

## **Substantive Change - Procedure Two**

### **2. Overview of Registered Nursing Distance Education Initiative:**

As part of the South Texas Border Health Initiative, an Advisory Committee of community representatives was convened to discuss health care needs of the Coastal Bend. The activity brought to the table issues that required planning and funding. Senator Carlos Truan was instrumental in providing leadership and monies to deal with these community concerns. The proposal for a distance learning initiative for registered nurses was a direct result of those discussions.

As a cooperative effort to meet the workforce health care needs in the Coastal Bend, Del Mar College and Coastal Bend College (formerly Bee County College) requested approval of this distance education initiative from the Board of Nurse Examiners of Texas and the Texas Higher Education Coordinating Board. A needs assessment was completed by Coastal Bend College which identified the need for Registered Nurses in the rural areas of the Coastal Bend. A survey of need of 16 clinical agencies in the rural areas of the Coastal Bend indicate that 31 current LVN positions would be converted to RN positions if they were available. Of these agencies 63% indicated an increased need for RN's in the next 2 years. Currently 56% of agencies must recruit outside the area for their RN positions. This needs assessment led to the idea of a partnership since Coastal Bend College does not have a Registered Nursing Program and Del Mar College does. The goal is to increase student access to Registered Nursing training in the rural areas of the Coastal Bend by removing the barrier to education created by distance. By using video conferencing technologies, the associate degree program in place at Del Mar College would be offered at the three campus sites currently in place for Coastal Bend College in Beeville, Alice, and Kingsville,. The first step of the plan calls for a distance learning link for the curriculum required for vocational nurses to transfer into an associate degree program in preparation for roles as registered nurses. This track has been in place for ten years at Del Mar College, and is called the "Bridge Program." It requires students to complete a transition course, a mental health course, and all second year courses. The Bridge Track has always had a large number of students from the surrounding areas who must commute to continue their education in nursing. This proposal will facilitate their education. The second phase of the plan would occur in Spring 2000 and calls for all portions of the nursing curriculum in a distance learning format.

Approval for the entire program was received from the Board of Nurse Examiners of Texas in September 1998. An approval for distance learning was received from the South Texas Regional Council on February 2, 1998. All regional plans were submitted as an approved plan for the Region to the Texas Higher Education Coordinating Board at their April 1998 quarterly meeting.

The initial implementation was in Fall 1998 with courses currently required by LVN to RN Bridging students.

The number of students from the Coastal Bend College service area projected to be enrolled for the first 3-year period is approximately a total of 10-12 students per year from all three sites. If the number of students already admitted for Fall, 1998, for the Bridging program is used as an indication, 8-10 students would be enrolled in the Alice branch and none from the Beeville or Kingsville area. However, no marketing has been done, and applicants from additional areas within the region are expected.

<b>Overview of Distance Education Initiative</b>			
<b>Courses to be Offered</b>	<b>Instructional Methodologies</b>	<b>Where each course will be delivered</b>	<b>Method of communication between students/faculty</b>
NS 404-Bridging LVN-RN NS 101-Mental Health NS 310- Psychiatric Nursing NS 412- Childrearing NS 413- Childbearing NS 410- Advanced Med/Surg A NS 411- Advanced Med/Surg B NS 301-Fundamental Theory NS 401-Fundamental Clinical (Didactic Lab Only) NS 402- Med/Surg A NS 403- Med/Surg B	lecture, cooperative learning group work, critical thinking exercises, instructional logs.	Coastal Bend College (formerly Bee County College): Beeville Campus, Kingsville Campus Alice Campus.	Video conferencing, E-mail, fax, telephone, instructional logs.

