

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: _____ **or Degree Plan(s):** A.A.S. general education

Approve general education requirements for the Associate of Applied Science degree proposal in anticipation of adding a program of this type in 2022-23.

Highlight the item that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

Program Director/Department Chair

Signature

Date

Signature

Date

Dean(s)

Signature

Date

Signature

Date

College Academic Council

Chair's Signature

Date

Chair's signature

Date

University General Education Council

Chair's signature

Date

Undergraduate Academic Council

Chair's signature

Date

Provost

Signature

Date

Faculty

Faculty Representative signature

Date

President

Signature

Date

General Education Requirements (Associate of Applied Science)

Communication, 3 hours

ENGL/ENGO 111 Composition and Rhetoric
or
ENGL 106 Academic Composition
ENGL 006 Academic Composition Workshop
and
ENGL 107 Rhetoric and Persuasion
ENGL 007 Rhetoric and Persuasion Workshop

Humanities, 3 hours

BIBL/BIBO 101
or
Choose 3 hours of BIBV

Life and Physical Sciences, 6 hours *[MENU CRITERIA TO BE ESTABLISHED]*

Social and Behavioral Sciences, 3 hours *[MENU CRITERIA TO BE ESTABLISHED]*

Total: 15 hours

M E M O R A N D U M

To: University General Education Council

From: Scott Self, Ph.D.

Re: Associate of Applied Science General Education Requirements

Date: March 1, 2022

The College of Graduate and Professional Studies plans to propose a new program, an Associate of Applied Science in Nursing (AASN). The associate of applied science degree is often utilized to provide a rapid academic pathway into a licensed field like nursing with a minimum of 60 credit hours.

This program is designed for individuals currently working in health care who desire to complete the education requirements to sit for the National Council for Licensing Examination for Registered Nurses (NCLEX-RN). The program is being designed in conversation with a major hospital system in South Texas. Students would receive didactic instruction through online courses and clinical instruction, including simulation laboratories, on-site with the hospital system.

Benchmarking similar AASN programs in the State of Texas indicates that a majority of programs include 15 credit hours of General Education courses and 45 credit hours of nursing or nursing-related courses. (See Appendix A for examples from Dallas College and Lone Star College.)

The Texas Board of Nursing requires that the program curriculum must be designed by a credentialed nurse educator approved by the board, so faculty will later review the major requirements when the proposal advances through the university's curriculum approval process. ACU currently offers an associate of arts degree, and this proposal will not alter the general education requirements for it. It will establish the requirements for the Associate of Applied Science in Nursing so that ACU faculty can determine the major requirements for the program.

APPENDIX A

Dallas College Associate of Applied Science, Nursing

ENGL 1301 Composition (3)

PSYC 2314 Lifespan Growth & Development (3)

PHIL 2306 Introduction to Ethics (3)

CHEM 1405 Introductory Chemistry (4)

OR

CHEM 1411 General Chemistry I (4)

BIOL 2401 Anatomy & Physiology I (3)

OR

SCIT 1407 Applied Human Anatomy & Physiology I (4)

BIOL 2402 Anatomy & Physiology II (4)

OR

SCIT 1408 Applied Human Anatomy & Physiology II (4)

BIOL 2420 Microbiology for Non-Science Majors (4)

RNSG 1301 Pharmacology (3)

OR

RNSG 1311 Nursing Pathophysiology (3)

RNSG 1105 Nursing Skills 1 (1)

RNSG 1144 Nursing Skills 2 (1)

RNSG 1160 Clinical - Registered Nursing/Registered Nurse (1)

RNSG 1362 Clinical - Registered Nursing/Registered Nurse (3)

RNSG 1413 Foundations for Nursing Practice (4)

RNSG 1441 Common Concepts of Adult Health (4)

RNSG 1443 Complex Concepts of Adult Health (4)

RNSG 2160 Clinical - Registered Nursing/Registered Nurse (1)

RNSG 2161 Clinical - Registered Nursing/Registered Nurse (1)

RNSG 2201 Care of Children and Families (2)

RNSG 2208 Maternal/Newborn Nursing and Women's Health (2)

RNSG 2213 Mental Health Nursing (2)

RNSG 2360 Clinical - Registered Nursing/Registered Nurse (3)

RNSG 2362 Clinical - Registered Nursing/Registered Nurse (3)

