



TEXAS SOUTHMOST COLLEGE DISTRICT

80 Fort Brown • Brownsville, Texas 78520 • (956) 882-3879 • Fax: (956) 882-8811 • www.tsc.edu

FILED AND RECORDED
OFFICIAL PUBLIC RECORDS
On: Sep 17, 2012 at 03:41P

Joe G. Rivera
County Clerk
By
Jessica Acevedo, Deputy
Cameron County

TAKE NOTICE THAT A REGULAR MEETING OF THE BOARD OF TRUSTEES

OF

TEXAS SOUTHMOST COLLEGE DISTRICT

will be held in the

Gorgas Board Room at The University of Texas and Texas Southmost College,

80 Fort Brown, Brownsville, Texas 78520

commencing at 5:30 p.m. on Thursday, September 20, 2012, to consider

and act on the following Agenda:

Board of Trustees

Francisco G. Rendon
Chair

Adela G. Garza
Vice Chair

Trey Mendez
Secretary

Robert A. Lozano, M.D., Ph.D.

Reynaldo García, DDS

René Torres

Ramon Champion Hinojosa

TSC President

Lily F. Tercero, Ph.D.

Agenda

Posted Monday, September 17, 2012

1. Call to Order
2. Announcements
3. Consideration and Approval of Resolution Honoring Dr. Albert A. Besteiro, Jr.
4. Public Comment. No presentation will exceed three minutes.
5. Mission Statement
6. Consideration and Approval of Minutes of the Regular Meeting of August 16, 2012, and the Special Meeting of August 28, 2012
7. Report on Information Technology and Outsourcing Services
8. Consideration and Approval of Amendment to Contract for Information Technology Consulting and Outsourcing Services
9. Consideration and Approval of Proposal for Provider for Textbooks and Instructional Materials Including Digital Solutions
10. Update on Transition Process
11. Adjournment and Announcement of Next Meeting Dates
 - a. Thursday, October 18, 2012

Individuals with disabilities are entitled to have access to and participate in public meetings. An individual requiring an accommodation for access to the meeting must notify the Texas Southmost College District in writing 24 hours prior to the scheduled meeting of the necessity of an accommodation. Upon receipt of this request, the Texas Southmost College District will furnish appropriate auxiliary aids and services when necessary to afford an individual with a disability an equal opportunity to participate in and enjoy the benefits of the Board meeting as non-handicapped individuals enjoy.

THE STATE OF TEXAS §

COUNTY OF CAMERON §

TEXAS SOUTHMOST COLLEGE DISTRICT

RESOLUTION

In Memory and Recognition of the Life and Contributions of Dr. Albert A. Besteiro, Sr.

WHEREAS, Dr. Albert A. Besteiro, Sr. served as President of Texas Southmost College for eight years from 1977 – 1985 where, through his vision and leadership, he contributed to providing the highest quality education to thousands of students; and

WHEREAS, Dr. Albert A. Besteiro, Sr. promoted education through his participation and leadership role on numerous local, state and national boards, thereby enhancing the educational opportunities for thousands of students; and

WHEREAS, Dr. Albert A. Besteiro, Sr. engaged in community service through his involvement and commitment to several non-profit organizations, his service as an elected City Commission of the City of Brownsville for four consecutive terms, and his service as president of the Board of Trustees of the Brownsville Independent School District, where he worked tirelessly to make government and education more responsive to the people’s needs; and

WHEREAS, Dr. Albert A. Besteiro, Sr. believed passionately that the community college was the door of opportunity to a new and better life, particularly for those who had limited access to higher education; and

WHEREAS, Dr. Albert A. Besteiro, Sr. was a proud native son of Brownsville, who served in the U.S. Army Infantry during the Korean War and was so committed to his community that becoming President of Texas Southmost College was one of his proudest achievements; and

WHEREAS, Dr. Albert A. Besteiro, Sr. personified the essence of a teacher throughout his life, encouraging and empowering people to reach their highest potential; and

WHEREAS, Dr. Albert A. Besteiro, Sr. is survived by his loving wife of 50 years, Olivia, and their beloved children, Albert Jr., John, Sonya, and their very special grandson, Albert Dylan Besteiro and his mother, Lupita Gomez;

NOW, THEREFORE, BE IT RESOLVED this the 20th day of September, 2012, that the Board of Trustees of the Texas Southmost College District goes on record as officially recognizing and honoring the life and contributions of Dr. Albert A. Besteiro, Sr. for his many years of service and commitment to the College and the community.

PASSED AND ADOPTED this 20th day of September 2012.

Francisco G. Rendon
Chair

Adela G. Garza, Vice Chair

Trey Mendez, J.D., Secretary

Rene Torres, Trustee

Robert A. Lozano M.D., Ph.D, Trustee

Reynaldo Garcia, DDS, Trustee

Ramon Champion Hinojosa, Trustee

Lily F. Tercero, Ph.D.
TSC President

Texas Southmost College District

Minutes of the Regular Meeting of the Board of Trustees

August 16, 2012

The Board of Trustees of the Texas Southmost College District convened in open session on August 16, 2012, at 5:30 p.m., in the Gorgas Board Room at Texas Southmost College. Board members present were Francisco G. Rendon, Chair; Adela G. Garza, Vice Chair; Trey Mendez, Secretary; René Torres; Ramon Hinojosa and Dr. Reynaldo García. Also present was Dr. Lily F. Tercero, President of Texas Southmost College. Board member absent was Dr. Robert Lozano.

1. Call to Order

The meeting was called to order by Chairman Rendon at 5:40 p.m.

2. Announcements

There were no announcements.

3. Speakers to Agenda Items and Public Discussion

Dagoberto Barrera, a Brownsville resident, commented on the tax rate.

4. Mission Statement

Chairman Rendon read the existing mission for Texas Southmost College District as follows:

“Texas Southmost College is a comprehensive open admissions public community college whose mission comports with Texas Statute Subchapter A, Section 130.

Texas Southmost College offers programs leading to certificates of completion and associate degrees, developmental education to prepare students for college-level work, occupational and technical programs to prepare students for immediate employment, academic courses of study to develop the core skills, understandings, and knowledge appropriate for baccalaureate programs, and continuing education, counseling, guidance, adult literacy and personal enrichment.

Texas Southmost College advances economic and social development, enhances the quality of life, encourages respect for the environment, cultivates personal enrichment, and expands knowledge in service to its community. It convenes the cultures of its community and fosters an appreciation for the unique heritage of the Lower Rio Grande Valley. It provides academic leadership in the intellectual, social, cultural, and economic life of the region it serves.

Texas Southmost College places excellence in teaching and learning at the core of its commitments. It seeks to help students at all levels develop the skills which will sustain life-long learning while respecting the dignity of each learner and the needs of the entire community.”

5. Approval of Minutes of Previous Meeting

Consideration and Approval of Minutes of the Regular Meeting on July 19, 2012

A motion was made by Mr. Mendez to approve the Minutes of the Regular Meeting on July 19, 2012 as presented. The motion was seconded by Mrs. Garza and carried unanimously.

6. Executive Session as provided by Government Code, Chapter 551.072.

The Board convened in Executive Session at 5:38 p.m.

The Board reconvened in Regular Session at 6:09 p.m.

7. Consideration and possible action on matters discussed in Executive Session

Consultation with Attorney on the Pending or Contemplated Litigation, Section 551.072, Texas Government Code

No discussion or action was taken.

8. TSC District Budget for Fiscal Year 2012-2013

Chairman Rendon called on Mr. Chet Lewis, Vice President for Finance and Administration to present the item. Mr. Lewis presented to the Board the first reading of the District Budget for Fiscal Year 2012-2013. He reported the budget priorities identified for this budget: Transition, Partnership with UTB, Infrastructure Maintenance needs, Insurance Coverage, and Student Scholarships.

Mr. Lewis reported that the budget includes establishment of new departments. As we move forward, positions will be added that are needed for accreditation reasons, for development of programs, and to address technology issues. Discussions are continuing regarding the interim operating agreements and services currently provided by UTB, and funding adjustments will be made as decisions are made regarding these items. Any adjustments will be brought forward as a budget amendment during Fiscal Year 2013.

Mr. Lewis noted that the Partnership documents are still in effect and partnership-related items have been segregated within this fiscal year's budget. Those items include state appropriations, and the tuition and fees required to be remitted to UTB for services. There are changes in the amounts of the tuition and fees, which are a byproduct of changes made by UTB regarding how enrollment data is being recorded and reported to the State. Discussions have been held and will continue to be held with State Legislators, the Texas Higher Education Coordinating Board, and the Legislative Budget Board regarding how these changes in student enrollment reporting may affect TSC during the upcoming biennium funding cycle. Adjustments may be made to these items during Fiscal Year 2013, based on these discussions.

Mr. Lewis noted that the Infrastructure and Maintenance budgets have been adjusted. He also reminded the Board that all TSC buildings are currently being covered by insurance that is provided for in the budget and that the budget includes amounts for student scholarships.

Mr. Lewis provided a historical overview of TSC's Tax Rate. The rate has been relatively steady for a number of years; however, there was a slight increase in fiscal year 2004-2005 due to the \$68 million bond issuance.

Mr. Lewis stated that this fiscal year's budget is based on the effective tax rate, which is slightly lower than the current tax rate. The current rate is 16.4026. The effective rate is 16.2935. A balanced budget is being presented based on the effective tax rate. He stated that if the Board wished to adopt a different tax rate, their decision would need to be made at this meeting; otherwise, the Board would proceed to adopt the effective tax rate after the second reading of the budget. If the Board adopts the effective tax rate, a homeowner of a \$100,000 thousand dollar home would be paying about \$1.00 less than they currently pay.

Mr. Lewis completed his review of the fiscal year 2012-2013 budget. He stated that the second reading of the budget and the Board's adoption of the tax rate would occur at the August 28th Board meeting.

9. Representation on TSC Foundation, Inc. Board of Directors

Chairman Rendon reported that the TSC Foundation Board of Directors includes representation from TSC. Given the Board elections that were held in May, he recommended that the following individuals represent TSC: Dr. Lily Tercero, current CEO/President of TSC; Mr. Francisco Rendon, current TSC Board Chair; Mrs. Adela Garza, current TSC Board Vice-Chair; and Mr. René Torres representing TSC in the immediate past chair position, given that TSC does not currently have an immediate past chair.

A motion was made by Dr. García to approve the individuals to serve on the TSC Foundation Board of Directors as presented. The motion was seconded by Mr. Hinojosa and carried unanimously.

Mr. Rendon asked Dr. Tercero to notify the TSC Foundation, Inc. of these changes.

10. Report on Academic Programs

Chairman Rendon called on Dr. Robert Aguero, Vice President for Instruction and Student Services to give the report. Dr. Aguero reported that part of the work that has been conducted for the Health Profession programs includes the submission of various required documents for each programs' separate accreditation, which is above and beyond the accreditation necessary for Southern Association of Colleges and Schools Commission on Colleges.

Dr. Aguero reported that the following programs are projected to be transferred to TSC by Fall 2013: Respiratory Care, Medical Laboratory Technology, Emergency Medical Science, Diagnostic Medical Sonography, Radiologic Technology (X-Ray), and Vocational and Associate Degree Nursing. Each of these programs requires their own separate accreditation with individual accrediting agencies, but each basically follows a similar process.

Dr. Aguero also reported that there are new Texas Higher Education Coordinating Board regulations that require all degree programs to have a minimum of 60 semester credit hours, unless, specific accreditation for a program calls for additional hours. As part of TSC's review process, almost every program of study (degree plan) is being reduced in the number of semester credit hours that will be required for graduation. The exceptions are the two nursing programs, which will remain without curriculum changes. As a result, students will now place more

focus on their area of study rather than on general education hours, thus strengthening and streamlining the programs.

Dr. Aguero expressed his appreciation to Dr. Eldon Nelson, Dr. Edna Garza-Escobedo and Dr. Marti Flores from UTB/TSC for being extremely collaborative and helpful in this process.

11. Report on Strategic Planning Committee

Chairman Rendon called on Dr. García to give the report regarding the College's Strategic Planning process. Dr. García reported that this important effort has involved extensive community input. He stated that this effort started when the college held a number of community summits and focus group sessions late last year.

In July, Dr. Tercero appointed a Strategic Planning Committee consisting community/business representatives, UTB/TSC faculty, and TSC Staff. The members of the Committee are as follows: Dr. Robert Aguero, Leslie Bingham, Angela Burton, Dino Chavez, Chris Coxon, Luis de la Garza, Dr. Marti Flores, Alma Garcia, Ygnacio Garza, Pat Hobbs, Chet Lewis, David Merrill, Ed Rivera, Jeff Roerig, Kim Sanchez, Dr. Laura Villarreal, Dr. Lily Tercero and Dr. Rey García.

The Committee held two day-long retreats. The first was held on Tuesday, August 7th, and the second was held on Monday, August 13th. Dr. Garcia reported that TSC is very fortunate that Educate Texas has partnered with TSC on this very important effort. He personally thanked Chris Coxon and Alma Garcia for their participation and support.

He noted that the group has worked diligently to produce an outstanding draft, which will be presented to the Board at their next meeting.

12. Update on Transition Process

Chairman Rendon called on Dr. Lily F. Tercero, President, to give an update on the Transition Process. Dr. Tercero reported that an outstanding number of submissions have been received for the nine posted employment positions, locally and from across the State of Texas.

Dr. Tercero reported that the next step is to move forth with the development of a process to review the applications. The first step in the review process will be to ensure each candidate meets the minimum requirements. Each applicant will then be evaluated based on the job's defined criteria, an interview process will occur, a selection will be made, and the candidate will be notified. All positions that are currently advertised are critical to the operation of TSC.

Dr. Tercero introduced Mr. Elliot Kimbrough, Dynamic Campus Solutions, Inc. to give an update to the Board regarding technology issues. Mr. Kimbrough announced that Dynamic Campus had donated a new projector and four wireless microphones to supplement TSC's board room equipment. The new equipment is installed, tested and ready for tonight's meeting. Mr. Kimbrough reported that the new TSC website is now available for access by the community and students. Dynamic Campus is also in the process of establishing network access and deploying a new telephone service provider.

