The Master of Science in Nursing (MSN) program prepares registered nurses for advanced clinical practice or for administrative roles in healthcare systems. Courses are delivered through online technology. Clinical laboratory requirements can be completed in communities when appropriate settings are available.

The College of Nursing and Health Sciences is currently admitting students to two specialty areas of study: Family Nurse Practitioner and Leadership in Nursing Systems. RNs who have earned graduate degrees in nursing can expand their specialty areas of practice as non-degree seeking students through the post-master’s certification process. Finally, students enrolled in the MSN program can complete in-depth study in 2 minors- Nurse Educator and Nurse Researcher. To date, there has been insufficient interest in the Nurse Researcher minor to develop and deliver courses.

The College of Nursing and Health Sciences also offers a collection of courses that constitute the health care administration concentration for the College of Liberal Arts Master of Public Administration and College of Business Master of Business Administration Health Care Administration specialty areas of study. Several of these courses are required also for the MSN in Leadership in Nursing Systems specialty area of study. Health care administration courses required for the MSN program are offered online.

To fulfill Southern Association of Colleges and Schools affirmation process requirements, the Graduate Nursing Department compared its online courses with similar courses taught through traditional face-to-face methods. The online TAMUCC course was compared with its equivalent TAMUCC when possible. The adoption of online delivery did not change the purpose of the course. Course descriptions and course objectives were changed only when courses were adapted as a result of scheduled course evaluation outcomes. Therefore a current syllabus could be readily compared with the syllabus from the course taught through traditional methods. This evaluation process demonstrated that the rigor required to prepare registered nurses for advanced roles was maintained when courses were converted to online format.

Two courses, NURS 5323- Financial Management for the Nurse Practitioner and NURS 5365- Quality and Outcomes Management, were compared to courses from other graduate nursing programs. Both NURS 5323 and NURS 5365 were added to the curriculum after the adoption of online delivery. Details about the rationale for selection of a comparison course are provided as needed in the comments section of the summary tables. One course- HCAD 5312- has not been delivered online because it is not required for any of the nursing programs. It was not analyzed in this comparison exercise.
### Health Care Administration (HCAD) Courses

<table>
<thead>
<tr>
<th>TAMUCC Online Course (Semester)</th>
<th>Comparison to in-class course</th>
<th>Findings</th>
<th>Comments</th>
</tr>
</thead>
</table>
| HCAD 5320.W01 Fall 2008         | HCAD 5320.001 Fall 2002       | • Equivalent course description and objectives.  
• Equivalent assignments  
• Equivalent overall rigor |          |
| HCAD 5325.W01 Fall 2008 (cross listed with NURS 5360.W01) | HCAD 5325.001 Fall 2000 | • Equivalent course description and objectives.  
• Web course has wider array of assignments than face-to-face although total number of assignments is equivalent  
• Equivalent overall rigor |          |
| HCAD 5330.W01 Spring 2008       | HCAD 5330.001 Spring 2002     | • Equivalent course description and objectives.  
• Equivalent assignments  
• Equivalent overall rigor |          |
| HCAD 5390.W01 Summer 2009       | HCAD 5390.001 Spring 2003     | • Course description equivalent.  
• Course objectives vary because topics covered in course varies across semesters.  
• Equivalent assignments  
• Equivalent rigor |          |
# Master of Science in Nursing (MSN) Core Courses

<table>
<thead>
<tr>
<th>TAMUCC Online Course (Semester)</th>
<th>Comparison to in-class course</th>
<th>Findings</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5310.W02 Fall 2008</td>
<td>NURS 5310.001 Fall 2002</td>
<td>• Equivalent course description and objectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Equivalent assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Equivalent overall rigor</td>
<td></td>
</tr>
<tr>
<td>NURS 5314.W01 Summer 2009</td>
<td>NURS 5314.701 Fall 2002</td>
<td>• Equivalent course description and objectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Equivalent assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Equivalent overall rigor</td>
<td></td>
</tr>
<tr>
<td>NURS 5315.W02 Spring 2009</td>
<td>NURS 5310.731 (Laredo) Spring 2003</td>
<td>• Equivalent course description and objectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Equivalent assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Equivalent overall rigor</td>
<td></td>
</tr>
<tr>
<td>NURS 5316.W02 Spring 2008</td>
<td>NURS 5316.101 Spring 2003</td>
<td>• Equivalent course description and objectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Equivalent assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Equivalent overall rigor</td>
<td></td>
</tr>
</tbody>
</table>
### MSN Nurse Educator