**2. b. Relationship of Registered Nursing Distance Learning to institutional purpose:**

Del Mar College has, as part of its mission statement, the purpose of providing fully accredited occupational, academic, and pre-professional courses leading to certificates, associate degrees, and/or the first two years of transferable credit toward baccalaureate degrees. Under its strategic plan, Del Mar has adopted the objective of maximizing student access to its educational programs by offering flexible schedules and alternate methods of course delivery. The goal of this distance learning initiative is to facilitate instructional delivery to these rural areas by offering the courses in their geographic area(s). The student would be expected to commute for the clinical portion of their education. One student learning lab has been added at the Coastal Bend College-Alice site. Distance learning students must either commute to Corpus or Alice to complete their learning lab requirements. Currently, the computer courses required for the program must be taken at Del Mar College due to the type of software they are using.

**2. c. The locations where the instruction is offered:**

A map of the Coastal Bend region of Texas showing the cities where the sites for the program will be located can be found in Appendix A. The one way driving distance to the three Coastal Bend sites range from a 45-minute drive to Kingsville to an hour drive to Beeville.

The methodology used to deliver the courses at all sites is interactive videoconferencing with full two-way audio and video instruction. Each video conferencing room, will be equipped with video equipment, a computer for multimedia presentations, document camera, microphones, telephones, and fax machines. Alice and Kingsville each have a community college site for Coastal Bend College. Beeville is the main campus for Coastal Bend College. All three sites are primarily rural communities.

**2. d. Means used to monitor and ensure quality of Registered Nursing distance learning activities.**

**2. d. (1). The planning process**

A **timeline** from beginning of planning for the distance education initiative through evaluation is provided in the table below:

Phase	Date	Process
Planning	1996-1997	Investigate funding and partnerships; begin negotiations between the two community college regarding feasibility of partnership; investigate possibility of South Texas Health Initiative Funding; visit site of distance learning and discuss with major players; begin development of program director on distant learning via conference attendance and literature; investigate rules/regs from Board of Nurse Examiners, Coordinating Board regarding requirements for program approval; dialog with Advisory Committee of Coastal Bend needs of the community.
	Summer, 1997	Start-up funding obtained, start purchases of equipment, supplies, learning programs, computers, etc... as required by BNE. Purchases to date in Appendix C.
	Fall, 1997	Formalize contact with BNE regarding program approval for next year. Meeting in Austin with Mary Ann Hanley and Donna Carlin on September 10, 1997. At Deans/Directors Meeting of September 26, 1997, obtained the draft of Guidelines for Proposal to Establish A Distance Learning Initiative. Registrar and Financial Aid Offices of both colleges to begin work on this goal for Fall, 1998.
	Fall, 1997	Partnership Group Meeting to discuss progress and visit Alice site.
Implementation	Spring, 1998	Proposal for Distance Learning site draft completed and sent to BNE.

		Arrange visit of sites.
	Summer, 1998	Continue with proposal process and resubmit.
	Fall, 1998	See approval. Begin campus offering of NS 404-Bridging LVN-RN & NS 101 Mental Health as per routine. Tell students we are continuing proposal with BNE for approval of distance learning. Include course evaluation materials as per routine evaluations, add to evaluation instrument content specific to distance learning if approval received.
	Spring, 1999	Begin offering NS 412, 413, 310 via distance. Include course evaluation materials as per routine evaluations, add to evaluation instrument content specific to distance learning .
	Fall, 1999	Begin offering NS 410, 411 via distance. Include course evaluation materials as per routine evaluations, add to evaluation instrument content specific to distance learning .
Evaluation	Fall, 1998 →Spring 2000	Course by course evaluations reviewed. State board results analyzed to determine changes needed.

