progressive designation of approval status is not implied by the order of the following listing. Approval status is based upon each program's performance and demonstrated compliance to the Board's requirements and response to the Board's recommendations. Change from one status to another is based on NCLEX-PN™ examination pass rates, compliance audits, survey visits, and other factors listed under §214.4(b) of this chapter. Types of approval include:</p> <p>(1) Initial Approval.</p> <p>(A) Initial approval is written authorization by the Board for a new program to admit students, is granted if the program meets the requirements and addresses the recommendations issued by the Board, and begins with the date of the first student enrollment.</p> <p>(B) The program shall not enroll more than one class per year while on initial approval.</p> <p>(C) Change from initial approval status to full approval status cannot occur until the program has met requirements and responded to all recommendations issued by the Board and the</p>	<p>(a) The progressive designation of approval status is not implied by the order of the following listing. Approval status is based upon each program's performance and demonstrated compliance to the Board's requirements and response to the Board's recommendations. Change from one status to another is based on <u>NCLEX-PN</u>™ examination pass rates, compliance audits, survey visits, and other factors listed under §214.4(b) of this chapter. Types of approval include:</p> <p>(1) Initial Approval.</p> <p>(A) Initial approval is written authorization by the Board for a new program to admit students, is granted if the program meets the requirements and addresses the recommendations issued by the Board, and begins with the date of the first student enrollment.</p> <p>(B) The program shall not enroll more than one class per year while on initial approval. Student enrollment is determined by the Board and the specifics are included in the Board's initial approval letter.</p> <p>(C) Change from initial</p>	<p>(a) The progressive designation of approval status is not implied by the order of the following listing. Approval status is based upon each program's performance and demonstrated compliance to the Board's requirements and responses to the Board's recommendations. Change from one status to another is based on NCLEX-RN™ examination pass rates, compliance audits, survey visits, and other factors listed under subsection (b) of this section. Types of approval include:</p> <p>(1) Initial Approval.</p> <p>(A) Initial approval is written authorization by the Board for a new program to admit students and is granted if the program meets the requirements and addresses the recommendations issued by the Board.</p> <p>(B) Change from initial approval status to full approval status cannot occur until the program has met requirements and responded to all recommendations issued by the Board and the licensing examination result of the first graduating class is evaluated by the Board.</p> <p>(2) Full Approval.</p> <p>(A) Full approval is granted by the Board to a professional</p>	<p>(a) The progressive designation of approval status is not implied by the order of the following listing. Approval status is based upon each program's performance and demonstrated compliance to the Board's requirements and responses to the Board's recommendations. Change from one status to another is based on <u>NCLEX-RN</u>™ examination pass rates, compliance audits, survey visits, and other factors listed under subsection (b) of this section. Types of approval include:</p> <p>(1) Initial Approval.</p> <p>(A) Initial approval is written authorization by the Board for a new program to admit students and is granted if the program meets the requirements and addresses the recommendations issued by the Board.</p> <p>(B) Change from initial approval status to full approval status cannot occur until the program has met requirements and responded to all recommendations issued by the Board and the licensing examination result of the first graduating class is evaluated by the Board.</p> <p>Student enrollment is determined by the Board and the specifics are</p>	<p>Incorrect abbreviation.</p> <p>Deletion of Language provides clarity in the intent of the rule and describes the actual processes that occur.</p> <p>Revised/added language provides clarity for the intent of the rule and describes the actual processes that occur.</p> <p>Renumbering.</p> <p>Revised/added language provides clarity for the intent</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>licensing examination result of the first graduating class is evaluated by the Board.</p> <p>(2) Full Approval.</p> <p>(A) Full Approval is granted by the Board to a vocational nursing educational program that is in compliance with all requirements and has responded to all recommendations.</p> <p>(B) Only programs with Full approval status may initiate extension programs, grant faculty waivers, and petition for faculty waivers.</p> <p>(3) Full Approval with Warning is issued by the Board to a vocational nursing educational program that is not meeting legal and educational requirements.</p> <p>(A) A program issued a warning will receive written notification from the Board of the warning.</p> <p>(B) The program is given a list of the deficiencies and a specified time in which to correct the deficiencies.</p> <p>(4) Conditional Approval. Conditional approval is issued by the Board for a specified time to provide the program opportunity to correct deficiencies.</p> <p>(A) The program shall not admit students while on conditional status.</p> <p>(B) The Board may establish specific criteria to be met in order for the program's</p>	<p>approval status to full approval status cannot occur until the program has met requirements and responded to all recommendations issued by the Board and the licensing examination result of the first graduating class is evaluated by the Board.</p> <p>(2) Full Approval.</p> <p>(A) Full Approval is granted by the Board to a vocational nursing educational program that is in compliance with all requirements and has responded to all recommendations.</p> <p>(B) Only programs with Full <u>full</u> approval status may initiate extension programs, grant faculty waivers, and petition for faculty waivers.</p> <p>(3) Full Approval <u>approval</u> with Warning <u>warning</u> is issued by the Board to a vocational nursing educational program that is not meeting legal and educational requirements.</p> <p>(A) A program issued a warning will receive written notification from the Board of the warning.</p> <p>(B) The program is given a list of the deficiencies and a specified time in which to correct the deficiencies.</p> <p>(4) Conditional Approval. Conditional approval is issued by the Board for a specified time to provide the</p>	<p>pre-licensure nursing educational program that is in compliance with all Board requirements and has responded to all Board recommendations.</p> <p>(B) Only programs with full approval status may initiate extension programs, grant faculty waivers and petition for faculty waivers.</p> <p>(3) Full approval with warning is issued by the Board to a professional nursing educational program that is not meeting legal and educational requirements.</p> <p>(A) A program issued a warning will receive written notification from the Board of the warning.</p> <p>(B) The program is given a list of the deficiencies and a specified time in which to correct the deficiencies.</p> <p>(4) Conditional Approval. Conditional approval is issued by the Board for a specified time to provide the program the opportunity to correct deficiencies.</p> <p>(A) The program shall not admit students while on conditional status.</p> <p>(B) The Board may establish specific criteria to be met in order for the program's conditional approval status to be removed.</p> <p>(C) Depending upon the degree to which the Board's legal and educational</p>	<p><u>included in the Board's initial approval letter.</u></p> <p><u>(3) Change from initial approval status to full approval status cannot occur until the program has met requirements and responded to all recommendations issued by the Board and the licensing examination result of the first graduating class is evaluated by the Board.</u></p> <p>(2) Full Approval.</p> <p>(A) Full approval is granted by the Board to a professional pre-licensure nursing educational program that is in compliance with all Board requirements and has responded to all Board recommendations.</p> <p>(B) Only programs with full approval status may initiate extension programs, grant faculty waivers and petition for faculty waivers.</p> <p>(3) Full approval with warning is issued by the Board to a professional nursing educational program that is not meeting legal and educational requirements.</p> <p>(A) A program issued a warning will receive written notification from the Board of the warning.</p> <p>(B) The program is given a list of the deficiencies and a specified time in which to</p>	<p>of the rule and describes the actual processes that occur.</p> <p>Renumbering.</p> <p>More grammatically correct.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>conditional approval status to be changed. (C) Depending upon the degree to which the Board's legal and educational requirements are met, the Board may change the approval status to full approval or full approval with warning, or may withdraw approval. (5) Withdrawal of Approval. The Board may withdraw approval from a program which fails to meet legal and educational requirements within the specified time. The program shall be removed from the list of Board approved vocational nursing educational programs.</p>	<p>program opportunity to correct deficiencies. (A) The program shall not admit students while on conditional status. (B) The Board may establish specific criteria to be met in order for the program's conditional approval status to be changed. (C) Depending upon the degree to which the Board's legal and educational requirements are met, the Board may change the approval status to full approval or full approval with warning, or may withdraw approval. (5) Withdrawal of Approval. The Board may withdraw approval from a program which fails to meet legal and educational requirements within the specified time. The program shall be removed from the list of Board approved vocational nursing educational programs.</p>	<p>requirements are met, the Board may change the approval status to full approval or full approval with warning, or may withdraw approval. (5) Withdrawal of Approval. The Board may withdraw approval from a program which fails to meet legal and educational requirements within the specified time. The program shall be removed from the list of Board-approved professional nursing educational programs. (6) A diploma program of study in Texas that leads to an initial license as a registered nurse under this chapter must have a process in place by 2015 to ensure that their graduates are entitled to receive a degree from a public or private institution of higher education accredited by an agency recognized by the THECB. At a minimum, a graduate of a diploma program will be entitled to receive an associate degree in nursing.</p>	<p>correct the deficiencies. (4) Conditional Approval. Conditional approval is issued by the Board for a specified time to provide the program the opportunity to correct deficiencies. (A) The program shall not admit students while on conditional status. (B) The Board may establish specific criteria to be met in order for the program's conditional approval status to be removed. (C) Depending upon the degree to which the Board's legal and educational requirements are met, the Board may change the approval status to full approval or full approval with warning, or may withdraw approval. (5) Withdrawal of Approval. The Board may withdraw approval from a program which fails to meet legal and educational requirements within the specified time. The program shall be removed from the list of Board-approved professional nursing educational programs. (6) A diploma program of study in Texas that leads to an initial license as a registered nurse under this chapter must have a process in place by 2015 to ensure that their graduates are</p>	

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			entitled to receive a degree from a public or private institution of higher education accredited by an agency recognized by the THECB. At a minimum, a graduate of a diploma program will be entitled to receive an associate degree in nursing.	
<p>(b) Factors Jeopardizing Program Approval Status-- Approval may be changed or withdrawn for any of the following reasons:</p> <p>(1) deficiencies in compliance with the rule;</p> <p>(2) utilization of students to meet staffing needs in health care facilities;</p> <p>(3) noncompliance with school's stated philosophy/mission, program design, objectives/outcomes, and/or policies;</p> <p>(4) continual failure to submit records and reports to the Board office within designated time frames;</p> <p>(5) failure to provide sufficient variety and number of clinical learning opportunities for students to achieve stated objectives/outcomes;</p> <p>(6) failure to comply with Board requirements or to respond to Board recommendations within the specified time;</p> <p>(7) student enrollments without sufficient faculty, facilities and/or patient</p>		<p>(b) Factors Jeopardizing Program Approval Status-- Approval may be changed or withdrawn for any of the following reasons:</p> <p>(1) deficiencies in compliance with the rule;</p> <p>(2) utilization of students to meet staffing needs in health care facilities;</p> <p>(3) noncompliance with school's stated philosophy/mission, program design, objectives/outcomes, and/or policies;</p> <p>(4) continual failure to submit records and reports to the Board office within designated time frames;</p> <p>(5) failure to provide sufficient variety and number of clinical learning opportunities for students to achieve stated objectives/outcomes;</p> <p>(6) failure to comply with Board requirements or to respond to Board recommendations within the specified time;</p> <p>(7) student enrollments without sufficient faculty, facilities and/or patient</p>		

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<p>census; (8) failure to maintain a 80% passing rate on the licensing examination by first-time candidates; (9) failure of program director to document annually the currency of faculty licenses; or (10) other activities or situations that demonstrate to the Board that a program is not meeting legal requirements and standards.</p>		<p>census; (8) failure to maintain a 80% passing rate on the licensing examination by first-time candidates; (9) failure of the program dean or director to document annually the currency of faculty licenses; or (10) other activities or situations that demonstrate to the Board that a program is not meeting legal requirements and standards.</p>		
<p>(c) Ongoing Approval Procedures. Approval status is determined biennially by the Board on the basis of the program's compliance audit, NCLEX-PN™ examination pass rate, and other pertinent data. (1) Compliance Audit. Each approved vocational nursing educational program shall submit a biennial audit regarding its compliance with the Board's legal and educational requirements. (2) NCLEX-PN™ Pass Rates. (A) Eighty percent (80%) of first-time candidates who complete the program of study are required to achieve a passing score on the NCLEX-PN™ examination. (B) When the passing score of first-time candidates who complete the vocational nursing educational program is less than 80% on the</p>	<p>(c) Ongoing Approval Procedures. Approval status is determined biennially by the Board on the basis of the program's compliance audit, NCLEX-PN™ <u>NCLEX-PN®</u> examination pass rate, and other pertinent data. (1) Compliance Audit. Each approved vocational nursing educational program shall submit a biennial audit regarding its compliance with the Board's legal and educational requirements. (2) NCLEX-PN™ <u>NCLEX-PN®</u> Pass Rates. (A) Eighty percent (80%) of first-time candidates who complete the program of study are required to achieve a passing score on the NCLEX-PN™ <u>NCLEX-PN®</u> examination. (B) When the passing score of first-time candidates who complete the vocational</p>	<p>(c) Ongoing Approval Procedures. Approval status is determined biennially by the Board on the basis of the program's compliance audit, NCLEX-RN™ examination pass rate, and other pertinent data. (1) Compliance Audit. Each approved professional nursing educational program shall submit a biennial audit regarding its compliance with the Board's legal and educational requirements. (2) NCLEX-RN™ Pass Rates. (A) Eighty percent (80%) of first-time candidates who complete the program of study are required to achieve a passing score on the NCLEX-RN™ examination. (B) When the passing score of first-time candidates who complete the professional</p>	<p>(c) Ongoing Approval Procedures. Approval status is determined biennially by the Board on the basis of the program's compliance audit, NCLEX-RN™ <u>NCLEX-RN®</u> examination pass rate, and other pertinent data. (1) Compliance Audit. Each approved professional nursing educational program shall submit a biennial audit regarding its compliance with the Board's legal and educational requirements. (2) NCLEX-RN™ <u>NCLEX-RN®</u> Pass Rates. (A) Eighty percent (80%) of first-time candidates who complete the program of study are required to achieve a passing score on the NCLEX-RN™ <u>NCLEX-RN®</u> examination. (B) When the passing score of first-time candidates who complete the professional</p>	<p>Incorrect abbreviations.</p> <p>Incorrect abbreviations.</p>

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<p>NCLEX-PN™ examination during the examination year, the nursing program shall submit a self-study report that evaluates factors which contributed to the graduates' performance on the NCLEX-PN™ examination and a description of the corrective measures to be implemented. The report shall follow Board guidelines.</p> <p>(C) A warning shall be issued to the program when the pass rate of first-time candidates, as described in subsection (c)(2)(A) of this section, is less than 80% for two consecutive examination years.</p> <p>(D) A program shall be placed on conditional approval status if, within one examination year from the date the warning is issued, the performance of first-time candidates fails to be at least 80% on the NCLEX-PN™ examination, or the faculty fail to implement appropriate corrective measures.</p> <p>(E) Approval may be withdrawn if the performance of first-time candidates fails to be at least 80% during the examination year following the date that the program was placed on conditional approval.</p> <p>(F) A program issued a warning or placed on conditional approval status</p>	<p>nursing educational program is less than 80% on the NCLEX-PN™ <u>NCLEX-PN®</u> examination during the examination year, the nursing program shall submit a self-study report that evaluates factors which contributed to the graduates' performance on the NCLEX-PN™ <u>NCLEX-PN®</u> examination and a description of the corrective measures to be implemented. The report shall follow Board guidelines.</p> <p>(C) A warning shall be issued to the program when the pass rate of first-time candidates, as described in subsection (c)(2)(A) of this section, is less than 80% for two consecutive examination years.</p> <p>(D) A program shall be placed on conditional approval status if, within one examination year from the date the warning is issued, the performance of first-time candidates fails to be at least 80% on the NCLEX-PN™ <u>NCLEX-PN®</u> examination, or the faculty fail to implement appropriate corrective measures.</p> <p>(E) Approval may be withdrawn if the performance of first-time candidates fails to be at least 80% during the examination year following the date that the program was placed on conditional</p>	<p>of study is less than 80% on the NCLEX-RN™ examination during the examination year, the nursing program shall submit a self-study report that evaluates factors which contributed to the graduates' performance on the NCLEX-RN™ examination and a description of the corrective measures to be implemented. The report shall follow Board guidelines.</p> <p>(C) A warning shall be issued to the program when the pass rate of first-time candidates, as described in subsection (c)(2)(A) of this section, is less than 80% for two consecutive examination years.</p> <p>(D) A program shall be placed on conditional approval status if, within one examination year from the date of the warning, the performance of first-time candidates on the NCLEX-RN™ examination fails to be at least 80%, or the faculty fails to implement appropriate corrective measures.</p> <p>(E) Approval may be withdrawn if the performance of first-time candidates fails to be at least 80% during the examination year following the date that the program is placed on conditional approval.</p> <p>(F) A program placed on warning or conditional</p>	<p>nursing educational program of study is less than 80% on the NCLEX-RN™ <u>NCLEX-RN®</u> examination during the examination year, the nursing program shall submit a self-study report that evaluates factors which contributed to the graduates' performance on the NCLEX-RN™ <u>NCLEX-RN®</u> examination and a description of the corrective measures to be implemented. The report shall follow Board guidelines.</p> <p>(C) A warning shall be issued to the program when the pass rate of first-time candidates, as described in subsection (c)(2)(A) of this section, is less than 80% for two consecutive examination years.</p> <p>(D) A program shall be placed on conditional approval status if, within one examination year from the date of the warning, the performance of first-time candidates on the NCLEX-RN™ <u>NCLEX-RN®</u> examination fails to be at least 80%, or the faculty fails to implement appropriate corrective measures.</p> <p>(E) Approval may be withdrawn if the performance of first-time candidates fails to be at least 80% during the examination year following the date that the program is placed on conditional approval.</p>	

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<p>may request a review of the program's approval status by the Board at a regularly scheduled meeting if the program's pass rate for first-time candidates during one examination year is at least 80%.</p> <p>(3) Survey Visit. Each vocational nursing educational program shall be visited at least every six years after full approval has been granted, unless accredited by a Board-recognized nursing accrediting agency.</p> <p>(A) The Board may authorize staff to conduct a survey visit at any time based upon established criteria.</p> <p>(B) After a program is fully approved by the Board, a report from a Board-recognized national nursing accrediting agency regarding a program's accreditation status may be accepted in lieu of a Board survey visit.</p> <p>(C) A written report of the survey visit, compliance audit, and NCLEX-PN™ examination pass rate shall be reviewed by the Board biennially at a regularly scheduled meeting.</p> <p>(4) The Texas Board of Nursing will select one or more national nursing accrediting agencies, recognized by the United States Department of</p>	<p>approval.</p> <p>(F) A program issued a warning or placed on conditional approval status may request a review of the program's approval status by the Board at a regularly scheduled meeting if the program's pass rate for first-time candidates during one examination year is at least 80%.</p> <p>(3) Survey Visit. Each vocational nursing educational program shall be visited at least every six years after full approval has been granted, unless accredited by a Board-recognized <u>national</u> nursing accrediting agency.</p> <p>(A) The Board may authorize staff to conduct a survey visit at any time based upon established criteria.</p> <p>(B) After a program is fully approved by the Board, a report from a Board-recognized national nursing accrediting agency regarding a program's accreditation status may be accepted in lieu of a Board survey visit.</p> <p>(C) A written report of the survey visit, compliance audit, and NCLEX-PN™ NCLEX-PN® examination pass rate shall be reviewed by the Board biennially at a regularly scheduled meeting.</p> <p>(4) The Texas Board of</p>	<p>approval status may request a review of the program's approval status by the Board at a regularly scheduled meeting if the program's pass rate for first-time candidates during one examination year is at least 80%.</p> <p>(3) Survey Visit. Each professional nursing educational program shall be visited at least every six years after full approval has been granted, unless accredited by a Board-recognized national nursing accrediting agency.</p> <p>(A) The Board may authorize staff to conduct a survey visit at any time based upon established criteria.</p> <p>(B) After a program is fully approved by the Board, a report from a Board-recognized national nursing accrediting agency regarding a program's accreditation status may be accepted in lieu of a Board survey visit.</p> <p>(C) A written report of the survey visit, compliance audit, and NCLEX-RN™ examination pass rate shall be reviewed by the Board biennially at a regularly scheduled meeting.</p> <p>(4) The Texas Board of Nursing will select one or more national nursing accrediting agencies, recognized by the United</p>	<p>(F) A program placed on <u>issued a warning or placed on</u> conditional approval status may request a review of the program's approval status by the Board at a regularly scheduled meeting if the program's pass rate for first-time candidates during one examination year is at least 80%.</p> <p>(3) Survey Visit. Each professional nursing educational program shall be visited at least every six years after full approval has been granted, unless accredited by a Board-recognized national nursing accrediting agency.</p> <p>(A) The Board may authorize staff to conduct a survey visit at any time based upon established criteria.</p> <p>(B) After a program is fully approved by the Board, a report from a Board-recognized national nursing accrediting agency regarding a program's accreditation status may be accepted in lieu of a Board survey visit.</p> <p>(C) A written report of the survey visit, compliance audit, and NCLEX-RN™ NCLEX-RN® examination pass rate shall be reviewed by the Board biennially at a regularly scheduled meeting.</p> <p>(4) The Texas Board of Nursing will select one or</p>	<p>More grammatically correct language and reorganized language provides clarity to the intent of the rule.</p> <p>Incorrect abbreviations.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>Education and determined by the Board to have standards <i>equivalent to the Board's ongoing approval standards.</i></p> <p>(A) The Texas Board of Nursing will periodically review the standards of the national nursing accrediting agencies following revisions of accreditation standards or revisions in Board requirements for validation of continuing equivalency.</p> <p>(B) The Texas Board of Nursing will deny or withdraw approval from a school of nursing or educational program that fails to:</p> <p>(i) meet the prescribed course of study or other standard under which it sought approval by the Board.</p> <p>(ii) meet or maintain voluntary accreditation, by a school of nursing or educational program approved by the Board as stated in §214.4(c)(4)(C) of this chapter, with the national nursing accrediting agency selected by the Board under which it was approved or sought approval by the Board.</p> <p>(iii) maintain the approval of the state board of nursing of another state that the Board has determined has standards that are substantially equivalent to the Board's standards under which it was approved.</p>	<p>Nursing will select one or more national nursing accrediting agencies, recognized by the United States Department of Education and determined by the Board to have standards <i>equivalent to the Board's ongoing approval standards.</i> <u>equivalent to the Board's ongoing approval standards.</u></p> <p><u>Identified areas that are not equivalent to the Board's ongoing approval standards will be monitored by the Board on an ongoing basis.</u></p> <p>(A) (5) The Texas Board of Nursing will periodically review the standards of the national nursing accrediting agencies following revisions of accreditation standards or revisions in Board requirements for validation of continuing equivalency.</p> <p>(B) (6) The Texas Board of Nursing will deny or withdraw approval from a school of nursing or educational program that fails to:</p> <p>(i) <u>(A)</u> meet the prescribed course of study or other standard under which it sought approval by the Board.</p> <p>(ii) <u>(B)</u> meet or maintain voluntary accreditation, by a school of nursing or educational program</p>	<p>States Department of Education and determined by the Board to have standards equivalent to the Board's ongoing approval standards.</p> <p>(A) The Texas Board of Nursing will periodically review the standards of the national nursing accrediting agencies following revisions of accreditation standards or revisions in Board requirements for validation of continuing equivalency.</p> <p>(B) The Texas Board of Nursing will deny or withdraw approval from a school of nursing or educational program that fails to:</p> <p>(i) meet the prescribed course of study or other standard under which it sought approval by the Board;</p> <p>(ii) meet or maintain voluntary accreditation, by a school of nursing or educational program approved by the Board as stated in subparagraph (C) of this paragraph, with the national nursing accrediting agency selected by the Board under which it was approved or sought approval by the Board; and</p> <p>(iii) maintain the approval of the state board of nursing of another state that the Board has determined has standards that are substantially equivalent to the</p>	<p>more national nursing accrediting agencies, recognized by the United States Department of Education and determined by the Board to have standards equivalent to the Board's ongoing approval standards.</p> <p><u>Identified areas that are not equivalent to the Board's ongoing approval standards will be monitored by the Board on an ongoing basis.</u></p> <p>(A) (5) The Texas Board of Nursing will periodically review the standards of the national nursing accrediting agencies following revisions of accreditation standards or revisions in Board requirements for validation of continuing equivalency.</p> <p>(B) (6) The Texas Board of Nursing will deny or withdraw approval from a school of nursing or educational program that fails to:</p> <p>(i) <u>(A)</u> meet the prescribed course of study or other standard under which it sought approval by the Board;</p> <p>(ii) <u>(B)</u> meet or maintain voluntary accreditation, by a school of nursing or educational program approved by the Board as stated in subparagraph</p>	<p>Incorrect italic.</p> <p>Additional language provides clarity for the intent of the rule and the actual processes that occur.</p> <p>Renumbering.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
	<p>approved by the Board as stated in §214.4(c)(4)(C) of this chapter, with the national nursing accrediting agency selected by the Board under which it was approved or sought approval by the Board.</p> <p>(iii) (C) maintain the approval of the state board of nursing of another state that the Board has determined has standards that are substantially equivalent to the Board's standards under which it was approved.</p>	<p>Board's standards under which it was approved.</p>	<p>§215.4(c)(4)(C) of this paragraph chapter, with the national nursing accrediting agency selected by the Board under which it was approved or sought approval by the Board; and</p> <p>(iii) (C) maintain the approval of the state board of nursing of another state that the Board has determined has standards that are substantially equivalent to the Board's standards under which it was approved.</p>	<p>Deleted and revised language provides consistency between the rules.</p> <p>Renumbering.</p>
<p>(C) A school of nursing or educational program is considered approved by the Board and exempt from Board rules that require ongoing approval if the program:</p> <p>(i) is accredited and maintains voluntary accreditation through an approved national nursing accrediting agency that has been determined by the Board to have standards equivalent to the Board's ongoing approval standards; and</p> <p>(ii) maintains an acceptable pass rate, as determined by the Board, on the applicable licensing exam.</p> <p>(D) A school of nursing or educational program that fails to meet or maintain an</p>	<p>(C) (7) A school of nursing or educational program is considered approved by the Board and exempt from Board rules that require ongoing approval if the program:</p> <p>(i) (A) is accredited and maintains voluntary accreditation through an approved national nursing accrediting agency that has been determined by the Board to have standards equivalent to the Board's ongoing approval standards; and</p> <p>(ii) (B) maintains an acceptable pass rate, as determined by the Board, on the applicable licensing exam.</p> <p>(D) (8) A school of nursing or</p>	<p>(C) A school of nursing or educational program is considered approved by the Board and exempt from Board rules that require ongoing approval if the program:</p> <p>(i) is accredited and maintains voluntary accreditation through an approved national nursing accrediting agency that has been determined by the Board to have standards equivalent to the Board's ongoing approval standards; and</p> <p>(ii) maintains an acceptable pass rate, as determined by the Board, on the applicable licensing exam;</p> <p>(D) A school of nursing or educational program that fails to meet or maintain an</p>	<p>(C) (7) A school of nursing or educational program is considered approved by the Board and exempt from Board rules that require ongoing approval if the program:</p> <p>(i) (A) is accredited and maintains voluntary accreditation through an approved national nursing accrediting agency that has been determined by the Board to have standards equivalent to the Board's ongoing approval standards; and</p> <p>(ii) (B) maintains an acceptable pass rate, as determined by the Board, on the applicable licensing exam.</p> <p>(D) (8) A school of nursing or</p>	<p>Renumbering.</p> <p>Renumbering.</p>