<table>
<thead>
<tr>
<th>TAMUCC Online Course (Semester)</th>
<th>Comparison to in-class course</th>
<th>Finding</th>
<th>Comments</th>
</tr>
</thead>
</table>
| NURS 5352.W01 Fall 2008        | NURS 5352.001 Spring 2002    | • Equivalent course description and objectives.  
• Equivalent assignments  
• Increased rigor was introduced into online course to accommodate national standards for certification. |          |
| NURS 5353.W01 Fall 2008        | NURS 5353.001 Fall 2002      | • Equivalent course description and objectives.  
• Web course has wider array of assignments than face-to-face although total number of assignments is equivalent  
• Increased rigor was introduced into online course to accommodate national standards for certification. |          |
| NURS 5354.W01 Spring 2008      | NURS 5354.001 Spring 2001    | • Equivalent course description and objectives.  
• Equivalent assignments  
• Equivalent course rigor. |          |
| NURS 5459.W01 Spring 2004      | NURS 5459.001 Spring 2001    | • Course description and objectives equivalent.  
• Equivalent assignments  
• Equivalent course rigor | This course is taught only when sufficient enrollment. Requires completion of all education courses for enrollment. |
# Family Nurse Practitioner

<table>
<thead>
<tr>
<th>TAMUCC Online Course (Semester)</th>
<th>Comparison to in-class course</th>
<th>Finding</th>
<th>Comments</th>
</tr>
</thead>
</table>
| NURS 5322.001 Spring 2008 | NURS 5322.W01 Summer 2003 | • Equivalent course description and objectives.  
• Equivalent assignments  
• Increased rigor was introduced into online course to accommodate national standards for certification. | |
| NURS 5323.W01 Summer 2009 | Texas Woman’s University College of Nursing N 5001 & N 5002 (Seminar and course = 3 credit hours) | • TAMUCC Web course specifically designed to examine fiscal management for Nurse Practitioners. Content is integrated into TWU course.  
• Web course has wider array of assignments than face-to-face  
• Online course has more rigor associated with content. | Course content is covered differently between these programs. TAMUCC CONHS is one of a few programs that cover this content in a distinct course. |
| NURS 5326.W01 Fall 2008 | NURS 5326.001 Fall 2002 | • Equivalent course description and objectives.  
• Equivalent assignments  
• Equivalent rigor | |
| NURS 5341.W01 Summer 2009 | NURS 5341.001 Spring 2002 | • Equivalent course description and objectives.  
• Equivalent assignments  
• Equivalent rigor | |
### Family Nurse Practitioner continued

<table>
<thead>
<tr>
<th>TAMUCC Online Course (Semester)</th>
<th>Comparison to in-class course</th>
<th>Finding</th>
<th>Comments</th>
</tr>
</thead>
</table>
| NURS 5624.W01 Spring 2009 | NURS 5324.001 and NURS 5329.001 | • Course description and objectives equivalent.  
• Equivalent assignments  
• Equivalent course rigor | Course was combined following evaluation of preceptor recommendations. Combination allows students to follow-up on findings from assessment through diagnostic confirmation. |
| NURS 5644.W01 Summer 2009 | NURS 5644.001 Fall 2002 | • Course description and objectives equivalent.  
• Equivalent assignments  
• Web course has greater rigor. Course covers content in more detail than comparison course. | NURS 5644 was separated into two 6 credit courses to increase focus on treatment of acute and chronic illnesses encountered in primary care. Adoption of online format occurred at time of course change. |
| NURS 5645.W01 Spring 2009 | NURS 5646.001 Spring 2002 | • Course description and objectives equivalent.  
• Equivalent assignments  
• Web course has greater rigor. Course covers content in more detail than comparison course. | Increased clinical hours reflect changes in national standards and provides opportunity to apply principles of practice through additional experiences. |
## Leadership in Nursing Systems