## 2. d. (2). Procedure's for systematic evaluation of instructional results

Plan	Outcome Measures	Process/Data Necessary
Fall, 1998	<p><b>NS 404/NS 101 students at distance site will:</b></p> <ul style="list-style-type: none"> <li>*Have access to the same learning resources (technology, equipment, library materials) as students at the main campus.</li> <li>*Have no significant different teacher interaction as students at the main campus.</li> <li>*Have no significant difference on course grades as students at the main campus.</li> <li>*Have no significant difference on clinical experiences as students at the main campus.</li> </ul>	<p>Student Data: Include course evaluation materials as per routine evaluations, add to evaluation instrument content specific to reflect outcomes.</p> <p>Faculty Data--discuss per course review of outcomes/changes necessary.</p> <p>Administrative Data--discuss program need, community support, cost benefit analysis, changes necessary.</p>
Spring, 1999	<p><b>NS 412/413/310 students at distance site will:</b></p> <ul style="list-style-type: none"> <li>*Have access to the same learning resources (technology, equipment, library materials) as students at the main campus.</li> <li>*Have no significant different teacher interaction as students at the main campus.</li> <li>*Have no significant difference on course grades as students at the main campus.</li> <li>*Have no significant difference on clinical experiences as students at the main campus.</li> </ul>	<p>Student Data: Include course evaluation materials as per routine evaluations, add to evaluation instrument content specific to reflect outcomes.</p> <p>Faculty Data--discuss per course review of outcomes/changes necessary.</p> <p>Administrative Data--discuss program need, community support, cost benefit analysis, changes necessary.</p>
Fall, 1999	<p><b>NS 410/411 students at distance site will:</b></p> <ul style="list-style-type: none"> <li>*Have access to the same learning resources (technology, equipment, library materials) as students at the main campus.</li> <li>*Have no significant different teacher interaction as students at the main campus.</li> <li>*Have no significant difference on course grades</li> </ul>	<p>Student Data: Include course evaluation materials as per routine evaluations, add to evaluation instrument content specific to reflect outcomes.</p> <p>Faculty Data--discuss per course review of outcomes/changes necessary.</p>

	<p>as students at the main campus.  *Have no significant difference on clinical experiences as students at the main campus.</p>	<p>Administrative Data--discuss program need, community support, cost benefit analysis, changes necessary.</p>
<p>Spring, 2000</p>	<p><b>Students at distance site will:</b>  *Have no significant difference on NCLEX-RN pass rate than students at the main campus.</p> <p><b>NS 404/NS 101</b>  *Have access to the same learning resources (technology, equipment, library materials) as students at the main campus.  *Have no significant different teacher interaction as students at the main campus.  *Have no significant difference on course grades as students at the main campus.  *Have no significant difference on clinical experiences as students at the main campus.</p>	<p>Student Data:  Include course evaluation materials as per routine evaluations, add to evaluation instrument content specific to reflect outcomes.</p> <p>Faculty Data--discuss per course review of outcomes/changes necessary.</p> <p>Administrative Data--discuss program need, community support, cost benefit analysis, changes necessary.</p> <p>Review all data regarding changes/alteration. Possibility of extending to first year courses.</p>
<p>Spring/ Summer 2000</p>	<p><b>(Add NS 301/401)</b>  <b>NS 404/NS 101+ NS 412/413/310+ NS 410/411</b>  <b>students at distance site will:</b>  *Have access to the same learning resources (technology, equipment, library materials) as students at the main campus.  *Have no significant different teacher interaction as students at the main campus.  *Have no significant difference on course grades as students at the main campus.  *Have no significant difference on clinical experiences as students at the main campus.</p>	<p>Student Data:  Include course evaluation materials as per routine evaluations, add to evaluation instrument content specific to reflect outcomes.</p> <p>Faculty Data--discuss per course review of outcomes/changes necessary.</p> <p>Administrative Data--discuss program need, community support, cost benefit analysis, changes necessary.</p>

**2. d. (3) The process for monitoring and evaluating distance learning activities:**

Students at distance sites will be monitored and evaluated by their instructors just as students on campus are. Comparisons of students' success rates at the different sites will be made each semester to detect differences between on-campus and distance learning students. Any differences discovered will be assessed by the faculty and department chair to determine what corrective measures, if any, are needed. As students complete the program, the distance learning student's passing rate on the Texas Registered Nursing Exam will be compared to that of on-campus students. Any corrective measures needed to keep distance learning students' instructional outcomes the same as those for on-campus students will be addressed by the faculty and chairperson.