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<p>acceptable pass rate, as determined by the Board, on applicable licensing examinations is subject to review by the Board.</p> <p>(E) A school of nursing or educational program, approved by the Board as stated in §214.4(c)(4)(C) of this chapter, that does not maintain voluntary accreditation is subject to review by the Board.</p> <p>(F) The Board may assist the school or program in its effort to achieve compliance with the Board's standards.</p> <p>(G) A school or program from which approval has been withdrawn may reapply for approval.</p> <p>(H) A school of nursing or educational program accredited by an agency recognized by the Board shall:</p> <p>(i) provide the board with copies of any reports submitted to or received from the national nursing accrediting agency selected by the Board within three (3) months of receipt of official reports;</p> <p>(ii) notify the Board of any change in accreditation status within two (2) weeks following receipt of official notification letter; and</p> <p>(iii) provide other information required by the Board as necessary to evaluate and</p>	<p>educational program that fails to meet or maintain an acceptable pass rate, as determined by the Board, on applicable licensing examinations is subject to review by the Board.</p> <p>(E) <u>(9)</u> A school of nursing or educational program, approved by the Board as stated in §214.4(c)(4)(C) of this chapter, that does not maintain voluntary accreditation <u>through an approved national nursing accrediting agency that has been determined by the Board to have standards equivalent to the Board's ongoing approval standards</u> is subject to review by the Board.</p> <p>(F) <u>(10)</u> The Board may assist the school or program in its effort to achieve compliance with the Board's standards.</p> <p>(G) <u>(11)</u> A school or program from which approval has been withdrawn may reapply for approval.</p> <p>(H) <u>(12)</u> A school of nursing or educational program accredited by an agency recognized by the Board shall:</p> <p>(i) <u>(A)</u> provide the board with copies of any reports submitted to or received from the national nursing accrediting agency selected by the Board within three (3) months of receipt of official</p>	<p>acceptable pass rate, as determined by the Board, on applicable licensing examinations is subject to review by the Board.</p> <p>(E) A school of nursing or educational program, approved by the Board as stated in subparagraph (C) of this paragraph, that does not maintain voluntary accreditation is subject to review by the Board.</p> <p>(F) The Board may assist the school or program in its effort to achieve compliance with the Board's standards.</p> <p>(G) A school or program from which approval has been withdrawn may reapply for approval.</p> <p>(H) A school of nursing or educational program accredited by an agency recognized by the Board shall:</p> <p>(i) provide the board with copies of any reports submitted to or received from the national nursing accrediting agency selected by the Board within three (3) months of receipt of official reports;</p> <p>(ii) notify the Board of any change in accreditation status within two (2) weeks following receipt of official notification letter; and</p> <p>(iii) provide other information required by the Board as necessary to evaluate and</p>	<p>educational program that fails to meet or maintain an acceptable pass rate, as determined by the Board, on applicable licensing examinations is subject to review by the Board.</p> <p>(E) <u>(9)</u> A school of nursing or educational program, approved by the Board as stated in subparagraph (C) of this paragraph, that does not maintain voluntary accreditation <u>through an approved national nursing accrediting agency that has been determined by the Board to have standards equivalent to the Board's ongoing approval standards</u> is subject to review by the Board.</p> <p>(F) <u>(10)</u> The Board may assist the school or program in its effort to achieve compliance with the Board's standards.</p> <p>(G) <u>(11)</u> A school or program from which approval has been withdrawn may reapply for approval.</p> <p>(H) <u>(12)</u> A school of nursing or educational program accredited by an agency recognized by the Board shall:</p> <p>(i) <u>(A)</u> provide the board with copies of any reports submitted to or received from the national nursing accrediting agency selected by the Board within three (3)</p>	<p>Additional language provides clarity for the intent of the rule and the actual processes that occur.</p> <p>Renumbering.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>establish nursing education and workforce policy in this state.</p>	<p>reports; (ii) (B) notify the Board of any change in accreditation status within two (2) weeks following receipt of official notification letter; and (iii) (C) provide other information required by the Board as necessary to evaluate and establish nursing education and workforce policy in this state.</p>	<p>establish nursing education and workforce policy in this state. (d) Notice of a program's approval status shall be sent to the director, chief administrative officer of the governing institution, and others as determined by the Board.</p>	<p>months of receipt of official reports; (ii) (B) notify the Board of any change in accreditation status within two (2) weeks following receipt of official notification letter; and (iii) (C) provide other information required by the Board as necessary to evaluate and establish nursing education and workforce policy in this state.</p>	
<p>(d) Notice of a program's approval status shall be sent to the director, chief administrative officer of the controlling agency, and others as determined by the Board.</p>	<p>(d) Notice of a program's approval status shall be sent to the director, chief administrative officer of the controlling agency/<u>governing institution</u>, and others as determined by the Board.</p>	<p>(d) Notice of a program's approval status shall be sent to the director, chief administrative officer of the controlling agency, and others as determined by the Board.</p>	<p>(d) Notice of a program's approval status shall be sent to the director, chief administrative officer of the controlling agency/<u>governing institution</u>, and others as determined by the Board.</p>	<p>Additional language provides clarity for the intent of the rule and the actual processes that occur.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
§214.5, Philosophy/Mission and Objectives/Outcomes	§214.5, Philosophy/Mission and Objectives/Outcomes	§215.5, Philosophy/Mission and Objectives/Outcomes	§215.5, Philosophy/Mission and Objectives/Outcomes	
(a) The philosophy/mission and objectives/outcomes of the vocational nursing education program shall be consistent with the philosophy/mission of the controlling agency. They shall reflect the diversity of the community served and shall be consistent with professional, educational, and ethical standards of nursing.	(a) The philosophy/mission and objectives/outcomes of the vocational nursing educational program shall be consistent with the philosophy/mission of the controlling agency. They shall reflect the diversity of the community served and shall be consistent with professional, educational, and ethical standards of nursing.	(a) The philosophy/mission and objectives/outcomes of the professional nursing education program shall be consistent with the philosophy/mission of the governing institution. They shall reflect the diversity of the community served and shall be consistent with professional, educational, and ethical standards of nursing.	(a) The philosophy/mission and objectives/outcomes of the professional nursing educational program shall be consistent with the philosophy/mission of the governing institution. They shall reflect the diversity of the community served and shall be consistent with professional, educational, and ethical standards of nursing.	Revised language matches the language in the statute.
(b) Program objectives/outcomes derived from the philosophy/mission shall reflect the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002</i> .	(b) Program objectives/outcomes derived from the philosophy/mission shall reflect the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002 (DELC)</i> .	(b) Program objectives/outcomes derived from the philosophy/mission shall reflect the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002</i> .	(b) Program objectives/outcomes derived from the philosophy/mission shall reflect the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002 (DELC)</i> .	Addition of abbreviation provides clarity to the rules.
(c) Clinical objectives/outcomes shall be stated in behavioral terms and shall serve as a mechanism for evaluating student progression.		(c) Clinical objective/outcomes shall be stated in behavioral terms and shall serve as a mechanism for evaluating student progression.		
(d) The conceptual framework shall provide the organization of major concepts from the philosophy/mission of the program that provides the underlying structure or theme of the curriculum and facilitates the achievement of		(d) The conceptual framework shall provide the organization of major concepts from the philosophy/mission of the program that provides the underlying structure or theme of the curriculum and facilitates the achievement of		

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
program objectives/outcomes.		the program objectives/outcomes.		
(e) The faculty shall periodically review the philosophy/mission and objectives/outcomes and shall make appropriate revisions to maintain currency.		(e) The faculty shall periodically review the philosophy/mission and objectives/outcomes and shall make revisions to maintain currency.	(e) The faculty shall periodically review the philosophy/mission and objectives/outcomes and shall make <u>appropriate</u> revisions to maintain currency.	Additional language provides clarity for the intent of the rule and consistency between rules.

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
§214.6, Administration and Organization	§214.6, Administration and Organization	§215.6, Administration and Organization	§215.6, Administration and Organization	
(a) The controlling agency shall be licensed or accredited by a Board-recognized agency.	(a) The controlling agency/ <u>governing institution</u> shall be licensed or accredited / <u>approved or deemed exempt by a Board-recognized agency: the Texas Workforce Commission (TWC) or the Texas Higher Education Coordinating Board (THECB).</u>	(a) The governing institution of a professional nursing school/educational program, not including a diploma program, must be accredited by an agency recognized by the THECB or hold a certificate of authority from the THECB under provisions leading to accreditation of the institution in due course.	(a) The <u>controlling agency/governing institution</u> of a professional nursing school/educational program, not including a diploma program, must be accredited by an agency recognized by the THECB <u>Texas Higher Education Coordinating Board (THECB)</u> or hold a certificate of authority from the THECB under provisions leading to accreditation of the institution in due course .	Additional language provides clarity for the intent of the rule.
(b) There shall be an organizational chart indicating lines of authority between the vocational nursing educational program and the controlling agency.	(b) There shall be an organizational chart indicating lines of authority between the vocational nursing educational program and the controlling agency/ <u>governing institution.</u>	(b) There shall be an organizational chart which demonstrates the relationship of the professional pre-licensure nursing educational program to the governing institution, and indicates lines of responsibility and authority.	(b) There shall be an organizational chart which demonstrates the relationship of the professional pre-licensure nursing educational program to the <u>controlling agency/governing institution</u> , and indicates lines of responsibility and authority.	Additional language provides clarity for the intent of the rule and provides consistency between rules.
(c) The program shall have comparable status with other educational units within the institution (controlling agency).	(c) The <u>nursing educational program</u> shall have comparable status with other educational units <u>within the controlling agency/governing institution in such areas as budgetary authority, rank, promotion, tenure, leave, benefits and professional development.</u> within the institution (controlling agency)	(c) In colleges and universities, the program shall have comparable status with other academic units in such areas as rank, promotion, tenure, leave, benefits and professional development.	(c) In colleges and universities, the <u>nursing educational program</u> shall have comparable status with other academic units <u>within the controlling agency/governing institution</u> in such areas as <u>budgetary authority,</u> rank, promotion, tenure, leave, benefits and professional development.	Additional language in Rule 214.6(c) Rule 215.6(c) and reorganization of language provide clarity for the intent of the rule and provides consistency between rules.

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>(d) The controlling agency shall:</p> <p>(1) be responsible for satisfactory operation of the vocational nursing educational program;</p> <p>(2) meet rules and regulations as stated in this chapter;</p> <p>(3) provide the number of faculty necessary to meet minimum standards set by the Board and to insure a sound educational program;</p> <p>(4) provide for suitable classroom and clinical facilities;</p> <p>(5) provide secretarial assistance;</p> <p>(6) provide sufficient funds for operation and maintenance of the program to meet requirements set by the Board; and</p> <p>(7) select and appoint a qualified registered nurse director or coordinator for the program who meets the requirements of the Board; The director shall:</p> <p>(A) hold a current license or privilege to practice as a registered nurse in the state of Texas;</p>	<p>(d) The controlling agency shall:</p> <p>(1) be responsible for satisfactory operation of the vocational nursing educational program;</p> <p>(2) meet rules and regulations as stated in this chapter;</p> <p>(3) provide the number of faculty necessary to meet minimum standards set by the Board and to insure a sound educational program;</p> <p>(4) provide for suitable classroom and clinical facilities;</p> <p>(5) provide secretarial assistance;</p> <p>(6) provide sufficient funds for operation and maintenance of the program to meet requirements set by the Board; and</p> <p>(7) select and appoint a qualified registered nurse director or coordinator for the program who meets the requirements of the Board; The director shall:</p> <p>(A) hold a current license or privilege to practice as a registered nurse in the state of Texas;</p>	<p>(d) Salaries shall be adequate to recruit, employ, and retain sufficient qualified faculty members with graduate preparation and expertise necessary for students to meet program goals.</p>	<p>(d) Salaries shall be adequate to recruit, employ, and retain sufficient qualified <u>nursing</u> faculty members with graduate preparation and expertise necessary for students to meet program goals.</p>	<p>214.6 (d) rephrased and moved to 214.6 (e) - Provides clarity for the intent of the rule and consistency between rules.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>(B) have been actively employed in nursing for the past five years, preferably in supervision or teaching. If the director has not been actively employed in nursing for the past five years, the director's advanced preparation in nursing, nursing education, and nursing administration and prior relevant nursing employment may be taken into consideration by the</p> <p>(C) have a degree or equivalent experience that will demonstrate competency and advanced preparation in nursing, education, and administration; and</p> <p>(D) have had five years of varied nursing experience since graduation from a professional nursing educational program.</p>	<p>(B) have been actively employed in nursing for the past five years, preferably in supervision or teaching. If the director has not been actively employed in nursing for the past five years, the director's advanced preparation in nursing, nursing education, and nursing administration and prior relevant nursing employment may be taken into consideration by the</p> <p>(C) have a degree or equivalent experience that will demonstrate competency and advanced preparation in nursing, education, and administration; and</p> <p>(D) have had five years of varied nursing experience since graduation from a professional nursing educational program.</p> <p><u>Salaries shall be adequate to recruit, employ, and retain sufficient qualified nursing faculty members with the expertise necessary for students to meet program goals.</u></p>			<p>214.6(d) rephrased and moved to 214.6(e) - Provides clarity for the intent of the rule and consistency between rules.</p> <p>Additional language in Rule 214.6(d) provides clarity for the intent of the rule and consistency between the rules.</p>
<p>(e) When the director or coordinator fo the program changes, the director or coordinator shall submit to the Board office written notification of the change indicating the final date of</p>	<p>(e) When the director or coordinator fo the program changes, the director or coordinator shall submit to the Board office written notification of the change indicating the final date of</p>	<p>(e) The governing institution shall provide financial support and resources needed to operate a program which meets the legal and educational requirements of the Board and fosters</p>	<p>(e) The <u>controlling agency/governing</u> institution shall provide financial support and resources needed to operate a <u>nursing educational</u> program which meets the legal and educational</p>	<p>214.6(e) moved to 214.6(g) - Additional language and reorganization of language provides clarity for the intent of the rule and provides consistency between rules.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>employment. The controlling agency shall ensure that:</p> <p>(1) a new director or coordinator qualification form is submitted to the Board office for approval prior to being hired at an existing program or a new program;</p> <p>(2) the director may have responsibilities other than the program provided that an assistant program coordinator/lead instructor is designated to assist with the program management;</p> <p>(3) a director with responsibilities other than the program shall not have major teaching responsibilities; and</p> <p>(4) written job descriptions exist which clearly delineate responsibilities of the director, coordinator and lead instructor, as appropriate.</p>	<p>employment. The controlling agency shall ensure that:</p> <p>(1) a new director or coordinator qualification form is submitted to the Board office for approval prior to being hired at an existing program or a new program;</p> <p>(2) the director may have responsibilities other than the program provided that an assistant program coordinator/lead instructor is designated to assist with the program management;</p> <p>(3) a director with responsibilities other than the program shall not have major teaching responsibilities; and</p> <p>(4) written job descriptions exist which clearly delineate responsibilities of the director, coordinator and lead instructor, as appropriate.</p> <p><u>(e) The controlling agency/governing institution shall provide financial support and resources needed to operate a nursing educational program which meets the legal and educational requirements of the Board and fosters achievement of program goals. The financial resources shall support adequate educational facilities, equipment and</u></p>	<p>achievement of program goals. The financial resources shall support adequate educational facilities, equipment and qualified administrative and instructional personnel.</p>	<p>requirements of the Board and fosters achievement of program goals. The financial resources shall support adequate educational facilities, equipment and qualified administrative and instructional personnel.</p>	<p>214.6(e)(2) and (3) moved to 214.6(f)(6) and (7) - Reorganization provides clarity for the intent of the rule and consistency between the rules.</p> <p>214.6(e)(4) moved to 214.7(a)(5) - Reorganization provides clarity for the intent of the rule and consistency between the rules.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>(f) In a fully approved vocational nursing educational program, if the individual to be appointed as director or coordinator does not meet the requirements for director or coordinator as specified in subsection (d)(7) of this section, the administration is permitted to petition for a waiver of the Board's requirements, according to Board guidelines, prior to the appointment of said individual.</p>	<p><u>qualified administrative and instructional personnel.</u></p> <p>(f) In a fully approved vocational nursing educational program, if the individual to be appointed as director or coordinator does not meet the requirements for director or coordinator as specified in subsection (d)(7) of this section, the administration is permitted to petition for a waiver of the Board's requirements, according to Board guidelines, prior to the appointment of said individual.</p> <p><u>(f) Each vocational nursing educational program shall be administered by a qualified individual who is accountable for the planning, implementation and evaluation of the vocational nursing educational program. The director/coordinator shall:</u></p> <p><u>(1) hold a current license or privilege to practice as a registered nurse in the state of Texas;</u></p> <p><u>(2) have been actively employed in nursing for the past five years, preferably in supervision or teaching;</u></p> <p><u>(3) if the director has not been actively employed in</u></p>	<p>(f) Each professional nursing educational program shall be administered by a qualified individual who is accountable for the planning, implementation and evaluation of the professional nursing educational program. The dean or director shall:</p> <p>(1) hold a current license or privilege to practice as a registered nurse in the state of Texas;</p> <p>(2) hold a master's degree or a doctorate degree in nursing;</p> <p>(3) hold a doctoral degree, if administering a baccalaureate or master's degree program;</p> <p>(4) have a minimum of three years teaching experience in a professional nursing educational program;</p> <p>(5) have demonstrated knowledge, skills and abilities in administration within a professional nursing educational program; and</p> <p>(6) not carry a teaching load of more than three clock hours per week if required to teach.</p>		<p>Additional language and reorganization of language provides clarity for the intent of the rule and provides consistency between rules.</p> <p>Rephrased language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Reorganization provides clarity for the intent of the rule and consistency between the rules.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
	<p><u>nursing for the past five years, the director's advanced preparation in nursing, nursing education, and nursing administration and prior relevant nursing employment may be taken into consideration by the Board staff in evaluating qualifications for the position;</u></p> <p><u>(4) have a degree or equivalent experience that will demonstrate competency and advanced preparation in nursing, education, and administration;</u></p> <p><u>(5) have had five years of varied nursing experience since graduation from a professional nursing educational program;</u></p> <p><u>(6) the director may have responsibilities other than the program provided that another qualified nursing faculty member is designated to assist with the program management; and</u></p> <p><u>(7) a director with responsibilities other than the program shall not have major teaching responsibilities.</u></p>			
(g) A newly appointed director or coordinator of a vocational nursing educational program shall attend the next scheduled orientation	(g) A newly appointed director or coordinator of a vocational nursing educational program shall attend the next scheduled orientation	(g) When the dean or director of the program changes, the dean or director shall submit to the Board office written notification of the change	(g) When the dean or director dean/director of the program changes, the dean or director dean/director shall submit to the Board office	Moved 214.6(g) to 214.6(h). Revised/additional language and reorganization of