<table>
<thead>
<tr>
<th>TAMUCC Online Course (Semester)</th>
<th>Comparison to in-class course</th>
<th>Finding</th>
<th>Comments</th>
</tr>
</thead>
</table>
| NURS 5331.W01 Summer 2009      | NURS 5331.701 Summer 2002     | • Equivalent course description and objectives.  
• Equivalent assignments  
• Equivalent rigor.  |          |
| NURS 5360.W01 Cross listed with HCAD 5325 | HCAD 5325.001 | • Equivalent course description and objectives.  
• Equivalent assignments  
• Equivalent rigor  |          |
| NURS 5362.W01 Summer 2009      | NURS 5362.001 Summer 2002     | • Equivalent course description and objectives.  
• Equivalent assignments  
• Equivalent rigor  |          |
| NURS 5364.W01 Spring 2009     | NURS 5364.001/.321 Spring 2002 | • Equivalent course description and objectives.  
• Equivalent assignments  
• Equivalent rigor  |          |
| NURS 5365.W01 Summer 2008     | Clemson University NURS 826 (4 credits) Spring 2009 | • Equivalent course description and objectives.  
• Includes clinical practicum requirement.  
• Equivalent rigor  | Practical application for TAMUCC NURS 5365 occurs in capstone course. Courses run concurrently. |
| NURS 5469.W01 Summer 2009     | NURS 5469.001 Spring 2003     | • Equivalent course description and objectives.  
• Online course requires project report and executive summary.  
• Increased rigor was introduced into online course.  | Changes in assignments are consistent with capstone course requirements |
Introduction:

The licensed registered nurse entering the “RN-BSN Completion Option” offered by the College of Nursing and Health Sciences may have completed either an Associate Degree (2 year degree) or a Diploma (3 year degree) nursing program and be working as a registered nurse in the care setting. In the College of Nursing and Health Sciences (CONHS) it is expected that student accomplishment is measured by outcome attainment. Outcomes are measured through assignment completion evidenced by cognitive (Blooms’ Taxonomy Revised, 2001) or clinical application (transferring knowledge into practice) accomplishment. Assignment completion leads to a course grade which evidences level of student achievement. Achieving these outcomes leads to the baccalaureate degree in nursing. Regardless of the method of delivery the teaching/learning standards and expected student achievements are toward this goal. Given this, there is a central set of objectives for either the generic or RN-BSN option. These objectives are:

- Incorporate the philosophy, “Caring is the Essence of Nursing” into nursing practice.
- Practice nursing utilizing the nursing process and other systematic approaches derived from the sciences and liberal arts to promote optimum health for individuals, families and communities from diverse populations.
- Communicate and collaborate purposefully, using creative approaches that acknowledge interdependent roles and relationships.
- Demonstrate leadership through the application and utilization of theories for the improvement and enhancement of care and health status.
- Display critical thinking and independent decision-making that utilize and apply theory and research in practice.
- Show awareness of political, ethical and social issues; accountability for professional practice and commitment for continuing professional development.
- Accept nursing leadership roles that respond to a changing society and health care delivery system.

Articulation for the RN to the BSN is facilitated through use of the “Texas Nursing Articulation Model” (1999-2000) designed to be a planned process between educational systems to facilitate students transitioning between levels of nursing without repetition in learning. Given this model, emphasis is placed in areas where learning enhancement is of
need. The areas of emphasis are high-level clinical decision-making and patient education, community health care, leadership/management principles and practices, and research directing the professional to be a critical consumer who uses evidence to guide practice for the benefit of those under their care.

