School of Nursing

The University of Texas Medical Branch

BULLETIN
2012 - 2014

PENDING FINAL APPROVAL OF
UT SYSTEM BOARD OF REGENTS

utmb Health

Provisions of this Bulletin

The provisions of this bulleting are pending final approval by the University of Texas System Board of Regents.

The provisions of this bulletin do not constitute a contract, express or implied, between any applicant, student, or faculty member and The University of Texas System and The University of Texas Medical Branch at Galveston (UTMB Health or University).

The University reserves the right to withdraw courses at any time and to change fees and tuition, academic calendars, curricula, degree requirements, graduation procedures, and any other requirement affecting students. Changes will become effective whenever the proper authorities so determine and will apply both to prospective students and to those already enrolled.

The bulletin is effective for 2012-2014 academic years, and each of the component bulletins effective until a subsequent bulletin is published. Copies of the most current issue of the catalog is available on line at (http://nursing.utmb.edu/currentstudents/Catalog.cshtml) Approved corrections, edits, deletions and additions to the catalog and bulletins are also available at this site.

Policy on Equal Opportunity/Affirmative Action

UTMB Health is an equal opportunity, affirmative action institution committed to cultivating an environment focused on diversity and inclusion where employees and students work together to further our mission to improve the health for the people of Texas and beyond.

Policy on Release of Student Academic Data

UTMB Health is in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. Section 1232g) and the Texas Public Information Act (Chapter 552, Texas Government Code), which protect the privacy of educational records and establish the rights of students to inspect and review their educational records. Students have the right to file complaints with the FERPA Office concerning alleged failures by the institution to comply with the act.

Copies of the act are available through the Office of Enrollment Services. Written requests for inspection of a student's own file may be made to the registrar, dean, head of the academic department, or other appropriate official.

The following categories of student information will be released upon written request and may be released upon verbal request to the registrar: name (including previous names), date of birth, enrollment (full time, half time, less than half time, undergraduate, graduate, etc.), campus phone and campus address, email address, student classification, previous institution(s) attended, major field of study, dates of attendance, degree(s) conferred and date(s) of degree(s) (including degrees from previous institutions), honors and awards, photographs, participation in officially recognized activities, and postgraduate training site for M.D. and Ph.D. graduates and degree candidates.

Students have the right, under the provisions of FERPA, to cause the withholding of disclosure of information categorized in the preceding paragraph. A student's consent is presumed, unless a written request to restrict the information as confidential is made by the student in the Office of Enrollment Services (Attention: Registrar) on a prescribed form no earlier than the first day of registration and no later than the census date (normally the 12th class day for a 15-16 week semester) in a term. In cases in which the student files a request for restriction of information, such information is treated as confidential, except as provided by law. The request to withhold directory information is effective until the end of the academic year during which it is submitted. UTMB Health may disclose directory information about former students without providing the student notice of the opportunity to opt out of providing directory information to the public. However, UTMB Health will continue to honor any valid request to opt out of the disclosure of directory information made while the student was in attendance unless the student rescinds the opt request.

Campus Security Report

In compliance with the Campus Security Act of 1990, UTMB Health prepares an annual Campus Security Report that is available to applicants, students, and employees online at (http://www.utmb.edu/securityreport). Printed copies of the report are available upon request from the University Police at (409) 772–1503.

Compliance with Americans with Disabilities Act

UTMB Health complies with the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and other applicable federal, state and local requirements regarding students with disabilities. Under these laws, no otherwise qualified and competitive individual with a disability shall be denied access to or participation in services, programs, and activities of UTMB Health solely on the basis of their disability. Copies of the ADA and Section 504 of the Rehabilitation Act of 1973 are available in the Office of Student Services or online at http://www.utmb.edu/studentservices/disabilities.asp.

UTMB Health is committed to equal opportunity for students with disabilities. If you have a documented disability or would like to obtain information regarding services for students with disabilities, please contact the Student ADA Coordinator (SADAC) at the Office of Student Services. A complete copy of the "UTMB Health Documentation Guidelines for Student with Disabilities" may be obtained upon request from the Office of Student Services, Office of Diversity and

Inclusion, or the Office of Student Affairs of any of the four UTMB Health schools, or online at http://www.utmb.edu/studentservices/pdf/utmb_doc_guide_for_SwD.pdf.

Services for students with disabilities is a program within the Office of Student Services in coordination with the Office of Diversity and Inclusion and the Student Affairs offices of the four UTMB Health schools. By law all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. The legal protections mentioned above are civil rights provisions aimed at ending discrimination against persons with disabilities. All programs and offices at UTMB Health are committed to providing a supportive and challenging environment for students with disabilities who choose to attend the University.

The Office of Student Services is located on the second floor of the Lee Hage Jamail Student Center. The Office of Diversity and Inclusion is located at 2.202 in Bethel Hall.

Accreditation

The University of Texas Medical Branch at Galveston is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the baccalaureate, master's, doctoral, and professional degrees. For questions about the University of Texas Medical Branch accreditation contact the Commission on Colleges at:

18666 Southern Lane
Decatur, GA 30033–4097
Telephone (404) 679–4500
Fax (404) 679–4556

The UTMB Health School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) to award baccalaureate and master's degrees. The initial accreditation for the Doctor of Nursing Practice will be held October 9-11, 2013. For more information about all accreditations at UTMB Health visit the UTMB Health Facts homepage at http://www.utmb.edu/facts/sections/accreditations.asp or contact

Commission on Collegiate Nursing Education
One Dupont Circle, Suite 530
Washington, DC 20036
Phone: (202) 463-6930
Fax: (202) 785-8320

HIPAA

HIPAA is the Health Insurance Portability and Accountability Act of 1996. It includes stringent standards defining appropriate and inappropriate disclosures of individually identifiable health information and how patient rights are to be protected. All UTMB Health students, along with faculty and staff, are provided and required to complete training to assure understanding of and compliance with HIPAA privacy rules.

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About the School of Nursing

ADMINISTRATION

Dean and Professor
Pamela G. Watson, ScD, RN
Rebecca Sealy Distinguished Centennial Chair

Associate Dean for Clinical Affairs and Professor
Kathryn Fiandt, PhD, FNP-BC, FAANP, FAAN
Lena Finke Distinguished Chair of Nursing Arts

Associate Dean for Graduate Programs and Professor
Alice Hill, PhD, RN, FAAN
John P. McGovern Chair of Nursing in Healing Practices

Associate Dean for Undergraduate Programs and Education Technology and Associate Professor
Patricia Richard, PhD, RN
Florence Thelma Hall Distinguished Professorship

Director for Student Affairs/Admissions
Dorothy Pearrow, MSW, MEd BA

PROGRAM DIRECTORS

Undergraduate Program Director and Associate Professor
Charlotte Wisnewski, PhD, RN, BC, CDE, CNE
Distinguished Teaching Professor

Master's Program Director and Assistant Professor
Maureen Wilder, DNP, RN, ANP-BC

Doctor of Nursing Practice Director and Professor
Linda R. Rounds, PhD, RN, FNP, FAANP
Betty Lee Evans Nursing Professorship

Nursing PhD Program and Professor
Alice Hill, PhD, RN, FAAN
John P. McGovern Chair of Nursing in Healing Practices

Academic Calendar School of Nursing 2012-2014

Calendars are updated as needed and can be found on the School of Nursing web site at http://son.utmb.edu/common/AcademicCalendar.cshtml

Emergency Preparedness

The School of Nursing Emergency Preparedness Plan can be found on the School of Nursing web site at http://www.utmb.edu/emergency_plan/. This link includes information for emergency weather and other unexpected situations.

History of the School of Nursing

The University of Texas Medical Branch (UTMB Health) at Galveston, School of Nursing, established in 1890 as the John Sealy Hospital Training School for Nurses, is the oldest school of nursing in the Southwest. It was originally organized as an independent school under the direction of a Board of Lady Managers. In 1896, the Training School for Nurses was transferred to The University of Texas and became the School of Nursing, one of the divisions of the Medical Branch, with diplomas granted by the University, the first university affiliated nursing school in the United States. In 1923, in addition to the diploma program and in cooperation with the College of Arts and Sciences of The University of

Texas at Austin, a curriculum was established leading to the degree of Bachelor of Science in Nursing. In 1932, the name of the school was changed to the John Sealy College of Nursing, in recognition of the Sealy family's generosity to the University.

Through the financial assistance of the Texas Graduate Nurses Association, courses for graduate nurses were first offered in 1936 in the Department of Physical and Health Education in the School of Education at The University of Texas at Austin. A complete curriculum was established leading to the degree of Bachelor of Science in Nursing Education in 1937 and in 1944 for the Bachelor of Science in Nursing. In 1945, the curriculum for the Bachelor of Science in Nursing Education was transferred to the Medical Branch administration, bringing the John Sealy College of Nursing and the newly created Department of Nursing Education together to form the School of Nursing under Dean Marjorie Bartholf. In Sept. 1949, a curriculum leading to the Bachelor of Science in Nursing for graduates of diploma programs was established. Through the generosity of the W.K. Kellogg Foundation, a program leading to the Master of Science in Nursing degree, with a major in nursing service administration, was offered in 1952. This program prepared nurses as educators and administrators in maternal and child health, medical, surgical, and psychiatric nursing.

In 1957, the School of Nursing admitted the last class to its diploma program. Since that time, it has offered one basic program leading to Bachelor of Science in Nursing. In the fall of 1960, Austin became an extension campus of the School of Nursing, which was still headquartered in Galveston, and nursing courses were offered on the Austin campus for the first time.

The School of Nursing was reorganized as The University of Texas Nursing School (System-wide) in 1967 and administrative offices were moved to Austin. The school was renamed The University of Texas System School of Nursing in 1972. Junior- and senior-level nursing courses were offered in six locations: Austin, El Paso, Arlington, Galveston, Houston, and San Antonio. A program leading to the Doctor of Philosophy (PhD) degree in nursing was initiated in 1974 at the Austin campus. On March 26, 1976, The Board of Regents of The University of Texas System voted to reorganize the schools of nursing in the system and to place each school under the administration of the health science center or academic institution nearest its location. On Sept. 1, 1976, the School of Nursing at Galveston again became a school of UTMB Health.

As the first university-affiliated school of nursing west of the Mississippi, the School of Nursing has set the standard for progressive nursing education for more than a century and continues to be a leader in scientific and humanistic nursing education in the Baccalaureate, Master's and Doctoral (DNP and PhD) Programs. The Baccalaureate Nursing Program consists of one curriculum with adaptations related to three degree plans: 1) a traditional 16 month program (BSN) for students who have completed 60 hours of specific perquisite college level courses, 2) an accelerated i12-month program for students with degrees in other fields, and 3) an RN-BSN program for registered nurses seeking a baccalaureate degree in nursing and offers an alternative to the traditional educational approach. Students who enter the traditional and accelerated degree plan are required to have 60 semester hours of specified basic sciences and liberal arts courses. Upon completion of all program requirements, graduates in the traditional degree plan and accelerated degree plan take the National Council Licensure Examination (NCLEX-RN) for Registered Nurses.

The Master's Nursing Program offers a Master of Science in Nursing (MSN) degree. Specialties in the Master's Nursing Program include: Primary Care Nurse Practitioner, with subspecialties in Adult/Gerontologic (AGNP) and Family (FNP); Neonatal Nurse Practitioner (NNP); Executive Nurse Leader (ENL); Nurse Educator (NE), and Clinical Nurse Leader (CNL). Post-master's certification is also offered in all subspecialties.

The Doctor of Nursing Practice (DNP) program was approved by the Texas Higher Education Coordinating Board in 2011 and the first class was admitted in Spring, 2012. The online program offers a terminal practice degree in nursing and its mission is to prepare advanced practice nurse leaders who can transform the health care system with an emphasis on improving access to quality care and reducing health disparities. The program is built on the School's strong master's degree programs in advanced practice and leadership. The program is designed to prepare nurse practitioners with strong clinical competencies, and leadership, inquiry, and science skills necessary to accomplish the mission of transforming health care. The focus is vulnerable populations and people at risk for health disparities due to socioeconomic status, lack of insurance, poor access, age, and/or minority status.

The Nursing Ph.D. program was approved by The Texas Higher Education Coordinating Board (THECB) in 1996, and the first class of students was admitted in the fall of 1997. In August 2009, the THECB approved UTMB Health to offer the Ph.D. program online. The program offers two entry levels, BSN to PhD and MSN to PhD and is designed to prepare scholars and researchers capable of advancing nursing practice and education. Health promotion, human response, and healing serve as the foundation of the program with research emphases on vulnerable populations, biobehavioral research, and contemporary pedagogies. These research areas provide the structure to develop knowledge that will extend the understanding of the promotion of physical, psychological, and social well-being. The Nursing Ph.D. program addresses these goals through knowledge development that incorporates the testing of interventions and the development and testing of theories, for the purpose of expanding nursing science and evidence-based nursing practice.

UTMB Health Mission, Vision, and Values

The mission of UTMB Health is to improve health for the people of Texas and around the world. Our vision statement is: we work together to work wonders as we define the future of health care and strive to be the best in all of our endeavors. Our values define our culture and guide our every interaction:

- We demonstrate compassion for all.
- We always act with integrity.
- We show respect to everyone we meet.
- We embrace diversity to best serve a global community.
- We promote excellence and innovation through lifelong learning.

School of Nursing Mission and Vision Statements

The mission and vision of UTMB Health School of Nursing are derived from those of the institution.
Mission: The UTMB Health School of Nursing focuses on excellence in nursing education, leadership, research, and evidence-based patient care.
Vision: Working together to create nursing excellence.

http://son.utmb.edu/about/VisionMissionDiversity.cshtml

Overview and Philosophy

As a profession, nursing is legally and ethically accountable to society for the integrity and outcomes of its practice. Through the application of knowledge and skills, based on theory and evidence based research, the discipline of nursing facilitates healing of individuals, families, and communities within a global environment.

Nurses support people in identifying and using resources to promote health, prevent illness, manage human responses to illness, and experience peaceful death. The basic relationships among people, health, and environment are vital aspects of holistic nursing. Respect for the dignity, worth, and diversity of all people is fundamental to providing health care that acknowledges individual preferences and fosters patient participation.

Education is a mutual process of teaching and learning, enriched by collaborative relationships, shared growth, and respect among faculty, students, and the recipients of health care. The School of Nursing faculty is committed to creating a caring environment that promotes academic excellence and the application of moral and ethical principles in teaching, clinical practice, and research and scholarship. Nursing education develops qualified professionals who exercise leadership in meeting the health care needs of society. Furthermore, graduates are expected to demonstrate a commitment to life-long learning, actively participate in nursing and community organizations, and assume responsibility for patient advocacy in clinical practice, research, and policy development.

Definitions

Health Promotion and Nursing combines holistic care of the patient and a firm base of scientific knowledge to facilitate the healing of individuals, families, and groups within a global community. Nursing places its focus not only on health promotion, but also on the whole patient and his or her responses to illness.

Person is a complex being with inherent dignity and worth, who makes choices based on unique biological, psychological, social, cultural, and spiritual diversity.

Health is a resource for everyday life, not merely the absence of disease. Health includes the ability to realize aspirations, find meaning, satisfy needs, and change and cope with the environment that is uniquely expressed and experienced by individuals and groups.

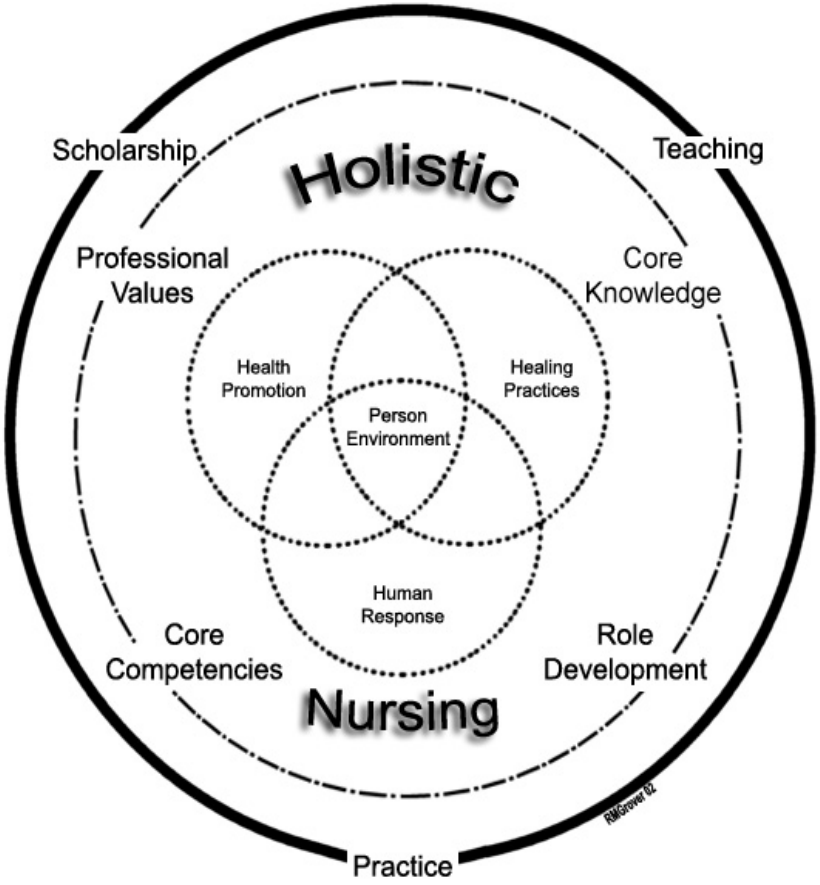
Environment is the internal and external aspects of the world that surround people wherever they are and relate directly to the person's health.

Healing is the natural and innate potential of persons to achieve a sense of harmony, integrity, and wholeness, regardless of health status, that emerges through intentional relationships within oneself, others, and the environment.

Caring is a way of knowing, being with, doing for, and enabling the health and well-being of persons within the context of a supportive relationship that acknowledges their worth and dignity.

Education is the process of developing professional values, core competencies, core knowledge, and professional role through systematic study and practice of nursing.

ORGANIZING FRAMEWORK FOR NURSING EDUCATION



The Organizing Framework for Nursing Education consists of an inner core representing holistic nursing, depicted by the circles in the center of the model. Holistic nursing embodies the art and science of the profession and encompasses the integrity and wholeness of persons. The concepts within nursing are activities of health promotion, human response to illness, and healing practices, grounded in persons and environment. The circles overlap to illustrate the characteristics of separateness and mutual interrelatedness. Although bounded, the broken lines allow free exchange among and between the concepts. Professional values, core competencies, core knowledge, and role development represent the essentials of professional nursing education. Scholarship, teaching, and practice roles of the faculty contribute to the strength of the educational mission. The labels in each quadrant represent the influence that each of the components has on the other rather than the separateness of each activity.

GENERAL PURPOSES

The purposes of the School of Nursing are to educate qualified professional nurses to provide effective nursing services in various settings and to provide leadership for the continuing improvement of nursing education and practice, and include the following:

- Baccalaureate, master's, and doctoral education in nursing
- Discovery and research in nursing
- Nursing application and practice
- Continuing education in nursing
- Community

PROGRAMS

A baccalaureate program leading to the Bachelor of Science in Nursing (BSN), a master's program leading to the Master of Science in Nursing (MSN), and a Doctor in Nursing Program (DNP) are available at the School of Nursing (SON). The Nursing Doctor of Philosophy (PhD) Program is administered through the Graduate School of Biomedical Sciences at UTMB Health.

Students enrolled in the baccalaureate program progress through one of three major degree plans. The traditional BSN degree plan includes those students who are studying to achieve a degree and initial licensure as registered nurses. Students complete a full-time sequence of four consecutive semesters. Applicants who have a bachelor's degree in a related field may qualify for admission to an accelerated degree plan which is a three semester program track. The RN-BSN degree plan is designed for students already practicing as registered nurses, having received licensure after completing either a diploma or associate degree program in nursing, and who are now continuing their education to earn a baccalaureate degree. The RN-BSN degree program can be completed full-time in two semesters or part-time in three semesters. The RN-BSN program track is provided online with one 2-day on campus school orientation requirement. All baccalaureate programs meet the same program objectives.

The master's program is designed for nurses who hold baccalaureate degrees in nursing and wish to obtain advanced preparation to become nurse practitioners, nurse leaders, or nurse educators. Students may attend the MSN program full or part-time. Upon graduation, students are eligible to take a National Certifying exam in their specialty. All core courses and entire majors are provided online. There is a one-time 2-day on campus school orientation requirement and there may be additional on campus activities related to skill/performance evaluation.

The Doctor in Nursing Practice program offers a terminal doctoral degree in nursing with a practice, rather than research, emphasis. It is designed to prepare nurse practitioners with strong clinical competencies, leadership, and science skills necessary to transform health care. The focus is vulnerable patients, specifically people who are at risk for health disparities due to socioeconomic status, lack of insurance, age, and/or minority status. The program is offered using distance technology and requires one 1-day campus visit each semester

The Nursing PhD program, an online program, provides students with an opportunity to study the concepts of health promotion, human response, or healing practices by integrating philosophy, theory, research, ethics, policy, leadership, and data analysis into a contemporary framework for advancing the science of nursing. The goal of the program is to prepare students to become nurse researchers, capable of pursuing successful careers and becoming leaders in research and education. Successful completion of the program results in the Doctor of Philosophy degree. Information regarding the course requirements for the doctoral program can be found in the Graduate School of Biomedical Sciences Bulletin.

Additional information about all of these programs may be obtained from the UTMB Health School of Nursing website at: (http://www.son.utmb.edu).

DEGREES AND CERTIFICATES OFFERED

Bachelor of Science in Nursing (BSN) Degree
Master of Science in Nursing (MSN) Degree
Post Master's Certificate
Doctor of Nursing Practice (DNP)
Doctor of Philosophy in Nursing (PhD) (awarded through the UTMB Health Graduate School of Biomedical Sciences)

Baccalaureate Programs

APPLICATION DUE DATES

Prospective student applications for the BSN traditional degree plan are reviewed twice a year. The deadlines for these applications can be found on the UTMB Health School of Nursing website at: (http://www.son.utmb.edu) and navigating to the BSN Program of Study.

Prospective student applications for the BSN accelerated degree plan are reviewed once a year. The deadline for this application can be found on the UTMB Health School of Nursing website at: (http://www.son.utmb.edu) and navigating to the BSN Accelerated Program of Study.

Prospective students applying for the RN-BSN degree plan are admitted once a year. The deadlines for these applications can be found on the UTMB Health School of Nursing website at: (http://www.son.utmb.edu) and navigating to the RN-BSN Program of Study. Access the School of Nursing program websites for the latest deadline and processing updates.

BSN HONORS PROGRAM

The Honors program demonstrates the school's commitment to excellence, and to encouraging the intellectual curiosity of highly qualified students who seek advanced academic challenges in undergraduate nursing education. The focus is to meet the health care needs of the underserved Texas population and manifest core values of nursing practice and ethical principles to maintain the highest standards of professionalism. Each student accepted to the program will receive a generous scholarship and additional funds to provide support for a special community health experience in a rural Texas location.

- Eligibility: Students will apply for participation in the Honors Program at the time of submitting an application for admission to the nursing program.
- Entrance requirements for the Honors Program:
  1. Minimum GPA of 3.75 in prerequisite courses; all science course final grades must be at least a B
  2. Minimum TEAS Composite score of 85
  3. Interview, either in person or via telephone or electronic communication
  4. Matriculation in fall semester only

Honors students must maintain a minimum of a 3.0 GPA and be evaluated as meeting expected outcomes in all clinical courses throughout the program. Graduates of the program will receive a certificate indicating completion of the Honors Program and Honors will be noted on the student's final transcript.

BACCALAUREATE ADMISSION REQUIREMENTS

The School of Nursing website (http://www.son.utmb.edu) provides specific requirements for each program as well as the process for application. Additional information is also available online at http://www.utmb.edu/enrollmentservices/prospectivestudents.asp. Applicants with specific questions about the application process may contact the Office of Admissions and Student Affairs at (409) 772-8271.

- Each applicant is responsible for ensuring that all supporting documents are submitted within the deadlines.
- Application documents and transcripts must be submitted to the Nursing Centralized Application Service (NCAS).
- A link to the UTMB Health Supplemental Application will be sent to the applicant by UTMB Health Enrollment Services via email. The completed form must be submitted electronically.
- Applicants must request "The University of Texas Medical Branch" as their preferred university to send completed TEAS scores electronically after taking the TEAS test.
- A personal interview "as required".

Acceptance into the School of Nursing will be based upon competitive evaluation of the qualifications of the applicant with consideration of the availability of space and resources. In addition to the general University admission requirements, and to be considered for admission to the baccalaureate program, applicants must satisfy the following School of Nursing requirements:

BACCALAUREATE APPLICATION PROCESS (FOUR SEMESTERS)

1. All applicants must use the Nursing Centralized Application Service (NCAS). Once applications are complete and verified by NCAS, they are transmitted to the UTMB Health Office of Enrollment Services, which will then send each applicant a supplemental application via email.
2. All applications must be completed and fees applied prior to the deadline. Please visit http://www.son.utmb.edu to view current deadlines.

3. Applicants must complete the Personal Statement section of the NCAS Application. Applicants must include their full name and limit their statement to 700 words. Information to be provided includes, but is not limited to:
   - Discussion of health-related experience
   - Work experience
   - Personal experiences affecting grades
   - Strengths and weaknesses
   - Rationale for choice of profession
   - Interruptions in education and work
4. Submit the appropriate application fees to NCAS and UTMB Health.
5. Submit to NCAS official transcripts from each college-level institution in which the applicant ever enrolled.
6. Meet the following prerequisite requirements:
   - Achieve a minimum cumulative prerequisite GPA of 2.75 (on a 4.0 scale) for all prerequisite courses for the traditional program, and a GPA of 3.0 for the accelerated program.
   - Achieve a minimum science GPA of 2.75 (on a 4.0 scale) for the traditional program, and a GPA of 3.0 in all life and physical science courses for the accelerated program.
   - Achieve a grade of C or above for all prerequisites.
   - Complete a minimum of 40 of the required 60 prerequisite hours when applying.
   - Complete a minimum of two (2) required life and physical science prerequisites at the time of application (Chemistry, Microbiology, Anatomy and Physiology I or II, Nutrition).
   - Do not repeat a prerequisite course more than once. No more than two of the prerequisite courses may be repeated.
   - No more than 3 withdrawals from any courses can be taken within the last 5 years.
7. If previously enrolled in a nursing program, documentation of continued eligibility for that program must be provided.
8. Complete a personal interview, if required by the program.
9. Applicants from foreign institutions must use one of the credentialing services approved by UTMB Health to provide a verification and course-by-course evaluation of transcripts in order to be considered for admission. Applicants must use one of these services instead of sending an official transcript from their respective institution. An official copy of this report must be submitted to NCAS by the application deadline. Approved services include:

   Foreign Credentials Services of America
   1910 Justin Lane
   Austin, TX 78757
   512 – 459 – 8428
   Email: billpaver@fcsa.biz

   Spantran Services
   7211 Regency Square Blvd., Suite 205
   Houston, TX 77036-3197
   713 – 266 – 8805

   World Education Services, Inc.
   PO Box 745
   Old Chelsea Station
   New York, NY 10113-0745
   1 – 800 – 937 – 3895 ext. 316
   info@wes.org

   If their native language is not English, applicants much achieve a satisfactory score on the Test of English as a Foreign Language (TOEFL). Minimum satisfactory scores are:
   - Internet-Based TOEFL: 79
   - Computer-Based TOEFL: 213
   - Paper-Based TOEFL: 550
   - IELTS: 6.5
10. All applicants to the traditional and accelerated BSN programs are required to take version V of the ATI (Assessment Technologies Institute) TEAS (Test of Essential Academic Skills) test. The results of this assessment are included in the overall evaluation of the application. This test can be scheduled through the ATI testing site (www.atitesting.com) and must be completed by the application deadline. The applicant must indicate on the test form that the results are to be sent to The University of Texas Medical Branch. The TEAS test is multiple choice and covers the following:
    - **Reading** – paragraph comprehension, passage comprehension, and inferences/conclusions

- **Math** – whole numbers, metric conversion, fractions, decimals, algebraic equations, percentages, and ratio/proportions
- **Science** – science reasoning, science knowledge, biology, chemistry, anatomy, physiology, basic physical principles, and general science
- **English and Language Usage** – punctuation, grammar, sentence structure, contextual words, and spelling

A minimum composite score of 58% is required. Historically, a competitive score has been 78% in each section. A study guide can be purchased via the ATI website.