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>provided by the Board staff.</p>	<p>provided by the Board staff.</p> <p><u>(g) When the director/coordinator of the program changes, the director/coordinator shall submit to the Board office written notification of the change indicating the final date of employment.</u></p> <p><u>(1) A new Dean/Director/Coordinator Qualification Form shall be submitted to the office by the controlling agency/governing institution for approval prior to the appointment of a new director/coordinator or an interim director/coordinator in an existing program or a new nursing educational program according to Board guidelines.</u></p> <p><u>(2) A vitae and all applicable official transcripts shall be submitted with the new Dean/Director/Coordinator Qualification Form, according to Board guidelines.</u></p> <p><u>(3) If an interim director/coordinator is appointed to fill the position, this appointment shall not exceed one year.</u></p> <p><u>(4) In a fully approved vocational nursing educational program, if the individual to be appointed as director/coordinator or</u></p>	<p>indicating the final date of employment.</p> <p>(1) A new dean or director qualification form shall be submitted to the office by the governing institution for approval prior to the appointment of a new dean or director in an existing program or a new nursing program.</p> <p>(2) A vitae and all official transcripts shall be submitted with the new dean or director qualification form.</p> <p>(3) If an interim dean or director is appointed to fill the position, this appointment shall not exceed one year.</p> <p>(4) In a fully approved professional nursing educational program, if the individual to be appointed as dean or director does not meet the requirements for dean or director as specified in subsection (f) of this section, the administration is permitted to petition for a waiver of the Board's requirements, according to Board guidelines, prior to the appointment of said individual.</p>	<p>written notification of the change indicating the final date of employment.</p> <p>(1) A new dean or director Dean/Director/Coordinator Qualification Form shall be submitted to the office by the controlling agency/governing institution for approval prior to the appointment of a new dean or director dean/director or interim dean/director in an existing program or a new nursing educational program, according to Board guidelines.</p> <p>(2) A vitae and all official transcripts shall be submitted with the new dean or director <u>Dean/Director/Coordinator Qualification Form according to Board guidelines.</u></p> <p>(3) If an interim dean or director <u>dean/director</u> is appointed to fill the position, this appointment shall not exceed one year.</p> <p>(4) In a fully approved professional nursing educational program, if the individual to be appointed as dean or director <u>dean/director or interim dean/director</u> does not meet the requirements for dean or director <u>dean/director</u> as specified in subsection (f) of this section, the administration is permitted to</p>	<p>language provides clarity for the intent of the rule and provides consistency between rules.</p> <p>Revised/additional language and reorganization of language provides clarity for the intent of the rule, provides consistency between the rules, and describes the processes that actually occur.</p> <p>Additional language describes the processes that actually occur.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
	<p><u>interim director/coordinator does not meet the requirements for director/coordinator as specified in subsection (f) of this section, the administration is permitted to petition for a waiver of the Board's requirements, according to Board guidelines, prior to the appointment of said individual.</u></p>		<p>petition for a waiver of the Board's requirements, according to Board guidelines, prior to the appointment of said individual.</p>	
<p>(h) The director or coordinator shall have the authority to direct the program in all its phases, including approval of teaching staff, selection of appropriate clinical sites, admission, progression, probation, and dismissal of students. Additional responsibilities include but are not limited to:</p> <ol style="list-style-type: none"> (1) providing evidence of faculty expertise and knowledge to teach curriculum content; (2) acting as agent of the Board and issuing temporary permits to eligible graduates, upon completion of the program; (3) verifying student's completion of program requirements on the Affidavit of Graduation; and (4) completing and submitting the Texas Board of Nursing Compliance Audit and 	<p>(h) The director or coordinator shall have the authority to direct the program in all its phases, including approval of teaching staff, selection of appropriate clinical sites, admission, progression, probation, and dismissal of students. Additional responsibilities include but are not limited to:</p> <ol style="list-style-type: none"> (1) providing evidence of faculty expertise and knowledge to teach curriculum content; (2) acting as agent of the Board and issuing temporary permits to eligible graduates, upon completion of the program; (3) verifying student's completion of program requirements on the Affidavit of Graduation; and (4) completing and submitting the Texas Board of Nursing Compliance Audit and 	<p>(h) A newly appointed dean, director, interim dean, or interim director of a professional nursing educational program shall attend the next scheduled orientation provided by the Board.</p>	<p>(h) A newly appointed dean, director, interim dean, or interim director <u>dean/director</u> of a professional nursing educational program shall attend the next scheduled orientation education workshop related to the education rules and the role and responsibilities of newly appointed deans/directors provided by the Board.</p>	<p>2214.6(h) moved to 214.6(h) - Revised/additional language and reorganization of language provides clarity for the intent of the rule and provides consistency between the rules.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
Nursing Educational Program Information Survey by the required dates.	<p>Nursing Educational Program Information Survey by the required dates.</p> <p><u>(h) A newly appointed director/coordinator or interim director/coordinator of a vocational nursing educational program shall attend the next scheduled education workshop related to the education rules and the role and responsibilities of newly appointed directors/coordinators provided by the Board.</u></p>			Revised/additional language and reorganization of language provides clarity for the intent of the rule and provides consistency between the rules.
	<p><u>(i) The director/coordinator shall have the authority to direct the nursing educational program in all its phases, including approval of teaching staff, selection of appropriate clinical sites, admission, progression, probation, dismissal of students, and enforcement of student policies. Additional responsibilities include, but are not limited to:</u></p> <p><u>(1) providing evidence of faculty expertise and knowledge to teach curriculum content;</u></p> <p><u>(2) verifying student's completion of program requirements;</u></p> <p><u>(3) completing and submitting the Texas Board of Nursing Affidavit of Graduation; and</u></p> <p><u>(4) completing and submitting the Texas Board of Nursing Educational Program</u></p>		<p><u>(i) The dean/director shall have the authority to direct the nursing educational program in all its phases, including approval of teaching staff, selection of appropriate clinical sites, admission, progression, probation, dismissal of students, and enforcement of student policies. Additional responsibilities include, but are not limited to:</u></p> <p><u>(1) providing evidence of faculty expertise and knowledge to teach curriculum content;</u></p> <p><u>(2) verifying student's completion of program requirements;</u></p> <p><u>(3) completing and submitting the Texas Board of Nursing Affidavit of Graduation; and</u></p> <p><u>(4) completing and</u></p>	Re-organization of language and additional language provides clarity for the intent of the rule and provides consistency between rules.

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	<u>Information Survey (NEPIS) and Compliance Audit (CANEP) by the required dates.</u>		<u>submitting the Texas Board of Nursing Educational Program Information Survey (NEPIS) and Compliance Audit (CANEP) by the required dates.</u>	

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
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§214.7, Faculty Qualifications and Faculty Organization	§214.7, Faculty Qualifications and Faculty Organization	§215.7, Faculty Qualifications and Faculty Organization	§215.7, Faculty Qualifications and Faculty Organization	
<p>(a) There shall be written personnel policies for nursing faculty that are in keeping with accepted educational standards and are consistent with the policies of the controlling agency. Faculty policies shall include, but not be limited to: qualifications, responsibilities, performance evaluation criteria, and terms of employment.</p> <p>(1) Policies concerning workload for faculty and the director or coordinator shall be in writing.</p> <p>(2) There shall be written plans for faculty orientation, development and evaluation.</p> <p>(3) There shall be orientation of new faculty members at the onset of employment.</p> <p>(4) A variety of means shall be used to evaluate faculty performance such as self, student, peer and administrative evaluation.</p>	<p>(a) There shall be written personnel policies for nursing faculty that are in keeping with accepted educational standards and are consistent with the policies of the controlling agency/<u>governing institution</u>.</p> <p>(1) <u>Nursing policies that differ from those of the controlling agency/governing institution shall be consistent with nursing unit mission and goals (philosophy and outcomes).</u></p> <p>(2) <u>Written policies concerning workload for the director or coordinator shall allow for sufficient time for administrative responsibilities consistent with §214.6.</u></p> <p>(2) (3) Faculty policies shall include, but not be limited to: qualifications, responsibilities, performance evaluation criteria, and terms of employment.</p> <p>(4) <u>Written Policies policies concerning workload for faculty and the director or coordinator shall be in writing.</u></p> <p><u>for nursing faculty workload shall allow sufficient time for</u></p>	<p>(a) There shall be written personnel policies for nursing faculty that are in keeping with accepted educational standards and are consistent with those of the governing institution. Policies which differ from those of the governing institution shall be consistent with nursing unit mission and goals (philosophy and outcomes).</p> <p>(1) Policies concerning workload for faculty and the dean or director shall be in writing.</p> <p>(2) Sufficient time shall be provided faculty to accomplish those activities related to the teaching-learning process.</p> <p>(3) Teaching activities shall be coordinated among full-time, part-time faculty, clinical preceptors and clinical teaching assistants.</p>	<p>(a) There shall be written personnel policies for nursing faculty that are in keeping with accepted educational standards and are consistent with those of the <u>controlling agency/governing institution</u>.</p> <p>(1) Nursing Policies which policies that differ from those of the controlling agency/governing institution shall be consistent with nursing unit mission and goals (philosophy and outcomes).</p> <p>(4) Policies concerning workload for faculty and the dean or director shall be in writing.</p> <p>(2) <u>Written policies concerning workload for the dean or director shall allow for sufficient time for administrative responsibilities consistent with §215.6.</u></p> <p>(3) <u>Faculty policies shall include, but not be limited to: qualifications, responsibilities, performance evaluation criteria, and terms of employment.</u></p> <p>(2) Sufficient time shall be provided faculty to</p>	<p>Revised/additional language, rephrasing, and reorganization of language provide clarity for the intent of the rule and provides consistency between rules.</p> <p>Renumbering.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
	<p><u>faculty to accomplish those activities related to the teaching-learning process.</u></p> <p>(2) There shall be written plans for faculty orientation, development and evaluation.</p> <p>(3) There shall be orientation of new faculty members at the onset of employment.</p> <p><u>(5) Position descriptions for the director/coordinator and nursing faculty outlining their responsibilities directly related to the nursing program shall be included in the nursing faculty handbook.</u></p> <p>(4) A variety of means shall be used to evaluate faculty performance such as self, student, peer and administrative evaluation.</p> <p><u>(6) Written policies for nursing faculty shall include: plans for faculty orientation to the institution and the nursing program, faculty development, and evaluation of faculty.</u></p> <p><u>(A) Orientation of new nursing faculty members shall be initiated at the onset of employment.</u></p> <p><u>(B) A plan for nursing faculty development shall be offered to encourage and assist faculty members to meet the</u></p>		<p>accomplish those activities related to the teaching-learning process.</p> <p>(3) Teaching activities shall be coordinated among full-time, part-time faculty, clinical preceptors and clinical teaching assistants.</p> <p><u>(4) Written policies for nursing faculty workload shall allow sufficient time for faculty to accomplish those activities related to the teaching-learning process.</u></p> <p><u>(5) Position descriptions for the dean/director and nursing faculty outlining their responsibilities directly related to the nursing program shall be included in the nursing faculty handbook.</u></p> <p><u>(6) Written policies for nursing faculty shall include: plans for faculty orientation to the institution and the nursing program, faculty development, and evaluation of faculty.</u></p> <p><u>(A) Orientation of new nursing faculty members shall be initiated at the onset of employment.</u></p> <p><u>(B) A plan for nursing faculty development shall be offered to encourage and assist faculty members to meet the nursing program's needs as</u></p>	

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	<p><u>nursing program's needs as well as individual faculty members' professional development needs.</u></p> <p><u>(C) A variety of means shall be used to evaluate faculty performance such as self, student, peer and administrative evaluation.</u></p>		<p><u>well as individual faculty members' professional development needs.</u></p> <p><u>(C) A variety of means shall be used to evaluate faculty performance such as self, student, peer and administrative evaluation.</u></p>	
<p>(b) Minimum Teaching Personnel--There shall be a minimum of one full-time nursing instructor for the program. A director/coordinator without major teaching or clinical responsibilities shall not be considered a full-time instructor. Use of part-time instructors is permissible.</p>	<p>(b) Minimum Teaching Personnel--There shall be a minimum of one full-time nursing instructor for the program. A director/coordinator without major teaching or clinical responsibilities shall not be considered a full-time instructor. Use of part-time instructors is permissible.</p> <p><u>A vocational nursing educational program shall employ sufficient faculty members with educational preparation and expertise necessary to enable the students to meet the program goals. The number of faculty members shall be determined by such factors as:</u></p> <p><u>(1) The number and level of students enrolled;</u></p> <p><u>(2) The curriculum plan;</u></p> <p><u>(3) Activities and responsibilities required of faculty;</u></p> <p><u>(4) The number and geographic locations of affiliating agencies and</u></p>	<p>(b) A professional nursing education program shall employ sufficient faculty members with graduate preparation and expertise necessary to enable the students to meet the program goals. The number of faculty members shall be determined by such factors as:</p> <p>(1) The number and level of students enrolled;</p> <p>(2) The curriculum plan;</p> <p>(3) Activities and responsibilities required of faculty;</p> <p>(4) The number and geographic locations of affiliating agencies and clinical practice settings; and</p> <p>(5) The level of care and acuity of clients.</p>	<p>(b) A professional nursing educational program shall employ sufficient faculty members with graduate preparation and expertise necessary to enable the students to meet the program goals. The number of faculty members shall be determined by such factors as:</p> <p>(1) The number and level of students enrolled;</p> <p>(2) The curriculum plan;</p> <p>(3) Activities and responsibilities required of faculty;</p> <p>(4) The number and geographic locations of affiliating agencies and clinical practice settings; and</p> <p>(5) The level of care and acuity of clients.</p>	<p>214.7(b) rephrased and moved to 214.7 (l) and (m).</p> <p>Revised/additional language and reorganization of language provides clarity for the intent of the rule and provides consistency between rules.</p>

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	<u>clinical practice settings; and</u> <u>(5) The level of care and acuity of clients.</u>			
<p>(c) Faculty Qualifications and Responsibilities. (1) Documentation of faculty qualifications shall be included in the official files of the program. Each faculty member shall: (A) hold a current license or privilege to practice nursing in the State of Texas; (B) have been actively employed in nursing for the past three years. If the instructor has not been actively employed in nursing for the past three years, the instructor's advanced preparation in nursing, nursing education, and nursing administration, and prior relevant nursing employment may be taken into consideration in evaluating qualifications for the position; and (C) have had three years varied nursing experiences since graduation.</p>	<p>(c) Faculty Qualifications and Responsibilities. (1) Documentation of faculty qualifications shall be included in the official files of the program. <u>(2) Each nurse faculty member shall:</u> (A) hold <u>Hold</u> a current license or privilege to practice nursing in the State of Texas; (B) have <u>Have</u> been actively employed in nursing for the past three years -If the instructor has not been actively employed in nursing for the past three years, the instructor's advanced preparation in nursing, nursing education, and nursing administration, and prior relevant nursing employment may be taken into consideration in evaluating qualifications for the position; and <u>or have advanced preparation in nursing, nursing education, and/or nursing administration.</u> (C) have <u>Have</u> had three years varied nursing experiences since graduation.</p>	<p>(c) Faculty Qualifications and Responsibilities. (1) Documentation of faculty qualifications shall be included in the official files of the programs. Each nurse faculty member shall: (A) Hold a current license or privilege to practice as a registered nurse in the State of Texas; (B) Show evidence of teaching abilities and maintaining current knowledge, clinical expertise, and safety in subject area of teaching responsibility; (C) Hold a master's degree or doctorate degree, preferably in nursing. (D) A nurse faculty member holding a master's degree or doctorate degree in a discipline other than nursing shall hold a bachelor's degree in nursing from an approved or accredited baccalaureate program in nursing; and (i) if teaching in a diploma or associate degree nursing program, shall have at least six semester hours of graduate level content in nursing appropriate to assigned teaching responsibilities, or (ii) if teaching in a baccalaureate level program,</p>	<p>(c) Faculty Qualifications and Responsibilities. (1) Documentation of faculty qualifications shall be included in the official files of the programs. <u>(2) Each nurse faculty member shall:</u> (A) Hold a current license or privilege to practice as a registered nurse in the State of Texas; (B) Show evidence of teaching abilities and maintaining current knowledge, clinical expertise, and safety in subject area of teaching responsibility; (C) Hold a master's degree or doctorate degree, preferably in nursing. (D) A nurse faculty member holding a master's degree or doctorate degree in a discipline other than nursing shall hold a bachelor's degree in nursing from an approved or accredited baccalaureate program in nursing; and (i) if teaching in a diploma or associate degree nursing program, shall have at least six <u>graduate</u> semester hours of graduate level content in nursing appropriate to assigned teaching responsibilities, or</p>	<p>Revised/additional language, rephrasing and reorganization of language provides clarity for the intent of the rule and provides consistency between rules.</p> <p>Revised language more grammatically correct.</p> <p>Renumbering.</p>

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		shall have at least 12 semester hours of graduate-level content in nursing appropriate to assigned teaching responsibilities.	(ii) if teaching in a baccalaureate level program, shall have at least 12 <u>graduate</u> semester hours of graduate-level content in nursing appropriate to assigned teaching responsibilities.	
<p>(2) In fully approved programs, if an individual to be appointed as faculty member does not meet the requirements for faculty as specified in subsection (c) of this section, the director or coordinator is permitted to waive the Board's requirements, if the program and prospective faculty member meet the following criteria and after notification to the Board of the intent to waive the Board's faculty requirements for a temporary time period not to exceed one year:</p> <p>(A) minimum program criteria</p> <p>(i) program's NCLEX-PN Examination pass rate for the preceding exam year was 80% or above.</p> <p>(ii) total number of faculty waivers at program shall not exceed 10% of the total number of nursing faculty.</p> <p>(iii) waiver is valid for up to one year and shall not be extended without Board approval.</p> <p>(B) minimum criteria for prospective faculty member</p>	<p>(2) <u>(d) Faculty Waivers.</u></p> <p><u>(1)</u> In fully approved programs, if an individual to be appointed as faculty member does not meet the requirements for faculty as specified in subsection (c) of this section, the director or coordinator is permitted to waive the Board's requirements, if the program and prospective faculty member meet the following criteria and after notification to the Board of the intent to waive the Board's faculty requirements for a temporary time period not to exceed one year:</p> <p>(A) <u>minimum</u> <u>(2) Minimum</u> program criteria:</p> <p>(i) <u>(A)</u> program's NCLEX-PN Examination pass rate for the preceding exam year was 80% or above.</p> <p>(ii) <u>(B)</u> total number of faculty waivers at program shall not exceed 10% of the total number of nursing faculty.</p>	<p>(E) In fully approved programs, if an individual to be appointed as faculty member does not meet the requirements for faculty as specified in this subsection, the dean or director is permitted to waive the Board's requirements, if the program and prospective faculty member meet the following criteria and after notification to the Board of the intent to waive the Board's faculty requirements for a temporary time period not to exceed one year:</p> <p>(i) minimum program criteria:</p> <p>(I) program's NCLEX-RN Examination pass rate for the preceding exam year was 80% or above;</p> <p>(II) total number of faculty waivers at program shall not exceed 10% of the total number of nursing faculty; and</p> <p>(ii) minimum criteria for prospective faculty member:</p> <p>(I) holds a current license or privilege to practice as a registered nurse in the State of Texas;</p>	<p>(E) <u>(d) Faculty Waivers.</u></p> <p><u>(1)</u> In fully approved programs, if an individual to be appointed as faculty member does not meet the requirements for faculty as specified in this <u>subsection (c) of this section</u>, the dean or director is permitted to waive the Board's requirements, if the program and prospective faculty member meet the following criteria and after notification to the Board of the intent to waive the Board's faculty requirements for a temporary time period not to exceed one year:</p> <p>(i) <u>(2) minimum</u> <u>Minimum</u> program criteria:</p> <p>(i) <u>(A)</u> program's NCLEX-RN Examination pass rate for the preceding exam year was 80% or above;</p> <p>(ii) <u>(B)</u> total number of faculty waivers at program shall not exceed 10% of the total number of nursing faculty; and</p> <p>(ii) <u>minimum</u> <u>(3) Minimum</u> criteria for prospective faculty</p>	<p>Renumbering.</p> <p>Revised/additional language, including a heading, and reorganization of language provides clarity for the intent of the rule and provides consistency between rules.</p> <p>Revised language more grammatically correct.</p> <p>Renumbering.</p> <p>Revised language more grammatically correct.</p>

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<p>(i) holds a current license or privilege to practice as a vocational or registered nurse in the State of Texas;</p> <p>(ii) has been actively employed in nursing for at least two years in the last three years;</p> <p>(iii) if not actively employed in nursing for the past three (3) years, the prospective faculty's advanced preparation in nursing, nursing education, and nursing administration shall be considered; and</p> <p>(iv) prior relevant nursing employment.</p> <p>(C) when the program does not meet the minimum program criteria or the prospective faculty member does not meet the minimum criteria for a faculty member, a petition for a waiver shall be submitted to the Board and be reviewed by the members of the Education Liaison Committee (ELC) for recommendation regarding approval and referred to the full Board for ratification.</p> <p>(D) a waiver is valid for up to one year.</p> <p>(E) the director or coordinator shall submit a sworn (notarized) notification of waiver to the Board.</p> <p>(F) if an extension of the waiver is needed, the director or coordinator shall petition the Board for an extension of</p>	<p>(iii) waiver is valid for up to one year and shall not be extended without Board approval.</p> <p>(B) minimum (3) Minimum criteria for prospective faculty member;</p> <p>(i) (A) holds a current license or privilege to practice as a vocational or registered nurse in the State of Texas;</p> <p>(ii) (B) has been actively employed in nursing for at least two years in the last three years;</p> <p>(iii) (C) if not actively employed in nursing for the past three (3) years, the prospective faculty's advanced preparation in nursing, nursing education, and nursing administration shall be considered; and</p> <p>(iv) (D) prior relevant nursing employment.</p> <p>(C) when (4) When the program does not meet the minimum program criteria or the prospective faculty member does not meet the minimum criteria for a faculty member, a petition for a waiver shall be submitted to the Board and be reviewed by the members of the Education Liaison Committee</p>	<p>(II) has at least two years in the last four years of nursing practice experience in the anticipated subject area of teaching responsibility;</p> <p>(III) has earned a bachelor's degree in nursing or completed, as part of a nursing education program culminating in a master's or doctorate degree in nursing, the course work equivalent to the course work required for a bachelor's degree in nursing; and either</p> <p>(-a-) is currently enrolled in a master's nursing education program and has earned a minimum of 50% of the required credits toward the master's degree in nursing, excluding thesis or professional paper; or</p> <p>(-b-) holds a master's degree in another field and has a documented plan to complete, within a designated time frame, the required number of graduate level nursing credits appropriate to the anticipated subject area of teaching responsibility, 6 graduate level nursing credits to teach in a diploma or associate degree nursing education program or 12 graduate level nursing credits to teach in a baccalaureate degree or entry-level master's degree in nursing education program.</p> <p>(iii) when the program does</p>	<p>member:</p> <p>(i) (A) holds a current license or privilege to practice as a registered nurse in the State of Texas;</p> <p>(ii) (B) has at least two years in the last four years of nursing practice experience in the anticipated subject area of teaching responsibility;</p> <p>(iii) (C) has earned a bachelor's degree in nursing or completed, as part of a nursing education program culminating in a master's or doctorate degree in nursing, the course work equivalent to the course work required for a bachelor's degree in nursing; and either</p> <p>(-a-) (i) is currently enrolled in a master's nursing education program and has earned a minimum of 50% of the required credits toward the master's degree in nursing, excluding thesis or professional paper; or</p> <p>(-b-) (ii) holds a master's degree in another field and has a documented plan to complete, within a designated time frame, the required number of graduate level nursing credits semester hours in nursing appropriate to the anticipated subject area of teaching responsibility, 6 six graduate level nursing credits semester hours in nursing to teach in a diploma or associate degree</p>	<p>Repetitive language - see (5) below.</p> <p>Renumbering.</p> <p>Renumbering.</p> <p>Revised language more grammatically correct.</p>