The RN-BSN program has been offered through the online venue only since 2003. Given the same outcome specification, syllabi from the generic nursing program were compared to the RN-BSN courses as appropriate. When classroom based courses were not available internally for comparison other universities through the State of Texas were contacted and requested to share syllabi. (See bullet point p. 7 for institutions offering RN-BSN programs)

In the search for external syllabi to compare with CONHS RN courses it was found that the greatest majority of RN-BSN programs are offered using the online venue given the characteristics of the population (work schedules, family responsibilities, geographic locations, flexible course access needs). Course components differ from program to program with basic courses addressing nursing role transition, the role of the nurse in care of the community, the family, and responsibilities in leadership/management roles. Internal comparisons between classroom and online courses were used for seven of the ten courses and external for the three remaining.

<table>
<thead>
<tr>
<th>TAMUCC CONHS RN-BSN Online Course</th>
<th>Comparison to in-class course</th>
<th>Finding</th>
<th>Comparison to online course at another university*</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3435 W01*: Health Assessment</td>
<td>TAMUCC NURS 3435 001*: Health Assessment (Spring 2009)</td>
<td>Equivalent rigor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4250: Professional Issues</td>
<td>TAMUCC NURS 4250.002 (Fall 2008)</td>
<td>Equivalent rigor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4318: Nursing Research</td>
<td>TAMUCC NURS 4318.001 (Spring 2009)</td>
<td>Equivalent rigor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4320: Principles and Concepts of Patient Education</td>
<td></td>
<td></td>
<td>Texas Tech University Health Sciences Center NURS 4388 Client and Peer Teaching</td>
<td>Equivalent rigor</td>
</tr>
<tr>
<td>NURS 4322: Health</td>
<td>TAMUCC BIMS</td>
<td>4322 obj. have greater specificity to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAMUCC CONHS RN-BSN Online Course</td>
<td>Comparison to in-class course</td>
<td>Finding</td>
<td>Comparison to online course at another university*</td>
<td>Finding</td>
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<tr>
<td>Alterations</td>
<td>3401.001, Pathophysiology (Spring 2009)</td>
<td>health care and nursing. BIMS 4 credits vs 4322 3 credits. Content areas are the same, difference = BIMS has 5 and NURS 4 exams. Course #, objectives, and catalogue description (see descriptions) were updated through committee process</td>
<td>Texas Tech University Health Sciences Center NURS 4395: Gateway to Advanced Professional Practice</td>
<td>Equivalent rigor and focus</td>
</tr>
<tr>
<td>NURS 4324: Nurse as Caregiver</td>
<td>NURS 425: Nurse as Caregiver (1992?) No date on syllabus</td>
<td>Equivalent rigor</td>
<td>Equivalent rigor</td>
<td>Objectives are consistent between syllabi. Institutional mission and philosophy differences are reflected in specific student assignment i.e. Caring vs Theorist Debate</td>
</tr>
<tr>
<td>NURS 4465 Care of the Individual within a Family</td>
<td>TAMUCC NURS 4660: Nursing Care of Community Health Clients</td>
<td>Equivalent rigor</td>
<td>Equivalent rigor</td>
<td></td>
</tr>
<tr>
<td>NURS 4560: Nursing Care of Community</td>
<td>TAMUCC NURS 4670: nurse Coordinating Care</td>
<td>Equivalent rigor</td>
<td>Equivalent rigor</td>
<td></td>
</tr>
<tr>
<td>NURS 4671: Leadership/Management</td>
<td>TAMUCC NURS 4390 001 Dimensions in Nursing</td>
<td>Equivalent rigor</td>
<td>Equivalent rigor</td>
<td>(note: As defined below, 4390 courses are focused nursing topics that pertain to specific areas of nursing (gerontology, pharmacology, patient education, etc). The basic course objectives do</td>
</tr>
<tr>
<td>NURS 4390 WO1 Dimensions in Nursing</td>
<td>Equivalent rigor</td>
<td>Equivalent rigor</td>
<td>Equivalent rigor</td>
<td></td>
</tr>
</tbody>
</table>
# RN/BSN and Comparison Course Catalogue Descriptions

**NURS 3435 W01 Health Assessment** focuses on health assessment skills and application of the nursing process in selected pathophysiological disorders through analysis and synthesis of information obtained from subjective and objective data collection methodologies. Specified frameworks are utilized for data categorization and processing. The data are used to make judgments about health status or determine care needs for a given individual (4 sem. hrs (3:3))

NURS 3435.001 is repetitive of the above with the F2F addition of: Students are assigned to a weekly two-hour lab in order to practice under supervision and demonstrate health assessment skills.