11. Enrollment Requirements – All of the following must be completed by the date of enrollment:
    - Complete all 60 hours of prerequisites with a minimum GPA of 2.75.
    - **BLS for Healthcare Providers** - All applicants selected for admission must complete a BLS course for Healthcare Providers which covers infant, child, adult, and two-man CPR. Please visit the American Heart Association's web site to locate a course in your geographical area. Proof of current certification must be presented at orientation.
    - **Americans with Disability and Essential Functions –** This form must be completed and submitted to the Office of Admissions and Student Affairs prior to enrollment. If accommodation is requested, please submit the form as soon as possible in order for UTMB Health to determine the feasibility of the requested accommodation.
    - **Immunization Requirements** - Evidence of immunizations required by UTMB Health must be submitted to Student Health for verification and processing, including documentation for COMPLETED three dose series of Hepatitis B vaccines and a positive Hepatitis B antibody titer.

      The new *Bacterial Meningitis Vaccine Requirement or Exemption Form* must be completed 10 days before the start of class and can be located at ww.dshs.state.tx.us/immunize/school. This can take up to six weeks to obtain. If students will not be residing in Student Housing the acceptable conscientious exemption form can be found through the Texas Higher Education Coordinating Board at www.thecb.state.tx.us.

      MENINGOCCOCAL (Bacterial Meningitis): One dose required within 5 years of the first class day and at least 10 days before the first class day. You are exempt if you are 30 or older the first day of your first semester, or an online or distant education student exclusively. If you are required to come to campus for any interaction including **orientation** you are not exempt from the requirement. Exemptions can be granted for medical and conscience reasons. For medical reasons, documentation from your physician is required.

      All immunization requirements must be met to proceed in a clinical course. Students who are not in compliance will not be permitted to participate in clinical activities. Immunization requirements and updates can be found online at http://www.utmb.edu/studenthealth/
    - **Background Check and Drug Screening**
      Criminal background checks have been introduced into hospital and school affiliation agreements in keeping with accreditation standards established by The Joint Commission. Individual institutions have been given the responsibility for mandating this clearance for students. Therefore in keeping with this policy, all UTMB Health students will be required to undergo a background check for enrollment at UTMB Health. UTMB Health has designated PreCheck to complete the background check required for your security clearance. Results from any other company will not be accepted. The UTMB Health SON has also designated PreCheck to conduct drug testing for all new students. Registration for both requirements is available at https://weborder.precheck.net/studentcheck/StudentOrder.aspx. This website also locates the nearest testing facility based on the applicant's zip code. The Background Check and Drug Screening cannot be completed more than three weeks prior to orientation. Please consult the Academic Calendar for orientation dates (available online at http://son.utmb.edu). Students who do not pass these requirements will not be allowed to enroll in the School of Nursing.
12. All students who seek licensure as a professional nurse must pass the NCLEX-RN, which is administered by the Board of Nursing for the State of Texas. Eligibility to take the NCLEX-RN is determined by the Board of Nursing, and additional information can be found online at www.bne.state.tx.us.
    Eligibility issues considered include:
    - For any criminal offense, including those pending appeal, have you:
      a) been convicted of a misdemeanor?
      b) been convicted of a felony?
      c) pled nolo contendere, no contest, or guilty?
      d) received deferred adjudication?
      e) been placed on community supervision or court-ordered probation, whether or not adjudicated guilty?
      f) been sentenced to serve jail or prison time? Court ordered confinement?
      g) been granted pre-trial diversion?

h) been arrested or have any pending criminal charges?
i) been cited or charged with any violation of the law?
j) been subject of a court-martial; Article 15 violation; or received any form of military judgment/punishment/action?

The Texas Board of Nursing may refuse to issue a license or certificate of registration for several statutory reasons, including but not limited to:

- The violation or attempted violation of any provisions of the law regulating the practice of professional nursing.
- Conviction of a crime of the grade of felony or of a crime of a lesser grade, which involves moral turpitude.
- The use of any nursing license, certificate, or diploma that has been fraudulently purchased, issued, counterfeited, or altered materially.
- The impersonation of or the acting as proxy for, another person in any examination required by law to obtain a license as a registered nurse.
- Intemperate use of alcohol or drugs that, in the opinion of the board, endangers patients.
- Unprofessional or dishonorable conduct that, in the opinion of the board, is likely to injure the public.

NCLEX (BOARD EXAMS) DECLARATORY ORDER

When applying to take the NCLEX–RN (board exams), students will be asked to respond to questions about prior criminal convictions, mental illness, and chemical dependency problems. If the applicant has had any of these difficulties, it is possible that she or he will not be allowed to take the board exam. However, it is more likely that, with proper documentation and a resolution to the problem, the applicant would be allowed to take board exams.

Any applicant or student who believes that she or he may be potentially ineligible to take the licensure exam based on a prior criminal conviction, mental illness or chemical dependency should request a Declaratory Order from the Board of Nursing for the State of Texas (BON). In a Declaratory Order, the BON decides whether a person is eligible to take the NCLEX–RN. Students may be required to request and receive a Declaratory Order prior to their entry into a nursing program or at any time after their enrollment.

Students may obtain a copy of the Petition for Declaratory Order from the BON web site (ftp://www.BON.state.tx.us/DOapp.pdf) or the School of Nursing Office of Student Affairs/Admissions. **Students who have questions regarding this matter should call the Board of Nursing at (512) 305-7400.**

REQUIREMENT REGARDING UNENCUMBERED REGISTERED NURSE (RN) OR LICENSED VOCATIONAL NURSE (LVN) LICENSURE FOR ADMISSION

Students admitted to Undergraduate (BSN [including LVNs] or RN-BSN) programs must have an unencumbered RN (or LVN) license. If a student's license becomes encumbered (such as RN or LVN license with stipulations or restrictions) after being enrolled, he/she must notify the Associate Dean for Undergraduate Programs & Education Technology immediately upon receipt of the encumbrance. The student must provide the Associate Dean with a copy of the Agreed Order as well as any additional pertinent documentation, including a copy of the BON notification letter. Students may be allowed to take non-clinical courses with an encumbered license. However, students will not be allowed to take clinical courses with an encumbered license. Failure to timely notify the Associate Dean of an encumbered license may be considered academic misconduct and be treated as such.

Specific requirements for Accelerated BSN Applicants

13. Earned a baccalaureate degree from an accredited U.S. college or university. Science related degree preferred.
14. Personal interview.

Specific requirements for RN-BSN Applicants

15. Licensed to practice as a Registered Nurse in the State of Texas or licensure recognition in Texas through multi-state compact.
16. The RN-BSN degree plan offers an alternative to traditional educational approaches and is specifically designed for the Registered Nurse seeking a baccalaureate degree in nursing. Because registered nurses from diploma and associate degree programs enter the baccalaureate program with diverse educational backgrounds and competencies, registered nurses may be granted up to 30 advanced placement semester credit hours. Applicants must have a minimum overall cumulative GPA of 2.5 and a minimum GPA of 2.5 on life and physical science prerequisites.
17. Advanced placement is granted for grades of C (2.0) or better in nursing courses. Students accepted for admission into the RN-BSN program will receive up to 30 semester hours Advanced Credit based on documentation in the official transcript for previous nursing courses.

Specific to Transfer Students

Prospective transfer students must follow the application process and meet the admission requirements as stated above. Transfer applicants must be in good standing and eligible to progress in the program from which they are seeking transfer.

If accepted into the program, transfer students may request transfer credit for upper division nursing courses. Nursing courses must be completed at a nationally accredited baccalaureate nursing program and must have been completed within the last five years. A grade of C or better must have been earned in all nursing courses. The Baccalaureate Program Director will review nursing course descriptions and content outlines before making the final decision about transfer credit.

SELECTION FACTORS

The Baccalaureate Admissions and Progression Committee consider a number of factors in recommending the selection of students. In addition to the minimum admission requirements, the following factors may also be considered:

- Academic performance as reflected by GPA (including nursing school GPA for RN applicants), test scores, and past enrollment patterns (for example multiple failures and/or withdrawals)
- Public/community service, for example volunteer activities in health-related areas
- Extracurricular activities
- Awards and honors for academic achievement, leadership, and community service
- Communication skills, including bilingual ability
- Awareness and direct knowledge of cultural elements as they may impact health care
- Applicant's goals for the future
- Preadmission interview
- Academic histories and GPAs, with special consideration to the following:
    1. Number of course hours successfully carried each semester
    2. Number of course failures and the dates of those failures
    3. Types of courses failed
    4. Number of times a course was repeated
    5. Number of withdrawals in comparison to hours enrolled, and
    6. Number of withdrawal repetitions and the dates of those withdrawals.

ADMISSION STATUS

The Baccalaureate Admission and Progression Committee begin review of each application as it is completed. Generally, students are notified of their admission status by the Office of Admissions and Student Affairs, after all applications have been reviewed. Admission decisions are based on the following:

- **Full acceptance**: The applicant has completed all requirements with an overall highly competitive GPA. Applicants are still required to pass the required drug screening and background check.
- **Conditional acceptance**: The applicant still has outstanding prerequisite courses or other requirements and has an overall highly competitive GPA.
- **Wait list**: The applicant meets all admission criteria with an overall competitive GPA.
- **Denial**: The applicant is notified that he or she has not been accepted based on one or more of the following factors:
    1. Too many outstanding prerequisites,
    2. Academic history not competitive,
    3. Minimal GPA requirements not met or incomplete file,
    4. Not competitive GPA, experience, and/or personal statement.

ESSENTIAL FUNCTIONS OF THE BACCALAUREATE NURSING PROGRAM

A student who has been accepted to the School of Nursing BSN nursing program and plans to matriculate will:

- Read the Essential Functions required of all students in the School of Nursing.
- Return the signed and dated document *Information Regarding the Americans with Disability Act (ADA) of 1990* and *Essential Functions Required in School of Nursing Programs* to the SON Office of Admissions and Student Affairs, 301 University Boulevard, Galveston, Texas 77555-1154, or deliver it to the SON/SOHP Building, Room 2.208.

- If appropriate, applicants who are accepted into the program will send a completed *Formal Request for Accommodation due to a Disability* along with documentation of the disability from a qualified professional diagnostician to the School of Nursing ADA Liaison (Director of Admissions and Student Affairs).

All individuals who enroll in the Undergraduate Nursing Program, including persons with disabilities, must be able to perform essential functions included in this document either with or without accommodations. These essential functions are congruent with the Texas State Board of Nurse Examiners expectations of any individual seeking initial licensure as a registered nurse. The use of trained intermediaries is not permissible, in that the student's judgment would be mediated by someone else's power of observation and selection.

Only students diagnosed with disabilities covered by the ADA may be granted special accommodations in nursing classroom, laboratory, and clinical settings. *Essential function statements* which apply to students in the undergraduate nursing major are: 1) the *essential functions* considered generic and applicable to all academic programs at UTMB Health which are delineated in Academic Policy titled Students with Disabilities: An Institutional Policy (1997); 2) the "UTMB Health Documentation Guidelines for Students with Disabilities"; and 3) the *essential functions* set forth by the nursing faculty of the School of Nursing (2002) which reflect the functional abilities essential for nursing practice identified by the National Council of State Boards of Nursing, Inc. (1996). The program objectives and "essential functions" of the Baccalaureate Nursing Program are congruent with:

- The *Differentiated Entry Level of Competencies of Graduates of Texas Nursing Programs* (BNE, September 2002) which are required by the Board of Nurse Examiners for the State of Texas for inclusion in nursing curricula. The SON undergraduate curriculum is approved by the BNE.
- The criteria and guidelines for the evaluation of baccalaureate and higher degree programs in nursing established by the Commission on Collegiate Nursing Education (CCNE). The baccalaureate and higher degree programs of the UTMB Health School of Nursing are accredited by CCNE.
- The *Essentials of Baccalaureate Education for Professional Nursing Practice* established by the American Association of Colleges of Nursing (AACN) and adopted by the SON faculty as standards for the Baccalaureate Program in Nursing.
- *The Standards of Clinical Nursing Practice* established by the American Nurses Association and adopted by the SON faculty as standards for the Baccalaureate Program in Nursing.
- The *Social Policy Statement* of the American Nurses Association that the SON faculty has adopted as standards for the Baccalaureate Program in Nursing.
- Yocom, C. J. (1996). *Validation study: Functional abilities essential for nursing practice.*

The *essential functions* are the basic cognitive, psychomotor, and affective activities that are essential to successful completion of the UTMB Health School of Nursing curriculum in nursing leading to initial licensure as a registered nurse. Essential functions identified *The Validation Study: Functional Abilities Essential for Nursing Practice* were categorized as: gross motor skills, fine motor skills, physical endurance, physical strength, mobility, hearing, visual, tactile, smell, reading, arithmetic competence, emotional stability, analytic thinking, critical thinking, interpersonal skills, and communication. Within each category and in order to be categorized as an essential activity/attribute, it had to be identified by 95% of the respondents. These functional abilities identified as essential for a registered nurse form the basis for the UTMB Health School of Nursing essential functions.

Licensure requirements are tied to statutes and regulations – the minimal, essential requirements for safe, competent practice. To practice nursing, a licensee must possess a multitude of knowledge, skills and abilities in order to provide safe and effective client care (National Council of State Boards of Nursing, Inc., 1992). It is the School of Nursing's responsibility to assure that this requirement is met before a graduate is certified to take the NCLEX. Texas does not have a limited licensure for the practice of nursing. Therefore, all graduates of the baccalaureate generic program for initial licensure must be able to practice competently and safely in all areas required in the curriculum.

Nursing education at the undergraduate level synthesizes knowledge from the physical sciences, behavioral sciences and the humanities to operationalize the nursing process. Nursing education focuses on the development of clinical knowledge and skills. Decision making, leadership, management skills and introduction to nursing research are goals of undergraduate study. Critical thinking, inquiry and increased self-direction for independent learning are fostered. Major emphasis is placed on preventive health care and health promotion throughout the life span, on management and follow-up of the acutely and critically ill, and on care for those with long-term health care needs. Nursing education prepares students to practice safely in a variety of health care situations, through a combination of classroom and clinical experiences in critical, logical and analytical thinking.

Professional nursing students must be able to demonstrate the use of a systematic approach to providing individualized goal directed nursing care. The candidate must be able to competently: 1) collect, analyze and interpret assessment data; 2) determine the client's/patient's condition, status, situation, or problem; 3) arrive at a nursing diagnosis; 4) plan independently and collaboratively for a full range of therapeutic interventions; 5) carry out nursing acts/interventions to implement the plan of care, including delegation and supervision of nursing tasks; and 6) evaluate individual, family, group, community or aggregate population response to, satisfaction with, and outcomes of professional

nursing action and intervention. The abilities and skills required in the use of the nursing process are observation, communication, psychomotor skills, intellectual and cognitive abilities, professional and social attributes, and application of legal and ethical standards.

Students enrolled in a nursing degree at UTMB Health must be able to perform the following essentials functions with or without reasonable accommodations.

Essential Functions: Observation (Sensory Modalities)

Candidates must be able to accurately observe close at hand and at a distance to learn skills and to gather data (e.g., observe an instructor's movements, a patient's gait or verbal response, a chemical reaction, a microscopic image, etc.). Candidates must possess functional use of the senses that permit such observation. See Institutional Handbook of Operating Procedures (IHOP) at http://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20-%2007.01.01%20-%20Students%20with%20Disabilities.pdf (Policy 7.1.1 Students with Disabilities).

School of Nursing Essential Functions	Clinical Examples
Tactile: • Feel vibrations • Feel differences in sizes, shapes • Detect temperature • Feel differences in surface characteristics • Detect environmental temperature	***Tactile ability sufficient to perform physical assessments, examinations and procedures*** • palpate pulses • palpate vein • identify body landmarks • skin turgor, rashes • skin temperature • check for drafts
Visual: • See objects up to 20 inches away (e.g., information on a computer screen, skin conditions) • See objects up to 20 feet away (e.g., client in a room) • See objects more than 20 feet away (e.g., client at end of hall) • Use depth perception • Use peripheral vision • Distinguish color (e.g. color codes on supplies, charts, bed) • Distinguish color intensity (e.g. flushed skin, skin paleness)	***Visual acuity sufficient to:*** • Observe changes in skin condition including distinguishing change in skin integrity, breathing patterns (including absence of respiratory movement), and color intensity such as the ability to identify cyanosis. • Identification of allergic responses such as skin rashes. • Access patient information on computer screens. • Read very fine print on medication labels, monitor strips, equipment calibrations • Draw up correct quantity of medication into syringe
Hearing: • Hear normal speaking level sounds (e.g. person-to-person report) • Hear faint voices • Hear faint body sounds (e.g., blood pressure sounds, assessment placement of tubes) • Hear in situations when not able to see lips (e.g., when masks are used) • Hear auditory alarms (e.g. monitors, fire alarms, call bells)	***Hearing acuity sufficient to:*** • Assess changes in heart, breath, abdominal, vascular sounds. • Take blood pressure
Smell: • Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.) • Detect smoke • Detect gases or noxious smells	***Smell sufficient to*** • Detect odors exhibited by body fluids which may be indicative of disease processes

(Yocom, 1996)

Essential Functions: Communication

Candidates must be able to communicate effectively and efficiently. Candidates must be able to process and comprehend written material. See (IHOP) at

http://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20-%2007.01.01%20-%20Students%20with%20Disabilities.pdf (Policy 7.1.1 Students with Disabilities).

School of Nursing Essential Functions	Clinical Examples
• Teach (e.g. client/family about health care) • Explain procedures • Give oral reports (e.g., report on client's condition to others) • Interact with others (e.g., health care workers) • Speak on the telephone • Influence people • Direct activities of others • Convey information through writing (e.g., progress notes)	• Communicate with patients/clients, family members and health care providers regarding the individual's plan of care. • Read and comprehend printed materials and documents. • Document clearly and correctly on patient's medical record for legal documentation. • Transmit information through written documents that use good grammar, syntax, spelling, and punctuation. • Access laboratory data via automated information system. • Clarify the meaning of non-verbal communication. • Use physical touch as a therapeutic non-verbal intervention. • Present oral reports • Clarify physician orders

(Yocom, 1996)

Essential Functions: Psychomotor Skills

Candidates must have sufficient motor capacities and mobility to execute the various tasks and physical maneuvers that are required within each program. Candidates must be able to display motor functions sufficient to fulfill the professional roles toward which each program educates. See (IHOP) at http://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20-%2007.01.01%20-%20Students%20with%20Disabilities.pdf (Policy 7.1.1 Students with Disabilities).

School of Nursing Essential Functions	Clinical Examples
Gross motor skills • Move within confined spaces • Sit and maintain balance • Stand and maintain balance • Reach above shoulders (e.g. IV poles) • Reach below waist (e.g., plug electrical appliance into wall outlets • Stoop and squat	• Administer medication via all routes including intravenous therapy. • Institute appropriate nursing interventions to stabilize a patient's condition and/or prevent complications.
Fine motor skills • Pick up objects with hands • Grasp small objects with hands (e.g., IV tubing, pencil) • Write with pen or pencil • Key/type (e.g., use a computer) • Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe) • Squeeze with fingers (e.g. eye dropper)	• Able to coordinate eyes and hands/fingers with speed and accuracy in making precise movements when providing patient care • Calibrate equipment • Draw up solution/medication in a syringe • Twist objects with hands • Take vital signs, including blood pressure, pulse, temperature, respiratory rates, pulse oximetry, and three-lead electrocardiogram. • Insert catheters • Pick up or grasp small objects • Transmit information via electronic means
Physical endurance • Stand (e.g., at client side during surgical or therapeutic procedure)	• Perform cardiopulmonary resuscitation (e.g. move above patient to compress chest and

• Sustain repetitive movements (e.g., CPR) • Maintain physical tolerance (e.g., work entire shift)	manually ventilate patient) • Stand/ walk to complete clinical day (e.g. 8/ 12 hour shift) • Complete assigned clinical practice within an acceptable time period
Mobility • Twist • Bend • Stoop/ squat • Move quickly (e.g., response to an emergency) • Climb (e.g., ladders/ stools/ stairs) • Walk	• Maneuver in small spaces* • Move independently from room to room • Twist, bend, stoop engage in procedures and direct patient care • *While health care agencies must meet ADA physical access standards, potential clients and equipment may limit the amount of available space in which to move.

(Yocom, 1996)

Essential Functions: Intellectual and Cognitive Abilities

Candidates must be able to measure, calculate, reason, analyze, synthesize, integrate, remember and apply information. Creative problem-solving and clinical reasoning require all of these intellectual abilities. In addition, many candidates must be able to comprehend three dimensional relationships and understand the spatial relationships of structures. See IHOP at http://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20-%2007.01.01%20-%20Students%20with%20Disabilities.pdf (Policy 7.1.1 Students with Disabilities).

School of Nursing Essential Functions	Clinical Examples
Reading • Read and understand written documents	• Read and understand English printed documents (e.g. policies, protocols, standards of care) • Read measurement marks
Arithmetic Competence • Read and understand columns of writing (e.g., flow sheet, charts) • Read digital displays • Read graphic printouts (e.g., EKG) • Calibrate equipment • Convert numbers to and/ or from Metric System • Read graphs (e.g., vital sign sheets) • Tell time • Measure time (e.g., count duration of contractions, etc.) • Count rates (e.g., drips/ minute, pulse) • Use measuring tools (e.g., thermometer) • Read measurement marks (e.g., measurement tapes, scales, etc.) • Add, subtract, multiply, and/ or divide whole numbers • Compute fractions (e.g., medication dosages) • Use a calculator • Write numbers in records	• Use measurement tools recognized as central to the care of patients/ clients. • Perform dosage calculations in a time frame to deliver safe care
Analytical Thinking • Transfer knowledge from one situation to another • Process information • Evaluate outcomes • Problem solve • Prioritize tasks • Use long term memory • Use short term memory	• Handle multiple tasks and problem solve simultaneously. • Assimilate and apply knowledge acquired from multiple learning experiences • Seek supervision and consultation in a timely manner

Critical Thinking	
• Identify cause-effect relationships • Plan/control activities for others • Synthesize knowledge and skills • Sequence information	• Analyze assessment data in determining nursing diagnoses. • Prioritize tasks • Comprehend and apply abstract concepts

(Yocom, 1996)

Essential Functions: Professional and Social Attributes

Candidates must exercise good judgment and promptly complete all responsibilities required of their respective program. They must develop mature, sensitive, and effective professional relationships with others. They must be able to tolerate taxing workloads and function effectively under stress. They must be able to adapt to changing environments, display flexibility, and function in the face of uncertainties and ambiguities. Concern for others, interpersonal competence and motivation are requisites for all programs. See (IHOP) at http://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20-%2007.01.01%20-%20Students%20with%20Disabilities.pdf (Policy 7.1.1 Students with Disabilities).

School of Nursing Essential Functions	Clinical Examples
Interpersonal Skills	
• Negotiate interpersonal conflict • Respect differences in clients • Establish rapport with clients • Establish rapport with co-workers	• Show respect for the diversity in patients/clients and co-workers. • Function as a member of an interdisciplinary team (e.g. consult, negotiate, share) • Establish rapport with patients/clients • Participate in partnered and group efforts in classroom and clinical learning activities. • Practice in a manner that is non-judgmental and non-discriminatory. • Interact with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds
Emotional Stability	
• Establish therapeutic boundaries • Provide client with emotion support • Adapt to changing environment/stress • Deal with the unexpected (e.g., client going bad, crisis) • Focus attention on tasks • Monitor own emotions • Perform multiple responsibilities concurrently • Handle strong emotions (e.g., grief)	• Function effectively under stress • Assume responsibility/accountability for own actions • Provide patient/family with emotional support • Adapt effectively to changing environments and increasing tension levels in a variety of situations (e.g. learning, patient care, emergencies)

(Yocom, 1996)

Essential Functions: Application of Legal/Ethical Principles and Professional Standards

A candidate must demonstrate professional attitudes and behaviors and must perform in an ethical manner in dealing with others. All programs require personal integrity and the adherence to standards that reflect the values and functions of the profession. Many programs also require the honoring of codes of ethics. See (IHOP) at http://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20-%2007.01.01%20-%20Students%20with%20Disabilities.pdf (Policy 7.1.1 Students with Disabilities).

School of Nursing Essential Functions	Clinical Examples
• Demonstrate the application of the professional nursing Code of Ethics to clinical practice; • Apply an ethical decision making process, based upon recognized biomedical principles, in their practice • Adhere to the practice standards of the nursing	• Abide by professional standards of practice • Demonstrate ethical and professional attitudes and conduct. • Assist individuals and families in making end-of-life decision • Participate in ethics committee activities relative

profession • Adhere to the legal/ ethical standards set forth by the Board of Nurse Examiners for the State of Texas • Apply negotiation and mediation skills in ethical decision making • Reflect the values of the profession in their practice • Demonstrate accountability for one's own practice • Take action to protect the public from the unsafe, illegal or unethical practice of others • Participate in the legal/ regulatory/ social policy processes that influence health care and nursing practice • Act as a moral agent in the practice of nursing.	to patients/ clients receiving nursing care. • Participate in peer review • Testify before legislative/ regulatory bodies such as the Board of Nurse Examiners. • Advocate for the welfare of individuals and groups • Practice in a manner that preserves/ protects client autonomy, dignity and rights. • Act as a nurse advocate • Maintain client confidentiality

(Revised and approved by Baccalaureate Faculty 7/15/02; approved OEO&D 7/21/02)

BACCALAUREATE ENROLLMENT REQUIREMENTS

Before an applicant may enroll in the School of Nursing, the following requirements must be met:

1. Complete 60 hours of required prerequisites with a minimum cumulative GPA of 2.75 on a 4.0 scale for traditional BSN, a minimum GPA of 3.0 for accelerated BSN, and a minimum GPA of 2.0 for RN-BSN.
2. Complete Basic Life Support Health Care Provider Courses covering adult, infant, child, and two-man CPR. Certification must be obtained or renewed form the American Heart Association (on-line courses will not be accepted). Evidence of CPR certification must be provided at Orientation and at beginning of clinical placements.
3. Complete all student immunization and TB screening requirements.
4. If applying for the traditional or accelerated BSN programs, take version V of the ATI (Assessment Technologies Institute) TEAS (Test of Essential Academic Skills) test. The results of this assessment are included in the overall evaluation of application for admission. The exam can be scheduled through the ATI testing site (www.atitesting.com) and must be completed by the application deadline.
5. Gain background check and drug screen clearance through PreCheck. Applicants must register at PreCheck within three (3) weeks of SON Orientation.
6. Complete and return the document "Americans with Disability Act (ADA) of 1990 and Essential Functions" form to the Office of Admissions and Student Affairs.

POLICY FOR CRIMINAL BACKGROUND CHECKS

Criminal background checks are required in keeping with The Joint Commission standard. Individual institutions have been given the responsibility for mandating this clearance for students. Therefore all UTMB Health students will be required to undergo a background check prior to enrollment at UTMB Health.

POLICY FOR DRUG TESTING

It is the policy of UTMB Health to provide a safe workplace for all employees and students. Accordingly, the UTMB Health School of Nursing requires that all nursing students have a negative urine drug screen before enrollment. This policy applies to all students who enroll in any program or course at UTMB Health SON and all students who enroll in any course in a health care facility for which a negative urine drug screen is required. The substances tested for include amphetamines, cocaine, marijuana, opiates, phencyclidine (PCP), benzodiazepines, barbiturates, methadone, methqualone, propoxyphene, and ethanol urine, and other additional substances as may be required by a health care facility at which the student is assigned for a clinical rotation. Drug screen results will not be accepted from non-UTMB Health approved collection sites.