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<p>the original waiver.</p>	<p>(ELC) for recommendation regarding approval and referred to the full Board for ratification.</p> <p>(D) a (5) A waiver is valid for up to one year.</p> <p>(E) the (6) The director or coordinator shall submit a sworn (notarized) notification of waiver to the Board.</p> <p>(F) if (7) If an extension of the waiver is needed, the director or coordinator shall petition the Board for an extension of the original waiver.</p>	<p>not meet the minimum program criteria or the prospective faculty member does not meet the minimum criteria for a faculty member:</p> <p>(I) a petition for a waiver shall be submitted to the Board and be reviewed by the members of the Education Liaison Committee (ELC) for recommendation regarding approval and referred to the full Board for ratification; or</p> <p>(II) a petition for an emergency waiver may be submitted to the Board staff for approval when a vacancy occurs because a faculty member fails to report as planned, i.e., sudden illness or death of a faculty member, or there is an unexpected resignation, or qualified applicants/prospective faculty are not available.</p> <p>(iv) a waiver is valid for up to one year.</p> <p>(v) the director or coordinator shall submit a sworn (notarized) notification of waiver to the Board.</p> <p>(vi) if an extension of the waiver is needed, the director or coordinator shall petition the Board for an extension of the original waiver.</p>	<p>nursing education program or 12 graduate level nursing credits semester hours in nursing to teach in a baccalaureate degree or entry-level master's degree in nursing education program.</p> <p>(iii) (4) when When the program does not meet the minimum program criteria or the prospective faculty member does not meet the minimum criteria for a faculty member:</p> <p>(†) (A) a petition for a waiver shall be submitted to the Board and be reviewed by the members of the Education Liaison Committee (ELC) for recommendation regarding approval and referred to the full Board for ELC) for recommendation regarding approval and referred to the full Board for ratification; or</p> <p>(‡) (B) a petition for an emergency waiver may be submitted to the Board staff for approval when a vacancy occurs because a faculty member fails to report as planned, i.e., sudden illness or death of a faculty member, or there is an unexpected resignation, or qualified applicants/prospective faculty are not available.</p> <p>(iv) (5) a A waiver is valid for</p>	<p>Revised language more grammatically correct.</p>

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			<p>up to one year.</p> <p>(v) (6) the <u>The</u> director or coordinator shall submit a sworn (notarized) notification of waiver to the Board</p> <p>(vi) (7) if <u>If</u> an extension of the waiver is needed, the director or coordinator shall petition the Board for an extension of the original waiver.</p>	
<p>(3) Faculty shall be responsible for:</p> <p>(A) supervision of students in clinical learning experiences;</p> <p>(B) all initial nursing procedures in the clinical area and ascertain that the student is competent before allowing the student to perform an actual nursing procedure independently;</p> <p>(C) developing, implementing, and evaluating curriculum; and</p> <p>(D) participating in the development of standards for admission, progression, probation, dismissal of students, and participation in academic guidance and counseling.</p> <p>(4) Non-nursing faculty are exempt from meeting the faculty qualifications as long as the teaching assignments are not nursing didactic or clinical courses.</p> <p>(5) Clinical preceptors shall</p>	<p>(3) Faculty shall be responsible for:</p> <p>(A) supervision of students in clinical learning experiences;</p> <p>(B) all initial nursing procedures in the clinical area and ascertain that the student is competent before allowing the student to perform an actual nursing procedure independently;</p> <p>(C) developing, implementing, and evaluating curriculum; and</p> <p>(D) participating in the development of standards for admission, progression, probation, dismissal of students, and participation in academic guidance and counseling.</p> <p>(4) Non-nursing faculty are exempt from meeting the faculty qualifications as long as the teaching assignments are not nursing didactic or clinical courses.</p> <p>(5) Clinical preceptors shall</p>	<p>(F) In baccalaureate programs, an increasing number of faculty members should hold doctoral degrees appropriate to their responsibilities.</p> <p>(2) All nursing faculty, as well as non-nursing faculty, who teach theory nursing courses, e.g., pathophysiology, pharmacology, research, management and statistics, shall have graduate level educational preparation verified by the program dean or director as appropriate to these areas of responsibility.</p> <p>(3) Non-nursing faculty assigned to teach didactic nursing courses shall be required to co-teach with nursing faculty in order to meet nursing course objectives.</p>	<p>(F) In baccalaureate programs, an increasing number of faculty members should hold doctoral degrees appropriate to their responsibilities.</p> <p>(2) All nursing faculty, as well as non-nursing faculty, who teach theory nursing courses, e.g., pathophysiology, pharmacology, research, management and statistics, shall have graduate level educational preparation verified by the program dean or director as appropriate to these areas of responsibility.</p>	<p>214.7(c)(3) moved to 214.7(j) - Revised/additional language and reorganization of language provide clarity for the intent of the rule and provides consistency between rules.</p> <p>215.7(1)(F) deleted - Not measurable and not a critical requirement ensuring patient safety in clinical areas.</p> <p>215.7(c)(2) moved to 215.7(g) - Revised/additional language and reorganization of language provide clarity for the intent of the rule and provides consistency between rules.</p>

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<p>be responsible for providing clinical instruction and/or supervision when a program faculty member is unavailable in clinical sites. The clinical preceptor shall meet the requirements of Rule 214.10(k)(1).</p> <p>(6) Substitute faculty may be employed to meet emergent program needs. Substitute faculty beyond ten consecutive working days and/or on an interim basis shall meet qualifications as specified in Rule 214.7(c)(1).</p> <p>(7) Part-time faculty may participate in all aspects of the program. Clear lines of communication of program policies, objectives and evaluative criteria shall be included in policies for part-time faculty.</p> <p>(8) Military faculty--Federal laws and regulations regarding licensure of military nursing personnel shall apply to Texas based military faculty members functioning within vocational nursing programs.</p>	<p>be responsible for providing clinical instruction and/or supervision when a program faculty member is unavailable in clinical sites. The clinical preceptor shall meet the requirements of Rule 214.10(k)(1).</p> <p>(6) Substitute faculty may be employed to meet emergent program needs. Substitute faculty beyond ten consecutive working days and/or on an interim basis shall meet qualifications as specified in Rule 214.7(c)(1).</p> <p>(7) Part-time faculty may participate in all aspects of the program. Clear lines of communication of program policies, objectives and evaluative criteria shall be included in policies for part-time faculty.</p> <p>(8) (e) Military faculty--Federal laws and regulations regarding licensure of military nursing personnel shall apply to Texas based military faculty members functioning within vocational nursing educational programs.</p>			
	<p>(4) (f) Non-nursing faculty are exempt from meeting the faculty qualifications as long as the teaching assignments are not nursing <u>didactic content</u> or clinical <u>nursing</u> courses.</p>		<p>(4) (e) Non-nursing faculty are exempt from meeting the faculty qualifications as long as the teaching assignments are not nursing <u>didactic content</u> or clinical <u>nursing</u> courses.</p>	<p>Revised language and reorganization of language provide clarity for the intent of the rule and provides consistency between rules.</p>

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	<p><u>(g) All nursing faculty, as well as non-nursing faculty, who teach non-clinical nursing courses that are part of the <i>nursing curriculum</i>, e.g., biological, physical, social, behavioral and nursing sciences, including, body structure and function, microbiology, pharmacology, nutrition, signs of emotional health, and human growth and development, shall have sufficient educational preparation verified by the program director/coordinator as appropriate to these areas of teaching responsibility.</u></p>		<p><u>(f) All nursing faculty, as well as non-nursing faculty, who teach non-clinical nursing courses that are part of the <i>nursing curriculum</i>, e.g., biological, physical, social, behavioral and nursing sciences, including pathophysiology, pharmacology, research, nutrition, human growth and development, management, and statistics, shall have sufficient graduate level educational preparation verified by the program dean or director as appropriate to these areas of responsibility.</u></p>	<p>Addition of language and reorganization of language provide clarity for the intent of the rule and provides consistency between rules.</p>
	<p><u>(h) Non-nursing faculty assigned to teach didactic nursing content shall be required to co-teach with nursing faculty in order to meet nursing course objectives.</u></p>		<p><u>(g) Non-nursing faculty assigned to teach didactic nursing content shall be required to co-teach with nursing faculty in order to meet nursing course</u></p>	<p>Reorganization of language provides clarity for the intent of the rule and provides consistency between rules.</p>
	<p><u>(i) Teaching assignments shall be commensurate with the faculty member's education and experience in nursing.</u></p>		<p><u>(h) Teaching assignments shall be commensurate with the faculty member's education and experience in nursing.</u></p>	
	<p><u>(j) Faculty shall be responsible for: (A) supervision of students in clinical learning experiences; (B) all initial nursing procedures in the clinical area and ascertain that the student is competent before allowing</u></p>		<p><u>(i) Faculty shall be responsible for: (A) supervision of students in clinical learning experiences; (B) all initial nursing procedures in the clinical area and ascertain that the student is competent before allowing</u></p>	

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	<p><u>the student to perform an actual nursing procedure independently;</u> <u>(C) developing, implementing, and evaluating curriculum;</u> <u>and</u> <u>(D) participating in the development,</u> implementation, and enforcement of standards/policies for admission, progression, probation, and dismissal of students, and participation in academic guidance and counseling.</p>		<p><u>the student to perform an actual nursing procedure independently;</u> <u>(C) developing, implementing, and evaluating curriculum;</u> <u>and</u> <u>(D) participating in the development,</u> implementation, and enforcement of standards/policies for admission, progression, probation, and dismissal of students, and participation in academic guidance and counseling.</p>	<p>Addition of language provides clarity for the intent of the rule and provides consistency between rules.</p>
	<p><u>(k) Teaching activities shall be coordinated among full-time faculty, part-time faculty, and clinical preceptors.</u></p>		<p><u>(j) Teaching activities shall be coordinated among full-time faculty, part-time faculty, clinical preceptors and clinical teaching assistants.</u></p>	<p>Reorganization of language provides clarity for the intent of the rule and provides consistency between rules.</p>
	<p><u>(l) There shall be a minimum of one full-time nursing instructor for the program.</u></p>		<p><u>(k) There shall be a minimum of one full-time nursing instructor for the program.</u></p>	<p>Addition of language and reorganization of language provide clarity for the intent of the rule and provides consistency between rules.</p>
	<p><u>(m) A director/coordinator without major teaching or clinical responsibilities shall not be considered a full-time instructor for purposes of meeting the Board's requirements related to having a sufficient number of nursing faculty for a nursing educational program.</u></p>		<p><u>(l) A dean/director without major teaching or clinical responsibilities shall not be considered a full-time instructor for purposes of meeting the Board's requirements related to having a sufficient number of nursing faculty for a nursing educational program.</u></p>	<p>Revised language and reorganization of language provide clarity for the intent of the rule and provides consistency between rules.</p>

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	<p><u>(n) Substitute faculty may be employed to meet emergent program needs. Substitute faculty beyond ten consecutive working days and/or on an interim basis shall meet qualifications as specified in Rule 214.7(c)(1).</u></p>		<p><u>(m) Substitute faculty may be employed to meet emergent program needs. Substitute faculty shall meet qualifications as specified in Rule 215.7(c)(1).</u></p>	<p>Revised language and reorganization of language provide clarity for the intent of the rule and provides consistency between rules.</p>
<p>(d) The faculty shall meet regularly and function in such a manner that all members participate in planning, implementing and evaluating the nursing program. Such participation includes, but is not limited to the initiation and/or change in program policies, personnel policies, curriculum, utilization of affiliating agencies, and program evaluation. Minutes of faculty organization and meetings shall document the reasons for actions and the decisions of the faculty and shall be available for reference.</p>	<p>(d) <u>(o) Faculty Organization:</u></p> <p><u>(1) The faculty shall be organized with written policies and procedures and/or bylaws to guide the faculty and program's activities, including processes for enforcement of written student policies.</u></p> <p><u>(2) The faculty shall meet regularly and function in such a manner that all members participate in planning, implementing and evaluating the nursing program. Such participation includes, but is not limited to the initiation and/or change in program policies, personnel policies, curriculum, utilization of affiliating agencies, and program evaluation.</u></p> <p><u>(A) Committees necessary to carry out the functions of the program shall be established with duties and membership of each committee clearly defined in writing.</u></p> <p><u>(B) Minutes of faculty</u></p>	<p>(d) Teaching assignments shall be commensurate with the faculty member's education and experience in nursing.</p>	<p><u>(n) Faculty Organization:</u></p> <p><u>(1) The faculty shall be organized with written policies and procedures and/or bylaws to guide the faculty and program's activities, including processes for enforcement of written student policies.</u></p> <p><u>(2) The faculty shall meet regularly and function in such a manner that all members participate in planning, implementing and evaluating the nursing program. Such participation includes, but is not limited to the initiation and/or change in program policies, personnel policies, curriculum, utilization of affiliating agencies, and program evaluation.</u></p> <p><u>(A) Committees necessary to carry out the functions of the program shall be established with duties and membership of each committee clearly defined in writing.</u></p> <p><u>(B) Minutes of faculty</u></p>	<p>215.7(d) moved to 215.7(e).</p> <p>Addition of language and reorganization of language provides clarity for the intent of the rule and provides consistency between rules.</p> <p>Renumbering.</p>

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	<p>organization and meetings shall document the reasons for actions and the decisions of the faculty and shall be available for reference.</p> <p><u>(C) Part-time faculty may participate in all aspects of the program. Clear lines of communication of program policies, objectives and evaluative criteria shall be included in policies for part-time faculty.</u></p>		<p>organization and meetings shall document the reasons for actions and the decisions of the faculty and shall be available for reference.</p> <p><u>(C) Part-time faculty may participate in all aspects of the program. Clear lines of communication of program policies, objectives and evaluative criteria shall be included in policies for part-time faculty.</u></p>	
		(e) The faculty shall be organized with written policies and procedures and/or bylaws to guide the faculty and program's activities.	(e) The faculty shall be organized with written policies and procedures and/or bylaws to guide the faculty and program's activities.	215.7(e) moved to 215.7 (o). Reorganization of language provides clarity for the intent of the rule and provides consistency between rules.
		(f) The faculty shall meet regularly and function in such a manner that all members participate in planning, implementing and evaluating the nursing program. Such participation includes, but is not limited to the initiation and/or change of academic policies, personnel policies, curriculum, utilization of affiliating agencies, and program evaluation. (1) Committees necessary to carry out the functions of the program shall be established with duties and membership of each committee clearly defined in writing. (2) Minutes of faculty	(f) The faculty shall meet regularly and function in such a manner that all members participate in planning, implementing and evaluating the nursing program. Such participation includes, but is not limited to the initiation and/or change of academic policies, personnel policies, curriculum, utilization of affiliating agencies, and program evaluation. (1) Committees necessary to carry out the functions of the program shall be established with duties and membership of each committee clearly defined in writing. (2) Minutes of faculty	215.7(f) moved to 215.7(n)(2) - Reorganization of language provides clarity for the intent of the rule and provides consistency between rules.

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		organization and committee meetings shall document the reasons for actions and the decisions of the faculty and shall be available for reference.	organization and committee meetings shall document the reasons for actions and the decisions of the faculty and shall be available for reference.	
		(g) There shall be written plans for faculty orientation, development, and evaluation. (1) Orientation of new faculty members shall be initiated at the onset of employment. (2) A program of faculty development shall be offered to encourage and assist faculty members to meet the nursing program's needs as well as individual faculty member's professional development needs. (3) A variety of means shall be used to evaluate faculty performance such as self, student, peer and administrative evaluation.	(g) There shall be written plans for faculty orientation, development, and evaluation. (1) Orientation of new faculty members shall be initiated at the onset of employment. (2) A program of faculty development shall be offered to encourage and assist faculty members to meet the nursing program's needs as well as individual faculty member's professional development needs. (3) A variety of means shall be used to evaluate faculty performance such as self, student, peer and administrative evaluation.	215.7(g) moved to 215.7(a)(6) - Reorganization of language provides clarity for the intent of the rule and provides consistency between rules.

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
§214.8, Students	§214.8, Students	§215.8, Students	§215.8, Students	
<p>(a) The program shall have well defined student policies based upon statutory and Board requirements.</p>	<p>(a) The program shall have well defined student policies based upon statutory and Board requirements.</p> <p><u>The number of students admitted to the program shall be determined by the number of qualified faculty, adequate educational facilities and resources, and the availability of appropriate clinical learning experiences for students. Programs shall not accept admissions after the third day of class.</u></p>	<p>(a) Students shall have mechanisms for input into the development of academic policies and procedures, curriculum planning, and evaluation of teaching effectiveness.</p>	<p>(a) Students shall have mechanisms for input into the development of academic policies and procedures, curriculum planning, and evaluation of teaching effectiveness.</p> <p><u>The number of students admitted to the program shall be determined by the number of qualified faculty, adequate educational facilities and resources, and the availability of appropriate clinical learning experiences for students.</u></p>	<p>214.8(a) rephrased and moved to 2214.8(d) - Revision of the language and reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>
<p>(b) Individuals enrolled in approved vocational nursing education programs preparing students for licensure shall be provided verbal and written information regarding conditions that may disqualify graduates from licensure and of their rights to petition the Board for a Declaratory Order of Eligibility. Required eligibility information includes: (1) Texas Occupations Code §§301.252, 301.257, and 301.452-.469; and (2) Sections §§213.27 - 213.30 of the Texas Administration Code (relating to Good Professional Character, Licensure of Persons with Criminal Convictions, Criteria and</p>	<p>(b) Individuals enrolled in approved vocational nursing education programs preparing students for licensure shall be provided verbal and written information regarding conditions that may disqualify graduates from licensure and of their rights to petition the Board for a Declaratory Order of Eligibility. Required eligibility information includes: (1) Texas Occupations Code §§301.252, 301.257, and 301.452-.469; and (2) Sections §§213.27 - 213.30 of the Texas Administration Code (relating to Good Professional Character, Licensure of Persons with Criminal Convictions, Criteria and</p>	<p>(b) The number of students admitted to the program shall be determined by the number of qualified faculty, adequate educational facilities and resources, and the availability of appropriate clinical learning experiences for students.</p>	<p>(b) The number of students admitted to the program shall be determined by the number of qualified faculty, adequate educational facilities and resources, and the availability of appropriate clinical learning experiences for students.</p> <p><u>Individuals enrolled in approved professional nursing educational programs preparing students for initial licensure shall be provided verbal and written information regarding conditions that may disqualify graduates from licensure and of their rights to petition the Board for a Declaratory Order of Eligibility. Required eligibility information includes: (1) Texas Occupations Code</u></p>	<p>215.8(b) moved to 215.8 (a) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>Procedure Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters, and Declaratory Order of Eligibility for Licensure).</p>	<p>Procedure Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters, and Declaratory Order of Eligibility for Licensure).</p>		<p><u>§§301.252, 301.257 and 301.452 - .469; and (2) Sections 213.27 - 213.30 of the Texas Administrative Code (relating to Good Professional Character, Licensure of Persons with Criminal Convictions, Criteria and Procedure Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters, Declaratory Order of Eligibility for Licensure).</u></p>	
	<p><u>(c) The vocational nursing educational program shall maintain written receipt of eligibility notification for up to six months after the enrolled individual completes the nursing educational program or permanently withdraws from the nursing educational program.</u></p>		<p><u>(c) The professional nursing educational program shall maintain written receipt of eligibility notification for up to six months after the enrolled individual completes the nursing educational program or permanently withdraws from the nursing educational program.</u></p>	<p>Addition of language provides clarity for the intent of the rule and consistency between the rules.</p>
<p>(c) Admission requirements shall be stated in the student policies. Programs shall set reasonable educational requirements for admission. Applicants shall present evidence of being able to meet objectives/outcomes of the program. All students shall be pretested. Tests shall measure reading comprehension and mathematical ability.</p>	<p>(c) Admission requirements shall be stated in the student policies. Programs shall set reasonable educational requirements for admission.</p> <p><u>(d) The program shall have well-defined written nursing student policies based upon statutory and Board requirements, including nursing student admission, dismissal, progression, and graduation policies that shall be developed, implemented and enforced.</u></p>	<p>(c) Written policies regarding nursing student admission and progression shall be developed and implemented in accordance with the requirements that the governing institution must meet to maintain accreditation. Student policies which differ from those of the governing institution shall be in writing and shall be made available to faculty and students.</p>	<p>(c) (d) Written policies regarding nursing student admission and progression shall be developed and implemented. <u>The program shall have well-defined written nursing student policies based upon statutory and Board requirements, including nursing student admission, dismissal, progression, and graduation policies that shall be developed, implemented and enforced.</u></p>	<p>Rephrased and added language and reorganization of the language provide clarity for the intent of the rule and consistency between the rules.</p> <p>Renumbering.</p> <p>Addition of language provides clarity for the intent of the rule and consistency between the</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
	<p><u>(1) Student policies shall be in accordance with the requirements of applicable federal and state agencies.</u></p> <p><u>(2) Nursing student Student policies which differ from those of the governing institution shall be in writing and shall be made available to faculty and students.</u></p> <p><u>(3) Applicants shall present evidence of being able to meet objectives/outcomes of the program.</u></p> <p><u>(4) All students shall be pretested. Tests shall measure reading comprehension and mathematical ability.</u></p>		<p><u>(1) Student policies shall be in accordance with the requirements that the governing institution must meet to maintain accreditation: of applicable federal and state agencies.</u></p> <p><u>(2) Nursing student Student policies which differ from those of the governing institution shall be in writing and shall be made available to faculty and students.</u></p>	<p>rules.</p> <p>Renumbering.</p>
	<p><u>(e) Reasons for dismissal shall be clearly stated in written nursing student policies and shall include any demonstration of the following, including, but not limited to:</u></p> <p><u>(1) evidence of actual or potential harm to patients, clients, or the public;</u></p> <p><u>(2) criminal behavior whether violent or non-violent, directed against persons, property or public order and decency;</u></p> <p><u>(3) intemperate use, abuse</u></p>		<p><u>(e) Reasons for dismissal shall be clearly stated in written nursing student policies and shall include any demonstration of the following, including, but not limited to:</u></p> <p><u>(1) evidence of actual or potential harm to patients, clients, or the public;</u></p> <p><u>(2) criminal behavior whether violent or non-violent, directed against persons, property or public order and decency;</u></p> <p><u>(3) intemperate use, abuse</u></p>	<p>Addition of language and reorganization of the language provide clarity for the intent of the rule and consistency between the rules.</p> <p>Addition of language and reorganization of the language provide clarity for the intent of the rule and consistency between the rules.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
	<p><u>of drugs or alcohol, or diagnosis of or treatment for chemical dependency, mental illness, or diminished mental capacity; and</u></p> <p><u>(4) the lack of good professional character as evidenced by a single incident or an integrated pattern of personal, academic and/or occupational behaviors which, in the judgment of the Board, indicates that an individual is unable to consistently conform his or her conduct to the requirements of the Nursing Practice Act, the Board's rules and regulations, and generally accepted standards of nursing practice including, but not limited to, behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity.</u></p>		<p><u>of drugs or alcohol, or diagnosis of or treatment for chemical dependency, mental illness, or diminished mental capacity; and</u></p> <p><u>(4) the lack of good professional character as evidenced by a single incident or an integrated pattern of personal, academic and/or occupational behaviors which, in the judgment of the Board, indicates that an individual is unable to consistently conform his or her conduct to the requirements of the Nursing Practice Act, the Board's rules and regulations, and generally accepted standards of nursing practice including, but not limited to, behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity.</u></p>	
(d) Reasons for dismissal shall be stated in student policies.	<p>(d) Reasons for dismissal shall be stated in student policies.</p> <p><u>(f) Policies shall facilitate mobility/articulation, be consistent with acceptable educational standards, and be available to students and faculty.</u></p>	(d) Policies shall facilitate mobility/articulation, be consistent with acceptable educational standards, and be available to students and faculty.	<p>(d) <u>(f) Policies shall facilitate mobility/articulation, be consistent with acceptable educational standards, and be available to students and faculty.</u></p>	<p>214.8(d) moved to 214.8(e) - Reorganization of the language and new language provide clarity for the intent of the rule and consistency between the rules.</p> <p>Renumbering.</p>
(e) Copies of the student	(e) (g) Copies of the student	(e) Students shall have the	(e) Students shall have the	215.8(e) moved to 215.8(j) -