NURS 4250: W01 Professional Issues concentrates on legal, ethical, economic and political issues affecting the nurse as an individual and a professional and health care delivery to clients, groups and aggregates. Consideration is given to self-discovery, personal assertiveness, role conflict, negation and collective bargaining. Students are encouraged to apply critical thinking strategies during classroom discussions and presentations. (No prerequisites)

NURS 4250: 001 (Same description with prerequisites of 3318, 3342, 3435, 3548, 3550, and 3614). Is taught both online and F2F.

NURS 4318 001 and W01: Nurse as a Research Consumer is the study of theory and research as a base for nursing practice. Critically analyzes published research studies with regard to implications for clinical practice. The course is planned for collaborative peer examination of the research process through critique of nursing studies. Prerequisites: MATH 1442, 1342, or 2342. The web-based version of this course (NURS 4318W01) satisfies the university computer literacy requirement.

NURS 4320: Principles and Concepts of Patient Education provide opportunities for students to apply principles of teaching and learning with clients, families and identified groups. Special emphasis is placed on patient teaching within a rapidly changing health care environment. Students will examine learning readiness and intervene with groups and families from diverse backgrounds and educational preparation.
NURS 4322.W01 Health Alterations relates manifestations of disease, risk factors for disease and the principles of pathology underlying illness and injury to therapeutic nursing interventions and outcomes. (Preq. Biol 2401 and Biol 2402. May be taken in place of BIMS 3401, Pathophysiology.

BIMS 3401.001, Pathophysiology is the study of the biological basis of human disease. It includes an investigation of inflammation, immunity, and neoplasia, as well as the more common presenting dysfunctions of body systems. Prerequisites are Chem. 1311, and Biol 1407 or Biol 2401

NURS 4324: Nurse as Caregiver places emphasis is on socialization into professional nursing. Theories are presented to explain the relationship between human behavior, health and illness and the impact of interpersonal relationship skills to effect positive changes in individuals. Application of caring theories as a basis for decision-making in nursing practice with clients and families is the focus of clinical activities.

NURS 424: Nurse as Caregiver places emphasis on caring as an essential dimension of professional nursing. Theories are presented to explain the relationship between human behavior and health and illness and the impact of interpersonal relationship skills to effect positive changes in individuals.

(TTUHSC) NURS 4395 W01 Gateway to Advanced Professional Practice is a course designed to analyze issues nurses face in ongoing growth and development in an education and practice oriented role. The issues arise from political, societal, economic, ethical, social, and technological sources. Additionally students are expected to address strategies for influencing the impact of such issues on professional development. The course introduces the student to nursing theory development from a historical perspective with an emphasis on use of theory in practice and education. Theory purpose, components, and types are reviewed from the perspective of nursing theorists.

NURS 3548 W01 Nursing Care of Children and their Families 5 Semester hours (3:6)
Applying a family-centered approach, this course focuses on health promotion, acute and chronic health conditions and rehabilitative needs of children. Emphasis is placed on developmental, physiological, psycho-social, cultural, and spiritual care of the child within
the family unit. Using the nursing process, strategies are formulated for promoting and maintaining optimal functioning of the child-family unit and for enhancing the strengths of the family unit. Clinical activities emphasize the application of theory to practice in a variety of acute care settings.

NURS 413 001 Nursing Care of Children and Families (Credits: 4 (2:2-4)) Texas A&M Health Sciences
This course is a study of the factors influencing health promotion, protection, and maintenance of infants, children, and adolescents. Family theory, growth and development; primary healthcare; and acute, chronic, and terminal conditions are examined. Clinical experience is provided in caring for healthy, at risk, acutely, and chronically ill infants, children, and adolescents and their families.