A student's test is not considered positive until a Medical Review Officer (MRO) determines that the results are not due to legally prescribed and appropriately taken prescription medications and the student has been offered the opportunity to have the original sample retested at the student's expense.

The consequences of a positive test may include removal of the offer of admission. Additionally, if the student has credentials through a professional licensing board, the licensing entity may be notified, as required by the state and by UTMB Health's ethical responsibility, of the applicant's positive test as verified by the UTMB Health Medical Review Officer in regards to illegal or unauthorized substances.

EVIDENCE OF IMMUNIZATION

Evidence of immunizations required by UTMB Health must be submitted to Student Wellness for verification and processing, including documentation for COMPLETED three (3) dose series of Hepatitis B vaccines with a positive Hepatitis B antibody titer, influenza and bacterial meningitis vaccines as per Student Wellness requirements. Immunization requirements must be met to proceed in a clinical course. Students who are not in compliance with the above policy will not be permitted to participate in clinical activities.

STUDENT HEALTH INSURANCE CONFIRMATION POLICY

UTMB Health Student Health Insurance Policy

All students enrolled at UTMB Health must have health insurance coverage.

Information regarding this requirement is available online at
www.utmb.edu/policies_and_procedures/IHOP/Student

PREREQUISITES FOR ALL BACCALAUREATE PROGRAMS

Since UTMB Health is an upper-division and graduate-level campus, applicants to the School of Nursing must complete the prescribed lower-division academic work at another approved college or university. The basic liberal arts and science courses undertaken at the lower division level provide the foundation for an understanding of individuals as they exist in health and in illness. After completion of the prescribed lower-division academic work, the student enters the upper-division nursing curriculum at UTMB Health at the junior level.

Applicants should consult early with the School of Nursing Office of Admissions and Student Affairs regarding prerequisite courses to ensure that courses taken will fulfill admission requirements. The prerequisite courses are listed below with the minimum number of semester hours required for each. These courses must have been completed in an accredited U.S. college or university.

A limited amount of work completed online or by correspondence toward degree requirements will be accepted on a case by case basis. No course may be used to fulfill the requirements of more than one prerequisite category. No biological or physical sciences prerequisite courses may be taken by correspondence or online.

Lower Division Courses	**Credit Hours**
Anatomy and Physiology (must include lab)	6-8
Microbiology (must include lab)	3-4
Chemistry (Any chemistry not including remedial courses. Must include lab)	3-4
Elective Science (Pathophysiology, Add'l Chemistry or Add'l Biology	3
Nutrition	3
Introductory Psychology	3
Introductory Sociology	3
Lifespan Growth & Development or a course that covers infancy through the adult stage of life	3
Statistics (Math, Psych, or Business)	3
English I–Composition I or Technical Writing	3
English II–Composition 2 or Technical Writing	3
U.S. History	6
U.S. & Texas Government	6
*Humanities	3
**Performing Arts	3
Free Electives	2-6
Total:	**Minimum of 60**

***Humanities:**
Prefixes for course selection:
HUMA, PHIL & ENGL–*when the course applies to the study of literature (i.e. British, American, or World)*
Philosophy, Anthropology, Cultural Studies, Classical Literature

****Performing Arts:**

Prefixes for course selection: ARTS, DANC, DRAM, MUAP *(applied music)*, MUEN *(Ensemble music)* & MUSI

Art, Drama, Music, Theater, Dance

*****Free Electives:**

Free elective is any course that is not remedial, technical, vocational, military, or being used to meet another prerequisite requirement. For additional information, go to the website (http://son.utmb.edu/academics/BSN/Prerequisites.cshtml).

Credit for Prior Learning Experiences

The following kinds of learning experiences may qualify for credit toward fulfilling the prerequisite and/or professional course work credit in the school:

- Experience equivalent to courses or portions of courses and measurable by written examination or portfolios,
- Experience measurable by demonstrated skills, and/or
- Experience gained in courses given at non-degree-granting professional or technical institutions, such as diploma nursing programs or hospital-based (nonacademic) programs.

Documentation of experience to establish the learning that has occurred varies according to the kind of experience measured is outlined below.

Prior Learning Experience as a Substitute for Prerequisite Courses (Lower Division)

Individuals who have attended professional or technical institutions, such as diploma nursing programs or other nonacademic hospital-based programs (such as those for military medical technicians and hospital corpsman) or other select non-degree-granting institutions, may have attained training and/or experience comparable to the prerequisites for admission to and/or requirements for a professional course of study. The granting of semester credit hours for such training is determined by the student's program director in consultation with the Admission and Progression committee. With the program director's' approval, this training and/or experience may be substituted for prerequisites according to the following options, which must be completed prior to admission. The Director of Admissions and Student Affairs approves the form and sends to Enrollment Services.

Option 1

The applicant submits to the program director acceptable documentation of the hours of instruction successfully completed for each prerequisite course for which he or she seeks credit to be granted. Acceptable documentation may include outlines, syllabi, or other descriptions of the content successfully completed by the applicant.

As a guideline, one (1) semester hour of credit may be granted for each 15 hours of acceptable didactic (classroom) instruction. No more than 50% of the total number of credits to meet degree requirements may be awarded for such training. For credit thus approved, an entry on the UTMB Health student permanent academic record will identify the institution where the applicant completed the experience and the number of semester hours granted.

Option 2

Upon recommendation of the Admissions and Progression Committee, the program director may accept in lieu of prerequisites, not to exceed 30 semester credit hours, the credits earned from the General and/or Subject Examinations of the College Level Examination Program (CLEP) or other standard examination. As a guideline, the applicant must have scored at or above the national 50th percentile in each course or subject area for which he or she seeks credit.

Option 3

Upon receipt of a written request and acceptable documentation, the Director of Admissions and Student Affairs may waive a prerequisite based on professional experience and submission of a portfolio.

Prior Learning Experience as a Substitute for Professional Courses (Upper Division)

Semester credit hours granted by the three (3) aforementioned methods will be noted on the student's permanent academic record by the symbol CR following the identification of the specific course. Computation of a student's GPA will not include credit so authorized.

For Professional courses, in some cases the student may petition his or her program director for a challenge (equivalency or proficiency) examination. The program director will determine whether the student had an opportunity to acquire the equivalent knowledge and/or skill and qualifies to be tested.

The following guidelines govern the administration of challenge examinations:

The student may submit his or her petition at any time after receiving official notification of acceptance into a professional program in the School of Nursing but before commencing the last 15 semester hours of the professional curriculum. Written requests must be submitted simultaneously to the course instructor/coordinator and the student's track administrator at least two weeks before the course begins. If, however, the course is offered during the student's first enrollment period in the School of Nursing, the request must be made no later than the first week of the course.

- Challenge examinations granted during the student's first enrollment period must be completed within the first two weeks of class. All other challenge examinations must be completed within the first week of class.
- Both the course instructor/coordinator and the track administrator must approve the petition.
- The petitioner must be officially registered in and have paid all applicable tuition and fees for each course for which a challenge examination is sought.
- Challenge examinations offered within the school are comprehensive and comparable to those examinations required of students completing the course in the School of Nursing.
- A student may take a challenge examination of a course or portion of a course one time only.
- The student must score a minimum grade of 82; otherwise the student completes the course or portion of a course during the enrollment period under way at the time of the examination. Except in extenuating circumstances and with the approval of the program director and the Admission and Progression Committee, a grade of F will be recorded if the student does not complete the course.
- Credit so earned is noted on the student's official permanent academic record as "credit by examination."
- The grade earned by challenge examination for a portion of a course is averaged into the total grade for the course.
- Curriculum standards and/or standards for accreditation, certification, or licensure may limit the amount of credit by proficiency examination of skills, as determined by the student's program director.
- Two or more faculty members qualified to assess the competency of demonstrated skills will evaluate the student's performance.
- The student granted credit for demonstrated skills may be required by his or her program director to pursue additional study.

BACCALAUREATE PROGRAM DESCRIPTIONS

Baccalaureate nursing programs are designed for students seeking a baccalaureate degree in nursing. Students seeking initial licensure may progress in either a full-time or part-time program. RNs obtain a BSN through online courses with limited time on campus. All program policies apply to all baccalaureate students.

PROGRAM OBJECTIVES

A graduate of UTMB Health School of Nursing Baccalaureate Program has demonstrated the ability, through didactic learning and clinical practice, to:

- Critically apply assessment, diagnosis, planning and evaluation, and other processes of analysis for decision-making and intervention.
- Provide safe and competent nursing care to individuals, families, groups, and communities based on theory and evidence from research and other ways of knowing.
- Use effective oral and written communication to facilitate information sharing, care giving, professional relationships, and collaboration.
- Use standards of practice to manage and coordinate nursing care from birth to death in times of illness and health in order to promote healthy living, maximize function and quality of life, and prevent disease.
- Design nursing care to reflect ethical, legal, and political principles, and information and health care technologies from a multicultural perspective.
- Support human dignity and diversity through ethical and compassionate care.
- Practice in partnership with the patient and the interdisciplinary health care team to provide, plan, coordinate, and evaluate nursing care.
- Commit to the profession through life-long learning, self-care, and active participation in nursing and community organizations, leadership, and advocacy.

DEGREE REQUIREMENTS FOR BACHELOR OF SCIENCE IN NURSING (BSN)

Each degree-seeking student is responsible for knowing the degree requirements appropriate to his or her particular degree program and completing those requirements in order to be awarded the degree.

To qualify for graduation, the student must satisfy all eligibility requirements, including successful completion of the curriculum for which the student registered, no later than six years from the date of first enrollment in the School of Nursing.

Texas law requires that no person may receive a baccalaureate degree unless he or she has taken and passed six (6) semester credit hours in American government and six (6) semester credit hours of American history. Three (3) hours of Texas history may be substituted for one-half the history requirement. To meet the prerequisite requirements, history and government courses must have been completed with a grade of C or higher. History, government, and political science courses are not offered at UTMB Health.

The Texas Higher Education Coordinating Board requires that all students successfully complete the Texas Core Curriculum requirements prior to graduation. Consequently, students receiving their first baccalaureate degree from UTMB Health School of Nursing must successfully complete the Texas Core Curriculum requirements prior to graduation.

The student must have completed no less than 30 of the final 30 upper-division semester credit hours in residence at the School of Nursing to be granted the Bachelor of Science in Nursing degree. Courses taught off campus or web-based and are the same as those taught at the main campus are considered residence courses and meet criteria for residency. For any course taken outside UTMB Health, the student must provide, for the University's records, an official transcript immediately upon completion of that course. Official transcripts for upper-division or graduate work taken at another institution while enrolled in the School of Nursing must be in the permanent file before graduation from the *School* of Nursing.

In addition to fulfillment of all program requirements, graduation with the Bachelor of Science in Nursing degree requires removal of any academic deficiencies. No student may graduate with an incomplete (I) or failing (F) grade. Each student must have an overall program GPA of 2.0 or above at the time of graduation.

Students must apply for a degree at the beginning of the semester in which they expect to graduate by completing the Diploma Name Card form in the Office of the Registrar. Degrees are awarded at the end of the summer, fall, and spring semesters. The formal commencement ceremony for the entire academic year is held in the spring. No degree is conferred except on the official dates announced publicly. Candidates are expected to attend graduation exercises.

NCLEX-RN LICENSURE PROCESS

Initial licensure students must successfully pass the NCLEX-RN in order to be licensed as registered nurses in the state of Texas. Graduates may not sit for the NCLEX-RN until they have received an authorization to test (ATT) from the Texas Board of Nursing. The ATT is issued only after the graduate has accurately completed all steps of the examination application (http://www.bon.texas.gov/olv/examination.html) including a criminal background check, and the Dean of the School submits an affidavit of graduation which verifies that all requirements for graduation have been met.

TRADITIONAL BSN DEGREE PLAN

The traditional BSN degree plan is specifically designed for students seeking initial licensure in nursing. Students may proceed through the program in three (3) different time frames, ranging from three (3) to four (4) semesters. Full-time BSN students can complete upper-division courses in four (4) semesters and in three (3) semesters for students enrolled in the accelerated degree program.

Required Courses for BSN (Traditional) Degree Plan

Course Number	Course Title	Credit Hours	
	SEMESTER 1		
NURS 3290	Nursing: Introduction to Professional Nursing	2	
NURS 3340	Nursing: Health Assessment	3	
NURS 3631	Nursing: Essentials of Care - Adult I	6	
NURS 3345	Nursing: Concepts of Pathophysiology	3	14
	SEMESTER 2		
NURS 3632	Nursing: Adult Nursing II	6	
NURS 3511	Nursing: Psychosocial Dimensions of Care	5	
NURS 3314	Pharmacology	3	
NURS 3229	Nursing: Informatics & Technology	2	16
	SEMESTER 3		
NURS 4502	Nursing: The Community	5	
NURS 4531	Nursing: Mother and Family	5	

NURS 4532	Nursing: The Child and the Family	5	15
	SEMESTER 4		
NURS 4503	Nursing: Advanced Concepts - Adult III	5	
NURS 4206	Nursing: Evidence Based Practice	2	
NURS 4101	Nursing: Integration of Core Nursing Concepts	1	
NURS 4312	Nursing: Leadership and Practice	3	
NURS 4430	Nursing: Clinical Capstone	4	15
Total Credit Hours:			**60**

Current semester offerings are available on the School of Nursing web site: (http://son.utmb.edu/programsofstudy/bsn/ProgramplanFall2011.cfm)

ACCELERATED BSN DEGREE PLAN

The accelerated degree plan is designed for students who already hold a baccalaureate degree in a related field of study from an accredited U.S. college or university. The accelerated degree plan is a one-year program consisting of three (3) semesters of intense study consisting of 20 credits each semester. This degree plan ensures that students have adequate time for the integration of theory and clinical application. Courses progress from theory to application in the clinical area. Additional hours each semester allow increasing opportunities in a variety of clinical settings to a capstone experience in Semester III.

Required Courses for Accelerated Degree Plan (1 year)

Course Number	Course Title	Credit Hours	
	SEMESTER 1		
NURS 3115	Seminar: Professional Nursing Practice I	1	
NURS 3340	Health Assessment	2	
NURS 4225	Nursing Research	2	
NURS 3314	Pharmacology	3	
NURS 3290	Nursing: Introduction to Professional Nursing	2	
NURS 3210	Integrated Concepts of Pathophysiology and Pharmacology in Nursing	3	
NURS 3715	Adult Nursing I	7	20
	SEMESTER 2		
NURS 4125	Seminar: Professional Nursing Practice II	1	
NURS 4704	Adult Nursing II	7	
NURS 3511	Nursing: Psychosocial Dimensions of Care	5	
NURS 4503	Nursing: Advanced Concepts - Adult III	5	
NURS 4237	Transition into the Professional Role	2	20
	SEMESTER 3		
NURS 4135	Seminar: Professional Nursing Practice III	1	
NURS 4531	Nursing: Mother and Family	5	
NURS 4532	Nursing: Child and Family	5	
NURS 4101	Nursing: Integration of Core Nursing Concepts	1	
NURS 4502	Nursing: The Community	5	
NURS 4340	Professional Nursing Role and Preceptorship	3	20
	Total Credit Hours:	60	

RN-BSN DEGREE PLAN

The RN-BSN degree plan is an online program with flexible clinical components specifically designed for the registered nurse who is seeking a baccalaureate degree in nursing and offers an alternative to traditional educational approaches. Registered nurses from diploma and associate degree programs enter the Baccalaureate program with diverse educational backgrounds and competencies. To meet the varied needs of these nurses, students are offered more

independence and flexibility in scheduling learning experiences. The Faculty encourages self-direction and student-initiated learning activities.

The RN-BSN degree plan is offered through an online web-based format with one 2-day on campus school orientation requirement. The program requires an average of two to three (3) semesters to complete. Students may complete the program in two 15-credit hour semesters or three (3) 10-credit hour semesters. The degree plan allows for the awarding of 30 advanced placement credit hours for previous learning if completed with a grade of C or better. Clinical experiences are in their home communities.

Required courses for the RN-BSN Degree Plan

Course Number	Course Title	Credit Hours
NURS 3211	Foundations for Evidence Based Practice	2
NURS 3214	Career pathway I: Assessment and Development	2
NURS 3308	Contemporary Professional Nursing	3
NURS 3341	Clinical Reasoning in Health Assessment	3
NURS 3363	Legal and Ethical Issues in Healthcare	3
NURS 4238	RN-BSN: Evidence-Based Nursing Practice and Research	2
First Semester	**Total Credit Hours: 15**	
NURS 4352	Meeting Challenges in the Healthcare Environment	3
NURS 4517	RN-BSN: Community and Population Based Care	5
NURS 4202	Career Pathway II: Expanding Horizons (Capstone Project)	2
NURS 4510*	Leading and Managing in Nursing	5
Total Credit Hour		**30**

*NURS 4510 Leading and Managing in Nursing must be taken in the final term prior to graduation.

COURSE DESCRIPTIONS

Each course in the baccalaureate program contributes to the development of the student's ability to use critical thinking skills in formulating and providing client care. Students will be provided the opportunity to learn the dynamics of change, the principles of collaboration and its use to facilitate client care, the principles of leadership, and the value of empowering the client.

Courses are identified by total credits awarded, followed in parentheses by weekly hours of theory, lab, and clinical practice. For example, NURS 3620 6 (3-3-6) would be interpreted to be a six (6) credit-hour course in which students are expected to spend approximately three (3) hours per week on theory, three (3) in lab, and six (6) in clinical practice.

Required Courses: BSN Traditional

NURS 3229 (Traditional) 2 (2:0:0)
NURSING: INFORMATICS AND TECHNOLOGY

This course assists students to develop basic competencies in use of computers, data management software, patient care technologies, electronic communication, data gathering devices to deliver quality patient care. Issues and policies related to ethics and privacy regarding the treatment of patient information (HIPAA) and the impact of informatics related to data, technology, privacy, safety, security and systems are addressed.

NURS 3290 (Traditional & Accelerated) 2 (2:0:0)
NURSING: INTRODUCTION TO PROFESSIONAL NURSING

This course introduces students to the essential roles of baccalaureate nurses: provider of care, designer/ manager/ coordinator of care, and member of a profession. Principles for professional nursing practice, including historical foundations of nursing, theories of nursing, professionalism, and professional socialization are presented. Law and ethics governing the practice of nursing are analyzed. The foundation for quality improvement and safety is laid with a focus on integration and collaboration with the interprofessional health care team, and culturally sensitive communication.

NURS 3314 (Traditional and Accelerated) 3 (3-0-0)
PHARMACOLOGY

The focus of this course is the study of the basic pharmacologic concepts of the major drug groups used in therapy. Prerequisites: N3290, 3345, 3631, 3340.

NURS 3340 (Traditional & Accelerated) 3 (2:1:0)
HEALTH ASSESSMENT

This course presents the background and skills essential for holistic assessment related to the biological, psychological, social, and spiritual dimensions of health, including cultural and developmental determinants. The application of selected principles from the physical and social sciences are incorporated throughout the course. Emphasis is placed on assisting students to develop clinical reasoning skills that prepare them to provide nursing care safely and with a commitment to quality. Principles of health assessment, health promotion and nursing process are addressed.

NURS 3345 (Traditional) 3 (3:0:0)
NURSING: CONCEPTS OF PATHOPHYSIOLOGY

This course emphasizes integration and application of pathophysiologic concepts and principles into professional nursing practice. Students are guided in their application of pathophysiological principles to understanding selected disease processes, clinical signs and symptoms, and disease management. The course is designed to enhance critical thinking and promote decision making for safe and effective care.

NURS 3511 (Traditional & Accelerated) 5 (3:0:2)
NURSING: PSYCHOSOCIAL DIMENSIONS OF CARE

In this course, students apply holistic nursing care to patients with emotional crisis and/ or mental health problems. Students collaborate with patients, families, groups, and other health professionals to promote psychosocial health and assist in the prevention of disease and disability. Emphasis is on understanding responses to illness and stressors and on gaining increased skill in therapeutic communication with individuals and groups. Co- or Prerequisites: N3290, N3345, N3631, N3340, N3632, N3314 and N3229.

NURS 3631 (Traditional) 6 (2.5:1:2.5)
NURSING: ESSENTIALS of CARE - ADULT I

This course provides the foundation for professional nursing practice through the application of the nursing process and concepts of evidence-based practice. Nursing management, interprofessional collaboration, effective communication, and ethical and legal standards of care are the concepts explored in the provision of holistic, patient-centered nursing care within a safe environment. Students acquire competence in essentials of nursing practice to promote health, provide care and prevent injury in patients, from the young adult through the elderly. Co- and Prerequisites: N3290, N3340 and N3410.

NURS 3632 (Traditional) 6 (2.5:1:2.5)
NURSING: ADULT II

This course builds on the theoretical and clinical basis for managing the care of adult patients/families with acute and chronic health care problems through the application of the nursing process and concepts of evidence-based practice. Emphasis is on application of pathophysiologic concepts, assessing and evaluating human responses to illness, and implementation of holistic nursing care. Students provide increasingly complex nursing care for adults and collaborate with patients, their families, and other health care professionals to promote health and improve quality of life for diverse patients in a variety of acute care settings. Prerequisites: N3290, 3345, 3631, 3340. Co-requisites: N3511, N4330, and N3314.

NURS 4101 (Traditional) 1 (1:0:0)
NURSING: INTEGRATION OF CORE NURSING CONCEPTS

This course is designed to provide students with an opportunity to integrate, improve, and evaluate their level of preparation for beginning practice as a graduate nurse. Through focused review of critical content, students will integrate the nursing competencies that are essential for the safe practice of nursing. Prerequisites: all courses prior to the 4th semester. Co-requisite: N4430, N4206, N4312, and N4503.

NURS 4206 (Traditional) 2 (2:0:0)
NURSING: EVIDENCE BASED PRACTICE

The course focuses on the acquisition of knowledge and skills essential for the utilization of nursing research by the entry-level nurse. Emphasis is on methods needed to access and understand evidence-based findings in the practice of professional nursing. Students are guided to develop critical thinking skills to recognize and apply evidenced based solutions for clinical nursing problems.

Co- and Prerequisites: Successful completion of N3631, N3290, N3340, and N3345.

NURS 4430 (Traditional) 4 (0:1:3)
NURSING: CLINICAL CAPSTONE

This course focuses on the integration of the professional nursing role, with emphasis on the application of holistic nursing principles and theory in the care of multiple patients with complex problems. Along with the faculty and preceptor, students will have opportunities to synthesize and integrate previous learning and apply it to professional nursing practice in a safe and effective manner. This is a capstone clinical practice experience that can only be taken after completion of all other courses in the baccalaureate curriculum. Prerequisites: all courses prior to the 4th semester. Co-requisite: N4101, N4206, N4312, and N4503.

NURS 4502 (Traditional) 5 (3:0:2)
NURSING: THE COMMUNITY

In this course, students and faculty collaborate with community partners to facilitate positive health outcomes through health promotion and disease prevention. The focus is on core community health nursing knowledge and clinical application with population aggregates. The emphasis is on assessment of populations at risk and primary prevention intervention and program development. Co- and Prerequisites: N3290, N3345, N3631, N3340, N3632, N3511, N3314, N4532, and N4502.

NURS 4503 (Traditional) 5 (2:0.5:2.5)
NURSING: ADULT III

This course presents the theoretical and clinical basis for managing the holistic care of critically ill adult patients/families in life-threatening situations. Emphasis is placed on integrating concepts of patho-physiology to clinical practice, assessing and evaluating human responses to illness, and implementing nursing care. Concepts of pharmacology, psychosocial issues, health care technologies, research and evidenced-based nursing practice will be applied to theory and clinical practice. Students will collaborate with patients, their families and health care providers to maximize outcomes, prevent complications, and improve quality of life for hospitalized patients in critical care and/or emergent care settings. Prerequisites: Completion of all nursing courses except the following co-requisites: N4312, N4101, N4430, and 4206.

NURS 4531 (Traditional & Accelerated) 5 (2.5:0.5:2)
NURSING: THE MOTHER AND FAMILY

In this course, the student applies holistic concepts to the holistic professional nursing care of childbearing families in health and illness. Students provide increasingly complex nursing care in a variety of settings. Emphasis is on the nurse's collaborative role with families and other health care providers in promoting positive health outcomes through health promotion and disease prevention. Co- and Prerequisites: N3290, N3345, N3631, N3340, N3632, N3511, N3314, N4532, and N4502.

NURS 4532 (Traditional & Accelerated) 5 (2:1:2)
NURSING: THE CHILD AND FAMILY

In this course, the student applies holistic concepts to the nursing care of children and their families in health, illness, and at the end of life. Students provide increasingly complex nursing care in a variety of settings. Emphasis is placed on incorporating growth and developmental principles as students collaborate with children, their families, and other health care providers facilitate positive health outcomes through health promotion and disease prevention. Co- and Prerequisites: N3290, N3345, N3631, N3340, N3632, N3511, N3314, N4532, and N4502.

NURS 4312 (Traditional) 3 (3:0:0)
NURSING: LEADERSHIP AND PRACTICE

This course introduces the leadership roles and management functions of professional nurses within the organizational structure. Emphasis is given to theories of leadership, management, and organizations. The focus is on understanding the key skills employed by nurse leaders/managers including communicating effectively with peers and the interprofessional team, conflict resolution, delegation, building teams, controlling resources, improving quality, and leading change. The course will support the student's transition into the professional nursing role. Prerequisites: all courses prior to the 4th semester. Co-requisite: N4101, N4206, N4430, and N4503.

Required Courses: BSN Accelerated

NURS 3115 (Accelerated) 1 (0:0:1)
SEMINAR: PROFESSIONAL NURSING PRACTICE II

This seminar/course provides the student with the opportunity to apply the nursing process to adults and to integrate concepts from Pathophysiology, pharmacology, health assessment, older adult theory and clinical experiences using discussion, problem based learning, case studies, and critical thinking approaches.

NURS 3210 (Accelerated) (2:0:0)

CONCEPTS OF PATHOPHYSIOLOGY AND PHARMACOLOGY IN NURSING

Emphasis in this course is on integration and application of Pathophysiology concepts and principles to nursing, using hypothetical nursing care situations and case studies. The course builds on students' prerequisite knowledge of Pathophysiology and further prepares them for clinical practice in the BSN program and as graduates. Faculty will guide students in their analysis and evaluation of selected path physiological processes. The course is designed to enhance critical thinking and promote decision making for safe and effective care.

NURS 3340 (Traditional & Accelerated) 3 (2:1:0)
HEALTH ASSESSMENT

This course presents the background and skills essential for holistic assessment related to the biological, psychological, social, and spiritual dimensions of health, including cultural and developmental determinants. The application of selected principles from the physical and social sciences are incorporated throughout the course. Emphasis is placed on assisting students to develop clinical reasoning skills that prepare them to provide nursing care safely and with a commitment to quality. Principles of health assessment, health promotion and nursing process are addressed.

NURS 3715 (Accelerated) 7 (3:1:3)
ADULT NURSING I

This course introduces students to the theoretical basis for holistic assessment of clients and their responses to health challenges across the lifespan. The student has the opportunity to develop basic competencies for holistic health assessment of clients along the health continuum and identification of self-care activities which facilitate effective responses to the environment or health care challenges. Student application occurs through participation in classroom and web-based activities, practice in a laboratory setting, and in small group discussions.

NURS 4101 (Traditional & Accelerated) 1 (1:0:0)
NURSING: INTEGRATION of CORE NURSING CONCEPTS

This course is designed to provide students with an opportunity to integrate, improve, and evaluate their level of preparation for beginning practice as a graduate nurse. Through focused review of critical content, students will integrate the nursing competencies that are essential for the safe practice of nursing. Prerequisites: all courses prior to the final semester. Co-requisite: N4340, N3511, N4502, and N4503.