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>policies shall be furnished to all students at the beginning of the school year. The school shall maintain a signed receipt of student policies in all students' records. It is the school's responsibility to define and enforce student policies.</p>	<p><u>Student</u> policies shall be furnished <u>manually or electronically</u> to all students at the beginning of the school year <u>students' enrollment in the nursing educational program</u>.</p> <p>(1) The school program shall maintain a signed receipt of student policies in all students' records.</p> <p>(2) It is the school's responsibility <u>of the program and the nursing faculty</u> to define and enforce <u>nursing</u> student policies.</p>	<p>opportunity to evaluate faculty, courses, and learning resources and these evaluations shall be documented.</p>	<p>opportunity to evaluate faculty, courses, and learning resources and these evaluations shall be documented.</p> <p>(g) Student policies shall be furnished <u>manually or electronically</u> to all students at the beginning of the <u>students' enrollment in the nursing educational program</u>.</p> <p>(1) The program shall maintain a signed receipt of student policies in all students' records.</p> <p>(2) It is the program's responsibility <u>of the program and the nursing faculty</u> to define and enforce <u>nursing</u> student policies.</p>	<p>Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Renumbering.</p> <p>Additional and revised language provides clarity for the intent of the rules and consistency between the rules.</p> <p>Addition of language and reorganization of the language provide clarity for the intent of the rule and consistency between the rules.</p>
	<p>(h) <u>Acceptance of transfer students and evaluation of allowable credit for advanced placement remains at the discretion of the director or coordinator of the program and the controlling agency/governing institution. Upon completing the receiving program's requirements, the individual is considered to be a graduate of the program.</u></p>		<p><u>(h) Acceptance of transfer students and evaluation of allowable credit for advanced placement remains at the discretion of the director or coordinator of the program and the controlling agency/governing institution. Upon completing the receiving program's requirements, the individual is considered to be a graduate of the program.</u></p>	<p>Addition of language and reorganization of the language provide clarity for the intent of the rule and consistency between the rules.</p>
	<p>(i) Students shall have</p>		<p>(i) Students shall have</p>	<p>Addition and reorganization</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
	<u>mechanisms for input into the development of academic policies and procedures, curriculum planning, and evaluation of teaching effectiveness.</u>		<u>mechanisms for input into the development of academic policies and procedures, curriculum planning, and evaluation of teaching effectiveness.</u>	of the language provide clarity for the intent of the rule and consistency between the rules.
	<u>(j) Students shall have the opportunity to evaluate faculty, courses, and learning resources and these evaluations shall be documented.</u>		<u>(j) Students shall have the opportunity to evaluate faculty, courses, and learning resources and these evaluations shall be documented.</u>	Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.
<p>(f) The number of students admitted to the program shall be determined by the number of qualified faculty, adequate educational facilities and resources, and the availability of appropriate clinical learning experiences for students. Programs shall not accept admissions after the third day of class.</p>	<p>(f) The number of students admitted to the program shall be determined by the number of qualified faculty, adequate educational facilities and resources, and the availability of appropriate clinical learning experiences for students. Programs shall not accept admissions after the third day of class.</p>	<p>(f) Individuals enrolled in approved professional nursing education programs preparing students for initial licensure shall be provided verbal and written information regarding conditions that may disqualify graduates from licensure and of their rights to petition the Board for a Declaratory Order of Eligibility. Required eligibility information includes: (1) Texas Occupations Code §§301.252, 301.257 and 301.452 - .469; and (2) Sections 213.27 - 213.30 of the Texas Administrative Code (relating to Good Professional Character, Licensure of Persons with Criminal Convictions, Criteria and Procedure Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters, Declaratory Order of Eligibility for Licensure).</p>	<p>(f) Individuals enrolled in approved professional nursing educational programs preparing students for initial licensure shall be provided verbal and written information regarding conditions that may disqualify graduates from licensure and of their rights to petition the Board for a Declaratory Order of Eligibility. Required eligibility information includes: (1) Texas Occupations Code §§301.252, 301.257 and 301.452 - .469; and (2) Sections 213.27 - 213.30 of the Texas Administrative Code (relating to Good Professional Character, Licensure of Persons with Criminal Convictions, Criteria and Procedure Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters, Declaratory Order of Eligibility for Licensure).</p>	<p>214.8(f) moved to 214.8(a) and 215.8(f) moved to 215.8(b) - Rephrasing and reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Deletion of the language provides clarity for the intent of the rule and consistency between the rules.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
(g) Students shall be allocated at least 18 days leave for vacation and/or holidays. All scheduled holidays are to be observed on the holidays designated by the controlling agency. Vacation time shall be scheduled at the same time for all students.	(g) Students shall be allocated at least 18 days leave for vacation and/or holidays. All scheduled holidays are to be observed on the holidays designated by the controlling agency. Vacation time shall be scheduled at the same time for all students.	(g) The professional nursing education program shall maintain written receipt of eligibility notification for up to six months after the individual enrolled completes the nursing education program or permanently withdraws from the nursing education program.	(g) The professional nursing education program shall maintain written receipt of eligibility notification for up to six months after the individual enrolled completes the nursing education program or permanently withdraws from the nursing education program.	214.8 (g) moved to 214.9(c) (6) and (7) and 215.8(g) moved to 215.8(c) - Rephrasing, reorganization and deletion of the language provides clarity for the intent of the rule and consistency between the rules.
(h) Students shall meet the requirements of Rule 214.9(e) related to Program of Study to be eligible for graduation from an approved vocational nursing education program.	(h) Students shall meet the requirements of Rule 214.9(e) related to Program of Study to be eligible for graduation from an approved vocational nursing education program.			Deletion of the language provides clarity for the intent of the rule and consistency between the rules.
(i) Acceptance of transfer students and evaluation of allowable credit for advanced placement remains at the discretion of the coordinator or director of the program and the controlling agency. Upon completing the program's requirements, the individual is considered to be a graduate of the school.	(i) Acceptance of transfer students and evaluation of allowable credit for advanced placement remains at the discretion of the coordinator or director of the program and the controlling agency. Upon completing the program's requirements, the individual is considered to be a graduate of the school.			214.8(l) moved to 214.8(h) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.
(j) Records of student conferences shall be kept and made available to the student involved and all faculty members. Students shall be provided written documentation of all conferences.	(j) Records of student conferences shall be kept and made available to the student involved and all faculty members. Students shall be provided written documentation of all conferences.			Deletion of the language provides clarity for the intent of the rule and consistency between the rules.
(k) Students shall have the opportunity to evaluate faculty, courses, and learning resources and these	(k) Students shall have the opportunity to evaluate faculty, courses, and learning resources and these			214.8(k) moved to 214.8(j) - Reorganization of the language provides clarity for the intent of the rule and

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
evaluations shall be documented.	evaluations shall be documented.			consistency between the rules.

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
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§214.9, Program of Study	§214.9, Program of Study	§215.9, Program of Study	§215.9, Program of Study	
<p>(a) The program of study shall be:</p> <p>(1) a minimum of 1,398 clock hours: 558 hours for classroom instruction and 840 hours for clinical practice. Class hours shall include actual hours of classroom instruction in nursing and non-nursing Board-required courses/content. Clinical practice shall include actual hours of practice in clinical areas, clinical conferences, and/or simulated lab experiences;</p> <p>(2) scheduled with the placement of courses or course content throughout the entire length of the program;</p> <p>(3) organized by subject and content to meet the needs of the program;</p> <p>(4) based on the philosophy/mission and objectives/outcomes;</p> <p>(5) based on sound educational principles;</p> <p>(6) designed to prepare graduates to practice according to The Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Rules, and other laws and regulations which pertain to various practice settings;</p> <p>(7) designed and implemented to prepare students to demonstrate the</p>	<p>(a) The program of study <u>shall include both didactic and clinical learning experiences and</u> shall be:</p> <p>(1) a minimum of 1,398 clock hours: 558 hours for classroom instruction and 840 hours for clinical practice;</p> <p>Class hours shall include actual hours of classroom instruction in nursing and non-nursing Board-required courses/content.</p> <p>Clinical practice shall include actual hours of practice in clinical areas, clinical conferences, and/or simulated lab experiences.</p> <p>(2) <u>planned, implemented, and evaluated by the faculty;</u></p> <p>(3) <u>based on the philosophy/mission and objectives/outcomes;</u></p> <p>(3) (4) organized by subject and content to meet the needs of the program;</p> <p>(5) <u>scheduled with the placement of courses or course content throughout the entire length of the program;</u></p> <p>(5) (6) based on sound educational principles;</p>	<p>(a) The program of study shall be:</p> <p>(1) at least the equivalent of two academic years and shall not exceed four calendar years;</p> <p>(2) planned, implemented, and evaluated by the faculty;</p> <p>(3) based on the philosophy/mission and objectives/outcomes;</p> <p>(4) organized logically, sequenced appropriately;</p> <p>(5) based on sound educational principles;</p> <p>(6) designed to prepare graduates to practice according to the Standards of Nursing Practice as set forth in the Board's Rules and Regulations; and</p> <p>(7) designed and implemented to prepare students to demonstrate the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002.</i></p>	<p>(a) The program of study <u>shall include both didactic and clinical learning experiences and</u> shall be:</p> <p>(1) at least the equivalent of two academic years and shall not exceed four calendar years;</p> <p>(2) planned, implemented, and evaluated by the faculty;</p> <p>(3) based on the philosophy/mission and objectives/outcomes;</p> <p>(4) organized logically, sequenced appropriately;</p> <p>(5) based on sound educational principles;</p> <p>(6) designed to prepare graduates to practice according to the Standards of Nursing Practice as set forth in the Board's Rules and Regulations; and</p> <p>(7) designed and implemented to prepare students to demonstrate the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate</i></p>	<p>Revised/additional language and reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>214.9(a) rephrased and moved to 214.9(c) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Misspelled word corrected.</p> <p>Deletion of repetitive</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p><i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002;</i> and (8) designed to teach students to use a systematic approach to clinical decision making.</p>	<p>(6) (7) designed to prepare graduates to practice according to The Nursing Practice Act, the Standards of Nursing Practice, Unprofessional Conduct Rules, and other laws and regulations which pertain to various practice settings as set forth in the Board's Rules and Regulations;</p> <p>(7) (8) designed and implemented to prepare students to demonstrate the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002 (DELC);</i> and</p> <p>(8) (9) designed to teach students to use a systematic approach to clinical decision making and safe patient care.</p>		<p><i>(BSN), September 2002 (DELC);</i> and</p> <p>(8) designed to teach students to use a systematic approach to clinical decision making and safe patient care.</p>	<p>language in Rule 214 is included in other sections of the rule and provides clarity for the intent of the rule and consistency between the rules.</p> <p>Addition of language to Rule 214.9(a)(9) and Rule 215.9(a)(8) and (9) provides clarity for the intent of the rule and consistency between the rules.</p>
<p>(b) The faculty shall be responsible for the development, implementation and evaluation of the curriculum based upon the following guidelines: (1) Framework. The philosophy/mission shall be the basis for curriculum development and shall reflect the purpose of the</p>	<p>(b) The faculty shall be responsible for the development, implementation and evaluation of the curriculum based upon the following guidelines: (1) Framework. The philosophy/mission shall be the basis for curriculum development and shall reflect the purpose of the</p>	<p>(b) There shall be a reasonable balance between non-nursing courses and nursing courses which are offered in a supportive sequence with rationale and are clearly appropriate for collegiate study.</p>	<p>(b) There shall be a reasonable balance between non-nursing courses and nursing courses which are offered in a supportive sequence with rationale and are clearly appropriate for collegiate study.</p> <p>The faculty shall be responsible for the</p>	<p>Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>214.9(b) (1-3) is repetitive language already in 214.9(a).</p> <p>Addition of language in Rule</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>organization, faculty beliefs, and education concepts. Clinical learning objectives/outcomes derived from the philosophy/mission shall be representative of the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002</i> for preparation of a vocational nurse graduate. Clinical and course objectives/outcomes shall be stated in behavioral terms and shall serve as the mechanism for student progression. The conceptual framework shall define the internal and external influences impacting vocational nursing education and shall identify the educational method and focus.</p> <p>(2) Design and Implementation. The curriculum shall be designed and implemented to prepare students to demonstrate the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002</i>. The curriculum design shall allow for flexibility to incorporate current nursing education</p>	<p>organization, faculty beliefs, and education concepts. Clinical learning objectives/outcomes derived from the philosophy/mission shall be representative of the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002</i> for preparation of a vocational nurse graduate. Clinical and course objectives/outcomes shall be stated in behavioral terms and shall serve as the mechanism for student progression. The conceptual framework shall define the internal and external influences impacting vocational nursing education and shall identify the educational method and focus.</p> <p>(2) Design and Implementation. The curriculum shall be designed and implemented to prepare students to demonstrate the <i>Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs, Vocational (VN), Diploma/Associate Degree (Dip/ADN), Baccalaureate (BSN), September 2002</i>. The curriculum design shall allow for flexibility to incorporate current nursing education</p>		<p><u>development, implementation and evaluation of the curriculum based upon the following guidelines:</u></p> <p>(1) There shall be a <u>reasonable balance between non-nursing courses and nursing courses which are offered in a supportive sequence with rationale and are clearly appropriate for collegiate study.</u></p> <p><u>(2) Instruction shall be provided in nursing roles; biological, physical, social, behavioral, and nursing sciences, including body structure and function, microbiology, pharmacology, nutrition, signs of emotional health, human growth and development; and nursing skills.</u></p>	<p>215 provides clarity for the intent of the rule and consistency between the rules.</p> <p>Additional language in Rule 215.9(b)(2) provides clarity for the intent of the rule and consistency between the rules.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>theories and the implications of current developments in health care and health care delivery to assist graduates in meeting professional, legal, and societal expectations. Educational mobility shall also be a consideration in curriculum design.</p> <p>(3) Specific Provisions. Instruction shall be provided in biological, physical, social, behavioral, and nursing sciences, including body structure and function, microbiology, pharmacology, and nutrition; signs of emotional health; and human growth and development. Vocational adjustments and nursing skills shall also be included. Courses may be integrated or separate. The selection and organization of the learning experiences in the curriculum shall provide continuity, sequence, and integration of learning. Didactic and skills laboratory experiences shall be concurrent. Correlated didactic and clinical practice shall be provided in the following areas, but not necessarily in separate courses:</p> <p>(A) Nursing Care of Children. Experiences shall include care of children and meeting their needs in a variety of age groups in both the acute and non-acute care setting. Day</p>	<p>theories and the implications of current developments in health care and health care delivery to assist graduates in meeting professional, legal, and societal expectations.</p> <p>Educational mobility shall also be a consideration in curriculum design.</p> <p>(3) Specific Provisions:</p> <p><u>(1) There shall be a reasonable balance between non-nursing courses and nursing courses which are offered in a supportive sequence with rationale which are clearly appropriate for the study of vocational nursing.</u></p> <p>(b) (2) Instruction shall be provided in nursing roles; biological, physical, social, behavioral, and nursing sciences, including body structure and function, microbiology, pharmacology, and nutrition, signs of emotional health, and human growth and development; vocational adjustments; and nursing skills. Courses may be integrated or separate.</p> <p>Vocational adjustments and nursing skills shall also be included. Courses may be integrated or separate.</p>			<p>Select language in 214.9(b) moved to 214.9(d) - Reorganization of language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Additional language in Rule 214.9(b)(1) provides clarity for the intent of the rule and consistency between the rules.</p> <p>Rephrasing and additional language in 214.9(b)(2) and reorganization of the language in 214.9(b) and 215.9(9) provide clarity for the intent of the rule and consistency between the rules.</p> <p>214.9 (b) - this selection rephrased and moved to 214.9(d).</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>care and clinic settings may be utilized as supplementary experience. Common health deviations, physical, psychological, and neurological handicaps, and nutritional needs shall be emphasized. Students shall have opportunities to develop understanding of normal growth and development and the influences of the family, home, church, school, and community. Student practice in caring for and understanding the needs of newborn infants shall also be included.</p> <p>(B) Maternity Nursing. Opportunities shall be provided for students to gain an understanding of the psychological and physiological aspects of pregnancy, labor, and puerperium. Assisting mothers in the care of their infants shall be emphasized. A variety of settings, including clinics, organized maternity units, and maternity cases in non-segregated units, may be utilized for provision of maternity nursing experience.</p> <p>(C) Nursing Care of the Aged. Opportunities shall be included for the care of individuals experiencing specific changes related to the aging process. Students shall develop an understanding of the physical</p>	<p>The selection and organization of the learning experiences in the curriculum shall provide continuity, sequence, and integration of learning.</p> <p>Didactic and skills laboratory experiences shall be concurrent. Correlated didactic and clinical practice shall be provided in the following areas, but not necessarily in separate courses:</p> <p>(A) Nursing Care of Children: Experiences shall include care of children and meeting their needs in a variety of age groups in both the acute and non-acute care setting. Day care and clinic settings may be utilized as supplementary experience. Common health deviations, physical, psychological, and neurological handicaps, and nutritional needs shall be emphasized. Students shall have opportunities to develop understanding of normal growth and development and the influences of the family, home, church, school, and community. Student practice in caring for and understanding the needs of newborn infants shall also be included.</p> <p>(B) Maternity Nursing: Opportunities shall be</p>			<p>This selection from Rule 214.9(b) moved to 214.9(f) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>214.9(b) (A-E) moved to 214.9(e) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>214.9(b) (A-E) moved to 214.9(e) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>214.9(b) (A-E) moved to 214.9(e) - Reorganization of the language provides clarity for the intent of the rule and</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>and mental changes associated with aging and the implications of aging in planning nursing care. (D) Nursing Care of Adults. Opportunities shall be provided to the student through the use of various resources to care for adults who have health deviations. Resources used shall include learning experiences to illustrate the individual as a member of the family, the responsibilities and functions of the community in the provision of nursing care, and the types of agencies where nursing is practiced. Preventive, therapeutic, and rehabilitative aspects shall be provided. Experiences shall also include the physical, psychological, and spiritual components of health and disease. Experience shall include, but not be limited to, the acute care settings. (E) Nursing Care of Individuals With Mental Health Problems. Learning opportunities shall include an understanding of personality development, human needs, common mental mechanisms, and factors influencing mental health and mental illness. Common mental disorders and related therapy shall be included. Clinical experience in a unit or facility specifically designed for psychiatric care</p>	<p>provided for students to gain an understanding of the psychological and physiological aspects of pregnancy, labor, and puerperium. Assisting mothers in the care of their infants shall be emphasized. A variety of settings, including clinics, organized maternity units, and maternity cases in non-segregated units, may be utilized for provision of maternity nursing experience. (C) Nursing Care of the Aged. Opportunities shall be included for the care of individuals experiencing specific changes related to the aging process. Students shall develop an understanding of the physical and mental changes associated with aging and the implications of aging in planning nursing care. (D) Nursing Care of Adults. Opportunities shall be provided to the student through the use of various resources to care for adults who have health deviations. Resources used shall include learning experiences to illustrate the individual as a member of the family, the responsibilities and functions of the community in the provision of nursing care, and the types of agencies where nursing is practiced. Preventive, therapeutic, and</p>			<p>consistency between the rules.</p> <p>Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>

