

TEXAS BOARD OF NURSING
3.7.1.a. Supplement
EDUCATION GUIDELINE
Proposals for Post-COVID-19 Curriculum Changes
5/6/2021

Rules 214.9 and 215.9 *Program of Study* describe major curriculum changes requiring Board Staff approval. This template provides necessary information for a curriculum change proposal to be submitted to Board Staff that resulted from the adjustments made to instructional strategies and clinical learning activities, and ultimately to the program's redesign of the curriculum for the future.

Though temporary curriculum changes without following the approval process were permitted following the ensuing pandemic, plans to continue using a hybrid model for delivery that were found to be effective constitutes a major curriculum change requiring approval. The rule require that a major change that proposes changing the delivery method of the curriculum to methods consistent with distance education/learning requires Board approval. Revisions in didactic or clinical courses, and in clinical hours, should also be included in the proposal. Please provide the following information to Board Staff for review and approval:

Nursing education programs planning major curriculum changes shall submit a curriculum change proposal, as outlined in Board Education Guideline 3.7.1.a., to the Board office for approval at least four months prior to implementation.

All nursing education programs implementing any curriculum change shall submit to Board Staff an evaluation of the outcomes of the implemented curriculum change through the first graduating class under the new curriculum.

Important: Please note that references to Rule 214 and Rule 215 are not all inclusive. Find the type of major change you are planning:

Proposal for a Change in the Format of Delivery of the Curriculum (including changing from face-to-face to hybrid or to total online delivery)

1. Name of Program, Type of Program (VN, Diploma, ADN, BSN), Location
2. An introduction giving a brief overview of the proposed changes
3. Date to officially begin implementation and graduation of first cohort from this format
4. Rationale for the curriculum changes
5. Other documents affected, if any (Philosophy, Mission, Program Objectives)
6. Tables showing old (prior to COVID) and new curriculum, with courses labeled as online or hybrid courses, and hours for didactic and clinical (skills labs, simulation, virtual activities, hands-on care)
7. Description of a teach-out of old curriculum if necessary
8. Other notifications or approvals needed: THECB, TWC, accreditation organizations,

Total							

Fourth Level or Semester	Course Number/Title	Semester Credit Hours	Classroom /Hybrid Instruction Hours	Computer Activities – Hours	Nursing Skills Lab Hours	Simulation Lab Hours	Hands-on Clinical Practice with Patients
Total							

Fifth Level or Semester	Course Number/Title	Semester Credit Hours	Classroom /Hybrid Instruction Hours	Computer Activities – Hours	Nursing Skills Lab Hours	Simulation Lab Hours	Hands-on Clinical Practice with Patients
Total							

Sixth Level or Semester	Course Number/Title	Semester Credit Hours	Classroom /Hybrid Instruction Hours	Computer Activities – Hours	Nursing Skills Lab Hours	Simulation Lab Hours	Hands-on Clinical Practice with Patients
Total							

Definitions from the NEPIS Survey Form:

Computer Activities: computer activities with planned clinical objectives which may include virtual clinical excursions or VCEs, interactive tutorials, and learning modules that are carried out as student assignments; separate from didactic.

Nursing Skills Lab: includes low- and medium-fidelity situations that include skill sets, task training, and return demonstration, and may mimic the clinical environment.

Simulation Lab: high-fidelity simulated clinical situations that include orientation, learning objectives, and simulation experiences in a realistic patient scenario guided by trained faculty and followed by a debriefing and evaluation of student performance.

Hands-on Clinical Practice with Actual Patients in a Clinical Setting: includes all faculty-supervised activities in the clinical setting, observational experiences, and clinical conferences.