NURS 4125 (Accelerated) 1 (0:0:1)
SEMINAR: PROFESSIONAL NURSING PRACTICE II

Students build on Semester I to apply the nursing process and concepts from research to adults, children, and families while integrating concepts from adult, reproducing families, children and adolescent theory. Students learn through clinical experiences which utilize discussion, problem-based learning, case studies, and critical thinking approaches.

NURS 4135 (Accelerated) 1 (0:0:1)
SEMINAR: PROFESSIONAL NURSING PRACTICE III

In Seminar III students build on Semesters I and II by applying the nursing process to individuals, families, aggregates, populations, and communities. Students learn to integrate concepts from advanced adult, psychiatric nursing, community health, professional role theory courses, and clinical experiences using discussion, problem-based learning, case studies, and critical thinking approaches.

NURS 4225 (Accelerated) 2 (2:0:0)
NURSING RESEARCH

This course focuses on the methods used to acquire and use knowledge in the practice of professional nursing. Emphasis is on research methods and resources for knowledge acquisition. Students are guided to develop critical thinking skills and to pursue creative solutions for clinical nursing problems.

NURS 4237 (Accelerated) 2 (2:0:0)
TRANSITION INTO THE PROFESSIONAL ROLE

This course focuses on the student's integration into the professional nursing role by exploring selected leadership and management theories and concepts used in health care delivery. Professional nursing issues include scope of practice based on statutory laws and regulations, legal and ethical issues, career development, and workplace issues.

NURS 4340 (Accelerated) 3 (0:0.5:2.5)
PROFESSIONAL NURSING ROLE AND PRECEPTORSHIP

This course focuses on the integration of the professional nursing role, with emphasis on the application of holistic nursing principles and theory in the care of multiple patients with complex problems. The clinical experience will provide an opportunity for the students to begin transition into practice focusing on principles of leadership and manager of care.

The student will have an opportunity to demonstrate their role as a member of the profession in nursing organizations. Completion of all nursing courses with the exception of co-requisites: 4503, 4101.

NURS 4502 (Traditional & Accelerated) 5 (3:0:2)
NURSING: THE COMMUNITY

In this course, students and faculty collaborate with community partners to facilitate positive health outcomes through health promotion and disease prevention. The focus is on core community health nursing knowledge and clinical application with population aggregates. The emphasis is on assessment of populations at risk and primary prevention intervention and program development. Co- and Prerequisites: N3290, N3210, N3314, N3715, N3340, N4531, N4532, N4704, N3511, and N4503.

NURS 4531 (Traditional & Accelerated) 5 (2:1:2)
NURSING: THE MOTHER AND FAMILY

In this course, the student applies holistic concepts to the holistic professional nursing care of childbearing families in health and illness. Students provide increasingly complex nursing care in a variety of settings. Emphasis is on the nurse's collaborative role with families and other health care providers in promoting positive health outcomes through health promotion and disease prevention. Co- and Prerequisites: N3290, N3210, N3314, N3715, N3340, N4532, and N4704.

NURS 4532 (Traditional & Accelerated) 5 (2:1:2)
NURSING: THE CHILD AND FAMILY

In this course, the student applies holistic concepts to the nursing care of children and their families in health, illness, and at the end of life. Students provide increasingly complex nursing care in a variety of settings. Emphasis is placed on incorporating growth and developmental principles as students collaborate with children, their families, and other health care providers facilitate positive health outcomes through health promotion and disease prevention. Co- and Prerequisites: N3290, N3210, N3314, N3715, N3340, N4531, and N4704.

NURS 4704 (Accelerated) 7 (3:1:3)
ADULT NURSING II

This course presents the theoretical and clinical basis for managing the care of adult clients/families with complex and multiple health care problems. Emphasis is on application of Pathophysiology concepts, assessing and evaluating human responses to illness, and implementation of holistic nursing care. Students provide increasingly complex nursing care for adults. Students collaborate with clients, their families, and other health care professionals to promote well-being and improve quality of life for diverse clients in a variety of health care settings.

Required Courses: RN-BSN

NURS 3211 (RN-BSN) (Web based) 2 (2:0:0)
FOUNDATIONS FOR EVIDENCE-BASED PRACTICE

This course introduces the RN-BSN student to methods of electronic searching and reviewing evidence-based literature. Areas covered include strategies and tactics for effective electronic database searching, Internet exploration, and the outlining and writing process.

NURS 3214 (RN-BSN) (Web based) 2 (2:0:0)
CAREER PATHWAY I: ASSESSMENT AND DEVELOPMENT

The career pathway courses are designed to assist the RN-BSN student in her/his professional and personal development. As the registered nurse continues to learn, grow, and develop professionally expert patient care is the outcome. This first course introduces the RN-BSN student to the career pathway project. The aim of this course is to identify a clinical pathway project, define its scope and complete the literature review for the project.

NURS 3308 (RN-BSN) (Web based) 3 (3:0:0)
CONTEMPORARY PROFESSIONAL NURSING

This course provides for transition of the Registered Nurse into the baccalaureate nursing program and presents the foundation for professional nursing practice in the contemporary health care environment. The student is given an opportunity to expand his/her knowledge related to the history and philosophy of holistic nursing practice which includes: nursing theories, contemporary health care policy, cultural diversity, and the ethical and legal dimensions of professional accountability, including aspects of jurisprudence. The course explores the significance of the concepts of healing, health promotion, and management of human responses to illness.

NURS 3341 (RN-BSN) (Web-based) 3 (2:0:1)
CLINICAL REASONING IN HEALTH ASSESSMENT

This course provides the students the opportunity to utilize history taking, physical assessment skills and sound decision making with scenarios of clients who have disease processes that are commonly seen in general nursing practice. Students are presented with general methods of history taking, symptom investigation and physical examination techniques as applied to focused assessment of clients affected by selected disease processes. Emphasis is placed on developing sound nursing actions based on the application of critical thinking and analysis of presenting data.

NURS 3363 (RN-BSN) (Web-based) 3 (3:0:0)
LEGAL AND ETHICAL ISSUES IN HEALTHCARE

This course is designed to provide students with the opportunity to build a knowledge base regarding the laws, regulations, and ethical precepts underlying nursing and health care. Further, this course facilitates the nurse in utilizing these principles in analyzing clinical situations and planning rationally justifiable approaches. Case studies will provide students opportunities to practice ethical decision-making in a rationale and critical manner. In summary, the learning experiences of this course will facilitate the development of skills necessary to promote ethical and legal interventions in nursing practice.

NURS 4202 (RN-BSN) (Web-based) 2 (2:0:0)
CAREER PATHWAY II: EXPANDING HORIZONS (CAPSTONE PROJECT)

The career pathway courses are designed to assist the RN-BSN student in her/his professional and personal development. The second course allows for the student to implement and critique the project outlined in Clinical Pathway I within the context of the RN-BSN student's healthcare setting.

NURS 4238 (RN-BSN) (Web-based) 2 (2:0:0)
RN-BSN: EVIDENCE-BASED NURSING PRACTICE AND RESEARCH

This course focuses on critical analysis of the evidence-based literature and the relationship among theory, research, and clinical practice. Emphasis is on the application of best practices from critical analysis to problems in the healthcare workplace environment. RN-BSN students only. This course is taught entirely on-line.

NURS 4352 (RN-BSN) (Web based) 3 (3:0:0)
MEETING CHALLENGES IN THE HEALTHCARE ENVIRONMENT

This course will involve the student in exploring the intricacies, risks and quality issues in the healthcare environment. Through this journey, the Registered Nurse student will become better equipped to be a proactive, articulate participant in making system decisions that affect nursing practice, healthcare quality and patient care.

NURS 4517 (RN-BSN) (Web-based) 5 (4:0:1)
RN-BSN: COMMUNITY AND POPULATION BASED CARE

This course focuses on theories and concepts that guide professional nursing practice in community health settings. The RN student will collaborate with faculty and community partners to explore health promotion and prevention of disease. Emphasis is on assessment of populations at risk and development of health promotion programs. RN-BSN students only. This course is taught entirely on line.

NURS 4510 (RN-BSN) (Web based) 5 (4:0:1)
LEADING AND MANAGING IN NURSING

This course focuses on developing a foundation for the professional role of a nursing leader and manager within complex health care organizations. The development of interpersonal, critical thinking and communication skills along with the utilization of ethical and legal principles will be applied as they relate to leading and managing in nursing. The student will have the opportunity to explore the interdependent relationship between leadership roles and management functions inherent through all phases of the management process as it relates to the integrated role as nurse leader-manager.

Master's Program

APPLICATION DUE DATES

Master's students are admitted the fall of each year. Access (http://son.utmb.edu/academics/MSN/ProspectiveStudents.cshtml) for application deadline updates.

MASTER'S ADMISSION REQUIREMENTS

In addition to submitting a completed application for admission and application fee, the following requirements must be met for admission to the master's degree program in nursing:

1. A bachelor's degree from a nursing program accredited by the National League for Nursing Accrediting Commission (NLNAC), Commission on Collegiate Nursing Education (CCNE) or other nationally recognized nursing education accrediting bodies. Applicants who have a baccalaureate degree in nursing from a non-NLN accredited program will be considered individually. An applicant who is a graduate of a nursing program outside of the U.S. must have their transcripts evaluated and the results on file in the UTMB Health Office of Enrollment Services before their application can be reviewed by the School of Nursing.
2. Current, valid, unencumbered license or multi-state privilege to practice as a registered nurse in the state(s) in which the student participates in any clinical learning experiences.
3. A minimum GPA of 3.0 on a 4.0 scale for all college work and a 3.0 for all upper division courses.
4. Experience Requirements by Program/Track:
    a. **FNP**– A minimum of one year of recent experience as a registered nurse is preferred
    b. **A/GNP**– A minimum of one year of recent experience as a registered nurse is preferred
    c. **NNP**– A minimum of two years of recent experience as a registered nurse in a Level III nursery is required
    d. **Nurse Educator**– A minimum of one year of recent experience as a registered nurse is required; acute care experience preferred
    e. **Clinical Nurse Leader** – a minimum of one year of recent experience as a registered nurse is required.
    f. **Executive Nurse Leader**– A minimum of one year of recent management/leadership experience as a registered nurse is required
5. A personal interview with faculty *may be* required.
6. Minimum acceptable score on the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English:
    a. Internet-Based TOEFL: 79
    b. Computer-Based TOEFL: 213
    c. Paper-Based TOEFL: 550
    d. IELTS: 6.5

SELECTION FACTORS

The Master's Nursing Admissions Committee will consider a number of elements in recommending the selection of students. In addition to the minimum admission requirements, other elements will be considered and *may be* assessed in a personal interview:

- Academic performance as reflected by GPA
- Leadership potential
- Awards and honors of distinction
- Awards and honors for academic achievement
- Communication skills
- References and letters of recommendations
- Applicant's goals for the future

ADMISSION STATUS

The Master's Program Admissions & Progressions Committee reviews each application as it is completed. Generally, students are notified of their admission status, by the Director of Admissions and Student Affairs and Admissions, as the application process for the individual student is completed. Admission decisions are represented by one of the following:

- **Full Acceptance**: The applicant has satisfactorily met the admission criteria and is accepted as a degree-seeking student. Applicant must pass background and urine drug checks before enrollment.
- **Conditional Acceptance**: The applicant may have an outstanding prerequisite requirement or another condition to be met prior to attaining full degree-seeking status.
- **Special Student Status**:
- **Non-Degree-Seeking Status**: Applicant is accepted as a non-degree seeking student and may complete a maximum of 6 credit hours.
- **Post-Master's Status**: Applicant is accepted as a non-degree-seeking, post-master's student for the purpose of completing a certificate in a specific clinical major.
- **Denial**: The applicant is notified that he or she has not been accepted based on failure to meet the minimal admission criteria.

ESSENTIAL FUNCTIONS OF THE GRADUATE NURSING PROGRAMS

Core Functions for All Programs

A student who has been accepted into one of the School of Nursing Graduate nursing programs and plans to matriculate must:

- Read the Essential Functions of the School of Nursing.
- Return the signed and dated documents *Information Regarding the Americans with Disability Act (ADA) of 1990* and *Essential Functions Required in School of Nursing Programs* to the SON Office of Admissions and Student Affairs, 301 University Boulevard, Galveston, Texas 77555-1154, or deliver them to the SON/SHP Building, Room 2.208.
- If appropriate, send to the School of Nursing ADA Liaison (Director of Admissions and Student Affairs) a completed *Formal Request for Accommodation due to a Disability* and documentation of the disability from a qualified professional diagnostician.

All individuals who apply for admission to the Master's Program or Doctor of Nursing Practice Program offered by the School of Nursing (SON), including persons with disabilities, must be able to perform the *essential functions* of advanced practice nursing, with or without reasonable accommodations.

Essential function statements which apply to students in the graduate programs are: 1) the *essential functions* considered generic and applicable to all academic programs at UTMB Health which are delineated in Academic Policy titled "Students with Disabilities"; 2) the *essential functions*, considered generic and applicable to all Master's level and/or DNP students regardless of major; and 3) any additional *essential functions* required for the advanced nursing practice specialty major in which the student enrolls.

Only students diagnosed with disabilities covered by the ADA may be granted special accommodations in nursing classroom, laboratory, and clinical settings. A student must be able to perform these essential functions in a reasonably independent manner. The use of trained intermediaries is not permissible, in that the student's judgment would be mediated by someone else's power of observation and selection

The program objectives set forth by the faculty and the "essential functions" of the advanced practice majors leading to a Master's degree in nursing are congruent with the generic and specialty specific standards required for the majors.

Generic:

- *Rule 219 Advanced Practice Nurse Education*, The Texas Board of Nursing (BON). The Advanced Practice Specialties in the Master's Program of the School of Nursing is approved by the BON.
- *The Essentials of Masters Education for Advanced Practice Nursing* established by the American Association of Colleges of Nursing (AACN) and adopted by the SON faculty for the Master's curriculum.
- The Essentials of Doctoral Education for Advanced Practice Nursing established by the American Association of Colleges of Nursing (AACN) and adopted by the SON faculty for the DNP Program.
- Standards for Accreditation of Baccalaureate and Graduate Nursing Programs established by the Commission on Collegiate Nursing Education (CCNE).
- *The Standards of Clinical Nursing Practice* established by the American Nurses Association and adopted by the SON faculty as standards for the educational programs in the School of Nursing.
- *Nursing's Social Policy Statement* of the American Nurses Association which the SON faculty has adopted as a standard for educational programs in the School of Nursing.
- *The Essentials of Masters Education in Nursing* established by the American Association of Colleges of Nursing (AACN) and adopted by the SON faculty for the Master's curriculum.

Specialty Specific:

- *Criteria for* Evaluation *of Nurse Practitioner Programs* set forth by the National Task Force on Quality Nurse Practitioner Education.
- *Education Standards and Curriculum Guidelines for Neonatal Nurse Practitioner Programs* set forth by The National Association of Neonatal Nurses. (Neonatal Nurse Practitioner Track).
- *Adult-Gerontology Primary Care Nurse Practitioner Competencies* set forth jointly by The American Association of Colleges of Nursing, National Organization of Nurse Practitioner Faculties and the Hartford Foundation (Adult Gerontology Track.
- *Program Guidelines for Neonatal Nurse Practitioner Educational Preparation* set forth by The National Association of Neonatal Nurses. (Neonatal Nurse Practitioner Major)

- *2012 Nurse Practitioner Core Competencies* set forth by the National Organization of Nurse Practitioner Faculties (NONPF).
- *Population-Focused Nurse Practitioner Competencies (Adult-Gerontological Primary Care, Family/Across the Lifespan, Neonatal)* set forth by the National Task Force on Quality Nurse Practitioner Education.

The *essential functions* of the graduate program majors are the cognitive, psychomotor, and affective activities that a student must be able to complete within the program. All students enrolled in the UTMB Health SON Graduate Program must possess those intellectual, physical, emotional and ethical capabilities essential to undertaking the full curriculum and achieving the levels of competency required by the faculty for safe professional nursing practice at the advanced practice level and the achievement of national certification in the selected specialty major. A student in the Master's or DNP Programs must be able to demonstrate the knowledge, skills and abilities to provide care for individual, families, groups, communities and populations in multiple structured and unstructured settings. The practice of nursing encompasses the biophysical, psychosocial, cultural, spiritual, ethical and cognitive domains of both clients/patients and nurses. Candidates must demonstrate the knowledge and abilities to assist the patient/client in these domains.

MASTER'S PROGRAM

The master's program curriculum builds on the generalist knowledge and competencies of baccalaureate education in nursing to prepare beginning experts in these advanced practice roles. In addition, the program provides graduate with a foundation for doctoral study.

At the master's level, nursing process is viewed as one of the theoretical foundations for advanced practice and a key component of the framework underlying decision-making in advanced practice nursing. Students build on the knowledge and use of the nursing process gained at the undergraduate level to develop advanced clinical decision-making decisions skills at the graduate level. These skills are essential in the diagnosis and management of patient health status.

Nursing education at the master's level synthesizes knowledge from the physical and behavioral sciences and the humanities to operationalize the nursing process at the advanced practice level. Education for advanced practice focuses on the development of clinical knowledge and skills essential to the nursing process at the advanced practice level, including: 1) performing advanced health assessment of individuals, families, communities, and aggregate populations; 2) collecting, analyzing and interpreting assessment data; 3) determining nursing and differential medical diagnoses 4) planning independently and collaboratively for a full range of therapeutic nursing interventions and clinical treatment modalities; 5) clinical management of common acute and chronic health conditions over time, 6) evaluation of the outcomes of nursing intervention and clinical management.

Students for the MSN degree in advanced practice nursing must demonstrate: 1) the use of the nursing process at an advanced practice level; 2) complex decisions making skills; 3) the ability to provide leadership at advanced levels in contemporary roles as clinicians and managers of care processes; 4) the use of research findings and theoretical constructs to analyze, validate and extend advanced practice nursing; 5) the ability to actively participation in political, economic and social change to promote the health of clients; 6) provision of theory and evidence based practice; 7) the ability to establish therapeutic relationships with client's and effective consultative and collaborative relationships with nursing colleagues and other health professionals; 8) the level of clinical competency set by the faculty for advanced practice roles; 9) adherence to legal/ethical standards; 10) the use of the teaching/learning process in promoting the health of clients; 11) the integration of cultural competence in advanced nursing practice; and 12) the ability to practice safely in an advanced practice role.

The *essential functions* required for candidates to successfully complete the requirements of the full curriculum of the Master's Nursing Program are: observation, communication, psychomotor skills, intellectual and cognitive abilities, professional and social attributes, and application of legal and ethical standards.

DOCTOR OF NURSING PRACTICE (DNP)

The Doctor of Nursing Practice (DNP) Program offers a terminal doctoral degree in nursing with an emphasis on practice. At UTMB Health, we have designed a program built on our strong graduate programs in advanced practice nursing and leadership. The DNP Program is designed to produce nurse practitioners with strong clinical competencies, and the leadership, inquiry, and science skills necessary to transform health care. Our focus is vulnerable populations, specifically people who are at risk for health disparities due to their socioeconomic status, lack of insurance, poor access to care, age, and/or minority status.

Students enrolled in the DNP Program must demonstrate, upon completion of the program: 1) the ability to integrate nursing science and theory with scientific and theoretical knowledge from other disciplines as the basis for the highest level of nursing practice; 2) the ability to develop and evaluate culturally appropriate and effective approaches to health care delivery that meet current and future health care needs; 3) the use of information technology and ethical research methods to improve practice and the practice environment; 4) knowledge of standards and principles for selecting and evaluating information systems, patient care technology, and related ethical, regulatory, and legal issues; 5) the ability to analyze health care policy and function as an advocate for the nursing profession;6) the ability to communicate and collaborate effectively to function as a leader in interprofessional teams; 7) the ability to analyze epidemiological, biostatistical, occupational, and/or environmental data in the development, implementation, and/or evaluation of clinical prevention and population health; and 8) the foundational practice competencies required for DNP practice.

The *essential functions* required for candidates to successfully complete the requirements of the full curriculum of the Doctor of Nursing Practice Program are: observation, communication, psychomotor skills, intellectual and cognitive abilities, professional and social attributes, and application of legal and ethical standards.

Essential Functions: Observation (Sensory Modalities)

Candidates must be able to accurately observe close at hand and at a distance to learn skills and to gather data (e.g., observe an instructor's movements, a patient's gait or verbal response, a chemical reaction, a microscopic image, etc.). Students must possess functional use of the senses that permit such observation. See (IHOP) at http://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20-%2007.01.01%20-%20Students%20with%20Disabilities.pdf (Policy 7.1.1 Students with Disabilities).

School of Nursing Essential Functions	Examples:
• Candidates must be able to perform advanced comprehensive health assessments. • Candidates must be able to accurately observe patients, clients, other care providers, instructors, and objects at a distance and close at hand to: 1) monitor or gather assessment data sufficient to identify and evaluate the health needs, responses, conditions, situations or environment of individuals, families, groups, communities, and populations; 2) sufficiently make nursing and differential medical diagnoses and safely manage client care; and 3) learn skills essential to the practice of nursing. • Observations required for performance of advanced comprehensive health assessment necessitate the functional use of the senses of vision, hearing, touch, and smell.	• Tactile ability sufficient to: o Perform physical assessments and examinations. • Visual acuity sufficient to: o Assess the condition of the patient's ears and eyes using the otoscope and ophthalmoscope. o Observe changes in skin condition including distinguishing change in skin integrity, breathing patterns (including absence of respiratory movement), and color intensity such as the ability to identify cyanosis. o Identification of allergic responses such as skin rashes. o Access patient information on computer screens. • Hearing sufficient to assess changes in heart-lung and breathing sounds; bowel sounds, etc. • Smell sufficient to detect odors exhibited by body fluids which may be indicative of disease processes.

Essential Function: Communication

Candidates must be able to communicate effectively and efficiently. Candidates must be able to process and comprehend written material. See (IHOP) at http://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20-%2007.01.01%20-%20Students%20with%20Disabilities.pdf (Policy 7.1.1 Students with Disabilities).

School of Nursing Essential Functions	Examples:
• Communication is defined by the nursing faculty as "the art, science, and skill of listening, clarifying, and exchanging thoughts, ideas, messages, and information with individuals and groups through written, verbal, nonverbal, and electronic means."	• Read and comprehend printed materials and documents. • Read current literature to support clinical practice experiences. • Document diagnoses and client care in the

• Candidates must demonstrate sufficient communication skills: 1) to establish and maintain effective, efficient, and sensitive interpersonal relationships with patients/clients, families, groups community representatives, and members of the health care team; 2) to communicate therapeutically within the nurse-patient relationship; 3) to accurately and thoroughly report and document information regarding the patient's symptoms, responses, status, diagnoses, nursing interventions and treatment regimens, and desired outcomes; 4) to promote and participate in patient/client education and counseling based upon identified health needs; 5) to access and utilize data and information from multiple sources; and 6) elicit information from patients and others involved in the patient's care.	medical record. • Transmit information through written documents that use good grammar, syntax, spelling, punctuation, and accepted format and terminology. • Speak over the telephone. • Communicate with patients/clients, family members and health care providers regarding the individual's plan of care. • Transmit information via electronic means. • Access laboratory data via automated information system. • Clarify the meaning of verbal and non-verbal communication. • Use physical touch as a therapeutic non-verbal intervention. • Present oral reports. • Accurately write therapeutic orders. • Complete a medical history. • Collaborate and consult with other care providers. • Demonstrate skill in the use of communication techniques when interviewing clients. • Complete an accurate episodic or problem-oriented health history. • SOAP notes are concise, accurate, and reflect the problem(s) presented by the patient.

Essential Functions: Psychomotor Skills

Candidates must have sufficient motor capacities and mobility to execute the various tasks and physical maneuvers that are required within their respective program. Candidates must be able to display motor functioning sufficient to fulfill the professional roles toward which each program educates. See (IHOP) at http://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20-%2007.01.01%20-%20Students%20with%20Disabilities.pdf (Policy 7.1.1 Students with Disabilities).

School of Nursing Essential Functions	Examples:
• The ability to use both gross and fine psychomotor skills is essential to advanced nursing practice and the provision of safe care. • Candidates must demonstrate the ability to perform theory-based nursing interventions, including psychomotor therapeutics for individuals and aggregates. • Sufficient motor function is required to complete an accurate episodic or problem-oriented physical examination, including obtaining information from patients by palpation, auscultation, percussion, and the use of other assessment modalities requiring psychomotor skills. • It is essential that students have the psychomotor skills to 1) access and assist patients/clients in multiple health care settings, including community based settings, and 2) to operate equipment and perform procedures required in the assessment and care of patients receiving professional nursing care. • Students must be independently mobile to multiple classroom and clinical learning sites on and off campus.	• Write with pen and pencil. • Calibrate equipment. • Position patients and/or use transfer techniques. • Draw up solution/medication in a syringe. • Pick up or grasp small objects. • Twist objects with hands. • Perform cardiopulmonary resuscitation. • Take vital signs, including blood pressure, pulse, temperature, respiratory rates, pulse oximetry, and three-lead electrocardiogram. • Use specimen collection techniques. • Perform appropriate skills necessary to stabilize or treat a patient's condition and/or prevent complications. • Implement measures to promote a safe environment and prevent exposure to infectious pathogens and communicable diseases. • Correctly perform common diagnostic test such as common laboratory tests.

Essential Functions: Intellectual and Cognitive Abilities

Candidates must be able to measure, calculate, reason, analyze, synthesize, integrate, remember, and apply information. Creative problem-solving and clinical reasoning require all of these intellectual abilities. In addition, candidates must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. See (IHOP) at http://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20-%2007.01.01%20-%20Students%20with%20Disabilities.pdf (Policy 7.1.1 Students with Disabilities).

School of Nursing Essential Functions	Examples:
• Candidates must demonstrate 1) the use of critical-thinking skills in classroom and clinical learning activities; 2) the ability to make clinical judgments; and use complex decision-making skills; 3) the use of creative problem-solving; 4) the application of nursing and other theories and models in advanced nursing practice; 5) the use research-based knowledge as the basis of practice; 6) the ability to engage in self-reflection and participate in collegial dialogue regarding advanced nursing practice; 7) the use of data-based outcomes evaluation; and 8) the ability to measure, calculate, analyze, prioritize, and synthesize and interpret data. • The SON faculty defines critical thinking as, "A reasoned mental activity involving perception, reflection, and examination of facts, ideas, values, beliefs, and consideration of alternatives. The process involves organization, analysis, and synthesis of thoughts and ideas in a logical, objective, and creative manner to resolve issues, generate new knowledge, and solve problems relevant to the practice of nursing."	• Transfer knowledge from one situation to another. • Prioritize tasks. • Use short- and long-term memory. • Identify cause-and-effect relationships. • Sequence information. • Demonstrate arithmetic competency including: o Reading and understanding numerical data/information. o Tell time. o Record numerical data in medical records. o Add, subtract, multiply, and divide. o Use measurement tools recognized as central to the care of patients/clients. o Analyze assessment data in determining nursing and medical diagnoses. • Use professional judgment. • Accurately diagnose complex health problems. • Seek advice appropriately.

Essential Functions: Professional and Social Attributes

Students must exercise good judgment and promptly complete all responsibilities required of their respective program. They must develop mature, sensitive, and effective professional relationships with others. They must be able to tolerate taxing workloads and function effectively under stress. They must be able to adapt to changing environments, display flexibility, and function in the face of uncertainties and ambiguities. Concern for others, interpersonal competence, and motivation are requisites for all programs. See (IHOP) at http://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20-%2007.01.01%20-%20Students%20with%20Disabilities.pdf (Policy 7.1.1 Students with Disabilities).