Dr. Tercero informed the Board that a Transition Task Force has been formed to assist with the transition. She explained that this task force will consist of two representatives from TSC, two representatives from UTB and Mr. Michael Putegnath, an employee of UT System. The task force will work with UTB and TSC managers, staff, key individuals, consultants, and subject matter experts to ensure that a seamless transition occurs as TSC moves to establish its operational units, and as UTB continues with its restructuring efforts. This work will begin with the areas of information technology, student admissions, registration and advising. This task force will report to both the President of Texas Southmost College and the President of The University of Texas at Brownsville.

13. Budget Amendment for Fiscal Year 2012

Consideration and Approval of Budget Amendment Fiscal Year 2012

Chairman Rendon called on Mr. Lewis to present the item. Mr. Lewis informed the Board that the proposed budget amendment increases the line on attorney fees to cover expenses through fiscal year 2012.

A motion was made by Mr. Torres to approve Budget Amendment #12-005 for Fiscal Year 2012 as presented. The motion was seconded by Mr. Hinojosa and carried unanimously. Exhibit "A"

14. Proposed Meeting Dates

**Tuesday, August 28, 2012 – First
Public Hearing – If Necessary/Special
Board Meeting**

**Friday, August 31, 2012 – Second
Public Hearing – If Necessary/Special
Board Meeting**

**Thursday, September 13, 2011 –
Special Board Meeting**

Adjournment

The meeting was adjourned by Chairman Rendon at 7:25 p.m.

Mr. Francisco G. Rendon
Chairman, Board of Trustees

Trey Mendez, J. D.
Secretary, Board of Trustees

DRAFT

NOTE: The tape of the Regular Board of Trustees meeting held on August 16, 2012, is on file at the District Office of the Texas Southmost College District. The master tape is on file at UTB/TSC Media Services. These minutes were taken and transcribed by Max E. Roca, Administrative Assistant. Videotaping of the Board of Trustees' meetings began on April 11, 1996. They are aired on Channel KBSD in cooperation with the Brownsville Independent School District.

Texas Southmost College District

Minutes of the Special Meeting of the Board of Trustees

August 28, 2012

The Board of Trustees of the Texas Southmost College District convened in open session on August 28, 2012, at 5:30 p.m., in the Gorgas Board Room at Texas Southmost College. Board members present were Francisco G. Rendon, Chair; Adela G. Garza, Vice Chair; Trey Mendez, Secretary; René Torres; Dr. Robert Lozano and Dr. Reynaldo García. Also present was Dr. Lily F. Tercero, President of Texas Southmost College. Board member absent was Ramon Hinojosa.

1. Call to Order

The meeting was called to order by Chairman Rendon at 5:34 p.m.

2. Speakers to Agenda Items and Public Discussion

There were no speakers.

3. Safety and Security Audit for UTB/TSC

Chairman Rendon called on Mr. Chet Lewis, Vice President for Administration and Finance to introduce the presentation. Mr. Lewis reported that under Chapter 37 of the Texas Education Code (TEC) community college districts are required to conduct safety and security audits of district facilities at least once every three years. The TEC requires these reports to be submitted to both the board of trustees of the district, and to the Texas School Safety Center. UTB has to meet this requirement under a different part of the TEC and has completed the report for both institutions; therefore, Mr. Zeke Avila, Director of Environmental Health and Safety of UTB, presented the results of the report to the Board.

Mr. Avila reported that the Office of Risk Management conducted a review of UTB's Emergency Management Program. The intent of the review was to provide an overall assessment of emergency preparedness and planning efforts at UTB and TSC in order to stay in compliance with the TEC requirement. After their site visit to campus and review of the emergency response plan, the Office of Risk Management concluded that the plan seemed to serve its purpose adequately and gave the overall impression that the plan is comprehensive and effective. Mr. Avila reported that UTB/TSC is currently in compliance with Chapter 37 of the Texas Education Code.

4. TSC District Budget for Fiscal Year 2012-2013

Consideration and Approval of Second Reading of the TSC District Budget for Fiscal Year 2012-2013

Chairman Rendon called on Mr. Chet Lewis, Vice President of Administration and Finance, to present the item. Mr. Lewis reminded the Board that as part of the budget adoption process for the fiscal year 2012-2013, two readings of the budget are required. The fiscal year 2012-2013 budget that is presented to you this evening is based on the effective tax rate. As a reminder, the effective tax rate indicates that there will not be an increase in taxes for fiscal year 2012-2013.

A motion was made by Mrs. Garza to approve the TSC District Budget for Fiscal Year 2012-2013 as presented. The motion was seconded by Mr. Mendez and carried unanimously. Exhibit "A"

5. TSC District Ad Valorem Tax Rate

Consideration and Approval of Adoption of the TSC District Ad Valorem Tax Rate

Chairman Rendon called on Mr. Lewis to present the item. Mr. Lewis reported that the District has taken the necessary steps toward adopting a tax rate for 2012 by calculating and publishing the effective and rollback tax rates, discussing the tax rate, identifying its needs for the upcoming fiscal year, and adopting a budget to meet those needs. The taxes necessary to cover those needs require the adoption of a maintenance and operation tax rate of \$0.101075 and a debt tax rate of \$0.061860 per \$100 valuation for a total tax rate of \$0.162935 per \$100 valuation. Mr. Lewis reported that if the effective tax rate being presented is adopted by the Board, it will not be necessary to hold public hearings.

A motion was made by Dr. García to adopt a Maintenance and Operations Tax Rate of \$0.101075 and debt Tax Rate of \$0.061860 for a Total Tax Rate of \$0.162935 per \$100 of valuation as presented. The motion was seconded by Mr. Torres and carried unanimously. Exhibit "B"

6. TSC Strategic Plan – Vision 2017

Consideration and Approval of the TSC Strategic Plan – Vision 2017

Chairman Rendon called on Dr. Lily Tercero, President to present the item. Dr. Tercero noted that some of the members of the TSC Strategic Planning Committee were in attendance at the meeting. Dr. Tercero presented the Strategic Planning Initiative and Calendar of Events, TSC's Strategic Planning Process, TSC's Strategic Planning Committee, and a Draft Strategic Plan for review and consideration by the Board of Trustees.

The Draft Strategic Plan included the following:

Vision Statement

Texas Southmost College will be a premier community college dedicated to student success.

Mission Statement

Transforming our communities through innovative learning opportunities

Role and Scope

Texas Southmost College's mission is guided by our commitment to provide:

- University transfer, career, and technical programs leading to an associate degree or certificate along with courses specializing in college preparatory and developmental education, workforce training, adult literacy, and continuing education to support the evolving needs of citizens, industry, and economic development initiatives within Cameron and Willacy Counties.
- High-quality instruction and learning opportunities in the classroom, online, and through other delivery methods; a supportive and innovative faculty and staff; appropriate technology, equipment, and learning resources; and advising and assessment services to promote transfer to a four-year baccalaureate institution, entry or advancement in the workforce, or lifelong learning.
- A learning-centered, service-oriented environment that celebrates diversity and inclusion; facilitates growth and development; fosters social responsibility,

critical thinking, communication, and innovation; and empowers and engages students, faculty and staff to achieve personal and professional goals.

- Institutional effectiveness that embraces individual accountability, data-driven decision making, change, and an unending pursuit of excellence.

Values

To successfully fulfill the vision and mission, Texas Southmost College is consciously committed to:

- **Integrity** by respecting the ideals of social responsibility, academic honesty, trustworthiness, personal ethics, and the courage to act.
- **Access** by reaching out to our diverse communities, expanding linkages with industry, and strengthening our partnerships with area ISDs and universities to create accessible and affordable educational pathways for our students, faculty and staff.
- **Service** by encouraging and recognizing collaboration, teamwork, compassion, and service to others.
- **Excellence** by providing relevant, high-quality educational experiences and a supportive learning environment to advance knowledge, to promote understanding and to achieve the academic and workforce potential of students, faculty and staff.
- **Innovation** by embracing emerging technologies to enhance and expand teaching, learning and service opportunities for students, faculty and staff.
- **Success** by empowering, engaging and educating students, faculty and staff to achieve their personal and professional aspirations for graduation, academic transfer, employment, and other educational goals.

Institutional Goals

In response to the region's challenges and to achieve this vision and mission, TSC's institutional goals will revolve around four priorities between 2012 and 2017:

I. Pathways

Provide accessible, affordable, and flexible instructional delivery systems and dynamic curricula to all students, regardless of time or place, by enhancing career and technical programs that are responsive to the training needs of industry and a highly skilled workforce and by collaborating with internal and external stakeholders to improve college readiness, define outcomes, and promote multiple paths to student access, completion and success.

II. Success

Promote academic excellence and student learning through high-quality, learning-centered instruction and support services with a continuous focus on improving student learning outcomes that reflect the highest academic standards and that meet the needs of our communities and industry partners.

III. Community Engagement

Establish mutually beneficial public, private and community-based partnerships to expand awareness, leverage resources, and promote services and programs of the College that meet the needs of the communities in which it serves.

IV. Institutional Effectiveness

Enhance student success by focusing on continuous improvement that is grounded on

- Evidence-based initiatives, strategies, and processes;
- Student, faculty and staff engagement in teaching and learning outcomes;
- Professional development;
- An integrated systems approach to facilitate efficient use of college resources through fiscally sound practices; and
- Collaboration with and service to the communities in which the College serves

Dr. Tercero reported that upon the approval of the Strategic Plan by the Board, the development and implementation of the institutional effectiveness process will be linked directly to TSC's Strategic Plan. Dr. Tercero also stated that once faculty and staff are hired within the next year, the strategies and annual action plans will be further defined.

A motion was made by Dr. García to approve the TSC Strategic Plan Vision 2017 as presented. The motion was seconded by Dr. Lozano and carried unanimously. Exhibit "C"

7. Proposed Meeting Dates

Thursday, September 20, 2012

Adjournment

The meeting was adjourned by Chairman Rendon at 6:30 p.m.

Mr. Francisco G. Rendon
Chairman, Board of Trustees

Trey Mendez, J. D.
Secretary, Board of Trustees

DRAFT

NOTE: The tape of the Special Board of Trustees meeting held on August 28, 2012, is on file at the District Office of the Texas Southmost College District. The master tape is on file at UTB/TSC Media Services. These minutes were taken and transcribed by Max E. Roca, Administrative Assistant. Videotaping of the Board of Trustees' meetings began on April 11, 1996. They are aired on Channel KBSD in cooperation with the Brownsville Independent School District.



TEXAS SOUTHMOST COLLEGE DISTRICT

BOARD AGENDA REQUEST FORM

Department/Division: District Office	Board Meeting Date: September 20, 2012
Agenda Item: Consideration and approval of amendment to contract for Information Technology Consulting and Outsourcing Services.	
Rationale/Background: On March 2012, TSC requested proposals from qualified firms to provide Information Technology (IT) Consulting and Outsourcing Services to meet the IT needs of the College. After careful review and evaluation of the proposals received on May 21, 2012, the staff recommended the selection of Dynamic Campus to implement the College's IT solutions. The Board approved the negotiation of a contract with Dynamic Campus to provide these services at a not to exceed contract amount of \$ 1 million. The amount that was negotiated for Phase I was \$800,000. Staff has worked with Dynamic Campus to develop an amendment to the contract to proceed with the remaining phase of the proposed services. The amendment will be for the remaining implementation and outsourcing of the Enterprise Resource Planning (ERP) software, business intelligence solutions, database administration, system administration, network management, Voice Over IP (VOIP) services, user support services, web services & academic support services. The contract for the remaining portion of the proposal would be \$2,042,856 for FY 2013 (Jan 1 – Aug 31, 2013), \$3,568,944 for FY 2014 and \$3,824,616 for FY 2015 and includes an option to extend the contract for an additional 3-year term. Staff has negotiated a termination clause based on the availability of appropriations and available funds, which would require a six-month notification period prior to the end of a TSC fiscal year.	
Recommended Action: Motion to approve Amendment N-1 to the existing contract with Dynamic Campus in the amount of \$2,042,856 for FY 2013 (Jan 1 – Aug 31, 2013), \$3,568,944 for FY 2014 and \$3,824,616 for FY 2015 to provide all Information Technology Consulting and Outsourcing Services and to authorize the President to execute it as presented.	
Fiscal Implications: Budgeted Item: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A If no, explain: If approved, TSC staff will bring forth a budget amendment to cover the increase to the contracted amount for FY 2013 at the next TSC board meeting. The amendment period will not start until January 31, 2013.	
Attachments (List): None	

FOR OFFICE USE ONLY:
Board Action: Approved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Tabled for action on: _____
Certified by: _____ Title: _____ Date: _____



TEXAS SOUTHMOST COLLEGE DISTRICT

BOARD AGENDA REQUEST FORM

Department/Division: Instruction and Student Services	Board Meeting Date: September 20, 2012
Agenda Item: Consideration and possible action on approval of proposal for Provider for Textbooks and Instructional Materials including Digital Solutions.	
Rationale/Background: As part of the College's strategic planning process, TSC seeks to be a leader in innovative solutions by engaging in the use of current technologies, including digital solutions, e-books, and other electronic solutions. The College is focusing on cost effective solutions that meet the educational needs of students, faculty and staff by providing online learning-based opportunities. With the College's goal to becoming functionally independent by Fall 2013, TSC will need to have all solutions and instructional materials developed and available for students and faculty to support this timeline. Based on these needs, TSC requested proposals from qualified companies to provide textbooks and instructional materials for the programs and courses of the College. Newspapers advertisements were published on July 30 and August 6, 2012 in The Brownsville Herald and Valley Morning Star. The Request for Proposals called for a list of general requirements and qualifications including proposed services to TSC, project team and management expertise and project execution. One proposal was received on September 4, 2012 from Pearson Learning Solutions from Boston, MA. The proposal includes access to the vendor's library and learning management system, course design services for up to ten (10) courses, CourseConnect on-ground version for face to face campus courses, instruction education online modules, project management support services, faculty and staff training and a marketing program among other alternative services. The proposed contract term is three (3) years.	
Recommended Action: Motion to select a firm to provide Textbooks and Instructional Materials including Digital Solutions and authorize the President to negotiate and execute a contract based on the required materials, courses, services and all other instructional needs according to the fee schedule submitted.	
Fiscal Implications: Budgeted Item: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, explain:	
Attachments (List): <ul style="list-style-type: none">- Tabulation- Proposal	

FOR OFFICE USE ONLY:
Board Action: Approved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Tabled for action on: _____
Certified by: _____ Title: _____ Date: _____

Provider for Textbooks/Instructional Materials

TSC RFP 12-10

RFP Deadline: Tuesday, September 4, 2012, 2:00 P.M.