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is optional.	<p>rehabilitative aspects shall be provided. Experiences shall also include the physical, psychological, and spiritual components of health and disease. Experience shall include, but not be limited to, the acute care settings.</p> <p>(E) Nursing Care of Individuals With Mental Health Problems. Learning opportunities shall include an understanding of personality development, human needs, common mental mechanisms, and factors influencing mental health and mental illness. Common mental disorders and related therapy shall be included. Clinical experience in a unit or facility specifically designed for psychiatric care is optional.</p>			
<p>(c) Classroom instruction shall include organized student/faculty interactive learning activities, formal lecture, audiovisual presentations, and simulated laboratory instruction.</p>	<p>(c) Classroom instruction <u>Instruction shall include, but not be limited to,</u> organized student/faculty interactive learning activities, formal lecture, audiovisual presentations, and simulated laboratory instruction, <u>and actual patient care clinical learning experiences.</u></p> <p><u>(1) Class hours shall include actual hours of classroom instruction in nursing and non-nursing Board-required courses/content.</u></p> <p><u>(2) Laboratory</u></p>	<p>(c) There shall be a rationale for the ratio of contact hours assigned to classroom and clinical learning experiences. The recommended ratio is three contact hours of clinical learning experiences for each contact hour of classroom instruction.</p>	<p>(c) There shall be a rationale for the ratio of contact hours assigned to classroom and clinical learning experiences. The recommended ratio is three contact hours of clinical learning experiences for each contact hour of classroom instruction.</p> <p><u>Instruction shall include, but not be limited to, organized student/faculty interactive learning activities, formal lecture, audiovisual presentations, simulated laboratory instruction, and actual</u></p>	<p>Rephrased/revised/additional language and reorganization of the language provide clarity for the intent of the rule and consistency between the rules.</p> <p>Addition of language provides clarity for the intent of the rule and consistency between the rules.</p>

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	<p><u>activities/instruction may be counted as either classroom or laboratory hours for the purpose of calculating the hours in the curriculum;</u></p> <p>(3) Clinical hours shall be sufficient to meet program of study requirements.</p> <p>(4) Clinical practice shall include actual hours of practice in clinical areas, clinical conferences, and simulated lab experiences, if counted as clinical hours for the purpose of calculating the hours in the curriculum;</p> <p>(5) The total weekly schedule throughout the length of the program shall not exceed 40 hours per week, including both class and clinical practice hours;</p> <p>(6) Students shall be <u>assigned two consecutive non-class/clinical days off each week;</u></p> <p>(7) Students shall be <u>allocated at least 18 days leave for vacation and/or holidays;</u></p> <p>(8) <u>All scheduled holidays are to be observed on the holidays designated by the controlling agency/governing</u></p>		<p><u>patient care clinical learning experiences.</u></p> <p><u>(1) Class hours shall include actual hours of classroom instruction in nursing and non-nursing Board-required courses/content;</u></p> <p><u>(2) Laboratory activities/instruction may be counted as either classroom or laboratory hours for the purpose of calculating the hours in the curriculum;</u></p> <p><u>(3) Clinical practice shall include actual hours of practice in clinical areas, clinical conferences, and simulated lab experiences, if counted as clinical hours for the purpose of calculating the hours in the curriculum; and</u></p> <p><u>(4) Clinical hours shall be sufficient to meet program of study requirements. There shall be a rationale for the ratio of contact hours assigned to classroom and clinical learning experiences.</u></p>	<p>Addition of language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Addition of language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Addition of new language in Rule 215 provides clarity for the intent of the rule.</p> <p>Deletion of language in Rule 215 related to a recommended clinical contact hours to classroom contact hours ratio provides flexibility for the programs. New rule language addresses minimum requirements rather than recommendations.</p>

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	<p><u>institution; and</u></p> <p><u>(9) Vacation time shall be scheduled at the same time for all students.</u></p>			
<p>(d) The curriculum plan, including course outlines, shall be kept current and available to faculty and Board representatives.</p>	<p>(d) The curriculum plan, including course outlines, shall be kept current and available to faculty and Board representatives.</p> <p><u>Educational mobility shall be a consideration in curriculum design.</u></p>	<p>(d) The program of study should facilitate articulation among programs.</p>		<p>214.9(d) moved to 214.9(h) (4) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Reorganization of the language in Rule 214.(d) provides clarity for the intent of the rule and consistency between the rules.</p>
<p>(e) A system of grading shall be in place which does not allow grades of less than a "C" on any subject area required for licensure eligibility listed in this chapter.</p>	<p>(e) A system of grading shall be in place which does not allow grades of less than a "C" on any subject area required for licensure eligibility listed in this chapter.</p> <p><u>The program of study shall include, but not be limited to, the following areas:</u></p> <p><u>(1) Nursing Care of Children. Opportunities shall be provided for students to gain an understanding of the common health deviations, physical, psychological, and neurological handicaps, and nutritional needs of pediatric patients. Day care and clinic settings may be utilized as supplementary</u></p>	<p>(e) The program of study shall include, but not be limited to the following areas:</p> <p>(1) non-nursing courses, clearly appropriate for collegiate study, offered in a supportive sequence.</p> <p>(2) nursing courses which include didactic and clinical learning experiences in the four content areas, medical-surgical, maternal/child health, pediatrics, and mental health nursing that teach students to use a systematic approach to clinical decision making and prepare students to safely practice professional nursing through the promotion, prevention, rehabilitation, maintenance, and restoration of the health of individuals of all ages.</p>	<p>The program of study shall include, but not be limited to, the following areas:</p> <p>(1) non-nursing courses, clearly appropriate for collegiate study, offered in a supportive sequence.</p> <p>(2) nursing courses which include didactic and clinical learning experiences in the four content areas, medical-surgical, maternal/child health, pediatrics, and mental health nursing that teach students to use a systematic approach to clinical decision making and prepare students to safely practice professional nursing through the promotion, prevention, rehabilitation, maintenance, and restoration of the health of individuals of all ages.</p>	<p>Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Addition/revision of language provides clarity of the intent of the rule and consistency between the rules.</p> <p>Reorganization of the language provides clarity for</p>

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	<p><u>experiences. Normal growth and development and the influences of the family, home, church, school, and community shall be emphasized. Student practice in caring for and understanding the needs of newborn infants shall also be included. A variety of settings, including acute and non-acute, may be utilized for the provision of pediatric nursing experiences.</u></p> <p><u>(2) Maternity Nursing. Opportunities shall be provided for students to gain an understanding of the psychological and physiological aspects of pregnancy, labor, and puerperium. Assisting mothers in the care of their infants shall be emphasized. A variety of settings, including clinics, organized maternity units, and maternity cases in non-segregated units, may be utilized for provision of maternity nursing experience.</u></p> <p><u>(3) Nursing Care of the Aged. Opportunities shall be included for the care of individuals experiencing specific changes related to the aging process. Students shall develop an understanding of the physical and mental changes</u></p>	<p>(A) Course content shall be appropriate to the role expectations of the graduate. (B) Professional values including ethics, safety, diversity, and confidentiality shall be addressed. (C) The Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Rules, Delegation Rules, and other laws and regulations which pertain to various practice settings shall be addressed. (3) Nursing courses shall prepare students to recognize and analyze health care needs, select and apply relevant knowledge and appropriate methods for meeting the health care needs of individuals and families, and evaluate the effectiveness of the nursing care. (4) Baccalaureate and entry-level master's degree programs in nursing shall include learning activities in basic research and management/leadership, and didactic and clinical learning experiences in community health nursing.</p>	<p>(A) Course content shall be appropriate to the role expectations of the graduate. (B) Professional values including ethics, safety, diversity, and confidentiality shall be addressed. (C) The Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Rules, Delegation Rules, and other laws and regulations which pertain to various practice settings shall be addressed. (3) Nursing courses shall prepare students to recognize and analyze health care needs, select and apply relevant knowledge and appropriate methods for meeting the health care needs of individuals and families, and evaluate the effectiveness of the nursing care. (4) Baccalaureate and entry-level master's degree programs in nursing shall include learning activities in basic research and management/leadership, and didactic and clinical learning experiences in community health nursing.</p>	<p>the intent of the rule and consistency between the rules.</p> <p>Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>

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	<p><u>associated with aging and the implications of aging in planning nursing care.</u></p> <p><u>(4) Nursing Care of Adults. Opportunities shall be provided to the student through the use of various resources to care for adults who have health deviations. Resources used shall include learning experiences to illustrate the individual as a member of the family, the responsibilities and functions of the community in the provision of nursing care, and the types of agencies where nursing is practiced. Preventive, therapeutic, and rehabilitative aspects shall be provided. Experiences shall also include the physical, psychological, and spiritual components of health and disease. Experience shall include, but not be limited to, the acute care settings.</u></p> <p><u>(5) Nursing Care of Individuals With Mental Health Problems. Learning opportunities shall include an understanding of personality development, human needs, common mental mechanisms, and factors influencing mental health and mental illness. Common mental disorders and related therapy shall be included. Clinical experience in a unit or facility specifically</u></p>			<p>Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>

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<p>(f) Major revisions to the curriculum must be submitted to the Board office following Board guidelines for review and approval prior to implementation. Major revisions include:</p> <p>(1) changes in philosophy/mission;</p> <p>(2) revisions in program hours; and</p> <p>(3) addition/reduction of courses in the program of study.</p>	<p><u>designed for psychiatric care is optional.</u></p> <p>(f) Major revisions to the curriculum must be submitted to the Board office following Board guidelines for review and approval prior to implementation. Major revisions include:</p> <p>(1) changes in philosophy/mission;</p> <p>(2) revisions in program hours; and</p> <p>(3) addition/reduction of courses in the program of study.</p> <p><u>The selection and organization of the learning experiences in the curriculum shall provide continuity, sequence, and integration of learning.</u></p> <p><u>(1) The learning experiences shall provide for progressive development of values, knowledge, judgment, and skills.</u></p> <p><u>(2) Didactic learning experiences shall be provided either prior to or concurrent (at the same time) with the related clinical learning experiences.</u></p> <p><u>(3) Clinical learning experiences shall be sufficient in quantity and quality to provide opportunities for students</u></p>	<p>(f) The learning experiences shall provide for progressive development of values, knowledge, judgment, and skills.</p> <p>(1) Didactic learning experiences shall be provided either prior to or concurrent with the related clinical learning experiences.</p> <p>(2) Clinical learning experiences shall be sufficient in quantity and quality to provide opportunities for students to achieve the stated outcomes.</p> <p>(3) Students shall have sufficient opportunities in simulated or clinical settings to develop manual technical skills, using contemporary technologies, essential for safe, effective nursing practice.</p> <p>(4) Learning opportunities shall assist students to develop communication and interpersonal relationship skills.</p>	<p><u>(f) The selection and organization of the learning experiences in the curriculum shall provide continuity, sequence, and integration of learning.</u></p> <p><u>(1) The learning experiences shall provide for progressive development of values, knowledge, judgment, and skills.</u></p> <p><u>(1) (2) Didactic learning experiences shall be provided either prior to or concurrent (at the same time) with the related clinical learning experiences.</u></p> <p><u>(2) (3) Clinical learning experiences shall be sufficient in quantity and quality to provide opportunities for students to achieve the stated outcomes.</u></p> <p><u>(3) (4) Students shall have sufficient opportunities in simulated or clinical settings to develop manual technical skills, using contemporary technologies, essential for safe, effective nursing practice.</u></p> <p><u>(4) (5) Learning opportunities shall assist students to develop communication and interpersonal relationship skills.</u></p>	<p>214.9 (f) rephrased and moved to 214.9(h) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Additional language in Rule 214 and Rule 215 provides clarity for the intent of the rule and consistency between the rules.</p>

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	<p><u>to achieve the stated outcomes.</u> <u>(4) Students shall have sufficient opportunities in simulated or clinical settings to develop manual technical skills, using contemporary technologies, essential for safe, effective nursing practice.</u> <u>(5) Learning opportunities shall assist students to develop communication and interpersonal relationship skills.</u></p>			
	<p><u>(g) Course content shall be appropriate to the role expectations of the graduate.</u></p> <p><u>(1) Professional values, including ethics, safety, diversity, and confidentiality shall be addressed.</u></p> <p><u>(2) The Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Rules, and other laws and regulations which pertain to various practice settings shall be addressed.</u></p> <p><u>(3) The curriculum plan, including course outlines, shall be kept current and available to faculty and Board representatives.</u></p>		<p><u>(g) Course content shall be appropriate to the role expectations of the graduate.</u></p> <p><u>(1) Professional values, including ethics, safety, diversity, and confidentiality shall be addressed.</u></p> <p><u>(2) The Nursing Practice Act, Standards of Nursing Practice, Unprofessional Conduct Rules, and other laws and regulations which pertain to various practice settings shall be addressed.</u></p> <p><u>(3) The curriculum plan, including course outlines, shall be kept current and available to faculty and Board representatives.</u></p>	<p>Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>
<p>(g) All programs implementing a curriculum</p>	<p>(g) All programs implementing a curriculum</p>	<p>(g) Faculty shall develop and implement evaluation</p>	<p>(g) <u>(h)</u> Faculty shall develop and implement evaluation</p>	<p>Renumbering.</p>

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<p>change shall provide an evaluation of the outcomes of these changes and submit them with the Annual Report through the first graduating class.</p>	<p>change shall provide an evaluation of the outcomes of these changes and submit them with the Annual Report through the first graduating class.</p> <p><u>(h) Faculty shall develop and implement evaluation methods and tools to measure progression of students' cognitive, affective and psychomotor achievements in course/clinical objectives, according to Board guidelines.</u></p> <p><u>(1) A system of grading shall be in place which does not allow grades of less than a "C" on any subject areas required for licensure eligibility listed in this chapter.</u></p> <p><u>(2) Programs may allow individuals to challenge the vocational nursing educational curriculum, and shall develop and define such policies to meet theory and practice requirements for challenging credit.</u></p>	<p>methods and tools to measure progression of students' cognitive, affective and psychomotor achievements in course/clinical objectives according to Board guidelines.</p>	<p>methods and tools to measure progression of students' cognitive, affective and psychomotor achievements in course/clinical objectives, according to Board guidelines.</p>	<p>Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>
<p>(h) There shall be provision for continuous development, implementation, and evaluation of the curriculum.</p>	<p>(h) There shall be provision for continuous development, implementation, and evaluation of the curriculum.</p> <p><u>(i) Curriculum changes shall be developed by the faculty according to Board standards and shall include information</u></p>	<p>(h) Curriculum changes shall be developed by the faculty according to Board standards and shall include information outlined in the Board guidelines. The two types of curriculum changes are: (1) Minor curriculum changes not requiring prior Board staff</p>	<p>(h) <u>(i)</u> Curriculum changes shall be developed by the faculty according to Board standards and shall include information outlined in the Board guidelines. The two types of curriculum changes are: (1) Minor curriculum changes</p>	<p>Renumbering.</p>

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	<p><u>outlined in the Board guidelines. The two types of curriculum changes are:</u></p> <p><u>(1) Minor curriculum changes not requiring prior Board staff approval, and may include:</u></p> <p><u>(A) Editorial updates of philosophy/mission and objectives/outcomes; or</u></p> <p><u>(B) Redistribution of course content or course hours.</u></p> <p><u>(2) Major curriculum changes requiring Board staff approval prior to implementation, including:</u></p> <p><u>(A) Changes 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;</u></p> <p><u>(B) Revisions in program hours; and</u></p> <p><u>(C) Addition/reduction of course(s) in the program of study.</u></p>	<p>approval, and may include:</p> <p>(A) editorial updates of philosophy/mission and objectives/outcomes; or</p> <p>(B) redistribution of course content or course hours.</p> <p>(2) Major curriculum changes requiring Board staff approval prior to implementation, including:</p> <p>(A) changes 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.</p> <p>(B) the addition of transition course(s), tracks/alternative programs of study, including MEEP, that provide educational mobility.</p> <p>(C) mobility programs desiring to establish a generic program are treated as a new program and the appropriate proposal should be developed.</p>	<p>not requiring prior Board staff approval, and may include:</p> <p>(A) editorial <u>Editorial</u> updates of philosophy/mission and objectives/outcomes; or</p> <p>(B) redistribution <u>Redistribution</u> of course content or course hours.</p> <p>(2) Major curriculum changes requiring Board staff approval prior to implementation, including:</p> <p>(A) changes <u>Changes</u> 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.</p> <p>(B) the <u>The</u> addition of transition course(s), tracks/alternative programs of study, including MEEP, that provide educational mobility.</p> <p>(C) mobility <u>Mobility</u> programs desiring to establish a generic program are treated as a new program and the appropriate proposal should be developed.</p>	
(i) Programs may allow individuals to challenge the vocational nursing education curriculum, and shall develop and define such policies to	(i) Programs may allow individuals to challenge the vocational nursing education curriculum, and shall develop and define such policies to	(i) All programs implementing a curriculum change shall provide an evaluation of the outcomes of these changes and submit with the Annual	(i) All programs implementing a curriculum change shall provide an evaluation of the outcomes of these changes and submit with the Annual	

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meet theory and practice requirements for challenging credit.	<p>meet theory and practice requirements for challenging credit.</p> <p><u>(j) Documentation of controlling agency/governing institution approval, and approval from the Texas Workforce Commission (TWC) or the Texas Higher Education Coordinating Board (THECB) if approved/licensed by the TWC or THECB, must be provided to the Board prior to implementation of changes, as appropriate.</u></p>	Report through the first graduating class.	<p>Report through the first graduating class.</p> <p><u>(j) Documentation of controlling agency/governing institution approval, and approval from the Texas Workforce Commission (TWC) or the Texas Higher Education Coordinating Board (THECB) if approved/licensed by the TWC or THECB, must be provided to the Board prior to implementation of changes, as appropriate.</u></p>	<p>Revised language more grammatically correct.</p> <p>Revised/additional language and re-organization of language provides clarity for the intent of the rule and provides consistency between rules.</p>
(j) Adaptation to the calendar in the college catalog is permissible.	<p>(j) Adaptation to the calendar in the college catalog is permissible.</p> <p><u>(k) Nursing educational programs that have full approval status and are undergoing major curriculum changes shall submit an abbreviated proposal, as outlined in Board guidelines, to the Board office for approval at least four (4) months prior to implementation. The abbreviated proposal shall contain at least the following:</u></p> <p><u>(1) new and old philosophy/mission, major concepts, program objectives/outcomes, course objectives/outcomes;</u></p>	(j) Documentation of Governing Institution approval or Texas Higher Education Coordinating Board approval must be provided to the Board prior to implementation of changes, as appropriate.	<p>(j) Documentation of Governing Institution approval or Texas Higher Education Coordinating Board approval must be provided to the Board prior to implementation of changes, as appropriate.</p> <p><u>(k) Nursing educational programs that have full approval status and are undergoing major curriculum changes shall submit an abbreviated proposal, as outlined in Board guidelines, to the Board office for approval at least four (4) months prior to implementation. The abbreviated proposal shall contain at least the following:</u></p> <p><u>(1) new and old</u></p>	215.9(j) moved to 215.9(i) - Revised/additional language and re-organization of language provides clarity for the intent of the rule and provides consistency between rules.

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	<p><u>(2) new and old curriculum plans;</u></p> <p><u>(3) clinical evaluation tools for each clinical course; and</u></p> <p><u>(4) additional information, as requested, in order to provide clarity for Board staff.</u></p>		<p><u>philosophy/mission, major concepts, program objectives/outcomes, course objectives/outcomes;</u></p> <p><u>(2) new and old curriculum plans;</u></p> <p><u>(3) clinical evaluation tools for each clinical course; and</u></p> <p><u>(4) additional information, as requested, in order to provide clarity for Board staff.</u></p>	
	<p><u>(l) Nursing educational programs not having full approval status, but proposing a major curriculum change shall submit a full curriculum change proposal, as outlined in Board guidelines, to the Board office and meet the requirements as outlined in §214.9(h).</u></p>	<p>(k) Nursing education programs that have full approval and are undergoing major curriculum changes shall submit an abbreviated proposal to the 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;</p> <p>(2) new and old curriculum plans;</p> <p>(3) clinical evaluation tools for each clinical course; and</p> <p>(4) additional information as requested in order to provide clarity for Board staff.</p>	<p>(k) Nursing educational programs that have full approval and are undergoing major curriculum changes shall submit an abbreviated proposal to the 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;</p> <p>(2) new and old curriculum plans;</p> <p>(3) clinical evaluation tools for each clinical course; and</p> <p>(4) additional information as requested in order to provide clarity for Board staff.</p> <p><u>(l) Nursing educational programs not having full approval status, but proposing a major curriculum</u></p>	<p>Re-organization of language provides clarity for the intent of the rule and provides consistency between rules.</p>

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			change, shall submit a full curriculum change proposal, as outlined in Board guidelines, to the Board office and meet the requirements as outlined in §215.9(h).	
	<u>(m) All nursing educational programs implementing a curriculum change shall submit an evaluation of the outcomes of the implemented curriculum change through the first graduating class under the new curriculum.</u>	(l) Nursing education programs not having full approval but proposing a major curriculum change shall submit a full curriculum change proposal and meet the requirements as outlined in §215.9(h).	(f) Nursing education programs not having full approval but proposing a major curriculum change shall submit a full curriculum change proposal as outlined in Board guidelines and meet the requirements as outlined in §215.9(h). <u>(m) All nursing educational programs implementing a curriculum change shall submit an evaluation of the outcomes of the implemented curriculum change through the first graduating class under the new curriculum.</u>	Re-organization of language provides clarity for the intent of the rule and provides consistency between rules.