Minimum Hours Required: 60

Lone Star College Associate of Applied Science, Nursing

ENGL 1301 Composition (3)
BIOL 2401 Anatomy & Physiology I (4)
BIOL 2402 Anatomy & Physiology II (4)
BIOL 2420 Microbiology for Non-Science Majors (4)
PSYC 2301 General Psychology (3)
CORE Language, Philosophy, & Culture (Component Area 50) OR Creative Arts
(Component Area 40) (3)

RNSG 1144 Nursing Skills II (1)
RNSG 1215 Health Assessment (2)
RNSG 1261 Clinical - Adult Health Nursing (2)
RNSG 1301 Pharmacology (3)
RNSG 1309 Introduction to Nursing (3)
RNSG 1341 Common Concepts of Adult Health (3)
RNSG 1343 Complex Concepts of Adult Health (3)
RNSG 1362 Clinical - Registered Nursing/Registered Nurse (3)
RNSG 2160 Clinical - Registered Nursing/Registered Nurse (1)
RNSG 2161 Clinical - Registered Nursing/Registered Nurse (1)
RNSG 2162 Clinical - Registered Nursing/Registered Nurse (1)
RNSG 2201 Care of Children & Families (2)
RNSG 2207 Adaptation to Role of Professional Nurse (2)
RNSG 2208 Maternal/Newborn/Women's Nursing (2)
RNSG 2213 Mental Health Nursing (2)
RNSG 2331 Advanced Concepts of Adult Health (3)
RNSG 2560 Clinical - Registered Nursing/Registered Nurse (capstone) (5)

Minimum Hours Required: 60

The Associate of Arts and Sciences Degree (AAS)

Executive Summary:

An AAS degree typically has a combination of 15 hours of general education combined with another 45 hours in instruction related to knowledge and skill in a specific discipline (nursing, physical therapy assistant, etc.). This is different from the associate's of arts or science degrees that have a combination of 53 hours in general education and 9 in a specific focus area. The AAS is specifically designed to help students enter the workforce directly in situations where a) the student cannot afford the opportunity cost of a 4-year degree, and/or b) the workforce has a significant and immediate need for workers in that specific field. The AAS degree is, by design, stackable; a student can earn their AAS degree, begin working in their field, and then continue their education by completing the remaining general education requirements to further enhance their knowledge of the academic discipline, ultimately completing a traditional baccalaureate degree.

This is the vision of ACU's AAS proposal: a stackable degree plan that affords students the opportunity to increase their earning power immediately while continuing to work toward a baccalaureate degree. The student's ability to increase earning power while studying is a vitally important factor in the ability for working adults and other non-traditional students who are simultaneously managing their careers, family, and study.

Background of the AAS:

While ACU is not encumbered by the specific regulations concerning degrees in the same way that public institutions are, the architecture provided by public institutions through legislation and guidelines by the Texas Higher Education Coordinating Board is especially helpful in understanding the purpose and function of the AAS.¹

The Texas Administrative Code Title 19.1.9.E§9.93,² originally adopted May 25, 2004, authorized state institutions to provide associate degree programs that "Guidelines for Instructional Programs in Workforce Education."³ According to the THECB Guidelines, these applied associate's programs are "developed by an institution in close cooperation with business

¹ The Associates of Applied Arts (AAA) is another workforce-type associate's degree, but not one that we are considering at ACU at this time.

²

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=9&rl=93](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=9&rl=93)

³<https://www.highered.texas.gov/institutional-resources-programs/public-community-technical-state-colleges/career-technical-education-workforce-initiatives/guidelines-for-instructional-programs-in-workforce-education-gipwe/>

and industry to satisfy a need for timely and effective workforce education,”⁴ and must meet the SACSCOC requirements and standards. The key element of these programs is workforce development: ensuring that there are sufficient programs to provide training for jobs. Title 19 *et seq.* also requires that these programs — at public institutions — not exceed 60 credit hours unless there is a “compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 60-hour limit.”⁵

The AAS, then, is specifically designed to provide training, development, and credentialing to people who are either in the workforce or who are looking for a way into the workforce. For these reasons, the general education requirements are significantly different from the Texas Core Curriculum which requires 53 hours of general education, and usually nine hours in a field of study (Associate’s of Arts, Associate’s of Science, Associate’s in Arts in Teaching). Instead, students are required to take 15 hours of general education, which allows the student to acquire more hours focused on workforce skills necessary in the workplace.

Without appropriate educational access, existing workers are hampered in their ability to have the requisite skills required to participate in the current workforce (U.S. Department of Education, 2006). For many first-generation college students and adult learners, the barriers of accessibility, affordability, and accountability are prohibitive in their quest for social mobility.⁶ Higher education as a system has been strongly encouraged to provide adequate infrastructures that ensure adult learners receive postsecondary education.