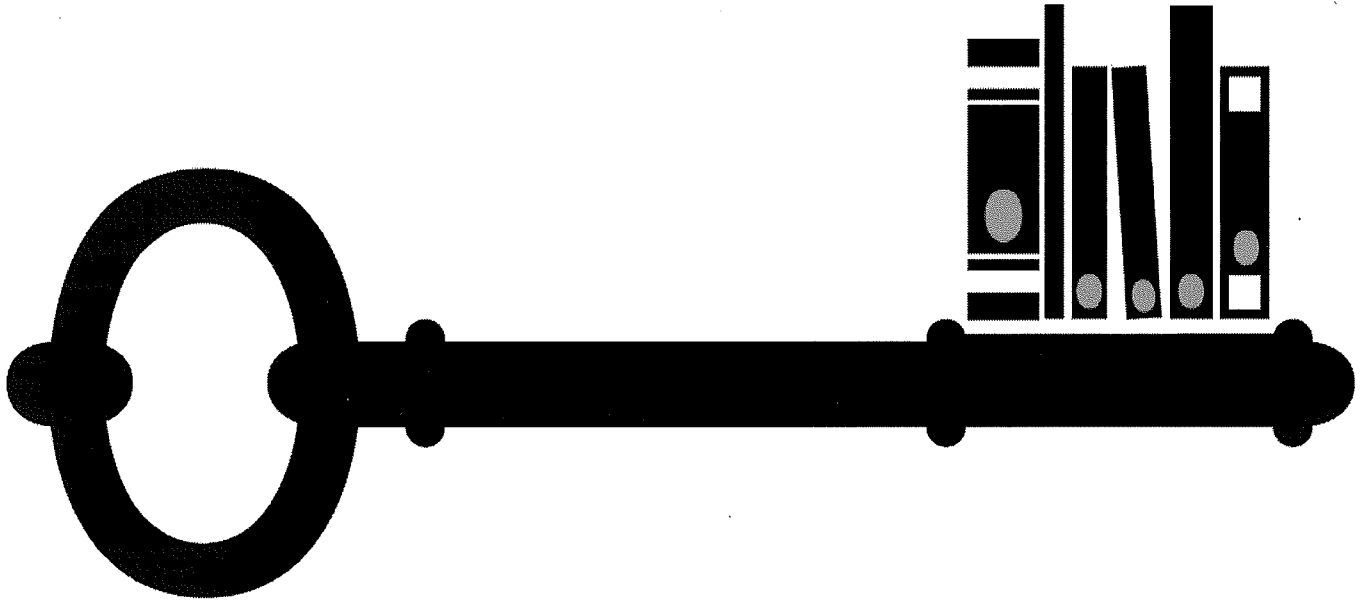
RFP Opening: Tuesday, September 4, 2012, 3:00 P.M.

Location: Gorgas Conference Room

Date Advertised: Monday, July 30, 2012 and August 6, 2012

Newspapers: Brownsville Herald and Valley Morning Star

Respondent's Name	Qualifications	Execution of Offer
Pearson Learning Solutions	Yes	Yes



Texas Southmost College

Request for Proposal

No.: TSC RFP 12-10

“Provider for Textbooks/Instructional Materials”
(Including Digital Solutions)

Submission Date:

Tuesday, September 4, 2012

Sylvia Herrera-Alaniz

Executive Director, Integrated Solutions
Pearson Learning Solutions – Higher Education

T: 512.705.4453

sylvia.herrera-alaniz@pearson.com

Pearson Learning Solutions | 2154 E. Commons Ave, Suite 4000 | Centennial, CO 80122 | USA

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PEARSON LEARNING SOLUTIONS

Patricia G. Sanchez, Senior Buyer
Texas Southmost College
Regiment House
80 Fort Brown
Brownsville, TX 78520

Sylvia Herrera-Alaniz

Executive Director, Institutional Solutions
Pearson Learning Solutions—Higher Education

M: (512) 705-4453
sylvia.herrera-alaniz@pearson.com

www.pearson.com

August 30, 2012

Dear Madam:

It is my pleasure to provide the enclosed narrative to Texas Southmost College in response to the *Request for Proposal (RFP) for Provider for Textbooks/Instructional Materials (Including Digital Solution)*. Pearson's **award-winning** digital learning solutions and services, custom course development capabilities, unparalleled content expertise, system hosting and maintenance solutions, and services described within this document meet all of the requirements outlined within the RFP.

Pearson is positioned to be **the most effective partner** with Texas Southmost College. Your overarching goal is our goal — to ensure Texas Southmost College becomes “a leader in innovative solutions by engaging in the use of current technologies, including digital solutions, e-books, and other electronic solutions.” Additionally, Pearson will work closely with the Texas Southmost College to help build and support the technological infrastructure, including a state-of-the-art reporting component, required for academic content delivery and services to help the college become “functionally independent in fall of 2013.”

Pearson's consistently proven innovative approach to technological course material development and services will also help attract students — allowing the College to achieve growth. **We are confident that individual student success will breed increased student satisfaction and student retention, and in turn ensure institutional success.**

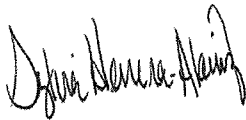
In summary, we are proposing usage and access to Pearson's comprehensive digital and technology based assets as required by the RFP. This includes digital delivery of textbooks, MyLabs for all relevant courses, CourseConnect on-ground version or custom onsite courseware as the foundation to create face-to-face legacy courses, LearningStudio learning management system with Enterprise Reporting (ER) and Learning Outcome Manager (LOM), course design for up to 10 courses specifically focused on developmental education, Smarthinking online student tutorial service, and access to Pearson Instructor Education for faculty development.

Our proposed pricing model for this custom solution is usage based. Pearson will work collaboratively with the College to select or create, as negotiated, the materials, courses and services based upon your unique requirements. We will deliver the final materials, courses and services once they are approved by the College on Pearson technology platforms. Once the materials, courses and services are in production, Pearson will assess a fee for every student that uses the final materials, courses and services. There is no upfront cost to the services or in the setup of technology platforms by the College.

We have developed this model based upon the enrollment information gathered from the College's historical enrollment data. If this pricing model is unsuitable to the College, then we would be pleased to negotiate an alternative model if we are selected.

Thank you for the opportunity to present our ideas and solutions. We look forward to proving our strategic value to you, your students, faculty and staff through an effective Texas Southmost College and Pearson partnership. Please do not hesitate to contact me if you have any questions.

Sincerely,



Sylvia Herrera-Alaniz
Executive Director, Institutional Solutions
Pearson Learning Solutions

■ TABLE OF CONTENTS

TAB 1:	Services to TSC	Page 1
TAB 2:	Project Team and Management Expertise	Page 3
TAB 3:	Project Execution (Description of Services)	Page 7
TAB 4:	Cost of Goods and Services	Page 25
TAB 5:	<u>EXHIBITS</u>	
	Exhibit A – Pricing Proposal Form	
	Exhibit B – Execution of Offer Form	
	Pearson General Exceptions	

■ SERVICES TO TEXAS SOUTHMOST COLLEGE (TSC)

Provide a detailed description of the services to be offered to TSC in accordance with the requirements and specifications set forth in this RFP.



Pearson (www.pearson.com) is a recognized global leader in education content, technology, and support services, serving more than 130 million learners worldwide. Pearson is supported by the resources and stability of a world leader in education, business information and consumer publishing with over \$9 billion in annual revenue worldwide. Built upon deep education experience, innovative technologies and best-in-class data analytics, Pearson's education solutions enable truly personalized learning experiences that empower each student to learn the way they learn best – when, where and how they want.

Pearson understands that Texas Southmost College (TSC) seeks to be a leader in innovative solutions by engaging the use of current online technologies, including digital solutions, ebooks, and other electronic deliverables to provide cost effective solutions that meet the educational needs of students, faculty and staff.

In accordance with the requirements and specifications set forth in this RFP, Pearson offers its comprehensive digital, technology-based assets and services as follows:

We are as interested in helping people learn outside school as inside; from basic education to workable skills. And like our customers, we've found that learning itself can be as valuable and enjoyable as the knowledge it gives us.

So wherever we see Pearson, that's why we remind ourselves that we are – and we hope to help others to be – always learning.

*-Marjorie Scardino
Chief Executive,
Pearson*

- Pearson primary content provider agreement for digital course materials for a three year term
 - textbooks will be provided in Pearson eBook format
 - if an eBook does not exist then a custom eBook will be developed
 - relevant full CourseConnect courses provided for Hybrid courses
- Access to Pearson MyLabs library for all relevant courses
- LearningStudio learning management system (LMS) that includes
 - Enterprise Reporting (ER) and Learning Outcome Manager (LOM)
 - Campus build with training for LMS, ER, and LOM for designated administrators
 - Tier 2 Helpdesk support for duration of agreement
- Course design services for up to 10 courses, specifically focused on developmental education
- CourseConnect on-ground version for use in face to face campus courses where CourseConnect courses are available, or custom onsite courseware (syllabus, blueprint, calendar, lesson plans and objectives, assignments with grading rubrics) as foundation for creating face to face legacy courses for up to 200 courses
- Pearson Instructor Education (PIE) online modules will be provided annually to ensure successful instructor development opportunities
- Sufficient project management support services to ensure successful program launch for the fall 2013 academic term and 2014 academic year
- Faculty and staff training on all content technology solutions (MyLabs, eBooks, LMS)
- *Smarthinking online tutor bank to be used annually as TSC sees fit
- Marketing program to introduce all services to students, faculty, and staff

**.20 of an hour will be placed into a tutor bank that can be used at the institution's discretion for each course enrollment; for example, if there are 18,000 course enrollments then TSC has access to SmarThinking online tutor bank of 3,600 hours for that academic year*

PROJECT TEAM AND MANAGEMENT EXPERTISE

2.2.1 Provide a general statement of the individual/firm history including how many years in business, including legal name of firm, address of principal place of business, address of office that would be providing service (if different), number of employees, and annual revenue volume. If the firm has multiple locations, TSC is primarily interested in the capabilities and experience of the office that will provide the majority of the required services to TSC. Unless specifically otherwise stated, all requested information about the RFP should be limited to the local office that will serve TSC.

Pearson Learning Solutions (PLS) is an operating unit of Pearson Education, and is committed to the design, development, and delivery of world-class educational products for corporations, governments, associations, and educational institutions. PLS works across all Pearson companies to leverage Pearson resources in providing custom solutions for our clients, from custom digital and print products, to complex hosted blended learning solutions, to complete online degree programs. Pearson Learning Solutions has more than 35 years of experience (www.pearsonlearningsolutions.com).

Pearson eCollege has been helping colleges, universities and K-12 schools deliver innovative education options since 1996 using Pearson LearningStudio (www.pearsonlearningstudio.com). This personalized learning environment is built on the most advanced, scalable, and dependable cloud-based, Software-as-a-Service (SaaS) learning platform available today.

Pearson's 40,000 employees worldwide serve all manner of education providers. Our North American base consists of 14,000 employees with representation in all states, and physical offices across 16 states supporting operational, technological, and assessment services.

The primary office locations to service TSC are located in Boston, MA and Centennial, CO:

Pearson Learning Solutions
501 Boylston Street, Suite 900
Boston, MA 02116

Pearson eCollege
2154 E. Commons Ave, Suite 4000
Centennial, CO 80122

With over \$9 billion in annual revenue, Pearson is supported by the resources and stability of a world leader in education, business information and consumer publishing. As a publicly traded company (NYSE stock symbol: PSO), all public financial reports are available at <http://www.pearson.com/investors/>.

2.2.2 Describe the principals and key professional members of the prime firm that will be involved in the services.

Donald C. Kilburn, President and Chief Executive Officer, Pearson Learning Solutions

Donald C. Kilburn is President and Chief Executive Officer for Pearson Learning Solutions Group. Don is responsible for the oversight of our educational solutions and services businesses, which are the leaders in the creation of custom books, media, services, technology, courses and curriculum, on-line education and span K-20 education, Corporate, Association, Professional, and Government channels. Don also oversees the post secondary for-profit sales channel, Higher Education institutional business development, and shares responsibility for eCollege.

Matthew Leavy, President and Chief Executive Officer, Pearson eCollege

As CEO, Matt Leavy oversees all daily operations, including new business development, account management, customer care, professional services, product engineering technology and product management. Prior to Pearson eCollege, Matt served as Executive Vice President for Pearson Education, where he was responsible for developing Pearson's education technology strategy worldwide. Matt also held the President's position of Pearson Education's Latin America Group and directed and transformed this region's education business operations. Matt earned his BA degree in Spanish with a minor in Latin American Studies from Georgetown University.

Adrian Sannier, Senior Vice President, Learning Technologies

Adrian Sannier is the Senior Vice President of Learning Technologies at Pearson eCollege. Prior to joining eCollege, Dr. Sannier was the University Technology Officer at Arizona State University. Under Sannier's leadership, ASU transformed its information technology operation by aggressively embracing cloud-based computing services such as Google Apps for Education and Amazon's AWS. Dr. Sannier is a Professor in the Division of Computing Studies at ASU and former Stanley Professor of Interdisciplinary Engineering at Iowa State University. His research interests focus on the application of immersive visualization and next generation human/computer interfaces to challenges in science, technology and the humanities.