**2. d. (4) Differences in admission or graduations requirements for distance learners:**

There are no differences in admission or graduation requirements for students enrolled at off-campus programs or through distance learning activities.

**2. d. (5) Special arrangements for grading, transcripts, or transfer credit policies for distance learners:**

There are no special arrangements for grading, transcripts, or transfer credit policies for distance learning students.

**2. e. Instructional material acquired from other institutions or organizations:**

Del Mar College does not acquire any of its instructional materials for the distance learning Registered Nursing program from other institutions.

**2. f. Faculty and personnel information on those involved in development and presentation of distance learning Registered Nursing Program.**

**2. f. (1) The selection of course content:**

The curriculum plan for course content is the decision of the Del Mar College, Department of Registered Nurse Education faculty. The curriculum content is based on sound educational principles of nursing education. The curriculum plan for the program is well established and the distance learning initiative merely proposes to extend the traditional boundary of the classroom by instituting well accepted and developed technological tools such as video-conferencing to promote convenience to students who must commute for their education. The student will still be expected to complete curriculum requirements at the main campus when video-conferencing is not suitable such as clinical experiences, computer courses, and lab situations which require interaction with the entire class at one location. No additional affiliating agencies are currently planned, and if sought, the faculty who must use them will handle the arrangements in collaboration with the Level Coordinator for that teaching team. After consultations with the director about the need for new affiliating agencies, the faculty members are responsible for securing a contract using the standard form.

All faculty members in the department currently serve as advisors. Appointment and schedules for advisors can be made for faculty to provide this function at the distance sites, thereby not requiring the Chairperson to be personally responsible. Furthermore, when problems arise students are first referred to their instructors. If that does not provide them with answers, then to the coordinator, if still unresolved, then to the Chair. Given the large number of students in the program already, our organizational structure, the number of qualified and experienced faculty, the program director rarely deals with day-to-day problems. The additional responsibility of distance learning is seen as part of the role of program director in meeting our community's needs.

**2. f. (2) The qualifications of faculty teaching at the new site(s)**

The completed Roster of Instructional Staff for the individuals who have been involved in the distance learning delivery over the past year is included for your review. Please note that the program faculty has made a commitment to distance learning and that no “special list” of faculty is involved. The faculty members listed have served as both the on-campus and distance learning faculty delivering the instruction simultaneously to a local group and to a distance group.

Faculty Development and Training regarding distance learning has been a departmental plan for two years now. This has been reflected in training budget expenditures which focus on improving knowledge, skills, and comfort with instructional technology. Additionally, Del Mar College provided incentives for the faculty to convert their courses to distance learning during the Summer 1998.

**2. f. (3) Evaluation procedures for the evaluation of faculty teaching at the branch campus:**

Evaluation procedures for the faculty who teach in the distance learning initiative must be the same as for all faculty members. Student evaluation of faculty is a requirement for all faculty members. Currently the college is using the IDEA system for faculty evaluation. Student will complete course evaluations that include feedback on all aspects of the course. Clinical facilities are asked to evaluate both students and teachers. Self-evaluation and chair evaluations are also part of the routine evaluation of all faculty, including faculty teaching distance learning courses.

**2. f. (4) The policy on faculty teaching load:**

Workload allocation will not differ. If additional faculty members are necessary, they will be hired. Faculty will need to increase the methods of communication with all enrolled students, including those at distant sites, by going beyond face-to-face communications and embracing the technological links available to all individuals. This includes telephone, fax, and e-mail communications.