NURS 4560: Nursing Care of Community Explores community health nursing, focusing on historical development, philosophy, health care systems, epidemiology, and individuals, families, and specific aggregate groups. Applies theoretical and empirical knowledge in using the nursing process in community settings to promote, maintain and restore health. Focuses on transcultural nursing concepts, rural and home health care delivery. Progressively more independent behaviors are expected of students in community health practice. Diverse roles of the community and public health nurse are examined and a community assessment is completed using research and data processing skills. Prerequisites: 4318, and 4564

NURS 4660 001 Nursing Care of Community Health Clients explores Community Health Nursing, focusing on historical development, philosophy, health care systems, epidemiology, and specific target groups. Primary, secondary and tertiary prevention activities are emphasized as they relate to individuals, families, and aggregates. Applies theoretical and empirical knowledge in using the nursing process in community settings to promote, maintain and restore health. Focuses on transcultural nursing concepts, rural and home health care delivery. Progressively more independent behaviors are expected of students in community health practice. Diverse roles of the community and public health nurse are examined and a community assessment is completed using research and data processing skills. Prerequisites: NURS 4318, and 4324.

NURS 4671 W01 Leadership/Management uses a systems framework and critical thinking strategies to study the coordinating role of the professional nurse within health care delivery. Current theories of management, leadership and change are examined and related to nursing practice. Focuses on synthesis of this knowledge to develop innovative and creative approaches to nursing practice. Applies theoretical and empirical concepts through experiences gained in local health care institutions. Prerequisites: NURS 4318, 4324.

NURS 4670.001 Nurse Coordinating Care uses a systems framework and critical thinking strategies to study the coordinating role of the professional nurse within health care delivery. Current theories of management, leadership and change are examined and related
to nursing practice. Focuses on synthesis of this knowledge to develop innovative and creative approaches to nursing practice. Applies theoretical and empirical concepts through supervised experiences gained in local health care institutions. Students will participate in several activities that demonstrate their understanding of leadership principles applied to nursing in their classroom and clinical course work. Prerequisites: NURS 4318, 4564, and 4628.

NURS 4390 W01. 1-3 sem. hrs. Dimensions in Nursing focuses on literature study and in-depth knowledge of selected topics relevant to the nurse as a professional provider of care or coordinator of care. Variable content is directed by faculty specialties.

The F2F (classroom based) course has the same description. The topics change according to faculty specialty.

- RN/BSN curricula differ widely across universities. Examples of that diversification throughout the state of TX may be seen by comparing these TX program sites
  - EAST TEXAS BAPTIST UNIVERSITY  www.etbu.edu
  - MIDWESTERN STATE UNIVERSITY  www.hs2.mwsu.edu/nursing
  - PATTY HANKS SHELTON SCHOOL OF NURSING  www.phssn.edu
  - PRAIRIE VIEW A&M UNIVERSITY  www.sfasu.edu/nursing
  - TEXAS A&M HEALTH SCIENCE CENTER COLLEGE OF NURSING  www.tamhsce.edu
  - TEXAS A&M INTERNATIONAL UNIVERSITY  www.tamiu.edu
  - TEXAS WOMAN'S UNIVERSITY  www.twu.edu/nursing/
  - UNIVERSITY OF HOUSTON - VICTORIA SCHOOL OF NURSING  www.uhv.edu/nursing
  - UNIVERSITY OF TEXAS AT ARLINGTON  www.uta.edu
  - UNIVERSITY OF TEXAS AT AUSTIN  www.utexas.edu/dept/#nursing
  - UNIVERSITY OF TEXAS AT EL PASO COLLEGE OF HEALTH SCIENCES  www.utep.edu
  - UNIVERSITY OF TEXAS AT TYLER  www.utyler.edu/nursing
  - UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON  www.son.uth.tmc.edu
  - UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO  www.uthscsa.edu
  - UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON  www.son.utmb.edu
  - UNIVERSITY OF THE INCARNATE WORD  www.uiw.edu