Carrie Spagnola-Doyle, Vice President, Curriculum and Instruction

Carrie Spagnola-Doyle heads a team of talented project managers and instructional designers who provide online and hybrid curriculum development, initiatives, and creative solutions. Prior to joining Pearson, Carrie was at Corporate University of Phoenix for eight years in curriculum development; the last three years she served as their Director of Education for the College of Social and Behavioral Sciences. She has been an approved online adjunct faculty member since 2003. Carrie published her first book, *Journal to Fulfillment* in 2002 and has recently published a second book entitled *Power Up: A Practical Guide to Online Learning for Students*. Carrie holds her Masters in Business Administration and Bachelor of Arts in Communication.

2.2.3 Identify the individual whom will be the College's primary contact and provide a brief history about this individual.

Sylvia Herrera-Alaniz, Executive Director, Institutional Solutions, will serve as Partner Liaison; additionally, TSC will be assigned two primary contacts representing the Pearson learning platform (LearningStudio) and digital content solutions:

Joel Arvizu, Senior Manager LearningStudio Implementation Support	Rich Brewer, Senior Account Executive Digital Content Solutions
<ul style="list-style-type: none"> • 7 years with Pearson eCollege • Manages Senior Client Services Consultants responsible for the coordination of all implementation activities including project plan management, project resourcing, internal/external communications, risk assessment, and overall project success • 15 years of management experience in Customer Support/Operations with various organizations including TMPWorldwide, FedEx Office and OppenheimerFunds • BA from Kansas State University (1995) 	<ul style="list-style-type: none"> • Over 4 years with Pearson Learning Solutions • Manages content implementation projects as key liaison for specific state-wide institutions throughout the country • 10 years of experience working with digital publishing content with publishers including Houghton-Mifflin, Bedford St. Martins, and Pearson • BA from Providence College (1997)

2.2.4 Submit resumes of the Respondent's primary contact and other principals and key professional members including copies of all certifications, licenses, credentials, etc.

Please reference items 2.2.2 and 2.2.3 above for biographical and resume information of key principals and contacts servicing the Pearson TSC partnership.

2.2.5 List a minimum of 3 projects for which the prime firm provided or is providing services which are most related to this project. List the projects in priority order, with the most related project listed first. Provide the following information for each project listed:

- Project Name and location (example: "Provider for Textbooks/Instructional Materials-Including Digital Solutions, "Brownsville, Texas)
- Project Owner (example: Texas SouthmostCollege)
- Project Dates

Project Name	Development of Competency Based Programs, Powered by Pearson LearningStudio
Location	Flagstaff, AZ
Owner	Northern Arizona University
Dates	February 2012
Project Name	Customized eBook Delivery, Powered by Pearson LearningStudio
Location	Lake Havasu City, AZ
Owner	Arizona State University, Lake Havasu City
Dates	May 2009
Project Name	Delivery of Digital Content and Student Support Services, Powered by LearningStudio
Location	Toms River, NJ
Owner	Ocean County College
Dates	March 2011
Project Name	Access to all Pearson Digital Materials, Powered by LearningStudio
Location	Fairfield, CA
Owner	Solano Community College
Dates	July 2012

2.3 Respondent will delineate the service approach that will be implemented in providing the services as specified in the Statement of Work and Description of Services.

Pearson will provide sufficient project management support services to ensure successful program launch for the Fall 2013 academic term and 2014 academic year. Please reference the subsequent Project Execution: Description of Services section for all details.

PROJECT EXECUTION: DESCRIPTION OF SERVICES

The awarded firm's minimum services will include:

- 4.3.1 Delivery of instructional textbook materials, preferably in an electronic format, for TSC courses and programs.

Pearson's comprehensive digital / technology-based assets will be delivered in electronic format using the Pearson LearningStudio learning management system. This will include eBooks, MyLabs for all relevant courses, online course design for up to 10 courses specifically focused on developmental education, Smarthinking student tutorial services, Enterprise Reporting (ER) and Learning Outcome Manager (LOM), access to online Pearson Instructor Education (PIE) for faculty professional development, and CourseConnect on-ground version or custom onsite courseware as the foundation to create face-to-face legacy courses.

- 4.3.1.1 If an electronic format is not available or recommended, then an alternate format may be presented for the instructional materials for the course or program.

As described above, Pearson's proposed solution provides electronic delivery format for instructional materials.

- 4.3.1.2 The firm will be responsible for ensuring availability of contract instructional materials and must make reasonable efforts to meet scheduled availabilities.

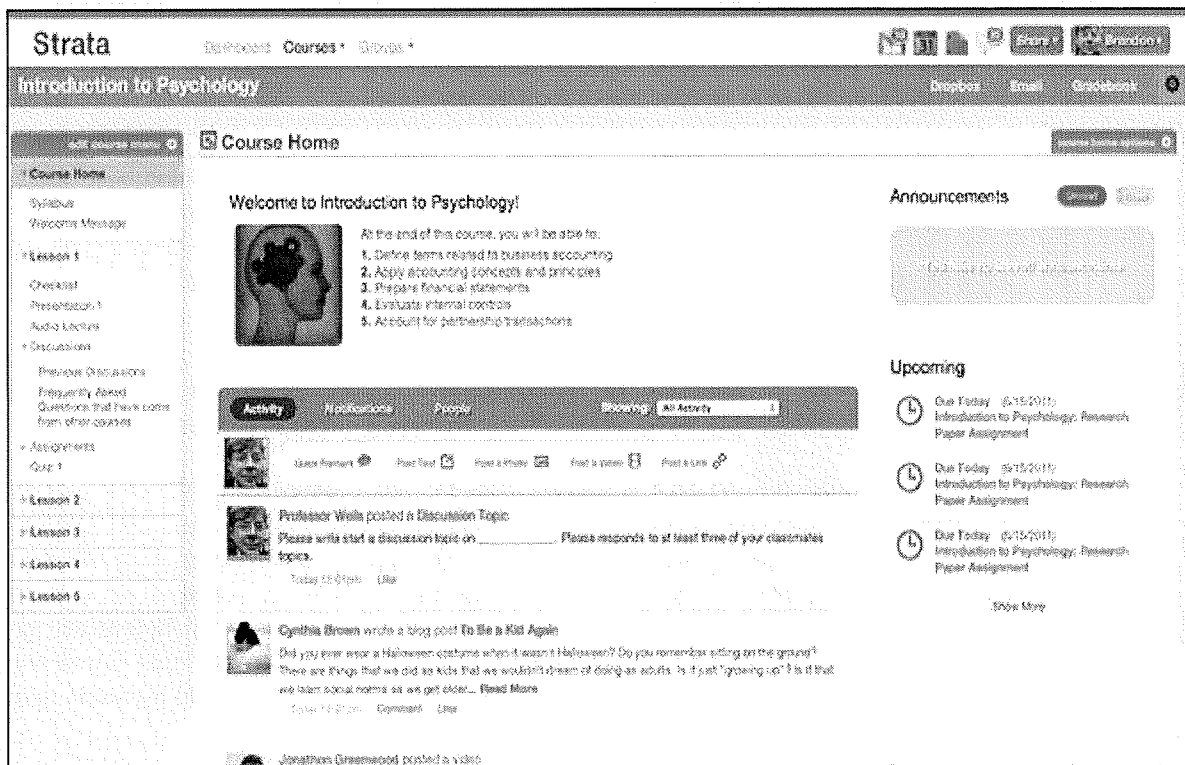
From the moment the contract is signed, Pearson will partner with TSC and follow a comprehensive, customized implementation plan to ensure all deliverables are provided according to a mutually agreed upon schedule. In terms of system availability for digital instructional materials, Pearson LearningStudio has consistently provided an average uptime of 99%+ for the past 8 years, setting an unparalleled standard in the industry that our customers have come to appreciate and expect. Our service level agreement provides system performance metrics in greater detail. This can be made available upon further stages of the RFP process.

- 4.3.1.3 TSC will negotiate which courses will be excluded from the contract which may include courses such as dual enrollment/dual credit courses, courses not requiring instructional materials, and other courses identified by the college based on instructional needs.

Pearson understands and acknowledges TSC's right to negotiate which courses will be excluded from the contract.

4.3.2 Delivery method for any electronic format for access by faculty and students.

Faculty, students, and administrators will access digital instructional materials using the Pearson LearningStudio system. Pearson LearningStudio is a proven, highly-reliable learning management system providing a flexible, fully-supported environment for personalized learning. The solution includes a comprehensive course management system for all users, an advanced suite of program administration and reporting tools for administrators, a set of open APIs for integration with all standards-based systems, and a state-of-the-art technology infrastructure where all server hardware, software, network infrastructure, upgrades, disaster recovery, archiving, business continuity and maintenance are provided. LearningStudio is complemented by industry-leading professional support services and the business intelligence tools required to achieve desired learning outcomes and student success.



By applying intuitive, engaging technologies that replicate today's most popular mobile and social applications, Pearson LearningStudio enables students and faculty to enjoy a wide range of digital instructional materials using social learning tools for real-time interaction and collaboration.

4.3.3 A marketing program to promote the usage of the instructional materials.

Pearson understands the critical need to develop an effective marketing plan with TSC that spreads awareness of the available instructional materials, and provides faculty and students the information they need to successfully utilize these beneficial resources. Immediately after signing an agreement, Pearson will meet with TSC to develop a customized marketing plan incorporating the appropriate options below, as well as crafting additional activities that best meet TSC's objectives for promotional outreach.

- “Pearson Day(s)” – an onsite campus visit from local Pearson representatives to review needs with faculty and present our range of comprehensive ebooks for their selection
- **Start-Up Handouts** – various “getting started” materials for distribution to students and staff prior to the term start or during the first week of classes. These include customized handouts, presentations, and an email
- **First Day of Class (FDOC) Presentation** – local Pearson representatives give onsite campus presentations to students on the first day of class. These presentations provide students the “where/how/why” for accessing their digital materials
- **LearningStudio Orientation Courses** – a free student orientation tutorial and faculty instructional design course provide an overview of online course tools and tips for navigating the learning management system
- **Support Resources** – faculty, students, and staff have access to 24/7 technical Support via chat, email, and an online knowledge base for all instructional materials; the LearningStudio system also includes 24/7 technical support via chat and email, as well as phone support for named contacts at the institution

4.3.4 A list of any supplemental instructional materials or services that support or complement the instructional materials.

The Pearson solution includes the following options to complement the instructional materials:

Pearson Instructor Education

The Pearson Instructor Education training series provides the on-ground and online teaching tools to help instructors fine-tune their own professional development, enabling them to make the greatest possible impact in the classroom.

The self-paced materials are delivered online or via CD-ROM, and can serve as part of a blended learning solution. Courses are perfect to jump-start or enhance faculty training or online teaching efforts. Many of our customers have found that Pearson Instructor Education is an excellent companion to their new faculty orientation programs.



Over 40 PIE courses cover a range of topics including classroom management, emotional intelligence, learning theory, planning for effective teaching, strategies for assessment and instruction, and technology.

Smarthinking

For more than a decade, Smarthinking has provided people, technology, and training to help school districts, colleges and universities enhance learning through 24/7 online academic support. Smarthinking's mission is to provide live, on-demand, online, professional tutoring to address individual student learning needs. Smarthinking serves as a supplementary academic resource to educational institutions, providing students with immediate academic assistance regardless of location or time of day. Students connect to live educators from any computer that has Internet access, with no special software installation or equipment required.

The screenshot displays a tutoring interface with a central graph and a text chat window. The graph shows two lines on a coordinate plane: a parabola $y = x^2 - 4$ and a line $y = x - 2$. The intersection points are marked with circles at $(-1, -3)$ and $(2, 0)$. The chat window contains the following text:

Hi Dave. Welcome to SMARTHINKING. Brian here.

Hi Brian, I can figure out that $-1, -3,$ and 2 are the solutions on the graph, but can't remember how to do this without the graph.

Suggestions?

Just to clarify, The solutions are ordered pairs which we write as (x, y)

Ok $(-1, -3)$ and $(2, 0)$ Great

Let's look at the algebraic approach

$$\begin{array}{r} y = x^2 - 4 \\ y = x - 2 \\ \hline \end{array}$$

Dave, what can we do to eliminate the y variable?
subtract?

good. Please subtract the 2^{nd} equation from the 1^{st} .

$$\begin{array}{r} y = x^2 - 4 \\ -(y = x - 2) \\ \hline 0 = x^2 - x \end{array}$$

Math Characters | Greek Characters | Language Characters | Chemistry Characters

Exit / Options

Smarthinking tutoring support enables students to work one-on-one, in real-time with a tutor, communicating using a virtual whiteboard technology.

LearningStudio Online Tutorials

All students are automatically enrolled in the LearningStudio Student Orientation Course and have access to it at anytime during their tenure with TSC. The orientation course provides instructional material on all components of the LearningStudio system, and can be viewed online or in print. In addition, TSC can customize the Student Orientation Course to include institution specific information. Instructors are automatically enrolled in the LearningStudio Instructional Design Tutorial, which is a free, self-paced course introducing all instructors to LearningStudio's course tools and features while providing instructional design tips and tricks.

Context Sensitive Help Pages

From any page of the LearningStudio system, students, faculty, other support personnel and administrators have access to the material that will guide them through whatever task they are attempting to accomplish. These materials are designed to be reviewed online while working in the system, but can also be printed for review.

4.3.5 Establishment of technology to ensure seamless access to all e-resources provided.

Pearson's customizable online content solutions including MyLabs, eBooks and CourseConnect can be directly integrated with the LearningStudio system through single sign-on or direct course launch for a seamless user experience.

4.3.6 Clearly identified training for faculty and staff for all services provided.

LearningStudio

Pearson offers a variety of training options for administrators, faculty, and students:

Administrative Training

For Program Administrator training, Pearson offers the following items.