# ROSTER OF INSTRUCTIONAL STAFF

(Instructions on Reverse)

Term(s) Fall, 1998

Name of Institution Del Mar College

Date Form Completed May 19, 1999

1	2	3	4	5
Name	Most Advanced Degree and Discipline	Other Degrees	Courses Taught	Other qualifications or experience
Erma Wilson	PhD, Educational Administration	MSN	NS 404- Bridging LVN-RN	certified as advanced clinician in gerontology, Bridge Coordinator, attended workshops on distance learning for nursing.
Sylvia Herrlich	MS, Nursing	BSN	NS 404-Bridging LVN-RN	post-graduate hours in nurse practitioner role, recent clinical experience in variety of nursing practice roles, attended workshops on distance learning for nursing. Experience in working as lab instructor in RN Dept.
Reinhart, Susan	MS, Nursing	BSN	NS 101 - Mental Health	recent clinical experience in clinical practice role, Attended workshops on distance learning for nursing.
Crutchfield, Helen	PhD, Nursing	MS, Education/ BSN	NS 101 - Mental Health	Attended workshops on distance learning for nursing.

# ROSTER OF INSTRUCTIONAL STAFF

(Instructions on Reverse)

Term(s) Spring, 1999 (Page 1 of 2)

Date Form Completed May 19, 1999

Name of Institution Del Mar College

1	2	3	4	5
Name	Most Advanced Degree and Discipline	Other Degrees	Courses Taught	Other qualifications or experience
Sylvia Herrlich	MS, Nursing	BSN	NS 413-Childbearing Nursing (Lab only) NS 412-Childrearing Nursing (Lab only)	post-graduate hours in nurse practitioner role, recent clinical experience in variety of nursing practice roles, attended workshops on distance learning for nursing.  experience in working as lab instructor in RN Dept.
Barbara Schmidt	MS, Education	BSN	NS 413- Childbearing Nursing	post-graduate hours in nursing education, recent clinical experience in obstetrical nursing, attended workshops on distance learning for nursing, Coordinator for Level III courses.
Karen Weber	MSN	BSN	NS 413-Childbearing Nursing	recent clinical experience in obstetrical nursing, attended workshops on distance learning for nursing.

# ROSTER OF INSTRUCTIONAL STAFF

(Instructions on Reverse)

Term(s) Spring, 1999 (Page 2 of 2)

Name of Institution Del Mar College Date Form Completed May 19, 1999

1	2	3	4	5
Name	Most Advanced Degree and Discipline	Other Degrees	Courses Taught	Other qualifications or experience
Donna Wofford	PhD, Nursing	MS, Education	NS 412-Childrearing Nursing	recent clinical experience in pediatric nursing practice, attended workshops on distance learning for nursing. Curriculum Chair
Liz Whitehurst	MSN, PNP	BSN	NS 412-Childrearing Nursing	recent clinical experience in pediatric nursing practice, attended workshops on distance learning for nursing, Pediatric Nurse Practitioner

# ROSTER OF INSTRUCTIONAL STAFF

(Instructions on Reverse)

Term(s) Summer, 1999

Name of Institution Del Mar College

Date Form Completed May 19, 1999

1	2	3	4	5
Name	Most Advanced Degree and Discipline	Other Degrees	Courses Taught	Other qualifications or experience
Reinhart, Susan	MS, Nursing	BSN	NS 310- Mental Illness	recent clinical experience in clinical practice role, Attended workshops on distance learning for nursing.
Crutchfield, Helen	PhD, Nursing	MS, Education/ BSN	NS 310- Mental Illness	Attended workshops on distance learning for nursing.
Pellegrino, Valerie	MS, Nursing	BSN	NS 310 – Mental Illness	Licensed Professional Counselor, recent clinical experience in clinical practice, certified as advanced clinician, previous experience with distance learning.