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
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§214.10, Management of Clinical Learning Experiences and Resources	§214.10, Management of Clinical Learning Experiences and Resources	§215.10, Management of Clinical Learning Experiences and Resources	§215.10, Management of Clinical Learning Experiences and Resources	
<p>(a) Faculty shall be responsible for student clinical practice evaluations. Clinical practice evaluations shall be correlated with level and/or course objectives including formative and summative evaluation. Students shall receive a minimum of three clinical evaluations during the program year.</p>	<p>(a) Faculty shall be responsible for student clinical practice evaluations. Clinical practice evaluations shall be correlated with level and/or course objectives including formative and summative evaluation. Students shall receive a minimum of three clinical evaluations during the program year.</p> <p><u>Faculty shall be responsible and accountable for managing clinical learning experiences and observational experiences of students.</u></p>	<p>(a) In all cases faculty shall be responsible and accountable for managing clinical learning experiences and observational experiences of students.</p>	<p>(a) In all cases faculty <u>Faculty</u> shall be responsible and accountable for managing clinical learning experiences and observational experiences of students.</p>	<p>214.10(a) moved to 214.10(f) - Rephrased language and reorganization of the language provide clarity for the intent of the rule and consistency between the rules.</p> <p>Deleted redundant language.</p> <p>Addition of language in Rule 214.10(a) provide clarity for the intent of the rule and consistency between the rules.</p>
<p>(b) Clinical practice shall include actual hours of practice in clinical areas, clinical conferences, and/or simulated lab experiences.</p>	<p>(b) Clinical practice shall include actual hours of practice in clinical areas, clinical conferences, and/or simulated lab experiences.</p> <p><u>Faculty shall develop criteria for the selection of affiliating agencies/clinical facilities or clinical practice settings which address safety and the need for students to achieve the program outcomes (goals) and course objectives through the practice of</u></p>	<p>(b) Faculty shall develop criteria for the selection of affiliating agencies/clinical facilities or clinical practice settings which address safety and the need for students to achieve the program outcomes (goals) through the practice of nursing care or observational experiences.</p>	<p>(b) Faculty shall develop criteria for the selection of affiliating agencies/clinical facilities or clinical practice settings which address safety and the need for students to achieve the program outcomes (goals) <u>and course objectives</u> through the practice of nursing care or observational experiences.</p> <p><u>Consideration of selection of a clinical site shall include:</u></p>	<p>Deletion of repetitive language in Rule 214.10(b), addition of new language in Rule 214(b) and Rule 215.10(b) and reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>

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	<p><u>nursing care or observational experiences.</u></p> <p><u>Consideration of selection of a clinical site shall include:</u></p> <p><u>(1) client census in sufficient numbers to meet the clinical objectives/outcomes of the program/courses; and</u> <u>(2) evidence of collaborative arrangements for scheduling clinical rotations with those facilities that support multiple nursing programs.</u></p>		<p><u>(1) client census in sufficient numbers to meet the clinical objectives/outcomes of the program/courses; and</u> <u>(2) evidence of collaborative arrangements for scheduling clinical rotations with those facilities that support multiple nursing programs.</u></p>	
<p>(c) Clinical experiences shall include the administration of medications, health promotion and preventive aspects, nursing care of persons throughout the life span with acute and chronic illnesses, and rehabilitative care. Students shall participate in instructor supervised patient teaching. Students shall also be provided opportunities for participation in clinical conferences. The focus of clinical conferences shall be student experiences in the clinical setting. Simulated laboratory experiences may also be utilized as a teaching strategy in classroom and clinical settings to meet objectives.</p>	<p>(c) Clinical experiences shall include the administration of medications, health promotion and preventive aspects, nursing care of persons throughout the life span with acute and chronic illnesses, and rehabilitative care. Students shall participate in instructor supervised patient teaching. Students shall also be provided opportunities for participation in clinical conferences. The focus of clinical conferences shall be student experiences in the clinical setting. Simulated laboratory experiences may also be utilized as a teaching strategy in classroom and clinical settings to meet objectives.</p>	<p>(c) Faculty shall select and evaluate affiliating agencies/clinical facilities or clinical practice settings which provide students with opportunities to achieve the goals of the program.</p> <p>(1) Written agreements between the program and the affiliating agencies shall specify the responsibilities of the program to the agency and the responsibilities of the agency to the program.</p> <p>(2) Agreements shall be reviewed periodically and include provisions for adequate notice of termination.</p>	<p>(c) Faculty shall select and evaluate affiliating agencies/clinical facilities or clinical practice settings which provide students with opportunities to achieve the goals of the program.</p> <p>(1) Written agreements between the program and the affiliating agencies shall specify the responsibilities of the program to the agency and the responsibilities of the agency to the program.</p> <p>(2) Agreements shall be reviewed periodically and include provisions for adequate notice of termination.</p>	<p>214.10(c) moved to 214.10(e) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>

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	<p><u>(c) Faculty shall select and evaluate affiliating agencies/clinical facilities or clinical practice settings which provide students with opportunities to achieve the goals of the program.</u></p> <p><u>(1) Written agreements between the program and the affiliating agencies shall be in place before clinical learning experiences begin and shall specify the responsibilities of the program to the agency and the responsibilities of the agency to the program.</u></p> <p><u>(2) Agreements shall be reviewed periodically and include provisions for adequate notice of termination and a withdrawal of participation clause indicating a minimum period of time to be given for notice of such withdrawal.</u></p> <p><u>(3) Affiliation agreements are optional for those clinical experiences which are observation only.</u></p>		<p><u>(3) Affiliation agreements are optional for those clinical experiences which are observation only.</u></p>	<p>214.10(c) moved to 214.10(e) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>
<p>(d) Scheduling of student time and clinical rotations shall be made by the program faculty. Selected clinical learning experiences will remain unchanged unless a client's condition demands reassignment. Reassignment must be approved with prior</p>	<p><u>(d) The faculty member shall be responsible for the supervision of students in clinical learning experiences and scheduling</u> Scheduling of student time and clinical rotations. shall be made by the program faculty.</p>	<p>(d) The faculty member shall be responsible for the supervision of students in clinical learning experiences.</p>		<p>Rephrasing of language in Rule 214.10(d) and reorganization of the language in 214.10(d) and 215.10(d) provide clarity for the intent of the rule and consistency between the rules.</p>

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consent of faculty.	<p><u>(1) Selected clinical learning experiences will remain unchanged unless a client's condition demands reassignment.</u></p> <p><u>(2) Reassignment must be approved with prior consent of faculty.</u></p> <p><u>(3) The student's daily client assignment shall be made in accordance with clinical objectives/outcomes and learning needs of the students.</u></p> <p><u>(4) The total number of daily assignments shall not exceed five (5) clients.</u></p>			
	<p><u>(e) Clinical learning experiences shall include the administration of medications, health promotion and preventive aspects, nursing care of persons throughout the life span with acute and chronic illnesses, and rehabilitative care.</u></p> <p><u>(1) Students shall participate in instructor supervised patient teaching.</u></p> <p><u>(2) Students shall also be provided opportunities for participation in clinical conferences.</u></p> <p><u>(3) Simulated laboratory experiences may also be</u></p>		<p><u>(e) Clinical learning experiences shall include the administration of medications, health promotion and preventive aspects, nursing care of persons throughout the life span with acute and chronic illnesses, and rehabilitative care.</u></p> <p><u>(1) Students shall participate in instructor supervised patient teaching.</u></p> <p><u>(2) Students shall also be provided opportunities for participation in clinical conferences.</u></p>	<p>Additional language in Rule 215.10(e) and reorganization of language in Rule 214.10(e) provide clarity for the intent of the rule and consistency between the rules.</p> <p>Additional language in Rule 214.10(e)(3) and 215.10(e) provides clarity for the intent of the rule and consistency between the rules.</p>

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	<p><u>utilized as a teaching strategy in classroom and clinical settings to meet objectives and may be counted as either classroom or clinical hours for the purpose of calculating the hours in the curriculum.</u></p>		<p><u>(3) Simulated laboratory experiences may also be utilized as a teaching strategy in classroom and clinical settings to meet objectives and may be counted as either classroom or clinical hours for the purpose of calculating the hours in the curriculum.</u></p>	
	<p><u>(f) Faculty shall be responsible for student clinical practice evaluations. Clinical practice evaluations shall be correlated with level and/or course objectives and shall include a minimum of a formative and summative evaluation for each clinical in the curriculum.</u></p>		<p><u>(f) Faculty shall be responsible for student clinical practice evaluations. Clinical practice evaluations shall be correlated with level and/or course objectives and shall include a minimum of a formative and summative evaluation for each clinical in the curriculum.</u></p>	<p>Additional language in Rule 215.10(f) and the reorganization of language in Rule 214.10(f) and 215.10(f) provides clarity for the intent of the rule and consistency between the rules.</p>
<p>(e) The student's daily client assignment shall be made in accordance with clinical objectives/outcomes and learning needs of the students. The total number of daily assignments shall not exceed five clients.</p>	<p>(e) The student's daily client assignment shall be made in accordance with clinical objectives/outcomes and learning needs of the students. The total number of daily assignments shall not exceed five clients.</p> <p><u>(g) The following ratios only apply to clinical learning experiences involving direct patient care:</u></p> <p><u>(1) When a faculty member is the only person officially responsible for a clinical group, the group shall total no</u></p>	<p>(e) The following ratios only apply to clinical learning experiences involving direct patient care:</p> <p>(1) When a faculty member is the only person officially responsible for a clinical group, the group shall total no more than ten (10) students. Patient safety shall be a priority and may mandate lower ratios, as appropriate. The faculty member shall supervise that group in only one facility at a time, unless some portion or all of the</p>	<p>(e) <u>(g)</u> The following ratios only apply to clinical learning experiences involving direct patient care:</p> <p>(1) When a faculty member is the only person officially responsible for a clinical group, the group shall total no more than ten (10) students.</p> <p><u>(2) Patient safety shall be a priority and may mandate lower ratios, as appropriate.</u></p> <p><u>(3) The faculty member shall supervise that group in only one facility at a time, unless some portion or all of the</u></p>	<p>Revision of language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Re numbering.</p> <p>Reorganization of language provides clarity for the intent of the rule and consistency between the rules.</p>

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	<p><u>more than ten (10) students.</u></p> <p><u>(2) Patient safety shall be a priority and may mandate lower ratios, as appropriate.</u></p> <p><u>(3) The faculty member shall supervise that group in only one facility at a time, unless some portion or all of the clinical group are assigned to observational experiences in additional settings.</u></p> <p><u>(4) Direct faculty supervision is not required for an observational experience.</u></p>	<p>clinical group are assigned to observational experiences in additional settings.</p> <p>(2) Direct faculty supervision is not required for an observational experience.</p>	<p>clinical group are assigned to observational experiences in additional settings.</p> <p>(2) (4) Direct faculty supervision is not required for an observational experience.</p>	
<p>(f) Consideration of selection of a clinical site shall include:</p> <p>(1) client census in sufficient numbers to meet the clinical objectives/outcomes of the program; and</p> <p>(2) evidence of collaborative arrangements in those facilities, which support multiple nursing programs.</p>	<p>(f) Consideration of selection of a clinical site shall include:</p> <p>(1) client census in sufficient numbers to meet the clinical objectives/outcomes of the program; and</p> <p>(2) evidence of collaborative arrangements in those facilities, which support multiple nursing programs.</p> <p><u>(h) Clinical preceptors may be used to enhance clinical learning experiences after a</u></p>	<p>(f) Clinical preceptors may be used to enhance clinical learning experiences after a student has received clinical and didactic instruction in all basic areas of nursing or within a course after a student has received clinical and didactic instruction in the basic areas of nursing for that course or specific learning experience.</p> <p>(1) In courses which use clinical preceptors for a portion of clinical learning</p>	<p>(f) (h) Clinical preceptors may be used to enhance clinical learning experiences after a student has received clinical and didactic instruction in all basic areas of nursing or within a course after a student has received clinical and didactic instruction in the basic areas of nursing for that course or specific learning experience.</p> <p>(1) In courses which use clinical preceptors for a portion of clinical learning</p>	<p>Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Renumbering.</p>

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	<p><u>student has received clinical and didactic instruction in all basic areas of nursing or within a course after a student has received clinical and didactic instruction in the basic areas of nursing for that course or specific learning experience.</u></p> <p><u>(1) In courses which use clinical preceptors for a portion of clinical learning experiences, faculty shall have no more than twelve (12) students in a clinical group.</u></p> <p><u>(2) In a course which uses clinical preceptors as the sole method of student instruction and supervision in clinical settings, faculty shall coordinate the preceptorship for no more than twenty-four (24) students.</u></p> <p><u>(3) The preceptor may supervise student clinical learning experiences without the physical presence of the faculty member in the affiliating agency or clinical practice setting.</u></p> <p><u>(4) The preceptor shall be responsible for the clinical learning experiences of no more than two (2) students at a time per clinical group.</u></p>	<p>experiences, faculty shall have no more than twelve (12) students in a clinical group.</p> <p>(2) In a course which uses clinical preceptors as the sole method of student instruction and supervision in clinical settings, faculty shall coordinate the preceptorship for no more than twenty-four (24) students.</p> <p>(3) The preceptor may supervise student clinical learning experiences without the physical presence of the faculty member in the affiliating agency or clinical practice setting.</p> <p>(4) The preceptor shall be responsible for the clinical learning experiences of no more than two (2) students at a time per clinical group.</p>	<p>experiences, faculty shall have no more than twelve (12) students in a clinical group.</p> <p>(2) In a course which uses clinical preceptors as the sole method of student instruction and supervision in clinical settings, faculty shall coordinate the preceptorship for no more than twenty-four (24) students.</p> <p>(3) The preceptor may supervise student clinical learning experiences without the physical presence of the faculty member in the affiliating agency or clinical practice setting.</p> <p>(4) The preceptor shall be responsible for the clinical learning experiences of no more than two (2) students at a time per clinical group.</p>	
(g) There shall be a written affiliation agreement between	(g) There shall be a written affiliation agreement between	(g) Clinical teaching assistants may assist	(g) (i) Clinical teaching assistants may assist	214.10(g) rephrased and moved to 214.10(c) -

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<p>the controlling agency and the affiliating agency before the affiliation begins. The agreement shall outline the responsibilities of each agency entering the agreement. The agreement shall contain a withdrawal of participation clause indicating a minimum period of time to be given for notice of such withdrawal.</p>	<p>the controlling agency and the affiliating agency before the affiliation begins. The agreement shall outline the responsibilities of each agency entering the agreement. The agreement shall contain a withdrawal of participation clause indicating a minimum period of time to be given for notice of such withdrawal.</p> <p><u>(i) When faculty use clinical preceptors to enhance clinical learning experiences and to assist faculty in the clinical supervision of students, the following applies:</u></p> <p><u>(1) Faculty shall develop written criteria for the selection of clinical preceptors.</u></p> <p><u>(2) When clinical preceptors are used, written agreements between the vocational nursing educational program, clinical preceptor, and the affiliating agency, when applicable, shall delineate the functions and responsibilities of the parties involved.</u></p> <p><u>(2) Direct faculty supervision is not required for an observational experience.</u></p> <p><u>(3) Faculty shall be readily available to students and clinical preceptors during clinical learning experiences.</u></p> <p><u>4) The designated faculty</u></p>	<p>qualified, experienced faculty with clinical learning experiences.</p> <p>(1) In clinical learning experiences where a faculty member is supported by a clinical teaching assistant, the ratio of faculty to students shall not exceed two (2) to fifteen (15) (one faculty plus one clinical teaching assistant to fifteen students).</p> <p>(2) Clinical teaching assistants shall supervise student clinical learning experiences only when the qualified and experienced faculty member is physically present in the affiliating agency or alternative practice setting.</p>	<p>qualified, experienced faculty with clinical learning experiences.</p> <p>(1) In clinical learning experiences where a faculty member is supported by a clinical teaching assistant, the ratio of faculty to students shall not exceed two (2) to fifteen (15) (one faculty plus one clinical teaching assistant to fifteen students).</p> <p>(2) Clinical teaching assistants shall supervise student clinical learning experiences only when the qualified and experienced faculty member is physically present in the affiliating agency or alternative practice setting.</p>	<p>Rephrasing and reorganization of the language provide clarity for the intent of the rule and consistency between the rules.</p> <p>Renumbering. Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Renumbering.</p> <p>Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Renumbering.</p>

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	<p><u>member shall meet periodically with the clinical preceptors and student(s) for the purpose of monitoring and evaluating learning experiences.</u></p> <p><u>(5) Written clinical objectives shall be shared with the clinical preceptors prior to or concurrent with the experience.</u></p> <p><u>(6) Clinical preceptors shall have the following qualifications:</u></p> <p><u>(A) competence in designated areas of practice;</u></p> <p><u>(B) philosophy of health care congruent with that of the nursing program; and</u></p> <p><u>(C) current licensure or privilege to practice as a licensed nurse in the State of Texas; or</u></p> <p><u>(D) if not a licensed nurse, a current license in Texas as a health care professional with a minimum of a bachelor's degree in that field.</u></p>			
<p>(h) Affiliation agreements are optional for those clinical experiences which are observation only.</p>	<p>(h) Affiliation agreements are optional for those clinical experiences which are observation only.</p> <p><u>(j) During clinical learning experiences, programs shall not permit utilization of students for health care facility staffing.</u></p>	<p>(h) When faculty use clinical preceptors or clinical teaching assistants to enhance clinical learning experiences and to assist faculty in the clinical supervision of students the following applies:</p> <p>(1) Faculty shall develop written criteria for the selection of clinical</p>	<p>(h) <u>(j)</u> When faculty use clinical preceptors or clinical teaching assistants to enhance clinical learning experiences and to assist faculty in the clinical supervision of students the following applies:</p> <p>(1) Faculty shall develop written criteria for the</p>	<p>Addition of new language in Rule 214 and reorganization of the language provides clarity for the intent of the rule and consistency between the</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
		<p>preceptors and clinical teaching assistants.</p> <p>(2) When clinical preceptors or clinical teaching assistants are used, written agreements between the professional nursing education program, clinical preceptor or clinical teaching assistant, and the affiliating agency, when applicable, shall delineate the functions and responsibilities of the parties involved.</p> <p>(2) Direct faculty supervision is not required for an observational experience.</p> <p>(3) Faculty shall be readily available to students and clinical preceptors or clinical teaching assistants during clinical learning experiences.</p> <p>4) The designated faculty member shall meet periodically with the clinical preceptors or clinical teaching assistants and student(s) for the purpose of monitoring and evaluating learning experiences.</p> <p>(5) Written clinical objectives shall be shared with the clinical preceptors or clinical teaching assistants prior to or concurrent with the experience.</p> <p>(6) Clinical preceptors shall have the following qualifications:</p> <p>(A) competence in designated</p>	<p>selection of clinical preceptors and clinical teaching assistants.</p> <p>(2) When clinical preceptors or clinical teaching assistants are used, written agreements between the professional nursing educational program, clinical preceptor or clinical teaching assistant, and the affiliating agency, when applicable, shall delineate the functions and responsibilities of the parties involved.</p> <p>(2) Direct faculty supervision is not required for an observational experience.</p> <p>(3) Faculty shall be readily available to students and clinical preceptors or clinical teaching assistants during clinical learning experiences.</p> <p>(4) The designated faculty member shall meet periodically with the clinical preceptors or clinical teaching assistants and student(s) for the purpose of monitoring and evaluating learning experiences.</p> <p>(5) Written clinical objectives shall be shared with the clinical preceptors or clinical teaching assistants prior to or concurrent with the experience.</p> <p>(6) Clinical preceptors shall have the following qualifications:</p>	<p>rules.</p> <p>Renumbering.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
		<p>areas of practice;</p> <p>(B) philosophy of health care congruent with that of the nursing program; and</p> <p>(C) current licensure or privilege as a registered nurse in the State of Texas; or</p> <p>(D) if not a registered nurse, a current license in Texas as a health care professional with a minimum of a bachelor's degree in that field.</p> <p>(7) When acting as a clinical teaching assistant, the RN shall not be responsible for other staff duties, such as supervising other personnel and/or patient care.</p> <p>(8) Clinical teaching assistants shall meet the following criteria:</p> <p>(A) hold a current license or privilege to practice as a registered nurse in the State of Texas; and</p> <p>(B) have the clinical expertise to function effectively and safely in the designated area of teaching.</p>	<p>(A) competence in designated areas of practice;</p> <p>(B) philosophy of health care congruent with that of the nursing program; and</p> <p>(C) current licensure or privilege <u>to practice</u> as a registered nurse in the State of Texas; or</p> <p>(D) if not a registered nurse, a current license in Texas as a health care professional with a minimum of a bachelor's degree in that field.</p> <p>(7) When acting as a clinical teaching assistant, the RN shall not be responsible for other staff duties, such as supervising other personnel and/or patient care.</p> <p>(8) Clinical teaching assistants shall meet the following criteria:</p> <p>(A) hold a current license or privilege to practice as a registered nurse in the State of Texas; and</p> <p>(B) have the clinical expertise to function effectively and safely in the designated area of teaching.</p>	
<p>(i) The affiliating agency shall:</p> <p>(1) provide clinical facilities for student experiences;</p>				

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<p>(2) provide space for conducting clinical conferences for use by the school if classrooms are located elsewhere;</p> <p>(3) provide assistance with clinical supervision of students, including preceptorships, by mutual agreement between the affiliating agency and controlling agency; and</p> <p>(4) have no authority to dismiss faculty or students. Should the affiliating agency wish to recommend dismissal of faculty or students, such recommendation(s) shall be in writing.</p>				
<p>(j) The faculty member shall be responsible for the supervision of students in clinical learning experiences.</p>	<p>(j) The faculty member shall be responsible for the supervision of students in clinical learning experiences.</p>			<p>Deletion of the language provides clarity for the intent of the rule and consistency between the rules.</p>
<p>(k) The following ratios only apply to clinical learning experiences involving direct patient care:</p> <p>(1) When a faculty member is the only person officially responsible for a clinical group, then the group shall total no more than ten (10) students. Patient safety shall be a priority and may mandate lower ratios, as appropriate. The faculty</p>	<p>(k) The following ratios only apply to clinical learning experiences involving direct patient care:</p> <p>(1) When a faculty member is the only person officially responsible for a clinical group, then the group shall total no more than ten (10) students. Patient safety shall be a priority and may mandate lower ratios, as appropriate. The faculty</p>			<p>214.10(k) moved to 214.10(g) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>

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<p>member shall supervise that group in only one facility at a time, unless some portion or all of the clinical group are assigned to observational experiences in additional settings.</p> <p>(2) Direct faculty supervision is not required for an observational experience. Observational experiences may be used to supplement, but not replace patient care experiences, and must serve the purpose of student attainment of clinical objectives.</p>	<p>member shall supervise that group in only one facility at a time, unless some portion or all of the clinical group are assigned to observational experiences in additional settings.</p> <p>(2) Direct faculty supervision is not required for an observational experience. Observational experiences may be used to supplement, but not replace patient care experiences, and must serve the purpose of student attainment of clinical objectives.</p>			
<p>(l) Clinical preceptors may be used to enhance clinical learning experiences after a student has received clinical and didactic instruction in all basic areas of nursing or within a course after a student has received clinical and didactic instruction in the basic areas of nursing for that course or specific learning experience.</p> <p>(1) In courses which use clinical preceptors for a portion of clinical learning experiences, faculty shall have no more than twelve (12) students in a clinical group.</p>	<p>(l) Clinical preceptors may be used to enhance clinical learning experiences after a student has received clinical and didactic instruction in all basic areas of nursing or within a course after a student has received clinical and didactic instruction in the basic areas of nursing for that course or specific learning experience.</p> <p>(1) In courses which use clinical preceptors for a portion of clinical learning experiences, faculty shall have no more than twelve (12) students in a clinical group.</p>			<p>214.10(l) moved to 214.10(h) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>214.10(l) moved to 214.10(f) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>