- **Training Sessions** – Pearson will provide TSC’s primary administrators with customized, one-on-one training for managing courses and users with the Pearson Program Administration System. This training can be accomplished in two sessions each two hours long, delivered in the location and by means that the institution chooses. These are train-the-trainer sessions that can be replicated for remaining administrators.
- **Admin Manual** – Pearson provides an Administrator Manual. This document includes information to help get an institution up and running on the LearningStudio platform. It includes an overview of the system, key steps for campus setup and launch related to installation and configuration information (creating terms, creating and copying courses and course content, user enrollment and so on). It also provides a user guide for the Administrative Pages, the user interface for system administration.
- **Daily Support** – Pearson Client Services will provide a designated representative to provide daily operational support and assistance to an institution’s administrators.

Faculty Training

Pearson’s Academic Services department provides training and ongoing support for instructors:

- **Method of Training** - Pearson offers face-to-face instruction either in Denver or on the respective campuses of an institution. Each training session offered by Pearson is customized to meet our clients’ unique needs and requirements. Additionally, an online eCertification series is available to get faculty and instructional designers up and running.
- **Length of Training** – Denver workshops and face-to-face on-site workshops are each customized to the unique needs of the client. When a training session is requested, an instructional designer will work with the school to develop a custom agenda. Face-to-face and custom workshops typically are one to two days in length.
- **Scope of Training** – Topics include developing online courses, teaching online courses, Section 508 compliance, multimedia and the use of hybrid, eCompanion courses or any combination thereof.
- **List of Training Materials** – Online courses offered through the eTeaching Institute are intensive, outcome-based courses led by experienced Instructional Design Consultants. Each member of the Pearson Instructional Design team has an academic background, as well as traditional and online teaching experience. Online Courses include the following:

- EDU 101A eCertification – Developing Online Courses (six weeks)
 - EDU 101B eCertification – Teaching Online (five weeks)
 - EDU 102 – Managing Your Online Course (one week)
 - EDU 103 – Building Section 508 Accessible Courses (self-paced)
 - EDU 105 – Using eCompanion (one week)
- **On-Campus Workshops**
On-Campus Faculty Workshop (one to two days – up to 15 participants)
 - **iSupport:** On-demand faculty training provided to all faculty members with a license to utilize this support. This live training, is delivered over the phone as faculty need it, provides real time training around functionality and pedagogical implications for online teachers using the Pearson System.

Student Training

Pearson provides the following training materials for students using the LearningStudio system:

- **Student Orientation Course** - All students are enrolled in the Student Orientation Course automatically and have access to it at anytime during their tenure with TSC. The Orientation Course provides instructional material on all components of the LearningStudio system, and can be viewed online or in print. In addition, TSC can customize the Student Orientation Course to include institution specific information.
- **Context Sensitive Help Pages** - From any page of the system, students, faculty, other support personnel and administrators have access to the material that will guide them through whatever task they are attempting to accomplish. These materials are designed to be reviewed online while working in the system, but can also be printed for review.

Instructional Materials

Custom Curriculum Training

Pearson's Custom Curriculum team can provide TSC the opportunity to achieve educator training goals with award-winning Pearson content and technology and our proven solutions. Pearson is able to support training efforts by providing the following training topics both via Webinar and during an in-person Workshop:

Instructional Methods

Classroom Best Practices

Pearson Education offers faculty the opportunity to learn in an online environment—following the maxim—*learning by doing*.

- **Webinar**
 - Virtual training may include one or several WebEx sessions in which a Custom Curriculum group member typically covers the new materials developed along with examples on how to effectively use them in the classroom.
- **In-person workshop**
 - Customized training workshop led by an Custom Curriculum Consultant and Course Developer, if requested.
 - Provides for a half-day, hands-on computer lab emphasizing online course content creation and more as necessary.
 - Dual training in online instruction and course design by experts in these disciplines is available.
 - Discussions of online pedagogy, online class management and trends in online education.

In order to effectively obtain any goal of providing support for faculty and administrators, Pearson proposes time-efficient training services grounded in adult learning theory, presented in a way that is engaging, relevant and clear. We welcome the opportunity to discuss our training efforts in more detail in the future.

MyLabs Training

Pearson offers several training methods for instructors to learn how to incorporate MyLabs into their courses. These include:

- How-To videos and Training Tutorial Videos
- Interactive User Guides
- Live, Online Trainings
- On-Campus Training
- Faculty Advisors with previous MyLab instructional experience

CourseConnect Training

CourseConnect Instructor Resource Guides offer instructors detailed time-on-task architecture, a visual overview of course design, including course outcomes and lesson objectives, and consolidated teaching tips and discussion board facilitation tips by lesson. Pearson also offers faculty CourseConnect support via courseconnectsupport@pearson.com and www.plshelpdesk.com. This includes help with questions that range from LMS administrative support in getting courses set to assistance in getting students registered and into the course content.

4.3.7 Demonstrate the ability to provide technology adequate for the delivery of services.

Pearson has implemented the technology (Pearson LearningStudio), content and services solutions to enable hundreds of higher-education institutions, community colleges, K-12 schools, and other education organizations to reliably power their online programs. The size and scope of these implementations ranges from some of the largest online programs in the world serving for-profit institutions to medium and small-scale programs offered by various public and private

institutions. Because Pearson utilizes a SaaS on-demand delivery model, the LearningStudio system and related services can easily scale to serve growing numbers of users and enrollments regardless of institution size. LearningStudio provides state-of-the-art technology infrastructure where all server hardware, software, network infrastructure, upgrades, disaster recovery, archiving, business continuity and maintenance are provided.

Scalability

Pearson designs software intensive systems to support a high degree of scalability using an evolved capacity model to accurately predict server and database sizing. The capacity model is an internal tool that collects and analyzes over 50 different data points and leverages over 10 billion rows of historical data. With this data analysis, Pearson is able to accurately predict usage on the system one year out. This is accomplished by modeling usage patterns and determining impacts (per unit, typically one usage minute) on the system and the key areas in the infrastructure (such as Web servers, peripheral servers, database servers and storage). Outputs of this model include sizing considerations for all areas of the infrastructure (when to add another server, when to upgrade hardware such as CPU and memory, when to add more storage, etc.).

A typical new Pearson LearningStudio system implementation targets scalability to 4X initial target capacity, and any major system is assessed for 20X capacity. This approach enables Pearson to predictably scale based on increased load. Pearson also invests in a dedicated team and infrastructure to support capacity monitoring and forecasting. This allows Pearson to accurately anticipate peak capacity requirements at least a year in advance.

Redundancy

Redundancy is central to the design and operation of the Pearson LearningStudio system. It appears in the form of:

- fully redundant and scalable power and cooling systems with generator backup and multiple diesel providers
- redundant Tier 1 service providers,
- a highly redundant and scalable internal network and server architecture that includes database servers, load-balanced web servers, and more,
- failure is transparent to users,
- scalable storage space options on multiple, highly redundant storage tiers

Reliability

Pearson has consistently provided an average uptime of 99%+ for the past 8 years, setting an unparalleled standard in the industry that our customers have come to appreciate and expect.

Pearson LearningStudio Historical Uptime Statistics

2011	99.973%
2010	99.983%
2009	99.981%
2008	99.984%
2007	99.970%
2006	99.984%
2005	99.980%
2004	99.987%

- 4.3.8 Provide information for any learning management systems or potential interfaces that would be available to support student learning outcomes.

The Pearson LearningStudio solution enables institutions to capture and report program information from a powerful data warehouse, including data ranging from course activity to grades to demographics. This visibility into the student lifecycle is delivered via dashboards and reports. Institutions can quickly identify areas for student improvement and course growth, and track and analyze student performance across institutions and courses. Additionally, learning outcomes can be stored and managed across institutions from one central repository, allowing faculty to align defined learning outcomes with course objectives, and track and report learning outcome performance to improve educational quality.

Learning Outcome Manager (LOM) helps educators build a culture of assessment by giving faculty and administrators a set of tools for writing and organizing learning statements (typically based on various professional or national accreditation standards), identifying the courses and programs that map to these statements, and creating and storing rubrics for scoring/grading assignments that are associated with these learning statements. All of these elements are stored in a central repository.

Instructors use the rubrics while grading assignments and the scores are sent to the course's Learning Outcomes Summary page. There, instructors can see how one or more individuals are performing as they relate to institutionally mandated or subject-specific outcomes, and provide direct feedback to the student.

The screenshot shows the Learning Outcomes Manager (LOM) interface for Accounting I (A) at Srata University. The interface includes a navigation menu on the left with options like Course Home, Learning Outcomes, Syllabus, and Course Supplemental. The main content area displays a table titled 'Details by Student' showing scores for various learning outcomes (ACC101.01 through ACC101.06 and ENG102.3.1) for ten students. Each cell in the table contains a score in the format of 'X/Y', where X is the current score and Y is the maximum possible score. Asterisks are used to denote missing or zero scores.

Name	ACC101.01	ACC101.02	ACC101.03	ACC101.04	ACC101.05	ACC101.06	ENG102.3.1
Anderson, Mary	2.83/4	3.65/4	3/4	2.33/4	4/4	3.5/4	*
Andrews, Kelly	3/4	3.63/4	3.75/4	1/4	3/4	3.5/4	*
Bethel, Jason	3.5/4	3.75/4	4/4	2/4	3/4	3.5/4	*
Dwyre, Leslie	2.5/4	3.04/4	3/4	2/4	3.5/4	3.5/4	*
Espinosa, Daniella	3/4	3.15/4	3.25/4	2/4	3/4	3.5/4	*
Gharaibeh, Ayoub	3.5/4	3.48/4	3.5/4	1/4	2.5/4	4/4	*
Gomez, Fernando	2.5/4	3/4	2.76/4	2/4	4/4	4/4	*
Gromley, Corey	3.75/4	3.5/4	3.25/4	1/4	4/4	4/4	*
King, Brad	2.75/4	3.23/4	3.5/4	2/4	*	*	*

Learning Outcomes Manager (LOM) creates and stores rubrics for scoring/grading assignments that are associated with defined learning statements. LOM helps institutions capture and provide the critical data and reporting necessary for successful accreditation applications.

4.3.9 Provide technical support services for students, faculty and staff associated with all technical and administrative tasks related to providing an electronic textbook solution.

Digital Content Technical Support

Pearson provides 24/7 technical support via email and chat for instructional materials such as ebooks and MyLabs.

24/7 Technical Support issues addressed include:

- Registration, Log in, and Enrollment issues (“My access code isn’t working”, “My course ID is incorrect”, “All of my students cannot enroll in my course”)
- Browser and Plug-in issues (“I see a red X instead of my QuickTime movie”, “I open up my MathXL homework and it’s a blank white page”)
- eText access and error message issues
- Any other issues or errors that are technical in nature (broken links, web site isn’t functioning, etc.)

Why use the Technical Support help site?

- Technical Support is available 24/7 and has a great knowledge base full of answers about access codes and registration issues, browser settings, using plug-ins, and much more
- Logging potential issues with Support makes our internal teams aware of potential issue quickly and helps to track potential problematic trends
- Technical support can escalate product specific problems and content related issues to specialists on platform and media teams for faster resolution

For more information, please visit: <http://247pearsoned.custhelp.com/app/home>

LearningStudio Technical Support

The Pearson LearningStudio Help Desk is a fully integrated support center co-located with project engineering staff for efficient resolution of technical issues. Through this single-point technical support, Pearson is able to provide industry-leading performance metrics. Tier 2 support enables named customer contacts to access these services 24 hours a day and seven days a week via phone, email, and online chat.

Pearson Help Desk technicians maintain expert knowledge of the Pearson LearningStudio system and other related technologies impacting users.

Key attributes of our service technicians include:

- Knowledgeable in all facets of Pearson technology, such as the digital campus, course management system, Internet connectivity, hosted environment and specific administrative technologies.
- Qualified in related technologies, such as Windows and Mac operating systems, security programs, firewalls, ISP, cable connections, DSL, high-speed networks, bandwidth testing, streaming media, operating systems and third-party vendor software.
- Educated through ongoing trainings and research of the latest technologies to stay ahead of user support needs.
- Trained on accessibility support needs and assistive technologies.
- Experienced with customized call center technologies.

- 4.3.10 Provide support in the design and implementation of electronic instructional materials. The successful bidder should demonstrate the academic qualifications, technical skills, team members to provide assistance and demonstrate the experience of the team.

Pearson Learning Solutions works with institutions and organizations to provide the highest quality experience for learners. We offer an online solution that succeeds at meeting the learners in their environment—by providing learners with the content and instruction in a personalized manner at the time when they need it and in a modality that they need it.

Custom Curriculum

Pearson Learning Solutions Custom Curriculum (PLS-CC) was initially formed in order to meet a need in the marketplace. Clients were looking to create new programs quickly, increase completion rates, hold down costs and move on-ground courses online while achieving more. PLS-CC has been able to help clients achieve these goals in a timely and professional manner—resulting in client success and tremendous growth for PLSCC. We specialize in developing tailored content and products.

The group includes talented, highly-qualified, creative members that specialize in instructional design, project management and strong, trusting client relationships. Today PLS-CC develops quality, instructionally-sound curriculum, content, and educational solutions for the on-ground, blended, and online learning environments. PLS-CC works with career schools, higher education institutions, professional organizations, governments, and K-12 schools.

To learn more we please visit the following website:

<http://www.pearsonlearningsolutions.com/custom-curriculum/>

Expertise

Our Pearson team consists of Doctoral and Masters level experts in the areas of instructional design, instructional technology, and curriculum and instruction.