School of Nursing Essential Functions	Examples:
• Candidates must demonstrate 1) the ability to perform theory-based nursing interventions, including psychosocial therapeutics focused on individuals, families, and/or aggregates; 2) interpersonal abilities essential to interact with individuals, families, and groups from diverse social, emotional, cultural, and intellectual backgrounds; 3) the provision of holistic care that responds to the needs of diverse populations across the life span; 4) application of knowledge of the impact of human diversity on health status and response to health care; 5) application of knowledge of the impact of health and social policy on persons from diverse backgrounds; 6) advocacy for health care that is sensitive to the needs of patients, especially the needs of vulnerable	• Establish rapport with patients/clients. • Show respect for the differences in patients/clients and co-workers. • Create a climate for healing. • Function as a member of an interdisciplinary team. • Participate in partnered and group efforts in classroom and clinical learning activities. • Practice in a manner that is non-judgmental and non-discriminatory. • Interact appropriately with other health care providers. • Demonstrate sensitivity to cultural diversity. • Demonstrate sensitivity to needs and emotions of families as a whole and individuals. • Recognize personal barriers to counseling

populations; 7) caring and healing as central constructs in nursing practice; 8) function in the advanced practice role in stressful and ambiguous situations; and 9) care that reflects a set of professional values that provide the fundamental framework for advanced nursing practice.	individuals and families. • Recognize own limits and abilities.

Essential Functions: Application of Legal/Ethical Principles and Professional Standards

A student must demonstrate professional attitudes and behaviors and must perform in an ethical manner in dealing with others. All programs require personal integrity and the adherence to standards that reflect the values and functions of the profession. Many programs also require the honoring of codes of ethics. See (IHOP) at http://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20-%2007.01.01%20-%20Students%20with%20Disabilities.pdf (Policy 7.1.1 Students with Disabilities).

School of Nursing Essential Functions	Examples:
• It is essential that candidates 1) demonstrate the application of the professional nursing Code of Ethics to clinical practice; 2) apply an ethical decision-making process, based upon recognized biomedical principles, in their practice; 3) adhere to the practice standards of the nursing profession; 4) demonstrate knowledge of the legal/ ethical standards set forth by the Board of Nurse Examiners for the State of Texas; 5) apply negotiation and mediation skills in ethical decision making; 6) reflect the values of the profession in their practice; 7) demonstrate accountability for one's own practice; 8) take action to protect the public from the unsafe, illegal, or unethical practice of others; 9) participate in the legal/regulatory/social policy processes that influence health care and nursing practice; and 10) demonstrate moral agency in advanced nursing practice.	• Participate in ethics committee activities relative to patients/clients receiving nursing care. • Participate in peer review. • Testify before legislative/regulatory bodies such as the Board of Nurse Examiners. • Advocate for the welfare of individuals and groups. • Practice in a manner that preserves/protects client autonomy, dignity, and rights. • Act as a nurse advocate. • Maintain client confidentiality.

(Approved by MSN faculty, October 2002; Reviewed and revised 8/23/04)

GRADUATE ENROLLMENT REQUIREMENTS

Enrollment as a Non-Degree Applicant

Individuals, who wish to take master's nursing courses and hold a baccalaureate in nursing or an equivalent or higher degree but who do not plan to pursue a master's degree program, may be admitted as non-degree-seeking students if space is available. Admission is subject to the approval of the master's nursing program director and the Director of Admissions and Student Affairs and Admissions.

Non-degree-seeking student enrollment is granted for the term for which the application is submitted. Non-degree-seeking students are expected to maintain the same academic standing as regular students. Any further enrollment as a non-degree-seeking student must be approved on a term-by-term basis. Non-degree-seeking students may not enroll in thesis courses *Admission as a non-degree-seeking student in no way guarantees subsequent admission into a master's program*. Credit earned as a non-degree-seeking student may be applied to a degree program only with the approval of the master's nursing program director and the Director of Admissions and Student Affairs and Admissions. To apply for this type of non-degree-seeking student status, students must submit an application, an application fee, and transcripts from degree granting institutions.

Enrollment as a Transfer Student

Students may request course transfers from another accredited graduate institution if the requirements identified below are met. Students will be notified in writing of the transferability of individual courses.

For master's courses, a maximum of 12 semester credit hours may be transferred. Of those 12, a maximum 6 semester credit hours of graduate credit relevant to a specific program of study may be considered for transfer credit. Approval from the director of the master's nursing program must be obtained for additional courses.

Process for the Approval of Transfer Credit

1. The student must be enrolled in the master's nursing program at UTMB Health School of Nursing.
2. The enrolled student must submit:
   a. A copy of the course syllabus that includes course description, objectives, and evaluation methods (catalog course descriptions are not sufficient);
   b. From the official catalog, a copy of the course title, number, course description, and cover of the official catalog from the year the course was taken; and
   c. Official transcript with grade of course. Courses in which a grade of C or less has been earned will not be authorized for transfer.
3. Course credit under consideration must be a part of the planned program of study approved by master's nursing advisor.

Procedure for Changing Tracks

Students who wish to change tracks within the master's program in the School of Nursing should follow the procedure outlined below:

1. The student should notify the track administrator of the major from which the student is requesting transfer. Transfers from the Executive Nurse Leader, Clinical Nurse Leader and Nursing Educator programs into the Family Nurse Practitioner (FNP) or Adult/Gerontology Nurse Practitioner (AGNP) program must be approved by the track administrator for the FNP or AGNP program and the MSN Program Director. Generally, transfers are not permitted to the FNP or AGNP program from these three (3) programs.
2. The student must notify the Chairperson, Admissions & Progressions Committee, Master's Program Director, their current track administrator and the track administrator they wish to transfer into in writing or by email of the request to change majors. The written statement must include the program from which the student will transfer, the program to which the student desires to transfer, and an explanation of the reason for the request.
3. The chair of the Admissions & Progressions Committee will notify the applicant that their request has been received and is being reviewed.
4. The chair of the Admissions & Progressions Committee will notify the track administrator of the program transfer request to ascertain if the requested program has student placement availability.
5. If the Program Director approves the requested transfer, the student's application ranking and the accompanying request for transfer will be placed into the pool of applicants for the desired program, and reviewed as part of the next cohort of applicants for that program. The Track Administrator of the desired program may waive the need for the applicant to be placed in the upcoming applicant pool and accept the student immediately into the desired track.
6. The track administrator will document the outcome of the interview and make a recommendation regarding the transfer [affirm or deny] to the Chairperson of the Admissions & Progressions Committee.
7. The chairperson will notify the applicant of the final decision of the committee regarding the request for transfer and copy to the track administrator, Master's Program Director, and Office of Student Affairs & Admissions. If the transfer is denied, the student has the option to: a) remain in the current track or b) withdraw from the MSN Program. If the transfer is affirmed (approved), the student will be notified.
8. The Office of Student Affairs & Admissions will process the Program Change Form, ensure the faculty advisor is reassigned if needed for the new major, and notify the student and new advisor.
9. The new advisor will develop and submit a new program plan to the Office of Student Affairs & Admissions.

Policy for Criminal Background Checks

Criminal background checks are required in keeping with The Joint Commission standard. Individual institutions have been given the responsibility for mandating this clearance for students. Therefore all UTMB Health students are required to undergo a background check for continued enrollment at UTMB Health.

Policy for Drug Testing

It is the policy of UTMB Health to provide a safe workplace for all employees and students. Accordingly, the UTMB Health School of Nursing requires that all nursing students have a negative urine drug screen before enrollment. This policy applies to all students who enroll in any program or course at UTMB Health SON and all students who enroll in any course in a health care facility for which a negative urine drug screen is required.

The substances tested for include amphetamines, cocaine, marijuana, opiates, phencyclidine (PCP), benzodiazepines, barbiturates, methadone, methqualone, propoxyphene, and ethanol urine, and other additional substances as may be required by a health care facility at which the student is assigned for a clinical rotation. Drug screen results will not be accepted from non-UTMB Health approved collection sites.

A student's test is not considered positive until a Medical Review Officer (MRO) determines that the results are not due to legally prescribed and appropriately taken prescription medications and the student has been offered the opportunity to have the original sample retested at the student's expense.

The consequences of a positive test may include removal of the offer of admission. Additionally, if the student has credentials through a professional licensing board, the licensing entity may be notified, as required by the state and by UTMB Health's ethical responsibility, of the applicant's positive test as verified by the UTMB Health Medical Review Officer in regards to illegal or unauthorized substances.

Student Health Insurance Confirmation Policy

Students are required to complete and file a confirmation of insurance with Enrollment Services as part of their initial registration process. Failure to do so may nullify or preclude registration.

Students must have and maintain health insurance coverage on a continuing basis during their tenure as a student at UTMB Health. Failure to have and maintain health insurance on a continuous basis may result in cancellation of registration.

Additional information regarding this policy is available at:
(Policies and Procedures/ Student Policies) (http://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20-%2007.01.29%20Student%20Health%20Insurance.pdf)

Credit for Prior Learning Experiences

The following kinds of learning experiences may qualify for credit toward fulfilling the prerequisite and/or professional course work credit in the school:

- Experience equivalent to courses or portions of courses and measurable by written examination or portfolios,
- Experience measurable by demonstrated skills, and/or
- Experience gained in courses given at non-degree-granting professional or technical institutions, such as diploma nursing programs or hospital-based (non-academic) programs.

Documentation of experience to establish the learning that has occurred varies according to the kind of experience measured based on the following:

Prior Learning Experience as a Substitute for Prerequisite Courses (Lower Division)

Individuals who have attended professional or technical institutions, such as diploma nursing programs or other non-academic hospital-based programs, as well as selected non-degree granting institutions, may have attained training and/or experience comparable to the prerequisites for admission to and/or requirements for a professional course of study. The granting of semester credit hours for such training is determined by recommendations from the student's program director in consultation with the Admissions and Progressions Committee to the Director of Admissions and Student Affairs and Admissions. With the program director's approval, this training and/or experience may be substituted for prerequisites according to the following options, which must be completed prior to admission.

Option 1

The applicant submits to the Director of Admissions and Student Affairs and Admissions acceptable documentation of the hours of instruction successfully completed for each prerequisite course for which he or she seeks credit to be granted. Acceptable documentation may include outlines, syllabi, or other descriptions of the content successfully completed by the applicant.

As a guideline, one (1) semester hour of credit may be granted for each 15 hours of acceptable didactic (classroom) instruction. No more than 50% of the total number of credits to meet degree requirements may be awarded for such training. For credit thus approved, an entry on the UTMB Health student permanent academic record will identify the institution where the applicant completed the experience and the number of semester hours granted.

Option 2

Upon recommendation of the Admissions and Progressions Committee, Director of Admissions and Student Affairs and Admissions of the program to which an applicant seeks admission may accept in lieu of prerequisites, not to exceed 30 semester credit hours, the credits earned from the General and/or Subject Examinations of the College Level

Examination Program (CLEP) or other standard examination. As a guideline, the applicant must have scored at or above the national 50th percentile in each course or subject area for which he or she seeks credit.

Option 3

Upon receipt of a written request and acceptable documentation, the director of the program to which an applicant seeks admission may waive a prerequisite based on professional experience and submission of a portfolio.

Prior Learning Experience as a Substitute for Professional Courses (Upper Division)

Semester credit hours granted by the three (3) aforementioned methods will be noted on the student's permanent academic record by the symbol CR following the identification of the specific course. Computation of a student's GPA will not include credit so authorized. If none of these methods apply, the student may petition his or her program director for a challenge (equivalency or proficiency) examination. The program director will determine whether the student had an opportunity to acquire the equivalent knowledge and/or skill and qualifies to be tested.

The following guidelines govern the administration of challenge examinations:

- The student may submit his or her petition at any time after receiving official notification of acceptance into a professional program in the School of Nursing but before commencing the last 15 semester hours of the professional curriculum. Written requests must be submitted simultaneously to the course instructor/coordinator and the student's program director at least two weeks before the course begins. If, however, the course is offered during the student's first enrollment period in the School of Nursing, the request must be made no later than the first week of the course. Challenge examinations granted during the student's first enrollment period must be completed within the first two weeks of class. All other challenge examinations must be completed within the first week of class.
- Both the course instructor/coordinator and the student's program director must approve the petition.
- The petitioner must be officially registered in and have paid all applicable tuition and fees for each course for which a challenge examination is sought.
- Challenge examinations offered within the school are comprehensive and comparable to those examinations required of students completing the course in the School of Nursing.
- A student may take a challenge examination of a course or portion of a course one time only.
- The student must score a minimum grade of 82; otherwise the student completes the course or portion of a course during the enrollment period under way at the time of the examination. Except in extenuating circumstances and with the approval of the program director, the Admission and Progression Committee, and the Director of Admissions and Student Affairs and Admissions a grade of F will be recorded if the student does not complete the course.
- Credit so earned is noted on the student's official permanent academic record as "credit by examination."
- The grade earned by challenge examination for a portion of a course is averaged into the total grade for the course.
- Curriculum standards and/or standards for accreditation, certification, or licensure may limit the amount of credit by proficiency examination of skills, as determined by the student's program director.
- Two or more faculty members qualified to assess the competency of demonstrated skills will evaluate the student's performance.
- The student granted credit for demonstrated skills may be required by his or her program director to pursue additional study.

Master's Program Description

The master's nursing program is designed for nurses who hold a baccalaureate degree in nursing and wish to obtain advanced nursing preparation. Across the programs, the curriculum is flexible in meeting the needs and interests of a diverse student population and enables students to utilize many available learning opportunities. Students may select from a variety of courses in nursing. All progression policies apply to both degree-seeking and non-degree seeking students.

Master's degrees in nursing are conferred by UTMB Health and awarded through the School of Nursing.

PROGRAM OBJECTIVES

A graduate of the Master's Program at UTMB Health School of Nursing will demonstrate the ability to:

- Integrate specialized knowledge and cultural competence into the advanced practice of nursing,
- Critique, analyze, synthesize, and apply evidence, research, and theory to validate, expand and improve the advanced practice of nursing,
- Initiate and sustain collaborative relationships with colleagues from nursing and other disciplines to promote the health of individuals, families, and communities,

- Incorporate theories and research in generating teaching and counseling strategies for promotion of health, prevention of illness, and management of human responses to illness,
- Provide leadership in contemporary roles as an advanced practice nurse,
- Analyze the historical, legal, cultural, and ethical dimensions of advanced practice nursing,
- Participate in political, economic, and organizational change to promote the health of individuals, families, and communities within the global environment,
- Demonstrate competence in an advanced nursing role in the delivery of comprehensive holistic care with compassion, dignity, and respect, and
- Maintain legal and ethical accountability to clients, society, and the profession in fulfilling the role of an advanced practice nurse.

DEGREE REQUIREMENTS FOR THE MASTER OF SCIENCE IN NURSING DEGREE (M.S.N.)

General Requirements for all Master's Degrees

For the Master of Science in Nursing degree, a minimum of 39 semester credit hours of Master's level coursework is required. Specific programs may require additional credit hours. At least 18 semester credit hours must be in the program major (e.g., clinical major, Executive Nurse Leader, Education), etc.

Students must complete their course of study within four years of beginning the program.

In addition to fulfillment of all program requirements, graduation with the Master of Science in Nursing degree requires removal of any academic deficiencies. No student may graduate with an incomplete (I) or failing grade (F, WF). Each student must have an overall program GPA of 3.0 or above at the time of graduation.

Students must apply for a degree at the beginning of the semester in which they expect to graduate by completing the Diploma Name Card form in the Office of Enrollment Services. Degrees are awarded at the end of the summer, fall, and spring terms. The formal commencement ceremony for the entire academic year is held in the spring. No degree is conferred except on the official dates announced publicly. Candidates are expected to attend graduation exercises.

Course Requirements

The sequence includes a core research course required of all Master of Science in Nursing students.

Program Majors Available

The ***Family Nurse Practitioner Track*** requires a minimum of 49 semester credit hours. Graduates are eligible to apply for certification through the American Association of Nurse Practitioners or the American Nurses Credentialing Center.

The ***Adult/Gerontology Primary Care Nurse Practitioner Track*** requires a minimum of 49 semester credit hours. Graduates are eligible to apply for national certification through the American Association of Nurse Practitioners or the American Nurses Credentialing Center.

The ***Neonatal Nurse Practitioner Track*** prepares registered nurses to provide advanced nursing care to critically ill and recovering neonates and their families. The Neonatal Nurse Practitioner program is 46 credit hours. Graduates are eligible to apply for certification through the National Certification Corporation at http://www.nccwebsite.org/.

The ***Clinical Nurse Leader Track*** offers bachelor prepared Registered Nurses an opportunity to critically examine the delivery of nursing care and services in relation to structure, process, and outcomes within small and large organizational systems. The Clinical Nurse Leader program is 42 credit hours. Graduates are eligible to apply for certification through the Commission on Nurse Certification, an autonomous arm of the American Association of Colleges of Nursing at http://www.aacn.nche.edu/.

The ***Executive Nurse Leader Track*** is designed to prepare innovative nurse leaders for the 21st century. The Executive Nurse Leader major requires a minimum of 39 semester credit hours.

The ***Nurse Educator Track*** focuses on preparing clinically competent nurse educators to meet present and future faculty needs in nursing schools. The Nurse Educator major requires a minimum of 40 semester credit hours.

MASTER'S CORE

Students must complete the following master's core courses in addition to required courses in their area of specialization.

Course Number	Course Title	Credit Hours
GNRS 5373	Foundations of Research/Theory	3

GNRS 5346	Public Policy and Nursing	3
GNRS 5337	Innovations in Community Health Practice	3
GNRS 5349	Informatics and Quality Improvement	3
	Total	12

NEONATAL NURSE PRACTITIONER (NNP)

The NNP major is a 46-credit hour program that prepares registered nurses to provide advanced nursing care to critically ill and recovering neonates and their families. All courses are offered on-line and require minimal visits to the Galveston campus. The major includes 780 clinical hours; and clinical experiences may be completed in the student's geographic area.

The NNP Major is available to masters' or doctorally prepared nurses as a post-master's certificate program. Graduates of the program receive a Master of Science degree and are eligible to sit for national certification offered by the National Certification Corporation.

Specific Requirements for Entry into the NNP Program:

A minimum of two years of recent experience in a Level III Neonatal ICU is required.

Neonatal Nurse Practitioner Curriculum (Web-based Program)

Course Number	Course Title	Credit Hours
GNRS 5631	NNP I	6
GNRS 5632	NNP II	6
GNRS 5350	NP Role & Business Principles	3
GNRS 5633	NNP III	6
GNRS 5434	NNP IV	4
	Total Credit Hours:	25

Students in the nurse practitioner, clinical nurse leader, and educator majors must take the following clinical core courses in addition to required courses in their area of specialization.

GNRS 5307	Advanced Health Assessment	3
or		
GNRS 5303	Advanced Health Assessment—Neonatal	3
GNRS 5355	Advanced Pathophysiology	3
GNRS 5301	Pharmacological Principles of Clinical Therapeutics	3
	Total Credit Hours:	9

Clinical Nurse Leader Major (Web-based Program)

Course Number	Course Title	Credit Hours
GNRS 5305	Introduction to the CNL	3
GNRS 5121	Clinical Practicum I	1
GNRS 5368	Quality and Safety	3
GNRS 5250	Role Synthesis and Integration	2
GNRS 5357	CNL Immersion II and Project	3
GNRS 5122	Clinical Practicum II	1
GNRS 5557	CNL Clinical Practice	5
GNRS 5123	Clinical Practicum III	1
GNRS 5395	CNL Health Care Finance	3
GNRS 5321	CNL Immersion I	3
	Total Credit Hours:	25

*Students in the Clinical Nurse Leader major do not take GNRS 5346 Public Policy and Nursing

Primary Care Nurse Practitioner Major (Family Nurse and Adult/Gerontology Nurse Practitioner)

Family Nurse Practitioner (Web-based Program)

Course Number	Course Title	Credit Hours
GNRS 5669	FNP Adult and Women's Health	6

GNRS 5670	FNP Children and OB	6
GNRS 5668	FNP Chronic Illness/ Clinical	6
GNRS 5266	Families and Health Promotion	2
GNRS 5350	Nurse Practitioner Professional Role and Business Principles	3
GNRS 5521	Clinical Practicum	5
Or		
GNRS 53XX	Clinical Practicum	3
And		
GNRS 5217	Clinical Decision Making/ Procedures	2
	Total Credit Hours	28

Adult-Gerontology Primary Care Nurse Practitioner Program (Web-based Program)

Course Number	Course Title	Credit Hours
GNRS 5298	Geriatric Syndromes & Psychosocial Issues	2
GNRS 5634	AGNP I: Healthy Adults	6
GNRS 5635	AGNP II: Acute Problems of Adults	6
GNRS 5613	AGNP III: Chronic Problems of Adults	6
GNRS 5554	AGNP IV: Clinical Role Practicum	5
GNRS 5350	NP Professional Role & Business Principles	3
	Total Credit Hours	28

Executive Nurse Leader (Web-based Program)

Course Number	Course Title	Credit Hours
GNRS 5327	Leadership I: Professional and Personal Development as a Transformational Healthcare Leader	3
GNRS 5328	Healthcare Economics: The Structure and Financing of American Healthcare	3
GNRS 5329	Nurse Leadership and Financial Management: Application of Operational and Strategic Concepts	3
GNRS 5330	The Organization, Development, and Management of Healthcare Knowledge Workers	3
GNRS 5388	Using Concepts of Research and Evidence-based Management in Healthcare Finance	3
GNRS 5331	Assuring Quality Patient Care: Patient Safety, Law, & Ethics	3
GNRS 5332	Leadership II	3
GNRS 5347	Leader as Communicator	3
GNRS 5131	Practicum I	1
GNRS 5132	Practicum II	1
GNRS 5133	Practicum III	1
	Total Credit Hours	27

Nurse Educator (Web-based Program)

Course Number	Course Title	Credit Hours
GNRS 5309	Foundations of Adult Learning	3
GNRS 5310	Advanced Clinical	3
GNRS 5311	Program Evaluation	3
GNRS 5312	Learning Environment	3
GNRS 5322	Curriculum Design	3
GNRS 5320	Educator: Clinical Practicum	3
GNRS 5108	Professional Role Development	1
	Total Credit Hours	19

Internet-Based Courses

Most of the master's level core courses are available in web-based format. The programs of study leading to a Doctorate of Nursing Practice, MSN, or Post Master's Certificate with a focus in roles as Adult/ Gerontology Nurse Practitioner, Family Nurse Practitioner, Neonatal Nurse Practitioner, Nurse Leader, and Nurse Educator are web-based, requiring minimal travel to the main campus. Students with an F-1 Visa may not enroll in more than one online course per semester.

COURSE DESCRIPTIONS

Required Courses

GNRS 5088 1-3 (1:3:0)
INDEPENDENT STUDY IN NURSING
This course is designed for a detailed or in-depth study in a specific topic area. Student(s) and instructor agree upon the topic and mode of study. An Independent Study may be repeated when topics vary. Prerequisites: Graduate standing and consent of instructor.

GNRS 5108 1(1:0:0)
EDUCATOR PROFESSIONAL ROLE DEVELOPMENT
The theoretical underpinning for the course is Benner's theory of novice to expert practice as the student begins their professional role development as an educator. The student will complete a self-assessment in the areas of clinical competence and educational leadership qualities. A professional development plan created by the student will provide the focus for career planning and direction for both clinical and professional growth.

GNRS 5121 1 (0:0:1)
CLINICAL PRACTICUM I
This course provides an opportunity to synthesize and apply advanced knowledge and role behaviors in the Clinical Nurse Leader (CNL) role. Students will practice under the supervision of faculty with agency CNL preceptors in an appropriate facility or institution. With faculty guidance, student will develop a practicum plan based on course objectives to include specific objectives, learning activities, and evaluation methods.

GNRS 5122 1 (0:0:1)
CLINICAL PRACTICUM II
This course provides students with the opportunity to critically examine the role of the clinical nurse leader (CNL). Healthcare systems leadership is transformative, with the CNL adding value to the organization by using evidence-based practices to achieve better outcomes, fiscal strategies to reduce costs, and educational strategies to foster learning in other health professionals. Students in this practicum experience focuses on the synthesis of previously gained knowledge and skills in the provision of advanced leadership modalities to staff, managers and administrators. Emphasis is placed on management of staff, patients, and families within a specific clinical focus area.

GNRS 5123 1 (0:0:1)
CLINICAL PRACTICUM III
This is the third practicum course in the clinical nurse leader track. Student's refine the skills in advocacy and leadership for reforming a health care delivery system while putting best practices into action. Periodic seminars provide opportunities for CNL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role. This course requires 60 clock-hours of clinical practicum.

GNRS 5131 1 (1:0:0)
PRACTICUM I
Leadership Practicum I offers experiential learning with the coaching and guidance of an established leader or leaders in a healthcare of healthcare-related organization. The practicum supplements the theory coursework and includes opportunities to synthesize prior learning while observing, testing, and evaluating theories and practices of leadership and management. The practicum requires the selection of one or more approved master's or doctorally prepared leaders as preceptor(s). The student analyzes a leadership issue and proposes a change project that meets the objectives of the practicum course and the goals of the host organization. The project must be approved by the faculty, the preceptor(s), and the host organization.

GNRS 5132 1 (1:0:0)
PRACTICUM II
Leadership Practicum II offers experiential learning with the coaching and guidance of an established leader or leaders in a healthcare or healthcare-related organization. The practicum supplements the theory coursework and includes opportunities to synthesize prior learning while observing, testing and evaluating theories and practices of leadership and management. The practicum requires the selection of one or more approved master's or doctorally prepared leaders as preceptor(s). The student develops and refines the change project proposed in Leadership Practicum

I, in conjunction with the faculty, preceptor, and host organization, and in a manner that meets the objectives of the practicum course and the host organization.

GNRS 5133 1 (0:0:1)
PRACTICUM III

Leadership Practicum III offers experiential learning with the coaching and guidance of an established leader or leaders in a healthcare or healthcare-related organization. The practicum supplements the theory coursework and includes opportunities to synthesize prior learning while observing, testing, and evaluating theories and practices of leadership and management. The practicum requires the selection of one or more approved master's or doctorally prepared leaders as preceptor(s). The student implements and evaluates the changed project developed and refined in Leadership Practicum II, in conjunction with the faculty, preceptor, and organization, and in a manner that meets the objectives of the practicum course and the host organization.

GNRS 5217 2 (1:0:1)
CLINICAL DECISION MAKING

This course is designed for students preparing for the primary care nurse practitioner clinical role. The course will include basic skills in diagnostic reasoning and basic primary care clinical skills necessary to meet clinical competencies in advanced practice nursing in accordance with national requirements for nurse practitioner education. The content in this course will enhance knowledge of all clinical courses in primary care by focusing on diagnostic and clinical skill performance to enhance proficiency of differential diagnosis and refine clinical reasoning

GNRS 5266 2 (2:0:0)
FAMILIES AND HEALTH PROMOTION

This course will provide a foundation for the advanced nurse practitioner to work with families in primary care. The course focuses on family concepts and theories, health promotion, disease prevention, detection, and healing practices across the lifespan. Historical and philosophical underpinnings of these ideas will be explored to enable students to continue ongoing development of their own philosophies and/or conceptual frameworks for clinical practice. Assessment and intervention strategies will be explored, analyzed, and critiqued based on research and other available evidence. There will be systematic evaluation of achievement of course goals. Prerequisites: Graduate standing, GNRS 5400, GNRS 5348, GNRS 5355 or GNRS 5301, and consent of instructor.

GNRS 5298 2 (2:0:0)
GERIATRIC SYNDROMES

Aging brings with it syndromes unique to this life stage such as falls, loss of function, dementia, and depression. Aging is also accompanied by major developmental and age-related transitions. This course presents the basis for understanding these syndromes and transitions within the framework of the patient's and the professional's life experiences, culture, and family origins. The impact on health of these transitions is considered within the context of theoretical views of aging and adult development.

GNRS 5301 3 (3:0:0)
PHARMACOLOGICAL PRINCIPLES OF CLINICAL THERAPEUTICS

This course focuses on the analysis of advanced pharmacological and pharmacokinetic principles and the application of these principles to selected drug categories. Emphasis is on those drugs most commonly used in advanced obstetric/gynecological, neonatal, pediatric, adult/gerontologic nursing practice. Analysis of selected health problems is integrated with the development of scientifically based clinical pharmacological management of these problems. Prerequisites: Graduate standing, N3345, and N3314.