Outcomes of the AAS:

The significant advantage of these degrees is that they provide more direct pathways to employment. For example, a person with a Certified Nurses Aid (CNA) certification can expect to earn approximately \$28,000 per year in the State of Texas. A person with a Licensed Vocational Nurse credential (LVN) can earn approximately \$46,500 per year. A person who earns an AASN and passes the NCLEX-RN, however, can expect to earn \$75,000+ per year.⁷

This provides a compelling advantage for students who have a need to support their families while also maintaining progress toward a baccalaureate degree. It also increases their immediate earning power to help pay for the final two years of education upfront, rather than incurring additional debt obligations. A traditional student who enters a BSN program incurs an opportunity cost between \$45,000 to \$90,000 (see Appendix A). This opportunity cost is prohibitive for many families who find themselves in need of immediate employment.

⁴ Ibid., p. 6

⁵ Texas Administrative Code Title 19.1.9.E§9.93.b.3

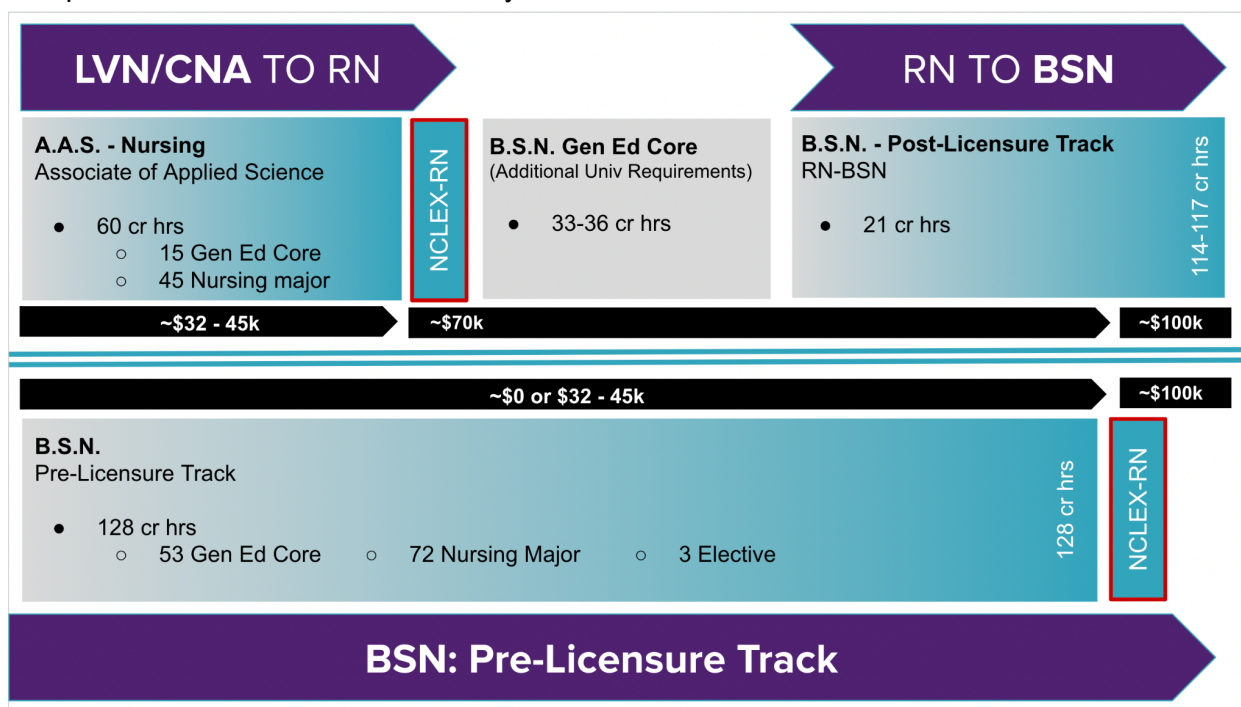
⁶ <https://files.eric.ed.gov/fulltext/ED497801.pdf>

⁷ Emsi, 22-04-21

Concurrent to the opportunity costs facing students, the State of Texas is experiencing an acute shortage of nurses with an insufficient pipeline to address the workforce deficits;⁸ the AAS program is a means to address the critical needs in the workforce in ways that serve the communities in which the students earn the degree. The AAS programs, then, provide a means of living out ACU's mission and strategic vision for the student *and* the communities that they are being prepared to serve -- especially for individuals who are unable to afford a full four-year degree upfront, or who need to take a more stepwise approach due to family obligations.