Custom Curriculum Combined Credentials

5 Doctoral degrees

12 Master's degrees

139 cumulative years teaching

229 cumulative years in course design and development

Following are biographies of key academic and curriculum personnel who oversee many of our digital content and online platform implementations:

Carrie Spagnola-Doyle, Vice President, Curriculum and Instruction

Carrie Spagnola-Doyle heads a team of talented project managers and instructional designers who provide online and hybrid curriculum development, initiatives, and creative solutions. Prior to joining Pearson, Carrie was at Corporate University of Phoenix for eight years in curriculum development; the last three years she served as their Director of Education for the College of Social and Behavioral Sciences. She has been an approved online adjunct faculty member since 2003. Carrie published her first book, *Journal to Fulfillment* in 2002 and has recently published a second book entitled *Power Up: A Practical Guide to Online Learning for Students*. Carrie holds her Masters in Business Administration and Bachelor of Arts in Communication.

Dan Record, M.A., Director of Curriculum and Instruction

Dan joined the team in 2006 and currently provides leadership for the Instructional Design (ID) and Development Management (DM) departments in terms of philosophy and business strategy. He is responsible for determining appropriate approaches and methods at the level of system-wide initiatives and for guiding ID/DM philosophy, policy, and practice within PLS.

David White, Ph.D., Manager of Instructional Design team

Dr. David White joined the group in 2007. As the Manager of Instructional Design, Dr. White is responsible for overseeing the daily operations of the group's instructional designers. This includes assigning and overseeing the various curriculum projects, reviewing budget spends on projects, and working on a variety of strategic and tactical initiatives within the department. With extensive experience in curriculum development and instruction, Dr. White is a huge asset to the PLS-CC team. He brings a holistic view of the curriculum development process and is always aware of how materials will be adopted and utilized in educational environments.

For more information about our credentials please visit the following website:
<http://www.pearsonlearningsolutions.com/custom-curriculum/team-credentials.php>

Design Methodology

Pearson Learning Solutions Custom Curriculum and Development is considered a Center of Excellence for online and residential learning. We utilize both the ADDIE model (Figure A) and the Backward Design model to ensure that appropriate assessments are identified to measure and address both course level and lesson level outcomes/objectives. This process also ensures that graphics and media have a relevant functional role within the content to add further meaning and content support beyond a visual element.

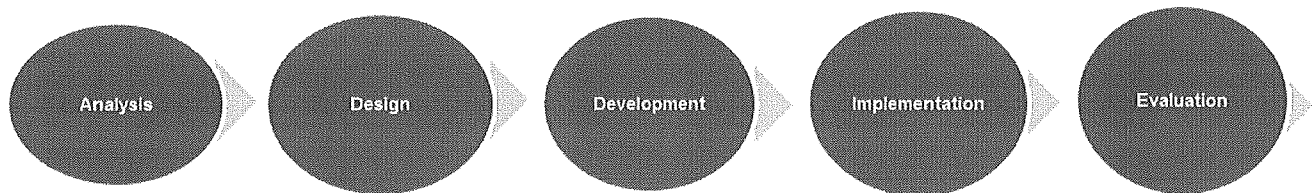


Figure A: ADDIE MODEL

The **ADDIE model** is a generic term for a five-phase instructional design model consisting of:

A
D
D
I
E
Analysis
Design
Development
Implementation
Evaluation

Each step of the model has an outcome which feeds directly into the next step in the sequence.

The **Backward Design model** allows an opportunity to begin with an end in mind, using clear parameters of the confines of the course and the mapped steps to arrive there. The model provides a clear plan to simply define the design aspects of the instructions and learning experiences.

Collaboration

One of Pearson Learning Solutions' Custom Curriculum group's trademarks of success is collaboration. While creating quality curriculum is a universal goal, every organization has a unique development process. Custom Curriculum has the ability to work hand in hand with individual organizations to learn and understand their process while also proposing new ways to develop curriculum.

There are three ways Custom Curriculum goes about curriculum development from a project management perspective:

- Learn and utilize the organization's existing process.
- Utilize Custom Curriculum's process if the client does not have one.
- Create a unique process that incorporates the expertise of both the organization and Custom Curriculum.

The way in which Custom Curriculum determines the best way to collaborate with a client is by starting with a needs analysis. This allows the group to figure out what the client needs and propose a solution that fits for those needs. Once that is completed, Custom Curriculum decides on the best process and the curriculum life cycle begins.

4.3.11 The firm must provide agreement regarding the college's retention of final control on subject matter decisions of educational programs and materials.

Pearson understands and respects academic freedom, and acknowledges TSC's desire for retention of final control on subject matter decisions of educational programs and materials. Upon establishing our partnership with TSC, Pearson will provision this requirement in the official contract agreement.

4.3.12 The firm will provide regular; meaningful reports regarding course materials in a timely fashion.

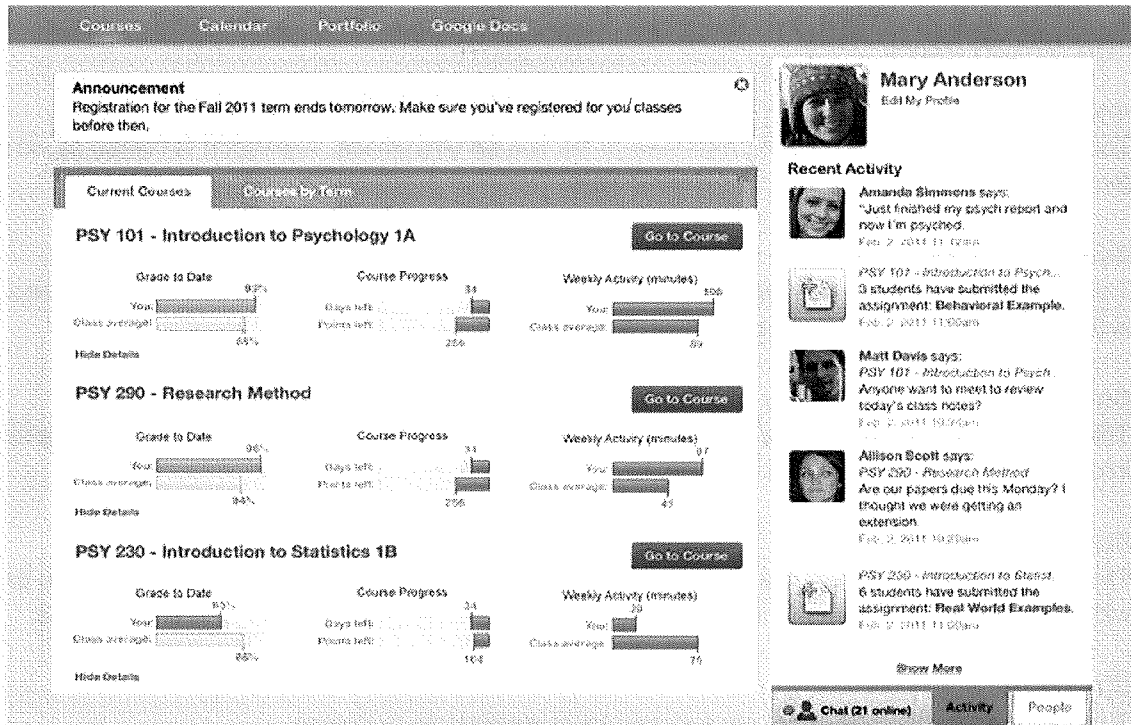
LearningStudio provides **15 standard reports** through the **Program Administration System** of the LMS. Term, course and user reports are always included for use by our customers. These standard self-service, institution-wide reporting tools generate data detailing user attendance, enrollment numbers, user tracking and more. Operational reports range from user activity reports, detailing the time users spend within courses, to grade reports, detailing the success of a student within a particular course. All reports can be filtered by institution, term, program, course and roles.

For advanced reporting features, Pearson offers the **Enterprise Reporting** suite. This powerful business intelligence tool allows administrators to mine data from their courses and programs, analyze historical and analytical information and draw important conclusions about metrics and key performance indicators that will improve their programs. This powerful reporting suite delivers extensive program information in an easy-to-use product.

To deliver this extensive reporting suite, Pearson has partnered with Cognos, the world leader in business intelligence solutions. Enterprise Reporting gives Pearson LearningStudio customers the tools they need to make informed decisions that will improve learning throughout the institution, increasing student success and retention.

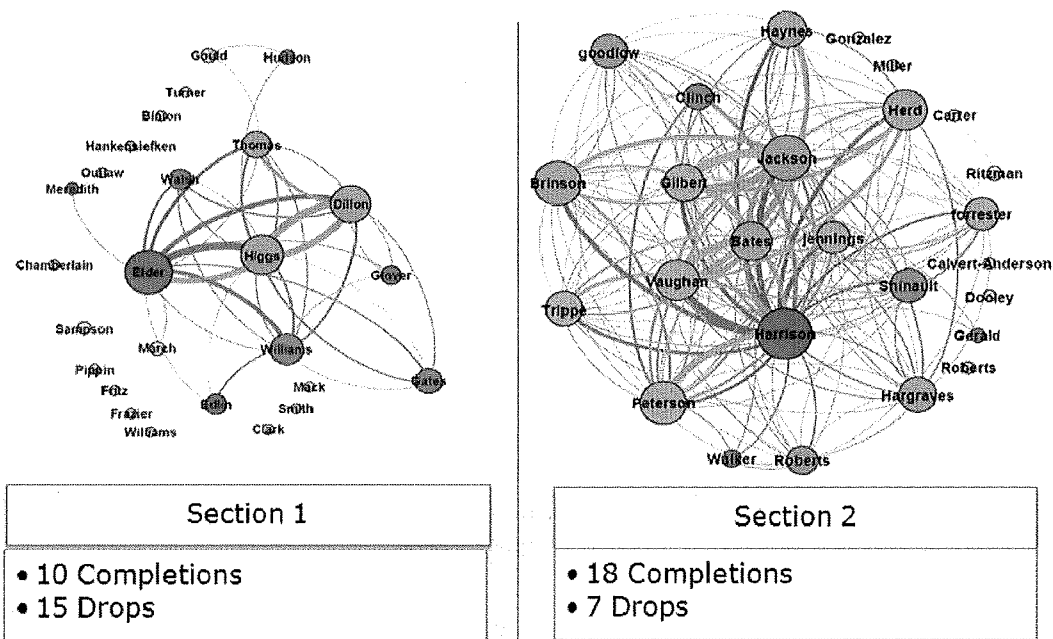
Enterprise Reporting includes the following functionality:

- Access to the Pearson LearningStudio Data Warehouse including user data, enrollments, activity and grades
- View an at-a-glance breakdown of student and instructor participation in active terms with the At-Risk Activity Dashboard
- Examine student and instructor performance with 10 standard reports
- Create and run on-the-fly, custom reports



Enterprise Reporting dashboards shown above and below reveal activity and performance data across content items, courses, programs, and the entire enterprise. These reports are administered via LearningStudio's Program Administration System.

Thread Interaction - Visually



In addition to the standard reports listed above, the Enterprise Reporting tool offers the following, more complex reports.

Gradebook at a Glance

This list report provides a scaled-down view of the course Gradebook. The report is filtered by node, term, course and primary instructor (optional filter).

Course Progress by Student

This list report displays student progression through a course by looking at gradable items. The report is filtered by node, term, course and active student roles.

Course Progress by Instructor

This list report displays faculty performance in a course by looking at activity and Gradebook information. The report is filtered by node, term, course and primary instructor.

Student Metrics

This list report displays student activity minutes, submission counts and course average grade to date within a specified date range. The report is filtered by node, term, course and active student roles.

Class Size

This list report displays term, course and number of enrollments by course.

Annual Enrollments Start vs. End Margin

This crosstab report displays student enrollments at term start as compared to term end. Term year is displayed across the top and enrollments at start, enrollments at end, enrollment variance and % change are displayed down the left.

Completion Rates by Course and Instructor

This crosstab report displays student enrollments at census and measures the percent of those students that complete the course for a specific term. Enrollments at census and the census to course end completion rates are displayed across the top and course name is displayed down the left.

Student Submission Dashboard

An example: Show the percentage of students in an active term with 0, 1–2, 3–5, 5+ submissions within the past seven days. This report includes the ability to drill down to a user list that includes course and contact information.

Smarthinking Reporting Features

Smarthinking tutoring services provide administrators on-demand access to usage reports. These include an accounting of the subjects, types of tutoring, and hours used. Student reports include user information, tutoring usage, and the transcripts of all tutoring sessions. In addition, transcripts of all interactive tutoring sessions, both synchronous and asynchronous, are fully archived and available to students, faculty, and staff for the duration of the semester.

■ COSTS OF GOODS AND SERVICES

Our proposed pricing model is usage based. Pearson will work collaboratively with Texas Southmost College to select or create the materials, courses and services based upon your unique requirements. We will deliver the final materials, courses and services on Pearson technology platforms. Once the materials, courses and services are in production and students are enrolled in the courses, Pearson will assess a fee for every enrolled student. There is no upfront cost to Texas Southmost College. In addition, there are no additional fees for instructor or administrator access to digital and technology materials, courses or services.

This fee is inclusive of all Pearson work product including project and implementation management, integration of content into the delivery system, campus build for technology platforms, reporting component, usability testing and ongoing user support.

Texas Southmost College will be billed for each student per enrollment per course on census or add/drop date; the College is responsible for collecting a course materials fee for every registered. The proposed fee schedule below assumes that Texas Southmost College will open with approximately 6,000 students taking an average of 20 credit hours per year and that Pearson is the primary content partner of choice for the initial contract term of three years.

Fees for all credit bearing courses

- Face to Face Courses: \$95.00 per enrollment per course
- Hybrid (less than 50% online): \$100.00 per enrollment per course

We have developed this model based upon the enrollment information gathered from the College's historical enrollment data. If this pricing model is unsuitable to Texas Southmost College, then we would be pleased to negotiate an alternative model if we are selected.

PRICING PROPOSAL FORM

To: Chet Lewis
Vice President of Finance and Administration
Texas Southmost College
Gorgas Tower
80 Fort Brown St.
Brownsville, Texas 78520

Note: Mark outside of envelope,

Proposal For:

"Provider for Textbooks/Instructional Materials"

I have received Addenda No. (s) Question and Answer Sheet #1, and I have included their provisions in my bid. I have examined both the documents and the site (if applicable).