GNRS 5305 3 (3:0:0)
INTRODUCTION TO THE CNL

This course provides students with the opportunity to critically examine the role of the clinical nurse leader (CNL). Healthcare systems leadership is transformative, with the CN: adding value to the organization by using evidence-based practices to achieve better outcomes, fiscal strategies to reduce costs, and educational strategies to foster learning in other health professionals. Students in this course will examine theories and principles regarding management of organizational systems within diverse health-care settings. Delivery of nursing care and services in relation to structure, process, and outcomes within small and large organizational systems is emphasized. Organizational design, administrative processes, and measurement of organizational effectiveness within nursing systems are integrated throughout the course content. The professional, research, managerial, leadership, and change agency aspects of the CNL role are explored in relation to the practice of nursing.

GNRS 5307 3 (2:0:1)

ADVANCED HEALTH ASSESSMENT

Building upon prerequisite knowledge from health assessment, this course presents the theoretical and clinical basis for advanced health assessment in specialty nursing practice. Emphasis is placed on comprehensive physical, psychosocial, and cultural assessment as a foundation for advanced practice nursing in the student's specialty area. Faculty facilitate the classroom and laboratory experiences which focus on assessment of patients, presentation of findings, and clinical decision-making for a variety of age groups.

GNRS 5309 3 (3:0:0)

FOUNDATIONS OF ADULT LEARNING

The course will focus on developing a foundation in andragogy for faculty in higher education in learning centered environment. The learning theories and adult learning principles will serve as the framework for the course, incorporating the development of educational objectives. The socioeconomic and technological influences will be explored as well as ethical and legal consideration in multiple educational environments.

GNRS 5310 3 (1:0:2)

ADVANCED CLINICAL

The course offers students the opportunity to refine and further expand knowledge in the area of selected clinical concentration based on Benner's framework from novice to expert. Development of clinical expertise will be based on knowledge of physical and behavioral sciences to provide holistic care incorporating legal, ethical and economic considerations. The clinical experience will include caring for a client in an acute care setting through discharge into the outpatient setting using evidenced based practice and related theories to support the student's development.

GNRS 5311 3 (3:0:0)

PROGRAM EVALUATION

Program evaluation encompasses curriculum, students, faculty and educational environments. The course will include developing assessment and evaluation methods including student learning outcomes focused in multiple educational environments. Also preparing recommendations from the information and data received from assessments will be included to demonstrate the cycle of evaluation and "closing the loop." The course will conclude with the review of the importance of program evaluation for quality improvement and approval from accrediting agencies.

GNRS 5312 3 (3:0:0)

LEARNING ENVIRONMENT

The course will focus on elements of the learning environment including the role of the faculty as the facilitator of learning and considerations of the learner in multiple educational technologies will be explored in multiple educational environments. Appropriate assessment techniques will validate the completion of the learning outcomes.

GNRS 5320 3 (3:0:0)

EDUCATOR: CLINICAL PRACTICUM

The role of the nurse educator is actualized through the practicum experiences that integrate knowledge from previous courses. The experienced nurse will use knowledge of adult learning principles, curriculum development and evaluation processes in the classroom, lab and clinical setting to assist students to meet educational objectives through innovative teaching-learning strategies. The practicum will include both didactic, laboratory and clinical teaching, integrating relevant theory and research as part of the education in the health care arena. The practicum will include mentoring by faculty and working with clinical staff and preceptors in the clinical settings. The development and completion of professional and teaching portfolios will demonstrate the activities and achievements within the program.

GNRS 5321 3 (3:0:0)

CNL IMMERSION I

This course is an intensive work by which the student synthesizes learning from previous courses. The experience allows for full implementation of the clinical nurse leader competencies and includes a strong interdisciplinary practice focus. This is the first of two Clinical Immersion courses. Students will apply skills acquired in their master's CNL course work and collaborate more with faculty to design a specific clinical project. The project also provides a leadership experience in health settings and exposure to organizations in the region.

GNRS 5357 3 (0:0:3)

CNL IMMERSION II

This final clinical immersion course in the CNL program requires students to demonstrate the application and mastery of the program competencies. The students work collaboratively with faculty and preceptors to implement a project or an evidence-based practice intervention appropriate to the CNL role using critical analysis of data sets or other clinical instruments for decision making

GNRS 5322 3 (3:0:0)
EDUCATOR: CURRICULUM DESIGN

This course provides a theoretical basis for understanding the principles of curriculum design and evaluation as applied to programs of higher education in nursing. Trends and issues in nursing, health care, and society are explored as they affect the process of curriculum development. Opportunities to practice the elements of curriculum building including the role of philosophy/ mission statements, framework development (both conceptual and theoretical), program objectives/ outcomes, content mapping, course sequencing, clinical practice, and evaluation will be provided. Prerequisites: Graduate standing and consent of instructor.

GNRS 5327 3 (3:0:0)
LEADERSHIP I: PROFESSIONAL AND PERSONAL DEVELOPMENT AS A TRANSFORMATIONAL HEALTHCARE LEADER

Leadership I provides a foundational understanding of leadership, with emphasis on developing self-awareness, vision, and personal mission as a healthcare leader. Leadership theories, self-assessment tools, professional integrity, credibility, reflection, systems thinking, teamwork, communication, and other leadership-related concepts are covered.

GNRS 5328 3 (3:0:0)
HEALTHCARE ECONOMICS: THE STRUCTURE & FINANCING OF AMERICAN HEALTHCARE

Healthcare Economics builds fundamental understanding of the organization and financing of healthcare services and how reimbursement systems impact access, cost, and quality. Students study the principal ways that United States health care is structured and financed at national, state, and local levels, and how policy affects health care costs and outcomes. Current and emerging issues in healthcare organization and financing, and the impact on nursing leaders will be analyzed using case studies and participative experiences. Implications for the practice of health care leaders will be explored.

GNRS 5329 3 (3:0:0)
NURSE LEADERSHIP AND FINANCIAL MANAGEMENT: APPLICATION OF OPERATIONAL AND STRATEGIC CONCEPTS

Financial Management teaches concepts central to the practice of nurse administrative leaders: the development and management of budgets, and the basic competencies required for achieving effective financial performance. Nurse leaders must be able to assess the practice environment, analyze data and information, and apply the resulting information to strategic daily operations. Students will learn to seek and manage financial data for use in a variety of daily nursing operations, such as staffing and delivering patient care. They will learn to use evidence-based management practices. They will become familiar with a financial vocabulary necessary to strengthen their negotiating power and position when collaborating or communicating with a wide variety of stakeholders.

GNRS 5330 3 (3:0:0)
THE ORGANIZATION, DEVELOPMENT, AND MANAGEMENT OF HEALTHCARE KNOWLEDGE WORKERS

Leadership of Healthcare Knowledge Workers focuses on healthcare workforce issues, leading and managing healthcare professional knowledge workers, and creating "learning organization" environments that are conducive to individual and team development and performance. Topics covered include recruiting, retaining, and motivating healthcare knowledge workers, teams and team leadership, organizational structure and culture, and leading in a team-based, personnel-intense healthcare organization.

GNRS 5331 3 (3:0:0)
ASSURING QUALITY PATIENT CARE: PATIENT SAFETY, LAW, AND ETHICS

Quality, Safety, Law, & Ethics in Healthcare focuses on the role of the nurse leader in developing, managing, and working within interdisciplinary systems and structures that promote organizational and individual practices that keep patients safe. Using the frameworks of patient safety and evidence-based management, students will study how to create and sustain a culture of safety through the synthesis of ethical, legal, clinical, and management dimensions. Assuring high quality, ethical, safe patient care is the one of the most important responsibilities of the healthcare leader.

GNRS 5332 3 (3:0:0)
TRANFORMATIONAL LEADERSHIP II

The continuous change and unpredictability of complex organizations requires leaders who are proactive, take considered risks, and are able to engage colleagues and followers in the creative achievement of goals. This course explores the application of the nurse leader competencies in relationship management; collaboration, influence and persuasion; decision-making; planning; and guiding his/ her own career.

GNRS 5337 3 (3:0:0)

INNOVATIONS IN COMMUNITY HEALTH PRACTICE

This course examines the theory and research related to the social, economic, and cultural influences on the health and health-related behaviors of populations. Community and public health principles will be used to assess the health of a population, determine and prioritize its health problems, and develop interventions to promote the highest level of health possible.

GNRS 5346 3 (3:0:0)

PUBLIC POLICY AND NURSING

This course provides an opportunity for student nurses to participate in the development of public health care policy. It also provides a foundation for those striving to be public policy leaders. The focus is on the interrelationships between the policy process and the role of the nurse in the delivery of health care. Participants will analyze health care policy from socioeconomic, ideological, political, ethical, and legal perspectives. Students will acquire skills in analyzing policies and planning strategies for improving health care policy. The overall goal is to stimulate awareness and participation in advancing the profession of nursing. Students will be required to attend a legislative-related activity as part of the course. Prerequisites: Graduate standing and consent of instructor.

GNRS 5347 3 (3:0:0)

LEADER AS COMMUNICATOR

Leader as Communicator is designed to help students become effective communicators and develop communication skills essential to successful leadership. Leaders must be able to persuade and convince others (individuals or groups) to support a point of view, position, recommendation, or course of action, using both written and verbal modalities. Leaders must develop their own capability and the ability of others to give and receive positive and negative feedback, to share tough messages, and to effectively discuss topics that may be emotionally and politically precarious.

GNRS 5349 3 (3:0:0)

INFORMATICS AND QUALITY IMPROVEMENT

This course introduces nursing informatics theory and application of quality and safety in practice. Key indicators and human factors essential to effective application of informatics in nursing practice are analyzed. The course is designed for the student to recognize and appreciate the impact of informatics on healthcare, improve patient outcomes, provide cost-effective health care, and maintain quality and safety in nursing practice.

GNRS 5350 3 (3:0:0)

NURSE PRACTITIONER PROFESSIONAL ROLE AND BUSINESS PRACTICES

Role theory serves as the basis for the study of the development and evaluation of the role of the nurse practitioner in providing health care. Selected issues such as the scope of practice, political, economic, and legislative influences are analyzed. The historical development and acceptance of the nurse practitioner role are traced through nursing practice acts, requirements imposed by boards of nursing, national certification efforts, third party payment systems, and various professional organizations. The course also presents the business, economic, legal, and leadership responsibilities that will challenge advanced practice nurses in their clinical practice settings. Building on professional issues presented throughout the curriculum, emphasis is placed on facilitating the student's transition to the nurse practitioner role and the business aspects of operating a clinical practice.

GNRS 5355 3 (3:0:0)

PATHOPHYSIOLOGY

This course is designed to provide the post-baccalaureate nurse with the opportunity to build upon both an undergraduate physiology and pathophysiology science background and clinical experience in the examination of pathophysiological mechanisms inherent in the manifestation of selected disease processes. The course takes a systems approach to the study of pathophysiology and examines selected dysfunctions of the pediatric, maternal, and adult patient.

GNRS 5373 3 (3:0:0)

FOUNDATIONS OF RESEARCH/THEORY

The course is designed to examine historical and philosophical foundations of nursing as a professional discipline. The links among philosophy, theory, research and practice will be analyzed. Ways of knowing will be explored. Interrelationships among the nursing meta-paradigm concepts of: person, health, environment, and nursing are organizing themes for the course. Students will develop skill in concept analysis. Qualitative and quantitative approaches to research will be compared and contrasted. Students will be provided nursing practice at an advanced level. The course emphasizes refinement of the student's own beliefs, values, and growth in developing philosophical and conceptual underpinnings for collaborative evidence-based advanced nursing practice.*

*Note: The definition of advanced nursing practice for this course signifies competencies in clinical practice, coaching and teaching, consultation, research, leadership, collaboration, and ethical decision-making. The area of advanced practice may be clinical, education, or leadership.

GNRS 5388 3 (3:0:0)
CONCEPTS OF RESEARCH AND EBM IN HEALTH CARE FINANCE

Research and Evidence-Based Management in Healthcare Finance guides students to apply aspects of the research process in administrative practice. To construct viable current and future options for nursing and other clinical services, nurse leaders must be able to evaluate the financial health of a health care organization. Students will investigate the evidence-based management literature and review healthcare services research. They will learn to analyze a variety of data sources to assess an organization's position, and to apply their findings to operations. Using research methods, they will forecast the impact of loss of revenue and deficits in organizational knowledge on the strategic plan of the organization, and the resulting impact on organizational units.

GNRS 5395 3 (3:0:0)
CNL HEALTH CARE FINANCE

The course will focus on identification and use of resources by the CNL. Students will explore the implications of health care policy for the Clinical Nurse Leader. Current and emerging issues and drivers of policy in health care economics and financing, and the impact on nursing leaders will be analyzed using discussions, reading and synthesis, and participative experiences.

GNRS 5303 3 (3:0:0)
ADVANCED HEALTH ASSESSMENT-NEONATAL

Building upon prerequisite knowledge of health assessment, this course presents the theoretical and clinical basis for advanced assessment in neonatal specialty nursing practice. Emphasis is placed on comprehensive assessment of neonates as a foundation for advanced practice nursing in normal and high-risk/critical care neonatal settings. Classroom and laboratory experiences focus on assessment, presentation of findings, and clinical decision-making.

GNRS 5434 4 (0:0:4)
ACUTE CARE NURSE PRACTITIONER CONCEPTS & PRACTICUM IV: NEONATAL

This course is designed to provide a practical experience in the development and implementation of the role of the acute care nurse practitioner. Emphasis is on the integration of theoretical concepts, clinical and role competencies requisite to managing the acutely ill and recovering client in the acute care setting. Under the guidance of a preceptor, students practice in an acute care setting.

GNRS 5521 5 (1:0:4)
CLINICAL PRACTICUM

This course is a synthesis of practical experiences in the development and implementation of the role of the Family Nurse Practitioner. Emphasis is on integration of theoretical, clinical, and role components of advanced nursing practice in primary care settings. The course is designed to encourage application and synthesis of knowledge and skills from previous courses into primary care practice. Under the guidance of a preceptor, students practice in primary care settings that provide them exposure to patients and families across the lifespan to maximized health care outcomes.

GNRS 5554 5 (1:0:4)
AGNP IV PRACTICUM

This course is a practical, synthesizing experience in the development and implementation of the advanced practice nursing role. Emphasis is on the integration of theoretical, clinical, and role components of advanced practice nursing in provision of comprehensive care to adolescents and adults with a broad range of health problems.

GNRS 5557 5 (5:0:0)
CNL CLINICAL PRACTICE

This course provides the theoretical basis for the competencies of the Clinical nurse Leader (CNL). It lays the scientific foundation for practice as the RN transitions to the role of the Clinical Nurse Leader in health promotion, disease prevention, and diagnosis and management of common illnesses in acute and primary healthcare settings in diverse populations across the lifespan. Additionally, this course emphasizes collaborative, partnership development among patients, families, and interprofessional teams.

GNRS 5613 6 (3:0:3)
AGNP III

The third course in care of the adult focuses on the theoretical basis for primary and acute care of adults, including older adults, with chronic health problems. Emphasis is on the refinement of clinical decision-making, assessment, and evidence-based plans of care for adults with chronic health problems. These problems are explored within the context of the family and community and the scope of practice of the nurse practitioner in the management of chronic illness. With the guidance of faculty and preceptors, students practice collaboratively with members of the interdisciplinary health care team.

GNRS 5631 6 (3:0:3)
NNP CONCEPTS AND PRACTICM I

This course is designed to develop theoretical and clinical competencies in the care of the acutely ill neonatal patient in a variety of settings, and builds on concepts and skills derived from prerequisite courses. The focus is on developing advanced practice skills in comprehensive assessment and management strategies that reflect current nursing and medical knowledge and practice. Emphasis will be placed on research and theory based management of neonates with disorders of selected body systems. Student progress will be evaluated through examinations, papers, case studies, class participation, student directed conferences/ seminars, and clinical practice.

GNRS 5632 6 (3:0:3)
NNP CONCEPTS AND PRACTICUM II

This course builds on the advanced knowledge and skills acquired in Neonatal Nurse Practitioner Concepts and Practicum I. The continuing focus is on developing advanced practice skills in the comprehensive assessment and management strategies that reflect current nursing and medical knowledge and practice for management of acutely ill patients with disorders of selected body systems. Student progress will be evaluated through examinations, papers, class participation, student directed conferences/ seminars, and clinical practice.

GNRS 5633 6 (3:0:3)
NNP CONCEPTS & PRACTICUM III

This course builds on advanced knowledge and skills acquired in Neonatal Nurse Practitioner Concepts and Practicum I and II. The focus is on developing collaborative management skills in the care of acutely ill patients with disorders of selected body systems. Student progress will be evaluated through examinations, papers, class participation, student directed conferences/ seminars and clinical practice.

GNRS 5634 6 (3:0:3)
AGNP I

The first course in primary care of the adult emphasizes the role of the adult-gerontology nurse practitioner in health promotion and management of minor illnesses in adults ranging in age from adolescents to the elderly. The foci of the course include clinical decision-making, anticipatory guidance, health promotion strategies, and the design of evidence-based plans of care within the context of the family and community. Emphasis in clinical practice is comprehensive assessment, provision of anticipatory guidance, and use of evidence-based plans of care. The student's role as a nurse practitioner is enhanced by beginning collaborative relationships with nurse practitioners, physicians, and other members of the health care team.

GNRS 5635 6 (3:0:3)
AGNP II

The second course in primary care of the adult focuses on the theoretical basis for primary care of adolescents and adults with acute health problems. Emphasis is on clinical decision-making, comprehensive assessment of selected health problems, and development of evidence-based plans of care for adolescents and adults with acute health problems. These problems are explored within the context of the family and community and the role of the adult-gero nurse practitioner in the management of acute illness. The student's role is enhanced by a developing collaborative relationship with the members of the interdisciplinary.

GNRS 5668 6 (3:0:3)
FNP CHRONIC ILLNESS/ CLINICAL

The primary care family members across the lifespan with chronic illness course is a synthesizing experience in the development and implementation of the role of the advanced nurse practitioner. The focus is on family members who have a chronic or complex health problem. The health of the individual is examined within the context of healing, the aging process, the family, and the community. Emphasis in clinical practice is on the refinement of advanced assessment, clinical decision-making skills, and the development of comprehensive plans. Under the guidance of faculty, students practice collaboratively with preceptors and other health care professionals. The clinical experiences occur in a variety of primary care settings.

GNRS 5669 6 (3:0:3)
FNP ADULT/WOMEN'S HEALTH

The FNP primary care of adults and women course presents the theoretical and clinical basis for advanced practice nursing in primary care. The focus is on Adults and Women family members who are essentially well or who have minor health problems. Emphasis is on the integration of primary preventive services and health promotion in the comprehensive evaluation of selected health problems, clinical decision making, and the cooperative implementation of evidenced based clinical management plans. The interactive nursing process is the framework used in assisting patients to attain health, which is viewed within the context of the family and the community. The student's role is enhanced by a beginning collaborative role with nurse practitioners, physicians and other health care providers under the supervision of faculty and preceptors, clinical experiences occur in a variety of primary care settings.

GNRS 5670 6 (3:0:3)
FNP CHILDREN AND OB

The course in primary care of children and comprehensive prenatal care emphasizes the role of the family nurse practitioner in the management of common health problems and general prenatal care. The foci of the course include clinical decision-making, anticipatory guidance, health promoting strategies, and the design of evidence-based plans of care within the context of the family and community. Emphasis in clinical practice is comprehensive assessment, provision of anticipatory guidance, and use of evidence-based plans of care. The student's role as a nurse practitioner is enhanced by interdisciplinary collaborative relationships with nurse practitioners, physicians, and other members of the health care team.

POST MASTER'S PROGRAM

Enrollment as a Non-Degree-Seeking Post Master's Student

Individuals holding a Master of Science in Nursing who wish to complete a series of courses to become eligible for national nursing certification programs may be admitted in a post master's program as a non-degree-seeking student. Applicants must submit an application, application fee, and transcripts from degree granting institutions, three letters of reference (one must be from a current employer or professional colleague), supporting statement, and copies of national certifications, if applicable. Students are also required to participate in a personal interview.

Post Master's Program Admission Requirements

In addition to submitting a completed application and application fee, the requirements for admission to the post master's degree program in nursing are listed below:

- A minimum of a master's degree in nursing from a nursing program accredited by the National League for Nursing Accrediting Commission (NLNAC), Commission on Collegiate Nursing Education (CCNE), or other nationally-recognized nursing education accrediting body. Applicants who have a master's degree in nursing from a non-accredited program will be considered individually, and the applicant may be required to submit additional data about the program and its accreditation status.
- Current, valid, unencumbered license or multi-state privilege to practice as a registered nurse in the state(s) in which the student participates in any clinical learning experiences.
- Submission of an application for admission and appropriate application fees. Students must submit the application via NCAS.
- Electronic submission of all official transcripts from each academic institution attended to Nursing CAS.
- Satisfactory score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) if the applicant's native language is not English. A minimum satisfactory score on the TOEFL is 550, or a computer score of 79 or 213, depending on the computer-based exam taken, and 6.5 for the IELTS.

Post Master's Program Selection Factors

The Admissions Committee will consider a number of elements in recommending the selection of students. In addition to the minimum admission requirements, other elements will be considered and may be assessed in a personal interview:

- Academic performance as reflected by GPA
- Leadership potential

- Awards and honors of distinction
- Awards and honors for academic achievement
- Written communication skills
- References and letters of recommendations
- Applicant's goals for the future

Post Master's Program Courses

Post Master's nurse practitioner, clinical nurse leader and nurse educator students must complete the following three (3) core courses in addition to the required courses in their area of specialization. Additional MSN core courses may be required if similar courses to the current curriculum in the MSN program track have not been previously taken based on AACN criteria for Post Master's Certificates in the NP program tracks:

Course Number	Course Title	Credit Hours
GNRS 5307	Advanced Health Assessment	3
or		
GNRS 5303	Advanced Health Assessment–Neonatal	3
plus		
GNRS 5355	Advanced Pathophysiology	3
GNRS 5301	Pharmacological Principles of Clinical Therapeutics	3

Family Nurse Practitioner (Web-based Program)

Course Number	Course Title	Credit Hours
GNRS 5569	FNP Adult and Women's Health	6
GNRS 5670	FNP Children and OB	6
GNRS 5668	FNP Chronic Illness/ Clinical	6
GNRS 5266	Families and Health Promotion	2
GNRS 5350	Nurse Practitioner Professional Role and Business Practices	2
GNRS 5521	Clinical Practicum	5
or		
GNRS 53XX	Clinical Practicum	3
and		
GNRS 5217	Clinical Decision Making/ Procedures	2

Adult-Gerontology Nurse Practitioner Program (Web-based Program)

Course Number	Course Title	Credit Hours
GNRS 5298	Geriatric Syndromes & Psychosocial Issues	2
GNRS 5634	AGNP I: Healthy Adults	6
GNRS 5635	AGNP II: Acute Problems of Adults	6
GNRS 5613	AGNP III: Chronic Problems of Adults	6
GNRS 5554	AGNP IV: Clinical Role Practicum	5
GNRS 5350	NP Professional Role & Business Practices	3
GNRS 5337	Innovations in Community Health	3
GNRS 5349	Informatics and Quality Improvement	3
	Total Credit Hours	34

Clinical Nurse Leader Major

Course Number	Course Title	Credit Hours
GNRS 5305	Introduction to the CNL	3
GNRS 5121	Clinical Practicum	1
GNRS 5368	Quality and Safety	3
GNRS 5250	Role Synthesis and Integration	2
GNRS 5357	CNL Immersion II and Project	3
GNRS 5122	Clinical Practicum II	1

GNRS 5123	Clinical Practicum III	1
GNRS 5557	CNL Clinical Practice	5
GNRS 5395	CNL Health Care Finance	3
GNRS 5321	CNL Immersion I	3
	Total Credit Hours:	25

Executive Nurse Leader (Web-based Program)

Course Number	Course Title	Credit Hours
GNRS 5327	Leadership I: Professional and Personal Development as a Transformational Healthcare Leader	3
GNRS 5328	Healthcare Economics: The Structure and Financing of American Healthcare	3
GNRS 5329	Nurse Leadership and Financial Management: Application of Operational and Strategic Concepts	3
GNRS 5330	The Organization, Development, and Management of Healthcare Knowledge Workers	3
GNRS 5388	Using Concepts of Research and Evidence-based Management in Healthcare Finance	3
GNRS 5331	Assuring Quality Patient Care: Patient Safety, Law, and Ethics	3
GNRS 5332	Leadership II	3
GNRS 5347	Leader as Communicator	3
GNRS 5131	Practicum I	1
GNRS 5132	Practicum II	1
GNRS 5133	Practicum III	1
	Total Credit Hours	27

Nurse Educator (Web-based Program)

Course Number	Course Title	Credit Hours
GNRS 5309	Foundations of Adult Learning	3
GNRS 5310	Advanced Clinical	3
GNRS 5311	Program Evaluation	3
GNRS 5312	Learning Environment	3
GNRS 5322	Curriculum Design	3
GNRS 5320	Educator: Clinical Practicum	3
GNRS 5108	Professional Role Development	1
	Total Credit Hours	19

Doctor of Nursing Practice Program

PROGRAM DESCRIPTION

The Doctor of Nursing Practice (DNP) program offers a terminal doctoral degree in nursing with an emphasis on practice with vulnerable populations. The program is intended for nurse practitioners of any specialty holding a master's degree in nursing. Our online program is designed to prepare nurse practitioners with strong clinical competencies, leadership, inquiry, and science skills necessary to transform health care.

ADMISSION REQUIREMENTS

Requirements are as follows:

- Submission of an application for admission and application fee. Students must submit the application online via the Office of Enrollment Services website.
- Submission of all official transcripts (undergraduate and graduate) from all academic institutions attended to the UTMB Health Office of Enrollment Services. Bachelor's and Master's degrees in nursing or proof of equivalent degrees are required. Transcripts must be submitted electronically to the UTMB Health Office of Enrollment Services.
- Proof of current (active), valid, unencumbered license or multi-state privilege to practice as a registered nurse in the state(s) in which the student participates in any clinical learning experiences.

- A minimum of a master's degree in nursing from a nursing program accredited by the National League for Nursing Accrediting Commission (NLNAC), Commission on Collegiate Nursing Education (CCNE), or other nationally recognized nursing education accrediting body. Applicants who have a master's degree in nursing from a non-accredited program will be considered individually, and the applicant may be required to submit additional data about the program and its accreditation status.
- National certification and recognition or licensure as a Nurse Practitioner in the state in which the applicant practices.
- A GPA of 3.5 on a 4.0 scale is preferred, and a minimum of 3.0 on a 4.0 scale for all college work is required.
- Two writing samples must be submitted with the application. These may include a thesis, a publication, or any paper written in the past, including written proposals or policies.
- A satisfactory score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) if the applicant's native language is not English. A minimum satisfactory score on the TOEFL is 550 *or* a computer score of 79 or 213 depending on the computer-based exam taken, and 6.5 for the IELTS.
- A written statement of personal career, educational, and scholarship goals is required. This statement should identify the student's areas of clinical interest in the program as well as define potential clinical and leadership goals that may be pursued. The statement will be submitted as part of the online application.
- A personal interview in person or by telephone with a faculty member if required.
- The online DNP program does not meet the requirements for students who have F1 educational visas, which require students to enroll in courses offered on campus.
- For additional admission requirements that must be completed prior to enrollment please visit http://son.utmb.edu/academics/DNP/EntranceRequirements.cshtml

SELECTION FACTORS

The Graduate Nursing Admissions Committee will consider a number of elements in recommending the selection of students. In addition to the minimum admission requirements, other elements will be considered and may be assessed in a personal interview:

- Academic performance as reflected by GPA
- Leadership potential
- Awards and honors of distinction
- Awards and honors for academic achievement
- Communication skills
- Applicant's goals for the future

REQUIREMENT REGARDING UNENCUMBERED REGISTERED NURSE (RN) LICENSURE FOR ADMISSION

Students admitted to Graduate Programs (MSN, DNP, PhD) must have an unencumbered RN license. If a student experiences an encumbered license (such as RN license with stipulations or restrictions) during their graduate studies, he/she must notify the appropriate Associate Dean for their Program (MSN, DNP, PhD) immediately upon receipt of the encumbrance. The student will provide the appropriate Associate Dean with a copy of the Agreed order. Students may be allowed to take non-clinical courses with an encumbered license. Students will not be allowed to take clinical courses with an encumbered license. The student will notify the appropriate Associate Dean of their Program (MSN, DNP, PhD) when the student's license becomes unencumbered and provide a copy of the BON's notification letter. The student may then participate in clinical courses. Failure to notify the appropriate Associate Dean of their Program (MSN, DNP, or PhD) of a encumbered license will be considered academic misconduct and be treated as such.