## ROSTER OF INSTRUCTIONAL STAFF

(Instructions on Reverse)

Term(s) Fall, 1999

Name of Institution Del Mar College Date Form Completed May 19, 1999

1	2	3	4	5
Name	Most Advanced Degree and Discipline	Other Degrees	Courses Taught	Other qualifications or experience
Bugay, Polly	MS, Nursing	BSN	NS 410- Advanced Medical-Surgical Nursing A	recent clinical experience in clinical practice role, Attended workshops on distance learning for nursing
Rogers, Nancy	PhD, Nursing	MSN, BSN	NS 410- Advanced Medical-Surgical Nursing A	recent clinical experience in clinical practice role, Attended workshops on distance learning for nursing
Rockwell, Kathy	MS, Nursing	BSN	NS 411 Advanced Medical-Surgical Nursing B	recent clinical experience in clinical practice role, Attended workshops on distance learning for nursing
Potter, Michael	BS, Nursing	AND	NS 411 Advanced Medical-Surgical Nursing B	recent clinical experience in clinical practice role, Attended workshops on distance learning for nursing Functioning as teaching assistant due to expert status.

## **2. g. Learning resources**

Library Resources are currently available at all three sites since they are all college locations fully approved by the Texas Higher Education Coordinating Board. These sites are all connected via the Inter-Library Network in the Coastal Bend connecting libraries of all college and hospitals in our area. Students can equally access materials at all sites. Should students be interested in doing direct library work at either Del Mar College or Coastal Bend College, they will be provided identification badges for both of them. Existing resources have been increased at Del Mar College with the department's use of an institutional budget of \$1000.00 yearly for books and \$1000.00 yearly for audiovisual purchases within the library (above and beyond budget available through departmental monies). Common reference textbooks will be available at all distant campus sites. Through on-line searches and the use of fax-modem communications either at the hospitals or at their campus sites, the additional students should not find it difficult to access references to periodicals and chapters. Lastly, since students are commuting for the clinical portion of their studies, they can use the trip to locate bound sources at Del Mar College. Current expansion of learning resources, including the library, will give students access to a large number of resources. Library resources are evaluated for currency and sufficiency yearly through the Resources, Facilities, and Services Committee of the Registered Nurse Education Department.

## **2. h. Support services for students**

There are no differences in the admission process or the skills assessment for distance learning students. Students who have submitted all necessary transcripts, test scores, and applications may register by phone. On-line registration and on-line advising are not yet available, but are being studied at this time. Academic and student support services are currently available at all three sites since they are all college locations fully approved by the Texas Higher Education Coordinating Board. These sites are all connected via the Inter-Library Network in the Coastal Bend connecting libraries of all college and hospitals in our area (see Section 5 above). Financial Aid is available to students at Del Mar College and at Coastal Bend College. Academic advising for general areas is provided by both counseling centers. Academic advising specific to nursing is provided by the nursing faculty directly and can be arranged at either site. Tutoring support for students, remedial education, and counseling are available at all three sites. Tutoring specific to nursing content will be arranged via nursing faculty directly. This is comparable to that available at either main campus.

## **2. i. Contractual arrangements for the use of support services provided by other institutions:**

Coastal Bend College makes its facilities and support staff available for use by Del Mar College's Registered Nursing students attending classes at their sites.

## **2. j. Distance Learning administrative structure at Del Mar College**

An organizational chart for the Center for Business and Community Education is shown in Appendix B. Distance Learning, a department of the Center for Business and Community Education, is responsible for the management of day to day operations of the distance learning program at Del Mar College. The Distance Learning Department's role is to serve as support for the various instructional departments in delivering instruction. The instructional departments and divisions make the instructional decisions. They assign instructors, decide which courses are to be offered by the different medium, and evaluate the quality of teaching. The Distance Learning Department's role is to help train faculty in the use of technology, to promote distance learning classes, to help ensure the quality of instruction, to secure funding for technology, and to formulate a coherent long range plan for distance education at the college. The role of the Distance Learning Department is primarily one of support for the departments and for the faculty and for distance learning in general.