In submitting this bid, I agree:

1. To hold price open for a period of ninety (90) days after the Proposal Opening date.
2. To enter into and execute a Contract with the Texas Southmost College, if awarded on the basis of the Proposal, and to furnish Bonds if required, in accordance with the owner's requirements and instructions.
3. To accomplish the work in accordance with the Statement of Work, Description of Services and other terms provided.

It is important for TSC to gain a reasonably clear understanding of the firm's total costs for the services described in this RFP. Firms should include as its pricing proposal form a document with a detailed pricing schedule for all services outlined in the description of services of this RFP. Interested firms should include all anticipated expenses and/or charges to be associated with these services.

In addition, the pricing schedule should include a variable price based on the instructional materials including supplemental and electronic materials provided per course a student is enrolled in for the applicable services. If pricing is different for individual courses, the pricing schedule must provide adequate detail regarding the pricing structure presented.

Exhibit A

In submitting this proposal, I certify that Pearson Learning Solutions
(Name of Individual/Firm) has not been found guilty in a judicial or state administrative agency proceeding for unfair business practices within the year preceding the date of this statement.

I further certify that I, or any officer of Pearson Learning Solutions

(name of individual/firm), has not served within the past years as an officer of another company which has been found guilty in a judicial or state administrative agency proceeding of unfair business practice.

Respectfully,

By: Signature and Title

President and CEO,
Pearson eCollege

8/28/2012

Date

Pearson Learning Solutions

Firm

501 Boylston Street, Suite 700

Address

Boston

City

MA

State

800-428-4466

Phone Number

matthew.leavy@pearson.com

Email address

Exhibit B

EXECUTION OF OFFER

THIS EXECUTION OF OFFER MUST BE COMPLETED, SIGNED AND RETURNED WITH PROPOSER'S PROPOSAL. FAILURE TO COMPLETE, SIGN AND RETURN THIS EXECUTION OF OFFER WITH THE PROPOSER'S PROPOSAL MAY RESULT IN THE REJECTION OF THE PROPOSAL.

- 2.1 By signature hereon, Proposer represents and warrants the following:
- 2.1.1 Proposer acknowledges and agrees that (1) this RFP/BID is a solicitation for a proposal and is not a contract or an offer to contract; (2) the submission of a proposal by Proposer in response to this RFP/BID will not create a contract between Texas Southmost College (TSC) and Proposer; (3) College has made no representation or warranty, written or oral, that one or more contracts with College will be awarded under this RFP; and (4) Proposer will bear, as its sole risk and responsibility, any cost arising from Proposer's preparation of a response to this RFP.
 - 2.1.2 Proposer is a reputable individual or company that is lawfully and regularly engaged in providing the Services.
 - 2.1.3 Proposer has the necessary experience, knowledge, abilities, skills, and resources to perform the Services.
 - 2.1.4 Proposer is aware of, is fully informed about, and is in full compliance with all applicable federal, state and local laws, rules, regulations and ordinances.
 - 2.1.5 Proposer understands (i) the requirements and specifications set forth in this RFP/BID and (ii) the terms and conditions set forth in the Agreement under which Proposer will be required to operate.
 - 2.1.6 If selected by TSC, Proposer will not delegate any of its duties or responsibilities under this RFP/BID or the Agreement to any sub-contractor, except as expressly provided in the Agreement.
 - 2.1.7 If selected by TSC, Proposer will maintain any insurance coverage as required by the Agreement during the term thereof.
 - 2.1.8 All statements, information and representations prepared and submitted in response to this RFP/BID are current, complete, true and accurate. Proposer acknowledges that College will rely on such statements, information and representations in selecting the Contractor. If selected by the College, Proposer will notify College immediately of any material change in any matters with regard to which Proposer has made a statement or representation or provided information.
 - 2.1.9 PROPOSER WILL DEFEND WITH COUNSEL APPROVED BY TSC, INDEMNIFY, AND HOLD HARMLESS, THE COLLEGE, THE STATE OF TEXAS, AND ALL OF THEIR REGENTS, OFFICERS, AGENTS AND EMPLOYEES, FROM AND AGAINST ALL ACTIONS, SUITS, DEMANDS, COSTS, DAMAGES, LIABILITIES AND OTHER CLAIMS OF ANY NATURE, KIND OR DESCRIPTION, INCLUDING REASONABLE ATTORNEYS' FEES INCURRED IN INVESTIGATING, DEFENDING OR SETTLING ANY OF THE FOREGOING, ARISING OUT OF, CONNECTED WITH, OR RESULTING FROM ANY NEGLIGENT ACTS OR OMISSIONS OR WILLFUL MISCONDUCT OF PROPOSER OR ANY AGENT, EMPLOYEE, SUBCONTRACTOR, OR SUPPLIER OF PROPOSER IN THE EXECUTION OR PERFORMANCE OF ANY CONTRACT OR AGREEMENT RESULTING FROM THIS RFP.
 - 2.1.10 Pursuant to Sections 2107.008 and 2252.903, *Government Code*, any payments owing to Proposer under any contract or agreement resulting from this RFP/BID may be applied directly to any debt or delinquency that Proposer owes the State of Texas or any agency of the State of Texas regardless of when it arises, until such debt or delinquency is paid in full.
- 2.2 By signature hereon, Proposer offers and agrees to furnish the Services to College and comply with all terms, conditions, requirements and specifications set forth in this RFP.
- 2.3 By signature hereon, Proposer affirms that it has not given or offered to give, nor does Proposer intend to give at any time hereafter, any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor or service to a public servant in connection with its submitted proposal. Failure to sign this Execution of Offer, or signing with a false statement, may void the submitted proposal or any resulting contracts, and the Proposer may be removed from all proposal lists.
- 2.4 By signature hereon, Proposer certifies that it is not currently delinquent in the payment of any taxes due under Chapter 171, *Tax Code*, or that Proposer is exempt from the payment of those taxes, or that Proposer is an out-of-state taxable entity that is not subject to those taxes, whichever is applicable. A false certification will be deemed a material breach of any resulting contract or agreement and, at University's option, may result in termination of any resulting contract or agreement.
- 2.5 By signature hereon, Proposer hereby certifies that neither Proposer nor any firm, corporation, partnership or institution represented by Proposer, or anyone acting for such firm, corporation or institution, has violated the antitrust laws of the State of Texas, codified in Section 15.01, et seq., *Business and Commerce Code*, or the Federal antitrust laws, nor communicated directly or indirectly the proposal made to any competitor or any other person engaged in such line of business.

Exhibit B


- 2.6 By signature hereon, Proposer certifies that the individual signing this document and the documents made a part of this RFP, is authorized to sign such documents on behalf of Proposer and to bind Proposer under any agreements and other contractual arrangements that may result from the submission of Proposer's proposal.
- 2.7 By signature hereon, Proposer certifies as follows:
"Under Section 231.006, *Family Code*, relating to child support, Proposer certifies that the individual or business entity named in the Proposer's proposal is not ineligible to receive the specified contract award and acknowledges that any agreements or other contractual arrangements resulting from this RFP/BID may be terminated if this certification is inaccurate."
- 2.8 By signature hereon, Proposer certifies that (i) no relationship, whether by blood, marriage, business association, capital funding agreement or by any other such kinship or connection exists between the owner of any Proposer that is a sole proprietorship, the officers, or directors of any Proposer that is a corporation, the partners of any Proposer that is a partnership, the joint venturers of any Proposer that is a joint venture or the members or managers of any Proposer that is a limited liability company, on one hand, and an employee of any component of the College, on the other hand, other than the relationships which have been previously disclosed to College in writing and (ii) Proposer has not been an employee of any component institution of TSC within the immediate twelve (12) months prior to the Submittal Deadline. All disclosures by Proposer in connection with this certification will be subject to administrative review and approval before College enters into a contract or agreement with Proposer.
- 2.9 By signature hereon, Proposer certifies that in accordance with Section 2155.004, *Government Code*, no compensation has been received for its participation in the preparation of the requirements or specifications for this RFP. In addition, Proposer certifies that an award of a contract to Proposer will not violate Section 2155.006, *Government Code*, prohibiting College from entering into a contract that involves financial participation by a person who, during the previous five years, has been convicted of violating federal law or assessed a penalty in a federal civil or administrative enforcement action in connection with a contract awarded by the federal government for relief, recovery, or reconstruction efforts as a result of Hurricane Rita, Hurricane Katrina, or any other disaster occurring after September 24, 2005. Pursuant to Sections 2155.004 and 2155.006, *Government Code*, Proposer certifies that Proposer is not ineligible to receive the award of or payments under the Agreement and acknowledges that the Agreement may be terminated and payment withheld if these certifications are inaccurate.
- 2.10 By signature hereon, Proposer certifies its compliance with all federal laws and regulations pertaining to Equal Employment Opportunities and Affirmative Action.
- 2.11 By signature hereon, Proposer represents and warrants that all products and services offered to College in response to this RFP/BID meet or exceed the safety standards established and promulgated under the Federal Occupational Safety and Health Law (Public Law 91-596) and the *Texas Hazard Communication Act*, Chapter 502, *Health and Safety Code*, and all related regulations in effect or proposed as of the date of this RFP.
- 2.12 Proposer will and has disclosed, as part of its proposal, any exceptions to the certifications stated in this Execution of Offer. All such disclosures will be subject to administrative review and approval prior to the time College makes an award or enters into any contract or agreement with Proposer.
- 2.13 **Proposer should complete the following information:**
If Proposer is a Corporation, then State of Incorporation: Minnesota
If Proposer is a Corporation then Proposer's Corporate Charter Number: 1B-519
RFP/BID No.: 12-10

NOTICE: WITH FEW EXCEPTIONS, INDIVIDUALS ARE ENTITLED ON REQUEST TO BE INFORMED ABOUT THE INFORMATION THAT GOVERNMENTAL BODIES OF THE STATE OF TEXAS COLLECT ABOUT SUCH INDIVIDUALS. UNDER SECTIONS 552.021 AND 552.023, *GOVERNMENT CODE*, INDIVIDUALS ARE ENTITLED TO RECEIVE AND REVIEW SUCH INFORMATION. UNDER SECTION 559.004, *GOVERNMENT CODE*, INDIVIDUALS ARE ENTITLED TO HAVE GOVERNMENTAL BODIES OF THE STATE OF TEXAS CORRECT INFORMATION ABOUT SUCH INDIVIDUALS THAT IS INCORRECT.

Submitted and Certified By:

Pearson Learning Solutions

(Proposer Institution's Name)



(Signature of Duly Authorized Representative)

Matt Leavy, President and CEO, Pearson eCollege

(Printed Name/Title)

8/28/2012

(Date Signed)

501 Boylston Street, Suite 700

(Proposer's Street Address)

Boston, MA 02116

(City, State, Zip Code)

800-428-4466

(Telephone Number)

617-671-2923

(FAX Number)

PEARSON GENERAL EXCEPTIONS

This proposal reflects the terms under which Pearson is willing to contract, but is not in itself a formal offer to contract, and this response is not intended to be an acceptance of any of the terms or conditions set forth in the RFP. The specific terms and conditions of an agreement to cover the subject matter of the RFP will be subject to subsequent negotiation. Pearson is willing to work in good faith with TSC to work out any differences that may exist with regards to contractual language. This proposal is proprietary and its contents remain the property of Pearson. This proposal will remain in effect for 90 days from the date of the proposal. Thereafter, pricing and other terms are subject to change without notice.



TEXAS SOUTHMOST COLLEGE

QUESTION AND ANSWER SHEET No. 1

PROVIDER FOR TEXTBOOKS/INSTRUCTIONAL MATERIALS TSC RFP 12-10

The following changes are hereby incorporated into the Request for Proposals (RFP) for 'Provider for Textbooks/Instructional Materials'. All proposals statements submitted for consideration shall be bound by the information contained in this addendum.

Section

Questions and Answers

Question 1: Would this include science supplies like preserved specimens?

Response: No

Question 2: Regarding item 4.3.3: "A marketing program to promote the usage of instructional materials." Can you provide additional information/examples of what you're seeking, including the intended audience (students, faculty, and/or administrators) for this type of support?

Response: The marketing program will need to address the introduction of the proposed service(s) to the students, faculty and staff. The proposal should identify the marketing program in sufficient detail to demonstrate a successful introduction of materials to the campus when the College becomes operationally independent in Fall 2013.

Question 3: May we provide supplemental information as an Appendix (i.e. product images and overviews) that will not be factored into the 30 page limit of the proposal response?

Response: All responses are limited to a maximum of 30 pages. Any supplemental information provided outside the RFP process may be reviewed by the college, but will not be deemed as part of the qualified response.

Question 4: I've got a couple of questions regarding the 30 page maximum response limit:

- 1) Do the Exhibit forms (A and B) count as pages in the response?**
- 2) Does a cover letter count as a page in the response?**

Response: The proposal shall be limited to a maximum of 30 pages. The covers, table of contents, and divider sheets do not count as pages. Refer to the RFP document, Section 3.3, page 6.

Question 5: What textbooks, materials or digital solutions are being requested?

Response: TSC is providing a list of example courses that may be offered in the 2012-2013 academic year. The actual courses are subject to change, but this list should provide a reasonable foundation courses to assist the proposal submission process. Please see Exhibit A.

Any necessary technology requirements such as hardware, software or interfaces that would be required to be available must be presented in adequate detail within the proposal to be submitted in response to this RFP.