APPLICATION DEADLINES

Information regarding deadlines for applications to the DNP program can be found at **http://son.utmb.edu/academics/DNP/ProspectiveStudents.cshtml**

ESSENTIAL FUNCTIONS

See Essential Functions of the Graduate Nursing Program at the Graduate Degree Level under the Master's Degree Program above.

DNP PROGRAM OBJECTIVES

Upon completion of the program, Doctor of Nursing Practice graduates will be able to:

- Integrate nursing science and theory with scientific and theoretical knowledge from other disciplines as the basis for the highest level of nursing practice.
- Develop and evaluate culturally appropriate and effective approaches to health care delivery that meet current and future health care needs.
- Use information technology and ethical research methods to improve practice and the practice environment.
- Demonstrate knowledge of standards and principles for selecting and evaluating information systems, patient care technology, and related ethical, regulatory, and legal issues.
- Analyze health care policy and function as an advocate for the nursing profession.
- Communicate and collaborate effectively to function as a leader in interprofessional teams.
- Analyze epidemiological, biostatistical, occupational, and/or environmental data in the development, implementation, and/or evaluation of clinical prevention and population health.
- Demonstrate the foundational practice competencies required for DNP practice.

DEGREE REQUIREMENTS FOR THE DOCTOR OF NURSING PRACTICE DEGREE (DNP)

1. For the Doctor of Nursing Practice degree, students must complete their course of study within four years of beginning the program.
2. In addition to fulfillment of all program requirements, graduation from the Doctor of Nursing Practice Program requires removal of any academic deficiencies. No student may graduate with an incomplete (I) or failing grade (F, W). Each student must have an overall program GPA of 3.0 or above at the time of graduation.
3. Students must apply for a degree at the beginning of the semester in which they expect to graduate by completing the Diploma Name Card form in the Office of Enrollment Services. Degrees are awarded at the end of the summer, fall, and spring terms. The formal commencement ceremony for the entire academic year is held in the spring. No degree is conferred except on the official dates announced publicly. Candidates are expected to attend graduation exercises.

REQUIRED COURSES

Course Number	Course Title	Credit Hours
GDNP 6210	Foundations of DNP Practice	2
GDNP 6327	Advanced Nursing Leadership and Management	3
GDNP 6303	Applied Statistical Methods for Practice Inquiry	3
GDNP 6337	Informatics in the Transformation of Healthcare	3
GDNP 6335	Translational Methods for Practice Inquiry	3
GDNP 6302	Strategies for Improving Population Health	3
GDNP 6362	Practice Management and Improvement	3
GDNP 6359	The Economics of Healthcare	3
GDNP 6325	HealthCare Policy	3
GDNP 6211	Scholarly Practice Project Seminar I	2
GDNP 6212	Scholarly Practice Project Seminar II	2
GDNP 6213	Scholarly Practice Project Seminar III	2
GDNP 6301	Clinical Practicum I	3
GDNP 6301	Clinical Practicum II	3
	Elective	3
GDNP 6120	DNP Seminar	1
TOTAL		42

COURSE DESCRIPTIONS

Required Courses

GDNP 6120
DNP Seminar

This course provides students the opportunity to demonstrate synthesis of knowledge and skills acquired in the DNP program related to the AACN Essentials of Doctoral Education for Advanced Nursing Practice. The course integrates

clinical scholarship and professional socialization with discussion of the future practice of the DNP graduate. The objectives of this course are also accomplished, in part, by the completion of a professional portfolio.

GDNP 6210
Foundations of DNP Practice

The course is designed to provide the opportunity to analyze and reflect on the beliefs, influences, issues, and trends fundamental to the development of DNP practice. The effect of the DNP on current and future nursing regulation and certification will be explored. Essential components and core competencies of DNP practice will be identified and defined. Students will document beginning achievement of competencies via a professional portfolio and scientific writing.

GDNP 6211
Scholarly Practice Project I

This course builds on DNP competencies and knowledge of translating data and research into practice. DNP students in Scholarly Project Seminar I select faculty and agency mentors and initiate the process of conducting a systematic investigation of a clinical question related to DNP practice. The investigation is guided by a comprehensive written plan that includes synthesis of theoretical and evidence based literature, an intervention designed to improve practice, and appropriate methods of study and evaluation. The comprehensive plan should explore a clinical issue (e.g. need, gap, health disparity, clinical question) in provision of care for an identified vulnerable patient population. Faculty and collaborating agency mentors guide the student in comprehensive plan development and abstract submission; faculty mentors assist the student in seeking IRB approval.

GDNP 6212
Scholarly Practice Project II

This course will be a continuation of the initiated scholarly practice project from SPP I Seminar. Methods and measurement instruments appropriate for the comprehensive project data collection and intervention will be examined and proposed. Ethical and legal issues related to the comprehensive project are clarified with stakeholders. Process and content goals and objectives are refined. Agreements and/or Memorandums of Understanding are established with the agency. Faculty and agency mentors will review and evaluate the progress of the comprehensive project to assure goals and timelines are met. Dissemination plans for the project outcomes will begin, including identification of appropriate professional forums for presentation and publication.

GDNP 6213
Scholarly Practice Project III

This course will be a continuation of the scholarly practice project initiated in SPP I and II. The evaluation plan is implemented to assess comprehensive project outcomes, efficacy, sustainability, and future implications for practice. Additionally, findings are disseminated to stakeholders and in appropriate professional forums.

GDNP 6301
Clinical Practicum

The DNP Clinical Practicum, at the post-master's DNP level, will serve to provide an in-depth clinical experience for students. This clinical experience will provide the opportunity to gain advanced clinical skills, synthesize learning in settings with complex and/or undifferentiated patients, and address multifactorial issues that impact health outcomes for individuals and their families. Faculty and students will work together to create an individualized clinical plan with each student to meet the goals and objectives of the clinical practicum to demonstrate doctoral level practice in a nurse practitioner specialty.

GDNP 6302
Population Health Strategies for Improving the Nation's Health

This course examines the multiple determinants that influence population health from an epidemiological perspective. The principles of epidemiology are reviewed and applied to clinical issues relevant to advance practice nurses and health disparities. Evidence-based interventions that address population health issues are analyzed and evaluated.

GDNP 6303
Applied Statistical Methods for Practice Inquiry

This course focuses on statistical methods for clinical research and covers widely used univariate and multivariate analyses. Emphasis will be on the understanding and application of these fundamental analytical techniques. The evidence-based approach will be used to make inferences from sample data. Selection of the appropriate statistical methods will be used to evaluate data analysis and interpretation of basic and complex difference questions and associational research questions. The student will also evaluate research in support of evidence-based practice.

GDNP 6325
Health Care Policy

This course examines current issues in health care policy in the U.S. and the role of nurse leaders in affecting policy change. The influence of different political and economic conditions on health policy is analyzed within the context of historical, socioeconomic, ethical, legal and global perspectives. Students will engage in policy analysis and strategic planning for improving health care policy. The overall goal is to stimulate leadership in the policy process in advancing the profession of nursing and the health care of the public, with an emphasis on vulnerable populations.

GDNP 6327
Advanced Nursing Leadership and Management

This course is designed to enhance the practitioner's leadership skills based in a foundation of the theories and research of transformational leadership, including systems perspectives, organizational change, and inter-professional collaboration. Students will apply knowledge and skills in transformational leadership to resolve complex clinical situations with an emphasis on inter-professional power gradients and leadership to address health disparities. Students will acquire skills to lead practice improvement initiatives and integrated health care teams.

GDNP 6335
Translational Methods for Practice Inquiry

The course is designed to develop knowledge and skill in systematic inquiry about clinical phenomena, interventions, and issues using the best available evidence to guide translation of new knowledge into practice. Within the scope of an identified problem encountered in clinical practice, the DNP student will critically review the literature to focus the problem, significance, population, practice setting and expected outcomes. Research studies will be reviewed and evaluated for scientific merit, potential for translation into practice, and impact on quality health care and outcomes. The course enables students to build a scientific foundation for ongoing critical self-reflection for improving their practice following a systematic appraisal of available evidence.

GDNP 6337
Informatics in the Transformation of Health Care

This course presents the application of informatics and technology to health care. Successes and failures in implementation of information technology are evaluated, with a focus on practice improvement, innovative practice models, and disruptive innovation. Topics will address the collection and use of data for policy and quality within healthcare settings. Information technology as a mode to transform healthcare delivery will be stressed

GDNP 6359
The Economics of Health Care

This course uses economists' tools to enable students to understand the economic aspects of the health care system. Student will analyze critical concepts of health care delivery and health disparities from a macroeconomic perspective. The extent and impact of competitive markets, reimbursement issues, insurance, and other facets of governments' role in health care will be critically examined using a global perspective. The role of the advanced practice nurse leader in transforming health care through economics is explored in detail.

GDNP 6362
Practice Management and Improvement

This course focuses on practice management and improvement with an emphasis on the business of practice and on quality. The revenue cycle will be reviewed as well as common management issues such as scheduling, personnel management and overhead. Strategies for improving quality from a business perspective will be examined. The goal of the course is to provide the student with the evidence based practical tools necessary for leadership in practice management and health care quality with an emphasis on improving care to vulnerable patients.

Nursing Ph.D. Program

ADMISSION REQUIREMENTS

Information regarding the admission requirements for the nursing Ph.D. program can be found at http://son.utmb.edu/academics/PHD/PHD.cshtml or in the Graduate School of Biomedical Sciences Bulletin.

PH.D. ENROLLMENT REQUIREMENTS

Information regarding the enrollment requirements for the nursing Ph.D. program can be found at http://son.utmb.edu/academics/PHD/PHD.cshtml or in the Graduate School of Biomedical Sciences Bulletin

PH.D. PROGRAM DESCRIPTION

The Doctor of Philosophy Program in Nursing offers two entry levels, BSN to PhD and MSN to PhD. The program is designed to prepare scholars and researchers capable of advancing nursing practice and education. Health promotion, human response, and healing serve as the foundations of the program with research emphases on vulnerable populations, biobehavioral research, and contemporary pedagogies. These research areas provide the structure to develop knowledge that will extend the understanding of the promotion of physical, psychological, and social wellbeing.

PROGRAM OBJECTIVES

The program prepares nursing scholars to accomplish the following:

- Create conceptual systems that reflect synthesis, coherence, and the extension of knowledge about health promotion, human response, and healing with nursing and related disciplines.
- Design, conduct, communicate, and evaluate research that contributes to a body of knowledge in nursing science.
- Test, generate, and extend knowledge about nursing practice that includes health promotion, human responses, and healing into clinical settings.
- Collaborate with others on the integration of conceptual, practical and ethical knowledge of human health in the organization, implementation, and evaluation of health care practices and policies.
- Provide leadership to improve the health care environments of the world.

GRADUATION REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY IN NURSING DEGREE

Information regarding the graduation requirements for the Nursing Ph.D. program in the Graduate School of Biomedical Sciences Bulletin.

REQUIRED COURSES

Course descriptions may be found in the Graduate School of Biomedical Sciences Bulletin.

MSN TO PHD

Course Title	Credit Hours	
Year 1		
Concepts and Theories in Nursing	4	
History and Philosophy of Science in Nursing	3	
Nursing Science I	3	
Advanced Statistics	4	
Quantitative Research Methods	3	
Nursing Science II	3	
Ethics in Health Care and Research	3	
Quantitative Data Management	3	
Research Practicum	3	
Ethics of Science	1	30
Year 2		
Clinical Investigations in Nursing	3	
Survey of Instrumentation Methods	3	
Qualitative Research Methods	3	
Qualitative Data Management	3	
Research Practicum (times 2)	6	
Elective	3	21
Year 3		
Doctoral Research Seminar	3	
Dissertation	9	12

	Total	63

BSN TO PHD

Course Title	Credit Hours	
Year 1		
Concepts and Theories in Nursing	4	
History and Philosophy of Science of Nursing	3	
Nursing Science I	3	
Advanced Statistics	4	
Quantitative Research Methods	3	
Nursing Science II	3	
Ethics in Health Care and Research	3	
Quantitative Data Management	3	
Pedagogy I	3	29
Year 2		
Qualitative Research Methods	3	
Pedagogy II: Advanced Clinical	3	
Elective	3	
Qualitative Data Management	3	
Educator: Program Evaluation	3	
Curriculum Design	3	
Research Practicum (times 2)	6	
Pedagogy III: Practicum	3	
Ethics of Science	1	28
Year 3		
Clinical Investigations in Nursing	3	
Survey of Instrumentation Methods	3	
Research Practicum	3	
Doctoral Seminar	3	
Dissertation	9	21
	Total	78

Academic Policies

ACADEMIC INTEGRITY

Academic integrity is central to all scholarly and professional endeavors. All UTMB Health students are expected to display the highest standards of academic integrity in every aspect of their academic and professional pursuits while enrolled at UTMB Health.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit to any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Procedures to be followed in the event of alleged academic dishonesty are described in the *Rules and Regulations of the Board of Regents of The University of Texas System*. Alleged academic dishonesty issues should be reported to UTMB Health's scientific integrity officer.

HONOR PLEDGE

"On my honor, as a member of the UTMB Health community, I pledge to act with integrity, compassion, and respect in all my academic and professional endeavors."

DISCIPLINARY ACTIONS FOR VIOLATIONS OF ACADEMIC INTEGRITY (IHOP 7.1.3)

Within the School of Nursing, possible violations of academic integrity will be reviewed by the School of Nursing Integrity Officer. One or more of the following penalties may be imposed by the Student Affairs Officer after an uncontested case and written waiver by the student or by the Hearing Panel after a hearing in accordance with the

procedures specified for violation of any provision, as noted in the *'Violations of Academic Integrity (Scholastic Dishonesty)'* and *'Violations Other Than Scholastic Dishonesty'* sections of this policy, or other offenses:

- written warning that further scholastic violations may result in a more severe penalty
- disciplinary probation
- restitution or reimbursement for any damage or misappropriation of any University property
- suspension of rights and privileges, including participation in athletic or extracurricular activities
- suspension of eligibility for any student office or honor, or cancellation of credit for scholastic work done
- reduction of the grade assigned in a course
- failing examination grades
- suspension from UTMB Health for a specified period of time
- expulsion (permanent separation from the institution)
- a period of community service
- withholding of grades, official transcript and/or degree, or denial of degree
- revocation of degree and withdrawal of diploma, bar
- readmission or other penalties as appropriate

ACADEMIC PROGRESS AND SANCTIONS

Good Standing

Baccalaureate Programs

To be in good standing in the School of Nursing, all Baccalaureate students must maintain a minimum GPA of 2.0 on a 4.0 scale for all required upper-division nursing courses taken at UTMB Health . No student who has not achieved a cumulative average of 2.0 or better for all course work (required classes plus electives) may graduate from the baccalaureate program; a student also must have a cumulative average of 2.75 or better for all required nursing courses. No grade below C is acceptable in a nursing course. If a student receives an unsatisfactory grade (D or F) in a second course, he or she will be dismissed from the program. Grade of C or better is required in each required course and elective. A satisfactory clinical performance is required to receive a passing grade in a course. A passing grade cannot be earned in any course with a clinical rotation when an unsatisfactory clinical evaluation is given, even if test grades or other evaluation measures are satisfactory. A student who fails a clinical rotation may be subject to academic probation or program dismissal.

Master's Program

In the master's program, all courses without a clinical component taken to meet degree requirements require a minimum grade of C for satisfactory completion. All required courses with a clinical component require a minimum grade of B for satisfactory completion. See course descriptions for courses that include clinical components.

A student may repeat only one required course with a clinical component and must enroll to repeat the course at the next regularly scheduled offering. If a student receives an unsatisfactory grade (C, F) in a second clinical course, he or she will be dismissed from the program. A second "C" in any required course results in dismissal from the program.

Students passing the didactic portion of a clinical course, but failing the clinical portion of the course, will be given a grade of C for the course. Failure in both the didactic and clinical portions of a course will result in a grade of F. A student receiving a C or F in a clinical course will be required to retake the course if it is their first failure of a clinical course. If it is the student's second failure in a clinical course, he or she will be dismissed from the program.

Doctor of Nursing Practice Program

To be in good standing in the Doctor of Nursing Practice program, students must maintain a minimum GPA of 3.0 on a 4.0 scale for all required courses. No grade below a C is acceptable and the student will be required to repeat the course.

Satisfactory Progress

To advance with what is considered satisfactory progress in the School of Nursing, a student must complete, at minimum, 3 semester credit hours of course work with at least the minimum acceptable GPA during any one semester or summer term in which he or she is enrolled. The student who fails to make satisfactory progress will be placed on warning and must, during the next term of enrollment, successfully complete a minimum of 3 semester credit hours. Failure to do so carries the penalty of required withdrawal from the School of Nursing.

Satisfactory Academic Progress for Financial Aid Eligibility

Federal regulations require that students maintain satisfactory academic progress in order to be eligible for federal financial programs. The satisfactory academic progress requirements for the School of Nursing are as follows.

To advance with what is considered "satisfactory academic progress for financial aid eligibility," a student must pass (grade "C" or better for undergraduate students and "B" or better for graduate students, or "S"), have no course failures (grade of "D", "F", or "U") and complete a minimum of 3 semester credit hours of course work with at least the minimal acceptable GPA during any one semester in which he or she is enrolled. The student who fails to make satisfactory progress will be placed on warning and must, during the next term of enrollment, complete a minimum of 3 semester credit hours according to the policy above. Failure to do so will result in the inability to receive federal financial aid.

Scholastic Probation

Baccalaureate Programs

A baccalaureate student will be placed on scholastic probation when his or her GPA falls below 2.0 for the required courses and/or the cumulative GPA falls below 2.0 at the completion of any semester or the student receives a failing grade in any nursing course or elective. The student will be notified of probationary status. To be removed from probation and to continue in the nursing program, the student must raise his or her GPA in required courses, as well as the cumulative GPA, to a minimum of 2.0 by the end of the next two semesters. In addition, a probationary student who fails to raise his or her GPA by the end of the next grading period is not considered to be making satisfactory progress, and therefore is not eligible for financial aid the following semester.

Master's Program

Students in the Master's Program are considered on scholastic probation when they:

- Are admitted conditionally;
- Have a GPA of less than 3.0 in a given term; or
- Receive a grade of C or below in a clinical course.

To be removed from academic probation, the student must meet the conditions of admission by the end of the first semester of study or achieve a minimum GPA of 3.0 by the end of the next grading period.

Doctor of Nursing Practice Program

A DNP Program student will be placed on scholastic probation if his or her GPA falls below 3.0 for the required courses or electives at the completion of any semester, or the student receives a failing grade in any DNP course or elective. The student will be notified of their probationary status. To be removed from academic probation, the student must achieve a minimum GPA of 3.0 by the end of the next grading period.

Attendance at Another Institution While on Scholastic Probation

If a student has left the School of Nursing while on scholastic probation and has attended another institution during that time, that student's readmission to the School of Nursing will be with probationary status.

Academic Dismissal

Baccalaureate Programs

Baccalaureate students are subject to academic dismissal if:

- The probationary status is not removed by the end of two subsequent semesters, or
- They fail any one upper-division course twice while enrolled in the School of Nursing, or
- They fail any two upper-division courses while enrolled in the School of Nursing; or
- They withdraw from three courses while enrolled in the School of Nursing, or
- They withdraw from two courses and fail an additional course.

Master's Program

Master's students are subject to academic dismissal if:

- They receive a grade below a B in two required courses with a clinical component, or
- They receive a grade of C or below in two courses not requiring the clinical component, or
- They fail to meet the conditions under which they were admitted to the program; or
- They fail to maintain a GPA of at least 3.0 for two consecutive terms; or
- They withdraw from 3 courses while enrolled in the in the School of Nursing, or
- They withdraw from two courses and fail an additional course.

Doctor of Nursing Practice Program

DNP Program students are subject to academic dismissal if:

- They fail to maintain a GPA of at least 3.0 for two consecutive terms; or
- They withdraw from 3 courses while enrolled in the School of Nursing; or
- They withdraw from two courses and fail an additional course.

Incomplete Course

The symbol **I** for Incomplete is a temporary symbol. If the I is not converted to a letter grade during the semester immediately following the semester in which it was assigned, the I will convert to a grade of **F**.

Receiving an Incomplete in a course will not affect satisfactory progress if the course is completed successfully within the required length of time. When the course is a prerequisite for another, the incomplete course must be resolved and a grade submitted by the 11th class day of the term in which the course requiring the prerequisite is taken in order for the student to progress. When the course is not a prerequisite, the student has one term to complete it.

Repeating a Course

Repetition of a course will not affect satisfactory progress, as long as the student remains in good standing and the course being repeated is not a prerequisite to a subsequent required course. A course may be repeated once. However, failure of another course will result in academic dismissal.

Adding or Dropping a Course

Courses may be added or dropped with appropriate signed approvals prior to the census dates indicated below:

Fall/Spring terms		**Summer terms**	
Length of Term (weeks)	*Census Date (class day)*	*Length of Term (weeks)*	*Census Date (class day)*
2 or less	1st class day	2 or less	1st class day
3	2nd	3	2nd
4	3rd	4	3rd
5 - 6	4th	5 - 6	4th
7	5th	7	5th
8	6th	8	6th
9 - 10	7th	9	7th
11	8th	10 or more	12th
12	9th		
13 - 14	10th		
15	11th		
16	12th		

Withdrawing from a Course

Withdrawal from a course, by itself, will not affect satisfactory progress, but it may change the student's full-time/part-time status and may therefore affect financial aid eligibility.

The student who wishes to withdraw from a course after the add/drop date should consult with the course coordinator and program director, or the associate dean for the undergraduate or graduate program. The following symbols may be assigned:

W (Withdrawal) Assigned when the student withdraws within two business days prior to the end of the course, thus data regarding academic progress is not available. Not included in GPA calculation.

Process for withdrawing from a course

1. Student notifies the course coordinator and advisor
2. Student obtains form for withdrawal from the Office of Admissions and Student Affairs
3. Student obtains signatures for the withdraw from faculty
4. Student turns in signed form to Office of Admissions and Student Affairs

Failure to Officially Drop/Withdraw from a Course

A student who, without permission from the clinical faculty course instructor, program director, or associate dean of the program, discontinues attending a course or scheduled clinical experience without completing the established drop/withdrawal procedures will, at the end of the enrollment period, be assigned the letter grade earned in each course or clinical experience based upon the student's performance (or nonperformance) on the entire course requirements.

Interruption of Financial Aid

Notices of courses added or dropped, withdrawals, leaves of absence, and scholastic probation status are made regularly to the registrar's office in the Office of Enrollment Services. In turn, the Office of Enrollment Services will notify the student if an adjustment is required in the student's aid award.

Reinstatement of Financial Aid

If a student has lost financial assistance due to his or her academic standing, he or she may appeal for reinstatement of that assistance as soon as the standing has been rectified. Appeal should be made directly to the Office of Enrollment Services. An official copy of the student's transcript will serve as documentation to justify reinstatement. If a transcript is not immediately available, the student must obtain a written statement from the nursing program director.

The Office of Enrollment Services complies with the U.S. Department of Education regulations for regular evaluation of a student's academic standing and progress for the purpose of determining financial aid eligibility as long as the student is enrolled at UTMB Health.

Cautionary Notice

Each student is responsible for ascertaining his or her eligibility to continue in the School of Nursing. An ineligible student will not be allowed to register in the School of Nursing, and no student shall receive special consideration on the basis of a plea of ignorance of scholastic status. Also, each student is responsible for knowing the status of his or her permanent file. The University requires that all official transcripts and other required information relevant to a student's lower-division work be in the permanent files before the end of the first semester of enrollment in the School of Nursing. If the permanent file is not complete at that time, registration for the following semester may be deferred. Also, official transcripts for upper division work taken at another institution while enrolled in the School of Nursing must be in the permanent file before graduation from the School of Nursing.

COURSE ATTENDANCE AND ABSENCE POLICIES

The faculty member responsible for the course determines attendance requirements. A student who fails to attend any class for any reason is responsible for the material presented in class, assignments, examinations, announcements, etc., to the same extent as though the student had attended the class. If class participation is a graded activity, it cannot be made up. Completion of all assigned clinical hours is mandatory for every course with a clinical component.

Excused Absence

Students may request an excused absence of up to three (3) days from the course instructors. The Baccalaureate or Master's Program Director must approve requests for more than three (3) days. Approval of the request is given only if the circumstances are consistent with the school's policies. Students with excused absences are responsible for all work missed during the absence. Missed work must be completed within a reasonable time as approved by the instructor. Failure to make up missed course work within that approved time will result in the failure of that course.

The Texas Education Code provides that students shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused for a religious holy day will not be penalized for that absence and will be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

PROGRAM ATTENDANCE AND ABSENCE POLICIES

Absence Without Permission

Students who leave school without officially withdrawing or without the approval of the Program Director or who fail to return after a leave of absence or period of academic reassignment will have their association with UTMB Health terminated and are ineligible to register at UTMB Health.

Students who, without permission from the Program Director, discontinue attending a course(s) or clinical experience(s) without completing the established drop/ withdrawal procedures will, at the end of the enrollment period, be assigned a grade(s) based upon the requirements of the entire course or clinical experience.

Leave of Absence (LOA)

An approved leave of absence is required for any term in which a student is not enrolled for course work. Applications for a leave of absence must be made in writing directly to the Baccalaureate, Master's, or Doctor of Nursing Program Director. Students must be in good academic standing at the time of their request for a leave of absence. All periods of absence after the date of first enrollment will be counted toward the six-year program completion requirement for Baccalaureate students and four-year program completion requirement for Master's and DNP students.

A leave of absence is generally granted for one semester only and may be extended for no more than one year. Conditions for approval of the student's return to the program may be included in the approval of the leave of absence.

A student who is receiving financial aid and has been granted an eligible leave of absence is not considered to have withdrawn and will continue to be eligible for financial aid under the following conditions:

1. The student has made a written request for their LOA;
2. The LOA involves no additional charges by the school to the student; and
3. The LOA does not exceed 180 days.

The student must notify the Office of Admissions and Student Affairs of the date they plan to return prior to returning from an LOA.

If the student does not return from their LOA on or before the appointed date, the financial aid office will report the withdrawal date to the lenders as the first day of the LOA. Students will be required to complete an exit interview with the financial aid office if they do not meet the above conditions or fail to return as scheduled.

Students are responsible for ensuring that all LOA specifications, including beginning and ending dates, are submitted to the Office of Enrollment Services in writing.

CLINICAL EVALUATION

Satisfactory clinical performance is required to receive a passing grade in a course.