Appendix A

Comparison Timeline of AASN Pathway to BSN Pre-Licensure Track



⁸ <https://www.texastribune.org/2021/08/05/texas-hospitals-nurses-covid/>

Vocational Formation in the AAS

Executive Summary:

At ACU Online, faith integration is the intentional and comprehensive focus on the intersection of faith, education, and context. ACU Online undergraduate students will engage in theological reflection rooted in Holy Scriptures and lived practice as they pursue their academic discipline resulting in a more grounded understanding of their identity, relationship to the world, and connection to the life and mission of God.

Architecture of Vocational Formation:

Along with scheduled coursework, students will experience faith integration through theological reflection on designated scriptures, spiritual practices & disciplines, and reflection essays that have the student's spiritual formation in view. Students will achieve this through two initiatives:

- 1) In every course, students will interact with a theological principle grounded in Holy Scriptures that engages their understanding of self, context, and God. Connected to each theological principle and engagement with Scripture, students will be invited into a "practice of presence" in every part of term and articulate their experience through a brief reflection essay due at the end of each 7-week term.
- 2) Students will be enrolled in three, one-hour courses distributed throughout the program which seek to: a) broaden their exposure and understanding of the story of Holy Scripture, b) develop habits, postures, and disciplines that are rooted in the Christian tradition for the sake of spiritual formation, and c) analyze and reflect upon the connection between a career in healthcare and the mission of God. The courses are as follows:

Course #1 - Vocation & the Kingdom of God - This course is an introduction to the Kingdom of God as portrayed in the ministry, life, death, and resurrection of Jesus found in the Gospels. In addition, students will be introduced to the overall objective and trajectory of the vocational formation elements they will experience throughout the program. This course will be taken in the second part of term students are enrolled in the AAS degrees.

- **SLO #1:** Comprehend and recall key characteristics of the Kingdom of God as portrayed in the life, death, and resurrection of Jesus.
- **SLO #2:** Apply and reflect upon spiritual practices that develop one's identity, presence in community, and life with God.

Course #2 - Creation & The Mission of God - This course is an introduction to the theological concepts of creation, hospitality, and incarnation as portrayed in the Genesis creation narrative. In addition, students will have the opportunity to reflect upon those vocational formation elements already experienced throughout the program as they begin to develop and concretize a cohesive vocational identity. This course will be taken at the mid-way point of the AAS degrees.

- **SLO #1:** Analyze and apply the theological concepts of hospitality, creation, and incarnation to present-day contexts, issues, and communities.
- **SLO #2:** Apply and reflect upon spiritual practices that develop one's identity, presence in community, and life with God.

Course #3 - The Vocation of Care - This course serves as a summative experience where students will be invited to reflect upon their overall engagement with the vocational formation elements throughout the program and create a "Rule of Vocation" that will outline postures, practices, and commitments the student seeks to engage moving forward in their vocational journey. This course will also provide a theological framework for understanding healthcare as it relates to the life and mission of God. This course will be taken in the final part of term in the AAS degrees.

- **SLO #1:** Apply and reflect upon spiritual practices that develop one's identity, presence in community, and life with God.
- **SLO #2:** Reflect and articulate upon the intersection of faith, identity, and vocation as it pertains to the field of healthcare.

The sequencing of the 1-hour courses and corresponding theological themes/practices of presence is as follows:

- Session #1: Finding God in the Ordinary (*Scripture*: Kingdom parables)
- Session #2: **BIBV 1-hour course: *Vocation & The Kingdom of God***¹
- Session #3: God of the Table (*Scripture*: The table ministry of Jesus)
- Session #4: Restoration & Reconciliation (*Scripture*: Gospel healing narratives)
- Session #5: God Revealed in Weakness (*Scripture*: Death & Resurrection)
- Session #6: **BIBV 1-hour course: *Vocation & The Mission of God***²
- Session #7: Imago Dei (*Scripture*: Creation Narrative)
- Session #8: Hospitality (*Scripture*: Abraham & Sara)
- Session #9: Sabbath & Identity (*Scripture*: Exodus and Life w/God)
- Session #10: **BIBV 1-hour course: *The Vocation of Care***

¹ The theological themes and practices of presence in sessions 1, 3-5 correspond with the course, *Vocation & The Kingdom of God*.

² The theological themes and practices of presence in sessions 7-9 correspond with the course, *Vocation & The Mission of God*.