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<p>(2) In a course which uses clinical preceptors as the sole method of student instruction and supervision in clinical settings, faculty shall coordinate the preceptorship for no more than twenty-four (24) students.</p> <p>(3) The preceptor may supervise student clinical learning experiences without the physical presence of the faculty member in the affiliating agency or clinical practice setting.</p> <p>(4) The preceptor shall be responsible for the clinical learning experiences of no more than two students (2) at a time per clinical group.</p>	<p>(2) In a course which uses clinical preceptors as the sole method of student instruction and supervision in clinical settings, faculty shall coordinate the preceptorship for no more than twenty-four (24) students.</p> <p>(3) The preceptor may supervise student clinical learning experiences without the physical presence of the faculty member in the affiliating agency or clinical practice setting.</p> <p>(4) The preceptor shall be responsible for the clinical learning experiences of no more than two students (2) at a time per clinical group.</p>			
<p>(m) When faculty use clinical preceptors to enhance clinical learning experiences and to assist faculty in the clinical supervision of students the following applies:</p> <p>(1) Faculty shall develop written criteria for the selection of clinical preceptors.</p> <p>(2) When clinical preceptors are used, written agreements between the vocational nursing education program,</p>	<p>(m) When faculty use clinical preceptors to enhance clinical learning experiences and to assist faculty in the clinical supervision of students the following applies:</p> <p>(1) Faculty shall develop written criteria for the selection of clinical preceptors.</p> <p>(2) When clinical preceptors are used, written agreements between the vocational nursing education program,</p>			<p>214.10(m) moved to 214.10(i) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>

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<p>clinical preceptor, and the affiliating agency, when applicable, shall delineate the functions and responsibilities of the parties involved.</p> <p>(3) Faculty shall be readily available to students and clinical preceptors during clinical learning experiences.</p> <p>(4) The designated faculty member shall meet periodically with the clinical preceptors and student(s) for the purpose of monitoring and evaluating learning experiences.</p> <p>(5) Written clinical objectives, evaluation criteria, and written description of expectations shall be shared with the clinical preceptors prior to or concurrent with the experience.</p> <p>(6) The preceptor shall be accountable for evaluating the student using clinical objectives developed by vocational nursing faculty.</p> <p>(7) Clinical preceptors shall have the following qualifications:</p>	<p>clinical preceptor, and the affiliating agency, when applicable, shall delineate the functions and responsibilities of the parties involved.</p> <p>(3) Faculty shall be readily available to students and clinical preceptors during clinical learning experiences.</p> <p>(4) The designated faculty member shall meet periodically with the clinical preceptors and student(s) for the purpose of monitoring and evaluating learning experiences.</p> <p>(5) Written clinical objectives, evaluation criteria, and written description of expectations shall be shared with the clinical preceptors prior to or concurrent with the experience.</p> <p>(6) The preceptor shall be accountable for evaluating the student using clinical objectives developed by vocational nursing faculty.</p> <p>(7) Clinical preceptors shall have the following qualifications:</p>			<p>214.10(m) moved to 214.10(i) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
<p>(A) competence in designated areas of practice;</p> <p>(B) philosophy of health care congruent with that of the nursing program; and</p> <p>(C) current licensure or privilege to practice nursing in the State of Texas.</p>	<p>(A) competence in designated areas of practice;</p> <p>(B) philosophy of health care congruent with that of the nursing program; and</p> <p>(C) current licensure or privilege to practice nursing in the State of Texas.</p>			
<p>(n) The total weekly schedule throughout the length of the program shall not exceed 40 hours per week including both class and clinical practice hours. Class and clinical practice hours shall be continuous. Students shall be assigned two consecutive non-class days off each week.</p>	<p>(n) The total weekly schedule throughout the length of the program shall not exceed 40 hours per week including both class and clinical practice hours. Class and clinical practice hours shall be continuous. Students shall be assigned two consecutive non-class days off each week.</p>			<p>214.10(n) moved to 214.9(c)(3) and (4) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>
<p>(o) Programs shall not permit utilization of students for health care facility staffing.</p>	<p>(o) Programs shall not permit utilization of students for health care facility staffing.</p>			<p>214.10(o) moved to 214.10(j) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
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§214.11, Facilities, Resources, and Services	§214.11, Facilities, Resources, and Services	§215.11, Facilities, Resources, and Services	§215.11, Facilities, Resources, and Services	
<p>(a) Classrooms and nursing skills laboratory facilities shall be provided to accommodate the learning needs of the students.</p>	<p>(a) Classrooms and nursing skills laboratory facilities shall be provided to accommodate the learning needs of the students.</p> <p><u>The controlling agency/governing institution shall be responsible for providing:</u></p> <p><u>(1) educational facilities,</u></p> <p><u>(2) resources, and</u></p> <p><u>(3) services which support the effective development and implementation of the nursing educational program.</u></p>	<p>(a) The governing institution shall be responsible for providing:</p> <p>(1) educational facilities,</p> <p>(2) resources, and</p> <p>(3) services which support the effective development and implementation of the nursing education program.</p>	<p>(a) The <u>controlling agency/governing institution</u> shall be responsible for providing:</p> <p>(1) educational facilities,</p> <p>(2) resources, and</p> <p>(3) services which support the effective development and implementation of the nursing education <u>educational</u> program.</p>	<p>214.11 (a) moved to 214.11 (d) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules. .</p> <p>Additional language in Rule 214.11(a) and reorganization of the language provide clarity for the intent of the rule and consistency between the rules.</p>
<p>(b) An appropriately equipped skills laboratory shall be provided to accommodate maximum number of students allowed for the program. The laboratory shall be equipped with hot and cold running water. The laboratory shall have cabinets for storage of equipment.</p>	<p>(b) An appropriately equipped skills laboratory shall be provided to accommodate maximum number of students allowed for the program.</p> <p><u>(1) The laboratory shall be equipped with hot and cold running water.</u></p> <p><u>(2) The laboratory shall have cabinets for adequate storage of for equipment.</u></p>	<p>(b) The dean or director and faculty shall have adequate secretarial and clerical assistance to meet the needs of the program.</p>	<p>(b) The dean or director and faculty shall have adequate secretarial and clerical assistance to meet the needs of the program.</p> <p><u>(b) An appropriately equipped skills laboratory shall be provided to accommodate maximum number of students allowed for the program.</u></p> <p><u>(1) The laboratory shall be equipped with hot and cold running water.</u></p> <p><u>(2) The laboratory shall</u></p>	<p>215.11 (b) moved to 215.11 (d) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Additional language in Rule 215.1(b) provides clarity for the intent of the rule and</p>

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			<u>adequate storage for equipment.</u>	consistency between the rules.
<p>(c) The director or coordinator and faculty shall have office space provided, other than the classroom. There shall be privacy for counseling of students.</p>	<p>(c) The director or coordinator and faculty shall have office space provided, other than the classroom. There shall be privacy for counseling of students.</p> <p><u>(c) The director/coordinator and faculty shall have adequate secretarial and clerical assistance to meet the needs of the program.</u></p>	<p>(c) The physical facilities shall be adequate to meet the needs of the program in relation to the size of the faculty and the student body.</p> <p>(1) The dean or director shall have a private office.</p> <p>(2) Faculty offices shall be conveniently located and adequate in number and size to provide faculty with privacy for conferences with students and uninterrupted work.</p> <p>(3) Space for clerical staff, records, files, and equipment shall be adequate.</p> <p>(4) There shall be mechanisms which provide for the security of sensitive materials, such as examinations and health records.</p> <p>(5) Classrooms, laboratories, and conference rooms shall be conducive to learning and adequate in number, size, and type for the number of students and the educational purposes for which the rooms are used.</p>	<p>(c) The physical facilities shall be adequate to meet the needs of the program in relation to the size of the faculty and the student body.</p> <p>(1) The dean or director shall have a private office.</p> <p>(2) Faculty offices shall be conveniently located and adequate in number and size to provide faculty with privacy for conferences with students and uninterrupted work.</p> <p>(3) Space for clerical staff, records, files, and equipment shall be adequate.</p> <p>(4) There shall be mechanisms which provide for the security of sensitive materials, such as examinations and health records.</p> <p>(5) Classrooms, laboratories, and conference rooms shall be conducive to learning and adequate in number, size, and type for the number of students and the educational purposes for which the rooms are used.</p>	<p>214.11(c) moved to 214.11(e)(1) and (2) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Additional language in Rule 214.11(d) provides clarity for the intent of the rule and consistency between the rules.</p> <p>215.11(c) moved to 215.11(d) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p>

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			<u>(c) The dean/director and faculty shall have adequate secretarial and clerical assistance to meet the needs of the program.</u>	
<p>(d) The learning resources, library, and departmental holdings shall be current, use contemporary technology appropriate for the level of the curriculum, and be sufficient for the size of the student body and the needs of the faculty.</p> <p>(1) Provisions shall be made for accessibility, availability, and timely delivery of information resources.</p> <p>(2) Facilities and policies shall promote effective use, i.e. environment, accessibility, and hours of operation.</p>	<p>(d) The learning resources, library, and departmental holdings shall be current, use contemporary technology appropriate for the level of the curriculum, and be sufficient for the size of the student body and the needs of the faculty.</p> <p>(1) Provisions shall be made for accessibility, availability, and timely delivery of information resources.</p> <p>(2) Facilities and policies shall promote effective use, i.e. environment, accessibility, and hours of operation.</p> <p><u>(d) The physical facilities shall be adequate to meet the needs of the program in relation to the size of the faculty and the student body.</u></p> <p><u>(1) The director/coordinator shall have a private office.</u></p> <p><u>(2) Faculty offices shall be conveniently located and adequate in number and size to provide faculty with privacy for conferences with students</u></p>	<p>(d) The learning resources, library, and departmental holdings shall be current, use contemporary technology appropriate for the level of the curriculum, and be sufficient for the size of the student body and the needs of the faculty.</p> <p>(1) Provisions shall be made for accessibility, availability, and timely delivery of information resources.</p> <p>(2) Facilities and policies shall promote effective use, i.e. environment, accessibility, and hours of operation.</p>	<p>(d) The learning resources, library, and departmental holdings shall be current, use contemporary technology appropriate for the level of the curriculum, and be sufficient for the size of the student body and the needs of the faculty.</p> <p>(1) Provisions shall be made for accessibility, availability, and timely delivery of information resources.</p> <p>(2) Facilities and policies shall promote effective use, i.e. environment, accessibility, and hours of operation.</p> <p><u>(d) The physical facilities shall be adequate to meet the needs of the program in relation to the size of the faculty and the student body.</u></p> <p><u>(1) The dean/director shall have a private office.</u></p> <p><u>(2) Faculty offices shall be conveniently located and adequate in number and size to provide faculty with privacy</u></p>	<p>Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Re-organization of the</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
	<p><u>and uninterrupted work.</u></p> <p><u>(3) Space for clerical staff, records, files, and equipment shall be adequate.</u></p> <p><u>(4) There shall be mechanisms which provide for the security of sensitive materials, such as examinations and health records.</u></p> <p><u>(5) Classrooms, laboratories, and conference rooms shall be conducive to learning and adequate in number, size, and type for the number of students and the educational purposes for which the rooms are used.</u></p> <p><u>(6) Teaching aids shall be provided to meet the objectives/outcomes of the program.</u></p> <p><u>(7) Adequate restrooms and lounges shall be provided convenient to the classroom.</u></p>		<p><u>for conferences with students and uninterrupted work.</u></p> <p><u>(3) Space for clerical staff, records, files, and equipment shall be adequate.</u></p> <p><u>(4) There shall be mechanisms which provide for the security of sensitive materials, such as examinations and health records.</u></p> <p><u>(5) Classrooms, laboratories, and conference rooms shall be conducive to learning and adequate in number, size, and type for the number of students and the educational purposes for which the rooms are used.</u></p> <p><u>(6) Teaching aids shall be provided to meet the objectives/outcomes of the program.</u></p> <p><u>(7) Adequate restrooms and lounges shall be provided convenient to the classroom.</u></p>	<p>language provides clarity for the intent of the rule and consistency between the rules.</p> <p>Additional language in Rule 215.11(d)(6) and (7) provides clarity for the intent of the rule</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
				and consistency between the rules.
(e) Teaching aids shall be provided to meet the objectives of the program.	<p>(e) Teaching aids shall be provided to meet the objectives of the program.</p> <p><u>(e) The learning resources, library, and departmental holdings shall be current, use contemporary technology appropriate for the level of the curriculum, and be sufficient for the size of the student body and the needs of the faculty.</u></p> <p><u>(1) Provisions shall be made for accessibility, availability, and timely delivery of information resources.</u></p> <p><u>(2) Facilities and policies shall promote effective use, i.e. environment, accessibility, and hours of operation.</u></p>		<p><u>(e) The learning resources, library, and departmental holdings shall be current, use contemporary technology appropriate for the level of the curriculum, and be sufficient for the size of the student body and the needs of the faculty.</u></p> <p><u>(1) Provisions shall be made for accessibility, availability, and timely delivery of information resources.</u></p> <p><u>(2) Facilities and policies shall promote effective use, i.e. environment, accessibility, and hours of operation.</u></p>	214.11(e) moved to 214.11(d)(6) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.
(f) Adequate restrooms and lounges shall be provided convenient to the classroom.	(f) Adequate restrooms and lounges shall be provided convenient to the classroom.			214.11 (f) moved to 214.11(e)(7) - Reorganization of the language provides clarity for the intent of the rule and consistency between the rules.

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
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§214.12, Records and Reports	§214.12, Records and Reports	§215.12, Records and Reports	§215.12, Records and Reports	
<p>(a) Student Forms--Student records shall be maintained on all students and shall be accessible to all faculty members and to Board representatives. Record forms may be developed by an individual school. Hospital employment forms are not to be used for student records.</p>	<p>(a) Student Forms--Student records shall be maintained on all students and shall be accessible to all faculty members and to Board representatives. Record forms may be developed by an individual school. Hospital employment forms are not to be used for student records.</p> <p>Accurate and current records shall be maintained for a <u>minimum of two (2) years in a confidential manner and be accessible to appropriate parties, including Board representatives. These records shall include, but are not limited to:</u></p> <p><u>(1) records of current students, including the student's application and required admission documentation, evidence of student's ability to meet objectives/outcomes of the program, final clinical practice evaluations, signed receipt of student policies furnished by manual and/or electronic means, evidence of student receipt of the Texas Board of Nursing license eligibility information as specifically outlined in Rule 214.8(b), and the statement of</u></p>	<p>(a) Accurate and current records shall be maintained in a confidential manner and be accessible to appropriate parties. These records shall include, but are not limited to:</p> <p>(1) records of current students;</p> <p>(2) transcripts/permanent record cards of graduates;</p> <p>(3) faculty records;</p> <p>(4) administrative records, which include minutes of faculty meetings for the past three years, and school catalogs;</p> <p>(5) the current program of study and curriculum including mission and goals (philosophy and outcomes), and course outlines;</p> <p>(6) agreements with affiliating agencies; and</p> <p>(7) the master plan of evaluation with most recent data collection.</p>	<p>(a) Accurate and current records shall be maintained <u>for a minimum of two years</u> in a confidential manner and be accessible to appropriate parties, <u>including Board representatives.</u> These records shall include, but are not limited to:</p> <p>(1) records of current students, <u>including the student's application and required admission documentation, evidence of student's ability to meet objectives/outcomes of the program, final clinical practice evaluations, signed receipt of written student policies furnished by manual and/or electronic means, evidence of student receipt of the Texas Board of Nursing license eligibility information as specifically outlined in Rule 215.8(b), and the statement of withdrawal from the program, if applicable;</u></p> <p>(2) transcripts/permanent record cards of graduates;</p> <p>(3) (2) faculty records;</p> <p>(4) (3) administrative records, which include minutes of faculty meetings for the past</p>	<p>Deletion of language in Rule 214.12(a) and rephrasing and additional language in Rule 214.12(a) and Rule 215.12(a) provides clarity for the intent of the rule and consistency between both rules.</p> <p>Changes more accurately describe actual process(es) that are in place.</p> <p>Additional language in Rule 215.12(a) provides clarity for the intent of the rule and consistency between both rules.</p> <p>Renumbering.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
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	<p><u>withdrawal from the program, if applicable;</u></p> <p><u>(2) faculty records;</u></p> <p>(3) administrative records, which include minutes of faculty meetings for the past three years, and school catalogs;</p> <p>(4) the current program of study and curriculum including mission and goals (philosophy and outcomes), and course outlines;</p> <p>(5) agreements with affiliating agencies; <u>and</u></p> <p>(6) the master plan of evaluation with most recent data collection.</p>		<p>three years, and school catalogs;</p> <p>(5) (4) the current program of study and curriculum including mission and goals (philosophy and outcomes), and course outlines;</p> <p>(6) (5) agreements with affiliating agencies; <u>and</u></p> <p>(7) (6) the master plan of evaluation with most recent data collection;</p>	<p>Renumbering</p>
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Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
	<u>(b) Record forms may be developed by an individual school.</u>		<u>(b) Record forms may be developed by an individual school.</u>	Reorganization of language in Rule 214.12(b) provides clarity for the intent of the rule and consistency between the rules. Additional language in Rule 215.12(b) provides clarity for the intent of the rule and consistency between both rules.
	<u>(c) Hospital employment forms are not to be used for student records.</u>		<u>(c) Hospital employment forms are not to be used for student records.</u>	Reorganization of language in Rule 214.12(c) provides clarity for the intent of the rule and consistency between the rules. Additional language in Rule 215.12(c) provides clarity for the intent of the rule and consistency between both rules.
(b) Required Student Forms-- The required student forms are the student application, evidence of student's ability to meet objectives/outcomes of the program, clinical practice evaluation, transcript, signed receipt of written student policies, evidence of student receipt of eligibility information, and statement of withdrawal.	(d) Required Student Forms-- The required student forms are the student application, evidence of student's ability to meet objectives/outcomes of the program, clinical practice evaluation, transcript, signed receipt of written student policies, evidence of student receipt of eligibility information, and statement of withdrawal. <u>Records shall be safely stored to prevent loss, destruction, or unauthorized</u>	(b) Records shall be safely stored to prevent loss, destruction, or unauthorized use.	(b) <u>(d) Records shall be safely stored to prevent loss, destruction, or unauthorized use.</u>	214.12(b) rephrased and moved to 214.12(a). Reorganization of language provides clarity to the intent of the rule and provides consistency between both rules. Renumbering.

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<p>(c) Record Storage--Records shall be safely stored to prevent loss, destruction, or unauthorized use. Records of all graduates must be completed prior to permanent storage. Records on students who withdraw from the program shall be completed up to the date of withdrawal.</p>	<p><u>use.</u></p> <p>(e) Record Storage--Records shall be safely stored to prevent loss, destruction, or unauthorized use. Records of all graduates must be completed prior to permanent storage. Records on students who withdraw from the program shall be completed up to the date of withdrawal</p> <p><u>Copies of the program's Texas Board of Nursing Educational Program Information Survey (NEPIS), Compliance Audit of the Nursing Educational Program (CANEP), and important Board communication shall be maintained as appropriate.</u></p>	<p>(d) Copies of the program's Texas Board of Nursing Educational Program Information Survey (NEPIS), Compliance Audit of the Nursing Educational Program (CANEP), and important Board communication shall be maintained as appropriate.</p>	<p>(d) <u>(e)</u> Copies of the program's Texas Board of Nursing Educational Program Information Survey (NEPIS), Compliance Audit of the Nursing Educational Program (CANEP), and important Board communication shall be maintained as appropriate.</p>	<p>214.12(c) moved to 214.12(b) - Reorganization of language and deletion of repetitive language provide clarity to the intent of the rule and provide consistency between both rules.</p> <p>Renumbering.</p>
<p>(d) Retention of Student Records--All records shall be maintained for two years. At minimum, a transcript shall be retained as a permanent record on all students.</p>	<p>(d) Retention of Student Records--All records shall be maintained for two years. At minimum, a transcript shall be retained as a permanent record on all students.</p>			<p>Deletion of language in Rule 214.12(d) removes repetitive language and provides clarity to the intent of the rule and provides consistency between both rules.</p>
<p>(e) Copies of the program's Texas Board of Nursing Compliance Audit of the Nursing Educational Program (CANEP), Nursing Educational Program Information Survey (NEPIS), and important Board communication shall be maintained as appropriate.</p>	<p>(e) Copies of the program's Texas Board of Nursing Compliance Audit of the Nursing Educational Program (CANEP), Nursing Educational Program Information Survey (NEPIS), and important Board communication shall be maintained as appropriate.</p>			<p>214.12 (e) moved to 214.12 (c) - Reorganization of the language provides clarity to the intent of the rule and provides consistency between both rules.</p>

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
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§214.13, Total Program Evaluation	§214.13, Total Program Evaluation	§215.13, Total Program Evaluation	§215.13, Total Program Evaluation	
<p>(a) There shall be a written plan for the systematic evaluation of the total program. The plan shall include evaluative criteria, methodology, frequency of evaluation, assignment of responsibility, and indicators (benchmarks) of program and instructional effectiveness. The following broad areas shall be periodically evaluated:</p> <p>(1) organization and administration of the program;</p> <p>(2) philosophy/mission and objectives/outcomes;</p> <p>(3) program of study, curriculum, and instructional techniques;</p> <p>(4) educational facilities, resources, and services;</p> <p>(5) affiliating agencies and clinical learning activities;</p> <p>(6) students' achievement;</p> <p>(7) graduates' performance on the licensing examination;</p>		<p>(a) There shall be a written plan for the systematic evaluation of the total program. The plan shall include evaluative criteria, methodology, frequency of evaluation, assignment of responsibility, and indicators (benchmarks) of program and instructional effectiveness. The following broad areas shall be periodically evaluated:</p> <p>(1) organization and administration of the program;</p> <p>(2) philosophy/mission and objectives/outcomes;</p> <p>(3) program of study, curriculum, and instructional techniques;</p> <p>(4) education facilities, resources, and services;</p> <p>(5) affiliating agencies and clinical learning activities;</p> <p>(6) students' achievement;</p> <p>(7) graduates' performance on the licensing examination;</p>		

Current Language Rule 214	Recommended Change Rule 214	Current Language Rule 215	Recommended Change Rule 215	Rationale
(8) graduates' nursing competence; (9) faculty members' performance; and (10) extension programs.		(8) graduates' nursing competence; (9) faculty members' performance; and (10) extension programs.		
(b) All evaluation methods and instruments shall be periodically reviewed for appropriateness.		(b) All evaluation methods and instruments shall be periodically reviewed for appropriateness.		
(c) Implementation of the plan for total program evaluation shall be documented in the minutes.		(c) Implementation of the plan for total program evaluation shall be documented in the minutes.		
(d) Major changes in the nursing education program shall be evidence-based and supported by rationale.	(d) Major changes in the nursing education <u>educational</u> program shall be evidence-based and supported by rationale.	(d) Major changes in the nursing education program shall be evidence-based and supported by rationale.	(d) Major changes in the nursing education <u>educational</u> program shall be evidence-based and supported by rationale.	Changes more grammatically correct.