Grades and Quality Points

Baccalaureate Program

Numerical Grade	Quality Points	Description	Semester Credit Hours
A	90-100	Excellent	4
B	80-89	Good	3
C	75-79	Satisfactory	2
D	70-74	Not Considered Passing	1
F	0-69	Not Considered Passing	0

Master's Program

Numerical Grade	Quality Points	Description	Semester Credit Hours
A	90-100	Excellent	4
B	80-89	Good	3
C	70-79	Satisfactory	2
F	0-69	Not Considered Passing	0

Doctor of Nursing Practice

Numerical Grade	Quality Points	Description	Semester Credit Hours
A	90-100	Excellent	4
B	80-89	Good	3
C	70-79	Satisfactory	2
F	0-69	Not Considered Passing	0

Other grades and symbols appearing on the academic record are:

W	Withdrawal	Assigned if a student withdraws prior to an evaluation. A third withdrawal is treated the same as an F grade. A student who withdraws from two courses and fails a third course is academically dismissed from the School of Nursing.
I	Incomplete	Temporarily assigned if a student, for reasons beyond his or her control, has not completed all required work for a course by the end of said course. The I will convert to an F unless course work is completed within one semester after the initial incomplete, and an official letter grade will be filed with the Office of Enrollment Services by the instructor within the following registration period. If a student has two or more Incompletes, he or she cannot register for a full course load within the time granted to complete the incomplete courses.
INC	Permanent	Assigned in instances when students cannot complete a course due to circumstances within the school. Such circumstances may be when changes are made in the curriculum resulting in the course no longer being offered by the department or no longer being required for the program.
CR	Credit	Assigned upon recommendation by the Program Director and approval of the Dean. CR shall be used to designate that a student has been given credit for a course in which competency has been demonstrated by previous work or by taking an examination for credit. Courses graded CR may count toward degree requirements but are not computed in the GPA.
NR	Not Recorded	Recorded when an instructor cannot have the final grade prepared for a student by the reporting deadline or in cases when a course extends beyond the usual reporting deadline. An NR is valid for a period not to exceed one term and may be changed to S or U or A, B, C or F.
S	Satisfactory	Denotes an acceptable level of performance for a course offered on a pass/fail basis.
U	Unsatisfactory	Not considered passing and treated the same as an F grade.

Posting of Grades on Student Transcripts

The grade in each course will be entered on the permanent academic record of the student.

Postponement of Final Exam

A student may request postponement of the final examination in a course when extenuating circumstances exist. The student must contact the course faculty to request postponement, and the Baccalaureate or Master's program director must approve the request. The final examination must be rescheduled as soon as reasonably possible. (While the final examination may be postponed for good cause, no final examination may be taken prior to its scheduled date.) The grade symbol of I will be assigned when a final examination postponement has been approved.

Repeated Courses

When a course is repeated, all grades earned are included in the computation of the GPA.

Calculation of the Grade Point Average

For all UTMB Health schools, only grades earned at UTMB Health are included in GPA calculations.

To calculate the GPA, multiply the number of credits by the quality points allocated to the grade earned. A 4.0 scale is used at UTMB Health, e.g., A = 4 quality points (QPs); B = 3; C = 2, and so forth. Divide the sum of the course QPs by the sum of credits. For example, if a student enrolled in 14 semester credit hours and earned the following grades, the calculation would be as follows:

Grade	Per Credit QP's	Credits	Course QP's
A	4	3	12
B	3	3	9
C	2	4	8
D	1	1	1
F	0	3	0
I	-	2	-
W	-	3	-
	Totals	14	30

30 QPs divided by 14 semester credit hours = 2.1428 GPA.

STUDENT ACADEMIC APPEAL PROCESS

SON - Academic Appeal: Grading and Evaluation Policy

The policy for the SON academic appeal grading and evaluation process is available online at http://intranet.utmb.edu/policies_and_procedures/toc.aspx?id=17 (see IHOP Policy 7.1.22).

A student may appeal an examination score, clinical evaluation, or course grade using the following procedures:

(1) Informal Academic Appeal Procedure

After receiving a score, evaluation or grade which a student wishes to challenge, the student should request a meeting with the faculty member administering the grade, stating with particularity the reason for the meeting and which parts of the examination, paper, etc. the student is challenging. A student wishing to challenge a score, evaluation, or grade must do so within **ten (10) working days** from the official date of the posting or receipt of the grade.

Should the issue fail to be resolved in the student's meeting with the faculty member, the student may request a conference with the course coordinator. The conference with the course coordinator should be held as soon as possible after the student's request, and will be held at such a time that the faculty member who administered the grade being challenged will be available to participate as well. The course coordinator, after hearing and considering relevant information from all parties, shall render an opinion regarding the student challenge of the grade within **two (2) working days** of the conference with the student and faculty member.

In the event the student remains dissatisfied with the outcome, the student may request that the undergraduate or graduate Nursing Program Director review the appeal, including the specific grade challenge made by the student, and relevant information from all involved faculty. The Nursing Program Director will render the final decision in the informal academic appeal procedure.

The informal academic appeal procedure is intended to facilitate open communication between students and faculty, with the hope that the majority of student grievances will be resolved at this informal level. Involving essential parties only also assists with the preservation of confidentiality.

(2) Formal Academic Appeal Procedure

Should the student remain dissatisfied with the decision of the Nursing Program Director, the student has the right to appeal in writing to the appropriate associate dean responsible for the program in which the student is enrolled. This appeal must be made within **five (5) working days** following the rendering of a decision by the Nursing Program Director. The written appeal must state clearly and concisely the circumstances and particulars relating to the score or grade being appealed. A student who fails to properly initiate a written appeal within the timeframe specified above shall be deemed to have waived his/her right to appeal the grade, evaluation, or score in question.

The Associate Dean will gather all pertinent information related to the appeal, including written statements from the faculty member who administered the grade, the course coordinator, the appropriate track administrator, and Nursing Program Director. The Associate Dean will then appoint an ad hoc Appeals Committee, which shall consist of the Associate Dean (who will serve as chair without vote), and three (3) members of the undergraduate and graduate Admissions and Progression Committee (APC). In the event that three members from the APC are unable to serve, other faculty members will be asked to serve in their stead. A hearing will then be scheduled to hear the evidence brought by the student and any involved faculty members.

The student and faculty member will be notified in writing of the implementation and date of the formal academic appeal hearing and of the members serving on the ad hoc Appeals Committee.

Should the student or faculty member question the composition of the ad hoc Appeals Committee, she/he may request the replacement of a member by the Associate Dean prior to the hearing. This is to ensure to the greatest extent possible that no member of the ad hoc Appeals Committee is biased toward either party involved in the appeal.

All documentation pertaining to the appeal will remain confidential. The student's documentation will be distributed to all parties at least twenty-four (24) hours prior to the scheduled hearing. The following necessary parties to the hearing shall be present: the ad hoc Appeals Committee members, the student, and a recording secretary, (to be selected by the Associate Dean in his/her capacity as chairperson). Additional witnesses may be called by the Associate Dean to present evidence as needed.

During the scheduled hearing, the Associate Dean will maintain responsibility for ensuring the discussion and questions remain germane to the appeal. The ad hoc Appeals Committee members, having reviewed the pertinent documentation presented, shall have the right to question any party involved in the appeal as well.

Deliberation of the three (3) voting ad hoc Appeals Committee members will commence at the close of the exchange of information, after all other individuals have been dismissed from the room. A vote of two-thirds (2/3) of the total membership of the ad hoc Appeals Committee is required for a final decision.

The student will be allowed to attend classes for which he/she has prerequisites during the formal academic appeals process.

The student will usually be notified in writing of the decision of the ad hoc Appeals Committee within thirty (30) days of the date the student initiated the formal academic appeal, but in no event later than three (3) working days after the close of the hearing. Should the student not be satisfied with the decision of the ad hoc Appeals Committee, the student may appeal its decision in writing to the Dean of the SON. This appeal must be made within five (5) working days of receiving the decision of the ad hoc Appeals Committee. The Dean may question any party involved in his/her sole discretion, including any member of the ad hoc Appeals Committee, before reaching a final decision on the matter. The Dean shall provide his/her decision to the student within a reasonable amount of time. The student has the right to request a meeting with the Dean to discuss the appeal. The decision of the Dean shall be final.

Competitive Scholarship Selection Criteria

Scholarships are available to both resident and nonresident nursing students who are accepted for admission or are enrolled in the School of Nursing in the Baccalaureate, Master's, and Doctoral nursing programs. Information regarding these scholarships and the application process are available online at http://www.son.utmb.edu. Announcements will be made on the website before each semester regarding the application process. The SON Scholarship Committee makes awards at the beginning of the semester. Written communication regarding the scholarship application is provided to each student applicant.

Competitive Academic Scholarships

Joseph F. and Debbie Ackerman Nursing Scholarship
Deomeria "Dee" Ackerman Nursing Scholarship Fund
Betty P. Akins Nursing Scholarship
SON Alumni Assoc. Fund
Irene A. Ando Scholarship in Nursing
Marie and Talbert Aulds Scholarship
Donald Barnett Scholarship
Richard and Mary Alice Black Nursing Scholarship for SON
Dorothy Blume, R.N. Academic Achievement Award
Bank of America Scholarships and Awards for the Bacc2 Program
The Mary Alice Beaver Collerain '38 Scholarship
Elaine Byron Cominsky Nursing Advancement Scholarship
Grace R. Decker Nursing Scholarship
Lewis Decker Nursing Scholarship
Shirley Scoggin Decker Nursing Scholarship
SON Doctoral Program Scholarship
Mitzi N. Dreher Scholarship in Nursing
Agnes MacDonald Edwards Nursing Scholarship Endowment
Olga L. Falkenburg Scholarship
Robert E. Farr Scholarship for the School of Nursing
Teresa Stevens Finn Memorial Scholarship
Mary E. Fisher Nursing Scholarship Fund
John J. Gaherin Scholarship for the School of Nursing
Edwin M. and Rebecca S. Gale Presidential Scholarship
Adele Garcia Nursing Scholarship
Edgar & Grace Gnitzinger Scholarship fund for Geriatric Nursing
Anna Beth Hamilton Hill Endowed Scholarship
Louise English Hixon Nursing Scholarship
Katherine Ruth Sewell Reed Holmstrom Memorial Scholarship in the School of Nursing
Ivalee Lucille Holtz Scholarship Fund
Ann Marie Hooser Scholarship
Kaye & Stephen Horn Scholarship in Nursing
Mattie Moore & Martha Inglet Scholarship

Hedwig Elisabeth Schroeder Kaufmann Nursing Scholarship
The Barbara Grace Lockidge Mason Nursing Scholarship
Odelia B. McCarley Nursing Scholarship
The Regina R. & Alfonso J. Mercatante Memorial Scholarship
Linda A. Mount Memorial Nursing Scholarship
Wayne G. Mulloy, MD & Monica Mulloy, RN Endowed Scholarship in Nursing
Mary Kolaya Nicholas Scholarship
Elaine L. Nicholson, RN Endowed Fund for Graduate Nursing Education
Lois E. Nickerson, R.N. Endowed Scholarship
The Katherine Shuberg Oppermann Scholarship Fund
Patricia Ann Nelson Paden Scholarship for the School of Nursing
Geraldine Dye Parker Nursing Scholarship
UTMB Health Hospital Auxilary Scholarship in Memory of Rosa Mae Pietsch
Don W. Powell, MD Endowed Graduate Scholarship in Pediatric Nursing
Mary Ann & Steven C. Salch Endowed Presidential Scholarship in Nursing
Salute to Nursing Scholars SON
The Captain Anita P. Satterly Scholarship in Nursing
Minnie & Ward Savage Presidential Scholarship in Nursing I
Minnie & Ward Savage Presidential Scholarship in Nursing II
Annie P. Schmiedeberg Scholarship
Mary Hilda Smith & Ruth Alice LaGrone Nursing Scholarship
School of Nursing Class of 1968 Scholarship
Betty Sherman Sterling Nursing Scholarship Fund
Susanne & Gerald Sullivan Accelerated Program Scholarship
Margaret Rehm Traber Scholarship Fund
Texas Graduate Nurses Scholarship and Loan Fund
John W. Walker Endowed Scholarship
Jack & Jeanette Kristynik Ward Nursing Scholarship
Morace Ward Memorial Scholarship
School of Nursing Degree: Class of 1961 Wadno Hood Watts Scholarship
Nancy Snyder Young Nursing Scholarship Fund
Annual Fund SON Scholarship Fund
SON Class of '62 Degree Program
The Crawford & Hattie Jackson Foundation Nursing Scholarship
Kathryn Trout Hall Scholarship
SON Honors Program
Kempner Fund Nursing Educational Scholars
Nursing Leadership Scholarship
Dr. and Mrs. Morton H. Leonard, Jr. Scholarship
Miss Agnes J. McCloskey Nursing Scholarship
Grace Peters Rowe Scholarship
Karen H. & Donald L. Sexton School of Nursing Scholarship
UFCU Scholarship SON
Vera C. Warrington Scholarship

Honors and Awards Specific to Baccalaureate Students

DEAN'S LIST

At the end of each semester and each full summer session, a Dean's list is published to officially commend students in the full-time baccalaureate student body who have attained academic excellence by achieving a GPA of at least 3.5 on a 4.0 scale. The student must have completed all graded courses taken within the semester with a grade of C or better. The Dean's List distinction is noted on the student's transcript.

DEGREE HONORS

Exceptional baccalaureate graduates are recognized with degree honors at the time the degree is awarded. Degree honor designations are indicated on the diploma and on the transcript.

Eligibility for graduation with honors is computed on the Baccalaureate professional curriculum completed at UTMB Health School of Nursing.

Graduation with honors for the Bachelor of Science in Nursing degree is designated as follows:

summa cum laude	Highest Honors
magna cum laude	High Honors
cum laude	Honors

HONORS AND AWARDS

- The *Dean's Award for Scholarship* is presented to a graduating baccalaureate students who are graduating with a 4.0 GPA.
- The *Euphemia Jane Ritchie, R.N., Excellence in Nursing Award* is given to the most outstanding student of the School's senior nursing class. The student will be chosen on the basis of academic achievement, engagement in the life of the university, and commitment to community service.
- *Eleanor Brasher Farley and Stephanie Farley Pardue Clinical Excellence Award* is presented to a graduating student in the traditional and accelerated Baccalaureate Nursing Program who has been selected to receive the award by faculty.
- The *Community Service Award*, established by the School of Nursing Advisory Council, acknowledges graduating nursing students in the baccalaureate and master's programs, as well as doctoral students who have demonstrated outstanding community service by participating in service activities in the School of Nursing, the community, and/or in the workplace during their enrollment in the School of Nursing.
- *Mary and William McGanity Award for Maternal and Neonatal Health Award* is given annually to graduating nursing students for their outstanding academic performance and clinical excellence in maternal and neonatal health.
- The annual *Ralph and Mary John Spence Centennial Scholarship Award* is presented to an outstanding student nominated from one of the four UTMB Health schools—School of Nursing, School of Medicine, School of Health Professions or Graduate School of Biomedical Sciences. The recipient must have demonstrated superior academic performance, exhibited high personal and professional ethics, and have financial need.
- The *Mary Beth Lott Upchurch Award* was established to recognize an outstanding master's nursing program student who has achieved academic excellence and made a significant contribution to the field of health care and/or interdisciplinary health care activities.

Campus Life

STUDENT ORGANIZATIONS

Information regarding currently recognized student organizations university-wide is available through the Office of Student Life. Organizations specific to nursing include:

Student Nurses' Association (SNA)
Texas Student Nurses' Association (TSNA)
National Student Nurses' Association (NSNA)
UTMB Health School of Nursing Alumni Association
Texas Nurses Association (TNA)
Doctoral Nurses Student Organization (DNSO)

STUDENT SERVICES

University Student Services (http://www.utmb.edu/studentservices/) is here to help all students maximize their potential. We are comprised of three (3) distinct areas:

- Student Life http://www.utmb.edu/studentlife/,
- Enrollment Services http://www.utmb.edu/enrollmentservices/, and
- Student Health http://www.utmb.edu/studenthealth/.

Our talented and professional staff is dedicated to providing you with the very best service. Our common mission is to provide you with services and programs that enhance your academic experience and ultimate success at the university.

OMBUDSMAN

2.118 Jamail Student Center
(409) 747-9055

The ombudsman service is a supportive mechanism for listening to student's concerns related to the university and is a source of information regarding institutional services and policies. The ombudsman serves as a neutral third party to assist students with concerns that may not have been handled to their satisfaction. The ombudsman will help students determine their options and alternatives for resolving issues. Students are invited to contact the ombudsman through the Office of Student Life.

STUDENT SUPPORT SERVICES

Advisement Program and Tutoring Office

School of Nursing
Room 3.306, Health Professions and Nursing Building
(409) 772-1259

The Advisement Program is a significant and vital element of a student's collegiate experience. Its mission is to assist students in developing meaningful educational plans compatible with their career goals. It integrally involves faculty who are knowledgeable and experienced in a variety of educational programs and career opportunities. The academic advising program includes the current course faculty, faculty advisor, Academic Counselor, the Academic Coordinators, the Track Administrator and the Program Director. The Academic Counselor also coordinates tutoring services as needed. Students are required to meet with their advisors at least once a semester to discuss their progress and any problems they are experiencing. Students are expected to meet their advisors as early as possible after enrolling to avoid issues that might hinder their completion of the program in a timely manner.

Office of Admissions and Student Affairs

School of Nursing
Suite 2.208, Health Professions and Nursing Building
(409) 772-8271

The Students Affairs component of this office provides optimal services from a developmental perspective to facilitate academic, professional, psychosocial, and cultural growth for all students. The office provides, coordinates, and evaluates student services and special programs in the realms of recruitment, pre-advisement, orientation, retention, student life, commencement, awards, pinning ceremonies, and student placement. The office interacts with UTMB Health students, faculty, administration, alumni, and the community.

Some of the services, programs, and activities provided by the Office of Student Affairs/ Admissions that support the mission of the school include the following:

- Recruitment activities for all programs
- Pre-admission advising for all programs
- Application processing
- Academic support services – Class Changes
- Academic calendar
- Student organization support
- Annual Career Fair
- New-student orientation program/ Opening Ceremony
- Referral resource as necessary
- Student awards programs
- Pinning and Commencement activities
- Career Preparation
- Job Placement Assistance

The Admissions Office performs three (3) main functions: admissions, progression, and graduation for the Baccalaureate and Master's Nursing programs. The Admissions Office serves students throughout their careers at UTMB Health. The office facilitates admission to the School of Nursing and schedule changes such as add/ drops and withdrawals, leaves of absence, transcript evaluations, and address changes.

The Learning Resource Center
University Library

School of Nursing
Suite 1.8, Health Professions and Nursing Building
(409) 772-3025

The Learning Resource Center (LRC) supports the instructional and research missions of all students by facilitating independent and group learning experiences. The LRC at the Library maintains a collection of innovative media/ multimedia teaching and learning resources including computerized educational software, videotapes, audiotapes, and printed materials.

The LRC provides students, faculty and staff with three (3) computer labs and two study rooms. The computer labs provide access to computer based educational software, Microsoft Office software, Email, and the Web. The computers are available for individual or classroom use. Staff is available to assist students, faculty and staff using the computer labs. Faculty and staff may reserve the computer labs for testing or classroom use.

Course reserves for both the School of Health Professions and the School of Nursing are held and circulated at the Front Desk. Copy machines provide self-service copying and high speed laser printers are available for self-service printing.

Honor Societies

The *Alpha Delta Chapter of Sigma Theta Tau International*, the only international honor society of nursing, was chartered at The University of Texas on May 25, 1963. Sigma Theta Tau was founded to:

- recognize the achievement of scholarship of superior quality;
- recognize the development of leadership qualities;
- foster high professional standards;
- encourage creative work; and
- strengthen commitment on the part of the individuals to the ideals and purposes of the profession of nursing.

Each year, invitations to membership are extended to selected students in either the Baccalaureate or Master's program who rank within the upper one-third of their graduating class. Faculty, practicing registered nurses, and other nursing professionals in the community who meet specified criteria also may be invited to become members. Program meetings of an educational or scientific nature are held on a regular basis. A notation is made on the students' transcripts when they are inducted into Sigma Theta Tau honor society.

Phi Kappa Phi (PKP) Honor Society was established to promote recognition of academic excellence in all fields of higher education. PKP is unique among honor societies since it recognizes scholarship in all academic disciplines. The UTMB Health chapter is the first to be formed at a freestanding academic health science center. Members are elected from the upper 5% of students who have reached the final period of their junior year and the upper 10% of senior students.

Students may be invited for membership in the premiere academic honor society in the School of Nursing. Those awarded membership have the membership noted on their UTMB Health transcript.

Alphabetical Listing of Faculty

KEY: Faculty name, administrative appointment, endowed chair/ professorship, principal academic appointments, year of appointment to faculty, terminal degrees, institutions, year earned. An asterisk (*) indicates a joint appointment in the UTMB Health Graduate School of Biomedical Sciences.

Abraham, Kimberly, Instructor, 2012 Baccalaureate Program; MSN, University of Texas School of Nursing, Houston, TX, 2006

Al-Arabi, Safa A, Accelerated BSN Track Administrator, Associate Professor, 1999 Baccalaureate Program; PhD, The University of Texas Medical Branch, 2003

Alton, Suzanne, Assistant Professor, 2010 Baccalaureate Program; MSN, Sonoma State University, 1997

Andrews, Valerie, Nursing Interprofessional Simulation Center Director, Assistant Professor, 2009 Nursing Interprofessional Simulation Center Director; MSN, George Mason University, 2009

Armentrout, Debra, Neonatal Nurse Practitioner Track Administrator, Associate Professor, 2009 Masters Program; PhD, The University of Texas Medical Branch, 2005

Bachynsky, Natalie, Assistant Professor, 2009 Baccalaureate Program; MSN, The University of Texas Medical Branch, 2008

Beckworth, Cherry, Traditional BSN Track Administrator, Assistant Professor, 2007 Baccalaureate Program; PhD, University of Texas at Arlington, 1995

* Bishop, Sheryl, Professor, 1992 Nursing PhD Program; PhD, University of Texas at Austin, 1989

Boyd, Ellen, Assistant Professor, 2009 Baccalaureate Program; MSN, Hardin-Simmons University, 2002

Brandburg, Gloria, Associate Professor, 2012 Masters Program; PhD, Texas Woman's University, 2009

Campbell Watson, Rebeka, Assistant Professor, 2011 Baccalaureate Program; PhD, The University of Texas Medical Branch, 2011

Cates, Leigh, Assistant Professor, 2007 Masters Program; MSN, Medical University of South Carolina, 2005

Crane, Patricia, Associate Professor, 2006 Masters Program; PhD, University of Pittsburgh, 2007

Davila, Yolanda, Professor, 2007 Masters Program; PhD, University of Texas Health Science Center at San Antonio, 1999

Douzar, Betty, Assistant Professor, 2010 Baccalaureate Program; MSN, The University of Texas Medical Branch, 2010
Ebone, Vicky, Assistant Professor, 2012 Masters Program; MSN, The University of Texas Medical Branch, 2006
Ellis, Rachel, Assistant Professor, 2009 Baccalaureate Program; MSN, University of Mobile, 1995
Esmail, Dinez, Assistant Professor, 2012 Baccalaureate Program; MSN, Texas Woman's University, 2005
Feng, Juan, Assistant Professor, 2009 Baccalaureate Program; MSN, University of Texas at Austin, 2009
Fiandt, Kathryn, Associate Dean for Clinical Practice and Family Nurse Practitioner (FNP) Track Administrator, Professor, 2007 Clinical Affairs; PhD, Indiana University, 1993
Heard, Connie, Assistant Professor, 2013 Baccalaureate Program; MSN, Texas Woman's University, 2002
* Hill, Alice, Associate Dean for Graduate Programs and PhD Program Director, Professor, 1984 Nursing PhD Program; PhD, University of Texas at Austin, 1983
Jaquis, Jeri, Assistant Professor, 1983 Baccalaureate Program; MSN, The University of Texas Medical Branch, 1985
Jose, Mini, Assistant Professor, 2010 Baccalaureate Program; PhD, The University of Texas Medical Branch, 2008
Juneau, Cheryl, Assistant Professor, 2010 Masters Program; DrPH, University of Texas School of Public Health, 2010
Kelly, Jennifer, Assistant Professor, 2010 Baccalaureate Program; PhD, The University of Texas Medical Branch, 2008
King, Laura, Assistant Professor, 2013 Baccalaureate Program; MSN, The University of Texas Medical Branch, 2012
Lacy, Linda, Instructor, 2005 Baccalaureate Program; MS, Ohio State University, 1973
Lea, Patricia, Assistant Professor, 2007 Baccalaureate Program; MSEd, Baylor University, 1996
* Lederman, Regina, Professor, 1988 Nursing PhD Program; PhD, University of Michigan, 1977
Lovric, Ann, Assistant Professor, 2012 Baccalaureate Program; MS, Texas Woman's University, 2006
Mackavey, Carole, Assistant Professor, 2013 Masters Program; MSN, The University of Texas Medical Branch, 2004
Marr, Ruth, Instructor, 2012 Baccalaureate Program; MSN/ED, University of Phoenix, 2011
* Martin, Darlene, Professor, 1990 Nursing PhD Program; PhD, University of Texas School of Public Health at Houston, 1987
Mendez, Thomas, Assistant Professor, 2009 Baccalaureate Program; MSN, University of Texas Health Science Center - Houston, 1993
McCarthy, Magda (Sandi), Assistant Professor, 2013 Baccalaureate Program; MSN, University of South Alabama College of Nursing, 2001
More, Dwayne, Assistant Professor, 2012 Baccalaureate Program; DNP, Gardner-Webb University, 2012
Mundie, Tiffany, Instructor, 2012 Baccalaureate Program; MSN, The University of Texas Medical Branch, 2008
Murphy, M. Kathleen, Executive Nurse Leader Track Administrator, Associate Professor, 2012 Masters Program; DNP, University of Minnesota, 2009
O'Keefe, Mary, Professor, 2004 Masters Program; PhD, Texas Woman’s University, 1982
Peck, Jessica, Associate Professor, 2004 Masters Program; DNP, University of Alabama, 2012
* Phillips, Carolyn, Associate Professor, 1985 Nursing PhD Program; PhD, University of Pittsburgh, 1979
Ramos-Leon, Miriam, Assistant Professor, 2013 Masters Program; MSN, The University of Texas Medical Branch, 2008
Rhoads, Jacqueline, Clinical Nurse Leader Track Administrator, Professor, 2008 Masters Program; PhD, University of Texas Health Science Center Austin, 1986
Richard, Patricia, Associate Dean for Undergraduate Programs and Education Technology, Associate Professor, 1985 Baccalaureate Program; PhD, Texas Woman's University, 1992
Rounds, Linda, Doctoral of Nursing Practice Program Director, Professor, 1983 Masters Program; PhD, University of Texas at Austin, 1984
Savard, Patricia, Assistant Professor, 2012 Masters Program; DNP, Texas Christian University, 2013
Stephens, Eva, Nurse Educator Track Administrator, Associate Professor, 2012 Masters Program; DNP, Frances Payne Bolton School of Nursing, 2007
Svoboda, Jacquelyn, Assistant Professor, 2013 Baccalaureate Program; MSN, University of Texas Health Science Center, 2003
* Verklan, Mary, Professor, 2011 Nursing PhD Program; PhD, University of Pennsylvania, 1994
Watson, Pamela G., Dean and UTMB Health Vice President for Education, Professor, 2001 Dean; ScD, Boston University, 1982
Webster, Bonnie, Assistant Professor, 2004 Baccalaureate Program; MS, Texas Woman's University, 1988
Wiggs, Carol, RN-BSN Track Administrator, Associate Professor, 2004 Baccalaureate Program; PhD, Texas Woman's University, 2009
Wilder, Maureen, Interim Master's Program Director and Adult / Gerontology Nurse Practitioner (AGNP) Track Administrator, Assistant Professor, 1981 Masters Program; DNP, University of Alabama at Birmingham, 2012
Wisnewski, Charlotte, Baccalaureate Program Director, Associate Professor, 1996 Baccalaureate Program; PhD, Texas Woman's University, 1996
Woods-Chinn, Kaci, Assistant Professor, 2013 Student Affairs/ Admissions; MA, Univeristy of Clear Lake, 2001
Wofford, Gina, Assistant Professor, 2012 Baccalaureate Program; MSN, University of Phoenix, 2010
Young, Tammy, Assistant Professor, 2009 Baccalaureate Program; MSN, Texas A&M - Corpus Christi, 2004

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(Revised 7/18/13 by Myra McCollum)