Texas Southmost College Example Courses for RFP 12-10

NOTE: Actual Courses are subject to change

Courses	Title
ANTH 2351	Cultrural Anthropology
PSYC 2301	Introduction to Psychology
SOCI 1301	Introduction to Sociology
SOCW 2361	Instroduction to Social Work
CRIJ 1307	Crime in America
GOVT 2301	American and Texas Government
HIST 1301	United States to 1877
HIST 2321	World History I
HIST 2322	World History II
ACCT 2301	Principles of Accounting I
BUSI 1301	Business Principles
ECON 2301	Principles of Macroeconomics
ECON 2302	Microeconomics
PSYC 2308	Child Psychology
PSYC 2314	Lifespan Development
PSYC 2317	Statistics of Psychology Education
SOCI 1306	Social Problems
SOCI 2301	Marriage and Family
SOCI 2317	Statistical Methods in Sociology
SOCW 2362	Social Welfare Institution and Legislation
CJSA 2388	Internship - Criminal Justice Studies
CRIJ 1301	Instroduction to Criminal Justice
CRIJ 1306	Court Systems and Practices
CRIJ 1310	Fundamentals of Criminal Law
CRIJ 1313	Juvenile Justice System
CRIJ 2313	Correctional Systems and Practices
CRIJ 2328	Police System and Practices
GOVT 2302	American Government and Policy
PHIL 1301	Introduction to Philosophy
PHIL 2303	Introduction to Logic/Critical Thinking
PHIL 2306	Introduction to Ethics
HIST 1302	United States Since 1877
HIST 2380	Mexican-American Studies
ACCT 2302	Principles of Accounting II
COMM 1307	Introduction to Mass Media
COMM 2311	Writing for the Mass Media
COMM 2316	Interviewing Principles
DRAM 1351	Introduction to Acting

Exhibit A

SPCH 1311	Introduction to Communication
SPCH 1315	Applied Communication
SPCH 1318	Interpersonal Communication
SPCH 2333	Group Communications and Discussion
ENGL 1301	Composition I
ENGL 1302	Composition II
ENGL 2332	World Literature to 1660
ENGL 2333	World Literature Since 1660
MUSI 1301	Music Fundamentals
MUSI 1304	Teaching Music in the Elementary School
MUSI 1306	Music Appreciation
ARTS 1301	Art Appreciation
ARTS 1303	Art History Survey I
ARTS 1311	Two Dimensional Design
ARTS 1312	Three Dimensional Design
ARTS 1316	Drawing I
ARTS 1317	Drawing II
ARTS 2313	Computer Imaging I
ARTS 2314	Computer Imaging II
ARTS 2316	Painting I
ARTS 2356	Photography I
SGNL 1301	Beginning American Sign Language I
SGNL 1302	Beginning American Sign Language II
SPAN 1311	Beginning Spanish I
SPAN 1312	Beginning Spanish II
SPAN 2311	Intermediate Spanish I
SPAN 2313	Spanish Native/ Heritage Speakers I
SPAN 2315	Spanish Native/Heritage Speakers II
SPAN 2316	Career Spanish I
EDUC 1301	Introduction to the Teaching Profession
EDUC 2301	Introduction of Special Populations
CDEC 1318	Wellness of the Young Child
CDEC 1319	Child Guidance
CDEC 1354	Child Growth and Development
CDEC 1356	Emergent Literacy for Early Childhood
CDEC 1359	Children With Special Needs
CDEC 2587	Internship - Early Childhood Provider/ Assistant
ENGL 0320	College Writing Skills I
ENGL 0321	College Writing Skills II
MATH 0120	Basic Mathematics Lab
MATH 0421	Introductory Algebra
MATH 0422	Intermediate Algebra
READ 0320	College Reading I
READ 0321	College Reading II
READ 0322	College Reading III
ESOL 0331	Beginning Conversational Grammar
ESOL 0332	Beginning Writing Skills

Exhibit A

ESOL 0333	Beginning Conversation
ESOL 0334	Intermediate Conversational Grammar
ESOL 0335	Intermediate Writing
ESOL 0336	Intermediate Conversation
ESOL 0337	High Intermediate Conversational Grammar
ESOL 0338	High Intermediate Writing
ESOL 0339	High Intermediate Conversation
ESOL 0340	Advanced Conversational Grammar
ESOL 0341	Advanced Writing
ESOL 0342	Advanced Conversation/ Speech
ESOL 0344	Beginning Reading
ESOL 0345	Intermediate Reading
ESOL 0346	High Intermediate Reading
ARCH 1301	History of Architecture I
ARCH 1311	Architecture and Society
ARCH 1315	Architectural Computer Graphics
ARCH 1403	Architectural Design Studio I
ARCH 2301	Architectural Freehand Drawing I
ARCH 2312	Architectural Technology I
BIOL 1106	Biology for Science Majors Laboratory I
BIOL 1107	Biology for Science Majors Laboratory II
BIOL 1108	Biology for Non-Science Majors Laboratory I
BIOL 1109	Biology for Non-Science Major Lab II
BIOL 1306	Biology for Science Majors I
BIOL 1307	Biology for Science Majors II
BIOL 1308	Biology for Non-Science Majors I
BIOL 1309	Biology for Non-Science Major II
BIOL 1322	Human Nutrition
BIOL 2101	Anatomy and Physiology Laboratory I
BIOL 2102	Anatomy and Physiology Lab II
BIOL 2121	Microbiology Laboratory
BIOL 2143	General Biology Laboratory III
BIOL 2301	Anatomy and Physiology I
BIOL 2302	Anatomy and Physiology II
BIOL 2321	Microbiology
BIOL 2343	General Biology III
COSC 1301	Introduction to Computing
COSC 1336	Programming Fundamentals I
COSC 1337	Programming Fundamentals II
COSC 2310	Discrete Structures
ENGR 1101	Introduction to Engineering
ENGR 2301	Engineering Mechanics I - Statics
ENGR 2332	Engineering Mechanics II - Dynamics
MATH 1314	College Algebra
MATH 1332	Contemporary Mathematics I
MATH 1342	Elementary Statistical Methods
MATH 1350	Fundamentals of Mathematics for Teachers I

Exhibit A

MATH 1351	Fundamentals of Mathematics for Teachers II
MATH 2305	Discrete Mathematics
MATH 2318	Linear Algebra
MATH 2321	Differential Equations and Linear Algebra
MATH 2412	Pre-Calculus Mathematics
MATH 2413	Calculus I
MATH 2414	Calculus II
MATH 2415	Calculus III
CHEM 1105	Introductory Chemistry Lab I
CHEM 1111	General Chemistry Laboratory I
CHEM 1112	General Chemistry Laboratory II
CHEM 1305	Introductory Chemistry I
CHEM 1311	General Chemistry I
CHEM 1312	General Chemistry II
CHEM 2123	Organic Chemistry Laboratory I
CHEM 2125	Organic Chemistry Laboratory II
CHEM 2323	Organic Chemistry I
CHEM 2325	Organic Chemistry II
ENVR 1101	Introduction to Environmental Sciences Laboratory I
ENVR 1301	Introduction to Environmental Science I
GEOG 1303	World Regional Geography
GEOL 1101	Earth Sciences I Laboratory
GEOL 1103	Physical Geology Laboratory
GEOL 1104	Historical Geology Laboratory
GEOL 1301	Earth Sciences I
GEOL 1303	Physical Geology
GEOL 1304	Historical Geology
PHYS 1101	College Physics I Lab
PHYS 1102	College Physics Laboratory II
PHYS 1302	College Physics II
PHYS 2125	University Physics I Laboratory
PHYS 2126	University Physics II Laboratory
PHYS 2325	University Physics I
PHYS 2326	University Physics II
ACNT 1303	Introduction to Accounting I
ACNT 1311	Introduction to Computerized Accounting
ACNT 1331	Federal Income Tax:Individual
ACNT 2380	Coop Education-Accounting
BCIS 1305	Business Computer Applications
BMGT 1325	Office Management
HRPO 1311	Human Relations
LGLA 1301	Legal Research and Writing
LGLA 1307	Introduction to Law and Legal Profession
LGLA 1353	Wills Trusts and Probate Administration
LGLA 1355	Family Law
LGLA 2303	Torts and Personal Injury Law
LGLA 2313	Criminal Law and Procedure

Exhibit A

LGLA 2380	Cooperative Education-Paralegal/Legal Assistant
MDCA 1309	Anatomy and Physiology for Medical Assistants
POFI 1349	Spreadsheets
POFI 2301	Word Processing
POFI 2331	Desktop Publishing
POFM 2310	Intermediate Medical Coding
POFM 2380	Coop Education- Medical Admin/ Executive Assistance and Medical Secretary
POFT 1319	Records and Information Management I
POFT 2380	Cooperative Education-Administrative Assistant/Secretary Science
ABDR 1203	Vehicle Design and Structural Analysis
ABDR 1331	Basic Refinishing
ABDR 1419	Basic Metal Repair
ABDR 1441	Structural Analysis and Damage Repair I
ABDR 1458	Intermediate Refinishing
ABDR 2441	Major Collision Repair and Panel Replacement
ABDR 2451	Specialized Refinishing Techniques
AUMT 1249	Automotive Electronics Theory
AUMT 1253	Automotive Electrical System Theory
AUMT 1306	Automotive Engine Removal and Installation
AUMT 1319	Automotive Engine Repair
AUMT 1405	Introduction to Automotive Technology
AUMT 2205	Automotive Engine Theory
AUMT 2215	Automotive Engine Performance Analysis
AUMT 2323	Automotive Automatic Transmission and Transaxle Theory
AUMT 2413	Automotive Drive Train and Axles
CNBT 1301	Introduction to Construction Industry
CNBT 1346	Construction Estimating
CNBT 1371	Basic Remodeling
CNBT 1391	Special Topics: Construction Blueprint Reading
CRPT 1325	Forms and Foundations I
ELPT 1320	Fundamentals of Electricity II
HART 1301	Basic Electricity for HVAC
HART 1303	Air Conditioning Control Principles
HART 1307	Refrigeration Principles
HART 1341	Residential Air Conditioning
HART 1345	Gas and Electric Heating
HART 1356	EPA Recovery Certification Preparation
HART 2301	Air Conditioning and Refrigeration Codes
HART 2336	Air Conditioning Troubleshooting
HART 2349	Heat Pumps
MAIR 1349	Refrigerator, Freezers, Window Air Conditioners
RBPT 1300	Fundamentals of Residential Building Science
WIND 1300	Introduction to Small Wind Turbine Energy
WIND 1371	Small Wind-Electric Systems
WIND 1372	Safety Standards in Small Wind Systems
WIND 1373	Small Wind Turbine and Hybrid Wind- P.V Installations
WIND 1374	Applications of Small Wind Systems

Exhibit A

DFTG 1405	Technical Drafting
DFTG 1409	Basic CAD
DFTG 1417	Architectural-Residential
DFTG 1491	Special Topics: CAD Applications
DFTG 2421	Topographical Drafting
DFTG 2432	Advanced CAD
DFTG 2440	Solid Modeling/Design
IMED 1416	Web Design I
ITNW 2412	Routers and Switches
ITNW 2413	Networking Hardware
ITNW 2459	Web Server Support and Maintenance
ITSC 1425	Personal Computer Hardware
ITSE 1411	Beginning Web Page Programming
DMSO 1302	Basic Ultrasound Physics
DMSO 1342	Intermediate Ultrasound Physics
DMSO 1367	Diagnostic Medical Sonography
DMSO 2342	Sonography of High Risk Obstetrics
DMSO 2441	Sonography of Abdominopelvic Pathology
EMSP 1166	Practicum- Emergency Medical Technician I
EMSP 1501	Emergency Medical Technician- Basic
EMSP 2267	Practicum/E.M.T/Technician IV
EMSP 2330	Special Populations
EMSP 2348	Emergency Pharmacology
EMSP 2444	Cardiology
HPRS 1101	Introduction to Health Professions
HPRS 1106	Medical Terminology
HPRS 1204	Basic Health Profession Skills
MLAB 1201	Introductory to Clinical Laboratory
MLAB 1211	Urinalysis and Body Fluids
MLAB 1415	Hematology
MLAB 2263	Clinical
MLAB 2431	Immunohematology
PLAB 1166	Phlebotomy
RADR 1267	Practicum-Medical Radiologic Technician
RADR 2217	Radiographic Pathology
RADR 2233	Advanced Medical Imaging
RADR 2267	Practicum VII- Medical Radiologic Tech
RADR 2305	Principles Radiographic Imaging II
RADR 2309	Radiographic Imaging Equipment
RADR 2335	Radiologic Technology Seminar
RSPT 1310	Respiratory Care Procedures I
RSPT 2133	Respiratory Care Case Management
RSPT 2217	Respiratory Care Pharmacology
RSPT 2258	Respiratory Care Patient Assessment
RSPT 2314	Mechanical Ventilation
RSPT 2363	Clinical III
RSPT 2453	Neonatal/ Pediatric Cardiopulmonary Care

Exhibit A

RNSG 1160	Foundations Nursing Practice
RNSG 1205	Nursing Skills
RNSG 1215	Health Assessment
RNSG 1251	Care of Childbearing Family
RNSG 1327	Transition From Vocational to Professional Nursing
RNSG 1413	Foundations for Nursing Practice
RNSG 2121	Management of Client Care
RNSG 2201	Care of Children and Families
RNSG 2207	Transition to Nursing Practice
RNSG 2260	Clinical: Nursing RN: Transitional from Vocational to Professional Nursing Practice
RNSG 2261	Clinical: Nursing R.N: Maternal Newborn Nursing and Women's Health
RNSG 2262	Clinical: Nursing R.N: Care of Children and Family
RNSG 2263	Clinical: Nursing R.N: Advanced Concepts Of Clinical Decision Making
RNSG 2341	Advanced Concepts of Clinical Decision-Making
RNSG 2361	Clinical: Nursing R.N.: Preceptor
VNSG 1119	Leadership and Professional Development
VNSG 1160	Clinical I-B
VNSG 1226	Gerontology
VNSG 1227	Essentials of Medication Administration
VNSG 1260	Clinical I-A
VNSG 1304	Foundations of Nursing
VNSG 1331	Pharmacology
VNSG 1402	Applied Nursing Skills I
VNSG 1429	Medical/Surgical Nursing I
VNSG 1432	Medical/Surgical Nursing II
VNSG 2261	Clinical IV
VNSG 2262	Clinical V