## **2. k. Financial resources required**

A Grant from The South Texas Health Initiative was instrumental in providing the start-up monies necessary for this Distance Learning Initiative. Organizations participating in this initiative include Texas A&M University-Corpus Christi, Spohn Memorial Hospital, Columbia Bay Area Hospital, Driscoll Hospital, Nueces County Medical Society, Area Health Education Center, Metro Ministries, as well as Coastal Bend College and Del Mar College.

Financing was accomplished as part of the 1997-98 and 1998-99 fiscal years. The primary funding for the start-up of this initiative came from the South Texas Border Initiative. It has provided approximately \$430,000 to design, purchase, and install the interactive video conferencing network at Del Mar College, Coastal Bend College sites at Beeville, Alice, and Kingsville, and Spohn Memorial Hospital. Other funding has come from Area Health Education Centers, Del Mar College, and Coastal Bend College.

Del Mar College has acted as fiscal agent for the South Texas Border Initiative and as the entity responsible for the operation of the network and the scheduling of classes.

No additional clerical staff will be necessary for this project. Other than referring students to the appropriate person at Del Mar College, Coastal Bend College will not have responsibility for clerical support. Proctors responsible for providing handouts, administering exams, and serving as faculty-student liaison at each site will be provided by Del Mar College. Coastal Bend College will provide a technician responsible for the technological support at each of its sites. Additionally, a courier service to transport materials between and among the three campuses will become necessary. Technical support at Del Mar College is provided by the Distance Learning Department at Del Mar College. These specialists will provide training in the use of the video conferencing equipment as well as providing training in the development of multimedia materials for use with the

interactive video equipment.

Supplies and materials necessary for the distance learning delivery are included in the budget. Del Mar College and Coastal Bend College will share in budgetary responsibility. Durable and non-durable equipment necessary for the nursing laboratory at the Alice Campus will be equipped for associate degree level learning needs by augmenting the Vocational Nursing lab already in existence with purchases provided by the South Texas Health Initiative. Additionally the Maintenance and Operation budget provides for \$35,000 from which supplies will be provided. Supplies for this project have already been purchased within two fiscal years, 1996-1997 (for Bridge level supplies) and 1997-1998 (for beginning of second semester supplies). The department budget request for 1998-1999 at Del Mar College reflects additional requests to meet this need. Students are required to purchase learning lab kits to offset some of the supply needs in this area.

Computers were purchased for this initiative and will be available the Alice campus for Internet access and for viewing computer assisted instruction. This includes interactive computer equipment. General computer labs already exist at all distance learning sites.

The partnership between Del Mar College and Coastal Bend College provides for use of space at the three locations in an effort to meet the Border Health Initiative mandate. Classrooms for this distance learning initiative have specially built for video-conferencing since they must be structurally conducive to the equipment and required furniture arrangement. The necessary learning lab and skill lab are already in place at the Alice Campus of Coastal Bend College. The Distance Learning Initiative will further augment the resources necessary to deliver associate degree level instruction. The faculty will have use of an office for advising or counseling of students at the distance sites, but no permanent location for faculty at distance sites is currently planned.

## **Executive Summary**

This distance learning initiative proposal is a partnership to meet community health care needs for the workforce of the Coastal Bend between Del Mar College and Coastal Bend College (formerly Bee County College). A needs assessment completed by Coastal Bend College has identified a need for registered nurses in the rural areas of the Coastal Bend and lead to the idea of a joint venture. The partnership is requesting the opportunity to extend the boundaries of the traditional classroom in Corpus Christi via technology to facilitate nursing students/learners that currently reside in the three rural communities (Kingsville, Alice, Beeville). The goal is to increase access by removing the barriers of distance to learners in rural areas of the Coastal Bend. The classroom portion of the associate degree program currently offered by Del Mar College would be offered at three campus sites of Coastal Bend College in Beeville, Alice, and Kingsville. Academic and vocational courses as well as resources and facilities for support services to students are currently in place.